

"I really wanted to do it better this year": How cognitive coaching alters self-efficacy and changes classroom writing instruction

by

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B.S., University of Kansas, 1990

M.S., University of Kansas, 1996

M.S., Washburn University, 2004

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Curriculum and Instruction
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2025

Abstract

This dissertation investigates the impact of prior writing experiences to determine their effects on teachers' self-efficacy as writers and writing teachers and on classroom practice. Additionally, the study explored whether cognitive coaching altered teachers' self-efficacy. Using qualitative action research, the study placed personal experience at the forefront of research analysis to determine if cognitive coaching altered efficacious beliefs and classroom practice. The data collection methods were four phenomenological semi-structured interviews, four cognitive coaching cycles, and participants' reflective journals. The study aimed to answer the following two research questions. First, in what ways do elementary teachers' writing identities inform their writing instruction (self-perceptions)? Second, how does cognitive coaching enable teachers to understand and adapt their self-efficacy as writing teachers? Ultimately, the study answered both research questions.

The findings indicate that cognitive coaching successfully alters self-efficacy beliefs and positively impacts classroom practice. Findings also proved that Bandura's sources of efficacy do alter self-efficacy beliefs. The study also discounted Bandura's belief that low efficacy beliefs hinder people from continuing in a task or endeavor. This research contributes to understanding why elementary teachers may or may not teach writing in their classrooms and determines how to positively influence the scope and nature of writing instruction in classrooms. Future implications of the study include using cognitive coaching as a sustainable, ongoing form of professional development. Additionally, the study has implications for altering efficacy and practice for other curricular areas, not just writing.

Keywords: cognitive coaching, teacher writers, teaching writing, self-efficacy, Social Cognitive Theory, changes in teacher writer self-efficacy, altering writer self-efficacy, sources of self-efficacy

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Approved by:

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Dedication

This dissertation is dedicated to my family who always encouraged me to achieve my dreams. To my husband, Morgan, thank you for always encouraging me to reach my goals and aspirations. To my son, Scott, who also knows that any dream worth achieving takes determination. For my three grandchildren, Brady, Charlotte, and Elanor, who make my world a happier place. Mimi wants you to always know that you are capable, worthy, and loved more than you will ever know. Finally, to my mom who would be the proudest of all. Thank you for always believing in me.

Chapter 1 - Introduction

Introduction

My life as a writer has always been full of positive experiences and confidence dating back to my earliest writing memory in sixth grade. Each student in the class wrote and illustrated a children's book. Mine was called *The Life of a Tree*. I can still see the pages of typed words and hand-drawn pictures depicting the changing of a tree during the seasons. The experience built a foundation of strong self-efficacy and writer identity. I took the experience to secondary schooling, where writing continued to be my source of self-expression and a way to show my learning best. I thrived in all writing tasks and found comfort in the power of my words.

As a teacher, I took my love and passion for writing to my classroom. Writing comprised a central space in my classroom and wove its way into all subjects. I would become frustrated that other elementary teachers did not share my passion for writing instruction. As I chose my dissertation topic, it was with the mindset that teachers did not share my deeply held belief in the power of writing and the necessity of teaching elementary students to become writers. As I began researching and speaking with teachers, I realized my belief was naive and misplaced. There was more to uncover. I began to perceive that many teachers shared my belief in the importance of writing instruction. However, because of their prior writing experiences and lack of writing instruction, they lacked the self-efficacy and belief in their capabilities to teach writing to their students.

The dissertation journey and my learning have drastically changed my opinions and views. I realize there is much, much more to why teachers do and do not teach writing. Their own writing lives, past and present, determine their classroom practice. As I continue to grow in understanding teachers and writing instruction, I realize the issue's complexity. My previous

judgments of teachers and their classroom practices were erroneous and inaccurate. Due to my own growth and openness to understand fully and completely the why, the result is the following dissertation study.

Overview of the Issues

Writing has historically been the neglected “R” in the elementary classroom (Dennis, 2018; Goertz, 2005; Greer, 2018; Mercado, 2018; Russo, 2016; Skinner, 2019). In 2003, The National Commission on Writing deemed “Writing today is not a frill for the few, but an essential skill for the many” (The National Commission on Writing in America’s Schools and Colleges, 2003, p.11). The statement made over twenty years still rings true. If anything, writing is pushed to the side even more in light of items such as mandated testing, Common Core standards, and tiered instruction in reading and math (Cawelti, 2006; Dennis, 2017; Goetz, 2005; Greer, 2018; Jennings & Bearak, 2014; McCarthy, 2008; Skinner & Feder, 2014).

In 2002, President George W. Bush enacted the No Child Left Behind legislation requiring state testing in reading and math to ensure adequate year progress in the two areas (Goetz, 2005). As state testing became a state requirement, reading and math became the focus in elementary classrooms (McCarthy, 2008). Writing took a backseat to math and reading (Cawelti, 2006; McCarthy, 2008). Teachers devoted classroom time to increasing reading and math ability (Cawelti, 2006; Dennis, 2017; Jennings & Bearak, 2014). Prior time devoted to writing dissipated as writing achievement was not measured by states nor required by the federal government (Cawelti, 2006). The Every Student Succeeds Act replaced No Child Left Behind and did little to improve writing instruction in elementary classrooms despite its promise to create a greater emphasis on all curricular areas (Dee et al., 2010; Dennis, 2017; Goertz, 2009; Greer, 2018; McCarthy, 2008; Russo, 2016; Skinner & Feder, 2014).

The stress of No Child Left Behind was incredibly profound in low-income schools and districts (Dennis, 2017; Greer, 2018). As early as 2008, teachers in low-income schools dealt with the demands of the federal requirements (McCarthy, 2008). Low-income schools and districts had to fill skills gaps while also getting students to reach grade-level proficiency (McCarthy, 2008; Thomas et al., 2010). Districts and schools also had to ensure highly qualified staff in all buildings (Goetz, 2005; McCarthy, 2008; Thomas et al., 2010). In addition, No Child Left Behind focused on “Reading First” and using evidence-based reading programs and instruction (Goetz, 2005; McCarthy, 2008; Thomas et al., 2010). The combination of the two pushed out writing instruction in favor of reading so students would show measurable reading gains (Cawelti, 2006; Dennis, 2017; Jennings & Bearak, 2014).

Common Core state standards took effect in 2010 on the heels of No Child Left Behind (Skinner & Feder, 2014). While writing standards comprised a portion of the English Language Standards, they were often viewed differently than reading standards (Jennings & Bearak, 2014). Since the inception of No Child Left Behind, teachers grew accustomed to viewing themselves as reading teachers and developed their identities as such (Athans, 2011; Jennings & Bearak, 2014). Teachers struggled to learn new English Language Arts standards for writing while pushing towards adequate yearly progress in reading and math (Dennis, 2017; Greer, 2018; Jennings & Bearak, 2014). Again, writing became secondary.

Finally, very few teachers have taken preservice courses designed to specifically teach writing to students (Brindle, et al., 2016; Dismuke & Martin, 2016; Myers et al., 2016; The National Commission on Writing in America’s Schools and Colleges, 2003). It is typical practice to embed writing instruction into reading and language arts methods courses (Brindle, et al., 2016; Dismuke & Martin, 2016; Myers et al., 2016). Because of this, preservice teachers had to

learn to teach all elements of English Language Arts within an English Language Arts or similar method course (Brindle et al., 2016). Therefore, teachers come to the classroom with few instructional strategies and little pedagogy to feel equipped to teach writing. Preservice teachers did not have the chance to experience “the power and satisfaction of writing as a means of learning and self-expression” (The National Commission on Writing in America’s Schools and Colleges, 2003, p. 23).

The landscape of writing instruction has mostly stayed the same since The National Commission on the Teaching of Writing published its findings in 2003 (Athans, 2011; Brindle, et al., 2016; Dennis, 2017; Dismuke & Martin, 2016). If anything, it has become bleaker due to the multitude of factors previously discussed. However, one thing remains true. The National Commission on Writing in America’s Schools and Colleges (2003) states, “State and federal government should provide the financial resources necessary for the additional time and personnel required to make writing a centerpiece in the curriculum.”

Research Questions

As a result, this study aimed to answer the following questions:

- 1) In what ways do elementary teachers' writing identities inform their writing instruction?
(self-perceptions)
- 2) How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?

Definition of Terms

The following terms are defined to explain their use in the research study.

Action Research: The systematic inquiry conducted by teachers, administrators, and others with a vested interest in gathering information about the learning of teachers and students. It can take

many forms and can employ a wide range of methodologies. The key to action research lies in effective questioning and meaningful data to the researcher. (Mertler, 2020)

Cognitive Coaching SM: A coaching process that aims to enact self-directed learning for the coachee through effective mediated coaching. The coachee assumes the role of a thinker capable of developing their own action plans. The coach does not provide answers but mediates the coachee's thinking process through specific coaching maps. The SM references the service mark of the cognitive coaching program. During the dissertation, Cognitive Coaching SM will be called cognitive coaching. (Costa & Garmston, 2002, 2016)

Cognitive Coaching Planning Conversation: A planning conversation occurs when a coach is helping a coachee plan something such a writing unit or school event.

Cognitive Coaching Reflecting Conversation: A reflecting conversation occurs when the coach is assisting the coachee through self-discovery.

Cognitive Coaching Problem-Solving Conversation: A problem-solving conversation happens when a person is stuck in their thinking and the coach helps the person get "unstuck" in their thinking.

Efficacy: "The general capability in which cognitive, social, and emotional subskills must be organized effectively orchestrated to serve innumerable purposes." (Bandura, 1997)

Perceived self-efficacy: "Perceived self-efficacy is defined as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses." (Bandura, 1986, p. 391)

Phenomenological interviews: A series of smaller interviews that aim to gain deep knowledge of the interviewee's life history for the research topic. (Seidman, 2019)

Self-Efficacy: “People’s beliefs about their personal efficacy constitute a major aspect of their self-knowledge” (Bandura, 1997, p. 79). There are four sources of self-efficacy. These are mastery experiences, vicarious experiences, verbal persuasions, and physiological and affective states.

Social Cognitive Theory: “In the social cognitive view, people are neither shaped by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a triadic reciprocity model in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of one another. The nature of persons is defined within this perspective in terms of a number of basic capabilities.” (Bandura, 1986, p. 18)

Writer Identity: The way one identifies themselves as a writer.

Purpose of the Study

Writer efficacy and identity occur within a sociocultural context throughout all previous writing experiences (Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2002). This research study aimed to gain a greater understanding of self-efficacy's role in understanding the teaching of writing in elementary classrooms. Bandura (1986) states that self-efficacy is a crucial factor in determining whether people will continue any endeavor. Combined with Moje’s sociocultural concept of identity formation, it creates a complex understanding of writers (Bandura, 1986; Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2002).

This study aimed to determine to what extent Bandura’s four sources of self-efficacy play a role in determining current self-efficacy and classroom practice (Adams & Bandura, 1977; Bandura 1977a, 1977b, 1986, 1997, 2002, 2023). In addition, the research explored the role prior writing experiences in elementary through college have on current self-efficacy. Through

qualitative analysis, I sought to fill a gap in the literature by exploring the interconnectedness of self-efficacy, prior writing experiences, writer identity, and classroom practice.

A final goal was to determine whether cognitive coaching was one means for establishing current self-efficacy and assessing if self-efficacy can alter. Cognitive coaching seeks to develop mediated thinking (Costa & Garmston, 2000, 2016; Thinking Collaborative, 2022). Through mediative thinking, the coachee develops, activates, and alters their thinking and prior experiences through the coach's mediative questions (Costa & Garmston, 2002, 2016). As cognitive coaching occurs, the coachee reflects on their past and present self-efficacy to determine how it will impact future self-efficacy and practice (Bandura, 1986, 1997, 2023; Costa & Garmston, 2000, 2016). This study strove to determine if the process of cognitive coaching could achieve this goal.

Statement of the Research Problem

There is less time devoted to fostering teacher writer self-efficacy or writer identity than to math and reading (Goertz, 2005). College education courses embed the teaching of writing into language arts courses for elementary teachers (Brindle, et al., 2016; Dismuke & Martin, 2016; Myers, et al., 2016). There is also a lack of focused professional development in terms of time and resources dedicated to professional learning and engaging systematic teacher change through instructional coaching to lead to systemic changes in practice (Kennedy, 2016). In addition, teachers bring their prior writing experiences into their current writing self-efficacy and writer identity into their classroom practices (Brindle, et. al, 2016; Cremin, 2006; Cremin & Baker, 2006; Cremin & Baker, 2014; Draper, et. al., 2000; Frager, 1994; Graham, et. al., 2001; Helfrick & Clark, 2016; Norman & Spencer, 2005; Morgan, 2010). Many times, the factors above collide and create a disconnect. The result is teachers who lack belief and efficacy in

themselves as writers as well as their ability to teach writing (Brindle, et. al, 2016; Cremin, 2006; Cremin & Baker, 2006; Cremin & Baker, 2014; Draper, et. al., 2000; Frager, 1994; Graham, et. al., 2001; Helfrich & Clark, 2016; Locke, 2017; Norman & Spencer, 2005; Morgan, 2010).

Teachers must see themselves as writers and be able to see themselves as teachers of writing (Cremin & Baker, 2014). A teacher must be able to fluidly move between the two to effectively teach writing to elementary students (Cremin, 2006; Cremin & Baker, 2006; Cremin & Baker, 2014). As teachers enact their writing identity, they bring the identity to classroom writing instruction (Cremin, 2006). When a teacher sees themselves as a teacher of writing, they bring their personal writing experiences to classroom instruction as well. The interplay between the two also influences self-efficacy beliefs (Cremin, 2006; Cremin & Baker, 2010; Cremin & Baker, 2014; Cremin et al., 2020; Frager, 1994; McKinney, 2017; Morgan, 2017; Stand & Street, 2017; Woodward et al., 2017).

For teachers, writing self-efficacy is necessary for successfully teaching writing to elementary students (Brindle, et. al, 2016 Cremin, 2006; Cremin & Baker, 2006; Cremin & Baker, 2014; Draper, et. al., 2000; Graham, et. al., 2001; Helfrick & Clark, 2016; Morgan, 2010; Norman & Spencer, 2005). Teachers need to be aware of how their prior writing experiences lead to their current self-efficacy in the classroom. Self-efficacy is an important determining factor in whether teachers teach writing and to what extent (Bandura, 1977a, 1977b, 1986, 1997, 2023). Therefore, it is essential to employ a means to help teachers access and interpret prior experiences while also working through their own self-efficacy.

Cognitive coaching helps people become critical thinkers capable of solving their own problems and understanding their thinking (Costa & Garmston, 2002, 2016). Using cognitive coaching enabled teachers to activate their own thinking about their self-efficacy as writing

teachers and where this self-efficacy is derived (Costa & Garmston, 2002, 2016; Hayes & Ellison, 2009; Thinking Collaborative, 2022). As a result, teachers were able to reflect on their prior writing experiences and how the experiences determined their current level of writing self-efficacy as well as their efficacy as elementary writing teachers. Also, cognitive coaching helped determine changes in their writing self-efficacy during the study. As teachers began to understand their current writer self-efficacy through the coaching process, they used cognitive coaching to alter efficacious beliefs while developing a greater understanding of their past, present, and future writing self-efficacy (Costa & Garmston, 2002, 2016; Hayes & Ellison, 2009; Thinking Collaborative, 2022).

Significance of the Study

The study extends the research in writing, self-efficacy, and identity. It brought a distinct perspective through cognitive coaching (Costa & Garmston, 2002, 2016). Studies exist that explore writing efficacy or writer identity (Al-Bataniah et al., 2010; Bayraktar, 2016; Boyd et al 2013; Brindle et al., 2016; Brozgun, 2022; Cremin & Baker, 2010; Cremin & Baker, 2014; Cremin et al., 2020; Crow & McGarr, 2022; Dismuke & Martins, 2016; Gardner, 2014; Goker, 2006; Grossman, 1991; Helfrich & Clark, 2016; Locke, 2017; Morgan, 2010; Myers et al., 2016; Street, 2003; Street & Stand, 2017 Wells & Lyon, 2017; Westrick & Morris, 2016) . What studies have failed to do is explore a specific technique to activate and explore the implications of these on current and future classroom practices. By using cognitive coaching, the coachee better understood their prior experiences, and second and fourth grade teacher participants were able to mediate their thinking concerning prior writing experiences and their self-efficacy for teaching writing at the elementary level (Costa & Garmston, 2002, 2016). The study filled the research gap in this area. Significance also lay in the study's understanding of Bandura's four

sources of self-efficacy and how to increase efficacious experiences and beliefs for elementary writing teachers (Bandura & Adams, 1977; Bandura, 1977a, 1977b, 1986, 1997, 2023). Teachers struggle with efficacious beliefs and seeing themselves as writers who can effectively teach writing to elementary students (Nagin, 2006). By determining if cognitive coaching could access and even alter Bandura's self-efficacy sources, the study's implications determined a specific method for creating efficacious teachers for writing instruction.

Writing self-efficacy has predominantly been studied through quantitative and mixed methods measures (Abbott et al., 2023; Ciampa & Gallagher, 2021; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2002; Graham, et al. 2021; Hodge et al., 2021; Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011). The present study sought to explore self-efficacy through solely qualitative analysis. Doing so provided the purest ways to truly understand the deep thoughts of participants in a way an efficacy scale cannot (Bloomberg, 2023; Mertins, 2018; Stringer, 2019; Stringer and Aragon, 2012). Qualitative data analysis strove to understand the words and actions of participants to gain deep levels of understanding (Bloomberg, 2023). Studying self-efficacy qualitatively provided for an ignored perspective in the research field.

Cognitive coaching was an instrumental part of this research study. The ultimate goal of cognitive coaching is producing self-directed people who take control of their own thinking and actions (Costa & Garmston, 2002, 2016). It works to push the coachee to higher levels of cognitive functioning to create cognitive shifts in thinking (Costa & Garmston, 2002, 2016; Ellison & Hayes, 2006; Thinking Collaborative, 2022). One of the study's goals was to determine if self-efficacy can alter.

Methodology

The study employed qualitative action research methodology (Bradbury et al., 2009; Cresswell, 2012; McNiff, 2017; Stringer, 2019; Stringer & Aragon, 2021; Vaughn, 2019). Qualitative research works best when the researcher wishes to answer the questions of why, what, and how (Bloomberg, 2023). The study considered those questions concerning how teachers' writing self-efficacy developed and impacted writing instruction in the classroom. It also considered what influences self-efficacy and why teachers possess their current levels of self-efficacy. The goal of qualitative research is to promote a deeper understanding of social and lived experiences from the viewpoint of the research participants (Bloomberg, 2023, Mertens, 2018; Stringer & Aragon, 2021). Employing qualitative data collection methods allowed me to become an "insider" into the participants' experiences while exploring their actions and thoughts within the sociocultural context of the classroom (Bloomberg, 2023; Lewis & Moje, 2003; Mertens, 2018; Moje & Luke, 2009; Stringer & Aragon, 2021).

Action research combined the necessary elements to effectively study self-efficacy and create meaning within a sociocultural context through a collaborative process. (McNiff, 2017; Bradbury, et al., 2019; Stringer, 2019; Stringer et al., 2019). Action research also allows people to control their actions and outcomes personally (McNiff, 2017). Another aim of action research is to improve educator practice by allowing them to solve their own problems (Cresswell, 2012). Problem-solving and accessing prior writing experiences occurred through cognitive coaching. (Costa and Garmston, 2002, 2016).

In addition, action research allowed an active and integrated role of the researcher to serve as the cognitive coaching facilitator with research participants. This caused me to be an active participant in the research to gain deeper knowledge and change in participant practice in

ways that other research methods would not. While case study and ethnography would allow for a deep understanding of participants, it would not allow for the researcher to assume an active role as a cognitive coach and employ a methodology to adapt change in self-efficacy and change in practice (Bloomberg, 2023; Cresswell, 2012).

Over four months, I followed three teachers as they taught writing to their students. Participants came from a district in the Midwest. During the study, participants engaged in phenomenological interviews, cognitive coaching cycles, and completed reflective logs. Cognitive coaching cycles occurred monthly, while reflective logs were completed two times a month. Interviews happened four times during the four months of data collection. To ensure accuracy, interviews and coaching cycles were recorded and transcribed. Again, I served as the cognitive coach and interviewer.

Phenomenological interviews, reflective logs, and cognitive coaching conversations helped to develop thick descriptions and data triangulation (Bloomberg, 2023; Flick, 2019; Mertens, 2018). Phenomenological interviews allowed for rich, deep responses throughout the study (Seidman, 2019). Reflective logs written by participants allowed their voices to focus on their efficacy and classroom practice as they taught writing (Bloomberg, 2023; Mertler, 2020). Transcribed cognitive coaching conversations and interviews assessed changes in efficacy, identity, and their effects in the classroom. Taken together, all forms of data collection formed and accounted for the complexity of self-efficacy and identity.

It was critical to ensure accurate data analysis. Data analysis occurred through multiple coding cycles. In Vivo coding method was used to initially code interviews and coaching conversations (Saldaña, 2021). After that, I employed code-mapping to determine the trustworthiness of initial codes. The next coding cycle was grounded theory coding. Additional

coding cycles occurred to further develop themes and supporting evidence until saturation occurred.

Limitations and Delimitations

This study contained several delimitations. It limited the analysis to one school district in the Midwest within the larger context of other school districts within the county. The research site was the largest district in its county. Again, using a small sample size may have yielded varying results from the larger population of teachers in the district or county. However, the goal was that the sample was representative of the larger population of teachers and that the system for driving teacher changes in practice is relatively consistent across the county, state, and nation.

Another delimitation was the analysis of change in practice. As this was a qualitative research study, the researcher was dependent on participants' reporting of change and its measures. In addition, the researcher cannot account for participants' prior experiences and current self-efficacy. Therefore, the perception of change in practice may vary significantly depending on the prior experiences and classroom practices each participant brought to the study.

A final delimitation was a focus on prekindergarten through fifth-grade teachers. The study only focused on elementary teachers and did not include secondary teachers in grades six through twelve. Focusing only on elementary teachers limited the scope of the results as self-efficacy may vary from elementary to secondary teachers. However, this was intentional. Elementary teachers teach all subjects and do not specialize in specific content. Therefore, elementary teachers may experience varying self-efficacy beliefs for each content area. It was hypothesized that due to the nature of elementary teaching this may produce different results than a secondary teacher who teaches English Language Arts all day.

This study also contained limitations that were not controllable by the researcher and may have affected the study's outcomes. A limitation was a change in the English Language Arts core curriculum during the study. The district's English Language Arts (ELA) adoption occurred during the 2023-2024 school year. The district implemented new tier 1 ELA resources in the summer and during the 2024-2025 school year. All PreK-5 teachers began using the new curriculum in their classrooms in the Fall of 2024. Adopting the new resource may have impaired teachers' self-efficacy beliefs concerning writing, and professional learning needs in writing as the focus may have been on the fidelity with the new tier 1 resources for English Language Arts.

A second limitation of the study was the investment of teachers in embracing the coaching relationship embedded in cognitive coaching to access prior writing experiences and their impact on classroom practice. As a result, participants may not have striven to engage in the process and acknowledge changes in self-efficacy or classroom practice. The hope was that participants willingly worked to develop efficacious beliefs as writers and their self-efficacy to teach writing. However, the researcher cannot fully account for the lack of or level of engagement and change.

Researcher Positionality

The goal of this study was to achieve an in-depth exploration of elementary teachers' formation of self-efficacy and writing identity formation and its effects on writing instruction. As a former classroom teacher whose passion was teaching writing, I brought my strong self-efficacy and writer identity to my classroom. I embedded writing instruction into all content and spent two years teaching writing to all sixth-grade students in an elementary building. During my

teaching experiences, I continually developed, altered my self- efficacy, and honed my personal writing and teaching skills.

As a former instructional coach, I have witnessed the power of cognitive coaching for others. I have coached others to help them mediate their thinking and affect their classroom practice. Working as an instructional coach showed me that we can work with others to increase self-efficacy in a multitude of ways. As a central office member who oversees all aspects of English Language Arts instruction at the elementary level, I have had opportunities to provide writing training, work with schools on writing instruction, and engage in conversations with schools and teachers concerning writing instruction and individual and collective efficacy. I have seen first-hand teachers' insecurities and questions about themselves as writers and writing teachers.

As a researcher, I was an observer and participant. Engaging in and facilitating cognitive coaching conversation, interviewing participants, and reading their reflective journals situated me as one who watches and understands the process of their efficacious beliefs and identity development. I walked beside participants' journeys. I facilitated cognitive coaching cycles and interviewed them throughout the course of the study. Work with participants occurred both inside and outside of classroom practice. Therefore, I moved between observer and participant. The data sample size was limited to three participants. The relatively small sample was purposefully chosen to allow for thick description. Exploring all avenues of efficacy development and its impact on classroom writing instruction was essential. The focus was on depth rather than breadth.

As the study was qualitative, the responses were numerically quantifiable and were limited only to the research participants' words, thoughts, reflections, and dialogue. My goal was

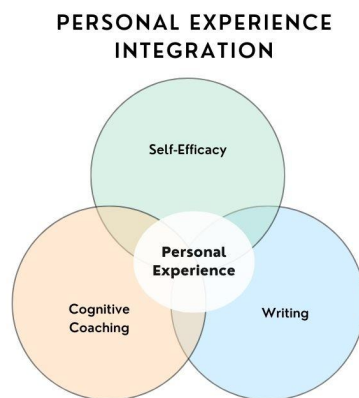
to qualitatively capture each participant's thoughts and journey throughout the study to thoroughly understand the nuances of their self-efficacy beliefs and writer identity to see how they genuinely impacted all facets of writing instruction. The qualitative study sought to understand the role of self and its connection to self-efficacy, cognitive coaching, and writing.

Personal experience is the premise underlying the following chapters. Each person's self-efficacy, writer identity, and cognitive coaching experiences was uniquely positioned within the three elements. Chapter two will provide a literature review to give an in-depth understanding of the tenants of efficacy, identity, sociocultural theory, and cognitive coaching. Chapter three will elaborate on the qualitative and action research components of the study and will illuminate additional information about the research participants. Chapter four will give detailed research findings, while chapter five will discuss them.

Chapter 2 - Review of Literature

Self-efficacy, writer identity, and classroom practices are complex issues affecting elementary teachers. There are many considerations for determining how efficacy and identity form and how these impact the classroom. The binding element for self-efficacy, writing, and cognitive coaching is the unique nature of individuals personal experiences. To thoroughly understand the issue, the literature review is divided into multiple sections, which work together to provide a comprehensive exploration of self-efficacy, writer identity, and their connection to teacher writing instruction. The sections are Social Cognitive Theory, self-efficacy, sociocultural construct of efficacy and identity, writer identity, development of self-efficacy, measuring self-efficacy, National Writing Project, and cognitive coaching.

Figure 2.1. Personal Experience Integration



Social Cognitive Theory

Social Cognitive Theory originates from the work of Alfred Bandura. It encompasses a broad view of agency and believes that people function as active agents in their own lives and motivations instead of responding reactively (Bandura, 1997). In addition, it provides an

integrated theory of personality that addresses the complexity of human self-development (Bandura, 2023). This theory was initially called Social Learning Theory in the 1960s but developed into Social Cognitive Theory in 1986 in Bandura's seminal work *Social Foundations of Thought and Action* (Bandura 1986, Boston University School of Public Health, 2022).

The five original tenets of Social Learning Theory are reciprocal determinism, behavioral capability, observational learning, reinforcement, and expectations. (Bandura & Adams 1977; Bandura, 1986, 1997). As Bandura developed views of social learning, he added a sixth component called self-efficacy (Bandura, 1977a, 1977b; Boston University School of Public Health, 2022). After adding the final component to Social Learning Theory in 1977, it was renamed by Bandura as Social Cognitive Theory (Boston University School of Public Health, 2022). Bandura (1986) explained Social Cognitive Theory in the following way:

In the social cognitive view, people are neither shaped by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of one another. The nature of persons is defined within this perspective in terms of a number of basic capabilities. (p. 18)

Bandura's theory acknowledges that individuals do not live in isolation but are social creatures and learn in social settings, acknowledging the social nature of human beings (Bandura, 1997, 2018). His triadic view of learning focuses on three continual interacting factors. These processes are behavior, environment, and intrapersonal processes (Bandura 1986, 1989, 1997, 2018, 2021, 2023; Schunk & DiBenedetto, 2020). The three-way interplay between

interpersonal features, engaged behaviors, and environmental forces is constant and intermingles continually (Bandura, 2018).

Behavioral factors are the first set of processes in the triadic process. Behaviors include cognitive and affective processes (Bandura, 1986, 1997, 2023). Environment relates to factors outside of oneself, such as location, culture, and other people (Bandura, 1977a, 1977b 1986, 1989, 1993, 1997, 2001, 2002, 2018, 2023). On the other hand, personal processes are those thoughts and processes that occur within oneself (Bandura, 1977a, 1977b 1986, 1989, 1993, 1997, 2001, 2002, 2018, 2023). This includes one's self-efficacy and agentic beliefs. It also includes emotions, perceptions, and beliefs (Bandura, 1989).

This is triadic reciprocity (Bandura, 1977b, 1978, 1981, 1986, 2023). In other words, the three processes work in a mutual relationship impacting one another. For example, the environment may control behavior changes based on circumstances. Then, personal processes impact how an individual responds to a situation (Bandura & Adams, 1977). Self-efficacy can also influence how one interacts with the environment and the resulting behaviors (Bandura & Adams, 1977; Bandura 1977a, 1977b, 1986, 1997, 2023). However, there are instances when one of the factors may be weakened and impact the others (Bandura, 1986, 1997). For example, if environmental factors are weak, then the other factors can be negatively impacted or must work harder to compensate for the missing environmental factors (Bandura, 1986).

Social Cognitive Theory develops an understanding of agency and the tenants that underscores its development (Bandura & Adams, 1977; Bandura, 1986, 1997, 2023). The first five tenants are reciprocal determinism, behavioral capability, observational learning, reinforcement, and expectations (Bandura, 1977b, 1987, 1997). The sixth, self-efficacy, will be explored in detail in the next section. Individuals live and grow within social contexts that help

to shape their learning experiences and behaviors (Bandura, 1977a, 1977b, 1986, 1987, 1997, 2023). Bandura's theory shows the complex nature of learning and ultimately the perceptions individuals have of themselves (Bandura, 1977a, 1977b, 1986, 1989, 1997, 2023).

Self-Efficacy

Self-efficacy situates itself within a specific place within Social Cognitive Theory. While other learning theories allude to self-efficacy, Social Cognitive Theory is the only theory that grounds itself in self-efficacy (Bandura, 1977a, 1977b, 1986, 1997, 2023). Bandura (2001) believes, "Efficacy beliefs are the foundation of human agency" (p.10). Bandura defines self-efficacy as people's beliefs in their capabilities to complete necessary behaviors to produce specific behavior attainments (Bandura, 1977b, 1986, 1997). Bandura also believes individuals guide their lives by their perceived self-efficacy (Bandura, 1986, 1997). Bandura (1997) refers to perceived self-efficacy as "beliefs in one's capabilities to organize and execute the course of action required to produce given attainments" (p. 3). It acts upon all three areas of the triadic processes and factors: environment, personal, and behavior. In addition, perceived self-efficacy also acknowledges the diversity and uniqueness of each individual (Bandura & Adams, 1977; Bandura, 1986, 1997, 2018, 2023). In other words, what beliefs do people hold about themselves and their abilities? Self-efficacy pertains to a person's judgment of their capabilities to organize and complete a task (Bandura, 1986, 1993, 1997, 2023).

Self-efficacy is not the same as self-concept, nor should it be confused with self-concept or self-esteem (Bandura, 1986, 1997). Self-esteem is predictive, while self-concept is not (Bandura, 1997). Self-esteem concerns itself with the judgment of self-worth and self-concept also considers the reaction of others (Bandura, 1986, 1997). As a result, how one perceives these reactions determines self-concept (Bandura & Adams, 1977; Bandura 1977b, 1986, 1997, 2023).

To succeed, people need a strong confidence in their efficacy to take on tasks and persist in them for extended periods (Bandura & Adams, 1977; Bandura 1977b, 1986, 1997, 2023). Self-concept and self-esteem ignore this tenant (Bandura 1977b, 1986, 1997, 2023). For the sake of this review, self-efficacy refers to the judgment of personal capability (Bandura, 1997).

Self-efficacy is important for several reasons. First, self-efficacy directly influences one's choices, actions, and emotions (Bandura, 1977a, 1977b, 1986, 1997, 2023). One will examine current efficacy beliefs and make determinations about the next steps based on their self-efficacy (Bandura, 1977a, 1977b, 1986, 1997, 2023). Second, self-efficacy directly influences other regulatory processes (Bandura, 1977, 1986, 2023). It helps to determine what challenges a person is willing to take on and how long someone will persist in those challenges (Bandura & Adams, 1977, 1986, 1997, 2023). The higher the efficacy, the longer one will persist in a challenging task because they know they have the skill and will to complete it (Bandura, 1977a, 1977b, 1986, 1997, 2023). The less efficacy one has, the less they will continue with a challenging task (Bandura, 1977a, 1977b, 1986, 1997, 2023).

Self-efficacy relies on cognitive operations to determine thought processes (Bandura, 1989, 1993, 1997). Cognitive processes drive thoughts in one of two directions- self-aiding or self-hindering (1986, 1989, 1997, 2023). The stronger the perceived self-efficacy, the more likely people are to set higher goals for themselves and achieve those goals (Bandura, 1986, 1989, 1997). Those with a high sense of efficacy visualize themselves succeeding in goals and tasks (Bandura, 1986, 1989, 1997). On the other hand, when people have low self-efficacy, they are less willing to attempt challenging tasks and view themselves as having little control over their ability to obtain hard goals (Bandura, 1986, 1989, 1993, 1997, 2023).

Self-efficacy develops within the context of culture (Bandura & Adams, 1977; Bandura, 1997, 2002, 2023). Cultures are dynamic, ever-changing social systems within a sociocultural environment (Bandura, 1997, 2002). Each culture shares a unique system of values, beliefs, norms, and behaviors. Individuals develop their self-perceptions within the confines of their culture and the culture's values (Bandura, 2002). As a person interacts within a given cultural context, it is important to distinguish an important truth. A marked delineation exists between inherent ability and how the culture molds these abilities (Bandura, 2002). For example, one might have a natural ability for sports or academia, but this skill might or might not be valued within the cultural confines of a given culture. One's self-efficacy will be driven, positively or negatively, by the culture's values system concerning sports and academia.

However, one truth remains consistent. The concept of self-efficacy is generalizable across cultures (Bandura, 2002, 2023). Every culture adheres to self-efficacy beliefs of some kind. Bandura (2001) states:

In short, there is commonality in basic agentic capacities and mechanisms of operation, but diversity in the culturing of these inherent capacities. The cultivated identities, values, belief structures, and agentic capabilities are in the psychosocial systems through which experiences are filter. (p.273)

A related term to self-efficacy is perceived self-efficacy. Perceived self-efficacy finds itself under the larger umbrella of self-efficacy and is defined as:

People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses. (Bandura, 1986, p. 391)

Perceived self-efficacy examines the extent to which one feels they have the skills necessary to complete the task (Bandura & Adams, 1977; Bandura, 1977b, 1986, 1993, 1997, 2023). In other words, does one believe he/she can achieve a given attainment level excluding current skills and knowledge? An efficacious belief includes self-perception and the affirmation that a task can be completed (Bandura & Adams, 1977; Bandura 1986, 1998, 1997, 2008, 2023).

One's personal self-efficacy includes perseverance, motivation, and effort and determines the challenges one is willing to undertake (Bandura 1977a, 1977b, 1986, 1993, 2023). For example, is one a pessimist or an optimist? Do one's thoughts serve as an enhancement or hindrance? Bandura and Adams (1977) explain the effect this way: "Perceived self-efficacy affects people's choice of activities and behavioral settings, how much effort they expend and how long they persist in the face of obstacles and aversive experiences" (p. 288).

Two critical components of self-efficacy include outcome expectations and efficacy expectations (Bandura, 1977a, 1977b, 1986, 1993, 1997, 2023; Benz et al., 1992). These are two different but related components, and it takes both to develop a comprehensive understanding of self-efficacy (Schunk & DiBenedetto, 2020). Self-efficacy is the belief about what one can do, while outcome expectations are beliefs about what happens after completing a task or action (Bandura, 1977a, 1977b, 1986, 1993, 1997, 2001, 2008; Benz et al., 1992). Outcome expectations refer to the idea that behavior will provide a particular outcome as well as the value of that outcome (Bandura & Adams, 1977, Bandura, 1977a, 1977b, 1986, 1993). In other words, people act because of their beliefs and the knowledge of what they can do and what they believe will be the outcome of those beliefs. Bandura (1997) notes that people motivate themselves and guide their actions based on what they expect to happen due to their actions and behaviors.

One's beliefs determine the perceived outcome of the action (Bandura, 1977a, 1977b, 1986, 1993, 1997; Benz et al., 1992; Schunk & DiBenedetto, 2020). Schunk and DiBenedetto (2020) purport that the consequences of one's actions can determine a person's ability to sustain motivation and focus on completing a goal and achieving the task or goal. An individual can have the belief that a specific course of action will lead to a given result but do not act on those steps as a result of questioning their belief to execute the necessary steps (Bandura, 1977a, 1977b, 1986, 1993, 1997; Benz et al., 1992; Schunk & DiBenedetto, 2020).

The second component, efficacy expectation, drives performance accomplishments (Bandura 1977a, 1977b, 1986, 1993, 1997). Efficacy expectation explores a person's belief in themselves to complete a task or goal. It is "the conviction that one can successfully execute the behavior required to produce the outcome" (Bandura, 1977a, p. 193). If one believes they have the capability to complete a task, the chances are higher they will complete the task or goal. Efficacy expectations are necessary for strong self-efficacy (Bandura 1977a, 1977b, 1986, 1993, 1997). For example, one can believe that eating healthy leads to weight loss and also have a belief in themselves to take the necessary steps to eat healthy and lose weight. Therefore, the person has a higher likelihood of following through with healthy eating habits for weight loss.

Bandura identified four sources of self-efficacy (Bandura & Adams, 1977, Bandura, 1977b, 1986, 1993, 1997, 2023). The first source is enactive mastery experiences. These are the best ways to create a strong and resilient sense of self-efficacy and the most influential source of self-efficacy (Bandura, 1986, 1997, 2001, 2023). Powerful mastery experiences can increase efficacy, radically alter efficacy beliefs, and cause one to become self-efficacious when self-belief does not exist (Bandura, 1987, 1997, 2001). The change in perceived self-efficacy comes from the cognitive process of diagnosing the success of completing a task (Bandura, 2001).

Mastery experiences are affected by several factors that can impact the achievement of the intended task (Bandura, 1977b, 1986, 1997, 2001). For example, situational factors may impede the completion of the task. Other factors include the adequacy of resources, the circumstances under task performance, and assistance by others task (Bandura, 1977b, 1986, 1977, 2001).

In addition, seven factors help determine if mastery experiences alter perceived self-efficacy. According to Bandura (2001), these are:

1. Preconception of ability
2. Perceived difficulty of the task
3. Amount of expended effort
4. External aid
5. The circumstances under which one performs
6. How these experiences are cognitively organized and remembered in memory
7. The patterns of success and failure during mastery experiences

When viewing mastery experiences as hard, one is likely to experience lower levels of self-efficacy (Bandura, 1977a, 1977b, 1986, 1997, 2001, 2023). Alternatively, when tasks seem more manageable, self-efficacy is often higher. Bandura (2001) also states experiences are quickly forgotten when they are inconsistent with self-beliefs, while experiences congruent with self-beliefs are remembered and given importance. Finally, mastery experiences stabilize so that self-efficacy does not experience a pendulum swing from high to low (Bandura, 1977a, 1977b, 1986, 1997, 2001, 2023). When moving between high and low experiences this causes a lack of efficacy. Stability in mastery experiences provides for stronger efficacy (Bandura, 1977a, 1977b, 1986, 1997, 2001, 2023).

During mastery experiences, one has had multiple experiences practicing a skill or participating in a task to build the knowledge and understanding to complete it successfully on future attempts (Bandura & Adams, 1977; Bandura, 1977b, 1986, 1997, 2001, 2023). Bandura (2001) states, “Enacted mastery produces stronger and more generalized beliefs than do modes of influence relying solely on vicarious experiences, cognitive simulations in verbal instructions” (p.80). When one completes a task, personal self-efficacy increases (Bandura, 1986).

A second source of self-efficacy is vicarious experiences (Bandura, 1977a, 1977b, 1986, 1997, 2001, 2023). People cannot rely on mastery experiences alone as the only source of information concerning their ability (Bandura, 1997). They also learn through modeling and learning from watching others. Modeling allows others to assess their performance and determine how closely they reach the desired attainment level (Bandura, 1977a, 1977b, 1986, 1997, 2001). Perceived self-efficacy is changed by gauging one’s performance against the performance of others. “A given mode of influence can thus set into motion processes that augment its effects or diminish the effects of otherwise powerful influences” (Bandura, 1997, p. 400). Since performance comes from social contexts, vicarious experiences allow people to gauge their performance concerning the socially successful expected performance criteria (Bandura, 1977a, 1977b, 1986, 1997, 2001, 2002, 2023). They also provide a model against which to gauge success.

Modeling allows people to watch a successful performance in action (Bandura, 1976, 1977a; 1977b; 1997, 1986, 2001, 2023). In the initial stages of Bandura’s work, he used the term modeling to refer to what he later called vicarious experiences (Bandura, 1976). During his early work, he also espoused that modeling works best with repeated modeling and by different models (Bandura, 1976). Seeing others perform can positively or negatively affect self-

perception by observing a master's performance (Bandura, 1977a, 1977b, 1986, 1997, 2023). It could also have the opposite result. Watching someone model allows one to see the exact steps needed to produce the desired outcome, strengthening perceived self-efficacy (Bandura, 1977a, 1977b, 1986, 1997, 2023). If people know exactly what to do to succeed, they will be more likely to do it (Bandura & Adams, 1977).

The third source of self-efficacy is verbal persuasion (Bandura, 1997a, 1977b, 1986, 1997, 2023). Verbal persuasion uses words to persuade others of their abilities to complete a task (Bandura, 1977b). The underlying premise is that people lead through suggestive words to cope and overcome things that have been overwhelming in the past (Bandura, 1977b). Bandura (1997) strongly believes that using words alone only goes so far in changing self-efficacy beliefs and may, in fact, contradict a person's self-efficacy. For example, the verbal persuasion statement that "you can do this" may go against the person's internal thoughts. The internal thought that "I cannot do this" will override the words said to the person.

Verbal persuasion works best as performance feedback (Bandura, 1977a; 1977b, 1986, 1997, 2023). Providing feedback concerning performance gives a person specific information concerning their performance (Bandura, 1986, 1997). By providing explicit feedback, people can judge their performance attainment accurately and often develop the perceived self-efficacy to continue with a task even if they struggle with it (Bandura, 1986, 1997). Explicit feedback develops the determination and self-perception that the person has the will and belief to accomplish even the most challenging tasks (Bandura, 1986, 1997).

Another critical component of verbal persuasion is the credibility of the person giving the feedback (Bandura, 1977b, 1986, 1997, 2023). The more credible the source and the more expertise, the higher the chance that verbal persuasion will produce changes in self-efficacy

(Bandura, 2023). People who view the person as credible and knowledgeable will consider the words they are told more seriously (Bandura, 1977b, 1986, 1997, 2023).

In addition, verbal persuasion must be given with other forms of self-efficacy and aid to assist in developing personal self-efficacy (Bandura, 1977b, 1986, 1997, 2023). Words alone are insufficient to develop self-efficacy (Bandura, 1977a, 1977b, 1986, 1997). A multi-faceted approach increases self-efficacy (Bandura, 1997). Verbal persuasion, vicarious experiences, modeling, and mastery experiences produce strong results to sustained self-efficacy rather than just stating the words (Bandura, 1977b, 1986, 1997, 2023).

The final source of self-efficacy is physiological and affective states (Bandura 1997b, 1986, 1997, 2023). Once coined emotional arousal, people use their emotional state to determine their physiological reactions to situations, which, to an extent, determines their self-efficacy (Bandura, 1997a). Bandura acknowledges that several factors affect physiological states, and physiological states alone are not the sole determiners of self-efficacy (Bandura, 1997b). Coupling physiological states with mastery experiences, vicarious experiences, and verbal persuasions decides whether the final result will be a positive or negative emotional state (Bandura, 1977a, 1977b, 1986, 1997, 2023).

The higher the anxiety and stress, the lower the self-efficacy and the higher the likelihood avoidance behavior occurs (Bandura 1997a, 1986, 1997, 2023). People avoid what gives them stress. However, if the physiological state is relaxed and produces confidence from verbal persuasions, the overall result is a positive affective state (Bandura 1997a, 1986, 1997, 2023). The result will be positive effects on self-efficacy (Bandura, 1977, 1986, 1997, 2023). By lowering anxiety and stress within a situation, people will have more positive associations with the activity and more relaxed physiological states (Bandura, 1977, 1986, 1997, 2023). By

creating a positive physiological and affective state, people create the cognitive space to focus on increased performance of a task and to increase performance and self-efficacy beliefs (Bandura 1997a, 1986, 1997, 2023).

Self-efficacy is a crucial component of Social Cognitive Theory. It drives the ability to complete tasks as it focuses self-belief on one's capability to complete tasks, even in the face of challenges. Self-efficacy is critical to developing new self-understandings to be cognizant of self-efficacy sources and alter current self-efficacy. It takes strong self-efficacy to know one's capabilities and recognize the ability to persist through challenge to ultimately finish the task one has set out to complete.

Sociocultural Construction of Efficacy and Identity

Bandura provides a robust conceptual framework for sources of self-efficacy through his four sources of self-efficacy. In addition, self-efficacy also develops through sociocultural interactions (Moje & Luke, 2009). Identity does not develop in isolation. All forms of literacy, including writing, are always socially and culturally situated (Perez, 2004). Identity is socially constructed and occurs as one interacts with other people through individual and shared experiences (Lewis, et al., 2007; McCarthey & Moje, 2002; Moje & Lewis, 2003; Moje & Luke, 2009). Also, identity is critical because “it shapes or is an aspect of how humans make sense of the world and their experiences in it...” (McCarthey & Moje, 2002, p. 28). It develops within a broader social system of society, culture, and historical contexts (McCarthey & Moje, 2002; Moje & Lewis, 2003; Moje & Luke, 2009). Understanding that identity is a multi-faceted concept acknowledges that identity is an abstract construct. Eyres (2017) further substantiates the belief that identity cannot be understood outside its social and cultural context. McCarthey and Moje (2002) state that “Identity can be a hybrid, it can be complex, and it can be fluid and

shifting as a person moves from space to space and relationship to relationship” (p. 231). This shows the continued evolution of identity based on current and past experiences and learning.

Identity also reflects the belief that one has plural identities (Moje & Luke, 2009; Eyres, 2017). In other words, a person has multiple identities depending on the context of the environment and location (Eyres, 2017). Plural identities often signal that “one person might enact many different identities, both across a developmental trajectory or within a variety of different contexts” (Moje & Luke, 2009, p. 418). People take their identities and enact a given persona as appropriate to a given “me, space, relationship, or activity” (Lewis and Moje, 2003). For example, the identity one has at work may be the same or different identity at home. Perhaps these identities are different because work is a more formal social location than home. In addition, one also uses identity fluidly in different social situations. One might enact a different identity at a party than at a sporting event or dinner party. People adapt to fit the situation (Moje & Luke, 2009; Eyres, 2017). People are also complex beings who develop and identify based on situations, relationships with others, and past and present experiences. (Eyres, 2017, Lewis & Moje, 2003; Moje & Luke, 2009).

Moje and Luke (2009) suggest five frameworks for understanding identity. These are 1) differences, 2) sense of self/subjectivity, 3) mind or consciousness, 4) narrative, and 5) position. Understanding identity through differences examines identity through group memberships such as race, gender, and ethnicity. Sense of self recognizes self-concept, self-efficacy, and self-regulation as identity sources. Self-efficacy is especially important in the current research study. Self-efficacy determines how one views oneself and determines efficacious beliefs around one’s identity (Bandura, 2002; Eyres, 2017; Lewis & Moje, 2003; Moje & Luke, 2009). Identity constantly evolves due to interactions with people and environments. Narratives focus on

identity through the stories people tell about themselves. Moje and Luke (2009) call this “the gel” that holds identity formation together through the narratives relayed about oneself. Finally, identity develops through position. It explores how people position themselves in groups and entails the concept of power within society or groups of people.

Sociocultural understanding of identity formation relies heavily on understanding cultural identity (Bandura 1977a; 1977b, 1986, 1997, 2002, 2023; Delpit, 2006; Delpit & Dowdy, 2006; Perez, 2014). “As the society of the United States continues to become more linguistically and culturally diverse, it is important to develop an understanding of the interplay of social, cultural, political, and geographical forces contribution to literacy attainment.” (Perez, 2004, p. 19). Even before Perez’s writing and research, Bandura recognized that cultural development of learning and self-efficacy occurs within a social context (Bandura 1977a; 1977b, 1986, 1997, 2001, 2002, 2023). Bandura substantiates collective cultural efficacy and shared beliefs as influences for the cultural formation of identity (Bandura, 2002). Additionally, Bandura states that cultures are “diverse and dynamic social systems” that continue to change over time (Bandura, 2002). Within the context of one’s culture, identity forms. Cultures vary, as do beliefs and practices within cultures. Hence, each person develops their identity under conditions causing individualistic identities.

Listia Delpit and Joanne Dowdy’s (2008) seminal compilation, *The Skin That We Speak Thoughts on Language and Culture in the Classroom*, and Delpit’s (2006) seminal work, *Other People’s Children: Cultural Conflict in the Classroom*, examine the interplay between culture and learning. Delpit and Dowdy sought to understand how cultural differences in language, upbringing, and cultural norms impact students’ learning in the classroom. They argue that classrooms lack cultural diversity and cater to white ethnocentric cultural norms at the expense

of others. Language diversity and learning are an especially misunderstood component of culture (Delpit & Dowdy, 2008).

There are culturally based differences in language and writing (Delpit, 2006; Nagin, 2006; Sahling & DeCavalho, 2021). Students' cultural norms become ignored when cultural differences are not acknowledged in the classroom. (Delpit, 2006; Delpit and Dowdy, 2008, Sahling & DeCavalho, 2021). Delpit also suggests that teachers ‘underteach writing’ to minority students, focusing on skills-based assignments (Delpit, 2006). It is an especially poignant point in this study because classroom experiences drive prior classroom experiences and how they are understood and processed. As a result, the type of classroom experiences affects the development of self-efficacy and current self-efficacy (Bandura, 1977a, 1977b, 1986, 1997, 2023; Nagin, 2006). If students did not develop school experiences where their cultural differences were acknowledged and allowed to become part of their learning experiences, then accurate self-efficacious beliefs do not exist. The end result will be adults whose prior experience taught them culture was not an important sociocultural construct. For example, if writing skills and written language were not part of the classroom culture, the students would not develop this as part of their cultural norms.

Sahling and De Carvalho (2021) examined international teacher identity through a sociocultural school context. Findings suggest that cultural identity plays a significant role in their teacher identity and classroom practice. Teachers in an international school faced an identity crisis of sorts. The teachers needed to develop a deep sociocultural understanding of the students they worked with and who often had distinct cultural norms of their own. The result was an internal teaching cycle that allowed international teachers to assimilate into new sociocultural contexts. As a result, the international teachers merged their identities into the new culture in

which they found themselves. For the study at hand, it is the sociocultural contexts of writer identity and writing instruction.

Sociocultural theory further examines the social nature in which self-efficacy develops. In addition, it elaborates on the unique difference in which each person understands and interprets the world. Sociocultural theory also interprets the ways in which identity forms as identity develops, in part, from social interactions with relationships, environment, and social settings. As will be seen in the next section, one of these identity formations is that of a writer.

The National Writing Project

Since its inception in 1974, the National Writing Project (NWP) has been the most influential professional development to build writing identity and self-efficacy (Lieberman & Wood, 2003; Nagin, 2006; National Commission of Writing in America's Schools and Colleges, 2003; Whitney, 2008; Whitney & Freidrich, 2013; Whyte, et al., 2007). The National Writing Project increased writer self-efficacy, writer attitude, and identity while providing teachers a space to explore themselves as writers (Lieberman & Wood, 2003; Nagin, 2006; National Commission of Writing in America's Schools and Colleges, 2003; Whitney, 2008; Whitney & Freidrich, 2013; Whyte, et al. 2007). Participation in The National Writing Project allows teachers to integrate all prior and current writing experiences within a sociocultural realm (Lieberman & Wood, 2003, Nagin, 2006). What started as a professional development activity for a group of high school teachers in the San Francisco Bay Area in 1974 has grown into a nationally renowned program to build teachers' identity and self-efficacy as writers and teachers of writing (Lieberman & Wood, 2003; Whitney, 2008; Whitney & Freidrich, 2013; Whyte, et al., 2007). The National Writing Project has three core tenets to build personal efficacy and professional practice (Lieberman & Wood, 2003). The first is to create spaces for teachers to

teach each other. The second is to engage teachers in professional discourse concerning writing instruction. The final tenant of the National Writing Project is for teachers to engage in personal writing and to share their writing with others.

Another critical component of the National Writing Project is its belief that writing is a socially constructed activity for teachers and students (Lieberman & Wood, 2003, Nagin, 2006). The model created by the National Writing Project aims to do the following: “They encourage participants to take an interest in their colleagues’ thinking, their challenges, and their practice, and they promote collegial feedback and critique” (Lieberman & Wood, 2003, p.15). The goal is for teachers to support one another in a community of practice (Lieberman & Wood, 2003, Nagin, 2006; Whitney & Friedrich, 2013). During the summer institutes, the NWP leaders create a culture of appreciation for the individual and social differences of the participants while acknowledging that the differences evoke individual writing pieces (Nagin, 2006). Whitney and Friedrich (2013) believe an essential component of NWP is its connection to the lived experiences of writers. “An important legacy for the NWP was that it supported connections between teachers’ own writing and learning experiences and the experiences they try to provide for students” (p. 13). Writing with others promotes increased efficacy through the sociocultural lens of communities of practice (Nagin, 2006).

The power of the National Writing Project framework and summer institutes resides in the transformations experienced by participants (Lieberman & Wood, 2003, Nagin, 2006; Whitney, 2008). Whitney (2008) followed five participants and their experiences in a summer institute. All participants experienced gains in competence and confidence as writers and teachers of writing. Each teacher experienced a reframing of what it means to be a writer, how to develop as a writer, how to teach writing, and how to become teachers who write alongside their

students. Whitney and Friedrich (2013) explored the influence of the National Writing Project on teachers. Results indicated that teachers developed a more profound sense of themselves as writers and became more effective writing teachers. One participant shared her transformation as follows: “The Writing Project taught me, number one, that I could write” (Whitney & Friedrich, 2013, p. 24). Seeing herself as a writer was a monumental cognitive shift that influenced her teaching as she began to write alongside her students and share her writing with them.

In the acclaimed book by NWP and Nagin (2006), *Because Writing Matters*, a central premise resides in the power of writing professional development focused on teachers as writers. Teachers who write become more effective writing teachers (Nagin, 2006; National Commission on Writing in America’s Schools and Colleges, 2003). The NWP asserts that when teachers become writers, they can understand the struggles and successes of their students by going through similar experiences during the writing process (Lieberman & Wood, 2003; Nagin, 2006; National Commission on Writing in America’s Schools and Colleges, 2003). Only by engaging in writing can a teacher fully understand the writing process (Lieberman & Wood, 2003; Nagin, 2006; National Commission on Writing in America’s Schools and Colleges, 2003).

Finally, the NWP created a fundamental shift in how teachers view themselves as writers and teachers of writing (Nagin, 2006; National Commission on Writing in America’s Schools and Colleges, 2003; Whitney & Friedrich, 2013). Effective writing teachers refrain from passively developing efficacy and identity (Lieberman & Wood, 2003; Nagin, 2006; National Commission on Writing in America’s Schools and Colleges, 2003; Whitney & Friedrich, 2013). Instead, they actively develop their writing self-efficacy through hands-on writing practice and shift their thinking to see themselves as writers (Lieberman & Wood, 2003; Nagin, 2006; Whitney and Frederick, 2013). Cognitive shift occurs because teachers begin to understand the

complex nuances of writing and work through the writing process to develop finished writing pieces. No other professional development format can claim similar results (Lieberman & Wood, 2003; Nagin, 2006; National Commission on Writing in America's Schools and Colleges, 2003; Whitney & Freidrich, 2013). Writing self-efficacy and identity develop in tandem (Nagin, 2006; National Commission on Writing in America's Schools and Colleges, 2003). When people know who they are as writers, their self-efficacy increases. Similarly, as self-efficacy increases, they develop a more substantial writing identity (Lieberman & Wood, 2003; Nagin, 2006; National Commission on Writing in America's Schools and Colleges, 2003; Whitney & Freidrich, 2013).

The NWP is an instrumental project to help develop teacher efficacy and identity as writers. The professional development NWP chapters offer is invaluable. In its fifty-year history, teachers have developed the skills and knowledge to become skills and knowledgeable writing teachers while simultaneously developing teachers' beliefs in themselves as writers.

Writer Identity

Teachers develop their writing identity throughout their school and professional careers. Teachers as writers have spent many years constructing their identities through sociocultural experiences and contexts (Moje & Luke, 2009; Lewis & Moje, 2003). While sources of writer identity are identifiable, more research is needed to thoroughly examine the development of writing identity (Cremin & Baker, 2010; Cremin & Baker, 2014; Locke, 2017). Cremin and Baker (2010) recognized this struggle over a decade ago by stating teachers' identity in writing has received "scant attention" in the research. Little has changed since Cremin and Baker's thoughts. The existing research begins to explore how a writer's identity forms and acknowledges that every person who has learned to read and write has a writer's identity

(Cremin, 2006; Cremin & Baker, 2010; Cremin & Baker, 2014; Cremin, et al., 2020). However, Locke (2017) posits that many ignore their writing identity due to self-doubt, painful writing memories, and fear of criticism. Locke (2017) says as a result, they pay little attention to their enacted writing identities. The statement could explain the lack of research and the uncertainty surrounding identity formation.

A critical way identity develops is through prior writing experiences. Frager (1994) examined writer identity through prior writing experiences and suggested four potential identity sources. These are 1) criticism about writing, 2) opportunities to make choices about their writing, 3) demands of workplace writing, and 4) writing for a public audience. Frager (2004) states that the most telling forms of writer identity are criticism, choice, and public writing, as these most impact the view one has of themselves as a writer. In addition, those three prior writing experiences are the most common to all writers during schooling. In classrooms, the central audience is the teacher, not a public audience.

Cremin's work is influential in writing teacher identity (Cremin, 2006; Cremin & Baker, 2010, 2014; Cremin, et al., 2020). Her research focuses on teacher identity as it relates to "teachers as writers" Much of her work also supports Frager's findings (Cremin, 2006; Cremin & Baker, 2010, 2014; Cremin, Myhill, et al., 2020). Cremin and Baker view the writer identity as a continuum, where the teacher-writer and writer-teacher create a dichotomy between the two views (Cremin & Baker, 2010). However, within the two stances, teachers move somewhat fluidly through the two as teachers write, especially in the classroom (Cremin, 2006; Cremin & Baker, 2010, 2014; Cremin, et al., 2020). Teachers bring their "writers as teachers" experiences to classroom instruction, which may determine how their identity drives instruction (Cremin, 2006, Cremin & Baker, 2010, 2014). A "writer as teacher" stance provides teachers with the

teacher as a model to teach writing. As a result, a “teacher as writer” identity is vastly different (Cremin & Baker, 2010, 2014). Teachers composing their own writing in front of students brings together the teacher as a writer and teacher of writing (Cremin, 2006; Cremin & Baker, 2010, 2014). Also, institutional, and interpersonal identities determine emotional engagement, personal authenticity, and degree of authorial agency (Cremin, 2006; Cremin & Baker, 2010, 2014; Cremin et al., 2020; Frager, 1994). The workplace teacher and writer's fluidity harken to Frager's demands of the workplace as a source of identity.

Cremin (2006) examined teachers’ writer identity related to creative writing and subsequent classroom teaching. Cremin followed three classroom teachers and their journeys to teach narrative writing. Results indicated a lack of narrative writing experience and negative memories of narrative and creative writing in school. Therefore, their current identity lacks in the areas of narrative and creative writing. Cremin also found that choice in writing activity impacted identity. Choice allows teachers to enact their preferred identities in the writing process. However, teachers must teach all writing genres, not just the writing genres they prefer. Teachers do not have a choice about this. Hence, they bring their weak narrative identities to the classroom.

An essential facet of teacher writing identity is for teachers to be writers. The research has explored several ways teachers become writers (Lieberman & Wood, 2003; Locke, 2017; McKinney, 2017; Morgan, 2017; Nagin, 2006; Street & Stang, 2017; Woodward et al., 2017). One way to develop writer identity is for teachers to write (Lieberman & Wood, 2003; Nagin, 2006). Only when teachers become writers can they understand the dynamic and challenging task of writing (Nagin, 2006). Lieberman and Wood (2003) state the following.

The model creates opportunities for teachers to explore what they think they want or

need to know in order to become better teachers. Further, the model is based on the idea that teachers who teach writing should be writers themselves. Actual engagement in writing allows them to reflect on the *processes* of writing so they will more deeply understand these processes and be better prepared to teach them. (Lieberman & Wood, 2003, p. 15)

In a compilation of research in Cremin and Locke's 2017 book, *Writer Identity and the Teaching and Learning of Writing*, the central thread throughout the articles is the importance for teachers to be writers as this is the only way to fully understand students as writers. Additionally, Cremin and Locke argue that engaging in writing is the only way one will build an identity and become more efficacious.

One way to engage teachers as writers is through the context of writer with others (Lieberman & Wood, 2003; McKinney, 2017; Morgan, 2017; Nagin, 2006; National Commission on Writing in America's Schools and Colleges, 2003; Stang & Street, 2017). Morgan's (2017) findings suggest not only that writing identity occurs through a writing community but also that becoming a writer "developed their identities as writers so that they can teach from who they are" (Morgan, 2010, p. 49). Stang and Street (2017) also support the development of communities of writers. They found that identity as writers increased when a group of graduate students developed a community of writers. Participants' identities slowly became ones where they viewed themselves as confident and capable writers. McKinney (2017) explored novice teachers who currently viewed themselves as writers with strong identities in a teaching writing course. Qualitative interviews elicited several components of writer identity, which included academic/intellectual identities and creative identities. Both identities were important to participants, and frequently, they were mismatched. Participants also shared that

their identities informed their writing instruction in the classroom. The novice teachers enacted their writing identities to build relationships with students and teach writing, even when faced with writing challenges.

Writing identity manifests itself in the types of writing and reasons teachers write (Wells et al., 2016; Wells & Lyons, 2017). The two reasons are personal and professional (Wells et al., 2016; Wells & Lyons, 2017). Wells et al. (2016) studied teacher writing identity and found a blurring of lines between personal and professional writing identities. Through narrative inquiry, their research analyzed what it means to be a writer and substantiated that being a writer influences the narratives participants have of themselves as teachers. Teachers also view their identity through the two types of writing (Wells and Lyons, 2017). The qualitative study determined personal writing for pleasure included poetry, blogging, short stories, and books. Teachers also wrote professionally through academic writing, emails, and publishing academic articles. Results also indicated some teachers write for the classroom and construct writing in front of students.

Wells and Lyons (2017) determined both types of writing are essential to teacher writing identity. Engaging in writing activities teachers find enjoyable helped teachers develop self-efficacy and the belief that they can write. It also develops an individual approach to finding what each writer finds enjoyable. Wells and Lyons also found that writing professionally develops a new writing skill set for many teachers and helps to extend self-efficacy beliefs through mastery experiences. Also, many teachers find writing for work tasks pleasurable and self-fulfilling. By writing for both work and pleasure, teachers become well-rounded writers who can effectively teach writing to elementary students.

It is critical to note an expansive gap in the research on writer identity and its development and self-efficacy and writing. Writing experts such as Donald Graves, Nancy Atwell, and Lucy Calkins dominated the writing and research world at the height of their careers in the late 1980s and 1990s (Atwell, 1987, Ferrera, 1990; Graves 1994, Calkins, 1986; Smagorinsky, 2010). Research in writer development and identity occurred in language arts research during the two decades. However, as education entered the next century, research in these areas slowly dwindled and became sparse beginning in the early 2010s (Ferrera, 1990; Smagorinsky, 2010). Writing research, in general, has yet to rebound from its height in the 1990s (Atwell, 1987, Calkins, 1986; Ferrera, 1990; Graves 1994, Calkins, 1986; Smagorinsky, 2010). There are several reasons to explain the hard stop in the literature (Ferrera, 1990; Smagorinsky, 2010).

The first reason is mandated federal legislation. In 2002, the federal government enacted the No Child Left Behind (NCLB) law (Dee et al., 2016; Goertz, 2005; Thomas et al., 2010). The law intended to ensure student learning and strong accountability for teachers and districts through Adequate Yearly Progress (Goertz, 2005; Thomas et al., 2010). The law mandated yearly testing in reading and math beginning in third grade (Dee et al., 2010; Goetz, 2005). Writing no longer became a priority but an extra. The shift was to test preparation and vigilance in reading instruction to prepare for the high stakes testing, which ultimately determined federal dollars for districts (Dee et. al, 2013; Goertz, 2005; Thomas et al., 2010). Writing became the neglected “R” (Jennings & Bearak, 2014; The National Commission on Writing in America’s (ESSA) did little to ease teachers' pressures and increase classroom writing instruction (Goertz, 2005; Russo, 2016; Thomas et al., 2010). Writing still lacks importance as educational systems struggle to bring focus to writing instruction and colleges do not create courses specifically

geared toward teaching writing in the classroom (Cawelti, 2006; Dee et al., 2010; Dismuke & Martin, 2016; Myers et al., 2016). There is still fear and pressure facing teachers with mandated assessments. Even with the suggested changes to ESSA, little has changed as mandated testing and reporting is still part of the federal requirement for funding (Dennis, 2017).

Another reason for a lack of literature concerning writer identity and instruction is the inception and adoption of Common Core State Standards (CCSS) in 2010 (Greer, 2018; Skinner, 2019). There is a strong correlation between the adoption of CCSS and the stop in the literature. As teachers grappled with understanding a new set of standards, the focus was on how the standards applied to math and reading (Cawelti, 2006; Dee et al., 2013; Greer, 2018; Greer, 2018; Russo, 2016; Skinner, 2019; Skinner & Feder, 2014). While CCSS does contain writing standards, there needed to be more understanding of their importance and necessity.

The research in writing has stagnated because of the factors above and the changing demands in classrooms (Cleaver, 2023; Mercado, 2018; Will, 2019). Watching the shift in educational expectations in elementary classrooms leads to a greater understanding of teachers' demands during the school day (Cleaver, 2023; Mercado, 2018). As part of the 2004 Individuals with Disabilities Act update in 2004 and Multi-Tiered Systems of Support and Positive Behavior Intervention Supports sections of the ESSA 2015 Act, teachers now conduct social-emotional lessons, additional small group instruction, and grade/school-wide interventions (Cleaver, 2023; Mercado, 2018). They are additional tasks teachers must fit into the school day to teach the whole child (Mercado, 2018). A teacher's job now includes the following: adopting and using science of learning-aligned lessons, developing a deep connection with all students, knowing each individual person and learner, assisting students with social and emotional growth, and inspiring a love of learning (Marco Learning, 2023). Because of the added classroom demands,

writing continues to lag in importance as teachers find ways to accommodate the changing classroom landscape (Cleaver, 2023; Marco Learning, 2023; Mercado, 2018; Will, 2019).

Understanding the published research gap in relation to writer identity builds a framework for the following literature review sections on sources of self-efficacy and efficacy measures. Little published research studies on writing identity coincide with federal mandates and national reforms (Dennis, 2018; Goertz, 2005; Greer, 2018; Russo, 2016; Skinner, 2019). While most of the literature dates pre-dates NCLB and coincides with CCSS, it still has relevancy (Abbott et al, 2013; Al-Bataniah et al., 2010; Cremin, 2006; Cremin & Baker, 2010, 2014; Draper et al., 2000; Engelhard & Behizada, 2012; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001; Graham et al, 2002; Locke et al, 2013; Maddox, 2007; Morgan, 2010; Norman & Spencer, 2005; Street, 20003; Tschannen et al., 1998, Tschannent et al, 2001; Tschannen & Johnson, 2011; Zimmerman & Bandura, 1994). It underscores the importance of understanding writing identity and how it impacts teachers, students, and classrooms. When teachers have not developed their writing identity, it may determine how and what they instruct concerning writing relevancy (Brindle et al., 2016; Cremin, 2006; Cremin & Baker, 2010, 2014; Draper et al., 2000; Engelhard & Behizada, 2012; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001; Graham et al, 2002; Helfrich & Clark, 2016; Locke et al, 2013; Maddox, 2007; Morgan, 2010; Norman & Spencer, 2005; Street, 20003; Zimmerman & Bandura, 1994) .

Writing identity is complex in its development. Prior writing experiences and classroom interactions develop current identity. Identity is fluid, not static. It continues to change as experiences and knowledge do. However, writer identity has suffered as mandates moved writing instruction to a lower priority area for teachers. Going forward, developing strong writing

identities for teachers must be a priority to increase the teaching of writing and place writing instruction squarely in the middle of all classroom instruction.

Sources of Writing Self-Efficacy

Much has been written concerning preservice teachers' writing efficacy and how it develops. The body of research explores teacher training courses in how to teach writing and their experiences as writers prior to college (Al-Bataineh et al., 2010; Bayraktar, 2016; Bozgun, 2022; Dismuke & Martins, 2016; Gardner, 2014; Goker, 2006; Helfrich & Clark, 2016; Morgan, 2010; Myers, et al., 2016; Norman & Spencer, 2005; Street, 2003). Much of the research findings concerning preservice teachers also apply to current teachers.

Generally, elementary pre-service teachers show low efficacy in teaching writing in a future classroom (Al-Bataniah et al., 2010; Brindle et al., 2016; Dismuke & Martin, 2016; Gardner, 2014; Graham, et al. 2002; Helfrich & Clark, 2016; Myers et al. 2016; Street, 2003). Myers et al. (2016) argue that lower self-efficacy comes from a lack of specific preservice teacher courses focused on teaching writing. More often than not, writing instruction becomes embedded in courses concerning literacy instruction or a general teaching English Language Arts course for elementary teachers. They found that only 28% of preservice teachers took a stand-alone course on teaching writing.

Lack of preservice training affects practicing educators (Brindle et al., 2016; Draper et al. 2000; Helfrich & Clark, 2016; Morgan, 2010; Norman & Spencer, 2005). Brindle et al. (2016) established low self-efficacy for teaching writing due to a lack of preparation to teach writing in the classroom. Three-fourths of practicing teachers reported feeling they needed further preparation to teach writing within the classroom. Because of this, research participants did not have experiences to build their self-beliefs that they were capable writers, nor did they learn the

skills needed to teach writing to their future students. Instead, participants relied on their elementary and secondary writing experiences to determine how to teach writing. Results also indicated that third and fourth-grade teachers felt more prepared to teach other content areas than writing.

Helfrich and Clark (2016) also substantiate lower self-efficacy for teaching writing. They specifically found lower efficacy for teaching writing than teaching reading. The study discovered that teachers who completed a course focused on teaching writing during preservice coursework had higher self-efficacy than those who did not complete such a course. They also found that taking literacy courses did not increase efficacy for future primary teachers. Self-efficacy measures occurred through the Teachers' Sense of Efficacy for Language Instruction. The study provides important implications for practicing teachers. Providing specific writing courses for preservice and current teachers raises self-efficacy for classroom writing instruction.

Preservice teachers' base efficacy beliefs on prior writing experiences (Draper et al., 2000; Norman & Spencer, 2005; Morgan, 2010). When basing self-efficacy beliefs on prior writing experiences, preservice teachers have more efficacious beliefs about themselves (Norman & Spencer, 2005; Morgan, 2010). Norman and Spencer (2005) found that 58% of their study participants viewed themselves positively as writers under this parameter. Morgan (2010) studied forty-two early childhood preservice teachers. Qualitative results indicated they came into a writing methods course with strong self-efficacy as writers. She also linked learning instructional strategies and writing experiences as sources of efficacy for future writing teachers. The findings of preservice teachers also apply to current teachers as well as they are in the classroom teaching writing from their prior experiences (Frager, 1994). Current teachers base their writing instruction on their experiences as students (Lortie, 1975). In other words, what

Lortie (1975) would purport is that when self-efficacy is lacking, teachers depend on how they were taught writing and apply that to their classrooms.

The final way preservice teachers develop writer identity is through the apprenticeship of observation (Boyd, et al., 2013; Crow & McGarr, 2022; Gray, 2002; Grossman, 1991; Lortie, 1975; Westrick & Morris, 2016). Apprenticeship of observation means that future teachers (and current teachers) base their teaching knowledge on how they experienced years of classroom teaching. So, for the study at hand, future teachers determine how to teach writing based on their experiences of writing and interactions with writing teachers in grades K-12. Lortie (1975) had a strong realization of the significance school experiences play in teachers teaching of writing.

In summary, the apprenticeship-of-observation undergone by all who enter teaching begins the process of socialization in a particular way; it acquaints students with the tasks of a teacher and fosters the development of identification with teachers. (p. 67)

Lortie (1975) underscores the importance of the apprenticeship of observation by acknowledging the power of school writing experiences for preservice teachers. Positive and negative experiences are essential drivers in shaping how they decide to teach writing in their future classrooms and how they associate themselves as practicing writing teachers. Future teachers will teach writing how they were taught to write (Boyd, et al., 2013; Crow & McGarr, 2022; Gray, 2002; Grossman, 1991; Lortie, 1975; Westrick & Morris, 2016).

Attitude toward writing is also critical to preservice and current teachers' writing self-efficacy (Brindle et al., 2016; Ekholm et al., 2018; Gaitas & Martins, 2015; Graham et al., 2002; Haskins, 2017). Teachers with more positive attitudes toward writing are more likely to have higher efficacious beliefs. Ekholm et al. (2018) suggest that attitude affects self-efficacy, ultimately impacting classroom instruction. They specifically explored seven writing studies.

Overall, the examined research studies found that attitude impacts classroom behaviors and predicted the use of evidence-based writing instruction. The finding substantiates Brindle et al.'s 2016 finding that attitude correlates to classroom instruction. Ekholm's systematic review supports attitude as a malleable belief. It can be changed and altered. It can be hypothesized that teachers' self-efficacy beliefs are also alterable.

Graham et al. (20021) posit that self-efficacy also comes from teachers' orientations to writing. Using the Teachers Efficacy for Writing Scale, Graham discovered that self-efficacy increased when teachers employed a natural or incidental learning method toward writing instruction. It made a "significant and unique contribution to predicting teacher self-efficacy, personal and general" (Graham et al., 2001. p.197). In other words, placing less emphasis on the correctness of writing led to increased efficacy and personal capability to teach writing to students. The study also lays an essential claim that the type of writing activities occurring in classrooms connects to teachers' self-efficacy beliefs about their writing teaching in primary classrooms.

Teachers' beliefs encompass their attitudes (Gaitas & Martins, 2015). According to Gaitas and Martins (2015), two types of beliefs drive thinking and action. These are code-based beliefs and meaning-based beliefs. The study corroborated earlier findings, indicating that teachers' beliefs about writing are multidimensional and impact attitudes and classroom practice. Meaning-based beliefs predominated. However, 75% of respondents valued both beliefs to some extent. The most important aspect of this study is that belief impacts classroom practice and instruction.

Writing self-efficacy is crucial to developing writing teachers who have strong efficacious beliefs. Ultimately, with increased efficacy, teachers will develop stronger writer

identities. It is possible to develop teachers' self-efficacy as writers. However, it is essential to begin this in preservice training and experiences in colleges and schools of education within each university. Developing self-efficacy at the onset of a teacher's future career sets a course for success. Though it is not always an easy journey, it is an essential one.

Measuring Writing Self-Efficacy

Self-efficacy is an elusive concept to measure (Gibson & Dembo, 1984). Many researchers have explored ways to best assess teachers' beliefs about their abilities to instruct students and teach content (Abbott, et al., 2003; Ciampa & Gallagher, 2021; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001; Hodge et al., 2021; Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011). Most researchers have explored self-efficacy through quantitative measures through teacher efficacy scales. (Abbott et al., 2023; Ciampa & Gallagher, 2021; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001; Hodge et al., 2021; Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011). Efficacy rating scales contain a given number of items to respond to, and then researchers provide a variety of quantitative responses equating self-efficacy to a specific score. Quantitative analysis of self-efficacy places one's efficacy beliefs into tidy categories and gives little regard to the complex nature of efficacious beliefs and practice.

The 1980s were a fruitful time for research exploring the measurement of teacher efficacy (Tschannen-Moran & Hoy, 2001). Perhaps the most well-known and adapted efficacy scale comes from the work of Gibson and Dembo (Gibson & Dembo, 1984). They developed a thirty-item self-report called the Teacher Efficacy Scale (TES). The TES aimed to measure self-efficacy and its correlation to observable teacher behaviors. Gibson and Dembo applied

Bandura's outcome expectancies to their teacher efficacy scale (Bandura, 1977a, 1977b, 1986, 1997, 2023; Gibson & Dembo, 1984). One of the study's purposes was to explore how the scale related to Bandura's self-efficacy theory. Results indicated a strong correlation between Bandura's outcome expectations and scores reported by participants.

Bandura developed a scale to measure self-efficacy called the Teacher Self-Efficacy Scale (Tschannen-Moran et al., 1998). The scale developed because Bandura believed existing scales failed to recognize the multifaceted nature of self-efficacy (Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001). Bandura's scale expanded the scope of measuring efficacy for content and general teacher efficacy through a thirty-item survey (Tschannen-Moran et al., 1998). The scale measured efficacy through quantitative measures using a Likert scale. Survey categories included items such as instructional efficacy, disciplinary efficacy, and creating a positive school climate. "This measure attempts to provide a multifaceted picture of teachers' efficacy beliefs without becoming too narrow or specific" (Tschannen-Morgan, et al, 1998, p. 219). However, Bandura's scale still employed quantitative methodology and analysis.

Tschannen-Moran & Hoy (2001) and Tschannen et al. (1998) have extensively studied self-efficacy measures, and their research yielded an in-depth understanding of quantitative measures of self-efficacy. Research results have shown persistent concerns with teacher efficacy scales (Tschannen et al, 1998; Tschannen-Moran & Hoy, 2001; Tschannen & Johnson, 2011). The main concern was the specific nature of questions to yield in-depth responses about self-efficacy beliefs. This was Bandura's concern as well (Tschannen et al, 1998; Tschannen-Moran & Hoy, 2001; Tschannen & Johnson, 2011). To create a quantitative scale representing the multifaceted nature of self-efficacy, they created the OSTES, the Ohio State Teacher Efficacy Scale (Tschannen et al, 1998; Tschannen-Moran & Hoy, 2001). The goal of their efficacy scale

was to develop effective questions to best understand efficacy. However, this was again a quantitative measure and did little to explore the complex nature of teacher efficacy.

Building on the work of efficacy scales, researchers have also examined teacher efficacy for teaching writing (Ciampa & Gallagher, 2021; Hodges et al., 2021; Tschannen-Moran & Johnson, 2011; Zimmerman & Bandura, 1994). The scales for writing all employed Bandura's definition of self-efficacy and developed quantitative measures for writing self-efficacy. A common thread through writing efficacy scales is their quantitative nature (Ciampa & Gallagher, 2021; Hodges, et al., 2021; Tschannen-Moran & Johnson, 2011; Zimmerman & Bandura, 1994). Tschannen-Moran and Johnson (2011) connected efficacy to sources of verbal persuasion and vicarious experiences. They found teachers with powerful vicarious experiences and feedback regarding their teaching report higher levels of self-efficacy. Next, the Preservice Teacher Self-Efficacy for Writing Inventory (Hodges, et al., 2021) found that focusing on self-efficacy by preparing preservice teachers for teaching writing increased their self-efficacy beliefs. Ciampa and Gallagher (2021) developed a quantitative measure called the Teachers' Self-Efficacy Beliefs for Literacy Instruction in the 21st Century Scale (TBLI21c). Their findings indicated that the scale helped measure in-service and preservice teachers' efficacy for current literacy practices.

Hodges et al. (2021) provide the most extensive review of writing efficacy scales to date. The systematic literature review examined twenty-two studies, which yielded six specific published writing efficacy scales and three specifically named researcher-designed measures. Abbott, Hodges, et al. determined three essential findings through the meta-analysis. First, they established the need for more reliable and valid tools that measure self-efficacy for writing and writing instruction, especially for diverse populations of teachers and students. Second, Hodges

et al. indicated that measures for writing were minimal. Lastly, they admit that researchers must develop other measurement tools to measure writing self-efficacy.

Occasionally, qualitative methodology occurs in mixed-methods research, not as a purely qualitative undertaking (Engelhard & Behizada; 2012; Locke et al., 2013). Locke et al. (2013) examined teachers' writing self-efficacy through a mixed-method study to understand self-efficacy both quantitatively and qualitatively. The two-year study incorporated surveys and interviews as data collection points focused on self-efficacy as measured through Bandura's four sources of self-efficacy. Quantitative measures revealed significant and positive pre/post-test scores after engagement in the Writer's Workshop approach to improve personal writing skills. Qualitative analysis unveiled affective changes in personal efficacy and classroom practice. They failed to connect the two methodology forms and relayed a struggle with purely quantitative analysis citing the need for both forms of data. Locke et al. (2013) solidified the importance of and need to explore self-efficacy through purely qualitative methodology. "As a future direction, we see a place for narrative research underpinned by critical discourse analysis that tells stories about how teachers story their evolving identities as writing practitioners and teachers of writing" (2013, p. 143).

Researchers have spent considerable energy exploring quantitative components of teacher self-efficacy and efficacy for teaching writing (Abbott et al., 2023; Ciampa & Gallagher, 2021; Engelhard & Behizada; 2012; Gibson & Dembo, 1984; Goddard et al. 2000; Graham et al, 2001; Hodge, 2021; Locke et al., 2013; Tschannen-Moran & Hoy, 2021; Tschannen, et al., 1998; Tschannen-Moran & Johnson, 2011). Sparse research explores writing self-efficacy solely through a qualitative methodology (Maddox, 2007; Norman & Spencer, 2005). The most representative qualitative study comes from Norman and Spencer (2005). They studied

preservice teachers' writing self-efficacy. Through written autobiographies, the authors gained tremendous insight into the preservice teachers' beliefs about themselves as writers through the words and thoughts of the participants. Doing so allowed their voices to address the writer's efficacy. Results indicate an essential theme of positive self-concept for participants. They expressed thoughts that indicated confidence in having the skills to write effectively for various purposes. Had the researchers not chosen purely qualitative measures, the participants may not have expressed the same thoughts and feelings through qualitative methods such as interviews.

While researchers aim to understand self-efficacy measures better, there appears to be apprehension about measuring self-efficacy through purely qualitative research methods (Maddox, 2007). Maddox (2007) suggests exploring all forms of literacy (including writing) through ethnography as qualitative analysis. He supports a broader examination and understanding of literacy through a sociocultural perspective. The study also supports qualitative measures of ethnography to explore different social contexts of writing.

Measuring self-efficacy has primarily relied on quantitative measures. While this provides useful data, it only provides part of the story. To fully develop an understanding of self-efficacy qualitative measures must be used. While there is a lack of qualitative studies, those that do exist explore a greater understanding of self-efficacy and its development within writing.

Cognitive Coaching

Instructional coaching is an umbrella term encompassing many types of coaching and was first coined by Jim Knight (Ali et al., 2018). Examples of instructional coaching include literacy coaching, instructional coaching, peer coaching, and cognitive coaching (Aguilar, 2013; Ali et al., 2018; Kurz et al., 2017). Aguilar (2013) defines three forms of coaching: directive, facilitative, and transformational. A coach uses all three coaching forms depending on the

coachee's needs. The focus of any coaching centers on the needs of the coachee. What is consistent between all forms of coaching is the goal of teacher growth.

One highly effective form of instructional coaching is cognitive coaching. (Costa & Garmston, 2002, 2016; Ellison & Hayes, 2009; Thinking Collaborative, 2022). Cognitive coaching originated in the 1970s from the work of Morris Cogan, Robert Goldhammer, Robert Anderson, and other supervisors in a Master of Teaching program at Harvard University (Costa and Garmston, 2002, 2016). As supervision experts, they constantly rethought the role of self-directedness within teacher growth and the teacher's role in developing and mediating their thinking and learning (Costa & Garmston, 2002, 2016). Cogan's view of supervision focused on the teacher as one who is “analytical of their performance, open to help from others, and self-directive (Costa & Garmston, 2002; Costa & Garmston, 2003). Their work established the coach's intent to modify a coachee's cognitive capacity to develop and create self-modifications (Costa & Garmston, 2002, 2016). As a result, Costa and Garmston expanded on the foundation of Cogan and Goldhammer's work to develop cognitive coaching (Costa & Garmston, 2002, 2016).

In 1984, Costa and Garmston initially developed cognitive coaching as a way for principals to support teachers with their thinking and self-reflection (Costa & Garmston, 2002; Ellison & Hayes, 2009). The goal was to move beyond the principal telling teachers what to do and how to do it. Instead, the goal was to create self-modifying and self-monitoring teachers (Ellison & Hayes, 2009). As cognitive coaching became more prominent, Costa and Garmston built on its success. In 1999, Robert Garmston and Bruce Wellman developed a comprehensive approach to school improvement called adaptive schools (Costa & Garmston, 2003; Garmston & Hayes, 2009). They envisioned schools utilizing a mediative environment for learning where all key players were self-managing, self-monitoring, and self-modifying (Costa & Garmston, 2002,

2016; Garmston & Hayes, 2009). Adaptive schools incorporated all the premises initially outlined by Cogan and established the principles outlined in cognitive coaching (Costa & Garmston, 2002; 2016, Ellison & Hayes, 2009, Garmston & Hayes, 2003; Thinking Collaborative, 2022).

In their seminal work (2002), *Cognitive Coaching: A Foundation for Renaissance Schools*, Costa and Garmston (2002) defined cognitive coaching as “A nonjudgmental, developmental, reflective model derived from a blend of the psychological orientations of cognitive theorists and the interpersonal bonding of humanists. The model is informed by current work in brain research, constructivist theory, and practices that promote learning” (p.5). The definition reflected the current view of adaptive schools and the current implementation of the adaptive schools model (Costa & Garmston, 2002, 2016). In a later seminal work titled *Cognitive Coaching Developing Self-Directed Leaders and Learners*, Costa and Garmston (2016) defined cognitive coaching as a distinct coaching method because of its nonjudgmental means to mediate thinking. They state, “The greatest distinction of cognitive coaching is its focus on developing and utilizing cognitive process, on liberating internal resources, and on accessing the five states of mind as a wellspring of constructive thought and action” (Costa & Garmston, 2016, p.12).

Costa and Garmston have always maintained the same goal for cognitive coaching since its inception, initial use with adaptive schools, and now as an established coaching model (Costa & Garmston, 2002, 2016; Garmston & Hayes, 2003; Thinking Collaborative, 2022). The ultimate goals of cognitive coaching are teacher autonomy, the ability to self-monitor, self-analyze, and self-evaluate (Costa & Garmston, 2002, 2003, 2016). Due to Costa and Garmston’s specific goals, cognitive coaching stands out in coaching approaches and philosophy (Costa & Garmston, 2002; 2016; Ellison & Hayes, 2009; Garmston & Hayes, 2003; Hays, 2022). The

mission of cognitive coaching is to “produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community” (Costa & Garmston, 2016, pp. 15-16). It also aims to produce self-directed, continuous lifelong learners (Costa & Garmston, 2002, 2016; Garmston & Hayes, 2003). While focusing on the coachee's connected cognitive and affective domains, cognitive coaching also achieves higher levels of cognitive functioning (Ellison & Hayes, 2009).

One of the distinctions of cognitive coaching is the coachee's power to be at the helm of the coaching process while the coach acts as a mediator of thinking (Costa & Garmston, 2002, 2016; Hayes, 2022). While other coaching approaches acknowledge the coach's role in the coaching process as an expert, provider of knowledge, and problem solver, none of these rely on mediation to drive the coaching process (Costa & Garmston, 2002). Ultimately, the coachee is the driver of the coaching conversation and the coach relies on the coachee's internal forces of change instead of relying on external behaviors to drive the change (Costa & Garmston, 2002, 2016). The coach's role is to ask the correct questions to allow the coachee to arrive at his or her own solutions to problems (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Cognitive coaching stands out for its unwavering belief in each individual's capacity and reliance on their ability to think for themselves and make the best decisions (Costa & Garmston, 2002, 2016; Ellis & Hayes, 2009; Garmston & Hayes, 2003; Thinking Collaborative, 2022).

Costa and Garmston coined the term self-directedness (Costa & Garmston, 2002, 2016; Costa & Garmston, 2003; Ellison & Hayes, 2009; Garmston & Hayes, 2009; Hayes, 2022; Thinking Collaborative, 2022). Three elements comprise self-directedness. These are the skills of self-managing, self-monitoring, and self-modifying (Costa & Garmston, 2002, 2016). Self-managers always keep the end goal in mind while having a strategic plan developed from

understanding past experiences, data to drive the decision, and alternative plans if the original plan needs adjusting (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). The second component of self-directedness is self-monitoring. Costa and Garmston believe that each person has the self-knowledge to effectively know if a plan of action is succeeding or needs adjusting (Costa & Garmston, 2002, 2016). The ability to do so comes from metacognitive processes (Costa & Garmston, 2016). Each person relies on their self-awareness of action steps leading to intended goals and those not leading to expected outcomes. The final element of self-directedness is being self-modifying. When an individual is self-modifying, they can reflect on past experiences and use the knowledge gained to apply them to future learning, tasks, or challenges (Costa & Garmston, 2016). It is learning from the past to make better decisions for the future.

The overarching goal is creating a cognitive shift for the coachee (Costa & Garmston, 2002, 2016; Hayes, 2022; Thinking Collaborative, 2022). A cognitive shift is “A shift that occurs when the focus or operation of the brain moves (usually suddenly) from the process in which it is engaged to newly selected ones” (Thinking Collaborative, 2022, p. 93). It is the true hallmark that cognitive coaching practice has been successful (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). The shifts in thinking show themselves through the coachee’s change in body language, words, and voice and indicate a change in thinking and thought (Costa & Garmston, 2016; Hayes, 2009; Thinking Collaborative, 2022). A cognitive shift indicates self-mediating and self-directedness.

A central premise of cognitive coaching is the concept of holonomy (Costa & Garmston, 2002; Costa & Garmston, 2016; Ellison & Hayes, 2009; Hayes, 2022; Thinking Collaborative, 2022). Holonomy is the concept of wholeness within multiple systems of being (Costa &

Garmston, 2002, 2016; Thinking Collaborative, 2022). An individual is part of many systems, such as a family, a grade level team, and a school. Within these social systems, the individual seeks to maintain their individuality while determining their roles within each social system (Costa & Garmston, 2002, 2016). Cognitive coaching recognizes the dichotomy between the individual and being part of a larger group. The push/pull creates a system where an individual seeks to be self-managing, self-directed, and self-modifying while also learning to develop these skills within sociocultural contexts (Costa & Garmston, 2016). Again, cognitive coaching recognizes the social nature of learning and personal growth and maintains its goal of developing each person's capacity through a mediative process that also recognizes this occurs within a more extensive system (Costa & Garmston, 2002, 2016; Moje & Luke, 2009; Moje & Lewis, 2003).

While working towards holonomy, five states of mind influence and drive emotional and intellectual development. The five states are efficacy, flexibility, consciousness, interdependence, and craftsmanship (Costa & Garmston, 2002, 2016; Hayes & Ellison, 2009; Thinking Collaborative, 2022). The five states represent the human forces that help develop an individual's wholeness (Costa & Garmston, 2002, 2016). They are also innate and continually developing. In other words, they can develop through Bandura's four sources of self-efficacy (Bandura, 1977; Bandura, 1986; Bandura, 1997; Bandura, 2023). Mastery experiences, vicarious experiences, verbal persuasion, and emotional states help develop the five states of mind (Bandura, 1986, 1997, 2023; Costa & Garmston, 2002, 2016). Costa and Garmston (2016) state, "Efficacy, consciousness, craftsmanship, flexibility, and interdependence, while native to humans, must be refined, nurtured, supported, practiced, and fulfilled regularly if they are to

remain constants” (p. 109). Consistency develops through utilizing Bandura’s four sources of self-efficacy.

Efficacy is the most crucial of the five states of mind as it is foundational (Ellison & Hayes, 2009). It drives the development of all states of mind and, ultimately, is responsible for developing an individual’s ability to solve their problems, which is the goal of cognitive coaching (Costa & Garmston, 2002, 2016; Ellison & Hayes, 2009).

Efficacy may be the most catalytic of the five states of mind, because a person’s sense of efficacy is a prime factor in determining how complex problems are resolved. If a teacher feels little efficacy, then despair, hopelessness, blame, withdrawal, and rigidity are likely to follow. (Costa and Garmston, 2002, p. 127)

Individuals pursue self-efficacy as it is an innate biological survival response (Costa & Garmston, 2016). People seek to become their best through life-long learning, developing competence, becoming empowered, and overcoming challenges, which are all elements of self-efficacy (Bandura, 1986; Bandura, 1997; Costa & Garmston, 2016; Ellison & Hayes, 2009; Thinking Collaborative, 2022). It provides a sense of hope, resilience, determination, and self-belief in the ability to make a difference in the world (Ellison and Hayes, 2009). Efficacy also moves a person from an external locus of control to an internal one (Thinking Collaborative, 2022).

Research supports the use of cognitive coaching as an effective form of professional development to lead to increased self-efficacy for teachers and principals (Bair, 2017; Baker, 2008; Batt, 2009; Cox, 2021; DeMasters, 2018; Edwards & Green, 1997; Edwards & Newton, 1995; Edwards et al., 1998; Grochocki, 2018; Goker, 2020; Krpan, 1997; Maginnis, 2009; Robinson, 2011; Rogers et al., 2016; Skytt et al., 2014; Wooten Burnett, 2015). Overall,

studies found positive correlations between engagement in cognitive coaching cycles and increases in self-efficacy. Continuous engagement in cognitive coaching is a crucial component to increase teacher self-efficacy (Costa & Garmston, 2002, 2016). Research supports the role cognitive coaching to positively affect one's course of action after a coaching conversation.

Researchers have explored the effects of cognitive coaching on increasing principals' self-efficacy within contexts such as coaching novice principals and conversations concerning specific issues discussed during coaching (Cox, 2021; Maginnis, 2009; Rogers et al., 2016; Skytt et al., 2014;). Skytt et al. (2014) worked with experienced principals who attended the eight-day cognitive coaching training and mentored novice principals. The study found that principal self-efficacy increased for veteran and novice principals through cognitive coaching participation. Cox's 2021 study discovered self-efficacy to be situational based on the particular issues raised during a cognitive coaching cycle but not necessarily generalizable to self-efficacy in all areas.

The larger body of research explores cognitive coaching with teachers (Baker, 2008; DeMasters, 2018; Edwards & Green, 1997; Edwards & Newton, 1994; Edwards & Newton, 1995; Edwards et al., 1998; Edwards, 2023; Goker, 2020; Grochocki, 2018; Krpan, 1997; Robinson, 2011; Wooten-Burnett, 2014). Using various measures, researchers have found that cognitive coaching increases teacher efficacy (DeMasters, 2018; Goker, 2020; Tschannen-Moran & Hoy, 2001; Wooten-Burnett, 2014). Teacher efficacy measures have predominately included Tschannen-Moran and Hoy's 2001 Teachers' Sense of Efficacy Scale (TSES). Wooten-Burnett (2015) measured teacher efficacy through the Ohio State Teacher Efficacy Scales, which later became the TSES (Tschannen-Moran & Hoy, 2001). The study measured the efficacy of seven physical education teachers' self-efficacy as they completed cognitive coaching as part of a master's degree program. Over six weeks, each of the seven teachers participated in three cycles

of coaching geared towards planning and reflecting conversations. All participants indicated that cognitive coaching conversations helped them be more aware of their lesson planning, as indicated through the open-ended questions. DeMasters (2018) also explored teacher self-efficacy through the Teacher Self-Efficacy Scale (TSES). DeMaster's study examined efficacy as it related to components of cognitive coaching, such as paraphrasing and wait time. The tools increased levels of self-efficacy. The study also found a “moderate positive relationship between the levels of coaching implementation and teacher efficacy” (p.92).

Goker (2020) found similar results when he conducted a study with thirteen student teachers during a ten-week study. Coaching increased teacher efficacy as measured by Tschannen-Moran and Hoy's 2001 Teachers' Sense of Efficacy Scale (TSES). Semi-structured interviews were also conducted to determine alignment and elaboration of the TSES results. Results indicated significant increases in self-efficacy concerning instructional planning. Results also specified that past experiences and cultural connections played a role in efficacy development. Goker states, “Our culture and past experiences are profoundly related with dynamic process since identity is a continuum, where what we know about ourselves now, helps us to shape how we know ourselves in future actions.” (Goker, 2020, p. 571).

Studies have also used Bandura's Teacher Efficacy Scale to measure self-efficacy (Baker, 2011; Edwards, 1998). Baker's 2011 study explored the efficacy of 11 mentors and 15 initially licensed teachers. Results indicated that mentors with high levels of content knowledge had mentees with high efficacy levels. Another measure of self-efficacy includes Gibson and Dembo's 1984 Teacher Efficacy Scale. Edwards et al. (1998) found that teachers who participated in a three-year project using cognitive coaching increased their efficacy as measured by the 1984 Gibson and Dembo scale.

Batt (2010) and Bair (2017) support cognitive coaching as a promising means of professional development. Batt (2010) documented the use of cognitive coaching for professional development with sheltered instruction teachers. Results showed that coaching increased the implementation of sheltered instruction as cognitive coaching built knowledge and self-efficacy with programming. Batt (2010) found that 80% of teachers were committed to SIOP instruction after initial training and coaching. Additionally, she found that cognitive coaching significantly impacted their teaching practice. Bair's (2017) qualitative study determined that planning and reflecting conversations were more effective in assisting college of education professors in improving their instructional practices. They utilized their professional development training by using cognitive coaching and used it with the students. Results showed that instruction improved, and teachers had a cognitive shift in their roles as teachers. One study participant stated:

Rather than the instructor-as-expert telling the candidate what the instructor thinks after analyzing the lesson, I, the instructor as coach, facilitate the candidates' self-reflection and evaluation of student process toward learning goals, as well as their own progress their own professional growth. (Bair, 2017, p. 84)

Several studies explored cognitive coaching and its effects on teachers' writing instruction (Awakuni, 1995; Donahue-Barrett, 2014; Robinson, 2011). Donahue-Barrett (2014) examined the results of cognitive coaching on teachers' implementation of Writer's Workshop. Qualitative results indicated that teachers are more likely to implement a new strategy or program when they receive coaching. The coaching process enabled teachers to develop mediative thinking and learning through dialogue with a literacy coach. Awakuni (1995) discovered that teachers who participated in coaching cycles for one year increased their critical

thinking skills during writing instruction. Participants developed efficacy for increasing writing instruction and all instructional areas. Robinson (2011) explored cognitive coaching to support national board candidates. Several candidates completed a section of the national board process designed around writing instruction in the classroom. Robinson's results showed increased self-efficacy for writing instruction and the national board process.

The positive results of the research studies come from very specific skills and following specific coaching protocols for distinct types of coaching conversations (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Two essentials that lead to cognitive shift include asking mediative questions and using effective paragraphing (Costa & Garmston, 2002, 2016; Ellison & Hayes, 2009; Hayes, 2022; Thinking Collaborative, 2022). The skills work together to help the coach know where to go next in the coaching cycle with the coachee. A coach's most essential skill is asking mediative questions to help the coachee problem-solve and become an independent thinker (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Mediative questions must be invitational, engaged in specific cognitive operations, and intentional (Thinking Collaborative, 2022). A cognitive coach must master asking effective mediative questions (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Otherwise, the coachee will not be able to mediate their own thinking. The essential component is for a coach to help engage the coachee's thinking process to solve their concerns and problems (Ellison & Hayes, 2009).

To effectively help the coachee, the coach has specific tasks when asking mediative questions (Costa & Garmston, 2016; Ellison & Hayes, 2009; Hayes, 2022; Thinking Collaborative, 2022). The first is to engage coachee's in thinking and ask purposeful questions to activate cognitive processes in the brain (Hayes, 2022). Tentative language is also essential

(Thinking Collaborative, 2022). Language of this nature manifests itself through starting questions with phrases such as “What might be” or “What are some.” A question might be, “What are some possible reasons for a lack of student engagement?” Using tentative language does not presuppose answers but allows the coachee to think of answers themselves (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Questions must also be open-ended to develop the coachee's thinking (Costa & Garmston, 2002, 2016). The chart below shows the characteristics of each type of mediative questions (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022)

Table 2.1. Characteristics of Mediative Questions

Three Characteristics of Mediative Questions	
Invitational	• Approachable (verbal and nonverbal) • Plural forms (What are <i>reasons</i>?) • Tentative language (What <i>might</i> be?) • Positive presuppositions (What might be your best indicators that you are successful?) • Open-ended
Engage Specific Cognitive Operations	• Three levels of questions • Bloom’s taxonomy of the cognitive domain • Levels of processing • Depth of knowledge
Intentional	• To explore thinking • To specify thinking

Paraphrasing is a second critical component of cognitive coaching (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Paraphrases serve to provide a way for the coachee to be valued and understood in the communication process (Costa & Garmston, 2002, 2016). They provide an avenue for the coach to monitor their personal understanding of the coachee and serve as a way for the coach to correct understanding. Costa and Garmston (2002) believe effective paraphrases serve an even more significant purpose. “Questions preceded by paraphrases gain permission to probe for details and elaboration. Without the paraphrase, probing and questioning may be perceived as interrogation” (p. 80). Finally, paraphrases

establish a relationship and bond between the coach and coachee (Costa & Garmston, 2002; Thinking Collaborative, 2022). The connection occurs between the two participants and between the people and ideas in the conversation. Creating solid connections also creates a safe and nurturing environment for coaching conversations (Costa & Garmston, 2002, 2016).

After establishing rapport, the coach and coachee engage in one of three types of conversations (Costa & Garmston, 2002, 2016; Hayes, 2022; Thinking Collaborative, 2022). Each of the three conversations utilizes a planning map and coaching tools to best engage in the discussion (Costa & Garmston, 2002; Costa & Garmston, 2016; Hayes, 2022; Thinking Collaborative, 2022). While Costa and Garmston provide a roadmap for each conversation type, there is flexibility in using them to best mediate thinking to lead to a cognitive shift for the coachee (Ellison & Hayes, 2009). Cognitive coaching is a flexible model that is dependent on the need and intended outcome for the coachee. However, the goals remain the same- self-mediating thinking and cognitive shift. “A cognitive coach’s principal responsibility is to increase the self-directedness of others” (Costa & Garmston, 2003, p. 6). All three coaching conversations aim to do just this.

The first cognitive coaching conversation that can occur is a planning conversation (Costa & Garmston, 2016; Hayes, 2022; Thinking Collaborative, 2022). The goal of a planning conversation is to help the coachee plan something such as a writing unit, a school event, or a personal event. In the instance of writing, it could be planning a writing unit, planning a way for students to share writing, or planning for anticipated struggles with students’ writing skills. The coach’s role is to ask mediative questions, remain nonjudgmental, and guide the coachee to develop the steps to plan the task successfully (Thinking Collaborative, 2022). During this coaching conversation, the map contains explicit steps that walk the coach through clarifying the

goals, determining specific success indicators, considering anticipated approaches leading to the coachee's intended outcome, establishing personal learning focuses, and reflecting on the coaching process (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022).

The second coaching conversation is a reflective conversation (Costa & Garmston, 2002; Costa & Garmston, 2016; Thinking Collaborative, 2022). The goal of a reflecting conversation is to assist the coachee in self-discovery through the coach asking specific mediative questions designed to create cognitive shifts for the coachee (Costa & Garmston, 2002, 2016). The coach provides opportunities for the coachee to maximize their ability to make meaning from the experience to apply those insights to other settings and events (Costa & Garmston, 2016). The reflecting map begins with the coach summarizing impressions and recalling important information (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). The coach then helps the coachee analyze casual factors and compare the planned action with what occurred (Thinking collaborative, 2022). For example, the planned activity could be students completing a two-paragraph writing activity, and what happened was one written paragraph. Next, the coach guides the coachee in constructing new learning for themselves. After that, the coachee begins to create self-directness by determining how the learning from the present situation can be applied to future events. Finally, the coachee reflects on the coaching process.

The final coaching conversation is problem-solving (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). A problem-solving conversation aims to help a person uncertain or stuck in their thinking (Costa & Garmston, 2002, 2016). A coachee may be experiencing a crisis or in a position requiring assistance (Costa & Garmston, 2002, 2016). The conversations are unique due to high-stress conditions that may not be evident in other cognitive coaching conversations (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Problem-solving

conversations help the coachee move from focusing on the problem to move to a more desirable state (Thinking Collaboratively, 2022). The map for problem-solving relies on supporting higher-level brain functioning required to move from an existing state of potential stress to a more desirable mental state, which allows for reflection and cognitive shifting (Costa & Garmston, 2002; Thinking Collaborative, 2022).

In the conversation, pacing is critical because the coach must acknowledge the current feelings and experiences of the coachee (Costa & Garmston, 2016). The conversation has five essential steps (Costa & Garmston, 2002; Costa & Garmston, 2016). The coach first acknowledges the coachee's current state and then frames the desired state. Next, capacity building occurs through locating and expanding existing resources to assist with the problem. After that, there is a check for congruence and a reflection on the coaching process. The table below shows the types of coaching conversations and purposes as detailed in cognitive coaching (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022).

Table 2.2. Type of Coaching Conversations

Conversation Type	Purpose	Conversation Roadmap
<i>Planning</i>	Planning instruction, events, or activities	1. Clarify goals 2. Specific success indicators 3. Anticipate approaches 4. Establish personal learning goal 5. Reflect on the coaching process
<i>Reflecting</i>	Thinking about an activity or event that occurred and enacting new learning	1. Summarize impressions and recall supporting information 2. Analyze causal factors 3. Construct new learning 4. Commit to application

		5. Reflect on the coaching process
<i>Problem-Solving</i>	Helping a person become “unstuck” in their thinking	1. Acknowledge coachee’s existing state 2. Frame the existing state 3. Build capacity through locating and expanding resources to assist with the problem 4. Check for congruence between the problem and resources 5. Reflect on the coaching process

In summary, cognitive coaching provides avenues for self-mediated thinking with the goal of each person solving their problems. When determining cognitive coaching’s place in a sociocultural landscape, Costa and Garmston (2106) best state its goal. "Cognitive coaching is about producing self-directed learners and leaders with the disposition for continuous, lifelong learning, perhaps at no time more necessary than the present in an increasingly complex and interconnected world" (Costa & Garmston, 2001, p.1). Cognitive coaching is a personal and unique experience for each coachee. However, the goal remains the same- to create self-mediating, self-monitoring and reflective individuals who can think for themselves.

Chapter 3 - Methodology

Introduction

This research study explored elementary teachers' self-efficacy for teaching writing within an elementary classroom. It specifically examined how their writing experiences from their own elementary, secondary, and post-secondary education impacted their current self-efficacy to teach writing. In other words, the study examined how writing experiences shape their current view of themselves as writers and teachers of writing. The study also aimed to determine if cognitive coaching allowed teachers to access and understand how their writing experiences shape their current self-efficacy. In addition, participants engaged in cognitive coaching cycles to determine their effect on teacher self-efficacy.

The study was conducted in the context of classroom practice in elementary general education classrooms. Elementary teachers hold an essential distinction from secondary teachers. They teach all core content subjects throughout the school day and have an expectation to be equally efficacious for all subjects. However, teachers brought their prior experiences as students into their classroom and teaching, impacting the efficacy levels they brought to each content area. Since elementary teachers also teach all content areas, they had the autonomy to determine the extent to which subjects are taught to students during the day.

Suitability of the Research Design

The research study was a qualitative action research study. Qualitative research aims to create a deeper understanding of the participants' experiences and to answer the questions of how, what, and why (Bloomberg, 2023). Self-efficacy begs understanding through the lens of words, not numbers. The words and thoughts of the participants led to a greater understanding of

current self-efficacy. Understanding one's lived experiences cannot be effectively measured quantitatively (Stringer, 2019; Stringer & Aragon, 2021). In addition, Cresswell (2012) states that qualitative research is best suited when the researcher seeks to understand all perspectives of all participants without restricting the views of participants.

Several researchers have attempted to understand writing self-efficacy through the lens of quantitative measures (Abbot, et al., 2021; Ciampa & Gallagher, 2021; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001, 2020; Hodge, et al., 2021; 2006; Lock, et al, 2013; Tschannen & Moran 1998, Tschannen-Moran & Hoy, 2001). However, these researchers failed to understand the participants' inner thoughts and thinking completely and instead whittled down self-efficacy to a number on a teaching rating scale. The individual participants' voices are needed to fully explore the topic of self-efficacy through the lens of qualitative research (Bloomberg, 2023; Cresswell, 2012; Mertens, 2018).

In addition, qualitative research allowed for individual understandings within sociocultural contexts (Bloomberg, 2023). Mertens (2018) states that the power of qualitative research is its ability to bring an integral understanding of the “interpersonal relations” that may not be discoverable in quantitative research. Mertens further elaborated by saying that qualitative research brings with it the “complexities associated with cultural norms, beliefs, values, and behaviors” (Mertens, 2018, p. 2). Individuals bring these contexts to their previous and current writing identities in ways that can only be understood through each person's words and actions.

Because the sources of writer identity and self-efficacy are often explored through quantitative methods and mixed-methods research, a quantifiable number is given to efficacy without letting qualitative data become the sole analysis method (Bayraktar, 2016; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001; Graham et al., 2020; Lavelle, 2006;

Locke et al., 2013). Therefore, one's words, thoughts, actions, and prior experiences have not been the stand-alone analysis method to understand the power of qualitative measures alone. The present study filled this gap.

The research study filled the void in the research and allowed the individual voices of the participants to drive the understanding of self-efficacy and how it varies from person to person (Bandura 1986, 1997). The goal was to authentically describe the meaning of the findings through the voices of the participants to develop thick description grounded in real-world contexts (Bloomberg, 2023). In addition, the use of cognitive coaching helped participants actively understand and analyze their self-efficacy individually. As a result, the participants were able to provide unique and insightful comments and thoughts to understand the qualitative research questions utilizing cognitive coaching (Costa & Garmston, 1986, 2002).

Purpose of the Study

Writing efficacy and identity occur within a sociocultural context throughout all previous writing experiences (Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2002; Moje & Luke, 2009). This research aimed to gain a greater understanding of self-efficacy's role in understanding the teaching of writing in elementary classrooms. Bandura (1986) states that self-efficacy is a central factor in determining whether people will continue in any endeavor. Combined with Moje's sociocultural concept of identity formation, it creates a complex understanding of writers (Bandura, 1986, 1997, 2023; Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2008; Moje & Luke, 2009).

This study aimed to determine to what extent Bandura's four sources of self-efficacy played a role in determining current self-efficacy and classroom practice. In addition, the research explored the role prior writing experiences in elementary school through college have

on current self-efficacy. Through qualitative analysis, I sought to fill a gap in the literature by exploring the interconnectedness of self-efficacy, prior writing experiences, identity, and classroom practice.

A final goal was to determine whether cognitive coaching is one means for establishing current self-efficacy and assessing if one's self-efficacy can alter. Cognitive coaching aims to develop mediated thinking (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Through mediative thinking, the coachee develops, activates, and alters their thinking and prior experiences through the coach's mediative questions (Costa & Garmston, 2002, 2016). As cognitive coaching occurred, the coachee reflected on their past and present self-efficacy to determine how it impacted future self-efficacy and practice. This study strove to determine if the process of cognitive coaching could achieve this goal.

Significance of the Study

The study extends the research in writing, self-efficacy, and identity. It brings a distinct perspective through cognitive coaching (Costa & Garmston, 2002, 2016). Studies exist which explore writing efficacy or writer identity (Al-Bataniah et al., 2010; Boyd et al., 2013; Brindle et al., 2016; Bayraktar, 2016; Brozgun, 2022; Cremin & Baker, 2010; Cremin & Baker, 2014; Cremin et al., 2020; Crow & McGarr, 2022; Dismuke & Martins, 2016; Goker, 2006; Gray, 2022; Grossman, 1991; Helfrich & Clark, 2016; Gardner, 2014; Locke, 2017; Morgan, 2010; Myers et al., 2016; Street & Stand, 2017; Street, 2003; Wells & Lyon, 2017; Westrick & Morris, 2016). What studies have failed to do is to explore a specific technique to explore the implications of these on current and future classroom practices. By using cognitive coaching, prior experiences were better understood by the coach, and participants were able to mediate their thinking concerning prior writing experiences (Costa & Garmston, 2002, 2016). The study

served to fill the research gap in this area. Significance also lay in the study's understanding of Bandura's four sources of self-efficacy and how to increase efficacious experiences for elementary writing teachers (Bandura & Adams, 1977; Bandura, 1977a, 1977b, 1986, 1997, 2023). Teachers struggle with efficacious beliefs and seeing themselves as writers who can effectively teach writing to elementary students (Nagin, 2006). By suggesting that cognitive coaching accessed and even altered Bandura's self-efficacy sources, the study's implications helped determine a specific method for creating efficacious teachers for writing instruction.

Writing self-efficacy has predominantly been studied through quantitative and mixed methods measures (Abbott et al., 2023; Ciampa & Gallagher, 2021; Gibson & Dembo, 1984; Goddard et al., 2000; Graham et al., 2001; Hodge et al., 2021; Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011). The present study sought to explore self-efficacy through solely qualitative analysis. Doing so provided the purest ways to truly understand the deep thoughts of participants in a way an efficacy scale cannot. Qualitative data analysis strove to understand the words and actions of participants to gain deep understanding (Bloomberg, 2023). Studying self-efficacy qualitatively provided an ignored perspective in the research field.

Cognitive coaching was an instrumental part of this research study. The goal of cognitive coaching is producing self-directed people who take control of their own thinking and actions (Costa & Garmston, 2002, 2016). It works to push the coachee to higher levels of cognitive functioning to create cognitive shifts in thinking (Ellison & Hayes, 2009; Costa & Garmston, 2002, 2016).

Research Questions

For teachers, self-efficacy is a necessary component for successful teaching. Teachers may sometimes be unaware of how prior writing experiences lead to their current self-efficacy in teaching writing (Frager, 1994). Therefore, it is essential to employ a means to help teachers access and interpret prior experiences while also working through their own self-efficacy.

Cognitive coaching is a method designed to help people become critical thinkers who can solve their own problems and understand their own thinking (Costa & Garmston, 2002, 2016). Using cognitive coaching assisted participants to activate their own thinking about their self-efficacy as writing teachers and where it is derived. In addition, cognitive coaching worked as a catalyst to alter self-efficacy (Costa & Garmston, 2002, 2016).

As a result, this study aimed to answer the following questions:

- 1) In what ways do elementary teachers' writing identities inform their writing instruction? (self-perceptions)
- 2) How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?

Methodology

Pilot Study

A pilot study occurred in Fall of 2023 as part of an advanced qualitative research course requirement. The pilot study occurred within Robison Elementary (pseudo name) within the Smith-Langley (pseudo name) school district. I obtained permission from the school administrator to email kindergarten through fifth-grade classroom teachers concerning the study and to seek potential participants. Of the 12 teachers, five responded. I emailed all five

respondents to request a time to meet. Of those five, three responded. Then, I interviewed all three participants over nine days.

The pilot study focused on the phenomenological interview component of the dissertation study. Semi-structured phenomenological interviews were one data source for triangulation in the dissertation data collection process (Bloomberg, 2023; Mertler, 2020; McNiff, 2017). The interview form contained 13 predetermined questions that focused on participants' prior writing experiences and experiences teaching writing. Interviews lasted between 35 and 40 minutes. I asked additional questions that were not part of the original thirteen questions. The questions allowed participants to further elaborate on answers and develop a deeper understanding of their prior writing experiences and current self-efficacy.

Interview transcription occurred using In Vivo coding (Bloomberg, 2023; Saldaña, 2021). Once initial coding occurred, interviews were once again coded with the grounded theory second coding method of theoretical coding (Saldaña, 2021). The pilot study elicited four themes relating to self-efficacy and classroom practices. These were 1) self-efficacy beliefs concerning writing, 2) development of self-efficacy beliefs, 3) efficacy in the classroom for teaching writing, and 4) transformations as a writer. The pilot study built upon the current research concerning writing self-efficacy and its connection to writer identity and the teaching of writing in the elementary classroom. In addition, the pilot study added to the knowledge of how prior writing experiences determine self-efficacy and writer identity. Most importantly, the pilot study supported three of the four sources of self-efficacy and the importance of their positive impact on self-efficacy (Bandura, 1986, 1997, 2023). The pilot study also supported the idea that prior writing experiences help determine writer identity (Draper et al., 2000; Frager, 1994; Norman &

Spencer, 2005; Morgan, 2010, 1994). Finally, the pilot study supported efficacious beliefs which drive classroom practices with writing instruction Bandura, 1977b, 1986, 1997, 2023).

The pilot study provided a way to determine additional or missing questions to add to the phenomenological interview protocol. It also afforded the opportunity to develop initial themes which might also be present in the present study. In addition, the pilot study provided a glimpse into the possible beliefs and identities of research participants for this study. These may reflect the dissertation study participants as well.

Action Research

Action research roots are pragmatic in nature (Bradbury, et al., 2019; Stringer & Aragon, 2021). Pragmatism believes in the power of understanding the world through experiences and growth. “Action research is, therefore, a pragmatic co-creation of scientific and practical knowledge with, not on, those people with a stake in the issues at hand” (Bradbury, et al. 2019, p. 12). Growth is an essential factor in self-efficacy and in analyzing prior experiences, as well as essential for understanding the lived experiences shared by participants.

Action research has experienced a renaissance since the early 2000s as qualitative researchers' methodology has developed rigor, power, and purpose (Vaughn, 2019). This resurgence comes during a time of nationally and state-mandated test scores and a heavy reliance on quantitative measures (Dee et al., 2006; Goertz, 2005; Greer, 2018; Russo, 2016; Skinner, 2019; Thomas et al., 2010). Schools and teachers yearned for other ways to measure student and teacher success. The goal of action research is to have application to teacher and classroom practice. Through the utilization of action research, the teacher as researcher occurs within the setting of the classroom and school.

Mertler's (2020) definition of action research begins with Mill's 2011 definition of action research. It states that action research is "any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment" (p.5). Mertler (2020) proposes that in addition to Mill's definition, action research also has the goal of giving valuable insight into ways to achieve given education outcomes and provides a process to determine if current practice is alterable. The ultimate goal of changing practice is to improve. Stringer and Aragon (2021) recognize action research as a way to engage complex social contexts and to investigate real-life issues.

Action research brings together the necessary elements to study the motives and sources of self-efficacy most effectively by the co-creation of meaning and knowledge through a collaborative process. (McNiff, 2017; Bradbury, et al., 2019; Stringer, 2019). Action research also allows people to take personal control to improve their situations through developing the efficacy of the researcher and research participants (McNiff, 2017). Another aim of action research is to improve educators' practice by allowing them to study and solve the problems they face (Cresswell, 2012). Cognitive coaching achieved this goal, and supported the capability of individuals to solve their own problems (Costa and Garmston, 2002, 2016). It also provided a framework for understanding self-efficacy and its sources and changes.

Additionally, action research allowed an active and integrated role of the researcher to serve as the cognitive coaching facilitator with research participants. This caused me to be an active participant in the research to gain deeper knowledge and change in participant practice in ways that other research methods would not have. While case study and ethnography would have allowed for a deep understanding of participants, it would not allow for the research to assume

an active role as a cognitive coach and employ a methodology to adapt change in self-efficacy and change in practice (Bloomberg, 2023 Cresswell, 2012).

Action research's core belief is that learning is social, and that learning is also socially constructed in classrooms and society (Bradbury, 2019; Brydon-Miller, 2003; McNiff, 2017). It also embraces the idea that research occurs within a system of values and social interactions (Brydon-Miller, et al., 2003). At its heart, action research's essential purpose is to transform the lives of teachers and increase student learning (Bradbury, 2019; Brydon-Miller, 2003; McNiff, 2017; Mills, 2018). Added aims of action research are to generate new knowledge, improve current practice, and contribute to current knowledge (McNiff, 2017). Action research achieves this goal. In addition, action research adopts a reflective stance and believes in the power of teachers to use reflection to adapt thinking and practice (Mills, 2018). At this study's end, there was greater knowledge of teachers' self-efficacy and connections to prior writing experiences. Additionally, the knowledge gained provided an avenue for developing self-efficacy practices so writing instruction occurs in all classrooms and will build upon the research to date.

This study's objective was to explore the educational problem of writing instruction in classrooms and the role self-efficacy plays in it. The issue could not be addressed statistically through surveys and statistics. Instead, it was best understood through spending time exploring the issue with teachers to understand self-efficacy through the eyes of those experiencing it and with the aid of action research.

Many argue that action research lacks formality and scientific backing (Cresswell, 2012). However, there are phenomena where the only way to truly understand it is through action research. Additionally, action research fills a very specific role in education by allowing teachers and schools to study local issues (Cresswell, 2012; Mertler, 2020). Rigor was determined by

sharing the findings with a broad range of audiences. The study results will have much greater application to more than the classroom teacher. As this study explored teachers across buildings within a district, the findings affect the school and entire district.

Rigor was also provided through repetition, prolonged engagement, research experience, and polyangulation (Mertler, 2020). The cognitive coaching cycles were ongoing, and the study occurred over a four-month period. In addition, the researcher has attended an eight-day cognitive coaching training two times. Multiple data sources increased rigor by using cognitive coaching cycles, phenomenological interviews, and reflective journals.

Finally, action research is a powerful methodology when the objective is to explore solutions to problems and determine their effectiveness (Mertler, 2020). In relation to the research study, the potential solution explored was the use of cognitive coaching to develop self-efficacy for writing instruction as well as a means of accuracy one's sources of self-efficacy (Costa & Garmston, 2002, 2015; Thinking Collaborative, 2022).

The Research Site

The study took place in a midwestern school district in Kansas. Smith-Langley (Pseudo name) serves nearly 13,000 students and contains approximately 950 students per grade level, prekindergarten through twelfth grade. Elementary schools house students in grade pre-kindergarten through fifth grade. Smith-Langley has 14 elementary schools. Schools range in size from one-track schools to the largest elementary school, which is a six or seven-track for each grade level. In addition, the district has three stand-alone preschools.

Smith-Langley school district is a Title 1 district, meaning it services students from low socio-economic backgrounds and whose families qualify for free and reduced meals. In addition, the district represents a diverse population among its students and staff.

Table 3.1. Smith-Langley School District Student Demographics

Gender	Male 51.4%
	Female 48.6%
Race	White 35.9%
	Hispanic 33.6%
	African American 16.5%
	Multiracial 12.3%
	American Indian/Alaskan .9%
	Asian .6%
	Pacific Islander .2%
Economics	Economically Disadvantaged 76%
	Non-Economically Disadvantaged 24%
Migrant	.3%
English Language Learners	10%
Students with Disabilities	22.5%

Smith-Langley also shows diversity in its teaching staff. The district's teaching staff is predominately white and female. Teacher experience ranges from first year teachers to veteran teachers. The district also hires teachers from the Philippines and Spain to come teach in its school system.

Table 3.2. Smith Langley School District Teacher Demographics

Gender	Male 22%
	Female 78%
Ethnicity	White 81%
	Hispanic 6%
	African American 5%
	Two or more races .3%
	American Indian/Alaskan 1%
	Asian 6%
Years of Teaching Experiences	0-4 years 43%
	5-9 years 24%
	10+ years 33%

Initially, five sites were selected to gather voluntary participants. These represent the city's east, west, central, and southwest geographic locations. The schools to initially contact (pseudonyms) were Robison Elementary, Higgins Elementary, Lewis Elementary, Quinton Elementary, and Wiley Elementary. The district approved the study and gave permission for the study to occur in the Smith Langley School District.

Participant Selection

Participants were selected for the study using purposeful sampling (Cresswell, 2012; Rubin, 2021). Using purposeful sampling created a systematic and intentional way to study the central phenomena of self-efficacy and writing. The goal was to study the issue of self-efficacy and prior writing experiences within the confines of teachers inside the school district and elementary buildings only. By utilizing participants from various geographic locations, data represented various schools and were not limited to one school and its teachers.

Participants were obtained from three of the selected sites. Participant one, Sarah, teaches fourth at Quinton Elementary. Sarah became a research participant in the summer of 2024. I had visited Sarah's classroom as part of a walk through at Quinton Elementary. I noticed the student writing she had posted in the hallway. I went into her room and shared my enthusiasm for the writing I saw happening in her classroom. Upon hearing that I was seeking dissertation participants, she reached out to me to express her interest in the study. I shared the details of the study as well as a detailed presentation outlining all of the study components. She agreed to become a research participant.

Participant two, Jennifer, also joined the research study in the summer of 2024. Jennifer teaches second grade at Higgins Elementary. She and I previously worked together in a building where she taught and where I worked as the instructional coach. Jennifer then moved schools, and I moved to the district office. We continued to work together on classroom instruction and teacher practice in her classroom. Again, upon hearing about the dissertation study, she became interested and asked several questions about the study. I met with her, reviewed the dissertation study and its goals. She agreed to become a research participant.

Participant three, Hannah, joined the study in the fall of 2024. Hannah teaches fourth grade at Lewis Elementary. She previously taught kindergarten. Hannah expressed interest in participating in my pilot study. I had already obtained the required number of participants when she responded to my request for participation. Upon hearing about my study, she asked if she could participate in my dissertation study as she was not able to participate in my pilot study. We met, I reviewed the dissertation goals and requirements, and she agreed to become a research participant.

Table 3.3 Study Participant Demographics

	<i>Sarah (pseudonym)</i>	<i>Jennifer (pseudonym)</i>	<i>Hannah (pseudonym)</i>
Gender	female	female	female
Age	44	51	25
Race and Ethnicity	Caucasian	Caucasian	African American
Years of Teaching Experience	22	19	4
Grade Level	Fourth grade	Second Grade	Fourth Grade
Subjects Taught	math, science, social studies, SEL, reading, writing, grammar	math, science, social studies, SEL, reading, writing, grammar	math, science, social studies, SEL, reading, writing, grammar
School Demographics	Title 1 School	Title 1 School	Title 1 School
Student Demographics	-8 boys, 6 girls -14/14 qualify for free and reduced lunches -2 African Americans -4 Hispanic -8 Caucasian	-10 boys, 9 girls -19/19 qualify for free and reduced lunches -5 African Americans -1 multi-racial -8 Hispanic -5 Caucasian	-9 boys, 14 girls -23/23 qualify for free and reduced lunches -2 African Americans -4 multi-racial -10 Hispanic -7 Caucasian

Sarah was research participant one. She teaches in the smallest school building of 14 elementary buildings within the district. She is the only fourth-grade teacher in the school building. Sarah is an experienced teacher who has been in the education profession for 22 years.

Her jobs have varied during her career, and she has served as a teacher and also served as an instructional coach. During her career, she has worked in four school districts within a 70-mile radius of one another. Sarah teaches all subjects during the day and as a singleton teacher, plans for instruction alone.

Jennifer was research participant two. She teaches in a building with two other second grade classrooms. Jennifer is an experienced teacher who has been in the profession for nineteen years. She has been in the same district for her entire teaching career. Jennifer came to teaching as a second career and became a teacher in her early thirties. She has always been a classroom teacher and has taught first grade, second grade, third grade, and fifth grade. Jennifer has always taught in a school with multiple teachers in a grade level and plans instruction with her grade-level team as well as individually.

Hannah was research participant three. She teaches in one of the smaller buildings in the district where there are two classrooms per grade level. She teaches fourth grade with one other teacher. Hannah is a novice teacher and in her fourth year of teaching. She taught kindergarten for two years and is currently in her second year of teaching fourth grade. All of her teaching experience has been at Lewis Elementary. Hannah has always planned instruction with her grade-level team as well as individually.

Data Collection

Blomberg (2023) states, “Qualitative research includes an understanding of contexts, circumstances, environment, and milieu” (p.69). Qualitative research seeks to promote a deeper understanding of social and lived experiences from the viewpoint of the research participants while answering the questions of what, why, and how (Blomberg, 2023; Cresswell, 2012). Employing qualitative data collection methods allowed the researcher to become an “insider”

into the participants' experiences to explore their thoughts, feelings, and actions within the social context of their classrooms.

The chosen data collection methods all adhered to acceptable qualitative methodology (Bloomberg, 2023; Cresswell, 2012; Fleck, 2019; McNiff, 2017; Mertens, 2018; Mertler, 2020; Rubin, 2021; Seidman, 2019; Stringer, 2019). Data collection methods aimed to focus on each participant's unique experiences and self-efficacy. They also served to provide a way to determine if cognitive coaching is an effective tool for understanding participants' current writing self-efficacy.

Utilizing three data collection methods allowed triangulation (Flick, 2019, Stringer, 2019; Stringer and Aragon, 2012). It ensured that self-efficacy, prior experiences, and current teacher practice were viewed systematically from more than one perspective. Specifically, phenomenological interviews, reflective logs, and cognitive coaching conversations helped to develop a rich data triangulation (Bloomberg, 2023; Fleck, 2019; Mertens, 2018).

Table 3.4 Data Collection Methods

Phenomenological Interviews	Collected four times during the four-month study Interview 1- Beginning of the study Interview 2- Before or after coaching cycle one Interview 3- After coaching cycle two or three Interview 4- At the end of the study after coaching cycle four
Cognitive Coaching Cycles	One time per month Participant One- August-November Participant Two- September-December Participant Three- September -December
Journals	Participants responded two times per month Participant One- August-November Participant Two- September-December

	Participant Three- September -December
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The results were qualitative data that allowed me to understand fully and completely each of my participant's writing experiences individually and collectively. The triangulation of data collection provided for a cohesive understanding of the participants' individual and shared prior writing experiences, belief about themselves as writers, and alterations to their self-efficacy.

Data collection also considered methods that were culturally responsive and relevant while exploring the lived experiences of participants (Mertens, 2018). It was essential to understand participants' responses through their sociocultural existence and make meaning through this lens (Bandura, 2002; Bloomberg, 2023; Moje & Luke, 2009, Lewis & Moje, 2003). Ethically, it was only right to have used qualitative means to completely understand the underlying causes and meaning of current self-efficacy and its impact on teaching.

Phenomenological interviews and cognitive coaching cycles are distinct from one another. While both entail self-reflection, they are very different in purpose and design. Interviews were designed to gain knowledge concerning participants' past writing experiences and classroom practice through specific, open-ended questions designed to assist participants in accessing and connecting the two. Cognitive coaching cycles, while also reflective, were geared toward changes in practice and self-efficacious beliefs once participants accessed their prior experiences, and self-efficacy as they taught writing within their classrooms.

3.5 Data Collection and Analysis Related to the Provided Research Question

Research Question	Data Sources	Data Analysis

In what ways do elementary teachers' writing identities inform their writing instruction? (self-perceptions)	-Phenomenological Interviews -Cognitive Coaching Cycles -Reflective Journals	-First Cycle In Vivo Coding -Code Mapping
How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?	-Phenomenological Interviews -Cognitive Coaching Cycles -Reflective Journals	-Second Coding Grounded Theory -In Vivo codes placed coded with multiple themes were placed in the one theme

Phenomenological Interviews

Phenomenological interviews aimed to make meaning of participants' experiences within the chosen research topic (Seidman, 2019). Interviews utilizing this format allowed for thick descriptions and allowed the researcher to gain greater insight into the participants in a way quantitative data cannot (Bloomberg, 2023). Seidman (2019) believes using this approach allows the interviewer to “come as close as possible to understanding the true “is” of our participants’ experience from their subjective point of view” (p.17). I conducted the series of interviews with each participant. Interviews occurred in a series of four smaller interviews, each providing a specific focus and purpose (Seidman, 2019). I completed four smaller interviews where I interviewed each participant and solicited answers to a semi-structured interview.

Table 3.6 Phenomenological Interviews Timeline

Interview 1	Beginning of the study before coaching cycle one
Interview 2	Before or after coaching cycle one
Interview 3	After coaching cycle two or three
Interview 4	At the end of the study after coaching cycle four

The goal of interview one was to understand the participants' life history with the given research topic, with the goal being for the participants to share as in-depth as possible. Interview two concentrated on the past and present experiences in classroom practices for writing. Interview three focused on the meaning of the experiences explored from interview two.

At the conclusion of the study, participants completed one final interview designed to determine if the study altered participants' self-efficacy and writing instruction in the elementary classroom and to what extent. The final interview brought closure to the study and enabled participants one final opportunity to determine if the research study reached its intended goal of bringing to light the effects of prior writing experiences on current self-efficacy and writing practice in the classroom.

Reflective Journals

Reflective journals allowed research participants to record personal thoughts, feelings, and experiences during the research study. Journals provided the researcher with a deep, inside look at the changes in participants' thinking and actions during the study (Bloomberg, 2023; Mertler, 2020). By having participants reflect throughout the study, they were able to access prior experiences that might have been forgotten during the interviews. Participants were encouraged to reflect after various stages in the study, such as after interviews, after teaching writing lessons, and after cognitive coaching meetings. Participants responded in an electronic journal and were requested to respond a minimum of two times per month. During the course of the study, I, as the researcher, also completed a reflective journal of my writing experiences.

Cognitive Coaching Cycles

Cognitive coaching is a method whose purpose is to help coaching participants access their own thinking and solve their own problems (Costa & Garmston, 2002; 2016). The coach's goal is to mediate thinking. As participants engaged in mediative conversation, the goal was for participants to understand prior experiences and to monitor changes in self-efficacy beliefs and practice. Cognitive coaching occurred cyclically through a pre-conference and post-conference interview format (Costa & Garmston, 2002, 2016). For the study, cycles were focused on all facets of writing instruction as well as participants' writing self-efficacy. The conversations between the researcher and the participant were recorded each time so the qualitative data could be transcribed and coded for patterns within and between the other data collection methods (Saldaña, 2021). I, as the researcher, facilitated the cognitive coaching cycles.

Coaching cycles occurred monthly, for a total of four cognitive coaching cycles. While seven or more coaching cycles are associated with the highest level of impact, four coaching cycles have still been found to achieve at least an average impact on practice (Foster, 1989). Due to the triangulation of data and to avoid overwhelming participants, the decision was made to conduct one full cognitive coaching cycle monthly. Reflective journals and phenomenological interviews also assessed the full impact of coaching on self-efficacy and classroom practice.

Table 3.7. Similarities and Differences Between Phenomenological Interviews and Cognitive Coaching

	Phenomenological Interviews	Cognitive Coaching
Purposes	-Ask specific questions to elicit responses from the interviewee -Reflection on past experiences in order to answer the questions	-Mediate coachee's thinking -Develop self-reflection
Facilitator	Interviewer facilitates the questions and drives the interview	-The coachee drives the process and the facilitator mediates thinking through questioning

Format	One-on-one discussions with interviewee over the series of the study	One-on-one conversation with coachee with a pre/post discussion
Types of Questions	-Interviewer-developed questions -Clarifying -Probing	-Clarifying -Probing -Self-reflecting, open ended
End Goal	-To have answers to specific questions	-To help the coachee develop their own plan of action going forward

Data Analysis

Social Cognitive Theory

Social Cognitive Theory, developed by Alfred Bandura, seeks to understand the relationships between a person, their behavior, and their environment (Bandura 1977, 1986, 1997, 2023). It is the interaction between these three that produces self-efficacy. In his seminal work, *Social Foundations of Thought and Action*, Bandura stated,

In the social cognitive view people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors and environments all operate as determinants of each other. (p. 18)

It is the interplay of the factors that shape self-efficacy for every individual (Bandura, 1977a, 1977b, 1986, 1997, 2023). This theory drove data analysis through focusing on the unique perspectives and experiences of each participant. Self-efficacy by its very nature is individualistic and based on each participant's interactions between themselves, their prior and current experiences, and their classroom (Bandura, 1977a, 1977b, 1986, 1989, 1997, 2001, 2023). Data analysis focused on finding these unique data points while also looking for commonalities and differences between the participants.

As data analysis occurred, patterns were explored in relation to interviews, reflective journals, and cognitive coaching cycles. Did all three data sources provide the same data regarding self-efficacy? Was there a discrepancy between the interviews and journal? Did the three data sources show shifts in self-efficacy? These are all questions that were examined by me during data analysis.

Coding

Interviews and coaching conversations were coded initially using the first coding cycle method of elemental coding of In Vivo coding (Saldaña, 2021). The grounded method of In Vivo coding was best to draw upon the participants' own language and words. Therefore, coding in this manner allowed for the purest form of coding to completely understand the words of the participants while also ensuring that I effectively captured each participant's lived experiences and perspectives.

To best determine the second coding method, the first coding results were code-mapped to determine patterns and categories. Code mapping enhanced the credibility and trustworthiness of the coding results (Saldaña, 2021). After code-mapping, the second coding occurred through the grounded theory coding method of focused coding (Saldaña, 2021). Using this method continued the use of grounded theory and allowed for a deeper understanding of the codes obtained in first-cycle coding. Additional coding cycles occurred as needed to fully explore the qualitative data and reach saturation.

Positionality Statement

I believe in the inherent belief of the social context of learning and growth. Every single person brings with them their prior experiences and knowledge into the present, and because of that belief, I trust that when these experiences are understood, it allows people to gain valuable

insight into themselves to alter their self-perceptions and efficacy. Therefore, this philosophical lens affects my interaction with others.

I also position myself as one who understands the power of the written word and has experienced this personally. My writing experiences were almost always positive, and writing is where I thrived as a learner. Therefore, I see the importance of students receiving writing instruction and receiving the same positive experiences and feedback that I did. I will always value teaching writing while acknowledging that others may not. As a result, I will need to be acutely aware of any potential bias I may have towards others who do not share the same viewpoint.

Additionally, I also position myself as an action researcher who wants to fully and completely become immersed in the lived experiences of the research participant and doing so through action research. I believe in the power of qualitative data and the distinct perspective it brings to the work of research. It is through these lenses that one can truly understand others. My work with teachers, parents, district staff, administrators, and others have taught me it is essential to ask why and answer it to get to the heart of the issue. In this case, a deeper understanding of self-efficacy.

Another part of my positionality is as a person who has personally experienced the positive benefits of cognitive coaching personally and professionally. My cognitive coaching training skews me to believe in its power to help others build self-efficacy. To maintain partiality, neutral language, and discourse will be essential to avoid altering participants' participation in coaching conversations. My training allows me to acknowledge the importance

of being a thinking mediator and allow others to experience their construction of knowledge and change through self-constructed experiences.

Research Timeline

March	-Proposal defense to dissertation committee
April	- IRB approval
June/July	-Select interview sites -Begin selecting participants
August/September	-Seek school administrator approval for interview sites -Draft letter for potential participants -Attend staff meetings -Select participants
August-December	-Data collection
October/November/December	-Conduct research -Transcribe interviews -First coding -Second coding -Continue to write and revise
December	-Continue to write and review
January/February	-Continue to write and review
February	-Send dissertation to team
March	-Defend dissertation

Trustworthiness

Credibility

According to Mertler (2020), credibility is “establishing results of qualitative research that are credible, or believable for the perspectives(s) of various participant(s) in the research” (p. 141). The study established credibility through a triangulation of data (Bloomberg, 2023; Flick, 2019; Mertens, 2018; McNiff, 2017). Triangulation permitted me to determine if other data collection methods corroborate the data in one form of analysis. For example, if phenomenological interviews showed a participant had high self-efficacy and positive writing experiences, then positive writing experiences should have also occurred during cognitive coaching conversation and potentially referenced in reflective journals.

Transferability

In addition, credibility, and triangulation led to thick description, which are crucial components to transferability (Bloomberg, 2023; Mertens, 2018; Mertler, 2020). Transferability in qualitative research refers to the generalizability of the study to other contexts or settings. (Mertler, 2020). To provide for transferability, thick description allowed a way to create generalizability of the research findings (Bloomberg, 2023; Complete Dissertation, 2024; Cresswell, 202; Mertler, 2020). Providing thick descriptions accounted for potential biases, such as personal experiences and beliefs, while allowing me to understand the participants’ experiences (Complete Dissertation, 2024; Mertler, 2020). This way, the researcher considers and understands their biases to avoid them.

Confirmability

Confirmability established the data's objectivity (Mertler, 2020). In other words, could others repeat it? To ensure confirmability, the study utilized multiple coding systems through first and second coding methods and used the principles of triangulation and thick description. An auditor ensured reliability and validity during the coding process.

Dependability

Dependability accounts for “the ever-changing context within which qualitative research occurs” (Mertler, 2020, p.141). Data triangulation occurred to ensure accountability (Bloomberg, 2023; Flick, 2019; Mertler, 2020). Data analysis also used triangulation. Responses were coded using grounded theory practices of in vivo and focused coding (Saldaña, 2021). Multiple coding allowed a check and balance system and a deeper analysis of participants' responses. The deeper analysis also allowed for a more extensive analysis of responses to better find similarities and differences between responses and lived and shared experiences.

Rigorous data collection ensured thick description and dependability. Rich collection methods sources were reflective journals, real-life cognitive coaching conversations, and phenomenological interviews. These three data sources provided rigor as they sought to understand all participants' experiences, words, and thoughts. In addition, multiple cognitive coaching cycles developed the necessary research rigor. Multiple coaching cycles developed thick descriptions and served to detect subtleties in the changes in self-efficacy and activation of prior experiences that may not be readily apparent in one interview or one coaching cycle.

Conclusion

My qualitative study situated itself at the intersection of prior writing experiences, the roles those experiences play in current self-efficacy, and how the two can intertwine through cognitive coaching. I conducted action research to fully immerse myself in the study to understand my participants' past and present experiences fully. Data collection included phenomenological interviews, cognitive coaching cycles, and reflective journals. Social Cognitive Theory, sociocultural theory, and action research grounded the study's methodology. This study aimed to understand how prior writing experiences shaped current self-efficacy as a writing teacher. It also sought to determine if cognitive coaching is a productive means for understanding and altering self-efficacy.

Chapter 4 - Findings

Introduction

I began collecting data with two phenomenological interviews. Interview one focused on prior writing experiences in the elementary grades through college. Interview two centered on personal writing efficacy and self-efficacy to teach writing. I also conducted four monthly cognitive coaching cycles. After coaching cycle two or three, I then conducted phenomenological interview three, which focused on changes in self-efficacy, writing teacher efficacy, and the teaching of writing. Interview four was conducted after the final cognitive coaching cycle. The final piece of data was a reflective log kept by each participant during the study. Participants responded twice a month and reflected on personal and professional efficacy, writing instruction, feelings about writing, and other feelings concerning writing.

Data collection methods aimed to answer the following research questions.

- 1) In what ways do elementary teachers' writing identities inform their writing instruction?
(self-perceptions)
- 2) How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?

Prior Writing Experiences

In this section, I will provide a synopsis of each participant's prior writing experiences, which will serve as a context for the themes that emerged during the study. Providing detailed prior writing experiences also frames critical discussion points in Chapter 5. Prior experiences are framed through the statements and thinking of each participant as they recalled them during the study. Below is the story of each participant's prior writing experiences as told through their words and thoughts.

Table 4.1. Summary of Participants' Feelings About Prior Writing Experiences

	Current Teaching Assignment	Prior Writing Experiences	Feelings About Prior Writing Experiences
Sarah	Fourth Grade	Informative Journaling Newspaper Dictation Book reflections	-Enjoyed journal writing in elementary school -Enjoyed newspaper writing in middle school -Unsure of how to put ideas together without plagiarizing -Felt more confident in college writing
Jennifer	Second Grade	Informative Structured paragraphs Five paragraph essays Lack of instruction Research writing	-Frustrated with lack of creative writing all throughout school -Frustrated with not being able to share personal thoughts and opinions all throughout school -Fear of writing all through school all the way through graduate school -Never felt she was a good writer
Hannah	Fourth Grade	Informative Poetry Scholarship Essays Creative writing Research writing	-Confident about writing skills but disliked the formulaic writing of school -Enjoyed creative writing activities in elementary school -Frustrated with lack of creative writing in school -Felt confident in writing abilities, especially as a sophomore and senior in high school

Sarah

The first participant was Sarah. She attended a kindergarten-sixth grade elementary school, a seventh and eighth-grade middle school, and a ninth-twelfth-grade high school. All of her school experiences occurred in Catholic schools. Sarah had both positive and negative writing experiences throughout her schooling. Her formal education in elementary school began with a more negative experience and her final year of high school ended similarly.

Sarah summarized her elementary writing experiences as more positive than negative, feeling the need to grow as a writer, and being stretched as a writer. As Sarah reflected on her prior writing experiences, her earliest memory was in first grade. The nature of the writing was sentence dictation. Sarah's memories are more negative concerning this experience. "That was

not enjoyable because she [the teacher] also used a red pen. “I remember feeling negative when I would see her correct it.” The negative feelings stemmed from remembering that students who had correct dictation sentences received a gold star on their papers and Sarah remembered not always receiving a star for correct work.

I remember going in the next morning...Not always getting the start and then looking at your paper. That part was negative, but I remember going to the table and not feeling bad about having to write it, but the results, I guess, were negative.

The next critical writing memory occurred in fourth grade. She said this is one of her earliest memories because fourth-grade writing was fun and personal and significantly impacted her.

I don't remember much about my writing until about fourth grade. I know in fourth grade why. I remember it was because we were allowed to journal, and we did that every day. I remember being tentative at first, but then she opened it up and our teacher would write nice little comments back, and that made me want to form a relationship with her.

Journaling is what made me start liking the writing process.

Sarah also remembered this experience because her teacher would respond to every journal entry with words or stickers. She said, “It was just so personal, and she would do it [respond] every single day.” She loved to see what her teacher would say back the next day. Sarah stated, “It was like a diary back and forth almost between her and I.”

The remainder of her elementary writing experiences were characterized by departmentalized writing instruction. This was also the first time she remembered completing the writing process to create final copies of writing papers. In addition, Sarah stated there was no journal or free writing in these grades. Instead, writing entailed reflecting on books and changing

the endings of stories. Sixth grade was more memorable because “she connected the reading and writing so much like it was one thing together.” Sarah went on to explain.

I also remember thinking it was fun in sixth grade because I loved reading... I just loved the books that we read in sixth grade. I remember a lot of the books I read. That was connected to something else I really liked.

Sarah distinctly remembered sixth grade because that is where she remembers developing stronger writing skills and said of her sixth-grade writing class and teacher, “I think she definitely made me a better writer in sixth grade,” and “ My sixth-grade teacher made me more of a writer than I was in fourth-grade.” She also recalled looking forward to creating final copies and “didn’t feel negative when she would correct my writing.”

As Sarah moved into secondary education, her prior writing experiences were described as high school being more negative than middle school, stressful, and a fear of publicly sharing writing. She described her middle school writing positively. Sarah loved writing in seventh grade because they created newspapers, and she enjoyed the process of interviewing people and writing articles. “It was a different style than I had done in sixth grade.” She continued, “I think it was our first time publishing and typing on the computer...I remember being able to take a picture of the topic and putting it on there too. That was kind of fun. I liked that part.” At the same time, Sarah also remembered not being comfortable with the technical and research part of newspaper writing. Her fear was plagiarism.

Sarah’s high school memories were limited. However, she recalled finding high school writing to be primarily negative. The negative experiences in high school also “overshadowed the positive of middle school writing.” The one experience she shared concerned speech writing, and her memory focused on the feelings associated with reading publicly in front of the class.

The memory was not of the writing process or nature of the writing but sharing her writing and how that impeded her writing.

I dreaded having to do to the read-aloud part of the class. I hated it. That was always a negative aspect. I didn't think I was writing because I kept thinking is the audience going to like this? I was a pretty shy kid in high school. I remember thinking about it for nights and nights and nights, scared that it was going to be my turn to read this writing piece about the book we'd all read.

In college, Sarah described her prior writing experiences as interesting, connected, and motivating. She recounted that informational writing became easier to write as she did research for writing assignments and credited that to her Comp 101 course. In addition, she discussed that the content of education courses made writing more manageable.

I knew I wanted to be a teacher, so I think that is what made writing a little bit easier too in college, is knowing that I was writing about what I wanted to write. Things were interesting to me.

Sarah also distinctly remembered her children's literature course and its impact on her writing and perception of writing. She remembered writing a lot about poetry, writing short stories and book talks, and writing about the books she read for the course. This teacher "added the writing piece, and more like what you would do in a grade school class." These were positive writing experiences.

Sarah's words and thoughts clearly show her prior writing experiences. The experiences show various writing types and multiple purposes for writing. Sarah remembers writing occurring at all levels of school. What varied were her thoughts, feelings, and reactions to those experiences.

Jennifer

The second participant was Jennifer. Jennifer attended a kindergarten-fifth grade elementary school, a sixth-eighth grade middle school, and a ninth-twelfth grade high school. Her elementary and middle years were spent in one state and high school in another. All of her schooling occurred in public education settings. In addition, Jennifer said her elementary and middle school years were spent in a state and district with very large classrooms. Her prior writing experiences were consistently negative, and she could only recall one positive throughout her entire school career. Jennifer's prior experiences began negatively and ended much the same in high school. The negative experiences also extended into post-secondary settings.

As Jennifer reflected on her elementary school writing experiences, she described them as formulaic, dry, and rigid. She could not recount specific writing experiences from elementary school but remembered them through general thoughts on the writing tasks. Jennifer did not remember a specific writing project or essay from kindergarten through fifth grade.

Her remembrances focused on structured paragraph writing based on facts. "Yes, that's all I remember is really just this format of opening, two or three supporting details, and a closing. That's it. That's all I remember really being addressed." In upper elementary school, she elaborated by saying writing moved from a single paragraph to multiple paragraphs and described it as "very cut and dry." She did not recall any creative writing until high school.

Jennifer described a poignant elementary writing experience she remembered from fifth grade. She recalled this experience as it related not only to writing but to all of her fifth-grade school experiences. Again, it didn't address a specific writing assignment but focused on negative interactions with the teacher.

I had a fifth-grade teacher that made me want to do nothing because he would ask me,

“Are you stupid?” in class if I had an opinion that he did agree with. That shut down my wanting to express myself.

As Jennifer entered her secondary education, she characterized her experiences again as cut and dry as well as lacking in writing instruction by the teachers in her classes. She did not delineate middle school and high school experiences. Instead, Jennifer discussed them together as one group of experiences. The specific experiences she shared related to high school. Jennifer remembered writing in some of her high school classes. Her secondary experiences are summarized below.

I don’t know that there was so much of teaching how to write. They just expected us to write...There was no explain your thinking or explaining your math in writing. It was very much science and social studies mostly. Then the occasional you read a story and you had to write a book report on it kind of writing.

Historically, we would do outlines and take notes about something, a subject in history and then we would be expected to put that into a paragraph or multiple paragraphs. It was very explicit. Here is what you are going to write. Here’s what you are going to do.

She also recalled that writing was focused on giving specific information that aligned to the teacher’s thoughts and viewpoints. The focus of writing was to restate what the teacher had said without providing a personal analysis or individual thought. She said of her teachers, “You’re going to hear my thoughts on it, then you’re going write basically my thoughts about the story.” Her secondary years were characterized by writing specific information for the teacher with little ability to share personal thoughts and viewpoints.

Jennifer was able to recount one positive high school writing experience. It was during her junior year of high school. She shared about reading poetry and being able to express her own thoughts and perspectives about the poetry. “I had a teacher who was big on poetry and stories and let us think freely.” She remembered the engagement, discussion, and free thinking that helped her learn to write using her own thoughts and ideas.

During her post-secondary education, Jennifer’s writing experiences were also formulaic, and she continued to follow the trends noted in her secondary writing experiences. As she shared about Freshman Composition, she said, “I still felt like some of that followed a formula. As long as you had your thesis statement, your supporting details, and your closing, it was just fine.” There was little room, again, for creativity and personal thought.

She shared another writing experience that happened after receiving her bachelor’s degree. As part of the licensure process, she had to complete a 25-page paper, which helped to assess teaching competency to obtain her teaching license. This experience was characterized by procrastination and dread. She said, “She put it off as long as she could.” She had four years to complete this, from her probationary to her initial teaching license. Jennifer literally completed it in the fourth year.

The final writing experience she shared was during her master’s degree program. Jennifer stated there was “a lot of writing I had to do.” While not mentioning specific assignments, she remembered being overwhelmed and frustrated because “I have to read this and write this and do this.” This statement reflected all her graduate school writing experiences.

Jennifer’s words and thoughts clearly show that many negative experiences characterized her prior writing experiences. She has very little recollection of writing throughout her schooling

and remembers writing as a negative experience. Her thoughts and feelings about writing did not vary throughout her years of schooling.

Hannah

The third participant was Hannah. Hannah attended school on military bases from third grade to eighth grade. She spent high school in public education. Hannah grew up in a military household and moved schools every year. This greatly impacted her prior writing experiences. They were a mix of positive and negative and these varied by school band, such as elementary and secondary.

Hannah's elementary writing experiences were characterized as gradual, increasing in writing expectations, and gaps in instruction. She described her elementary writing experiences as upsetting, progressive, and eye-opening. She acknowledged that being a "military kid" may have impacted her views of her writing experiences. As Hannah discussed her writing experiences, she stated, "Like I said, I am a military kid, so I switched schools every year. It could have been that at one school, I'd already done it. When I switched schools, it was too late."

The earliest prior writing experience she remembered occurred in either kindergarten or first grade. It was a Mother's Day acrostic poem with either the word "MOM" or "MOTHER." After writing the poem, she decorated the paper and used her best handwriting. Hannah remembered this because of the pride she had and her mom's reaction to her writing. Hannah remembers "how it was up on the fridge, and then years later putting it into a memory box that she [her mom] still has." She summarized this writing experience by stating, "I just remember the pride I felt with my first writing experience that I remember."

As well as the acrostic poem writing, Hannah also remembered other writing experiences from her elementary years. These experiences were remembered in a gradual release of writing.

She remembered “cute little writing things,” filling in sentences with pictures and progressing to writing a paragraph and then multiple paragraphs. As writing got longer and more complicated, Hannah noted that she did not want to move to the next grade because of writing.

I always remembered that I didn’t like going on to the next grade because I knew that they were just going to make me write longer and longer. I already didn’t want to spend time writing. Why would I want to spend even more time writing even longer? I just remember thinking about what the next grade is going to expect of me and how long is that going to take me?

Another elementary writing experience she discussed was with a teacher who graded writing with a red pen. She said papers were mostly marked in red for grammar and spelling mistakes. “I knew that she would mark up my papers and find all of my mistakes.” Most importantly, Hannah stated, “I remember being counted off for writing and for grammar, but I don’t remember the teaching of it.”

Hannah’s closing thoughts on her elementary writing experiences focused “being told to keep and writing” and “fix my mistakes.” Hannah said the expectation was to know how to fix her writing when a teacher said, “Well I taught it to you. You just need to know it.” She said these writing experiences caused her to “shut down,” have an “I don’t care” attitude, and caused her to not turn in her writing assignments in grade school.

A final elementary writing experience for Hannah happened in fourth grade because she disliked writing so much. Hannah distinctly remembered avoiding a writing assignment by taking a writing assignment that was turned in by another student, erasing the student's name, writing her name, and turning it in as her work. She was willing to suffer the consequence of

getting caught rather than doing the writing assignment. As Hannah stated,” It was not a matter of ability but “want to do it.”

As Hannah progressed to her secondary education, she had little memory of writing in middle school and said it might be because writing “flowed from year to year.” She described her secondary writing experiences as beneficial, having mentorship, and progress.

I definitely remember my writing in high school because there was no more red pen about grammar and spelling errors. It was now all about ideas, and what I knew and what I was comfortable with. They took more time to help with your ideas as a mature writer.

Hannah also took AP English classes in high school. As she shared these writing experiences, she said she “loved how they pushed you” and “loved the extra help they gave so that you could be more successful with your writing and take it to a higher level.” It was not a single experience but rather a higher level of writing expectation and experience during her years in high school English classes.

A poignant high school writing experience was her AVID teacher showing her how to complete scholarship applications and how to “turn my writing into basically money.” Hannah shared she was able to get a good deal of scholarship money from her scholarship applications and the required essays. Such writing experiences enabled Hannah to see that writing was “not a waste of time” and beneficial. Hannah saw that writing is a life skill, not just a school skill.

As Hannah moved to college, she continued to see her writing experiences as beneficial. She described her college writing experiences as being as “long as it is hard” but also found that writing had a purpose. It was a skill to “get her point across.” College writing was purposeful and focused for Hannah. “I knew the purpose, I had the buy-in, and I knew it was for my career.

I definitely appreciated college writing a lot more.” Hannah recounted that writing was more research-based and not based on opinion. She recalled having to write about somebody else’s research findings, writing about multiple perspectives and multiple authors/researchers, and putting those into one cohesive report. Hannah explicitly stated that there were no creative writing experiences but more practical applications of writing in college, such as written communication in emails and writing lesson plans.

Hannah’s words show that her prior writing experiences varied in genre and purpose. Prior writing experiences combined positive and negative experiences during her middle school years, while her secondary education experiences were positive. Her writing experiences developed Hannah’s understanding that writing had a purpose.

Overall, participants remembered a variety of experiences from their schooling. A commonality between all three participants was remembering high school experiences. Sarah and Hannah vividly remembered their elementary writing experiences, while Jennifer did not. Each participant discussed prior writing experiences that will be explored fully as the themes and sub-themes are examined in-depth.

Personal Self-Efficacy as a Writer

Another critical component to understanding the themes developed during the study is each participant's view of themselves as a writer. In this section, I will share each participant’s views of themselves as a writer at the beginning of the study. These initial views played a key role in developing changes in perspective or viewpoints of oneself as a writer and also as a writing teacher. Recognizing participants' personal perceptions of themselves as writers impacted their confidence and potential changes in self-efficacy. Each participant’s self-efficacy as a

writer was shared through their responses in interviews, reflection logs, and throughout the time cognitive coaching cycles occurred.

Table 4.2. Self-Efficacy Belief Statements

Participant	Self-Efficacy Belief Statements
Sarah	“Writing is not a part of who I am.” “I don’t think I’ve ever considered myself a writer.”
Jennifer	“I do not feel like I am drawn to it or a part of who I am.” “I am not a confident writer.”
Hannah	“I have always been confident in my ability as a writer.” “I have to do a lot of writing, but I do not consider myself a writer.”

Sarah

Sarah did not describe herself as a writer nor did she find it an enjoyable task for work or personal life. Writing was not an activity she sought to do in her spare time. She shared that she never remembered sitting down and writing for fun. Because of this, Sarah said, “I don’t think I’ve ever considered myself a writer.” Sarah also felt that writing was not her best course during her school career. She added, “I was never a strong writer in school.” Moreover, Sarah expressed the same sentiment multiple times at the beginning of the study.

I would say no. I do not feel that I am a writer. I keep lists and things like that, and I definitely keep lesson plans. I write back. I do reflections on things, but I don’t at night sit down and journal. I think about that a lot. I heard people who do that to think of their thoughts, and it’s never been natural to me to sit down at night and journal about things like that. No, I do not consider myself to be a writer.

Sarah’s personal self-efficacy remained somewhat consistent until college. Her writing self-efficacy was always characterized by hesitancy. For example, in middle school, she stated she was uncomfortable with the technical parts of writing and researching, but had much more confidence in the factual part of writing. Sarah also expressed hesitancy as a writer when she was unsure of how to connect her ideas in a writing paper. However, in college, Sarah’s efficacy as a

writer was higher. “Then I remember in college, it wasn’t a negative feeling, just a feeling that I could do it.” Her self-efficacy developed throughout all of her years of writing as a student.

While Sarah did not view herself as a writer, even as an adult, she shared that she felt confident writing. While she did not view herself as a writer, she felt confident completing writing tasks as she got older. Sarah stated, “I am confident that I could write if needed.” Similar statements were made multiple times at the start of the study. She expanded on these sentiments by stating, “If I was asked to write, and writing was never hard for me in college or in my master’s program to sit down and write. It wasn’t something that was difficult.” Sarah also felt confident in her ability to produce writing and always knew that writing was not difficult in her post-secondary writing. She was able to overcome the hesitancy that she once experienced as a writer.

Jennifer

Jennifer did not see herself as a writer, nor did she feel comfortable with writing tasks throughout her childhood into adulthood. Multiple times she made statements such as “I’m not good enough,” “I don’t explain things well,” “I am not a confident writer”, and “I didn’t like it.” She summarized her efficacious feelings when she stated the following.

I do not feel like I am drawn to it [writing] or a part of who I am. It does stress me out and terrify me, but I am trying to change my perspective on that.

That fear and low efficacy were expressed from elementary writing tasks and master’s level writing. Jennifer recalled high school as a point of low efficacy. “Probably most of high school of being very frustrated with writing and finding it hard to ask questions and guidance for writing.” She also stated that there was “a lot of frustration of organizing thoughts” and trying to rewrite information into her own words so she was not simply copying information.

She commented that she “beats herself up” over her writing. She also compared her writing to that of her classmates in college courses as a student attending college in her early thirties. She also described tears of frustration and fears regarding her efficacy and ability to complete writing tasks.

To me it was, “I’m thirty going to college, and I don’t want to bring this work and have peers review it because I don’t feel confident enough in what I’m writing.” I feel like they’re better writers, so they’re going to look at me and think. “Oh gosh, you’re so elementary in what you write.”

As she described her writing efficacy as low and viewed her writing in the following way. “I always feel it's childish, or I don’t know the right words, or my organization is off. I don’t have good feelings about my writing.” Overall, Jennifer did not describe any positive aspects of her self-efficacy as a writer.

Despite her low self-efficacy, she did express that she sees that she can do it when others give positive feedback concerning her writing. For example, when receiving an A in courses such as in her master’s program, it helped her to see that perhaps she doesn’t have an accurate perception of herself as a writer.

I beat myself up over my writing, but when I’ve gotten 4.0 in my classes and good grades And I see these grades on my writing, it helps my perspective of oh, I’m not stupid at writing...I can see the good in my writing when I have these classes and get good scores.”

Jennifer derived her self-efficacy from the words of others, not internally. She lacked self-efficacy for writing and did not feel she could produce quality writing.

Hannah

Hannah has mixed perceptions of herself as a writer but overall does not consider herself to be a writer. Generally, she does not consider herself a writer despite sharing a contrary statement.

Yes and no. I describe myself as a writer because I'm in school [second master's program], but if I wasn't in school, would I just be sitting down to write papers? Not really, but teaching, there's a lot of communication involved and usually most of our communication is through writing. I have to do a lot of writing, but I would not consider myself a writer.

Hannah views herself as someone who can write, while adhering to the efficacy belief that she is not a writer. This was seen as early as her elementary years. In fourth grade Hannah "hated writing." When she refused to complete a writing assignment and claimed a paper as hers, it was about not wanting to take the time to complete the assignment, not ability. "There was no want. That's boring. Yes, not about ability. I had the ability to write, Just not the want."

Throughout school, Hannah believed in many of her abilities as a writer as expressed below.

I'm a pretty confident writer, but of course, like anything else, there's areas of growth. I believe I can express my ideas clearly and creatively. I have pretty strong voice. I have the basic foundations of grammar and structure, but yes, I do believe I can do it.

This belief in her ability to write continued into high school and beyond. In high school, Hannah shared that she was confident in her writing and that she applied for and received several scholarships due to her written responses. Those offering scholarships would call and tell her

they enjoyed her writing and “wanted to pay her for it.” When asked if she agreed that she produced good writing, Hannah stated, “I did agree with it. I did take my time with it. I did all the writing steps, the proofreading, and the rewriting, and I definitely took my time with it. I do agree....”

Each writer expressed varying degrees of efficacious beliefs regarding their writing abilities. While Sarah and Hannah did not view themselves as writers, they still felt confident in their writing abilities. On the other hand, Jennifer lacked self-efficacy and did not feel she could write. These self-efficacy beliefs assisted in developing themes and sub-themes during the coding process.

Efficacy for Teaching Writing

The final component to frame the codes later discussed in Chapter 4 is each participant’s efficacy for teaching writing in the elementary classroom. It was critical to understand how they viewed their abilities to teach writing and to gain an understanding of how this impacted classroom instruction and practice. Exploring thoughts concerning teaching at the beginning of the study helped determine if there were changes in efficacy for teaching writing as well as classroom practice at the study’s completion.

Again, the efficacy for teaching writing was explored through the words and thoughts of each participant. The responses reflect participants’ beliefs in their abilities to teach writing to elementary students. Additionally, they helped to determine what writing instruction looked like in their classrooms at the beginning of the study. What follows is each participant’s efficacy for teaching writing as the study began.

Table 4.3. Efficacy for Teaching Writing

Participant	Efficacy Statements as a Writing Teacher
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Sarah	“When I first started teaching, I remember not considering myself as a writing teacher.” “I have to intentionally plan writing, and it was easy for me to skip over when I started teaching.”
Jennifer	“I can teach writing. I do it. I don’t know if it’s efficient.” “I don’t feel like my teaching is going well right now.”
Hannah	“Yes, I have the ability and skill to teach writing.” “I strongly believe in myself as an elementary writing teacher.”

Sarah

Sarah has seen an evolution in her efficacy in teaching writing over her years in the classroom. As she began teaching, she had low efficacy for teaching writing and stated, “When I first started teaching, I remember not considering myself a writing teacher, not even thinking about writing as even a subject.” Over the course of her career, she had to become intentional about teaching writing to see herself as a writing teacher and has developed her confidence and ability.

I have to intentionally plan to teach writing. Sometimes I can just pick up the math. Like I start teaching math because I know what’s coming next. I can’t do that for my writing. I know it’s something I have to definitely think about teaching. I have to be intentional about teaching writing because I don’t love it in my own personal life. It was easier for me to skip over when I first started teaching, but I know it’s important now.

Sarah also said that her “writing instruction is sometimes an afterthought, the last think I do when I plan because it does not come to me as naturally as math and reading.”

Sarah also shared experiences that showed her increased self-efficacy as a writing teacher. She referred to a classroom assignment in which students had to do a report on a state. “In the past, it was hard for me to teach my kids how to not plagiarize, and how to figure out

information and how to do research and things.” Sarah found a solution to help with this area of her instruction and recalled, “I felt proud of them too because it’s always been hard for me to figure out the information part without just copying the words. They didn’t do that.” Sarah built her efficacy by seeing her students succeed.

Sarah’s self-efficacy in teaching narratives is much higher, and she feels confident teaching narrative writing to her students. It is where she feels her writing teacher strengths lies. She believed this to be true because “I have experiences in life and experience of things.” In other words, Sarah has the background to bring to narrative writing. A connection for her strong efficacy for narrative writing came from her prior experiences with narrative writing.

I like knowing about my students and things. That makes me learn more about them as well and trying to help them pull out pieces of their memories and things like that, too. the personal narrative was what I remember writing the most about when I was growing up. That’s when I remember starting to write my own pieces. I think that’s why I feel most confident writing the personal narratives.

Sarah recalled opinion writing as the hardest area to teach. There were three distinct reasons. First, her feelings came from not remembering experiences with opinion writing in school. Second, Sarah also described herself as a person who “doesn’t have strong feelings or opinions” so it makes it difficult to teach students to have opinions and write about them. Finally, she also felt teaching how to support opinions with facts difficult to teach as it was hard for her as a student. Consequently, opinion writing is also what she teaches least in her classroom. “That was the smallest chunk of my year last year in fourth grade...I remember thinking, the opinion piece, we only did one piece all the through.”

Sarah also shared that sometimes she has altered her teaching due to her efficacy beliefs in teaching writing. The result is teaching that could be more intentional. She has not taught writing skills because of her lack of confidence in her ability to do so.

I have altered the writing process for sure. I feel like I am good at the beginning. The brainstorming. I'm bringing those things together, but the ending part is not easy for me. I have altered the steps and the process that I do have my students do the writing, if that makes sense. I know I have to be more intentional about teaching certain pieces of it.

Sarah also alluded to shortening writing lessons or skipping writing if read-aloud or another subject took longer to complete. "It would definitely be the thing that gets shortened or cut, or if we have extra recess time, that's the thing we don't always get to."

However, Sarah currently feels she has the highest writing teacher efficacy of her career. "I feel more confident in my ability to teach writing than I ever have these past few years." Her teaching efficacy has increased throughout the years. As a result, she has developed confidence in several areas of classroom writing instruction.

Sarah's self-efficacy as a writing teacher varied depending on the nature of the writing. There was higher efficacy for narrative than expository and opinion writing. She also used her self-efficacy to aid in her writing teacher efficacy and the writing she taught. Overall, Sarah would also alter the writing she taught and how often it was based on her efficacy.

Jennifer

Jennifer expressed mixed self-efficacy statements as a writing teacher. Overall, she expressed efficacy in teaching writing even though she experienced low writer self-efficacy. The statement that she can teach writing conflicts with her personal self-efficacy as a writer.

I can teach writing. I do it. I don't know if it is efficient, but because I don't believe in myself as a writer, I try to over-believe in them as writers so that I can hopefully inspire them to want to write.

As Jennifer shared about her current classroom practice at the beginning of the study, she said, "I don't feel like my teaching is going well at all right now." This belief statement referred to a writing project her students were completing about narrative writing. The result of this writing project was frustration for students and her. Another outcome was Jennifer's decreased efficacy to teach writing.

She also felt less efficacy in teaching students how to write down their ideas and express them in written form. Jennifer wondered if it was her ability to teach students or if she needed to adjust her teaching to teach in a more visual or hands-on way. "I don't know if I am not explaining it right. Sometimes I think they need a more visual way of doing it than just me sitting up there under the camera writing sentences." These sentiments expressed her struggle with her efficacy as a writing teacher. Because of this, Jennifer struggled with teaching expository writing tasks. It was frustrating for her to teach and for the students to write.

Because of the frustration for everyone, she stated that writing can be "the first thing to go on a busy day." She also said, "Writing sometimes gets swept under the rug" for various reasons.

Writing sometimes does go. I try to journal everyday with them. Sometimes that is the thing that is okay. I want them to learn to read or do phonics, writing gets swept under the rug. Not as much as saying, "well I hate writing, so I don't want to teach it" but more of okay, we are frustrated, we are overwhelmed, we're busy. Let's just do something that we can do, be successful at like phonics.

Additionally, Jennifer acknowledged that she may ignore parts of writing due to efficacy. She specifically mentioned persuasive writing and her comfort with it. “I probably don’t go in the right direction with some of that because it’s hard for me.” As a result of not teaching certain writing skills and genres, Jennifer recognized that she is not a reflective writing teacher and doesn’t know where her writing instruction needs improvement. The effect for Jennifer is that instruction and efficacy don’t change.

Jennifer showed efficacy in two areas of writing. The first was grammar. This is an area of high efficacy because it is finite. “This word is a noun, a verb, and an adjective. It can be used a noun or a verb. It’s not flexible.” Jennifer felt comfortable in teaching parts of speech, capitalization, and punctuation because grammatical elements have a definitive correct answer for the students and her. Grammar is a comfort area for Jennifer’s instruction and one that she gravitates towards.

I think engaging kids in that process is a little bit easier than trying to get them to organize thought processes...When we diagrammed sentences in school, those little pieces were easier to me than the actual writing of the sentences.

The other area where Jennifer indicated strong writer efficacy was for narrative writing. This was an area of strength for Jennifer because it is based on students’ experiences and knowledge, and students automatically have a plethora of ideas and background to draw on. Jennifer also described herself as “a narrative person at heart.” As a result, most of the writing in her class focuses on narrative writing.

Most of the writing we do is narrative where they can tell a story. What happened over the weekend? What do you want to do tomorrow? Those writing pieces.

Jennifer also shared high efficacy for narrative writing because it resides within her comfort zone and said the following about narrative writing. “I think those things that I do find how in are because I’m not comfortable with the other things.”

While Jennifer stated she believed in her ability to teach writing, she displayed contradictory statements. The high efficacy for grammar and narrative writing were evidence that she believed she could teach writing. However, several statements and thoughts proved the contrary. Overall, Jennifer’s personal efficacy impeded her teacher efficacy.

Hannah

Hannah expressed predominately strong efficacy statements about her ability to teach writing to elementary students. She was confident in being able to teach students but expressed struggle for students who lack the desire to write.

Yes, I do believe I have the skill to teach writing, but I feel like I sometimes lack the skill to teach writing to children who absolutely do not want to learn writing. I can teach willing participants, but how do I get kids to change their mindset who have no desire to learn to write.

While Hannah knows she can teach writing, efficacy wanes with reluctant writers. While this didn’t necessarily impact her efficacy, it does cause her to question to ability to build motivation for students in the area of writing.

Hannah acknowledged her efficacy in teaching writing but also recognized that that she can continually grow in her ability to teach writing. She recognized that teachers must continually strive to become stronger and more confident teachers and sees this in herself.

I strongly believe in myself as an elementary teacher. In writing, I would always love to get better. I am not perfect. There's always room for improvement, but I can teach fourth graders to get some ideas out.

Hannah expressed high efficacy levels for teaching brainstorming and idea generation in her classroom instruction. She likes this area of writing and feels confident because it is "the fun part of writing" and "where your brain gets working." She felt this was the easiest part of the writing process to teach students. "It is the easiest for the kids to do, and it's the easiest for me to teach." She elaborated that this is the easiest because there are no specific rules for how to do it. "Just write it. It doesn't have to be neat. You don't have to connect it. You don't have to use grammar or spelling. That's the easiest part because you don't really have to grade their thoughts." Getting ideas down sets the foundation for the remainder of the writing process and this is where Hannah feels she thrives as a writing teacher.

Hannah talked about lower teacher efficacy in two areas. The first was connecting ideas in writing to create a first draft. "The hardest part is trying to connect the ideas to make it make sense." This is the most difficult part to teach because it comes on the heels of brainstorming and the excitement of starting a new writing piece. She also shared that this part of writing was harder to teach because of the technical aspects of writing.

There are so many rules. You got to follow the grammar rules, spelling rules, the way you write in the margins, how you title the paper, the punctuation, the capitalization.

There are so many extra rules now that you are having to think about that's not just writing ideas on paper.

They were also more challenging to teach because students get "frustrated" and discouraged" during the drafting stages of writing.

The frustration and discouragement have caused Hannah to alter classroom instruction to meet students' individual and collective writing needs more responsively. "I do alter my teaching, but not necessarily because it's hard. It's more that they're just not ready to learn it at this time." Hannah expanded her thoughts and stated, "I alter what I teach on their abilities and skills. I'm not going above their heads so that then they don't even understand and zone out." Changes to teaching were not about Hannah's self-efficacy as a writing teacher but in response to what her students needed.

Hannah admitted that during state testing month, writing gets pushed to the back burner to focus on reading and math. "During this time, I am guilty of putting the other subjects to the side, especially writing." She stated that she would continue to teach writing every day if it were not for the pressure of the state assessments.

She also shared that writing is the first area to go as it related to scheduling an already full school day. When talking about daily writing instruction, Hannah said:

The first thing that usually goes in a schedule if you got to get something done or a meeting happens or a field trip happens is during writing and social studies time. Not that it's not important, but it's not the core subject important that you get from math and language arts.

Overall, Hannah displayed strong efficacy in teaching writing, especially brainstorming and narrative writing. Even though she showed high efficacy in teaching writing, Hannah realized teachers always grow in their teaching abilities. She stated that she knew there were areas where she needed to grow as a writing teacher and was always willing to take advice from anyone who was willing to share with her.

Efficacy for teaching writing varied. Hannah displayed the highest self-efficacy, while Jennifer displayed the lowest. Participants admitted that writing can be pushed aside for other classroom content and activities. Teacher efficacy for writing played a role in each participant's daily writing instruction.

Coding Process

The research gathered in Chapter Four came from interviews, cognitive coaching cycles, and reflective journals. Delve coding software was used to code each interview, cognitive coaching cycle, and journal entry. At the end of the study, there were over 1,300 In Vivo codes. During the coding process, themes emerged, and quotes were grouped into similar topics. The developed codes were then placed into emerging categories through Delve coding software. Originally, there were twenty-four themes and categories. Several similar categories were merged together. The quotes and codes were printed and then hand sorted into sub-themes and moved and altered until consistent coding revealed strong sub-themes.

Some quotes contained multiple codes. For example, a quote may have been coded under the three codes: change in self-efficacy, efficacy, high school writing experiences, and personal writing. If a quote was assigned to more than one category, it was placed in all potential categories and themes. As themes emerged, multi-coded quotes and citations were placed in the most applicable theme and subtheme.

Theme and categories were next combined when it appeared that two categories could be combined into one theme. For example, internal conflict and obstacles combined to make one theme called internal conflict. Changes in teaching practice and transformation as a writing teacher joined into one theme called changes in teaching practice, with transformation in self-efficacy beliefs as a writing teacher becoming a sub-theme. Multiple coding cycles resulted in

the four following themes: internal conflict, cognitive shifts, sources of efficacy, and change in teacher practice for writing.

The data provided thus far in Chapter Four provides a context for exploring and understanding the themes presented in the remainder of the chapter. Moreover, the information already shared in the chapter provides the background to understanding each participant's prior writing experiences and self-efficacy as a writer and a writing teacher. The themes that will be discussed are interconnected with prior experience and efficacy and provide the underpinnings of the themes for the study. In addition, several themes and sub-themes developed throughout the study and did not become fully apparent until the study's completion.

Most importantly, the presentation order of the themes serves to tell a story. The themes tell a story of transformation. Each participant, in her own way, experienced a change in thought or action. Some participants experienced transformations in their self-efficacy as a writer and/or writing teacher at the study's onset. For others, the transformation came as changes in the view of writing instruction and classroom practice. While some participants experienced change across all areas, others did not. As shown throughout each theme, the level of transformation varied by participant, and each person experienced growth within personal or professional writing. The themes are presented in a way that highlights the transformation process and the nuances that lead to individual change. The following themes emerged from the study: internal conflict, cognitive shift, development of self-efficacy, and changes in classroom practice. Each theme was developed through its sub-themes. They provide rich information that fully elaborates and explains each theme.

The findings and themes presented in the chapter help answer the following two research questions.

- 1) In what ways do elementary teachers' writing identities inform their writing instruction?
(self-perceptions)
- 2) How does cognitive coaching enable teachers to understand and adapt their self-efficacy
as a writing teacher?

The following table summarizes the four themes and sub-themes within the study.

Table 4.4. Emergent Themes and Sub-Themes for Transformation

Step of Transformation	Transformational Development			
	Theme	Sub-Themes	Research Question Addressed	Explanation
Step 1	Theme 1 Internal Conflict	Sub-theme 1- Lack of Personal Expression Sub-theme 2- Efficacy for Teaching Writing Sub-theme 3- Meeting the Needs of Students Sub-theme 4- Positive Connections to Classroom Writing	Question 1 In what ways do elementary teachers' writing identities inform their writing instruction? (self-perceptions)	Internal conflict is the debate within oneself as a writer or teacher of writing. As participants struggled internally, they were conflicted about their lack of personal writing growing up, how they would meet students' writing needs, and how to create positive writing experiences for students.
Step 2	Theme 2 Cognitive Shift	Sub-theme 1- Coach to Mediate Thinking Sub-theme 2- Cognitive Shift for Preplanning Writing Instruction Sub-theme 3- Post Teaching Conference Reflection	Question 2 How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?	Cognitive shift is a change in thinking. It occurs after one has resolved an internal debate. As participants shifted their thinking, they utilized a coach to do so. They shifted thinking for pre planning and post planning.

Step 3	Theme 3 Sources and Development of Self-Efficacy	Sub-theme 1- Prior Teachers and Classroom Experiences Sub-theme 2- Modeling	Question 1 In what ways do elementary teachers' writing identities inform their writing instruction? (self-perceptions)	Self-efficacy develops and alters overtime and comes from one's prior writing experiences. One way to develop efficacy is through modeling. Modeling includes watching other teachers and utilizing the instruction provided in the tier 1 ELA program.
Step 4	Theme 4 Change in Classroom Practice	Sub-theme 1- Scheduling Sub-theme 2- Change in Efficacy as a Writing Teacher Sub-theme 3- Changes in Classroom Practice	Question 1 In what ways do elementary teachers' writing identities inform their writing instruction? (self-perceptions) Question 2 How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?	Changes in classroom practice is the result of resolving internal conflict to create a shift in thinking. Self-efficacy develops through multiple avenues and is the final stage of transformation.

Theme 1- Internal Conflict

The first theme of the study was internal conflict. This refers to the inner struggle participants shared during the study as writers and teachers of writing. Internal conflict alludes to the psychological struggles and moral debates participants grappled with during the study. It was the battle within oneself to resolve a dispute within one's beliefs, thoughts, and values.

Participants shared struggles with concepts such as classroom decision-making concerning writing instruction, whether teaching methods and instruction yielded the intended results for writing instruction, and whether they were meeting students' learning needs in writing. These internal conflicts and struggles concerning personal and professional writing occurred throughout the study. Inner conflict is also a necessary step for transformation in thought and action to occur. During theme one's discussion, the start of the transformation process will be shown in both personal and professional ways.

Participants provided detailed personal and professional experiences to elaborate fully on this theme. During data analysis, four sub-themes became evident. These were personal expressions in writing, efficacy for teaching writing, meeting the needs of students, and positive connections to classroom writing. Analysis of the sub-themes showed that many of the internal debates were ones that participants, in some instances, could resolve throughout the study. Others are struggles participants had yet to resolve. However, it will be shown in subsequent themes and Chapter Five that internal conflict was an impetus for change in classroom practice and for some participants, personal writing efficacy.

The following themes provide data to answer the following research questions.

- 1) In what ways do elementary teachers' writing identities inform their writing instruction?
(self-perceptions)
- 2) How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?

Theme 1 Internal Conflict- Sub-theme 1- Lack of Personal Expression

The first sub-theme focused on internal conflict related to personal expression in writing. Each participant shared that having the opportunity to have individual thought and/or creativity

within their writing was important and played a role in their prior writing experience. As a result, the internal struggle focused on meeting the demands of classroom writing instruction that was often less creative, while balancing the desire to have freedom in their writing. Sarah, Jennifer, and Hannah communicated frustration with the specific writing criteria that frequently focused their school writing experiences. While all participants expressed frustration with the lack of opportunity to write for personal reflection and thought, Jennifer was the most outspoken. Examining Jennifer's writing before her secondary education, writing was "more information and not so much narrative or creating writing." Even from the limited elementary writing experiences, the focus was on the writing mechanics, and this caused feelings of angst about writing being "cut and dry." Elementary writing was rigid.

In my elementary school, we had to do the diagramming of sentences and find those components, but I don't feel like there was a whole lot of encouragement into being creative, or adding details, or focusing on writing. It was more of, "Here's your outline, now write this," kind of a thing.

For Jennifer, the writing of her elementary school years continued into her secondary education. She felt this inner turmoil most in high school. "I didn't want to write anymore. I didn't want to express that [writing] because it wasn't me being allowed to express anything." As she reflected on writing in school and even post-secondary experiences, this inner struggle manifested itself most prominently in high school. While she wanted to share personal views, she said high school writing aimed to "restate facts, and the instructor's opinion." The internal debate for Jennifer was the inability to create pieces of writing that adhered to the assignment expectation but allowed her to provide her personal thoughts in the assignments. "I didn't always

agree with that [teacher's thoughts and opinions], but you had to write what the teacher thought and the way the teacher analyzed it.”

This was a mental hurdle for Jennifer because she wanted to share her personal ideas and thoughts in assignments and was never provided the opportunity to do so. She also displayed an internal struggle with how to restate and share information from texts so that the ideas were restated in her own words without adding personal thoughts. “There was a lot of frustration of organizing thoughts and try to apply thoughts, and trying to rewrite things so it wasn’t just copying what you read.” Jennifer also shared that during her schooling, “I feel like there wasn’t really the opinion writing or the creative writing.” These are the writing genres that would have given her the ability to have personal writing. This desire for personal writing caused her to feel frustrated and question writing assignments and her ability to complete them.

Hannah shared the same frustration as Jennifer. She, too, expressed her internal struggle with not being allowed to write for personal expression or to express herself creatively. During her years in military school, her personal purpose for writing disappeared and caused her to shut down and not care about writing, as writing was inflexible and regimented. Hannah wanted to have control of her writing and grappled with her inability to break the mold of writing expectations.

Yes, very lack of control. You’re going to write it in pencil. You’re going to write about this topic. You had to research on whatever topic you didn’t care about. I went to school on a military base, so the expectations were set in stone. You don’t try to change their mind. You just do what they say, and you like it.

As a result, Hannah became disenchanted and developed a “whatever” attitude as well as the knowledge that “she would go to a new school next year, so it didn’t really matter” mentality.

Hannah also developed an internal conflict regarding the nuances and expectations of writing. As mentioned during her experiences in high school, Hannah was frustrated by items like spelling, grammar, and “the rules of writing.” “She wanted writing to be about getting “writing ideas on paper.” She said, “There are so many rules of writing.” Writing was about adhering to predetermined criteria and not on the ideas and content of the writing. She felt constrained by the mechanics of writing and could not concentrate on her ideas and content in writing. The result throughout school was a continued struggle with writing and the increasing demands with each grade level.

I always remembered that I didn't like to go to the next grade because I knew that they were just going to make me write longer and longer. I already didn't want to spend time writing. Why would I want to spend even more time writing even longer? I just remember thinking about what the next grade is going to expect me to do and how long is that going to take me?

Jennifer and Hannah also shared a conflict focused on losing their personal writing skills to write for more expository and technical purposes. As Hannah discussed her prior writing experiences and the increased expectations for nonfiction and fact-based writing, Hannah shared that she felt like “I lost my style of writing.” She then stated the following.

Yes, like you don't get to be as creative with it, like you have a purpose and it's not necessarily a colorful purpose. I feel like writing a research paper is very black-and-white. You're going to put this, not this, it tells you exactly what to do, and there's not a whole lot of wiggle room for creativity.

The thought exemplified her realization that she preferred narrative writing styles and writing to share her thoughts. However, as she got older, the expectation was for more

informational kinds of writing. Hannah felt a push/pull between creativity and informative writing.

Like Hannah, Jennifer referenced struggle with her style of writing and what she thought her style should be. Jennifer repeatedly shared her inner conflict about wanting to write in ways to share her thoughts and viewpoints and the struggle this caused for her. “I don’t feel my style of writing is good enough. That’s why I am really nervous about a dissertation.” Dissertation writing requires a particular set of writing skills that Jennifer felt might not be part of her style of writing.

Jennifer also referred to the word choice used in her writing. For her, it was using “big words” and developing a more sophisticated writing style. “I feel like when I speak, I can use big words and elaborate, but I feel like when I write, it’s hard to come up with some of those words so I sound academic.” The struggle to write in expository formats and her preference for narrative and journal writing created an internal struggle for Jennifer.

Sarah, to a lesser extent, felt the same way. While Sarah enjoyed newspaper writing, as discussed in her prior experiences, she still felt hesitant about these writing genres. Her internal struggle was knowing that she preferred narrative writing, but expository writing experiences became the norm as she got older. However, journal writing and narrative writing provided a sense of safety, and this became lost as she became older and progressed through school. She also acknowledged the juxtaposition of creative writing versus academic writing.

When it was an assignment with a due date and things like that, it was a lot harder for me to come up with it than when it was something more fun or more related to something that wasn’t so tied to a grade and things like that.

In addition, Sarah activated her own cognitive thinking when she made a connection concerning why she preferred fourth-grade journal writing over writing in the primary grades of kindergarten through third grade. Sarah said that her fourth-grade teacher was “a little more exciting...I remember her doing read-alouds and being so excited about learning. We did all kinds of projects and things. We also kept journals where we wrote everyday.” As she reflected on why she might have a preference for personal writing, as stated above, Sarah said, “Maybe that was what it was all connected to.” As she enjoyed reading and writing in school, she understood this might be the reason she felt more comfortable with narrative and journal writing.

As a result of the information above, Sarah also pointed out that she experienced conflict related to research writing and the struggle it caused. “When I’d be given a writing assignment to do about anything that took research or any kind of background information, that was always really hard for me.” The quote shows Sarah’s internal struggle with expository writing being difficult. It, along with the quotes for journal writing in fourth grade developed Sarah’s internal debate for both kinds of writing and the need to be proficient in all writing types.

Theme 1- Internal Conflict Sub-theme 2- Efficacy for Teaching Writing

A second sub-theme of internal struggle centered around efficacy for teaching writing. Participants first referenced generalizable statements referencing their overall efficacy and ability to teach writing. Second, they questioned their ability to teach particular writing genres and skills. These internal conflicts occurred during coaching cycles and interviews. While all participants referenced this feeling of internal conflict for teaching writing, Jennifer was the one who felt most unsure of her ability to teach teaching. This was most noticeable during a preconference planning conversation for a writing project. “I want to do it right, and I feel like it falls back on me if it’s not, and so I must be doing something wrong.” The comment displayed

her struggle to teach writing to her students effectively. In the same conversation, she said, “Even though I know that’s not always the situation, but because I struggle as a writer, maybe I’m screwing them up because writing is hard for me.” Other comments made by Jennifer included the following.

- “Writing is a struggle. I get frustrated trying to get students to think of their own ideas.”
- “Just being able to keep them going, getting the conversations right, I guess so they can do it on their own.”
- “I wonder, am I doing the right organizer for them?”

Through the study, Jennifer questioned and reflected on her ability to teach writing to her students.

Hannah and Sarah also questioned their teaching ability to teach writing. Sarah found writing and math easy subjects to teach and ones where she didn’t question her teaching ability. Writing, on the other hand, was arduous and unnatural. “It certainly doesn’t come natural to my teaching.” and “it’s one of the harder subjects for me to teach.” When asked about her efficacy in teaching writing Sarah said, “I don’t think I am strong as I could be.” Sarah questioned her teaching ability mostly during the first half of the study. In later themes, Sarah will show a change in her ability to teach writing and views of herself as a writing teacher.

Of the three participants, Hannah questioned her ability the least. Hannah said, “I have the skill to teach writing to my students” but recognized that as a second-year fourth-grade teacher, she was still developing her teaching ability for older writers after moving from a kindergarten classroom. However, like Sarah, she wondered if her ability to teach writing was adequate. “I get worried oftentimes when I’m teaching writing that it’s a chore” and “Am I going

to be able to teach them everything they need [for writing]?” Hannah’s internal conflict was whether she would be able to adequately prepare them for the state assessment.

I just worry that I'm not teaching them, like I won't get through everything in writing that they need before the state assessment. Of course, that's everybody's, it's like, am I going to get it done? Am I going to be able to teach them everything? Because when we're working and laughing, yes, I love it, but we got so much to do.

After examining conflicts in their abilities to teach writing, a set of codes emerged that examined participants' struggle to teach particular writing genres and writing skills. Participants first shared their struggle with teaching specific writing genres. Sarah and Jennifer referenced opinion and persuasive writing and their struggles with those genres. Sarah specifically mentioned opinion writing and shared this could be a struggle because “I am not a very confrontational person” and “I tend to keep my opinions to myself and only share them with my close friends/family.” During the study, she referenced how opinion writing goes against the nature of her personality, but she must still teach it as effectively as possible to her students.

Yes, I think opinion writing, I do. That was the smallest chunk of my year last year in fourth grade. I remember looking at my calendar and being like, Oh my goodness, we've talked about personal narratives now for so long." We were excited to get to the informational piece. I remember thinking, the opinion piece, we only did one piece all the way through on that. The other ones, we did so much more writing on that. I don't have any background information to draw from experiences about opinion writing. I just don't. Yes, that definitely shows in my teaching, is that that's a struggle for me to teach that kind of writing.

Sarah also stated, “Opinion writing is the hardest to teach.” Sarah knows her students must learn to write opinion pieces but also acknowledges the juxtaposition of teaching opinion writing against her personal efficacy for teaching it.

This has always been the most daunting of all the writing pieces to me to personally write and also to teach students about. I wonder if I struggle to write opinions because I am not a very confrontational person. I tend to keep my opinions to myself or only share them with my close friends/family members. I also don’t have strong opinions when it comes to things like politics, etc. I think that hinders my writing of opinion pieces as well.

For Sarah, the other writing genre that caused internal stress was expository writing. For Sarah, expository writing is a bit more complicated to teach because students need to provide specific research and facts in their writing. She shared about last year’s expository writing prompt for the district writing assessment and how it caused her to question her teaching of expository writing. Last year, her students struggled with the fact-based writing prompt. Going into the district writing assessment this year, Sarah said she was “a little nervous for it” as she “hoped she had prepared them for it.” She also questioned whether she had provided enough direct instruction for students to feel effective writing independently.

Jennifer also questioned and struggled with her ability to help guide her students with expository writing. At the onset of the writing assessment, she was excited and confident. “I’m just really excited to see them put their ideas together and just hearing them talk and knowing what they’re learning, just excited to see how they put it together.” However, as students began the assignment, her confidence waned, and she struggled with feeling successful and her students struggled with providing written answers to the prompt. As she reflected on the writing assessment prompt and students struggling with getting content written, she stated the following.

We went over this and over this and over this... We talked about what schools and cities and towns, and everything was like and wagons and this.

She did not feel she had prepared them adequately and contemplated if this was due to her writing experiences in school. Jennifer also felt that persuasive was a low confidence area. “I’m pretty sure there’s things I don’t do. Like to teach them persuasive writing or stuff like that. I probably don’t go the right direction with some of that stuff.” These statements support and exemplify her struggle with teaching this genre.

Jennifer and Sarah shared a set of statements that centered on conflict to teach specific writing skills. Jennifer had two skills deficits. The first was sentence variety. This struggle came at the end of the final writing assignment during the study and focused on writing letters to Santa. Jennifer wanted the students to write each sentence with different beginning and said, “I feel a little bit lost on how to try and get them to vary their sentences.” Her other skill was ideas development and then narrowing ideas for writing. She wrote in her journal that she “gets frustrated trying to get students to think of their own ideas.” During the writing assignments occurring after the journal entry where she wrote that statement, Jennifer focused on the skill for each of the subsequent writing assignments, which included opinion writing, the district writing assessment, and letters to Santa. As she thought of how to help students narrow ideas for a writing assignment, she said, “I was even thinking of maybe having them come up with the way they want to open, like how do you want to start your sentence?”

During cognitive coaching cycles, Jennifer worked to find solutions to give students ideas to generate ideas so she could resolve the internal conflict around helping her students develop strong ideas and content. Attempted solutions included class brainstorming, small group

brainstorming, and using a web to record writing ideas. Jennifer had conflicted thoughts and feelings about the best way to teach these skills.

Sarah had two writing skills that caused internal conflict for her. The first was the grammatical skill of sentence combining. Sarah shared at the end of a coaching cycle that a specific expectation for the writing assignment was to combine sentences as this was a grammar skill taught during the writing unit. She internalized the students' struggle and said, "What did I do wrong that they don't understand the combining sentences?" The other writing skill that caused struggle was revision. Students completed a writing project, and she reflected on it and the students' lack of revision. Sarah realized that the students struggled with revision, and she would need to include additional instruction with revision in future lessons. She realized it was a skill that needed additional work. "That makes me think like I haven't also taught revision as much as I thought I had." Sarah reconciled the struggle and determined how to address revision in future lessons.

Hannah did not share the internal struggle for genre and writing that the other participants did. This is most likely due to her strong self-efficacy for teaching writing, as discussed in an earlier section. As state previously, "I do believe in my skill to teach writing." Hannah had high efficacy in teaching writing, and the end result was no internal conflict for genre and writing skills.

Theme 1- Internal Conflict- Sub-theme 3- Meeting the Needs of Students

A third sub-theme of internal conflict was related to meeting the writing needs of students. This was a sentiment shared by all participants. Jennifer, Sarah, and Hannah each shared internal struggles related to meeting the various writing needs of students and how to do this effectively. The first area of concern was balancing a classroom full of students who ranged

from proficient writers to students who struggled to get ideas on paper. They all addressed meeting individual needs in a diverse classroom of students.

Sarah and Hannah shared very similar concerns, and both addressed the internal struggle to scaffold instruction and address the writing needs of all students. Hannah simply stated, “One of the most significant hurdles I face is the diverse range of writing abilities in my classroom.” Sarah shared the struggle to plan differentiated lessons for students and the consequence of not doing so.

Trying to plan out, and also knowing that I have to scaffold for my students, because they cannot just start writing. When I first started, I thought, “Oh! Twenty minutes, I’ll go sit at my desk, and you guys can write. Then you come back, and they do nothing.

At the conclusion of the final cognitive coaching cycle, Sarah still saw the varying levels of her students. “I feel like there’s still so many different points in their writing now.” As she reflected on the lesson, she went on and added the following.

I was hoping we were all more middle or above even. I feel like I still have definitely have some kids who are still not quite understanding all the process without me directing everything a little bit of it, if that makes sense. I definitely need to have some more small grouping with some of the kids who are definitely struggling.

Hannah reiterated Sarah’s beliefs and understood the importance of differentiation. “Having twenty-five kids at once writing the same thing. No, it doesn’t work. Hannah also shared the struggle with the realities of meeting each student’s needs. “While I strive to provide tailored instruction that meets each student’s individual needs, time constraints often make that difficult.” As she reflected prior to planning an expository writing unit, she considered how to differentiate for all students.

While my higher kids or the kids who understand it a little better can go on and do their writing and probably just use a tool like a poster or an anchor chart to remind them of the steps, while I teach the kids who are still struggling.

Hannah struggled to “provide enough individual support” to all students and thoughtfully considered ways to do so effectively. During the middle of the study, she became very focused and introspective regarding her scaffolded instruction. While the internal conflict of meeting student needs never fully disappeared, Hannah developed strategies to help all students.

For the journal time where it's just them putting thoughts and words on paper and just to build up their stamina, no, I do that whole group. For like tests, like for our new Reading Street (pseudonym), there's a lot more writing components. I do that in small group or at least the half of the class. I usually let my high kids just, I guide them, give them the points of what they need, and they can usually do it on their own. Then normally my bubble kids would be with if there's a pair in the room and then I would take my little babies for because they also need help with writing, spelling, reading.

For Jennifer, the internal debate was not only scaffolding for all students but in particular, how to meet the needs of especially low writers and scaffolding to differentiate instruction for them. “I try to support them individually by asking them questions to get an idea. Then try to have them state the idea in their own words in sentence form, and they struggle.” Jennifer also considered that all of her students may not be in the same place developmentally and the impact it might have on her instruction.

There are times still, like there's some that are significantly lower. I found that, "Tell me what you want to say. Tell me what you're thinking." Then if I can write it on paper-- I still do some aspect of, "Yes, I'm going to write it for you, but I'm going to have you copy

it, but I'm going to write what you say," because that writing piece is still difficult for some developmentally, little kids.

Midway through the study, Jennifer still struggled with meeting the various writing needs of students. Abilities ranged from students who struggled to write single letters and words to students who could write paragraphs. "I'm really not sure how to do it as a whole class and address the different aspects of their needs, but I find it okay to walk around while they're writing." By circulating the room, it helped her find a way to meet the needs of all students. At the end of a writing unit, Jennifer struggled to know the next steps for struggling writers. "Without doing it for them, again, I'm not really sure where to go with some of the lower kids, and extending that independence." Jennifer's internal conflict was how to create strong writers despite their current ability.

Another component of internal struggle with meeting students' needs that emerged was the delineation of how much help to provide struggling writers, especially on independent writing assignments such as the district writing assessment. Sarah, Jennifer, and Hannah discussed it during coaching cycles and expressed thoughts about student success especially on the district assessment. Participant comments most often occurred during the post-conference sessions of the cognitive coaching cycles. Of the three participants, Jennifer was the most outspoken about the struggle/conflict. After finishing a writing project, Jennifer said, "Trying to find the balance of hoping that it's not like too much of me intervening that they're not picking up." During the conversation, she also said, "I don't know if I'm doing too much or not though" as she processed the lesson and how much she should tell or guide the students. Jennifer also discussed the concern of paraeducators doing too much of the work for students and worrying, "the paras are just going to give them all the answers."

Hannah also referenced the district writing assessment. She shared her conflict with the independence of the writing assessment and students' struggle without her guidance.

Especially without my help, like there's not a whole lot of help I can give them. That's usually frustrating because I'll walk around like always, and then they'll ask me a question. What should I say?

Hannah wanted to provide help but also tried to adhere to the independent writing task.

As Sarah shared her thoughts about the writing assessment, her conflict turned to the students' collective struggling with writing a conclusion. She wondered whether she had provided clear enough instruction in the conclusion part of a writing paper, before students started the writing the assessment.

That was probably the hardest. The conclusion came up as being one of the things we need to focus on. I can see that just from their writing because they were really still unsure." She added, "Almost 100% of them were very confused about the conclusion, and how they write a conclusion. That makes me think we need to focus on that in the future.

As a result, Sarah explored the students' collective struggle to determine the need for future writing instruction focused on writing conclusions.

Theme 1- Internal Conflict- Sub-theme 4- Positive Connections to Classroom Writing

The final sub-theme of internal conflict was creating positive connections and feelings to classroom writing. Creating positive connections to writing was consistent across participants. More often than not, the internal conflict stemmed from negative prior writing experiences. Creating a positive writing culture was a purposeful act to help students avoid the negative

experiences they had as students and to create experiences where students enjoyed writing in their classrooms. It was critical for the participants to be intentional and purposeful in this area of instruction. Of the three participants, Hannah was the most passionate about this when she stated, “I never want them to hate to write” as it was a subject she always disliked. She reiterated this sentiment multiple times throughout the study.

I don’t want to get in a power struggle with a child because of writing because then I feel like in the long run, they’re going to look back and be like, “Man, this teacher fought me for no reason. I hate writing still. I never want to be the reason a child hates a subject.

As stated at the beginning of Chapter Four, Hannah did not enjoy writing in school and reflected on how she wanted her students’ experiences to differ. The following quote from Hannah exemplifies her inner conflict and strong desire for her students to have different school experiences from hers.

Having to look back on my own writing experience, I didn’t really think about it until I’m sitting her late at night and I’m like thinking, “Why am I doing the same thing that somebody has done to me, and I didn’t like it.”

Other stated comments included the following.

- “My ultimate goal is to empower each of them with the tools and confidence to express their thoughts and ideas through writing.”
- “I just want them to feel comfortable just putting their thoughts out there.”
- “I hope it was one to work the writing or work on expressing themselves and not being judge by grammar.”

Hannah desired a classroom where students viewed writing experiences positively and as a “preferred activity” as it was not for her during her schooling.

Jennifer was also a writer who experienced negative writing experiences and actively worked to provide the opposite experiences for her students. Midway through the study, Jennifer stated that she wanted her students to have the opposite experience she had with writing.

I want you to write because it frustrated me and it makes me very upset to write. I don't want you to have that, so I want you to learn how to write so when you're a grown up, it's easy-peasy.

Moreover, she stated this sentiment again. "It makes me want to teach it [writing] more so that the kids I teach don't have that same fear or stress of writing." During our final interview, Jennifer thought back to her prior experiences and conveyed her goal for her student writers.

Obviously, my goal is that my kids don't feel bad, that these students are able to see that it's not so bad if you take it one step at a time, if you break it down to what it needs to be that it's not as terrifying or stressful as it really needs to be.

Sarah approached classroom practice a bit differently as she internally debated the time of classroom experience she wanted for her students. She wanted to provide her students with the positive experiences she had as a student, and her inner conflict was geared toward making that happen in her classroom. "When I was teaching the kids how to write notes and things, I was like, "Oh my gosh, I used to do a version of this when we would read our books together." Without even realizing it, Sarah created classroom experiences like her prior writing experiences in fourth grade. She also wanted her students to experience the freedom that she had as a student through experiences such as her writing journal in grade school. The struggle was if that "meets the expectation of what students need" and if it went against the rules of more formalized academic writing tasks. "I also let them be free. I think about giving them time to write whenever they want." She connected this statement to giving students freedom in their reader response

notebooks. “Maybe next month or next time we come together, our reading response notebook doesn’t have to be something I tell them to write about.” This was Sarah’s way of giving her students the freedom she experienced during her days of journaling in grade school and the positive emotions she experienced during journaling

Theme one can best be summarized as personal and intentional. While there were similarities, each participant experienced the internal struggles of writing differently. Participants realized their prior writing experienced provided a ying and yang for them professionally and personally. The first theme became a starting point for the overall theme of transformation and provides a context for understanding how transformation begins. Additionally, it will also segway into theme two.

Theme 2- Cognitive Shift

Theme one discussed inner conflict and builds to the second theme of cognitive shift. Cognitive shift is a term used within cognitive coaching and is defined as a switch or change in thinking. It occurs when purposeful cognitive coaching questions help to mediate one’s thinking. A cognitive shift happens when a person engages in a cognitive coaching conversation and experiences an “ah-ha” that causes them to change their thinking. Changes could include realizing a new perspective, altering a belief, or developing a new way of thinking. These “ah-has” occur because the coach asked questions without bias or intent to solve a problem. This frees the coachee to be open and honest about their thinking. Cognitive shift is a hallmark of cognitive coaching and necessary for its effectiveness.

Cognitive shifts represent a transformation in thinking. Transforming thought can happen quickly or can develop over time. It can even vary for the same person. The exploration of this theme will be evidence of that. Cognitive shifts are a central element of this study, as cognitive

coaching is a premise to determine changes in thoughts and actions. They represented changes in thinking focused on writing instruction and occurred throughout the coaching cycles.

Additionally, the theme was critical to understanding why participants changed their thinking and actions and will be further elaborated upon in subsequent themes.

The cognitive shifts displayed in the research study took several forms and comprised the sub-themes. The sub-themes identified were a coach to guide the cognitive shift, cognitive shifts during the planning stage of writing instruction, and post-reflection on writing instruction. Each sub-theme helped participants transform their thoughts and actions to meet their new thinking. During the study, participants engaged in four cognitive coaching cycles around writing instruction in their classrooms. Conversations allowed them to experience cognitive shifts and allowed me to witness their shifts in thinking and perception through their dialogue.

Theme 2- Cognitive Shift- Sub-theme 1- Coach to Mediate Thinking

The first sub-theme to emerge was the presence of a coach to mediate thinking to create a cognitive shift within their thinking. I served as each participant's cognitive coach throughout the study. Each participant engaged in four cognitive coaching cycles during the study. Mediative thinking occurred through carefully selected questions to guide thinking without answering their questions and giving them answers to solve their problems. Sarah, Jennifer, and Hannah all referenced the importance of having a coach to share their thoughts with, which helped shift their thinking. As a result, participants shifted their thinking in ways they might not have otherwise. Asking the right questions allowed each participant to think for herself and determine the best course of action for herself and her students. The word "talked" was a repeated idea concerning coaching and cognitive shift. Participants shared phrases like "we talked," "in talking to you," and "talk it through." In each case, talking led to a cognitive shift. The set of codes related to a

coach to create a cognitive shift becomes unequivocally linked in the large set of codes for planning and reflection. The following codes show that a coach does lead a coachee to experience cognitive shifts throughout a coaching cycle.

Each participant shared the role a coach played to help create cognitive shift. Sarah, of all three participants, was most vocal in sharing each time a shift in thinking happened for her. She experienced changes in thinking at all stages of the coaching cycle. During preconferences, her comments referred to her mediative thinking. Sarah's many comments demonstrated that her thinking would not have changed without a coach to guide her thinking. As Sarah planned for a writing activity about chipmunks and how to create an exciting beginning for expository writing, Sarah remembered a prior writing activity and shared how that prior writing activity could be used with her current writing project. "While I'm talking to you, I know last year, it might have been two years ago, we made an anchor chart of exciting beginnings." The mediative thinking would not have caused a shift in idea or a memory, had the coaching conversation not occurred.

As Sarah reflected on the district writing assessment, she reflected on our preconference conversation for that writing assignment. She discussed how to scaffold instruction for writing the draft and how she had them settle on two pieces of text evidence for their written paper. "I never really thought how to do that until yesterday, when we talked, what that would look like." Sarah said the coaching conversation was successful for her and the students. Other comments that reflected the power of the coach to mediate her thinking included "It [the conversation] has made me think about their personalities a little more during this opinion writing" and "as we are talking about the lesson." Sarah had a true understanding that a coach merely provides the context and space for her to think and come to her own solutions.

Just, I think after hearing your guiding questions for several different times, I'm not repeating it wrongly, but to hear them, some being asked to me after each lesson, I find myself thinking those things in my own head when I'm teaching the lesson and when I'm leaving.

Sarah was able to internalize the coaching process for herself.

Jennifer and Hannah also referred to the power of a coach to mediate thinking. Jennifer found power in a coach to organize thinking. Organizing a writing unit or lesson was an area where she initially struggled with her writing instruction, and it was a recurrent theme throughout the study. During the first preconference coaching session together, Jennifer struggled to organize her writing unit. When asked how the conversation mediated her thinking, she stated, "I think the idea of taking it slower and breaking it down into what are we looking for, how are we going to get there, kind of ideas." In the next coaching cycle, Jennifer shared that having a coach helped her organize her thoughts once again.

It's a little more organized by being able to talk it through. I'm still a little bit unsure of how to start, and get their ideas like pre-writing that I feel a lot more confident in where we're going, and what we're looking for, and feeling like that's a stronger goal now. That it's realistic, as opposed to just, "Okay, Mrs. Duncan (pseudonym) has this idea in her head. Is it really going to work?"

Again, she shared the importance of a coach in mediating thinking. Jennifer walked through what she wanted the lesson and the entire opinion writing unit to look like. Having her thinking mediated prevented her from teaching without thinking beforehand. "You brought the idea of how to start. I sometimes feel like I just jump both feet in." Jennifer also shared that mediative thinking allowed her to feel more confident in an area of hard writing for her. Her

confidence increased because she had a coach to talk with. As a result, in subsequent sessions, Jennifer said of our time together, “It does help me break things down and say, “Oh, I’m not doing this the most efficient way.”

Hannah also experienced cognitive shifts, but hers were geared toward confirmation of her thoughts rather than a strong shift in thinking. When Hannah thought about meeting the diverse needs of writers with expository writing, she spoke about getting students to write three paragraphs and finding success for all students. As did Jennifer, Hannah found a coach useful in slowing down her thinking for writing instruction.

I feel like this conversation has just allowed me to verbalize basically my thoughts and my plans and almost bouncing it off somebody, being able to share and have a clear plan and somebody to keep me accountable, definitely.

Hannah also shared that having a coach to talk to mediate her thinking about teaching writing and being deliberate in her instruction.

This conversation has definitely showed me that it's okay to just slow down and just focus on one subject for a minute if that means that it will pay off in the long run. As a result of coaching, Hannah created a cognitive shift related to her approach to teaching writing. She echoed the same sentiment during the study when she said, “I think this conversation made me slow down and make sure that I know the expectations for my children, make sure I know the steps that I need to take.”

The set of codes concerning a coach to create cognitive shift underpins the next sub-themes. It will become evident that a cognitive coach was critical throughout the planning and reflecting stages of coaching, as will be discussed. Using a coach during these stages will be a

repeated and elaborated concept during the next two sections. To avoid repetition, a coach will be embedded in preplanning and reflecting.

Theme 2- Cognitive Shift- Sub-theme 2- Cognitive Shift for Preplanning Writing

Instruction

The second sub-theme that emerged during the theme of cognitive shift is the creation of cognitive shift during the planning stage of writing instruction. Each planning coaching cycle began with a planning conversation. During this stage of the cognitive coaching cycle, participants spent time sharing and discussing their plans for conducting a writing lesson or unit. Shifts of this nature ranged from how to teach the writing genre or skill, meeting varied writing needs of students, or planning for anticipated hurdles during the lesson.

A reoccurring idea for all participants that led to cognitive shift was determining how to preplan instruction to meet the needs of all students. Jennifer, Sarah, and Hannah all shared a common goal of how best to plan instruction geared toward differentiation. During a planning conversation, Hannah processed meeting the needs of all of her writers, anticipating that writing needs may arise during the lesson, and balancing planning ahead and preparing for responsive teaching. “You can’t anticipate what they’re going to say, what they’re going to need, what’s going to happen.” Just a few moments later, she experienced a cognitive shift as she reflected on our conversation and how she altered her thinking to account for both teaching methods.

I think this conversation made me slow down and make sure that I know the expectations for my children, make sure I know the steps that I need to take because I had this conversation. I know I am going to actually have it do it, and keep myself accountable.

Hannah often referenced her high, her bubble kids, and her low writers and to meet their needs. “Just be able to scaffold and differentiate a little bit. What my lower kids know is not going to be the same as my bubble or my high kids.” She elaborated on this statement.

My expectation for my higher kids, for them to be successful, is that I see that they have went through the rubric, marked things, they said, oh, they double-checked. I have this part, and I can see in their writing, they said, I have this part, paragraph three or I have this part, like that's my expectation for my high kids because they have been doing this all year. For my bubble kids, if they just stayed on topic, that's the main thing that I would look for. I don't expect them to necessarily understand how to do research without me when we haven't really talked about research a lot. If all of their questions they've looked up is about government or about a specific topic, that's amazing. For my little babies, success would definitely look like them just trying. I see that they have sentences that they focused on capitalizing, and they put punctuation that they tried to sound out words. At the end of the study, Hannah experienced a full-circle cognitive shift when she realized that differentiating writing instruction was the best path for her students.

They're still going to be successful in their own way. They're still going to get to the finish like just all taking different paths, so I don't say it was hard to get to, but it was definitely a realistic perspective of what's actually going on.

Sarah also thought through planning for the needs of her students throughout the coaching cycles. As Sarah planned for a writing unit on informative writing, she shared her initial plan for whole-group instruction for writing and the way she wanted all of her students to complete the writing assignment to be successful. She pondered how to combine whole group and small group instruction in lieu of all whole group work. As the conversation shifted to

creating independent writers for the project, she shifted her thinking from whole group to small group instruction.

In talking to you right now, I'm thinking I should pair my students for that partner work.

I am going to think about some of my students before the lesson started today, about some of my students who were very independent and trying to pair them with-not some of my lowest kids, but some of my middle-of the ground-kids- who might, after hearing or watching a student who is excited about writing, that might just spur them on a bit.

Sarah continued to look at the area of writer independence and continued to experience cognitive shift in this area. During our final coaching cycle, Sarah planned for her final writing project which was the district writing assessment. She had a powerful cognitive shift as she pondered independence in reading with independence in writing when I asked her how learning and thinking had been supported during the preplanning coaching conversation.

I think how you brought it along to put it all together. Does that make sense? All the different things we've been doing in our reading school groups and things, and then also our writing, how it all does come together at the end and show that they are showing me things that they know and how they have taken ownership of their own writing and things like that too, just because of-- it's all just so interconnected...I think seeing that it's all, the interconnectedness of those, that writing block, reading block, all being connected and things and all touching on each other.

Cognitive shifts become even more connected for Sarah about the same writing topic. She elaborated that connecting all English Language Arts content helped struggling writers.

Sarah also displayed cognitive shift as she planned to successfully group students based on their individual strengths as writers. Being proactive during the planning process of a coaching cycle led to setting all students up for success.

In talking to you right now, I'm thinking about how I should pair my students for that partner work. I am going to think about some of my students before the lesson starts today, about some of the students who were very independent and try pairing them with some of, not my lowest kids, but some of my middle of the ground kids who might, after hearing or watching a student who is excited about writing, that might just spur them on a little bit.

A set of codes emerged for preplanning also manifested through cognitive shift for responsive instructional preplanning. Such shifts occurred during the study and were not isolated to particular coaching cycles. Jennifer, Sarah, and Hannah displayed the ability to preplan for instruction and shift the day's writing instruction or following day's writing instruction. During pre-planning conversations, participants discussed how they wanted to plan for instruction purposefully. In other words, the cognitive shifts in thinking are related to having ah-ha moments in thinking before teaching writing. Instructional codes primarily referenced planning writing genres and preplanning skills instruction. All participants shared cognitive shifts but to varying degrees.

Two examples exemplify Jennifer's cognitive shifts during preplanning for responsive instruction. The first was during a coaching conference where she discussed getting students to brainstorm ideas for their writing assignments. She talked about this a great deal, and as she shared, she weighed each method's pros and cons.

I like the idea of the brainstorming and having them create the ideas, and then working together, even just starting on one sentence, just create that sentence, that topic sentence, then working from there to create the other sentences as a team, as a group.

This powerful shift in thinking for Jennifer allowed her to more confidently determine brainstorming and prewriting ideas for the day's lesson and in subsequent writing. As students struggled in the final writing of the study, she stated an understanding and confidence in scaffolding idea generation for students. In the final interview, she made specific preplanning comments such as those listed below.

- “We’ve started to baby steps it, I think having them come up with ideas.”
- “I may have to write them on them on the board.”
- “I think what I really need to do is have them start practice say it how they want it written.”
- “Even if I’m writing it on the board for the whole class, at least they’re hearing it and let some of those kids that maybe struggle with it, come up with the ideas.”

These connected statements show a realization for Jennifer that by preplanning idea generation and brainstorming, she can meet student needs.

A second cognitive shift that changed Jennifer's thinking about writing occurred at our final preconference meeting. This related planning instruction ahead of time and knowing the skills needed to teach the writing genre. During this meeting, she shifted her thinking by reflecting on the time throughout the study. Jennifer realized that planning instructions ahead of time and thinking through the lesson and potential pitfalls yielded strong benefits.

I think seeing how the planning process works in order to make the actual teaching less Stressful. If I think about those things instead of being “Okay, let’s do this” kind of

attitude...I feel like I have a little bit more organization for them to be able to write instead of “Here, let’s just write in our journal...”

The cognitive shift occurred after four months of thought, reflection, and classroom instruction to guide her thinking.

Sarah also shared cognitive shifts in purposefully preplanning writing skills. She exemplified her shifts in thinking during a preconference session concerning opinion writing tied to the ELA curriculum and expressed frustration at students’ struggle to justify an opinion. She made a cognitive shift for applying this to journal writing. During a preconference she said, “I haven’t made them use as much evidence in their writing journals, but talking to you today, maybe I push that into their journals a little bit more today...” Sarah’s shift allowed her to find a way to create more effective instruction for opinion writing.

Sarah also commented throughout the study in reference to cognitive shifts for responsive preplanning. For example, she said, “I guess I need to think about or I have been thinking about natural points.” This shift happened when Sarah thought about how to show a video for notetaking. First, she was going to show the whole 15-minute video, but she shifted her thinking to how she could find natural stopping points in the video so that students could stop and take notes for their paper on woodpeckers. During the same preplanning conversation, Sarah shared that while they were writing about woodpeckers as a class, students would have to choose their animals for independent writing. She was afraid students would forget the final project and determined she would discuss the final project throughout the modeled writing.

Now that you're talking too, I think I should keep revisiting that and reminding them that at the end they are, and to be thinking about those topics and how that comes to what they're going to do on their own. That wasn't in my lesson right now, to keep revisiting

the final project, but now that you say that, I should keep reminding them about that, or what it's going to look like or things like that too.

She connected the guided writing and notetaking to what they would be expected to do individually.

Additional cognitive shift statements include instruction focused on conclusion writing for future writing assignments. As Sarah read the students' writing assessments, she recognized these were difficult for her students. She addressed this as a future writing need as she could not provide such directed teaching during the writing assessment otherwise, she would have. "This makes me think we need to focus on that in the future for sure" and "Now that I am more aware of that, I think we'll point that out more to them as their writing goes on." Another statement included, "It's been interesting just to know in the back of my head that we will need some help on the conclusions."

The cognitive shifts for Hannah and preplanning were less pronounced. However, she provided a few tangible examples of shifts in thinking. Hannah shared instructional planning shifts at the beginning and end of the study. Her shifts in thinking for instructional planning included "knowing the steps she wants her students to take to complete the writing project and "slowing down to focus on one subject at a time." In this instance, Hannah was referring to writing and taking the time and focus to plan intentional writing instruction.

Hannah also shared cognitive shift for preplanning. During the last writing activity of the study, Hannah's cognitive shift related to using rubrics to help guide students during a writing project. The shift occurred when she began the writing assessment and handed out the district writing rubric for the students to use throughout the writing process. Hannah assumed the students knew how to read the rubric and use a rubric to guide their writing process. The

opposite was true, and students did not know how to use the rubric. The experience caused a shift in her thinking and how she needed to proceed with rubrics for her next writing assignment in a more responsive way.

They will have a rubric. We are learning how to read a rubric. I realized during the writing assessment, they have no idea what a rubric is for, how to use it. They thought it was paper with numbers. They were starting to copy it, thinking that that was part of the story. They will have a rubric for it so that they can start practicing how to read one.

Another substantial cognitive shift experienced by Jennifer and Sarah was with preplanning to create more independent writers. Jennifer demonstrated this internal productive struggle and helping students become independent writers. This cognitive shift will be explored during theme four as it pertains to shifts in classroom practice. The discussion now pertains to its use as a way to shift participants' thinking and not on change in practice. This was a cognitive shift Jennifer worked to implement throughout the study. Toward the end of the study, she verbalized her shift in thinking by saying, "I do have to step back. I have to remind myself that they're not going to learn if I jump in and saving them." Jennifer also realized that creating independent writers does not happen overnight

I just have to remember it's baby steps. It's a process. It's not going to happen at once, and so I think it take the stress off of them and it takes the stress off of me so neither one of us feel like we're failing horribly.

Sarah also reach a similar conclusion at the same place within the four coaching cycles. As she reflected on her students as independent writers she stated, "It has made me think that I will try to step back a little more when I'm doing this [teaching writing] and trust that they know the process." This is a full circle for Sarah as she struggled with this during earlier interviews as

she attempted to solidify a cognitive shift she pondered. Sarah had a particular way she thought expository paper should look. As students were sharing their papers, she became frustrated that their facts to support their thinking were different and different unlike what she imagined. She had conflicted feelings about this and giving her students the freedom to be independent writers.

The first two students, I was like, "No, no, no. This is what it should look like." Then I'm like, okay. Then, I sent that group with it. When I kept seeing different ones, I kind of thought, I should let them see where this takes them. For the first several students who I had back here, I made them look like what I wanted to look like, and I probably should have said no. Tell myself to step back sooner. I just always have an idea of what I think is the best way to do things, and it probably isn't the only way. Does that make sense?

By the end of the study, Sarah was able to fully experience a cognitive shift to allow her students to be independent writers.

Theme 2 Cognitive Shift- Sub-theme 3 - Post Teaching Conference Reflection

The final sub-theme for cognitive shift was post-conference reflection on teaching lessons. Each participant shared cognitive shifts as they reflected on the strengths and weaknesses of writing instruction after it occurred. Sometimes, the shifts were related to the same topics as the preplanning conversations; other times, they were not. Post-conference reflective cognitive shifts often focused on how they would alter their writing instruction going forward. With a new curriculum and higher writing expectations, Hannah worried if she was effectively teaching writing to her students. As she discussed the writing assignment for the government unit in reading, she addressed her internal struggle, and her cognitive shift related to helping students succeed on the writing assignment for that unit and all writing in general. Hannah reflected on how best to help her students.

I'm still playing around with a couple things. I am constantly tweaking. I'm constantly reflecting on the lesson before. I can't even say that two lessons are even the same. I am constantly checking in with my kids, "Are you getting it? Are you understanding? Do you feel confident?" Trying to pivot.

As Hannah thought about the lesson, she also shared an idea in her journal response that solidified her thinking and fully cemented a cognitive shift she was working through. The conflict and shift are related to real life, with hands-on writing instruction with an authentic purpose. Hannah had students create Google Slides presentations to share with their parents at parent/teacher conferences. She wrote the following.

This activity reinforced the idea that writing is not just a task to be completed, but a powerful form of communication. It reminded me of the importance of audience in writing and how it can inspire students to produce their best work.

She added, "This shift in purpose added a layer of importance and excitement to their writing." Her final statement regarding the Google Slides presentations confirmed a change in her thinking about the assignment. "What made this activity even more special was my decision to not edit or revise their pieces."

Jennifer and Sarah shared a commonality in the post reflections, which focused on ways to improve classroom instruction for future writing lessons. As stated earlier, Jennifer struggled to plan for instruction effectively and said that planning was her single most significant cognitive shift for classroom instruction. "Having a plan of how I'm going to teach instead of "Okay, we're going to write in this journal and hope it doesn't belly flop."

Jennifer's most poignant point to illustrate the power of reflective thinking to improve writing was a conversation during a post-conference. Jennifer was determining whether she

wanted to continue to use a word web for future brainstorming activities in writing. She said, “I’m processing do we do a web?” After committing to this for instruction, we met, and she committed to the success of the web as a way to generate ideas by stating, “I think it’s working.” In the following post unit cycle, change in thinking happened when she said, “Keep the web for a bit longer until they feel more comfortable” as she internally debated if and how she would continue to use the web for future writing. She fully committed to using the web with her students and put into action the cognitive shift she experienced.

Jennifer also experienced cognitive shift as she reflected on the use of graphic organizers for her students. After each coaching cycle, Jennifer reflected on aspects of organization for her and the students. She found success with graphic organizers and determined she wanted to continue using them in future writing assignments.

I want to be able to pull some of those other graphic organizers, some of that pre-writing.

The pre-writing was huge because it gave them the option to hear some feedback on their writing before they wrote.

Jennifer continued to use graphic organizers in future classroom assignments.

Sarah also shared cognitive shifts in planning for future instruction. Sarah shared a deficiency in her ability to teach opinion writing. As we reflected on her conflicted feelings about students having different opinions and sharing these in their writing, she shared her desire to have “lock step” opinion papers. She has a significant shift in thinking. “It has opened me up to thinking that differing opinions is okay to have.” It was a defining shift in thinking and allowed her to look at how and what her students wrote differently.

Throughout the study, Sarah continually shared new thoughts about classroom instruction and how to improve her instructional practice moving forward. A critical shift occurred when Sarah thought through how to differentiate instruction to help all students find writing success. “I do think that when we talk about having small groups of different things that are focused on their writing piece, and we have a 30-minute section in writing.” Sarah went on to say the following.

After talking to you, I was thinking my small groups don't have to take over my reading small groups. They could be writing small groups, so I could do some of that with them as well.

Other shifts in thinking are evidenced in the following statements by Sarah.

- “Maybe I need to start thinking about that [small group and writing introductions and conclusions]. Hopefully, I can grab those kinds and help them a little bit.”
- “I’m thinking there has to be a step that they do either with a partner or on their own to take a little bit of ownership of that.”

A final statement shows Sarah’s many cognitive shifts throughout the study. She reflected on the topics students took notes of during a video for research. She realized the students became hyper-focused on what woodpeckers eat at the exclusion of other critical research facts. “I think I should have many made the intention [of the writing] a little more clear. That they could talk about anything, not just the eating part of it.”

Theme two explored the concept of cognitive shifts, which mediated and altered thinking. All three participants experienced cognitive shifts, though the frequency and specificity varied. Sarah experienced more cognitive shifts than Jennifer or Hannah. Hannah’s cognitive shifts were more global, while Jennifer and Sarah shared specific examples to illustrate their cognitive shifts.

They also experienced shifts in thinking throughout the four months. Hannah described cognitive shifts at the beginning and end of the study. In their own ways, Sarah, Jennifer, and Hannah displayed transformations in thinking.

Theme 3- Sources and Development of Self-Efficacy

The third theme explores development and sources of self-efficacy. Self-efficacy is the belief in one's ability to take the necessary steps to achieve a performance goal or action. For the study, self-efficacy pertains to the belief in oneself to write and teach writing. Self-efficacy is essential to experience transformational thinking as it relates to one's ability to achieve a given task. In the case of this theme, transformational thinking was used to develop efficacious beliefs about oneself as a writer and writing teacher. During the discussion of theme three, the importance of prior writing experiences and efficacy beliefs will weave their way through the theme. For each participant, the development of their self-efficacy manifested differently but played a substantial role in developing their efficacy beliefs.

Two sub-themes emerged during the coding of self-efficacy development. The sub-themes were the influence of teachers in school and modeling. A recurrent, underlying idea running through the development of self-efficacy was the affective states and emotional feelings participants developed to guide their thoughts and beliefs about themselves. It would be remiss to acknowledge the importance and interconnectedness of emotional states within the two sub-themes of efficacy development. Participants' emotional states either helped or hindered their self-efficacy development and will be shown in theme four to have played a role in transforming beliefs and practice. For theme two, affective states will intertwine with the two themes of teachers' roles in developing participants' self-efficacy beliefs and modeling.

Theme 3- Sources and Development of Self-Efficacy- Sub-theme 1- Prior Teachers and Classroom Experience

The first sub-theme that emerged during the coding process was prior classroom teachers' roles in developing their self-efficacy beliefs as writers. Jennifer, Hannah, and Sarah all had teachers who impacted their beliefs about themselves as writers. Hannah and Jennifer had teachers and writing experiences that aided their beliefs in themselves as writers, while Jennifer's negative experiences with teachers and classroom writing content hindered her self-efficacy development. As a result, each participant also varied in their emotional reaction to their writing experiences.

Hannah and Sarah both recalled writing teachers who positively influenced their beliefs as writers. Hannah remembered being frustrated with writing in grade school and early high school. Writing in grade school and middle school were status quo, with no teachers positively or negatively helping define her belief in herself as a writer. While she did have positive experiences in kindergarten and first grade, those did significantly impact her self-efficacy as a writer. Hannah had also been confident in her ability to write too but didn't have experiences that helped her fully believe in her ability to reach her writing potential. High school changed that for Hannah. "I had great experiences with writing in high school. Yes, I did appreciate it a lot." Advance Placement English significantly influenced Hannah's self-efficacy as a writer. Upon entering this class, Hannah wanted to become the best writer she could.

I would say that it changed because I actually wanted to do it. Instead of feeling like I had to do it for an assignment, I did it because of me. I was willing and able to push myself more and hone my skills and do a little more research on my skills as opposed to somebody else just telling me what I didn't know.

Hannah's experience in AP English and having a teacher who believed in her fueled her desire to become a stronger writer. She could believe in her potential because the teacher believed in her. Moreover, the experience enabled Hannah to obtain feelings of confidence in her ability to write.

Another influential teacher for Hannah was her AVID teacher. Hannah had this teacher for her sophomore and senior years. This was also an extremely important person who assisted in furthering Hannah's self-efficacy beliefs in herself as a writer.

Like we mentioned before, when I was in California, I was in the AVID program, and she was just my biggest writing mentor when I was a sophomore and a senior in high school. She just constantly encouraged me to continue to write and showed me the benefits of writing.

The AVID teacher also developed her self-efficacy because "she showed me writing is not a waste of time. There's a benefit, especially as you get older." During this course, the teacher encouraged her to use her writing skills to apply for college scholarship. Hannah hadn't considered applying for several of the scholarships until she was encouraged to do so as mentioned during the earlier self-efficacy section. As a result, Hannah obtained numerous scholarships because of her ability to write. "That would be my most proud moment was getting the phone call and the email saying, 'Here's your scholarship. We enjoyed your writing so much, we wanted to pay you for it. I was like, Wow, that's so cool. Free money.'" The positive emotions created by her AVID teacher increased Hannah's self-efficacy immensely.

Like Hannah, Sarah also had writing teachers who influenced her self-efficacy development. At the onset of the study, Sarah did not describe herself as a natural writer, but she had experiences that showed her she was capable of writing. The first teacher who helped

develop Sarah's self-efficacy was her fourth-grade teacher. In this class, there was quite a bit of journal writing and written communication between the teacher and her in this journal. Sarah enjoyed the journal writing process and "looked forward to coming in the next morning to see what her teacher wrote."

I know in fourth grade, why I remember it is because we were allowed to journal, and we did that every day. I remember being tentative at first, but then she opened it up and our teacher would write nice little comments back, and then made me want to make a relationship with her. Journaling is what made me start liking the writing process.

Sarah's teacher helped her to see that she was a writer. As she reflected on her fourth-grade teacher, Sarah said the following.

She was the one who would write little notes back to us and stuff. I remember loving that aspect. I remember going back and thinking 'When did I really start to write?' I feel like it as then."

These two comments reflect Sarah's belief in her abilities to be a writer. Additionally, the strong teacher connection developed positive feelings of enjoyment and safety. Fourth grade was a defining moment in Sarah's self-efficacy beliefs.

Sarah continued to develop self-efficacy through her teachers in middle school. Self-efficacy increased as she was able to accept feedback about her writing, and she realized that correcting writing through editing and revision are necessary parts of the writing process.

I think my sixth-grade teacher, Mrs. Smith (pseudonym), I think she made me more of a writer than what I was in fourth grade. Fourth-grade journaling isn't necessary. In sixth grade, I didn't feel negative when she would correct my writing. We would sit down and talk about how to make a final copy. I really looked forward to making a final copy.

Not only did Sarah develop self-efficacy, but she also positively remembered meeting with the teacher to discuss her writing, even if there was correction needed.

Sarah also shared about her seventh-grade teacher, Mr. Carody (pseudonym), and his influence on Sarah as a writer. She recounted feeling optimistic about writing in seventh grade and believes he developed her ability to write expository news articles. Though she was often tentative about expository writing and worried if she was capable, Mr. Carody did develop her self-efficacy.

Mr. Carody (pseudonym). Yes, my seventh-grade teacher. It was interesting because I think there was a couple of things that influenced writing with him was that I loved doing the newspaper portion and writing the articles and things.

Sarah had several defining moments with teachers who shaped her self-efficacy beliefs. The experiences all served to help Sarah in her writing journey.

Jennifer also developed her self-efficacy through her teachers. However, Jennifer's teachers provided experiences that developed her efficacy beliefs differently than the other participants. Instead, Jennifer's teachers and school writing experiences generated negatively and hindered her ability to develop efficacious beliefs. Perhaps the most influential teacher and classroom experience happened in fifth grade. Writing was not a preferred task, and Jennifer viewed writing as a laborious task full of specific requirements that lacked creativity.

The teacher created a negative emotional state for Jennifer through his actions and words. Jennifer recalled the experience and the impact it had on her efficacy.

I had a 5th-grade teacher that made me want to do nothing because he would ask me, "Are you stupid?" in class, if I had an opinion that he didn't agree. That shut down my wanting to express myself.

Jennifer said this influenced her self-efficacy as a writer because she no longer believed in herself self as a writer. She also felt that what she had to say did not matter nor was it worthing reading.

Negative experiences with teachers and writers ensued into high school. Overall, she described her high school efficacy in the following way.

Most high school of being very frustrated with writing and finding it hard to ask questions and guidance into the writing. It felt like there was this expectation that you just know how to write and just puts your thoughts down on paper. And a lot of frustration of organizing thoughts...

This quote exemplified most of her experiences and feelings concerning writing and her teachers. Overall, a majority of writing interactions with teachers were negative and thus hindered her self-efficacy development.

However, one bright spot emerged in high school during English. That was with Mr. Forrest (pseudonym). During his course, they read poetry and were able to interpret poems individually without fear of finding the right answer. Jennifer remembered specific poets such as Emily Dickinson and Robert Frost.

I still remember those things and the way we talked about stories, and it was more engaging, not a lot of writing about it, but there was more discussion about it, which allowed more free thinking.

This was the one experience that developed her efficacy in thinking and writing positively.

Jennifer was the only participant who referenced post-secondary writing experiences to develop self-efficacy. She spoke about glimmering moments that helped her to see that she did

have the ability to write. While she maintained low efficacy as a writer in college, she did share two specific instances that led to small changes in efficacy.

When I'm in those classes and I see the grades on my writing, it helps my perspective.

ff being, oh, I'm not stupid at writing... I don't feel good about my writing, but I can see the good in my writing when I have these classes and get good scores.

She also said of her post-secondary writing experiences, "Then in the end, I wound up with a 4.0. Obviously, again, it reflected back. My scores and things show I could do it." The issue was maintaining the positivity and allowing it to impact her self-efficacy at even deeper levels because in the next sentence, she said, "I don't have the confidence to do it. I don't feel like my writing is good." Jennifer's efficacy development with teachers shows inconsistency but the lasting effects of negative emotional states of mind.

Theme 3- Sources and Development of Self-Efficacy- Sub-theme 2- Modeling

The second sub-theme under the development of self-efficacy was modeling. As it is explored in-depth, modeling took two forms. The first is the modeling through mentors. The second sub-theme is curriculum and instructional modeling. Both areas develop a comprehensive picture of how participants developed self-efficacy through modeling to create transformations in efficacious beliefs and practices.

All participants shared authors or individuals they wished to emulate and who gave them a writing model for their writing or teaching. The presence of a role model gave participants a way to gauge their success as writers or writing teachers. In their own way, Jennifer, Sarah, and Hannah used these models to create an end goal of successful writing. Jennifer gave a specific example of an author she would like to emulate.

I think I try to look at the authors I read and try to find an emulation in there and try to emulate that. I'm reading a book by Ben Springer right now, who wrote Happy Kids Don't Punch You in the Face.

Jennifer enjoyed his writing style and wanted to model her personal writing after the author. Another author gave her a way to gauge her writing style's success. During the study, Jennifer discussed not being happy with her personal style of writing. She also discussed Lester Laminack and his style of writing as one she would like to follow.

I think having those people like Lester Laminack or people who do-- I don't remember who did the powerful writing tree and having those training sessions help build that confidence in people. I do feel a lot more positive after Lester Laminack or Kagan and stuff like that to be able to do more of that and hopefully find that niche in there and do better at it.

Jennifer also shared colleagues as role models for writing instruction. She had teammates who were able to guide her writing teaching. Her grade level team was not only a source of modeling but also created psychological safety for her.

Between my other teammates, I could ask them questions and get things figured out.

Between them, it was a really functional year where I felt really a lot more comfortable about teaching things because I knew I had them.

Jennifer specifically named a second-grade teacher who she modeled writing instruction after.

At Riverview (pseudonym) when I taught second grade before you came, Maggie

Monroe (pseudonym) was a brilliant writing teacher, and I would try to use some of her strategies or talk to her."

Jennifer not only used professional writers as models but also her colleagues.

Hannah shared Jennifer's sentiment, but instead of an author, she stated the district's current superintendent as a writer she would like to emulate. Dr. Alberson (pseudonym) is her writing role model. When asked who a writing mentor was her, she responded by saying the following.

We all hear Dr. Alberson's writing and her speeches. She is just so poised and elegant.

Amazing to listen to. She has confidence. That's a pretty big goal. Especially as I want to go into admin, just being able to confidently write and speak in front of diverse people. Hannah's goal is to follow Dr. Alberson's writing style so she can effectively write and communicate with the same vast audiences and for the same varied purposes.

Sarah also shared the use of mentors to develop self-efficacy, but instead she considered teaching style. At the beginning of her career, Sarah "wanted to find someone to help me become a better writer and a better writing teacher." She found the desired mentors.

When I first started teaching, there was a teacher in my first few years of teaching. She was a middle school English teacher, and we happened to be indeed same building. I remember going to her a lot and talking to her. I would just like to see what she would do, because I knew I wasn't a very strong writing teacher when I first started teaching.

I would go and talk to her after school. It was a small school. It was never like, "This is your coach, or this is your person." We did make a connection.

Sarah also discussed a first-grade teacher who she sought out to strengthen her writing teaching and who helped her to meet the needs of students.

Also, the first-grade teacher, I taught third grade then, and I talked to her a lot too. She was definitely a veteran teacher. One of her loves in first grade was writing, so I would also go talk to her.

Even as a veteran teacher, she still uses colleagues as writing mentors. “I talk to our learning coach a lot in my building.” Sarah also told how she “enjoyed last year with her learning coach and having her help me.” Sarah also speaks with teachers in the same intermediate hallway as her classroom. Being a reflective teacher by nature, she believed she would continually seek to increase her self-efficacy as a writing teacher. “I know that it’ll just keep me seeking out more resources and things and keep learning from people around me who are great writing teachers.”

Sarah shared a specific role model for writing instruction. Again, this provided a gauge for how successful writing instruction might look. Using a role model provided comfort with writing instruction.

When I was a coach, we did a lot of Lucy Calkins, and I really did enjoy her ideas on writing, and I studied her. That’s the person I’ve studied the most about writing is Lucy Calkins. I know the process isn’t what we necessarily want it to be. I don’t put the whole process into my students now. I know it’s a long, drawn-out process, and it is hard to master that curriculum. I did always enjoy reading about her process and her brainstorming things, and things like how she got the kids going on, things like that. Confidence was evidenced by Sarah taking elements of Lucy Calkins and altering it as needed for her classroom and instruction.

Self-efficacy also developed through modeling related to the district’s English Language Arts curriculum implementation in the fall of 2025. The program contains integrated writing connected to the unit’s topic and contains lesson plans to teach writing. All participants expressed the need to see the program in action to understand the best way to teach writing with the program. Their emotional state at the beginning of the study was lower, as it was the beginning of implementation. Participants used the word “modeling” each time the new

curriculum was brought up. Jennifer, Hannah, and Sarah wanted to see lessons taught and modeled to help them know if they were meeting the program and district expectations for writing instruction.

Hannah stated this explicitly during her first coaching cycle. The impact for a modeled lesson was first, to see writing instruction so she could follow a similar format. Second, it would lead her to a positive and confident emotional state of mind for teaching writing.

What I would need with this new curriculum is I would want somebody to take my children, my same children, the new book, and teach a lesson so that I can watch how somebody would teach from this curriculum where they expect them to because I always get nervous if I'm changing it up so much if somebody comes in and they're looking like that's not what the book says, it always makes me feel nervous that I'm not following the curriculum exactly.

During the same interview, she again it again, this time, more directly. "I would want somebody to model teaching a writing lesson with my children and the new curriculum's writing guides." Her desire for curriculum modeling was because she described herself as "a person who likes to see it in action, especially with the kids I have." As Hannah became more familiar with the new English Language Arts program, she said, "there's a lot more writing components" and "I do that in small group." As Hannah saw lessons modeled, she developed more confidence in teaching the program. Hannah desired a clear target to aim for. Doing so allowed her to ascertain if she successfully taught the new curriculum and led her to have confidence in her ability to teach writing with new writing curriculum.

Sarah also spoke about the new English Language Arts curriculum. She has planned with the instructional coach and worked with building teachers to plan instruction. Sarah sought

opportunities to develop her efficacy and ability to teach the new program. As a result, she has watched instruction in classrooms and studied her colleagues' lesson plans and teaching methods. Sarah wholeheartedly believed that without modeling, she would not have the same level of self-efficacy for teaching the program's writing component.

I used to look at how they were doing their reading. Now I'm like, "Okay, how are you doing the writing part?" I feel like I'm trying to pick it up from everywhere. Seeing a little bit of her modeling, a lot of the modeling, Reading Street (pseudonym) and then talking to about the modeling and hearing from you and hearing your ideas and things like that, how to keep improving. I feel like it's all for definitely the modeling for sure, yes, I don't think I could have gotten this far on my own with just getting the programming into me.

Sarah's self-efficacy also developed due to the program's included components. Before this time, she shared that she had developed all of her writing plans on her own and had created all the teaching materials. Concerning writing instruction for the current year, Sarah said, "It does feel better in years past to teaching writing to the kids because there is this program in place that is telling us what to do, which helps, to see "this is how to set it up." The materials included for writing have increased her confidence in teaching writing. The end result was a more confident writing teacher.

As Sarah shared her excitement for the program's inclusion of mentor writing texts, she stated she would have normally gone and found them on her own. As the new curriculum comes with it, she feels confident in teaching her students. She appreciated the writing mentor texts being included in the program.

Having that part created for me and those being great resources and being able to show the kids that has truly helped myself as well, too, knowing that this is what a real piece would look like.

Finally, Jennifer also found confidence through a systematic program for teaching writing. Very early in the study, she was “very excited for Reading Street (pseudonym)” and said the training sessions and professional development for Reading Street “help build confidence in people.” She liked having specific lesson plans and day-by-day plans for teaching. The idea of a more scripted writing program coupled with modeling matched her style of efficacy building. “I always get better watching other people. I’m such a show-me person. Personally, that makes a huge difference.”

Jennifer also addressed the program’s structure for teaching writing to build her efficacy. She appreciated the way it created routine for herself and her students. She stated she would follow the program and evaluate as needed.

Since we have different things each week with the Reading Street, I want to try different writings. This format for at least the rest of this unit. Then we can process the information and see if we need to change it.

A structured writing program provided a certain comfort level for Jennifer to experiment with various writing skills and genres.

Additionally, Jennifer alluded to the structure when teaching vocabulary during the reading portion of the program. Jennifer shared her enjoyment of the program’s structure and how vocabulary could be added to the integrated writing.

I liked that with Reading Street (pseudonym) it introduces the vocabulary right off the bat. They were able to use some of those words and understand, obviously, habitat being our biggest one because the whole unit is about that. I'm going to try it with this next.

Theme three focused on participants' self-efficacy development. Efficacy developed differently for each participant. Hannah and Sarah had positive school experiences that shaped efficacy development positively. Jennifer, on the other hand, did not develop positive self-efficacy as a writer or writing teacher. A critical point in this theme was the power of writing models for personal writing and classroom teaching. Jennifer, Sarah, and Hannah all provided examples of how mentors and modeling increase their self-efficacy. While the transformations varied among participants, they all still evidenced them.

Theme 4- Classroom Practice

The final theme to emerge was classroom practice. This theme resulted in the most extensive set of in vivo codes generated throughout the study, encompassing many facets of classroom instruction. Areas related to classroom instruction included the teaching of writing, meeting students' writing needs, and setting up the learning environment for writing instruction. Throughout the study, participants referred to classroom instruction development in personal ways and the impact it had on their students.

The theme of classroom instruction also represents the culmination of transformation for the participants. It represents the integration of internal conflict, cognitive shift, and the development of self-efficacy. The sub-themes that emerged explore how participants transformed their thinking and actions to develop change in their instructional practices. The three sub-themes are scheduling/intentionality of writing instruction, transformation of beliefs as a writing teacher, and changes in classroom practices.

Theme 4- Classroom Practice- Sub-theme 1- Scheduling

The first sub-theme was scheduling and an intentional focus on writing instruction. It developed throughout the study and represented a change in thinking and practice in the classroom. As the study progressed, Sarah, Jennifer, and Hannah changed their thinking about writing instruction and its intentionality in the schedule. Each acknowledged the struggles of the school schedule and how to ensure writing in the teaching day. For Hannah, it was a strong internal conflict and shift in thinking and practice concerning the time allotment during the day for writing instruction. “I feel like, though, writing is pushed to the back burner when it comes to our scheduling.” Hannah also felt lack of time during the school day made it difficult for her to meet student needs in an effective manner. “While I strive to provide tailored instruction for each student’s individual needs, time constraints often make this difficult.” Her August journal reflected the struggle with scheduling to teach writing effectively.

While these approaches [individualized instruction] have yielded positive results, I often feel the pressure of time, worried that I may not be able to cover all the required material of provide enough individual support.

Sarah also felt the pressure of the day’s schedule and the more intentional placement of writing planning and teaching. As Sarah shared in her journal, she recognized that the scheduling of math and reading is more deliberate and that impacted how she planned instruction. Within the following quote, Sarah also realized that her planning and teaching of writing must be more deliberate.

My writing instruction is sometimes an afterthought, the last thing I do when planning, because it does not come natural to me as reading or math, but this reaction puts it in perspective for me. I need to allow my students time in all subjects, even if it is not my

preferred activity.

Sarah also talked about scheduling writing during a phenomenological interview and echoed the same sentiment. “That’s also the last thing you talk about when you’re planning is because you’re reading and math, reading and math, and then sometimes writing isn’t always talked about in schools and things either.”

To a lesser extent, Jennifer discussed scheduling as an area of struggle. She said, “writing sometimes goes” but acknowledges, “I try to do a journal every day with them.” Regarding scheduling, Jennifer also acknowledged the other subjects that much get taught each day in the primary classroom. Subjects such as reading math and phonics take precedence over writing.

I want them to learn to read or do phonics, writing gets swept under the rug. Not so much as saying “Well I hate writing, so I don't want to teach it,” but more of, okay we're frustrated, we're overwhelmed, we're busy. Let's just do something we know we can do, be successful at like phonics or something.

Additionally, Jennifer addressed taking a stressful subject from the schedule in lieu of everyone’s feelings of frustration. Her purpose for taking writing out of a busy day’s schedule differed slightly from Hannah and Sarah.

The intentionality to find ways to increase writing instruction in the daily and weekly teaching schedule remained consistent for each participant. By the end of study, Sarah, Jennifer, and Hannah all saw the importance of daily writing instruction and finding ways to increase writing instruction throughout the day and week. The intentionality resulted in each participant including daily writing instruction just as they do for math and reading.

As Jennifer shared about her opinion writing piece the students had just completed, she said writing is “becoming more of our classroom routine as opposed to "Okay, I have to do this,

let's just make it through, kind of a thing.” During the same coaching interview, she stated, “I want to put pen to paper more often.” Even at the end of the study, Jennifer continued to think of ways to increase writing during her school day. As she talked about students seeing the importance of writing to their learning, Jennifer pondered how increased writing time during the day might be able to accomplish this. “Having more writing. I’ve been pondering this for a couple of weeks.” She wanted to integrate writing into the daily schedule intentionally.

Sarah also increased the writing time in her schedule and its importance in English Language Arts instruction. Adding additional writing to her daily schedule took time, and started with the belief in its importance. As Sarah contemplated her writing instruction throughout the study and how her current and previous writing instruction differ, she said, “I feel like I gave less opportunity than I’m giving this year now.” She has increased the writing instruction in her schedule greatly this year. “I always believed that it was an intricate part of my ELA block, but I never really put it into action like I have this year.” Midway through the study, she stated, “I still feel like they could write more during the day.” She stated toward the end of the study that writing is now a central focus of the school day.

I think my attitude towards writing change is not making it just an additional to my lesson but actually part of my lessons is something that we are going to try and do every day, not just if it gets done.

At the end of the study, Sarah increased writing time during her day. As Sarah reflected on the increased writing time during the day, she said, “I always have read all the research, all the LETRS trainings, and those things, but I never really truly bought into it as much as I have this year.” As the study ended, Sarah said that scheduling does not prevent her from teaching writing, and in fact, has become a daily part of their school day. “I definitely do not push it to the

side anymore like I would have before.” During our final post-cognitive coaching cycle, she stated the following.

It was one of the last things I taught, and now it is definitely a part of our daily lives not just because the curriculum is leading to it, but because after looking into it more, they do like it. Why would I have them stop doing it? Even though it is hard, we will not stop.

Sarah now puts writing in central spot in her teaching schedule.

Hannah also placed writing more prominently within the school day. As she emphasized writing more during the day and week, it was a struggle for the students. Hannah summarized the increased emphasis on writing and her conflicted feelings for not starting earlier.

Just start writing from the very beginning and not waste time. Being able to just make sure, that it’s already built into our routine. I feel I started too late, and because it wasn’t automatic, they didn’t really like the change. They just thought it was more work than They had do as opposed to make them better, give them freedom.

Hannah also discussed writing as a teaching priority and not a subject to skip during the day. She also shared her intention to schedule writing instruction during the week. Hannah stated the following regarding writing during the day.

Honestly, the increased writing time during the day comes from the study’s involvement and said, I know it has to be done. It [writing] was on the schedule, and I have to use that time because I have steps I need to take before you come next.

What came next was a realization that increased writing time was also about meeting the writing needs of her students. Hannah said our work together helped her realized that and helped her restructure scheduling priorities during the day.

My kids need more writing. I’ve made sure to put that writing time as a priority, instead

of “I can use this time for catch up,” which we all need time to catch up keeping writing at the forefront.

She admitted that before the study, she would see the schedule and notice, “Oh, I had 45 minutes of writing in the schedule” and often use that time for other instructional purposes or considered writing instruction as anything having to do with a paper and pencil. As noted above, Hannah has developed focus and intentionality with writing.

Another important part of scheduling writing was ways to increase the amount of writing time during the school day. To varying degrees, during the study, participants developed strategies for increasing and scheduling writing time. For example, Sarah realized that the revision process would be lengthy. She did not want to spend multiple writing classes on the step of revision. Her solution was to spread the task throughout the day and use smaller time chunks that often go wasted. “I thought about doing it, and then we always have little chunks, five or ten minutes here or there.” Another solution for Sarah was using small group time to teach writing. Throughout the study, small groups were an idea Sarah used to find additional teaching time but also to create more intentionality around her teaching.

Sarah also pondered how she would reteach students who needed additional practice writing introductions and conclusions. She wanted an effective way to reteach during the day. She used her daily small group time to reteach introduction and conclusion writing.

After talking to you, I think maybe we will do it in small group several times. Any one of my groups is conclusion or introductions. Maybe I need to start thinking about that. It could be some of our small group work, too.

As the study concluded with the final post-cognitive cycle session, Sarah reflected on the district writing assessments and how she would have assisted students had it not been a more

independent writing assignment. “I would, after teaching it once, done some small grouping with it as well, too.” Even in our very last phenomenological interview, Sarah understood the importance of not only small groups for scheduling but also her comfort in small group instruction. “I feel like I have more to offer my students when I’m in their small group conversing with them.”

Hannah and Jennifer found a common way to combat scheduling issues and that was through integrated writing. Both saw integration as a way to overcome busy daily schedules and a way to increase the writing time within the schedule. Jennifer found the connection through science, social studies, and math. Her connection with math came through the use of math journals. “We do have like a math notebook where we could put more writing in there instead of just problems, or numbers, or number grids, or the typical ways we see math.”

Jennifer also found a connection between writing and social studies and science. “I was thinking maybe like including our science, and social studies, and other writings in the writing journal.” Jennifer further elaborated on this thought and said, “Even science or social studies, it can be an aspect of. Let’s write some sentences down, and put our thoughts down, and take some- maybe even consider it like notetaking.”

Hannah also found power through integration. For her, the connection was through social studies. As she taught an opinion writing piece connected to the Bill of Rights, Hannah realized the effectiveness of combining writing and social studies content.

Because we need more writing time and it takes a long time, we’re using our writing in social studies and putting that together so that they’ll be writing about their ideas about the Bill of Rights. They’ll be writing their opinions about the Bill of Rights. That way, we can kill two birds with one stone.

Hannah connected curricular areas and joined them to develop efficient instruction and scheduling.

Theme 4- Classroom Practice- Sub-theme 2- Change in Efficacy as a Writing Teacher

The second sub-theme was efficacy changes as a writing teacher. During the study, participants transformed their personal efficacy and views of themselves as writing teachers. Sarah, Hannah, and Jennifer all saw personal growth in their efficacious beliefs about themselves as teachers of writing. Participants experienced changes in their self-efficacy. At the beginning of the study Sarah stated, “I am not a writing teacher” and “I do not view myself as a writing teacher.” Her initial thoughts also include Sarah saying, “I don’t think I am strong as I could be.” Sarah was also invested in increasing her efficacy and skill to teach writing. “I’m going to continue to figure out how to be better and better at it.” During the study, Sarah completely changed her views on her ability to teach writing to students. Self-efficacy as a writing teacher altered throughout the study.

In the middle of the study, her comments indicated increased confidence. “I didn’t question what I was doing as much as I had questioned in the past.” She went on to say,

After we talked last time, I was unsure if I even had what it took to become a writing teacher, but now I feel like I’m getting closer everyday, and that’s because of you.

Increased self-efficacy also led Sarah to become a reflective practitioner. “I feel like I have become a more reflective teacher overall, not just in writing, but especially the writing and the reading portion of my day block.” Sarah recognized the transforming beliefs of her abilities by stating,

I love that it has changed over the years and gotten better. If you ask me now, I feel more confident in my ability to teach writing than I ever have these past few years.

By the end of the study, Sarah felt confident in her abilities and the ways she described herself changed. “I feel like I have been empowered to be a writing teacher more than I was in the past.” As Sarah focused on increasing her skill and efficacy to teach writing she stated the following.

This is what we’ve been focusing on this school year and so that has helped me be more confident and definitive in my writing with them- in my thoughts of writing as a teacher- as a subject.

She no longer “feels nervous that she was going to do the wrong thing” in her classroom. Additionally, at the end of the study, Sarah expressed her confidence to share her writing knowledge with others. “If someone asks me, I would have ideas for them.” At the beginning of the study, Sarah was the one asking for ideas. During our last meeting together, Sarah said the following about her knowledge and confidence in writing instruction.

I feel like if people asked me about teaching reading, I used to talk. Yes, that’s exactly how I feel now. I would definitely engage with someone in their writing- a conversation about writing now.

Sarah changed her efficacious beliefs entirely.

Jennifer also experienced transformational thoughts as a writing teacher. She, as well, developed stronger efficacy beliefs as a writing teacher. As did Sarah, Jennifer transformed her beliefs throughout the study. At the beginning of the study, Jennifer said, “being a writing teacher is not a part of who I am” and said teaching writing caused her “stress” and “fear.” Her self-efficacy began to alter after the first writing project we met about. She experienced a bit of

classroom success with writing and planning the writing ahead of time and that led to her building her self-efficacy. “I’m not as stressed, so I don’t feel flustered, and it makes me want to keep moving forward.” By the end of coaching cycle two, Jennifer continued to change her views about writing, which helped to build confidence in her ability to teach writing. She no longer views writing as a chore. “Now the writing is, “Okay, let’s do writing.” It’s still that little bit of terror in the back of my head, but I don’t take it as a dread. It’s not something as a chore.” She also acknowledged that there are multiple ways of teaching writing which also increased her comfort level and efficacious beliefs.

I do think in that it’s changed in a positive way. It’s changed my perspective towards writing of-it’s not just one way of doing it. Seeing a couple of different ways of doing the teaching of writing is a lot more positive. I see more benefits out of it. It’s not as intimidating.

The second half of the study yielded the greatest increases in Jennifer’s self-efficacy belief statements. Comments referenced the positive shifts in her views of herself as a writing teacher. “I’m not as terrified about teaching writing.” She also said, “Writing is not as stressful” and “I’m not as terrified about teaching writing.” She also gained a sense of calmness concerning teaching writing. “I really find now teaching writing, I don’t have the panic as much because I have a plan, and I know what I’m going to do.” Instead, the shift in efficacy has caused Jennifer to look forward to teaching writing. She exclaimed, “Now, I’m like, “Woohoo, it’s writing time. Let’s write some sentences, instead of like, Oh, no.”

During the final coaching cycle, Jennifer displayed strong confidence as she developed her ability to plan and execute a writing lesson. She succinctly stated the following.

I think seeing how the planning process works in an order to make the actual teaching less stressful. If I think about those things instead of it being, "Okay, let's do this," kind of an attitude. If it's, "Let's take it step-by-step."

She also exuded efficacious beliefs by acknowledging that not every writing lesson may go according to plan.

I know there's going to be some that bomb, but so far, the process has worked so well
That I really, I do feel much better teaching it and taking the time, moving a little slower
In it instead of, "Okay, let's have this done in one day."

Throughout the study, Jennifer built on successful experiences to increase the belief in herself to teach writing.

Hannah's beliefs in herself as a writing teacher differed from that of Sarah and Jennifer. Hannah expressed confidence in her ability to teach writing from the beginning of the study. During our second meeting together Hannah said, "I do feel I have the ability to teach writing."

However, Hannah acknowledged that her efficacy views altered when she moved from kindergarten to fourth grade because in kindergarten it's about "letters and words" whereas fourth-grade writing entails more work all areas of writing instruction. Hannah said that her first year teaching fourth grade was a learning curve and this year she feels confident in her abilities to teach writing.

I strongly believe in myself as an elementary teacher. In writing, I would always love to get better. I'm not perfect. There's always room for improvement, but I can teach fourth graders how to get some ideas out.

Therefore, her transformation in self-efficacy beliefs as a writing teacher related to how she used daily writing time. Hannah did acknowledge that she didn't see writing as important

when she entered her teaching career. “I feel like in the beginning of my teaching career with writing, it wasn’t important at all to me.” As she moved from teaching kindergarten to fourth grade her viewed changed dramatically.

I feel like in the beginning of my teaching career with writing, it wasn't important at all to me. I had kindergarten, so what's important is that they learn how to write their letters and read, and then writing a sentence, well, that didn't seem very important like to grade or be like on a specific topic, but it has definitely changed since I moved to fourth grade, because I always tell my kids, I promise that I will make you successful in your own way, and through me wanting to fulfill that promise, they need to be literate. They need to know how to sound professional.

As a result of moving to fourth grade and realizing the importance of writing instruction, she said, “I feel like what’s changed the biggest is my view of writing time.” As she adapted her view of writing instruction, she now felt that writing time should be used “to teach them new writing techniques and to learn about different writers and different genres, whereas it should not be for just additional work time.” Hannah’s change in self-efficacy was a greater understanding and awareness of how to use writing time. Finally, Hannah strengthened her already firm belief in authentic writing tasks and grew in the confidence to do so. “Overall, this experience has strengthened my belief in the importance of authentic writing experiences in the classroom and has motivated me to continue finding ways to connect my students’ writing to real-world audiences.”

Theme 4- Classroom Practice- Sub-theme 3- Changes in Classroom Practice

The third sub-theme was changes in instructional practice. As participants developed stronger self-efficacy to teach writing and moved writing to the forefront of the instructional day,

these two elements worked together to drive changes in instructional practices. Change in classroom practice also represents the final step of the transformational process that began with internal conflict. The changes manifested in two distinct ways. The first was through adapting teaching practice. The second was by using more student-centered writing practices. Adaptive teaching occurred within a writing lesson and planning for future writing instruction. Regardless of the reason, participants altered their writing instructions to teach writing to all students effectively.

The first set of In Vivo codes were in the moment or planning ahead for instruction. All participants displayed this. Hannah and Jennifer tended to adapt instruction for teaching writing in the moment. At the onset of the study, Hannah was in year second year of teaching fourth grade and she compared her writing instruction from last year to this year. Hannah displayed responsive needs based on last year's instruction.

Last year, I was a bit more structure with writing and this year I've changed my outlook on writing. I want to change the kids' outlook on writing. I've just changed the structure of our writing class. Making sure they know what's important. It should be fun, and exciting, and engaging, and be able to share your thoughts freely.

To accomplish this goal, Hannah adapted her teaching during the course of the study. In the first writing project of the year, Hannah shared that during the lesson she was "constantly tweaking" and said that during her teaching, she was "trying to pivot" and "had to pivot the writing a little bit" to effectively teaching the day's writing lesson. Hannah also shared a change to her instructional practice occurs when she is demonstrating and "doing a small release" of the work to students are they are ready to assume it. Other "in the moment" teaching comments included Hannah stating, "I modified the lesson, and we are going to start with a list" and "Then

based on their reaction is how I will change it.” Hannah summarized her reflective nature when planning for instruction by stating, “I am constantly reflecting on the lesson before I teach it.” Therefore, Hannah felt comfortable adapting instructional planning as needed.

Another writing task showed her responsiveness to writing instruction. For the final writing project of the study, Hannah started with a realistic fiction writing assignment. Students were also preparing to take an achievement test to assess student learning growth. As they became stressed and worried about the assessment, Hannah shifted the writing assignment and created a personalized journal where students could share and write about their fears and stresses. “We paused the realistic fiction, focused on our reality, and just talked about their fears.” Students completed a writing task in response to a need.

We just talked about different scenarios, and they had to write out their different scenarios so that hopefully this morning they’ll look over their paper and be reminded of how they felt yesterday when they were in a clear, calm mind about it.

Hannah did say they would come back to the realistic fiction writing assignment at a later date.

Jennifer displayed similar changes to Hannah. Jennifer also shared that her writing has become less structured and formalized throughout the study as she feels more confident in adapting her writing instruction in the classroom. During the final writing project, Jennifer shared her prior practice of having similar writing papers as she gave them to a predetermined and prescribed writing format that was more based in a fill in the blank writing. She evolved her instruction into ways that individualized writing for students and was more reflective of students’ thoughts and writing styles.

When I taught them before [Dear Santa letters], it was very much more structured. Again, the fallback is “Okay, I’ll give you the starters and you fill in the blanks.” I don’t really

want to do that right now. I want them to have very individualized papers.

When Jennifer was asked what was something she is doing now as a writing teacher that she wasn't doing before the study, she shared a significant classroom practice change. Instead of standing back while students write, she acts as a guide as she conferences with her students.

Just a lot more conferencing with kids. As they're writing, I'll walk around and look at their papers. I'll ask them what they're thinking, what their ideas are, congratulate them for something that's successful on their papers.

Jennifer also shared that she adapted her instruction for the final writing project for the study. "I'm deviating a little bit from what we're doing with our reading series because that's writing a diary entry. With Christmas coming, I want to do friendly letters." The writing task was to write friendly letters to Santa. Adapting the nature of the task was a responsive decision to meet the current season and still covered a required teaching standard. Jennifer's stronger self-efficacy resulted in being able to adapt classroom writing.

Jennifer gave additional examples of responsive teaching. She said to help students express themselves in writing, "I think what I really need to do is have them start practicing saying it how they want it written." As Jennifer thought through her writing instruction for the day, she changed how she was going to have students generate ideas.

I like the idea of the brainstorming and having them create the ideas, and then working together, even just starting one sentence, just create the sentences, that topic sentences, then working from there to create the other sentences as a team, as a group.

While Jennifer and Hannah's experiences focus on in the moment, responsive teaching, Sarah also showed she could be as well. Sarah's change in practice was through adaptability in

how she used writing in her classroom to include writing samples during parent-teacher conferences.

In years past, I'd just breeze over it and change the subject a little bit. I wouldn't have been giving ideas or saying, "Oh, my kids did this." We never produced this much final copy. These are many final projects either to talk about and things like that, too. This conference, I incorporated that into my parent-teacher guide. I talked about that, and I showed them some of their writing work. I never would have thought in the past to do anything with their writing work until this year. I feel like just those little tweaks have incorporated right into my instruction more, and then my kids are more familiar with it, and they know this is a reading, writing, and math class. You're not just a reading and math classroom if that makes sense.

Sarah also demonstrated responsiveness and adaptability with instruction by tweaking a graphic organizer for her students. "We used a slightly different graphic organizer this year that they have grown more accustomed to, and they shared it with several partners this year and asked for feedback." Sarah also shared during a post-conference cycle that her students were successfully completing an opinion writing assignment. She said she "just stopped talking" and gave the students space to write and work. She then had four students still struggling. She took only the four students needing extra assistance and let the rest continue to work individually. It was an in-the-moment decision to determine who did and did not need assistance.

Sarah also showed intentional planning for instruction through spelling instruction to improve final copies. "In our small group writing, I've started adding pushing up sounds and talking about some of our phonics more that I didn't do in the past, just because, looking at their writing, they do need it."

Sarah showed responsiveness to students' screener assessment scores. As she examined the data, she decided to alter her next day's instruction. The lesson she planned changed to the lesson she discussed with me.

Today on our lesson- it's a different lesson, but today I had first planned to do the lesson together, and then I looked at my data last night, and thought, "No, I'm going to pull—I modeled the first three paragraphs, and then I pulled my give back to the level who would have struggled reading the last three paragraphs, and then I let the other kids pair up, and they were good to go.

Participants also displayed responsive teaching toward future instruction. A set of In Vivo codes focused on planning specific writing skills. Sarah's instructions for future writing included several references for revision.

There were several things I did yesterday that I was like, "Okay, these are the things that I need to work on." The feature gave me actually some ideas for what we need to keep improving on as we go through the rest of the school year, which would be more revisions and teaching them more about how to revise.

The decision to continue lessons on revision was based on students showing they needed additional practice with the skill. "When looking at their rough drafts, I do notice very little revisions so that will be something we need to keep working on." She emphasized this point through her reflective journal and during cognitive coaching cycles. "I will definitely incorporate more of the revision pieces in what we do moving forward and slowdown that piece." For Sarah, revision had previously been a skill that she always rushed through to "get to their final copies."

Sarah also relayed future responsive planning for providing students with exemplars for writing. Students struggled to write effective introductions and conclusions for the district

writing assessment. She realized that exemplars would provide students with examples of effective writing. “I would have looked for more examples, too, which I’ll do in the future. I know that for sure now.” Sarah also talked about future instruction for using quotation marks and text evidence to support an answer. “These are two things I need to circle back to as the year goes on, just because I know quotation marks are going to be hard for them too.”

As Jennifer prepared to teach future writing lessons, she addressed planning for instruction. “Moving forward, I think I’m going to use more of that strategy of the planning process of breaking down. What am I going to do? How am I going to do this?” If Jennifer created a plan, it would help her avoid “frustration that sometimes just kicks in.” Another area of intentional future planning was bringing guest speakers to the classroom to talk about how they use writing in their work and day-to-day lives.

By the end of the study, Jennifer was able to share two very specific future writing goals for her classroom. The first was sentence variety. “Now, the focus I want to work on is not starting every sentence the same way.” As the beginning of the study, the goal was for students to “just get two or three sentences down on paper.” Her classroom practice changed from getting words down on paper to creating unique and well-written writing. Another goal Jennifer wanted for the future was to model writing instruction for her students. “I might even do some more modeling to give them that idea.”

Hannah also directed her attention to adapting her classroom instruction for future writing teaching. Specifically, she shared ways she plans to continue to support her students through varied teaching methodologies. “I have experimented with various strategies, such as small group instruction, writing workshops, and peer collaboration to better support my students.” Hannah also wanted to focus on revision in future lessons and thought of a way to do that for a

future lesson. “We might do an anonymous thing where I might type them all up or just have them switch papers without their names on that somebody else is reading the story, and nobody knows who it’s from.” The goal for instruction was developing the just right number of details to a piece of writing as students may struggle with too many or too few details.

A final change in practice for Hannah was creating a more relaxed environment for classroom writing. “I’m trying not to have too much of an order because I don’t want it to become a chore.” Hannah wants the classroom to reflect writing as a “preferred activity” for students. “There’s colored pens and markers everywhere... We’re laughing. We’re having fun. We’re rewriting very loudly. They’re just excited to share with all their classmates”. Hannah focused on developing the kind of classroom where students find enjoyment in writing.

Another set of codes revealed a second change in classroom practice. The codes revealed the concept of student ownership for writing. During the study Jennifer, Sarah, and Hannah also acknowledged providing students with the ownership and empowerment of their own writing. The codes in this section became most evident toward the middle and end of the study as participants spent four months honing their classroom instruction.

Releasing writing responsibility to her students was a goal for Sarah from the beginning of the year and strengthened throughout her time in the study. At the first preconference shared the following desire.

I’m trying to give them more responsibility this year, as I think about their writing, because I think some of them are ready to do some things for independently by themselves in fourth grade.

Sarah methodically developed independence and realized her duty in consciously doing so. The shift in responsibility came from feeling she’d enabled her students in the past.

I feel like I've always spoon-fed it a little bit too much, especially in writing for the last few years, and I'm going to try really hard not to do that this year, you know what I mean? To see if they can arise to the occasion this year, I think they can. I think so.

As a result, Sarah altered her classroom practice to a shift of student independence.

During an opinion writing unit, Sarah's thinking challenged her goal. As students used their independence to write an opinion paper, Sarah developed an internal struggle when writing pieces that did not align with her preconceived ideas and expectations. The students piqued her curiosity with what they were able to do independently.

When I kept seeing the different ones, I kind of thought, I should let them see where it takes them." She also added, "It was just lot different than what- a couple of them are like okay- I just needed to step back and say, 'Okay. Yes. This is a different way of doing it and it looks fine, too.

Additionally, during the study, Sarah acknowledged the line between telling and guiding. "I need to keep thinking to myself, 'They can do that. I need to step back and let them figure it out.'"

The result of Sarah's releasing instructions was threefold. First, Sarah says that as a teacher she is doing "less fixing, fixing like I've done in the past." Second, students relinquished teacher dependence and rose to the challenge. Sarah relayed that an unintended consequence of giving students more independence was that "they love it." Third, it has freed her cognitive thinking to reflect and think about her own teaching as students work on their writing. After a particularly successful writing activity, she realized that her final goal was approaching fruition.

I also thought, "Wow, they're growing up a little bit. They're being independent and they're doing all the things I'd want them to do in fourth grade. They're doing it in the third month of school. I was thinking like, this would be like, I would want to send them

off to fifth grade like they were yesterday. Ready to go, ready to be independent learners and ready to write.”

Jennifer also conveyed similar thoughts to Sarah. During a preconference meeting, Jennifer communicated that she often does the heavy lifting and student work when they become frustrated or unsure of how to proceed in writing. She consciously reminded herself to take control and not do the work for the students. “I think I need to remember to step back and let them have the power to make those choices.” Jennifer referred to ideas and organization in writing. As a result of doing this during the lesson, she experienced positive outcomes. “I don’t have to necessarily feel that I have to push and push and push and push.” Moreover, Jennifer said, “I felt like it released some of that work off of me and put it on them, which does not happen very often when I teach writing. That was really exciting.” Releasing responsibility to students also made Jennifer feel that she “was not frustrated at them when they were writing.” As Jennifer worked through the first writing assignment, she reminded herself to give control to the students. “Let them decide on the pieces they want in it. Not doing it for them, not just letting them copy what I’m doing, but to engage their thinking.”

As the study progressed, Jennifer transformed that thinking into her practice. It was shown in her preconference for the final writing of the study. As she planned for the letter to Santa, she recognized that even though she made gains in giving writing control to students, it was still an area where she desired to grow.

My hope is if I can walk them through just picking a few items, that gives them the ownership in their writing. If I’m walking them through sentences and how to create them, then I’m not doing the work. That their doing the work is something I still want to work on.

The goal for Jennifer was to continue building on the success of her first writing assignment, in which students rose to the challenge of being independent writers.

I was actually walking around thinking, ‘Wow, I’m actually impressed with what they’re coming up with. Whoa, they’re coming up with their own sentences instead of me just saying Penguins are and you fill in the sentence.

Jennifer began redefining her role and saw the power in student ownership of their writing.

Hannah, likewise, adapted her instruction to create a writing classroom where students had power over their writing. Hannah had to overcome what she wanted writing to look like to transform her thinking and classroom practice.

Like we talked about in previous interviews, I’m a very controlling teacher. I want it to look right. I want them to talk about what I want them to talk about, and why can’t we all just have the same topic? It’s so much easier to grade a whole bunch of papers about trees that it is to grade a whole bunch of papers on different topics. I need to make sure that I put the choices make on them to make sure, that they continue to have a like, a tolerance for it [writing].

As the study progressed, Hannah observed students who were independent writers and were ready to assume higher levels of writing ownership. She saw this take place during the next writing assignment, in which students created Google Slides presentations to share for parent-teacher conferences. “They could get through a lot of the writing process without me even teaching them.” Additionally, Hannah saw that the students could do well with a student-led writing assignment. “I don’t have to limit the kids, because they were able to do a great writing assignment without me.”

By the end of the study, Hannah's comments included statements such as "It's made me thinking about putting more responsibility on them." She also came to acknowledge that often student control is messy but essential. Hannah shared at the last interview that the class was writing by taking notes in social studies to study for a test. She relinquished control to allow students to take notes in ways that best fit their needs.

They're supposed to watch the videos, take notes on it, and whatever notes they take, they can use on the test. Well, some people were drawing pictures instead of writing words. Some people, they're like, well, I don't need notes. Altogether, some people were like writing in the middle of the paper because that was the thought that they had first. Their logic doesn't make sense to me, but they are enjoying the activity, so I tried to just let it go.

During the course of the study, Hannah let go of her need to control every aspect of writing to allow students the freedom to write in personal ways.

Theme four examined changes in classroom practices. Themes included increasing writing time in the classroom, developing efficacious beliefs to teach writing, and changing classroom instruction. Jennifer, Sarah, and Hannah all changed their beliefs about writing and altered classroom instruction to coexist with their efficacy in teaching writing. Moreover, classrooms became more writing-centered and responsive to students in the classroom.

Chapter Four explored in-depth the themes of internal conflict, cognitive shift, development of self-efficacy, and changes in classroom practices. Each theme built upon the next to tell a story of the transformation of Sarah, Jennifer, and Hannah. The words of each participant focused the themes and developed through their experiences. The results were themes

and sub-themes reflecting the many nuances of the similarities and differences between Sarah, Jennifer, and Hannah.

Chapter 5 - Discussion

Introduction

The qualitative research study explored self-efficacy in relation to prior writing experiences and the impact on self-efficacy. It also examined where cognitive coaching was a means by which to alter self-efficacy. The research presented in Chapter Two demonstrated Bandura's Social Cognitive Theory and the specific role self-efficacy plays with the theory (Bandura, 1977a, 1977b, 1981, 1986, 1997, 2001, 2002, 2023). Also, the study explored writer identify and prior writing experience through a sociocultural context (Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2002; Moje & Luke, 2009). Research also showed the role of self-efficacy within cognitive coaching (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Additionally, cognitive coaching was shown to mediate one's thinking and increase efficacious thought and belief (Costa & Garmston, 2002, 2016; Ellison & Hayes, 2003; Thinking Collaborative, 2022).

The qualitative study used action research. This methodology allowed me to act as the cognitive coach during the study and achieved two goals. First, it allowed me to actively serve as the cognitive coach and gave a firsthand-hand exploration of self-efficacy during the study. The goal was to determine if the action research provided the avenue to determine whether self-efficacy or educational practice are alterable (Mertler, 2020). The second goal of using action research was to help improve educators' abilities to solve their own problems (Cresswell, 2012). In other words, were participants able to mediate their own thinking to produce solutions meeting their needs (Costa & Garmston, 2002; 2016).

The study examined three participants' personal and classroom writing experiences over four months. During this time, Sarah, Jennifer, and Hannah engaged in four phenomenological

interviews, four cognitive coaching cycles, and two wrote monthly journal entries concerning their person and classroom writing. Interviews and coaching cycles were recorded and transcribed. Then all data were coded using In Vivo codes through Delve coding software. The ensuing codes were then developed into themes and sub-themes. Code mapping also occurred to develop credibility and trustworthiness of the coding results (Saldaña, 2021).

The four themes that focused the findings of the study were internal conflict, cognitive shift, sources and development of efficacy, and classroom practice. The themes also served as a roadmap for the overall theme of transformation. Findings showed support for several of Bandura's sources of efficacy and positive effects for cognitive coaching. However, study findings did conflict with Bandura's motivational factors for high and low efficacy.

Discussion of Theoretical Frameworks

Self-efficacy is a complex set of beliefs one holds about their ability to continue to endeavor in a task and the beliefs one holds in their ability to complete that task (Bandura, 1977a, 1977b, 1981, 1986, 1997, 2001, 2002, 2023). Developing writer efficacy and identity occur within a sociocultural context throughout all previous writing experiences (Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2002). This research aimed to gain a greater understanding of self-efficacy's role in understanding the teaching of writing in elementary classrooms. Bandura believed that self-efficacy was critical to determining whether people continue with a task. Bandura's Social Cognitive Theory and Moje's theory of sociocultural identity formation show a complex understanding of why writers do and don't write and under what conditions (Adams & Bandura, 1977; Bandura 1977a, 1977b, 1986, 1997, 2002, 2023; Lewis & Moje, 2003; Lewis et al., 2007; McCarthy & Moje, 2002). The ensuing discussion of the study's findings will elaborate this point.

Additionally, the study aimed to determine to what extent Bandura's four sources of self-efficacy play a role in determining current self-efficacy and classroom practice (Adams & Bandura, 1977; Bandura 1977a, 1977b, 1986, 1997, 2002, 2023). Moreover, the researcher explored the role prior writing experiences in elementary school through college have on current self-efficacy. Through qualitative analysis, I sought to fill a gap in the literature by exploring the interconnectedness of self-efficacy, prior writing experiences, writer identity, and classroom practice.

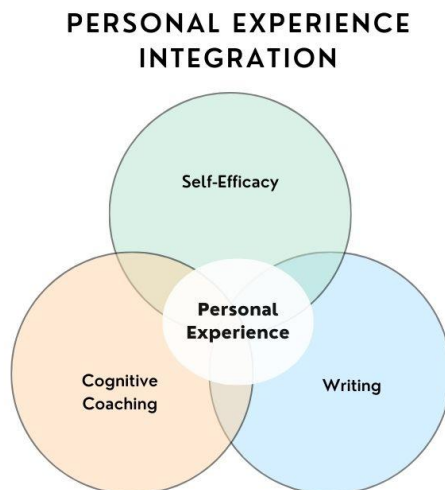
A final goal was to determine whether cognitive coaching was an effective means for activating thinking to reflect on self-efficacy as a writer and teacher of writing. The goal was to determine if cognitive coaching can alter efficacious beliefs and practice. Through mediative thinking, participants activated, developed, and altered their thinking concerning prior writing experiences and classroom practice (Costa & Garmston, 2002, 2016). As cognitive coaching occurred, the participants reflected on their past and present self-efficacy to determine how it impacted future self-efficacy and practice (Bandura, 1986, 19997, 2023; Costa & Garmston, 20002, 2016). This study strove to determine if the process of cognitive coaching could achieve this goal.

The present study considered the connection of personal experience and its impacts on self-efficacy, cognitive coaching, and writing instruction. The research questions examined how participants used their personal writing experiences to develop self-efficacy and how it played out in personal writing and in the teaching of writing. Cognitive coaching was a crucial component to activate and mediate thinking regarding self-efficacy, personal experience, and writing. The study explored the answers to the following two research questions.

- 1) In what ways do elementary teachers' writing identities inform their writing instruction?
(self-perceptions)
- 2) How does cognitive coaching enable teachers to understand and adapt their self-efficacy
as a writing teacher?

The following image, Figure 5.1, demonstrates the connection between the research questions one and two. Question 1 examined self-efficacy, writing, and personal experience. Question two explored cognitive coaching, self-efficacy, and personal experience. Together, both research questions account for the unique nature and development of personal experiences as writers and teachers of writing. Throughout the discussion of the research findings, each component of the Personal Experience Integration chart will be integrated.

Figure 5.1. Personal Experience Integration



Research Question Discussion

Research Question 1

In what ways do elementary teachers' writing identities inform their writing instruction?
(self-perceptions)

The first research question considered how participants' writer identities guided their teaching of writing. Overall, the study found that personal and professional writing identities both impacted classroom writing instruction. Participants all developed their identity through social culture experiences and contexts and supported current research on sociocultural identity formation (Lewis & Moje, 2003; Moje & Luke, 2009). Identity development occurred during prior classroom experiences and impacted their beliefs in themselves as writers which ultimately drove their classroom practices. The findings also substantiate several concepts of Social Cognitive Theory such as sources of self-efficacy development (Bandura, 1977b, 1986, 1997, 2023). However, an important tenant of self-efficacy was not evidenced in the study.

In Social Cognitive Theory, Bandura states that low self-efficacy equates to people being less likely to continue in endeavors to complete a given task (Bandura, 1977a, 1977b, 1986, 1997, 2023). While this was initially true for some of the participants, it did not hold true throughout the study. At the beginning of the study, Sarah and Jennifer did not describe themselves as writing teachers nor did they have the efficacy to teach writing. Their statements included ones such as “when I first started teaching, I did not consider myself a writing teacher” and “I do not see myself as a writer teacher.” Additionally, both also admitted that writing was the first thing to go if a tight schedule did not allow for instruction in all curricular areas. These statements support Bandura's belief that low efficacy equates to avoidance of difficult tasks (Bandura, 1977a, 1977b, 1986, 1997, 2023).

Bandura also professed that high efficacy will more likely lead one to continue in hard endeavors as they believe in the capabilities to complete a given task (Bandura, 1977a, 1977b, 1986, 1997, 2023). This did not hold true for Hannah either. While Hannah said she believed in her abilities to teach writing, at the beginning of the study, she also said that writing was the subject she was most likely to be skipped during a full teaching day. Even among participants, a disconnect existed between the study's findings and Bandura's belief.

However, throughout the present study, findings refuted the belief that low efficacy does not lead to continuing in an endeavor. Social Cognitive Theory states that low efficacy does not permit people to continue in hard endeavors (Bandura, 1977b, 1986, 1997, 2023). Bandura said, "People need firm confidence in their efficacy to mount and sustain the effort they need to succeed" (Bandura, 1997, p. 11). The experiences of Jennifer and Sarah disprove this belief and actually the opposite was true for them. They continued to teach writing throughout the study despite low efficacy beliefs at the onset of the study. Sarah and Jennifer continued to deliberately teach components of the district's English Language Arts program. In fact, their writing instruction became deliberate during the study. While Hannah started with high-efficacy and low classroom practice, she also embedded writing throughout the day and worked to meet the individual writing needs of her students. Hannah's practice during the study also goes against Bandura's high efficacy expectations.

Jennifer and Sarah came into the study with low efficacy and built efficacious beliefs throughout the study. They continued to teach writing in the new curriculum and taught in the unknown with learning a new curriculum. Even at the conclusion of the present study, they still questioned their capabilities to teach writing. Sarah said she is "getting closer to being a writing teacher every day" and "Now I do feel like, okay, I do have some ideas of what comes next and

how we can get better at writing.” Jennifer also continued to expressed uncertainties in her abilities to teach writing and “questioned if she was taking the right steps” to teach writing. Following Bandura’s theory of self-efficacy, they would have continued to push writing to the back of the instructional day as they did at the beginning of the study. However, the study found the opposite result.

Ultimately, however, their lower self-efficacy did not prevent them from teaching writing. Instead, they persevered through their struggles and lack of confidence and used them as tools to become more efficacious writing teachers, develop their identities as writing teachers, and increase the frequency of writing instruction to make it a focus of the instructional day and alter their teaching practice. Their experiences with efficacy was atypical of expected efficacy beliefs.

The findings do support several of Bandura’s sources of self-efficacy. Specifically, the study supported affective/emotional states, mastery experiences, and vicarious experiences as means to develop self-efficacy beliefs (Bandura & Adams, 1976; Bandura 1977a, 1977b, 1986, 1987, 11997, 2023). First, vicarious experiences influenced efficacy attainment and also serve as an important tool to developing self-efficacy (Bandura, 1997). Vicarious experiences are understanding a skill or concept by watching others model it (Bandura, 2002 2016). The findings support this assertion. As participants referenced the importance of modeling, they shared how it gave them a way to determine what effective writing instruction should look like with a new writing program. Modeling took the form of coaches, professional development, and curriculum resources. The writing program was described as scripted, which helped participants know exactly how a writing lesson would look. This allowed Jennifer, Hannah, and Sarah to gauge their performance against the expectations of the curriculum.

Modeling served as a map to help participants develop their self-efficacy as it related to successful teaching of the writing program. Also, modeling took the form of professional development opportunities provided during the implementation of the new program. During the implementation process, teachers received training from the Reading Street company in the form of ½ day professional development and demo days within in schools. Coaches and district experts also modeled writing instruction across the district. Jennifer used professional development as a way to determine the curriculum’s expectations and to adapt her instruction to what she heard and saw modeled. Sarah discussed the modeling her instructional coach provided, and that it developed her self-efficacy to teach the program. Hannah wanted additional modeling to “understand the program’s expectations.” The participants supported Bandura’s claim that “people actively seek proficient models who possess the competencies to which they aspire” (Bandura, 1997, p. 88). Participants found this through experts in the tier 1 English Language Arts program, instructional coaches, and through the explicit writing lessons.

Findings also supported mastery experiences as a way to build self-efficacy. Bandura stated that mastery experiences are the single most important of all efficacy sources (Bandura, 1977b,1986, 1997, 2023). Mastery experience alter self-efficacy by providing people the opportunity to experience success with the intended endeavor (Bandura,1997b, 1977, 1997). Study findings reveal multiple examples of mastery experiences. First, participants followed the curriculum’s writing scope and sequencing, teaching the program with fidelity. Writing began with informative writing and then opinion writing for all grade levels. Jennifer, Sarah, and Hannah all taught these genres following the lessons in the writing curriculum. Doing so allowed the curriculum to serve as a model for participants to follow and helped them gauge the success of their writing instruction. Toward the end of the study, the earlier mastery experiences allowed

teachers to create additional writing opportunities for students. Following a model for instruction increased positive efficacy beliefs. As teachers developed efficacious beliefs, they began to include additional writing such as journals, letters to Santa, and Google Slides presentation.

Additionally, mastery experiences increased their desire to teach writing. This supported Bandura's statement concerning the importance of how mastery experiences drive self-efficacy changes and performance. He believed enactive mastery experiences, if cognitively organized correctly, can alter self-efficacy and the amount of energy will be expanded to meet the task (Bandura, 1997). For this study, enactive experiences led to change in practices because they effectively meet the criteria to map these experiences positively in their minds.

Participant mastery experiences included successfully teaching writing to students. All three participants effectively taught writing to their classes. For Sarah, this included teaching informative writing and opinion writing to her class. Jennifer developed mastery experiences as she taught students new ways to generate writing ideas. A powerful experience was her Dear Santa letters where Jennifer felt successful getting students to generate ideas and write about them. Hannah's mastery experiences encompassed teaching students to write for authentic audiences through creating Google Slides presentations.

Findings also supported affective and emotional states as a source of self-efficacy. Bandura purported that in high states of arousal or high emotion "debilitates performance" and the opposite holds true for low states of arousal. (Bandura, 1997). Further, Bandura states, "It is not the sheer intensity of emotional and physical reaction that is important but rather how they are perceived and interpreted" (Bandura, 1997, p. 108). The study supports this assertion by finding that emotional states impacted participants' self-efficacy. This was most strongly evidenced through cognitive coaching conversations. Jennifer, Hannah, and Sarah expressed

feelings of success with the writing they were teaching and how their students performed. Their experiences support the idea that identity is fluid, not static (Moje and Luke).

The development of self-efficacy through emotional states was not linear, but recursive. Participants' emotional states did not consistently remain positive or negative but fluctuated during the study. For example, Jennifer started off frustrated with low efficacy for the first writing project. Then during the second project, she feel good because the writing project went well. The third writing project results in mixed emotional states because while some elements of the writing assessment were successful, others we not. She ended up in a strong positive emotional state for the letter writing to Santa. Hannah's emotional state were similar during the study. Negative emotional states were associated with students' writing struggles and meeting the needs of her students during the entire study. Positive emotional states included seeing students proud of their work and wanting to share it with her and others. This particular positive emotional state occurred during the middle of the study.

Sarah's emotional states represented small hills and valleys with summit moments of success. She was able to primarily maintain a positive emotional state with the occasional negative emotional state when students struggled with skills such as conclusions in the middle of the study. Sarah also experienced a few mountain peak experiences during her studies. For example, when students developed independence in their writing, Sarah saw that students were successful with the given writing task. Another mountain peak moment occurred when Sarah returned from a multi-day absence. Her students said they missed journal writing and wanted to be sure to add it back to the day now that she had returned. Participants allowed their positive emotional states to override the negative and each ended the study with positivity towards themselves and classroom writing.

As teachers used three of Bandura's sources of self-efficacy, they developed stronger self-efficacy as writing teachers (Bandura, 1977a, 1977b, 1986, 1997, 2023). As a result, Sarah, Jennifer, and Hannah were able to take their enacted self-efficacy to alter classroom instruction for writing. In fact, this is perhaps the strongest link between self-efficacy and its effects on writing instruction and supports Bandura's use of multiple sources of self-efficacy to alter one's personal self-efficacy (Bandura, 1977b, 1987; 1997). As a result of experiencing multiple modalities of increasing efficacy, teachers were able to use their efficacious beliefs to impact instruction in the classroom. The predominate piece of evidence in the study supporting change in classroom practice was all participants intentionally and explicitly teaching writing each day. They also made concerted efforts to teach writing, incorporate it throughout the school day, and put writing at the forefront of instruction. Sarah said it was no longer an afterthought in her school day but rather she emphasized a concerted effort to teach writing every day and included daily journal writing. She also taught the tier one writing program each day. Jennifer and Hannah developed ways to embed writing throughout the school day so writing became cross-curricular. Hannah also said the biggest change to her classroom practice was using writing time each day and wished she had started this from the beginning of the year.

As teachers increased the time teaching writing, findings showed they also increased the rigor of instruction. Teachers began to change their approaches to teaching writing genres and specific writing skills and focused on specific student needs. Jennifer, for example, deepened her instruction for helping students brainstorm ideas and organize their writing, while Sarah dove deeper into helping her students with introduction and conclusions and opinion writing. Hannah worked to hone her skills for teaching grammar and narrative writing. To some extent, this was an unanticipated study finding as it was not an area explored within the literature.

While literature linking increased efficacy for teaching writing exists, it did not explore the nature of the changes in teaching practice (Draper et al, 2000; Graham, et al, 2001; Helfrich & Clark, 2016; Norman & Spence, 2005; Morgan, 2010). One particular study explored the nature of writing instruction. Graham et. al (2001) discovered a more natural or incidental approach to writing that places less emphasis on the correctness of writing was linked with higher efficacy, but the present study for the opposite result. The review of literature did not unearth specific changes in classroom instruction, so the present study adds to the existing literature to more completely determine how writing instruction changes based on self-efficacy changes.

The present study uncovered an unanticipated finding related to teacher identity and writing instruction. The finding was increased student efficacy for writing. Throughout the study, participants made note of how their students began to enjoy writing and felt more capable as writers. While this was not an explicit goal of the study, it does lay claim to how students also develop their self-efficacy beliefs through Bandura's sources of efficacy (Bandura, 1977b, 1986, 1997). It potentially explores a connection between teacher and student efficacy. As teachers increased their efficacious beliefs, so did their students. At the onset of the study, Hannah said her students "often shut down and they'll start crying" and referenced writing as something "they just don't want to do." By the end of the study, Hannah described her students and their increased efficacy. "They care about their grades and want to make sure they get the highest grade possible." She also said, "students couldn't wait to send it [writing] to me" and "students beamed with pride as they articulated their stories and ideas, while their parents looked on with admiration."

Sarah's results also substantiate increased student efficacy throughout the study. At the beginning of the study, her students were more reluctant to write but at the end of the study she said, they wanted to write about their reading every day." She also stated, "they got pretty excited about proving or showing everyone else what they thought." As she reflected on her students' self-efficacy and views of writing, she supported higher efficacy by saying, "I think the excitement is pretty strong right now" because "the majority of my kids seem confident in it [writing]." Jennifer's experience was much the same. At the beginning she made statements such as "It was just so hard for some of them to write" and "Students would groan when it was time for writing." By the end of the study, comments changed. "Now they come to me with this great pride, of two or three sentences written down and they are excited they wrote it." She also said, "I would say at least 75% of the class is enjoying the writing and getting excited now instead of hearing the groans."

Not only did the present study support and refute Bandura's development of self-efficacy and the impacts of self-efficacy, but it also supported additional research findings. The study validated that prior writing experiences do impact teachers and their classroom instruction. Once essential commonality the study found between participants was the opportunity to have voice and choice in their school writing experiences and its impact on classroom instruction. The personal nature of writing and the personal choice it affords positively impacted classroom instruction. Frager (1994) identified this as opportunities to make choices about writing and believed it was one of the most telling ways to create writer identity. Frager's comment thirty years ago held true with the current study. The inclusion or lack of choice in writing drove each participant to include personal writing in their current classroom instruction. It was a deliberate decision to include narrative and personal writing opportunities into their writing instruction

because it impacted their personal writer development in school. Doing so supported Frager's findings.

However, this study refuted Cremin's 2006 finding that weakly enacted efficacy for narrative and creative writing resulted in a weaker classroom identity for narrative/creative writing. For two of the participants, they reacted in opposite ways. As they lacked these kinds of writing experiences in school, Jennifer and Hannah wanted to ensure narrative and creative writing were part of their classroom writing instruction. They were not given choices in either topic or personal expression during their school writing, and their goal was to provide this to their students as a reaction to what they weren't given in school. Their finding differs from Cremin (2006), who found that teachers who had negative memories of narrative and creative writing tend to have weak teacher identities in these writing formats.

Jennifer and Hannah had the opposite results. For them, their lack of narrative prior writing experiences created a strong reaction in their classroom practice. They added creative and fun writing opportunities to their classrooms in addition to using the curriculum. Hannah, for example, was adamant that she "wouldn't do to students what was done to her." In other words, she would not refuse students' choice in their writing or the ability to use writing as a creative outlet. Because Hannah was not allowed to have control of her writing in school, she shut down and doesn't want her students to dislike writing the way she did as a student. At the end of a writing activity Hannah added to her classroom writing instruction she state the powerful effect it had on her students.

I think that was the first time that they started to really come out of their shells and realize that writing is fun. I get worried oftentimes when I'm teaching writing that it's a chore. I never want them to hate writing.

Therefore, Hannah created opportunities including journal writing, personalized Google Slides presentations, and personal writing over their fears and worries about achievement testing.

Adding in additional writing geared toward creativity also had an unanticipated benefit.

I feel like it's reaching another population of my kids. I have some kids who want to be authors and writers in children's books, illustrators, and I feel like they deserve to have their goals talked about too. They deserve to meet other authors. If my kids want to be a math teacher, well, of course, all we do is math, or a reading teacher, well, all we do is reading. If I'm not talking about writing and writing teachers and illustrators, then there's a whole little group of people that I'm not acknowledging.

Jennifer also adapted her classroom instruction because of prior writing experiences which lacked creativity and the ability to express herself. Jennifer described her prior writing experiences as those which followed the pattern of introduction, body, and conclusion with little opportunity to express herself. As a result, her writer identity was nonexistent for creative writing endeavors. She, too, wanted to provide these for her students. While Jennifer adhered mostly to the writing embedded within the curriculum, she, too, provided additional creative writing activities. She included journals and letters to Santa in her writing instruction. Despite the frustration she experienced in being stifled as a writer in school, she still wanted to give her students “the experiences she never had.” As a result, Jennifer also refuted Cremin’s 2006 finding.

Sarah, on the other hand, experienced choice and creativity in her prior writing experiences and wanted to provide the same for her students. She wanted her students to share the positive journal writing of her childhood. “The positive ones [prior experiences] definitely do. With my students now, they have a journal, and I remember I loved journaling in fourth

grade.” Sarah used the positive emotion and identity as a writer she experienced to include that in her classroom practice. Sarah’s experience supports Frager (1994) and puts into question Cremin’s 2006 findings, as she had a strong identity for narrative/creative writer and wanted to pursue this in her classroom. While Sarah adhered to the writing in the curriculum, she also included journal writing extensively in her classroom and its positive impact on the class. If students missed a day or two of journal writing, they asked to write in their journals. After being absent for a couple days, she was shocked when students said they missed journal writing and wanted to do it the day she returned.” Sarah intentionally created writing experiences that mirrored the positive and creative ones she had in school.

The findings for question one, “In what ways do elementary teachers’ writing identifies inform their writing instruction?” shows that writing instruction altered as their self-efficacy evolved. As teachers developed self-efficacy through mastery experience, vicarious experience, and affective/emotional states, they created stronger efficacy as teachers of writing. The result of increased efficacy was a concerted effort to increase writing during the school day and specific changes to classroom practice. An unforeseen consequence was increased student efficacy. The findings for question one lay the foundation for question two as it examines the effect of cognitive coaching on efficacy and adaptability of self-efficacy.

Research question 1 incorporated self-efficacy and their personal prior writing experiences to impact their efficacy and classroom practice. As teachers created positive and/or personal writing experiences in their classrooms, they altered their self-efficacy beliefs about themselves and their ability to teach writing. Self-efficacy intersected with writing to alter their personal experiences as writers and teachers of writing.

Research Question 2

How does cognitive coaching enable teachers to understand and adapt their self-efficacy as a writing teacher?

This study found that cognitive coaching is an effective means of helping teachers understand and adapt their self-efficacy views as writing teachers. The process of adapting their self-efficacy is a story of transformation in thought and then action. The hallmark of successful cognitive coaching is a shift in thinking. Costa and Garmston (2002) state, “Cognitive coaches believe that all behavior is determined by a person’s perception and thought in is prerequisite to a change in behavior (p. 7).” The study found this to be true and found cognitive coaching did alter each participant’s self-efficacy as a writing teacher. The study supported Costa and Garmston’s five beliefs about teacher cognition and the role they play in cognitive coaching (Costa & Garmston, 2002; 2016). These are:

1. All behavior is based on rather simple cognition maps of reality.
2. Talking aloud about their thinking and their decisions about teaching energized teachers and causes them to refine their cognitive maps.
3. Certain invisible cognitive skills drive teaching performance.
4. These invisible cognitive skills can be categorized in four domains. (preactive, interactive, reflective, and projective)
5. “Thinking” occurs at the intersection of three ways of knowing (linguistic, nonlinguistic, and knowing) (Costa & Garmston, 2002, pp. 149-150)

During the present study, each participant experienced cognitive shifts in their view as writers and/or writing teachers. The first step for participants to alter current efficacy was through cognitive shifts in thinking. This is the ability to shift mediate one’s thinking to create a

change in thinking concerning themselves (Costa & Garmston, 2002; 2016, Ellison & Hayes, 2009; Garmston & Hayes, 2003, Thinking Collaborative, 2022). Participants all found value in a cognitive coach to mediate thinking for preplanning writing instruction and post reflection planning.

All three participants discussed teacher cognition point number two, “talking aloud about their thinking and their decisions about teaching energized teachers and causes them to refine their cognitive maps” (Costa & Garmston 2002, p.149). The present study also supports Costa and Garmston’s unwavering belief in teachers’ ability to mediate their thinking. “Talking about their thinking and their decisions about teaching energized teachers and caused them to refine their cognitive maps” (Costa & Garmston, 2002, p. 150). Participants refined their thinking and views of themselves. During the course of interviews and coaching cycles, participants made reference to how I helped mediate their thinking. Sarah used the word “talk” or phrases with the word “talk” throughout the study. She also shared that as a result of having me as a she is “getting closer everyday” to being a writing teacher and “that’s because of you.” Had a coach not been present, she might or might not have reached these shifts. However, the study did substantiate that a coach is what caused her shifts in thinking and self-efficacy.

Jennifer shared struggles with confidence organizing writing and how having a coach helped develop confidence as a writing teacher. “It’s a little more organized being able to talk it through. I’m a little unsure where to start.” Despite the feelings of insecurity during the study about herself as a writing teacher, she still changed her thinking about herself. Throughout the study, Jennifer created cognitive shifts about herself and her teaching of writing. Jennifer applied the shift in thinking to now look forward to teaching writing and “I love not being stressed about

writing.” Cognitive coaching served as the conduit of change in how she perceived writing instruction.

Cognitive coaching also enabled Sarah and Jennifer to change their self-efficacy as writing teachers. At the beginning of the study, Sarah said, “I am not a writing teacher.” As she experienced cognitive shift to her personal view as a writing teacher, her self-efficacy changed. She stated multiple times that the presence of a coaching altered her view as a writing teacher. At the conclusion of the study, Sarah stated the following:

Yes, I can feel like I can teach it [writing], yes. I probably still would not say that it's my favorite thing to teach because it still is hard. It's probably my hardest thing to teach still. Whenever the kids ask what your favorite subject is, I probably still would not quite say writing, because I still really do like reading the most. I think that I would not shy away from it as much. If someone asked me, I would have ideas for them. That makes me feel good. I can share now with colleagues what I do in my writing class.

Hannah, on the other hand, was the least likely to experience cognitive shift during the study. Her shifts were more subtle and less dramatic. From the onset of the study, Hannah believed she had the skill to teach writing to her students. Therefore, she had already developed efficacious beliefs about herself as a writing teacher. Her cognitive shifts entailed realizations that how she taught writing mattered as she compared them to her prior writing experiences. This cognitive shift was exemplified when she discussed wanting to make writing enjoyable for students and not a dreaded activity. “Why would I want to do to students what was done to me?”

There are two possible explanations for the varying efficacy changes experienced by Hannah and supported by research. First, efficacy was a strong state of mind from the beginning of the study for Hannah. As a state of mind efficacy states, “knowing that I have the capacity to

make a difference through my work and being willing to take the responsibility to do so” (Thinking Collaborative, p.21). It could simply be that Hannah’s efficacy was higher to start with as evidenced by her initial statement at the beginning of the study when she said, “Yes, I believe I have the skill teaching writing.” A second reason might be grounded in Bandura’s sources of self-efficacy, particularly mastery experiences (Bandura & Adams, 1977; Bandura, 1976, 1977a, 1977b, 1986, 1997, 2001, 2023). Hannah shared strong, positive mastery experiences throughout her prior experiences that could translate to increased efficacy as a teacher. Her mastery experiences enabled Hannah to see that she was a capable writer, and she translated this to her ability to teach writing as well.

The study’s findings also support Costa and Garmston’s planning conversations and the preactive thoughts that occur during conversations of this nature (Costa & Garmston, 2002; 2016, Ellison & Hayes, 2009; Garmston & Hayes, 2003, Thinking Collaborative, 2022). During preactive thoughts and shifts, teachers are planning for teaching. Participants experienced such shifts as they planned for teaching specific writing genres or for teaching specific writing skills. More often than not, teachers shared planning related to differentiated instruction for their students. They thought through how to meet the needs of all writers before teaching. Sarah, Jennifer, and Hannah all shared planning for lower students, bubble students, and high achievers. Their collective comments included “scaffolding and differentiating a little bit,” “pairing independent students with some of my middle-of-the-ground kids, and lower students with middle-of-the-ground students.” The participants confirmed that cognitive shift happens as teachers plan for instruction.

Jennifer extended preplanning for specific writing skills, to talk about the overall process of planning for writing instruction. She stated that strong preplanning helped her to have a set

plan to follow for weekly writing instruction. Jennifer shared honestly about her improved preplanning instruction skills.

It's definitely more detailed. It's not just, "Get your writing journal out, here's a sentence starter, here's a question." Very focused on what do we need to write about, and how are we going to get from A to B.

The present study also substantiated the importance of post conferences to shift thinking and practice (Costa & Garmston, 2002; 2016, Ellison & Hayes, 2009; Garmston & Hayes, 2003, Thinking Collaborative, 2022). During the study, participants altered their self-efficacy because of their cognitive shifts immediately after a lesson and for planning for future instruction. Again, all participants shared reflective thinking after a writing lesson. Hannah stated she is “constantly tweaking” her lessons to guide instruction. As she thought about her instruction after lessons, she considered what part of instruction needed to change for future lessons. Sarah and Jennifer experienced more cognitive shift for post planning than did Hannah. Sara and Jennifer listed specific reflections such as graphic organizer use, opinions writing, conclusion writing, idea generation, and scaffolding instruction. Hannah shared during a post conference that seeing student work helped her realized she needed to plan differently for her stronger writers during the next writing assignment.

Next time, I will definitely, of course, not keep my higher students back. I'm going to give them the rubric. They loved having their rubric. They love teaching themselves. Next time, to make sure that I give them the criteria for how I'm grading them and let them go. I think they really like that independence. They like me not talking to them as much. I feel like that made them feel a little bit more grown and responsible. I always

want ways for them to feel more empowered. I'll definitely just be a little more hands-off when it comes to their education. I want them to be in charge of it a little bit more.

Jennifer used a post planning conversation to think about how to incorporate graphic organizers into future prewriting and how to increase the level of editing in student's final copies.

That's one of the things I want to figure out why we're doing this when we do our final writing. I'd like to keep the aspects of that pre-writing, that conferencing, that talking about it. It's better than just marks on a paper. They need that physical conversation.

Sarah discussed how she would alter her teaching to help all students in future writing lessons by sharing how to plan for a student who struggled during the writing assignment she was reflecting on.

I think I need to keep honing in on what they need to become successful writers and think about each of them, the ones that are struggling a little bit. I'm going to do that. I wonder if my student who is so labored, if she would want to type it or if there'd be a different way, or I have another student who loves to write. I would wonder maybe if I should pair that, if she would be willing to tell another student what she would want to write, and that student could write it out for him.

The study also substantiates efficacy as one of the five states of minds to alter self-efficacy. Self-efficacy as a state of mind states:

People who are efficacious have an internal locus of control. They engage in cause-effect thinking, pose problems, and search for problems to solve. They are optimistic, self-actualizing, and self-modifying. They are able to operationalized concepts and translate them into deliberate actions. (Thinking Collaborative, 2022, p. 26)

As one engages in cognitive coaching and uses the efficacious behaviors to create an internal locus of control, internal conflict is inevitable. The present study found internal conflict to be a crucial first step to altering self-efficacy. Participants grappled with their prior thoughts and self-perceptions and beliefs as writers and writing teachers to adapt their efficacious beliefs. At the onset of the study, Jennifer and Sarah questioned their efficacy to teach writing. Their internal conflict centered around their skill to teach writing. Collective comments by Sarah and Jennifer exemplified that conflict.

- “Writing is a struggle.”
- “I struggle as a writer and worry if I am screwing them up.”
- “It certainly doesn’t come natural to me,” and “I don’t think I am as strong as I could be.”

Again, Hannah did not share internal struggle geared this direction and could again be due to higher efficacy at the study’s onset. However, she did acknowledge that moving to fourth grade last year impacted her efficacy. Hannah had to learn to teach writing to older students instead of kindergarten students where the focus is on “letters and words.” The complexities of writing at the fourth-grade level are much different than kindergarten and Hannah acknowledged the differences.

Participants displayed internal conflict as they implemented Costa and Garmston’s teacher cognition beliefs (Costa & Garmston, 2002). First, they based efficacy changes through cognitive coaching by altering their mental cognitive maps they had developed of themselves as writers and teachers or writing. Next, they used cognitive coaching to talk about their thinking regarding internal conflict and cognitive shift. After that, participants used the four cognitive domains of preactive, interactive, reflective, and projective thought to alter their self-efficacy and

teaching practice (Costa & Garmston, 2002). As a result, classroom instruction also changed for all participants.

This study also supports cognitive coaching as a way to understand and alter self-efficacy because it upholds the claims that writing is a social constructed endeavor (Bandura, 1977a, 1977b, 1986, 1997; Costa & Garmston, 2002, 2016; Moje & Luke, 2009, Moje & Lewis, 2003). Participants did not change their efficacy in isolation but rather through the social construct of a coaching relationship. Moreover, the changes in efficacy occurred within the social contexts of their classrooms, with their students, and through their socially constructed prior writing experiences. As cognitive coaching is a social endeavor between the coach and coachee, change would not have happened without a coach to spur and guide change. Additionally, cognitive coaching supports Bandura's Social Cognitive Theory by supporting the belief that efficacy develops within a sociocultural context (Bandura, 2002). In other words, participants developed and/or altered efficacious beliefs during coaching conversations and within their own set of beliefs and experiences.

These ideas support Costa and Garmston (2002; 2016) concept of holonomy. The concept of holonomy states that "it supplies a missing link between the individual and larger organization" (Thinking Collaborative, 2022, pp. 18). Additionally, holonomy acknowledged the culture in which one develops their efficacious beliefs.

However, the autonomous teacher is also part of a larger whole and both influences and influenced by the attitudes, values, and beliefs of the school culture of which they are a part of. The school, in turn, as an autonomous unit is similarly organized around its own unique community, vision, and goals, yet it maintains an interactive relationship and mutual influences within the larger district, state, province, and/or nation.

(Thinking Collaborative, 2022, p. 18)

Holonomy supports the social construct of cognitive coaching. Doing so connects Bandura's Social Cognitive Theory and Costa and Garmston's concept of holonomy. Participants shifts in thinking, development of self-efficacy, and change in classroom practice did not occur in isolation.

The study found that the majority of participants supported the work of Bandura, Costa and Garmston, and Moje and Luke and believe that the social construction of cognitive coaching shifted their thinking, beliefs, and teaching practices. Sarah and Jennifer supported coaching as a social construct that altered their self-efficacy. Sarah, of the three participants, was able to vocalize the change in her self-efficacy the most succinctly. She recognized that it was the coaching relationship that allowed her to alter her self-efficacy to develop stronger beliefs in herself as a writing teacher at the conclusion of the study. She realized change would not have occurred without a coaching relationship in the context of her classroom

I hope so, yes. I ended up talking yesterday about how exciting it is to think about what to do next, and what to do next, and what to do next. I feel like I'm not stagnant right now anymore. I'm in this groove and I want to keep getting better. I used to put in the hours after work thinking, "Oh God," I used to dread those. Now I'm like "Let's look at this and let's figure out what I can do and what I can do." The energy is up right now so I'm just hoping that I can continue that throughout the rest of the school year and even in years future just to keep going because there is lots that I can keep improving. This for sure gave me hope that can change that I can get better and all those things. Really, it did. It kind of rejuvenated my year.

Sarah also stated the power of cognitive coaching to alter her efficacious beliefs as a writing teacher.

I don't know if it's new, but I would like to thank you for coming and doing this with me, because I do feel like I have changed a lot, and my students have definitely benefited from our conversations, and it has definitely been worth it. After we talked last time, I was unsure if I even had what it took to become a writing teacher, but now I feel like I'm getting closer every day, and that's because of you. Really, it is.

Jennifer also support the social construct of cognitive coaching to drive her change if efficacy throughout cognitive coaching cycles.

It makes me really happy because my stress over it has influenced, obviously, my feelings about it in the classroom. Knowing that through even just a few months of coaching that you asking those questions about, how are you going to do this, what do you want this to look like, and what process are you going to use, has made me realize that, again, taking it step by step and just having that joy and the kids and being able to see them do that is pretty great.

While Hannah did not specifically state that coaching altered her self-efficacy, she believed coaching helped to solidify her thinking about writing instruction. She specifically referenced developing classroom writing that engaged students and made writing more enjoyable. Coaching helped Hannah to see that she wanted to create the writing experiences she longed for in school. Hannah also believed that coaching altered her efficacy for the importance of writing during the school day. As she shifted her thinking in this direction, her classroom practice followed.

Finally, research findings support cognitive coaching as an effective form of professional development (Bair, 2017; Baker, 2008; DeMasters, Batt, 2009; 2018; Edwards & Green, 1997; Edwards & Newton, 1994; Edwards & Newton, 1995; Edwards, et al. 1998; Edwards, 2023; Goker, 2020; Grochocki, 2018; Krpan, 1997; Robinson 2011; Wooten-Burnett, 2014). More specifically, the study supported Goker's 2020 finding that cognitive coaching increased efficacy for instructional planning. The present study also substantiated Goker's findings that "our culture and past experiences are profoundly related with the dynamic process [of developing self-efficacy beliefs]" (p. 571). In fact, all three participants stated instructional planning as an area of growth. For Jennifer, Sarah, and Hannah coaching changed their classroom instruction in areas such teaching writing genres such as opinion and informative writing and teaching specific writing skills like conclusion, brainstorming ideas, and organizing ideas writing. Hannah loosened the reins in her writing class year to create writing experiences that were less structured.

Last year, I was a little bit more structured with writing, and this year I've just changed my outlook on writing. I want to change the kids' outlook on writing. I've just changed the structure of our writing class. Making sure that they know what's important, but it should not cause anxiety right now. It should just be fun, and exciting, and engaging, and being able to share your thoughts freely. That's just the main thing that I've tried to change from last year to this year.

Sarah developed deeper insight into teaching all parts of an expository piece of writing from the introduction, body paragraphs, and conclusion. Jennifer grew in helping her students generate ideas for writing and even getting ideas and words on paper.

The study also supports Batt's (2010) and Bair (2017) research findings that cognitive coaching is a promising form of professional development. Batt's 2010 study found cognitive coaching increased classroom instruction with sheltered instructional programming. The current study validates cognitive coaching support with specific programming. For the current study, programming was the district's new tier 1 English Language Arts program that was implemented during the study. Fidelity and use of the new writing component comprised some of the coaching conversations. The ability to have continual professional development through coaching developed their efficacy with the new program. Hannah stated, "I would want someone to model teaching a writing lesson with my children and the new curriculum's guidelines." In fact, during the course of the study, teachers at her building receive modeling instruction from the textbook company.

Jennifer and Sarah also shared that focused learning about the new program altered their efficacious beliefs as writing teachers. Sarah was able to see the writing program modeled by her instructional coach and then shared learning during a coaching conversation. She said, "seeing a little bit of her modeling, a lot of Reading Street (pseudonym) and then talking about the modeling and hearing from you and your ideas and things" kept improving her efficacy and instruction. Jennifer also supported Batt's findings that cognitive coaching is an effective form of professional development because she said being able to "have training sessions [professional development]" for the program built her knowledge and efficacy. She described herself as a "show me" person and watching the program in action and then talking about it in coaching conversations increased her self-efficacy as a writing teacher. Hannah believed her efficacy would increase by having someone "come in and do the program with her kids" would build her efficacy in the program's expectations for the writing component of the program.

Finally, the current study also upholds findings that cognitive coaching as a means of professional development increased and improved writing instruction (Awakuni, 1995; Donahue-Barrett, 2014; Robinson, 2011). Specifically, it supports Awakuni's 1995 findings that coaching increased critical thinking during writing instruction. Adapting thinking during instruction shows evidence of effective professional development and participants all displayed this during the study. This was evidenced as participants engaged in various coaching conversations to alter and improve writing instruction during teaching. Sarah was evidence of this multiple times such as when she talked about altering instruction for conclusion writing and altering video notetaking for an informative writing piece. Jennifer shared critical thinking during instruction as she began to conference individually with students during writing time. Hannah reflected critical thinking as she changed her writing during class in response to students' concerns over achievement testing. During coaching conversations, they verbalized these changes to instruction. As a result, coaching became a driver of change. The study supports cognitive coaching as a way to engage professional development individually and develop stronger writing instruction.

An unexpected study outcome confirmed the power of cognitive coaching as a means of ongoing and focused professional development (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). After the study concluded, Jennifer and Sarah reached out and asked to continue coaching sessions. They asked for the focus of coaching to extend the work with writing and asked if we could engage in coaching conversations about other content areas such as reading. Their reason for continuing cognitive coaching were two-fold. First, they benefited from preplanning and thinking through the intended instruction for the day or the week. Second, coaching gave them a person to listen and guide their thinking. It was the presence of a person to process their thinking with that was powerful and supports the social context of cognitive

coaching. The fact that two out of three participants voluntarily asked to continue coaching shows the power it holds for teacher professional development and lasting change in practice.

Cognitive shift also applied to the personal experience integration protocol. The study support personal experience as a binding element between coaching and self-efficacy. Cognitive coaching provides the conduit for teachers to share their personal and professional efficacy and mediate their thinking regarding efficacy beliefs. As a result of reflecting and discussing efficacy about personal writing experiences and working through the internal conflict associated, self-efficacy can alter.

Question two, “How does cognitive coaching enable teachers to understand and adapt their self-efficacy as writing teachers?” was answered through understanding the nature the internal conflict and shift in thinking that are necessary to alter thinking and self-efficacy. It build on the findings of question 1 which explore how self-efficacy develops and impacts writing instruction. Question two also considered that cognitive coaching does also efficacy for teaching writing. Cognitive coaching is the conduit through which efficacy changes occurred.

Implications for Future Practice

There are several implications for future practice that arose during the present study. The first is the benefit of training all teachers in cognitive coaching. Doing so would be an effective method of professional development for all educators and would allow all teachers to develop their beliefs and practices through mediative thinking (Costa & Garmston, 2002; 2016). Having a limited or predetermined number of staff trained in cognitive coaching would not be enough to build the practice of cognitive coaching systemically. For example, a trained instructional coach could not effectively or efficiently conduct cognitive coach cycles with all staff members in a

building. However, training all staff would allow teachers to coach one another as well as provide ongoing learning for teachers. By training all staff, coaching partners could be assigned across a school or grade level. As coaching is a way to mediate thinking and not solve the problem for the coachee, coaches do not need to have explicit knowledge of grade level specific content (Costa & Garmston, 2002; 2016; Thinking Collaborative, 2022). As staff were trained across buildings within a district, partners may also be assigned between buildings. The benefit of training all staff would be to create a culture of mediate thinking where individuals solve their own problems and create systemic changes in teacher efficacy and classroom practice.

An important implication for future practice is applying cognitive coaching to other areas of instruction and teaching. While this study applied cognitive coaching to writing, its use can be applied with all content areas. For example, cognitive coaching conversations might concern math, reading, science, and other content. Additionally, cognitive coaching conversations could include coaching focused on student behavior, working with parents or colleagues, and meeting the social emotional needs of a student or class. Cognitive coaching is also not limited to teaching but serves to assist people as it is applied to “human encounters, events, and circumstances that can be seized as opportunities to enhance one’s resourcefulness” (Costa & Garmston, 2002). Teaching is a complex endeavor, and cognitive coaching would assist in all areas of a teacher’s responsibilities.

Cognitive coaching also has strong implications for administrators and its use for teacher evaluation and growth. Training administrators would allow them alternate methods for helping teachers grow professionally. Administrator and teacher interaction around improved teaching practice primarily occurs primarily during the evaluation process. While self-growth and professional growth are hallmarks of evaluation, conversations are primarily evaluative.

Developing a coaching relationship with teachers would provide an additional layer for teacher growth driven by the teacher. Putting teachers' thinking and areas for growth at the forefront would give them ownership for change (Costa & Garmston, 2002, 2016). Cognitive coaching could provide an additional layer of the evaluation process. More importantly, teachers and administrators would have the ability to have cognitive coaching conversations at any point during the school year as cognitive coaching is not limited in its use. It can be used anytime during the school year.

Further implications of cognitive coaching include its use as an ongoing means of professional development. Cognitive coaching is a powerful and effective form of professional development that leads to lasting change in practice. It also provides responsive, in-the-moment professional development for educators. Cognitive coaching could be added to the activities used for license renewal as are more formalized learning opportunities. Professional development is often relegated to a day of learning or marked by the attendance of formal professional development. Cognitive coaching would instead provide learning throughout the year as needed by the coachee. Also, instead of passive engagement in learning, coaching allows for active engagement of the participants (Costa & Garmston, 2002; 2016). The coachee determines the areas of discussion and development of solutions to their teaching dilemmas. As a result, there is also a lasting change in practice. By adding cognitive coaching to professional development offerings, there is added voice and choice by participants. There are many positive ways in which cognitive coaching could improve professional learning for teachers.

A final implication for future practices resides in Bandura's sources of efficacy development (Bandura, 1977b, 1986, 1997, 2023). In order to create lasting change in self-efficacy and classroom practice, multiple sources of efficacy must be present. Therefore,

professional learning for teachers should include mastery experiences, vicarious experiences, verbal persuasion, and affective/emotional states. Including learning which incorporates all sources of efficacy will more likely lead to teacher change in practice and this is the ultimate goal of professional learning. It does not occur from a single training session or class but over the course of time with careful implementation of all sources of efficacy.

Limitations

The study contained limitations that were not controllable by the researcher and may have affected the study's outcomes. A limitation was a change in the English Language Arts core curriculum during the study. The district implemented a new core English Language Arts program at the start of the 2024-2025 school year. All PreK-5 teachers began using the new curriculum in their classrooms in the Fall of 2024 at the same time as data collection. Adopting the new resource may have impaired teachers' self-efficacy beliefs concerning writing as it was a new program participants had not taught. Professional learning needs may have been rooted in building fidelity with the new tier 1 English Language Arts program.

A second limitation of the study was the specific writing requirements in the new tier 1 English Language Arts curriculum. The program contains predetermined writing prompts and activities that aligned to each unit's theme. Therefore, there were similar writing genres taught in the same sequence throughout the study. However, participants were also able to add in additional writing activities to supplement core writing instruction. Participants were not limited to only using the writing components within the English Language Arts program. The researcher could not account for each participant's fidelity to the program's instruction or whether additional writing assignments or adaptations were made to the predetermined scope and sequence within the core ELA program.

A third limitation of the study was the investment of participants to embrace cognitive coaching. As the participant was the driver and one in control of the coaching cycle, the success and effectiveness of the coaching was driven by them. As a result, participants may not have striven to fully engage in the process to create mediative thinking and shift their thinking or classroom practice. The hope was that participants willingly entered coaching conversation with the goal of understanding or even altering their thinking in relation to their efficacy and/or teaching of writing. However, the researcher cannot fully account for the mindset or level of engagement within the coaching process.

A final limitation was journal response completion by the participants. Participants independently completed the journals, and they were not completed with me or during in-person coaching or interviews. Two times a month, each participant received a reminder email concerning journal response completion. The researcher walked a fine line between reminding and nagging and risk refusal by participants to complete monthly journal entries. As a result, journal response may be missing as this was a requirement that participants completed alone while the remainder of the study components were recorded and transcribed.

Recommendations for Further Research

As a result of the research findings in this study, one recommendation for further research would be the comparison of veteran and novice teachers and their varying efficacy development and change in practice. The present study included two veteran and one novice teacher. The study's results caused the researcher to wonder if teaching experience or the lack thereof affected self-efficacy. Do novice teachers lack of teaching experience cause them to have higher self-efficacy as they have less teaching experience to form their efficacy beliefs as writing teachers? A related notion is whether veteran teachers are more aware of their ability to teach writing as

they've had more years of experience to draw from and create either strong or weak efficacy beliefs. As novice teachers are less removed from their prior writing experiences, the apprenticeship of observation may contribute to differing efficacy beliefs between veteran and novice teachers (Lortie, 1975).

While the study occurred over a fourth month period, additional research should explore if the same results would occur over longer periods of time. Studies showed that optimal cognitive coaching results were obtained at the eight-month mark (Foster, 1989). While this study yielded positive cognitive coaching benefits at four months, perhaps a longer time frame for the study and additional coaching cycles would show increased efficacy beliefs and even more profound classroom changes. Additionally, longitudinal studies over the course of a year or more would further determine long-term coaching impact (Cresswell, 2012). They would ascertain whether the efficacy changes experienced at four months changed over a longer span of time. In addition, longitudinal studies would determine if self-efficacy becomes stronger, stays the same, or increases over time.

The study showed that each participant changed their instructional practice in favor of deliberate and intentional classroom writing. The question for further exploration is whether those changes remain or if teachers return to prior classroom practices at the end of cognitive coaching cycles. A longitudinal study would permit researchers to explore if the new teaching practices continued. Additionally, researching classroom practice over an extended period would determine if initial changes in practice were due to the early excitement of altering classroom practice, student efficacy changes, or if the changes in classroom practice would stay the course of time.

In the current study, participants had varying self-efficacy levels personally and/or professionally. Conducting research with participants who all have either high or low efficacy beliefs as beliefs as writers and/or writing teachers may yield deeper levels of understanding for the two groups of people. Perhaps what causes efficacy changes or changes in practice differs for those who do and don't have high efficacious beliefs in themselves as writers or as writing teachers. A study of this kind would also shed light on Bandura's four sources of efficacy and their variations between teachers with initially high or low efficacy (Bandura & Adams, 1977; Bandura, 1977a, 1977b, 1986, 1997, 2001, 2023).

A final implication for future research would be the exploration of primary versus intermediate teachers. In other words, does efficacy as a writer or efficacy to teach writing play a role in the grade levels teachers choose to teach. In the present study, the participant with the lowest initial writing efficacy personally and professionally taught second grade. Further study would help to determine if this was unique to the present study or generalizable to a larger group of teachers. Is there a correlation between grades taught and levels of efficacy? Further study would determine if teachers chose to change grade levels during their teaching careers due to efficacy beliefs.

Conclusion

The qualitative research study explored self-efficacy in relation to prior writing experiences and their impact on self-efficacy. It also examined whether cognitive coaching was a means by which to alter self-efficacy. The research and findings presented demonstrated Bandura's Social Cognitive Theory, and the specific role self-efficacy plays within the theory (Bandura, 1977a, 1977b, 1981, 1986, 1997, 2001, 2002, 2023). Additionally, the study explored writer identify and prior writing experience through a sociocultural context (Lewis & Moje,

2003; Lewis et al., 2007; McCarthy & Moje, 2002; Moje & Luke, 2009). Findings also showed the role of self-efficacy within cognitive coaching (Costa & Garmston, 2002, 2016; Thinking Collaborative, 2022). Finally, cognitive coaching was shown to mediate one's thinking and increase efficacious thought and belief (Costa & Garmston, 2002, 2016; Ellison & Hayes, 2003; Thinking Collaborative, 2022).

The qualitative study used action research. The study presented examined three participants' personal and classroom writing experiences over four months. During this time, Sarah, Jennifer, and Hannah engaged in phenomenological interviews, cognitive coaching cycles, and wrote monthly journal entries. The four themes from the findings were internal conflict, cognitive shift, sources and development of efficacy, and classroom practice. The themes also served as a roadmap for the overall theme of transformation.

Since I was an action researcher in the research study, I have been able to experience my own transformation as a cognitive coach and researcher. As I reflect on the dissertation journey, I've realized even more that the reason(s) why writing does or does not occur in elementary classrooms is a complex issue with multiple factors. Sarah, Jennifer, and Hannah all helped to realize this. In order to gain a greater grasp of the complexities, action research allowed me to see firsthand the profound changes that occurred in participants' thinking and views about writing themselves as writing instructors and as writers as I served as their cognitive coach. The shifts were powerful and profound for each participant. While the changes varied across each participant, it was evidenced by their adapted views of themselves as writing teachers and their shifts in classroom practice. Had I not embark on a four-month action research project, I would not have the depth of knowledge needed to develop a comprehensive understanding of Sarah, Jennifer, and Hannah as writers and writing teachers. Action research combined with extended

work with teachers allowed me to see that teachers are extremely capable and able to alter their thinking and create classrooms where writing can thrive for both the teacher and students.

Most importantly, through my experiences and personal transformation as a cognitive coach for my participants, I learned that I have the ability to bring about changes in teachers' classroom practice but more importantly to enact change in their self-efficacy. As a result, I can impact their self-efficacy as writers, their classroom practice, and ultimately, their students' journeys as writers. I realize the huge responsibility I have as a coach to impact teachers and classrooms. The research study taught me the power of guiding the thinking of teachers to alter their thoughts about themselves as writers and writing teachers. The greatest impact is that as teachers share their confidence with writing, they can impact their students' writing efficacy as well. The power of a cognitive coaching conversation can be far reaching and impact future generations of writing. I have the ability to influence change and play a vital role to create long lasting impact for teachers and students.

Finally, the study helped to fill a research gap related to the impact of prior writing experiences and self-efficacy through solely qualitative measures. It also demonstrated the interconnectedness of self-efficacy, classroom practice, and how to develop stronger elementary writing teachers. The study achieved the goal of exploring prior writing experiences through qualitative measures and furthers the research and importance of self-efficacy, cognitive coaching, and writing instruction. As a result, I have become empowered to harness my impact as a cognitive coach to aid teachers in shedding their negative prior writing experience, embracing their positive prior writing experiences, and seeing themselves as individuals who are capable writers and writing teachers. It is now my goal to help other teachers understand their

prior writing experiences and become stronger and more confident writers and writing teachers just like Sarah, Jennifer, and Hannah.

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Appendix A- Phenomenological Interview One

Semi Structured Interview 1

Hello, and thank you for agreeing to participate in this qualitative research study concerning self-efficacy as an elementary teacher who teaches writing. This will be the first of four short interviews during the study. I will ask you a series of questions concerning self-efficacy and prior writing experiences. I also ask further clarification questions to expand your thoughts. Your only job is to answer as honestly as possible. I assure you that your comments will remain confidential.

Recording Instructions:

If it is okay with you, I will record our conversation. The purpose of this is to get all the details and simultaneously be able to carry on an attentive conversation with you. I assure you that your comments will remain confidential. I will complete a study that contains all participants' comments without reference to individuals.

Grand Tour Questions:

How long have you been teaching?

What do you most enjoy about teaching?

Tell me about your educational experiences to this point. Include your teaching experience.

Tell me specifically about your experiences teaching reading and writing.

Prior Writing Experiences Elementary:

Thinking back to your writing experiences in elementary school, what do you remember and how would you describe them?

What is your earliest writing memory? Describe it and what emotions would you associate with that experience?

Did you have an influential writing teacher who impacted you positively or negatively?

Overall, what are 3-5 words or phrases to summarize your elementary writing experiences?

Prior Writing Experiences Secondary (middle and high school):

Thinking back to your writing experiences in middle and high school, what do you remember and how would you describe them?

Did you have a writing teacher who influenced you in your secondary education?

Overall, what are 3-5 words or phrases to summarize your secondary writing experiences?

Prior Writing Experiences Post Secondary (college and other educational training):

Thinking back to your writing experiences in college, what do you remember and how would you describe them?

Did you have an influence writing teacher in your college or post-secondary education?

Overall, what are 3-5 words or phrases to summarize your secondary writing experiences?

Additional Questions:

What was the most crucial writing experience you remember? It can be positive or negative.

What obstacles or celebrations do you remember from your writing experiences?

Additional Comments:

Did you have any other information you would like to add concerning your prior writing experiences in your elementary, secondary, and post-secondary education?

Thank you very much for your time this morning/afternoon/evening. Your time is much appreciated, and your comments have been insightful and helpful. This first interview aimed to

better understand your writing experiences in elementary, secondary, and post-secondary education. I so appreciate hearing about your prior writing experiences. Our next interview will build on the answers from this interview.

This interview is not diagnostic nor evaluates ability. Your only requirement was to answer the questions honestly, and I thank you for doing that. The results of this interview will help me build knowledge of your prior writing experiences. I look forward to working with you through the course of the study.

Appendix B- Phenomenological Interview Two

Semi Structured Interview 2

I am excited to meet with you again for interview two. This will be the second of four short interviews during the study. I will ask you a series of questions concerning your self-efficacy as a writer and teacher of writing. I will also have you connect your thoughts from interview one concerning your prior writing experiences. I also ask further clarification questions to expand your thoughts. Your only job is to answer as honestly as possible. I assure you that your comments will remain confidential.

Recording Instructions:

If it is okay with you, I will record our conversation. The purpose of this is to get all the details and simultaneously be able to carry on an attentive conversation with you. I assure you that your comments will remain confidential. I will complete a study that contains all participants' comments without reference to individuals.

Grand Tour Questions:

How have you been since our last interview?

What are positive things that have been happening in your classroom?

What is a favorite book and/or piece of writing and why?

Self-Efficacy Beliefs:

Would you describe yourself as a writer? In other words, do you feel that being a writer is something that you are drawn to or is a part of who you are?

Describe your self-efficacy as a writer self-efficacy. Self-efficacy is defined as your perceived self-perceptions in your ability to execute the task and attain it. In this case, writing.

Who is your writing mentor or who are your writing models?

Do you remember a particular writing or lesson you have taught and why does this one resonate with you?

What is the easiest area of writing for you to teach and why?

What is the hardest area of writing for you to teach and why?

As you think back to your prior writing experiences in school and college, how do those impact your current teaching of writing?

Describe your self-efficacy as an elementary teacher who teaches writing during the school day. Self-efficacy is defined as your belief in your ability to complete a task. In this case, writing.

As you are teaching writing, do you alter what you are teaching based on your perceived ability to teach the concept or writing skill?

Do you limit your teaching of writing due to your self-efficacy as a writer?

Do you have mentors, coaches, or other teachers who you go to for advice about writing instruction?

Describe your overall self-efficacy or belief in yourself as an elementary teacher who teaches writing.

Additional Comments:

Did you have any other information you would like to add concerning your self-efficacy to teach writing and your classroom writing instruction?

Thank you very much for your time this morning/afternoon/evening. Your time is much appreciated, and your comments have been insightful and helpful. This second interview aimed to better understand your self-efficacy as a writer and elementary writing teacher. I so appreciate hearing about your classroom writing instruction. Our next interview will build on the answers from the last two interviews.

This interview is not diagnostic nor evaluates ability. Your only requirement was to answer the questions honestly, and I thank you for doing that. The results of this interview will help me build knowledge of your self-efficacy. I look forward to meeting with you for our next interview.

Appendix C- Phenomenological Interview Three

Semi Structured Interview 3

I am excited to meet with you again for interview three. This will be the third of four short interviews during the study. I will ask you a series of questions concerning your changes in practice and thinking throughout the study so far. I will also have you connect this to your interviews about your self-efficacy, writing instruction, and prior writing experiences. I also ask further clarification questions to expand your thoughts. Your only job is to answer as honestly as possible. I assure you that your comments will remain confidential.

Recording Instructions:

If it is okay with you, I will record our conversation. The purpose of this is to get all the details and simultaneously be able to carry on an attentive conversation with you. I assure you that your comments will remain confidential. I will complete a study that contains all participants' comments without reference to individuals.

Grand Tour Questions:

How have you been since our last interview?

How are your students doing with their writing projects and assignments?

Have you been doing any writing personally or professionally?

Self-Efficacy Changes:

How have the views you have of yourself changed during this study so far?

How have the views of yourself as a writing teacher changed during the study so far?

How have you changed your thoughts about teaching writing to students?

How have you developed your self-efficacy beliefs as a writer so far?

How have you developed your self-efficacy beliefs as an elementary writing teacher so far?

Where do you feel you still need to develop self-efficacy personally or professionally?

Changes in Practice:

How has your writing instruction in the classroom evolved?

What are you doing now regarding writing instruction that you weren't doing before?

Are there areas where you want to continue to develop your writing practice as a teacher? If so, what are they?

Additional Comments:

Did you have any other information you would like to add concerning your self-efficacy to teach writing and your practice centered around writing instruction?

Thank you very much for your time this morning/afternoon/evening. Your time is much appreciated, and your comments have been insightful and helpful. This third interview aimed to better understand how your efficacy and practice have changed so far. I so appreciate hearing about your experiences. Our next interview will be the final interview and will be an exit survey to summarize your thoughts and experiences about the study process and your learning.

This interview is not diagnostic nor evaluates ability. Your only requirement was to answer the questions honestly, and I thank you for doing that. The results of this interview will help me build knowledge of your experiences so far. I look forward to meeting with you again soon for our final interview.

Appendix D- Phenomenological Interview Four

Semi Structured Interview 4

I am excited to meet with you again for interview four. This will be the final of the four short interviews during the study. I will ask you a series of questions concerning your experiences during the entire process. The interview will bring together all the prior interviews and assess your current thoughts and beliefs. I also ask further clarification questions to expand your thoughts. Your only job is to answer as honestly as possible. I assure you that your comments will remain confidential.

Recording Instructions:

If it is okay with you, I will record our conversation. The purpose of this is to get all the details and simultaneously be able to carry on an attentive conversation with you. I assure you that your comments will remain confidential. I will compute a study that contains all participants' comments without reference to individuals.

Grand Tour Questions:

How have you been since our last interview?

What is something personally or professionally that is going well for you?

What has been a classroom highlight since our last interview?

Prior Writing Experiences:

As you have reflected about your prior writing experiences since the first interview, have you remembered any other writing experiences? If so, what are they and what caused you to remember them?

Do you view your prior writing experiences differently now than you did during our first interview?

Self-Efficacy Changes:

How would you say your self-efficacy as a writer has changed during the study? Self-efficacy is defined as the belief that you have the capability to complete a task.

How would you say your self-efficacy as a teacher has changed during the study? Self-efficacy is defined as the belief that you have the capability to complete a task.

Which of the following helped change your self-efficacy beliefs as a writer? Mastery experiences, vicarious experiences/modeling, verbal persuasion, or your emotional state.

Which of the following helped change your self-efficacy beliefs as an elementary writing teacher. Mastery experiences, vicarious experiences/modeling, verbal persuasion, or your emotional state. I can explain those if needed.

How have your thoughts about yourself as a writer changed?

Describe your current views of yourself as a writer.

Changes in Practice:

How has your writing instruction in the classroom evolved during the study?

Is there anything that you are doing now in relation to writing instruction that you were not doing before?

What are you doing now regarding writing instructions that you were not doing before the study?

Where have you seen the biggest shifts in writing instruction in your classroom?

How does your self-efficacy affect those shifts?

Describe yourself as a writing teacher.

As the study concludes, are there areas where you want to continue to develop your writing practice as a teacher? If so, what are they?

Additional Questions:

As a result of the study, how confident do you feel continuing to develop your personal writing or professional writing and classroom instruction?

What has been your biggest ah-ah during the process?

How do you view yourself differently?

Additional Comments:

Did you have any other information you would like to add that was not addressed?

Thank you very much for your time this morning/afternoon/evening. Your time is much appreciated, and your comments have been insightful and helpful. This fourth interview aimed to better understand your experiences during the entire research process. I so appreciate hearing about your classroom writing instruction and thoughts about your changes in self-efficacy during the study.

This interview is not diagnostic nor evaluates ability. Your only requirement was to answer the questions honestly, and I thank you for doing that. The results of this interview will help me build knowledge of your thoughts, experiences, and views during the study. Again, thank you for completing the series of four interviews. They are an extremely important part of my research study.

Appendix E- Letter of Consent

Kansas State University
Dissertation Participant Permission Form

Self-Efficacy: A Triangulation of Prior Writing Experiences, Cognitive Coaching, and Classroom Practice

Principal Investigator: Robin Dixon
Contact Information: rmdixon@ksu.edu | 785-806-1623

Dear _____

INTRODUCTION- What is the study about?

You are invited to play a crucial role in a research study conducted by Robin Dixon, a Doctor of Education candidate at Kansas State University, under the supervision of Dr. Vicki Sherbert. This study holds significant implications as it aims to determine to what extent Bandura's four sources of self-efficacy play a role in determining current self-efficacy and classroom practice. It also explores the role prior writing experiences in elementary through college have on current self-efficacy. A final goal is to determine whether cognitive coaching is one means for establishing current self-efficacy and assessing if self-efficacy can alter.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY- What will I ask you to do?

As a participant, there will be three data collection methods during the four-month-long study. You will be asked to complete four brief interviews regarding your prior writing experiences, your experiences teaching writing to elementary students, and how participating in the study impacted your efficacious beliefs about yourself and changes in your classroom writing instruction. Next, you will participate in four cognitive coaching sessions concerning writing. Finally, you will keep a reflective journal to respond to your thoughts throughout the process. Responses will be added a minimum of two times per month.

RISK AND BENEFIT

There is little risk to you as a participant in this study. Remembering prior writing experiences may cause a bit of stress, but the benefits are substantial. This study will benefit you personally and professionally. By participating, you will gain a deeper understanding of how your previous writing experiences impact your teaching of writing and, ultimately, strengthen your classroom practice in writing. As a result, student writing may improve as well, enhancing your teaching effectiveness.

CONFIDENTIALITY

All information collected during the study will be kept strictly confidential. Your name and identifying information will not be disclosed in any publications or presentations from this study. Throughout the survey, you will be referenced by your self-selected pseudonym. Additionally, robust security measures will be in place to ensure the privacy of the recorded and transcribed

conversations and your journals. Data will be stored in a Google Drive with two-step authentication and by password-protected Word documents, further safeguarding your information.

CONTACT INFORMATION

If you have questions about the study or your involvement at any point, you may contact the study's investigator.

- Robin Dixon, rm Dixon@ksu.edu, 785-806-1623

If you have questions, please use the above information to contact me. If you have additional questions, you may contact the Committee on Research Involving Human Subjects.

- Lisa Rubin, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, Kansas 66506, (785)532-3224
- Brad Woods, Associate Vice President for Research Compliance, 203 Fairchild Hall, Kansas State University, Manhattan, Kansas 66506, (785)532-3224.

PARTICIPATION

Your participation in this study is entirely voluntary. You were not coerced to participate based on job positionality, and your data will not be shared with anyone in the school system. Additionally, you have the right to withdraw at any time without penalty. At the end of the study, you will be compensated for your time. Upon completing all study components, you will receive a \$100 Visa gift card.

- You have the right to ask questions and seek clarification about the study.
- You may refuse to answer any question or discontinue participation at any time without penalty.
- You have the right to request that your data be removed from the study at any stage.
- You will be provided with a summary of the research findings upon request.

CONSENT

I understand that this project is research and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time and stop participating at any time without explanation, penalty, or loss of benefits or academic standing to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understood this consent form and willingly agree to participate in this study under the terms described. My signature also acknowledges that I have received a signed and dated copy of this consent form.

Full Name: _____

Signature: _____

Date: _____

****Researcher's Certification:****

I, Robin Dixon, certify that I have explained the study's nature, purpose, and potential risks and benefits to the participants. I confirm that the participants have had the opportunity to ask questions and have provided informed consent voluntarily.

Researcher's Signature: _____

Date: _____

*Please keep a copy of this form for your records. *

Appendix F- Types of Cognitive Coaching Conversations

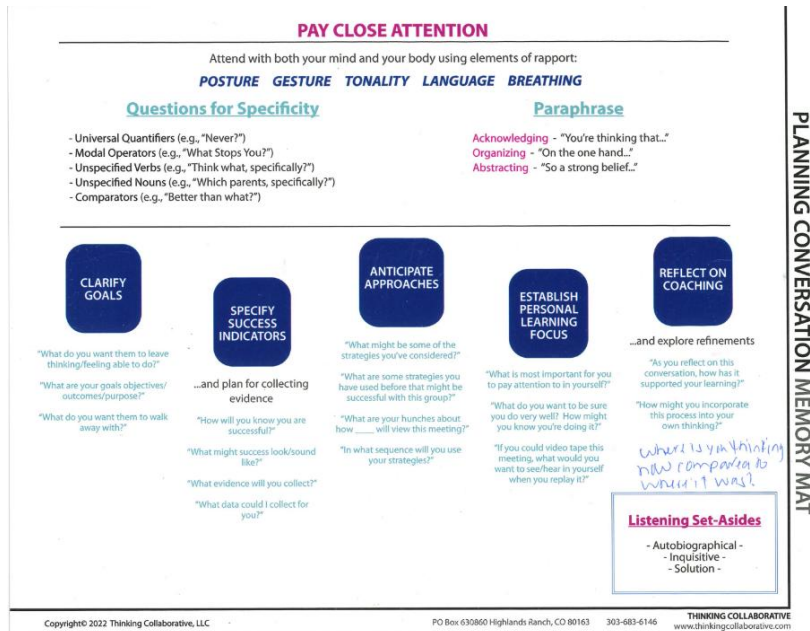
Cognitive Coaching Conversations

There are three types of cognitive coaching conversations that occur depending on the needs of the coachee. For the study, all three types were used and varied according to the mediative thinking needs required by the participants.

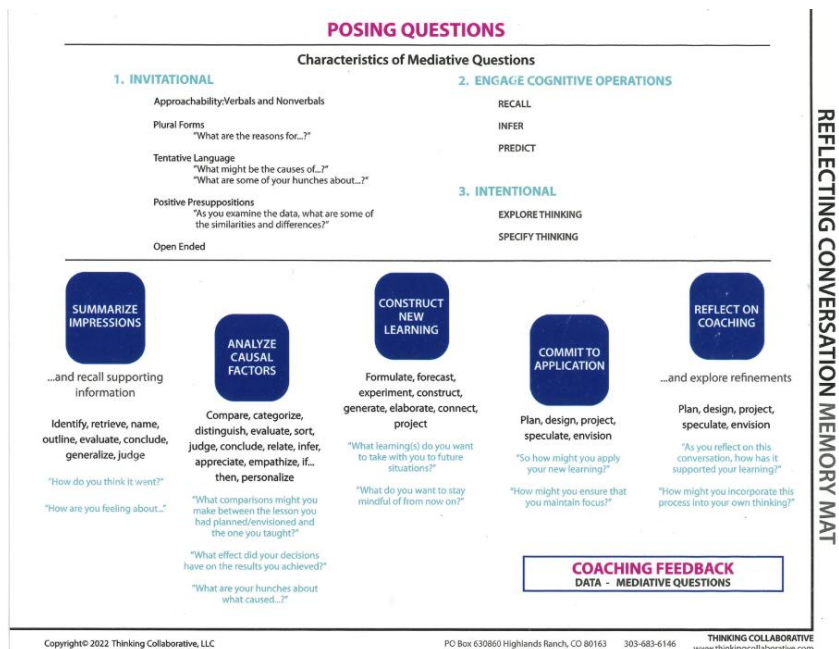
Conversation Type	Purpose	Conversation Roadmap
<i>Planning</i>	Planning instruction, event, or activity	1. Clarify goals 2. Specific success indicators 3. Anticipate approaches 4. Establish personal learning goal 5. Reflect on the coaching process
<i>Reflecting</i>	Thinking about an activity or event that occurred and enacting new learning	1. Summarize impressions and recall supporting information 2. Analyze causal factors 3. Construct new learning 4. Commit to application 5. Reflect on the coaching process
<i>Problem-Solving</i>	Helping a person become “unstuck” in their thinking	1. Acknowledge coachee’s existing state 2. Frame the existing state 3. Build capacity through locating and expanding resources to assist with the problem 4. Check for congruence between the problem and resources 5. Reflect on the coaching process

Appendix G- Coaching Mats for Planning, Reflecting, and Problem-Solving Conversations

Planning Conversation Map from Thinking Collaborative



Reflecting Conversation Map from Thinking Collaborative



Problem Solving Coaching Mat for Problem Solving

LEADING		2 WHERE DO I GO FROM THERE?	
1 WHERE DO I START? P.R.O. Initiate a lead question intended to access and illuminate a State of Mind.		Paraphrase at abstracting level. (belief, value, identity, concept label)	
Pose a question for goal specificity. • "How do you define _____?" (Craftsmanship, Consciousness) • "What criteria might you use to determine that you have _____?" (Craftsmanship, Consciousness)	or	Relive/Recall a previous success. • "When you've faced situations like this before, what was effective?" (Consciousness, Flexibility, Efficacy) • "When you are feeling _____, what do you need?" (Consciousness, Flexibility)	and
Outcome Structure Begin with the 3rd party, then shift the focus to the person being coached.		and/or	
• "If you could wave a magic wand and have them behave exactly as you'd like, what would you see and hear?" Continue with other 3 columns of the Outcome Structure.		Pose questions to specify thinking • "Specifically, what does _____ mean?"	
If first question is unproductive, explore other States of Mind. Continue questioning guided by the colleague's responses, maintaining empathy and rapport.		and explore thinking. • "What beliefs/values might be connected to...?" • "Who might you need to be in this situation?"	
		Pose questions from cognitive shift strategies. • "What makes this important to you?" (Consciousness) • "Which of your skills does this call for?" (Efficacy) • "What resources might you have?" (Interdependence) • "What long-range effects might this have?" (Flexibility) • "What criteria might you use to _____?" (Craftsmanship)	
		Observe BMIRS throughout the conversation: - major, sudden shifts in voice quality, posture, breathing, gesture, muscle tone, and/or skin tone; - congruence between speech content and nonverbal messages; - manifestations of cognitive dissonance as in shifts from certainty to uncertainty or sudden insights.	
		Set aside the need for closure, comfort, and comprehension.	
3 HOW DO I KNOW WHEN I'M DONE?			
Cognitive shift occurs.	or	Close the conversation and leave thinking open by: - asking a take-away question (e.g., "What questions might you be asking yourself?")	
The coachee is feeling more resourceful.	or	- reflecting on the process and explore refinements (e.g., "How has this conversation been helpful to you?").	

PROBLEM-RESOLVING CONVERSATION MEMORY MAT: LEADING

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THINKING COLLABORATIVE
www.thinkingcollaborative.com

Appendix H- District Approval Letter

Burnett Administrative Center, Pod B

624 SW 24th St

Topeka, KS 66611-1294

Topeka Public Schools

Office of Assessment & Demographics

September 15th 2023

5402 SW Timber Ridge Lane

Topeka, KS 66610

Dear Robin Dixon

Your study, “The Interplay of Self-Efficacy and Cognitive Coaching for Elementary Teachers of Writing,” was approved. Your Topeka Public School supervisor will be Aaron Kipp. If you have questions about the conducting your study, please contact us at (785) 295-3055.

Approval by the district research committee means the researcher now has permission to approach the building level staff about participation in the study to secure their agreement to participate. The applicant should first contact the study liaison/supervisor and then the building principal. In some cases, the study liaison/supervisor may need to assist the researcher in identifying schools to approach about participation in the study. Building staff, unless otherwise noted, have the right to pass on participation and may negotiate the manner in which the study is

implemented. If there are questions about this, please contact the supervisor/liaison appointed by the research committee or me. District policy requires the researcher to provide the district with a report of the research findings within six months of completion of the study.

If you have any future research projects involving Topeka Public Schools we can be reached at (785) 295-3055 for an updated research application.

Sincerely,

A handwritten signature in dark ink, appearing to read 'A. Kipp', with a stylized flourish at the end.

Aaron Kipp

Chairperson

Research Committee

Appendix I- IRB Approval Letter



TO: Vicki Sherbert
Curriculum and Instruction
Manhattan, KS 66506
Proposal Number IRB-12181

FROM: Lisa Rubin, Chair
Committee on Research Involving Human Subjects

DATE: 04/29/2024

RE: Approval of Proposal Entitled, "Self-Efficacy: A Triangulation of Prior Writing Experiences, Cognitive Coaching, and Classroom Practice."

The Committee on Research Involving Human Subjects has reviewed your proposal and has granted full approval. This proposal is **approved for three years from the date of this correspondence.**

APPROVAL DATE: 04/29/2024

EXPIRATION DATE: 04/28/2027

In giving its approval, the Committee has determined that:

No more than minimal risk to subjects

This approval applies only to the proposal currently on file as written. Any change or modification affecting human subjects must be approved by the IRB prior to implementation. All approved proposals are subject to continuing review, which may include the examination of records connected with the project. Announced post-approval monitoring may be performed during the course of this approval period by URCO staff. Injuries, unanticipated problems or adverse events involving risk to subjects or to others must be reported immediately to the Chair of the IRB and / or the URCO.

Electronically signed by Lisa Rubin on 04/29/2024 4:32 PM ET

