PROCESSES, PRACTICES, AND POLICIES AS POTENTIAL PATHWAYS TOWARD LITERACY ACHIEVEMENT AMONG EIGHTH GRADE STUDENTS

A Dissertation

Presented to

The Faculty of the Department of Language, Literacy and Special Populations

Sam Houston State University

In Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

by

Alana Morris

December 2018

PROCESSES, PRACTICES, AND POLICIES AS POTENTIAL PATHWAYS TOWARD LITERACY ACHIEVEMENT AMONG GRADE 8 STUDENTS

by

Alana Morris

APPROVED:

Dr. Lory Haas
Dissertation Chair

Dr. Mae Lane
Committee Member

Dr. Benita Brooks
Committee Member

Dr. Nancy Votteler
Committee Member

Dr. Diane Morris Miller
Committee Member

Approved:

Dr. Stacey L. Edmonson
Dean, College of Education

DEDICATION

This dissertation and the instructional, pedagogical practices it represents is dedicated to my grandson, Wesley Alan Morris (4-21-2016). I hope he forever hangs onto a passion for books that make him want to stay up past his bedtime and continues to beg for writing utensils to leave his mark, even if sometimes in questionable places. I encourage him to use words wisely and forgive those who don't yet know how. I hope he creates magical stories that one day bring me peace when I am old and frail and need a good dose of, "Naina, remember when…"

ABSTRACT

Morris, Alana, *Processes, practices, and policies as potential pathways toward literacy achievement among eighth grade students*. Doctor of Education (Literacy), December 2018, Sam Houston State University, Huntsville, Texas.

Purpose

The purpose of this mixed methods research study was twofold. First, the researcher sought to examine the idea that there is a difference in text analysis capacity among Grade 8 students assigned to teachers with higher levels of implementation than those with lower levels of implementation of five district literacy initiatives: (a) utilizing a Text Analysis Pyramid, (b) utilizing an interactive literacy notebook, (c) providing writing instruction following the district Write Away Plan, (d) facilitating academic conversations, and (e) facilitating analysis level of questioning. Second, teachers' perspectives regarding their own capacity for implementation and the support they received to facilitate implementation were recorded via semi-structured formal interviews and analyzed using QDA Miner. A sequential, equal-status mixed methods design was followed and explored through a critical dialectical pluralism lens (Johnson, 2011; Onwuegbuzie & Frels, 2013) due to the focus on underserved students of poverty and due to the study having two epistemological perspectives working in tandem—pragmatism-of-the-middle, which serves to further action (Onwuegbuzie, Johnson, & Collins, 2009), and both social constructivist and constructionist lenses because a "co-constructed reality" is created between the researcher and the research participants (Guba & Lincoln, 2005, p. 193) through social processes. Through the results of the integrated data, the researcher sought to impact processes, classroom practices, and policies regarding literacy instruction.

Findings indicated that teachers who demonstrated efficacy and capacity for implementing the five district literacy initiatives yielded gains in student reading achievement that was statistically significant as measured by change in both mean raw and scale scores between the 2015 and 2016 STAAR Reading Assessments. Many teachers did not demonstrate the required capacity levels for implementing the district literacy initiatives and student reading achievement was therefore impacted. Several teachers struggled with one or more of the initiatives, especially writing instruction, facilitating academic conversations, and asking and expecting analysis level of questioning.

Qualitative and mixed methods data yielded the following four interconnected themes: (a) the importance of ongoing professional development, (b) time and space for meaningful planning, (c) personalized job-embedded support that spirals back to all district literacy initiatives, and (d) compassion for students and their success.

KEY WORDS: Writing instruction, Language production tasks, Analysis, Reciprocity, Close reading, Secondary, Instructional capacity, Efficacy, New teacher support, Planning, Program evaluation, Professional development

ACKNOWLEDGEMENTS

I would like to acknowledge the importance of several people who were instrumental in my learning journey and the process in bringing this life-long goal to fruition. First, I will forever hear the voices of my grandmothers, Lula Hedwig McFarland (I was destined to be a Potter fan) and Gladys Gregory Kelley whispering words, phrases, adages, incessant threads of encouragement that began when I was a child and have sustained me during intense moments of doubt. One massaged my voice as a writer and the other taught me to never give up. They both instilled grit and a growth mindset before these ideas had names.

My mom and dad—Skip and Peter Farrow to the rest of the world and Oma and Granddaddy to my children— are the most amazing parents ever. My mother has always been my greatest support, especially in academic pursuits. A certain lift in her voice was always present when she learned that something positive academically had been achieved. My son told me the other day that I was the second smartest person he knows—the first being my dad. He felt he needed to apologize, but I stopped him mid-sentence. My dad is the smartest, but he is also wise. He and my mom gave me a priceless gift; they modeled the importance of hard work—even when you are tired, or not feeling well, or your feet hurt, or someone else could be doing the task. I rarely saw my parents sitting and doing "nothing."

I thank Corey and Kayce, my children, for their support and patience as I took this opportunity to pursue something I love after so many years. I am sure in some quiet place in their thinking, they are looking forward to not hearing the word "dissertation" for a while. I wish for them all the success in the world toward the things that bring them joy.

I thank Todd who has spent many moments by himself while I was in class, or reading, or writing. It is hard to believe we were not married when this journey began. We can now go hang out on the beach! I promise to not bring one book or article. His love and support were important.

I could not have finished this research without the numerous people in my "circles of light"—academic light. First, a huge thank you to Dr. Cindy Benge for nudging (No, shoving is more accurate) me to seek this degree. She believed in me in ways a sibling might and urged relentlessly for me to say "yes" to this adventure. Others in my academic family who always gave me powerful ideas to ponder and years of friendship include Dr. Margaret Hale, Rhonda Lawrence, Connie Caveness, Karen Foster, Gretchen Bernabei, Joyce Evans, Arcelia Leon, Pat Jacoby, Dr. Joyce Armstrong Carroll, Barry Lane, Catherine and others at QEP Professional Books, Jeff Anderson, Dr. Shirley Wright, Dr. Diane Morris Miller, Bruce Goodner, Cindy Tyroff, Chris Goode, my Aldine family, Dr. Jennifer Cobb, and so many more that I will regret forgetting.

Spring Branch ISD has been a treasure in my professional and many times personal life. My team during the past months has ensured my success, and I am forever grateful for their genuine care, their spirit for galumphing, and their individual and collective huge nudges across the finish line: Adrian Rutherford, Lesli Brown, Diane Rios, Becky Singley, and Jesse Waltman. I also thank Karen Heeth and Dr. Jennifer Blaine for their patience, understanding, and support as I completed these final stages. I could fill a small book with their texts of support and numerous Memes that made me smile and feel that everything would be okay. Other Spring Branch friends who continue to impact

my life in countless ways include Martha Meyer, Donna Handlin, Pam Butler, Nancy Harn, Robye Snyder, Bryan Williams, Lance Stallworth, and Maureen Ucles.

The professors I learned from at Sam Houston State University have been world-class. I must thank Dr. Anthony Onwuegbuzie for believing in my scholarly capacity, even after me turning my first paper in one minute late. Honestly, I cannot imagine what it would have been like to experience this journey without his unwavering expectations and feedback from which I learned more than I ever could have in any other manner. I am also grateful for the additional opportunities he afforded me in co-authoring articles and presenting at my first research conference. My heart is sincere and my brain is full—and tired.

I am also especially grateful that I was fortunate enough to have taken Dr. Haas's Quantitative Research course. Her organization and commitment to dynamic teaching and learning helped me finalize my ideas for this study, and I learned confidence in exploring the language of statistics, which previously had caused anxiety. I was thrilled when my request to have Dr. Haas as my dissertation chair was granted. I do not feel it is an exaggeration to say I would not have finished this study without her patience, her experience, and her expertise. In light of Hurricane Harvey and the delay in finishing this study, her timing was perfect in sensing when to check in, when to hold back, and when to kick it in gear when the time was right to push through to graduation with every shred of energy a person could muster (for both of us). I will be forever grateful.

I also appreciate the time and energy toward my growth as a researcher from Dr. Debbie Price, Dr. Hannah Gerber, Dr. Barbara Greybeck, Dr. Leonard Breen, Dr. Melinda Miller, and Dr. Nancy Votteler,. Additionally, the thoughtful, insightful suggestions and edits from my dissertation committee added incredible value.

I appreciate their time and commitment to my success: Dr. Lory Haas, Dr. Diane Morris Miller, Dr. Mae Lane, Dr. Benita Brooks, and Dr. Nancy Votteler.

Finally, I want to thank the many people who helped me pick of the pieces after Hurricane Harvey. The following poem, written during the most difficult days, is for all of you. You know who you are…

Roberto's Intent

Today the yard keeper with calloused hands
bent down and gently smelled the hibiscus
blooming in the center bed in my yard.
His gesture made me stop mid-stride.
The flowers' beauty juxtaposed against
Harvey's bones piled lifelessly by the road had received
little notice.
Perhaps he didn't see me studying his intent.
But maybe he did.
Maybe he couldn't find the words to say, "Sorry for your loss."
His show of sensitivity required no words....no English....no Spanish.
Maybe he wanted me to breath in his empathy as he breathed in the scent of hope.
At that moment as he held the stem in his hand, time seemed to stand still...nothing else mattered.
DACA, Korea, Irma, the fury of Harvey's relentless rains,
the chalky White of spoiled sheetrock, and exposed nails all disappeared.
...if only for a second.
It was a peaceful second,
and I exhaled with him.
Steinbeck, too, would have relished this Rose of Sharon.
Beauty and strength amid devastation and despair.

This poem, written and posted September 2017, is to acknowledge the support given by friends and family after our home was destroyed by Hurricane Harvey. Their intense generosity and love allowed me to complete this research study.

Alana Morris, 2017

PREFACE

Books

From the heart of this dark, evacuated campus
I can hear the library humming in the night,
a choir of authors murmuring inside their books
along the unlit, alphabetical shelves,
Giovanni Pontano next to Pope, Dumas next to his son,
each one stitched into his own private coat,
together forming a low, gigantic chord of language.

I picture a figure in the act of reading,
shoes on a desk, head tilted into the wind of a book,
a man in two worlds, holding the rope of his tie
as the suicide of lovers saturates a page,
or lighting a cigarette in the middle of a theorem.
He moves from paragraph to paragraph
as if touring a house of endless, paneled rooms.

I hear the voice of my mother reading to me
from a chair facing the bed, books about horses and dogs,
and inside her voice lie other distant sounds,
the horrors of a stable ablaze in the night,
a bark that is moving toward the brink of speech.

I watch myself building bookshelves in college,
walls within walls, as rain soaks New England,
or standing in a bookstore in a trench coat.

I see all of us reading ourselves away from ourselves,
straining in circles of light to find more light
until the line of words becomes a trail of crumbs
that we follow across a page of fresh snow;

when evening is shadowing the forest
and small birds flutter down to consume the crumbs,
we have to listen hard to hear the voices
of the boy and his sister receding into the woods.

From *The Apple that Astonished Paris: Poems by Billy Collins* (pp. 31-32), by Billy Collins, 2006, Fayetteville, AR: University of Arkansas Press. Reprinted with permission.

Images in Collins' (2006) poem metaphorically bring to life the reciprocity between the reader, the text, and the poet and the transaction of meaning that takes place as each reader interacts with the speaker of the poem—a speaker created by a writer, the poet. In the poignant words of Rosenblatt (1978):

> The poem, then, must be thought of as an event in time. It is not an object or an ideal entity. It happens during a coming-together, a compenetration, of a reader and a text. The reader brings to the text his past experience and present personality. Under the magnetism of the ordered symbols of the text, he marshals his resources and crystallizes out from the stuff of memory, thought, and feeling a new order, a new experience, which he sees as the poem. (p. 12)

TABLE OF CONTENTS

DEDICATION iii

ABSTRACT iv

ACKNOWLEDGEMENTS vi

PREFACE xii

TABLE OF CONTENTS xiv

LIST OF TABLES xviii

LIST OF FIGURES xxi

CHAPTER I: INTRODUCTION 1

Background of the Study 4

Conceptual Framework 5

Theoretical Framework 6

Goal of the Study 8

Purpose of Study 8

Rationale and Purpose for Mixing Quantitative and Qualitative Approaches 9

Research Questions 10

Quantitative Hypothesis 13

Significance of the Study 13

Definition of Terms 14

Delimitations 16

Limitations 16

Organization of Remaining Chapters....24

CHAPTER II: REVIEW OF THE RELATED LITERATURE....26

Inclusion-Exclusion Criteria....26

Literature Review Initial Search Procedures....26

Extending the Literature Review Process Through MODES....27

Scribes to Scholars: A Historical Review of Writing Instruction in the United States....28

Specific Writing Practices that Impact Reading Achievement....43

Writing Processes That Influence Reading and Content Understanding....48

Summary of the Extant Literature....53

Chapter Summary....55

CHAPTER III: METHOD....56

Mixed Methods Research Design and Sampling Scheme....56

Mixed Methods Research Paradigm....56

Participants for the Quantitative Study Phase....58

Procedure for the Qualitative Phase....73

Mixed Data Analysis Procedures....75

Chapter Summary....76

CHAPTER IV: RESULTS....77

Introduction....77

Characteristics of the Participants....78

Students Participants District and Campus Levels....83

Presentation of Quantitative Questions and Results....89

Years of Experience and Implementation....106

Presentation of Qualitative Procedures and Data....118

Qualitative Procedures....119
Qualitative Interview Research Questions.... ..123
Classical Content Analysis....124
Qualitative Open-Ended Survey Questions....129
Processes Toward Themes....137
Constant Comparative and Discourse Analysis....139
Mixed Methods Questions....169
Presentation of Mixed Methods Procedures and Results....169
Summary....172
CHAPTER V: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS 173
Validating/Ligitimating the Mixed Research Findings....174
Discussion of Findings....187
Interpreting the Quantitative Results....187
Discussion of Key Quantitative Results....192
Interpreting the Qualitative Data....206
Interpreting the Mixed Methods Data....207
Extension of Existing Literature....208
Implications for Theory, Policy, Classroom Practices, and Future Research....211
Concluding Thoughts....217
CHAPTER VI: UNDER THE SYCAMORE TREES: REFLECTIONS ON WRITING AND RECIPROCITY.... 220
References....227
APPENDIX A: Program Evaluation Survey 250
APPENDIX B: Initial IRB....254
APPENDIX C: Second IRB Exempt Status 256

APPENDIX D: Interview Questions.....257

APPENDIX E: Text Analysis Pyramid 258

APPENDIX F: Email Correspondences with Ralph Fletcher.....259

APPENDIX G: Content of Observation Protocol.....260

APPENDIX H: Analysis Progress Monitoring.....262

APPENDIX I: Writing Analysis Reflection Tool.....263

APPENDIX J: Email Correspondences with Billy Collins and Agent.....264

APPENDIX K: Email Correspondence with P. David Pearson….....267

APPENDIX L: Implementation Photos.....268

APPENDIX M: Comprehensive Literature Search Audit Trail 270

Curriculum Vita 277

LIST OF TABLES

Table **Page**

1. Threat to Internal Validity at the Quantitative Phase 18
2. Threats to External Validity at the Quantitative Phase 21
3. Threats to Internal and External Credibility 23
4. Threats to Mixed Methods Legitimation 24
5. Demographics of Target District 58
6. Research Questions, Instruments, and Analysis Plan 61
7. Pseudonyms and Descriptions of Teacher Participants 80
8. Sequence of Data Narrowing 84
9. Study Demographics in Percent and Numbers 86
10. Descriptive Statistics for STAAR Reading and Teacher Implementation Composite Scores 91
11. Recoded Data: Levels of Implementation with Descriptive Statistics 92
12. Multiple Comparisons with Three Levels of Implementation 93
13. Matched Mean STAAR Reading Assessment Scale Scores 94
14. Teacher Change in Matched Mean STAAR Reading Assessment Raw Scores 98
15. Years Teaching Experience Impact on Student Reading Achievement 102
16. Years Teaching Experience Impact on Implementation 104
17. District Literacy Initiatives Deployment by Year 106
18. Descriptive Statistics for Years Teaching Experience and Implementation Composite Scores 109
19. Recoded Data: Years of Experience with Descriptive Statistics 110

20.Multiple Comparisons with Level of Years of Experience.....112

21.Type of Certification on Implementation of each District Literacy Initiative.....114

22. Relationships Between Teacher Certification Types and Change in Literacy Construct Scores.....117

23. Pseudonyms and Descriptions of Teacher Interview Phase Participants: Nested Sample.....122

24.Words Removed from Analysis.....125

25. Categories and Codes from Teacher Interviews Regarding Support and Capacity.....126

26.Professional Learning and Open-Ended Survey Responses.....131

27.Manifestations of Significance Across Question Responses.....141

28. Manifestations of Activities Across Question Responses.....146

29. Manifestations of Identity Across Question Responses.....150

30. Manifestations of Relationships Across Question Responses.....154

31. Manifestations of Politics (Social Cues) Across Question Responses.....158

32. Manifestations of Connections Across Question Responses.....162

33. Manifestations of Sign Systems and Knowledge Across Question Responses.....166

34. Perceptions of Support and Capacity Campred with Implementation and Student Achievement.....171

35. Threats to Internal Validity at the Quantitative Phase, Manifestations in the Current Study, and Mitigation.....176

36. Threats to External Validity at the Quantitative Phase, Manifestations in the Current Study, and Mitigation.....181

37. Threats to Internal and External Credibility at the Qualitative Phase, Manifestation in the Current Study, and Mitigation.....183
38. Threats to Mixed Methods Legitimation.....186
39. Research Questions, Instruments, Analysis Plan, and Important Findings.....188
40. Progress Monitoring Guiding Questions for Text Analysis Capacity.....194
41. Writing Analysis Reflection Guiding Questions.....198
42. Novice Teacher Group Details.....205

LIST OF FIGURES

Page

Figure 1. Example of error matrix publishing companies included in textbooks.....35

F*igure 2*. Image from textbook page referencing errors as vulgar.....36

Figure 3. Cover of antique *English To-Day* text. 39

Figure 4. Visual representation of the 22 key words and frequency of usage from nine interviews.....128

Figure 5. Pie chart illustrating the distribution of the 22 key words used in all nine of the teacher interviews 129

Figure 6. Items 12 and 29 from STAAR Assessments..... 202

Figure 7. Photo: Grandmother, Gladys Gregory Kelley..... 220

Figure 8. Photo: Alana Morris, Editor of *Peregrine*.....223

Figure 9. Photo: Grandson, Wesley Alan Morris 226

CHAPTER I

INTRODUCTION

In 1983, the National Commission on Excellence in Education declared that there was trouble in America with academic achievement in a direct statement, "Our nation is at risk" (p. 1). Twenty-five years later, the United States Department of Education (2008) released a follow-up report indicating that out of every 20 children born in 1983, only five received a post-secondary degree by 2007. Although these reports represent general system concerns within education, it is important to examine the ways in which literacy policies and pedagogy have been impacted since the 1983 commission. Anderson, Hiebert, Scott, and Wilkerson (1985) led the first scholarly commission on reading since the 1983 published report. The authors advocate, "Reading must be seen as part of a child's general language development and not as a discrete skill isolated from listening, speaking, and writing" (p. 21).

In 2000, the National Institute of Child Development (NICHD) released their controversial National Reading Panel report, highlighting instructional implications that were culled from reviewed scientific studies on reading. During this time, reading began to take center stage as to what it meant to be literate in the United States, and Congress allocated millions of dollars in federal grant funds to intervene with those at risk for reading failure (U.S. Department of Education Office of the Inspector General, 2006). In fact, counter to the advice given by Anderson et al. (1985), the skill of reading was becoming more discrete and isolated within the language development arena. To counter the trend of focusing the national literacy dialogue exclusively on reading, the National Commission on Writing (2003) highlighted the importance of increasing the amount of

writing instruction within schools. Also contained in this report was an announcement that the new 2005 version of the SAT would have an essay component, which became optional as of 2016 (SAT Essay | SAT Suite of Assessments—The College Board, 2017). For more than 30 years, the United States has been a nation at risk, and concerns about literacy continue to perpetuate that legacy. However, with the exception of Graham and Perin's (2007) extensive and timely report regarding how to improve adolescent writing that echoed and extended the views expressed in the National Commission on Writing (2003) report, the topic regarding the crucial role of writing in creating a literate society has been oddly absent from national policies, reports, and funding discussions. The volume of studies conducted in the arena of reading far outnumber experimental and quasi-experimental studies in writing (Graham, McKeown, Kiuhara & Harris, 2012; Miller, Scott, & McTigue 2016). To illustrate, in efforts to cull studies for review, a mere 582 potential studies were available for Graham and Perin's (2007) meta-analysis while more than 100,000 qualifying reading research studies were available for the National Reading Panel report by the NICHD (Miller, Scott, & McTigue 2016). Additionally, Graham et al. (2012) expressed concern in that research focused on specific writing practices had yielded few high-quality studies that met inclusion qualifications for review, which when conducting meta-analyses, might lead to "less confidence…in the reliability of an average ES when it is based on a small number of studies" (p. 892).

Statement of the Problem

Although billions of dollars are spent annually on commercial reading programs, which are often delivered in an online format (P. Hardy, Texas State Board of Education, personal communication, April 8, 2016), students at all grade levels continue to struggle with reading (Allington, 2015;

National Center for Educational Statistics, 2016), especially if reading is defined as moving beyond decoding or word calling and toward higher levels of text understanding and analysis (Barnhouse & Vinton, 2012; Beers & Probst, 2013; Fisher & Frey, 2015; Frey & Fisher, 2013; Gallagher, 2004; Smith, 2006; Pearson, Cervetti, & Tilson, 2008; Probst, 2004; Rosenblatt, 1978). The most recent National Assessment of Educational Progress (NAEP) report for Grade 8 indicates that between 2013 and 2015, reading scores in the United States stayed the same, with the scores of seven states decreasing and only West Virginia showing gains (National Center for Educational Statistics, 2016).

Considering the available data, little evidence supports the continued use of commercial, computerized programs to impact reading achievement. For instance, in the 2013-2014 school year, 87% of Texas students in Grades 3-8 were registered to use a state-funded online reading program, I-Station (Garland, Shields, Booth, Shaw, & Samii-Shore, 2015). Yet, an independent evaluation funded by the Texas Education Agency documented, “With few exceptions, no significant differences emerged among students from different groups in terms of relationships between use of I-Station and STAAR-Reading performance” (Garland et al., 2015, p. 5). Lack of growth in state and national reading achievement data in spite of extensive funding expended on commercialized reading programs such as I-Station highlights the problem of literacy stagnation in North America. A concurrent problem is the overfunding of reading initiatives while writing instruction receives less funding, less professional development focus, and less scheduled time for instruction (Applebee & Langer, 2013; Newkirk, 2007). Rather, more focus on writing, due to the reciprocity between reading and writing processes (Cody, 1903;

Rosenblatt, 1978, 1994; Smith, 2006), might be a solution to the stagnation of reading achievement in the United States.

Background of the Study

Gee (2014) posed the question of whether language drives context or if context creates the language. This question is like many other conceptual ideas, especially with language, where society is left to ponder what came first. For example, does fluency lead to comprehension, or does comprehension facilitate fluency? Must students master comprehension before teachers guide neophyte readers toward higher levels of analysis, or does the process of analyzing a complex text lead to comprehension? Gee (2014) explained, "While 'reciprocity' would be a good term for this property of language, the more commonly used term is 'reflexivity'…. Language then always simultaneously reflects and constructs the context in which it is used" (p. 120).

Gee's discussion focuses on discourse analysis, whereas other aspects of language acquisition and language production present parallel connections. For example, reflecting on whether the understanding of reading processes shapes writing or whether the understanding of writing processes instead shapes reading creates the same parallel ideas of reflexivity and reciprocity; the two processes and the context in which they are used influence each other. In fact, Smith (2006) expressed the view of many (Anderson, 2011; Culham, 2014; Laminack & Wadsworth, 2015; Noden, 1999; Prose, 2003) when he explained:

> Everything a child learns about reading helps in becoming a writer. Everything learned about writing contributes to reading ability. To keep the two activities

> separate does more than deprive them of their basic sense; it impoverishes any learning that might take place. (p. 117)

Importantly, Gee's (2014) concept of reflexivity is parallel to ideas presented by Rosenblatt (1978) more than three decades earlier. In fact, she similarly surmised, "The relationship between reading and writing encompasses a network of parallelisms and differences. Reading and writing share a necessary involvement with texts…The writer 'composes' a presumably meaningful text; the reader 'composes' hence 'writes' an interpreted meaning" (Rosenblatt, 1988, p. 2). To elaborate further on this idea, Smith (2006) posited, "If you see yourself as a writer, you *read like a writer*, which means that you read as if you might be writing what you are at the moment reading. It's a vicarious activity resulting in vicarious learning" (p. 121). Clearly, research supports the connection between reading and writing, yet the two subjects often are isolated from each other in the classroom (J.A. Carroll, personal communication, September 29, 2016; S. Graham, personal communication, August 16, 2016; Langer & Allington, 1992; Smith, 2006). In addition, many state assessments separate the two content areas into different assessments (Florida Department of Education, 2012; Texas Education Agency, n.d.), making the connection between the two literacy arenas more complicated for inexperienced teachers, administrators, and even students to discern.

Conceptual Framework

The conceptual framework of this study will focus on two instructional practices that potentially impact reading comprehension: (a) explicit writing instruction and other language producing tasks on reading (producing texts), and (b) explicit instruction regarding text analysis (consuming texts). Although research trends from the literacy

field focus on either reading habits or writing habits and their implications (e.g., Applegate & Applegate, 2004; Hale, 2011; Langer, 2000; Nathanson, Pruslow, & Levitt, 2008), prominent literacy practitioner researchers advocate that teachers of reading and writing must understand the complexities of consuming, analyzing, and producing texts (e.g., Almasi, O'Flahavan, & Arya, 2001; see also Applebee & Langer, 2013; Atwell, 1987; Carroll & Wilson, 2008; Laminack & Wadsworth, 2015; Newkirk, 2014; Rosenblatt, 1994). Therefore, educators' understanding of the reciprocity between reading and writing is an important component of the conceptual framework of this study.

Theoretical Framework

Rosenblatt (1994) defined a theoretical "model" or framework as "an abstraction, or a generalized pattern devised in order to think about a subject" (p. 1363). Rosenblatt's (1978) transactional theory permeated this study, providing an important pattern that framed the subject of reciprocity between writing and reading achievement. Regarding the subject of reciprocity between reading and writing, Rosenblatt (1994) highlighted an important concept—a person's "linguistic-experiential reservoir" (p. 1367). Each person's linguistic reservoir is used to transact with incoming ideas to create or to interpret meaning. Much like we participate in transactions at the bank or the grocery store, or even digitally through eBay or PayPal, linguistic transactions function in similar ways and for similar purposes. There can be no exchange with PayPal without specific individuals and a context requiring action. Rosenblatt (1994) explained:

> In any linguistic event, speakers and listeners and writers and readers have only their linguistic-experiential reservoirs as the basis for interpretation….Instead of an interaction, such as billiard balls colliding, there has been a transaction,

> thought of rather in terms of reverberations, rapid oscillations, blendings, and mutual conditionings. (p. 1368)

Meaning that is constructed from texts is formulated through ongoing exposure to quality mentor texts and meaningful feedback regarding application of learned concepts and skills for both reading and writing (Fletcher, 2011; Goldberg, 2016). Transactions occur with or without conscious awareness of the reader, relying heavily on context and reader intent as Smith (1994) explains, "A text is out of the author's hands the moment a reader sets eyes on it. In that independent existence the text can only talk for itself, and its interpretation is determined by the reader" (p. 96).

It is metacognition on the part of the reader and the writer that provides opportunities for intentionality and greater opportunities for literacy achievement through comprehension of ideas and concepts (Barnhouse & Vinton, 2012; Beers, 2003; Harvey & Goudvis, 2007; Keene & Zimmermann, 2007). In fact, Rosenblatt (1994) suggested that meaning does not reside in a text at all; rather, meaning is co-constructed between the reader and the text. She explained:

> Far from already possessing a meaning that can be imposed on all readers, the text actually remains simply marks on paper, an object in the environment, until some reader transacts with it. The term *reader* implies a transaction with a text; the term *text* implies a transaction with a reader. 'Meaning' is what happens during the transaction… (p. 1369)

Goal of the Study

Newman, Ridenour, Newman, and DeMarco (2003) specified nine types of goals utilized in mixed methods designs, namely: (a) predict; (b) add to the knowledge base; (c) have a person, social, institutional, and/or organizational impact; (d) measure change; (e) understand complex phenomena; (f) test new ideas; (g) generate new ideas; (h) inform constituencies; and (i) examine the past. Much like a well-crafted lesson will address multiple standards or competencies, numerous purposes could align to the current study. In fact, the goal of the current study is multifaceted: (a) to add to the body of literature regarding the impact of explicit writing instruction on reading processes and comprehension; (b) to understand complex phenomena; (c) to measure change; and (d) to have a personal, social, institutional, and/or organizational impact on literacy, especially at the secondary grade level, and for this study, specifically eighth-grade students in a large urban school district in the southwest region of the United States.

An observation by Graham and Hebert (2010) was the limited number of experimental or quasi-experimental studies available for review and the importance of continued research in this area of interest. Similarly, the James R. Squire Office of Policy Research (2008) urged policymakers to "bridge the gaps between qualitative and quantitative research on writing" and to provide support and financial funding for such efforts (p. 5). In light of these concerns, this study, in part, aims to address these gaps.

Purpose of Study

The purpose of this mixed methods research study was twofold. First, I sought to examine the idea that there is a difference in text analysis capacity among Grade 8 students assigned to teachers with higher levels of implementation than those with lower

levels of implementation of five district literacy initiatives: (a) utilizing a text analysis pyramid framework (Morris, 2012); (b) utilizing an interactive literacy notebook; (c) providing writing instruction following the district Write Away Plan; (d) facilitating academic conversations; and (e) facilitating analysis level of questioning. Second, teachers' perspectives regarding their own capacity for implementation and the support they received to facilitate implementation were recorded via semi-structured formal interviews and analyzed using QDA Miner. Through the results of the integrated data, following a sequential, equal-status mixed methods design, I sought to impact processes, classroom practices, and policies regarding literacy instruction.

Rationale and Purpose for Mixing Quantitative and Qualitative Approaches

Greene, Caracelli, and Graham (1989) provided a classification of five purposes for using mixed methods research: (a) triangulation; (b) complementarity; (c) development; (d) initiation; and (e) expansion. These purposes were driven by my intent to examine how the various data might add value to the study and answer specific research questions. For the current study, I determined the purpose for using a mixed methods research design included complementing and expanding the quantitative data. Greene et al. (1989) refer to this design as complementarity and expansion and explore the reasons for layering the research design in this way by explaining that the purpose is "to increase the interpretability, meaningfulness, and validity of constructs and inquiry results by both capitalizing on inherent method strengths and counteracting inherent biases in methods and other sources" (p. 259). Qualitative data, through semi-structured interviews, were collected to support, to expand, and to add richness to the initial quantitative results, including achievement patterns measured through criterion-based state assessments.

Collins, Onwuegbuzie, and Sutton (2006) identified four rationale types (i.e., participant enrichment, instrument fidelity, treatment integrity, and significance enhancement). For this specific study, an explanatory mixed methods research design (Onwuegbuzie & Frels, 2016), significance enhancement was achieved by utilizing both quantitative and qualitative methods. Quantitative processes and data alone captured only *what* happens in the classroom regarding implementation of the five district literacy initiatives. Additionally, the quantitative data measured differences in student reading achievement before and at the close of the study period. In contrast, qualitative data and processes, specifically interviews, captured the perceptions of *why* and *how* the outcomes emerged. In fact, Johnson, Onwuegbuzie, and Turner (2007) explained that mixed methods research is ideal "when the nexus of contingencies in a situation, in relation to one's research question(s), suggests that mixed methods research is likely to provide superior research findings and outcomes" (p. 129). Additionally, Onwuegbuzie (2003a) contended that capturing the complex layers of data through mixed methods research allows for accuracy of data interpretation. He explained, "Indeed, it could be argued that the only important difference between quantitative and qualitative data is that the former represent more empirical precision, whereas the latter represent more descriptive precision" (p. 396). In efforts to present precise data and implications, a sequential, equal status mixed methods approach for the current study was ideal.

Research Questions

Plano Clark and Badiee (2010) identified nine specific types of questions utilized within mixed methods research. For the purpose of the current study, combination research questions (i.e., at least one mixed methods question combined with separate

quantitative and qualitative questions) and emergent research questions (i.e., new or modified research questions that arise during the design, data collection, data analysis, or interpretation phase) was used. The emergent questions were connected to the participant interviews with questions constructed based on the program evaluation implementation data.

Quantitative research questions. The following quantitative research questions were addressed in this study:

1. What is the relationship between Grade 8 literacy teachers' implementation of five district literacy initiatives and students' reading achievement as measured by:
   a) Overall achievement on 2016 Grade 8 Reading STAAR Assessment;
   b) Comparison of the student mean scale score change from Grade 7 2015 Reading STAAR Assessment to Grade 8 2016 Reading STAAR Assessment; and
   c) Comparison of the student mean raw score change from Grade 7 2015 Reading STAAR Assessment to Grade 8 2016 Reading STAAR Assessment?

2. What is the relationship between years of teaching experience and growth in reading achievement?
3. What is the relationship between years of teaching experience and level of implementation for each of five district literacy initiatives as measured by the mean Observation Protocol score for each initiative?

4. What is the relationship between years of teaching experience and level of overall implementation for five district literacy initiatives as measured by the mean Observation Protocol score?
5. What is the relationship between teachers' certification type and level of implementation for each of the five district literacy initiatives?
6. What is the relationship between teachers' certification type and change in mean scale score from 2015 Reading STAAR Assessment to 2016 Reading STAAR Assessment for each literary construct?

Qualitative research questions. The following qualitative research questions were addressed in this study:

1. What are Grade 8 literacy teachers' perceptions of district-level support regarding five literacy initiatives?
2. What are Grade 8 literacy teachers' perceptions of campus-level support regarding five literacy initiatives?
3. What are Grade 8 literacy teachers' perceptions of their capacity to implement five district literacy initiatives?
4. What are Grade 8 literacy teachers' perceptions of students' literacy capacity?

Mixed methods research questions. Plano Clark and Badiee (2010) identify four dimensions for writing mixed methods research questions. I followed the dimension regarding the relationship of questions to other questions and to the research process (pp. 291-292). The following independent, predetermined mixed methods research questions (Plano Clark & Badiee, 2010) were addressed in the study:

1. How are Grade 8 literacy teachers' perceptions of campus and district support congruent with their degree of implementation of five district literacy initiatives?
2. How are teachers' perceptions of their capacity to implement five district literacy initiatives congruent with their students' Grade 8 reading achievement?

Quantitative Hypothesis

The following hypothesis was tested in this study: There is a difference in text analysis capacity among Grade 8 students attending urban schools in classrooms with higher levels of teacher implementation than those classrooms with lower levels of teacher implementation of five district literacy initiatives.

Significance of the Study

The current body of research regarding the connection between reading and writing (e.g., Fu & Lamme, 2002; Graham et al., 2017b; Li, 2015) often focuses on the reading-to-writing link. Although Graham and Hebert's (2010) meta-analysis did highlight important writing-to-reading connections, there were few studies addressing in what ways writing processes impact reading comprehension, and many of these studies involved early reading processes at the word and sentence levels (Bus & van IJzendoorn, 1999; Conrad, 2008; Uhry & Shepherd, 1993; Weber & Henderson, 1989) or studies that did not involve composition of texts (Berkowitz, 1986; Chang, Sung, & Chen, 2002; Faber, Morris, & Lieberman, 2000). The current study provided empirical data focused specifically on how specific literacy instructional practices and writing processes, especially explicit instruction in composition, impacted reading comprehension,

thereby allowing school systems and policy makers to make informed decisions regarding individual and collective literacy needs of secondary school students and their teachers. Further, by adding to the body of research, those who initiate policy, especially at the local level, and who direct funding toward important literacy initiatives will have expanded options to facilitate next-level and post-secondary literacy readiness for students.

Definition of Terms

Analysis. For the purpose of this study, the task of analysis was connected with reading closely or the popular idea of "close reading" in order to bring deeper meaning to the texts that individuals consume as readers and the texts that individuals produce as writers (Beers & Probst, 2013; Fisher & Frey, 2014; Fisher et al., 2012; Goldberg, 2016; Lehman & Roberts, 2014; Newkirk, 2012). Students and teachers were asked to read for meaning, which often requires entering that quiet zone of thinking or the more collaborative hum of energy that comes from peer conversations about deeper meaning that emerges from both the intentional moves that writers make as they craft texts and from the layered experiences that readers bring to the text. Beers and Probst (2013) articulated this idea, "We want them [students] inside the text, noticing everything, questioning everything, weighing everything they are reading against their lives, the lives of others, and the world around them" (p. 3).

Craft elements. Peck (1980) explained, "A good author writes with a camera, not with a pen" (p. 4). This idea illustrates the concept of craft. Students were asked to notice and to discern purpose in the intentional craft moves that writers make to evoke a feeling, to create an image, to develop a character, to connect with the readers, to anger the

readers, and so forth. Craft elements might be figurative language, use of specific details, rhetorical devices, repetition of language of grammatical patterns, or intentional use of a variety of structures (Bernabei & Reimer, 2013; Fletcher &Portalupi, 2007; Portalupi & Fletcher, 2001; Shubitz, 2016). Noden (1999) focused on sentence structures as a craft tool. He noted, "Just as a painter combines a wide repertoire of brush stroke techniques to create an image, the writer chooses from a repertoire of sentence structures" (p. 4). Exploring craft elements urged students to notice, to name, and to emulate these craft moves.

Reading. Because many definitions of reading are used in research, in schools, and in dialogs regarding literacy pedagogy, for the purpose of this study, reading was not defined as decoding words but as creating meaning. According to Smith (2006), "Reading is the antithesis of nonsense; it strives always to find and make sense" (pp. 3-4) and "Every reader needs the insight that the printed words in a book are meaningful—they are language—and can be interpreted in terms of story of useful information" (p. 15). Therefore, for the purpose of this study, reading was bringing meaning to—transacting with—words on the page or within other environments.

Structure. For the purpose of analysis in this study, structure was used to explore and to explain full-text level structures, such as narrative, expository, sequential, linear, and non-linear; paragraph-level structures, such as topical (beginning with a topic sentence), descriptive, and compare/contrast; sentence-level structures, such as simple, compound, complex, with and without introductory clauses and/or phrases; and word-level structures, such as prefixes, suffixes, and blends.

Delimitations

This study focused on 10 middle schools in one urban school district in southwest Texas. Only Grade 8 students were included. All general education and inclusion special education students and English language learners and their teachers were eligible. Students and teachers at alternative campuses or participating in alternative programs were excluded from the study due the reality that the instruction within these programs were often not congruent with curriculum utilized within the regular campuses. Additionally, often students were not in the alternative programs for the entire school year. The data collection period for the quantitative data, which was part of a district program evaluation, was from September to April of the 2015-2016 school year; qualitative data was collected in the spring of the 2016-2017 school year.

Limitations

After analyzing the research study design, the manner in which data would be collected, and the processes for analysis and interpretation of the collected data, I identified several potential threats to validity, to credibility, and to legitimation of the mixed methods results. According to Benge, Onwuegbuzie, and Robbins (2012), it was important to analyze potential threats to legitimation throughout the recursive research process and for each design phase: qualitative, qualitative, and mixed research components.

Onwuegbuzie (2003b) identified 22 threats to internal validity and 12 threats to external validity in quantitative research designs at the design/data collection phase. Johnson and Christensen (2014) defined internal validity as “the ability to infer that a causal relationship exists between two variables” and external validity as “the extent to

which the study results can be generalized to and across populations of persons, settings, times, outcomes, and treatment variations" (pp. 662 & 665). Onwuegbuzie (2003b) also noted 21 threats to internal validity and five threats to external validity at the data analysis phase. He further described seven threats to internal validity and three threats to external validity at the data interpretation phase. Based on the design of this study, I identified eight potential threats the internal validity at the quantitative phase: (a) history, (b) maturation, (c) instrumentation, (d) differential selection of participants, (e) mortality/attrition, (f) implementation bias, (g) researcher bias, and (h) multiple-treatment interference. For a detailed description of how the threats might have manifest themselves in the study, see Table 1.

Table 1

Threats to Internal Validity at the Quantitative Phase

Stage of Design: Research Design/ Data collection		
Limitation	Description	Manifestations in Current Study
Differential selection of participants	Bias relating to the use of pre-existing groups; selection bias	Pre-formed (i.e., intact) classes were used to form groups. At the middle school level, courses connected with athletics, fine arts, and advanced placement courses eliminate the possibility of true randomization.
History	Relates to an unplanned event that has an impact on the study	A time lapse of 7 months occurred from the start of the study to the administration of the Grade 8 Reading STAAR Test, which allowed opportunities for myriad complex conditions to possibly impact students and teachers.
Instrumentation	Occurs when scores lack consistency or validity	Due to the nature of standardized tests, there was a possibility that one or more reading selections, genres assessed, or individual items assessed from the Grade 7 2015 test to the Grade 8 2016 test might be more or less complex, causing them to lack consistency.
Mortality	Occurs when participants' dropping out or failing to participate in the study has an unintended impact on the study	Due to the high mobility rate in urban school districts, there was a possibility that many students will not have scores for both grade levels being compared. Because of the large gap in time between the end of the study and the opportunity to interview teacher participants (due to

Stage of Design: Research Design/ Data collection		
		requiring a new IRB and completion of institution dissertation proposal processes), some teachers might not have remained in the district and might not have been available or willing to participate in this phase of the study.
Behavior bias	Pre-existing personal biases of the participants that have an unintended impact on the results	Participants might have had preferences toward one or more of the district literacy initiatives and might have perceived that they did not have the capacity to implement the others. In addition, some campus leaders might have urged teachers to focus on tested areas, which would have lessened the effectiveness of the initiatives focused on writing habits.
Implementation bias	Occurs when someone other than the researcher implements the intervention and deviates from the protocol	Teacher participants implemented all district literacy initiatives. Variation in capacity and support for teachers varied. For this reason, the study is considered degree of implementation and the correlation to student reading achievement.
Observational bias	Occurs when data are rated or coded by more than one researcher and less than 100% agreement is attained	Multiple observers collected classroom data regarding teacher implementation. Initial observations were conducted collaboratively and discussion/training sessions provided details regarding the purpose and intent of the observation protocol rubric.
Researcher bias	Occurs when the researcher has a personal bias in favor of one intervention or technique over another, which might be subconsciously transferred to the	Participants understood that the five initiatives were the preferred instructional techniques of the district and of the researcher in favor of other campus-based programs that might have been used to

Stage of Design: Research Design/ Data collection		
	participants in such a way that their behavior is affected.	raise text scores but might not be viewed as best practice from literacy researchers.
Multiple treatment interference	Occurs when participants in a study are included in multiple treatments	Due to the nature of literacy achievement in urban school districts, it was likely that students would have been included in multiple interventions, depending on their classification: dyslexia, special education, struggling reader, and so forth.

Note. Descriptions of threats were adapted from Benge, Onwuegbuzie, and Robbins (2012).

Additionally, I identified four potential threats to external validity at the quantitative phase (a) population validity, (b) ecological validity, (c) multiple treatment interference, and (d) treatment diffusion. Descriptions of how the threats might manifest themselves in my study are detailed in Table 2.

Table 2

Threats to External Validity at the Quantitative Phase

Stage of Design: Research Design/ Data collection		
Limitation	Description	Manifestations in Current Study
Ecological validity	Determines the generalizability across settings, conditions, variables, and contexts	The district where the study took place had a large number of minority and ELL students as well as those considered representing lower socioeconomic status as compared to the general population.
Multiple-treatment interference	Occurs when participants in a study are included in multiple treatments	Due to the nature of literacy achievement in urban school districts, it was likely that students would have beeb included in multiple interventions, depending on their classification: dyslexia, special education, struggling reader, and so forth.
Population validity	Determines the generalizability between the population of participants and the target population	The district where the study was conducted had a disproportionate number of minority and ELL students; additionally, it had a disproportionate number of students who were classified as lower-socioeconomic.

Note. Descriptions of threats were adapted from Benge, Onwuegbuzie, and Robbins (2012).

Onwuegbuzie and Leech (2007) identified 14 potential threats to internal credibility and 12 potential threats to external credibility in qualitative research. According to Onwuegbuzie and Leech (2007), “Internal credibility can be defined as the truth value, applicability, consistency, neutrality, dependability, and/or credibility of interpretations and conclusions within the underlying setting or group” (p. 234). In

contrast, threats to external credibility are explored when determining whether results can be generalized to other settings and individuals.

Researcher bias can occur when a researcher's personal biases influence the outcome of the study at the design, data collection, and/or data interpretation stages. Due to my emphasized interest in the five district literacy initiatives, researcher bias at the design and data collection phases posed a potential threat to credibility. Debriefing (Onwuegbuzie, Leech, & Collins, 2008) was used to encourage reflection throughout the research process in efforts to minimize the impact of the researcher's expressed and historical interest in the focus variables explored—specifically the connection between reading and writing. Additional threats to internal and external credibility within the proposed study at the design and data collection phases include: (a) observational bias, (b) reactivity, (c) descriptive validity, (d) order bias, and confirmation bias. For a detailed description of how these threats to internal and external credibility might have manifested themselves in the proposed study, see Table 3.

Table 3

Threats to Internal and External Credibility

Limitation	Description	Manifestations in Current Study
Researcher bias	Occurs when the researcher has preconceived ideas or biases that threaten the outcomes of the study	I had an expressed and documented interest in all five of the district literacy initiatives that were part of the study and this might have manifested as a threat to credibility as I engaged in the qualitative portion of the study.
Observational bias	Occurs when there is a potential for the researcher to fail to collect enough observational data pertaining to a participant's words or behaviors	There was potential for observation bias in both the classroom observations and during the interviews for both verbal and non-verbal data collection and analysis
Reactivity	Occurs when the participants become aware that they are involved in a research study; might lead to the Hawthorne effect or the novelty effect	All participants were aware that they were participating in a program evaluation for the district that would become data for a research study.
Confirmation bias	The tendency for a researcher to interpret data in a manner that is favorable to his or her preconceived notions of a phenomena	I have an interest in the writing to reading connection and how writing might benefit reading processes and comprehension. The focused interest in this belief might have influenced interpretation of qualitative data.

Note. Descriptions of threats were adapted from Benge, Onwuegbuzie, and Robbins (2012).

Onwuegbuzie and Johnson (2006) identified nine legitimation types in their typology of legitimation in mixed methods research, addressing the idea that threats are not only introduced from the components of quantitative and qualitative processes separately but unique threats emerge during the process of integrating inferences into what Teddlie and Tashakkori (2003) refer to as "meta-inferences" (p. 686). In my

sequential mixed methods research study, which involved quantitizing qualitative data through transformation processes (Tashakkori & Teddlie, 1998), I noted three potential legitimation concerns that were analyzed and addressed: (a) multiple validities, (b) sequential, and (c) conversion. A description of these threats and how they might have manifested themselves in my study are detailed in Table 4.

Table 4

Threats to Mixed Methods Legitimation

Limitation	Description	Manifestations in the Current Study
Multiple validities legitimation	References the need to address all validities surrounding all methods in a study	Multiple threats to validity were evident within the current study at all phases
Sequential legitimation	References the need to reduce the impact that the order of the quantitative and qualitative phases might have on the ability to make meta-inferences	All data were gathered sequentially; thus, the findings might have been an artifact of the sequence of phases (i.e., quantitative phase before the qualitative phase)
Conversion legitimation	The ability to make quality meta-inferences from both quantitative and qualitative data in a study	The quantitizing of open-ended response data that were generated in the mixed methods analysis posed a threat; for example, counting qualitative data might not have been appropriate

Organization of Remaining Chapters

Chapter I included important background information, including the purpose of the study and the rationale and purpose for utilizing a mixed methods research approach. Additionally, the conceptual and theoretical frameworks were shared to provide the lens in which the study was designed and in which the questions were formulated. The

introductory chapter concluded with the research questions and hypothesis, definitions of key terms, and delimitations and potential limitations to the study.

Chapter II will present important empirical literature related to the reciprocity between reading and writing processes and the writing-to-reading connection in contrast to reading-to-writing benefits. Additionally, a review of the history of writing instruction in the United States will be chronicled, illustrating important patterns regarding writing instruction practices, policies, and pedagogy. Specific information regarding the method, the research sampling frame and design, processes for data collection, instruments used, and processes for analysis of data will be delineated in Chapter III.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Inclusion-Exclusion Criteria

For decades literacy researchers have explored various connections between reading and writing. For the purpose of this research, studies showing direct links regarding the benefit of writing instruction to reading achievement were analyzed. Because of their historical and political significance, studies illustrating the benefit of reading on writing achievement were also explored in this review of the extant literature.

Literature Review Initial Search Procedures

In an effort to determine the availability of studies linking writing to reading achievement, the researcher initially accessed multiple online databases, including ERIC, Psychology and Behavioral Sciences Collection, Academic Search Complete, American Doctoral Dissertations, 1933 – 1955, JSTOR, and Education Source. All searches were limited to peer-reviewed journals published between the years of 1960 and 2016. The purpose of going back to 1960 was that research regarding reading comprehension and the importance of writing processes was in its infancy, and several seminal studies were published during this time. The initial search of this databases yielded 1,197 specific studies. Many of these studies included a reading-to-writing link rather than the writing-to-reading focus required. In order to find additional studies that were specific to the researcher's area of interest, Graham and Hebert's (2010) meta-analysis, that specifically focused on influences writing pedagogy had on reading achievement, was reviewed and additional studies were culled from cited references. Additionally, Miller's (2014) extensive systematic review of literature focused on writing in content areas was crossed-

referenced with meta-analyses from Bangert-Drowns, Hurley, and Wilkinson, (2004), Hillocks (1996), and Graham, McKeown, Kiuhara, and Harris, (2012) to review connections to the current study. Numerous studies were focused on primary writing development, English language learners, students with special needs, and peripheral topics such as notetaking and graphic organizers. Studies that were not focused on the writing and production of language were excluded from further analysis. The search process yielded 140 articles for further review.

Extending the Literature Review Process Through MODES

Following Onwuegbuzie and Frels' (2016) seven steps for achieving a comprehensive literature review, I utilized five MODES for extending "ethical" and "culturally" responsive approaches to reviewing literature (p. 39). The modes comprised Media, Observations, Documents, Experts, and Secondary Data (pp. 178-211). The importance of the literature review process has been well established (Boote & Beile, 2005; Combs, Bustamante, & Onwuegbuzie, 2010; Morris, Onwuegbuzie, Gerber, 2018; Onwuegbuzie, Collins, Leech, Dellinger, & Jiao, 2010; Onwuegbuzie & Frels, 2016). Morris, Onwuegbuzie, and Gerber (2018) metaphorically explain the value of the literature review, a study within a larger research project, as functioning "much like the *Mouse Trap Play* brilliantly woven as a subplot within Shakespeare's Hamlet" (pp. 1778-1779). Extending the study within the study beyond traditional databases afforded me an opportunity to engage with experts in the field beyond the printed page.

Although many of the extension modes were explored, I engaged in three important expert interviews that extended and added value to my review of the extant literature. Because semi-formal interview processes were followed, I did seek council

from the Institutional Review Board (IRB), who determined that this type of interview at this phase of the research process was considered within the realm of oral histories and would not require IRB approval. In step 3 of Onwuegbuzie and Frels' (2016) process, the authors recommend that reviewed literature and information be organized and stored systematically. I organized my search information and process within a spreadsheet with detailed information regarding dates, research design, summary of findings, connection to my research, and whether it was included or excluded from further analysis. Based on my query of previous literature focused on writing's influence on reading achievement, Dr. Steve Graham at Arizona State University appeared numerous times within my search audit trail. Additionally, Dr. Janet Emig emerged as important regarding seminal work connected to process writing in the United States. As a doctoral student of Emig, Dr. Joyce Armstrong Carroll extended the findings articulating the importance of training teachers in instructional best practice for teaching writing.

The three expert interviews were important for deepening my understanding of the contexts from which years of writing research emerged. This understanding was essential for providing a 360-degree panoramic view through time to allow transactions of meaning between past, present, and future researchers, emerging needs for additional research, and figured worlds (Gee, 2014) regarding writing and writing instruction. Multiple voices were juxtaposed together to ensure rich data and a comprehensive literature review.

Scribes to Scholars: A Historical Review of Writing Instruction in the United States

The history of writing instruction and the understanding of how reading and writing are intertwined is complex and layered. Graham and Perin (2007) explain:

> Whether inscribed on rock, carved in cuneiform, painted in hieroglyphics, or written with the aid of the alphabet, the instinct to write down everything from

> mundane commercial transactions to routine daily occurrences to the most transcendent ideas—and then to have others read them, as well as to read what others have written—is not simply a way of transferring information from one person to another, one generation to the next. It is a process of learning and hence, of education. (p. 1)

Leaving marks. From early childhood developmental stages and the earliest times in human history, humankind has been compelled to use whatever material was available to leave a mark. These marks initially were to count objects and dates—a type of "information storage" and first appeared approximately 100,000 years ago (Fischer, 2001, p. 13). As writing began to shift from this early "graphic mnemonic" type of writing to count and store records of information (often etched into wood or bones) to cuneiform on clay tablets, the brain was changing.

Clay tablets shifted to papyrus, then to wax tablets, which then shifted to parchment. This time of invention was not simply advancement regarding an important ancient technology; it was a neurological and biological transformation within malleable/elastic neural pathways. Readers of these new technologies, especially once reading became silent rather than oral, had to force their brains, hardwired to pay attention to the environment in case of pending danger, to "practice an unnatural process of thought, one that demanded sustained, unbroken attention to a single, static object…For most of history, the normal path of human thought was anything but linear" (Carr, 2010, p. 64).

The materials used for writing was shifting based on purpose and intent; the structure of the text itself also shifted in form based on purpose and changes in literacy

habits. Initially there were no spaces between words on a page; this is known as "scriptura continua," which mirrored speech patterns and was simply written as transcribed speech (Carr, 2010, p. 61). Interestingly, young children, when first learning to put ideas on the page, do the same thing. Carr suggests, "Like the early scribes, they write what they hear" (p. 61). Spaces between words, word order, and paragraph came later in the development of writing.

As civilization began to advance, writing, and hence reading, became more important. Scribes who trained young boys to write became the first teachers in the first formal education systems. In fact, scribes became prominent members of the community. Fischer (2001) explains, "In time, an entire social class of scribes arose…Some became personal secretaries and the world's first lawyers; many exerted great social influence" (p. 50).

It was with this historical downbeat that the dance between reading and writing began. Carr (2010) described this dance as an "intellectual and artistic cross-fertilization" (p.74). No matter what battles waged in public and private education regarding the teaching of reading and writing, the words of the writer "act as a catalyst in the mind of the reader" (p. 74). For there to be readers, there must be writers. Important for the thesis of this exploration was the understanding that for writing to meet the aims of society, the writer must understand the critical attributes of and the purpose for the text he or she writes. To understand the craft—the stylistic moves of timeless scribes—the writer needs a mentor, a coach…a master teacher.

DNA ancestry project and the tacit tradition. A brief explanation regarding Emig's (1980) "Tacit Tradition" (p. 146) is important. Online communities such as

Ancestry.com have made genealogical research more popular than ever, and DNA projects have provided s systematic ways for individuals to discover and digitally track a person's ancestors, including where they originated, to whom they are related, and how their family branched out. Although not connected by a biological genetic code, Emig spoke eloquently about the idea that there is a "tacit tradition," that defines a field of study, and subsumed into the layers of this tradition are "certain kinds of knowing and doing, summed, qualify as emblems of membership and participation" (p. 147). She explained that those who are members within a given discipline of study (metaphorical ancestors), are respected in the field and are seen and cited as experts, they affirm what others hold to be true and important, even though they come from diverse areas of interest regarding the teaching and learning of written language, and their combined corpus of research provides conditions for pre-paradigmatic stages of awareness that forms the tradition.

Emig (1980) names several researchers/theorists that would be part of the academic ancestry—follow a theoretical lineage—for instruction in the arena of written instruction: Thomas Kuhn, Susan Langer, John Dewey, George Kelly, Alexander Luria, Lev Vygotsky, Peter Elbow, and others. Awareness of the tacit traditions in the teaching of writing remains essential for educators. Without knowledge of one's philosophical and pedagogical lineage, it would be easy to follow practices and policies that are not grounded in solid theory and research. To this end, we will explore key events in history that are important to those seeking awareness of and wanting to follow the tacit tradition of believing in the process of writing and believing that the goal of teaching writing is to nudge students toward wanting to write more and write better.

The great divide. During the ancient times of writing, the reading and writing link was logical and practical (Huot, 1988). Writers, due to the tedious nature of writing by hand, would hire professional scribes. Once the shift was made so that spaces appeared between words, "authors took up pens and began putting their words onto the page themselves, in private" (Carr, 2010, p. 65). Writing and reading shifted after this point and reading was part of the church and writing was delegated to the scriveners (Martin, 1983, p. 105). By 1661, there were court records proclaiming that scribes "must not teach reading" (Huot, 1988, p.91).

From 1776-1840, there was a weakening of religious control over education in the United States. Oral reading was essential during this time and articulation, pronunciation, and fluent reading were staples of early reading instruction. As far as writing, composition was not added to the curriculum in the United States until 1880 (Judy, 1981).

The 1800s were, however, an important time in American education, especially for writing instruction. According to Connors (1986), the period from 1820 to 1860 was culturally an "American Renaissance" and by 1840 America had prolific New World writers such as Irving, Hawthorne, Poe, and Emerson (p. 30). There was a quest for correctness and getting ahead. Americans wanted to polish themselves away from the crudeness of pioneer life. Wealth did not simply come from money. To be truly wealthy, one had to come across as educated. The study of rhetoric morphed into "a narrow concern for convention on the most basic level, and transmogrified the noble discipline of Aristotle, Cicero, and Campbell, into a stultifying error hunt" (p. 27). It is no coincidence that the 1860s, which became known as the "heyday" of grammar was also the "first great period of American linguistic insecurity" (Connors, 1986, p. 30). This is a new

phenomenon that began during this time period. Connors explains, “From the classical period up through 1860 or so, the teaching of rhetoric concentrated on theoretical concerns and contained no mechanical material at all” (p. 35). A sudden focus on correctness brought the basics of writing conventions to Harvard’s doorstep. In efforts to push for high standards and because of a growing awareness of the importance of linguistic class distinctions, Harvard introduced the first college entrance exam in 1874 (Connors, 1986).

The scores on the entrance exams were alarming to the university. In a situation hauntingly parallel to modern education trends, the students did not do well because composition was not taught in most American high schools until the 1880s. But the panic had already caused mass distribution of grammar practice that infused its way into the college textbooks. “The fact that college composition was fast becoming error-obsessed was like a shameful secret during this period, mentioned only obliquely” (Connors, 1986, p. 37). The same is true today. Students are not writing enough or receiving meaningful writing instruction, but the blame is placed on lack of the basics rather than on lack of opportunity to apply the skills they are taught. This issue caused the revision of the English Language Arts and Reading standards in Texas to be delayed three years while an extensive battle over the matter was waged between Texas teachers and the State Board of Education (Aronson, 2009; Collins, 2012).

By the turn of the century, large classrooms and the issue of having to check for accuracy of conventions, drove teachers to assign less and find ways to teach skills and grade assignments in the easiest way possible. These ongoing patterns led to the

beginning of the grammar handbook in high school and in colleges. “Skill in writing, which had traditionally meant the ability to manipulate a complex hierarchy of content-based, organizational, and stylistic goals, came to mean but one thing: error avoidance” (Connors, 1986, p. 42).

Figure 1 illustrates one solution to the problem of English teachers being overworked. Text companies began publishing handbooks with systems for quickly marking errors and giving students a guide for correction. Interesting to note is the punitive tone included. Greever and Jones (1932) warn, “Moreover, every group of ten articles is followed by mixed exercises; these may be used for review, or imposed in the margin of the theme as a penalty for flagrant or repeated errors" (p. V).

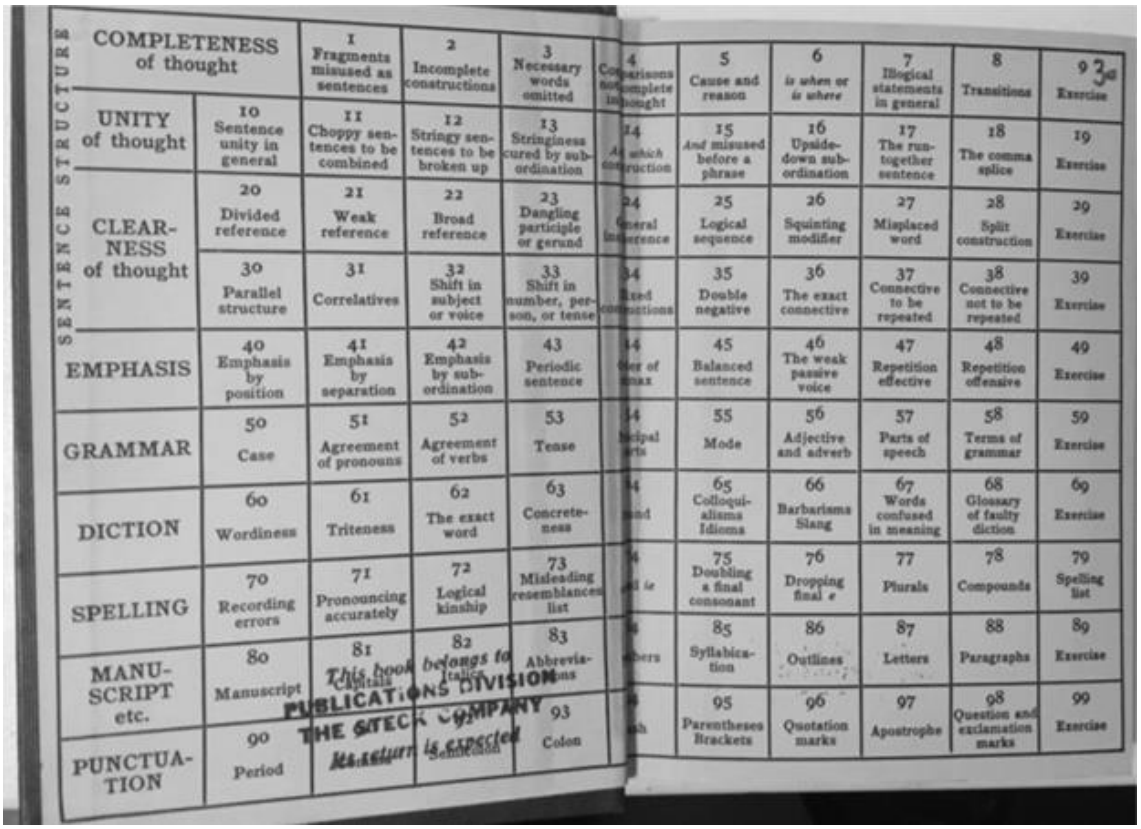
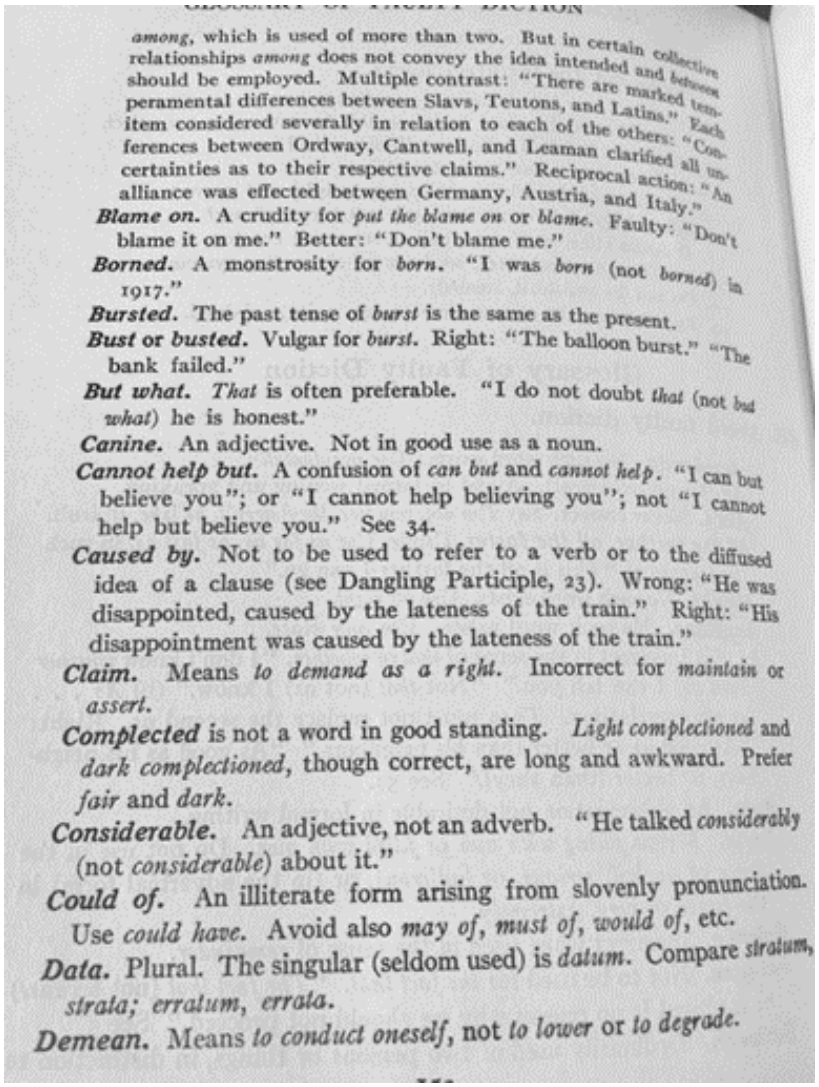


Figure 1. Example of an error matrix publishing companies included in textbooks to make grading compositions easier for teachers. Error numbers were written on student essays, directing them to exercises in the textbook to address the identified error. Image from Greever, G., and Jones, E. S., 1932, *The Century Handbook of Writing* (3rd ed.), inside cover.

Figure 2 represents an additional example of attitudes regarding errors in writing during this time in American history. The language of error correction has vastly changed eighty years later.



among, which is used of more than two. But in certain collective relationships *among* does not convey the idea intended and *between* should be employed. Multiple contrast: "There are marked temperamental differences between Slavs, Teutons, and Latins." Each item considered severally in relation to each of the others: "Conferences between Ordway, Cantwell, and Leaman clarified all uncertainties as to their respective claims." Reciprocal action: "An alliance was effected between Germany, Austria, and Italy."

Blame on. A crudity for *put the blame on* or *blame*. Faulty: "Don't blame it on me." Better: "Don't blame me."

Borned. A monstrosity for *born*. "I was *born* (not *borned*) in 1917."

Bursted. The past tense of *burst* is the same as the present.

Bust* or *busted. Vulgar for *burst*. Right: "The balloon burst." "The bank failed."

But what. *That* is often preferable. "I do not doubt *that* (not *but what*) he is honest."

Canine. An adjective. Not in good use as a noun.

Cannot help but. A confusion of *can but* and *cannot help*. "I can but believe you"; or "I cannot help believing you"; not "I cannot help but believe you." See 34.

Caused by. Not to be used to refer to a verb or to the diffused idea of a clause (see Dangling Participle, 23). Wrong: "He was disappointed, caused by the lateness of the train." Right: "His disappointment was caused by the lateness of the train."

Claim. Means *to demand as a right*. Incorrect for *maintain* or *assert*.

Complected is not a word in good standing. *Light complectioned* and *dark complectioned*, though correct, are long and awkward. Prefer *fair* and *dark*.

Considerable. An adjective, not an adverb. "He talked *considerably* (not *considerable*) about it."

Could of. An illiterate form arising from slovenly pronunciation. Use *could have*. Avoid also *may of*, *must of*, *would of*, etc.

Data. Plural. The singular (seldom used) is *datum*. Compare *stratum*, *strata*; *erratum*, *errata*.

Demean. Means *to conduct oneself*, not *to lower* or *to degrade*.

Figure 2. The image from this textbook page regarding faulty diction references errors as "vulgar, illiterate, monstrosity, and crudities." Image from Greever, G., and Jones, E. S., 1932, The Century Handbook of Writing (3rd ed.), p. 172.

The hyper focus on errors and correction has not subsided. There are still many who believe that teacher grammar is teaching writing or that teaching handwriting is teaching writing. In 1912, which was the first year of *English Journal*, a young teacher published an essay, focusing on the red pen. In this essay, Hitchcock (1912) explained 12 different ways in which teachers could save red ink. Through this glimpse into the educators are able to see that many concepts seen today as best practice were encouraged

over 100 years ago. Hitchcock encouraged less writing and more teaching, shorter themes, writing about topics of choice, conferencing, and modeling. Additionally, he concludes with a call to content-area teachers to help with ensuring accuracy. Hitchcock (1912) urged:

> If this plan of distributing the burden is not acceptable, if the load must be borne by one department alone—an unpedagogical, stupid, ineffectual, cruel method—I very much doubt whether the twelve devices mentioned, or twelve times twelve devices, twelve times as shrewd, will ever win for us the battle we are waging against careless, shiftless expression. (p. 277)

In just five years after Mr. Hitchcock's plea to reduce the amount of red ink required, a text book was published that began to hint at something more akin to Emig's tacit tradition—back to classical rhetorical and to a focus on the needs of students. In his now antique text regarding the teaching of English in secondary schools, Thomas (1917), explicitly states that writing is a mode of thinking and urges teachers to advance their thinking and their teaching beyond mediocrity, explicitly advocating to focus on both reading and writing to enhance thinking. Thomas (1917) explains:

> As teachers we shall remember that the early attempts of childhood are imitative. The child is merely trying to come into a clear comprehension of his linguistic environment and thus learn and thus understand the conventions inveterately convolved with his inherited language. In youth and manhood he acquires by education a more or less imperfect mastery of both oral and written speech. He acquires, coincidentally with this, a proportionate mastery of his thinking powers. The highest function of the English course is to bring the two elements of this

> synchronous growth—power in expression and power in thinking—to a quicker and higher potency. (p. 4)

Figure 3 represents an early instructional text for elementary students. The textbook advocated the idea that learning language is a social act, which again shows the influence of John Dewey and the tacit tradition provided by Emig (1980). The authors elaborate on the idea that the language used should be of interest to the students. In addition, it is interesting how the following idea parallels thinking regarding education reform, even today, “to cultivate the taste for good usage, good models are presented, together with standards for measuring progress” (Meek, Wilson, & Meek, 1924, p. V).

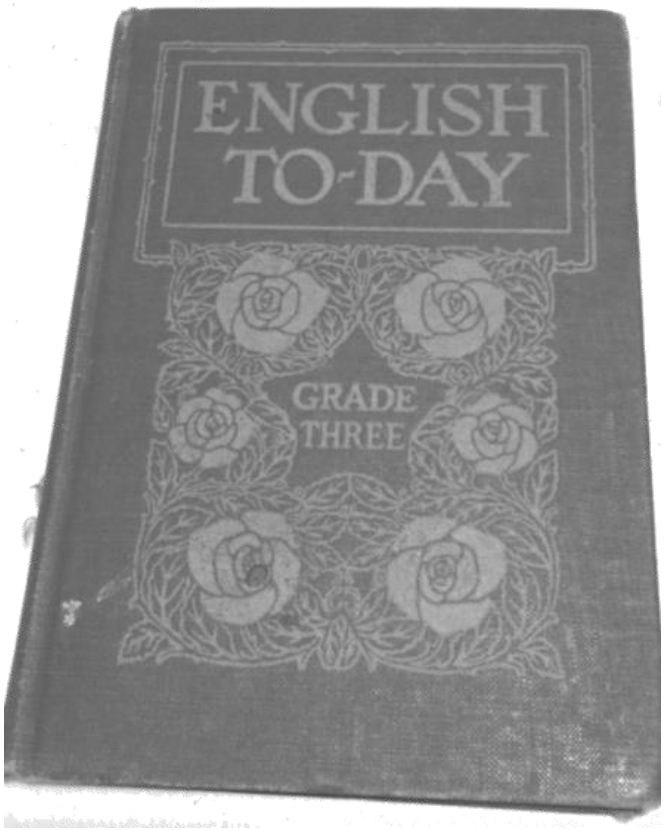


Figure 3. This text, even though close to 100 years old, advocates ideas that parallel current literacy and education trends, including using mentor texts and measuring and monitoring student progress. Image from Meek, Wilson, and Meek, 1924, *English To-Day*.

Birth of process: 1960-1979. In her brilliantly written autobiography regarding teaching, Ashton-Warner (1963) captures important understandings about writing instruction. Although teaching in New Zealand, her work with socially disadvantaged Maori children captured the attention of educators across the world, including in the United States. In a personal communication (September 29, 2016), Dr. Joyce Armstrong Carroll shared that the text was incredibly popular in the 1960s and informed her work in the classroom and her work with novice teachers. Ashton-Warner's noticing of how

children learn, and her ability to capture her experiences in written form, provided a historical glimpse of teaching and learning the craft of literacy—but especially writing.

This type of thinking was beginning to inform the work of many. The National Council of Teachers of English (NCTE) was strong and remains one of the largest literacy organizations in the world. Dr. Janet Emig, a literary scholar and secondary teacher from Ohio (and a member of NCTE) was about to change the literacy landscape as it pertained to writing instruction in America. Research was being encouraged, especially after the Dartmouth Conference held in August of 1966, where literacy educators from England and the U.S. met to discuss what it meant to teach College English (Langer & Allington, 1992).

In her seminal case study on process writing, Emig (1969) explored the writing processes of high school students. In a personal communication (September 27, 2016), Dr. Emig shared her disappointment in Harvard and the English Department during the time of her study there. The flurry of interest at the time was transformative grammar under the leadership of Noam Chomsky. She explained how few academics were interested in writing/composition instruction, and she had a difficult time finding someone to chair her dissertation committee. Her research study, however, helped lead the way toward an understanding of process rather than product and helped shape writing instruction for future generations. She became part of the tacit tradition.

Dr. Joyce Armstrong Carroll (1979), a student of Janet Emig, was one of the first to examine process writing in an empirical manner. Her study design, ten years after Emig's study, examined whether student writing achievement was greater if they were taught by teachers who had been trained in process writing versus traditional teachers of

composition who had not been trained. She studied 225 students in grades 7-12, with writing process being the actual subject of the study. Writing samples were collected at the beginning of the year and at the end of the year and were scored holistically. Students taught by process-trained teachers made greater gains in their writing achievement than students in classrooms with untrained teachers.

Research and pedagogy after Emig's seminal study began to focus on teaching and learning connected with process. Joyce Carroll, much like Emig, served as a literacy leader at the national level and within the State of Texas as the President of the Texas Council of Teachers of English (then the Joint Council of Teachers of English).

During the 1980s, a different type of study emerged that explored the correlation between reading and writing (Stotsky, 1983). Atwell (1981) examined reading and writing behaviors during the writing process. This study illustrated a shift that occurred in the 1980s, which is important historically as it happened internationally. James Britton (1983), a leading writing researcher from the London group of researchers and an advocate for teachers, explains, "What the teacher does not achieve in the classroom cannot be achieved by anybody else" (p. 90). Britton deemed the 1980s the "decade of the teacher" (p. 90).

1983. No single year during this decade emerged as more significant than 1983. Not only did I graduate from high school in 1983, which brings a certain personal level of importance, but this year also began to temporarily silence the tacit tradition due to a new national agenda—this was the year that The Nation at Risk Report captured the attention of the country. The report indicated that the diploma I had just received held little value according to comparative data.

Others also noted the importance of 1983. Smagorinsky (2006), in speaking about the previous edition of *Research on Composition* explains, "Indeed, Hillocks's 1983 cutoff date coincidentally marked an epochal change in composition studies. A remarkable number of events took place in and around 1983 that have changed dramatically the conduct of research on composition."

Web of Meaning, a collection of Emig's most important essays was published in 1983. In this text of synthesis, editors Dixie Goswami and Maureen Butler interview Dr. Janet Emig regarding her 11 most prevalent essays, including her 1969 dissertation. An observation from Lev Vygotsky led to the title of the collection and defines the importance of writing in the literacy arena. He explains that "written speech requires what might be called deliberate semantics—deliberate structuring of the web of meaning" (Vygotsky, 1962/1986, p. 182). Each essay in the collection is rich and adds to important understanding about writing and writing processes; the interviews deepen and add richness in a fascinating dialogue. An enlightening idea that comes out of the interviews is that Emig saw herself not just as a constructivist but as a transactionalist constructivist. I believe that is the perfect juxtaposition of concepts that culls together social constructivism and transactionalist theories such as that of Louise Rosenblatt.

Tighter connections between reading and writing were emerging during the 1980s. Tierney and Pearson (1983) asserted that it was clear that writers create meaning, but they also argued that readers create meaning in congruent, parallel processes: procedural, substantive, or intentional. The authors don't merely discuss, as many have, that reading and writing are connected; they suggested that processes for revision are shared by readers and writers and question, "Suppose we could convince students that

they ought to revise their readings of a text; would they be able to do it?" (Tierney & Pearson, 1983, p. 577).

Much has changed since 1983, and as we approach the 50th anniversary of Emig's seminal study regarding process writing, educators must also remember the tacit tradition—the academic ancestors on whose shoulders writing teachers stand. Emig (1977) foreshadowed the need for an incessant call to action by warning, "Unless the losses to learners of not writing are compellingly described and substantiated by experimental and speculative research, writing itself as a central academic process may not long endure" (p.127). This haunting warning further emphasizes the significance of the current study and the call by others (Graham et al., 2012) to increase the quality and quantity of writing research.

Specific Writing Practices That Impact Reading Achievement

In the first cumulative, multiple discipline meta-analysis on how writing benefits reading, Graham and Hebert (2010) explored three important instructional practices: (a) writing about learned material; (b) explicit writing instruction and the impact on reading performance; and (c) increased writing time and reading achievement. The investigators only examined experimental and quasi-experimental studies wherein the treatment group received writing instruction and the control group received no specialized writing treatment. Additionally, they only considered studies where the participants utilized writing beyond copying text or writing single words. Out of more than 700 possible experiments that answered one of the three guiding questions, 93 met the criteria for inclusion in the meta-analysis as determined by the researchers' stated conditions. In reviewing the findings, Graham and Hebert (2010) cautioned readers to understand that

they aggregated effect sizes within constructs such as reading fluency rather than across constructs for greater accuracy, and that it is important to carefully analyze the data when drawing conclusions. Also, they clarified that all effect sizes should be considered in relation to the control condition rather than drawing a false conclusion that a larger effect size means that one instructional practice is better than another included in the study. Graham and Hebert (2010) concluded that there was statistically significant evidence to report that specific practices used for writing instruction improve word-reading skills, reading fluency, general reading comprehension, and comprehension of specific content-area texts. These practices were well documented in numerous specific studies connected to various forms of notetaking, sentence combining, generating questions, and so forth (Berkowitz, 1986; Fitzgerald & Shanahan, 2000; Griffen, Malone, & Kameenui, 1995; Neville & Searles, 1985).

Prior to the broad range of empirical evidence provided by Graham and Hebert (2010), Crowhurst (1991) examined how the specific lens of persuasive texts might be influenced by the reciprocal connection between reading and writing persuasive discourse. Crowhurst (1991) studied four groups of randomly assigned students. The researcher assigned a reading/writing treatment to each of the 25-member groups: (a) Condition 1, taught a persuasive model and provided time to practice writing; (b) Condition 2, taught a persuasive model and provided time to practice reading; (c) Condition 3, read novels and wrote book reports with only one lesson with a persuasive model; and (d) Condition 4, only read novels and wrote book reports. The researcher wanted to determine in what ways direct instruction and exposure to persuasive tasks

influenced both how well students read and how well they composed persuasive-structured texts.

Using a multivariate analysis of variance to compare groups, Crowhurst reported statistically significant results in numerous areas, including writing quality, conclusions added, elaboration, and text signal words typical of persuasive texts. The study affirmed the researcher's hypothesis that the practice of explicit instruction with persuasive models could benefit a young student's ability to write persuasive texts and to positively influence how well students read persuasive texts. As to the question of the reciprocal nature of reading and writing persuasive texts, the reading group (i.e., Condition 2) influenced the quality of the persuasive text showing statistically significant differences between the pre and post measure; the writing group (i.e., Condition 1), however, did not show the same gains for the reading assessment. The group that focused on reading instruction (i.e., Condition 3) also showed no marked improvement.

Similarly, Taylor and Beach (1984) investigated how the practice of directly teaching expository text structure improves students' ability to effectively read and to write such texts. In their quasi-experimental study, researchers worked with 114 Grade 7 students for 7 weeks in three combination social studies-English classes where students randomly received one of three treatments: (a) instruction regarding producing a hierarchical summary of a social studies text; (b) conventional reading instruction where students were provided practice questions over the same social studies text as did the experimental group; and (c) a control group receiving no special reading instruction. Pretests were administered for both reading and writing to all three groups. Results

showed an increase in recall of material and improved writing quality from the group that was taught how to deconstruct text structures into a summary.

A couple of years later, Berkowitz (1986) again explored the importance of text structure and reading comprehension. Her study, however, added the generative process of mapping the structure and then measuring in what ways students were better able to recall main points from expository texts. In her quasi-experimental study, 99 Grade 6 students from four classes were randomly assigned two experimental treatment and two control conditions. Teachers taught one group to construct maps based on the organization of the text, one group to study an organizational map constructed by the researcher, one group, with no instruction in organization, was charged with answering questions, and the final control group was taught to reread the text and received no instruction on text structure. The researcher hypothesized that the group that constructed maps would be better able to recall main points from the text. Two weeks before the instructional phase of the study, all participating students were given the comprehension subtest of the Gates-MacGinitie Reading Test, and the researcher found no significant difference in reading ability between the four groups. After six instructional sessions, the measurement phase using four different free recall and short-answer tests began. The researcher accounted for whether or not students had mastered the strategy from each group. Unlike when expertise was accounted for, when expertise was not accounted for, no statistically significant difference between the map construction group and question/answer group was noted. The researcher concluded that instruction in a strategy should not stop and conclusions regarding its effectiveness should not be made until students have mastered its use. She further concluded that the active process of

constructing organizational maps improves memory of content but the passive process of studying maps created by others had no benefit.

Although the questions posed by Crowhurst (1991) and Taylor and Beach (1984) are similar, their results highlighted different implications. Both studies confirmed there is a reciprocal benefit for reading and writing when structures are explicitly taught and practiced, but Taylor and Beach (1984) discovered that, when text content is familiar to students, the benefit of summarizing the text is lessened than when the content is not familiar. In addition, Berkowitz (1986) determined that some texts are better suited for organization mapping and that further research would benefit from designing a method to assist teachers and students with determining which types of texts match various study methods.

Although Taylor and Beach (1984), Berkowitz (1986), and Crowhurst (1991) examined the impact of teaching text structure on reading and writing achievement, Wong, Kuperis, Jamieson, Keller, and Cull-Hewitt (2002) designed a mixed method study based on metacognitive theories that would measure the effect of the practice of journal writing on students' understanding of complex literary texts. Researchers randomly assigned three treatments to intact groups of Grade 12 students living in Canada. One group wrote in journals with general guiding questions, and the second journal group was given a character clues question frame that paralleled the story structure. The third group did not utilize a journal, but discussion was utilized during their instructional episodes. Results synthesized from post-reading tests, self-rating statements, and interviews confirmed the benefit of guided journal writing in comparison with the group who participated in class discussions only. The researchers, however,

failed to predict the strong impact that discussions facilitated by a knowledgeable teacher would have on comprehension of complex texts. Student interviews from this group illustrated positive influences from discussion similar to the interviews from the groups writing in journals. The researcher also did not foresee the impact of how students' shared journals responses would reshape their thinking regarding the text and their own written responses. Further studies regarding the impact of text reflection in a tightly designed investigation would clarify the impact and implications regarding the use of guided journal responses.

Writing Processes That Influence Reading and Content Understanding

In an earlier meta-analysis, Bankert-Drowns, Hurley, and Wilkinson (2004) culled studies in an effort to determine the effectiveness of write-to-learn processes on learning. These researchers analyzed 46 studies that provided 48 comparisons of writing-to-learn interventions to conventional instruction. The researchers utilized interventions that explored processes that use writing as a way to impact learning in other areas such as reading comprehension and content learning. The results of Bangert-Drowns et al.'s (2004) analysis of the literature revealed that 36 of the 48 studies had positive outcomes. Important findings arose from the researchers' analyses. In particular, the personal writing experimental groups did not yield gains in learning compared to the control groups, middle school students did not experience the same level of gains as did both the younger and older study participants, and inclusion of metacognition questions was linked to statically significant gains in achievement. Congruent with the early works of Emig (1977), findings from this meta-analysis confirm that writing is a process that benefits learning, including learning to read.

Tierney, Soter, O'Flahavan, and McGinley (1989) studied how utilizing both reading and writing impact critical thinking processes. In their complex mixed method study, they hypothesized that when instructors juxtapose reciprocal literacy processes such as reading and writing, higher levels of critical thinking would emerge. These researchers assigned one of 12 conditions and one of two topics to 137 undergraduate students from two large universities. Researchers asked all treatment groups to write a letter to the editor regarding their assigned topic. Then each group was given a combination of an introductory activity, a reading condition, and a question condition. One of the groups within these three conditions was a control that was not assigned a particular task. For example, one subgroup within the reading condition was not assigned a text to read. Researchers wanted to show what conditions and combinations of conditions would increase or lessen characteristics of critical thinking. As all students were asked to write, including debriefing questions at the close of the study, product measurements came from the collected writing samples from all treatment groups.

Revisions made to the initial essay were analyzed for one of the subgroups. Samples were examined both quantitatively and qualitatively using holistic scales, word counts, and T-Units. Several important findings were noted at the conclusion of the study. Participants who wrote prior to reading tended to apply critical thinking throughout the remaining combination of tasks. In addition, the task of answering questions actually impeded critical thinking in some of the treatment group combinations, leading the researchers to conclude that the impact of answering questions upon critical thinking is unpredictable and may depend on whether the questions asked relate to the reader's own ideas about the topic. The researchers provide detailed analyses of the limitations of the

study, including time limitations that would make the results difficult to generalize across populations.

One limitation not addressed in the study was that the researchers did not assess the reading and writing abilities of participants prior to the study. It was possible that participant skill levels influenced the scores rather than the treatment condition. In addition, the pool of participants is small for the number of treatment conditions. Even with the limitations, the researcher found important links between how reading and writing used together influenced critical thinking. Tierney et al. (1989) explains, “When writers engage in reading and readers engage in writing, a symbiotic relationship emerged between the two ways of knowing. In this symbiosis, reading and writing afforded students the opportunities to think more critically” (p. 168).

Zhou and Siriyothin (2009) examined another important aspect of writing processes—the attitudes of students who connected a writing task to reading assigned in an advanced level English course at Guizhau University in China. Two treatment groups assigned two post-reading writing tasks participated in questionnaires, written reflection questions, and post-study interview questions to determine in what ways the writing task improved their reading and writing abilities and to measure their overall attitude after using the writing task. One group wrote summaries after each reading assignment; the other group wrote freely in a journal after each writing assignment. The researchers determined that the group assigned the task of writing in a journal after reading felt more positive about their reading and about the post-reading assignment. The limited post-study interviews reported that students found writing summaries after each reading to be boring and left them feeling unmotivated. They also determined that students who ranked

their English language ability as good were more positive than participants who rated their language ability as fair. Although there were flaws in the overall research design, the question researchers posed and the information gleaned should lead the literacy community to explore further the importance of students' paradigms regarding literacy tasks and to explore how these attitudes influence reading and writing proficiency.

Glenn (2007) wanted students to explore their reading through the lens of a writer actively engaged in the process of crafting fiction texts and examined in what ways simply writing the fictional texts, completely disconnected from any other text, would influence reading processes. Eight pre-service teachers who were enrolled in an elective adult literature course participated in the researcher's Young Adult Literature Writing Project. The instructor required participants to write two pages of fictional text each week of the course and participate in writing groups five times during the semester. Participants wrote extended reflections each week based on guiding questions connected to author's craft about the works of the young adult writers whose texts were part of the course. Additional questions connected how their own writing guided what they noticed in the writing of the young adult authors. Through analysis of the submitted reflections, themes emerged that Glenn (2007) used to confirm and document the important ways that writing leads to an enhanced ability to read and analyze texts. The researcher theorized that, "the act of engaging in an authentic writing process helped these future teachers pay different attention to the texts they were reading and to analyze them through a distinctive lens—that of a writer" (p. 18).

Processes of writing include pedagogical choices made by teams and individual teachers (Atwell, 1987; Calkins, 1986; Carroll & Wilson, 2008; Emig, 1971; Tierney &

Pearson, 1983). Purcell-Gates, Duke, and Martineau (2007) designed a complex, layered quasi-experimental longitudinal study to explore the impact of explicit explanation versus no explicit explanation on 420 young students' ability to read and to write informational and procedural science texts. Additionally, the researchers provided authentic reading and writing opportunities for the students as part of the study design. A continuum model was utilized to assess the level of authenticity of the teacher-generated activity and to what degree explicit explanation was used with the groups that were assigned an instructional condition. In addition, by utilizing census reports as part of their sample selection process, researchers controlled for parent income as a variable to determine whether the view that students from poverty homes would benefit more from explicit instruction. An experienced psychometrician was part of the research team, who was an asset in guiding the creation of original, valid assessment instruments and measures. The researchers concluded, based on extensive empirical data, that a statistically significant effect was not observed in the reading and writing of the second- and third-grade participants who had been provided explicit explanations regarding genre features, including students who came from low-income families. One exception emerged with Grade 2 students only in regards to writing procedural science texts. Purcell-Gates et al. (2007) further concluded that the degree to which students engaged in authentic reading and writing tasks "is impressively related to the degree of growth in their abilities to both comprehend and produce such texts" (p. 41). An important implication that might be inferred is that the pedagogical choices made regarding process instruction impacts to what degree there is benefit for balancing writing and reading in classrooms. Writing instruction or reading

instruction in isolation might not yield achievement gains anticipated or required (Graham, 2017b).

Self-regulation is another layer of writing process that has been shown to impact the quality of student writing and add value to instructional practice (Graham, McKeown, Kiuhara, & Harris, 2012; Santangelo, Harris, & Graham, 2016; Zimmerman & Risemberg, 1997). Self-regulation might include a variety of processes much like self-monitoring and meta-cognition for comprehension in reading (Almasi, O'Flahavan, & Arya, 2001; Keene & Zimmermann, 2007; Pearson, Cervetti, & Tilson, 2008). Santangelo, Harris, and Graham (2016) explore the following as part of their meta-analysis of self-regulation in writing: (a) self-selected models, tutors, or books; (b) goal setting; (c) self-evaluation standards; and (d) cognitive strategies. The focus on exploring self-regulation in more recent research studies might be one way of breaking down elements of process writing to discern which components of writers' processes yield measurable gains and impact the quality of the composition and composition instruction.

Summary of the Extant Literature

Crowhurst (1991) speculated that part of the difficulty in measuring the impact of writing on reading is the complexity involved with effectively measuring reading comprehension in general. During this study, students did not have access to the text that they were asked to recall, which added to the complexity of the recall task. Crowhurst (1991) theorized that it "is possible that the failure of the study was not a failure to improve reading comprehension but a failure in measuring such comprehension" (p. 332).

Although the writing case study conducted by Glenn (2007) demonstrated a positive impact on reading processes, findings from Tierney et al. (1989) and Crowhurst (1991) indicated that future study designs need more reliable and valid ways to measure how writing treatments and processes directly influence reading comprehension and/or critical thinking. Literacy researchers are challenged with finding ways to show how specific and general writing processes taught to students, including conceptual understanding of structure, style, and purpose, impact the students' ability to better comprehend text and to analyze specific craft decisions made within texts by authors.

Bangert-Drowns et al. (2004) and Graham and Hebert (2010), through their meta-analyses, provide a powerful synthesis of ways that writing practices and processes may supplement reading instruction and reading achievement. Multiple studies (e.g., Crowhurst, 1991; Glenn, 2007; Purcell-Gates et al., 2007) support the positive conclusions regarding the benefit of writing instruction on reading achievement shown in these meta-analyses. An important observation by Graham and Hebert (2010) is the limited number of experimental or quasi-experimental studies available for review, with only 10 studies located within the past decade, and the importance of continued research in this area of interest. The James R. Squire Office of Policy Research (2008) urges policymakers to "bridge the gaps between qualitative and quantitative research on writing" and provide support and financial funding for such efforts (p. 5). By adding to the research literature regarding writing and its important role in literacy, researchers assist those who drive policy and direct funding toward important literacy initiatives.

Chapter Summary

A review of the extant literature was presented in Chapter II, which is directly related to the reciprocity between reading and writing processes and the writing-to-reading connection in contrast to reading-to-writing benefits. Additionally, a review of the history of writing instruction in the United States was chronicled, illustrating important patterns regarding writing instruction practices, policies, and pedagogy. Chapter III will provide details regarding methodology, including a detailed plan for each research question for the mixed method design. Also included are important processes for data collection, instruments used, and processes for analysis of data.

CHAPTER III

METHOD

Mixed Methods Research Design and Sampling Scheme

For the current study, both qualitative and quantitative data were analyzed via a fully mixed, sequential, equal status mixed methods research design (Leech & Onwuegbuzie, 2009). The design addressed the questions of how teachers' perceptions of campus and district support were congruent with their degree of implementation of the five district literacy initiatives and how their perceptions of their own capacity to implement the initiatives were congruent with teachers' students' Grade 8 reading achievement. Utilizing a convenience sampling scheme and a modified extreme case sampling design (changed *a posteriori*) nested within the full sampling pool of Grade 8 ELA teachers, nine teachers representing those who implemented at a strong (three teachers), moderate (three teachers), and low (three teachers) levels based on the Implementation Observation Protocol composite score were identified for the interview phase of the study.

Mixed Methods Research Paradigm

Morgan (2007) explained that paradigms explored as worldviews are "all-encompassing ways of experiencing or thinking about the world, including beliefs about morals, values, and aesthetics" (p. 50). Much like a person's views about health and nutrition guide where one shops, what restaurants at which one chooses to eat, and how and why food is discussed with others, an epistemological stance regarding paradigms influences "how research questions are asked and answered" (p. 51).

One research paradigm that was congruent to the current study was dialectical pluralism (Johnson, 2011) due to my having two epistemological perspectives working in

concert. These epistemological perspectives include pragmatism-of-the-middle, which serves to further action and to alleviate doubt (Onwuegbuzie, Johnson, & Collins, 2009), and both social constructivist and constructionist lenses because a "co-constructed reality" was created between the researcher and the research participants (Guba & Lincoln, 2005, p. 193) through social processes. Johnson (2012) synthesizes this paradigm by explaining, "In short, Dialectical Pluralism is a change theory, and it requires listening, understanding, learning, and acting" (p. 752). Onwuegbuzie and Frels (2013) refined the aim of dialectical pluralism with the concept of a critical dialectical pluralistic stance, which involved operating under the assumption that social injustices are layered within every society. The critical dialectical pluralist researcher believes that "dialog is a central element that liberates rather than imprisons us in confrontational or dysfunctional relationships such that powerlessness is problematized, and power is deconstructed and engaged through solidarity as a mixed research-facilitator/researcher team" (Onwuegbuzie & Frels, 2013, p. 15). Critical dialectical pluralism is appropriately congruent with the intent of this research study due to the important role literacy plays in the lives of marginalized individuals, including those living in poverty and attending school in urban settings and the importance of the study participants as collaborators in the research process.

The interview process in which the research participants participated followed criteria for facilitating trust and authenticity regarding representation of data. The intent of the researcher through collaboration and the social action that emerged from the program evaluation was to strive for tactical authenticity "through the negotiation of construction, which is joint emic-etic elaboration" (Lincoln & Guba, 1986, p. 24).

Additionally, interweaving qualitative and quantitative processes provided opportunities for greater social power for the Grade 8 literacy teachers and their students (Morrow & Brown, 1994; Onwuegbuzie & Frels, 2013). Onwuegbuzie and Frels (2013) emphasize, "…a critical dialectical pluralist lens has so much potential for galvanizing and empowering underserved, under-researched, under-represented, marginalized, and oppressed individuals and groups" (p. 21).

Participants for the Quantitative Study Phase

Population size and characteristics. The urban school district in the southwest region of the United States from which the research participants were selected comprised 69,553 students representing diverse ethnicities and economic backgrounds (Texas Education Agency, 2014). Table 5 presents demographic details of the target school district.

Table 5

Demographic of Target District

Demographics	Target District
Total Number of Students	69,204
Number of Grade 8 Students	4,762
Economically Disadvantaged	82.4%
English Language Learners	33.6%
At Risk	71.7%
Black	24.5%
Hispanic	71.3%
White	1.9%
Asian	1.3%
American Indian	0.2%
Reading/ELA All Students	67%
Writing All Students	64%

Note. Data is from 2014-2015 Snapshot report from the Texas Education Agency.

Selection eligibility characteristics. All Grade 8 regular education teachers and their scheduled students were eligible for the quantitative phase of the proposed study. Excluded from the study were students and teachers at disciplinary alternative campuses and teachers and students from classes with learning differences, such as autistic units and select special education classrooms where students were taught with a modified curriculum. The qualitative phase of the study, specifically the formal interviews, included select teachers using extreme case sampling (Onwuegbuzie & Collins, 2007) determined by scores from the observation protocol.

Sampling scheme, size, and characteristics. The sampling scheme used for the quantitative phase comprised convenience sampling and homogeneous sampling. Convenience sampling was used to determine the target district due to access to teachers, students, and accompanying data within the school systems. Additional details cannot be disclosed without violating trust regarding anonymity of the study participants. All eligible Grade 8 literacy teachers were included in the program evaluation study. Grade 8 was selected due to the reality that writing was not tested at the state level for this specific grade level, which alleviated an obvious threat regarding outcomes of the study because Grade 7 students were exposed to ongoing writing instruction and interventions in preparation for their end-of-year standardized tests.

Participants. The study comprised 2, 247 Grade 8 students and their assigned 29 ELA/R teachers from 10 middle schools culled from the sampling frame. Teachers included those from traditional and non-traditional certification programs and represented various years of experience.

An *a priori* analysis (Cohen, 1988) using G*Power was conducted to determine the sample sizes required to achieve statistical power and to reduce the chance of Type I errors occurring (Onwuegbuzie & Daniel, 2002). A statistical power of .80 with a .95 confidence level and a medium effect size yielded a minimum sample size of 128 students. The sampling schemes used for this study are detailed in Table 6, which illustrate how selected schemes are aligned to other critical attributes within the study.

Table 6

Research Questions, Instruments, and Analysis Plan

Quantitative Research Questions	**Variables**	**Sample Scheme(s)**	**Number of Participants based on Scheme**	**Instrument(s)**	**Data**	**Analyses required to answer research question**
What is the relationship between Grade 8 English Language Arts **teacher's implementation** of five district literacy initiatives and **students' reading achievement** based on STAAR raw and scale scores?	IV=Teachers' Implementation Composite Score DV=Students' reading achievement as measured by five literary analysis constructs Mean change in raw and scale score differences from 2015-2016	Convenient	29 Target Group Grade 8 Teachers Target Students 2,247	Implementation Observation Protocol Grades 7 and 8 STAAR Reading Tests	Composite Score from Implementation Observation Protocol (*N* = 7.3-14) Each Literacy Initiative Score (*N* = 1-4) Grades 7 and 8 paired STAAR Reading Scores	Non-Parametric Analysis of variance (ANOVA) Kruskal-Wallis Test Post Hoc Tests: Parametric ANOVA and Scheffe Test Analysis of difference for each raw and scale score pair

Table 6 (Continued)

Quantitative Research Questions	**Variables**	**Sample Scheme(s)**	**Number of Participants based on Scheme**	**Instrument(s)**	**Data**	**Analyses required to answer research question**
What is the relationship between teachers' years of experience and growth in reading achievement?	Teacher's self-reported years of experience Each raw score difference from 2015-2016	Convenient	29 Target Group Grade 8 Teachers Target Students 2,247	Survey Grades 7 and 8 STAAR Reading Tests	Years of Experience: *N* = 0-31 Grade 7 2015 Items *N* = 50 Grade 8 2016 Items *N* = 52	Sort data file by teacher experience and compare differences in mean scale and raw scores from 2015 to 2016.
What is the relationship between teachers' years of experience and their capacity to implement each of the five district literacy initiatives?	IV Years of Experience DVs Implementation Score for each of the initiatives	Convenient	29 Grade 8 Teachers	Survey Observation Protocol	Descriptive information regarding experience Initiative Score (per Initiative) *N* = 1-4	Sort data file by teacher experience and compare to differences in implementation scores for each of the literacy initiatives using frequency variables

Table 6 (continued)

Quantitative Research Questions	Variables	Sample Scheme(s)	Number of Participants based on Scheme	Instrument(s)	Data	Analyses required to answer research question
What is the relationship between teachers' years of experience and their overall capacity to implement the literacy initiatives?	IV Years of Experience DV Composite Implementation Score	Convenient	29 Grade 8 Teachers	Survey Observation Protocol	Descriptive information regarding experience Composite Implementation Score	Non-Parametric Analysis of variance (ANOVA) Kruskal-Wallis Test Post Hoc Tests: Parametric ANOVA and Scheffe Test
What is the relationship between teachers' certification type and level of implementation of five district literacy initiatives?	IV Certification Type DV Level of Implementation	Convenient	29 Grade 8 Teachers	Survey Observation Protocol	Descriptive information Composite Score from five initiatives *N* = 4-20 Initiative Score (per Initiative) *N* = 1-4	Sort data file by teacher certification type and compare to differences in implementation scores for each of the literacy initiatives using frequency variables

Table 6 (Continued)

Quantitative Research Questions	**Variables**	**Sample Scheme(s)**	**Number of Participants based on Scheme**	**Instrument(s)**	**Data**	**Analyses required to answer research question**
What is the relationship between teachers' certification type and change in mean scale score from 2015 Reading STAAR Assessment to 2016 Reading STAAR Assessment for each literary construct?	IV Certification Type DV Each literacy construct score change (percentage correct for each year)	Convenient	29 Grade 8 Teachers 2, 247 students	Survey Grades 7 and 8 STAAR Reading Tests	Descriptive information Grade 7 2015 Items *N* = 50 by construct Grade 8 2016 Items *N* = 52 by construct	Sort data file by teacher certification type and compare with change from 2015 to 2016 for each construct score (percentage correct)
What are teachers' perceptions of district-level support regarding five literacy initiatives?		Convenience Extreme Case Sequential Nested Sample	6 teachers representing extreme scores	Interview Questions	Transcribed interviews Recording of interviews on devices	Word Frequency Constant Comparative Analysis of themes Discourse Analysis
What are teachers' perceptions of campus-		Convenient Extreme Case	6 teachers representing	Interview Questions	Transcribed interviews	Word Frequency

Table 6 (Continued)

Quantitative Research Questions	**Variables**	**Sample Scheme(s)**	**Number of Participants based on Scheme**	**Instrument(s)**	**Data**	**Analyses required to answer research question**
level support regarding five literacy initiatives?		Sequential Nested Sample	extreme scores		Recording of interviews on devices	Constant Comparative Analysis of themes Discourse Analysis
What are teachers' perceptions of their capacity to implement five district literacy initiatives?		Convenient Extreme Case Sequential Nested Sample	Six teachers representing extreme scores	Interview Questions	Transcribed interviews Recording of interviews on devices	Word Frequency Constant Comparative Analysis of themes Discourse Analysis
What are teachers' perceptions of students' literacy capacity?		Convenient Extreme Case Sequential Nested Sample	Six teachers representing extreme scores	Interview Questions	Transcribed interviews Recording of interviews on devices	Word Frequency Constant Comparative Analysis of themes

Table 6 (Continued)

Quantitative Research Questions	Variables	Sample Scheme(s)	Number of Participants based on Scheme	Instrument(s)	Data	Analyses required to answer research question
						Discourse Analysis

Mixed Method Research Questions	Variables	Sample Scheme	Participants	Instrument(s)	Data	Analysis required to answer research question
How are teachers' perceptions of campus and district support congruent with their degree of implementation of five district literacy initiatives?	IV= Teacher Perception (quantified) DV=Implementation Score	Convenient Extreme Case Sequential Nested Sample	12 teachers representing extreme scores	Interview Questions Implementation Observation protocol	Transcribed interviews Recording of interviews on devices Implementation Composite Score from five initiatives *N* = 4-20	Constant Comparison Analysis of themes Word Frequency Can quantify qualitative data (teachers' perceptions) based on

Table 6 (Continued)

Quantitative Research Questions	Variables	Sample Scheme(s)	Number of Participants based on Scheme	Instrument(s)	Data	Analyses required to answer research question
					Initiative Score (per Initiative) *N* = 1-4	interview responses.
How are teachers' perceptions of their capacity to implement five district literacy initiatives congruent with their students' Grade 8 reading achievement?		Convenient Extreme Case Sequential Nested Sample	12 teachers representing those who implemented at the highest (6) and lowest (6) levels based on the observation protocol	Interview Questions Grade 7 STAAR Reading Test (2015) and Grade 8 STAAR Reading Test (2016)	Transcribed interviews Recording of interviews on devices Self- Evaluation of Composite Implementation Score from five initiatives *N* = 4-20	Constant Comparison Analysis of themes Can quantify qualitative data based on interview responses.

Table 6 (Continued)

Quantitative Research Questions	Variables	Sample Scheme(s)	Number of Participants based on Scheme	Instrument(s)	Data	Analyses required to answer research question
					Per Initiative Score (per Initiative) *N* = 1-4	
Quantitative Hypothesis						
There is a difference in text analysis capacity among Grade 8 urban students in classrooms with higher levels of teacher implementation and those with lower levels of teacher implementation of five district literacy initiatives.	IV=Teacher Implementation Composite Score DV= Student score of difference for each literary construct	Convenient	29 Grade 8 Teachers Students 2,247	STAAR Grade 7 and Grade 8 Reading Tests Observation Protocol	Grades 7 and 8 STAAR Reading Scores sorted by 5 literary constructs Composite Score from five initiatives *N* = 4-20	Non-Parametric Analysis of variance (ANOVA) Kruskal-Wallis Test Post Hoc Tests:

Table 6 (Continued)

Quantitative Research Questions	Variables	Sample Scheme(s)	Number of Participants based on Scheme	Instrument(s)	Data	Analyses required to answer research question
					Initiative Score (per Initiative) N = 1-4	Parametric ANOVA and Scheffe Test Analysis of difference for each raw and scale score pair

Quantitative instruments. Descriptive data were collected via a survey, which elicited demographic information that comprised years of experience, teacher certification details, professional organization to which the teacher was a member, professional conferences that the teacher had attended within the preceding 2 years, and the professional development opportunities attended during the preceding 2 years. Additional quantitative instruments comprise: (a) researcher-created Implementation Observation Protocol; (b) Grade 7 2015 STAAR Reading Tests (Texas Education Agency, 2015a); (c) Grade 8 2016 STAAR Reading Test (Texas Education Agency, 2016); (d) Grade 7 2015 STAAR Writing Test (Texas Education Agency, 2015b); (e) district-created beginning-of-the-year and end-of-the-year timed writing essay prompts; (f) researcher-created Writing Reflection Protocol; and (g) researcher-created Literary Construct Scoring Guide. For a detailed examination of the quantitative instruments and how they are congruent with key components of the study, including the specific research questions, please see Table 6. Although instruments e-g were utilized as part of the school district program evaluation, the data were not included as part of this detailed study as they were not congruent with the current research questions.

Quantitative procedures and analysis. All quantitative data collected were part of a program evaluation focused on five district-wide literacy initiatives introduced between 2002 and 2015. Data collected for this phase began in August 2015 and concluded at the end of April 2016. All teachers were sent a survey at the beginning of the 2015-2016 school year, which included closed-ended items (i.e., eliciting demographic data) as well as open-ended questions (see Appendix A for survey items). A Text Analysis Pyramid Framework (Morris, 2012) and a Progress Monitoring Tool for

Analysis (Morris & Goodner, 2013) was presented to all Grade 8 ELA/R teachers at the August district staff development. The Text Analysis Pyramid Framework was adapted and extended from a Triangle Schema introduced by Ralph Fletcher (2011) (see Appendix C to view the Text Analysis Pyramid Framework); (see Appendix F to view email from Ralph Fletcher regarding use of the adapted Triangle Schema). A specific anchor chart focusing on entry points into analyzing texts was an important component of the August training and of ongoing classroom instruction because it was designed to facilitate academic conversation and higher levels of questioning about text that was both consumed and produced (see Appendix K, which provides sample images of the anchor charts created by classroom teachers).

Student data that were part of the program evaluation included: (a) Grade 7 STAAR (TEA, 2015a) reading and writing (TEA, 2015b) items sorted by the constructs of analysis as represented on the analysis pyramid with accompanying archival scores (i.e. Word Choice, Tone, Craft Elements, Structure, Theme/Thesis); (b) district Grade 8 pre-and post-timed writing with accompanying prewriting and post-writing reflection regarding decisions made as a writer during planning, drafting, and revision stages; and (c) 2016 Grade 8 STAAR (TEA, 2016) reading items sorted by the constructs of analysis as represented on the Text Analysis Pyramid Framework (Morris, 2012) with accompanying archival data. The timed writings were collected as part of the program evaluation but were not analyzed as part of the research questions posed in this dissertation.

Teacher observations took place for all Grade 8 teachers at the beginning, middle, and end of the study period. In addition, teachers conducted a self-evaluation at the end

of the study using the Implementation Observation Protocol Rubric developed by the researcher of the current study (see Appendix G). The Implementation Observation Protocol Rubric was a growth model rubric that captured to what degree teachers and students implemented the five district literacy initiatives. It was a growth model rubric in that the expectation was that implementation would not be as strong at the beginning of the year as later in the year. Finally, the campus Skills Specialist also completed an Implementation Observation Protocol Rubric for each Grade 8 literacy teacher to provide triangulation of data (Greene et al., 1989).

Participants and selection-eligibility for the qualitative phase. Using a nested sampling design that involved an extreme sampling scheme (Onwuegbuzie & Collins, 2007), teachers from the selected campuses were identified to be part of the interview pool. Using the Implementation Observation Protocol Rubric, teachers were ranked from highest composite score to lowest composite score. Nine teachers representing the strong, moderate, and low implementation scores were selected to take part in formal, semi-structured interviews.

Qualitative instruments and procedures. The study utilized interview data collected from nine participants via a constructionist approach (Roulston, 2010), which allowed a two-way, co-constructed path toward meaningful data. Individual, semi-structured interviews were utilized to glean the unique perspective of each teacher with respect to strengths and barriers encountered during the time of the program evaluation period. Using interview processes to explore perceptions regarding implementation and campus/district support structures allowed a natural, rich narrative of experience to surface. As Bruner (1990) explained, “Narrative requires something approximating a

narrator's perspective: it cannot, in the jargon of narratology, be voiceless" (p. 77). To deepen understanding and to capture each teacher's voice regarding implementation, I asked fifteen open-ended questions that were constructed *a posteriori* once the implementation patterns were compiled. Questions were constructed in such a way that concrete boundaries, as defined by Yin (2014), for the study were sharpened in advance through collaboration and revision of the questions to ensure opportunities for open-ended responses. Consideration was given to the order prior to the interview phase of the study. Follow-up questions were asked as needed, depending on the depth of the participant's responses.

Procedure for Qualitative Phase

Data collection. The objective of this study was to capture the voice (Denzin & Lincoln, 2013, p. 8) and experiences of the teachers who were part of the program evaluation. Institutional Review Board (IRB) approval was granted prior to the start of the district program evaluation and before any collection of data. The program evaluation followed confidentiality and ethical standards set forth by the Office for Human Research Protections (Protection of Human Subjects, 2009). I explained the interview processes and procedures to teachers at the time of the interview. Permission documents for the interview portion of the study were signed and follow-up details, including member-checking processes, were explained. I audio- and video-taped the interviews with the understanding that the files would be secured and protected from privacy violations. Ethical considerations were taken into account as the study and the interview processes did not use any form of deception or initiate potential harm.

A Sony IC handheld recorder was used to audio-tape the 30- to 45-minute interviews. Once the interview files were transferred to the researcher's personal computer, the primary file was deleted from the recorder to ensure confidentiality of personal thoughts and information. In addition to capturing each teacher's story of implementation, the audio-tape allowed me to capture voice inflections and meaningful pauses throughout the interview episode.

I captured video recordings using a laptop through a screen recording program, Camtasia (Matuschak, 2006). Editing features in Camtasia allowed me to *see* rather than simply to hear the spikes in intonation and to capture the time elapsed during pauses in speech with measured accuracy. The recorded file was securely saved on my laptop, which required an encrypted passcode, known only to me. Video-taping also allowed me to capture body movements, which provide an additional layer of information (Denham & Onwuegbuzie, 2013).

After the initial interview and member-checking processes were complete, I asked a research colleague to debrief the interview process, which allowed reflection regarding the interview process, most valuable information gleaned from the interview questions, and possible procedural changes based on our interview experiences (Onwuegbuzie, Leech, and Collins, 2008). Debriefing interviews took place after all interviews were complete. The debriefing interview was scheduled for 45 minutes and included 2-3 questions. For example, important questions for debriefing the process included: (a) To what degree were the findings similar or dissimilar to your thoughts prior to conducting the interview(s)? and (b) In what ways did knowing personal details about some of your interviewees in advance enhance or distract from the interview and interpretation

process? Important insights discovered through the debriefing process, highlight the importance of iterative processes in qualitative research design (Arber, 2006).

Verification. After transcribing the recordings within 24 hours of each interview and using coding conventions (VOICE project, 2007) to capture intonation, pauses, and body language from the Camtasia video (Matuschak, 2006), I sent each teacher the complete file for member checking (Lincoln & Guba, 1985). This process was completed via email due to the limited availability of each teacher. According to Manning (1997), "thorough member checking, including respondent review of field notes, working hypotheses, and case study drafts, means that the researcher is accountable to those sharing their words, lives, and experiences" (p. 102).

Mixed Data Analysis Procedures

Using two interrelated text analysis software programs from Provalis Research, data collected from the semi-structured interview were uploaded, coded, and analyzed within an online, digital environment. QDA Miner 4.1.32 (Provalis Research, 2015) and the companion software WordStat 7.1.3 (Provalis Research, 2015) was utilized for the purpose of coding and analyzing transcript data from the nine interviews. The following analyses were explored: (a) word count, (b) keywords-in-context (KWIC), (c) content analysis, and (d) constant comparison analysis (Glaser, 1965; Glaser & Strauss, 1967).

The incoming data from all interviews being compared to previous data were essential attributes of the constant comparison analysis. Transactions in interpretation occurred by exploring and re-exploring utterances in comparison with new and/or different ideas until saturation was reached (Glaser & Strauss, 1967, p. 105). The ideas or theories that emerged did not exist in the data simply because I collected the words,

phrases, and sentences in what Vygotsky (1962) termed *unorganized heaps*. Concepts and theories were formulated through the constant comparison analysis process, which allowed for transactions to occur (Rosenblatt, 1994).

Denzin and Lincoln (2013) assert that "Qualitative research is endlessly creative and interpretive. The researcher does not just leave the field with mountains of empirical materials of his or her findings. Qualitative interpretations are constructed" (p.30). The idea of construction creates mental images of building structures: ladders, bolts, and scaffolds, which allow observers to step firmly toward a deeper understanding that was built or constructed rather than pre-existing like an artifact buried deep under the Earth and then discovered as a static treasure. The responses from the interview complemented, expanded, and explained (Greene et al., 1989) results from the preceding quantitative phase of the study through the systematic, sequential, equal status mixed methods research design. In a potential follow-up study, qualitative data from student writing samples will be quantitized (Ivankova, Creswell, & Slick, 2006) and further analyzed through a qualitative contrasting case analysis (Onwuegbuzie & Teddlie, 2003).

Chapter Summary

Specific information regarding the purpose and rationale for using a mixed method approach was discussed. Additionally, the research sampling frame and design was detailed, including the population size and characteristics of the target school district. Processes for data collection, instruments used, and processes for analysis of data was also delineated in Chapter III. Chapter IV will provide demographics regarding the teachers and their assigned students and will present detailed results from all layers of this mixed method study.

CHAPTER IV

RESULTS

Introduction

The purpose of this mixed methods study was to evaluate differences in text analysis capacity among Grade 8 urban students in classrooms with a higher degree of teacher implementation of five district literacy initiatives focused on language production. The literacy initiatives comprised: (a) utilizing a text analysis framework; (b) facilitating student-to-student academic conversations; (c) questioning at the analysis level of Bloom's Taxonomy (1956); (d) utilizing a literacy notebook to produce and to consume and synthesize texts; and (e) following a detailed district writing plan. The purpose was accomplished by measuring the change in STAAR reading assessment matched student raw scores between Grade 7 and Grade 8, both as a whole and with questions sorted by literary constructs required for analysis using the text analysis framework (Morris, 2012). The literary constructs comprised: (a) tone, (b) word analysis, (c) craft elements, (d) structure/organization, and (e) big ideas and supporting details. Teacher implementation of the five district literacy initiatives was measured by the average score across three observations using a researcher-developed observation protocol instrument. An additional aim of the study was to capture teachers' perceptions as to their efficacy for implementing the literacy initiatives and levels of support provided to guide them toward pedagogical success. This purpose was achieved by conducting semi-structured extreme case interviews, with teachers who implemented at a high level and those who implemented with less capacity per the composite program evaluation observation protocol (Morris, 2015) scores for each teacher.

Descriptive data were collected via an online survey at the start of this program evaluation research study using a Google Form that was sent to all Grade 8 teachers in the district the first week of school, directly after IRB permission was granted. Only descriptive data from teachers included in the final data set (*n*=29) were discussed. Hence, in this chapter, I presented essential descriptive data regarding the participating teachers, student demographics, and an analysis of the results for the quantitative, qualitative, and mixed methods data.

Characteristics of the Participants

Teacher Participants

All Grade 8 English Language Arts/Reading teachers participated in the district literacy initiative program evaluation as the initiatives were curriculum expectations. The select group of teachers with complete data sets and who were included in this study comprised 29 teachers, including male (*n* = 6) and female (*n* =23), representing ten middle schools but excluding specialized campuses focused on students with special needs and specific behavior concerns. Experience as a literacy teacher ranged from 0-31 years; years of experience in the current school district ranged from 0-15 years. Teachers in the study received their initial teacher training from 10 different certification programs, comprised of both traditional (*n* =11) and non-traditional/alternative programs (*n*=18). Teachers with less than five years of experience (n=13) received their training from six different non-traditional /alternative programs and three received their training via traditional college/university education programs. All teachers in the study had a Bachelor's degree and three held a master's degree. One teacher of the 29 was a member of a professional literacy organization and six attended a literacy conference within the

two-year time span before the study began.

Extended literacy professional development opportunities, ranging 4-12 days in length (*n*=162 hours), in the district included research-based, constructivist theory-driven training, focusing on instructional areas that include teaching writing (Abydos/NJWPT Literacy Institute), integrated grammar (Abydos Grammar), reading (Abydos Reading), and balanced literacy practices for secondary students (district-created Balanced Literacy Institute). The five literacy initiatives that were part of the program evaluation study stemmed from this research base. The average number of hours for extended professional development attendance for the 29 teachers was 31 hours, with a range of 0-132 hours for individual teachers. Many teachers (*n*=13) attended no extended literacy professional development during their time of service in the district, with only one of the 13 teachers who attended no training being a zero-year experience teacher. Using the same observation protocol (Morris, 2015) that was used to analyzed levels of literacy initiative implementation, every teacher in the sample self-evaluated themselves at the conclusion of the study period, which corresponded to the end of the school year. All 29 teachers scored themselves at the same (*n* = 1) or a higher level (*n* = 28) than the composite score assessed by campus and district observers, with a range of 0-7.7 points higher and a group average of 4.6 point higher. Table 7 presents detailed demographics for the 29 teachers who planned and facilitated instruction for the students within this implementation study (*n*=2247).

Table 7

Pseudonyms and Descriptions of Teacher Participants

Teacher Number within Study	Grade 8 English / Reading Teacher	Ethnicity	Campus	Total Years Teaching experience	Years of Experience in Study District	Certification Type	Highest degree held	Member of a Professional Literacy Organization	Extended Literacy Professional Development Hours (4-12 days)	Attended Literacy Conference in Last Two Years	Self-Reported Implementation Compared to Actual Composite Score
1	Lesli	Black	MS 10	2	2	ACT Houston	Bachelor's	No	0	No	+7.3
2	Diane	White	MS 4	5	0	Traditional	Bachelor's	No	30	No	+3
3	Adrian	Black	MS 2	9	7	ACT Houston	Bachelor's	No	72	No	+2.3
4	Becky	White	MS 8	0	0	Teacher Builder	Bachelor's	No	30	No	+7.7
5	Jessica	Black	MS 5	20	2	Traditional	Master's	Yes	72	Yes	+5.7
6	Martha	Black	MS 10	6	6	Traditional	Bachelor's	No	132	No	+4
7	Donna	Black	MS 6	4	4	ACT Houston	Bachelor's	No	90	Yes	+2.3
8	Kayce	Black	MS 7	5	5	HISD ACP	Bachelor's	No	72	Yes	+4.7
9	Karen	Black	MS 1	13	0	Traditional	Bachelor's	No	60	No	+5
10	Jennifer	Black	MS 4	0	0	Texas Teachers	Bachelor's	No	30	No	+6
11	Lori	White	MS 8	0	0	Traditional	Bachelor's	No	30	No	+2
12	Tanisia	Black	MS 7	15	2	Region IV	Bachelor's	No	0	Yes	+6.3

Table 7 (Continued)

Teacher Number within Study	Grade 8 English / Reading Teacher	Ethnicity	Campus	Total Years Teaching experience	Years of Experience in Study District	Certification Type	Highest degree held	Member of a Professional Literacy Organization	Extended Literacy Professional Development Hours (4-12 days)	Attended Literacy Conference in Last Two Years	Self-Reported Implementation Compared to Actual Composite Score
13	Allison	Black	MS 1	9	2	Texas Teachers	Bachelor's	No	0	No	+4
14	Gary	White	MS 3	20	15	Traditional	Bachelor's	No	72	No	+7
15	Kristin	White	MS 5	11	3	Traditional	Bachelor's	No	30	Yes	+5
16	Margaret	Black	MS 1	0	0	iteach Texas	Bachelor's	No	0	No	+6.2
17	Wesley	White	MS 6	3	3	Texas Teachers	Bachelor's	No	102	No	+6.3
18	Todd	Black	MS 9	2	2	Texas Teachers	Bachelor's	No	0	No	+2
19	Terri	Black	MS 6	10	10	Traditional	Master's	No	0	No	0
20	Connie	Black	MS 3	9	3	ACT Houston	Bachelor's	No	0	No	+7
21	Mike	White	MS 1	31	0	Out of State Traditional	Bachelor's	No	0	No	+3
22	Shannon	Black	MS 9	0	0	Traditional	Bachelor's	No	30	Yes	+4
23	Patricia	Black	MS 7	1	1	Texas Teachers	Bachelor's	No	0	No	+3
24	Robin	White	MS 1	19	1	Traditional	Master's	No	0	No	+6
25	Dawn	Black	MS 7	8	8	Teacher Builder	Bachelor's	No	0	No	+4.3
26	Jeanette	Black	MS 10	1	2	Started in CTE	Bachelor's	No	0	No	+4.3

Table 7 (Continued)

Teacher Number within Study	Grade 8 English / Reading Teacher	Ethnicity	Campus	Total Years Teaching experience	Years of Experience in Study District	Certification Type	Highest degree held	Member of a Professional Literacy Organization	Extended Literacy Professional Development Hours (4-12 days)	Attended Literacy Conference in Last Two Years	Self-Reported Implementation Compared to Actual Composite Score
27	Zachary	Hispanic	MS 9	1	0	LeTourneau Non-Traditional	Bachelor's	No	30	No	+5
28	Faye	Black	MS 4	3	2	Traditional	Bachelor's	No	0	No	+4.3
29	Stephanie	Black	MS 1	5	0	Texas Teachers	Bachelor's	No	30	No	+6

Student Participants District and Campus Levels

Total student sample. All Grade 8 students in the district who tested in 2015 as Grade 7 students (n = 4,549) and their assigned teachers were part of the initial program evaluation implementation study. However, only students with matched Grade 7 STAAR Reading Assessment and Grade 8 STAAR Reading Assessment data were included in the final sample. Students who were removed from the sample included overage students who moved to Grade 9 after Grade 7, which led them to have no Grade 8 data. Students attending specialized campuses were also removed from the data sample. Students in special education resources classes or in classes for recent arrivals to the county were not included. Finally, students assigned to teachers (n = 6) whose data was not complete or was influenced by additional factors were removed. Reasons for teachers and their assigned students' data being removed included maternity leave, having a student teacher facilitating the instruction, ending the year on Family Medical Leave, legal matters that impacted student data, and missing observation data. Table 8 provides sequenced details regarding narrowing of the student data sample.

Table 8

Sequence of Data Narrowing

Combined Student Population with all 2015 Grade 7 and 2016 Grade 8 STAAR Reading Data	Removed students from specialized campuses	Removed overaged students who were bumped from Grade 7 to Grade 9 with no Grade 8 Score	Removed students with no Grade 8 STAAR scores	Removed students with no Grade 7 STAAR scores	Removed teachers and their assigned students who were not part of the study (*n* = 11)	Removed teachers and their assigned students who ended the study without valid data (*n* = 6)
Students Removed	*n* = 69	*n* = 37	*n* = 139	*n* = 528	*n* = 612	*n* = 917
N = 4,549	*N* = 4,480	*N*= 4,443	*N* = 4,304	*N* = 3,776	*N* = 3,164	*N* = 2,247

Student demographics. Economically disadvantaged students comprised 82.4% of the district's population. Therefore, most students were impacted by the influences of poverty. Because every campus in the district qualified for Title I funds, these data details were not highlighted further as a differentiating factor. Hispanic (*n* = 1,590), Black (*n* = 584), White (*n* = 1,321), Asian (*n* = 27), Pacific Islander (*n* = 17), and Two or More Races (*n* = 2) students comprised the final district sample, with an almost equal sampling of both boys (*n* = 1,125) and girls (*n* = 1,122) included. Although the special education student numbers in the study (3.2%) were lower than the district average (6.7%), this was due to the intentional decision as part of the study design to not include special education students who were not part of the district inclusion framework as it was not possible to know the extent of cognitive support required for self-contained special education students. Additionally, English Language Learners (ELL)/Limited English Proficient (LEP) student numbers were also lower for the study group (19.1%) than for the district

average (33.6%).The district average includes students who were recent arrivals to the United States and students being monitored for language acquisition during their first and second year after meeting program exit criteria. As with students receiving special education services, students who were in language support courses that were not part of the mainstream framework were not included in this study, even though the language production focus of the literacy initiatives certainly benefit English Language Learners.

Six teachers had numbers at or above the district average for students receiving special education services, with a range of 6.7% to 15%. For ten teachers in the study, over 25% of their students were ELL/LEP, with a range of 25.4% to 81.6%. One teacher (Donna) serviced both a high percentage of students receiving special education services (6.7%) and those classifying as ELL/LEP (80%). Although the study sample had a relatively even number of males (n = 1,125) and females (n = 1,122), some teachers (n= 6) had gender distributions there were not even. These differences ranged from 20.6 percentage points more females to 49 percentage points more males. Though the study sample had a slightly higher number of Black students compared with the district (26% versus 24.5%), all other ethnicity demographics for the 2,247 students closely mirror and were therefore representative of the district. Table 9 details demographic details for all students nested within the 29 classrooms included in the study sample.

Table 9

Student Demographics in Percent and Numbers

	Special Programs		Ethnicity						Gender	
	SPED	ELL/LEP	Hispanic	White	Black	Asian	Pacific Islander	Two or More Races	Female	Male
District (*N* = 69, 553)	*n* = 4,660 6.7%	*n* = 23,370 33.6%	*n* = 49,591 71.3%	*n* = 1,321 1.9%	*n* = 17041 24.5%	*n* = 904 1.3%	*n* = 70 0.1%	*n* = 487 0.7%	NA	NA
Study Cohort (*n* = 2,247)	*n* = 72 3.2%	*n* = 430 19.1%	*n* = 1, 590 70.1%	*n* = 27 1.2%	*n* = 584 26%	*n* = 27 1.2%	*n* = 2 0.1%	*n* = 17 0.8%	*n* = 1,122 49.9%	*n* = 1,125 50.1%
Lesli (*n* = 113)	*n* = 3 2.7%	*n* = 29 25.7%	*n* = 94 83.2%	*n* = 1 .9%	*n* = 18 15.9%				*n* = 16 46%	*n* = 19 54%
Diane (*n* = 73)	*n* = 0	*n* = 0	*n* = 63 86.3%	*n* = 1 1.4%	*n* = 9 12.3%				*n* = 35 47.9%	*n* = 38 52.1%
Adrian (*n* = 80)	*n* = 12 15%	*n* = 7 8.8%	*n* = 42 52.5%	*n* = 1 1.3%	*n* = 37 46.3%				*n* = 41 51.2%	*n* = 39 48.8%
Becky (*n* = 81)	*n* = 0	*n* = 49 60.5%	*n* = 76 93.8%	*n* = 2 2.5%	*n* = 2 2.5%	*n* = 1 1.2%			*n* = 37 45.7%	*n* = 44 54.3%
Jessica (*n*=121)	*n* =10 8.3%	*n* = 13 10.7	*n* = 51 42.1%		*n* = 68 56.2%			*n* = 2 1.7%	*n* = 65 53.7%	*n* = 56 46.3%
Martha (*n* = 104)	*n* = 0	*n* = 30 28.8%	*n* = 86 82.7%	*n* = 3 2.9%	*n* = 14 13.5%		*n* = 1 1.0%		*n* = 43 41.3%	*n* = 61 58.7%
Donna (*n* = 45)	*n* = 3 6.7%	*n* = 36 80%	*n* = 42 93.3%		*n* = 2 4.4%			*n* = 1 2.2%	*n* = 26 57.8%	*n* = 19 42.2%
Kayce (*n* = 103)	*n* = 0	*n* = 55 53.4%	*n* = 84 81.6%	*n* = 1 1.0%	*n* = 18 17.5%				*n* = 46 44.7%	*n* = 57 55.3%
Karen (*n* = 63)	*n* = 3 4.8%	*n* = 0	*n* = 37 58.7%	*n* = 1 1.6%	*n* = 25 39.7%				*n* = 31 49.2%	*n* = 32 50.8%
Jennifer (*n* = 88)	*n* = 2	*n* = 1	*n* = 78	*n* = 2	*n* = 6	*n* = 1		*n* = 1	*n* = 42	*n* = 46

Table 9 (Continued)

	Special Programs				Ethnicity				Gender	
	SPED	ELL/LEP	Hispanic	White	Black	Asian	Pacific Islander	Two or More Races	Female	Male
	2.3%	1.1%	88.6%	2.3%	6.8%	1.1%		1.1%	47.7%	52.3%
Lori (*n* = 79)	*n* = 1	*n* = 18	*n* = 72		*n* = 5	*n* = 2			*n* = 43	*n* = 36
	1.3%	22.8%	91.1%		6.3%	2.5%			54.4%	45.5%
Tanisia (*n* = 106)	*n* = 1	*n* = 1	*n* = 67		*n* = 29	*n* = 8		*n* = 2	*n* = 65	*n* = 41
	.9%	.9%	63.2%		27.4%	7.5%		1.9%	61.3%	38.7%
Allison (*n* = 80)	*n* = 1	*n* = 16	*n* = 45	*n* = 2	*n* = 32			*n* = 1	*n* = 40	*n* = 40
	1.3%	20%	56.3%	2.5%	40%			1.3%	50%	50%
Gary (*n* = 47)	*n* = 1	*n* = 33	*n* = 46		*n* = 1				*n* = 14	*n* = 33
	2.1%	70.2%	97.9%		2.1%				29.8%	70.2%
Kristin (*n* = 128)	*n* = 1	*n* = 1	*n* = 46	*n* = 1	*n* = 79			*n* = 2	*n* = 71	*n* = 57
	.8%	.8%	35.9%	.8%	61.7%			1.6%	55.5%	44.5%
Margaret (*n* = 71)	*n* = 0	*n* = 18	*n* = 56		*n* = 15				*n* = 42	*n* = 29
		25.4%	78.9%		21.1%				59.2%	40.8%
Wesley (*n* = 128)	*n* = 10	*n* = 2	*n* = 82	*n* = 3	*n* = 34	*n* = 7		*n* = 2	*n* = 59	*n* = 69
	7.8%	1.6%	64.1%	2.3%	26.6%	5.5%		1.5%	46.1%	53.9%
Todd (*n* = 64)	*n* = 8	*n* = 1	*n* = 31		*n* = 33				*n* = 29	*n* = 35
	12.5%	1.6%	48.4%		51.6%				45.3%	54.7%
Terri (*n* = 65)	*n* = 1	*n* = 22	*n* = 53		*n* = 12				*n* = 32	*n* = 33
	1.5%	33.8%	81.5%		18.5%				49.2%	50.8%
Connie (*n* = 47)	*n* = 1	*n* = 2	*n* = 43		*n* = 4				*n* = 30	*n* = 17
	2.1%	4.3%	91.5%		8.5%				63.8%	36.2%

Table 9 (Continued)

Mike (*n* = 54)	*n* = 6 11.1%	*n* = 2 3.7%	*n* = 32 59.3%	*n* = 2 3.7%	*n* = 17 31.5%	*n* = 3 5.6%			*n* = 23 42.6%	*n* = 31 57.4%
Shannon (*n* = 45)	*n* = 1 2.2%	*n* = 0	*n* = 20 44.4%	*n* = 4 8.9%	*n* = 20 44.4%		*n* = 1 2.2%		*n* = 21 46.7%	*n* = 24 53.3%
Patricia (*n* = 77)	*n* = 0	*n* = 1 1.3%	*n* = 45 58.4%	*n* = 1 1.3%	*n* = 27 35.1%	*n* = 1 1.3%		*n* = 3 3.9%	*n* = 49 63.6%	*n* = 28 36.4%
Robin (*n* = 63)	*n* = 1 1.6%	*n* = 16 25.4%	*n* = 43 68.3%	*n* = 1 1.6%	*n* = 18 28.6%	*n* = 1 1.6%			*n* = 38 60.3%	*n* = 25 39.7%
Dawn (*n* = 86)	*n* = 4 4.7%	*n* = 2 2.3%	*n* = 56 65.1%		*n* = 28 32.6%			*n* = 2 2.3%	*n* = 44 51.2%	*n* = 42 48.8%
Jeanette (*n* = 79)	*n* = 1 1.3%	*n* = 17 21.5%	*n* = 63 79.7%		*n* = 15 19%			*n* = 1 1.3%	*n* = 43 54.4%	*n* = 36 45.6%
Zachary (*n* = 73)	*n* = 0	*n* = 18 24.7%	*n* = 67 91.8%		*n* = 5 6.8%	*n* = 1 1.4%			*n* = 32 43.8%	*n* = 41 56.2%
Faye (*n* = 49)	*n* = 0	*n* = 40 81.6%	*n* = 48 98%	*n* = 1 2%					*n* = 13 26.5%	*n* = 36 73.5%
Stephanie (*n* = 35)	*n* = 1 2.9%	*n* = 0	*n* = 22 62.9%		*n* = 11 31.4	*n* = 2 5.7%			*n* = 16 45.7%	*n* = 19 54.3%

Presentation of Quantitative Questions and Results

Research Questions. The following questions addressed relationships between teacher capacity to implement five district literacy initiatives and student reading achievement.

1. What is the relationship between Grade 8 literacy teachers' implementation of five district literacy initiatives and students' reading achievement as measured by:
    a) Overall achievement on 2016 Grade 8 Reading STAAR Assessment;
    b) Comparison of the student mean scale score change from Grade 7 2015 Reading STAAR Assessment to 2016 Grade 8 Reading STAAR Assessment; and
    c) Comparison of the student mean raw score change from Grade 7 2015 Reading STAAR Assessment to 2016 Grade 8 Reading STAAR Assessment?
2. What is the relationship between years of teaching experience and growth in reading achievement?
3. What is the relationship between years of teaching experience and level of implementation for each of five district literacy initiatives as measured by mean Observation Protocol score for each initiative?
4. What is the relationship between years of teaching experience and level of overall implementation for five district literacy initiatives as measured by the mean Observation Protocol score?

5. What is the relationship between teachers' certification type and level of implementation for each of the five district literacy initiatives?
6. What is the relationship between teachers' certification type and change in mean scale score from 2015 Reading STAAR Assessment to 2016 Reading STAAR Assessment for each literary construct?

In order to analyze the standard skewness and standard kurtosis coefficients (i.e., the skewness value divided by the standard error of skewness and the kurtosis value by the standard error of kurtosis) for the 30 variables essential in answering the six quantitative research questions, I culled detailed descriptive data using SPSS. The analyses of these data yielded results that were outside of the normal distribution range of -3.00 and 3.00 (Onwuegbuzie & Daniel, 2002) for a majority of variables (27 out of 30), indicating that non-parametric statistical procedures were appropriate.

Regarding research question one, because assumptions for normal distribution of data were violated, a nonparametric analysis of variance (ANOVA) was conducted to determine the relationship between teachers' implementation of school district literacy initiatives and Grade 8 urban students' achievement on the 2016 STAAR Reading Assessment.

Table 10

Descriptive Statistics for STAAR Reading and Teacher Implementation Composite Scores

Variable Name	*N*	*M*	*SD*	*Minimum*	*Maximum*
Raw Score 2016 (Number of Items Correct on Test)	2247	33.27	9.033	8	52
Implementation Composite Scores	2247	10.346	1.5302	7.3	14.0

The non-parametric Kruskal-Wallis Test was conducted to determine the difference between teacher implementation of the five literacy initiatives and 2016 reading achievement. Due to the number of different implementation scores for the 29 teachers (n = 7), 42 separate nonparametric independent samples *t*-tests would have been required for post hoc analysis if Mann Whitney Tests were conducted. To manage the analysis between the comparison of variables, implementation data were recoded, *a priori*, into three equal implementation levels. Table 11 presents the recoded implementation data levels and descriptive statistics.

Table 11

Recoded Data: Level of Implementation with Descriptive Statistics

Level of Observed Implementation	Range of Implementation Scores	Teachers *n*	Students Impacted *n*	Raw Score 2016 STAAR Reading	
				M	*SD*
Low	9.7 and below	11	914	33.26	9.22
Moderate	9.701 through 11	7	705	34.67	8.71
Strong	11.01 and higher	9	628	31.71	9.03

The results of the procedure indicated the difference in scores were statistically significant $X^2 = 20.48$, $p < .001$. According to criteria set by Cohen (1988), the relationship between teacher implementation and student achievement revealed a small effect size of .17 as calculated by Cramer's V. The alpha level of .05 was adjusted according to the Bonferroni method to account for a series of nonparametric independent samples procedures which were computed for the variables. Therefore, the alpha level of .05 was divided by 3 (i.e., .05/3 = .0167) to establish the adjusted statistical significance of .0167 (Vogt, 2005).

To discern the most relevant statistical significance among teachers, post hoc tests were conducted to further examine the impact of teachers' literacy initiative implementation patterns on student reading achievement. Because a comparison of means was required to explore more closely where differences in student scores were impacted by teacher implementation of district literacy initiatives, a one-way parametric ANOVA and Scheffe Test were appropriate post hoc procedures for the initial Kruskal-Wallis non-parametric test, which compares by rank rather than by mean scores. The follow-up analysis of variance revealed a statistically significant difference in mean raw scores

among the three levels of observed teacher implementation, $p = < .001$, with a small effect size (Cohen, 1988) $\eta^2 = .02$. Post hoc comparison of means using the Scheffe Test indicated that the mean score for each between-group comparison was statistically significant, $p = .001$-$.008$, respectively, with the greatest mean difference experienced with the moderate implementation level. Table 12 illustrates comparisons between the three implementation groups.

Table 12

Multiple Comparisons with Three Levels of Implementation

Implementation Levels	Comparisons to Other Levels	Mean Difference	*SD*	Statistical Significance
Limited (9.7 and below)	Moderate	-1.41	.449	.008
	Strong	1.56	.465	.004
Moderate (9.701 to 11)	Limited	1.41	.449	.008
	Strong	2.96	.492	.000
Strong (11.01 and higher)	Limited	-1.56	.465	.004
	Moderate	-2.96	.492	.000

In addressing the question of the potential relationship between teachers' implementation of the five district literacy initiatives and growth in student reading achievement, a non-parametric test of paired difference was conducted. Presented in Table 13 are descriptive statistics showing the mean scale scores for the 2015 STAAR Reading Assessment and the 2016 STAAR Reading Assessment matched data. Which were analyzed for differences using the Wilcoxon Signed Ranks Test within SPSS.

Table 13

Matched Mean STAAR Reading Assessment Scale Scores (Research Question 1b)

Total Student Population: $N = 2247$								
Teacher		*n*	2015 Grade 7 Scale Score Mean	Std. Deviation	2016 Grade 8 Scale Score Mean	Std. Deviation	Effect Size	Teacher Implementation Score (0-20)
6	Martha	104	1568.75	76.36	1644.49	84.93	0.94	14
20	Connie	47	1611.17	78.26	1662.47	70.24	0.69	12
14	Gary	47	1480.04	73.26	1518.21	42.15	0.64	12
13	Allison	80	1591.45	91.68	1647.46	92.03	0.61	12
19	Terri	65	1581.91	86.82	1628.86	78.82	0.57	12
24	Robin	63	1568.78	90.15	1618.43	88.92	0.56	12
18	Todd	64	1589.41	108.54	1634.00	99.28	0.43	12
7	Donna	45	1475.71	68.89	1540.36	85.50	0.83	11.7
1	Lesli	113	1615.03	127.45	1663.73	115.56	0.40	11.7
23	Patricia	77	1615.95	85.88	1666.40	80.85	0.61	11
2	Diane	73	1600.04	83.17	1648.93	81.67	0.59	11
16	Margaret	71	1582.51	93.33	1630.97	89.43	0.53	10.8
12	Tanisia	106	1666.21	97.86	1718.12	107.39	0.51	10.7
28	Faye	49	1502.14	85.91	1545.63	89.68	0.50	10.7
5	Jessica	121	1650.07	137.45	1681.62	120.56	0.24	10.3
15	Kristin	128	1617.28	94.08	1660.27	87.12	0.47	10

Table 13 (Continued)

Total Student Population: N = 2247								
Teacher		*n*	2015 Grade 7 Scale Score Mean	Std. Deviation	2016 Grade 8 Scale Score Mean	Std. Deviation	Effect Size	Teacher Implementation Score (0-20)
22	Shannon	45	1605.96	97.66	1652.89	100.39	0.47	10
29	Stephanie	35	1667.80	112.54	1708.31	119.96	0.35	10
3	Adrian	80	1556.40	96.58	1616.45	105.63	0.59	9.7
25	Dawn	86	1602.66	90.66	1656.55	91.58	0.59	9.7
17	Wesley	128	1643.23	119.18	1677.93	111.62	0.30	9.7
8	Kayce	103	1541.00	90.99	1589.92	91.65	0.46	9.3
10	Jennifer	88	1603.27	86.81	1665.85	80.816	0.75	9
9	Karen	63	1631.70	121.46	1687.59	105.834	0.49	9
21	Mike	54	1624.54	132.19	1686.02	119.741	0.49	9
11	Lori	79	1641.37	122.55	1690.70	139.334	0.38	9
27	Zachary	73	1555.99	108.97	1612.74	107.913	0.52	8
26	Jeanette	79	1594.42	89.87	1643.34	86.662	0.55	7.7
4	Becky	81	1545.81	85.56	1603.74	91.837	0.65	7.3

Results from the Wilcoxon Signed Ranks Test revealed that the differences in mean STAAR Reading Assessment scale scores were statistically significant, $p < .0001$ for 28 of the 29 teachers and $p < .007$ for one of the teachers. Using the SPSS descriptive statistics output from the Wilcoxon Signed Ranks Test, the mean and standard deviation for each teacher for the 2015 Grade 7 and the 2016 Grade 8 STAAR Reading Assessments were used to calculate the effect size using an online effect size calculator (Becker, 1999). In comparing the effect size to the teacher implementation composite score, the largest effect size, $d = 0.98$ regarding change in student reading achievement came from the teacher with the highest score (14) for literacy initiative implementation. The highest implementation score possible was 20, with a score of four being the highest available score on the observation protocol for each of the separate five initiatives. The median composite teacher implementation score was 10.3. The effect size for the change in reading achievement score for this teacher represented the lowest from the group, d = .024. In addition to the teacher with the highest implementation score, teachers whose implementation scores were above the median, yielded the following effect sizes using criteria set by Cohen (1988): two teachers yielded a strong effect sizes ($d = .93$; $d = .83$), 10 teachers yielded a moderate effect size with scores ranging from $d = 0.50$ to $d = 0.64$, and two teachers yielded a small effect size ($d = 0.40$, $d = 0.43$). Among teachers whose implementation scores were below the median, the data yielded the following: one teacher yielded a strong effect size ($d = .75$), 10 teachers yielded a moderate effect size with scores ranging from $d = 0.46$ to $d = 0.65$ and three teachers yielded a small effect size ($d = 0.35$, $d = 0.30$, $d = 0.38$). These data indicate that the impact from implementation was greater for teachers scoring above the median composite implementation score, and growth in student reading achievement was influenced by

teacher implementation of the five district literacy initiatives. Similarly, however, even implementation scores below the median yielded data indicating positive influences on growth in student reading achievement.

In efforts to compare STAAR Reading Assessment scale score and STAAR Reading Assessment raw score results, data from the Wilcoxon Signed Ranks Test revealed that the difference in mean STAAR Reading Assessment raw scores was similarly statistically significant for 24 of the 29 teachers, $p < .0001$. Statistically significant differences were also noted for the remaining five teachers, $p < .031$, $p < .004$, $p < .005$, $p < .003$, and $p < .006$ respectively. Table 14 presents the STAAR Reading Assessment change from 2015 to 2016 measured by raw score rather than by scale score.

Table 14

Teacher Change in Matched Mean STAAR Reading Assessment Raw Scores (Research Question 1c)

Total Student Population: *N* = 2247								
	Teacher	*N*	2015 Grade 7 Raw Score Mean	Std. Deviation	2016 Grade 8 Raw Score Mean	Std. Deviation	Effect Size	Teacher Composite Implementation Score (0-20)
6	Martha	104	27.85	7.021	33.48	7.52	0.77	14
20	Connie	47	31.64	6.549	35.11	5.55	0.57	12
13	Allison	80	29.83	8.19	33.69	8.38	0.45	12
24	Robin	63	27.62	7.676	30.98	8.05	0.43	12
19	Terri	65	28.89	7.712	32.06	7.33	0.42	12
18	Todd	64	29.48	9.321	32.38	9.05	0.32	12
14	Gary	47	19.72	6.433	21.4	3.95	0.31	12
7	Donna	45	19.24	6.307	23.64	8.26	0.60	11.7
1	Lesli	113	31.10	10.269	34.57	9.55	0.35	11.7
23	Patricia	77	31.96	7.072	35.42	7.12	0.49	11

Table 14 (Continued)

Total Student Population: $N = 2247$								
	Teacher	*N*	2015 Grade 7 Raw Score Mean	Std. Deviation	2016 Grade 8 Raw Score Mean	Std. Deviation	Effect Size	Teacher Composite Implementation Score (0-20)
2	Diane	73	30.68	7.418	33.79	7.00	0.43	11
16	Margaret	71	28.9	7.883	32.08	7.89	0.40	10.8
12	Tanisia	106	35.80	7.357	38.95	7.28	0.40	10.7
28	Faye	49	21.53	7.882	24.12	8.44	0.32	10.7
5	Jessica	121	33.62	9.791	35.9	9.59	0.24	10.3
15	Kristin	128	31.97	7.94	34.83	7.54	0.37	10
22	Shannon	45	31.11	8.31	34.04	8.93	0.34	10
29	Stephanie	35	35.60	8.40	37.86	8.32	0.27	10
25	Dawn	86	30.88	7.95	34.41	7.79	0.45	9.7
3	Adrian	80	26.8	8.94	30.76	9.61	0.45	9.7
17	Wesley	128	33.62	9.24	35.82	9.25	0.24	9.7
8	Kayce	103	25.24	8.25	28.46	8.70	0.38	9.3

Table 14 (Continued)

Total Student Population: *N* = 2247								
	Teacher	*N*	2015 Grade 7 Raw Score Mean	Std. Deviation	2016 Grade 8 Raw Score Mean	Std. Deviation	Effect Size	Teacher Composite Implementation Score (0-20)
10	Jennifer	88	30.90	7.60	35.36	6.95	0.61	9
9	Karen	63	32.65	9.00	36.63	8.30	0.46	9
21	Mike	54	31.93	10.19	36.17	9.21	0.44	9
11	Lori	79	33.28	9.38	35.96	10.23	0.27	9
27	Zachary	73	26.73	9.73	30.38	9.90	0.37	8
26	Jeanette	79	30.01	7.72	33.38	7.96	0.43	7.7
4	Becky	81	25.64	7.79	29.59	8.46	0.49	7.3

Using the SPSS descriptive statistics output from the Wilcoxon Signed Ranks Test, the mean and standard deviation for each teacher for the 2015 Grade 7 and the 2016 Grade 8 STAAR Reading Assessment raw score was used to calculate the effect size using an online effect size calculator (Becker, 1999). In comparing the raw score difference effect size to the teacher implementation composite score, the largest effect size, $d = 0.77$ for change in student reading achievement came from the teacher with the highest score (14) for literacy initiative implementation. Among teachers whose implementation scores were above the median of 10.3, the data yielded the following effect sizes (Cohen, 1988): one teacher yielded a strong effect sizes ($d = 0.77$), two teachers yielded a moderate effect size, and 11 teachers yielded a small effect size. Among teachers whose implementation scores were below the median, the data yielded the following: 0 teachers yielded a strong effect size, one teacher yielded a moderate effect size, and 13 teachers yielded a small effect size. These data indicate that using scale scores rather than raw scores numerically yields stronger effect sizes, even though the outcomes were the same as far as student achievement. Analyzing the raw scores within Table 14 allows researchers and practitioners to review and analyze actual numbers of items students answered correctly between 2015 and 2016 with an assessment that is similar in design and complexity.

To address research question two regarding the relationship between years of teaching experience and the impact on student reading achievement growth, the data file was split by the variable indicating each teacher's years of experience as self-reported within the survey conducted at the onset of the study. With the data file sorted by Years of Teaching Experience, the frequencies analysis within SPSS Descriptive Statistics

calculated the change in both mean scale and mean raw scores from 2015 to 2016 for the STAAR Reading Assessment for students assigned to teachers within each group. The change in the mean and scale scores were two variables calculated and added using the Transform and Compute Variable functions within SPSS. Table 15 presents detailed data regarding the relationship between years of teaching experience and the impact on reading achievement.

Table 15

Years Teaching Experience Impact on Student Reading Achievement (Research Question 2)

Years Teaching Experience	Teachers	Students Impacted	2016 STAAR Reading Scale Score		2015 to 2016 Change in Student Scale Score		2015 to 2016 Change in Student Raw Score	
	n	*n*	*M*	*SD*	*M*	*SD*	*M*	*SD*
0	5	364	1649.02	106.44	53.98	72.38	3.53	6.27
1	3	229	1641.34	94.35	51.93	68.08	3.49	5.89
2	2	177	1652.98	110.59	47.22	70.40	3.26	5.84
3	2	177	1641.31	121.27	37.14	70.32	2.31	5.91
4	1	45	1540.36	85.49	64.64	56.16	4.40	5.38
5	2	108	1668.18	99.20	46.18	65.74	2.83	4.94
6	1	104	1644.49	84.93	75.74	66.68	5.64	5.69
8	1	86	1656.55	91.58	53.88	60.79	3.52	5.23
9	3	207	1638.88	94.76	56.50	73.65	3.81	6.71
10	1	65	1628.86	78.82	46.95	60.82	3.17	5.66
11	1	128	1660.27	87.12	42.98	75.88	2.86	6.14
13	2	166	1626.99	107.99	51.57	81.12	3.51	7.15
15	1	106	1718.12	107.39	51.92	80.15	3.15	5.36
19	1	63	1618.43	88.92	49.65	66.52	3.37	6.11
20	2	168	1635.90	127.85	33.40	79.67	2.11	5.63
31	1	54	1686.02	119.74	61.48	71.27	4.24	5.75

The teacher with six years of experience had the greatest impact on reading achievement growth (5.64 average raw score increase). The teacher with the most years of experience also yielded higher gains in reading achievement growth (4.24 average raw score increase) than 13 other experience groups. The same is true for the teacher with four years of experience (4.40 average raw score increase). Just over one fourth (n = 8) of the sample comprised teachers with zero to one year of experience. Even with limited teaching experience, these novice teachers yielded reading achievement growth higher than 8 other experience groups. One third of the teacher group had ten or more years of experience, with experience ranging from 10-31 years. The students with the smallest amount of growth in reading achievement as measured by the STAAR Reading Assessment were assigned to teachers with 20 years of experience (2.11 average raw score increase).

In seeking to answer the question regarding the relationship between years of teaching experience and level of implementation for each of five district literacy initiatives, the data file was split by the variable indicating the years of teaching experience for each of the twenty-nine teachers. Accessing the descriptive statistics within SPSS, the frequencies of implementation for each of the five district literacy initiatives, including mean and standard deviation, was analyzed by teachers' years of experience. Table 16 provides the detailed results of these analyses.

Table 16

Years Teaching Experience Impact on Implementation (Research Question 3)

Years Teaching Experience		0	1	2	3	4	5	6	8	9	10	11	13	15	19	20	31
Teachers		5	3	2	2	1	2	1	1	3	1	1	2	1	1	2	1
n																	
Students Impacted		364	229	177	177	45	108	104	86	207	65	128	166	106	63	168	54
n																	
Implementing Analysis Pyramid (Framework)	*M*	2.09	2.43	2.30	2.57	2.67	2.10	3.30	2.30	2.49	2.67	2.00	2.19	2.67	2.30	2.50	2.30
	SD	0.26	0.42	0.00	1.66	0.00	0.14	0.00	0.00	0.41	0.00	0.00	1.46	0.00	0.00	0.32	0.00
Implementing Literacy Notebooks	*M*	2.20	2.10	2.30	2.19	3.00	2.30	3.30	2.30	2.44	2.83	2.67	2.19	2.67	2.67	2.19	1.67
	SD	0.29	0.14	0.00	0.30	0.00	0.00	0.00	0.00	0.18	0.00	0.00	0.15	0.00	0.00	0.30	0.00
Implementing District Writing Plan	*M*	1.50	1.45	2.19	2.00	2.67	2.55	2.67	1.33	1.74	2.50	1.67	1.80	1.33	2.30	1.85	1.67
	SD	0.27	0.16	0.15	0.00	0.00	0.17	0.00	0.00	0.33	0.00	0.00	0.16	0.00	0.00	0.28	0.00
Implementing Academic Conversations	*M*	1.52	1.34	2.55	1.52	1.67	1.89	2.00	2.00	1.87	2.00	2.00	1.46	1.67	2.30	2.20	1.34
	SD	0.28	0.47	0.34	0.30	0.00	0.16	0.00	0.00	0.16	0.00	0.00	0.17	0.00	0.00	0.30	0.05

Table 16 (Continued)

Years Teaching Experience		0	1	2	3	4	5	6	8	9	10	11	13	15	19	20	31
Teachers		5	3	2	2	1	2	1	1	3	1	1	2	1	1	2	1
n																	
Students Impacted		364	229	177	177	45	108	104	86	207	65	128	166	106	63	168	54
n																	
Implementing Analysis Level of Questioning	*M*	1.66	1.54	2.43	1.67	1.67	1.89	2.67	2.00	2.54	2.00	2.30	1.54	2.30	2.30	2.22	2.00
	SD	0.35	0.56	0.18	0.00	0.00	0.16	0.00	0.00	0.45	0.00	0.00	0.17	0.00	0.00	0.14	0.00
Composite Implementation Score	*M*	9.10	8.91	11.81	9.98	11.70	10.68	14.00	9.70	11.11	12.00	10.00	9.20	10.70	12.00	10.78	9.00
	SD	1.18	1.50	0.15	0.45	0.00	0.47	0.00	0.00	1.12	0.00	0.00	0.15	0.00	0.00	0.77	0.00

Each of the five literacy initiatives that were part of this program evaluation were deployed during different school years, ranging from 2002 to 2015. Only one of the 29 teachers would have been teaching in the district long enough to have received the initial training and the energy that comes with it for all five initiatives. Table 17 illustrates the timeline of literacy initiative deployment.

Table 17

District Literacy Initiatives Deployment by Year with Numbers of Teachers

Year of Initial Deployment of Initiative	Literacy Initiative	Grade Level Focus	Teachers in the District for Deployment
2015	Text Analysis Pyramid Framework	5-12	*n* = 29
2008	Higher Level Questioning	PreK-12	*n* = 4
2007	Literacy Notebooks/Journals	PreK-12	*n* = 3
2005	Accountable Academic Conversations	PreK-12	*n* = 2
2002	Systematic Writing Plan	PreK-12	*n* = 1

Years of Experience and Implementation

Four points is the highest score for each of the five literacy initiatives on the growth model-rubric that is the heart of the Observation Protocol. Teachers and instructional coaches were given the rubric at the beginning of the school year. Throughout the timespan of the five literacy initiatives, 25 of the 29 teachers in the program evaluation sample were only in the district for the deployment of the Text Analysis Pyramid. Training for the Text Analysis Pyramid and the Literacy Notebook was provided during professional development days prior to students' first day of school

for the 2015-2016 school year. Training sessions were offered in the fall of the program evaluation year for additional support in the areas of teaching writing, and engaging students in meaningful, accountable academic conversations.

Analysis pyramid. As a group, the zero-year teachers averaged just over two of the four possible points (2.09) from observations regarding implementation of the text analysis pyramid, with the median score for all 29 individual teachers being 2.3. The analysis pyramid comprised complex literary constructs, including word analysis, tone, craft elements, text organization and structures, and big ideas and supporting details (i.e. main ideas, theme, thesis). Although the mean score for new teachers fell below the median score of 2.3, 4 experience level groups with 10 or more years of teaching experience also fell below this median score, with experience levels ranging from 11 to 31 years. The highest levels of implementation fell within the middle quartiles of all mean scores for experience level groups, representing teachers with 4-8 years of experience

Literacy notebooks. The median literacy notebook implementation score for all 29 teachers was 2.3. When analyzing years of experience, all teachers in the second quartile of experience ranges, 4-8 years of teaching experience, scored at of above the median score. The highest implementation score for this literacy initiative was 3.30, a teacher with 6 years of experience who was not in the district when the initiative was deployed. Teachers with the least experience (0-1 years) and teachers with the most experience (20-31 years) implemented with less capacity, with mean implementation scores of 2.20, 2.10, 2.19, and 1.67 respectively.

District writing plan. The median implementation score for the district writing plan for the 29 individual teachers was 1.67. Although other experience level groups demonstrated implementation that was lower than the median score, the 0-1 years of experience teachers had the least capacity as a group (n = 8) to implement the systematic district writing plan. The mean implementation score for the 5 teachers with 0 years of experience was 1.50. The mean implementation score for teachers with 1 year of experience was 1.45. The four teachers in the 4-6 years of experience range demonstrated the strongest capacity for implementing the writing plan.

Academic conversations. The median implementation score for facilitating academic conversations in the classroom for the 29 individual teachers was also 1.67. The teachers in the 2 years of experience group (n = 2) demonstrated the highest level of implementation for this literacy initiative (2.55). As a group, however, teachers with more years of experience implemented at a slightly higher level that the other experience levels. Teachers in the group with 19-20 years of experience received a mean observation score of 2.30 and 2.20 respectively. Teachers with the least amount of experience demonstrated the least capacity for implementing academic conversations. Additionally, teachers with many years of experience but less time in the district also struggled with implementation, including the teacher with 31 years of experience who was new to the district in 2015-2016.

Level of questioning. The median implementation score for guiding higher levels of questions in the classroom for the 29 individual teachers was 2.0. Most experience levels where teachers experienced difficulties with guiding and asking higher levels of questions were in the 0-5 years of experience range (n = 15 teachers). This group

represents half of all of the teachers and impacted 1,100 students. Even though the teachers with two years of teaching experience had greater capacity in guiding higher levels of question in the classroom, their observations still illustrated the complexity of asking and coaching students to ask questions at the analysis level in that their mean implementation score was 2.43 and did not shift the demonstration of capacity to the upper level of the rubric.

Regarding research question four, because assumptions for normal distribution of data were violated, a nonparametric analysis of variance (ANOVA) was conducted to determine the relationship between teachers' years of experience and their capacity to implement school district literacy initiatives.

Table 18

Descriptive Statistics for Years Teaching Experience and Implementation Composite Scores

Variable Name	*N*	*M*	*SD*	*Minimum*	*Maximum*
Years of Experience	2247	7.59	7.26	0	31
Composite Implementation Scores	2247	10.35	1.53	7.3	14.0

The non-parametric Kruskal-Wallis Test was conducted to determine the difference between teachers' years of experience and capacity to implement the five district literacy initiatives. Due to the number of different years of experience for the 29 teachers (n = 16), 240 separate nonparametric independent samples *t*-tests would have been required for post hoc analysis if Mann Whitney Tests were conducted. To manage the analysis between the comparison of variables, experience data were recoded, *a priori*, into four

levels of experience rather than the original 16 groups. Table 19 presents the recoded years of experience data and descriptive statistics, including the mean scores for implementation (recoded into levels 1-3: low, moderate, and strong) and corresponding standard deviations.

Table 19

Recoded Data: Years of Experience with Descriptive Statistics

Years of Experience Levels	Range: Years of Experience	Teachers *n*	Students Impacted *n*	Level of Implementation Groups (1-3)	
				M	*SD*
Novice	0-3	12	947	1.63	.78
Early Career	4-8	5	343	2.18	.81
Experienced	9-13	7	566	1.90	.88
Late Career	15-31	5	391	2.14	.82

The results of the procedure indicated the difference in scores were statistically significant $X^2 = 91.22$, $p < .001$. According to criteria set by Cohen (1988), the relationship between teacher implementation and student achievement revealed a small effect size of .15 as calculated by Cramer's V. The alpha level of .05 was adjusted according to the Bonferroni method to account for a series of nonparametric independent samples procedures which were computed for the variables. Therefore, the alpha level of .05 was divided by 4 (i.e., .05/4 = .0125) to establish the adjusted statistical significance of .0125 (Vogt, 2005).

To discern the most relevant statistical significance among teachers, post hoc tests were conducted to further examine the impact of teachers' years of experience on their capacity to implement the complex literacy initiatives. Because a comparison of means

was required to explore more closely where differences in implementation scores were impacted by teachers' years of experience, a one-way parametric ANOVA and Scheffe Test were appropriate post hoc procedures for the initial Kruskal-Wallis non-parametric test, which compares by rank rather than by mean scores. The follow-up analysis of variance revealed a statistically significant difference in mean raw scores among the four levels of teacher experience, $p = < .001$, with a small effect size (Cohen, 1988) $\eta^2 = .08$. Post hoc comparison of means using the Scheffe Test indicated that the mean score for each between-group, except for one, was statistically significant, $p = < .001$. There was no statistically significant difference between the Early Career experience group and the Late Career teachers, $p = < .923$. with the greatest mean difference experienced between the Novice and Early Career teachers (.55). Table 20 illustrates comparisons between the four levels of teaching experience and patterns for at what point(s) their years of experience impacts implementation of the literacy initiatives.

Table 20

Multiple Comparisons with Levels of Years of Teaching Experience (Research Question 4)

Years of Experience Levels	Comparisons to Other Levels	Mean Difference	*SD*	Statistical Significance
Novice (0-3 years)	Early Career	-.55	.05	$p = < .001$
	Experienced	-.28	.04	$p = < .001$
	Late Career	-.51	.05	$p = < .001$
Early Career (4-8 years)	Novice	.55	.05	$p = < .001$
	Experienced	.28	.05	$p = < .001$
	Late Career	.04	.06	$p = < .923$
Experienced (9-13 years)	Novice	.28	.04	$p = < .001$
	Early Career	-.28	.05	$p = < .001$
	Late Career	-.24	.05	$p = < .001$
Late Career (15-31 years)	Novice	.51	.05	$p = < .001$
	Early Career	-.04	.06	$p = < .923$
	Experienced	.24	.05	$p = < .001$

To address question five regarding relationships between teacher certification type and capacity to implement the five literacy initiatives, the data file was sorted based on descriptive data that was self-reported by each teacher regarding from which program they received their initial teacher certification. Among the 29 teachers in the study sample, initial teacher training was secured from 10 different certification programs, comprised of both traditional (n =11) and non-traditional/alternative programs (n=18). Teachers with less than five years of experience (n=13) received their training from six different non-traditional /alternative programs and three received their training via traditional college/university education programs. Table 21 provides descriptive details regarding the relationship between teacher

certification type and level of implementation with each of the five district literacy initiatives.

Table 21

Type of Certification on Implementation of Each District Literacy Initiative (Research Question 5)

Certification		Traditional out of State	Traditional in State	Texas Teachers	Region IV	ACT Houston	Teacher Builder	iteach Texas	HISD ACP	Le Tourneau Non-Traditional	CTE Business Education
Teachers *n*		1	11	6	1	4	2	1	1	1	1
Students Impacted n		54	837	472	106	285	167	71	103	73	79
Implementing Analysis Pyramid	*M*	2.30	2.40	2.52	2.67	2.39	1.99	2.30	2.30	2.30	2.00
	SD	0.00	.43	.33	0.00	.35	.32	0.00	0.00	0.00	0.00
Implementing Literacy Notebooks	*M*	1.67	2.51	2.28	2.67	2.41	2.16	2.83	2.30	2.00	2.00
	SD	0.00	.42	.22	0.00	.26	.15	0.00	0.00	0.00	0.00
Implementing District Writing Plan	*M*	1.67	2.04	1.79	1.33	2.04	1.33	2.00	1.67	1.33	1.67
	SD	0.00	.45	.35	0.00	.48	0.00	0.00	0.00	0.00	0.00
Implementing Academic Conversations	*M*	1.34	2.00	1.81	1.67	2.07	1.35	1.67	1.33	1.00	1.00
	SD	0.05	.24	.52	0.00	.22	.34	0.00	0.00	0.00	0.00
Implementing Analysis Level of Questioning	*M*	2.00	2.08	2.13	2.30	2.18	1.68	2.00	1.67	1.33	1.00
	SD	0.00	.41	.54	0.00	.31	.34	0.00	0.00	0.00	0.00
Composite Implementation Score	*M*	9.0	10.92	10.51	10.70	11.12	8.54	10.80	9.30	8.00	7.70
	SD	0.00	1.51	1.16	0.00	.94	1.20	0.00	0.00	0.00	0.00

Although a complete statistical analysis comparing each program is not provided due to many programs having only one teacher in the sample, important patterns are revealed through descriptive comparisons provided within Table 21. As a group, teachers certified though in-state traditional programs implemented each of the five literacy initiatives with greater capacity than the out-of-state educator with 31 years of experience. Traditional programs, although not implementing at the highest end of the rubric, as a group, these teachers demonstrated consistent levels of capacity. The mean score for the five literacy initiatives ranged from 2.00-2.51.

ACT Houston, as a group, also demonstrated strengths in implementing the five literacy initiatives, with a range of 2.04-2.41. Implementation data from the other non-traditional/alternative programs, however, revealed gaps with implementation capacity in essential literacy areas, including teaching writing, facilitating academic conversations, and guiding higher levels of questioning with and between students. These data illustrating low levels of capacity ranged from 1.0-1.79. These instructional gaps impacted 965 students.

Like the previous analysis, question six addresses the relationship between teachers' certification type and the influence the certification pathway had on student growth with each literary construct between the 2015 Grade 7 Reading STAAR to the 2016 Grade 8 Reading STAAR assessment. The literary constructs comprised: (a) tone, (b) word analysis, (c) craft elements, (d) structure/organization, and (e) big ideas and supporting details. Using the Transform and Compute Variable functions within SPSS, variables were added that represented the calculated average number correct for each literacy construct for both 2015 and 2016. An additional variable was added that represented the calculated change in literary construct score from 2015 to 2016.

Detailed descriptive data are provided in Table 22 illustrating the relationship between teacher certification type and mean score change for each literary construct.

Table 22

Relationship Between Teacher Certification Types and Change in Literary Construct Scores (Research Question 6)

Certification		Traditional out of State	Traditional in State	Texas Teachers	Region IV	ACT Houston	Teacher Builder	ITeach Texas	HISD ACP	Le Tourneau Non-Traditional	CTE Business Education
Teachers *n*		1	11	6	1	4	2	1	1	1	1
Students Impacted n		54	837	472	106	285	167	71	103	73	79
Change in Tone/Mood Construct	*M*	.05	.05	.07	.05	.10	.15	.13	.10	.09	.01
	SD	.35	.45	.46	.45	.47	.45	.51	.50	.43	.46
Change in Word Analysis Construct	*M*	.06	.06	.08	.11	.11	.09	.07	.12	.07	.13
	SD	.27	.28	.28	.24	.29	.25	.28	.29	.26	.33
Change in Craft Analysis Construct	*M*	.11	.08	.06	.07	.08	.09	.04	.04	.08	.08
	SD	.18	.18	.18	.16	.18	.19	.17	.21	.15	.19
Change in Structure Construct	*M*	.14	.10	.11	.07	.11	.11	.21	.14	.14	.10
	SD	.22	.24	.24	.26	.23	.24	.23	.25	.24	.25
Change in Big Ideas and Supporting Details Construct	*M*	.01	-.0023	-.01	-.02	.003	.01	-.012	-.001	-.001	-.01
	SD	.16	.16	.16	.14	.16	.15	.17	.17	.15	.16

In most cases, gains were made between 2015 and 2016 in all literary constructs across the certification groups, but the changes were minimal. The greatest increase overall was with the structure/organization literary construct, where changes ranged from .07 to .21. Data from changes in big ideas and supporting details revealed that this was a problematic concept for both students and teachers. Students made limited gains and answered fewer questions right from this area in Grade 8 than they did in Grade 7. Most of the certification groups struggled with this construct, with the greatest mean change in score being only .01. Although many of the non-traditional/alternative certification groups lacked capacity with initiative implementation, students in many of these groups made gains in literary constructs, especially in the areas of word analysis/vocabulary and tone/mood.

Presentation of Qualitative Procedures and Data

To add depth to and explain the layers of the quantitative data included within this study, an understanding of the cognitive and historical value of story, or more specifically narrative, was important. In fact, our brains are wired for and hunger for story structures (Haven, 2007; Gottschall, 2012). Rose (2011) elaborates on the ways anthropologist see storytelling as central to human existence, adding, “We use stories to make sense of the world and to share that understanding with others. They are the signal in the noise” (p. 1). It is through the nine formal, semi-structured interviews that the voices of the teachers involved in this study constructed and shared their narratives—stories, of instructional experiences that impacted 2,247 students. These narratives served as a signal in the potential noise of the many layers of data. The students, too, have their perspective of their lived experiences during the 180 days of instruction, and although their voices were

silent within this study, readers infer based on the data presented, both quantitative and qualitative, what stories might emerge. The unique perspective through which each teacher's narrative was told added explanation to the inferential conclusions drawn from earlier presented data.

Qualitative Procedures

Nine participants for the interview phase worked well for gleaning perceptions regarding capacity for successful implementation of the five school district literacy initiatives. The teachers represented multiple campuses (n = 9), which provided a broad view of the school district systems and structures regarding literacy instruction and cultural norms for preparing teachers to guide literacy learning with their students. For ethical purposes, including providing anonymity, pseudonyms were used throughout the interview process and within the discussion chronicled here.

Formal, semi-structured interviews were scheduled within a two-week window in May of 2017—one year after the conclusion of the actual program evaluation, which was conducted during the 2015-2016 academic school year. The delay in conducting the interviews was due to having to wait until doctoral program course work was complete and the required study proposal had been successfully defended. Two IRB submission and approvals were required for this process. The initial IRB was granted for the research program evaluation (September 2015); the second IRB was granted to utilize data collected from the program evaluation and to conduct the nine follow-up interviews (March 2017). Although the gap in timing might have introduced limitations (Onwuegbuzie & Leach, 2007), measures were taken during the interview process to focus attention on the previous school year. In a couple of cases, this was less difficult as the participants were

at a different campus or different district, making it easier to separate details between the two school years. Additionally, because general perceptions and not specific details were the focus of the interview questions, the lapse in time did not manifest as a distracting factor in regard to memory recollection (Garoff, Slotnick, & Schacter, 2005; Schacter, Norman, & Koutstaal, 1998).

A convenience, extreme-case sampling scheme was initially utilized (Onwuegbuzie & Collins, 2007). After analyzing initial implementation data from the Observation Protocol forms, teachers who demonstrated capacity (n = 6) and teachers who struggled to implement the five strategies (n = 6) were selected and invited to take part in the follow-up interview process. Implementation data, however, was recoded *a posteriori* and of the 12 interviews conducted, nine were analyzed and included as part of the program evaluation data. Three interviews were discarded from this current analysis process as they created an imbalance of participants based on the recoded levels. Congruent with the three recoded implementation levels, the nine teacher interviews analyzed included three teachers whose scores fell within the low implementation range (7.3-9.7), three teachers whose scores fell within the moderate implementation range (9.701-11.0), and three teachers whose scores fell within the strong implementation range (11.01-14). Each teacher-participant was contacted via email to schedule a time to meet and conduct the 45-minute interview. Because none of the participants in the interview phase of the research study were members of a professional organization, at the conclusion of all interviews, I purchased a membership to the Texas Association of Literacy Educators for each of them (TALE). This professional gift was not disclosed until after the interviews. Table 23 presents detailed information specific to the nine

teachers nested within the larger sample who were interviewed, repeating much of the information detailed in Table 7 earlier in this chapter.

Table 23

Pseudonyms and Descriptions of Teacher Interview Phase Participants: Nested Sample

Teacher Number within Study	Grade 8 English / Reading Teacher	Ethnicity	Campus	Total Years Teaching experience	Years of Experience in Study District	Certification Type	Level of Implementation	Member of a Professional Literacy Organization	Extended Literacy Professional Development Hours (4-12 days)	Attended Literacy Conference in Last Two Years	Self-Reported Implementation Compared to Actual Composite Score
3	Adrian	Black	MS 2	9	7	ACT Houston	Low	No	72	No	+2.3
6	Martha	Black	MS 10	6	6	Traditional	Strong	No	132	No	+4
7	Donna	Black	MS 6	4	4	ACT Houston	Strong	No	90	Yes	+2.3
11	Lori	White	MS 8	0	0	Traditional	Low	No	30	No	+2
12	Tanisia	Black	MS 7	15	2	Region IV	Moderate	No	0	Yes	+6.3
20	Connie	Black	MS 3	9	3	ACT Houston	Strong	No	0	No	+7
21	Mike	White	MS 1	31	0	Out of State Traditional	Low	No	0	No	+3
22	Shannon	Black	MS 9	0	0	Traditional	Moderate	No	30	Yes	+4
28	Faye	Black	MS 4	3	2	Traditional	Moderate	No	0	No	+4.3

Seven of the teachers who were interviewed during the qualitative phase were Black, and two of the teachers were White. Interestingly, both White participants scored in the low range. There were white classroom teachers who scored in the strong implementation range but were not included in the interview phase. Many teachers in the full study were Black (n = 20). Three of the teachers who were not new to the district attended none of the extended literacy professional development sessions. Although teachers who did attend training, in most cases, demonstrated increased capacity to implement the five literacy strategies, a couple of teachers demonstrated the same capacity without attending one or more of the extended trainings. One of these teachers, Connie, was at a campus, however, that provided many hours of professional development at their campus with effective literacy Skills Specialists.

Qualitative Interview Research Questions

Following the sequential design of this mixed method study, four questions, aimed at seeking clarity around participants' perceptions about support they received at the campus and district levels and capacity demonstrated by themselves and their students were asked after the quantitative data collection phase. These questions included:

1. What are Grade 8 literacy teachers' perceptions of district-level support regarding five literacy initiatives?
2. What are Grade 8 literacy teachers' perceptions of campus-level support regarding five literacy initiatives?
3. What are Grade 8 literacy teachers' perceptions of their capacity to implement five district literacy initiatives?

4. What are Grade 8 literacy teachers' perceptions of students' literacy capacity?

Additional questions were asked connected to professional organizations, years of teaching experience, and certification pathway to facilitate triangulation with responses provided on the survey completed at the beginning of the year (Leech & Onwuegbuzie, 2007). The complete listing of the 15 questions asked during the interview are provided in Appendix D. Forthcoming analyses focus on word counts, frequency of word usage, and connection of the words used most often to the four themes that emerged.

Classical Content Analysis

To synthesize key ideas culled from words most frequently used by the nine classroom teachers, I set the occurrence filter in Word Stat 7.1.3 (2014) to 20 words or higher and indicated that the algorithm should exclude words and phrases placed in brackets. Words spoken fewer than five times were excluded from the analysis. Using the *collection statistics* feature within Word Stat, the program, capable of analyzing 44,866 words per second across the nine cases, yielded three descriptive statistics: (a) a total of 36,700 words were analyzed, (b) 99.6% of the words were excluded per the occurrence filter, and (c) 1, 986 different word forms were noted. The initial analysis yielded 56 words that met the search criteria. To focus on words important across all nine interviews, 30 words were cut that did not occur in all transcribed interviews. The remaining 26 words that met the criteria set were prevalent across all nine interviews. After removing the four words detailed in Table 24, 22 words remained that were utilized extensively in all nine interviews, which comprised five hours and 34 minutes of discourse.

Table 24

Words Removed from Analysis

Alphabetical List of Words Removed	Reason Word was Removed from Analysis
District	This word did not add value to the analysis as it simply the term used for place of employment.
Grade	This word was used to clarify the difference between Grade 7 and Grade 8, which are both housed on the middle school campus. It has no deeper significance.
Great	As a common adjective, this word was used often but did not add specificity of detail to the analysis.
Level	This word was used in conjunction with the word "grade" to specify whether the teacher was referring to Grade 7 or Grade 8. Although it was used often, it was not relevant to the analysis.

The content analysis paired with the key word analysis illustrated that the 22 key words that were prevalent across all nine cases also appeared in each of seven broad concept categories and in 39 of the 45 codes as analyzed via QDA Miner 4.1.32 (Provalis Research, 2015). Analyzing and reflecting on connections between the categories and codes led to the four themes that emerged in connection to the four interview questions regarding support at the district and campus level and literacy initiative capacity of both teachers and students through the teacher lens. Table 25 presents the categories, codes, and key words that were analyzed to cull the overarching themes from the series of interviews. It was interesting to consider the number of times the word "feel" appeared in the interviews and the categories and codes in which this emotion-ladened word was associated. Figure 4 provides visual representation of the key words and their frequency across the nine interview cases. Figure 5 provides a pie chart, illustrating the distribution of the key words that emerged from the nine interviews.

Table 25

Categories and Codes from Teacher Interviews Regarding Support and Capacity

Categories	Codes	Top Five Key Words Associated with Code				
Implementation	Pride	Write(ing)	Teachers	Kids	Read	
	Reciprocity	Writing	Reading	Students	Kids	Focus
	Time	School	Read	Writing	Teachers	Students
	Clarity	Reading	Remember	Students		
	Growth	Write(ing)	Remember	Students	Time	
	Adjusting/Flexibility	Write(ing)	Students	Remember	Analysis	Notebook
	Reflection	Kids	Pyramid	Analysis		
	Self-Benefit	School	Pyramid	Analysis		
	Confidence	Feel	Reading	Teach	Talk	Writing
	Expectations	Kids	Feel	Students	Notebook	Questions
	Social/Emotional//Race	Teachers	Talk	Students	School	Feel
	Efficacy	Feel	Talk	Kids	Reading	Writing
	Bias	Kids	Questions			
Literary Constructs	Big Ideas/Theme					
	Tone					
	Word Analysis					
	Craft Elements					
	Structure/Organization	Focus				
Compassion	Cares for Students	Kids	Students	Feel	Time	
	Helps Others					

Table 25 (Continued)

Categories	Codes	Top Five Key Words Associated with Code				
Professional Development	Pre-Service Literacy	Teach	Reading	Kids	Teachers	Literacy
	Balanced Literacy Institute	Literacy	Taught	Write(ing)	Reading	
	Analysis Pyramid	Training	Reading	Kids	Questions	Focus
	Literacy Notebook	Training	Remember	Feel	Writing	Reading
	Writing Plan	Students	Feel	Kids	Taught	Training
	Academic Conversations	Feel	Students	Kids	Talk	Training
	Good trainers/Training	Teachers	Teach	Analysis	Pyramid	
	Organizations/Community	Reading	Feel	Writing	Time	Talk
	Abydos Writing	Write(ing)	Training	Teach	Taught	School
	High Levels of Questioning	Writing	Students	Remember	Time	Kids
	Passion for Learning	Teachers	Notebook			
Support	Campus Level	Write(ing)	Analysis	Pyramid	Students	Feel
	District Level	School	Remember	Reading	Questions	Pyramid
	Peer Coaching/Leadership	Training	Teachers	Feel		
	New or Struggling Teachers	Teachers	Teach	Students	Feel	
	Resources	Reading	Kids	Teachers	Teach	Time
Planning	Philosophy	Writing	Reading	Teachers		
	Alignment	Analysis	Pyramid			
	Frustration	Feel	Time	Kids	Teachers	
	Distractions	Time	Talk	Feel		
	Organization	Teachers				
	Preparation/Study	Academic	Focus	Time		

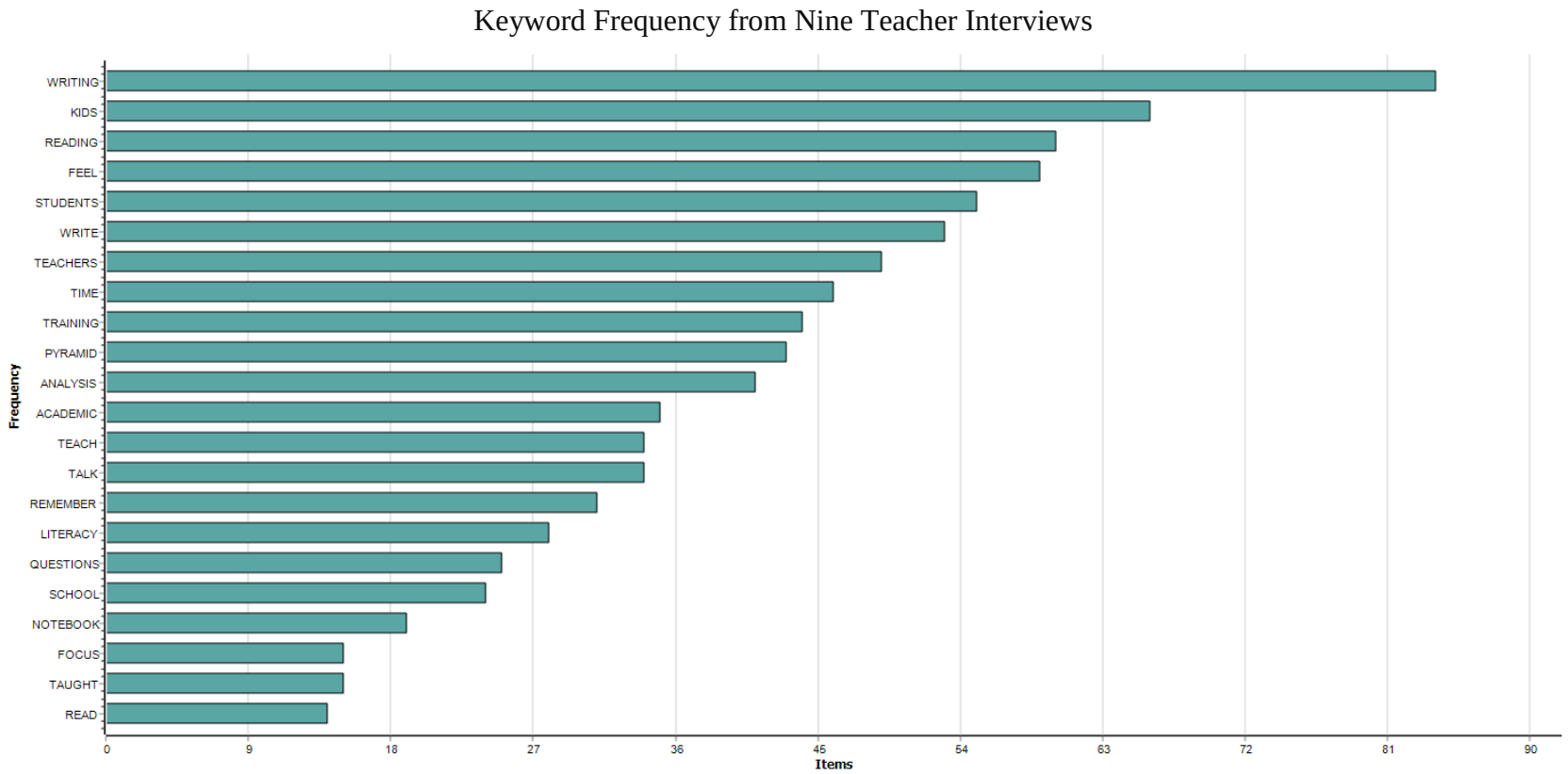


Figure 4. Visual representation of 22 key words and frequency of usage from nine interviews.

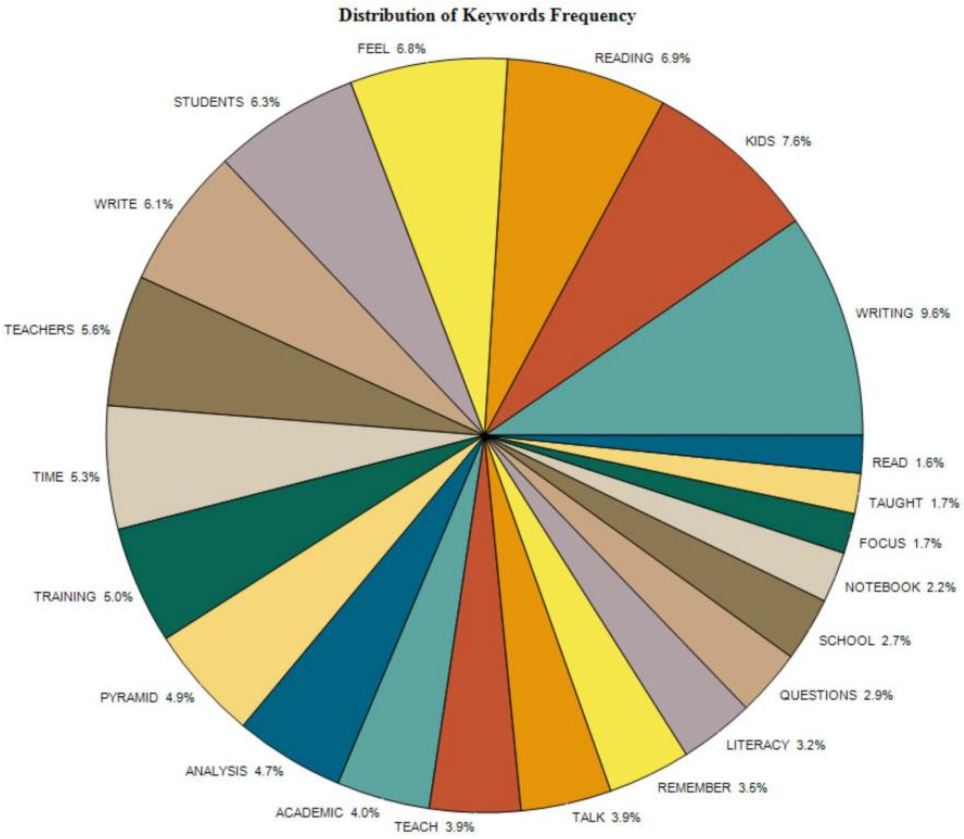


Figure 5. Pie chart illustrating the distribution of the 22 key words used in all nine of the teacher interviews.

Qualitative Open-Ended Survey Questions

In addition to the rich interview data collected via a constructionist approach (Roulston, 2010), a series of open-ended questions connected to teachers' views regarding reciprocity between reading and writing were collected from the initial survey that teachers completed at the onset of the program evaluation. The survey comprised the following three open-ended questions:

1. In what ways do you see reading and writing processes connected?
2. In what ways do you believe reading benefits writing?
3. In what ways do you believe writing benefits reading?

These data, juxtaposed with the six questions posed and analyzed through statistical lenses and layered with the interview data as part of the qualitative phase, have created a symphony of ideas, presenting a fugue-like interplay of congruent yet often contrapuntal motifs to address the research questions. These integrated ideas create richness that a single form of data might not have been able to generate. Fuentes (2008) suggests, “The findings generated by one method can be used to inform the second (instrumentation, sampling, etc.) while simultaneously expanding the scope and breadth of the study” (p. 1592). Table 26 displays open-ended responses to questions posed in the survey that was conducted at the onset of the program evaluation in September of 2015.

Table 26

Professional Learning and Open-Ended Survey Responses

Teacher Number within Study	Grade 8 English / Reading Teacher	Attended Abydos (formerly New Jersey Writing Project in Texas) Professional Development	Attended Secondary Balanced Literacy Institute	In what ways do you see reading and writing processes connected?	In what ways do you believe reading benefits writing?	In what ways do you believe writing benefits reading?
3	Adrian	No	Yes	I feel that both reading and writing are rhythmic processes, which, if cultivated over time, can both be gained naturally. Since these are rhythmic, I try to incorporate music into my lessons as a result.	I believe that good writers are generally good readers, and as a result, I try not to teach either of them in isolation of the other.	I believe that good writers are generally good readers, and as a result, I try not to teach either of them in isolation of the other.
6	Martha	Abydos three-week Literacy Institute Abydos Reading Week Abydos Grammar Week	No	Good readers are generally good writers because they know what captured their interest.	Readers get to experience how different craft techniques make the reading experience more enjoyable, so they are then able to use those craft techniques that their mentors used in their writing.	Writing helps the reader to notice purposeful craft, structure, and word choices. Writing helps readers to fully appreciate the author's effort to make the experience enjoyable.
7	Donna	Abydos Reading Week	Yes	You can only read what you write if you know how to read.	A few ways that reading benefits	Writing improves reading

Table 26 (Continued)

Teacher Number within Study	Grade 8 English / Reading Teacher	Attended Abydos (formerly New Jersey Writing Project in Texas) Professional Development	Attended Secondary Balanced Literacy Institute	In what ways do you see reading and writing processes connected?	In what ways do you believe reading benefits writing?	In what ways do you believe writing benefits reading?
		Abydos Grammar Week		You can only write (correctly) if you know how to read. As a child learns to read, they see the writing in front of them and they can imitate what they see. If they are not exposed to reading, then it will be impossible for them to write.	writing is by improving vocabulary, background knowledge and exposure, and grammar awareness.	comprehension and it causes the reader to be more aware of what went in to the writing of the text that they are reading.
11	Lori	Abydos Reading Week	No	No Generating ideas, Application of skills, Building of vocabulary, etc.	When we read, we have access to different perspectives, new words, text structures, facts, (and the list goes on). We can take all of these things and apply them to our own writing. We can create our own writing style.	When we write, it can help us better understand the author's concepts or ideas. It can help us better appreciate and understand structure, tone, mood, text structure, etc. When we write, we can go beyond the author's concepts and take the next steps with higher order thinking.
12	Tanisia	No	No	Students should write about what they are learning.	Reading alights the mind with many ideas that the student can then write about.	They are interchangeable.

Table 26 (Continued)

Teacher Number within Study	Grade 8 English / Reading Teacher	Attended Abydos (formerly New Jersey Writing Project in Texas) Professional Development	Attended Secondary Balanced Literacy Institute	In what ways do you see reading and writing processes connected?	In what ways do you believe reading benefits writing?	In what ways do you believe writing benefits reading?
20	Connie	No	No	The Reading and Writing processes are connected in many way. The processes are connected through the use of selecting, connecting, and organizing text across all genres.	The students can only write at their highest reading level.	When the students increase their reading levels and comprehension levels, they will also increase the level of their writing. The students will then be able to identify with text more and write at a higher level.
21	Mike	No	No	Students imitate what they read. We must get them to read authors with a diverse scope.	Students are exposed to provocative ideas.	Gives students a chance to write with the reader in mind.
22	Shannon	Abydos Reading Week	No	Reading and writing are partners. If we are fluent readers, our writing skills will be great.	It is impossible for someone to write anything and not being able to read. Reading is not just being able to read a story fluently, but being able to connect sounds with the right letter, able to blend the sounds, etc.	I think writing benefits reading when dealing with learning new words/building vocabulary and learning how to spell it. I know as a child in elementary school, I had to write a word down before I could pronounce it. For example, when my

Tble 26 (Continued)

Teacher Number within Study	Grade 8 English / Reading Teacher	Attended Abydos (formerly New Jersey Writing Project in Texas) Professional Development	Attended Secondary Balanced Literacy Institute	In what ways do you see reading and writing processes connected?	In what ways do you believe reading benefits writing?	In what ways do you believe writing benefits reading?
						teacher gave us our spelling list, I wrote down the word, sounded it out as I was writing it, said the word again, and then wrote the word down again so it can register in my brain.
28	Faye	No	No	In order to be a good/great writer, students must possess good/great reading characteristics	Students who read well write well because they consistently expose themselves to literature.	Students write about what they have read. If we can expose them to multiple types of text we can expand their writing skills.

Reciprocity between reading and writing. When responding to the question of how reading and writing processes are connected, an important theme emerged from five of the nine responses, which highlighted a prevalent view in schools that reading processes trump processes for writing. Donna, even after having some extensive literacy training focused on reciprocal strengths of reading and writing processes, captured this deep-rooted philosophical view—what Gee (2014) calls a figured world, with her response:

> You can only write if you know how to read. You can only write (correctly) if you know how to read. As a child learns to read, they see the writing in front of them and they can imitate what they see. If they are not exposed to reading, then it will be impossible for them to write.

Shannon, a zero-year teacher, mirrored this view, "If we are fluent readers, our writing skills will be great." Faye's views were also congruent with the idea that solid reading is a direct literacy pipeline to solid writing. She stated, "In order to be a good/great writer, students must possess good/great reading characteristics."

Others, however, focused on the specific processes connecting both literacy constructs. Lori stated that the two processes were connected in that they both functioned to assist with, "Generating ideas, Application of skills, Building of vocabulary, etc." Connie added, "The processes are connected through the use of selecting, connecting, and organizing text across all genres." The views across the nine interviews yielded a variety of beliefs around the interconnectedness of reading and writing.

How reading benefits writing. In response to the survey question regarding how reading benefits writing, teachers again provided a variety of ideas that supported their

figured worlds (Gee, 2014) of how reading and writing function in society. Tanisia stated, “Reading alights the mind with many ideas that the student can then write about.” Using the word “alights” further articulates her views on the significance of the ideas that come from one’s ability to read. Mike added, “Students are exposed to provocative ideas.” Again, the “provocative” ideas that come from reading are seen as valuable currency for literary functioning or as a social good that brings status. (Gee, 2014).

Other teachers indicated that reading processes added value to the one’s ability to craft writing well and find one’s own writing voice. Lori offered, “When we read, we have access to different perspectives. New words, text structures, facts (and the list goes on). We can take all of these things and apply them in our own writing style.” Martha responded with similar ideas, “Readers get to experience how different craft techniques make the reading experience more enjoyable, so they are then able to use those craft techniques that their mentors used in their writing.” Although their value lenses were different, teachers were, for the most part, able to verbalize benefits that reading processes added for writing.

How writing benefits reading. Although the final open-ended question asked in what ways writing benefited reading, some of the teachers had a difficult time not reverting to their figured world that reading was the social good. Faye states, “Students write about what they have read. If we can expose them to multiple types of text, we can expand their writing skills.” Connie, too, appeared to be unable to turn her response toward writing benefits for reading. She explained, “When students increase their reading levels and comprehension levels, they will also increase the level of their writing.” Other

teachers saw the technical aspects of writing such as spelling or application skills such as applying vocabulary rather than compositional processes. Shannon explained:

> I think writing benefits reading when dealing with learning new words/building vocabulary and learning how to spell it. I know as a child in elementary school, I had to write a word down before I could pronounce it.

Many of the teachers, however, did capture the essence of reciprocity in their explanation of how writing benefits reading. Lori stated:

> When we write, it can help us better understand the author's concepts or ideas. It can help us better appreciate and understand structure, tone, mood, text structure, etc. When we write, we can go beyond the author's concepts and take the next steps with higher order thinking.

Martha focused on ideas connected to the craft of composing text. She explained: "Writing helps the reader to notice purposeful craft, structure, and word choices. Writing helps readers to fully appreciate the author's effort to make the experience enjoyable."

Processes toward Themes

Saldaña (2013) clarifies the connection between coding and the formulation of themes by asserting that we do not, in fact, code for themes. "A theme is an *outcome* of coding, categorization, or analytic reflection, not something that is, in itself, coded" (p.14). After analyzing the series of nine interviews and follow-up verification episodes through member checking, text messages, and email communications, the 36,700-word transcript analysis, including "coding, categorization, and reflection" yielded four interconnected themes: (a) Ongoing professional development, (b) Time and space for

meaningful planning, (c) Personalized job-embedded support that spirals back to all district literacy initiatives, (d) Compassion for students and their success.

Professional learning does not end with certification. Instead, having credentials to teach is only the beginning of a career-long journey toward *masterful teaching*. In fact, the notion of an educator being a master teacher, in language alone, implies that he or she has reached an end goal of achieved excellence, which is why "masterful" might be a more appropriate descriptor. Language from the nine interviews highlighted key ideas that are congruent with recent conversations and studies focused on the importance of ongoing, quality professional development (Henry, 2018; Hill, 2009).

Providing and then protecting time for meaningful planning was a common idea articulated by both new and experienced teachers. Simply having a scheduled time did not ensure that effective or efficient structures were in place to facilitate lesson plans that led to efficacy regarding literacy instruction. Several teachers discussed Personal Learning Community (PLC) structures but were not convinced, per their experiences, that this expectation for planning was guided in such a way to navigate the many layers required for successful planning (Buttram & Farley-Ripple, 2016; Henry, 2018; Hord & Sommers, 2008).

Just as some of the more traditional classroom structures and routines do not facilitate personalized learning in our classrooms (Dockterman, 2018; Olofson, Downes, Petrick Smith, LeGeros, & Bishop, 2018), traditional professional development with the current models for preservice preparation are not providing the levels of support required for early classroom readiness and systematic growth for incoming teachers (The New Teacher Project, 2013). The teachers' implementation narratives suggested that job-embedded guidance to nudge teacher efficacy was needed to facilitate sustained

literacy growth and independence towards literacy habits of mind for our students.

The focus on social emotional learning has become an important focus in schools for a variety of reasons, not excluding the Every Student Succeeds Act (United States. Congress (114th, 1st session: 2015). Whether direct statements were made regarding the emotional well-being of students or if more indirect allusions were made, compassion for students and their academic and emotional success was another important theme that emerged from the interviews. The importance of emotion and learning is not a new understanding (LeDoux, 1996), but modern stressors on school campuses propel the academic, social, and emotional stability and well-being of students and staff to important topic for policy and improved practice. Meria Carstarphen, superintendent of Atlanta Public Schools and former Texas superintendent, sees the focus of Social Emotional Learning (SEL) as a moral imperative, "For many children, if social support isn't provided and SEL isn't taught in school, they aren't getting it. It becomes reinforced in their hearts that no one cares about them" (Carstarphen, 2018, p. 23).

Constant Comparative and Discourse Analyses

Following the analysis of the survey responses, two qualitative methods were used to analyze the interview data: constant comparative analysis (Glaser & Strauss, 1967) and Gee's (2014) discourse analysis framework utilizing seven building tasks. I used constant comparative analysis and then analyzed the statements from participants connected to the categories and codes and explored how language building tasks were manifested across the nine interviews. All seven tasks were noted, some having greater prominence than others. At least one example of each of the building tasks from the

combined interview cases are discussed in addition to the connection to the broader themes that emerged from the constant comparative analysis.

Significance. According to Gee (2014), significance describes how participants use language to make items significant or show that they lack significance. Teachers who took part in the interviews used the building task of significance often as they shared their experiences with implementing the five literacy initiatives. Language use indicated that reading was viewed with greater significance than writing. Administration was often viewed, and it was articulated through language, that their needs were significant over the needs of teachers, especially new teachers. Information dissemination was given significance over instructional planning. Rules were given significance over compassion for student needs. Although it is not possible to capture every occurrence of the building task of significance from the 334 minutes of discourse analyzed, examples are presented in Table 27.

Table 27

Manifestations of Significance Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Campus and district support for each of the five literacy initiatives	Faye	With 8th grade, since it's [writing] not tested, it kind of flies under the radar. We didn't really do a lot of writing.	Personalized job-embedded support that spirals back to all district literacy initiatives	In discussing that there was little focus during planning time on writing, the teacher verbalized that the campus leaders see reading as significant over writing since it is not tested at the Grade 8 level. This was an issue that was mentioned in other interviews.
Teacher capacity, including preservice training and views on professional literacy organizations	Shannon	Yeah. I am going to follow them. I pray, but I am going to talk to their teachers for next year and tell them, 'I need you to do the analysis pyramid because I almost have them where I want them. I just need you to finish it off for me.'	Compassion for students and their success	The teacher, who struggled at the beginning of the year felt positive about where she and where the students were at the end of the year. Her statement indicated *significance* in that she valued the growth and did not want the students to lose with what they had learned when they move to the next grade. Words such as "pray" and "I just need you" imply how strongly she feels about the progress she has made with the students and her ongoing concern for student success.
Teacher perception of student capacity	Martha	They hate writing and I mean, I know…some of these kids I taught in 7th grade. Okay, I know I taught you punctuation	Ongoing professional development	This honest description from Martha, the teacher who implemented the five initiatives at the highest level, showed the reality that many students give significance to reading and are "annoyed" when they have to write.

Table 27 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
		rules. I know I taught you how to capitalize, and they come in here and they still do it wrong. …the minute it requires them to do the writing part, that's when they are annoyed.		Her opening statement indicated that students "hate" writing, which is a broad statement with no mention of possible root causes or potential solutions.
Campus and district support for each of the five literacy initiatives	Adrian	This is one thing that I loved, and I found my students loved it, too. Because you see so many different things and sometimes you can be excited about it, like when you're at training, but it doesn't always translate back into the classroom. I don't know what it is about the pyramid. It's the one thing I'm like, 'I'm gung-ho about this."	Ongoing professional development	Adrian, throughout the interview, stated in numerous ways how much he appreciated the text analysis pyramid. In this statement when asked about district support he received, he used words such as "loved" and "gung-ho" to emphasize that this training provided him with something significance that translated into the classroom compared with many times when seemingly useful strategies during the training did not "translate" well back in his classroom.
Campus and district support for each of the five literacy initiatives	Lori	I know I was told at the beginning of the year that we had to write and read every day. That was an expectation. The Write Away Plan, however, you	Personalized job-embedded support that spirals back to all district literacy initiatives	Lori's language emphasized that even though she understood the expectation regarding the importance of students writing, her campus leadership team did not illustrate that they saw significance in monitoring and making sure teachers had

Table 27 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
		know the little sheet that goes in their writing folders? I did not even receive this until like probably the end of the year.		what was required for the writing plan benefit students. Her tone, even a year later, punctuated her feelings of frustration.
Teacher capacity, including preservice training and views on professional literacy organizations	Tanisia	I would prefer that we get that revolving door closed and keep the ones [teachers] that are of value, that would be a benefit to our teachers here in the district…because they're not able to master instruction, or they feel unappreciated, they walk out and take thousands of dollars of training and often expertise with them…they go somewhere else.	Personalized job-embedded support that spirals back to all district literacy initiatives	Tanisia, an experienced teacher, poignantly used language to emphasize the significance of training and retaining new teachers. Phrases such as "revolving door" also gave significance to how widespread the issue was. Additionally, the point made about "taking thousands of dollars of training and often expertise" with them highlights this teacher's understanding of the costs associated with not providing required supports for teachers.
Teacher capacity, including preservice training and views on professional	Mike	If there's a nugget out there, we all want new nuggets. We do. I would rather come through an organization that I feel comfortable with, where I know some people…I would rather get	Ongoing professional development	In response to the question regarding the important of being part of a professional organization, Mike expressed his views regarding how the organizations are significant to a teacher's work with specific language such as using "nuggets," a reference to gold, and "comfortable." He

Table 27 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
literacy organizations		those nuggets from those people, you know? And feel like I can communicate back with them. I think it's very important in keeping us stimulated, keeping us on par with what's going on everywhere.		speaks of them "stimulating" and keeping teachers "on par." Even though Mike was not currently a member of a professional organization, he saw them as important.

Activities (Practice). Gee (2014) suggests that activities and practices are often represented through the language people use. He differentiates between actions and practices or activities (p. 32). During my analysis, I had to reflect on what activities or practices were enacted through the language used by the nine participants. One of the important activities that emerged from the language was the practice of having to prepare their own materials and resources for students who were not reading on level. This practice was a common thread that weaved throughout the interviews. Comments were often matched by tone and body language that articulated frustration. Table 28 highlights several ways that language was used to build an understanding of activities consuming teachers' time and impacting capacity for inexperienced teachers and influencing feelings regarding support.

Table 28

Manifestations of Activities (Practice) Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Campus and district support for each of the five literacy initiatives	Connie	I would honestly say I think the biggest issue is having mentor texts…I wouldn't say for me because at this moment in my career I'm able to make those adjustments. It's the piece of text we need. We have a 7th grade book and we have an 8th grade book. It's the basal that we have that's here on campus, and if all of the students are not reading at the 7th grade level or they're not on an 8th grade level, then what text do you give them? That's at the frustrational level if they're on a 4th grade, 3rd grade, 5th grade reading level. It is a big issue. Basically, I spent a lot of time searching and finding material, retyping out, probably breaking a lot of copyright laws.	Time and space for meaningful planning	Connie highlighted the common practice in her daily work of needing to adjust materials to meet her students where they are with reading. She used the word "honestly" not to imply I would not believe her; she used this word to emphasize and give significance to the problem. She immediately follows by stating that this is the "biggest issue." Her tone became more emphatic as she moved to explaining the time she spends and concerns with copyright laws. This concern is iterated by others in their interviews.
Teacher capacity, including	Shannon	I remember the feedback, and I think, I know I was using it	Personalized job-embedded support that	Shannon, a first-year teacher, emphasized words such as

Table 28 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
preservice training and views on professional literacy organizations		[interactive literacy notebook] wrong, but after Ms. Specialist sat down with me and said, 'Okay, we're going to do warm ups in here and take notes. It's an interactive notebook and this is what we do.' I tried to revisit it, but again, the students, 'I thought we do this in here,' and I was like, 'No, we don't do it in here. That's my mistake.'	spirals back to all district literacy initiatives	"wrong," "revisit," and "my mistake," to demonstrate her practice of reflecting and using feedback to immediately adjust instruction to benefit students. She felt comfortable communicating with her students that she was still learning, which might have been a factor that influenced her success as a zero-year teacher.
Teacher perception of student capacity	Martha	I always think at the end of the year, what did I struggle with the most? And I want to be better so I'm going to do something to make my life easier…and those folders…trying to get kids to do it was just too much of a headache for me.	Personalized job-embedded support that spirals back to all district literacy initiatives	Even though Martha is a successful teacher, she messaged through the language used that when dealing with the writing folders, guiding students toward ownership of the process was "just too much of a headache for me." Considering her perception was also that her students "hate writing," she might need job-embedded support to explore practices that would allow students to take ownership of their writing portfolios and simultaneously relieve some of the stress of monitoring and guiding student writing success by

Table 28 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
				increasing relevance and efficacy for students.
Teacher capacity, including preservice training and views on professional literacy organizations	Tanisia	When you came to visit me at the end of the year. And you checked for whether I was participating in the writing plan or not. Some things I was doing, some things I was not doing. So, over the summer I reflected on it…That was part of my beginning of the year analysis this year. Something I said I wanted to work on. Last year you came to visit me, and you gave me some blanks and some of my evaluations for my write away, and my write away folders, and I was a bit unhappy about it. To say the least. And so I said, "Let me find the merit in this." And the merit I find is it helps them to solidify their understanding. It also helps for the vertical piece for ninth grade to let them start writing.	Personalized job-embedded support that spirals back to all district literacy initiatives	Tanisia, an experienced and based on her statements, a reflective teacher. Per language used such as "let me find merit in this," she is still grappling with how writing instruction adds value to her work with reading, which is what students are testing on in Grade 8. Although she indicated that writing helps students "solidify their understanding," her other statement regarding the value of writing was that it would benefit the vertical alignment for Grade 9. She cares about the perceptions of others regarding her instructional work. Even experienced teachers need and want nudges toward improved practice to understand the many layers of reciprocity between reading and writing.

Identity. Identity, according to Gee (2014), is contextual (p.33). Our identities change based on where we are and who we are with. Within the nine conversation, the teachers, in a sense, announced, “Hey, I am this person, but also this person, and yet this person as well.” Like a chameleon changing colors as the setting changes, the participants’ identities changed as the conversation shifted from question to question and weaved through time. The nine teachers shifted and commented through various lenses — the identity of mothers, fathers, aunts, peers, published writers, and, of course, classroom teachers. Table 29 presents various ways that identity was used to construct meaning.

Table 29

Manifestations of Identity Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Campus and district support for each of the five literacy initiatives	Adrian	Because that's my thing, too. I'm a little anal in class. I don't like a lot of chaos and sometimes I feel like the academic conversations breed chaos. I am moving around and their ADD just goes crazy. I'm like, "Just keep working!" I like to see how those little quirky issues are dealt with when academic conversations are going on.	Personalized job-embedded support that spirals back to all district literacy initiatives	Adrian shared earlier in his interview, "To be honest, I don't remember getting much campus level support." Although he understood the importance of academic conversations for students, his language use is congruent with a teacher who identifies with wanting to be in control. He offers, "I'm a little anal in class" and "I don't like a lot of chaos." As the classroom teacher, he feels he should be in control, and this literacy initiative is pushing against his ability to maintain his identity of someone in control—one who manages "chaos." Without campus support, even for this experienced teacher, what he sees as "quirky issues" will impact his and his students' capacity with academic conversations.

Table 29 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Teacher perception of student capacity		She's half Mexican, and so, I said, I gave my goddaughter two dollars from the tooth fairy and they're like, 'Miss, you know you're raising that baby all wrong.' And I'm like, why? And they were like, 'You've never heard of the rats?' And I'm sure there was a real name for it, but the rat that comes in and brings candy. And I was like, I would never let a rat near my goddaughter, and you know we had that cultural exchange. And I could not get that out of them until the end of the year because honestly let's face it, I was White. Most of them had never really talked to white people in that way.	Compassion for students and their success	Lori clearly identified as a White woman teaching at a campus where most students were Hispanic. She saw this identity as a barrier to students feeling comfortable talking and sharing in class. More than likely, however, her own discomfort with the differences in cultural norms and stories might have delayed building trust. Her statement regarding her students having "never really talked to white people in that way" demonstrated her figured world (Gee, 2014) surrounding topics of race in classroom instruction. As a zero-year teacher, the cultural experience was new to her; her students have had experiences with White teachers, and the belief that they have not spoken freely with these teachers might be based on her own experiences rather than on those of her students.
Teacher capacity, including preservice	Connie	Maybe time. I coach so I'm here. We practice in the morning. I', here at six	Ongoing professional development	In response to the question of why many teachers don't join professional organizations, Connie

Table 29 (Continured)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
training and views on professional literacy organizations		something in the morning, and then if it's game night, I'm here until maybe eight, nine o'clock at night, making it back to the school. For me, I know that…I would think that it would be time consuming maybe. I'm not sure. I think that maybe others would probably have more than enough time.		responds from her identity of a coach. She justifies her choice to not join these organizations based on her coaching schedule, which speaks to the reality that she feels being part of a professional organization is time-consuming. As is true with many responding based on their own identity, she implies that others, those not a part of this social group, may have time. "I think that maybe others would probably have more than enough time."

Relationships. Gee (2014) explains, "We use language to build social relationships" (p. 34). Through the nine teacher interviews, I was reminded that not all social relationships are positive. When discussing matters connected to relationships, the teachers' whole body was involved in their response. From Adrian leaning his head back and looking pensively up to the ceiling when asked about his students' literacy capacity, Lori's face flushing as she discussed the struggles of new teachers on a campus with dysfunctional team meetings, and Donna's excitement to show her students' work to Martha's hearty laugh as she dug through piles on her desk to try to locate a disliked planning document, there was little doubt as to the power of language, verbal and non-verbal, in building the importance of relationships. Table 30 presents discourse that highlights ways that relationships were used to build meaning.

Table 30

Manifestations of Relationships Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Teachers perception of student capacity	Adrian	I think…God. I think…I always want to believe they're capable and that they have capacity. I just think there's so many factors that get in the way of…Once they're into that class and the door's closed and it's time to…They're just trying to quiet their minds from all those distractors…	Compassion for students and their success	Adrian used language to demonstrate his relationship with students, which was implied through his understanding of the social/emotional components that impacted teaching and learning in his classroom. He explained, "They are just trying to quiet their minds," to justify that they did not always demonstrate their capacity. Adrian was not prepared to state that they were not capable; he saw outside factors impeding their path toward success.
Teacher perception of student capacity	Mike	You know What? …I wish these kids had…we could inject into their little brains about 60,000 hours of news footage—some real-life experiences, and real-life stories that they just don't get.	Ongoing professional development	Through his language ("little brains," "these kids," "real life experience and real-life stories"), Mike articulated a sublevel figured world about students in his classes that he would, more than likely, never state directly. Although their experiences may have been different from students' who have interests and opportunities to

Table 30 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
				consume "hours of news footage," they were certainly "real." Whether these views manifested themselves instructionally would have required further analysis. His language introduced potential biases regarding how their experiences impacted their literacy success.
Teacher perception of student capacity	Lori	If I was going back to look at the entire campus, I feel like campus expectations was be quiet and you won't get in trouble. Because there was not respect for the students, there was not respect for the teachers, and there was no respect for the administration. The respect that I got was from pure basic human being respect…But with planning, we'd all sit around, and we are not really saying anything because we know that there's either something we haven't done or something we haven't done to their approval. So, I'm already walking in there trying to defend myself against	Personalized job-embedded support that spirals back to all district literacy initiatives	As Lori shared her narrative and the complex struggles with relationships she witnessed and personally experienced her first year of teaching, her cheeks flushed; her tempo increased, and the pitch of each word rose higher, especially when speaking about the planning, which she mentioned numerous times as being ineffective and further fueling discontent among the team. But her mention of her "sense of comradery" with the other new teachers was peacefully juxtaposed with a softer "Yeah, and so," as she ended her response with the harsh reality illustrated through the language of "want to survive the first year." With effective personalized, ongoing guidance,

Table 30 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
		something I don't know…Yeah, and so, because of that there was a sense of comradery with the new teachers because the new teachers just kind of want to survive the first year.		professional relationships might have yielded better results for the teachers, the students, the campus, and the district. In the end, the district lost this bright, insightful teacher to another district.
Campus and district support for each of the five literacy initiatives	Faye	But she's very vocal and she doesn't have a reading background, so she's always asking questions and sometimes that's not the time for questions when it's crunch time and we really need to plan, and we have two brand new teachers, so we have a lot of ground to cover. You leave…you come in ready to plan, and you leave with nothing… It's like a change of plans.	Time and space for meaningful planning	Faye's response to questions regarding campus-level support, which led to reflections on planning time, used language to illustrate dynamics in relationships that occur between teachers and administrators and between each other during planning. Phrases such as "she's very vocal," she doesn't have a reading background," and "you leave with nothing," build the understanding that Faye perceived that the administrator was a distraction rather than adding value to team planning time. It is interesting to note that Faye in this utterance also placed significance on reading by excluding writing from the concern about the administrator's content background.

Politics. Gee (2014) defined social goods as "anything some people in a society want and value" (p.6). He later asserts, "…language is always 'political' in a deep sense" (p.8). The interviews elicited numerous exchanges that illustrated the building task of politics. In the three cases shared from the interviews, language surrounding social goods and the political underpinnings connected with them, did not include typical words associated with politics as we know and understand from our Political Science courses: filibuster, incumbent, bipartisan, pundit. Instead, the language used, and the issues addressed are more closely congruent with the ancient meaning of *politique* coming from Middle French, meaning "pertaining to public affairs" ("Politic"). Literacy is certainly in the spotlight of public affairs when it comes to public education. Table 31 highlights how social goods impacted the teacher's perceptions of capacity and support.

Table 31

Manifestations of Politics (Social Goods) Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Teacher perception of student capacity	Martha	Our kids are not equally dispersed. I have the bulk of the ESL kids and if…I also have the bulk of the tier two kids. So, I have a lot of kids. And I only have 22 regular kids, so when you give me everybody, and then I have to be out [due to illness], I think it hurts the kids.	Compassion for students and their success	The social, political good described in Martha's comments focused on reputation— reputation of the campus based on their achievement scores and reputation of Martha as a successful teacher of students who need additional academic supports, which might include scaffolded language or cognitive supports. For campuses this was a political issue because rather than distributing students equally across available sections, select teachers with strong skillsets often worked with students who needed these strong skillsets. As Martha offered, however, if something happens to this teacher, it becomes unfair to students. Also, this practice/activity may keep other teachers from having experiences that would allow them to learn how to work with students having diverse needs.

Table 31 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Campus and district support for each of the five literacy initiatives	Tanisia	It's extremely important. If you want profession to be attractive, to our subject…you have to behave in such a manner. Treat them with value and be willing to put your money where your mouth is. Support us.	Ongoing professional development	When responding to questions regarding district support, Tanisia concluded with a powerful ending command, "Support us." Layered with "Be willing to put your money where your mouth is," the often-political debate of whether providing more funding is the answer for educational reform leaned into this experienced teacher's language.
Teacher perception of student capacity	Shannon	This year I am teaching 7th grade. Because they don't write since 4th grade, they come in [middle school] weak, and it takes me time to build them up. I have to bring them through fifth and sixth, then 7th grade in one year. That's tough. I feel like the 7th graders I have this year are now at the 7th grade level. I just pray they don't lose it during the summer, and their teachers like, 'Who was your teacher last year? [laughing]	Compassion for students and their success	Shannon's language articulated a political issue in connection with state testing. Writing is only tested in grades 4 and 7 during the first 8 years of a student's learning career. Although the assessment shouldn't create a literacy barrier because teachers are charged with teaching all the standards, the social good for schools due to punitive actions at the state and federal level, is to have strong reading scores. This is often (if not always) at the expense of writing. This has now become a social good for teachers as well since their evaluations are partially

Table 31 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
		Why are you writing like that?'		impacted for test scores. The pressure this puts on Grade 7 teachers was expressed through Shannon's language. Phrases such as "That's tough" and "I just pray," emphasize the feelings associated with this pressure.

Connections. Gee (2014) suggested that language shows how things are connected or disconnected. Throughout the interviews, language was used to demonstrate how literacy concepts, especially reading and writing, were connected. Often the conversation comprised language that demonstrated disconnected feelings or ideas. Table 32 presents excerpted examples from the teacher interviews.

Table 32

Manifestations of Connections Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Campus and district support for each of the five literacy initiatives	Lori	So, and I'm not talking about content. I mean, I went to school for four years to learn all this stuff but knowing it and implementing it are two different things. And I felt like I picked up one or two things that I knew and then went with it.	Personalized job-embedded support that spirals back to all district literacy initiatives	When asked about the support she received connected to students engaging in academic conversations, Lori differentiated between what you learn in a class regarding teaching literacy and what happens in reality. She emphatically stated, "knowing it and implementing it are two different things." The connection and lack of connection between conceptual ideas learned in preservice training and application in a classroom setting was a common idea expressed.
Teacher capacity, including preservice training and views on professional literacy organizations	Adrian	Personally, I feel like it is easier to teach reading because the content is here and I'm just giving you strategies on how to analyze what's here, but writing, I have to take what's in your head and try to pull it out, and that can get...a blank sheet of paper can be overwhelming.	Personalized job-embedded support that spirals back to all district literacy initiatives	When asked about which of the literacy initiatives he felt least comfortable with, he indicated it was the writing. Earlier in the conversation he stated, "I heard of the Write Away Plan, but I didn't do it," which led to the excerpted statement from the interview detailing Adrian's views on how teaching reading and writing are

Table 32 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
				connected. I found it interesting that Adrian began the interview by sharing his pathway into the classroom. He explained, “I got my undergraduate degree in communications. I've written for magazines...I don't know. Since I was little, I used to write books when I was seven, eight years old. I'd whip out paper in church and just start writing, poetry.” Even with extensive writing experience, the act of teaching writing to adolescents remained a challenge and he chose to focus mainly on what he perceived as “easier”—teaching strategies for reading.
Teacher capacity, including preservice training and views on professional literacy organizations	Donna	Generally, we have the writing in the end and that's good because it's hard, but then I feel like I haven't done enough with them if it's at the end of my daily lesson. We had a 90-minute class period this year. I'm thinking, I would like to see, if we're focusing on ... of course they need to write every day, like a quick write or	Time and space for meaningful planning	Donna used language in an earlier excerpt that demonstrated her understand of how reading and writing are connected. She offered, “I know that writing and reading do together…There’s so much that I see the students need, so it’s hard for me to move from that lesson and go to reading.” Here, her language demonstrated that she struggled with how to integrate the concepts and

Table 32 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
		something, but I would like to see reading maybe done one day and then writing focus on the next day. That way you have more time to focus on it because even the students once we start a writing that's all they can focus on and it's hard to move them. Unless we could do reading to where whatever they write becomes their reading. Then we do reading and writing in that way.		balance time. She used words of uncertainly such as "I feel," "I'm thinking," "Of course they need," "Unless we could," as she processes through how she and her team might better connect reading and writing.
Teacher capacity, including preservice training and views on professional literacy organizations	Faye	I don't think…even in the curriculum…I don't think enough attention is paid to writing…It was just whenever we would get to it. The writing was not as good as it could have been. We didn't plan for a lot of writing. We didn't plan for…What am I trying to say? The mechanics of grammar…we didn't plan for that.	Time and space for meaningful planning	Faye is connecting with language how planning for writing and writing success are connected. She grappled with explaining her thoughts about planning for the grammatical aspects of teaching writing.

Sign systems and Knowledge. Gee (2014) suggested a useful guiding question to analyze sign systems and knowledge. “How does this piece of language privilege or disprivilege specific sign systems…or different ways of knowing and believing or claims to knowledge and belief…?” (pp. 35-36). Table 33 presents way in which sign systems and knowledge manifested within the language used by the teachers in this study.

Table 33

Manifestations of Sign Systems and Knowledge Across Question Responses

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Teacher perception of student capacity	Mike	The GT kids again. Parenting or whatever. But these kids have a bigger Rolodex of experiences that they're drawing from. Their interests are so varied that they do a great job with higher level questions, you know?	Ongoing professional development	The language Mike uses privileges kids who are classified as "GT." His statement that these kids "have a bigger Rolodex of experiences" deprivileges the experiences of the other students. He associates the "great job" GT kids do with higher level questions with their "Rolodex" of experiences rather than believing that it could be about opportunity and instruction.
Teacher perception of student capacity	Donna	Having ESL students…When you start wanting them to really talk. They want to talk when you're not telling them exactly what to talk about. So that's not the issue, but it's when you say academic conversation…that's when you get the quietness.	Personalized job-embedded support that spirals back to all district literacy initiatives	Donna uses language to illustrate students' perception of the privilege of academic conversation over the social language in which they have greater comfort levels. She indicated that this area and high levels of questioning is an area where she would "love more modeling."

Table 33 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
Campus and district support for each of the five literacy initiatives	Martha	I feel like we can't really plan. It doesn't…it takes away my…because we all have the fear…somebody walks in and we're not doing it the way the PLC says we're supposed to do it we might get in trouble. I need to be able to have more freedom. I feel like my freedom was taken away from me this year compared to year.		Martha feels frustrated and disconnected from the PLC framework and process. She references "fear" and "trouble" in connection with the way the district expects planning sessions to function. When speaking of the process, she stammered and had a hard time finding the right works for the feelings she wanted to express. Her speech, gestured, and continued use of language of distrust helped her articulate her struggles with this new process. When she spoke of the training during the summer for this new process, she continued with language illustrating signs of discontent as she muttered under her breath, looking for a graphic to show me the sequence of the planning cycle, "Yeah, it took forever to get to the meat of it…just tell me what you want me to do. All these little cutesy things…get to the point." She wrote down the room number

Table 33 (Continued)

Research Question Focus	Teacher Participant	Statement	Connection to Overarching Theme	Explanation of how language building task is manifested:
				where the team plans and suggested I look at the poster in the room. She looked up from the paper and took a final dig at the process. “I really hate the way we do PLCs now.” I was clear that she did not feel like a member of the new PLC process club.

Mixed Methods Questions

The language used during each interview provided mental Post-it ® notes that allowed me to draw conclusions, positive and negative, about implementation and student literacy achievement, even while listening to the richly woven narratives. I connected words, phrases, animated hands, hearty laughter, tones of regret, and statements of pride and confidence to column after column of collected quantitative data and piles of Observation Protocols in efforts to answer important instructional questions regarding the reciprocity of writing and reading. As part of the fully mixed, sequential, and equal mixed method design of this study (Leech & Onwuegbuzie, 2009), the integration of these rich qualitative data findings with key quantitative results were essential for answering the following questions:

1. How are teachers' perceptions of campus and district support congruent with their degree of implementation of five district literacy initiatives?
2. How are teachers' perceptions of their capacity to implement five district literacy initiatives congruent with their students' Grade 8 reading achievement?

Presentation of Mixed Methods Procedures and Results

To measure teacher's qualitative perceptions of combined district and campus support and perceptions of their capacity to implement the five literacy initiatives, I utilized the *coding by variable* feature within QDA Miner 4.1.32 (Provalis Research, 2015), which reported the number of occurrences for each code per interview case. From these occurrences, I re-entered the coded interview transcripts and reviewed each of the utterances connected to the questions of support and to their statements regarding

questions of capacity to implement the five district literacy initiatives. I determined, based on the statement in context, whether the utterance was positive or whether it was negative. Table 34 presents the integrated quantitative and quantitized qualitative data to answer the two mixed methods research questions. An explanatory discussion regarding the results of the mixed methods questions are detailed in Chapter V.

Table 34

Perceptions of Support and Capacity Compared with Implementation and Student Achievement

Teacher	Students	Code Occurrences	Perception of Support Utterances		Composite Implementation Score	Perception of Preservice Literacy Experience/Exposure	Perception of Implementation Capacity Utterances		Mean Change in Raw Score 2015-2016 Effect Size
	n	*N*	+	-			+	-	
Adrian	80	68	7	8	9.7	Weak	2	6	.45
Martha	104	62	11	5	14	Strong	8	4	.77
Donna	45	48	14	0	11.7	Weak	4	2	.60
Lori	79	73	5	15	9	Strong	1	4	.27
Tanisia	106	31	7	2	10.7	Strong	3	3	.40
Connie	47	27	7	1	12	Weak	1	2	.57
Mike	54	18	7	4	9	Strong	3	3	.44
Shannon	45	51	11	5	10	Strong	3	2	.34
Faye	49	72	10	12	10.7	Strong	4	7	.32

Summary

Chapter IV began with a review of the purpose of this mixed methods research study, which was to evaluate text analysis capacity among Grade 8 students in classrooms with teachers with higher degrees of implementation of five district literacy initiatives. An additional purpose was to explore perceptions of a select, nested group of teachers regarding district- and campus-level support and their own efficacy for implementation. Demographic data was included for the 2,247 students and their teachers. Quantitative, Qualitative, and Mixed Method procedures, research questions, and results were presented respectively. Numerous tables and charts provided detailed data across the spectrum of research methods, allowing for intentional, purposeful opportunities for readers to analyze and infer based on their unique research interests. A study overview, a quantitative, qualitative, and integrated results discussion, implications for policy and practices, and recommendations for future research comprise the detailed information presented in Chapter V.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The questions this research study set out to answer remain important, even beyond this final chapter. In keeping with a pragmatist perspective (Onwuegbuzie, Johnson, & Collins, 2009) as part of the design decisions regarding using mixed methodologies, the lessons learned from exploring the research questions have parallel value and the results shared require further continued action—action I could not have fully predicted when I posed my initial questions. The goal of this study was multifaceted and included adding to the body of extant literature, understanding complex phenomena, measuring change, and having an impact on, in this case, institutional processes regarding literacy.

The specific purpose for conducting the program evaluation and utilizing the data was to analyze in what way reciprocity between reading and writing processes impact reading achievement. More specifically, if we provide guided opportunities for students to engage in meaningful literacy tasks involving language production (writing, speaking, questioning), in what ways might this benefit students' capacity to consume complex texts (reading, listening). In an email correspondence with P. David Pearson early in the journey to address these questions, he, too, iterated this line of thinking (See appendix K). He offered, "Wouldn't it be great if we could demonstrate that when students are guided in the construction of good arguments, they improve in their capacity to understand and critique arguments???" (D. Pearson, personal communication, September 14, 2014). With Pearson's intellectual nudge and working within a theoretical framework

posed by Rosenblatt (1978), I attempted to design a research study that would achieve my research goals and my purpose in order to guide action toward better processes, practices, and policies regarding literacy instruction. With that intent in mind, it was also important to recognize that there is an organic nature to research, especially in dynamic settings such as classrooms, where "research projects are not linear but instead twist and turn and sometimes lead in unforeseen directions" (Newman et al., 2003, p. 172). The remainder of this chapter will explore the integrated results, connections to theoretical framework and extant literature, implications for policy and practices, and recommendations for future research based on both the hypothesized and the unforeseen directions the answers have led.

Validating/Legitimating the Mixed Research Findings

Although efforts were made to design this research study considering and attempting to mitigate as many potential threats to internal and external validity as possible throughout the process, some threats remained. In Chapter I, I discussed potential threats, and I begin Chapter V alerting readers, prior to discussing results and implications, of the threats to validity and legitimation that remained after mitigation that should be considered. I identified eight potential threats *a priori* to internal validity at the quantitative phase: (a) history, (b) maturation, (c) instrumentation, (d) differential selection of participants, (e) mortality/attrition, (f) implementation bias, (g) researcher bias, and (h) multiple-treatment interference. For a detailed description of how the threats manifested themselves in the study and ways the threats were mitigated, see Table 35. Many of the threats to internal validity were mitigated through the research design and intentional practices to offset threats. Selection bias and behavior bias should be

considered when interpreting results as they remained as potential threats. Although randomized control trials are preferred when conducting empirical studies, structures inherent to school systems often complicate experimental design and numerous researchers are calling for a broader, more inclusive stance toward experimental designs (Maxwell, 2004, 2012; Rudd & Johnson, 2008). Maxwell (2012) offered:

> The idea that randomized experiments or structural equation models can provide valid general conclusions about the effect of an intervention, in the absence of any understanding of the actual causal processes that were operating, the specific contexts in which these processes were situated, or the meaning that the intervention and contexts had for participants, is an illusion. (p. 659)

Discussion regarding the threat of behavior bias will be addressed in depth in the results section as this presented itself more as important data within the study than as a threat to be mitigated.

Table 35

Threats to Internal Validity at the Quantitative Phase, Manifestations in the Current Study, and Mitigation

Stage of Design: Research Design/ Data collection			
Limitation	Description	Manifestations in Current Study	Mitigation of Threat
Differential selection of participants	Bias relating to the use of pre-existing groups; selection bias	Pre-formed (i.e., intact) classes were used to form groups. At the middle school level, courses connected with athletics, fine arts, and advanced placement courses eliminate the possibility of true randomization.	All students in the school district were included, so randomization was not possible or preferred in this case due to the potential for negatively impacting instruction for select groups of Grade 8 students by excluding groups of students.
History	Relates to an unplanned event that has an impact on the study	A time lapse of 7 months occurred from the start of the study to the administration of the Grade 8 Reading STAAR Test, which allowed opportunities for myriad complex conditions to possibly impact students and teachers.	Although numerous lived experiences impact both students and teachers during the 7-month period, the time was required to provide instruction to discern the impact of the five literacy strategies.
Instrumentation	Occurs when scores lack consistency or validity	Due to the nature of standardized reading tests, there is a possibility that one or more reading selections, genres assessed, or individual items assessed from the Grade 7 2015 test to the Grade 8 2016 test might be more or	Numerous factors impact complexity for students, and readability was not included in the blueprint for STAAR Reading Assessments for 2015 or 2016. Although the State of Texas adjusts passing rates to address consistency fluctuations, complexity

Table 35 (Continued)

Stage of Design: Research Design/ Data collection			
		less complex, causing them to lack consistency.	should still be considered a potential threat to validity.
Mortality	Occurs when participants' dropping out or failing to participate in the study has an unintended impact on the study	Due to the high mobility rate in urban school districts, there is a possibility that many students will not have scores for both grade levels being compared. Because of the large gap in time between the end of the study and the opportunity to interview teacher participants (due to requiring a new IRB and completion of institution dissertation proposal processes), some teachers might not remain in the district and might not be available or willing to participate in this phase of the study.	As only students with matching scores were included in the final data set, mobility rates did not impact the study other than reducing the number of students and potentially excluding students who may have improved or lowered teachers' mean change in raw and scale scores. Although some teachers did leave the district, I was able to contact them and make arrangements for interviews in their new school districts. All teachers who fell into the design ranges for interviews were available to participate.
Behavior bias	Pre-existing personal biases of the participants that have an unintended impact on the results	Participants might have had preferences toward one or more of the district literacy initiatives and perceive that they do not have the capacity to implement the others. In	Capacity, expectations, and planning impacted teacher implementation and was the most prevalent threat manifested in the study. Details are

Table 35 (Continued)

Stage of Design: Research Design/ Data collection			
		addition, some campus leaders might urge teachers to focus on tested areas, which would lessen the effectiveness of the initiatives focused on writing habits.	discussed in the narrative sections of this chapter.
Implementation bias	Occurs when someone other than the researcher implements the intervention and deviates from the protocol	Teacher participants implemented all district literacy initiatives. Variation in capacity and support for teachers will vary. For this reason, the study is considering degree of implementation and the correlation to student reading achievement.	An Observation Protocol (Morris, 2015) was developed to capture each teacher's capacity in implementing the five literacy strategies.
Observational bias	Occurs when data are rated or coded by more than one researcher and less than 100% agreement is attained	Multiple observers collected classroom data regarding teacher implementation. Initial observations were conducted collaboratively, and discussion/training sessions provided details regarding the purpose and intent of the observation protocol rubric.	A composite score representing the average score from all observations was used to measure implementation. All scores collected were within an expected range except in the case of self-reported scores from classroom teachers. Self -rated scores were all higher except for one that was the same as the research team ratings.
Researcher bias	Occurs when the researcher has a personal bias in favor of one intervention or technique over another, which might be subconsciously transferred to	Participants understood that the five initiatives were the preferred instructional techniques of the district and of the researcher in favor of other campus-based programs that might be	A mixed methods design was utilized in order to collect narratives that would capture implementation details regarding the literacy initiatives. Otherwise, inferences drawn from the

Table 35 (Continued)

Stage of Design: Research Design/ Data collection			
	the participants in such a way that their behavior is affected.	used to raise text scores but might not be viewed as best practice from literacy researchers.	quantitative date alone might have included researcher biases within discussion sections.
Multiple treatment interference	Occurs when participants in a study are included in multiple treatments	Due to the nature of literacy achievement in urban school districts, it is likely that students will be included in multiple interventions, depending on their classification: dyslexia, special education, struggling reader, and so forth.	Although there was not a way to exclude all students receiving interventions required by law for special services, such as dyslexia, special education, and support required for at-risk readers, the impact of this threat was lessened by excluding classrooms serving students on extreme ends of literacy ability. No students were included in additional research studies during this time period.

Note. Descriptions of threats were adapted from Benge, Onwuegbuzie, and Robbins (2012).

Additionally, I identified four potential threats to external validity at the quantitative phase: (a) population validity, (b) ecological validity, (c) multiple treatment interference, and (d) treatment diffusion. Descriptions of how the threats manifested themselves and attempted to mitigate their effects are detailed in Table 36. In the case of a large, urban school district, ecological and population threats should be considered. The target district had a large number of minority and EL students as well as those representing lower socioeconomic status as compared to the general population. It was not possible to reduce the threat regarding the impact demographics has on generalizing beyond other urban populations. It is, however, possible to generalize to other urban districts with similar patterns with EL and low-income students.

Table 36

Threats to External Validity at the Quantitative Phase, Manifestations in Current Study, and Mitigation of Threat

Stage of Design: Research design/ data collection:			
Limitation	Description	Manifestations in Current Study	Mitigation of Threat
Ecological validity	Determines the generalizability across settings, conditions, variables, and contexts	The district where the study took place had a large number of minority and EL students as well as those representing lower socioeconomic status as compared to the general population.	As the target district was a large urban school district, it was not possible to reduce the threat regarding the impact demographics has on generalizing beyond other urban populations.
Multiple-treatment interference	Occurs when participants in a study are included in multiple treatments	Due to the nature of literacy achievement in urban school districts, it was likely that students Would be included in multiple interventions, depending on their classification: dyslexia, special education, struggling reader, and so forth.	The mitigation of this threat was addressed in Table 34.
Population validity	Determines the generalizability between the population of participants and the target population	The district where the study was conducted had a disproportionate number of minority and EL students; additionally, it had a disproportionate number of students who were classified as lower-socioeconomic.	The population of both students and teachers is congruent with the rest of the school district and other urban populations but not across all school populations with Grade 8 students.

Note. Descriptions of threats were adapted from Benge, Onwuegbuzie, and Robbins (2012).

Onwuegbuzie and Leech (2007) identified 14 potential threats to internal credibility and 12 potential threats to external credibility in qualitative research. According to Onwuegbuzie and Leech (2007), “Internal credibility can be defined as the truth value, applicability, consistency, neutrality, dependability, and/or credibility of interpretations and conclusions within the underlying setting or group” (p. 234). In contrast, threats to external credibility are explored when determining whether results can be generalized to other settings and individuals.

Researcher bias can occur when a researcher’s personal biases influence the outcome of the study at the design, data collection, and/or data interpretation stages. Due to my emphasized interest in the five district literacy initiatives, researcher bias at the design and data collection phases poses a potential threat to credibility. Debriefing (Onwuegbuzie, Leech, & Collins, 2008) was used to encourage reflection throughout the research process in efforts to minimize the impact of the researcher’s expressed and historical interest in the focus variables being studied—specifically the connection between reading and writing. Additional threats to internal and external credibility within the proposed study at the design and data collection phases included: (a) observational bias, (b) reactivity, (c) descriptive validity, (d) order bias, and confirmation bias. Table 37 presents a detailed description of how these threats to internal and external credibility manifested themselves and how I mitigated the potential threats in the study.

Table 37

Threats to Internal and External Credibility at the Qualitative Stage, Manifestations in Current Study, and Mitigation of Threat

Limitation	Description	Manifestations in Current Study	Mitigation of Threat
Researcher bias	Occurs when the researcher has preconceived ideas or biases that threaten the outcomes of the study	I have an expressed and documented interest in all five of the district literacy initiatives that are part of the study and this might manifest as a threat to credibility as I engaged in the qualitative portion of the study.	Throughout the study, including before and after interviews, I engaged in debriefing interviews and journaling to reflect on ways these biases might impact data analysis.
Observational bias	Occurs when there is a potential for the researcher to fail to collect enough observational data pertaining to a participant's words or behaviors	There was potential for observation bias in both the classroom observations and during the interviews for both verbal and non-verbal data collection and analysis.	Triangulation was achieved by collaborating with other researchers during the data collection process, including engaging in member-checking processes, which allowed all teachers to review the transcripts and add or delete comments.
Reactivity	Occurs when the participants become aware that they are involved in a research study; might lead to the Hawthorne effect or the novelty effect	All participants are aware that they were participating in a program evaluation for the district that would become data for a research study.	Because teachers knew they were being observed for implementation regarding the fiver literacy initiatives, there might have been situations where teachers implemented with greater intentionality when an observer was in the room.

Table 37 (Continued)

Limitation	Description	Manifestations in Current Study	Mitigation of Threat
Confirmation bias	The tendency for a researcher to interpret data in a manner that is favorable to his or her preconceived notions of a phenomena	I have an interest in the writing to reading connection and how writing might benefit reading processes and comprehension. The focused interest in this belief might influence interpretation of qualitative data.	Throughout the study, including before and after interviews, I engaged in debriefing interviews and journaling to reflect on ways these biases might impact data analysis.

Note. Descriptions of threats were adapted from Benge, Onwuegbuzie, and Robbins (2012).

Onwuegbuzie and Johnson (2006) identified nine legitimation types in their typology of legitimation in mixed methods research, addressing the idea that threats are not only introduced from the components of quantitative and qualitative processes separately, but unique threats emerge during the process of integrating inferences into what Teddlie and Tashakkori (2003) refer to as "meta-inferences" (p. 686). In my sequential mixed methods research study, which involved quantitizing qualitative data through transformation processes (Tashakkori & Teddlie, 1998), I noted six potential legitimation concerns that were analyzed and addressed: (a) multiple validities, (b) sequential, and (c) conversion. A description of these threats and how they manifested themselves in my study are detailed in Table 38.

Table 38

Threats to Mixed Methods Legitimation

Limitation	Description	Manifestations in the Current Study	Mitigation of Threat
Multiple validities legitimation	References the need to address all validities surrounding all methods in a study	Multiple threats to validity were evident within the current study at all phases	Threats to validity across research designs were mitigated where possible. Ecological bias, behavior bias, selection bias, and history remained as potential threats to this study.
Sequential legitimation	References the need to reduce the impact that the order of the quantitative and qualitative phases might have on the ability to make meta-inferences	All data were gathered sequentially; thus, the findings might have been an artifact of the sequence of phases (i.e., quantitative phase before the qualitative phase)	The order of the data collection was sequenced to maximize logical meta-inferences. The quantitative data was required to utilize extreme case sampling for th.e interview phase
Conversion legitimation	The ability to make quality meta-inferences from both quantitative and qualitative data in a study	The quantitizing of open-ended response data that were generated in the mixed methods analysis posed a potential threat	Interview remarks were quantitized by indicating whether the remarks were positive or negative and counting these remarks. Such reporting allowed appropriate meta-inferences across design methods

Discussion of Findings

As emphasized in Chapter III, critical dialectical pluralism was appropriately congruent with the intent of this research study due to the important role literacy plays in the lives of marginalized individuals, including those living in poverty and attending school in urban settings and the importance of the study participants as collaborators in the research process. My intent, through collaboration and the social action that emerged from the program evaluation, was to strive for tactical authenticity "through the negotiation of construction, which is joint emic-etic elaboration" (Lincoln & Guba, 1986, p. 24). Additionally, interweaving qualitative and quantitative processes provided opportunities for greater social power for the Grade 8 literacy teachers and their students (Morrow & Brown, 1994; Onwuegbuzie & Frels, 2013). As a detailed presentation of all results was provided in Chapter IV, a synthesized analysis will be discussed in upcoming sections.

Interpreting the Quantitative Data

Due to the numerous research questions posed to address teacher capacity to implement language production initiatives and the impact these details had on student reading achievement, data results are synthesized in Table 38 and key findings are noted and discussed. All procedural details regarding the quantitative phase appear in Chapter IV and are not readdressed in this chapter.

Table 39

Research Questions, Instruments, Analysis Plan, and Important Findings

Quantitative Research Questions	Instrument(s)	Data	Analyses required to answer research question	Important Quantitative Findings	Interpretation
What is the relationship between Grade 8 English Language Arts **teacher's implementation** of five district literacy initiatives and **students' reading achievement** based on STAAR raw and scale scores?	Implementation Observation Protocol Grades 7 and 8 STAAR Reading Tests	Composite Score from Implementation Observation Protocol (N = 7.3-14) Each Literacy Initiative Score (N = 1-4) Grades 7 and 8 paired STAAR Reading Scores	Non-Parametric Analysis of variance (ANOVA) Kruskal-Wallis Test Post Hoc Tests: Parametric ANOVA and Scheffe Test Analysis of difference for each raw and scale score pair	Teachers implementing at a moderate level yielded the highest 2016 STAAR Reading Scores The teacher with the highest implementation score yielded the strongest effect size (.77). Effect sizes, however, varied across implementation scores. Some of the weaker effect sizes came from teachers who implemented in the moderate composite score range. Most effect sizes were small-medium.	Without the 2015 scores, there are many interpretations possible, including the reality that students needing the most support are often scheduled with teachers who would have experience and who would potentially implement at a strong level. Because even the teachers who implemented at a low level scored higher than teachers at the strong level, this is a strong potential cause for this phenomenon. The teacher with the highest implementation score and strongest effect size also had a large number of EL students and extensive literacy training compared to many of the other teachers. The range in effect sizes and implementation scores is influenced by factors beyond implementation alone. All teachers implemented at some level and most students made gains to some degree.

Table 39 (Continued)

What is the relationship between **teachers' years of experience** and growth in **reading achievement**?	Survey Grades 7 and 8 STAAR Reading Tests	Years of Experience: *N* = 0-31 Grade 7 2015 Items *N* = 50 Grade 8 2016 Items *N* = 52	Sort data file by teacher experience and compare differences in mean scale and raw scores from 2015 to 2016.	The teachers with six years of experience had the greatest impact on the mean change in raw score (5.64). Just over a fourth (*n* = 8) of the sample comprised teachers with 0-1 years of experience. These Novice teachers, as a group, outperformed eight other experience groups. The two teachers with 20 years of experience yielded the smallest gains (2.11).	Teachers in the Experienced range did not yield high increases in reading scores but also did not demonstrate capacity to implement the district literacy initiatives. As mentioned with another research question, it is also not surprising that students of Novice teachers still made gains as schools provide additional support for students who might need additional support, including pull-out interventions, small group interventions with the campus skills specialist, and so forth.
What is the relationship between **teachers' years of experience** and their **capacity to implement** each of the five district literacy initiatives?	Survey Observation Protocol	Descriptive information regarding experience Initiative Score (per Initiative) *N* = 1-4	Sort data file by teacher experience and compare to differences in implementation scores for each of the literacy initiatives using frequency variables	Across the board, implementation was not strong for most of the literacy strategies. The strongest implementation was with the text analysis pyramid, where all teachers were in the district when it was introduced in 2015 in conjunction with the program evaluation. Implementation was weakest for implementing the writing plan and for implementing academic conversations. Implementation of the literacy notebooks was also strong—in some cases stronger than the analysis pyramid.	Implementation of the five literacy initiatives is addressed in detail within the discussion of this chapter. Levels of implementation were lower across the initiatives for teachers who were newer to teaching or newer to the district. Considering the highest score possible with full implementation was 20 (4 per initiative), analyzing the root causes for why the mean implementation score was 10.35 is important.

Table 39 (Continued)

What is the relationship between **teachers' years of experience** and their overall capacity to **implement the literacy initiatives?**	Survey Observation Protocol	Descriptive information regarding experience Composite Implementation Score	Non-Parametric Analysis of variance (ANOVA) Kruskal-Wallis Test Post Hoc Tests: Parametric ANOVA and Scheffe Test	The overall differences in scores was statistically significant, $p < .001$. Teacher data was recoded into 4 experience ranges, and many ($n = 12$) fell within the novice range. The lowest mean implementation score was with the Novice group ($M = 1.63$). The highest mean implementation score was the Early Career group ($M = 2.18$), followed closely by the Late Career group ($M = 2.14$). The 9-13 year of experience (Experienced) yielded scores similar to the Novice group ($M = 1.90$). The was no statistically significant difference between the Early and Late Career groups	It is not surprising that the Novice group struggled the most with implementation of the literacy initiatives. It is also not surprising that students of these teachers still scored well as schools provide additional support for students who might need additional support, including pull-out interventions, small group interventions with the campus skills specialist, and so forth. It would not be expected that the Experienced range teachers would implement at a lower level than the Early Career teachers. This phenomenon will be addressed in greater detail within the discussion section.
What is the relationship between teachers' **certification type** and **level of implementation** of five district literacy initiatives?	Survey Observation Protocol	Descriptive information Composite Score from five initiatives $N = 4\text{-}20$ Initiative Score (per initiative) $N = 1\text{-}4$	Sort data file by teacher certification type and compare to differences in implementation scores for each of the literacy initiatives using frequency variables	A point of interest is that teachers with less than 5 years of experience ($n = 13$) received their training from six different non-traditional/alternative programs. As a group, ACT Houston teachers yielded a higher mean composite implementation score and tended to implement the individual initiatives at a higher level than some of the other certification groups, keeping in mind that many groupings had only one teacher from that specific program. Regarding implementing the writing plan, Traditional programs and ACT Houston had higher implementation scores than the other groups but were still not within an acceptable implementation range.	Implementation for all certification groups and all teachers was lower than anticipated at the onset of the program evaluation. Numerous factors impacted teacher implementation capacity. These factors were articulated by many teachers during the individual semi-structured interviews. Analysis of the results regarding implementation will be discussed in detail in the discussion sections.

Table 39 (Continued)

What is the relationship between teachers' **certification type** and **change in mean scale score** from 2015 Reading STAAR Assessment to 2016 Reading STAAR Assessment **for each literary construct?**	Survey Grades 7 and 8 STAAR Reading Tests	Descriptive information Grade 7 2015 Items *N* = 50 by construct Grade 8 2016 Items *N* = 52 by construct	Sort data file by teacher certification type and compare with change from 2015 to 2016 for each construct score (percentage correct)	In most cases, gains were made with all literary constructs, even if in minimal increments. The greatest increase was with structure, where changes ranges from .07 to .21. In many cases, students and teachers both struggled with Big ideas and supporting details, which represents numerous items on the tests. Only three teachers made positive, but minimal gains. Some of the more significant gains for individual literary constructs came from teachers with alternative certifications, especially in the areas of analyzing words and tone/mood.	The literary construct for Big Ideas and Supporting Details requires students to be able to synthesize ideas within complex texts (all genres). This result will be explored in greater detail within the discussion sections. Numerous teachers discussed focusing a great deal on word analysis when implementing the text analysis pyramid. This was one literary construct where there were gains for several of the certification types, ranging from .06-.13. It might be easier to show gains in each construct for individuals rather than groups. Many of the certification groups only have one teacher. When compared to mean change scores with teachers within larger certification groups, the results might be misleading. A larger sample would be required to further analyze this finding. Grouping all alternative certified teachers together might also provide interesting information, but these data indicate that there are clear differences between the alternative certification groups.

Discussion of Key Quantitative Findings

Although Table 39 presents a synthesis of key findings from the quantitative phase, a few of the results, to deepen connections to important processes and practices, necessitate further discussion. I will discuss implementation patterns for each of the five literacy initiatives, connections to the five literary constructs, and key results noted in connection with novice teachers.

Implementing the five district literacy initiatives. Each of the five literacy initiatives required language production and was an essential component for answering the question of reciprocity—not whether there is reciprocity as that has been well-established in the field of literacy (Rosenblatt, 1978, 1988, 1994; Smith, 2006). The question was directionality. If students were guided to increase and enhance language production (writing, speaking, and questioning), would it improve a student's capacity for language consumption (reading and listening), especially analyzing complex texts.

In the initial research design, the predicted level of teacher instructional capacity was greater than what was observed during the 2015-2016 academic school year and timeframe for the program evaluation. To that point, several important patterns emerged from the classroom observations and from statistical analyses for each of the five literacy initiatives that warrant further discussion.

Text Analysis Pyramid. The Text Analysis Pyramid (Morris, 2015) was the only initiative out of the five where all study participants took part in the initial district-level training. All teachers were in the same room, so they would all hear the same information rather than dividing them with multiple presenters. The initial points on the rubric for this initiative required that teachers had introduced the Text Analysis Pyramid to their

students and had the pyramid anchor chart posted in their classrooms. All teachers had met this requirement by the time the first observation took place. One important positive factor was that all middle school principals had received a three-hour training connected with the Text Analysis Pyramid prior to the start of the school year. Some teachers had pseudo concepts (Vygotsky, 1962/1986) about the function of an anchor chart as some of the charts were posted behind screens or posted at the back of the room where students could not see them. For teachers to receive higher scores per the rubric, students had to begin using the Text Analysis Pyramid and the language of analysis independently. We only saw this level of implementation during this first year in a couple of classrooms. Many teachers never moved beyond having the anchor chart posted. As one zero-year teacher, Lori, expressed:

> We had the analysis pyramid in my classroom, I remember because it was on the bulletin right next to the door, and I never actually like really could do anything with it. I mean, the kids, I'm pretty sure, had written it down at least twice maybe altogether, like all the different levels together, but not, they didn't implement it the way it should've been implemented**.**

A progress monitoring tool was also shared with teachers to discern growth regarding text analysis. Although these data were not collected, teachers who used it would have benefitted by knowing where each student was in his or her capacity for analyzing texts and would have been able to determine where to focus time with reteaching, intervention, and small, flexible group instruction. Table 40 presents the guiding question that comprise the progress monitoring text analysis tool. On the progress monitoring document, teachers capture whether or not students are able to notice

and explain the analysis constructs within a select text. Teachers were provided, as part of a district-wide assessment, or used a selected text that was rich enough to analyze and to then discuss in connection with each of the layers of the pyramid.

Table 40

Progress Monitoring Guiding Question for Text Analysis Capacity

Analysis Pyramid Literary Construct	Guiding Question to Determine Student Text Analysis Capacity
Diction/Word Choice	What interesting words or phrases did you notice the author used on purpose with intent? Why were they interesting to you? Do you think the author used those words/phrases on purpose? If so, what was the author's possible intent?
Tone/Mood	How do you think the **author** felt about the subjects/topics/ideas presented? (tone) How do you think the author wanted **you** to think or feel as you read the poem? (mood) How do you know?
Craft Elements	What craft techniques, like imagery, figurative language, symbolism or others, did you notice that the author used on purpose with intent? Why do you think the author made these choices?
Structure/Organization	How does the author organize this text? (What kind of order does he/she follow?) What reason might the author have had to organize the text this way? (Guide student toward answering similar guided questions about how paragraphs and sentences are structured as well. Noticing word structures is also important.)
Theme/Thesis/Big Ideas & Supporting Details	**THEME: Literary Texts** What message/theme do you think the author wants you to take away from this poem? What in the poem suggested this message to you? **THESIS: Informational Texts** What Ideas/Assertions do you think the author wants you to take away from this informational text? What in the text suggested the key ideas to you?

Table 40 Continued)

Analysis Pyramid Literary Construct	Guiding Question to Determine Student Text Analysis Capacity
	What important decisions did the author make regarding details that supported important ideas in the text?

Note: The complete *Text Analysis Progress Monitoring* Tool (Morris & Goodner, 2013) is found in Appendix H.

Interactive Literacy Notebook. The literacy notebooks were also in place at the introductory level on the Observation Protocol Rubric for most teachers for the first observation of the school year. The expectation for utilizing literacy notebooks had been in place since 2007. Some of the newer teachers, however, had not received adequate training (per interview responses) and were not prepared to implement at higher levels. During some observations it was clear that teachers had started the notebooks, but at some point, were no longer using them in a way that added value to teaching and learning processes. Only Martha, a sixth- year teacher with the highest composite implementation score (14) and Donna, a fourth- year teacher with a strong implementation score (11.7) scored within the higher end of the point range on the Observation Protocol Rubric. The 31-year veteran teacher, who was new to the district, struggled the most to implement the interactive notebooks. He was reflective and self-aware that this was an area for growth for his whole campus. He shared:

> And you know what? I'll tell you, that's the one part that I think we could evolve and be better at getting on the same page—making that more effective. We really could have. Because too many times, everybody was going their own way with it. It wasn't something that we shared as a staff or shared very well.

Teachers needed more training to understand how the interactive literacy notebook aligned with the other initiatives and how it could also benefit components specific to reading.

Writing plan, academic conversations, and higher levels of questioning. The three initiatives that were challenging for all teachers in the study were writing, academic conversations, and higher levels of questions. In order to answer the question of reciprocity in connection with how writing, speaking, and increasing levels of questioning could benefit text analysis, it was important to have capacity to implement the initiatives at an acceptable level for student growth. Nine of the 16 experience range groups did not surpass the average mean score point of 1 on the Observation Protocol Rubric for implementing the writing plan. None of the teacher experience ranges were in the mean score point range of 3, which required, "Components of the Write Away Plan are in the folders but nothing extra is evident. Skeletal processes are included" from the rubric (Appendix G). Only the basics were required for a score point 3, yet none of the experience groups or even individual teachers reached this expectation.

Grade 8 was selected for this study rather than Grade 7 at the secondary, middle school level because it was not a grade level that is tested for writing at the state level. This allowed me to capture authentic data connected to what naturally occurs with instruction regarding writing when there is no standardized assessment pending. Key components of the district Write Away Plan include:

- process writing, with added emphasis on ongoing feedback and forms of evaluation for nudging growth;

- teachers clarifying objectives for writing instruction specific to each major writing assignment;
- collecting key writing pieces in a folder/portfolio for student reflection and to illustrate various stages of students' writing processes and growth; and
- campus literacy leaders reviewing folders and capturing strength and barriers that would then drive planning and professional learning conversations.

From data noted throughout the program evaluation, it was evident that many teachers did not have instructional capacity to implement the district writing plan. It was also clear from student data that they were not able to analyze purpose and intent for their own writing decisions when asked questions parallel to those asked (Table 40) when analyzing the writing of others (close/analytical reading). Table 41 presents the guiding questions provided to initiate student reflection regarding their own important writing decisions. Such self-regulatory strategies have been shown to yield strong effect sizes when measuring student achievement (Graham et al., 2012). Although these data were collected, they were not analyzed for this study as the potential results focused on questions beyond the scope of those asked for this program evaluation research study.

Table 41

Writing Analysis Reflection Guiding Questions

Analysis Pyramid Literary Construct	Questions to Guide Student Reflection
Diction/Word Choice	What decisions did you make before, during, or after writing your essay/composition regarding word choice?
Tone/Mood	How do you feel about the subjects/topics/ideas presented in your writing? (tone) How did you want **your reader** to feel? What decisions did you make before, during, or after writing your essay/composition to develop the tone?
Craft Elements	What craft techniques, like imagery, figurative language, symbolism or others, did you use on purpose? What was your intent regarding these choices?
Structure/Organization	How did you organize this text? Why did you organize your writing in this way? What intentional decisions did you make about paragraph and/or sentence structure?
Theme/Thesis/Big Ideas & Supporting Details	**THEME: Literary Texts** What message/theme did you create for your narrative? What in the writing will help your reader determine your message/theme? **THESIS: Informational Texts** What ideas/assertions did you make in your essay? In what ways did your assertion/thesis help you decide how to organize your writing? What decisions did you make when determining supporting details to include to support your ideas?

Note: The complete *Writing Analysis Reflection* tool (Morris, 2015) is found in Appendix I.

The writing folders/portfolios at the end of the year captured the story of system-wide concerns regarding writing instruction and gaps in student understanding about

processes for composition. Many folders were empty or contained skeletal drafts of writings with little or no evidence of them engaging in processes known to improve technical and aesthetic writing fluency.

The median implementation score for the district writing plan, including all instructional processes, was 1.67. Zero to one-year teachers demonstrated scores lower than the median score (1.5), which impacted 593 students. These students will go on to high school, where they will be faced with rigorous end-of-course exams, where writing is an important component required for graduation. Additionally, especially for low-income students and their families, the ability to write effectively might be an opportunity to receive financial support through scholarships, many of which require well-written essays. Writing is a process-driven skill that takes time and opportunity to develop. We do a disservice to our students when we lessen or ignore our expectations regarding writing instruction.

The same scenario was observed for both academic, student-to-student conversations and higher-level questioning. None of the experience level groups mean score exceeded the mid-point of the Observation Protocol rubric. Nine of the 16 experience ranges yielded an implementation range of M = 1.34-2.55 for academic conversations and a slightly higher implementation score of M = 1.54-2.67 for guiding analysis level of questions. More experienced teachers tended to implement these two literacy initiatives at a slightly higher level, except the teacher with the most experience (n = 31 year), who, based on observations, did not implement academic conversation consistently. Many teachers utilized an interrogation model for asking questions, which did not encourage student-to-student conversations but rather teacher-to-student brief

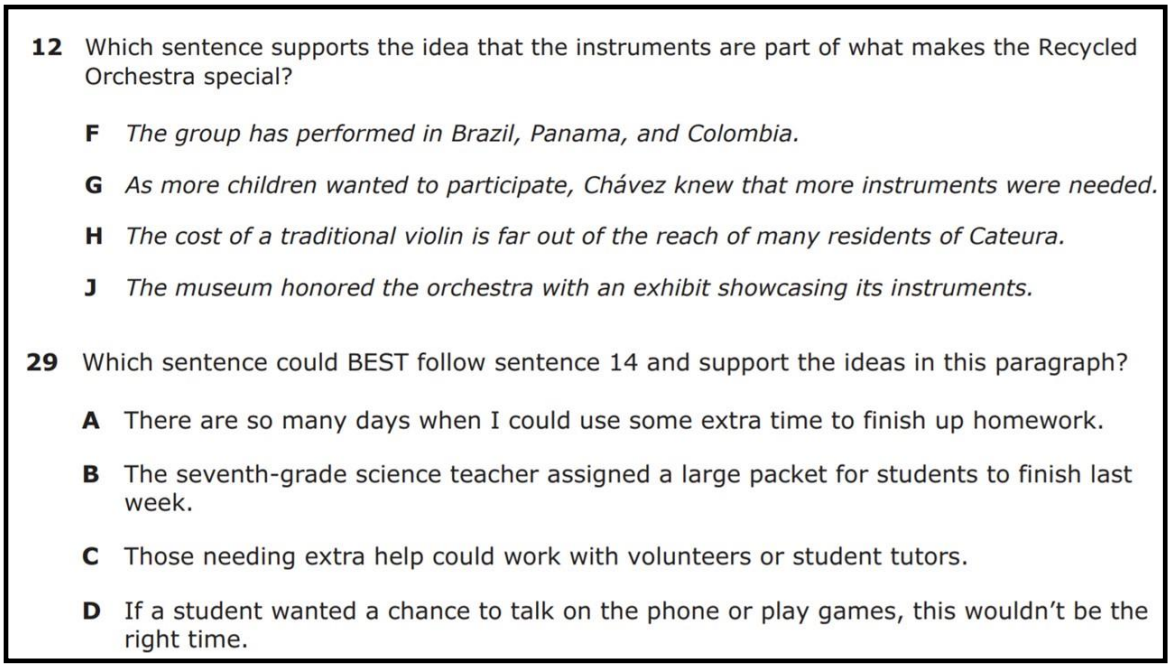
engagements with content (Gilles, 2010; Peterson & Eades, 2000) to check for understanding.

The data results articulated a need to build teacher capacity to increase student capacity for engaging in academic conversations. Otherwise, students who need to develop oral language fluency most are left to snuggle into comfortable habits of silence in our classrooms, impeding language and literacy growth and overall achievement. To this point, Zwiers and Soto (2017) offer, "What we haven't done much of is work on helping student have rich peer-to-peer interactions, particularly in the form of extended conversations among students" (p. 11).

Connections to the five literary constructs. Each of the five literary constructs has complexities inherent to the individual construct. Word analysis requires an understanding of vocabulary and choices an author might make based on audience, purpose, and figured worlds (Gee, 2014). Tone and mood involve connotation, denotation, purpose, character development, and numerous additional layers important to diction and rhetorical decisions. Craft elements is a broad category that captures the many techniques writers use to impact meaning, including figurative language, rhetorical devices, syntactical style, and numerous other potential devices to engage the reader or impact layers of meaning. Structure and organization are central to both making predictions as a reader, from the full text level all the way down to individual words, to developing compositions that are focused and coherent. The theme or thesis of a text is also a construct that is complicated for both students and teachers. Of the five literary constructs, students experienced the greatest success in the area of structure and organization, where increases in percentage correct ranged from .07 to .21. This increase might be explained by the comfort level of teachers in providing guidance

in this area and the numerous concrete resources available through textbook adoption materials and available online via open source resources. Common text structures such as cause and effect are concrete and clearly detailed in the state standards and therefore in textbooks as well.

Theme and Thesis (controlling ideas), however, involve numerous abstract concept such as synthesis and main idea that require complex processes for readers. Growth with this construct, which included big ideas and supporting details, yielded minimal gains, with the highest being .01. Some experience range groups yielded a decrease rather than an increase in percentage of items correct from 2015 to 2016. Teachers needs additional support with this construct, especially since it is a key literary construct highlighting reciprocity between reading and writing. Figure 6 illustrates this connection by presenting a test item from the 2015 STAAR Writing Assessment and an item from the 2016 STAAR Reading Assessment.



12 Which sentence supports the idea that the instruments are part of what makes the Recycled Orchestra special?

F *The group has performed in Brazil, Panama, and Colombia.*

G *As more children wanted to participate, Chávez knew that more instruments were needed.*

H *The cost of a traditional violin is far out of the reach of many residents of Cateura.*

J *The museum honored the orchestra with an exhibit showcasing its instruments.*

29 Which sentence could BEST follow sentence 14 and support the ideas in this paragraph?

A There are so many days when I could use some extra time to finish up homework.

B The seventh-grade science teacher assigned a large packet for students to finish last week.

C Those needing extra help could work with volunteers or student tutors.

D If a student wanted a chance to talk on the phone or play games, this wouldn't be the right time.

Figure 6. Item 12 is from the 2016 Grade 8 STAAR Reading Assessment (Texas Education Agency, 2016); Item 29 is from the 2015 STAAR Writing Assessment (Texas Education Agency, 2015b). The two items juxtaposed together illustrate that conceptually the items are the same.

The items, assessing controlling ideas and supporting details, are conceptually the same. Students will understand reciprocal literacy concepts such as big ideas and supporting details better if they understand the ways in which the thought processes are the same. Additionally, and the driving question(s) behind this research study, is that they might potentially understand reading assessments items better when they, as young authors, are able to construct these patterns effectively within their own writing. To have the capacity to notice, analyze, and discuss reciprocity in any literacy arena, students need teachers who, through professional learning opportunities and/or team planning, explore ways to provide students with opportunities to deepen this understanding.

Patterns noted with the Novice teacher group. Twelve teachers comprised the Novice experience range (0-3 years) and impacted the largest numbers of students as a

group (*n* = 947). They received their certifications from both traditional and non-traditional pathways. Zero-year teachers, as a group, had invested in the most professional development. Importantly, the 30 hours each had completed were experienced prior to their first day with students. Each of these teachers participated in either the Abydos Reading Week or the district Balanced Literacy Institute for secondary level students, which focused on the reciprocity between reading and writing. During the week, instructors modeled numerous instructional strategies, which included how to conduct running records for older readers to determine areas for targeted literacy support. One first year teacher also participated in the Balanced Literacy Institute. Neither of the second-year teachers had ever participated in an extended literacy professional learning experience, and only one of the teachers entering their fourth year in the classroom had invested in extended professional learning for literacy. Novice teachers came from 7 of the 10 middle school campuses, with three coming from one specific campus and represented zero, one, and two years of experience. The teacher with two years of experience from that middle school was spending professional learning hours to get an administrative certification is now an assistant principal. This administrator will now be part of a leadership team making decisions about instruction for students and guiding professional learning for and conducting appraisals for teachers. Campus 10 had two Novice teachers, and neither of them had attended an extended literacy training.

Overall, the patterns from these data weave an important narrative regarding new teacher capacity for implementing language production literacy initiatives. Although there was at least one outlier whose students made strong gains even though the observations throughout the year indicated limited implementation of the literacy

initiatives, most of the Novice teachers yielded less than optimal change in raw scores and many attended no extended literacy training to improve their instructional capacity. Nine of the 12 Novice teachers received their certification from alternative certification programs where student teaching was not required. Because of the numbers of students impacted by this increasing number of new teachers, a targeted onboarding and support plan for increasing instructional capacity within a teacher's first three years is essential. Table 42 presents details regarding the Novice teacher group.

Table 42

Novice Teacher Group Details

Teacher	Campus	Certification	Years of Experience	Level of Implementation	Extended Professional Literacy Learning	Effect Size Per Mean Raw Score 2015 to 2016
Lesli	MS 10	ACT Houston	2	Strong	0	.35
Becky	MS 8	Teacher Builder	0	Limited	30	.49
Jennifer	MS 4	Texas Teachers	0	Limited	30	.61
Lori	MS 8	Traditional	0	Limited	30	.27
Margaret	MS 1	Iteach Texas	0	Moderate	0	.40
Wesley	MS 6	Texas Teachers	3	Limited	102	.24
Todd	MS 9	Texas Teachers	2	Strong	0	.32
Shannon	MS 9	Traditional	0	Moderate	30	.34
Patricia	MS 7	Texas Teachers	1	Strong	0	.49
Jeanette	MS 10	Started in CTE	1	Limited	0	.43
Zachary	MS 8	LeTourneau Non-Traditional	1	Limited	30	.37
Faye	MS 4	Traditional	3	Moderate	0	.32

Interpreting the Qualitative Data

Detailed connections to the themes that emerged from the qualitative data are presented in Chapter IV. Important ideas that emerged from the nine interviews point to systemic issues focused specifically on the importance of intentional systems for ongoing professional learning for all secondary level teachers regarding writing instruction, especially support for new teachers. Another important theme that emerged was the importance of protecting time and guiding systems for planning. In grade levels where writing is not assessed, instructional leaders need to ensure that planning for writing remains a priority in light of our understanding of the reciprocity of reading and writing and the reality that much of the reading assessment contains questions that are asked through the lens of a writer. Students who do not view themselves as writers or who are not provided meaningful opportunities to engage in writing processes, will continue to struggle with this line of questioning. They will not have schema for "Why did the author…" when they are not members of an instructional community surrounded by conversations focused on purpose and intentional moves writers make to influence meaning.

All teachers who were interviewed expressed concerns with writing capacity. Years of teaching experience did not necessarily translate into greater instructional capacity for teaching writing. In fact, Ericsson and Pool (2016) in response to Gladwell's (2008) summary of the 10,000 Hour Rule popularized in his book *Outliers*, clarifies:

> Research has shown that, generally speaking, once a person reaches that level of 'acceptable' performance and automaticity, the additional years of 'practice' don't lead to improvement. If anything, the doctor or the teacher or the driver who's been at it for twenty years is likely to be a bit worse than the one who's been

> doing it for only five, and the reason is that these automated abilities gradually deteriorate in the absence of deliberate efforts to improve. (p. 13)

The qualitative data was congruent with this idea and the reality that many of the early career teachers yielded stronger implementation scores and stronger effect sizes regarding reading achievement than the experienced teachers. These data resonated with the idea that deliberate efforts to improve requires systems for ensuring this happens, including meaningful planning and ongoing, job-embedded opportunities for growth and for extended professional learning in a variety of settings.

Interpreting the Mixed Method Data

Teachers' perception of district support varied. Some teachers such as Shannon and Donna felt supported, and their capacity to implement the five district literacy initiatives was congruent with their perception of support. Teachers such as Lori and Adrian were clearly frustrated by what they perceived as lack of support, and they demonstrated limited capacity to implement the strategies. Relevant to this pattern of perceptions is the question of whether their perception of support was based on their capacity for implementation. Did the lack of support that was iterated in the interview cause the inability to implement at higher levels as measured by the Observation Rubric, or did their inability to implement at levels that matched their perceived ideas of capacity cause them to perceive that they did not have support?

The second mixed methods question integrated teachers' perception of their capacity to implement the five literacy initiatives and student reading achievement as measured by the mean change in raw score from 2015 to 2016. Teachers who expressed higher numbers of negative utterance regarding their capacity did, in most cases, yield

lower effect sizes regarding student achievement. Adrian, however had a stronger effect size (*d* =.45) but did express negative ideas about his capacity. He felt strong in his capacity to implement the analysis pyramid but expressed numerous negative comments about campus support and lack of focus on writing. Even though he felt negative about the experience he had at that particular campus, Adrian had enthusiasm and a terrific rapport with students while he was in the classroom in the target district. I traveled out of town to conduct the interview with Adrian, and he now is serving as a literacy leader in an Austin-area school district. Interestingly, no matter what negative utterances teachers made during the interviews regarding their capacity to implement the strategies, their self-reported implementation composite scores using the Observation Rubric were all higher than the scores given by the district observers and me.

Extension of Existing Literature

As discussed in Chapter II, numerous important studies, many of them meta-analyses of the extant literature available at the time of each study (Hillocks, 1986; Bankert-Drowns et al, 1994; Graham & Herbert, 2010; Graham & Perin, 2007) have been conducted. More recent studies extending reviews regarding self-regulatory strategies (Graham et al., 2012; Santangelo, Harris, & Graham, 2016) have also added value to the body of literature.

One important study analyzing how reciprocity with persuasive writing impacted reading comprehension (Crowhurst, 1991) had a problem in that the design plan did not clearly define the boundaries for reading comprehension. In an effort to refine the measurement of achievement in this study, I shifted from reading comprehension to specific literary constructs assessed on the reading STAAR assessment for Grade 8

students: (a) word analysis; (b) tone/mood; (c) craft elements; (d) structure/organization; and (e) big ideas and supporting details. Author's purpose and intent was another construct explored for instruction, but there were not enough specific items assessed during the 2015-2016 academic years to include these data.

The history of writing and writing instruction was another important arena within the review of the literature explored in Chapter II as we continue to experience important changes regarding historical factors and paradigms impacting writing processes in society, including the use of technology (Bedard & Fuhrken, 2013) and the instructional importance of writing in all content areas (Miller, 2014). Another factor important regarding history is how processes and instruction will continue to change and require additional research in an ever changing age of personalization in learning (Bingham, Pane, Steiner, & Hamilton, 2016).

One of the goals of this study was to add to the body of literature available regarding writing instruction to potentially impact processes, classroom practice, and policies—if not at the national level, at least at the local level, including individual teachers wanting to explore best practice in regard to the reciprocal processes of reading and writing. The findings of this mixed methods study adds to previous literature in two important ways. First, by focusing the study on secondary writing and processes layered within writing instruction, including other writing production tasks such as academic conversations and generating questions at the analysis level. Previous studies focused heavily on elementary writing and writing processes, including spelling, handwriting, and early writing routines and procedures (Graham & Herbert, 2010). Secondly, this study added to the body of literature by generating a process article focused on processes for

ensuring a comprehensive literature review (Morris, Onwuegbuzie & Gerber, 2018). Morris (2018) explained the importance of the literature review process by suggesting that is functions "much like the *Mouse Trap* play brilliantly woven as a parallel subplot within Shakespeare's Hamlet" (pp. 1778-1779). During the literature review process, I engaged in a fruitful process to extend the literature search using Onwuegbuzie and Frels (2016) MODES (Media, Observations, Documents, Experts, and Secondary Data) processes, specifically interviewing experts to add layers of depth to the existing literature. As explained in the article (Morris, Onwuegbuzie & Gerber, 2018), "Another unexpected residual benefit that stemmed from interviewing Dr. Graham was that he shared with me two unpublished manuscripts (i.e., grey literature; the "D" in MODES) on which he was still working that were still extremely relevant for my dissertation" (p. 1789). Such experiences added energy to the process and brought to life the importance of not only the research product and the goals living within the questions, but also the value of connecting with others engaged in curiosities focused on effective practices and policies regarding the teaching and learning of writing.

In light of the results of this study, further research is required to answer the specific research questions focused on the directionality of reciprocity and the value of language production and its impact on language consumption. There is a hint of irony in the reality that the instructional capacity was not strong enough to fully answer my specific research questions, yet the research questions need to be answered to potentially influence capacity. Improved systems, structures, and funding for providing instructional support are essential for improving the cause and effect relationship between writing research and authentic environments where additional research can thrive.

Implications for Theory, Policy, Classroom Practices, and Future Research

Pinker (2014) defines the Curse of Knowledge as "A difficulty in imagining what it is like for someone else not to know something that you know" (p. 59). In the case of this study the Curse of Knowledge impacts both students and teachers. Teachers know much about literacy and it is difficult for them to propel themselves back to adolescence when they were trying to discover who they were as a reading and a writer during this difficult age or were trying learn a language. Experienced teachers and administrators are also guilty of having the Curse of Knowledge. How long does it take to forget the many complexities of being a new teacher? And those complexities still exist if you are changing grade levels or school districts. I changed from teaching middle school and high school students one year to teaching second grade at the request of a building principal who had a teacher and then a long-term substitute quit in November. I nearly ensured that eight students would miss their bus ride home the first afternoon. Who knew you had to walk elementary students to the bus? The Curse of Knowledge almost caused a messy end of a school day for the students, the campus, and the parents. Fortunately, a young boy alerted me of my failed responsibility, and we made it just in time. This study highlights how the Curse of Knowledge impacts processes, practices, and policies regarding literacy instruction. The upcoming discussions highlight ways schools and policy makers can continue to explore systems that help all students not fall victim to the Curse of Knowledge or *lack of knowledge* when it comes to the benefits of language production strategies, especially speaking and writing.

Theory. The findings from this study, even though they could not fully answer the question as to the relationship between strengths in producing language leading to

strengths in consuming language, due to lack of instructional capacity, still support Rosenblatt's (1978) transactional theory and the importance of a person's linguistic-experiential reservoir. This linguistic reservoir includes the reciprocal relationship between reading and writing— or language consumed and language produced. The theory remains sound and relevant for these research questions, even if the capacity or systems for creating the integrated experiences across the target district is not yet fluent. Teachers who did have greater understanding regarding reciprocity and elevated capacity for integrating reading and writing, demonstrated strong effect sizes connected to reading achievement. Additional research is needed to readdress the question with a group of teachers who can implement the five literacy strategies or with a more focused study examining only writing, which is central to the research hypothesis.

Policy. Results from this study are already impacting policy in the target district where the study took place. Building principals and the assistant superintendent over middle schools joined me during several of the final observations after they were alerted to many of the weaknesses in implementation. Systems were put in place the strengthen training and implementation for the next year. Another important understanding that emerged from the study was the importance of professional literacy organizations such as the Texas Council for Teachers of English Language Arts (TCTELA) and the Texas Association for Literacy Educators (TALE). These organizations provide not only professional learning opportunities through conferences and award-winning journals, but also advocate for sound, research-based literacy practices at the local, state, and national levels. To this end, in my current school district we are supporting zero-year teachers in all content areas by providing financial support, so they can benefit from the meaningful

learning opportunities and engage in online and offline opportunities to get involved with the professional community, including volunteering at conferences and participating in organization committees. In fact, our school district has designed a year-long New Teacher Academy to support zero-year teachers throughout their first year with monthly evening meetings focused on topics generated through numerous design processes, including conducting empathy interviews with the new teachers when they came for their Contract Signing Day experience, interviewing students in the district, and seeking advice from departments throughout the school system.

Impacting policy at the local level is always easier than trying to change patterns at the national level, but two key points are incredibly relevant based on the results of this study. Additional funding is needed to support writing research (and other literacy arenas focused on language production) as this has not been a priority with research-funding entities. Graham et al. (2012) urges, “This needs to change if we are to develop a better understanding of how to teach writing effectively” (p. 892). Secondly, there needs to be better preservice literacy training expectations for both traditional and alternative programs. Students can’t wait five years for their teachers to accidently receive training regarding writing, academic conversations, higher levels of questioning, and integrated reading practices. Intentional structures and practices need to be put in place to train and coach teachers before they go “solo” in classrooms with students who might already have alarming gaps in literacy capacity. Little or no teacher literacy instructional capacity plus deficits in student literacy capacity equals a failed education experience for both the teacher and the students. But training is not enough. Schedules in schools need to provide time and space for residency-type models, where new teachers can engage in true job-embedded models for growth. Newkirk (2017) tackles a subject that aligns

with the qualitative data from this study—embarrassment. He emphatically explains, “I am convinced, absolutely convinced that embarrassment is not only a true enemy of learning, but of so many other actions we could take to better ourselves” (p. 29). The view teachers have of their capacity, by human nature, is often greater than reality. By engaging in more contextualized growth opportunities, teachers can spend less time in moments of dissonance when what happens with students is counter to the beliefs they have about their capacity. This is a matter of policy and at the end of the day, financial support. It requires funding to create scenarios where job-embedded support is the norm and not a magical moment provided only short-term from non-sustainable funding, often grants. Newkirk poses the same questions, “How can we create conditions of support so that students can fail publicly without succumbing to embarrassment, or more likely finding ways to ‘hide’ so they can protect themselves” (p. 15)? How many of the 29 teachers failed to even try to implement elements of these initiatives for this reason? And how many didn’t have the support Shannon had to push past feelings of discomfort? She shared:

> Sometimes I would stutter, but I'd try not to make it seem like I don't know what I'm talking about. It took the extra push…having my sister in the district doing the same thing. She explained it to me also in a different way. The analysis pyramid was a growing process for me. The more I taught it and I worked on it, the better I understood it.

As school systems, our teachers are also students. They are students focused on the art and science of teaching and need meaningful opportunities to grow in both areas.

Classroom Practices. The greatest resource a school district has, next to the students we serve, is the teacher who walks into the classroom everyday prepared to teach—not monitor,

or manage programs and materials, but to teach so that there is measurable evidence of learning. Creating cultures where teachers become reflective in their thinking and daily processes is the most valuable classroom practice that is not on the market. A reflective culture cannot be Googled, or purchased from Teachers Pay Teachers, or culled in tidy boxed kits and shrink wrapped for sale at yearly Mid-Winter Leadership Conferences. Reflection is modeled and mirrored (Goldberg, 2016) until they are transformed and transferred into true practice and not faculty meeting agenda topics. The program evaluation statistical data and echoes from the teachers' voices transcribed into interview notes, pointed to additional practices, such as planning, that are relevant to review.

Planning time needs to address multiple processes for producing language, including ways to address the reciprocity between reading and writing. Rather than planning for only what is seen during instruction, however, PLC experiences should also focus on what the literacy learning sounds like. What do we expect to hear? What front loading work needs to be done so that there is opportunity to hear the conversations we anticipate? Planning time should be preserved for conversations that impact student success. As noted in Chapter IV in the interviews, this was an area of concern for many of the teachers in the study. Lori in an agitated, frustrated tone shared:

> I felt like planning with my department was a failure. Every day it was…We were talking about things that I as a person and I as a team player, there was no point in having any of those conversations. And we were expected to do things that had no point like stressing our new teachers over the amount of work, or things that we're never actually going to do in class…things like that.

What metrics are available to measure the effectiveness of planning time? Educators often collect data on student performance and even teacher performance. We need to have conversations about the effectiveness of the various approaches we are taking in connection with planning. Hattie and Zierer (2018) offer, “How we think about the impact of what we do is more important than what we do” (p. ix). What is the impact of planning time on student achievement in our schools?

Encouraging and providing guidance for practices that integrate reading and writing is time well spent. Donna, who demonstrated strong implementation of the five literacy initiatives and a strong reading achievement effect size shared her recent epiphany:

> Last summer I attended the district Balance Literacy Institute. That kind of put everything together for me, because prior to that I'd had some literacy type classes and training, but with that it allowed me put all the pieces together and let me know for sure that when the student ... the reading and the writing should be together, and it just makes sense.

Rosenblatt (1994) warns, however, “Nor can the transactional view of reading and writing processes be turned into a set of stages to be rigidly followed…but should be the result of a process that builds the strengths for further journeys or, to change the metaphor, for further growth” (p. 947). The process (composition) and the product (texts) are intertwined and professional learning opportunities, habits of reflection, and meaningful planning are staples of best practice that are recommended.

Future Research. This study, a school district literacy program evaluation, provided important insights regarding the need for continued research in connection with

one or all of the five literacy initiatives explored during the 2015-2016 academic school year. Graham et al. (2012) emphasized the need for not just more studies but also improved quality of research. With the importance of meta-analysis research studies, relevant topics are excluded when there are not enough qualifying studies to address the topic. Effect sizes are impacted when limited studies are included for a specific treatment or strategy or if limited studies are available. As addressed in Chapter II and a factor impacting one of the goals of this study, which was to add to the body of literature, limited research studies are available regarding writing instruction, especially at the secondary level (Graham et al., 2012).

Concluding Thoughts

With similar importance to a symphony orchestra conductor's emphatic downbeat, Billy Collins' lyrical words from his poem *Books* (1988/2006) began this study. The poem magically captures long-lasting imagery that comes from the powerful experiences offered through books. But the poem itself is one layer of truth. The second, hidden layer, is the preceding act of writing the poem that captured the images—the blank page, the scribbles, the internal giddiness that came from the perfect word, the relief that came when a knotted line was massaged free. Would there be poems to read if there were no poets? There is little doubt that the act of reading influenced Collins' capacity for words. But to what degree does his capacity for words influence his reading? In what ways does he read better because of his writing fluencies? In what ways does he read differently because he is a writer? Perhaps the more important question is in what ways does his ability to weave both reading and writing harmoniously into his daily life

create magical experiences that could not otherwise exist without the two working in tandem? These are the questions that gave life to this study.

In the twist and turn of unique opportunities, from the time this study started, I have served in the following district-level positions within three different school systems: (a) K-12 literacy specialist, directing literacy learning across the district; (b) 5-8 Multilingual Program Director; (c) Assistant Superintendent for Curriculum and Instruction; and (d) Director for Personalized Professional Learning for over 4,000 employees serving over 36,000 students. These learning opportunities presented themselves at perfect times along my journey to discover the answers to important questions guiding this mixed methods study focused on how writing and other language production tasks benefit reading. In all four positions, I saw the importance of this question articulated. The answer is clear but not easy. Processes, practices, and policies need to ensure equal access for students to excel in both reading and writing. If not, we create an unintentional, metaphorical literacy limp, where students are off balance in their efficacy for utilizing language. MacNeil (1980), in his powerful memoir, captures the essence of reciprocity and achieving this balance, reflects:

> It is so with words and word patterns. They accumulate in layers, and as the layers thicken they govern all use and appreciation thenceforth. Like music, the patterns of melody, rhythm, and quality of voice become templates against which we judge the sweetness and justness of new patterns and rhythms; and the patterns laid down in our memories create expectations and hungers for fulfillment again. (p. 24)

Just as a jazz musician pulls patterns from layers of scales, chords, and pleasant riffs, and poets cull together perfect patterns of words and phrases, we, as literacy educators, pull together patterns from masterful literacy educators we study and emulate—Emig, Carroll, Murray, Graves, Elbow, Lane, Bernabei, Anderson, and countless others who "murmur inside their books along unlit [professional] shelves," (Collins, 1988/2006, p. 32). We then create meaningful, authentic environments where students can read—yes, but also where they can write.

CHAPTER VI

UNDER THE SYCAMORE TREES: REFLECTIONS ON WRITING AND RECIPROCITY

Writing has always been an important part of who I am. My first poem was published when I was eight. It was nothing special, but it was mine. It was not so much the assignment or the poem itself that was meaningful; it was the feedback I received from my family—my grandmother specifically. The poem was posted on the church bulletin board at Brentwood Church of Christ in Austin, Texas. My grandmother bragged about that poem to everyone she could get to listen. She told her friends and neighbors that like her, I was going to be a writer.

Figure 7. My grandmother, Gladys Gregory Kelley—local Austin poet and lover of words, with a pencil in hand and me by her side.

A writer. It sounded important. I was too young to truly know what she meant by a *writer*, but it made her happy and her happiness made me feel good in the deepest parts of my being. I grew up in a home where the most comfortable place to be was lost in words that slipped and slid across blank pages only to eventually land exactly where they were meant to be—in an order that made sense. These writings, stories and poems, were my place to get away.

Some say their childhood escape was in books: *Nancy Drew*, the *Hardy Boys*, *Curious George*, *The Secret Garden*, *Pippy Longstocking*. Not me. At least not first. At least not then. My family did not have money to buy books. We had a Bible, but other than books at school, I never saw them in my home. We had paper though, and I had pens. Most importantly, I had words, and I had ideas. My own writings became my texts. At night, those ideas were an overactive imagination that brought clothes hangers hanging on door entryways to life and created stories that scared me. They were my own stories of ghost and darkness that frightened me into spending long periods of time hiding under my hot blankets, where I could barely breath. Safety was assured as long as I could not see the shadows, and they could not see me. I wrote those stories on paper; I composed many more in my head where the ideas were silently repeated over and over in that magical place where one's own voice scrolls across virtual pages in the mind's mental rehearsal hall.

My dad and three-year-old sister were killed in a fiery car accident thirteen days after my tenth birthday. More stories. More poems. I felt more comfortable at the time sharing my thoughts on paper than speaking with others. No one in my family talked about difficult topics like death and sadness and loss and healing and pain. We just went

to church and sang hymns— *Just as I am*—and prayed for everyone on the published prayer list, but we did not talk about our own emotional needs. So, I whispered my pain on paper where no one had to be uncomfortable. And every summer my grandmother and I sat on old metal chairs on the front lawn under towering sycamore trees and wrote poems—funny poems that made us laugh. She sensed the hurt and as *a writer,* knew the power of words. She unknowingly engineered my phonemic awareness on the point of a No.2 pencil, and it was free.

My fifth grade year ended with my winning one award. It was printed on yellow paper, and I still have it tucked away with items I treasure. It read, "**Ability to Write Creatively**." So there it was. For a second time in my young life, the idea of being *a writer* came back. This time it was not my grandmother; it was my teacher noting that my need to express my ideas with words on paper had become a strength, a gift to myself and sometimes others. Middle school was a blur, but high school brought me back to writing. My ninth grade teacher noticed my writing voice and moved me to honors-level English, recommending that I sign up for Journalism. I became the editor of my high school newspaper and won awards in the Scholastic UIL writing competition in the Feature Writing category. My senior year I surprisingly received a Quill and Scroll scholarship. Even though I majored in music, I would sit under awnings on rainy days at Chilton Hall and write poems. In the quietest moments, words sneaked out. I always promised myself that I would write them down once I got to paper, but then the quiet stopped. I was at school or work, and the words were gone, hiding in parallel worlds. But they always came back in one form or another, as they do still, in times when I need them most.

Figure 8. Editor of the *Peregrine*, my high school newspaper.

Once I graduated and began my life-long career of teaching, I was fortunate to be introduced to the New Jersey Writing Project in Texas (NJWPT) when I was in my second year. Here it was again. *Writing*. I had never before doubted my writing proficiency, but this experience gave me what I never had in school—specific, authentic opportunities for writing growth. Everyone in the room was there for one purpose—to engage in strategies to help students become better writers by becoming better teachers of writing. I learned for the first time about revision strategies. I learned how to talk about crafting writing. I learned the incredible synergy that comes from sharing writing with others; metaphorically I was back in those old metal chairs on my grandmother's front yard under the shade of huge sycamore trees, and it mattered. I became impassioned with not only my own renaissance with writing but with creating powerful ways to allow my students to experience passion for writing. These were my greatest years as a teacher. I felt I was making a difference by providing a pathway for students to experience the

power of transforming blank pieces of paper into malleable treasures—not packaged gifts for others but endless lines of hope for self.

For the next 11 years I served as a literacy leader in the capacity of writing project trainer, reading trainer, grammar trainer, and classroom teacher. Becoming a district and state-level instructional leader punctuated the often overwhelming politics of literacy that haunted me at night, nudging me to advocate in all ways possible for students to have opportunities for similar authentic literacy experiences that saved me as a child, gave me strength as a young woman, and empowered me as a beginning middle and high school teacher. Teachers having instructional capacity and efficacy to explore all layers of literacy, including social and political implications, is essential for student success in the 21st Century and for all time. Rosenblatt (1978) emphasized:

> It is the essence of democracy that our own society, too, should be continuously reviewing and refining its efforts to move more closely to embodiment of our ideals. Writing and criticism involve us inexorably, I believe, in those broader social and political concerns. (p. 188)

Additionally, for transactions with all texts to occur, which Rosenblatt and others advocate, literacy cannot be synonymous with a single dimension—reading, which is a prevalent view, even if unintentional. The power of producing language is as relevant as consuming it, encoding strengthens decoding, and empowering students to upload rather than simply download fuels the innovative spirit on which free societies were founded. The act of teaching writing requires the same type of focus and resources as those afforded to the act of teaching reading. Donald Murray in Newkirk and Miller, (2009) urged:

> Instead of teaching finished writing, we should teach unfinished writing, and glory in its unfinishedness. We work with language in action. We share with our students the continual excitement of choosing one word instead of another, of searching for the one true word. This is not a question of correct or incorrect, of etiquette or custom. This is a matter of far higher importance. (p. 2)

The decisions we make regarding district, campus, and classroom-level literacy processes, practices, and policies are of great importance as they impact students in long-lasting ways. My growing up in poverty and without shelves of books did not define my literary habits or my literacy success. It was through writing, songs, and storytelling that I entered the world of reading. Every text I read was developmentally appropriate because it was crafted by me, revised by me, published by me, and even marketed by me. It was my writing fluency that developed my reading fluency.

As a community, we have a responsibility to provide all students with educators who have the required instructional capacity to teach the five district literacy initiatives that this program evaluation comprised. As Collins (2006) captured in the lines of his poem, *Books*, we are all "reading ourselves away from ourselves/ straining in circles of light to find more light/" (pp. 31-32), we, based on conclusions drawn from this empirical study, need to work together to create circles of light, reciprocal dances between reading and writing in our schools. Perhaps of highest importance, borrowing again from *Books*, which opened this dissertation, "we must listen hard to hear the voices" of our students receding into the classroom (p. 32).

Table 9. Wesley, my grandson, for whom I dedicated this dissertation. I hope he will discover many metaphorical sycamore trees as he finds his circles of light.

REFERENCES

Allington, R. L. (2015). *What really matters for middle school readers: From research to practice*. Boston, MA: Pearson.

Almasi, J. F., O'Flahavan, J. F., & Arya, P. (2001). A comparative analysis of student and teacher development in more and less proficient discussions of literature. *Reading Research Quarterly, 36*, 96-120. doi:10.1598/RRQ.36.2.1

Anderson, J. (2011). *Ten things every writer needs to know.* Portland, ME: Stenhouse Publishers.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report of the commission on reading*. Washington, DC: National Institute of Education.

Applebee, A. N., & Langer, J. A. (2013). *Writing instruction that works: Proven methods for middle and high school classrooms*. New York, NY: Teachers College Press.

Applegate, A. J., & Applegate, M. K. (2004). The Peter effect: Reading habits and attitudes of preservice teachers. *Reading Teacher, 57*, 554-563.

Arber, A. (2006). Reflexivity: A challenge for the researcher as practitioner? *Journal of Researching Nursing, 11*, 147-157. doi:10.1177/1744987106056956

Aronson, D. (2009). Teacher advocacy: What happened in Texas. *Council Chronicle: The National Council of Teachers of English, 18* (3), pp. 20-22.

Ashton-Warner, S. (1963). *Teacher*. New York: Simon and Schuster.

Atwell, M. (1981) "The evolution of text: The interrelationship of reading and writing in the composing process." Paper presented at the Annual Conference of the National Council of Teachers of English, Boston, November.

Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents.* Portsmouth, NH: Boynton/Cook Publishers.

Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson, B. (2004). The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. *Review of Educational Research, 74,* 29–58. doi:10.3102/00346543074001029

Barnhouse, D., & Vinton, V. (2012). *What readers do: Teaching the process of meaning making*. Portmouth, NH: Heinemann.

Becker, L. A. (1999). Calculate *r* and *d* using means and standard deviations. Online calculator. Retrieved from https://www.uccs.edu/lbecker/.

Bedard, C. & Fuhrken, C. (2013). *When writing with technology matters.* Portland, Maine: Stenhouse.

Beers, K. (2003). *When kids can't read, what teachers can do.* Portsmouth, NH: Heinemann.

Beers, K., & Probst, R. E. (2013). *Notice & note: Strategies for close reading*. Portsmouth, NH: Heinemann.

Benge, C. L., Onwuegbuzie, A. J., & Robbins, M. E. (2012) A model for presenting threats to legitimation at the planning and interpretation phases in the quantitative, qualitative, and mixed research components of a dissertation. *International Journal of Education*, *4*, 65-124. doi:10.5296/ije.v4i4.2360

Berkowitz, S. J. (1986). Effects of instruction in text organization on sixth-grade students' memory for expository reading. *Reading Research Quarterly*, *21*, 161-178. doi:10.2307/747843

Bernabei, G. S., & Reimer, J. A. (2013). Fun-size academic writing for serious learning: 101 lessons & mentor texts—narrative, opinion/argument & informative/explanatory, grades 4-9. Thousand Oaks, CA: Corwin.

Bingham, A. J., Pane, J. F., Steiner, E. D., & Hamilton, L. S. (2016). Ahead of the curve: Implementation challenges in personalized learning school models. *Educational Policy*, 32(3), 454–489. doi 10.1177/0895904816637688

Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain.* New York, NY: David McKay, Co.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher, 34*(6), 3-15. doi:10.3102/0013189X034006003

Britton, J. (1983). Research: A quiet form of research. *The English Journal*, *72*(4), 89. doi:10.2307/817087

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Bus, A., & van IJzendoorn, M. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology*, *91*, 403–414. doi:10.1037/0022-0663.91.3.403

Buttram, J. L., & Farley-Ripple, E. N. (2016). The role of principals in professional learning communities. *Leadership & Policy in School*, 15 (2), 192-220. doi:10.1080/15700763.2015.1039136

Calkins, L. M. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.

Carr, N. G. (2010). *The shallows: What the Internet is doing to our brains*. New York, NY: W.W. Norton.

Carroll, J. A. (1979). *Process into product: Awareness of the composing process affects the written product* (Unpublished doctoral dissertation). Rutgers University, New Brunswick, NJ.

Carroll, J. A. (1982). The Language Game: Ratiocination and Revision or Clues in the Written Draft. *The English Journal*, *71*(7), 90. doi:10.2307/816683

Carroll, J. A., & Wilson, E. E. (2008). *Acts of teaching: How to teach writing*. Portsmouth, NH: Heinemann.

Carstarphen, M. (2018). The moral imperative of social and emotional learning. *The Learning Professional, 39* (4), 22-25.

Chang, K., Sung, Y., & Chen, I. (2002). The effect of concept mapping to enhance text comprehension and summarization. *Journal of Experimental Education*, *71*, 5–23. doi:10.1080/00220970209602054

Cody, S. (1903). *The art of writing and speaking the English language.* Chicago, IL: The Old Greek Press.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.

Collins, B. (1988/2006). Books. *The apple that astonished Paris: Poems by Billy Collins*. Fayetteville, AR: University of Arkansas Press.

Collins, G. (2012). As Texas goes...: How the lone star state hijacked the American agenda. New York, NY: Liveright Publishing.

Collins, K. M. T., Onwuegbuzie, A. J., & Sutton, I. L. (2006). A model incorporating the rationale and purpose for conducting mixed methods research in special education and beyond. *Learning Disabilities: A Contemporary Journal, 4,* 67-100.

Combs, J. P., Bustamante, R. M., & Onwuegbuzie, A. J. (2010). An interactive model for facilitating development of literature reviews. *International Journal of Multiple Research Approaches, 4*, 159-182. doi:10.5172/mra.2010.4.2.159

Connors, R. J. (1986). The rhetoric of mechanical correctness. In T. Newkirk (Ed.) *Only connect: Uniting reading and writing (pp. 27-58)*. Upper Montclair, NJ: Boynton/Cook Publishers.

Conrad, N. (2008). From reading to spelling and spelling to reading: Transfer goes both ways. *Journal of Educational Psychology, 100,* 869–878. doi:10.1037/a0012544

Crowhurst, M. (1991). Interrelationships between reading and writing persuasive discourse. *Research in the Teaching of English, 25*, 314-338.

Culham, R. (2014). *The writing thief*. Newark, DE: The International Reading Association.

Denham, M. A., & Onwuegbuzie, A. J. (2013). Beyond words: Using nonverbal communication data in research to enhance thick description and interpretation. *International Journal of Qualitative Methods, 12,* 670-696.

Denzin, N. K., & Lincoln, Y. S. (2013). *Sage handbook of qualitative research* (4th ed.). London, England: Sage.

Dockterman, D. Insights from 200+ years of personalized learning. *NPJ Science of Learning, 3* (15), 1-6. doi:10.1038/s41539-018-0033-x

Ellis, C., Skidmore, S. T., & Combs, J. P. (2017), The hiring process matters. The role of person-job and person-organization fit in teacher satisfaction. *Educational Administration Quarterly*, *52*, 448-474.

Emig, J. (1969). *Components of the composing process among twelfth-grader writers*. Unpublished doctoral dissertation, Harvard University.

Emig, J. (1971). *The composing processes of twelfth graders*. Urbana, IL: National Council of Teachers of English.

Emig, J. A. (1980). The tacit tradition: The inevitability of a multi-disciplinary approach to writing research. In *Reinventing the Rhetorical Tradition*. Aviva Freedman & Ian Pringle (Eds.). Attawa: CCTE, pp. 9-17.

Emig, J. A. (1983). *The web of meaning: Essays on writing, teaching, learning, and thinking*. D. Goswami and M. Butler *(*Eds.). Montclair, NJ: Boynton/Cook Publishers.

Emig, J. (1977). Writing as a mode of learning. *College Composition and Communication*, *28*, 122-128. doi:10.2307/356095

Ericsson, Anders, & Pool, Robert. (2016). *Peak. Secrets from the new science of expertise*. New York, NY: Houghton Mifflin Harcourt.

Faber, J. E., Morris, J. D., & Lieberman, M. G. (2000). The effect of note taking on ninth grade students' comprehension. *Reading Psychology*, *21*, 257–270. doi:10.1080/02702710050144377

Fischer, S. R. (2001). *A history of writing*. London, England: Reaktion Books.

Fisher, D., & Frey, N. (2014). *Close reading and writing from sources*. Newark, DE: International Reading Association.

Fisher, D., & Frey, N. (2015). *Text-dependent reading: Pathways to close and critical reading*. Thousand Oaks, CA: Corwin Literacy.

Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35,* 39-50.

Fletcher, R. J., & Portalupi, J. A. (2007). *Craft lessons: Teaching writing K-8* (2nd ed.). Portland, ME: Stenhouse.

Fletcher, R. (2011). *Mentor author, mentor texts: Short texts, craft notes, and practical classroom uses*. Portsmouth, NH: Heinemann.

Florida Department of Education. (2012). *FCAT 2.0 Reading Test Item Specifications: Grades 6-8*. Retrieved from http://www.fldoe.org/core/fileparse.php/5682/ urlt/0077907-fl10spisg68rwtr3gfinal.pdf

Frey, N., & Fisher, D. (2013). *Rigorous reading: Five access points for comprehending complex texts*. Thousand Oaks, CA: Corwin Literacy.

Fu, D., & Lamme, L. (2002). Writing lessons with Gavin Curtis. *Journal of Children's Literature, 28*(1), 63-72.

Fuentes, C. M. M. (2008). Pathways from interpersonal violence to sexually transmitted infections: A mixed method study of diverse women. Journal of Women's Health, 17, 1591-1603.

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4-12*. Portland, ME: Stenhouse.

Garland, M., Shields, J., Booth, E., Shaw, S., & Samii-Shore, K. (2015). *Texas SUCCESS Comprehensive Evaluation Report*. Austin, TX: Texas Education Agency.

Garoff, R. J., Slotnick, S. D., & Schacter, D. L. (2005). The neural origins of specific and general memory: the role of fusiform cortex. *Neuropsychologia, 43*, 847-859. doi: 10:1016/j.neuropsychologia.2004.09.014

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. New York, NY: Routledge Press.

Gilles, C. (2010). Making the most of talk. *Voices from the Middle, 18* (2), 9-15.

Gladwell, M. (2008). Outliers: The story of success. New York, NY: Little, Brown and Company.

Glaser, B. G. (1965). The constant comparative method of qualitative analysis. *Social Problems, 12*, 436-445. doi:10.1525/sp.1965.12.4.03a00070

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*: *Strategies for qualitative research*. Chicago, IL: Aldine.

Glenn, W. J. (2007). Real writers as aware readers: Writing creatively as a means to develop reading skills. *Journal of Adolescent & Adult Literacy, 51*, 10-20. doi:10.1598/JAAL.15.1.2

Goldberg, G. (2016). *Mindsets and moves: Strategies that help readers take charge, grades 1-8*. Thousand Oaks, CA: Corwin.

Gottschall, J. (2012). *The storytelling animal: How stories make us human*. New York, NY: Houghton Mifflin Harcourt.

Graham, S., & Hebert, M. (2010). *A meta-analysis of the effects of writing instruction on reading*. New York, NY: Carnegie Corporation of New York.

Graham, S., Liu, K., Aitken, A., Ng, C., Bartlett, B., Harris, K., & Holzapfel, J. (2017a). *Balanced reading and writing instruction: A meta-analysis*. Unpublished manuscript, Learning Sciences Institute Australia of Australian Catholic University-Brisbane & Arizona State University, Phoenix, Arizona.

Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K., Aitken, A., Barkel, A., Kavanaugh, C., & Talkurdar, J. (2017b). *Reading for writing: A meta-analysis of the impact of reading and reading instruction in writing*. Unpublished manuscript, Learning Sciences Institute Australia of Australian Catholic University-Brisbane & Arizona State University, Phoenix, Arizona.

Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104*, 879-896. doi: 10.1037/a0029185

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York, NY: Carnegie Corporation of New York.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274. doi:10.3102/01623737011003255

Greever, G., & Jones, E. S. (1932). *The century handbook of writing* (3rd ed.). New York, NY: D. Appleton-Century Co.

Griffin, C. C., Malone, L. D., & Kameenui, E. J. (1995). Effects of graphic organizers instruction on fifth-grade students. *The Journal of Educational Research, 89*, 98-107.doi 10.1080/00220671.1995.9941200

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences (3rd ed.). In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 191-215). Thousand Oaks, CA: Sage.

Hale, M. (2011). *Middle school language arts teachers as readers*. (Unpublished doctoral dissertation). University of Houston; Houston, Texas.

Harvey, S., & Goudvis, A. (2007). *Strategies that work (2nd ed.)*. Portland, ME: Stenhouse.

Hattie, J. & Zierer, K. (2018). *10 Mindframes for visible learning: Teaching for success*. New York, NY: Routledge.

Haven, K. (2007). *Storyproof: The science behind the startling power of story*. Westport, CT: Libraries Unlimited.

Henry, G. A. (2018). *Resolving insanity: Improving professional development structures to support Student Success*. (Unpublished doctoral dissertation. University of Houston*;* Houston, Texas.

Hill, H.C. (2009). Fixing teacher professional development. *Phi Delta Kappan*, *90* (7). pp. 470-477.

Hillocks, G., Jr. (1986). *Research on written composition: New directions for teaching.* Urbana, IL: National Council of Teachers of English.

Hitchcock, A. M. (1912). A composition on red ink. *The English Journal*, *1*(5), 273. doi:10.2307/801447

Hord, S. M., & Sommers, W. A. (2008). *Leading professional learning communities: Voices from research and practice*. Thousand Oaks: CA: Corwin.

Huot, B. (1988). Reading/writing connections on the college level. *Teaching English In The Two-Year College*, *15*(2), 90-98.

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed methods sequential explanatory design: From theory to practice. *Field Methods*, *18*, 3-20. doi:10.1177/1525822x05282260

James R. Squire's Office of Policy Research. (2008). *Write now: A policy research brief*. Urbana, IL: National Council of Teachers of English.

Johnson, R. B. (2011). Dialectical pluralism: A metaparadigm to help us hear and "combine" our valued differences. In S. J. Hesse-Biber (Chair), *Addressing the Credibility of Evidence in Mixed Methods Research: Questions, Issues and Research Strategies.* Plenary conducted at the meeting of Seventh International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

Johnson, R. B. (2012). Dialectical pluralism and mixed research. *American Behavioral Scientist*, 56, 751–754, doi:10.1177/0002764212442494

Johnson, B., & Christensen, L. B. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Thousand Oaks, CA: Sage.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, *1*, 112-133. doi:10.1177/1558689806298224

Judy, S. N. (1981). *Explorations in the teaching of English*. New York, NY: Harper.

Keene, E. O., & Zimmermann, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction*. Portsmouth, NH: Heinemann.

Laminack, L. L., & Wadsworth, R. M. (2015). *Writers are readers: Flipping reading instruction into writing opportunities.* Portsmouth, NH: Heinemann.

Langer, J. A. (2000). Excellence in English in middle and high school: How teachers' professional lives support student achievement. *American Educational Research Association, 37,* 397-439. doi:10.3102/00028312037002397

Langer, J. A.& Allington, R. (1992). Curriculum research in writing and reading. In P. W. Jackson (Ed.), *Handbook of research on curriculum* (pp. 687-725). New York, NY: Macmillan Publishing Company.

Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & Quantity: International Journal of Methodology, 43,* 265-275. doi:10.1007/s11135-007-9105-3

Lehman, C., & Roberts, K. (2014). *Falling in love with close reading: Lessons from analyzing texts and life*. Portsmouth, NH: Heinemann.

Li, Z. (2015). Connecting reading and writing: A case study. *English Language Teaching, 8, 150-158*. doi:10.5539/elt.v8n6p150

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. London, England: Sage.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation, 30,* 73-84. doi:10.1002/ev.1427

MacNeil, R. (1989). *Workstruck*: *A Memoir*. New York, NY: Viking.

Manning, K. (1997). Authenticity in constructivist inquiry: Methodological considerations without prescription. *Qualitative Inquiry*, *3*, 93-115. doi:10.1177/107780049700300105

Martin, N. (1983). Writing: What for? In *developing literacy: Young children's use of language* (Eds.). Parker, R. P., & Davis, F. R. Newark, DE: International Reading Association.

Matuschak, A. (2006). *Camtasia 2.7.1* [Software]. Available from http://www.techsmith.com/camtasia/

Maxwell, J. A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational Researcher, 33*(2), 3- 11. doi.org/10.3102/0013189X033002003

Maxwell, J. A. (2012). The importance of qualitative research for causal explanation in education. *Qualitative Inquiry, 18,* 655-661. doi:10.1177/10778004412452856

Meek, C. S., Wilson, E., & Meek, M. J. (1924). *English to-day: Grade 3*. New York, NY: C. Scribner's Sons.

Miller, D. M. (2014). *Writing tasks in content-area instruction: A systematic review of the literature*. (Unpublished doctoral dissertation). University of Texas A & M, College Station, Texas.

Miller, D. M., Scott, C. E., & McTigue, E. M. (2016). Writing in the secondary-level disciplines: A systematic review of context, cognition, and content. Educational Psychology Review. doi:10.1007/s10648-016-9393-z

Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1,* 48-76. doi:10.1177/2345678906292462

Morris, A. (2012). *Text analysis pyramid framework*. Unpublished manuscript. Sam Houston State University*;* Huntsville, TX.

Morris, A. (2014). *Writing analysis reflection tool*. Unpublished manuscript. Sam Houston State University; Huntsville, TX.

Morris, A. (2015). *Middle school literacy program evaluation observation protocol form*. Unpublished manuscript. Sam Houston State University; Huntsville, TX.

Morris, A., & Goodner, B. (2013). *Text analysis progress monitoring tool.* Unpublished manuscript. Sam Houston State University; Huntsville, TX.

Morris, A., Onwuegbuzie, A. J., & Gerber, H. R. (2018). Using expert interviews within MODES in online and offline spaces to extend comprehensive literature review processes. *The Qualitative Report*, 23, 1777-1798. Retrieved from https://nsuworks.nova.edu/tqr/vol23/iss8/1

Morrow, R. A., & Brown, D. D. (1994). *Critical theory and methodology (Contemporary social theory).* Thousand Oaks, CA: Sage.

Nathanson, S., Pruslow, J., & Levitt, R. (2008). The reading habits and literacy attitudes of inservice and prospective teachers: Results of a questionnaire survey, *Journal of Teacher Education, 49,* 313-321. doi:10.1177/0022487108321685

National Center for Educational Statistics. (2016).*The nation's report card: 2015 math & reading assessments.* Washington, DC: Institute of Education Sciences. Retrieved from http://www.nationsreportcard.gov/reading_math_2015/#reading/acl?grade=8

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Department of Education.

National Commission on Writing. (2003). *The neglected r: The need for a writing revolution*. New York, NY: College Entrance Examination Board.

National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4754). Bethesda, MD: Author.

Neville, D. D., & Searles, E. F. (1985). The effect of sentence-combining and kernel-identification training on the syntactic component of reading comprehension. *Research in the Teaching of English, 19*(1), 37-61. Retrieved from www.jstor.org.stable /40171003

Newkirk, T. (2016). *Embarrassment: And the emotional underlife of learning*. Portsmouth, NH: Heinemann.

Newkirk, T. (2007). Looking back to look forward. In T. Newkirk & R. Kent (Eds.), *Teaching the neglected "R"* (pp. 1-9). Portsmouth, NH: Heinemann.

Newkirk, T. (2012). *The art of slow reading: Six time-honored practices for engagement*. Portsmouth, NH: Heinemann.

Newkirk, T. (2014). *Minds made for stories: How we really read and write informational and persuasive texts*. Portsmouth, NH: Heinemann.

Newkirk, T. & Miller, T. C. (2009). *The essential Don Murray: Lessons from America's greatest writing teacher*. Portsmouth, NH: Boynton/Cook.

Newman, I., Ridenour, C. S., Newman, C., & DeMarco, G. M. P. (2003). A typology of research purposes and its relationship to mixed methods. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 167-188). Thousand Oaks, CA: Sage.

Noden, H. R. (1999). *Image grammar: Using grammatical structures to teach writing.* Portsmouth, NH: Heinemann.

Onwuegbuzie, A. J. (2003a). Effect sizes in qualitative research: A prolegomenon. *Quality & Quantity*: *International Journal of Methodology*, *37*, 393-409. doi:10.1023/A:1027379223537

Onwuegbuzie, A. J. (2003b). Expanding the framework of internal and external validity in quantitative research. *Research in the Schools*, *10*(1), 71-90.

Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. *The Qualitative Report*, *12*, 281-316. Retrieved from http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf

Onwuegbuzie, A. J., Collins, K. M. T., Leech, N. L., Dellinger, A. B., & Jiao, Q. G. (2010). A meta-framework for conducting mixed research syntheses for stress and coping researchers and beyond. In G. S. Gates, W. H. Gmelch, & M. Wolverton (Series Eds.) & K. M. T. Collins, A. J. Onwuegbuzie, & Q. G. Jiao (Vol. Eds.), *Toward a broader understanding of stress and coping: Mixed methods approaches* (pp. 169-211). The Research on Stress and Coping in Education Series (Vol. 5). Charlotte, NC: Information Age.

Onwuegbuzie, A. J., & Daniel, L. G. (2002). A framework for reporting and interpreting internal consistency reliability estimates. *Measurement and Evaluation in Counseling and Development*, *35*, 89-103.

Onwuegbuzie, A. J., & Frels, R. K. (2013). Introduction: Toward a new research philosophy for addressing social justice issues: Critical dialectical pluralism 1.0. *International Journal of Multiple Research Approaches*, *7*(1), 9-26. doi:10.5172/mra.2013.7.1.9

Onwuegbuzie, A. J., & Frels, R. K. (2016). *Seven steps to a comprehensive literature review*: *A multimodal and cultural approach.* London, England: Sage.

Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issue in mixed research. *Research in the Schools, 13*(1), 48-63.

Onwuegbuzie, A. J., Johnson, R. B., & Collins, K. M. T. (2009). Call for mixed analysis: A philosophical framework for combining qualitative and quantitative approaches. *International Journal of Multiple Research Approaches*, *3*, 114-139. doi:10.5172/mra.3.2.114

Onwuegbuzie, A. J. & Leech, N. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity*, *41*, 233-249. doi:10.1007/s11135-006-9000-3

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2008). Interviewing the interpretive researcher: A method for addressing the crises of representation, legitimation, and praxis. *International Journal of Qualitative Methods*, *7*(4), 1-17. Retrieved from http://creativecommons.org//licenses/by/2.0

Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed*

methods in social and behavioral research (pp. 351-383). Thousand Oaks, CA: Sage.

Pearson, P. D., Cervetti, G. N., & Tilson, J. (2008). Reading for understanding and successful literacy development. In L. Darling-Hammond, B. Barron, P. D. Pearson, A. H. Schoenfeld, E. K. Stage, T. D. Zimmerman, G. N. Cervetti, & J. L. Tilson (Eds.), *Powerful learning: What we know about teaching* (pp. 71-112). San Francisco, CA: Jossey-Bass.

Peck, R. N. (1980). *The secrets of successful fiction*. Cincinnati, OH: Writer's Digest Books.

Peterson, R. & Eads, M. (2000). *Grand conversations: Literature groups in action*. Portsmouth, NH: Heinemann.

Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21st century*. New York, NY: Viking.

Plano Clark, V. L., & Bandiee, M. (2010). Research questions in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Sage handbook of mixed methods in social and behavioral research* (pp. 275-304). Thousand Oaks, CA: Sage.

Politic. (n.d.). In *Online Etymology Dictionary*. Retrieved from https://www.etymonline.com/word/politic#etymonline_v_17575

Portalupi, J. A., & Fletcher, R. J. (2001). *Nonfiction craft lessons: Teaching information writing K-8*. Portland, ME: Stenhouse.

Probst, R. (2004). *Response and analysis: Teaching literature in secondary school.* Portsmouth, NH: Heinemann.

Prose, F. (2003). *Reading like a writer: A guide for people who love books and for those who want to write them.* New York: NY: Harper Perennial.

Protection of Human Subjects, 45 CFR § 46 (2009).

Provalis Research. (2015). *WordStat 7.1.3* [Computer software]. Montreal, QC, Canada: Author.

Provalis Research. (2015). *QDA Miner 4.1.32* [Computer software]. Montreal, QC, Canada: Author.

Purcell-Gates, V., Duke, N. K., & Martineau, J. A., (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly, 42,* 8-45. doi:10.1598/RRQ.42.1.1

Rose, F. (2011). *The art of immersion: How the digital generation if remaking Hollywood*. New York: NY: W. W. Norton & Company.

Rosenblatt, L. (1978). *The reader the text the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.

Rosenblatt, L. (1988). *Writing and reading: The transactional theory* (Technical Report No. 416). Urbana, IL: Center for the Study of Reading.

Rosenblatt, L. (1994). The transactional theory of reading and writing. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (pp. 923-956). Newark, DE: International Reading Association.

Roulston, K. (2010). Considering quality in qualitative interviewing. *Qualitative Research, 10,* 199-228. doi:10.1177/1468794109356739

Rudd, A., & Johnson, R. B. (2008). Lessons learned from the use of randomized and quasi-experimental field designs for the evaluation of educational programs. *Studies in Educational Evaluation, 3,* p. 180-188. doi:10.1016/j.stueduc.2008.08.002

Saldaña, J. (2012). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage.

Santangelo, T., Harris, K. R., Graham, S. (2016). Self-regulation and writing: Meta-analysis of the self-regulation processes in Zimmerman and Risemberg's model. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 174-193). New York, NY: Guilford.

SAT Essay | SAT Suite of Assessments – The College Board. (2017). Retrieved from https://collegereadiness.collegeboard.org/sat/inside-the-test/essay

Schacter, D. L., Norman, K. A., & Koutstall, W. (1998). The cognitive neuroscience of constructive memory. *Annual Review of Psychology, 49,* 289-318.

Shubitz, S. (2016). *Craft moves: Lesson sets for teaching writing with mentor texts*. Portland, ME: Stenhouse.

Smagorinsky, P. (2006). *Research on composition: Multiple perspectives on two decades of change*. New York, New York: Teachers College Press.

Smith, F. (2006). *Reading without nonsense* (4th ed.). New York, NY: Teachers College Press.

Stotsky, S. (1983). Research on reading /writing relationships: A synthesis and suggested directions. *Language Arts*, 60(5), 627-642.

Tashakkori, A., & Teddlie, C. (1998) *Mixed methodology: Combining qualitative and quantitative approaches*, Thousand Oaks, CA: Sage.

Taylor, B. M., & Beach, R. W. (1984). The effects of text structure on middle-grade students' comprehension and production of expository text. *Reading Research Quarterly*, *19*, 134-146. doi:10.2307/747358

Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 3-50). Thousand Oaks, CA: Sage.

Texas Education Agency. (2014). *Snapshot 2014 District Detail Report*. Retrieved from https://rptsvr1.tea.texas.gov/perfreport/snapshot/2014/index.html

Texas Education Agency. (2015a). *State of Texas Assessments of Academic Readiness: Grade 7 Reading*. Retrieved from http://tea.texas.gov/student.assessment/staar/

Texas Education Agency. (2015b). *State of Texas Assessments of Academic Readiness: Grade 7 Writing*. Retrieved from http://tea.texas.gov/student.assessment/staar/

Texas Education Agency. (2016). *State of Texas Assessments of Academic Readiness: Grade 8 Reading*. Retrieved from http://tea.texas.gov/student.assessment/staar/

Texas Education Agency. (n.d.). *State of Texas Assessment of Academic Readiness Resources: Blueprints Grades 3-8*. Retrieved from http://tea.texas.gov/student.assessment/staar/#G_Assessments

The New Teacher Project. (2013). *Leap year: Assessing and supporting first year teachers*. Retrieved from The New Teacher Project website:

https://tntp.org/publications/view/leap-year-assessing-and-supporting-effective-first-year-teachers

Thomas, C. S. (1917). *The teaching of English in the secondary school*. Cambridge, MA: The Riverside Press.

Tierney, R. J., & Pearson, P. D. (1983). Toward a composing model of reading. *Language Arts*, *60*, 568-580.

Tierney, R. J., Soter, A., O'Flahavan, J. F., & McGinley, W. (1989). The effects of reading and writing upon thinking critically. *Reading Research Quarterly*, *24* (2), 134. doi:10.2307/747862

Uhry, J. K., and Shepherd, M. J. (1993). Segmentation/spelling instruction as part of a first-grade reading program: Effects on several measures of reading. *Reading Research Quarterly, 28*, 218 233. doi:10.2307/747995

U.S. Department of Education. (2008). *A nation accountable: Twenty-five years after a nation at risk*. Washington, D.C.

U.S. Department of Education Office of the Inspector General. (2006, September). The Reading First program's grant application process: Final inspection report (ED-OIG/I13-F0017). Retrieved from www.ed.gov/about/offices/list/oig/aireports/i13f0017.pdf

United States. Congress (114th, 1st session: 2015). (2015). *Every Student Succeeds Act: Conference report (to accompany S. 1177)*.

Vogt, W. P. (2005). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences.* (3rd ed.). Thousand Oaks, CA: Sage.

VOICE Project (2007). *VOICE transcription conventions [2.1]*. Retrieved from

https://www.univie.ac.at/voice/page/transcription_general_information

Vygotsky, L. S. (1962/1986). *Thought and language*. Cambridge, MA: MIT Press.

Weber, W. R., & Henderson, E. H. (1989). A computer-based program of word study: Effects on reading and spelling. *Reading Psychology, 10*, 157–171. doi:10.1080/0270271890100204

Wong, B. Y. L., Kuperis, S., Jamieson, D., Keller, L. & Cull-Hewitt, R. (2002). Effects of guided journal writing on students' story understanding. *The Journal of Educational Research, 95*, 179-191.

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). London, England: Sage.

Zhou, L., & Siriyothin, P. (2009). An investigation of university EFL students' attitudes towards writing-to-read tasks. *Suranaree Journal of Science and Technology, 16,* 297-309. Retrieved from http://ird.sut.ac.th/e-journal/

Zimmerman, B. J., & Risemberg, R. (1997). Becoming a self-regulated writer: A social cognitive perspective. *Contemporary Education Psychology, 22*, 73-122.

Zwiers, J. & Soto, I. (2017). *Academic language mastery: Conversational discourse in context*. Thousand Oaks, CA: Corwin.

APPENDIX A

Teacher Survey via Google Forms (Retyped for ease of readability and to conserve space)

[District Removed] ISD Grade 8 Educator Survey for Program Evaluation

You are receiving this information survey because you work with Grade 8 [District Removed] ISD students. This year we are conducting a program evaluation of [District Removed] ISD literacy process and initiatives. In efforts to accomplish this goal, your input, feedback, and insights are incredibly important. The information you provide in this quick survey will guide our secondary ELA/ESL team in making professional development decisions and will assist in determining curriculum and support material needed. Please submit your responses as soon as possible but by September 1 at the latest. We value and look forward to receiving your input and working with you during the 2015 – 2016 school year. Thank you for your commitment to literacy excellence for all students. Your leadership in and out of the classroom makes a difference.

1. How many years have you been a literacy educator?

2. How many years have you been in [District Removed] ISD?

3. How many years have you been at your current campus?

4. Through what program did you receive your teacher certification?

5. Please check any of the following that may apply to you:
    - I have a master's degree in a literacy area.
    - I have a doctorate degree in a literacy area.

6. Please check any of the following that may apply to you:

- I have attended the Abydos Three-Week Literacy Institute.
- I have attended the Abydos Reading Week.
- I have attended the Abydos Grammar Week.
- I have not attended any Abydos trainings

7. I attended the 2015 Balanced Literacy Institute.

8. To what education-related professional organization(s) do you currently belong?

9. Please list any professional conference outside of [District Removed] that you have attended in the last two (2) years.

10. Please list the last three professional development sessions you have attended that were provided by [District Removed] ISD.

On a scale from 1 to 5, please honestly rate your level of understanding and implementation of the following literacy components:

	1 2 3 4 5	
I have limited experience with implementing the literacy component	● ● ● ● ●	I implement this literacy component at a high level and feel I could train others in how to utilize best practice with this component.

A. I feel confident conducting a running record and marking miscues.

B. I feel confident in my ability to determine instructional and/or intervention next-steps for each student after conducting a running record.

C. I have meaningful structures in place for guiding academic conversations in my class or on my campus.

D. I understand the relationship between a word wall and an anchor chart and have numerous strategies for effective implementation of both.

E. I have meaningful strategies for increasing the writing fluency of my students.

F. I have meaningful strategies for increasing the speaking fluency of my students regarding analyzing texts they read and text they write.

11. Please check one or more of the following comprehension/cognitive strategies on which you would like more professional development.
    - Making meaningful connections within and across texts.
    - Asking meaningful questions.
    - Creating mental images and episodes (visualization).
    - Determining importance within and across texts.
    - Inferential thinking.
    - Synthesizing ideas within and across texts (includes summary)
    - Monitoring comprehension and having strategies to shore up understanding before and/or once it breaks down.
    - Writing as a strategy for comprehension.

12. Please select the three (3) genres you feel most confident teaching:
    - Fiction
    - Poetry
    - Drama
    - Literary Non-Fiction (personal narrative, memory, biography, autobiography, etc.)
    - Expository (Reading and Writing)

13. Please select text analysis area(s) in which you would like to see more professional development:
    Feel free to select multiple areas.

- Analysis of word choice, including context clues in reading and writing of all genres.
- Analysis of tone and mood (diction) in reading and writing of all genres.
- Analysis of writer's craft choices from a reader's and a writer's perspective in all genres (includes but is not limited to figurative language, rhetorical techniques, use of punctuation, intentional use of various sentence structures, and so forth).
- Analysis of structure in reading and writing of all genres (word, sentence, paragraph, and composition levels).
- Analysis of theme(s) and theses (controlling ideas, main ideas, details) in reading and writing of all genres.
- Analysis of inferred author's purpose including but certainly moving beyond to persuade, to inform, and to entertain.

14. In what way do you see reading and writing process connected?

15. In what ways do you believe reading benefits writing?

16. In what ways do you believe writing benefits reading?

APPENDIX B

Institutional Review Board
Office of Research and Sponsored Programs
903 Bowers Blvd, Huntsville, TX 77341-2448
Phone: 936.294.4875
Fax: 936.294.3622
irb@shsu.edu
www.shsu.edu/~rgs_www/irb/

DATE:	September 10, 2015
TO:	Alana Morris [Faculty Sponsor: Dr. Lory Haas]
FROM:	Sam Houston State University (SHSU) IRB
PROJECT TITLE:	A Program Evaluation of Writing Processes, Practices, and Policies as a Pathway Toward Grade 8 Reading Achievement
PROTOCOL #:	2015-08-25603
SUBMISSION TYPE:	INITIAL REVIEW—RESPONSE TO MODIFICATIONS
ACTION:	APPROVED
APPROVAL DATE:	September 10, 2015
EXPIRATION DATE:	**September 10, 2016**
REVIEW TYPE:	EXPEDITED
REVIEW CATEGORIES:	7

Thank you for your submission of your **Response to Modifications** for this project. The Sam Houston State University (SHSU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received **Expedited** Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure which are found on the Application Page to the SHSU IRB website.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All Department of Health and Human Services and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Sam Houston State University IRB's records

Sam Houston STATE UNIVERSITY
A Member of The Texas State University System

Institutional Review Board
Office of Research and Sponsored Programs
903 Bowers Blvd, Huntsville, TX 77341-2448
Phone: 936.294.4875
Fax: 936.294.3622
irb@shsu.edu
www.shsu.edu/~rgs_www/irb/

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. **Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of September 10, 2016. When you have completed the project, a Final Report must be submitted to ORSP in order to close the project file.**

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact the IRB Office at 936-294-4875 or irb@shsu.edu. Please include your project title and protocol number in all correspondence with this committee.

Sincerely,

Donna Desforges
IRB Chair, PHSC
PHSC-IRB

APPENDIX C

Institutional Review Board
Office of Research and Sponsored Programs
903 Bowers Blvd, Huntsville, TX 77341-2448
Phone: 936.294.4875
Fax: 936.294.3622
irb@shsu.edu
www.shsu.edu/~rgs_www/irb/

Sam Houston STATE UNIVERSITY
A Member of The Texas State University System

DATE:	May 4, 2017
TO:	Alana Morris [Faculty Sponsor: Dr. Lory Haas]
FROM:	Sam Houston State University (SHSU) IRB
PROJECT TITLE:	*Processes, Practices, and Policies as Potential Pathways Toward Literacy Achievement Among Eighth Grade Students [T/D]*
PROTOCOL #:	2017-05-34931
SUBMISSION TYPE:	INITIAL REVIEW
ACTION:	DETERMINATION OF EXEMPT STATUS
DECISION DATE:	May 4, 2017
EXEMPT REVIEW CATEGORIES:	1 and 2

Thank you for your submission of Initial Review materials for this project. The Sam Houston State University (SHSU) IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

*** What should investigators do when considering changes to an exempt study that could make it nonexempt?**

It is the PI's responsibility to consult with the IRB whenever questions arise about whether planned changes to an exempt study might make that study nonexempt human subjects research. In this case, please make available sufficient information to the IRB so it can make a correct determination.

If you have any questions, please contact the IRB Office at 936-294-4875 or irb@shsu.edu. Please include your project title and protocol number in all correspondence with this committee.

Sincerely,
Donna Desforges
IRB Chair, PHSC

APPENDIX D

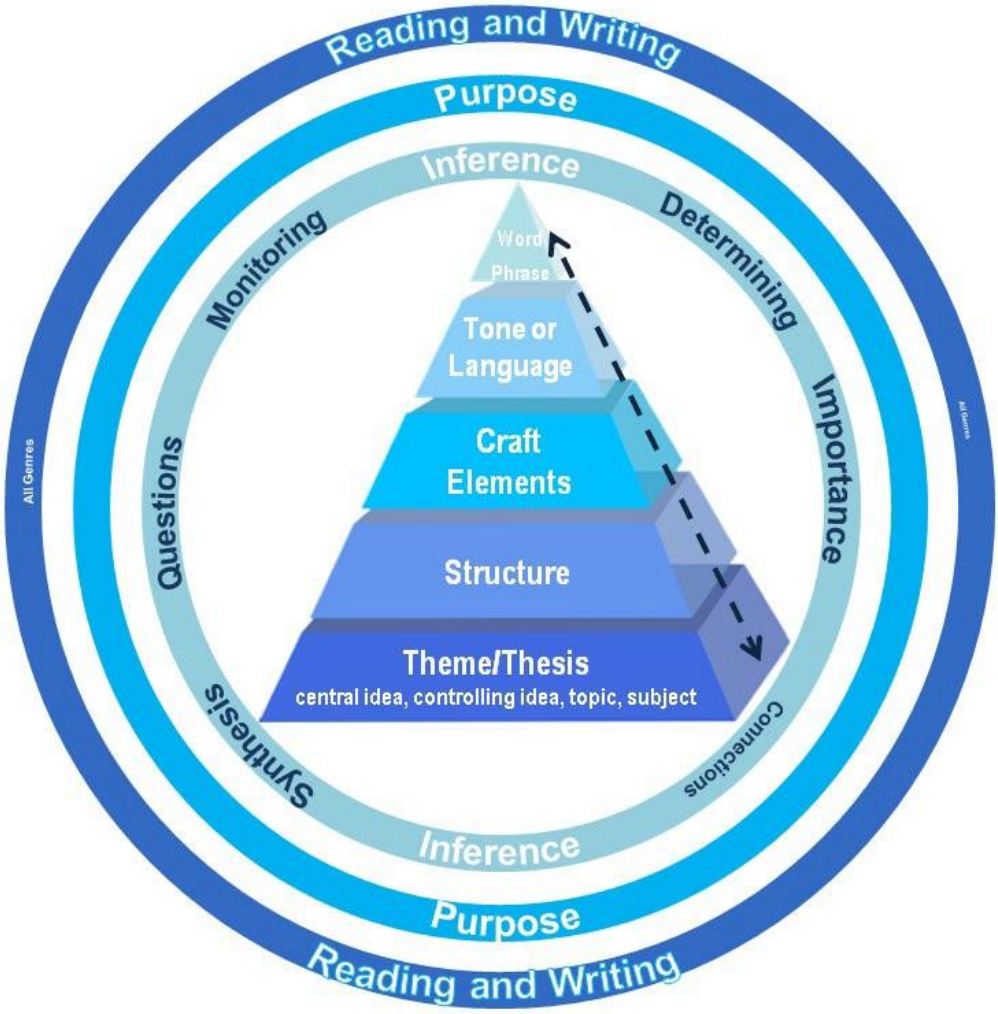
Qualitative Phase- Interview Questions

1. What pathway did you take to become a teacher?
2. In your pre-service experiences, what type of literacy experiences and training did you have?
3. What types of support did you receive or training did you receive regarding the analysis pyramid?
4. What types of support did you receive or training did you receive regarding literacy notebook?
5. What types of support did you receive or training did you receive regarding academic conversations?
6. What types of support did you receive or training did you receive regarding writing instruction and the district writing plan?
7. What types of support did you receive or training did you receive regarding higher levels of questioning?
8. Describe the campus-level support that you received regarding implementing these five initiatives.
9. Describe the district-level support that you received regarding implementing these five initiatives.
10. Thinking about these five literacy initiatives, explain which of the five you felt most confident with implementing?
11. Thinking about these five literacy initiatives, explain which of the five you felt least confident with implementing?
12. What are your thoughts about students' capacity to implement the literacy initiatives, especially coming to you at the beginning of the year? And I don't mean whether they can do it, but are they prepared to engage in these types of literacy experiences?
13. Do you belong to any literacy professional organizations?
14. In what ways you think membership or involvement with professional organizations is important?

15. If you were in charge of the world, and you wanted to help a district know how to help new teachers, what would you suggest?

APPENDIX E

Text Analysis Pyramid Framework



Adapted by Alana Morris (2012) from the Triangular Schema appearing in:

Fletcher, R. (2011). *Mentor author, mentor texts: Short texts, craft notes, and practical classroom uses*. Portsmouth, NH: Heinemann, p. 6.

APPENDIX F

Ralph Fletcher Email Regarding Permission to Use Adapted Triangular Schemata

Re: Important questions :)
Ralph Fletcher [fletcher17@earthlink.net]
Sent: Friday, July 10, 2015 3:03 PM
To: Morris, Alana

Hello Alana,

Very nice to hear from you. Thanks for all your kind words! I think it's fair to say that you can use that triangular schema for your dissertation. If you wanted to do something commercial you'd need permission. So go for it.

My fall is shaping up to be pretty darn busy. There are a few balls still up in the air and if a few things don't come through I'll let you know and perhaps we could arrange a visit.
I'm heading to Amarillo TX on Monday. I wish you success in your exciting project!

Yours,

Ralph

On Jul 9, 2015, at 9:35 AM, Morris, Alana <afm008@SHSU.EDU> wrote:

> Mr. Fletcher,
>
> While I have met you on several occasions, you would have no reason to remember me specifically. On a couple of your trips to Texas, I was serving as president of the Texas Council of Teachers of English Language Arts and then also as president of CREST (Coalition of Reading and English Supervisors of Texas).
>
> I am currently in the literacy doctoral program at Sam Houston State University and am refining my dissertation proposal. I am contacting you as a major part of the study involves utilizing an adapted version of your triangular schema as represented on page 6 of *Mentor Author, Mentor Texts*. I have been a huge advocate for your work from this text (and all of your work, of course).
>
> As the adapted version of your graphic will be published in the dissertation and perhaps subsequent publications, I would like to know what processes would be appropriate for obtaining any required permissions. Attribution is provided on the adapted triangle schema, within the text, and in the references, but I want to make sure I have covered all arenas of attribution and permissions.
>
> We are utilizing the adapted triangle and numerous supporting processes in our district this year for grades 5-12. The study I referenced will target Grade 8 specifically as this is a non-tested grade for writing, and typically teachers push writing processes to the background. The design of my dissertation study and the pilot study conducted as a district program evaluation proposes to blend qualitative

APPENDIX G

Content of Observation Protocol (Specific observer names have been removed). The observation protocol form used for data collection was an 8.5X11 landscape document copied on 3-part NCR carbonless paper so that the teachers, the instructional specialist, and the researcher received copies.

Middle School Literacy Program Evaluation Observation Form

Campus:
Teacher:
Class Period:
Time:
Observer(s):

Beginning of Study Period Middle of Study Period End of Study Period

Lesson objective indicated by teacher:

Literacy Expectations	**1**	**2**	**3**	**4**
Analysis Anchor Chart	No text analysis pyramid observed.	Text Analysis Pyramid observed but it was not referenced in any way during the lesson.	The teacher referenced the Text Analysis Pyramid and appears to be utilizing components during instruction.	Teachers AND students referenced the pyramid and appear to be using the components to analyze and bring meaning to texts.
Literacy Notebooks	No literacy notebooks are observed.	Literacy notebooks are observed but only skeletal contents are included with little connection to analysis.	Literacy notebooks are used for both reading and writing processes across genres. It is evident that the notebook is used often.	Literacy notebooks are an integral part of the reading and writing instruction and students are using the notebooks as part of their own daily literacy processes.

Write Away Plan/Focus	There is no evidence that Write Away processes and/or portfolios are being used.	While there is an attempt to address some of the Write Away requirements, one or more of the important components is missing (feedback, specific objectives, revision, rubrics, etc.)	Required components of the Write Away plan are in the folders but nothing extra is evident. Skeletal processes are included.	Required components of the Write Away plan are included, and it is evident that the teacher and students are engaging in writing processes beyond what is required.
Accountable Academic Conversations	No planned academic student-to-student conversations are observed.	Minimal strategies (1-2) are planned and used to encourage student-to-student academic conversations.	Meaningful strategies are planned and used to facilitate academic conversations. As a whole, students do not yet appear comfortable speaking with their peers about texts.	There are clear expectations for student-to-students accountable academic conversations. Routines and procedures for such processes appear to have been modeled and are regular expectations. Students seem comfortable talking to their peers about texts.
Questions aligned to analysis level of complexity	No questions are noted that required students to **analyze** texts consumed or produced.	A few questions are asked that require students to **analyze** texts, but they appear incidental rather than intentional.	The teacher has planned intentional higher level questions that require students to ***analyze*** texts they consume and produce. Students seem comfortable and appear to appreciate the challenge of the higher level questions.	Both the teacher and students are asking analysis-level questions regarding the texts they read and/or write, and they are used in multiple literacy processes, including speaking, the literacy notebooks, and in writing processes.

APPENDIX H

Analysis Progress Monitoring

(Developed by Alana Morris and Bruce Goodner, 2013)

Student Name:_____

Teacher Name:_____ Date:_____

A text for each grade level and each progress monitoring check has been selected. Allow each student approximately two minutes to read the poem silently or aloud.

After the student has read the text, ask the following questions in order, noting whether or not the student's answer includes appropriate analysis of the text. *This process can be completed orally or in writing

Please note whether the student was able to analyze the text from the various entry points from the analysis pyramid.	Guiding Questions
Y/N	What interesting words or phrases did you notice the author used on purpose with intent? Why were they interesting to you? Do you think the author used those words/phrases on purpose? If so, what was the author's possible intent?
Y/N	How do you think the **author** felt about the subjects/topics/ideas presented? (tone) How do you think the author wanted **you** to think or feel as you read the poem? (mood) How do you know?
Y/N	What craft techniques, like imagery, figurative language, symbolism or others, did you notice that the author used on purpose with intent? Why do you think the author made these choices?
Y/N	How does the author organize this text? (What kind of order does he/she follow?) What reason might the author have had to organize the text this way? (Guide student toward answering similar guided questions about how paragraphs and sentences are structured as well. Noticing word structures is also important.)
Y/N	**THEME: Literary Texts** What message/theme do you think the author wants you to take away from this poem? What in the poem suggested this message to you? **THESIS: Informational Texts** What Ideas/Assertions do you think the author wants you to take away from this informational text? What in the text suggested the key ideas to you?
Y/N	Based on your observations, experiences with texts, and careful analysis, why do you think the author wrote this text? What evidence supports your thinking?

APPENDIX I

Writing Analysis Reflection Tool

(Developed by Alana Morris, 2014)

Student Name:_____Teacher Name:_____After completing your essay, please respond to the following questions regarding your thinking process. If you do not know the answer to a question, move on to the next item.

Reflection Questions
What decisions did you make before, during, or after writing your essay/composition regarding word choice?
How do you feel about the subjects/topics/ideas presented in your writing? (tone) How did you want **your reader** to feel? What decisions did you make before, during, or after writing your essay/composition to develop the tone?
What craft techniques, such as imagery, figurative language, symbolism or others, did you use on purpose? What was your intent regarding these choices?
How did you organize this text? Why did you organize your writing in this way? What intentional decisions did you make about paragraph and/or sentence structure?
THEME: Literary Texts What message/theme did you create for your narrative? What in the writing will help your reader determine your message/theme? **THESIS: Informational Texts** What ideas/assertions did you make in your essay? In what ways did your assertion/thesis help you decide how to organize your writing?

APPENDIX J

Correspondences with Billy Collins, Poet Laureate of the United States from 2001 to 2003, and his Publishing Agent

Important Time-Sensitive Question: Re: Billy Collins
3 messages

Alana Morris < >

Mon, Apr 3, 2017 at 3:55 PM To: eliza@com
Cc: flourishnblotts@net

Eliza,

It was terrific speaking with you again after so many years. I appreciate your willingness to assist me with my new request. :)

The following is the message I would like to get to Billy as soon as possible so that I can move forward with my dissertation defense.

Again, thank you for your help with this matter. Can you please let me know that you have received this message?

Billy,

Several years ago I was serving as president of the Texas Council of Teachers of English Language Arts. I reached out to Eliza and was thrilled when you were able to come to Austin to share your poetry with Texas teachers.

There is certainly no reason why I would stand out or that you would remember me at all, but certainly the topic of Chicken Shit Bingo might seem at least familiar.

You mailed me a copy of *The Best Cigarette*, a treasure I revisit often. My reason for reaching out at this time is because I am in the final stages of completing my dissertation. I am in the Literacy Doctoral Program at Sam Houston State University (where we study the influence of Chicken Shit Bingo on southern literature...LOL!!) Seriously, my reason for reaching out to you at this time is that I would like to include your poem, *Books*, in the preface of my dissertation. My study is focused on the reciprocity between reading and writing

and the poem is PERFECT as a way to nudge the reader into my research discussion.

I have attached the dissertation proposal so that you can see the context in which the poem appears. It is on page ii in the brief preface. I thought you coming to Austin and me getting to meet you personally was the highlight of my literacy career, but age brings new opportunities. If you would grant permission for your poem to serve as the metaphorical downbeat for my dissertation, this would be a new/additional highlight.

I look forward to hearing back from you soon. As always, thank you for your

words...

Much thanks,
Alana Morris

A Morris Dissertation Proposal 1 April 2017 docx.docx

12384K

Eliza Fischer <Eliza@.com>

Mon, Apr 3, 2017 at 5:19 PM To: Alana Morris < >
Cc: "flourishnblotts@

Hi Alana,

I've forwarded your message on to Billy. Should he respond directly to me, I'll be back in touch!

Best,

Eliza

Eliza Fischer

Associate Director & Senior Agent

Steven Barclay Agency

Alana Morris <amorri2@.

org>

Bingo
2 messages

Billy Collins <billycoll@ >Mon, Apr 3, 2017 at 5:29 PM To: amorri2@

Alana,

That game, if it is a game, rings a little bell.
Congratulations on bringing your dissertation to completion and of course you have my permission to include "Books." Just follow the etiquette of acknowledging the book the poem appeared in.

All the best

Billy
Pecked on my iPhone

ALANA MORRIS <amorri2@. org>Mon, Apr 3, 2017 at 7:08 PM
To: Billy Collins <billycoll@.

Billy,

It is indeed a game (perhaps only in Texas). :) Thank you for your

quick response. You have made my day! All the best!

Alana Morris
Sent from my iPhone

APPENDIX K

Correspondence from P. David Pearson

Morris, Alana

From: P. David Pearson <ppearson@berkeley.edu>
Sent: Sunday, September 14, 2014 2:33 PM
To: Morris, Alana [redacted]
Cc: P. David Pearson
Subject: Re: After reading your response...

I will. Keep me posted.
pdp

On Sep 14, 2014, at 10:57 AM, Morris, Alana <Alana.Morris@springbranchisd.com> wrote:

Wouldn't it be great if we could demonstrate that when students are guided in the construction of good arguments, they improve in their capacity to understand and critique arguments???

This is exactly what I am wanting to explore in my study. I have [redacted] numerous writings by Rosenblatt, Emig, Applebee, Langer, yourself, and others, and I believe the ideas are parallel and even interwoven. I am intrigued by Rosenblatt's discussion of each person's public and private "linguistic-experiential reservoir" and how this reservoir impacts one's transactions with both reading, writing, and other literacy episodes.

Thank you for taking the time to allow me to further massage my thinking. I know what I want to explore; I have not yet found a pathway that allows me to do so logically and not get bogged down by the complexity of it all.

If you come across any study designs that might be beneficial for me to explore, I would love to read them.

Many thanks,

Alana Morris
Teaching and Learning Dept.
District Literacy Specialist, PreK-12
<image001.jpg>
Abydos Diamond-Level
Trainer Since 2006
<image002.jpg>
Texas Council of Teachers of English Language Arts
Past President

NOTICE OF CONFIDENTIALITY: This electronic communication may contain confidential information intended solely for school business by the individual to whom it is addressed. Any disclosure (verbal or in print), copying, distributing, or use of this information by an unauthorized person is prohibited, and may violate Spring Branch ISD Board Policy FL (Legal), the Family Education Rights and Privacy Act (FERPA). Should you receive this electronic communication in error, please notify the sender immediately. Thereafter, please delete the message.

From: P. David Pearson [mailto:ppearson@berkeley.edu]
Sent: Sunday, September 14, 2014 12:17 PM
To: Morris, Alana
Cc: P. David Pearson
Subject: Re: After reading your response...

APPENDIX L

Images of Anchor Charts Implemented in Grade 8 Classrooms and Campuses

Image 1

Image 2

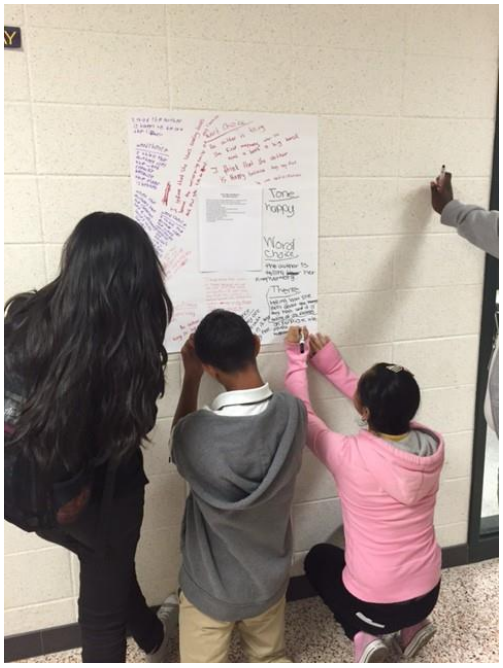


Image 3

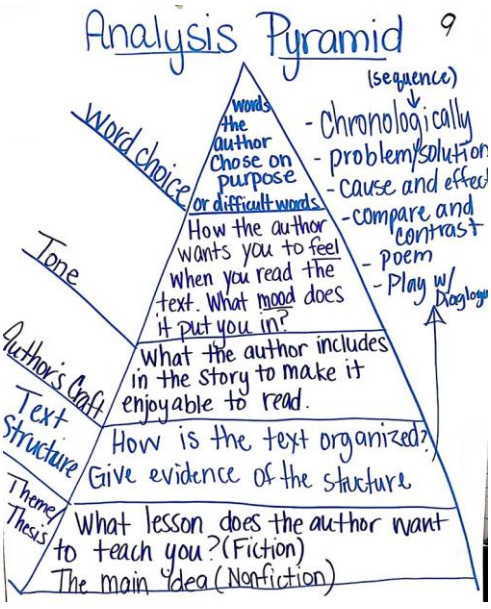


Image 4

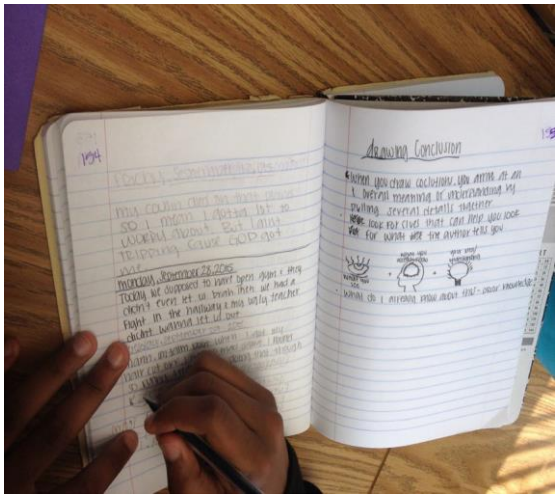


Image 5

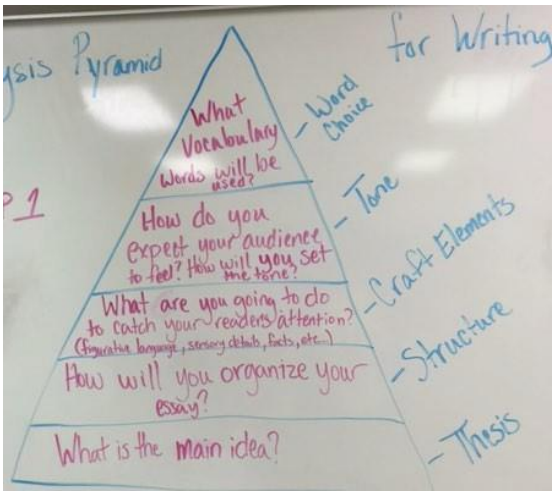
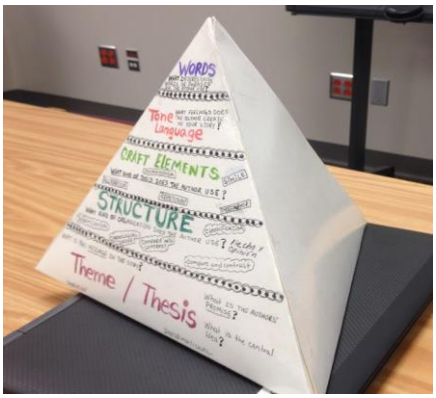


Image 6

Image 7



APPENDIX M

Comprehensive Literature Search Audit Trail

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
1	ERIC	Writing to Reading Connection	Academic Journals	Open	111	80
2	Academic Search Complete	Literacy AND Infographics	Open	Open	6	6
3	Academic Search Complete	Writing Instruction as a benefit to reading comprehension AND Composition AND Analysis	Academic	1990-2015	50	50
4	Academic Search Complete	"Writing Instruction" AND Benefit AND Reading Comprehension	Peer Reviewed	2000-2015	14	14
5	ERIC	Writing Analysis AND Reading Comprehension (Open)	Peer Reviewed	2000-2015	15	15
6	ERIC	"Writing Analysis" AND Reading Comprehension (Open)	Peer Reviewed	2000-2015	1	1
7	ERIC	Steve Graham AND Writing	Journal	1990-2015	123	80
8	Psychology and Behavioral Sciences Collection	Writing AND Cognition AND Comprehension	Journal	2007-2015	7	7

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
9	ERIC	"Writing Analysis" AND Reading Comprehension OR Reading Analysis	Peer Reviewed	Open	23	23
10	ERIC **NONE**	"Writing Analysis" AND "Reading Analysis"	Peer Reviewed	2000-2015	0	0
11	Professional Development Collection	Writing to Reading Connection	Peer Reviewed	2001-2014	18	18
12	Education Source	"Writing Composition" AND Intervention AND Analysis	Peer Reviewed	2000-2016	16	16
13	Education Source	Writing (open) AND Meta-Analysis (AB)	Peer Reviewed	2000-2016	67	44
14	Education Source	Writing (TI) AND Reading (TI) AND Rosenblatt (ALL)	Peer Reviewed	2000-2016	27	27
15	ERIC	Writing (TI) AND Reading (TI) AND Rosenblatt (Open)	Peer Reviewed	1985-2014	6	6
16	ERIC	Writing (open) AND Meta-Analysis (AB)	Peer Reviewed	2001-2015	48	48
17	Academic Search Complete	Louise Rosenblatt (all) and Janet Emig (all)	Peer Reviewed	1983-2010	4	4
18	Academic Search Complete	Writing (All) AND Transactional Theory (All) AND Reading (SU)	Peer Reviewed	2000-2016	92	80

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
19	ERIC	Writing (All) AND Transactional Theory (All) AND Reading (SU)	Peer Reviewed	2000-2016	6	6
20	JSTOR Jonsberg, S. (2004). Speaking My Mind: I Want the '60s Back! *The English Journal, 94*(2), 15-17. doi:1. Retrieved from Emig, J. (1977). Writing as a Mode of Learning. *College Composition and Communication, 28*(2), 122-128. doi:1. Retrieved from http://www.jstor.org/stable/356095 doi:1 Clifford, J. (1980). *College Composition and Communication, 31*(1), 107-109. doi:1. Retrieved from http://www.jstor.org/stable/356650 doi:1 Belanoff, P. (2000). A Plethora of Practice: A Dollop of Theory. *College English, 62*(3), 394-402. doi:1. Retrieved from http://www.jstor.org/stable/378939 doi:1 EDN, McWilliams, J., Schneider, D., Bolling, A., Cox, M., Thomas, J., . . . Westerfield, K. (1994). Booksearch: Seven Years of Plenty: Professional Writing since 1987. *The English Journal, 83*(4), 94-97. doi:1. Retrieved from http://www.jstor.org/stable/821096 doi:1	Writing AND Rosenblatt AND Emig **Filtered by Language and Literature	Articles	Open	35	35

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
	Strain, M. (2005). In Defense of a Nation: The National Defense Education Act, Project English, and the Origins of Empirical Research in Composition. *JAC*, *25*(3), 513-542. Retrieved from http://www.jstor.org/stable/20866703 Fishman, S. (1993). Explicating Our Tacit Tradition: John Dewey and Composition Studies. *College Composition and Communication*, *44*(3), 315-330. doi:1. Retrieved from http://www.jstor.org/stable/358986 doi:1 Sheridan, D. (1991). Changing Business as Usual: Reader Response in the Classroom. *College English*,*53*(7), 804-814. doi:1. Retrieved from http://www.jstor.org/stable/377823 doi:1					
21	JSTOR Guthrie, J., Schafer, W., Von Secker, C., & Alban, T. (2000). Contributions of Instructional Practices to Reading Achievement in a Statewide Improvement Program. *The Journal of Educational Research*,*93*(4), 211-225. Retrieved from http://www.jstor.org/stable/27542268 Henk, W., Marinak, B., Moore, J., & Mallette, M. (2003). The Writing Observation Framework: A Guide for	"Writing Instruction" AND "reading achievement" **Filtered by Education and by Language and literature	Articles	2000-2015	97	80

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
	Refining and Validating Writing Instruction. *The Reading Teacher, 57*(4), 322-333. Retrieved from http://www.jstor.org/stable/20205368 Skindrud, K., & Gersten, R. (2006). An Evaluation of Two Contrasting Approaches for Improving Reading Achievement in a Large Urban District. *The Elementary School Journal, 106*(5), 389-408. doi:1. Retrieved from http://www.jstor.org/stable/10.1086/505437 doi:1 Applebee, A., & Langer, J. (2009). EJ Extra: What Is Happening in the Teaching of Writing? *The English Journal, 98*(5), 18-28. Retrieved from http://www.jstor.org/stable/40503291 Sharon A. Craig. (2003). The Effects of an Adapted Interactive Writing Intervention on Kindergarten Children's Phonological Awareness, Spelling, and Early Reading Development. *Reading Research Quarterly, 38*(4), 438-440. Retrieved from http://www.jstor.org/stable/4151835 Slavin, R., Cheung, A., Groff, C., & Lake, C. (2008). Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis. *Reading Research*					

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
	Quarterly, *43*(3), 290-322. Retrieved from http://www.jstor.org/stable/20068345					
22	Education Source	Writing Reading Reciprocity (AB) (Literacy)	Peer Reviewed	Open	4	4
23	Education Source	Writing (all) AND Reading AND (open) Reciprocal (AB)	Peer Reviewed	2000-2016	129	80
24	ERIC	Writing AND Reading AND (open) Reciprocal (AB)	Peer Reviewed	2000-2016	31	31
25	ERIC **NONE**	"Writing as intervention" (TI) AND Reading (open)	Peer Reviewed	2000-2016	0	0
26	American Doctoral Dissertations, 1933 - 1955 **NONE**	"Writing Instruction"	Open	1933-1955	0	0
27	ERIC	Benefits of writing instruction (open)	Peer Reviewed	1980-2014	39	39
28	ERIC	Writing Instruction (open) AND Louise Rosenblatt (open)	Open	1985-1992	7	7
29	Psychology and Behavioral Sciences Collection	Analysis (open) AND David Pearson (open)	Peer Reviewed	1983-2013	2	2

Number	Database	Specific Search Details	Type of Resource	Time Frame	Number of Hits	Sampling Size Needed
30	Psychology and Behavioral Sciences Collection	Cognitive benefits (open) AND Analysis (open) AND writing (open)	Peer Reviewed	2015	1	1
31	Psychology and Behavioral Sciences Collection	Writing and analysis and comprehension	Peer Reviewed	Open	60	44
32	Psychology and Behavioral Sciences Collection	Writing AND Literary analysis	Peer Reviewed	Open	8	8
32	ERIC	Writing Analysis AND Comprehension	Peer Reviewed	Open	27	27
33	ERIC	Writing AND Literary Analysis	Peer Reviewed	Open	66	44
34	ERIC	Writing AND Literary Analysis NOT reading	Peer Reviewed	2000-2016	47	47
35	ERIC	Literary Analysis AND Composition AND writing	Peer Reviewed	Open	16	16

CURRICULUM VITA

Alana Morris

Education:

Doctorate in Education, Literacy

Sam Houston State University **December 2018**

Masters in Secondary Education **1991-1994**

University of North Texas Denton, Texas

Major: *Secondary Education*

Minor: *English and Music*

BM in Music Education **1983-1988**

University of North Texas Denton, Texas

Major: *Music Education with a Secondary Teaching Field in English*

Certifications:

Standard

Principal Certificate – Lamar University; Beaumont, Texas

English as a Second Language (Grades PK-12) 01/15/2004 12/01/2009 - 11/30/2021

Provisional

All-Level Music (Grades PK-12) 05/14/1988 – Life

Elementary Reading (Grades 1-8) 06/13/1998- Life

Elementary English (Grades 1-8) 06/13/1998 - Life
Elementary Self-Contained (Grades 1-8) 06/13/1998 - Life
Secondary English Language Arts (Grades 6-12) 06/09/1994 - Life
Secondary Music (Grades 6-12) 06/09/1994 - Life
Secondary Reading (Grades 6-12) 06/09/1994 - Life
Secondary English (Grades 6-12) 05/14/1988 - Life

Experience:

Spring Branch ISD; Director of Personalized Professional Learning 2017-Present

Activities:

- Lead professional learning in the district for all employees;
- Facilitate new teacher induction and ongoing support;
- Facilitate change in learning culture from compliance to goal-based;
- Use data to determine needs regarding professional learning; and
- Enhance systems for anytime anywhere learning for professionals in the district.

Spring ISD; Asst. Superintendent for Curriculum and Instruction October 2015-2017

Activities:

- Lead the work of the Curriculum Department for PreK-12;
- Facilitated leadership capacity of the eleven content directors in the department;
- Prepared and maintained the Program of Studies (Education Planning Guide) for the District;
- Collaborated with other district leaders to ensure systems were implemented for continuous improvement;
- Collaborated with institutes of higher education regarding Dual Credit and HB5 College Readiness Courses; and
- Worked directly with the building principals regarding curriculum, instruction, interventions, and materials/resources for instruction.

Aldine ISD; Multilingual Program Specialist January 2015-October 2015

Activities:

- Facilitated literacy instruction for LEP students in grades 5-12;
- Monitored TELPAS data, systems, and progress;
- Worked with the department to implement SIOP throughout the district;
- Provided professional development on systems and strategies for language acquisition;

- Worked with Title III budget to provide resources for ESL/LEP students and teachers;
- Modeled literacy lessons for skills specialists and other content directors;
- Developed systems for more effective instructional planning meetings;
- Developed a concrete framework for close reading/writing and worked with the literacy program directors to deploy the concepts systematically for grades 5-12;
- Supported teams working on curriculum support for ESL/LEP students; and
- Worked with the department to secure training in the area of cultural awareness and sensitivity.

Spring Branch ISD; District Literacy Specialist PreK-12 (position shift) 2013-2014

Activities:

- Lead coach for balanced literacy project PreK-8;
- Facilitated systems for student literacy success;
- Facilitated DRA2 plans for processes and data collection
- Facilitated digital intervention programs;
- Helped revise, provide training for, and deploy processes for RtI and SSI;
- Assisted with development of intervention plans;
- Modeled lessons in classrooms;
- Guide content literacy focus;
- Present information to instructional teams, principals, and assistant principals regarding academic language and curriculum alignment.
- Abydos (NJWPT) co-site director and reading, writing, and grammar trainer;

Spring Branch ISD; District Instructional Specialist 2008-2013

Activities:

- Work with math, science, and other campus departments to build capacity in integrating higher levels of literacy into classroom instruction, including reading, writing, listening, speaking, research, academic language, and technology;
- Designed online EOC intervention support for Reading, Writing, and World Geography and developed online reading intervention for grades 5 and 8;
- Designing and Delivering Effective Instruction Cadre;
- Assist with development of intervention plans;
- Model lessons in classrooms;
- Present information to instructional teams, principals, and assistant principals regarding academic language and curriculum alignment; and
- Provide instruction for students involved in Operation Graduation.

Aldine ISD; Language Arts Program Director **2000-2008**
Intermediate/Middle Levels (Grades 5-8)

Activities:

- Curriculum/Instruction/Assessment
- Dyslexia Coordinator: Grades 5-12
- Staff Development and Training
- Abydos Site Director
- Co-created and deployed specialized district curriculum for reading and composition (2005-2008)

Experience prior to 2000 includes:

Drew Academy, **6th Grade Language Arts**, Aldine ISD; Moore Elementary, **2nd Grade Self-Contained**, Cy-Fair ISD; **Educational Consultant**, New Jersey Writing Project; Milliken Middle School, **7th Grade Language Arts and GT**, Lewisville ISD; Lewisville High School, **Grades 9 and 12**, Lewisville ISD; Delay Middle School, 6th Grade Language Arts, Lewisville ISD; Wills Point Middle School, **6th-12th Grade Band Program**, Wills Point ISD.

Leadership:

- Served as **Chair of HB5**, Section 10 ELA Transition Course Development Committee (2013-2014) with Houston Community College (Zach Hodges), Spring Branch ISD, Alief ISD, and Katy ISD.
- Member of **West Houston P-16 Council**
- **Texas Council of Teachers of English Language Arts:** President, Past-President, President-Elect, Vice President for Membership, Recording Secretary, Executive Secretary (2003-Present)
- **North Harris County Council of Teachers of English** President, President-Elect, Executive Secretary (2003-2010)
- **Coalition of Reading and English Supervisors of Texas:** President, Past President, President Elect (2003-2010)
- **Served on TEA state curriculum revision team for ELA:** 2005-May 23, 2008

Professional Organizations:

- National Association for the Education of Young Children (NAEYC)
- Texas Council of Teachers of English Language Arts (TCTELA);
- Texas Association of Literacy Educators (TALE);
- North Harris County Council of Teachers of ELA;
- National Council of Teachers of English (NCTE);
- International Literacy Association (ILA);
- Coalition of Reading and English Supervisors of Texas (CREST);
- Association for Supervision and Curriculum Development (ASCD); and
- National Science Teachers Association (NSTA).

Publications:

- Morris, A., Onwuegbuzie, A. J., & Gerber, H. R. (2018). Using expert interviews within MODES in online and offline spaces to extend comprehensive literature review processes. The Qualitative Report, 23(8), 1777-1798. Retrieved from https://nsuworks.nova.edu/tqr/vol23/iss8/1
- Morris, A. (2015). Book review: Writing instruction that works: Proven methods for middle and high school classrooms. *English in Texas, 45*(1), 56-58.
- Morris, A. (2011). What You See is What You Get: Reflecting on How Understanding Mirror Neurons May Transform Teaching and Learning. *English in Texas*, 41, 70-74.
- *Vocabulary Unplugged: 30 Lessons that will Revolutionize How You Teach Vocabulary*, Discover Writing Press, 2005.
- Region IV Education Service Center contracted services as a contributing writer for:
  - **Teaching Writing in Grades 3-11 Book One: Process**
  - **Teaching Writing in Grades 3-11 Book Two: Lessons**
  - **Teaching Writing in Grades 3-11 Book Three: Revising and Editing**
  - TAKS Reading Preparation Series Grades 3 – 11 (wrote various passages and assessments)
  - Wrote Contracted Passages for Region IV Benchmark Assessments

Presentations: (Sampling only)

- **Southwest Educational Research Association Conference:**

  "Using MODES in Online Spaces to Extend Comprehensive

  Literature Review Processes" **2017**

- **Hawaii International Conference on Education** **2017**

  American Educational Research Association Presentation:

  "Using Academic Notebooks in Doctoral Writing: An

  Investigation of Doctoral Students' and Instructors'

  Perceptions" **2016**

- European Council of International Schools Conference
  Hamburg, Germany 2009

- National Science Conference (NSTA)
  San Francisco, California 2011

- Discover Writing Seminars on Vocabulary 2005-Present
  (Michigan, California, Pasadena ISD, Kerrville ISD,

  Edgewood ISD, North East ISD/San Antonio, Fort Bend ISD,

  Conroe ISD, Mabank ISD)

  Discover Writing Seminars on Reading 2013
  (Houston, San Antonio, McAllen, Dallas, Amarillo)

- Building an Ear for Academic Language 2010-Present
  (Ft. Bend ISD, Pasadena ISD, McAllen ISD,
  Aldine ISD, HISD)
- Cognitive Strategies Series HISD (12 sessions) 2011-2012
- Region IV Writing Conference 2005, 2007
- Region IV Dyslexia Conference 2006
- Harlingen ISD GT conference 2002
- Alvin ISD Writing Strategies 2002
- Ft. Bend ISD Writing and Centers 2001
- Aldine ISD Writing Professional Development 2000
- Aldine ISD Technology Professional Development 1999

- Brain Expo 1998 Conference in San Diego on Brain Appropriate Grammar Instruction — 1998

  (Eric Jensen Conference)

- **Three-Week Abydos/NJWPT** Institutes in Lewisville, Forney, Dallas, Tomball, Aldine — 1992-2005

- **Grammar Week Abydos/NJWPT** in Garland, Lewisville, Eagle Pass, Aldine, — 1996-2013

  Round Rock, Dumas, Ft. Bend, Spring Branch

- **Reading Week Abydos/NJWPT** in Pasadena, Judson, Ft. Bend, Spring Branch, Lewisville, Quitman, Aldine — 1996-2013