When Does Literacy Professional Development Work? Understanding How Instructors

Learn to Teach Writing in their Disciplinary Classrooms

by

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A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(English and Education)
in the University of Michigan
2015

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To the Frost High School community,

with appreciation and gratitude

Acknowledgements

       This ethnography led me on a multiyear journey made possible because of those who traveled alongside me, nurturing and supporting this work in ways I can only begin to acknowledge here.

       First, I am most grateful to have journeyed with the benefit of my committee's continuing feedback. Mary Juzwik extended my methodological training when she graciously welcomed me in one of her courses at Michigan State University. Her willingness to share her scholarship and ways of working with discursive data helped me focus this project. Her feedback about the role that discourse plays in this ethnography has helped me better articulate its purpose and contributions. Donald Freeman introduced me to the questions and ongoing conversations that shape teacher education early in my doctoral coursework. As one who facilitates, designs, and studies teacher learning across contexts, his feedback has helped me consider this project's relationship to broader teacher education and learning conversations.

       Megan Sweeney offered me a transformative model of what ethical scholarship looks like and what it yields through the example of her work and scholarly journey from my earliest introduction as a student in her course through my work as a Graduate Student Mentor where I continued to learn from her writing program leadership. I have benefitted from her detailed feedback about my role and about the role of race, class, gender, and other identity markers in this and future scholarship. Her perspective and example of how one can engage in scholarship that matters to others, that gives voice to underrepresented groups, and that treads against the tide of popular urgings to "get things done quickly," have been guideposts that soldiered my efforts as a beginning researcher and scholar.

       My co-chairs, Lesley Rex and Anne Gere, have gifted me with their mentoring since I was an MA student over a decade ago. When I was admitted to the Joint Program in English and Education, I eagerly returned to the University of Michigan because I would benefit from their scholarship, leadership, and mentoring. Each year since, I have grown in my appreciation for their ongoing support professionally and personally. Anne's support for K-16 instructors through her scholarship, policy shaping, and close connection to professional organizations like the National Council of Teachers of English encourage my belief that this project and those to come *can* make a difference in the lives of teachers and, by extension, students. I did not return to a PhD program because I had a longtime desire to become a professor. Rather, I came with the questions that evolved into the focus of this project, and Anne's guidance through and enthusiasm for this project and its potential contributions have helped me maintain stamina through uncertainty while bolstering my ability to communicate its findings. Lesley's scholarship articulating the merits of interactional awareness has given me a language for talking about my teaching and scholarly commitments as well as the methodological approach that compels this project. I

rewarding because of those who lovingly journey with us, which requires pausing long enough to enjoy their company.  A special word of thanks to my partner, Terry Lillge, whose actions and encouragement answered the other question this project implicitly posed, "What makes a dissertation work?" His willingness to live apart for three years, ongoing commitment to our growing family, and example as a teacher and leader all affirmed for me that a dissertation works with the support of a partner who truly believes that together we can make all things work.

I began this project well before my children, Eleanor and Grant, were on the roadmap of my life's course, but each has quite literally grown through the final stages of writing about this project. Even though they are too young to yet realize, I hope that they will one day read this project as an extension of my hopes for them and for all children whose parents lovingly entrust their learning to the hands of our nation's teachers: that they will enact plans and possibilities for a more just and equitable future. Their ability to do so will hinge on their teachers' commitment to and ability to find the kinds of ongoing professional development that invite these possibilities and that this project points toward.

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Abstract

This dissertation asks how disciplinary literacy professional development (PD) can effectively support instructors' learning about writing instruction. Common sense and existing research suggest easy answers. For literacy PD to work: Allocate the time necessary for instructors to learn about and try writing pedagogy; rehearse and reflect on literacy practices; and access exemplary PD curricula. Using ethnographic methods, this study reveals the inadequacy of those assumptions. It describes a cross-disciplinary team's yearlong participation in research-based literacy training. By analyzing their discursive interactions across contexts, it highlights a critical element missing from their PD experiences: framework analysis. Frameworks include the cognitive schemas, which emerge through social interactions bound by cultural norms, that instructors employ to make sense of conversations about writing. Frameworks also include how instructors define and redefine "what we are about" through their interactions.

The study demonstrates how the frameworks instructors employ and encounter support or impede their ability to make meaning of PD experiences. Instructors followed three paths as they participated and worked to apply PD learning to their writing instruction: discontinuing, negotiating, and integrating. Those who successfully negotiated conflicts found congruence among frameworks and responded to contextual realities at their urban high school. Those who integrated PD learning into their instruction benefited from disciplinary writing experiences and specific kinds of support such as reflective writing, explicit conversations about framework conflicts, and participation in a teacher research inquiry process where they pursued answers to their questions about disciplinary writing.

Integrating framework considerations into literacy PD can more effectively support instructors' learning about disciplinary writing instruction. The study offers practical suggestions for accomplishing this goal, including why and how PD designers and facilitators should: solicit the frameworks for writing instruction that instructors employ;

name and articulate the disciplinary writing frameworks that inform the PD curriculum for and with participants; and support instructors' framework negotiation by responding to their contextual realities and offering them ongoing disciplinary writing experiences that they can draw on as they work to integrate PD learning and improve the quality of writing instruction—and, by extension, student writing—in their disciplinary classrooms.

Introduction

"Wanting Students to Write Better:" In Search of a Roadmap

As I navigate the grid of metro-Detroit streets on my way to Frost High School, I pass party stores (a local term for convenience stores that sell alcohol), auto detail shops, and Coney Island restaurants with gated doors and windows.[1]  My car crosses the boundary into what is technically considered a suburb of Detroit. I drive past relics of Jewish heritage long abandoned. A Star of David has been whitewashed to match the exterior of a former community building.

Three blocks and one stoplight later, I arrive at Frost High School where I spend at least a few days a week. I labor to lift a heavy black crate out of my trunk. It contains the materials of my daily work—the notebooks, handouts, markers, computer, lunch bag, and sticky notes that document and propel my work.

I first pulled into the Frost parking lot a year and a half ago to interview English teachers for a university project that I thought might be short lived. Since that time, I've become a professional development (PD) facilitator for the school's literacy teaching and learning initiatives, which I started with Sarah, an experienced literacy leader and former high school teacher and literacy coach who was hired by the district to support the Frost English Department's curriculum and teaching efforts. Together we began a Literacy Learning Inquiry Team of cross-disciplinary teachers who continue to co-author a whole school literacy curriculum with us. We lead this team of teachers and guide their efforts to effect school-wide change by improving the quality of literacy learning and teaching. I am a member of the team insofar as Sarah and I lead the team's efforts. Teachers refer to me as an equal member of the team and larger school community. I am also an ethnographer studying how some of the team's members are making sense of their yearlong participation

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[1] Except for a few references to Detroit, the names of people, schools, and places mentioned throughout this dissertation are pseudonyms.

in a national disciplinary literacy PD training. As such, I inhabit different roles at different times in different contexts, depending upon the focus of my work. I am an observer, participant, interlocutor, listener, advocate, and facilitator. These roles necessarily overlap and converge. They give me access to local understandings that I might not otherwise be privy to, and they have helped me gain the trust of a group of teachers who work in a school where discerning who to trust is complicated by the transiency of the entire community.[2]

     I see evidence of this transiency on the city's streets and in Frost High School. The community's formerly white, Jewish middle-class residents have sold and moved out of the small brick homes lining the city's streets. Frost High School's location within walking distance of the Detroit city boundary means that students and teachers alike are quite familiar with the flux and transition of life in an urban city whose economic lifeblood has been sucked dry. The city's working-class African-American residents now struggle to find jobs as auto industry work becomes scarcer.  In classrooms where I am working with their teachers, students share how they will be moving to other nearby suburbs where their parents hope to find jobs. One veteran African-American teacher who also taught in Detroit tells me that the school's population declined by nearly a thousand students over the past decade or so. During the year that was the focus of this study, the school district reported that 1400 students were enrolled in grades 9-12. Of those students, 75% qualified for free and reduced lunch and over 95% identified as African-American. And that's after the school's administration has worked hard to entice Open Enrollment students from other communities to register at the school.[3]  The African-American administration has

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[2] I worked carefully to acquire insider status. Although I did not begin developing relationships with Frost teachers with awareness that I would become an ethnographer at the school, I was interested in seeking and understanding teachers' insider perspectives first for the university project and then for each of the roles I would assume. My prior experiences, which I describe later in this chapter, had taught me the value of learning from those who know and shape the contexts where I work and research. Even for as much as Frost teachers referred to me as an equal in our literacy work together, I never wanted to take my insider status or their trust for granted. They had welcomed me first as a guest into their classrooms and conversations. Their hospitality was something I took seriously. One way of constantly checking myself was by naming my own emic and etic perspectives; as such, I was always straddling insider and outsider status at Frost. Many ethnographers suggest this straddling enables the ethnographer to constantly consider his or her observations in relation to her or his "background knowledge of related literatures and past research" (Heath & Street, 2008, p. 44).

[3] Open Enrollment refers to a state sanctioned option where districts can invite students who are residents of communities outside the school district boundaries to enroll in their schools. Districts that choose to run

historically been as transient as the student population, coming and going with new superintendents. The current school administration has been working together for at least two years now. The teaching faculty is both white and African-American. They, too, have become a shifting population, moving among schools as the student population shifts in order to keep their jobs in the district. Many teachers talk about their concern for students' futures because they believe students have no "idea how far behind they are."

On this warm May day, I lug my black crate behind me. The wheels rattle over cracks in the sidewalk and across the metal threshold of the door that my security badge opens. I use the elevator to travel upstairs to the vacated classroom that has become the Literacy Learning Inquiry Team's official meeting location.

After a warning bell, a final buzz marks the start of another school day. Team members wander into our meeting room after checking to be sure their substitute teachers have actually arrived. We've all learned there are no guarantees.

We swap updates over the announcements before diving into our day's work. Sarah and I review the task: assessing student work from the last literacy unit. Together we outline a process that will expedite our efforts to review every Frost student's final assessment work.[4] Then, we hunker down for a full day of reading and circling rubric boxes.

"Their writing is for crap."

I look up from my stack of student papers. I've become so engrossed in my work that I don't even know who broke the silence. I wait to hear how others will respond.

"Some are writing full sentences, even paragraphs," someone counters.

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Open Enrollment campaigns (yes, complete with brochures and TV commercials) and are successful in recruiting students receive the state per pupil funding that comes with increased enrollment numbers. So for a school district like the one that included Frost High School, which had lost significant revenue with decreased enrollment, Open Enrollment was one of the most viable ways to increase revenue to support operating costs. When I arrived, the district was operating on a five million dollar deficit. Despite the constant flux of students in their classrooms throughout the school year, teachers went along with the district's Open Enrollment efforts because they clearly understood that it was the most attractive deficit reduction option. All they had to do was watch the local news to see the alternate, less attractive options that other districts around them were choosing: teacher layoffs, course reductions, increased class sizes, and the elimination of extracurricular activities.

[4] The assessment work for this unit includes a section where students record their inferences and conclusions about video and print texts. It also includes a "metacognitive writing" section where students record their thinking. They write about what thoughts helped them articulate the conclusions they recorded about each text's meaning as well as each text's relationship to the other(s).

"But so many are barely writing full sentences, even now. Even at the end of the year," another explains.

A collective sigh fills the small room with palpable disappointment. Almost in concert, we swig coffee or Coke, lick our thumbs, and return our gazes to the stacks in front of us, ignoring the sun streaming onto the track and football field through the classroom windows.

Again, the sound of flipping pages becomes the rhythmic pattern of our shared work.

"Well, we didn't really entirely support their metacognitive writing this year," Sarah interrupts, clearly still processing the earlier comments. "We didn't really teach them *how* to develop their writing. We gave them samples and encouraged them to write more by providing more space, and we *have* seen growth; but, maybe that's an area we want to continue working on next year" (fieldnotes, 5.11.12).

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Students' performance on the unit assessment served as a kind of team report card that reflected how successful our curriculum writing and PD efforts had been over the past year. As the co-authors of the school-wide literacy curriculum, the team was deeply invested in improving students' literacy learning and thinking skills—both because we believed that literacy skills offer a gateway to lifelong learning opportunities and because we were collectively required to respond to internal and external pressures to improve student test scores.

As I personally reflected on the team's work, I wondered, "Have we failed to support students' writing because we have focused too much on building their skills as readers who can 'make meaning' of diverse texts?" Sarah and I had led the team for a year. When Sarah was hired by the school district to support the English Department, her explicit charge was to help teachers raise students' test scores. In addition to our varied roles at Frost High School, Sarah and I both volunteered our time with the Literacy Learning Inquiry Team. We took personal responsibility for guiding the team's professional learning as well as for supporting students' literacy learning through the curriculum we were co-authoring with team members. Frost colleagues were required to teach from that curriculum twice a week when their 2nd Hour classes met for a longer period.

Such mandates weren't new at Frost High. In fact, they had become a way of life for students and staff alike. Frost was designated a "school in need of improvement" by state officials after only five percent of the students demonstrated proficiency on state mandated tests—a dire indication of the dismal realities that warranted the state's ability to threaten school closure. Over time, through ongoing conversations with teachers, support staff, students, administrators, and the school's turn-around specialist hired to manage the state-mandated reform plan, I pieced together this patchwork history.

Teachers talked regularly about the multimillion-dollar federal School Improvement Grant (SIG) that district administrators secured as a result of the state's designation. SIG provided three years of financial support for reform efforts, but like many federal education grants, the monetary award came with strings attached. Teachers talked readily about the pressures to significantly improve students' test scores each year.[5] The threat was repeatedly echoed in staff meetings, in PD conversations, in teacher workrooms, and in hallway chatter between class periods: if Frost teachers were unsuccessful in helping students make adequate yearly progress, the state would close the school. As the teachers watched other local schools close around them, they knew this was not an empty threat. It was a real and omnipresent looming possibility they feared not only because they sincerely cared about their students' learning but also because many of them provided their family's primary source of income.

Responding to one of SIG's many requirements, Frost increased instructional time. That's where the whole school literacy curriculum came into play. It was developed as a way, Sarah and I hoped, of meaningfully addressing students' literacy learning needs while also responding to SIG mandates. And it was in this climate of constant uncertainty, omnipresent fear, and hopeful yearning for improved test scores that the Literacy Learning Inquiry Team had striven to improve the quality of the curriculum. At the same time, we all

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[5] When Frost received SIG funds, the state designated how the money could be used. Still, teachers questioned how the administrative team utilized SIG funds. The superintendent, for example, purchased all 9th grade students a laptop to entice new Open Enrollment applications. And thousands of additional dollars were used to purchase interactive, electronic whiteboards for every classroom. Far from seeing these choices as wise, many Frost teachers questioned whether simply installing whiteboards or doling out laptops would necessarily improve test scores without additional opportunities for professional learning and instructional support.

continually worked to rally support from colleagues who didn't necessarily understand why Frost students needed to write metacognitive logs in the first place.

Sarah and I appreciated that—perhaps because of their observations on that May day—the team members had come to important new insights about how writing *needed* to be an area of continued focus in the revision of the curriculum for the year ahead. Later the same day, individual teachers narrated how what they saw in students' metacognitive writing raised important questions about how they did or did not support student writing in their own disciplinary classrooms. Sarah and I celebrated because the team was beginning to see the merits of transferring their literacy instruction to their disciplinary instruction, which Sarah and I had held as a broader goal for the team and, ultimately, for all Frost teachers from the very beginning of our work together. The team's enthusiasm and rehearsal of how they might begin more intentionally supporting the writers in their disciplinary classrooms in the year ahead was infectious. They built off of one another's ideas. But they also began to realize that as they had become more aware of the merits of disciplinary writing instruction in their classrooms, they also needed greater support— support for accomplishing their goal of infusing more writing into their disciplinary instruction and for learning how to support their students' writing needs.

\* \* \*

This dissertation details how the Frost High School Literacy Learning Inquiry Team, a group of English, social studies, science, and world languages teachers, sought the support they desired. By participating in a well-known research-based disciplinary literacy PD training, the team hoped to come away with pedagogical strategies that would ensure they would not find themselves in the same place, lamenting their students' poor writing abilities, a year later.

Here's the spoiler. As I describe in the chapters that follow, over the course of the year, team members struggled to find answers to their pressing questions about disciplinary writing instruction. For most, their PD participation yielded few answers. Many walked away even more confused and frustrated.

But highlighting this confusion and frustration is not the end goal of this dissertation. My purpose is not simply to recount that the teachers struggled to find answers, despite the fact that the PD program *did* talk about the role of writing, especially

in relation to disciplinary reading practices. Rather, I use ethnographic methods to explore and explain *why*, despite their participation in an exemplary PD curriculum, the Frost teachers struggled to find answers to their most pressing writing questions.

<center>* * *</center>

For the most part, the Frost teachers were unaware on that May day that their realizations about the need for increased focus on writing and, in particular, disciplinary writing instruction echoed research that raises similar awareness. These studies highlight how secondary students are not given sufficient opportunity to write across and within subject areas. When they are given opportunities, students are rarely expected to write for the sustained periods and lengths requisite for building stamina and competence.[6] A popular mantra among secondary teachers that English teachers are *the* writing teachers has also been challenged by existing literature. The fact that English teachers see students only as often as their colleagues who teach other subjects means that English teachers alone cannot shoulder the responsibility for writing instruction. They cannot provide all of the writing opportunities necessary to support secondary students' writing growth. Additionally, research suggests that English teachers are no better prepared to be teachers of writing than their colleagues. English teachers teach writing specific to their discipline; they are not equipped to prepare students for all purposes, audiences, and kinds of writing that students will have to negotiate. Therefore, all subject area teachers hold some responsibility for introducing secondary students to the unique disciplinary writing demands and opportunities that their fields of study prioritize (Childers, Gere, & Young, 1994; Collin, 2013; Lillge, 2012; Pasquarelli, 2006). Without shared responsibility,

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[6] In an analysis of National Assessment of Educational Progress survey data, Applebee and Langer (2006, 2009) conclude that even though there has been an increase in the amount of writing students have been asked to do in their content-area classes, there has not been an increase in the "complexity" of the writing students are asked to do. They suggest that this reality may in part be due to the fact that 20-30% of teachers reported no access to literacy PD. But they also qualify that the increase in student writing may be relative. Some 40% of twelfth-grade students, for example, report never or hardly ever being asked to write papers of three or more pages (2009. p.26). More recently, Applebee and Langer (2009) have raised concern that the increase in student writing "may be eroding in the face of an increased emphasis on reading skills, and perhaps also on high-stakes tests in which writing may have little place" (p. 21). Juzwik, Curcic, Wolbers, Moxley, Dimling, and Shankland (2006) studied writing research between 1999 and 2004. They found that the volume of secondary writing research lagged behind elementary writing research, but that K-12 writing research overall received significantly less attention than did research on higher education and adult writing. As Juzwik et al. indicate, research at the secondary level continues to focus on individual writing processes. In many ways, these studies highlight why secondary content writing remains important to address.

secondary students will never be entirely prepared to flexibly respond to the varied purposes and audiences they will be expected to address over time, especially as they move beyond high school to post-secondary academic and career settings. This argument is further supported by disciplinary literacy arguments that broaden the scope in suggesting that all secondary teachers are responsible for helping their students try on the ways of reading, writing, thinking, speaking, listening, viewing, and representing unique to the subject area(s) they teach. Research affirms that, on the whole, secondary teachers struggle to view themselves as disciplinary literacy experts who are prepared to provide their students with ways of doing the disciplines they teach and ways of making meaning of their subject matter (Conley, 2012; Draper, Broomhead, Jensen, Nokes, & Siebert, 2010; Moje, 2008a, 2008b; Nelson & National Center for Literacy Education, 2013; O'Brien, Stewart, & Moje, 1995).

Existing research offers some explanation for why many secondary teachers do not self-identify as disciplinary literacy experts. Anyone who has recently spent time in secondary schools knows that teachers are increasingly prevailed upon to fit one more thing into their already full curricula. At Frost, for example, among numerous other requirements, teachers are expected to follow state and national standards, teach from the new whole school literacy curriculum, and use new subject area textbooks with associated lesson plans. Even when teachers understand the importance of these new curricular mandates, they are challenged by how to fit everything into the day-to-day work of their teaching (Lee & Spratley, 2009). Arguments about time limits are further compounded by the fact that many secondary teachers report a lack of expertise as writers. In part, at least, they attribute this lack of expertise to limited teacher preparation coursework or limited access to quality PD focused on disciplinary literacy more broadly and disciplinary writing more specifically. While there are notable exceptions, such as the National Writing Project, teachers generally find it difficult to locate let alone access PD that supports their questions about writing.[7]

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[7] The National Writing Project (NWP) is a widely recognized writing PD program. Because the NWP has been in existence for over four decades and now includes a network of over 200 university-based sites in all 50 states as well as U.S. territories, researchers have begun examining what makes this program work (National Writing Project, 2009).

The Frost teachers' experiences perfectly fit this collective depiction of the current status of secondary writing instruction. However, their experiences also raise another conundrum to which this study responds directly. Common sense suggests that if we address the needs outlined in existing research (e.g., if we give teachers more time to learn about and try out new writing pedagogy; if we give teachers experiences that enable them to try on literacy practices—including writing—for themselves so that they might feel qualified to identify as readers, writers, and thinkers of their disciplines; if we give teachers access to high quality disciplinary literacy PD), then they might be more successful at inviting and supporting students' writing in their disciplinary instruction. As I have already outlined, though, the Frost teachers' experiences challenge these logical assumptions.

This study, therefore, fills a gap in the existing literature. It describes *how and why* simply adding time, providing opportunities to practice literacy skills, and giving access to quality PD content is not a sufficient recipe for addressing secondary teachers' ongoing professional learning needs.

* * *

When I came to Frost a year and a half before this study officially began, I had no idea that I would go on to spend three full years as a curriculum writer, PD facilitator, literacy leader, and ethnographer in the building. I came with a satchel of past experiences that would both prepare me for these various roles and leave me questioning my qualifications at different points along the way. I had been a high school English teacher for six years in a small rural working-class Wisconsin school district where my students looked nothing like Frost students, but their mixed aspirations as first-generation college students echoed many of the Frost narratives I would hear over the years. Having attended a local National Writing Project Summer Institute, I had some training as a writing teacher, but the awareness I gained there also enabled me to see how much I had yet to learn about teaching writing in my English classroom.[8] I had been a high school literacy coach in the school where I also taught and in a number of other middle and high schools in similar and

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[8] K-16 teachers' participation with National Writing Project (NWP) local sites begins with the invitational Summer Institute (SI). The SI is typically a multi-week intensive introduction to the "core principles" of the NWP. James Gray, NWP founder, identifies the following three core activities that lead the Summer Institute work: "Creating forums for successful teachers to teach one another, engaging teachers in the reading and discussing relevant educational literature and research, providing opportunities for teachers to write and share their writing in response groups" (Lieberman & Wood, 2003, pp. 14-15).

very different community contexts. I knew first hand the struggles of working with colleagues who did not see the value in disciplinary literacy work. I knew the challenges that came when they asked me questions for which I did not have neat and tidy or quick and confident answers, including, "I want to teach my students to write better lab reports, but I have no idea where to begin. How do I teach writing in my science classroom?" I had facilitated numerous literacy workshops and courses as a PD specialist. I knew well the challenges of trying to meet the diverse learning needs of my fellow teachers through short PD programs. But I did not know exactly what I was in for when I walked into Frost High School for the first time.[9] What began as a brief chance for me to interview Frost teachers about their experiences preparing to help students meet new Common Core State Standards requirements for reading and writing would over time morph into a much more involved ethnographic role.[10]

My study design emerged in and through my experiences at Frost. The Literacy Learning Inquiry Team's interest in disciplinary writing surfaced through ongoing conversations. At the same time, I was reading literature about disciplinary writing and literacy PD, and I was noticing a very curious omission. So many of the studies I was reading examined a particular PD program, seeking to understand how teachers' participation affected student learning. The program evaluation studies, because of their

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[9] Over time, I came to see how my experiences offered important insights that would help me seek to understand Frost teachers' experiences more fully. My background became a useful asset in considering patterns as they emerged in study data and in relation to larger more global patterns or phenomena within and beyond Frost. For an ethnographer, one's subjectivity is not something that can, or should, be staved off. Rather, as Smith and Watson (2001) argue, evoking Bahktin, "Subjectivity is itself dialogical" (p. 81). As an ethnographer, I saw my role and my own subjectivities as part of the dialogic mix that made possible my insider status and my need, perhaps most importantly, to be constantly aware of how my role and inherent subjectivities shaped and were shaped by my interactions with participants. My ability to do so rested on my ability to carefully consider how my background experiences shaped access to, the perspectives of, and interpretations about Frost teachers and the local context we shared. Throughout this dissertation, I write about the relationship between my own experiences and how I came to understand Frost High School teachers' experiences as part of describing the conditions that made possible my authoring of this ethnography (Lather, 2006).

[10] Common Core State Standards (CCSS) increase the volume and breadth of students' writing expectations across grade-levels, contents, genres, and purposes (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010; Wessling, Lillge, & VanKooten, 2011). The first sentence of the CCSS Initiative (2010) mission states, "The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them." With this statement, the CCSS clearly intend to shape learning and therefore instruction. In the CCSS document itself since English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are included together, we see the intended connection between the standards, learning, and writing instruction extended to include more than English language arts teachers.

focus, suggested that all teachers' learning followed a similar path and stemmed from a similar purpose. They assumed that teachers came into and left with similar learning goals and outcomes.[11] As one who has sat through quite literally hundreds of hours of PD trainings, workshops, and courses both as a participant and as a facilitator, I was struck by how little I heard from the teachers who were participating in these PD programs. I began to wonder, "What could be gained if we understood more about teachers' potentially varied PD experiences? Would their perspectives reveal new understandings about PD outcomes or, perhaps even more importantly, how teachers experience PD in ways that do or do not match PD program goals and stated outcomes?"

So it was that I sought to prioritize Frost teachers' points of view as participants in the yearlong PD program of this study. Drawing on theories that view learning and teaching as sociocultural interactions that shift across contexts and time, I focused on teachers' discursive day-to-day interactions to see *how* teachers make meaning of literacy learning opportunities in the moment. This approach has enabled me to develop theories that account for the diverse and complex ways that teachers encounter and seek to use PD content and literacy pedagogy across settings.

In particular, by focusing my ongoing analysis on teachers' points of view and experiences across varied contexts, I began to see the importance of what I call *frameworks*: the cognitive schema that are always embedded in social interactions and cultural norms, which also include the ways that participants collectively define and redefine "what we are about here" through their interactions with others. I began reading scholarship about frames, framing, and frameworks across disciplines, including sociology, cognitive psychology, communication, business management, artificial intelligence, linguistics, journalism, and education. My review of this literature, detailed further in chapters to come, highlighted that there is no clear consensus about the definition of frameworks across disciplines. Yet, these conversations helped me to realize that frameworks play a central part in explaining *why* teachers were challenged to find answers to their questions about writing as they participated in the disciplinary literacy PD program. Other scholars have argued that frameworks offer a lens for analyzing varied interactions in diverse fields

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[11] I discuss more about this literature in Chapter Two.

of study (e.g., D'Angelo & Kuypers, 2010; Dewulf et al., 2009; Jorgenson & Steier, 2013; Tannen, 1993; Tannen & Wallat, 1993). However, few studies have systematically considered the role of frameworks in formal learning spaces (Coburn, 2006; Hundal, Levin, & Keselman, 2014; Levin, Hammer, & Coffey, 2009; Reid, 2001; Russ & Luna, 2013).

Indeed, my analysis of the ways in which frameworks shape teachers' ongoing professional learning experiences is the first of its kind. By analyzing teachers' talk over time and during and after their PD participation, I learned which individual cognitive schemas they drew on to make sense of the conversations about writing they encountered. But teachers also defined the shared work of their verbal and nonverbal communication with others in the moment. As I will explain in greater detail in the pages that follow, examining frameworks provides a way of seeing *what* was challenging for teachers about their PD participation and *why*, ultimately, many were unable to find answers to the questions they began outlining that May day as we mulled over students' writing. Frameworks help us understand what gets in the way of teachers' learning about writing. Equally important, though, I will detail how some teachers were able to find a way into answers because they were able to navigate framework clashes. In short, the concept of frameworks provides a much-needed lens for seeing the ways that teachers navigated their eagerness to learn about the teaching of writing in their subject specific classrooms. By using frameworks as a tool for understanding how teachers learn about writing, I hope to highlight important possibilities for future research and PD program development.

In the chapters that follow, I explain the approach that led to these findings. Chapters One and Two describe the theoretical, methodological, and analytical approaches that inform my study. I begin with a review of the literature in order to establish the need for research that further elucidates how teachers experience disciplinary literacy PD. I describe how my analysis of the data revealed a need to consider teachers' frameworks for teaching and learning. I also describe how my review of this relevant literature occurred through a dialogic process as I participated in life at Frost High and as I continued to facilitate others' literacy learning in schools outside Frost. These experiences shaped not only my understanding of the literature and the need for this study but also the theoretical framework that informed my methodological and analytic decisions over time. I detail these decisions to illuminate how I used an iterative process for identifying patterns and

analyzing my data. Throughout this process, I continually reflected on my role and how I would represent the people and the contexts that populate this dissertation.

In Chapter Three, I consider how teachers' frameworks for literacy learning, teaching, and writing affected their ability to apply PD learning in their classrooms and in their PD interactions. In education literature, teachers' frameworks are often referenced as important aspects of learning, but what exactly these frameworks are and how they influence teacher learning is too often glossed over. The assumption is that everyone knows what frameworks are and how they operate. In contrast, I draw on literature from diverse fields to define frameworks more specifically. I show how framework clashes, which result when teachers and PD facilitators alike remain unaware that framework conflicts necessarily and naturally arise in any PD context, inhibit teachers' literacy learning and ability to apply that learning. In exploring the varied sources of teachers' conflicting frameworks, I describe how teachers draw from different frameworks for different purposes through varied interactions over time. I augment existing scholarship by painting a more nuanced picture of how teachers learn as they participate in any PD curriculum or experience.

Chapter Four explains how, despite the fact that the PD offered a particular disciplinary literacy framework, most Frost teachers struggled to apply that framework to their questions about writing instruction. I explain how the PD program's disciplinary literacy framework posed a challenge because it conflicted with teachers' understanding of the more varied purposes and audiences for writing. The PD framework discussed writing only in the service of reading, but the teachers saw possibilities that extended beyond that singular purpose for writing. For instance, they saw their students as capable of composing original arguments about the issues they face in their lives and capable of contributing to ongoing local, regional, and national conversations. I describe how the PD framework stymied some teachers' ability to use it productively in answering their questions about writing instruction. Finally, I explain how the PD focus on reading as the centerpiece of disciplinary literacy downplayed the unique professional learning that writing warrants and that teachers desired.

Chapters Five and Six detail more specifically how teachers negotiated the writing framework conflicts in search of answers to their writing questions. The PD assumed, like

many literacy PD approaches, that teachers' disciplinary expertise would equip them with the necessary tools to apprentice students in unique disciplinary ways of communicating. In general, this apprenticeship PD approach was more accessible to teachers with ongoing opportunities to write for audiences within the disciplinary communities that they were a part of than it was for those who questioned their disciplinary expertise. Chapter Five describes the experiences of those whose disciplinary writing experiences positioned them to independently employ the PD framework as a tool for answering their questions about writing. I explore what made possible these teachers' successful negotiations. In Chapter Six, I describe the experiences of the larger group of Frost teachers who struggled to find utility in the PD framework as a tool for answering their writing questions. Their limited expertise as disciplinary writers effectively prevented them from employing the PD framework, and they took their questions elsewhere. These teachers' participation in a teacher research group provided them with the tools to begin seeking answers. I explore why this alternate approach may have more successfully supported teachers as they were seeking answers to their evolving questions.

Taken together, Frost teachers' experiences evidence how conceptions of expertise in apprenticeship PD frameworks are more complicated than assumed, especially when considering disciplinary writing. I argue that examining the congruence or incongruence between teachers' expertise profiles and PD approaches offers important insights for the future design of more inclusive literacy PD programs focused on writing instruction across and within disciplines. These considerations can inform PD programs through which all teachers can find accessible entrance, processes for building expertise, and meaningful outcomes that empower them with theoretical and practical understandings to effect instructional change.

Chapter Seven offers concluding thoughts about the implications of this study for the design of PD focused on disciplinary writing instruction. I argue that PD programs need to make the frameworks that teachers, facilitators, and PD programs draw on an explicit part of PD content and interaction. Doing so will better support the diverse questions, needs, and strengths of PD participants. Specifically, the analysis of frameworks in PD can help participants to negotiate naturally occurring framework conflicts, and negotiating framework conflicts enables teachers to develop the understandings and pedagogical tools

necessary for improving their writing instruction. Using examples from the Frost teachers' experiences, I illustrate how integrating framework analysis into existing PD programs need not require significant overhaul of existing curricula. Rather, framework analysis offers opportunities to strengthen existing PD curricula and programs through small, though crucial, adjustments. Including framework analysis promises PD outcomes more closely connected to curricula and program objectives and, perhaps most importantly, more responsive to participants' needs and questions than has been possible to this point.

  Like the Frost teachers, millions of teachers who work in schools with challenges related to demographics and high rates of teacher turnover face similar pressures as they work to improve the quality of their literacy instruction. The Frost teachers participated in a literacy PD program not unlike the kinds of current PD available to instructors across the United States. Therefore, understanding their experiences and struggles as PD participants offers important insights that reveal *how* small adjustments and reorientations to existing PD programs may better address longstanding policy calls to improve the quality of student writing, and by extension, teachers' writing instruction.[12] My research thus responds to existing questions about the kinds of PD approaches and programs that best support teachers' literacy learning.

  This study also addresses dynamics that cannot be fully considered in larger scale research, because it accounts both for how teachers' frameworks influence their professional learning *and* for the uniqueness of writing as the subject of their professional learning. My study is especially relevant in light of increased writing instruction demands, which challenge all instructors—not just English teachers, as has historically been the case—to integrate writing instruction. Moreover, this study's focus on detailing the range of ways that teachers navigate their writing questions in relation to the contextual constraints and opportunities of their school culture suggests possible implications for extending and complicating secondary literacy conversations, which to this point have

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[12] Calls for greater attention to writing in our nation's secondary schools are not new; in the 1970's a *Newsweek* cover article rang the national alarm bell by arguing that "willy-nilly, the U.S. educational system is spawning a generation of semiliterates" ("Why johnny can't write," 1975, p. 58). Decades later, the National Commission on Writing in America's Schools and Colleges report and other similar reports have urged policymakers and school leaders to address writing instruction in support of student learning ("The neglected "R": The need for a writing revolution," 2003). Most recently, the Common Core State Standards (CCSS) reiterate this long-standing call.

given scant attention to writing. Although the study focuses on a team of secondary teachers, it offers equally important insights for post-secondary instructors who pose similar questions and who also experience external and internal institutional pressures to improve the quality of students' writing. The study offers a compelling illustration of framework analysis as a useful element of instructors' ongoing professional learning about the teaching of writing wherever they work, in whatever disciplines they call home.

Chapter 1

"Standing in Front of a Wall:" The Need to Understand Teachers' Journeys to Learn about the Teaching of Writing in their Disciplines

**Seeking Answers**

The May Literacy Learning Inquiry Team meeting, where members lamented students' "crappy" writing, sparked teachers' efforts to articulate questions about their writing instruction. Over the next few weeks as the school year came to a close, individual teachers would share their questions in hallway conversations with me and during other team meetings. Their interests in improving the quality of their writing instruction were informed by previous efforts in two areas: first, in their promotion and assessment of student writing in their subject specific classrooms, and second, in their ongoing assessment of student writing as part of the whole school literacy curriculum.

Tess had been using science journals with her students the previous year. In the coming year, she looked forward to strengthening her instructional use of student writing in the journals. She wondered how to do so without simply encouraging students to regurgitate content knowledge.

Abigail had previously attended a local National Writing Project (NWP) site's multi-week Summer Institute where she had learned about workshop approaches to English language arts (ELA) writing instruction.[13] When it came to preparing her students to write

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[13] Abigail was introduced to writing workshop as it is commonly described by elementary and secondary teachers, including notable names such as Lucy Calkins (1994), Nancie Atwell (1998), and Ralph Fletcher (2001). Workshop approaches are meant to introduce students to the process of writing, which includes planning, drafting, revising, editing, and publishing. Janet Emig (1977), herself a secondary teacher and later scholar, is most often credited with launching the process approach to writing instruction. Typical elements of a workshop approach include mini-lessons, peer conferencing, and instructor conferencing with students about their writing. Other teacher leaders and scholars have continued to adapt workshop approaches for the high school classroom (Kittle, 2008; Urbanski, 2006), including those who focus on developing digital approaches (Hicks, 2009) as well as interdisciplinary approaches (Berne, 2009).

for the Advanced Placement (AP) Language and Composition exam, she struggled to reconcile her previous approaches with the demands of this high-stakes exam.[14]

Robin was equally perplexed by how to prepare students to perform well on the writing portion of the world history AP exam. Despite Robin's efforts last year, her students reported skipping the essay portions of the exam.[15]

Heloise wanted to revamp her drama course. In the past, her students wrote a play at the end of her semester-long elective course, but she was not sure how to build on this previous work.

And Michelle spoke about the importance of developing her tenth grade students' writing identities through her ELA instruction. She was specifically interested in learning about how to build their confidence as writers who could successfully move among genres (fieldnotes, 8-17-12).

Like many secondary teachers across this country, the Frost teachers were interested in meeting the increasing secondary writing instructional demands they and their students were facing, but they felt unprepared to meet these demands. The Common Core State Standards spelled out new writing requirements, which they knew they would be held responsible for helping students to meet. The teachers talked regularly about how they did not feel qualified to help students meet Common Core writing demands, which—as others have also pointed out—would necessitate new teaching methods (e.g., M. W. Smith, Wilhelm, & Fredricksen, 2013). Their questions about writing instruction reflected

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[14] Abigail's students were preparing to write essays for the "free-response" section of the exam. The AP Language and Composition homepage (College Board, 2014a) offers further descriptions about each task as well as sample questions from years past.

[15] Robin's students were also preparing to write three separate "free-responses." The AP World History homepage (College Board, 2014b) offers further descriptions about each task as well as sample questions from years past.

Abigail and Robin are not alone in their struggles to develop instructional approaches that support students' abilities to negotiate high-stakes writing test demands. Research has demonstrated that writing tests strongly influence teachers' instructional choices, including their curricular decisions, use of time, and theories of writing and rhetorical stance (Hillocks, 2002; L. A. Rex, 2003). These tests also limit teachers' reflective practice as well as their local writing assessment efforts, which composition literature has suggested are critically important to supporting students' writing development (Ketter & Pool, 2001). With specific regard to the AP English exams, Samuelson (2009) explored the ways that teachers and students used ventriloquation, "a specialized way of voicing" that "occurs when a speaker speaks through the voice of another for the purpose of social or interactional positioning (Wertsch, 1991; Wortham, 2001a)," to "highlight the features of the test that were most ideologically significant" (p. 52, 81). The study affirms the significance of teacher and student talk about writing in testing contexts, especially because that talk may "limit the ways that students view academic writing" (p. 81).

this uncertainty, which, in turn, motivated their interest in finding a professional learning avenue for answering their questions about teaching writing in their content-area classrooms.

The Frost teachers sought answers through their participation in a pre-packaged disciplinary literacy PD program, which I describe below. As a participant observer alongside them, I too sought answers. My questions arose through my long-term ethnographic involvement with Frost High School teachers and through my ongoing review of existing disciplinary literacy and writing scholarship. One question in particular drove this study: How do secondary teachers in a poorly performing school reflect on and take action in response to the writing component of a pre-packaged literacy PD program in their content area instruction? [16]

## Establishing the Need

Although they were eager participants in the pre-packaged literacy PD, over time, the Frost teachers would come to feel that they were not receiving the help they desired in answering their questions about writing through their PD experience. As Heloise described, "[The PD] has not yet supported the writing aspect. It just hasn't. We haven't moved past the whole reading of the text yet. So, it seems like we're at a wall" (interview, 2-14-13). In the chapters that follow, I describe the Frost teachers' efforts to find a way around or through the metaphoric reading wall. My description of their experiences and the findings that follow from their experiences draw on and contribute to ongoing scholarly conversations, which offer possibilities for climbing the metaphorical wall that is understanding how best to support teachers' ongoing learning about the teaching of writing in their disciplines.

Reading existing literature while shaping this study enabled me to identify the need for a study focused on how frameworks influence teachers' professional learning about the teaching of writing in their disciplines. Continuing to read and respond to this literature while collecting and analyzing my data enabled me to see how a frameworks focus could

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[16] Frost teachers referred often to their school as "poorly performing" or "struggling" for all of the reasons I outlined in the last chapter. In fact, in March, when Robin applied to become a PD facilitator the same PD program the teachers participated in, she wrote, "My district is currently a poorly performing school in the state. I bring 14 years of experience working with urban students in a small suburb on the outskirts of Detroit. There are numerous struggling schools in my area, which are looking for help" (artifact, 3-15-13).

extend and complicate existing conversations. In this chapter, I do not expound on the study's specific frameworks focus and contributions; I save that for the following chapters. Here, I describe how the study's focus responds to the need for research that attends to the varied experiences of secondary content-area teachers as they seek answers to questions about disciplinary writing instruction through the kinds of literacy PD most readily available to them across the United States.

**Disciplinary Literacy Teaching and Learning**

This study builds on scholarship that has established the need for disciplinary literacy instruction in secondary content-area classrooms in that it attends to *how* teachers learn to develop students' disciplinary writing skills and understandings through their instruction. It tracks Frost teachers' participation in a literacy PD program that responds to recent scholarship advocating for discipline-specific approaches to literacy learning and teaching, which "reconceptualize learning in the subject areas as a matter of learning the different knowledge and ways of knowing, doing, believing, and communicating that are privileged to those areas" (Moje, 2008a, p. 99). Disciplinary literacy approaches move beyond content driven instruction[17] and earlier secondary literacy teaching methods,[18] which focused largely on teaching students strategies that they could, it was believed, easily transfer across content areas (Shanahan & Shanahan, 2008). Collectively, advocates

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[17] By content driven instruction, I am referring to pedagogical approaches that prioritize the facts and details of particular content. In ELA classrooms, for example, teachers who take this approach often talk about teaching a particular book title where the focus remains on learning about the text. In contrast, disciplinary approaches focus more on learning the ways of making meaning of the texts. In the ELA context, a teacher who uses a disciplinary literacy approach might ask students to employ ways of reading and thinking that are unique to ELA as a way of understanding, analyzing, and writing about that text. Students would negotiate a text in order to understand its significance and appreciate its craft but also to consider how the literacy skills and strategies they use to making meaning might be transferrable across texts and purposes.

Some teachers may remain focused on content acquisition rather than disciplinary participation because they struggle to see themselves as members of disciplines; they apprentice as disciplinary experts in their coursework for bachelor's degrees but have few, if any, opportunities to continue increasing their discipline-specific knowledge through traditional PD. Unless they choose to pursue discipline-specific Masters degrees, many traditionally trained and certified teachers may have few experiences living as members of the disciplines in which they seek to engage students. I expand on this discussion, as pertains to the Frost teacher team, in subsequent chapters.

[18] While there remain PD programs that focus on literacy across the content areas, even these have begun to assert that specific thinking strategies look different in different content areas. For example, they argue that synthesizing looks different in a social studies classroom than it does in a math classroom. Part of the content area teacher's responsibility, then, is to help students see these differences. In the end, approaches that at one time focused on the universal applicability of literacy strategies that could be adopted or utilized across disciplines are now increasingly taking up the disciplinary literacy argument in teaching students about differences across content areas while still acknowledging that some strategies and skills traverse disciplines.

of disciplinary literacy approaches draw attention to the fact that each discipline has its own unique language and structures for thinking and acting in the world. As a result, the argument follows, students must be supported and expected to develop and demonstrate their thinking and doing within the context of discipline-specific classes.  In order to do so, then, all secondary teachers play equally important roles in teaching students the literacy skills they need, because no one class or teacher can wholly develop students' thinking and doing estranged from discipline-informed resources and lenses (Adams & Pegg, 2012; Langer, 2011). In response, secondary literacy PD programs like the one the Frost teachers participated in have developed curricula that address disciplinary differences in how literacy skills and dispositions are acquired and honed—for students and teachers alike (Wilson & Berne, 1999). Secondary literacy PD efforts have, therefore, effectively raised awareness among secondary teachers—the Frost teachers included—about the need to foreground disciplinary ways of knowing and doing so that literacy becomes an integral part of teaching and learning in content-area classrooms rather than an addendum (Conley, 2012; Moje, 2008a).

   **Expertise assumptions***.* Recognizing the important contributions of this literacy scholarship in advancing secondary students' disciplinary learning, this study also calls into question an implicit assumption left unconsidered. Although many argue that teachers need support in learning how to access and employ their disciplinary knowledge in order to apprentice students, few have questioned what disciplinary knowledge teachers need to know in order to enact discipline-specific literacy instruction by modeling and apprenticing students in the ways of reading, writing, speaking, listening, thinking, and more broadly participating in the discipline. Instead, because they do not specifically address this question, disciplinary literacy scholarship and associated PD conversations proceed as if it can be taken for granted that most, if not all, secondary teachers have disciplinary expertise that will enable them to successfully enact literacy instruction in their content-area classrooms. On one hand, this is an admirable stance, a way of honoring secondary teachers' disciplinary experiences and wisdom. On the other hand, as the teachers in this study help to illuminate, when teachers do not feel they have this kind of disciplinary knowledge or expertise, the challenges they face in making meaning of and using disciplinary literacy PD learning raise important questions—about whether and when

disciplinary expertise can be assumed, about whether disciplinary expertise can be built over time and through PD learning, and about what it takes for teachers to successfully enact disciplinary literacy instruction.

**The Frost teachers and Reading Apprenticeship.** The Frost teachers chose to participate in Reading Apprenticeship (RA), a nationally recognized and research-based literacy PD program that fits well into the kinds of literacy PD programs I have just described. RA is one of the most widely known and established national secondary disciplinary literacy PD programs. A number of studies lend credence to the quality of the RA curriculum as a national exemplar (Greenleaf & Hinchman, 2009; Heller & Greenleaf, 2007; Lee & Spratley, 2009; Schoenbach & Greenleaf, 2009). As its name suggests, the RA curriculum is built on a premise central to many disciplinary literacy approaches: that disciplinary teachers can best invite their students to become more expert in specific disciplinary ways of knowing and doing by apprenticing them into the disciplinary communities that comprise the subject areas they teach. Through apprenticeship, RA trained "content-area teachers explicitly model and guide students in practicing the tacit reasoning processes, strategies, and discourse rules that shape successful readers' and writers' work" (Greenleaf et al., 2011, p. 657).

The Frost teachers came to RA training largely because I presented them with the opportunity.[19] As I watched the Literacy Learning Inquiry Team begin to shape their questions about writing, I began to search for ways that they might receive the support

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[19] After the May meeting, when I presented RAISE as a possibility, most Literacy Learning Inquiry Team members were interested in participating in the year-long opportunity. They knew that they would be committing to five days of training in August before the school year began, to two follow-up days in January, and to three follow-up days in June after school ended. They also understood that they would be expected to meet as a group once per month to talk about their implementation efforts and questions. However, they concluded, the benefits of participating in a fully funded national secondary disciplinary literacy PD outweighed their need to secure childcare, prepare substitute plans, and commit to extra work in the space of their already overly taxed list of district-provided expectations.

It is important to note that although all team members desired to participate, ultimately not all team members were able to attend RAISE training because of RAISE constraints. RAISE was offered to teachers who primarily taught English, social studies, or science courses. Appendix B lists the names and courses taught by team members. Of the eight Frost teachers who were members of the Literacy Learning Inquiry Team at the end of the 2011-2012 school year when RAISE became a PD opportunity, Alden was unable to attend RAISE because he was a world languages teacher. However, as I will discuss further in subsequent chapters, because RAISE follow up meetings occurred immediately before or after Literacy Learning Inquiry Team meetings during the 2012-2013 school year, Alden participated regularly in the team's RAISE implementation conversations at Frost. He even tried out RA lesson and strategy ideas and reported on his efforts during these monthly meetings.

they needed. Because Sarah and I were both experienced PD facilitators of secondary writing learning opportunities for teachers, some asked us, "Why don't you offer some training?" I knew that my current involvement in Frost's existing whole school literacy efforts would challenge my ability to offer such support, even if I had wanted to do so. I knew that Sarah was juggling both her ELA work for hire and her voluntary literacy work with me. Equally important, though, I was interested in learning about how teachers take their questions about writing to an existing disciplinary literacy PD program in search of answers. I was interested in learning about the supports they would receive and how they would negotiate those supports. I knew that if I took a role as the facilitator of the team's PD learning about writing specifically, it would be difficult to study their experiences while I was concurrently facilitating. I feared that I might not be able to inhabit the necessary participant observer role that would allow me to focus on their experiences more than my own role in them. Nonetheless, I had come to care about the teachers with whom I was working. I wanted to connect them with a professional learning opportunity that might support their genuine and motivated questions. And I realized that such an opportunity might provide me with an equally enriching opportunity to study and learn from their experience so that I could help other teachers in the future.

As I pondered these considerations, a university colleague made me aware of an opportunity that the Frost teachers might be able to participate in. RAISE (Reading Apprenticeship Improving Secondary Education) was an RA-sponsored yearlong disciplinary literacy PD training that focused on the very approaches outlined in the existing research reviewed briefly above.[20] It was an attractive option for Frost teachers for a number of reasons. It offered the possibility of helping them address their discipline specific questions about writing. It was grounded in a solid research base that demonstrated the power of its curricula in effecting instructional change. And, it would connect Frost teachers to a local and national network of other RA trained teachers, which

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[20] RAISE is the name for a federally funded three-year RA effort. It built on WestEd's research that established RA as an effective PD program for secondary content-area literacy instruction. RAISE was made available free of charge to participating teachers through WestEd's receipt of a substantial multimillion dollar federal Investing in Innovation (i3) grant. Unlike most PD available to teachers and school districts, if RAISE accepted a team application, the team was invited to participate free of charge. When RAISE meetings were held during the school year, RAISE reimbursed districts the cost of substitute teachers so that team members could attend meetings off campus.

might enhance their ongoing professional learning even beyond their yearlong involvement.[21]

For the purposes of this study, not only was RAISE attractive because it represented the kinds of quality literacy PD programs that secondary teachers have access to in school districts across the United States, it also epitomized the best kind of PD, according to existing research. RAISE offered participants over 80 hours of quality disciplinary literacy content over a year's time. It was also organized in a way whereby teachers who taught the same content-area courses were grouped together so that they could discuss discipline specific literacy approaches. Secondary disciplinary instructional leaders with years of teaching and leadership experience facilitated each content-area group.[22] As such, RAISE offered teachers more than a mere binder full of isolated literacy strategies. Rather, it offered a treasure trove of print, electronic, and interpersonal resources to support teachers' efforts to integrate discipline-specific literacy instruction into their classroom instruction.

The resources Frost teachers received during their RAISE training described RA as focused on disciplinary or academic literacy (Jordon, Jensen, & Greenleaf, 2001; Schoenbach, Greenleaf, & Murphy, 2012). These materials *suggest* that RA builds on current sociocultural definitions of disciplinary literacy, which emphasize "the ability to negotiate (e.g., read, view, listen, taste, smell, critique) and create (e.g., write, produce sing, act, speak) texts in discipline-appropriate ways or in ways that other members of the discipline

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[21] There were other reasons why RAISE was the most attractive option. RAISE was the one PD opportunity most congruent with the county's Intermediate School District efforts and leadership as well as the one that instructional leaders and researchers I spoke with recommended as congruent with National Writing Project principles; indeed, it was one of few examples of writing-focused PD.

[22] For at least a decade there has been general consensus about the elements of PD programs that positively influence teacher learning and, by association, student achievement. Many PD programs, including RA, have been built around these elements, which include a strong content focus, active learning where teachers play a central role in the work of PD, focus on specific instructional strategies that teachers implement in their classes, work with student samples and assessment methods, and sustained involvement in the PD program over time (Desimone, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001). However, more recent conversations and studies have called into question whether existing research does in fact back the effectiveness of these common elements (Hill, Beisiegel, & Jacob, 2013; Wayne, Yoon, Zhu, Cronen, & Garet, 2008). Questions have emerged as researchers have begun interrogating assumed causal links between individual program elements and teacher learning outcomes. Hill, Beisiegel, and Jacob, for example, argue that teacher outcomes may be influenced by factors other than individual PD program elements, including but not limited to teachers' choices to attend PD "programs that match their preexisting instruction or disposition to change." Furthermore, they suggest, much of this literature relies on teachers' "self-report rather than objective measure of instructional or student-level outcomes" (p. 477).

(e.g., mathematicians, historians, artists) would recognize as 'correct' and 'viable'" (Draper et al., 2010, p. 30).[23] I intentionally use *suggest* because it is notable that the RA materials do not explicitly define literacy—a point I'll discuss further in subsequent findings chapters. Sociocultural definitions of disciplinary literacy draw attention to the variety of contexts—both in and out of school—where students will be expected to hone and contribute their literate thinking (Langer, 2011; Moje, 2008b). The value of developing students' literate thinking across contexts, purposes, and texts is that it builds their *metadiscursiveness*, or ability to "engage in many different discourse communities but also to know when and why they are engaging, and what those engagements mean for them and others in terms of social positions and larger power relations (New London Group, 1996)" (Moje, 2008a, p. 103).

**An Integrated approach.** These definitions and understandings of literacy as well as the Common Core State Standards emphasize an *integrated* approach to disciplinary literacy instruction where students are encouraged to transfer their learning across contexts, purposes, audiences, tasks, and disciplines (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010, p. 4 & 7). Such integrated approaches also encourage instruction that draws relationships and connections among literacy modes. [24] As one example of a PD model that follows from these integrated arguments, the Frost teachers' RA facilitators talked often about the connection between

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[23] For a detailed discussion of distinctions among sociocultural perspectives on literacy, see Perry (2012). To be clear, though, RA draws more broadly on socio-cognitive theories about teaching and learning to develop its curricular and PD approaches, as leading literacy scholar P. David Pearson explains in his introduction to the RAISE textbook, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* (Schoenbach et al., 2012).

[24] I evoke others' scholarship in referring to literacy modes as the various means of communicating and making-meaning that support literate thinking and doing across contexts, purposes, and texts. Much of this scholarship emerges from discussions about multimodality in composition studies (e.g.,George, 2002; Wysocki, Johnson-Eilola, Selfe, & Sirc, 2004) and multiliteracies in literacy studies (e.g., New London Group, 1996; Perry, 2012), but it also comes from discourse scholars who seek to describe the relationship between discourse and medium. Johnstone (2008) is particularly helpful here when she explains that,

> Discourse is shaped by its medium. The structure as well as the potential functions of a stretch of discourse may differ depending upon whether it is spoken, written, or signed, whether it combines other modalities (such as pictures or music) with language, and whether it arises in face-to-face interaction or in an interaction by telephone, television, radio, or computer. (p. 195)

Johnstone's comments also point to the need for language, which helps us understand that literacies are culturally and socially situated but also that the language for talking about literacy is constantly shifting as "new ways of communicating" become possible with new media and digital technologies (p. 196).

reading and writing. To be clear, the Frost teachers did not expect that their RAISE experience would speak just to their questions about writing. In fact, they thought it only right that RAISE focused on literacy more broadly, just as their ongoing whole school literacy curriculum work with Sarah and I did. Consistent with sociocultural conceptions of disciplinary literacy, the Frost teachers saw reading, writing, speaking, listening, and viewing as interconnected.

*Conflating modes.* Without negating the benefits of disciplinary literacy scholarship and PD programs like RA that advocate for an integrated approach to literacy learning, calls for an integrated approach have also revealed a new and perhaps unintended consequence for teachers like those from Frost High. By talking broadly about connections, much existing secondary literacy research and PD have glossed inherent differences and complexities among literacy modes (Kiili, Makinen, & Coiro, 2013). Few studies, however, have explored this unintended consequence of conflating literacy modes in scholarship or in PD (Anders, 2002). This study does. Equipped with a deeper understanding of why disciplinary literacy and an integrated approach matter for student learning, the Frost teachers worked to extend their understanding of literacy modes, including writing, as well as the relationship among modes, including the relationship between reading and writing. The Frost teachers' RAISE experiences, as I describe in the chapters that follow, suggest the need for more of a middle ground that explores both the benefits of an integrated approach as well as the distinctions among literacy threads in teachers' disciplinary literacy learning and teaching.

**Inordinate focus on reading.** Additionally, this study draws attention to another facet of the collective attention to an integrated literacy approach over distinctions among modes in teachers' PD experiences. Although an integrated approach suggests the need for equal attention to all modes in teachers' disciplinary literacy PD experiences and, therefore, students' disciplinary literacy learning, disciplinary literacy research and PD continue to focus almost exclusively on reading instruction and learning, as has historically been the case (Vacca, 2002). Therefore, the assumption persists in secondary literacy PD that the teaching of writing is equally well served by reading research. This assumption played out in the Frost teachers' RAISE experiences; in fact, the challenges that teachers faced highlighted this unarticulated assumption and became one of the central focal points of the

study. As I will describe, the Frost teachers' experiences put them in the middle of the dilemma that has followed a continued focus on reading, despite calls to attend to the integrated nature of literacy learning *and* despite teachers' desire to learn about lesser studied and discussed literacy modes, including writing.

**Writing Teaching and Learning**

**Writing across and within disciplines.** Even with the disproportionate focus on reading in disciplinary literacy scholarship and PD programs, there *is* scholarship that attests to the importance of also considering writing as a distinct mode of literacy learning and teaching. Some of these studies focus on writing across disciplines (WAC) and others focus within the disciplines (WID). This dissertation builds on the contributions of these studies in its consideration of what teachers need to know and be able to do when it comes to teaching writing. At the secondary level, WAC and WID conversations are largely comprised of descriptions of secondary teachers' efforts to integrate writing into their disciplinary instruction (e.g. Childers et al., 1994; Gere, 1985; R. J. Maxwell, 1996; Pasquarelli, 2006; Scarborough, 2001). Post-secondary WAC/WID content and PD approaches speak to how instructors can benefit from conversations with colleagues within and beyond their discipline, which prepare them to teach students how to write within disciplines (Bazerman et al., 2005; McLeod & Soven, 2006; D. R. Russell, 2009). Some argue that WAC/WID focused instruction aids students' ability to transfer or translate writing to different contexts, purposes, and audiences (Bergman & Zepernick, 2007; Wardle, 2007). Nonetheless, secondary WAC/WID scholarship could benefit from research that offers justification for the unique needs of secondary teachers for professional learning about writing as distinct from other literacy modes, as this study does (Lillge, 2012).[25]

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[25] Within WAC/WID circles, there is much discussion about the distinctions between writing *across* the curriculum and writing *within* disciplines (e.g., McLeod & Miraglia, 2001; Miraglia, 2001; D. Russell, 1997, 2001; Walvoord, 1996). At the secondary level, although these distinctions may seem less salient, Applebee and Langer (2013) draw interesting parallels between WAC work and earlier conceptions of literacy strategies as universally applicable across contents and between WID and current disciplinary literacy conversations:

> . . . Together with reading, writing is a literate behavior that underlies disciplinary 'knowing' (cf. Langer, 2011a). This is quite a different perspective than that which has motivated a long history of efforts to encourage writing 'across the curriculum,' which have typically been treated as an English

***The Case of the National Writing Project.*** Although they do not specifically align themselves with WAC conversations, studies that focus on the National Writing Project (NWP) contribute to our understanding of what kinds of writing PD support teachers' learning about writing, no matter the content-area they teach. These studies examine the impact of teachers' NWP participation on their teaching. Some of these studies focus on how teachers' participation impacts their students' writing and learning more generally. NWP sponsored research suggests that teachers who participate in the NWP Summer Institute, the bedrock of the NWP PD experience, learn things about writing instruction that have a positive impact on their students' academic achievement (National Writing Project, 2008; National Writing Project & Nagin, 2003). Furthermore, researchers who study large-scale PD programs point to NWP as a model PD program, because it is a program that has been replicated in local sites across the United States and because teachers' participation yields improved student achievement across K-12 grades and schools (Borko, 2004).

Other studies have tried to account for which aspects of the NWP PD model make possible teachers' learning about writing instruction that leads to increased student achievement. These studies have identified two key NWP PD features that seem to account for the transformation teachers' narratives describe: the social network that teachers join as NWP participants and the opportunities teachers gain through their NWP to become writers themselves (Lieberman & Miller, 2001; Lieberman & Wood, 2003; National Writing Project, 2008, 2010; Scott & Mouza, 2007; A. Whitney, 2008). This dissertation study affirms and extends the importance of these features in teachers' learning about writing.

*Networking.* Lieberman and Wood (2001) argue that NWP's "networking approach" to writing PD positions "teachers as primary actors in their own development," as distinct from other PD approaches "that have a 'one size fits all' orientation" (p. 175). In order to understand NWP's networking approach further, the researchers spent time at two different NWP sites (one urban, one rural; one a young program, the other established for over two decades). They conclude that,

> The social practices embedded in NWP not only build community but also
> encourage intellectual development. What might seem simple at first glance turns

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add-on rather than as an integral part of the various disciplines themselves (on the long history, see Applebee, 1974). (p. 7)

out to be a complex, intertwining of process and content, the personal and the professional, the individual and the collective, the intellectual and the social, the short term and the long haul. (p. 100)

NWP's networking approach enables teachers to attend to a variety of complex needs and interests while charting their own path for learning about writing. As such, Lieberman and Wood's research highlights the importance of prioritizing teachers' voices in understanding how their questions and goals propel and influence their PD participation. Building on these contributions, this study's ability to trace teachers' RAISE participation offers an explanation for why the construction of networking opportunities requires more than simply connecting teachers with disciplinary writing PD content, providing them with time to talk with one another, or even giving them a structure for and requiring monthly follow up meetings. At the same time, some of the teachers in this study *were* able to benefit from networking opportunities through an NWP sponsored teacher research group at Frost High School. The contrast between PD spaces—the RAISE training and the NWP teacher research groups, which I describe in Chapter Six allows for a more nuanced understanding of the kinds of ongoing professional learning and related supportive networks that respond well to teachers' individual and collective questions about teaching writing in their content-areas.

*Writing.* The other feature of teachers' NWP experiences that research suggests has led to teacher transformation is one key tenet of NWP's PD framework, which states that in order to be teachers of writing, teachers must be writers themselves (National Writing Project & Nagin, 2003). Whitney's (2008) study of seven 3rd-12th grade multi-disciplinary teachers focuses on the unique role of writing in facilitating teachers' NWP transformation. The study offers an explanation of how teacher learning shifts across contexts and social interactions in order to "highlight the connection between dramatic [PD] experiences for teachers and the presence of a professional community formed through collaborative work (in this case in writing groups) and sustained over time" (p. 178). Whitney begins to suggest a model for teachers' professional learning about writing that includes opportunities to write. While this seems a commonsensical assertion, Whitney points out that there are few PD programs that actually offer teachers opportunities for sustained writing. Frost teachers' RAISE experiences afforded them only brief opportunities to reflect

in writing about their PD learning or plans for implementing RA instructional strategies. However, this study contributes to Whitney's findings and to NWP's assertion, which both speak to the importance of teachers' ongoing experiences as writers in their disciplines, especially as this study accounts for how *some* Frost teachers were more successful in implementing their RAISE learning because they had sustained and immersive writing experiences in their discipline.

**Discipline-specific writing studies.** The previous studies focus on the impact of teachers' NWP PD experiences broadly across grade levels and disciplines; in general, then, they do not focus on disciplinary writing distinctions of the kind that the Frost teachers' questions anticipated.[26] Another group of writing PD studies help to illuminate the need for writing PD that, in addition to the key elements that the NWP studies suggest, also attend to and tease apart disciplinary distinctions. Of these studies, most focus on helping teachers learn and adopt writing strategies in core subject areas (science, history/social studies, math, and English language arts). Whereas NWP studies focus on the broad impact of the NWP framework elements (networking and writing) on teachers' learning about writing, these studies focus on the impact of particular disciplinary strategies or approaches that benefit teachers' content-area writing instruction.[27] Many discipline specific writing studies build on integrated disciplinary literacy approaches in that, even though they focus on writing, they are often concerned with writing-to-learn strategies, which use writing as a vehicle for supporting students' content learning and often their content reading (Graham & Perin, 2007a, 2007b).[28] Others study and advocate for rhetorical approaches to disciplinary writing instruction where students are urged to pay particular attention to

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[26] The Frost teachers did have access to a local NWP site housed in the same county and with a long-standing national reputation. However, the local NWP site was affected by the budgetary challenges plaguing NWP sites across the country, as a result of federal reduction in support. Consequently, the local NWP was not running its Summer Institute, which was generally offered every summer. Instead, the site was offering a much-abbreviated weeklong reading institute. On one hand, it was unfortunate that Frost teachers did not have the opportunity to participate in an NWP Summer Institute, especially when they had access to a site nearby. On the other hand, even if the Frost teachers had been able to take advantage of a local NWP Summer Institute, they may have struggled just as much in their search for answers to their subject specific questions about writing instruction. Sarah, who was also one of the local project's co-directors and who facilitated NWP initiatives across the country, acknowledged that even if the Summer Institute had been an option for Frost teachers, its support for teachers' learning about disciplinary writing instruction may have been limited.
[27] By strategies I am referring to particular instructional activities or methods rather than a more holistic framework that guides the use of these activities or methods.
[28] For a brief history of writing to learn approaches, see Applebee and Langer (2013), Chapter Four.

audience, purpose, and context in making writing choices. Collectively, these studies affirm the importance of considering disciplinary distinctions in supporting teachers' questions about how to teach writing in their content-area instruction, especially as they highlight the ways in which disciplinary thinking and doing shape unique writing practices. But, these studies also raise questions about how well teachers have to understand the genres of their discipline in order to "create a community of practice in the classroom that allows students authentic opportunities to participate" (Kohnen, 2013, pp. 240-241).

*Science.* Science studies employ both writing-to-learn and rhetorical approaches. In their secondary analysis of six writing-to-learn studies in science classrooms, Gunel, Hand, and Prain (2007) build on "the earlier work of Prain & Hand (1996), in which they argued that writing-to-learn tasks need to be framed around five critical elements of purpose, type, audience, context, and method of text" (p. 632). Their analysis reveals that students who participated in writing-to-learn tasks, which emerged as a result of this framing, made significant gains over their peers in classrooms where such approaches were not used. The authors point to three key reasons why students made these gains. First, students translated their thinking from scientific language to everyday language easily understood by a general audience that provided them with feedback about their ideas in writing. Second, "the writing-to-learn process requires students to engage more fully in the rhetorical elements of text production" (p. 633). Finally, rather than repeating terms, students had to "re-represent key concepts in different wording thereby demonstrating that they could find an appropriate explanation for their target readers" (p. 634). Taking a similar rhetorical approach, Kohnen (2013) studied a small group of teachers who were involved in science PD aimed at using "science journalism practices to improve student literacy" (p. 233). Kohnen acknowledges the variability of teacher's PD learning but offers the promising case of one teacher who successfully integrated her learning into her science instruction.

*Social studies.* In social studies, recent scholarship has encouraged writing pedagogy that develops students' ability to interpret historical sources. Monte-Sano (2011), for instance, follows the historical literacy instruction of one high school social studies teacher and the growth of his students' disciplinary literacy skills. Specifically, students "learned to write arguments that recognized historical perspectives and context,

demonstrated close reading of text, and used evidence to support their reasoning" (pp. 237-38). Importantly, Monte-Sano points out that "it was not just the instructional techniques Lyle [the teacher] used but how he framed and employed them that supported students' development as historical writers" (p. 238). Lyle's framing evidences the strong relationship between reading and writing in historical literacy and, therefore, effective disciplinary teaching as well as the role of specific writing frameworks, although the study itself does not speak about necessity for frameworks. Rather, Monte-Sano makes the argument that reading and writing need to be developed in relationship to one another and to the content being taught.

*Mathematics.* Mathematics scholarship has similarly argued that reading and writing should be integrated into the work of mathematics teaching and learning, especially as studies assert how writing can bolster students' metacognitive and problem solving abilities so that they can communicate their mathematical reasoning to others (Cross, 2009; Porter & Masingila, 2000; Steele, 2005). Overall, these studies argue for the use of writing as a vehicle for helping students represent mathematical understanding and thinking (Mastroianni, 2013). Building on writing-to-learn literature but also evoking rhetorical approaches, Bossé and Faulconer (2008), for instance, offer one model for successfully integrating reading and writing in mathematics instruction where students "determine the *purpose*, *audience*, and *context* for their responses and decide which manner of *development* and what *text features* are most appropriate for the *audience,* meet the purpose of the response, and develop the *climate* which they may wish to generate" (p. 15).

*English language arts.* In general, ELA scholarship urges a process approach to writing instruction "where teachers understand writing as recursive and rhetorical in nature (Hairston, 1982)" (Dawson, 2013). Whereas earlier pedagogical methods prioritize assigning writing and focus on written products, the process approach focuses as much, if not more, on teaching students how to develop and revise writing over time, especially in response to feedback from others. Building on these traditions, current ELA scholarship has advocated the use of rhetorical approaches to respond to Common Core writing demands. Collin (2013) argues that "teachers must focus students' attention on the ways different contexts—including different disciplines, tasks, audiences, and purposes—call for different types of communication" (p. 216-17). Building on composition scholars Devitt,

Reigg, and Bawarshi's (2004) four-step approach to accomplish this aim, Collin adds a fifth step where "using their knowledge of the genre and its contexts, students compose texts that enable them to build and act in situations appropriate to the genre" (p. 220). Collin's proposed approach requires further research that explains and assesses what kinds of PD learning teachers need to enact his steps.

**Struggles to implement writing PD learning.** Just as the previous research offers important contributions to this study in pointing toward the kinds of writing PD that may help teachers address their questions about discipline specific writing instruction, studies that consider why teachers struggle to infuse writing PD learning in their content-area instruction offer equally important insights and context when considering why the Frost teachers struggled so mightily to take up their RAISE learning. Research affirms that the Frost teachers were not alone in their struggles to integrate writing within their subject specific classrooms. Applebee and Langer (2013) studied secondary writing instruction for over three decades. In their latest study, they compare results across time:

> Overall, in comparison to the 1979-80 study, students in our study were writing more in all subject areas, but that writing tended to be short and often did not provide students with opportunities to use composing as a way to think through the issues, to show the depth or breadth of their knowledge, or to make new connections or raise new issues. (p. 15)

There are many possible explanations for why teachers are unable to infuse more writing into their subject area teaching, but one commonly accepted explanation is that secondary teachers have increasingly limited instructional time to focus on writing (Quinn & Wilson, 1997). Standardized assessments and tests have effectively diminished the importance of writing because they require less writing, thus encouraging teachers to spend less time on writing instruction. When such standardized assessments *do* include writing, the kinds of writing tasks differ dramatically from the purposes for writing that are most closely aligned with existing research (Hillocks, 2002). The effect of such standardized writing requirements, Applebee and Langer (2013) argue, is that "writing as a way to study, learn, and go beyond—as a way to construct knowledge or generate new networks of understandings (Langer, 2011a, 2011b)—is rare" in America's secondary school classrooms (p. 27). The Frost teachers' experiences evidence this challenging

dynamic at play in secondary classrooms, and their struggles to figure out how to respond help to illuminate the need to understand *how* teachers can gather support for negotiating these struggles.

At the same time that external pressures such as standardized assessments are shaping the nature of secondary disciplinary writing, other explanations contribute to a broader understanding of why, in the face of these pressures, teachers may struggle not only to find space and time for writing but also to determine the role writing should play in supporting their disciplinary teaching and student learning. In mathematics instruction, for example, Kuzle (2013) studied how pre-service teachers come to view the role of writing and make instructional decisions about using writing in their teaching. Kuzle found that teachers' use of writing directly relates to their conception of the relationship between writing and doing mathematics as intertwined processes. Kuzle argues, "If writing is to become an accepted method for both teaching and learning mathematics, teachers need to experience high quality writing for themselves, to raise awareness of its benefits, and to be trained in how to use writing in their classroom" (p. 56). While Kuzle's study is specific to mathematics teaching, the argument about the need for teachers to experience writing themselves and then to learn how to teach students to enact that kind of writing is consistent with the NWP approach while extending its argument to focus on the role of disciplinary writing. Kuzle's findings further emphasize that ongoing opportunities to practice and live as disciplinary writers play a central role not only in helping teachers integrate their PD learning about writing but also in helping them to conceptualize the role of standardized writing in their disciplinary instruction, a finding that is confirmed by this study as well. With disciplinary writing knowledge, we might wonder whether teachers could begin to reconceptualize standardized writing as but one genre among many others—arguably at least as important, if not more important—that drive disciplinary writing instruction and learning.

### Focusing on Teacher Learning

Each Frost teacher was interested in learning different things from her PD participation, including different discipline specific writing needs and interests. These diverse learning needs and interests not only posed challenges as the teachers sought answers to their questions through RAISE, they also meant that the Frost teachers

journeyed through RAISE differently. I sought to understand the complexity of their varied learning experiences, especially in an effort to understand more fully what makes learning about disciplinary writing so challenging for teachers more generally.

Teacher learning studies set forth a vision for research, like this study, that develops understanding of *how*, *when*, and *why* teachers learn about disciplinary writing. These studies suggests that more clearly defining and distinguishing the moving facets that influence teachers' professional learning through and beyond PD programs across contexts would aid in the establishment of new PD models, especially those responsive to secondary teachers' varied writing literacy learning needs. This dissertation attempts to focus attention on the dynamic particulars of teachers' ongoing learning experiences about the teaching of writing across contexts, interactions, and time in order to begin identifying key principles that will support subsequent development of PD models (Wilson, Rozelle, & Mikeska, 2011).

**Describing Diverse Experiences and Outcomes**

Rather than focusing on PD program evaluation, which often homogenizes teacher learning by tracking singular or predefined learning outcomes, studies that focus on teacher learning more broadly suggest the need to understand the diverse landscape of teachers' learning experiences in order to develop future writing PD that addresses the range of their needs and interests (Little, 2001; Van Driel & Berry, 2012). The work of Cochran-Smith and Lytle (1999) suggests that grouping all professional learning together hides three "significantly different conceptions of teaching learning" with very different implications (p. 251). Cochran-Smith and Lytle delineate three categories: knowledge-for-practice, knowledge-in-practice, and knowledge-of-practice. Without arguing for one kind of learning over another or claiming that the three proposed categories are necessarily exhaustive, Cochran-Smith and Lytle complicate the view that all professional knowledge and learning emerge in similar ways for similar purposes. My previous literacy coaching work as well as the Frost teachers' experiences described in this study suggest that teachers come to varying questions about instruction through their practice and work with students at different times for different reasons *and* that they travel through PD experiences in different ways for different reasons. This study endeavors to capture those complexities.

**Prioritizing Teachers' Voices**

In order to capture those complexities, the body of literature focused on teacher learning also suggests the need to prioritize teachers' voices to better understand the diverse PD learning experiences and outcomes that teachers report as well as their relationship to teachers' ongoing professional learning and interactions in other contexts (Battey & Franke, 2008; Lieberman, 1992). Ethnographers refer to this approach as representing teachers' emic perspectives. Using one of Cochran-Smith and Lytle's (1999) distinctions, emic perspectives allow for a focus on teachers' knowledge-in-practice. This is the "practical knowledge" embedded in and arrived at through practice (p. 250). Foregrounding teachers' experiences and knowledge, as this study does, refracts attention away from episodic PD programs and activities and toward teacher descriptions of how they construct knowledge.

**Accounting for Contextual Complexity**

Whereas program evaluation studies limit our collective ability to see teachers' diverse experiences and preclude us from acknowledging and describing *how* and *why* teachers walk away from PD programs with vastly different experiences and outcomes, research in the area of teacher learning offers a needed way to focus further attention on the contextual factors that contest universalist assumptions about teachers' PD experiences. Therefore, this study takes into account Frost teachers' experiences as they participate in the RAISE training, as they participate in other literacy PD opportunities at Frost, as they interact with colleagues, and as their participation and interactions are influenced by omnipresent internal and external pressures to improve student performance.

Prioritizing teachers' descriptions and narrated experiences highlights how learning—for teacher or student—is context specific. Rex and Schiller (2009a) define context as "a social condition as well as a physical space" where knowledge constructs and is constructed by both social interactions and the physical spaces where those interactions occur (p.16). For example, the social and political circumstances described in the Introduction, which threaten to close Frost High School, shape teachers' professional learning experiences as well as their opportunities for learning; or put another way, in defining Frost High as a particular context, I am referring both to its physical spaces and to

its social conditions where teachers, students, administrators, staff, parents, and community members interact with one another. Consequently, contexts cannot be estranged from considerations of how teachers describe their learning as well as how teachers' PD experiences necessarily filter through the frameworks they bring to bear on and encounter in the PD space, which I describe further in subsequent chapters.

A few key teacher learning studies illuminate both the challenge of accounting for the breadth of contexts and social interactions through which teachers describe learning as well as the necessity for doing so, especially as these dynamics influence the frameworks that I will describe teachers negotiating and employing (e.g. Horn & Little, 2010; Lieberman & Friedrich, 2010b; Lieberman & Wood, 2003). Jurasaite-Harbison & Rex (2010), offer one such example drawn from a two-year international ethnographic study. Their work considers "how school cultures create opportunities for teacher informal learning and how teachers identify themselves as learners as they make use of or reject these opportunities" (p. 267). In arguing that teachers' informal learning is a "cultural phenomenon," the authors employ a socio-cultural perspective, which "confirms that teacher learning is not only cognitive, but also contextually situated and intrinsic to the contexts within which and with which the individual interacts." They posit that "teachers are likely to engage productively in informal learning in schools in which," among other factors, the "schools' physical and social environment promotes professional interactions" (pp. 275-76). By studying teachers' interactions, Jurasaite-Harbison & Rex also consider how teacher discourses "create and sustain [teachers'] learning as well as describe it" (p. 268). Similarly, other teacher learning researchers have argued for consideration of the plurality of contexts and discourses that influence how teachers develop knowledge (Duranti & Goodwin, 1992; Wortham, 2001). Green and Dixon (2002) explain that "what counts as context is signaled in participants' discourse and actions, what they hold each other accountable to and for, what they orient to, and how they take up and respond to what is occurring" (p. 105). By extension, then, these studies describe how the multiple contexts teachers traverse and their interactions with others within and across these contexts shape how, what, and where teachers learn (Gere & Berebitsky, 2009; Lieberman & Friedrich, 2010a; Lieberman & Wood, 2001); they also highlight the importance of research that accounts for how these contextual realities influence teachers' learning. Such research

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includes consideration of how different kinds of contexts open or close opportunities for professional learning (O'Donnell-Allen, 2001), whether micro- or macro-contexts as Jurasaite-Harbison and Rex (2010)[29] identify or micro- and meso-contexts as Horn and Little (2010)[30] describe. If contexts are continually shifting and indeterminate, then identifying how contexts shape learning becomes the challenge of research that must inevitably place boundaries around what counts as context. Nonetheless, these studies highlight the more robust understandings of teacher learning that are gained when researchers wrestle with such challenges in order to trace how teacher learning evolves in relation to the contexts where and interactions through which teachers report learning.

One specific benefit of foregrounding the role of contexts in teacher learning research is that we gain a better understanding of not only the learning "experiences of teachers" but also the "social, cultural and political forces and structures that are omnipresent in all social situations" (Berlak & Berlak, 1981, p. 24). Jurasaite-Harbison & Rex's (2010) study situates "school cultures within historically marked policy climates that make demands of teachers and administrators" (p. 277). They and others argue for research that explores how teacher learning is necessarily impacted by the external and internal pressures, including educational policies, that affect each school culture, each social interaction, and therefore the professional learning opportunities made available there (Avalos, 2011). In urban schools like Frost High School, ignoring how the school

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[29] Jurasaite-Harbison and Rex (2010) differentiate macro- from micro-contexts: ". . . [Teachers'] discourses occur in macrocontexts, in organizations and institutions (like departments, schools and countries), and, on the other, they occur in microcontexts at a particular time, in a particular place, with particular participants (like a department meeting or a conversation between teachers between classes)." And they argue that both macro- and micro-contexts must be considered when pondering how teachers learn: "To observe and understand how teacher learning is constructed, sustained, or changed we need to observe teacher conversations as they learn, in the places they learn, and ask them to talk about their learning. To understand what we see and what they say requires interpreting their discourses in relation to various social and political contextual conditions. Through this lens, we can view the relationships between moment-to-moment occurrences and political and social conditions in departments, schools and countries. This view promises much broader and more practical answers to the question of why teachers learn as they do than conventional de-contextual monolithic perspectives (p. 268)."

[30] Similarly, Horn & Little's (2010) study of two professional learning communities in the same high school illustrate how micro- and meso- contextual factors influence teacher learning: ". . . These groups were found to differ in the opportunities for learning they constructed through the micro-level discourse routines they employed in responding to expressed problems of practice (normalizing and related moves) and the meso-level participation routines they used to organize major parts of their work together (check-in and lesson walk-through). . . . Differences in the generativity of the group discourse cannot be attributed to the individual teachers' personal and professional dispositions but should be seen as resulting from each group's collective orientation and its contextual resources and constraints (p. 31)."

culture is influenced by such pressures would undermine any findings about teachers'

learning ("The MetLife survey of the American teacher: Challenges for school leadership, A

survey of teachers and principals," 2013).

**Tracing Learning Across Time**

The Frost teachers' experiences also highlight the importance of time as it influences

teacher learning both in terms of teachers' ability to sustain participation in a particular PD

program and in terms of the ways in which their learning evolves and emerges across

formal and informal learning PD sites. Just as teacher learning studies explicitly consider

learning across contexts, many also consider how learning develops across time. Such

studies highlight the ongoing nature of teachers' learning from pre-service experiences

onward throughout their careers. In arguments for professional learning as "continuing,

active, social and related to practice," Webster-Wright (2009) seeks to differentiate this

focus from research that preserves notions of PD as "episodic updates of information

delivered in a didactic manner, separated from engagement with authentic work

experiences" by too narrowly constricting their focus on time and context (p. 703). As such,

these studies seek to explore the variability of teachers' learning experiences across time.

Whereas PD program evaluation research often seeks more causal connections between

teacher and student learning, teacher learning research, as Freeman and Johnson (2004)

assert, focuses more on a "relationship of influence" by taking "a dynamic view of teacher

learning in relation to student learning, which always exists in a context [. . .], which is

socially situated [. . .], and which develops over time and through practice" (p. 80).

<div align="center">A Theoretical Framework</div>

The literature that I read guided me toward a theoretical framework that helped me

consider the relationship between existing research and the contributions of my own

research. This study employs a theoretical framework that helps to explain *how* learning is

socially constructed through everyday interactions across contexts, *how* discourse is an

important means to examine the process and content of learning, and *how* interactions

produce discourse that can open or close opportunities for learning. I draw on theories

about the social construction of knowledge and about discourse to explore how the

teachers in this study reflected on, or described, their experiences with RAISE and other

intersecting literacy PD, collegial, and teaching experiences. The identification of these

theories emerged dialogically through recursive data collection, data analysis, and ongoing reading of existing literature, as is common in other ethnographic studies (Heath & Street, 2008) and which enabled me to identify those theories that would help to ground my "analysis in discourse, rather than starting with pre-chosen theory" used to "test or illustrate a theory" (Johnstone, 2008, p. 10).

Review of the teacher learning literature suggests the need to attend to teachers' descriptions of their own experiences. Therefore, this study draws on theories that view knowledge as "a product of an interaction between our ideas about the world and our experience of the world" (Beck, 1993). These views of learning as socially constructed suggest the importance of considering how a teacher's work and therefore learning is complicated and dynamically evolving (Gee, 1989). And this work happens within a world that is always shifting. From this perspective, it is difficult to attribute learning to a particular moment or particular experience. Rather than focus on a single PD program or set of programs, these theories about learning suggest the necessity of considering how social interactions and contexts influence teacher learning in building a more robust understanding of how teacher learning emerges, evolves, and shifts across time. This knowledge is critically necessary for responding to current PD and teacher learning needs as pertains to secondary disciplinary writing instruction.

Considering the social interactions through which teachers learn, I adopt a language-in-use perspective to consider the work, or social action, that language performs in constructing teachers' professional knowledge about writing instruction (Johnstone, 2008; L. A. Rex & Nelson, 2004; L. A. Rex & Schiller, 2009b; Tusting, 2005). Such an approach builds on Bahktin's (1986) assertion that discursive utterances always anticipate the Other. To focus on *how* teachers make meaning of their PD experiences, I draw on Rex and Schiller (2009):

> When individuals learn in classrooms or professional development settings, *what* they learn is intimately related to *how* they learn. This more complicated language-in-use perspective helps us know how to create opportunities for learning that are recognized by students and teachers. (p. xii)

Discourse provides a means to make visible and therefore understand *how* teachers' learning develops necessarily through and with others while also evidencing *what* teachers are learning about writing.

Because language ideologies are beliefs about the functions of language in our social lives (Johnstone, 2008, p. 66), discourses "circulate power in society" (p. 3). Within these definitions, discourse is constitutive; it shapes and is shaped by "human beings' worldviews" (p. 33). The discourses that teachers employ and engage with as a part of their professional lives in schools as well as their personal lives outside of schools help to shape what, where, how, and why teachers learn. Looking at discourse, then, is one means through which to see how the negotiation of power through discourse mediates teachers' professional learning about writing, especially as it relates to the people and systems that teachers interact with regularly.

Because many understand that learning transforms the ways we participate in various discourses, theories about language-in-use also suggest the evolving and shifting nature of teachers' learning about writing over time and across contexts (Judith L. Green & C. N. Dixon, 2002; Wortham, 2001); Bahktin's (1986) theorization of speech genres helps to explain the necessity of understanding the context of utterances in order to make meaning, because contexts, like learning, are socially accomplished. No utterances are neutral; they require contextual understanding in order to make meaning of them. Bakhtin suggests that individual speech utterances are "shaped and developed in continuous and constant interaction with others' individual utterances" (p. 89). He describes this process as one of assimilation where our words and thinking are shaped by the discourses of those we interact with in the contexts we negotiate. Because teachers' talk about their learning necessarily draws on the discourse of others around them, researchers must attend to the way that teachers' learning is inextricably linked to those they teach and learn with; any consideration of teachers' learning cannot be estranged from the places and interactions that influence understanding and action.

Specific attention to writing as a literacy practice and process and to teachers' learning about writing as a discursively situated process offers a way of viewing teacher learning as contextually bound and dynamic. Theories about the social construction of knowledge through interactions support conceptions of writing as a socially situated

discursive literacy practice (Bloome et al., 2008; Samuelson, 2009; Street, 1984, 1995)**.** In particular, Rex et al. (2010) define literacy as "a discursive phenomenon that is situated culturally, historically, and spatially (and as such is often expressed in the plural form literacies). Such a definition of literacy(ies) eschews monolithic, autonomous, and decontextualized descriptions of literacy activities, practices, events, and processes" (p. 96). As such, teachers' discursive interactions with others include consideration of "textual traces," which reflect that prior discourses are always connected to current discourse (Johnstone, 2008); as regards teachers' literacy learning, these theories prompt consideration of how teachers' past learning and disciplinary experiences influence their conversations and descriptions of their current PD participation.

### Attending to Frameworks

This study's central contribution is its argument for the centrality of frameworks in understanding *why* teachers struggle to find answers to their questions about disciplinary writing instruction and to find support for integrating their PD learning. Attending to the role of frameworks in teachers' ongoing professional learning about writing is made possible by paying attention to a series of things that other scholars point to as key. This includes the need to consider writing as a distinct literacy mode with a strong relationship to other modes when considering *what* teachers need to understand. Similarly, this scholarship suggests the importance of considering *whether* teachers consider themselves disciplinary experts in relation to *how* disciplinary writing experiences shape their teaching and learning experiences. It also includes accounting for *how* contextual realities influence teachers' learning across times. These realities include, for example, external pressures like standardized writing assessments as well as internal pressures like the challenges of working in a struggling urban high school. Given the dynamic and shifting nature of these factors, other scholars suggest the importance of accounting for teachers' diverse PD expectations, experiences, and outcomes by prioritizing their voices through an examination of discursive interactions across time and contexts. Collectively, this scholarship suggests the importance of accounting for the complex web that influences teachers' learning about the teaching of writing in their content-area classrooms. Building on this scholarship has led to this study's rich and nuanced understanding of *how* and *why* frameworks matter so much in teachers' ongoing professional learning experiences.

The study's contributions are, therefore, both theoretical and empirical. They are empirical in that its framework contributions emerged through a systematic ethnographic approach, which I detail in the chapter that follows. But they are also theoretical in that the study theorizes teachers' experiences and builds understanding of how frameworks operate in and through PD contexts and interactions, not only for the Frost teachers but also for teachers more generally. These contributions thus extend the scholarship that makes possible their emergence.

Chapter 2

"You were in it with me:" Taking an Ethnographic Approach

Readings about disciplinary literacy PD and teacher learning influenced my perspective as I began this study. I anticipated that the Frost teachers would find generative answers to their questions about writing instruction through their RAISE involvement. I had expected that the strength of the RAISE curriculum, the teachers' active participation in RAISE PD, their sustained interaction with colleagues and with RAISE facilitators and participants, their numerous opportunities to enact PD learning in their classrooms, and reflection with their teammates during monthly meetings would all lead to greater clarity and plausible next steps in response to their questions. My own PD facilitation and participation over the past fifteen years qualified any naïve notions I might have had that the Frost teachers would find RAISE a life-changing experience. I knew they would experience bumps along the way. Still, I could not have predicted how their journey with RAISE would lead to further confusion.

The initial RAISE training was held before the school year began in August. It lasted five full days. The following January, after a semester's worth of effort to implement RAISE learning in their subject specific classrooms and with the benefit of monthly team meetings at Frost, the team returned to an area hotel conference center for another two days of training. Like the rest of her Frost teammates who spent their RAISE days with colleagues from other area schools who taught the same subject, Abigail spent time with ELA teachers. On the second day, facilitators gave participants time to plan future units using the RAISE strategies they had learned. Abigail and I sat next to each other at a circular banquet table. She flipped through her RAISE binder, skimming the resources she had been given. She

recorded initial thoughts on a planning document. I began typing fieldnotes about the morning's events and conversations.[31]

After a few minutes, Abigail turned toward me and let out a sigh, which was audible enough that others at the table looked up for a moment before returning to their individual work or whispered conversations. "I know . . . from my experience with these [ELA] units that there *are* RAISE strategies already embedded, so I'm not like freaking out panicking, but . . . what I'm doing when I'm looking at this," she interrupted herself and flipped in the RAISE binder to the planning organizer, "is deciding what strategies I can use to support that curriculum."

I listened as she explained the difficulties of utilizing the next unit she would be expected to teach.[32] Abigail's lack of understanding about the details of this upcoming unit, she explained, prevented her from making final decisions about how to integrate RAISE. The conversation meandered through her reflections on the RAISE homework reading and the challenges she faced in supporting an ELA colleague in her implementation of the ELA units.

Then, Abigail paused briefly, almost in exasperation. "I just feel everything is very . . . disjointed" (fieldnotes, 1-25-13). As she continued narrating her confusion, I tried to understand exactly *what* Abigail felt was so disjointed. Her RAISE experience? Her efforts to integrate RAISE learning into the ELA units she taught? Her understanding of the relationship between RAISE approaches and her own ELA pedagogy? As I listened, I realized that all of these things and more troubled Abigail and challenged her ability to make sense of her RAISE learning in relation to all of the other fragments on the table before us.

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[31] I kept daily fieldnotes as a central means of collecting observational data. Depending upon the setting, I kept fieldnotes in a notebook or on my computer. Since teachers were quite used to working on their laptops and in seeing me use mine over the years, the computer did not interfere with our interactions. I turned to my notebook when the computer would have taken up too much room or when it might have been a distraction for others during some of the RA PD sessions. See Appendix A for examples of my fieldnotes. I compiled my fieldnotes—both handwritten and typed—in chronological order with color-coded tabs that indicated the date, source, and kind of fieldnote.

[32] As the Frost ELA Consultant, Sarah authored the units of study that the ELA teachers were using. The teachers were reliant on Sarah to share these units and their subsequent revisions, even though Sarah eagerly and often included teachers in unit planning, authoring, and revision.

Meanwhile, as I moved among the separate ELA, history, and science rooms during RAISE trainings, I saw the other Frost teachers navigating and wrestling with similar uncertainties and frustrations. I listened carefully to their thoughts in the moment at RAISE and afterward at Frost. I sought to understand why RAISE, which seemed like the best PD opportunity available to the Frost teachers, was not serving their needs in the ways that existing research had suggested it should. As I will detail in the chapters that follow, it was only because I was able to participate closely, to observe carefully, and to listen conscientiously across contexts that I understood what is otherwise glossed in existing literature. The Frost teachers' explanations illuminated what I needed to understand— what we all need to understand about how teachers experience literacy PD as they sought answers to their questions about writing instruction.

The important contributions this study reveals were made possible only because I lived and learned closely with the team at Frost and at RAISE, only because I prioritized the Frost teachers' perspectives and learning experiences, only because I was an ethnographer. Abigail and her colleagues were telling me as we sat together across time and place *why* doing this ethnography matters and why, more broadly, ethnography made the most sense as a methodological choice for this study.

Abigail was one of nine Frost teachers I joined and followed through RAISE related trainings. All of the teachers had at least ten years of teaching experience, largely at Frost High School. They taught diverse content-area courses with representatives from all of the core content areas as well as world languages, health, and drama. Demographically, Alden was the lone male in the group. With the exception of Robin, who was black, all of the teachers were white. And they ranged in age from mid-thirties to late forties.

### Prioritizing Teacher Perspectives and Experiences

Theorizing teachers' learning about writing instruction, as I sought to do through this study, necessitated prioritizing their perspectives and understandings, which is a central focus of ethnography. Walford (2008a) writes, "Although not usually acknowledged, learning involves a process of theory development and testing which is closely aligned to the process made explicit in ethnography" (p. 13). As such, ethnography provides a set of tools for accessing, describing, and ultimately theorizing the complexity of the Frost teachers' ongoing learning about writing instruction. In order to understand how

their learning emerged, I sought to understand teachers' reflections during and after their RAISE experiences, how they participated in these PD experiences, and how they "interpret[ed] the flow of events" in their professional learning lives by looking at their discursive interactions with others (Agar, 1996, p. 242). I sought to describe the range of teachers' individual and collective experiences, reflections, and instructional choices by taking teacher participants "seriously as theorists" of their own experiences, understanding how "people come to stances, even contradictory ones that cannot accommodate their experiences" (Sweeney, 2011). My efforts to prioritize teachers' perspectives and "multiple truths" meant that I needed to remain open to their diverse learning experiences and shifting expectations, including their potentially varied goals for participating in RAISE and the potentially varied outcomes they reported (Emerson, Fretz, & Shaw, 1995, p. 3). Seeking this diversity of experience by incorporating "different perspectives and perceptions" is part of what makes ethnographic methods particularly well suited to describing "the messy nature of everyday life" (Bhatti, 2012, p. 10) and, I would argue, learning in schools *and* PD settings. In trying to understand the "messy nature of everyday life," Green and Wallat (1981) clarify, the ethnographer "does not judge what occurs as good or bad, as effective or ineffective; rather the ethnographer describes what is occurring after considering the recurring patterns of behavior in the environment" (p. xiii).

I am able to describe and, therefore, understand more fully the perspectives of Frost teachers as they navigated their RAISE experiences across time and place because, as I began detailing in the Introduction, over the three years that I spent at Frost High School and the one year that I spent with the teachers at RA trainings, I became involved in Frost life in multiple ways. As a result, I developed an understanding of teachers' interactions and reflections from "the inside" by "getting close to the activities and everyday experiences" of the teachers (Emerson et al., 1995, pp. 2, 1). This close proximity enabled me to develop understanding because I traveled figuratively and literally with the Frost team. We arrived at RAISE trainings as outsiders, and we shared an outsider's perspective as we jointly experienced the curriculum and interactions with others. As a participant observer during RAISE, my goal was "ultimately to get close to those studied as a way of understanding what their experiences and activities *mean to them*" (p. 12). By participating, I was able to follow-up with participants about their thoughts and understandings in a more natural,

context-embedded, in-the-moment manner, which I was able to later compare with the reflections and decisions they shared in interviews, in follow-up meetings, in subsequent PD, and in other interactions I observed.

At the same time, my multiple roles also pulled me in many directions—the details of which I spell out in Appendix B. These roles involved sometimes complementary and sometimes differing goals, and they reflected what Marshall and Rossman (2011) refer to as "varying degrees of participantness" (p. 113). For example, my leadership with the Literacy Learning Inquiry Team at times called for me to direct and facilitate the team's learning while I was concurrently working as an ethnographer studying and participating alongside team members at RAISE trainings. I was also keenly aware of my role in the space of RAISE PD as both participant and as ethnographer. For both roles, I had prior experiences and subjectivities that were inevitably influencing my participation in the space of the PD and my interactions with Frost teachers there and elsewhere. At times, these experiences led to role confusion when my prior experiences and even other roles at Frost made me think about whether there were merits to demarking these roles more clearly. For example, teachers sometimes turned to me for advice about their efforts to implement RAISE strategies because they knew I had prior literacy PD experiences and leadership. In these moments, although infrequent, I wanted to engage their questions as a colleague who had participated in the same learning experience and as someone who cared about their instructional efforts within a school culture that often made them feel isolated. But I also wanted to consider how their efforts would play out without my intervention, without the influence of my thinking and background knowledge. The tension between helping as a fellow participant and studying other teachers' experiences was not easily resolved. In general, I reverted to asking questions that posited possible options rather than offering definite answers. I employed this technique in my previous literacy coaching and PD facilitation, and it became my best resource in attempting to straddle roles within a dynamically evolving relationship and context. This approach enabled me to listen to how Frost teachers' questions emerged through and because of their PD, collegial, and teaching experiences.

## Gaining Access, Building Trust

I came to see the challenge of negotiating my roles as a welcome byproduct of my efforts to establish and maintain trusting relationships with team members. Their willingness to share uncertainties and to make themselves vulnerable in the midst of our conversations revealed the safety they felt in sharing with me their insider perspectives and experiences. Thus, my varied roles at Frost and with teachers there offered me opportunities to build trusting relationships that made possible my ability to seek, describe, and understand their perspectives and experiences. Agar (1996) warns beginning ethnographers that "ethnographic relationships are long-term and diffuse" (p. 120). As a result of my own varied teaching, learning, and PD experiences across contexts, even from the start of my time at Frost High School, I knew that my relationships with teachers would be built across contexts and that it would take some time for teachers to trust me enough to share their perspectives and experiences.[33] I benefited from opportunities to gain insider access slowly and through different avenues.

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[33] While I fully anticipated this reality ahead of time, it was further reiterated in my earliest efforts to gain access to Frost teachers through Sarah. Although she had worked closely with other Frost district teachers in years past, when I contacted her about the prospect of meeting Frost High ELA teachers, Sarah had just begun working with the ELA teachers. She was in the process of getting to know the teachers and had just begun to discern what they might need from her—and from others—as they worked to meet SIG expectations that were not entirely clear to them. From previous work with Sarah in her role as co-director of the local NWP site, I knew her approaches to PD leadership and work with teachers were informed by her extensive experience and success as a high school English teacher and district-wide literacy specialist both at the school of her primary employment before her retirement but also at many other districts across the state, even after her retirement. She had carefully studied and built discursive awareness into her approaches for working with colleagues, and I knew that these approaches set her apart as a PD facilitator who was keenly adept at helping teacher colleagues move to the next level in their instruction while also being responsive to their needs, goals, and motivations.

      Based on my prior interactions with Sarah, I was not surprised when during our initial conversations she was protective of the Frost teachers' time and the fragility of the space in which they were collaboratively working. In fact, I appreciated her efforts to learn more about how I wanted to interview and observe teachers. She repeated over and over again how her work with teachers at Frost was "messy; it's not neat and orderly. I'm just trying to find the next best thing to do." She told me then and repeated afterward how she would not have allowed "just anyone" to come in and interview the Frost teachers. She believed that having a "university researcher," as she introduced me to teachers even before that was a label I felt comfortable owning, might elevate the teachers' perception of themselves as capable, despite the fact that the SIG and other state level conveyors of testing data were continually repeating the implicit message that they had failed their students.

Over time, I found, teachers even talked openly about their early perceptions of me, which enabled me to learn more about how they perceived my role and our relationship. In a November interview, drama teacher Heloise invited me to observe a drama class where she was working to implement RAISE strategies. Afterward, I sent her an e-mail to confirm the scheduling details we had discussed. As my fieldnotes record:

> At the end of the email, I wrote: 'I want you to know how much I appreciate the opportunity to learn from and about your efforts. There's much others can learn too.'

> Later that same day, on my way out of school, I saw Heloise in the hallway. She thanked me for the e-mail, explaining how 'good it made me feel. It means a lot coming from you.' She chuckled before continuing: 'Yeah, when you first came, I thought, "This woman doesn't have a clue. What does she know about working with these kids?" I wasn't sure what you were going to do or get about being here at Frost and what it's like to teach here. I knew you said you worked at a rural school. But I'm totally sold now.'

> I thanked her for her honesty and we exchanged well wishes before continuing on. (fieldnotes & artifact, 11-15-13)

As I drove away from Frost High that day, I remember thinking about how teachers' ability to honestly share their early perceptions of me also highlighted how building trust and maintaining access are ongoing negotiations. I was aware that my discursive interactions with teachers necessarily shaped their perceptions of me, of my role, and of their willingness to continue talking and working with me.

**Considering my Role through Data Collection and Analysis**

My ethnographic approaches to data collection and analysis prompted me to continually examine my roles at Frost as they influenced my ability to capture teachers' particular descriptions of their "external and internal experiences" with the RAISE PD (Weiss, 1995, p. 73).[34] Teachers' comments about the relationship between RAISE and the

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[34] Since RAISE was a yearlong PD opportunity, which officially began in August 2012 and continued through June 2013, my data collection followed the course of RA training events before and through this PD cycle and across the 2012-2013 Frost academic calendar. I broke the year into six phases of data collection, which I detail further in Appendix C. Across these phases, I recorded interviews, collected observations through

whole school literacy initiative that Sarah and I had co-authored and co-facilitated with them, for example, provided me with an early opportunity to reflect on and question my relationship to teachers' RA PD experiences. In July on the first day of an RA leader training that Robin attended, even before August RAISE training, one of the facilitators introduced a reading task that included a popular literacy strategy called Talk to the Text. Robin slid me a yellow sticky note with a handwritten message: "Talking to the Text! We rock!" After a quick glance, I looked up and saw her big smile meet mine (fieldnotes & artifact, 7-9-12). At the time, I didn't think much of this small exchange, but as the months went on and Robin began sharing more candidly her initial apprehensions about RA, I returned to this brief exchange.

Fieldnotes became not only a space for me to record what had happened and what had been said but also a space to frequently revisit interactions where I could draft interview questions and begin noticing patterns.[35] Many ethnographers have written about the multiple functions of fieldnotes as well as how they at times merge ethnographic data collection and analysis: "'Fieldnotes are hard to think and write about: they are a bizarre genre. Simultaneously part of the 'doing' of fieldwork and of the 'writing' of ethnography, fieldnotes are shaped by two movements: turning away from academic discourse to join conversations in unfamiliar settings, and a turning back again' (Liederman, 1990, p. 72)" (as cited in Heath & Street, 2008, p. 68). As one aspect of my ongoing data analysis, fieldnotes presented me with regular opportunities to engage in the act of turning and

fieldnotes, and collected artifacts of teachers' RA learning, teaching, and team work. Appendix D describes these data sources in relation to the six phases in more detail.

[35] Experience in my pilot study, for prior publication projects, and as a university field instructor where I regularly observed pre-service teachers' classroom instruction and logged discursive data had taught me how to toggle back and forth between observational data recording and early analytic wonderings and questions. I divided my notes. One section was reserved for the observational and discursive data recording while another was devoted to marginal wonderings. (Appendix A provides an example of what this looked like in both handwritten and typed fieldnotes.) I began to see the marginal wondering as a place for holding possible patterns and connections across contexts and discourse that I could return to later in memo writing (Green & Wallat, 1981). And I added to these notes as I went back to them later. In general, I tried to return to fieldnotes at the end of each day in the field when I was at home and had brief time away from them but still with sufficient closeness to fill in further details and observations that were not possible in the moment, especially if I recorded them while participating. At times, especially during busy weeks, this return came even later on weekends. Either way, the dual purposes for returning to and keeping fieldnotes facilitated memo writing.

turning back again.[36] Revisiting Robin's sticky notes comments following the July RA leader training week in my memo writing[37] and at other points throughout the year caused me to ask: Did Robin's experiences with the Literacy Learning Inquiry Team enable her to find common ground in a space and with content that at that point felt overwhelmingly unfamiliar? Was my role as a colleague through our ongoing work at Frost in that moment a source of reassurance? Or, was that what I hoped?

In conversation with Gabby, months after the initial August RAISE training, I found further cause to revisit earlier wonderings when she noted, "I see the purpose of RAISE in connection to the [Frost literacy] work, because I've seen it work" (interview, 11-20-12). Other teachers offered similar comments. During a hallway conversation at the August RAISE training, Tess referenced me in offering an explanation for her frustration with the slow pace and facilitation earlier in the week: "We already know this from *our* literacy work, so you have done well" (fieldnotes, 8-13-12). These comments caused me to wonder:

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[36] I approached data collection and analysis as interconnected processes using a constant comparative method (Marshall & Rossman, 2011). Tacking back and forth between data collection and analysis provided me the reflexive space and understanding to respond to what I was observing in the field about teachers' ongoing learning experiences by asking questions that began to address and delve deeper into developing patterns in the data. Ongoing analysis while I was still collecting data enabled me to refine and reconsider, alter and adjust future interview guides. It helped me prioritize which areas I needed to remain attentive to in observational fieldnotes, including disconfirming evidence of emerging themes. And it enabled me to look more deeply when analysis enabled me to see patterns I would not have otherwise been aware of. Had I waited to analyze my data until I had completely left the field, I am quite certain the depth of my understanding as well as opportunities to clarify with participants would have been impossible to pursue.

[37] I also used memo writing to support the back and forth dynamic between ongoing data analysis and data collection. More detailed than fieldnotes, my memos became a space to extend my consideration of marginal wonderings and to begin considering patterns in the data across time. (Appendix E provides an example of a typical memo I recorded.) Maxwell (2005) describes memo writing as "a way to facilitate reflection and analytic insight," to come to know one's data at the same time that it can facilitate further analysis rather than "just as a way of recording or presenting an understanding you've already reached" (p. 12). In this way, then, writing "early and often throughout the research process" became a way to support my analysis, including identification of initial codes, further defining of codes, identification of questions emerging in the data, and a means of remaining "thoughtfully"—and I would argue, systematically—"immersed in the study" (Marshall & Rossman, 2011, p. 213). I think perhaps even more importantly, memo writing alongside my regular fieldnote writing allowed me extended space to track thoughts and observations about my role and relationship with teachers as part of my effort to remain reflexive.

My memo writing informed and recorded ongoing open coding of my data without limits or predetermined categories. This approach helped me "identify, elaborate, and refine analytic insights" that invited me to go back into the data over time as I continued to collect data (Emerson et al., 1995, p. 151) These early substantive categories were primarily descriptive and reflective of the language participants used (J. A. Maxwell, 2005). Appendix F provides a list of my earliest analytic categories, or themes, that emerged through this process. I used these themes to collect confirming or disconfirming evidence for each. Appendix G provides an example of what this cataloging looked like. Redundant recurrence of categorical themes and significant episodes helped me confirm and revise themes (Agar, 1996; Heath & Street, 2008).

Did the teachers find meaning in the RAISE PD at least in part because of their experiences with the Frost literacy work? Was their frustration in the early days of the August training a result of their Frost literacy work, which had already established RAISE's early teachings?

Teachers' eagerness to offer these types of unsolicited connections between RA and the Literacy Learning Inquiry Team work prompted me to consider these questions with more attention than a passing wondering. With Sarah's help, I had indeed introduced literacy-focused initiatives in the building, and so it wasn't surprising that teachers might regularly connect me with their literacy learning. And, since I had initially introduced RAISE as a possible opportunity, at first I worried that I had sent an unintended message that I was endorsing RAISE wholesale, even though I assured them that I was participating in RA training for the first time with them. We would learn together, I remember saying in more than one way as I explained my role early on. As I reflected on their comments and wondered whether I had sent this unintended message, I worried whether I had suggested that I wanted them to find connections, to affirm the quality and merit of our shared work with the Frost literacy efforts. But as I reflected further across time, I began to see through their comments that they weren't afraid to talk back to my thinking. The participants readily and professionally disagreed with me at times. So, I surmised, they did not feel compelled to please me. Rather, I concluded, their comments may have reflected delight and appreciation that the RAISE work was consistent with our early work together. It wasn't "one more thing" added to their laundry lists of seemingly disconnected obligations, which I detail in Appendix H. Perhaps for some teachers, our Frost literacy work served as a foundation that gave them access to RAISE, because they had experiences to draw on through our work together. At Frost, it seemed from their comments, being able to see a connection between RAISE and the team's ongoing in-house literacy work made possible certain understandings in both spaces that might not otherwise have been possible. Given the collective worry for Frost faculty about sufficiently preparing students to pass the state test, the omnipresent need to coalesce and integrate professional learning and efforts focused around this singular goal seemed critical for participants (interview, 11-20-12). As I discuss in Chapter Six, I would later come to reconsider the role of these connections in light of frameworks considerations.

Beyond their eagerness to share connections, I periodically wondered why teachers were willing to talk with me, despite their busy schedules and despite the uncertainty of the school culture they worked within. I wondered at their willingness to give up a precious planning period (the only uninterrupted time during the day when they had could plan, grade, respond to emails, communicate with parents, check in with colleagues and administrators, and attend to logistical errands) to talk with me. The Frost teachers' unsolicited comments and interview conversations helped me see that I was not the only one benefiting from our conversations. In one interview, Robin recounted how reassuring it was to know that I would be at the RA leader training she attended: "You were in it with me. It felt good to debrief with you, because you understood the way I think. And it was metacognitive. Our conversations made me slow down" (interview, 3-20-13).

I viewed interviews such as the one that led to this exchange as an interaction, a space for the joint construction of knowledge where the interviewer and interviewee "discuss a 'theme of mutual interest' (Kvale & Brinkman, 2009, p. 2)" (as cited in Marshall & Rossman, 2011, p. 142).[38] I saw the interview as an interaction that invites multiple meanings and understandings. Adopting such an approach required that I consider in later data analysis and writing how to make transparent for readers these interactions by describing *how* teachers' interactions with one another and with me as the interviewer emerged and evolved as well as how they, at times, led to new understandings—just as this one with

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[38] Kvale and Brinkman (2009) use the metaphor of the miner and the traveler to distinguish approaches to interviewing. They suggest that the miner as interviewer sees herself as one who seeks to dig up the true meaning of the interviewee's thoughts and words by taking a more distant and objective stance. Conversely, the traveler as interviewer takes a more connected position in relation to the interviewee; the traveler sees the interview as a space to co-construct knowledge or understanding. The divergent positions taken by the miner and the traveler highlight important considerations about where meaning resides in interview interactions. The miner stance suggests that meaning is true and fixed, housed in the words of the interviewee; whereas the traveler metaphor suggests that meaning is not fixed or static nor housed in the interviewee's words alone. Kvale and Brinkman note that this latter stance supports "an interrelational interpretation" that "would regard the meanings of the conversation as belonging to neither" the interviewer nor the interviewee, "but existing between the subjects, in their inter-action" (p. 217). They continue, "The search for real-meaning nuggets," as is the quest for the miner, "may lead to reification of the subjective rather than to an unfolding and an enrichment of the subjective, which follows from an interrelational conception in which meanings are constructed and reconstructed through conversational interactions" (p. 218). Or, as Lather (2006) writes, this latter traveler approach locates "the research within the context of the research in a way that disrupts 'subjective/objective' binaries and accounts for the conditions of its own production" (p. 5). Consistent with the theoretical framing of this dissertation, I adopted the traveler's stance toward interviewing.

Robin had helped me reflect on my role and how teachers viewed our interactions.[39] By the end of the year, each RAISE participating teacher, even those who had cut short their involvement in the trainings, had expressed some version of comments about how they appreciated talking with me, especially in one-on-one interviews, about their learning and teaching.[40] They expressed value in having someone listen to their thoughts and perspectives as well as opportunities to reflect on their efforts, because they had little time for reflection as a general practice. Some, like Heloise and Alden, reiterated how our talks "affirm[ed]" their efforts and made them feel valued, because "we never get positive feedback about our teaching" (fieldnotes during a team meeting, 11-30-12).

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[39] This approach and understanding also enabled me to consider how the teachers were travelers too, especially as they navigated shifting contexts. They were both insiders and outsiders as they moved between contexts and interactions. I saw part of my work both in interviews and in the study more broadly as understanding this dynamic at play, which necessitated remaining radically open to teachers' perspectives and experiences through the interview. Thus, I tried earnestly not to usurp the conversation with my own thoughts and interpretations; my purpose was to learn through the interview as an interactive space about the teachers' reflections and actions, their perspectives and firsthand experiences with the PD and literacy learning, including writing. This stance is not only congruent with my theoretical framework but also consistent with the ways that I worked with and interviewed teachers as a part of my pilot study. And, given the nature of the school culture, one where teachers talk readily about their uncertainty about the future and about administrative motivations, teachers needed to continue to see me as a research collaborator who was eager to engage their ideas, perspectives, and reflections through interaction.

In describing my decision to adopt this approach I do not wish to suggest that I viewed the interview as a free-form conversation that could follow any unpredictable path. Instead, I used a brief interview guide where I prepared "a listing of areas to be covered in the interview along with, for each area, a listing of topics or questions that together will suggest a line of inquiry" (Weiss, 1995, p. 48). In my pilot study I tested interview protocols and approaches (J. A. Maxwell, 2005), and I found this unstructured, guided approach to interviewing helpful in guiding the interviewee toward particular areas of conversation in order to elicit teachers' "concrete descriptions" of their reflections and experiences (Weiss, 1995, p. 66). For the purposes of this study, the interviews I conducted enabled me to respond to previous conversations and interactions between colleagues before, during, and after the PD. Therefore, I developed the interview guides sometimes in my research notebook as I observed or participated in PD and other conversations. Other times, I developed my guides before I moved into another phase, especially when I knew I wanted to address certain aspects of teachers' shared experiences during individual interviews. That is all to say that I developed these guides organically from my embedded experiences, from fieldnotes, from previous observations and conversations, and from the questions that emerged in interview conversations too. In this way I endeavored to remain responsive both to the ongoing and emerging interactions that I observed and to my ongoing analysis of data as each phase preceded. Additionally, the interview in this format offered an important context for immediately asking participants for clarification as I sought to understand their perspectives and reflections.

[40] One of the biggest early challenges I faced in analyzing the data I collected came from navigating the volume of data and developing ways to organize the data. I kept an electronic log or record of my data collection in an Excel file by month that provided space to chronologically record the details of each data source and date of collection. Appendix I provides an example from one month. Recording these details helped me recall the observation, interview, and/or interaction as well as find particular instances during data analysis and even more significantly as I began to write.

Nonetheless, I knew that I could not be entirely sure how my ongoing efforts and interactions might influence teachers' willingness to share their experiences. One day, as I spoke with Hannah about her instructional choices, she paused after beginning to describe some of the challenges she was facing in working with the ELA consultant at the Freshman Academy, a separate 9th grade building where some Frost teachers had moved as part of the SIG reconfiguration.[41] In this instance, my long-term involvement at Frost enabled me to piece together what might have caused her sudden apprehension about continuing to share. She knew that I worked closely with Sarah on the school wide literacy curriculum; and because Sarah and the consultant at the Freshman Academy were close colleagues, I surmised that Hannah might be worried I would pass along her thoughts. When I reassured her that I was not interested in divulging her thoughts to Sarah or the consultant, she readily continued her narration (interview, 11-20-13). This interaction affirmed the benefits of my long-term involvement with Frost teachers because I could interpret the hesitation in what Hannah was not saying. At the same time, though, I could not help but wonder if there were other occasions when my prior interactions and ongoing multiple roles prevented teachers from sharing.

That said, I believe my greatest challenges in defining my ethnographic role were personal, internal challenges, which I wrestled with throughout the study as I worked to maintain trusting relationships and open access to the teachers in the study. Because I was working with some participants both as part of the study and as part of our whole school literacy efforts where they shared leadership responsibilities, I had to sort through my own investment in these efforts when I and other team members became frustrated, at times, when someone dropped a responsibility and left others to pick up the work. Of course, we discussed these issues later in team meetings, but in the moment, I worked to acknowledge my feelings so that I could consider whether and how they might be influencing my perceptions of that person for the purposes of the study. At other times, I worried about saying too much during follow-up RAISE team meetings. Because these meetings

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[41] The Freshman Academy opened the same year I began working with Frost teachers as the district received its first year of SIG funding. The Academy housed the district's 9th grade students in a former school building that sat largely vacant over the previous years as the district's declining enrollment forced them to close some school buildings. A new administration was hired to lead the Academy students and teachers. Unless otherwise noted, the things I say about Frost more generally also applied to the Academy teachers and culture.

immediately preceded or followed the Literacy Learning Inquiry Team meetings and teachers often saw them as connected, I wanted to maintain my participant role, especially because it would have been incredibly strange for teachers if I suddenly stopped talking when I had been so involved in team meetings for over a year. But I also did not want to dominate or sway the course of the conversation; I wanted to see how the conversation would proceed in order to get a better sense of how the team was making meaning of their RAISE learning and implementation efforts. I wanted to prioritize their experiences and perspectives while also knowing that my insider status depended upon maintaining a participant role in the group dynamic and interactions.  Still, I never took my insider access for granted, despite the trust that I worked to develop with teachers across time. Or, perhaps, it would be more apt for me to say that, because I knew how challenging it could be to gain the trust of teachers who worked in a fragile school culture, I never wanted to assume their trust was a given, even as I worked to collect and analyze the data that shapes this ethnography.[42]

**Understanding Collective and Individual Experiences**

Three years' time enabled me to come to know the Literacy Learning Inquiry Team teachers collectively and individually in important ways that helped me understand their learning experiences and perspectives. All had been teachers for at least 10 years. Most had been employed by Frost school district for the greatest portion of their teaching careers. Although some of the team members had been relocated to the Freshman Academy when SIG required school reconfiguration, many had worked together in the same buildings— whether at the high school, middle school, or now the newly formed Freshman Academy. They worked well together and talked often and openly about how they looked forward to monthly meetings as opportunities to spend time together. They commented about how much they appreciated working with colleagues who shared a similar belief in the potential of Frost students, especially as they had grown to question whether all of their colleagues were equally motivated by commitments to students and to teaching. Appendix J includes basic information about the team members and their participation in the Literacy Learning

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[42] This assumption is consistent with Walford's (2008b) argument that "access is a continuous process, [. . .] never total;" it is a "moment-by-moment process of negotiation and trust that can be rescinded at any time" (p. 16).

Inquiry Team. As indicated there, not all members were participants for both years of the team's existence.[43]

In terms of RAISE participation, Appendix J also indicates those team members who participated in all or some portion of the RAISE training.[44] Even those teachers who did not participate in RAISE training became active participants in the RAISE follow-up monthly meetings because they occurred either immediately before or after the Literacy Learning Inquiry Team meeting. Since the district requested substitutes for full days, it made it easy for all team members to participate, and they were eager to do so. Those who had participated in RAISE trainings were eager to share their learning, and those who had not attended were eager to learn. Beyond that, though, I observed how the comments of those who had not attended the RA trainings pushed the group to clarify their thinking, their explanations, and their next steps. In these ways, it seemed that everyone appreciated and took for granted that all Literacy Learning Inquiry Team members would be a part of the monthly RAISE follow-up meetings, whether they had the benefit of the RAISE training or not.[45]

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[43] Cara joined the Literacy Learning Inquiry Team in the second year, not fully knowing what she was signing up for but willing to work and eager to jump in. Michelle had decided she did not have the time to commit to the team in the second year. Since the team met almost exclusively during the school day, team members had to be willing to leave their classrooms for meetings at least once per month. At times they did take on work outside of the team meetings. Because Michelle taught a core subject (math, science, social studies, or English), she and her colleagues were working closely with consultants like Sarah who regularly "pulled them" for daylong meetings about curriculum, instruction, and student assessment. For Michelle, balancing the number of meetings while supporting her students learning (many teachers talked about how they could not rely on substitute teachers to teach) was too much. Hannah discontinued her team membership in the early fall of 2012 for similar reasons. And Tess's involvement in the group ended when she left for medical reasons in November and never returned to school that year.

[44] Of the team members who did not participate, Sarah did not participate because of her ongoing commitments to Frost ELA teachers and because she was not a full time employee of the district. Alden was not eligible to participate in the RAISE trainings because he taught World Language courses, which were not covered by RAISE funding. (Teachers' RAISE participation was funded through a federal grant, and the grant guidelines dictated that only those classroom teachers who taught English, science, or social studies could apply to participate.) Although Gabby taught health courses, her science background and the content of her courses made her eligible to participate. Cara did not join the team until the fall of 2012, so she did not participate in the RA training.

[45] It is also noteworthy to mention that, as Appendix J indicates and as I explore further in subsequent chapters, although Hannah and Michelle both attended the August RAISE training, both decided to cut short their participation in the RAISE follow up meetings and further training. However, they did continue on as study participants; I continued to interview them over the course of the school year, just as I did the other study participants. And because of Alden and Cara's integral roles in the Literacy Learning Inquiry Team and RAISE follow-up meetings, with their permission and willingness, I began interviewing them too when I saw the impact that their contributions and interests were having on study participants' comments and conversations.

## Contextual Understanding

The benefit of living closely alongside the team members is that I not only came to know them individually and collectively, but I also came to know Frost High School with unique intimacy. Because of my varied roles at Frost and with Frost teachers, I was well-acquainted with the mantra teachers repeated almost daily: "It's so stressful to work here." While it might otherwise have been easy to gloss this mantra as a common sentiment shared by all teachers everywhere (and therefore not unique to Frost High School or to Frost teachers), my long-term involvement with Frost teachers' literacy PD and learning across contexts helped me understand how this mantra served as a way of summarizing the multilayered challenges of teaching and learning at Frost High School.

By studying teachers' social interactions across the contexts where they described learning, I was able to balance attention to what Walford (2008a) describess as "the sometimes minute everyday detail of individual lives" and "wider social structures" (p. 7). And I was able to see how the contexts where Frost teachers learned and taught were shaped by and shaping the frameworks that influenced their learning in those spaces. In considering the interconnectedness of the contexts that Frost teachers traversed, I find particularly useful Jurasaite-Harbison and Rex's (2010) distinction between macro- and micro-contexts in their study of how school cultures support or preclude informal learning:

> On one hand, [teachers'] discourses occur in macro-contexts, in organizations and institutions (like departments, schools and countries), and, on the other, they occur in micro-contexts at a particular time, in a particular place, with particular participants (like a department meeting or a conversation between teachers between classes). (p. 268)

Frost and the RAISE training sites each served as macro-contexts. Given the length of my involvement at Frost, it would be nearly impossible for me to document all of the micro-contexts where I tracked and observed teachers' learning; in part, this is because of the fluidity of contexts—how they frequently shift, form, and reform.[46] However, Appendix K

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[46] Heath and Street (2008) write similarly about cultures, citing their own arguments about culture as a verb: "Social constructivists and some anthropologists (including Briand and Shirley) pushed hard for the idea that culture never just 'is', but instead 'does' (Thorton, 1988, p. 26). Street (1993b) proposed that we think of culture as a verb rather than a noun—a fixed thing. Ethnographers who adopted this idea took culture to be unbounded, kaleidoscopic, and dynamic" (p. 7).

offers a representative list of the micro-contexts that I was a privy to and embedded within during the course of this study. It also helps to explain more fully the varied micro-contexts where teachers spent their time during RAISE trainings. Not surprisingly, Frost teachers' conversations about RAISE work bubbled over into the micro-contexts listed at Frost.

Therefore, this study benefits from my ability to trace these interactions across contexts in order to develop a fuller picture of teachers' literacy learning than would have been possible had I only focused, for example, on the RAISE micro-contexts alone. Jurasaite-Harbison and Rex (2010) go on to explain why considering micro and macro-contexts offers a helpful lens for making visible teachers' discursive actions as they shape learning:

> To observe and understand how teacher learning is constructed, sustained, or changed we need to observe teacher conversations as they learn, in the places they learn, and ask them to talk about their learning. To understand what we see and what they say requires interpreting their discourses in relation to various social and political contextual conditions. (p. 268)

Jurasaite-Harbison and Rex's argument suggests, as the literature in the previous chapter does, that analyzing contexts and discursive interactions within them requires an awareness of and an accounting of the "various social and political" realities that permeate those contexts and, by extension, the frameworks that influence their decisions to act in response.

As I began to detail in the previous chapters, the internal and external pressures that permeated life at Frost High for teachers (as well as for all Frost community members) were necessarily part of the micro-contexts I detail in Appendix K. Pressures that came from outside and within the school, externally and internally helped to explain why it was "so stressful" to work at Frost. Chief among these pressures was the SIG threat of school closure and the associated pressure to improve student test scores. As Robin explained, preparing students for the state test is "at the forefront of what we're doing" (interview, 11-20-13). This was so much so that over time, teachers began to talk with less resignation about this reality. It was their job to improve student test scores. It was a fact that could not be lamented, their words suggested.  One day as the state SIG monitor roamed the hallways, popping into classrooms unannounced for brief observations, I watched as

teachers hurried students into classrooms, even if not their assigned classrooms, just so that they could give the appearance of order and academic focus (fieldnotes, 11-27-12). Teachers felt regular administrative pressure to improve student test scores, but they also felt that they were not sufficiently supported for meeting this goal.[47] "Their lack of planning causes us all stress," Heloise explained one day (interview, 2-14-13). It was not uncommon for administrative mandates to shift without notice, too. Michelle explained how the required 10th grade test that was to be administered twice per year so that teachers could gather data about student growth and preparation for the 11th grade test that mattered most significantly in meeting the state's expectations had "at the last minute" been "cut because [the district] couldn't afford it"[48] (interview, 2-6-13). I learned quickly that because of Frost's SIG status, nothing was certain. Teachers walked on the quicksand of shifting expectations and leadership, and I knew that I would have to remain open to the uncertainty of what would become of our relationship as a result of these realities.[49]

The emotional fatigue that resulted from teachers' constant efforts to improve student test scores and adhere to new SIG oversight was also palpable as teachers described their feelings about working at Frost. During one Literacy Learning Inquiry Team meeting, Gabby paused to question, "Is it me? Or does anyone else feel like a first year teacher this year?" (fieldnotes, 10-10-12). Team members nodded in agreement. I had heard them talk on numerous other occasions about the impact of student transiency, even

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[47] At the very least, teachers' arguments about lack of support were informed by the enormous personnel shifts at the start of the SIG's first year when I arrived. As part of the SIG requirements, a new administrative team moved teachers between district schools to meet grant requirements that over half of the teachers at Frost High be new to the building. The SIG logic, as teachers and administrators explained to me, was that the district needed to eliminate the "worst teachers" who could not support improved student test scores. Teachers lamented lost opportunities to sustain collaborative work and relationships with colleagues, especially as they believed that the decisions about who to move and why were arbitrarily made behind closed doors.

[48] The 11th grade teachers were inordinately the targets of improvement conversations because their students' scores mattered in the state's assessment of student improvement on standardized test measures. As part of the SIG agreement, all 11th graders would be required to take the ACT where their reading, math, and language arts scores would be factored into the state's consideration of whether the school was making necessary strides toward meeting SIG requirements.

[49] In fact, early on I discussed with advisors and committee members how I might negotiate the shifting realities of life in the school if Frost were to become a site for my dissertation research. I created alternate plans should "worse case scenarios" come to fruition. While I did not have to employ these alternate plans, I include these details to illuminate the realities of conducting research in school spaces that are like Frost High where consistency and predictability are largely unrealistic aspirations and assumptions, which one must take into account in proposed research designs and in negotiating ongoing relationships with teachers who live this uncertainty.

within the academic year, on their ability to establish supportive classroom learning communities and to meet the needs of all students when they felt school admissions had become a revolving door (e.g., fieldnotes, 9-13-12; interview, 2-6-13). And team members who were concerned about Tess's departure from school for medical reasons in November theorized that the school culture had something to do with her need for medical attention. As they spoke, they expressed understanding, believing that "it could happen to any one of us" (fieldnotes, 11-27-12).

Perhaps because of the challenging school culture that resulted from external and internal pressures, teachers were almost constantly crafting and revising contingency career plans. Michelle explained one day as she invoked the Frost mantra,

> It's so stressful with these tests, because I'm the breadwinner of my family. This is my *job*. And I know that my job depends on test scores. And it just freaks me out to think that if, God forbid, this school gets taken over or something, and what, I'm going to have to interview for my job? And get paid less. I mean that just doesn't seem right. It makes me regret I didn't look harder for a job in Mt. Zion or East Grove [two more affluent and successful districts]. (interview, 2-6-13)

Assessing these realities prompted most teachers to consider what their future job prospects would be if Frost really *were* closed some day. They often talked with one another and with me about trying to take advantage of professional opportunities that might position them well if they had to apply for already scarce teaching jobs in other local districts. Yet, they also worried about what they perceived to be a "stigma around" Frost High. People outside the district know we "suck," they would regularly recount. Other districts are "not going to want to hire us," Heloise explained (interview, 2-14-13). At the same time, they couldn't help but think about ways they could "get out" of teaching and, at times, of Frost High School. During the January RAISE training, I listened as a colleague from another school told Robin, "My plan is to retire at 47 and find something else to do." Without pause, Robin smiled and gave her a high-five. "Yep," Robin agreed, "that's what I'm doing, too" (fieldnotes, 1-24-13). One might conclude that the Frost High teachers were motivated to sign-up for and participate in the RAISE PD opportunity because it might afford them future possibilities within and beyond Frost.

At the same time, despite the challenges of navigating the macro school context and its micro-contexts, team teachers were eager to seek new knowledge, to learn, and to draw connections among contexts and the multiple initiatives they were a part of because they were incredibly motivated to serve their students. They were not only committed to helping students improve their test scores; they were equally, if not more, committed to preparing their students for life beyond Frost High. During a Frost Teacher Research Cohort meeting, as members discussed their motivation for participating in a voluntary research group, [50] I listened to the following exchange:

Gabriel:     This place is fatiguing. (Others nod.)

Abigail:     I feel like I work so much harder than other teachers.

Tess:     Not even in other places, even within this building; other teachers look at you like, if you didn't just do so much (She drifts off.)

Alden:     When Gabe said 'fatigue,' not just physically. We fight against forces. It just feels like there are so many forces against us.

Jill:     No one got into this for the pay. The rewards come from our kids and the relationship we build with them.

Alden:     If it was for the pay, we would have given up already. (fieldnotes, 11-3-12)

This exchange reflects the typical kinds of Frost teacher conversations I heard among team members and their colleagues. Teachers' participation in this teacher research group and other literacy PD opportunities within and beyond Frost High evidenced their commitment to their own professional learning in support of their students' learning. Abigail, who wore a blue lanyard with the statement "I believe in you" stitched in white lettering to hold her identification badge, explained how she told her students about her professional learning efforts because "I think it's important for them to see me as a student" (interview, 9-13-12). Her comments and these commitments were representative of the Frost RAISE participants in general. They wanted desperately to make a difference for the Frost students they

[50] The Teacher Research Cohort was a voluntary teacher research opportunity made available to all Frost High School faculty members who were interested in studying their disciplinary literacy instruction and students' literacy learning. It was grant funded through a local National Writing Project site. Teachers who participated received a small stipend for their yearlong participation. Sarah and I facilitated the group. I discuss more about this group and how some teachers' RAISE learning intersected with their Cohort learning in findings chapters that follow.

worked with and cared about. Some had grown up in the community surrounding Frost High. Others saw their teaching at Frost as social justice work extending from earlier Peace Corp participation, and still others chose to stay at Frost even when they were offered job possibilities at other local districts.

This collective eagerness about professional learning was one key reason why the team teachers were each involved in so many different initiatives, which regularly vied for teachers' time and often challenged their ability to prioritize some initiatives over others. These initiatives included school and district required teaching or extracurricular responsibilities, chosen leadership roles, mandated and voluntary professional learning opportunities, as well as other initiatives beyond the school or district that connected them with county or statewide teaching and learning networks. Appendix H details the multiple initiatives that teachers described being a part of—both by choice and by requirement.

Some might argue that the SIG afforded Frost teachers and administrators alike a well-articulated singular vision for professional learning. At least initially, the SIG application did present a somewhat cohesive vision for the different initiatives that SIG would fund. In large part, this was the project and leadership of the first grant manager. But when the grant manager left the district after the first year of the grant, at the end of the 2010-2011 school year, efforts to ensure that all SIG initiatives were consistent and cohesive were largely ignored. Instead, different leaders' pet projects were given a platform, and so began the birth of various initiatives that presented teachers with unclear connections and priorities. They often struggled with what to prioritize.

Yet as Appendix H in relation to Appendix B makes clear, I also played a clear role in adding initiatives to teachers' already full plate of obligations. At times, I felt guilty for adding to the list of things teachers were navigating, even if they had chosen their own participation. We talked openly during interviews and group conversations about how they could or were making decisions about what demands to react to immediately and what demands could be addressed later or even not at all. And to be honest, I too felt the challenge to balance my involvement in the initiatives that I was a part of at Frost. Sarah and I had assumed more responsibility with the whole school literacy work than either of us had imagined from the beginning. Neither of us was willing to compromise the quality of the work we were producing with and for Frost teachers, and so we often spent hours after

school and full weekends working to complete units or PD preparation. In these small ways, I was living some minute version of the Frost teachers' reality, too. In many ways, they recognized and talked about the commitment they saw me devote to the school and therefore saw me as a colleague and fellow collaborator. Nonetheless, I do not pretend to have lived the same experience as the teachers who worked at Frost and who balanced these competing initiatives on a daily basis. Their conversations with me and their discursive interactions with one another revealed the significance of this reality in mediating their professional learning across contexts. In accounting for the complexity of this ongoing negotiation within an urban, high-needs school culture, my study adds interpretive richness to understanding how these negotiations influenced teachers' efforts to integrate RAISE learning while addressing particular interests in writing.

## Interpretative Complications

However, I did not easily achieve this interpretative richness. It was the result of careful decision-making. As other ethnographers have taught me, ongoing methodological decisions are a requisite part of interactions with participants and others across contexts and time. As people who study culture, ethnographers are inevitably required to make last minute decisions because of the shifting and changing nature of any culture. My goal in making decisions was to collect a sufficient amount of data focused on my research questions so that readers of this dissertation would be able to make the lowest level inference from the data provided. Put another way, I was aiming to ensure that the data I offer in writing this dissertation enables readers to co-analyze that data too, to join me in the spaces that Frost teachers traversed as well as the interactions that shaped their place in those spaces.

Toward that end, I made two sets of choices that influenced the interpretations I make—one set *for* the data, and one set *about* the data. Choices *for* data had to do with the boundaries I set with regard to the kinds and amount of data I collected. Choices *about* data had to do with the boundaries I set regarding the analysis and interpretation of data once I collected it. Some of these decisions occurred in the day-to-day fieldwork of ethnography, but others, because of their magnitude, required more reflection and consideration in describing why I ultimately made certain choices. Indeed, I make decisions even in this chapter about how much time to spend narrating these choices based on their significance.

**Choices *for* Data**

Thus far, I have described choices I made about the kinds of data I collected during the study. Questions about where and when to stop persisted, especially as the allure of remaining in the field tempted me. But boundary choices also required me to consider my own role in multiple initiatives at Frost, as a participant observer in different spaces and in interactions with teachers when they solicited my feedback and opinions.

The most significant choice *for* data that I had to make, which held interpretive significance and which merits a lengthier consideration here, had to do with race and class. My choices about whether or not to expressly address developing questions about how teachers' and students' race, class, gender, sexuality, and other identity markers influenced their learning as well as the school culture had important implications for what I would or would not be able to say as a result of this study. Below, I narrate how I made those decisions in order to illuminate how they challenged me and how they shaped this project as a result. Ultimately, while I believe that the decisions I made were ethically appropriate at the time, wrestling with and making these decisions makes me keenly aware of missed opportunities that could have added to the richness of this study's findings. Nonetheless, the decision-making process also enabled me to see implications for future PD and research that I articulate in the final chapter of this dissertation.

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Walking the hallways of Frost High, I could never forget that I was a white middle-class woman. The school's student population was nearly exclusively black. A few first generation immigrants who enrolled in the school's small English language learners program stood out because they were white ethnic minorities from Eastern European countries. The Frost High administration was exclusively black as was the district's superintendent. The Freshman Academy principal was white; the assistant principal was black. In recent hiring decisions, the district sought and hired black candidates. However, the school's faculty was about equally black and white. As with any other school, the school's climate was shaped by the racial composition of the people who shared its hallways and classroom.

At the same time, because of Open Enrollment, Frost students came from working-class and increasingly low-income households. In contrast to many other schools where I

had worked, the Frost student parking lot was largely empty. Few students drove to school because they did not have cars to drive. While a fair number of the faculty members had grown up in the surrounding Frost community, even those faculty noted how the shifting economics were increasingly shaping Frost students' home lives.[51] Other faculty members came to Frost from largely suburban upbringings with middle-class experiences and expectations for family involvement and opportunities.

I was aware that race and class, in particular, were shaping the Frost High culture and interactions between students and teachers as well as between colleagues. Sarah and I talked with teachers in our Literacy Learning Inquiry Team work about finding texts that represented Frost students' experiences and backgrounds as entry texts in our units of study. We talked about race and class representation in the texts we chose (e.g., fieldnotes, 9-19-12). Nonetheless, perhaps because I was particularly aware of my own race and class identity in the Frost High space, it took me quite a while to realize that teachers and administrators rarely discussed how the intersection of identity markers shaped the teaching and learning environment there. When teachers did reference these factors, they appeared as general comments about what it was like to teach in a "unique urban district" (e.g., interview with Robin, 3-20-13). Or they commented in general about the school culture, as Alden expressed during one of the Literacy Learning Inquiry Team meetings: "The culture here is messed up" (fieldnotes, 1-10-13). On rare occasions, I was privy to more explicit conversations. A few times, I overheard some white teachers talk about how some of the female black teachers were members of the same college sorority; they talked briefly and softly about how this unwritten alliance may have affected their willingness to defend questionable teaching practices, even when it was not in the best interest of student learning.

It was not until I really began to review my fieldnotes and interview transcripts during the second semester that the Frost team's RAISE experiences brought this reality into clearer focus for me, as I noted how these conversations were also largely missing from their RAISE PD conversations. Looking across the RAISE training days, I began to

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[51] One African American teacher who participated in the Teacher Research Cohort, for example, shared with the group one Saturday how she had attended a Detroit high school. "I wanted good grades," she offered as she explained how perplexed she was by why the Frost students in her class "don't care" about their grades or doing well in school (fieldnotes, 12-12-12).

search for references to how identity markers shaped a school culture and teachers' frameworks. I found a few vague references in the video study work where teacher participants read introductions and overviews of the school contexts where the teacher in the video worked. But there were never explicit conversations about how these contextual factors or considerations of race, class, gender, disability, sexual orientation, or other identity markers shaped student and teacher learning in their school contexts or in the PD space.

So it was that I began to reflect more and more on the discourse at Frost High about these considerations. As I reviewed my fieldnotes and interviews, I found few instances where Frost teachers brought up race, class, or other identity markers without my solicitation. One of these examples came from Heloise's explanation of how she shifted her drama instruction to include more writing and to reconsider the genres she introduced. "Musical theater used be a white thing," she explained as she described why she wanted students to see images of black people represented in musical theater (interview, 12-11-12). Another occurred when some of the Freshman Academy teachers took the ninth grade students to see the movie *Lincoln* as a reward for positive behavior. When one of the teachers returned, he interrupted a conversation I was having with Hannah in order to share how he felt "odd" as a white man taking a group of black students to see that movie. The subtext of his brief comments was that he did not feel comfortable navigating a conversation about race, which the movie evoked at least for him—if not for his students.

By and large, however, the references to race and class that I found as I sifted through the hundreds of pages of fieldnotes and interview transcripts were most often in response to my questions or prompting. For example, one day Robin invited me to join her in one of the school's auditoriums for a "Signing Party." I learned that this was the day that six Frost football players would be signing agreements with college football programs. As I entered the packed auditorium, I found one of few places left to stand along the back wall. I listened as the principal and athletic director talked about how proud they were of these young men. Then, they invited parents to say a few words about their sons. Each told stories about youth football, academic struggles and successes to stay eligible to continue playing the sport, coaches that made a difference, and about their hope that each would benefit from a college education. Two of the three colleges that the players were signing

with were in rural Midwestern towns outside of the state. I wondered, as I listened, whether these young men had ever visited these college towns, which were far from the world outside Frost High. I wondered if they understood what they would be navigating as one of few black students enrolled in predominantly white, small liberal arts colleges. Later, in a conversation with Abigail who was also there, I asked her if she knew the students and what her thoughts were about their futures. She commented on her memories of working with some of them across grades, but it was clear that my question raised a set of considerations she had not thought about: "I've honestly never really thought about what life beyond Frost might look like for these boys," she shared (fieldnotes, 2-6-13). A few days later, Abigail sent me an e-mail to say that she might want to study their journeys beyond Frost. This is one example from a small handful where I saw how my questions opened small spaces for conversations about race and class, in particular. While teachers engaged these questions in different ways—sometimes addressing them specifically and at other times addressing them with vague generalities I noticed that as with my conversation with Abigail, they did not regularly raise these considerations, at least in conversations I observed or was a part of over three years.

Yet, I also knew that the silences about how identity markers shaped learning and teaching at Frost were equally important to consider. I knew Robin saw herself as a role model for other teachers and students at least in part because of her racial identity as a black woman.[52] I knew, too, that Abigail contemplated these considerations personally. She was married to a black man and referenced obliquely her children's need to navigate schooling as biracial learners. Beyond that, there were other collegial interactions that shed light on unspoken feelings and questions as related to identity markers. When one of the assistant principals personally invited a group of black teachers to attend a daylong conference on multicultural teaching practices, white teachers' passing comments suggested their concern over why black teachers would need or benefit from these conversations more than their white colleagues.

It was late spring when I began to piece together these conclusions. With less than two months of school left, rumors had already begun to circulate amongst faculty that the

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[52] Notably, Robin was the only black person on the Literacy Learning Inquiry Team, and she was one of few racial minorities at both the RA leader and RAISE trainings.

superintendent was going to replace or move the Frost High principal to another school within the district.[53] Another administrator had spoken with me in passing conversations about efforts to look for a job elsewhere. These prospects took the uncertainty of Frost's future to new levels when compared with previous years. I seriously contemplated whether to raise further questions about the absence of race and class conversations in the building with the Frost teachers, especially as I had begun considering how this might have affected their learning and daily work within and beyond the building and district. I definitely wanted to understand more about their feelings and thoughts, but I also worried about raising these questions as they had the potential of opening a host of dilemmas right at the end of a chaotic year and as I made plans to leave the school after three years. I wondered about my ethical responsibilities and ultimately decided it might be unethical for me to open a potential Pandora's box. In retrospect I can see the limitations of my conclusion at the time that part of the reason why teachers did not regularly talk about how race and class—as well as other identity markers—affected the school culture and learning was that they did not have the discursive tools for doing so. I worried that raising questions without offering such supports might contribute to an already stressful end of the year as well as to the uncertainty of what was to come and leave them no better as a result.

This decision and others of a lesser scale outlined earlier in the chapter limited the richness of the data that I collected. At the same time, I often made these decisions in an effort to build and sustain the kinds of trusting relationships that I worked to develop across the years of my involvement at Frost. And in the case of this late decision about how identities shaped teachers' learning experiences, I endeavored to consider my ethical responsibility as a researcher in a fragile school culture where increasing uncertainty had been reintroduced. Time constraints also meant that I had to be aware of the study's impending closure. Had I continued the study into the following year, I would have felt more comfortable about raising these kinds of considerations in our interviews and in the monthly follow-up meetings.

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[53] This did in fact happen over the 2013 summer break. At the start of the 2013-2014 school year, Frost teachers were introduced to their new principal who was a black man from a nearby underperforming school district.

Nonetheless, these decisions continue to linger in my mind. They motivate my interest in future research that more expressly raises these considerations, especially as relates to teachers' ongoing professional learning about literacy where identity factors significantly in writing, reading, and making meaning of the world. My theorization of frameworks will be strengthened by greater attention to identity as a shaping factor in teachers' framework negotiations.

**Choices *about* Data**

Finally, the choices I made *about* the data I *did* collect also influenced the interpretations that I was able to make. As I have mentioned already, my decision to prioritize teachers' experiences and perspectives as learners meant that this study's focus was not on evaluating the effectiveness of teachers' efforts to integrate their RAISE learning into their classroom instruction with fidelity, as is the focus of so many PD program evaluation studies. Thus, I did not spend a significant amount of time in teachers' classrooms. I am aware that I may have better understood what teachers were willing or able to talk about in terms of their application and implementation efforts if I had opportunities to watch them enact that learning, especially because it is quite possible that there differences existed between teacher talk and teacher action. Just as I could not possibly follow all teachers into the full range of their professional learning opportunities at and beyond Frost, I was unable to spend time at RAISE with all teachers equally (as one person traversing three rooms). It is reasonable to assume I missed things that could have enriched the interpretations I was able to make. Nonetheless, the scope of my observations and interactions across RAISE spaces and Frost micro-contexts are still a unique asset to the study, as I was able to ask questions I might have taken for granted if I had been present to all things all the time. These questions about what had happened in my absence provided me with opportunities to learn through teachers' eyes and to compare those observations with others' interpretations as well as my own. In the findings chapters that follow, I work to illustrate how my interpretations developed across time through detailed analysis of discursive interactions so that readers will be able to see how teachers' learning about disciplinary literacy and writing emerged and was shaped by those contexts where they describe learning.

Chapter 3

The Elusive "Bridge to Writing:" Framing the Problem

As I forecasted in earlier chapters, at different points throughout the year, nearly all Frost teachers expressed a similar conclusion about the reading-writing relationship in their RAISE PD experiences; writing, they concluded, received scant attention at best:

> "I haven't heard anybody talk about writing in RAISE." (Robin, interview, 2-7-13)

> "RAISE is really reading focused. I've tried to connect the reading work to the writing work." (Abigail, interview, 12-10-12)

> "RAISE has not yet supported the writing aspect. It just hasn't. I'd like to do something where students take a text, and they learn from it, and then they write their own and then the revision process, but we haven't moved past the whole reading of the text yet. So, it seems like we're at a wall." (Heloise, interview, 2-14-13)

I spent the greater part of my yearlong journey with the Frost teachers trying to understand the dilemma their comments reflected. Why, despite strong desire to find meaningful answers to disciplinary writing questions, did RAISE come up short in their estimation? Like many secondary teachers across this country, the Frost teachers were interested in meeting the increasing secondary writing instructional demands they and their students were facing. As I have described in previous chapters, motivation was not the missing ingredient. Why, I wondered, despite the strength of the RAISE PD curriculum and facilitation, did the Frost teachers *still* struggle? I was stumped initially, especially because as I sat alongside the Frost teachers during RAISE trainings, I overheard them participate in conversations about writing. RAISE facilitators described the strong relationship between reading and writing in students' literacy learning. Beyond that, page one of the core RAISE text that teachers read during and between PD sessions referenced this reading-writing relationship as well: "This book presents an approach to improving

students' ability to read critically and to write about and discuss texts in a range of disciplines—an approach that builds their academic literacy" (Schoenbach et al., 2012). And from Day One in August, teachers regularly wrote to log their thinking before, during, and after reading activities. There were nearly infinite instances of times when facilitators asked participants to "log your thinking," "answer questions," and "reflect on experiences" of reading through writing. In these moments, participants wrote on their RAISE binder pages, graphic organizers, sticky notes, and texts to collect thoughts that would promote talk with colleagues and further reading goals and learning. Afterward, facilitators encouraged participants to consider how their experience reflecting on reading activities in writing might translate to instructional approaches they could use with students.

On the surface, it looked like these conversations ought to have supported Frost teachers' efforts to seek answers, but their continued reflections about the lack of support they were gathering to address their writing questions prompted my further analysis. I revisited the instances when writing *was* referenced in RAISE conversations in order to better understand and explain the challenges the Frost teachers experienced. Reviewing these instances, I confirmed what their reflections suggested—that extended RAISE conversations about writing were indeed rare. I wanted to honor and represent the teachers' reflections and feelings.  At the same time, I wanted to understand why even brief conversations about writing like the one I heard in August were not proving meaningfully useful for teachers. During one of the early August training days, ELA facilitators argued that the reading-focused work teachers had been engaged in could help them prevent a common ELA instructional dilemma: How do I help students generate ideas for writing so that they can begin drafting? One facilitator urged teachers to see RAISE reading activities as ways to ensure that students would have something to say in their writing. (fieldnotes, 8-15-12) Such comments illustrated facilitators' genuine efforts to acknowledge the real challenges that disciplinary teachers face as they work to support students' literacy learning as well as their efforts to consider writing as a necessary part of disciplinary literacy instruction. I ruminated on these considerations and returned to the one instance when writing *was* given more than passing reference during RAISE PD to see if I might find some clarity.

This instance, which I will describe in the sections that follow, occurred during the two-day January RAISE PD in the ELA room where Abigail and Heloise spent their days. By this point, both Heloise and Abigail had articulated interest in learning how to integrate writing instruction more purposefully into their ELA courses. In Heloise's case, she was interested in helping students meet discipline specific writing demands, and in Abigail's case, she was interested in helping students meet external pressures to perform well on standardized writing assessments. I wasn't surprised by their excitement, then, when they discovered that writing would be the primary focus of one of their January RAISE sessions (fieldnotes, 1-24-13).

Given Abigail and Heloise's enthusiasm and hopes for the utility of the session in answering their writing questions, I had planned to join them for the session. However, ELA facilitators switched the agenda blocks on the following day, and I was in another content-area room for the session. So I asked Abigail about the session later that afternoon, eager to hear her impressions. "Those discussions weren't what I thought they would be," she lamented. "[The focus on writing] mostly came from our discussions with each other. I got good ideas [from other colleagues], but you know . . ." (fieldnotes, 1-25-13). Our conversation was cut short by the resumption of the afternoon agenda.

Back at Frost, when we were able to find the time to debrief further, I asked Abigail to tell me more about her experience during the session. I had to prompt a bit, because she did not initially remember the details. As she flipped through her January RAISE binder, she pulled it between us so I could look at the session handouts but also as a way of jogging her own memory. "This is the piece we looked at," she began, pointing to a two-page, two-column text titled "1889: Pittsburgh, The Gospel According to Andrew Carnegie" that she had annotated while reading. With the text as a recall prompt, she narrated in detail how the ELA facilitator walked participants through their reading of the text:

> First, the facilitator chunked the text for us, and he modeled just the very top part, so *Talking to the Text*. And he did a *Think Aloud*. He asked us, 'What did you see me do?' And we talked about it. . . . Then we read through individually *Talking to the Text* for the first chunk. Then, we did a *Talk-Pair-Share* with a partner about how we approached this [text]. And again, it *was* very useful to me because my students in AP Language, they have to work through a lot of challenging texts like this. . . . Our

facilitator didn't model the second chunk, but we did the second chunk the same, and he . . . gave us permission to approach the text in a different way. I approached this in a way of making meaning, and the second time I looked at [it] as more, 'Okay, let me look at the two sides of the argument.' Then after we talked with our partner, we would open it up to a group discussion . . . about things that we annotated. To me, it got really off track. And again, with English teachers I think [the conversation can get off track] a lot because you just want to talk about the content, but I felt like we talked more about *content.* I learned a lot about Andrew Carnegie, I'm not going to lie. . . . But I don't feel like I learned anything from this task." (interview, 2-6-13)

As a fellow RAISE participant, I understood Abigail's reference to RAISE reading and teaching strategies such as *Talking to the Text*, *Thinking Aloud*, and *Think-Pair-Share*. The process that Abigail narrated sounded quite similar to ones we had experienced on numerous previous occasions. By this point, facilitators had asked participants to learn about, try out, and use these strategies in the PD setting and in their classrooms for five months. Abigail's comments about how the process and work with the text was "very useful" reflect that she saw the process as useful for her AP Language reading instruction, which necessitated helping students "work through a lot of challenging texts." In contrast, her comments about not feeling as though she "learned anything from this task" reflect her dissatisfaction with the fact that the process did not offer her instructional tools or strategies for supporting her students' *writing* in that same course.

### Framing the Dilemma

Despite facilitators' billing of the session as writing focused, Abigail's narration of the session reflects her belief that facilitators had framed the session, like the many others she had experienced before, as a session focused on reading with potential benefits for writing instruction. Seeing what Abigail perceived to be the incongruence between a session with a purported focus on writing and her experience of yet another reading-focused session began to illuminate *why* Abigail and her colleagues were so challenged to find utility in RAISE PD conversations, even when writing was part of the conversation.

Goffman (1974) argues that each one of us who enters an interaction with others must negotiate the question, "What is it that we are about here?" (p. 8). Each RAISE PD session and each interaction with facilitators and fellow participants invited Frost teachers

to answer this question—most often implicitly. How participants and facilitators responded, how they acted and what they said, all evidence the ways in which they worked to answer that question. Although the Frost teachers participated in a shared interaction and, we might presume, they shared a vision for their work with others, the Frost teachers' actions in-the-moment and later reflection during and following RAISE sessions indicated what others have similarly argued: participants do not necessarily experience a shared interaction in the same way (Friend & Cook, 1992; Goffman, 1974), and depending upon the perspective(s) of those involved, each interaction can therefore be interpreted in multiple ways (MacLachlan & Reid, 1994).

To understand *how* these interactional dynamics played out for Abigail and her Frost colleagues, I draw on a collection of interdisciplinary literatures about *framing*, *frames*, and *frameworks* to explain *why* the Frost teachers were challenged by their RAISE PD interactions, even as they earnestly sought support for their writing questions.[54] For nearly 50 years, cross-disciplinary scholars have used the terms *framing, frames*, and

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[54] Bateson, an anthropologist is largely credited with first using and conceptualizing the term *frame.* Drawing on Bateson, Tannen, a linguistic, is often cited as introducing frame analysis as a theory. However, frames, framing, and frame analysis have been written about and applied in a variety of fields, including: cognitive psychology (Levin, Bartlett); sociology and social action theory (Benford & Snow, Goffman, Hymes); communications (Schuefle, Jorgenson & Steier); business management and leadership (Creed, Fairhurst); artificial intelligence (Minsky, Cantor & Mischel, Mandler); and journalism (D'Angelo). In education, scholars whose work focuses on educational leadership, science education, English language learners and English language acquisition, and policymaking and implementation use frame theory.

     Part of the confusion over the varying definitions and applications of framing, frames, and frame theory comes from two different orientations that scholars draw when using these terms. Tannen and Wallat (1993) distinguish these two camps as those who take a more cognitive approach and those who take a more interactional approach. Those who focus on cognitive frames attend to the mental structures, or schemata, that help organize new information by drawing on previous experience and knowledge. Their focus is largely on the individual and how he or she interprets new experiences. Those who take an interactive perspective focus on how frames are co-constructed, negotiated, and produced through discursive interaction. In this way, interactive frames are developed through a dynamic process where meaning is shaped on the spot, in the moment. Tannen (1993) writes about what unites these two broad camps of scholars:

> What unifies all these branches of research is the realization that people approach the world not as naïve, blank-slate receptacles who take in stimuli as they exist in some independent and objective way, but rather as experienced and sophisticated veterans of perception who have stored their prior experiences as 'an organized mass,' who see events and objects in the world in relation to each other and in relation to their prior experience. (p.20-21)

From this point of unification, though, the greater attention to individual or social serves to distinguish the perspectives of scholars who employ these terms. For the purposes of this study, I take an interactional approach and focus. However, this approach includes an acknowledgement that an individual's frames and frameworks, although they are socially constructed, influence and individual's perspectives of the world. In this way I seek a more balanced perspective.

*frameworks* to describe how people make sense of their world and communicate that understanding. As others have noted, the terms have been used imprecisely and inconsistently (MacLachlan & Reid, 1994; Tannen, 1993). Nonetheless, each term offers understanding that when layered together helps to describe how people define what they are doing or accomplishing (framing), how they name what they are doing (frames), and how they coalesce understandings about what they are doing (frameworks). Although my thinking about each of these terms has antecedents in others' work, I define them in relation to the unique interactional space of formal and informal literacy PD learning. I argue that within these PD contexts, *framing*, *frames*, and *frameworks* help to explain how participants' social interactions shape their learning about and teaching of disciplinary literacy.

**Framing**

*Framing* is the act of answering Goffman's question, "What is it that we are about here?" As a verb, *framing* focuses attention on defining shared work interactively with or in relation to others (MacLachlan & Reid, 1994). In his argument for the need to reframe literacy instruction to meet the specific purposes of ELA instruction, Andrews (2011) notes that framing can be used as a vehicle for accomplishing important social action:

> Communication is not about framing; rather, its function is to move things on in the world (in terms of action); to change people's minds; to relay to others a sense of how the past informs the present and future, and vice versa; to express and understand experience; to engineer social relations; to consider the relationship between fictional worlds and real worlds. Framing, therefore, is a means to an end. (195)

In terms of literacy PD, individuals as well as groups of individuals engage in the work of framing interactions meant to support professional learning and inquiry.  For example, when the RAISE facilitators invited groups of participants to develop shared ground rules for engaging in conversation with one another on the first day of RAISE PD in August, they were framing the session and the RAISE learning context as an inclusive space where all participants would feel included and free to contribute and raise questions. Such framing activities help to delineate what is included and excluded from the professional learning space. In the best cases, framing activities provide the means for accomplishing

professional literacy learning that supports participants' efforts to improve the quality of their teaching and, by extension, the quality of students' learning. Framing can bound the work and interactions that people share by demarking what we are and are not about together. In less successful cases, as I will describe, framing can work to exclude participants' ideas and experiences, even when doing so is not the intended goal.

Returning to Abigail's earlier narration of her January experience with the benefit of *framing* language provides an opportunity to see *why* RAISE conversations about writing were challenging for Frost teachers. In order to understand this dynamic more completely, it is helpful to consider how framing can happen before, during, or after an event. Even before Abigail arrived, the agenda framed the session as one about writing. Abigail expected, given the agenda, that facilitators' framing of the session would be focused on participants' learning about disciplinary writing instruction. In contrast, during the session, the way facilitators framed the session around reading differed from the ways Abigail had anticipated that they would or ought to have framed the session. The reflections Abigail shared with me served to frame the session after the fact. Abigail's experience highlights the temporality of framing. Her experience also highlights that framing has important consequences for how facilitators *and* participants make meaning of their PD experience, especially if we recognize that framing imbues many facets of individual and group experience, "including social ('Whom do I expect to interact with here and how?'), affective ('How do I expect to feel about it?'), epistemological ('What do I expect to use to answer questions and build new knowledge?'), and others" (Hammer, Elby, Scherr, & Redish, 2005, p. 98). In terms of PD and as Abigail's experience illuminates, framing influenced Abigail's experience of the writing session even before the session occurred through the discursive interactions (e.g., written communication) that preceded the start of the session, but her framing continued across time and interlocutors and reflected how she interpreted others' framing. Because she perceived that facilitators' framing focused on reading, this made Abigail feel as though she had gained little of value from the session. But this was not the *only* explanation for why Abigail may have felt frustrated.

**Frames**

As I continued my interview conversation with Abigail, I wanted to understand more about how writing did—or did not—emerge in the course of the session. Abigail

pushed her RAISE binder closer to me so that I could look at the artifacts she recorded and collected. As I turned the page, I saw a table (Figure 3.1 below), which indicated at least some discussion of writing during the session.

"So how did the [Good Readers and Writers] table come about, then?" I asked.

"So," she explained, "what we were doing is as we would share out, some of the people that were in training to become facilitators,[55] they would be logging. And they were logging reading and writing."

She read me a few examples from the chart where she had recorded verbatim what the facilitators in training were logging. As Figure 3.1 illustrates, the writing side of the notes was decidedly shorter than the reading column.

I continued, "May I clarify? It sounds like what you're saying, based on what I saw in other instances, is that you were talking about the content of the piece, and it was the facilitators who were logging, who were making the leap to say this is what you're doing as a reader or writer."

"Yeah," she agreed.

"So it sounds like what you're saying is *that's* the problem. Is that fair to say?" I asked.

"It *is* fair to say," Abigail responded. "And given the person that I am, I'm an avid note taker, so that's how I learn. I wouldn't have even remembered [that this section was about writing], 'cause when you said 'How was that?' I remember thinking, I don't feel like they even talked about [writing]. . . . I thought [this segment about writing] was going to give me a lot more." (interview, 2-6-13)

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[55] Like many strong PD programs, RAISE was committed to building teachers' literacy leadership capacities. They recruited facilitators from their groups of trained RAISE participants and invited these potential facilitators to train as leaders for a full year. They worked under the guidance and support of the official RAISE facilitators, taking on increasing responsibility for the RAISE PD facilitation over the course of the year. In general, there were two leaders in training in each of the content-specific RAISE rooms that I observed.

**Readers**

- evaluative
- Critical lens
- emotion
- what strategies are used
- pulling out
  - claim
  - evidence
  - counterclaim

- read like a writer
- find an opposing view
- multiple viewpoints
- multi draft reads

- intention
- reader stance
- activate schema
- connect to world/discipline
- cultural trends
- historical connections
- awareness/agenda
- questioning author's beliefs

**Writers**

- use text as a model for argument format
- persuasive language
- academic vocabulary

- How can we help students notice writers' craft while they are reading) focused Talking to the text prompts?
- How can we integrate ongoing RA routines to support the writing process
- metacognitive conversation focused close reading, structured talk, shared resources

Figure 3.1 Abigail's Good Readers and Writers Notes

This exchange deepened my thinking about how frames, a term closely linked to but distinct from framing, make visible and further help to explain the challenges Abigail faced in answering her questions about writing through her RAISE participation. Drawing on the work of others who take an interactional approach to framing, including those who build

on anthropologist Gregory Bateson's work, I define *frame* as the label individuals use and/or groups negotiate to name "what we are about here" through their interactions (MacLachlan & Reid, 1994; Tannen, 1993). Like the frames on pictures, interactional frames serve as "contexts surrounding events or actions that condition their interpretation" (Jorgenson & Steier, 2013, p. 392). Frames are based on individuals' or groups' expectations for "what we should or could be about here." They are most often negotiated through sociocultural cues that help participants interpret or read an interaction (Tannen & Wallat, 1993). As a result, they influence how individuals and groups think about and respond to an interaction as it unfolds (Hammer et al., 2005). Frames are thus flexible; "frames can be adapted and changed according to the needs of the participants within the frame" (Andrews, 2011, p. 8).

In terms of PD interactions, facilitators and participants jointly and individually frame what they are about through their interactions. At times, frames are collaboratively arrived at through explicit framing activities or conversations where participants have equal sway and say. But more often than not, PD frames emerge in one of two ways: either implicitly, with all involved assuming they are on the same page, sharing the same frame; or, explicitly, by those who have more power in facilitating others' learning and who then presume everyone is on the same page, sharing the same frame. Considering how frames are arrived at raises awareness that PD spaces, like all learning contexts, are shaped by cultural, social, and political realities. Jorgenson and Steier (2013), communications scholars who use framing theory to study interpersonal communication processes that facilitate whole-systems change, offer additional insights about frames that are applicable to the PD setting. Drawing on Bateson, they suggest that we cannot take for granted that all involved in any professional learning interaction share the same frame. Nor can the "meaning of communicative contexts . . . be dictated by the intentions of the designers through the orchestration of physical and social settings; how participants orient to the setting and select relevant features remains an open question" (pp. 392-93). These arguments build the case for prioritizing PD participants' experiences in understanding the effectiveness of PD programs. As Saville-Troike (1982) notes in *The Ethnography of Communication*, "what the speakers' frames are, what processes they are using to relate these expectations to the production and interpretation of language, and how the schemata

and interaction processes relate to their shared cultural experiences, is the ultimate goal in explaining communicative competence" (p. 152). Understanding participants' frames helps to offer a more robust understanding of how participants frame their PD involvement in relation to or as distinct from the ways PD experiences are framed by facilitators, curriculum authors, and designers. Determining whether their frames align offers a means for understanding why communication between and among participants and facilitators leads to productive outcomes for all involved.

Examining Abigail's narration of the January session and, in particular, how the "Good Readers/Good Writers" chart (Figure 3.1) was arrived at illustrates these points about *frames* even more concretely. As Abigail describes, the facilitators in training were making the decisions about how to *frame* participants' contributions in the two categories as either a description of something "good readers" do or something "good writers" do. Part of the issue for Abigail was that facilitators didn't consult participants about whether these two frames reflected participants' thinking, or frames. People commonly assume shared frames when interacting with others, but it's difficult to verify a shared frame unless and until it emerges explicitly through the interaction and can be articulated among members. Abigail's narration points out that there was not a verification of shared frames during the session. Yet, as Jorgenson and Steier's (2013) work suggests, in order to take action (or, as I argue, to use PD learning), participants in any interaction need to share a frame; they need to co-construct how a frame is labeled and what gets included in that frame as an ongoing recursive process. Since frames are flexible, "the challenge for the facilitator is to articulate an understanding, to posit a frame and test its resonance for the group, without 'fixing' its meaning" (p. 402). For Abigail, the fixed nature of the "good reader" and "good writer" frames led to further challenges as she and her colleagues endeavored to thoughtfully engage the questions that facilitators posed about the relationship between reading and writing instruction, which Abigail listed on her chart (Figure 3.1).[56]

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[56] As I reflected further on these dynamics, it is worth noting that I became increasingly aware of my own role in framing the Frost teachers' experiences both for readers of this dissertation and for the Frost teachers themselves. In this interview conversation with Abigail, I made an in-the-moment choice to say, "It sounds like what you're saying, based on what I saw in other instances, is that you were talking about the content of the piece, and it was the facilitators who were logging, who were making the leap to say this is what you're

**Frameworks**

Continuing our interview conversation, Abigail flipped in her RAISE binder to the last page from the January session. She read the sheet's directions: participants were to "in pairs, create a list of routines for the classroom that will help students become better writers." Figure 3.2 captures the list that Abigail recorded during her paired conversation and from listening to others' responses afterward.
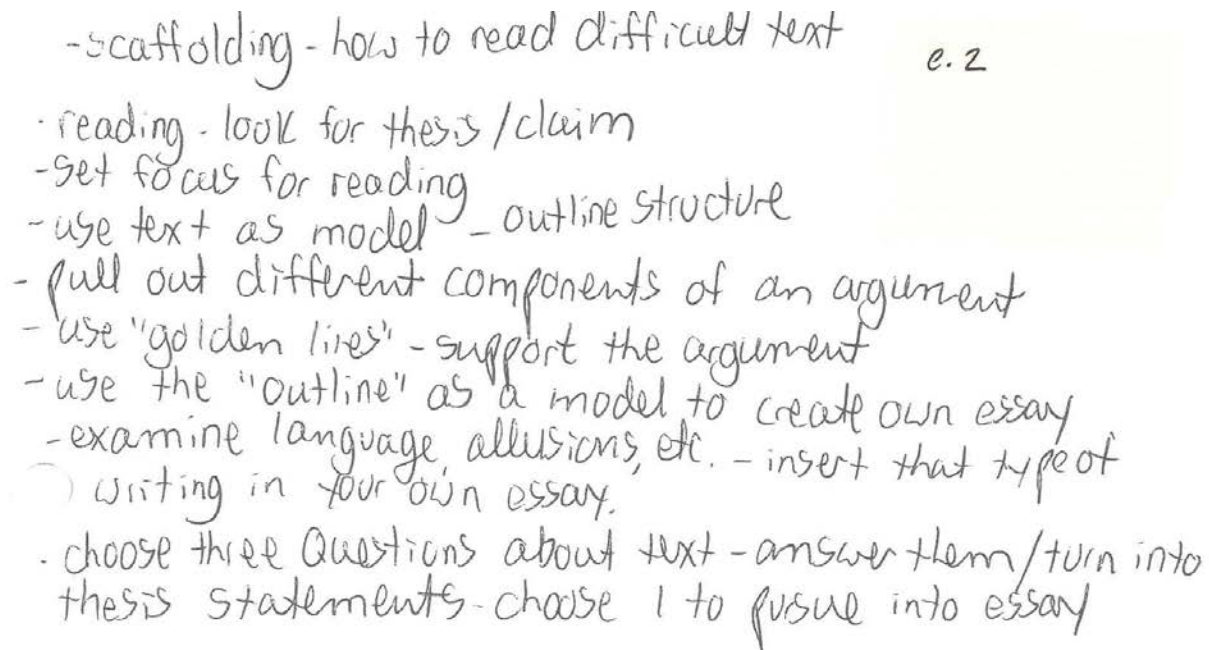
-scaffolding - how to read difficult text

e. 2

· reading - look for thesis /claim
-set focus for reading
- use text as model — outline structure
- pull out different components of an argument
- use "golden lines" - support the argument
- use the "outline" as a model to create own essay
- examine language, allusions, etc. - insert that type of
) writing in your own essay.
· choose three Questions about text - answer them /turn into thesis statements - choose 1 to pursue into essay

Figure 3.2 Abigail's Writing Routine Notes

doing as a reader or writer. . . . So it sounds like what you're saying is *that's* the problem." Reflecting on this choice, I can see that I was attempting to clarify my understanding of how Abigail was framing the January session interaction between facilitators and participants. But I am also aware that naming a frame invokes a different frame (MacLachlan & Reid, 1994). In attempting to understand Abigail's framing, I was framing the interaction for her, using my own language to summarize what I thought I was hearing. "Following Bateson's view of frames as metacommunication, Tannen distinguishes between what we say—the message—and what we mean—the metamessage" (p. 61). As such, "metamessages not only identify an activity but also indicate 'what position the speaker is assuming in the activity' and what position we are being assigned by the speaker" (Tannen, 1991: 33-4) (p. 63). Following this logic, in Abigail's narration, facilitators framed RAISE participants' comments as they assigned their comments to the "good reader" or "good writer" category. But I also framed Abigail's comments when she narrated the session events and her thoughts about that session. This is an inherent part of ethnographic research of this sort, I'd argue. Yet, as Schön and Rein (1994) point out, no frame is neutral because each frame is filtered through the experiences, expectations, and perspectives of those who construct the frame. My framing of Abigail's comments filtered through my RAISE experiences too. These experiences undoubtedly helped me to understand Abigail's comments. I believe they served as an interpretative and analytic asset. Nonetheless, I tried not to assume that Abigail and I shared the same frame for understanding the January session, which is why, even in the moment I asked whether my interpretation was "fair."

After reading the list, I asked Abigail what she felt she took away from the session. She responded: "I don't feel like I got anything new out of [the session]. I mean it's interesting to talk to other teachers and see what's being done in their classroom." Abigail paused to offer an example of another teacher's idea that was helpful to her before continuing:

> But that was *his* idea, that wasn't something that was like a RAISE strategy. I feel like, and again, I know as a facilitator you have timeframes and that's what happens in our classroom too. I think based on things they said, some things had to be cut short. But I feel like with that activity, all the time was spent on the reading, and there wasn't the bridge to the writing. I feel like we did activities like that in August. And not to say that this wasn't a good reminder, but it didn't help me with my questions around writing. (interview, 2-6-13)

Abigail's explanations and reflections here reiterate her view that facilitators framed the session as one focused on reading, despite the conversation about what makes a "good writer."

A discussion of framework, as closely linked to but distinct from framing and frames, helps to explain this dynamic further. I define *frameworks* as the collection of frames individuals and groups draw on to make meaning of new situations, problems, and social interactions, or put another way, to make sense of "what we are about here."[57] Distinguishing between terms, Andrews (2011) writes that "'frames' are reserved for those products that are the result of framing; and 'frameworks' are larger-scale 'superordinate set[s] of frames' or overarching structures" (p. 8). I draw on Andrews's distinction in arguing that a collection of frames plural, a framework, offers more than a mass of individual frames. Frameworks offer a guiding and cohesive rationale for action, a way of explicating, understanding, and warranting decisions.

In terms of PD, any framework that supports the design and facilitation of a given PD program or session within that program includes the various frames used to set a purpose for and facilitate the work that is to be accomplished, but together these frames offer a more cohesive explanation for *why* any aspect of the PD curricula or conversations

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[57] Emphasizing the collective*,* Friend and Cook (1992) refer to *frameworks* as *frames of reference.*

matters *and* why these aspects are connected to each other and to an umbrella that unites their utility in offering broader meaning. For example, a PD program may draw on a framework that includes frames for, among other things, detailing the content of participants' learning, the methods for facilitating participants' interactions with one another, and the tools and methods for supporting adult learners and, in particular, teachers' ongoing professional literacy learning. When participants enter any PD context, they too bring frameworks for making meaning of and shaping their PD interactions. As I will describe in more detail later, these frameworks include, among other things: teachers' disciplinary experiences and the ways that those experiences shape how teachers expect and desire to learn about disciplinary literacy; their previous professional training and the ways that this training shapes their understanding of pedagogy, planning, assessment, and teaching in general; and their past experiences as learners in a variety of contexts and the ways that those experiences shape their expectations for professional learning. If we consider how individual facilitators and groups of facilitators enter the PD context with their own sets of frameworks, we can begin to see the complexity of considering frameworks as an essential aspect of examining PD interactions.

Because of this complexity, frameworks offer a useful lens for further examining *why* Abigail and the other Frost teachers faced challenges as they sought to make meaning of their RAISE experiences. Once named, frameworks help to illuminate *what* Frost teachers navigated as they attempted to find meaningful answers to their writing questions. On a meta-level, *frameworks* provide a *frame* for examining more deeply the Frost teachers' RAISE PD experiences.

Because frames and frameworks remain largely invisible, naming frameworks is a challenging proposition; indeed, it took me months of ongoing analysis to uncover how frameworks could help to explain the Frost teachers' challenges (Andrews, 2011; Schön & Rein, 1994). Frames and frameworks remain under the surface, so to speak, in our day-to-day interactions. I'm not suggesting that this fact is an inherently bad thing. After all, it would be terribly laborious and ineffective to have to spell out every frame or framework we are drawing on to make decisions and to interact with others throughout the day. Each action would require a lengthy explanation of the ways that certain frames we draw on impact and influence other frames. Nor would we have time to map for others or ourselves

how each framework has evolved and shifted over time. Indeed, while frameworks inform every action, professional or otherwise, we can most often assume that those with whom we interact share our frameworks, unless we encounter conflict or challenge (Hammer et al., 2005).

**Framework Conflicts**

Frameworks often become visible through conflict when two or more frameworks clash with one another or when they do not seem cohesive or congruent enough to allow for assumptions about shared frameworks. For the purposes of this study, frameworks conflicts emerged through teachers' conversations with others. In particular, I was able to see frameworks at work through teachers' explanations of how certain activities or conversations were confusing, frustrating, or impassible. As they explained why, for example, I was able to see threads of the rationales that informed and defined their frameworks; I saw how they were framing their frameworks.

Thinking about how framing, frames, and frameworks shape interactions helped me to see Abigail's frustration with the January session as evidence of *framework conflicts*, instances when frames and frameworks do not align or are challenged. Framework conflicts that emerged in and through RAISE interactions made it difficult for Abigail—and other Frost teachers[58]—to find RAISE writing conversations helpful. What happened during the January session was not unlike the kinds of RAISE interactions that I observed and participated in over the course of the year, including those that referenced writing in focused as well as ancillary ways. What I came to see in more carefully considering these interactions was that, with one exception (which I discuss below), all of the frameworks that participants (and facilitators) brought to bear on their RAISE experiences remained

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[58] Notably, when I spoke later with Heloise, she too reflected similar frustration with the same January session, which she also attended:

> Yeah that [session] wasn't at all about writing. It was about how to work with supplementary texts. I loved the connection to Carnegie, and I could see using that in my social studies sections because kids could connect to our Carnegie math curriculum here [at Frost], but the writing aspect wasn't there. We haven't moved past the reading of the text. Maybe we will in the next three days [in June]. (interview, 2-14-13)

But beyond that, Abigail and Heloise's frustration reflected a broader pattern that I noticed across the RAISE content-area PD rooms where Frost teachers were participants. I observed teachers raise questions and concerns about writing in other content-area rooms at other times as well. In the social studies room, for example, Robin nodded as another teacher who was from a district that neighbors Frost explained, "Finding evidence [through reading] is good, but as soon as [students] have a prompt to write longer, they have trouble" (fieldnotes, 1-24-13).

invisible and undercover. Facilitators never explicitly solicited the frameworks that teachers employed to make meaning of their RAISE experiences. Nor did they help Frost teachers successfully negotiate framework conflicts so that they could take action in answering their questions. This arrangement worked just fine until Frost teachers became frustrated with what they perceived as the omission of writing from their RAISE experiences. Andrews (2011) helps to explain why unresolved framework conflicts can impede communication and action:

> Framing sits within an overarching theory of rhetoric in that it sets up parameters within which the act of communication takes place. Such communication will be more effective and more fluent if both parties are using the same frames. Conversely, communication is likely to be less than perfect and possibly difficult or confusing if frames do not align. In most cases, there is no need to make the framing explicit, as both parties will be operating within conventional frameworks that have been tried and tested. But in cases where there are very different sets of values or ideologies, there is the potential for mis-construal because the frames of communication are not well known to the other party. Words, gestures, whole sentences, tone and other features of communication are likely to be mis-interpreted. (p. 23)

Abigail's narration of the January session helped me see beyond my initial confusion about how teachers could believe there were no conversations about writing when I had witnessed numerous such conversations of various lengths. Following Andrews's logic, because Abigail's frames did not align with the frames she was encountering, she may have mis-interpreted what she was hearing from facilitators. If nothing else, she did not find that the frames she was encountering were supporting her learning about writing instruction. The incongruence between the frameworks she was drawing on to make meaning of the January session and those she was encountering during the session called into question for Abigail just what the session was about. More broadly, viewing Frost teachers' frustrations as evidence of unresolved framework conflicts illuminates a key reason why teachers struggled to find their RAISE conversations meaningful, why they struggled to apply their RAISE learning to their questions about writing, and why they ultimately believed that RAISE did not focus on writing, even when it did at times.

The tacit nature of frames and frameworks is both a gift and a challenge when it comes to seeing how they play out in the analysis of PD interactions like the one Abigail narrated. The work of identifying frameworks can be a challenge, but the fruits of these efforts are a gift in that this can contribute hugely to our understanding of how frameworks clashes arise and can be resolved. Naming the various frameworks at play in Abigail's narration below, as a representative example, brings to light important considerations about frameworks and framework conflicts more broadly. First, as Goffman (1974) writes, in any given activity, an individual usually employs multiple frameworks (p. 25).[59]  Second, frameworks emerge from a variety of sources. Third, frameworks are prone to constant shifting and revision. And finally, when there is no space for naming and negotiating the frameworks that participants are drawing on in an effort to engage their PD learning and interactions, PD facilitators and designers miss a critical opportunity to support participants' genuine interest in making meaningful use of their professional interactions and learning.

**The RA framework**

There was one easily identified framework at play in Abigail's narration. The facilitator's directions for reading the Carnegie text using *Talk to the Text* and *Think Aloud* as well as their urging to talk to partners using *Talk-Pair-Share* all reference RAISE activities that are grounded in the "The Reading Apprenticeship Framework." This framework, explicitly named and continually referenced during RAISE, articulates a particular stance toward teaching and learning, which informs how different aspects of the PD curriculum and its promoted instructional strategies mutually benefit one another. Participants were introduced to this framework on the first day of RAISE training via a graphic representation on one of the first pages of their binders. The graphic identified and

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[59] Goffman's argument is consistent with what I noticed in the Frost teachers' experiences. It was difficult to attribute their professional learning and instructional decisions to any one source; instead, their decisions were based on a set of frameworks. Heloise offers an example of this pattern, which held true for all participants. When I asked her about where a particular lesson in her drama courses came from, I expected her to attribute it to one of the initiatives or obligations she was involved in over the course of the year she participated in RAISE, especially since my question came in the context of a monthly RAISE team meeting where she shared her lesson. Instead, she said, "I realize that I've gained this over a lifetime. I began when I was eight" (fieldnotes, 1-10-13). In that regard, Heloise was not unlike any other participating teacher. Her instructional decisions were informed by an amalgamation of learning experiences, from a host of different sources and which were, therefore, useful in developing and renegotiating a set of frameworks that informed future learning and decision-making.

briefly explained four intersecting "dimensions:" social, personal, knowledge-building, and cognitive. Various frames and, therefore, various theories about what makes for quality disciplinary literacy instruction are reflected in the dimensions that comprise the RA Framework. In the middle of the dimensions on the graphic representation is a large circle with the words "metacognition" to indicate how metacognitive conversations serve as the glue that unites the four RAISE dimensions. Facilitators used the RA Framework graphic during RAISE trainings to map participants' narrated experiences with RAISE reading and strategies onto the different dimensions best represented; and as teachers participated in "each activity," facilitators encouraged them to "think about what the philosophy was that informed why we do things." The facilitators wanted to demonstrate how the RA Framework dimensions, or frames, are always interacting with one another and how the goal of RA instruction is to plan with the Framework in mind so that all instructional choices, activities, lessons, and assessments build on these intersecting dimensions and understandings (fieldnotes, 7-9-12). Not a day went by thereafter where the RA Framework was not regularly referenced by PD facilitators and, by their invitation, participants. The facilitators worked ardently to keep the Framework omnipresent in conversations about why certain instructional moves mattered for students and for teachers' planning. As time went on, they worked to deepen participants' understanding of the Framework's role in their learning and leadership. In the January and June follow-up trainings, the facilitators regularly asked participants to link the Framework to RAISE Professional Learning Goals (e.g. fieldnotes, 1-25-13, 6-17-13, 6-18-13).[60] I point to the explicitness of the RA Framework not only to distinguish it from the other implicit frameworks at play for Frost teachers but also to acknowledge how with its fully articulated frames and its explicit continual reference by facilitators, the RA Framework offers another reason why RAISE stands as an exemplary literacy PD program. Unlike many

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[60] The goals were organized by dimension and metacognitive conversation as well as sections for "Extensive Reading; Reading Apprenticeship Disciplinary Teaching and Learning; The Role of the Teacher; and Disciplinary Literacy for All." These goal categories, in addition to further explanation in other PD resources, served to define for teachers the research-based approach to RA instruction that served as the foundation for the Framework. The RA Framework also includes further narration to detail how RA is "at heart a partnership of expertise, drawing on what teachers know and do as discipline-based readers, and on adolescents' and young adults' unique and often underestimated strengths as learners" (*RA Strategic Literacy Initiative, RAISE History Introduction, p. 47)*.

PD programs that offer participants a strong professional learning curriculum, RAISE goes beyond in its efforts to clearly name the theories that undergird PD activities and conversations and in so doing support participants' learning.

**Disciplinary framework**

In addition to the RA Framework explicitly introduced, Abigail and her colleagues were also drawing on a set of implicit frameworks. Abigail employed a framework that she had constructed over time for conceptualizing the discipline she taught, English language arts. While the above interview exchange with her doesn't come close to fully articulating what frames comprise this framework, there are glimpses of the framework evident in how Abigail chose to participate in and make meaning of her interactions during the January session. Abigail's comments about reading the Carnegie text in two different ways, for "making meaning" and for "two sides of an argument," suggest she had particular disciplinary frames for understanding the various purposes for reading a text. When Abigail talks about how with "English teachers I think [the conversation can get off track] a lot because you just want to talk about the content," she's invoking conceptions of what teachers who share her disciplinary discourse community discuss and how they go about doing so. It is unclear whether others in the room would agree with her conceptualization of disciplinary discourse, or her framework for engaging in disciplinary thinking, talking, and acting. What matters more here in understanding Abigail's experience is that this is one aspect of her disciplinary framework, which no doubt influenced how she taught and understood what to teach in her ELA courses as well as how she interacted with disciplinary colleagues and facilitators during RAISE and at Frost.

**Professional learning framework**

Abigail also employed a framework that informed expectations for how she and her colleagues should interact with one another in support of their collective learning. Her comments about how English teachers discuss content suggests that she has a set of expectations for how colleagues ought to interact with one another, which may or may not converge with what she noticed happening. On more than one occasion in interviews and hallway conversations, Abigail described her frustration with her RAISE colleague's refusal to engage thoughtfully and seriously with the tasks that facilitators set before the group, especially during the January and June training (e.g. fieldnotes, 2-6-13). I watched as she

took a leader role in small group work in an effort to keep the group focused on a given task. She felt, as she explained, that because she had come to RAISE to learn, that meant assuming a role as the kind of learner she expected her students and, by extension, her colleagues to exemplify: dutiful and thoughtfully engaged in the task at hand. Her comments about being an "avid notetaker," for instance, evidence how she took her role seriously. At other times throughout the year, like other Frost teachers, she narrated how her past experiences as a learner influenced and shaped the frames she regularly employed.[61] I also saw her talk with students about how she was a learner in PD just as she expected that they would be in her classroom (fieldnotes, 12-10-12). Moreover, Abigail's frustration that the January session was not about writing and that it had not helped her learn "anything from the task," suggests that the sessions' billing and focus did not meet her expectations for what the session content would include or for how it should be facilitated. The quality of the facilitation is something she contemplated and judged in relation to her framework, as her comments to me about recognizing that facilitators have "timeframes" like teachers that require them to "cut short" certain parts of an agenda illustrate. These collective expectations evidence her working framework for professional learning, a framework similarly employed by other Frost teachers.[62]

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[61] Undergraduate and Masters coursework served as key frames for Frost teachers—whether, for some, it developed important disciplinary or professional learning expectations, or, as for others, it offered an example of what not to do. In December, for instance, Heloise told me that she made instructional decisions and learned to improve her teaching "by trial and error, I guess. My first group of kids I feel bad for. They don't teach you how to teach" (interview, 12-11-12). She was referencing her undergraduate teacher education coursework, which had become a counterpoint to her own efforts. Conversely, others such as Abigail, Alden, and Gabby talked about the power of their teacher education and Masters coursework (interviews, 1-30-13, 2-6-13, 2-15-13). Still, Abigail noted that the conversations she participated in as an ELA undergraduate teacher candidate about whether to teach canonical texts and still give students choice in their reading were "the same conversations" she was having with colleagues at RAISE: "It doesn't seem like it really changes. I wonder if there are really answers to those dilemmas" (interview, 1-30-13). I share these examples to illustrate how Frost teachers' own learning experiences—both past and present—were continually shaping and reshaping their frameworks.

[62] Teachers' involvement with new and ongoing professional learning initiatives, including RAISE but also including each teacher's individualized list (see Appendix H, which I discussed in Chapter Two), shaped their professional learning frameworks. Not surprisingly, previous PD experiences also shaped teachers' expectations for current and future professional learning experiences. During the August RAISE training, for example, Tess compared her RAISE experience with previous biology PD she and other local teachers had participated in earlier that summer. In general, Tess's comparisons revealed that because she reflected positively on the usefulness of that previous PD. She judged her RAISE experiences against the professional learning framework that she had developed further during her participation in the biology PD earlier that same summer (fieldnotes, 8-17-12). Tess's experience, not unlike the other Frost teachers, illustrates the overlapping nature of frameworks too, because her professional learning framework undoubtedly shaped her

**Writing pedagogy framework**

Abigail's disappointment that the January session failed to sufficiently "bridge to writing" also speaks to the fact that she employed a framework for teaching writing. Her comments about "looking for something new" make clear that she expected the session to support her ongoing development and growth of this framework. She saw this framework as one worthy of reflection, assessment, and revision through professional learning. Her 3.2 Figure chart, which she co-authored with a RAISE colleague, alludes to her working framework for writing instruction. Notes about "thesis statements" and "golden lines," for example, reference frames that shaped her writing instruction, which I saw as I watched her teach her AP classes (fieldnotes, 10-23-12). Given Abigail's comments about how "all the time was spent on reading," the chart's notes that position writing as a vehicle for supporting reading instruction (e.g., "set focus for reading") also suggest how Abigail was aware that simply returning to her own working framework for writing pedagogy, as the facilitator's prompt encouraged, was not going to sufficiently equip her to answer the questions she posed. I'll say much more about teachers' writing pedagogy frameworks in subsequent chapters.

**An undercover problem**

These and other frameworks floated in the ether of the RAISE PD space. Although facilitators invited participants to explicitly reference and continually revisit the RA Framework, the teachers' frameworks remained undercover. While facilitators may have obliquely referenced writing in passing comments about its relationship to reading, the Frost teachers found these passing references unhelpful because they were *framed* or drew on *frames* that were not necessarily shared or made explicit. As a result, Frost teachers expressed increasing frustration that their RAISE experiences did not support their questions about writing. Without the language of framing, frames, and frameworks, the Frost teachers found it difficult to pinpoint just why they were not receiving the support they desired. And without an understanding of how framing, frames, and frameworks influenced their RAISE learning experiences, they were unable to articulate and advocate for alternate kinds of support that may have more effectively helped them answer their

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disciplinary framework as she participated in two PD experiences that integrated conversations about both her discipline and her teaching and learning.

questions. Consequently, the Frost teachers were required to unknowingly (because they remained invisible) navigate the framework conflicts they encountered in order to make meaning of their RAISE experiences and ultimately act as a result of those experiences. As I will describe in the following chapters, the Frost teachers' varying abilities to successfully navigate the framework conflicts they encountered on their own or with others' support led to very different outcomes for each.

Chapter 4

Wading through "Too Many Options:" Navigating Writing Framework Conflict

Given the tacit nature of frameworks, framework conflicts and clashes in PD settings are almost always inevitable. Whether PD programs, facilitators, and participants recognize and then deal with those conflicts determines the degree to which professional learning and action are possible. In the previous chapter, I introduced the idea that framework conflicts impeded Frost teachers' ability to find their RAISE experience helpful in answering the questions about disciplinary writing instruction they brought with them. In this chapter, I examine more specifically the Frost teachers' attention and desire to revise and develop their frameworks for writing instruction in order to show how, despite the explicitness of the RA Framework, there were still missing pieces, missing frames, specific to writing instruction. Framework conflicts resulted from the inadequacy of the RA Framework to specifically address their writing questions. These conflicts, manifested in teachers' frustration, led to three different outcomes, three different journeys that describe the patterned ways that the Frost teachers dealt with the writing specific framework conflicts they encountered.

**Framing Writing**

Looking at the artifacts that most carefully articulate the role of writing in RAISE conversations is one way to better understand the incongruence between teachers' goals and desires and how RAISE framed disciplinary writing. Aside from the one ELA PD segment specifically devoted to writing that I described in the last chapter, the major source of writing-specific direction in the RAISE materials were the "RA Student Learning Goals" for each content area. Notably, neither participants nor facilitators spent time considering how these goals might support questions about the role of writing in disciplinary instruction. Nonetheless, these goals served a number of different purposes for RAISE participants during PD sessions, especially in January and June. They were designed

to help participants identify future teaching goals. They were also meant to serve as a tool that teachers could use to help students identify, track, and assess progress in content area courses. RAISE provided teachers in each discipline with separate goals. Each discipline's goals document used the same eight headings, however. So, for example, the first heading "Collaborating in a Community of Readers and Writers" was the same across disciplinary goals documents, but each document included a series of separate sub-goals specific to mathematics, history, science, or literature.[63] Another way to talk about these goals in light of framework considerations is to say that each goal acts as a frame for writing, because each defines a specific purpose for writing. As such, facilitators' framing of writing during PD sessions, like the one I described in the last chapter, were informed by the frames for writing in the RAISE materials teachers received and worked with over the course of the year.

Figure 4.1 offers a composite survey of the discipline specific RA Student Learning Goals, or frames for writing. To create Figure 4.1, I searched for all explicit references to writing across the four discipline-specific documents.[64] Analyzing the goal statements to identify the RAISE frames for writing enabled me to identify the various purposes for writing that RAISE promoted in the far right column. Most of these purposes promote

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[63] It is worth noting that the separate goals documents differentiate the disciplines in interesting ways. Mathematics and science serve as general umbrella terms for all disciplines under their descriptive heading. Geometry, calculus, and algebra, for example, would fall under the mathematics goals. In contrast to this line of reasoning, however, history is listed on the goals document where one might expect social studies and literature where one might expect ELA. These discipline specific goals narrow a focus in social studies and ELA where they do not in mathematics and science. Yet, when teachers were grouped for RAISE PD, they spent time in rooms labeled as science, social studies, and ELA. While there were conversations about the specificity and importance of narrowing a focus on history in the social studies room, I never heard explicit conversations about how RAISE would focus on literature specifically in the ELA room. Instead, as Abigail's narration of the writing segment Carnegie text would indicate, there were quite a few instances where the ELA facilitators sought to acknowledge and work with ELA's broad disciplinary threads (e.g. literature, journalism, composition, communications, drama, among others). I point out this potential incongruence between how disciplines were discussed and differentiated in the goals documents and PD conversations because there are possible implications that help to explain why some teachers were able to access and employ RA Framework conversations about disciplinary expertise and why some were not, which I consider later.
[64] Even though writing is not specifically mentioned in other individual learning goals not listed in Figure 4.1, it is possible that students could or would be asked to evidence these strategies or skills through writing in the classroom. For instance the goal "I make connections from texts to my experience and knowledge" offers possibilities for students to record these connections in writing. Yet, as this example indicates, these statements, even if they can be evidenced through writing, are most often in the service of reading goals.

| Headings | Discipline-Specific Goal Statements[65] | | | | Suggested Purposes for Writing |
|---|---|---|---|---|---|
| | **Mathematics** | **History** | **Science** | **Literature** | |
| **Collaborating in a Community of Readers and Writers** | **Writing to Communicate**<br>I write to communicate my ideas to others. | | | | • Communicating ideas to an audience |
| **Building Personal Engagement** | **Reflecting on My Evolving Reader Identity**<br>I reflect in discussions and in writing on my growth as a reader – my evolving Reader Identity.<br><br>**Writing to Reflect**<br>I use writing to step back and think about what I am learning. | | | | • Reflection about reading<br>• Metacognition |
| **Making Thinking Visible** | **Writing to Understand Reading**<br>I write about my reading processes to understand them better. | | | | • Metacognition about reading |
| **Using Cognitive Strategies to Increase Comprehension** | **Writing to Clarify Understanding**<br>I write about what I think I know to make it clearer to myself. | | | | • Reflection<br>• Metacognition |
| **Building Knowledge** | **Writing to Consolidate Knowledge**<br>I use writing to capture and lock in new knowledge. | | | | • Summarize<br>• Collect thinking |
| **Building Knowledge . . . About Text** | None | | | **Point of View**[66]<br>I use my understanding that authors write with a purpose and for particular audiences to identify and evaluate the author's point of view. | • Analyze author's craft |
| **Building Knowledge . . . About Language** | None | | | | |
| **Building Knowledge . . . About the Discipline** | **Mathematical Identity**<br>I am aware of my evolving identity as a reader and user of mathematics. | **Historical Identity**<br>I am aware of my evolving identity as a reader and actor in history. | **Scientific Identity**<br>I am aware of my evolving identity as a reader and consumer of science. | **Literary Identity**<br>I am aware of my evolving identity as a reader and writer of literary forms. | • Metacognition about reading and writing literature |

Figure 4.1. References to Writing in "Student Learning Goals"

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[65] These statements are taken word for word from each discipline's "Student Learning Goals" document.
[66] Interestingly, this goal, even though it is about writing, is really more about considering author's choices rather than thinking about one's own writing.

writing as a vehicle for evidencing thinking about reading. As such, RAISE materials and facilitators framed writing as a means of conveying knowledge rather than generating knowledge. Where the goal statements are not specific to writing, they focus on building students' metacognitive awareness of their content learning. Together, these goals construct an implicit framework for disciplinary writing instruction that promoted transactional writing or writing that is used as a vehicle for representing content acquisition and thinking about discipline-specific texts (Fulwiler & Jones, 1982; Rosenblatt, 1994).

Returning to the RA Student Learning Goals, there *are* a couple of places where RAISE materials allude to the possibility of alternate purposes and, therefore, frames for disciplinary writing. "Writing to Communicate" suggests the potential for alternate purposes beyond transactional writing, but it does not exactly suggest what ideas are worth communicating and where those ideas come from. This student goal statement leaves unclear the origins of the ideas a student's writing is communicating. Is the student representing his or her own ideas about a text? Or, has she or he generated new ideas about a given topic that are worth communicating? The last goal category in Figure 4.1, "Building Knowledge About the Discipline," may help explain this vague reference to writing as a way to communicate ideas. Literature is the only discipline in this category where writing is explicitly stated. This literature goal suggests a more active role for students where they not only read disciplinary texts but also create or compose texts in the genres of the discipline. RA's expert apprenticeship model urges teachers to apprentice students into the discourse of the discipline such that students would need to communicate in the range of ways specific to the disciplinary discourse community or communities they are learning about and trying their hand at joining.

Given that writing is one of the central means for not only communicating knowledge but also generating knowledge, one might expect more discussion of writing across disciplines in this category. However, the mathematics, history, and science "Building Knowledge About the Discipline" RA Student Learning Goals do not explicitly reference writing. Instead, the mathematics and science goals position students as "consumers" or "users" of disciplinary texts and therefore knowledge. This positioning implies a passive relationship with the knowledge of the discipline. The history goal in this

category positions students as not only users and "readers" but also "actors" in history, which implies a more agentive role for students as contributors and producers of historical thinking and doing. When considered together, however, it is unclear whether writing might have value beyond transaction. In some instances, these goal statements suggest that writers become generators and producers of knowledge and understanding who, through apprenticeship, can contribute to disciplinary discourse communities—or at least approximations of them for authentic purposes. Furthermore, the category heading itself suggests that students read and participate in disciplines to build knowledge, but some of the implied understandings of writing suggest other reasons and means through which students can learn to not only build but also contribute knowledge. Lack of clarity in the RA Student Learning Goals document about whether there are purposes for disciplinary writing that extend beyond a transactional framework exemplifies the confusion that Frost teachers had to negotiate as they sought to find meaningful answers to their writing questions by engaging with RAISE materials and facilitators.

## Writing-Specific Framework Conflicts

The transactional and unclear ways that RAISE materials and facilitators framed disciplinary writing as well as the gaps in the RA Framework that failed to address writing more specifically led to framework conflicts. The Frost teachers' goals for their RAISE participation and their questions about disciplinary writing instruction highlight how they were interested in and dabbling with purposes for writing that extended beyond the transactional purposes for writing that RAISE facilitators and resources prioritized. Heloise, for example, came to RAISE hoping to learn about how she could infuse different kinds of writing into her drama course. She was already asking students to write to reflect on and clarify understanding of their reading of the plays and scenes she assigned. Tess had already been using science journals in her courses to ask students to summarize and synthesize their understanding of course reading and lab activities. Abigail was beginning to see and reflect on the possible connections between inquiry and writing in her ELA courses. Even before RAISE, she regularly asked students to reflect on their understanding of challenging reading, to draw connections between texts to make arguments, and to clarify their understanding of key arguments in the texts they read. Like the other Frost teachers, all three wanted more. They wanted to go beyond the transactional purposes for

writing they were already employing in their classes. They did not quite know what they wanted, but they trusted that there was more for them *and* for their students to know and to do through and with their writing. They saw glimmers of alternate possibilities and sought to learn about those possibilities through RAISE.

Keeping in mind the writing-specific goals and questions that the Frost teachers brought to RAISE in light of the RA Student Learning Goals helps to illuminate a significant incongruence between the RA promoted purposes, or frames, for writing and those the Frost teachers sought to learn about and use in their classrooms. This incongruence reveals an unarticulated framework conflict that resulted from the ways that RAISE materials and facilitators framed writing as distinct from the purposes for writing that Frost teachers were beginning to envision. Since frameworks for writing instruction are necessarily informed by the range of purposes one identifies for writing, it is possible to see three important points about the writing-specific framework conflict that the Frost teachers were forced to implicitly negotiate as a result of their RAISE participation. First, this conflict helps to further explain why even when RAISE facilitators or materials *did* focus on writing, the Frost teachers struggled to find these references useful in answering their questions. Second, the RA Framework, although an explicitly referenced framework throughout the RAISE PD year, did not offer a framework for writing that sufficiently differed from the working frameworks that teachers brought with them. Although they never said as much, one can see how the inadequacy of the RA Framework in addressing teachers' questions about writing resulted from the fact that it did not extend the frames for transactional writing that teachers were already familiar with and employing in their teaching. This highlights a third point: The Frost teachers' thinking about alternate purposes for writing, alternate frames for the purposes of disciplinary writing, likely led to their frustration that RAISE did not help them revise their frameworks for writing instruction, as they desired. Frost teachers came to RAISE hoping to find support for revising and rethinking their frameworks for disciplinary writing instruction. They expected, then, on some unarticulated level to encounter conflict. They *wanted* to challenge their own conceptions of disciplinary writing purposes and *expected* that RAISE experiences would help them negotiate the conflict in order to enact new instructional writing practices and understandings. When they did not find this support readily

available, when facilitators never explicitly solicited their frames and frameworks for writing instruction, they became frustrated.

## The Results of Writing Framework Conflict

The Frost teachers' frustration led them down three distinct pathways as they worked to implicitly negotiate the writing framework conflicts they encountered at RAISE *and* as they returned to their Frost High classrooms to try out RAISE strategies and learning and wrestle with resulting questions and uncertainties. Some teachers were entirely stymied and followed a path that enabled them to discontinue their RAISE participation before the year was over. Others struggled with the conflict and found themselves in a perpetual cycle of negotiation. On their own, these teachers would try to adjust or apply a RAISE reading strategy or activity to their writing instruction and become even more frustrated when it did not meet their desired goals. But, with support from another PD program, these teachers were able to experiment with ways of successfully negotiating the conflict in order begin exploring answers to their questions. Finally, a third group—the smallest group—of Frost teachers found some success working on their own to integrate their RA Framework and RAISE learning into their existing frameworks for writing instruction. Figure 4.2 represents these three pathways. It offers a possible heuristic for characterizing Frost teachers' patterned experiences as a group and as
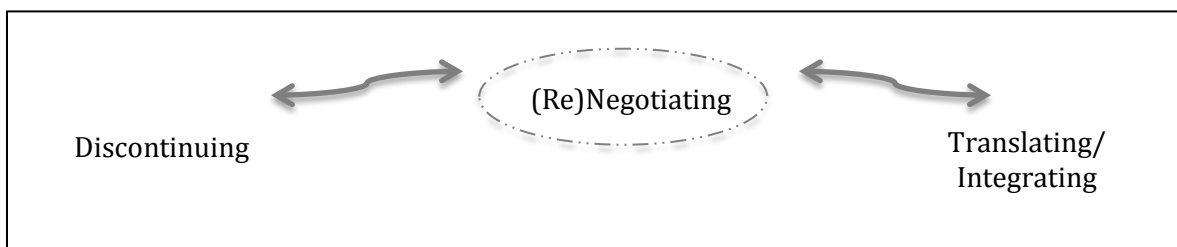


Figure 4.2. Teachers' PD Take-Up: Characteristic Patterns

individuals. In the sections that follow, I describe each pathway and the relationship among pathways. I give more limited attention to the latter two pathways because I will offer more detail and description of each in the following two chapters.

It is important to acknowledge that most teachers did not journey down a particular pathway in a linear fashion. Figure 4.3 depicts the Frost team's collective experiences. As it illustrates, at different times throughout their yearlong RAISE participation, Frost High

teachers' individual experiences could be described along different paths. As such, teacher experiences did not neatly traverse from negotiation to integration, as some (including many PD program designers) might expect or hope for. How teachers navigated the writing framework conflicts they encountered shifted across time, thus mapping a more circuitous rather than a linear journey. Figure 4.3 highlights how the Frost teachers' PD experiences were never entirely finished or fixed. Thus, I will refer to these paths as *waypoints* along teachers' yearlong journey with RAISE.

| | Discontinuing | | (Re)Negotiating | | Translating/Integrating |
|---|---|---|---|---|---|
| | ← | | | | → |
| **July 2012**<br>*LIRA Training* | | | Robin | | |
| **August 2012**<br>*RAISE Training*<br>*Days 1-5* | | Gabby<br>Tess | Hannah<br>Heloise<br>Michelle | Abigail<br>Robin | |
| **Fall 2012**<br>*Semester 1* | Hannah<br>Michelle | Gabby | Abigail<br>Heloise<br>Tess | | Robin |
| **January 2013**<br>*RAISE Training*<br>*Days 6-7* | | | Abigail<br>Gabby<br>Heloise<br>Robin | | |
| **Spring 2013**<br>*Semester 2* | | | Abigail<br>Gabby<br>Heloise<br>Robin | | |
| **June 2013**<br>*RAISE Training*<br>*Days 8-10* | | | Abigail<br>Gabby<br>Heloise | Robin | |

Figure 4.3. The Frost Teachers' RAISE Journey

**Discontinuing**

When framework conflicts became too difficult for teachers to navigate, they chose to discontinue their implementation of RAISE PD learning or strategies *for a time*, to discontinue their use of *particular* RAISE PD *learning or strategies*, or to discontinue their participation in RAISE *all together*. Because most PD programs and facilitators care a great

deal about teachers' ability to successfully implement their learning, Frost teachers' experiences of discontinuing offer a useful means for understanding why some teachers quit their participation or unsuccessfully implement learning, even when they are committed to doing so. While there are assuredly times when other external reasons explain why teachers discontinue participation in PD opportunities, understanding how, without support, framework conflicts can pose what become insurmountable obstacles that foreclose teachers' ability to successfully negotiate these conflicts may help the design of future literacy and writing PD.

While there are likely any number of reasons why teachers may have suspended their RAISE PD involvement or implementation efforts *for a time*, the Frost teachers cited the volume of RAISE materials and learning as one thing that compounded their difficulty with negotiating frameworks. "There are too many options in our big binders from RAISE," Robin joked during an October teacher leader meeting (fieldnotes, 10-16-12). But her jest was in fact reality. The teachers all said how they felt overwhelmed at different points during their yearlong participation, and they described to me how they had to put RAISE "on the backburner" from time to time so that they could manage these feelings (e.g., interview with Gabby, 9-19-12). For most, however, these feelings ebbed and flowed; in general, most teachers found the follow-up trainings a chance to reconnect with RAISE and to move beyond the discontinuing waypoint—at least in terms of their reading instruction.

Still, framework conflicts also led teachers to discontinue their *implementation of particular RAISE strategies or learning*. During RAISE PD, Gabby questioned why she had to administer the RAISE Curriculum-Embedded Reading Assessment (CERA) to her students.[67] She felt the expectations for how she was to administer the CERA to her students were too scripted. "You have to do this, and this, and this in this order," she

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[67] Facilitators explained that the CERA was a formative assessment tool, which was used to measure students' reading growth across time. The CERA included two parts. First, while reading a disciplinary text, students were to *Talk to the Text* to evidence their thinking on paper. Second, students completed a short list of comprehension and metacognition questions about their reading. While the second part remained the same, the first part could employ different texts that matched the course and content focus but which were not directly taught during the class. For the purposes of practicing during RAISE, teacher participants were given one text to use with their students during semester one and a different text during semester two. They were to bring samples of these CERAs from their students with them to the January and June trainings where they assessed them in small teams. Facilitators explained that reviewing students' performance on the CERA across time in conjunction with the use of the CERA Rubric would enable them to track students' progress and identify next steps for disciplinary reading instruction.

lamented. (interview, 11-20-12) At the first follow-up training series in January, Gabby posed her questions to science facilitators:

> When one facilitator suggested that the purpose of the CERA was to know where to work with students so that you "know where to take them next," the facilitator suggested participants take a particular expert stance. "I'm the master reader," the facilitator explained, "I look at my apprentice and I say, where are you? And what do I need to get you to do so that you move to the next place? What do I have to do? What are they doing well, and how do I build on that so that they can do it well? How do I use what I have done to interpret the student work and then make some goals for getting them to do more like what I'm doing?"
>
> "So, everyone learns differently; why do they have to be like me?" Gabby questioned.
>
> "Because you're apprenticing. It's a general thinking process. Good question and clarification," the facilitator responded matter of factly before moving onto the directions for further work with the CERA. (fieldnotes, 1-24-13)

Gabby was questioning a fundamental aspect of the RA Framework, which was based on cognitive apprenticeship where "teachers act as expert resources for reading strategies, disciplinary reasoning, relevant background knowledge, and experience with particular kinds of texts and how they work" (Schoenbach et al., 2012, pp. 22, 29). From the RA perspective, teachers apprentice students into the disciplinary ways of their expertise so that students "appropriate successful ways of reading and solving problems of reading comprehension" (p. 30). The expert apprenticeship aspect of the RA Framework, however, was incongruent with Gabby's frameworks, which was evident when she questioned why her students needed to "be like me." The facilitator's response does not appear to do much to help Gabby clarify her understanding or to further explain how the use of the CERA was consistent with an apprenticeship approach to teaching and learning. In other words, the facilitator did not help Gabby successfully negotiate this framework conflict. Understandably, a facilitator cannot pause for lengthy explanations of all questions raised; after all, she has an agenda for the group's learning and interaction that may help her know when and why to pause for questions that will best move the group closer toward integration of PD learning. However, at least in this instance, the facilitator chose to gloss

over an explanation of how the RA Framework offered a rationale about the use of the CERA in a way that would help Gabby—or any other participant—consider the RA Framework in relation to her own frameworks for instructional decision-making. This unresolved framework conflict offers one explanation for why Gabby never worked to administer the CERA in the ways the facilitators had expected.[68] In the end, she moved to discontinue a particular RAISE practice because the CERA did not jive well with her frameworks. Gabby offers an exception to the norm in that few Frost teachers openly questioned key aspects of the RA Framework during the RAISE training, but other teachers chose to discontinue certain RAISE strategies when they could not successfully negotiate or reconcile them with existing or dominant personal frameworks. Still, many continued their participation with RAISE because each found meaningful aspects of her RAISE learning that could be integrated with existing frameworks, as I will discuss further below.

There were other teachers who chose to discontinue their participation in RAISE *entirely* after struggling to negotiate conflicting frameworks. Both Hannah and Michelle discontinued their participation in RAISE during the first semester of the school year and well before the January follow-up training. During the August training, both made some efforts to negotiate the conflicting frameworks they were encountering during the RAISE PD, but by late October, both had decided to discontinue their participation in RAISE monthly meetings and in future RAISE training days. Their reasons for discontinuing were similar.

Hannah explained to me that she had chosen to focus on her ELA curriculum and student achievement rather than RAISE, even though early on she had seen similarities between the two. Like Abigail, Hannah and Michelle felt the pressures of implementing and adjusting the ELA units they were given to teach. Although this expectation had been in place for a couple of years, only a few months into the school year, both felt that RAISE did not address their questions and immediate instructional needs. For Hannah, this felt

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[68] At both the January and June RAISE trainings, Gabby arrived with incomplete CERAs. On days when she was absent due to a death in the family, she had given the CERA as part of her substitute plans. She showed me how her students did not complete the CERA as they should have, but she did not seem too phased by this. And in June, her students' CERAs were also incomplete. This she attributed to the fact that she had a student teacher working with her for most of second semester, and so she had to rush to get students to complete the CERA right before the end of the school year in time for her to bring something with her to the final RAISE training after school had ended.

especially so because the ELA consultant she worked with and whom she described as "constantly watching my teaching" had created calendars with dates that indicated when she should be teaching certain unit lessons.[69] Reflecting on her RAISE participation in August, Hannah explained, "During the summer I was feeling as I was sitting here like, 'Why am I doing this? I don't have time for this. I see the value, but how in the world can I fit this in? How can I slow down for my kids?' I saw what we were doing in RAISE was related to our curriculum, but there's no time for other things." Hannah did not feel that she could leave her classroom to attend RAISE meetings when so much was riding on her students' achievement, including her own evaluation by school administrators. "When I'm not in my classroom, my students are not learning," she said. These professional stressors may have been compounded by personal challenges outside of school that Hannah was navigating at the same time, too (interview, 11-20-13). By November, Hannah no longer attended team RAISE meetings.

With slightly different language, Michelle narrated a similar journey toward discontinuing her RAISE participation. She, too, perceived RAISE to be "an extra" that took away from her other more urgent instructional needs. In a September interview in which she reflected on her August RAISE training participation, Michelle reported that she was already using a lot of the RAISE strategies in her ELA instruction using the units Sarah gave her and that the consultant she worked with helped her adapt. After the first follow-up team meeting in September, she told me, "It was nice to see everyone, to share with one another, but I thought, 'What the heck am I a part of?'" Unlike Hannah, Michelle talked about her "anxiety" with the team's decision to share lessons; she was not eager to share her lessons. "Even though I'm a people pleaser, I have anxiety about presenting. [The team lesson share] seemed too structured" (interview, 9-25-12). When she talked in later conversations about the equal anxiety she experienced when the ELA consultant she was

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[69] Before the Freshman Academy opened, Sarah had worked closely with Hannah at Frost High. They seemed to have a positive working relationship. When I interviewed both three years prior, Sarah praised Hannah's instructional practice and efforts. Hannah talked openly about how much Sarah's encouragement and support meant to her. When the Freshman Academy opened a year later, Sarah continued to work with the ninth grade teachers there, including Hannah. But when the district's SIG coordinator wanted Sarah to focus on the grade level were student scores "mattered most" for SIG purposes (11th grade), Sarah recruited a professional colleague to work as a consultant with the ninth grade teachers at the Freshman Academy and another to work with the tenth grade teachers, including Michelle, at Frost High. Hannah's comments here reflect her interactions with this new consultant.

working with tried to observe her teaching, Michelle revealed that her framework for understanding the purpose of these conversations about her teaching drew from the same one she employed to consider the purpose of administrator observations: she perceived them all to be threatening spaces where people would negatively judge her teaching.  So, in October, Michelle chose not to attend the monthly RAISE team meeting and never returned thereafter.

Even after officially choosing not to continue with RAISE, both Michelle and Hannah willingly met with me to share their school year experiences. During our conversations, they both continued to reiterate the same personal and professional reasons for discontinuing participation (interview, 2-15-13). Hannah continued to attribute her decision to discontinue to her personal family commitments and to her "stressful" health situation (interview, 11-27-12). Yet, both Michelle and Hannah also continued to feel the stress of supporting colleagues' ELA implementation of the units they were given. In every interview, both recounted needing to regularly meet with colleagues during planning periods to help them troubleshoot dilemmas, understand what to teach, and make sure everyone was consistently implementing the ELA units Sarah provided.[70]

In the end, Michelle and Hannah's decisions to discontinue RAISE participation offer an illustration of how their difficulty reconciling the conflicting frameworks came from RAISE, from the ELA units, from their work with ELA consultants, and from their frameworks for understanding how to work with their particular student population and how to balance work responsibilities with other personal obligations. Without guidance, they were unable to negotiate between RAISE and the other frameworks they drew on or encountered, even when they both saw similarities between them early on. Although they did not name the dilemmas they faced as conflicting frameworks, they did talk about how they felt overwhelmed and inundated by the obligations they had to negotiate. And because of that difficulty, they needed to remove from their professional plate of responsibilities the one to which they felt least obligated. It is worth noting that RAISE may have been one of few professional obligations that they chose to participate in and therefore *could* remove

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[70] Because the new ELA consultants that they worked with were available only on a part-time basis, Hannah and Michelle had both been tapped to become unofficial leaders of their grade-level team's curriculum and unit implementation efforts. This became a job embedded responsibility that they had not entirely planned for.

from their plates, as Appendix H also confirms. Many of the other obligations they listed were in fact mandated as a part of their job. No matter, though, their experiences illuminate the challenge all teachers face as they work to negotiate between and among frameworks where discontinuing becomes at least at times part of the process and perhaps part of the empowerment that comes from rare opportunities to pick and choose from PD opportunities.

**Negotiating**

Since no teacher begins PD as a blank slate, all teachers enter PD as a space that requires constant framework negotiation. And, because all people inevitably seek to understand new learning through their current repertoire of frameworks, PD becomes a space where teachers must negotiate among their current frameworks for understanding, the frameworks presented or embedded in the PD curriculum, and the frameworks colleagues introduce. Thus, teachers' PD involvement is rarely ever simply focused on wholesale adoption of the presented curriculum, because wholesale adoption presumes that a person would be willing to surrender all of the frameworks that she or he currently draws on when making instructional decisions *or* that the teacher already employs the same set of frameworks as those that undergird the PD curriculum. Consequently, then, all Frost teachers' experiences with RAISE would best be described as negotiating early on. But, teachers constantly negotiated between conflicting frameworks during subsequent RAISE PD participation and throughout the school year.

One example that highlights the multiplicity of frameworks that teachers had to negotiate among as they worked to implement RA learning comes from Abigail's conversation with ELA PD colleagues during the January follow-up training about the merits of choice reading. In this exchange, Abigail encountered frameworks that were congruent with as well as those that conflicted with her own. She had to negotiate among these conflicts if she was to successfully pave a path toward her own implementation choices. Seeing how this process played out for Abigail helps to concretize why negotiation is a given in teachers' experiences and why it must, therefore, be addressed in PD model development and program design.

PD facilitators had asked participants at their circular banquet table groups to share a particular instructional goal that they had chosen for the coming semester and that they

would like feedback on from the others. At a table that I shared with Abigail and two other teachers from different districts, Abigail explained how she wanted her students to use particular RAISE strategies like *Talk to the Text* more frequently with independence, not just in pairs or in groups:

"I feel like students can get out of my class with a C without being a strategic reader. I don't want to set a goal where they will fail the class if they don't do this [RAISE work], but I want them to do this."

A teacher seated next to Abigail reiterated that she shared this predicament.

Then, a different teacher jumped in and a discussion ensued about whether or not teachers have the power to encourage and mandate that students become strategic readers.

"I think it has to do with choice reading. If we give students the option to choose their reading, maybe we can help them see why reading matters," another argued.

"Well, I don't care if they're life-long readers," one asserted. "Most adults become life-long readers on their own, not by some teacher. That's not my job to make someone a life-long reader."

Abigail nodded.

Later that afternoon, as Abigail worked on plans for implementing RAISE into the existing units Sarah had given her, she revisited the earlier conversation. "I don't feel like I've challenged [my students] enough," she shared with me. "I don't believe everything we give them [to read] should be high interest." (fieldnotes, 1-25-13)

A few days later when Abigail and I had time to debrief her experiences with the RAISE January follow-up training, she referenced the conversation about choice reading again:

"I can see both sides," she reasoned. "But I want to do what's best for my students. I want to get them to read, to see the value in reading. But I also want them to be successful in college, and I know they're going to have to read things they don't like. When I saw the RAISE rubric[1] last week about the number of pages kids should be reading in my class, I realize I haven't had them reading enough. But they won't read outside of class, so it's tough." (interview, 1-30-13)

In this example that developed across days, Abigail's comments and experiences illustrated the necessity of her negotiating. First, she expressed her own beliefs and feelings about what she wanted for her students, evoking her own frameworks. Her belief that it is part of her job to help students become "strategic readers" alone suggests that she had worked to negotiate between frameworks for understanding her role as an ELA teacher at Frost High and the RA Framework. But when one teacher asserted that he did not think that it was his responsibility to promote life-long reading, Abigail was forced to negotiate another conflicting framework. She spent at least a bit of time attempting to do so, because she returned to the conversation, which introduced the conflicting framework, on two later occasions. And the RAISE rubric she referenced offered another source of feedback about how she might negotiate and reflect on her own instruction in accordance with the RA Framework. Yet, the rubric also afforded her a space to negotiate the other teachers' conflicting framework too. In my company, Abigail never referenced this exchange again. However, the challenges of figuring out how to balance choice and assigned reading; high interest and mandated, canonical reading; and complex texts with high interest texts were all dilemmas she continued to reference and therefore negotiate over the course of the second half of the school year. For Abigail, as for the other Frost teachers, negotiation became a necessary part of their efforts to implement RAISE PD learning.

**(Re)Negotiating**

Moreover, negotiation is not a once and done process. The Frost teachers' experiences highlight how they were constantly renegotiating conflicting frameworks. Over the course of the year as many of them endeavored to integrate RAISE strategies and learning, unforeseen challenges prompted further renegotiation. As they made decisions about which RAISE learning they would or would not try to integrate, they were forced to consider how their RAISE experiences interacted with other ongoing professional obligations and learning commitments as well as other frameworks. While Figure 4.3 details the journey of individual teachers, it also offers the collective narrative of the team and illustrates how, on the whole, the team cycled through and remained largely at the negotiation and renegotiation waypoint throughout the year.

**Translating and integrating**

Those Frost teachers who were successfully able to negotiate framework conflicts did so because they were able to integrate the RA Framework and their RAISE learning into their existing frameworks for disciplinary writing instruction in such a way that the RAISE conversations enabled them to revise and extend their writing frameworks. Given Frost teachers' collective motivation to participate in and take-up RAISE PD learning and strategies early on, even for those like Hannah and Michelle, one might predict that Frost teachers would have been able to reconcile the RA Framework with their repertoire of frameworks as well as with the frameworks they encountered through interactions with others both through and beyond RAISE. Yet, as their experiences prove, motivation alone does not equip one to successfully negotiate framework conflicts. Translating and integrating proved the most challenging waypoint for Frost teachers to actualize as they worked to negotiate framework conflicts.

Most Frost teachers reached translating and/or integrating only briefly. While many teachers tried to adopt particular RAISE strategies, the outcomes of their efforts were inconsistent at best.[71] By adoption I mean that teachers attempted to implement the strategy and use it within their instructional approach with little to no adjustment. The way they experienced or saw the strategy enacted during RAISE was essentially how they tried to use the strategy with their students at Frost. Integrating, by contrast, requires translation. Integrating recognizes that wholesale adoption is rarely successful unless a strategy, concept, or instructional approach is congruent with a teacher's existing and employed frameworks. As Frost teachers' experiences allude to, successfully integrating PD learning necessitates translating the PD experience of a particular strategy, concept, or approach with the unique contextual realities of its application space—classroom or collegial learning space—centrally in mind. Translation, therefore, almost always includes

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[71] At first, for example, Robin seemed a voracious consumer of all things RA, especially as the fall semester progressed and she became particularly motivated to apply for a RAISE Consultant in Training position. She appeared headed for successful integration of RAISE learning. In the fall semester, she pulled me aside in the hallway or during meetings to narrate her success with any number of RAISE strategies. But as Figure 4.3 illustrates, her journey osculated between waypoints as she encountered conflicting frameworks that challenged her ability to implement the RAISE learning she valued. Robin, like many Frost teachers, experienced moments when she journeyed more smoothly toward integrating. These moments were instances of specific strategy integration or reflections on RA Framework approaches that teachers desired to integrate.

the need to tailor, adapt, or adjust the PD iteration of the strategy, concept, or approach in order to honor its purpose while also considering how its applied use can best speak to the people and place(s) as well as prior learning. I make these distinctions to indicate how adoption may be a step toward integration but one that almost invariably leads back to negotiation, as it requires figuring out how to translate, which includes the ability to reconcile conflicting frameworks. In this way, translation and integration are intimately connected with one another and the result of successful framework conflict negotiation.

The most numerous illustrations of Frost teachers' movement toward integration came when they discussed their use of a particular RAISE strategy in their content-area instruction. During monthly follow up meetings at Frost, they talked about their use of *Talk to the Text* with students, for example. Abigail lifted an entire lesson about hero development, which she experienced during the August training, and taught it to her students. (interview, 12-10-12) During second semester, Gabby adapted and integrated a reading log idea that she had experienced and discussed during RAISE training and which Tess had integrated at the start of the school year. When an assistant principal asked Robin, because of her RA leadership training, to create a list of RAISE strategies to share with ELA teachers one day at the last minute, the list she generated to share included the following strategies with brief, one-sentence descriptions of each: "1. Skimming and Scanning Texts, 2. Activating Prior Knowledge, 3. Talking to the Texts, 4. Questioning, and 5. Re-reading." (artifact, 3-14-13) While this list may be read to include those strategies that Robin felt might be most accessible to those without RA training, it also reflects the most salient RAISE learning Robin had worked to integrate in her own classroom until that point in the school year. And while there are other examples that I could point to for all participating teachers, all are examples of single strategies or lesson ideas that Frost teachers adopted or slightly adapted. Such sporadic instances may evidence success largely because teachers were able to integrate them into existing frameworks for instructional decision-making without too much trouble. They required a day of time, parts of lessons, or slight adjustment to regular routines. Or, these sporadic instances may be evidence of those strategies that were congruent with teachers' repertoire of frameworks. No matter, they do not evidence teachers' successful integration of the RA Framework that might have helped

them see relationships among individual RA strategies or resolve framework conflicts about writing specifically.

## Sifting through Options

The writing framework conflicts Frost teachers experienced resulted from the fact that the framework that RAISE promoted for writing instruction was left unarticulated in the PD space. But conflicts also arose from the fact that the purposes that RAISE facilitators and curricula offered for writing differed from the purpose for disciplinary writing that some Frost teachers imagined. These writing framework conflicts explain *why* teachers struggled to find answers to their questions about writing instruction in their content-areas: because they impeded teachers' ability to translate and integrate their RAISE learning. While all teachers struggled to negotiate conflicts, there were a few notable exceptions where individual teachers were able to successfully negotiate and renegotiate in order to translate and integrate the RA Framework into their existing writing framework and, in so doing, answer the disciplinary writing questions they brought with them to RAISE. One teacher was able to do so on her own, without support. A few others were able to do so with the support of another PD program available to them at Frost. In the chapters that follow, I describe these teachers' journeys in order to explore the multiple pathways that can lead to successful negotiation of framework conflicts and, thus, professional learning about the teaching of disciplinary writing. Their journeys individually and collectively offer important insights about how it is possible to support teachers' framework negotiation and, therefore, improve the outcome of their PD participation, even though their PD expectations and experiences will inevitably differ.

Chapter 5

Finding "Exactly What I Wanted:" Pathways to Teachers' Successful Framework

Negotiation


Of the journeys that Frost teachers took as they worked to negotiate framework clashes, Tess and Heloise seemed least jostled by the perceived near omission of writing conversations from RAISE PD. Even though they found passing references to writing insufficient, they successfully drew on the RA Framework and their reading focused RAISE experiences to reshape their writing instruction. Without explicit support from RAISE facilitators or from colleagues, Tess and Heloise were able to independently translate and integrate into their disciplinary writing frameworks their understanding of the RA Framework and its expertise apprenticeship model approach to professional learning and teaching. Exploring their experiences in more depth allows us to consider what made possible their successful negotiation of framework conflicts. Their experiences offer important insights about the generative possibilities that exist when teachers find frameworks compatible or when they are able to negotiate conflicts to discover compatibilities. Still, their journeys reveal pathways and waypoints that do not make them candidates for the kinds of transformative and blissful narratives that headline news magazines or movies. As such, their experiences complicate notions of expertise as pertain to the teaching of writing, especially when considering how contextual factors influence teacher learning.

**"Seeing What They're Capable of:" Tess's Beginning**

In August, Tess came to RAISE interested in strengthening her instructional use of science journals and students' writing in such journals. When the school year began almost immediately after RAISE's initial August training, she implemented her science journal plans, which she began calling "science notebooks" using language Sarah offered during one of the first monthly RAISE follow-up meetings. In some ways, Tess's purposes for

student writing were not too far estranged from the transactional purposes RAISE promoted through the RA Student Learning Goals (discussed in the last chapter), which focused more on the consumption of scientific knowledge. Tess asked students to log their thinking about texts and to draw connections between lessons and topics in notebook entries.

Given that there were even fewer conversations about writing in Tess's RAISE science room than in the other PD rooms, it is worth noting that she made connections between RAISE reading conversations and her use of science notebook writing on her own. Tess's identification of the need for a more "systematic approach," which included additional teacher modeling and which increased the rigor of student writing tasks, resulted from her ability to translate RA Framework conversations about apprenticeship and integrate that thinking into her plans for science notebook writing. As a result, she asked students to collect and analyze data, and she asked students to craft arguments from their analysis of the data they collected during labs (interview, 9-13-12). In so doing, she moved into a new kind of writing instruction that was not reflected on the science RA Student Learning Goals document but which was informed by RAISE's focus on expert apprenticeship (as a key component of the RA Framework) in two specific ways.

First, RAISE conversations focused a great deal on the importance of teacher modeling.[72] As facilitators explained the importance of modeling, their comments were predicated on the belief that teachers could draw on their disciplinary expertise to "make their thinking visible for students." The RA Framework and RAISE facilitator comments asserted that disciplinary teachers are well positioned to apprentice students into disciplinary ways of interacting with texts, because, as disciplinary experts, they can make visible the ways that members of the discipline think about and work with texts. As such, modeling conversations filled the RAISE training and texts, including *Reading for*

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[72] Tess was not the only Frost teacher to identify modeling as an important take away from RAISE training. Robin, for example, became almost preoccupied with modeling as a way of moving beyond her former instructional practices that relied heavily on students copying the notes she posted on the board rather than reading from the course textbook on their own. During RAISE follow up meetings at Frost, she demonstrated this preoccupation as she gave feedback to her colleagues when they shared their lessons that infused RAISE strategies. In March, for instance, she questioned whether one reason why a colleague's lesson may not have gone as he intended or would have liked was because he had not sufficiently modeled his expectations for students (fieldnotes, 3-14-13).

*Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, which states,

> Virtually all Reading Apprenticeship teachers use Think Aloud to model the ways in which reading requires thinking of readers (including experienced readers like themselves), what it looks like to be mentally active when reading, and specific ways of thinking that students need to develop to be successful readers of their course texts. (Schoenbach et al., 2012, pp. 101-102)

Tess's decision to include more modeling of her own science notebook writing was informed by these conversations, which although they focused on reading, helped her identify a missing component of her writing instruction. If she included more modeling, Tess theorized, she could do a better job of helping students understand and try out the kinds of writing she was asking for in their notebooks, even though those purposes for writing differed, at least at times, from those prioritized during RAISE (interview, 10-30-12).

Second, RA Framework and RAISE conversations about expert apprenticeship offered Tess grounds to leverage her training as a biologist and scientist more broadly. She was able to draw on her experiences of writing for various purposes in her previous training experiences—both as an undergraduate and as a teacher of science. With previous disciplinary writing experience to draw on, she was able to design a notebook plan that was patterned off of the disciplinary expectations she knew well and that extended beyond the transactional purposes for writing RAISE prioritized.[73]

Moreover, this disciplinary training and experience enabled Tess to identify not only when she needed to further her own understanding but also how she might go about acquiring answers to her writing questions. She talked about doing more "research into science notebooks" after the August RAISE training to get a better sense of "best practices" and ways that other science teachers use notebooks to support students' science writing.

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[73] Not surprisingly, previous disciplinary PD experiences also shaped teachers' expectations for current and future PD. During the August RAISE training, for example, Tess compared her RAISE experience with previous biology PD she and other local teachers had participated in earlier that summer. In general, Tess's comparisons revealed that because she reflected positively on the usefulness of that previous PD, she judged her RAISE experiences against the framework for PD and for biology instruction that she had developed just a few months prior (fieldnotes, 8-17-12). It is likely that PD experiences such as these influenced her ability to employ her disciplinary expertise and find congruence with the RA Framework, too.

Colleagues from afar, whose voices she found through her research, guided her efforts (interview, 9-13-12). Over time, Tess was able to use her assessment of students' notebook writing in conjunction with her "research" to identify next steps for modeling the diverse kinds of writing she expected students to practice—both transactional purposes as well as argumentative purposes. For example, she explained how she noticed a need for students to use evidence to warrant their claims or conclusions about lab data, so she began to model what that evidence-based writing would look like for students.

Given her efforts to translate RAISE reading conversations and integrate RA Framework conversations, one might predict that Tess was eager to sing the praises of her RAISE experiences. Yet, Tess was one of the Frost teachers most frustrated by her RAISE experiences during the August training. She found the first few days "boring" and repetitive. During one lunch conversation, she expressed her frustration that the facilitators were not offering her anything "new." She also felt they were not "clear about their expectations." She talked about how the participants in the science PD room that she and Gabby shared had united in a plan not to "say anything so that the facilitators would move on and get to new information that would be more engaging" (fieldnotes, 8-13-12).

Later that afternoon, in an effort to understand more about the root causes of her frustration, I joined Tess and Gabby in the science PD room. I noticed a chart labeled "Word Wall" that was posted at the front of the room. When I asked Tess and Gabby more about it, Tess shrugged, "They [the facilitators] didn't really explain it." Not long afterward, the facilitators returned to the Word Wall:

| Facilitator: | What would be the purpose of a Word Wall? |
| --- | --- |
| Gabby: | (raises her hand) Guide to evaluate what students do or don't know, to figure out where a starting place might be. |
| Participant: | It aligns everyone on the same page. |
| Tess: | It almost seems like tricking them [students] to have a vocabulary list. You came up with a list that by the end they should know. |
| Facilitator: | And, you came up with the list in context, frontloading key vocabulary. |
| Tess: | (turning to me, aside) We gave three different definitions of Word Walls, but she didn't say whether that was it or not. And I think |

that's what's frustrating about all of this, is that we don't know

whether it's right or wrong. (fieldnotes, 8-13-12)

Tess's comments to me suggest that her frustrations arose from the lack of feedback she and her colleagues were gathering about the quality of their contributions and thinking. It's clear that Tess and Gabby were frustrated at least in part because they could not determine whether their framework understandings were compatible with those presented by the facilitators. Facilitators' feedback of the sort Tess sought could have offered Tess and the others a way of more successfully negotiating framework clashes.[74] Instead, they were left to their own devices and abilities to discern whether the frameworks floating in the PD space were compatible or not.

I offer this example to illustrate how, despite her frustration, Tess was able to begin discerning the places where frameworks were compatible, which in turn enabled her to translate and integrate the RA Framework into her frameworks for disciplinary writing instruction on her own. While the RA Framework and RAISE conversations did not sufficiently focus on writing in Tess's estimation, they did offer her a way of tapping into her own disciplinary writing expertise in order to begin imagining and designing new possibilities for her students' science notebook writing. Her experience suggests that the compatibility of these frameworks enabled her to move beyond her initial frustration in order to, as she explained to me, "forget all the terrible stuff" in favor of discovering what she could glean from the RAISE experience in support of her efforts to increase the rigor of students' notebook writing (interview, 9-13-12). Tess shared her excitement about and surprise by what she was seeing in students' writing in terms of "what they're capable of," as a result (class observation and interview, 10-30-12).

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[74] It's also worth acknowledging that the facilitator may have intentionally chosen not to offer feedback about "rights and wrongs," as Tess desired. There was a strong undercurrent present throughout the RAISE training days that suggested implicitly that facilitators were trying to push participants to help their students move beyond the quest for right and wrong answers as much as they were pushing participants themselves to consider the ways they could elicit and practice thinking that was more nuanced, more capable of considering multiple viewpoints and perspectives. Nonetheless, this example illustrates a framework clash where facilitators may have missed an opportunity to clarify this goal and to help participants negotiate what felt like a framework clash.

## Contextual Challenges

Still, Tess's journey was not without other challenges. Like all Frost teachers, Tess was challenged by the need to negotiate other framework conflicts that would make possible successful adaptation and integration over time. These conflicts included teachers' need to deal with contextual factors that impacted their professional and personal relationships at and beyond Frost High. Negotiating life as a teacher at a struggling urban high school required emotional energy and an ability to deal with daily unknowns and unexpected chaos, as I have described in earlier chapters.

### Negotiating Contextual Realities and Frameworks

Consequently, the Frost teachers had to find ways of staying healthy—literally and figuratively—within their school setting if they wanted to continue to teach there. Their ability to continually negotiate framework conflicts determined their ability to remain sane and responsive to the needs of their students at the same time. Quite literally, unfortunately, health factors that many of her colleagues surmised were influenced by the Frost school context led to Tess's medical leave first on a temporary basis in November. Then, it became clear that Tess would not return at all that school year – or for that matter, I learned, the following school year.[75]

Although her colleagues understood and sympathized with Tess's plight—some were even close friends—and although they commiserated and in so doing supported one

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[75] After Tess left, questions about whether or not I should reach out to her and, if so, how challenged me. I cared about each of the participants in this study as fellow educators and colleagues. I wanted them to know and feel that I cared about their wellbeing. Professionally, I wanted each to know that I valued their efforts and their struggles to continue teaching at a particularly challenging high school. I was concerned about Tess and her personal and professional wellbeing. But I also wanted respect her privacy, and her choice to tell me as little or as much as she wished. In December, I had sent her email messages that were typical of our interactions to that point, including thanking her for November conversations and sending details about our shared whole school Literacy Learning Inquiry Team matters. We all (members of the Team and I) assumed that she'd return and so would check and follow these email messages, even if not until later. In January, after Winter Break and after it became increasingly clear that she might not return for the remainder of the school year, I sent Tess a text message just to let her know that I was thinking about her. She responded some days later thanking me for the message and expressing her gratitude for my support. She made it clear that she had chosen not to respond or check her school email. Over the remaining months, we had very few electronic interactions. Those we did have made it evident that maintaining ties to Frost High posed a particular emotional challenge for her. I respected this reality and chose not to reach out to her again. Nonetheless, I was never sure I had handled my interactions with her in the most productive ways possible. I hadn't prepared for a participant's departure from school and the collective assumption that the school culture had quite literally taken a toll on her health and wellbeing. I handled her departure as I suppose the Frost teachers did their decision to return to Frost every day; they reported this was at times an in-the-moment decision that was never clear-cut or easy.

another during RAISE follow up meetings, the team of teachers who attended RAISE all had to navigate these contextual realities largely on their own. There were few formal support structures and systems that acknowledged, let alone helped teachers negotiate these contextual realities.[76] Teachers regularly talked about, as Alden did one day, "feeling isolated as a teacher and not having anyone who is able to give us feedback on our teaching" (fieldnotes, 4-22-13). To complicate things, administrators often made decisions that further exacerbated teachers' feelings of isolation and helplessness. In the spring, for example, the administrative team handpicked a group of teachers to attend an all expenses paid leadership retreat put on by a large for-profit educational consulting group in Las Vegas. Many of the teachers who were not selected spoke with one another and with me about the mystery and uncertainty surrounding this decision while at the same time they struggled to understand how the district had saved or secured funds to send those who attended (e.g., fieldnotes, 4-25-13). Even some administrators confided in me that they regularly searched for employment elsewhere because they could not deal with the contextual realities they had to negotiate (e.g., fieldnotes, 5-20-13).

As the Frost teachers worked to translate RA learning, renegotiation almost always required effort to filter the RA Framework and RAISE conversations through the contextual realities of life at Frost High. Of course, there were the predictable concerns about time constraints that might prevent their ability to translate RAISE learning, but the teachers' larger concerns related to how the external and internal pressures they were facing as well as the unique needs of Frost learners affected their ability to integrate RAISE learning and, ultimately, resolve framework conflicts.[77] They regularly commented on the disparity between teaching at a school like Frost and teaching at the schools where many of the other RAISE participants came from. Those schools were largely in suburban and well-resourced

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[76] I'll discuss one possible exception that I was aware of in the next chapter, but even that was not initiated from those within the school.

[77] I say predictable here because time constraints are a reality that transcends schooling contexts. For the Frost teachers, often time constraints were a result of the limits of the RAISE PD agenda. During the August training, for example, Abigail lamented that there was not more time for individual implementation time to "imagine how this would look in our classrooms" (interview, 9-13-12). On other occasions, teachers' time was affected by in-school events and content-area curricular mandates (interview, 9-25-12). But on still other days, these time constraints were a by-product of personal and familial obligations outside of school (e.g. unexpected family deaths, children's health and schooling events that required teachers to be absent) (fieldnotes, 1-24-13).

communities, and the Frost teachers pointed out that, in their minds, teachers who taught there didn't have to deal with the same kinds of issues.

## Explicit Contextual Conversations

To be clear, it's not that RAISE failed to acknowledge the fact that contextual factors influence teachers' professional learning and teaching. RAISE facilitators and curriculum acknowledged contextual complexity in video case study work across the school year. Before RAISE facilitators shared a video "literacy learning case" of an RA teacher working with students in his or her disciplinary classroom, they asked participants to read a multi-page introduction and description of the teacher's student population and school community as well as the teacher's efforts to assess and respond to the unique needs and strengths of her or his students. Facilitators urged participants not to judge as they watched the videos and instead asked participants to use graphic organizers to log their observations before drawing conclusions about how the case study teacher worked to integrate RA learning and the RA Framework (e.g. fieldnotes, 8-13-12). Frost teachers talked frequently about the value of the video case study work; they appreciated seeing their students in those represented on the videos (e.g. interviews, 9-18-12; 11-20-12). They referenced how because some of the classrooms in the videos looked like their Frost classrooms, they were encouraged by what they saw. "If they [the teachers in the cases] could do it, I could too," Abigail reflected (interview, 9-13-12). Early on, the Frost teachers even used the videos as touch points to gauge and affirm their own translation efforts. "I had a moment like the video," Heloise recounted during one interview while explaining the success of a particular lesson (9-18-12).[78]

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[78] Frost teachers' comments allude to their awareness of how race shapes students' learning experiences and opportunities, for example, in their consideration of how the students in the videos looked like their own. But it is equally important to highlight how, as I referenced in earlier chapters, Frost teachers rarely, if ever, talked explicitly about specific identity markers that described their students' race, class, gender, or sexuality with me. And they never talked this explicitly with one another during team meetings. Instead, comments about "these students" and "urban schools" glossed the specificity of how students', teachers', and administrators' identities infused the school culture and affected their instructional decision-making (e.g. fieldnotes, 1-24-13). Teachers' vague references hinted at their desire to discuss how the unique contextual realities shaped their school culture without the language and specific invited opportunities to do so.

As I discuss in my Chapter Two methods considerations of my positionality in this study, my own decision to observe these vague references without further questions about what exactly teachers' meant became ever more apparent to me as time went on. Ultimately, when I realized the patterned nature of these vague references and the omission of conversations about race and class especially and their potential impact on teachers and therefore students' learning late in the school year as I began more extensive analysis, I made

Despite the careful attention to contextual complexity in the video case study work, Frost teachers' comments reflected their frustration that they had few, if any, opportunities to reflect on, share, and plan for the contextual complexities of their own experiences during RAISE PD. The Frost teachers seemed at least implicitly aware of the need to address these realities explicitly as they worked toward integration. As I reflected later on their comments, I began to see how much they recognized that these contextual realities affected their implementation challenges and, by implication, their need for translation support. For Gabby, when it came to the CERA assessment (discussed in the last chapter), part of the reason she found working with the CERA challenging was that the facilitator's introduction to and conversations about the CERA were always decontextualized. As my fieldnotes indicate:

> During CERA practice sessions, participants were given completed student samples to analyze. In January, when this process was first introduced, as she worked with fellow participants to make sense of the CERA samples, Gabby commented, "We don't know context for this reading" that students had been directed to annotate as part of the assessment. "When was this given to students? Is this their first read or their end assessment after they've been taught RAISE strategies?"
>
> "We know that it's an assessment," the facilitator responded.
>
> "An *end* assessment?" Gabby pressed.
>
> "We know it's *an* assessment."
>
> Furrowing her brow, Gabby looked unsatisfied with facilitator's reply.
>
> "So from a practitioner's perspective, you would want and need to know [the contextual details]," the facilitator qualified. "But for our purposes, we're practicing." (1-24-13)

The facilitator's response did little to quell Gabby's frustrations with the decontextualized nature of the practice, as she described to me in an aside once the facilitator asked the table

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the decision not to ask follow-up questions for the reasons I outline in the methods discussion. Nonetheless, as I will explore more in the final chapter of this dissertation, I believe that this omission and the need for opportunities to discuss them as an integrated part of framework conflict is an important topic for future research and PD design.

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groups to begin analyzing the student samples. As the groups worked, I learned that other participants at Gabby's table shared her concern.[79]

The facilitator's response presented participants with what they recognized as two conflicting frameworks: one that valued and prioritized the local context in assessing student work and one that suggested it was possible to practice assessment without the contextual knowledge that would enable teachers to make an informed assessment of student progress. The facilitator was implicitly suggesting that the CERA rubric would serve equal utility and could be approached equally whether or not teachers had contextual information about when the assessment had been given, about the reading level of students, about what the teacher had or had not taught prior to giving the assessment, and so on. For the teachers in the room, Gabby included, this assertion was not congruent with their frameworks for assessment intended to inform instructional decision-making and reflect student growth and development rather than simply measure or evaluate student performance.

These conflicting frameworks for making meaning of the CERA practice and artifacts and for disregarding context in practice situations posed a dilemma that made it difficult for teachers like Gabby to find value in the CERA PD assessment process or in using the CERA in her own classroom. This dilemma inhibited Gabby's ability and motivation to successfully integrate the CERA into her classroom practice, as RAISE facilitators desired. The CERA work was one instance of the conflicting frameworks teachers encountered as they worked to negotiate their personal frameworks for making meaning of contextual factors that affected their teaching and that they believed they needed to be responsive to in their instructional planning and interactions. The facilitator's comments may have caused further dilemmas for teachers as they recognized the dissonance between some

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[79] When the facilitator brought the whole group back together, it was clear that this dilemma had continued as teachers tried to negotiate their own frameworks for assessment with the conflicting frameworks they had just encountered. The facilitator asked where teachers placed the student samples on the CERA rubric. Among other comments of a similar perspective, when the facilitator pressed participants to explain "why would you put it there?" one participant replied, "Depending upon how it was administered, then you may have seen different things." The group continued to press for explanations of the merits for taking a decontextualized approach to the CERA practice work. The facilitator repeated her explanation for the purpose of particular sections of the CERA but never returned to teachers' particular challenge. She ended with a comment about how "a literacy assessment like this tells me where I can go next. That's the purpose of the CERA" (fieldnotes, 1-24-13).

aspects of RAISE PD training when conversations about context were prized and explained to be requisite to the group's ability to interpret and analyze classroom instruction and other instances, such as this, when participants were told to background these same considerations.

**Implicit Contextual Framework Conflicts**

There were other instances where the absence of RAISE PD conversations about the contextual frameworks teachers were drawing on as they worked to negotiate RAISE learning *as well as* the absence of ongoing, sustained facilitator feedback about their planning and implementation efforts in relation to their personal and contextual frameworks challenged teachers' ability to integrate RAISE learning. Frost teachers were, for example, particularly consumed by their students' academic ability in relation to students at other schools and to previous groups of Frost students. The frameworks they drew on for understanding their students' abilities created further framework conflicts for teachers as they worked to translate RAISE learning. On one hand, most Frost teachers talked openly about their students' collective "low-skilled" abilities. They spent significant time in staff meetings, informal conversations, PD trainings, and other curricular planning spaces discussing students' low reading abilities and low grades (e.g. interview, 11-20-12).

On the other hand, the frameworks Frost teachers developed for understanding and labeling their school-congruent students also posed challenges for teachers as they worked to translate RAISE learning. Robin, for instance, cognitively embraced her RA Framework and RAISE learning early on. Yet, when she worked to implement that learning, she encountered a particular contextual challenge that tested her cognitive understanding of the RA Framework. Despite the fact that, overall, Robin believed the majority of her students were excited about the usefulness of RAISE strategies, she returned regularly to her unresolved struggles with "the smart ones" whom she believed were still resisting her efforts to encourage them to "show me they understand" *Talk to the Text* (interview, 3-20-13). Robin tried out some of the rationales she had gained from RAISE facilitators as she worked to explain to her students why *Talk to the Text* mattered, but when these explanations did not seem to quell some students' questions, she brought her concerns to follow-up RAISE training conversations in November and January as well as to her RA leadership follow-up training in March. Even after posing this ongoing dilemma across

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time during training conversations, Robin remained confused about how to resolve the challenges of meeting the needs of what she believed to be her "high-achieving" students; she did not find facilitators who were able to help her successfully negotiate this challenge. As Robin sought to negotiate this challenge on her own, she was simultaneously drawing on the RA Framework as well as her frameworks for labeling certain students at Frost as "smart."

Like Robin, as the Frost teachers worked to implement their RAISE learning in planning and teaching within the context where they worked, they encountered the need to renegotiate in order to resolve the ongoing contextual challenges they faced. RAISE highlighted and amplified these challenges as teachers were forced to negotiate the RA Framework with their personal and collective frameworks for understanding what it meant to teach and learn at Frost High. In the end, the lack of RAISE conversations that might have solicited individual frameworks about what it meant to teach Frost students or diverse students more generally served as a barrier to Frost teachers' up-take of RAISE learning.[80]

The consequence of the fact that RAISE did not explicitly solicit or help Frost teachers negotiate contextual complexities and frameworks was that teachers struggled to renegotiate and integrate their RAISE learning in ways that were congruent and supportive of their commitment to Frost High students and contextual realities. When Frost teachers commented about "our kids," as Michelle did early on to describe how she perceived Frost students as "getting better, much better" at enacting their literacy learning, the teachers' frameworks for understanding "our kids," necessarily affected their vision for possibilities with PD learning (fieldnotes, 8-17-12). Frost teachers noted how their school context looked quite different from the majority of RAISE teacher participants who taught at more suburban, affluent, or predominantly white high schools. They saw their instructional challenges as unique to Frost. For example, they struggled to consider how to motivate Frost students to read an entire text independently both with and without teacher or peer

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[80] Robin talked about how she felt "like [participants were] being heard" by facilitators, but no other teacher discussed similar feelings (interview, 2-7-13; fieldnotes, 3-1-13). It is possible that because Robin was involved with both RAISE and the RA leadership training in addition to her eagerness to become a Consultant in Training for RA she felt more listened to than the other teachers did. Still, the absence of explicit feedback to Frost teachers' contributions—Robin included—during RAISE trainings challenged all teachers' ability to adapt, revise, and grow RA understanding and learning over time.

support. (fieldnotes, 1-30-13) And, they were challenged by RAISE's encouragement to develop a trusting classroom community that involved more student choice because of the frequent revolving door of new students from other classes and from outside the district, which necessarily required them to continually revisit and reestablish classroom norms (interview, 9-25-12). Whether or not the Frost teachers' experiences and contextual frameworks were entirely unique and distinct from other RAISE participants' experiences or not, what mattered is that Frost teachers perceived differences that informed the ongoing development and employment of their frameworks both at RAISE and at Frost. In December, for example, Abigail explained, "I don't think I could learn anything about how to teach these kids by reading any book or going to any PD" (interview, 12-20-12). Abigail's comments suggest that she had not encountered a professional learning space that helped her negotiate contextual realities; rather, she relied on her practical, daily on the job interactions to inform her frameworks for best meeting the needs of her students. Notably, Abigail and some other Frost teachers *were* successfully able to develop unique frameworks for navigating workplace demands and challenges and for remaining healthy in a particularly chaotic environment.

### "An Appreciation for Their Struggles": Heloise's Journey

Although she worked in a different discipline than Tess did, Heloise's framework negotiation took her down similar pathways. Unlike Tess, though, Heloise was able to successfully navigate framework clashes while also accounting for and responding to the contextual realities of life at Frost High. Understanding the connections and distinctions between her journey and Tess's allows for a more nuanced picture of what it takes to successfully integrate PD learning. Integration requires the ability to negotiate writing framework conflicts that filter through contextual realities and that require disciplinary expertise.

Not long after school started, Heloise stopped me in the hallway. Without much set-up, she offered, "RAISE is *exactly* what I wanted" (fieldnotes, 9-13-12). In that moment as students shuffled to class and the energy of a new year encircled our passing conversation, I was not exactly sure what she meant, but with the benefit of the entire year, I was able to see and learn about Heloise's efforts as they developed, as she questioned her decisions, and as she reflected on the results of her choices in students' writing. She was inspired by

RAISE conversations about expert apprenticeship. Her experience as a writer enabled her to draw on and translate the logic of the RA Framework in order to revise the framework that informed her writing instruction.

**Successful Framework Translation and Integration**

During a November interview, Heloise described her Theater Production course as a "radically different class" than in years past, because she had devised "a brand new curriculum." When I asked her to describe how she approached the course in the past, she explained:

> Before we read seven plays from all different genres and all different time periods. Like *Oedipus* and *Everyman* and these monumental pieces and then something from Shakespeare and then a few lighter American things. . . . It used to be we'd read all these things and then they'd write a play at the end.

Heloise's focus had been heavily reliant on asking students to negotiate what she called "classical theater texts" with only one extended writing opportunity at the end of the semester. She struggled to help students navigate these challenging texts:

> Students were never understanding it, no matter what I did. Because the stuff, the material, with the reading levels that we have here at the high school, the average is so low that *Oedipus* and *Everyman* and Shakespeare were *just too hard*. And you can't understand classical theater without being able to understand *Oedipus* and *Everyman* and Shakespeare; they're so integral and so important that there was no way for me to get them there. There was only one way I could possibly structure it is if we do one play a semester, but there's too many standards to cover, and that's just not possible.

Like most Frost teachers, Heloise was keenly aware of and limited by external content coverage pressures, even in her elective courses. She continued to explain how her approach to teaching the course following the initial August RAISE training differed from previous years:

> Now what I'm doing, is we're reading smaller texts within specific genres; like right now they're doing horror, and we read *The Legend of Sleepy Hollow* for Halloween, so they're writing their own based on the text. They're writing *way more* than they did last year. The kids' writing is *so* much better now. (interview, 11-15-12)

In contrast to years past, Heloise's revised approach asked students to write dramas after each genre they studied together. She felt this approach had significantly improved the quality of student writing as a result.

Intrigued by how Heloise would attribute the source of her curricular and instructional shifts, I asked her to clarify for me:

> Well, at the RAISE training I had a moment where I was like, 'Oh my God, this is *too* much. It's too complex.' I was trying to teach this like a college class. I really, really was. Literally, I based it off one of my theater history classes that I had in college. So, really high-level stuff, and the kids didn't get it unless I spelled it out for them. It was frustrating for me. It was frustrating for them. (interview, 11-15-12)

Heloise described how RAISE conversations prompted her to reassess the complexity of the texts she had chosen to use in her course. In the past, as she explained, her approach and texts were based on her previous college experiences. RAISE discussions about text choice enabled Heloise to conclude that the "classical" texts she had previously chosen might be too challenging for the tenth, eleventh, and twelfth grade students who enrolled in her elective course. RAISE PD conversations focused on reading and on how to assess the appropriateness of texts for the particular needs of one's students, therefore, seemed a critical turning point for Heloise. However, this was just the first in a series of turning points that began at RAISE but which Heloise extended beyond reading to include writing.

An ELA RAISE facilitator's question about course goals prompted another key shift for Heloise, which she described during our interview conversation:

> I don't remember where it happened, but I was there [at RAISE] and it was like, 'What do you *really* want them to get out of this? What is the goal?' So that was when I had my little moment. My goal wasn't to get [students] to understand classical plays. My goal was to get them to be able to *write* a play. . . . The writing enables them to understand theater, and that's really where I wanted them to go, because they might not get classical theater, but they get how to make a play, which is more important. (11-15-12)

As she explained, through the reconsideration of her text selection and in conjunction with the RAISE facilitator's question about goals, Heloise was able to prioritize play writing over the reading of "classical theater" texts.

When I asked her *how* she made the leap from reading to writing in order to more carefully consider the relationship between the two, she sighed, "Oh God, you're killing me." During other interviews she had joked with me about how I made her think about things that happened naturally and that she rarely paused to think about. Nonetheless, she continued: "I can't even remember what happened. It was sort of like, 'Okay, well how can I structure [the class] with small plays? What do I do with them? How do I solidify this learning?" And this process, which she described as "organic" on more than one occasion, came about "in the first couple weeks of school," she explained:

> So, they read a couple of monologues. Then they wrote their own. And then we moved onto scenes. And they read a couple of scenes, and then they wrote their own. And I'm like, 'Why am I not doing this [with] the rest of the plays?' And I'm like, 'Wait! I can split it up into genre.' So, that's what I did. And I'm still sort of deciding on what genres we'll do. (interview, 11-15-12)

RAISE conversations about text complexity and choice coupled with the facilitator's goals question had resulted in two key "moments," as Heloise described them, that prompted her to rethink her instructional approach, but Heloise took them further. She extended these moments by intuitively asking herself a series of questions that resulted in her conclusion about the need to not only chose alternate, shorter texts that students might find more accessible but also about the need to connect students' writing with their genre study of professional texts.

What, then, accounted for Heloise's ability to intuitively extend RAISE conversations to address her questions about writing? Even in February after seven of the ten days of RAISE PD training, she explained how RAISE had failed to meet her questions and goals for writing instruction (interview, 2-14-13). Yet, as she explains above, RAISE conversations about reading *had* clearly influenced Heloise's successful translation of RAISE PD conversations, which led her to revise her framework for teaching writing in a drama course.

**Finding Framework Congruence**

Like Tess, Heloise was able to draw on her disciplinary experiences of writing in order to find congruence between RA Framework and RAISE conversations about expert apprenticeship and her instructional approach to teaching writing in her drama course.

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From the beginning, nearly two years prior when I first began working with Heloise, I learned about her passion for theater through her personal involvement as a member of community theater troupes where she was an actress and playwright. She even wrote some of the plays for the Frost drama productions she directed. Heloise also shared with me how she wrote a difficult personal essay that she submitted to a national contest. These experiences illustrate how she was conversant in the variety of genres that comprised the English language arts umbrella that her drama elective course fell under. She understood disciplinary genre differences within and beyond drama, which enabled her to identify those genres that students might benefit from studying and trying their hand at joining. Her disciplinary knowledge and experience enabled Heloise to engage RA Framework conversations during RAISE PD about the importance of drawing on one's disciplinary expertise in order to translate her PD reading learning into a plan for course redesign that prioritized writing opportunities for students, and, the RA Framework conversations enabled her to see possibilities for revising her writing framework where she had not previously seen possibilities.

**The Benefits of Finding Framework Congruence**

Heloise's students benefited from her ability to find congruence between the RA Framework and her ongoing experiences as a writer in order to translate, integrate, and ultimately develop a new curriculum and instructional approach to teaching writing in her drama course. During the year, she regularly shared and talked with students about her own writing. Heloise relied on her ability to share her writing in progress at all stages in order to teach her students how disciplinary writing works. Heloise was living the experience she was asking her students to live, too. "We talk a lot about ideas. . . .," she explained to me. "I talk about where my ideas for [a particular] play came from and how it evolved from the beginning. . . " (interview, 11-15-12). Heloise's approach contrasts with the modeling that Tess worked to use and that RAISE advocated, which was an instructional strategy for demonstrating how, in this case, one writes and makes decisions about writing. Tess was drawing on previous experiences to reenact the kinds of disciplinary writing that those who live in the field do on a daily basis. Without ongoing writing experiences, modeling was the closest way to approximate the process.

Heloise's ongoing disciplinary writing experiences enabled her to more generously engage her students in the struggles and joys of writing in her field, but they also enabled her to read her students' struggles more generously than she might otherwise have. In December, Heloise described to me how her students struggled mightily with the drama genre study they had just completed. Her experience as a playwright enabled her to develop theories about why students struggled, which, she explained:

> I think [my own writing] is giving me appreciation for their struggles. . . . When they were struggling with drama, it made me think about my own writing and my lack of interest in writing dramas in general. It's the most complicated [genre]. Most people don't write dramas. Few people do, and even fewer people do it well. And I didn't even think about that. I just thought, 'Oh, here's another genre, let's go do that next.' (interview, 12-11-12)

Heloise's experiences as a playwright enabled her to reflect on her instructional choices when they did not go as she might have anticipated or as she had not initially thought through in choosing "another genre." Her students ultimately benefitted from the reflexivity that this understanding allowed. Whereas she might otherwise have been dismissive of students' struggles, here she was able to consider the reasons why students struggled not only through the lens of her own writing experiences but also in relation to her understanding of the disciplinary conversations and experiences of professional playwrights and actors. Without these, she may not have been as able to see how students' struggles were not simply a reflection of their lack of motivation or abilities; instead, she was able to contextualize students' experiences as reflective of disciplinary realities.

**Negotiating and Revising Multiple Frameworks**

In order to read her students' writing experiences more generously, Heloise was likely employing and simultaneously negotiating and revising multiple frameworks, including those for understanding her discipline, writing instruction, reading instruction, and the specific needs of her students within her classroom and Frost High School. The necessity of negotiating overlapping frameworks also came out in our interview conversations. Ultimately, the centrality of participatory experiences made available through disciplinary apprenticeship, which RAISE helped her to see as a critical aspect of her drama instruction, not only enabled Heloise to translate this understanding to her

framework for disciplinary writing instruction, it also became so critical to Heloise that she could no longer conceive of how one might teach the course without this understanding. For her, writing offered students an opportunity to appreciate theater through active experience, which was a cornerstone of her framework for what makes for quality learning—her own and others. After reflecting on students' struggles with the drama genre study, for example, Heloise decided to forego her planned study of tragedy. Instead, she explained her adjusted plans, which concretely reflected her efforts to respond to Frost students' needs:

> Now I'm elongating my musical theater unit, which I think is going to be absolutely amazing, because I can't take them to see a Broadway show, but I can show them a Broadway show. And they can get that same experience right in here with the ability to go on YouTube. . . Most of the kids here have a vague idea of what musical theater is, and they don't see it as being something for them. Honestly, musical theater used to be very, very white. It was a white thing, but it's not anymore at all. There are so many multicultural shows that are doing very, very well. Like I took the kids to see *The Lion King* a few years ago, and they were just amazed, because they saw themselves. (interview, 12-11-12)

For Heloise, getting to the heart of her central course goal opened up a wealth of possibilities that enabled her to reconnect with certain long-held frameworks for teaching and learning within a school context like Frost High. Her disciplinary framework enabled her to reflect on the status of the discipline and its applicability to and for her students *and* for understanding and seeing purposes for writing beyond representing thinking about the texts they studied. Experiencing theater through writing, viewing, and reflecting was, Heloise believed, a gateway for students to "see themselves" and to see possibilities for themselves through art when such possibilities were not readily accessible to most Frost students. Heloise's experiences demonstrate how RAISE's limited attention to writing did not hinder her translation and integration efforts. Her disciplinary expertise as a playwright enabled her to see purposes for writing that went well beyond the transactional purposes foregrounded in RAISE PD and in the RA Student Learning Goals. On the surface, her efforts were congruent with the RA ELA "Building Knowledge about the Discipline" student goal: "I am aware of my evolving identity as a reader and writer of literary forms."

By asking students to read and write a range of genres specific to theater, she was concerned about developing students' identities as readers and writers. However, her comments about why this reading and writing mattered for her Frost students in particular suggest that her understanding and writing goals went further. She wanted students to contribute as much as they learned from their participation in genres. In this way, her frameworks for literacy learning, disciplinary understanding and participation, reading instruction, writing instruction, and meeting the needs of Frost High students likely overlapped, informing and revising one another.

**Responding to contextual realities.** In particular, Heloise's expertise enabled her to consider how disciplinary writing opportunities afforded space to address the particular contextual realities and frameworks that motivated her instructional decision-making. In rare moments like those above, Heloise's reflections specifically addressed her considerations of how students' race and class affected her course goals and purposes for writing. Where RAISE PD or Frost follow-up interactions never explicitly solicited teachers' thinking about the intersection of identity markers as they influenced teachers' contextually bound and driven instructional frameworks, and therefore, decisions, Heloise's independent translation efforts demonstrate these considerations. Furthermore, our ongoing conversations offered her a space to articulate how she had negotiated and reconciled frameworks that others may have experienced as conflicting, especially as pertained to contextual realities. Where her colleagues rarely explicitly addressed how students' identity markers affected instructional decision-making, Heloise talked more openly about how she wanted to provide her students with opportunities to see themselves represented as members of her discipline, but she also wanted to provide them with space to become members of that discipline, especially as underrepresented minorities in that field. She talked about choosing plays and musicals that would allow her students to tackle subject matter and themes that were relevant to their lives, but she talked about how her discipline provided some students with an outlet for their creative potential as well as a place where her black gay students could celebrate their creative potential, which other students mocked as effeminate qualities.

Unlike Tess, Heloise was able to negotiate and respond to the contextual realities that shaped life at Frost in a way that re-energized her teaching and her interactions with

students. Heloise had been directing and also, at times, writing the school plays and musical for over a decade. Despite the minimal pay, the considerable time her direction took away from her personal life was worth the effort, because she enjoyed working with and supporting her students outside of the classroom. Yet, well before the end of the year, Heloise had decided that this year would be the last time she would agree to direct Frost drama productions. She expressed a desire to prioritize her personal commitments and family life. It was time to pass the opportunity on to others. Nevertheless, re-energized by her efforts to infuse more writing into her Theater Production course, she was quick to point out that, "I'm going to keep that class. . . . Because you have to be a playwright in order to teach it. You *really do*. And how many people are, really? I mean," she began to laugh before continuing. "I started out as a writer. Then, I directed. It's a long hard process of writing and editing and rehearsing and editing" (interview, 11-15-12). Heloise's successful translation and integration efforts enabled her to conclude that disciplinary expertise was a necessary prerequisite for effective and responsive writing instruction at Frost High. And she lamented that this could not be an assumed given, which made her reluctant to stop teaching the course. "I don't know how many other teachers here [at Frost] *write*, though," she reflected one day. "I don't think we have," she paused to think, "*any*" (interview, 12-11-12). As her experiences suggest, college study and experiences alone may not be sufficient for revising and developing frameworks for disciplinary writing, which her experience also suggests, derive from regular, sustained involvement in disciplinary discourse communities. The realization that there would be few, if any, Frost teachers who could teach the course in such a way saddened Heloise, especially in light of her new understanding about just how significant writing was in enabling her to offer students new ways of being successful in her course but, even more importantly, new ways of appreciating and benefiting from the theater study she cared about.

It is thus possible to understand how, despite the fact that Heloise regretted the limited role writing received during RAISE PD, she found RAISE a transformative PD experience. She explained as much to me during an interview conversation:

> For the most part, the only big PD that's helped me in the last 10 years is RAISE. I'm not saying I haven't taken little bits and pieces from the rest of them, but for the most part, that's not how people learn. I think with RAISE you're more actively

engaging, which helps you to learn more as opposed to with other PDs where you're

not. It felt more like an experience. (12-11-12)

Given Heloise's beliefs about the power of experiential learning, it is not surprising that RAISE opportunities to practice and live by doing were particularly compelling for her. Her comments remind us that the cherry picking approach to PD is alive and well, even promoted by the very design of PD. Yet for Heloise, RAISE was not like other PDs where she took "bits and pieces." Instead, because Heloise found the RA Framework a helpful reorienting negotiation tool *and* because her disciplinary frameworks were compatible with the RA Framework assertions, she was able to *independently* employ RA Framework conversations to reflect on her instructional approaches and then to translate those conversations into an ongoing, evolving plan for curricular and instructional redesign that foregrounded writing in her Theater Production course at Frost High.

### Complicating Notions of Expertise

Ending Heloise's journey here might suggest that hers was a smooth path through successful framework negotiation to translation and integration. What makes Heloise's journey so interesting, though, is that while she was able to successfully negotiate, translate, and integrate in her drama course, she was not entirely assured of her success or of the completeness of her journey. Nor did she experience similar success in other areas of her Frost High teaching. Together, these dimensions of her journey add complexity to her story and to our understanding of what it means to develop and foster expertise about the teaching of disciplinary writing over time in the contexts where teachers work. They remind us that when it comes to the teaching of writing, developing and fostering expertise cannot be singularly focused on one framework or on particular kinds of frameworks over others.

### Pedagogical Frameworks and Uncertainties

Despite Heloise's success in her drama course, she continued to question her disciplinary pedagogical knowledge, even as pertained specifically to writing instruction. She identified herself as "someone who is sort of an English teacher" (interview, 2-14-13). The qualifier resulted from her uncertainty about her preparation as a teacher of writing. In college, she explained, she was not required to take any writing pedagogy courses. And while she felt confident in her professional and community-based play writing, she was not

always assured that her pedagogical choices were most supportive of students' writing needs. Her writing instructional decisions, because they were drawn from her disciplinary expertise, were "largely personal whereas I'd like a more general approach, I guess," she explained. As an example, she narrated at length her personal revision process. "It's not like I knew that when I was 16. It wasn't until a few years ago that I figured out that that's where my writing process was" (interview, 2-14-13). She realized that her students' writing was "still in development" and regularly wondered aloud whether her writing approaches would best serve her students' writing needs.

Her desire to develop a stronger framework for writing that included pedagogical expertise in conjunction with her personal disciplinary writing expertise suggests the import of two possible kinds of expertise, pedagogical and personal, which teachers need to be able to draw on in order to make informed instructional decisions. Heloise's qualifications and hesitations add complexity to our understanding of how disciplinary expertise for teachers includes multiple facets. Personal expertise alone, which Heloise draws on heavily, does not seem sufficient for her. Nor, for that matter, might we surmise that pedagogical expertise alone is sufficient to support teachers' disciplinary writing learning *and* instruction. Thus, in terms of PD models and programs, Heloise's experiences reiterate the need for PD that supports teachers' varied levels of pedagogical *and* personal disciplinary expertise when it comes to their ongoing learning about writing *and* the teaching of writing.

**Crossing Disciplines**

Heloise's awareness of the strengths and limitations of her own writing expertise also alludes to another challenge that she was simultaneously navigating throughout the year. For the first time in many years, Heloise was teaching a number of social studies courses in the afternoon following her drama courses in the morning. And while she participated in the ELA RAISE PD, she was working to translate RAISE learning to her social studies instruction. She did talk about how students benefitted from her efforts to integrate RAISE reading strategies into her social studies curricula. She showed me, for example, her efforts to have students annotate their reading of primary and secondary history texts. She shared efforts to make her PowerPoint presentations about historical time periods more interactive for students by including metacognitive and reflective questions in their notes

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rather than fill-in-the-blank formats she had used in the past. As she presented her PowerPoints, she would pause and ask students to take a few minutes to write their short responses to these questions, which would then inform their conversations about the materials she had presented.

However, for her, these efforts were less transformative than were her drama efforts. It appeared from these conversations that the writing redesign opportunities she could envision and enact in her drama instruction as a result of her RAISE PD experiences were not available when it came to her social studies instruction. With regard to writing, I saw few adjustments in her social studies instruction. Her social studies disciplinary uncertainty was the focus of other conversations with me and with colleagues. Because Heloise did not feel confident in *both* her personal and pedagogical disciplinary writing expertise, when it came to her social studies writing instruction, the purposes Heloise imagined for student writing paralleled RAISE's transactional focus and were much more limited in scope and purpose than were her drama efforts. Because Heloise was not able to access the same level of disciplinary expertise when it came to social studies, she did not find congruence between frameworks in ways that led to successful translation and integration.

**Looking for Multiplicity, Responding in Situ**

Heloise's experience offers a powerful example of the potential that exists when teachers are able to find congruence between and among frameworks, even when those frameworks may initially pose conflicts. At the same time, as the previous snapshots make clear, Heloise's experience also highlights how one's successful framework negotiation is linked to various facets of fostering and developing writing expertise and therefore a framework for disciplinary writing instruction over time. Being able to see how Heloise's translation experiences varied so dramatically as she moved between disciplines where her writing expertise differed significantly affords us the opportunity to see just how important disciplinary expertise—both personal and pedagogical—may be when it comes to teachers' ability to translate PD learning.

At the same time, when taken with Tess's experiences, Heloise's journey underscores the need to carefully attend to the multiple frameworks that influence teachers' ability to negotiate conflicts in order to translate PD learning and integrate it into

existing writing frameworks and curricula. We see how a focus on one framework might preclude understanding fully the nature of their PD journeys. For Tess and Heloise alike, contextual frameworks influenced their negotiation efforts significantly, even though they were focused on revising their writing frameworks. Key to considering the multiple frameworks that influence teachers' negotiation efforts is recognizing that we can never fully predict which frameworks teachers will bring to the table and where they may find congruence. In terms of supporting teachers' ongoing learning about the teaching of disciplinary writing, Tess and Heloise's experiences suggest the importance of soliciting and responding to frameworks within the contexts where they emerge, as they emerge. After all, and perhaps contrary to what we might have predicted, Heloise brought very different frameworks to the table in terms of her drama teaching and her social studies teaching. And, these differences necessarily influenced her ability to seek and find congruence. Heloise's struggles when it came to her social studies teaching are reflective of the journey most commonly traveled by Frost teachers, as I will describe further in the next chapter.

Chapter Six

"Trying to think of myself as a Writer:" Supporting Teachers With Limited Disciplinary

Writing Experience

Whereas Tess and Heloise were able to negotiate framework conflicts on their own by finding framework congruence because of their disciplinary experiences, more Frost teachers struggled to negotiate conflicts without support. Unlike Tess's disciplinary experiences with biology and Heloise's drama writing expertise, teachers like Robin and Heloise, whom I focus on in this chapter, did not have the same depth of disciplinary writing experience or training to draw on. The pathways their limited experiences took them down were more sporadic and circuitous, much as Heloise's history teaching experiences began to illuminate. With support, however, these teachers were able to negotiate framework conflict, begin translating RAISE learning and RA Framework conversations, and experiment with ways of integrating their PD learning into their disciplinary writing instruction and frameworks. Understanding their journeys offers an important opportunity to acknowledge that framework conflicts do not have to become an impenetrable barrier that precludes teacher learning about disciplinary writing. Rather, their journeys elucidate the kinds of support that may enable teachers to successfully negotiate conflicts, especially when limited disciplinary writing experiences challenge their ability to find expert apprenticeship PD frameworks helpful for addressing their writing questions.

**The Connections Cloak: Concealed Framework Conflict**

Contrary to what some might predict, early on in their RAISE training, the teachers who ultimately struggled to negotiate framework conflicts did not seem destined for difficulty. They talked early and often about the connections they were finding between and among RAISE conversations, the RA Framework, PD learning in other contexts, other Frost literacy initiatives, work with colleagues and consultants, and their professional

training. Their ability to notice and name such connections seemed to suggest that they would easily be able to translate and integrate RAISE learning and find answers to their questions about writing, as they desired. But I learned as I observed their experiences over the course of the year that identifying connections does not necessarily lead to framework congruence or to an easier time negotiating conflicts.

To highlight the volume and breadth of teachers' connection making, I offer a number of examples of the diverse kinds of connections Frost teachers noted. As I will explain below through these examples, teachers' early connections prompted further negotiation and renegotiation as they tried to act on these connections. Without the benefit of yearlong ethnographic involvement, I came to realize, these connections might have masked my ability to see the challenges that connections would cause for teachers as they worked to translate and integrate RAISE learning.

Despite the all too often disparate nature of school-sponsored PD initiatives at Frost High—not unlike many secondary teachers' experiences—there were spaces where teachers saw connections between RAISE and other Frost literacy initiatives. They actively sought these connections in an effort to do more than stash their RAISE experience on a bookshelf. Gabby spoke generally: "RAISE is reinforcement for other things that are connected" (interview, 11-20-12). ELA teachers noted similarities between RA and their ongoing efforts to implement and adjust units of study with Sarah. During one RAISE monthly follow-up meeting, Abigail joked, "When we went to RAISE, it's like did Sarah go to RAISE?" She smiled at Sarah as others chuckled (fieldnotes, 11-28-12). In that moment, Abigail's jest suggested that the RAISE work was consistent with the department's ongoing collaboration and goals; her jest hinted at the possibility that she saw congruence between the RA Framework and those that informed the department work. The benefit of this close connection for the English teachers, as Abigail shared and other teachers echoed at different times, was "that now I can go deeper" with the ongoing department work (interview, 9-13-12). For Tess, RA offered many connections to the approach taken in the school's newly adopted science textbooks, which she began using for the first time at the start of the school year (interview, 9-13-12).

More than just disciplinary connections, Frost teachers saw similarities between RAISE and other PD experiences, which seemed to prime the pump for successful

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integration. Robin talked often about her desire to integrate RA strategies to improve student engagement with the previous year's school-sponsored PD on collaborative learning grouping structures (fieldnotes, 11-7-12; interview, 2-7-13). Others who participated in local and regional PD talked often about connections between this learning and their RAISE experiences (fieldnotes, 8-13-12, 11-7-12, 11-20-12). Alden's comment during one February meeting about how it was difficult to attribute one source of learning to any particular initiative because "it's all blending together" seemed congruent with others' comments (fieldnotes, 11-1-12).

The strongest connection for participants, though, was evidenced in their regular and sustained conversations about the links between the whole school literacy initiative and RAISE. Nearly every participating teacher talked about this relationship in conversations with one another, with me, with Sarah, and even with colleagues who had not participated in RAISE training. During the August RAISE training, I listened to Hannah and Heloise agree that RAISE was similar to their Frost literacy work; they seemed to find reassurance that they would "do well" because of these connections (fieldnotes, 8-17-12). As they all began the school year and considered whether and how they might weave RAISE learning into their early plans for the start of the year, Robin eagerly shared with me how her use of the word *metacognition* had enabled students to "make connections" to Frost's whole-school literacy curriculum (interview, 9-18-12). As we talked, I learned Robin attributed her growing understanding of metacognition to RAISE, but she saw her students as able to access their background knowledge about metacognition through previous work with the school's literacy curriculum, which she was helping to co-author with the other team teachers, Sarah, and me. These connections enabled her to build on previous learning as well as her new RA learning. Throughout the year, Robin talked with equal zeal about the cross-pollination of her social studies teaching and leadership with the RAISE work and her Literacy Learning Inquiry Team efforts (e.g., interview, 11-20-12).

Early on, teachers' connection making and my own conclusions about my role in the Frost teachers' RAISE learning left me looking for how these connections might facilitate smooth integration. It may have been the case that the connections teachers were able to make motivated them to work toward integration, but the teachers were motivated by

other professional and personal reasons as well.[81] In fact, perhaps because they encountered framework conflicts where they might not have been expected, teachers were prompted to renegotiate again and again. I came to realize that even as they made connections between, for example, the school wide literacy curriculum and RAISE, these connective spaces cloaked framework clashes, especially for teachers with limited disciplinary experiences to draw on. Resulting clashes stymied teachers' negotiation and translation efforts.

### Navigating Limited Disciplinary Writing Experiences

In order to understand more deeply how this phenomenon played out, in the sections that follow I examine the experiences of Abigail and Robin, two Frost teachers who struggled to negotiate and integrate, despite the numerous connections they celebrated. Abigail identified as a writing teacher and writer. Robin did not. Both had limited disciplinary writing experiences to draw on. Understanding the similarities and differences between their journeys over the course of the year shows how their limited disciplinary experiences and expertise made it difficult, if not impossible, for them to access RA Framework conversations about expert apprenticeship in order to find congruence. Importantly, though, theirs was not a lost cause. Once they were able to gain specific kinds of support from others, they *were* able to begin translating and integrating RAISE learning, as they both desired.

**"I was Trying to Think of myself as a Writer:" Abigail's Journey**

**Limited disciplinary experience.** Abigail's disciplinary training began, like most Frost teachers, through her college teacher education and English coursework. (interview, 1-30-13)  Beyond that, she had participated in a local National Writing Project Summer Institute a number of years before this study took place. She left that experience with an ability to articulate her aspirations as a writing teacher. These included her ability to imagine purposes for writing that extended beyond those RAISE conversations promoted, including the idea that students could and should use their writing to generate new ideas and contributions to disciplinary conversations about texts and social phenomena,

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[81] As I have already detailed in previous chapters, among other reasons, the Frost teachers were motivated to participate and to integrate their RAISE learning by the possibility that their participation would position them positively if they would need to seek a new position in the future at a different school, especially if Frost was closed as a result of the school's failure to meet SIG and state guidelines.

especially if they were to draw from their local and personal experiences as evidence. Together, Abigail's teacher training and her past writing PD experience comprised the extent of her disciplinary training as a teacher of writing.

Nonetheless, Abigail tried diligently to draw on her writing and disciplinary training experiences in making decisions about her writing instruction. In an interview conversation with me, she explained her efforts to address her quandary about how to prepare her students to successfully meet standardized writing assessments like the AP and ACT exams:

> I was trying to think about myself as a writer too, because a couple of years ago I had to take a class for continuing education classes at the community college. And I thought, 'Oh, this will be so easy.' It was hard, you know. And that's why you have to read multiple essays and pull them together. And that's why I was like, 'Oh, I hate this type of writing.' That's why I tell my kids all the time, 'I understand.' (interview, 1-30-13)

Abigail's prior writing experiences did enable her to empathize with her students. Like them, she struggled as a writer.

Unlike Heloise, whose experiences enabled her to empathize *and* imagine concrete ways to get beyond her writing struggles in drama, Abigail appeared stuck by the limitations of her writing expertise when it came to identifying how she could help her students address their unique and patterned writing struggles. Since Abigail's disciplinary experiences were not ongoing but rather sporadic and limited, she lacked an understanding of how writers live and work in order to contribute knowledge to their disciplinary fields, and she was unable to tap into this understanding in order to identify the best ways to teach students how to live and work as writers in her courses. When it came to her most pressing questions about how best to prepare students for standardized writing assessments, Abigail had come to believe that formulas might limit her students' writing. This was in part because she had benefitted from her earlier National Writing Project training in recognizing that there were other purposes for writing than those prioritized on such assessments. Yet, Abigail questioned her own preparation to teach anything other than writing formulas, even though she desired to do so:

> I've always struggled with writing, I mean not with writing. I am *very good* at
> teaching kids how to write to a formula. I think that most people, maybe not,
> but I think that most people can do that. And what I've always struggled with
> is okay, then how do I get kids to break out of that? And I don't know how to
> take that to the next level. (1-30-13)

She felt she lacked the specific tools necessary to enact her aspirations for writing instruction, which she began generating years prior during her National Writing Project participation. In fact, her greatest fear was that she did not know how to help students move beyond the formulas that might help them on a standardized assessment as they wrote for different purposes. She questioned her own expertise and ability to offer next steps for the "next level." She may never have tackled this challenge in taking courses and thus could not draw on personal experiences with approaching these genres. Indeed, perhaps she did not see standardized writing assessments as a genre.

This reality was evident in Abigail's difficulty distinguishing between writing in a genre and formulaic writing. Abigail's earliest questions resulted from her belief that teaching students formulas for writing to meet standardized assessment expectations would "constrain" their ability to write for alternate purposes. Speaking with Sarah and me during a teacher research interview, Abigail turned to Sarah, "You've taught me that writing is not formulaic, so then it's hard for me to tell my kids, 'Okay, this writing is formulaic. And ACT writing is formulaic. And AP writing is formulaic.' And get them beyond that" (1-30-13). Abigail's efforts to articulate her fears about formulaic writing based on what Sarah had taught her presented some dissonance for Abigail. On at least one occasion, Sarah tried to help Abigail bridge the gap she perceived between their prior work with genre study in other grade level ELA courses and Abigail's perceptions of the AP writing exam demands by suggesting that Abigail may want to think of the AP exam as a particular kind of genre. However, Abigail's fixation on formulaic writing muddied her ability to distinguish genre from formulaic writing. Her comments about not wanting her efforts to prepare students to perform well on standardized, timed writing assessments to be exclusively focused on formulaic writing also suggest that she believed in and employed at least some of the framework understandings associated with her learning about writing instruction from Sarah. She found them compelling and powerful, which is evident in her

suggestion that there is more to writing than performing well on standardized assessments. Yet, she could not quite decide how to reconcile these conflicting frameworks for the various purposes of writing and writing instruction with her repertoire of frameworks for dealing with the AP exam and formulaic writing.

**Using former students' narratives to guide writing instruction.** As a result of her limited disciplinary writing expertise, Abigail returned often to one key source that informed her decisions about how to teach writing: her former students. She spent a significant amount of time soliciting and learning from the small group of her former students who went on to college immediately after graduating from Frost High. During a December interview, she recounted a key story about how a former student motivated her focus on preparing students for writing on standardized assessments:

> To me, what's even more important [than formulaic writing] is that my kids can go to college and write. . . . One of our students who is at [a major university] now, he has always been that top student. But he had to go to the summer program, because his scores were lower, which made me go *(she makes a gasping sound as she puts her hands on her neck)*, because he was one of the top students here. So in the summer, he had to take an English class, and he would e-mail me his papers. Now in college, your professor's not going to give all this instruction on format. And that's why to me, it's so important that my kids can format any essay prompt that they're given. Damien was so lost; he sent me this paper sitting in [the college town] at [the major university] starting off a college essay where he had to name an event that has impacted you, and I literally almost started to cry when he started off his paper: 'Hi, my name is Damien Brown.' His professor didn't say, 'This is an argument essay. And this is a synthesis essay. And this is a compare and contrast essay.' When he wasn't given a format to follow, he reverted back to middle school writing. That was like a slap in the face [to me] and a wake-up call. I took that personally. I had him in 9th grade, Carla had him in 10th grade, and I had him in 11th and 12th. I feel like Carla and I are two of the strongest teachers in this building, and *that's* what we got?

That's what we *taught* him? *[She makes another gasping sound.]* Which was nothing.

We didn't teach him how to write a paper. (12-10-12)[82]

Because Abigail returned to Damien's story in bits and pieces on more than a few occasions, I saw just how riveted she was by his struggles. His narrative compelled her to reflect on her own instruction and to consider how she could make adjustments that would impact future students' ability to navigate college demands. She regularly rehearsed how she might adjust her instruction based on her observations of her current students' struggles but with the conviction that she was headed in the right direction and capable of better serving future students based on former students' feedback (fieldnotes, 1-25-13). For Abigail and others who expressed limited disciplinary writing experiences, conversations with previous students became a particularly strong framework source. Those students who went on to college, perhaps because of their small number coupled with teachers' strong commitment to increasing the number of students who would be college ready, provided narratives that became cornerstones of teachers' ongoing development and revision of existing writing frameworks.

**Stuck in perpetual negotiation.** It is not surprising, then, that Abigail's students— past and present—motivated her eagerness to find writing support through her RAISE participation. As I forecasted in the last section, Abigail was eager to find connections between RAISE and her ongoing professional learning and efforts at and beyond Frost High in order to address her students' needs. Almost from the start of RAISE, the connections she identified as encircling the idea of an "inquiry-based classroom" became a laserlike focus for Abigail, which she explained in a September interview:

Something that stuck with me is the whole idea of an inquiry-based classroom. Immediately when that term was used, I started picturing how I wanted that to look like in my classroom. And even though I've gotten better at modeling and giving examples and our lesson architecture that Sarah's been working with us on, I still last year wasn't giving my kids enough processing, enough time to talk in class. I wasn't allowing them to *Turn and Talk*. I wasn't allowing them to report out. We weren't having discussions and different things like that. So those were different

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[82] Both names in Abigail's narration here are pseudonyms.

experiences with RA that I really focused on: the reciprocal modeling and having those conversations.[83] (9-13-12)

*Negotiating multiple framework conflicts.* Abigail's interest in inquiry reflected key connections she found among her RAISE experiences, her ongoing work with Sarah and the Frost English department, and her previous National Writing Project training. For Abigail, RAISE-inspired inquiry was generally about taking a questioning stance toward learning, but she struggled to articulate what this stance or approach would look like and how it was connected to the RA Framework.[84] Even though she identified the notion of an "inquiry-based classroom" as something she was taking from her RAISE experiences, Abigail's initial efforts to envision what an inquiry-based classroom might involve relied on other sources. She mentioned how her earlier National Writing Project experiences touched on inquiry, but she really could not remember exactly how or why. She spent the better part of her time making sense of inquiry as it related to the "lesson architecture" framework for ELA teaching that she was using as she implemented the new ELA units of study with Sarah and her department colleges. [85] Comments about "modeling," "reporting out," and "Turn and Talk" reference key elements of their "lesson architecture" efforts, which I observed over the course of my three year involvement with Frost ELA teachers.

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[83] At the time, I wasn't aware of how significant framework dilemmas were for teachers. Nonetheless, I was interested in how teachers made meaning of their experiences, so I asked, "Do you have theories about why it was that you weren't allowing as much time for the kinds of conversation you wanted last year?"

"Yes," Abigail said, "because I have no control over what they're going to say, (she laughs) and I didn't start with that kind of class at the beginning of the year. There was time for them to transition and move; but I didn't build time in for them to talk, because it was hard for me to bring them back. It was that whole loss of control like when I'm asking, 'Where do you see examples of this?' and two people are sharing and the rest of the kids are doing nothing or getting off task. . . . That was really scary. And then if I would try it and it wouldn't go well one time, that was all the validation I needed to not do that again."

[84] Upon reflection, I was not entirely surprised that she would have trouble articulating an understanding. I too had trouble tracing the multiple definitions of and frameworks informing RAISE conversations about inquiry. I counted no fewer than thirteen different evocations of inquiry during RAISE PD. These inferred definitions of inquiry included considerations of inquiry as related to questions, as a PD process for working with colleagues, as a way of warranting claims about teaching and learning with evidence, and as a reading strategy to use with students. It was also unclear how these varied inquiry frameworks were or were not connected to RA Framework understandings.

[85] The "lesson architecture" Abigail referenced included modeling and guided practice, and while it embedded approaches that others would likely call joint inquiry, references to inquiry were not explicitly outlined in the architecture. I know from conversations with Sarah and observations of her interactions with the ELA department teachers that inquiry was a concept that Sarah had introduced in conversations related to the lesson architecture work, especially as related to using open-ended questions and creating opportunities for students to generate multiple interpretations or answers or in teaching students how to develop arguments where they constructed a theory about a topic, character, issue, or text and then sought evidence to confirm or revise that theory (personal communication, 7-28-13).

Her comments suggest that Abigail was able to make sense of inquiry in some of the RAISE conversations because she saw similarities to key elements of the "lesson architecture" framework she had been utilizing in previous years, even though those elements were labeled differently in each context. When she encountered the same elements (though not named as such) in RAISE conversations about inquiry, Abigail used her prior and ongoing Frost department framework to determine how to create opportunities for classroom inquiry.  So, her other PD experience with the "lesson architecture" provided Abigail with meaning for the undefined inquiry framework that the RAISE curriculum and facilitators introduced and promoted.

Abigail's efforts to connect RAISE conversations about inquiry with her Frost "lesson architecture" framework began on Day Two of the August RAISE training when ELA facilitators identified a relationship among "thinking aloud," "modeling," "guided practice," and inquiry. By mentioning these elements, they unknowingly provided Abigail with an opportunity to connect her understanding of inquiry with the "lesson architecture" framework she used to make instructional decisions. In an explanation about the value of "thinking aloud" as an important ELA instructional practice, one facilitator explained, "What we often think of is that we go from modeling to guided practice, but what we're suggesting is that we have an intermediary step that includes joint inquiry." The facilitator continued by inviting the group to "practice with [an excerpt from] *The God of Small Things* by Arundhati Roy." In this short example, the facilitator asked participants to reflect on and inhabit their roles as instructors, colleagues, and learners simultaneously. After practice thinking aloud in pairs with the excerpt, the facilitator asked participants to reflect orally on how their efforts connected to previous conversations about metacognition, not on inquiry or any of the elements of inquiry the facilitator had just identified (fieldnotes, 8-14-12).

The facilitator's opening comments drew participants' attention to the importance of including "joint inquiry" as an "intermediary step" between modeling and guided practice in the ELA classroom. However, her post practice instruction to reflect on metacognition deflected attention from what teachers had just experienced. By launching immediately into practice, it remained unclear what this joint inquiry step expressly looked like and how it differed from what was implied: that most ELA teachers do some form of

modeling and guided practice in their existing teaching but little, if any, joint inquiry work with students. Without further clarification and explanation from RAISE facilitators defining "joint inquiry" or explicating how to begin "joint inquiry," Abigail was left to draw on the "lesson architecture" framework to try and help make sense of the relationship between inquiry and her ELA instruction. The lack of explicit defining conversations during RAISE hindered her ability to translate loose connections into classroom applications that would merge the two (or more) frameworks around inquiry.

**Stuck in renegotiation.** Although Abigail was no less dissuaded from her commitment to implementing an inquiry-based classroom, perhaps because RAISE trainings continued to reference the idea without explicit definition, without support for negotiating these conflicts *and* without ongoing disciplinary experiences to draw on, Abigail found herself in a perpetual state of renegotiation.[86] She tried repeatedly to integrate RA strategies that facilitators labeled as inquiry-based, but she became increasingly frustrated when each time, her efforts failed to yield the kinds of results she had hoped for but was still struggling to articulate.

This became clear to me in October when, at Abigail's invitation, I observed her teach a lesson, which she had identified as RAISE-inspired. During this lesson, she asked students to annotate, a RAISE reading strategy that she had experienced during August's PD; but she had also been practicing annotating with Sarah and department colleagues as

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[86] I continued to hear Abigail reference comments she raised at the start of the school year:

> I just kept coming back to the videos that we watched [during RAISE]. That had a huge impact on me, especially because [in] a lot of those videos the classrooms look like mine. Those students look like my students and a lot of them weren't fabulously wealthy looking districts with shiny new everything in their classroom. Their classrooms literally looked like mine. I kind of felt like if they could do that, then I could do it too. I keep reminding myself that I really, really want an inquiry-based classroom. If that's what I want my end result to be, then I have to put certain things in place and keep at it. It's practice for the kids, and even if they're not getting it at first, they're not going to get better if I don't allow them to practice. If I just give up and quit, then I'm kind of giving up on the whole idea of having an inquiry-based classroom because you can't have that doing paper to pencil activities with no talking. (interview, 9-13-12)

As Abigail recounted, RAISE motivated her to persevere in her efforts to enact the kind of supports for classroom talk, which she believed were connected to classroom inquiry and that she had been working to develop with Sarah and ELA colleagues as a part of their "lesson architecture" unit implementation.

It is important to note that case study videos depicted RAISE trained teachers who were implementing RAISE with fidelity in a range of school contexts. Each video demonstrated how a content-area teacher worked to implement a holistic and comprehensive approach to RAISE-based disciplinary literacy instruction. Facilitators never introduced a video case as focusing on any specific RAISE strategy or RA framework element. Instead, they highlighted how each teacher was embedding numerous practices and RA framework elements within the space of the brief video clip.

part of their unit implementation efforts as well as her whole school literacy unit development and teaching with cross-disciplinary colleagues. As students read and reflected on a practice AP essay they had written in class the previous day, Abigail explained:

> It's very important that you're able to identify what you're not doing. I didn't put one mark on your paper, because you're not going to have a teacher over your shoulder. When I write, I don't have anyone telling me, 'comma splice.' You don't have spell check or grammar check on the exam. I want you to annotate your essay. Ideally—and I know this might not work—I want you to use another color. I should be able to see your annotations, so that I can see your rough draft and your final draft on Friday. I'm going to see a lot of interaction. I'm going to give you about seven minutes, and I'm going to check in with you. You're annotating your essay based on the checklist [we just brainstormed about the things that go into a good essay]. You're talking to the text with your own writing. (fieldnotes, 10-23-12)

Abigail's explanation of why she wanted students to annotate their essays drew heavily on her RAISE understandings of disciplinary reading instruction. She understood that written annotations were a way for students to record their thinking while they "interact" with a text so that she could later go back and consider their strengths and needs. Where RAISE emphasized this approach as a way to assess students' thinking about a professional text, Abigail employed the same strategy to assess students' metacognition about their own writing. The decision to have students annotate demonstrated her efforts to translate RAISE conversations about annotating pieces of professional literature and nonfiction to students' written essays. Implicit in this decision was Abigail's assumption that students would be able to critically analyze their own writing, just as they had done previously with professional texts in her class. Without explicit discussions about this translation decision during RAISE PD, Abigail's decision reflected her own efforts to translate reading strategies to writing instruction in the absence of facilitator or other support.

Notably, Abigail's experience attests to a longstanding literacy issue that is often muddied in PD conversations: the need to make clear the relationship between a strategy and a framework. Abigail had come to see annotating as a part of establishing an inquiry-based classroom, but she was not sure how the annotating strategy fit within a broader

framework of inquiry. She saw some connection, but she was not entirely sure what exactly that connection was. She had been told by RAISE facilitators and had come to believe that annotating could facilitate students' inquiry work, but she wasn't able to explain how or why. And she wasn't sure how her use of annotating was supporting an inquiry-based approach to her English language arts instruction. Following the lesson I observed, when she later reflected on students' annotation efforts, Abigail was disappointed that the quality of students' annotations did not match her expectations. Nor did they match what RAISE had led her to believe was possible, even though she did not see examples of student annotations on their own writing during the PD. If Abigail had understood a strategy or classroom activity, such as annotating, as a manifestation of a framework or set of frameworks, then she might have been able to reflect on her own instruction and her students' annotations to identify next steps and address her frustration with their performance. A strategy helps teachers enact the understandings and theories that ground a framework. Annotating was one means by which teachers, through their instruction, could enact the RA Framework in their disciplinary classrooms. But without a solid understanding of the inquiry framework or frameworks that RAISE was promoting, Abigail did what so many secondary teachers do when they work to enact PD learning: she taught students a strategy but struggled to understand *how* to use that strategy in support of a bigger purpose just as she struggled to explain *why* the strategy had not worked to achieve the goals she had hoped to achieve.

Furthermore, Abigail's experiences highlight how when PD posit frameworks that are unclearly connected or entirely disconnected from the main framework they are teaching, they stymy teachers who are attempting to find congruence in order to successfully negotiate, translate, and integrate their PD learning. As a testament to her stamina, Abigail took her frustrations back to RAISE training conversations, but when facilitators repeated RA Framework mantras about disciplinary expertise, Abigail found no further clarity. Her limited disciplinary expertise, especially about writing, made it nearly impossible for her to access RA Framework conversations as a resource for successfully negotiating inquiry framework clashes that the PD also presented. When RAISE facilitators were unable to help Abigail clarify the inquiry framework or frameworks they were implicitly employing in relation to the RA Framework they were explicitly discussing, she

stopped seeking answers to her questions about inquiry from RAISE facilitators and experiences, even though she remained committed to the idea of inquiry, inspired by their conversations.

**Finding support for negotiation.** As if out of exasperation, Abigail took her questions about inquiry to a new source of support at Frost High School: a voluntary cross-disciplinary teacher research group. A National Writing Project (NWP) federal grant awarded to a local site sponsored the group. Eleven teachers chose to become involved, and they included RAISE trained teachers Tess, Robin, and Abigail.[87] I initiated and facilitated the group with Sarah, who in addition to her Frost leadership roles was also the local NWP site's former co-director and teacher leader on a number of NWP's national initiatives. We began the teacher research group to extend Frost teachers' learning about content-area literacy as part of ongoing whole school literacy efforts, discussed in earlier chapters.[88] At the time of the group's inception, I imagined the RAISE teachers might choose to explore connections between the various literacy learning initiatives they were involved with at Frost and beyond, including at RAISE training. But, I did not anticipate that the group's work might offer teachers like Abigail a space to negotiate specific framework conflicts.

Over time, the teacher research group offered Abigail the kinds of support she needed to begin negotiating the inquiry conflicts she was wrestled with. For nearly three months (between the end of the August RAISE training and the earliest meetings of the teacher research group), Abigail had struggled to articulate her understanding of and plans for enacting inquiry-based approaches in her classroom. Support that she gathered through her participation in the teacher research group made it possible for Abigail to articulate her question more clearly in order to begin negotiating the conflicting frameworks.

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[87] The eleven Frost teachers who participated included three ELA, three social studies, two world languages, one science, one math, and one special education teacher.

[88] Over the course of the year, Sarah and I led each of the group's five Saturday meetings, organized three hour-long individual conferences with participants, communicated digitally and in-person with participants to support their work, orchestrated logistics, and supported small group leaders who worked with colleagues during meetings and in separate meetings they conducted. These small group leaders included Abigail and two of her Frost ELA colleagues who had worked with Sarah extensively and who had presented at regional and national conferences about their work together.

***Written reflections.*** One such support was the opportunity to reflect in writing, which enabled her to more clearly articulate her questions. In response to an excerpt from Chiseri-Strater and Sunstein (2006) that the group read about the merits of "gaining an insider-outsider perspective" as one shapes a research question, Abigail wrote in her notebook:

> I agree that sometimes it's those "outsider" conversations and/or other probing questions that make me look at things in a new or different way. While having a meeting with Danielle Tuesday, I think our conversation helped lead me to a really interesting research question: What role does inquiry have in the writing process? I especially am intrigued at the overall impact inquiry has in an AP room. Does that hold students back or push students forward? (11-3-12)

Although we had not discussed the relationship between inquiry and writing or even her thinking about a possible research question, and unbeknownst to me until the following summer when I reviewed Abigail's research notebook, Abigail found one of our conversations useful in drafting a possible research question that she cared and wondered about. She shaped this question on her own, but it seems the conversation with me and others in the space of the teacher research group had helped her find a way to articulate her translation challenge in the form of a genuine and personally meaningful question.

For November's group meeting, Sarah and I asked teacher research members to bring a list of "puzzling moments" that they had written about in the month between meetings; after reading an excerpt from Cynthia Ballenger's book *Puzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms (2009)*, we asked teachers to draw on Ballenger's explanation of puzzling moments as "moments when our plans for instruction were not being realized, when discussion went in unplanned directions, even when children appeared wrong or to not understand what we wanted" (p. 5) as they developed their lists. After sharing and reflecting on both her own and others' puzzling moments during the November meeting, Abigail reflected in her teacher research notebook:

> I feel like this discussion helped me clarify in a lot of ways my thinking about my puzzlements. Some of the questions that I asked [one of my group members] during our conversation were the questions that I asked myself. What will success look

like? What do you need in order to do that? If I successfully implement inquiry centered writing, I want all my kids to write solidly on the AP exam. I realized that I need to do some research on how to actually <u>teach</u> writing in a more inquiry based way because I have no idea how to do that! (emphasis her own, 11-3-12)

Not only had Abigail narrowed her focus from an initial broad interest in all things inquiry to a focus on how inquiry as writing might support her students as writers, especially on the AP exam, she had also clarified for herself that she had "no idea" how to proceed. Her RAISE experiences had done little in her mind to prepare her to teach writing as inquiry. Thus, she resolved to seek professional reading that might offer her help and next steps; this desire for professional reading was a theme that she would return to numerous times over the course of her participation in the teacher research group, but she ultimately never found the time to seek this reading.

On the next page under a quote we talked about as a group and which she had taped into her notebook, Abigail listed her revised questions (see Figure 6.1 below). As Abigail wrote her "Most important puzzlement," the slight addition to rephrase in conjunction with her "wonderment question" underscored her confusion about the relationship between inquiry, writing, her teaching, and her students' performance on the AP exam. Her reflections at the end of the page suggest that at least by this point, she had begun to think that there may be more than one kind of inquiry. In this way, Abigail had begun to name the conflicting inquiry frameworks she was attempting to negotiate. She named "personal inquiry" as related to "out loud sharing/discussion." Following her line of interest in "timed writing" tasks, she wondered whether there might be such a thing as "internal inquiry" (11-3-12). These were distinctions that Abigail had arrived at independently. But the possibility of these distinctions emerged because of her involvement in the teacher research group, which presented a conception of inquiry that differed from RAISE PD conversations and which prompted Abigail to question whether she could trust the usefulness of her RAISE experiences when it came to meeting the needs of her student writers.[89] The teacher

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[89] Over time, I came to see how the teacher research group presented RAISE teachers with yet another framework for making meaning of inquiry, which was not entirely distinct from some of the implied definitions RAISE facilitators referenced in conversations about how to support colleagues' learning but which also did present new definitions. In retrospect it is easy to see how our choices about how to define inquiry in relation to teacher research may have contributed to RAISE teachers' inquiry framework conflict

challenges. The discussions Sarah and I facilitated about inquiry with participants during our first meeting in October were rooted in our shared understanding of teacher inquiry as stance, which Marilyn Cochran-Smith and Susan L. Lytle (2009) have described:

> To say that we regard inquiry as stance is to suggest that we see this as a worldview and a habit of mind—a way of knowing and being in the world of educational practice that carries across educational contexts and various points in one's professional career and that links individuals to larger groups and social movements intended to challenge the inequities perpetuated by the educational status quo. (p. viii)

However, we did not share this framework understanding with teachers explicitly. As experienced teacher researchers, Sarah and I understood that those practitioners who assume an inquiry stance find similarities between teacher research, action research, self-study, and teacher inquiry in addition to other related terms. Yet, we also understood that "important ideological, epistemological, and historical differences" exist between these terms (p. 39). Because we were concerned about how we might invite teachers who were new to practitioner inquiry into our group's conversations, we glossed over these differences and instead highlighted the similarities between these terms. We talked with teacher research group participants about how we would use terms like teacher research and inquiry synonymously.

During our October meeting, we asked teacher research participants to individually skim excerpts from various professional readings (Costa & Kallick, 1993; Goswami & Rutherford, 2009; Shagoury & Power, 2012; Stremmel, 2007) that could help us collectively begin to define inquiry as we began our shared work. Notably, we framed this conversation around teacher research rather than inquiry in order to respond to the chosen articles, although some articles referred to inquiry or discussed a collegial inquiry stance using alternate terms. Then, we facilitated a conversation about how the group was beginning to define teacher research based on these readings and their prior understandings or experiences of teacher research.

We did not explicitly return to a conversation about how the group defined inquiry and teacher research until the question arose naturally in a meeting the following summer as teachers began considering plans for a second year of their inquiry work together. Two new colleagues whom existing group members had invited to join them in the coming year prompted the question. As they worked to describe their efforts over the previous year and redefine teacher inquiry for their new colleagues and for themselves, the group co-constructed a new list, which included some of the following points:

- "Teacher inquiry is about us choosing questions that matter to us personally so that we can each figure out something in our own classroom."
- "We each have a different journey because we've chosen different questions."
- "For most of us, the questions we began with changed so much from the beginning until the end of the school year."
- "But we've figured those things out because we've had each other to offer feedback and to share with throughout the year."
- "I loved the feedback I got because I felt like my work was validated, but I also appreciated that people were willing to question and critique my thinking so that I could think about a different angle."
- "It's a different process for studying our classrooms in a new way." (fieldnotes, 8-16-13)

In the juxtaposition of this later conversation with the initial defining conversation almost a year earlier, there is evidence for how the teacher research group may have come to understand teacher inquiry *and* by extension how this shared understanding may have differed from some of the implied definitions that RAISE participants encountered. In teachers' later August comments, they connected teacher inquiry with the joint construction of local knowledge, professional community, the questioning of assumptions, thoughtful critique, a recursive and negotiated process for professional learning, and ongoing feedback specific to individual questions and frameworks. These conceptions of inquiry fit closely with those described by many who study and conduct practitioner inquiry, including those whose perspectives were represented in the first set of articles we discussed in the previous year (Ballenger, 2009; Cochran-Smith & Lytle, 2009; Goswami & Rutherford, 2009).

research group created an opportunity for Abigail to extend *and* complicate her thinking about inquiry—both her classroom application of inquiry and her RA experiences of inquiry— through her written reflections.

The beginning of every inquiry is finding a good question to study. This feature of research—teachers exerting their own voices and agendas about what is to be explored and examined in their classrooms—is one of the defining characteristics of teacher research.

Pappas, C. C., & Tucker-Raymond, E. (2011). *Becoming a teacher researcher in literacy teaching and learning: Strategies and tools for the inquiry process.* New York: Routledge.

Most important Puzzlement
• How will inquiry based writing processes support my AP students on their timed writing prompts
    How will teaching writing thru inquiry

• Wonderment Statements/Questions
• Is inquiry even important when it comes to writing?
• I don't know if I am thinking about 'personal' inquiry. When I think of inquiry - I think of outloud sharing/discussion. However, maybe I need to switch gears and think about internal inquiry to improve timed writing

Figure 6.1. Abigail's Notebook Reflection

***Explicit conversations about frameworks.*** Another support the teacher research group offered Abigail that RAISE did not was an ongoing opportunity to be in dialogue with others about the conflicting frameworks that she was attempting to negotiate. Teacher research group conversations solicited and helped her consider more thoroughly what each framework was saying and suggesting about inquiry.

A few weeks later after Abigail generated a tentative plan for her study, she met with Sarah and me for a one-on-one conversation about her research focus.  As I finished a similar conversation with Alden, Abigail began by explaining to Sarah how she "need[ed] to get a better sense" of her focus "through dialogue, because I had a hard time putting into words what I wanted to do." On this occasion and others, including her earlier notebook comments about our interview conversation, I had come to know Abigail's desire to process her thinking both in conversation and in writing. She thought aloud, questioned, wondered, explored possible angles, and asked for feedback regularly from the first time I interviewed her nearly three years prior. This teacher research conversation, Abigail hoped, would help her clarify her inquiry goals because she could talk them through.

During the conversation excerpt I include below, Abigail and Sarah begin to tease apart differing inquiry frameworks, which Abigail had begun to explore in her earlier notebook writing; the conversation serves a critical role in helping Abigail move forward with her translation and integration efforts as well as her research efforts, because it helps her begin to distinguish among the frameworks she's drawing on to make sense of inquiry and decisions about how to create the inquiry-based classroom and writing instruction she desired.

Abigail continued, 'I don't want it to be about workshop. I want it to be about *personal inquiry*. I'm thinking of my AP students and getting them to use *personal inquiry* in their writing, in their timed essays really. But I know that's a genre of writing, do I really want to focus on that? But it's something that I've *really* struggled with.'

'So talk about that. What's wrong with the writing workshop?' Sarah asked.

'I think it's a very good place to start, but I don't want my *research inquiry* to be surrounded by that. I guess I want to start there, but I want them to get to the point where they're using those same strategies almost *internally* when they write timed essays.'

'So which strategies do you want them to use in a writing workshop?' Sarah continued. 'And then I'm not sure I'm sure you have a sense of what this gets you and what you want instead. And you've got this dividing line where you're saying no.'

'Yeah, and I don't want it to only be writing workshop.'

In the course of the conversation, Abigail distinguishes between person, research, and internal inquiry. While I don't know enough to say for sure and I don't know the specific origins of each kind of inquiry, it's quite possible that each kind of inquiry reflects a different inquiry framework that Abigail was simultaneously employing. And while not referenced as an inquiry framework, Abigail and Sarah's focus on writing workshop was rooted in their shared work with the local National Writing Project site, which promotes inquiry frameworks aligned with teacher research. In this way, there is a fourth inquiry framework at play in their conversation. Even though this conversation exposes four potentially conflicting frameworks, it is important to also highlight how the conversation itself is doing work that didn't happen in RAISE conversations. It makes visible these different frameworks and conceptions of inquiry.

As the conversation continued, Sarah and Abigail began to clarify at least one distinction, which helps Sarah understand more fully how Abigail was imagining her teacher research work:

Abigail continued. 'I don't want there to necessarily be a dividing line. I would want [my students] to use the skills they learned in the writing workshop.'

'So,' Sarah said, 'when you're saying you don't want it to be a writing workshop thing, you're really saying that you want to take everything they've learned in workshop and make it independent.'

'Yes.'

'And independent from start to finish. So that's different from what I *thought* you were saying.' Sarah acknowledged.

'Do you want to tell me what you thought I was saying?' Abigail asked, suggesting her willingness to openly question in this discursive space.

'I didn't know.' Sarah admitted.

Abigail laughed.

'I mean all you said is that you don't want it to be writing workshop.'

'I didn't want my end result to be that. I want kids to be better at writing workshop. I wanted that to be the starting point like I said, but I don't want, I need it to be independent.'

'So that's what you mean by personal inquiry.' Sarah returned to Abigail's opening comments. 'Personal inquiry means to be an independent thinker.'

Abigail agreed. (11-30-12)

By the end of the conversation, Sarah had helped Abigail articulate a working definition of personal inquiry as connected to developing students' independent thinking. In this way, she also helped Abigail begin articulating her own framework for inquiry as related to writing instruction. By doing so, Abigail begins to resolve at least a portion of her inquiry framework conflicts. Sarah's discursive actions suggest that she saw how Abigail needed to begin distinguishing her own working conceptions of inquiry, to articulate her inquiry framework(s), in order for her to successfully study and pursue further understanding. If Abigail did not have support in doing so through an explicit conversation such as this, Abigail might well have continued to flounder in a state of perpetual renegotiation, despite her commitments to teacher research *and* developing an inquiry-based classroom.

**Moving forward.** As the year went on, Abigail would slowly abandon her focus on developing an inquiry-based classroom, but the conversations she had as part of the teacher research group enabled her to evolve her thinking about the role of formulaic writing in preparing students for standardized writing assessment and in her classes more generally. Although she had abandoned her quest to enact an inquiry-based classroom, through her teacher research Abigail was living the inquiry process the group had begun framing. And living the inquiry process as a part of the teacher research group offered her the space to shape and reshape, consider and reconsider, name and revise her existing frameworks for inquiry and for writing instruction in relation to those she encountered. In short, she was able to successfully begin negotiating framework clashes because of the supports she received through the teacher research group.

By January, as a result of her teacher research reflections and questions she was able to articulate a revised research question: "How do I scaffold to get my kids beyond formula?" Her reference to scaffolding in her question and in the following exchange suggests that she was beginning to consider how formulas might not be an end but a means:

Sarah continued, 'Peter Elbow has something called the believing-doubting game. . . . What if you believed and then went down the believing game side that

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formula instruction, teaching kids a formula, has a value and might be a scaffold? That's almost the question you're asking?'

Abigail began laughing before she said, 'It is. And that's something that I didn't want to.'

Sarah continued, 'Is a formula a scaffold? Because if you play the believing and doubting game at the same time, you never get to that question. You always get to the "but I know that we're not supposed to teach formulas."

'And that's what I still struggle with.' Abigail responded. 'And again, I feel like that I *have* come to the realization that there is a place for formulaic writing, which is a big step for me.'

'So maybe,' Sarah continued, 'playing the believing game side for a while and leaving the doubt, you'll form a question and then you'll also be able to answer, "So what do I need to know more about formulas that I don't know right now?" You may later doubt formulas, but the truth is, you won't really understand it as well if you don't play the believing side.' (interview, 1-30-13)

In this exchange, Sarah created space for Abigail to use her limited expertise as an asset in the inquiry process. Sarah offered a specific inquiry framework—the believing-doubting game—that invited Abigail to see her uncertainty as an opportunity to explore what and why she had come to believe and operationalize certain frameworks for writing instruction that caused her to question formulas. Abigail repeated numerous times throughout the year how much she wanted to consult outside expert research that would help her answer her evolving research questions about students' writing for timed assessments. One of Sarah's points in this exchange was that it would be tough to do so without a clearer handle on the questions Abigail needed help with.

By April, Abigail was able to devise a plan for data collection that responded to her observations and new awareness about students' writing struggles and needs. She decided to look at students' growth across the year. At first she thought she might do that work herself with a small student sample, but then she surmised that it would help students if they were able to reflect on their writing across the year, and so she developed a system for asking students to join her in this effort. She asked them to review their portfolios of collected work in April, noting those places where they saw shifts in their own essay

writing. Then she asked them to write reflections where they attributed those shifts to class activities or discussions.

When we talked about these efforts during a teacher research Saturday meeting, Abigail extended her considerations to include another question that emerged from her decision to ask students to reflect on their growth across the year: "If we did this more regularly, would this help students transfer those reflections and learning to other tasks? Genres?" (4-13-13). Her question reflected a new proposed theory. Might reflection support transfer, she wondered?

By May when she shared and reflected on her own teacher research journey across the year with colleagues in the group, she posed an important new question, "If I used this portfolio process earlier in the year, does reflecting get kids past their formula writing? Would regular self-assessment motivate students to improve their writing and not settle for formulas?" (fieldnotes, 5-18-13). Abigail's original fears about the limitations of formulaic writing remained, but they were more nuanced. She had come to view formulaic writing in relation to questions about transfer and reflection and as a potentially useful scaffold. She wondered whether reflection might support students' metacognition about their writing choices, which might aid their ability to transfer writing knowledge and skills within and across genres and courses.

Abigail's experiences suggest the kinds of PD support that teachers with limited disciplinary writing expertise may need in order to negotiate framework conflict *and* build expertise at the same time. Although she gained a great deal from her National Writing Project experience, including an expanded notion of the purposes for writing, and although she returned to this experience often to try to negotiate writing framework conflicts, this experience alone was not sufficient in enabling her to fully answer her ongoing and evolving questions. Although RAISE affirmed many things about her understanding of and use of key literacy strategies and motivated her interest in enacting an inquiry-based classroom, the experience did not help her negotiate the framework conflicts that prevented her from doing so. In fact, in many ways it complicated her efforts further. In contrast, her involvement in the teacher research group enabled her to negotiate multiple conflicting frameworks for writing instruction. She was able to draw on conversations with colleagues and an inquiry process that prioritized her questioning as a process for growing

expertise, where the RA Framework's arguments in favor of expertise did not resonate with her feelings about her limited preparation as a teacher of writing. While Abigail did not exit the teacher research group work with a definitive and comprehensive instructional approach for the coming year, she did leave with a clearer sense of the questions she was asking *and* by extension the means to seek expertise where she recognized the limitations of her own. She realized that even when she did not have disciplinary writing expertise, she could ask questions and study her students' work to begin developing writing expertise. It is tough to say for sure whether the teacher research group gave her everything she needed to build writing expertise the following year. Unfortunately, I was unable to follow her progress beyond. However, her experiences suggest the merits of a PD approach that explicitly supports teachers' framework negotiation and meets them where they are in terms of disciplinary writing expertise.

**"I'm Learning How to Coach While I'm Coaching:" Robin's Journey**

      **Limited disciplinary experience.** Things were even more complicated for teachers like Robin who, unlike Abigail, did not identify as writers or as teachers of writing. These teachers were caught in the crosshairs of an expert apprenticeship framework and their feelings of disciplinary inadequacy. Robin's disciplinary writing experiences came from her undergraduate and teacher certification courses. She was certified as a secondary social studies teacher at a regional college and although she felt confident in her qualifications as a teacher, she never talked, even when asked, about the strength of the program's efforts to prepare her as a disciplinary expert. She never talked about her knowledge of writing or of writing instruction. During one interview, she explained, "I don't know how to coach [my students] in writing; I'm learning how to coach them while I'm coaching" (interview, 3-20-13). For teachers like Robin, RAISE PD conversations initially offered an alluring beacon that promised to acknowledge their expertise—something they longed for and tried desperately to own—while building writing expertise—something they longed for and tried, at times, to keep undercover. They found themselves in a most peculiar predicament: How do I participate in a PD space that believes I'm a disciplinary expert when I don't believe I am one? Not surprisingly, conflicting frameworks coupled with limited disciplinary expertise challenged their ability to negotiate, translate, and integrate RAISE learning. Understanding their experiences through Robin's journey can illuminate the

unique challenges these teachers face as well as the possibilities that exist if we are to successfully support their ongoing professional learning about the teaching of writing.

**Using current students' narratives to guide writing instruction.** Her students' low AP World History writing test scores motivated Robin's desire to adjust her instruction. "I wasn't happy with [the scores] at all," she explained (interview, 2-7-13). Her students' reports of their scores were the only source of feedback she received about her writing instruction, and she was left to interpret how to use their scores to adjust her instruction. She shared her conclusions with me:

> My kids last year got 1's and 2's. They fought most of the class as far as paying attention, didn't take control of their learning, and demanded to be handfed the entire course. But, they finally told the truth this year; because I was really worried about the scores, they're starting to come forward and say, 'Well, I only did one of the essays out of three.' So, I'm like, 'Thanks.' And now I realize if they got a 2, which is close to passing, and only did one essay, if I can get my kids to kick butt on the other two essays, multiple choice may not be that important. (interview, 3-20-13)

She surmised that getting her students to answer all of the essay questions would be an important first step, and so she shared her plans for teaching students how to meet the AP writing expectations toward that end:

> I know that—and this is going to sound terrible—our kids can BS their way through an essay if they can just understand the question. So, if I spend a lot of time on how to write the essays, my scores will go up. So, I had to figure out how to get them to understand that question, so they could write and BS their way through if they needed to. (interview, 2-7-13)

Robin's comments suggest the significant role her students' test scores played in shaping her professional identity, especially as she talked about "my scores." Additionally, her comments evidence the limitations of her writing expertise, which may have offered her a framework for viewing this particular genre of school-based writing in relation to other genres that construct knowledge in her discipline. Had Robin been able to tap disciplinary genre knowledge, she may have been able to see spaces for building on students' prior writing experiences and for talking about timed, on-demand writing as but one genre among many that her students would be expected to negotiate as they rehearsed

disciplinary ways of communicating with varied audiences for diverse purposes. Although Abigail encountered similar conundrums as she worked to improve students' performance on the AP exam, Abigail's NWP experience with Sarah gave her an awareness of purposes for writing that went beyond the exam, and this enabled her to question the role of formulas and, by association, timed writing in her curriculum and pedagogical approaches. Instead, I rarely, if ever, heard Robin talk about alternate purposes for writing. Given her reliance on student narratives as a guide in shaping her writing instruction, it is possible to see how the course's AP designation and associated standardized writing assessments also challenged her ability to imagine alternate purposes for writing.

**Drawing on colleagues' expertise to guide writing instruction.** Robin also drew heavily on the wisdom of other AP World History teachers in determining how to teach writing in her courses. She relied on those teachers she met during regional and local PD as well as those she met virtually online (interview, 2-7-13). As a result of her limited writing expertise, in her interactions with colleagues, she focused mostly on gathering quick fix writing strategies that would help her students improve their performance on the writing essays as part of the AP World History exam. These quick fix writing strategies included things like SOAPSTONE, a graphic organizer with a grid of boxes where each box stood for one letter in the acronym: speaker, occasion, audience, purpose, and so on. On the exam, students are directed to answer three essay prompts, which rely on their ability to read and analyze a set of ten primary historical texts. SOAPSTONE was, as Robin explained, "*supposed* to help them" prepare to write as they read the texts (interview, 3-20-13, emphasis her own). There was also SPICE, which Robin borrowed similarly. SPICE was meant to help students focus on the "five themes"—social, political, interaction with the environment, cultural, and economic—that they would have to "look at and understand about different civilizations or groups" as they read the exam texts before responding to each writing prompt (interview, 2-7-13). With limited disciplinary expertise, Robin assumed that her colleagues' use of these graphic organizer tools would benefit her writing instruction and her students' writing on the exam equally well. Ultimately, though, Robin did not find these quick fixes addressed the challenges she and her students faced. Her questions remained.

**Stuck in perpetual negotiation.** So, Robin took her questions with her to RAISE where she hoped to gain more support and clarity. Like the other Frost teachers, Robin talked about how she had not "heard anybody talk about writing in RAISE," but she did find RAISE's reading focused conversations helped her generate a working theory as to why SOAPSTONE and the other quick fixes she had been eager to adopt might not meet her instructional needs. In Robin's estimation, her students were not able to analyze the essay prompt in order to narrow a focus for their essay; she explained how she arrived at this conclusion:

> So reading from RAISE and understanding what you're reading and then my kids struggling with reading the prompts on the test made that connection. In their essay you'd see bits and pieces of the right answer, but they didn't understand what they were being asked.

Because students did not understand what the AP essay prompts were asking of them, Robin noticed how her students "would do an information dump" where they would regurgitate everything they could remember about a given topic rather than focus on the more narrow "theme" asked for in the prompt. It was this recognition that enabled Robin to see how SOAPSTONE was focused on something entirely different from what her students needed in order to raise their test scores. SOAPSTONE focused on, according to Robin, "point of view," which only accounted for "one point on the essay rubric" (interview, 2-7-13). Like Heloise, Robin was able to initially draw on RAISE reading conversations to assess her students' reading challenges as they impact students' writing challenges on the AP exam. Without sustained disciplinary writing experiences like Heloise, though, Robin was left unsure of what to turn to in place of SOAPSTONE. Without explicit conversations about disciplinary writing instruction in her RA social studies PD room, Robin was left to her own devices in negotiating writing framework conflicts—her own, other AP teachers' conflicts that she implicitly encountered through the strategies she had adopted without understanding the larger framework they came from, and those implicit writing frameworks she encountered at RAISE.

In the absence of strong disciplinary writing experiences and a solid framework for writing instruction in her discipline, Robin tried diligently to negotiate these conflicts by drawing on various sources without a clear rationale. For example, RAISE enabled her to

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reassess students' needs as readers of the essay prompts. However, RAISE did not offer specific strategies for helping her students read the prompt in light of the AP requirements, so Robin returned to strategies like SPICE, which she had "picked up from an AP teacher last year." She believed she had not used "it enough, because I didn't understand how important it was." In returning to SPICE, however, Robin melded it with a RAISE strategy, *Talk to the Text*. Robin believed that using the two, SPICE and *Talk to the Text*, in conjunction with one another would help students eventually focus their essay writing around the particular theme or themes evoked in the essay prompt, because they had focused their reading of the exam texts (interview, 2-7-13). Like Abigail, Robin was adopting isolated strategies without framework understandings that would guide her use of them and that would offer a broader rationale for why the strategy mattered and how it would support students' writing for specific and varied purposes. As a result, not only was she stuck in a state of perpetual renegotiation, she was nearly always baffled by and frustrated with how these strategies were not adequately serve her teaching or students' writing.

**Finding support for negotiation.** Unlike Abigail, perhaps because she did not want to seem less than expert in the RAISE PD space, given the omnipresent threat of expert apprenticeship conversations *and* her desire to become an RA facilitator, Robin never took her frustration to RAISE follow trainings or to RAISE facilitators. Instead, she continued to struggle on her own, questing after new possibilities and forever seeking a golden key that would unlock answers. Robin would come to find some unexpected answers and support through her participation in the teacher research group where she did take her questions.

*Explicit conversations about frameworks.* Whereas Abigail saw the teacher research group as a space to explore and build her disciplinary writing expertise, because she felt comfortable wrestling with her uncertainty and questions, Robin did not feel similarly. Robin believed that she ought to come to the teacher research group with a set question and a general plan for what she would find through her inquiry. Perhaps this was because of her limited disciplinary expertise and her feelings of inadequacy as a writer and disciplinary writing teacher. Or, perhaps this was because, unlike Abigail who had experienced the kinds of exploratory thinking conversations I described in the previous sections through her past PD involvement with Sarah and the National Writing Project,

Robin had never experienced similar kinds of PD conversations. There were likely any numbers of reasons. No matter, though, Robin was clear about one thing: the teacher research group conversations explicitly solicited her framework understandings in a way that was new and, at times, threatening.

In December, she joined Sarah and me for a one-on-one conversation about her evolving research interests. At the end of the school year, she recounted her feelings about this conversation:

I remember vividly the conversation where I came in and I was talking about the writing formula that the kids had as far as SOAPSTONE for the essay. And I was like, 'They *have* to use it.' And [Sarah was] like, 'Why?' 'Because they have to.' And [Sarah] just kept pressing: 'Why?' (interview, 6-5-13)

I knew even then that the December conversation was one of the most difficult for Robin. As I watched Sarah press for clarification about why SOAPSTONE was so helpful and important, I could see Robin's frustration with her inability to articulate a rationale that drew from a clear working framework for writing instruction. She had adopted SOAPSTONE because other AP teachers had sung the praises of its use, but she was not at all clear about what SOAPSTONE was doing—or not doing—for her students at that point.

Still, her reflective comments are telling. She referred to SOAPSTONE as a "writing formula" when it served more as a reading tool meant to help students navigate the ten texts that the AP World History writing essay would require them to read and make meaning of *in order to* write the essay. As Robin reflected back on some of her earliest teacher research conversations, it is possible to see how her conflation of reading and writing instructional approaches and therefore frameworks made it difficult for her to tease apart the reading-writing relationship that RAISE promoted. Her inability to draw from RAISE conversations or from her own expertise may also evidence why she returned to an AP reading tool in the absence of explicit supports for her own learning about the teaching of writing.

**Space to question received frameworks.** At the same time, that same conversation yielded an unexpected realization for Robin, which she later explained:

[Sarah's questioning] really stuck with me. 'Why do they [have to use SOAPSTONE]? If it's not working, why keep doing something?' And I had already been making a lot

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of other changes in my classroom, so even though something's considered a *best practice*, if it's not fitting as a best practice for me, I don't have to keep doing it. That was a big take-away for me. (interview, 6-5-13)

Sarah's questioning, her efforts to solicit the framework understandings that informed Robin's decision to use and continue using SOAPSTONE, enabled Robin to begin questioning her quick wholesale adoption of other teachers' strategies and therefore frameworks for disciplinary writing instruction.

This empowering realization also led her to question who was at the helm of her own teacher research plans. At the end of that same December conversation, Sarah and I tried to help Robin develop a plan for her first round of data collection that might begin to clarify her question and consider further what her students needed to better answer the essay prompt, as she desired. But when she did not show up for the follow-up conference we had scheduled with all participants later in December, we were not entirely sure what choices she had made, or whether she had decided to end her teacher research participation. In retrospect, she would later describe how the plan that emerged earlier in December did not "fit me." Even though she believed that the generated ideas were collaboratively constructed, like SOAPSTONE, she did not own these ideas (fieldnotes, 5-18-13). She did not own the framework that informed our suggestions—and understandably so. At the time, we didn't use framework language for talking about what we were offering, either. Given her desire for writing strategies, Robin was ultimately confused by our suggestion that she could solicit students' feedback or reflections on their use of SOAPSTONE or SPICE, for instance, in order to later consider how she might adjust these strategies to meet students' writing needs more particularly. Nonetheless, her willingness to reject these received frameworks suggests the teacher research conversations offered her important space, a resource, to begin questioning the frameworks she was also negotiating and unknowingly adopting.

***Encountering a new PD framework for inquiry.*** It became clearer much later that Robin's confusions and feelings may have resulted from the frameworks for inquiry and writing that our conversations presented, which conflicted with those she was drawing upon to make meaning of what was happening for her students and in her classroom around writing. At the end of the year in our final teacher research conversation, Robin

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shared openly that she "felt very dejected as a teacher" following the early December conversation:

> I felt like a bad teacher. I felt like, 'Why am I even doing this? Do I want to continue the project? Am I hurting the kids by doing what I'm doing?' There was a lot more thought into it. And I had to rethink a lot of things. And I realized that I needed to speak up, if the project that I left the room with didn't fit me, I had to say something. I had to change it. 'Cause it really didn't fit me. It didn't fit the kids. . . . I needed to develop something that was more me. But it was my fault, because I wasn't prepared when I came in. It was kind of something like thrown together. 'Okay, let's get this done. Let's do the writing project. Let's do something.' (interview, 6-5-13)

Our goal was never to make Robin feel insecure and inadequate as a teacher. (And she and I continued to meet about RAISE and other school matters, but during the next month or so she avoided all teacher research group conversations with me and with others.) Although we didn't use or have framework language to talk about why we were engaging in particular kinds of teacher research conversations at the time, the fact that Robin was later able to share so openly with us suggests what she would also later confirm: that she grew to see these conversations differently over time.

On this occasion and another when she reflected back on the year, Robin explained how she felt "woefully underprepared" for the December conference. (interview, 6-5-13) She felt as if she ought to have had a "project" in mind, an end point clearly fleshed out, when she arrived and criticized herself for not having done so. She read the teacher research inquiry process as a means for pursuing a "project" with a clear "outcome" rather than for pursuing a question that might help one meander recursively toward a new question, new understanding, or new paths. Given her limited writing experiences, it seems difficult to imagine that Robin might have ever met her desire to "have a project in mind" that answered her question before she began collecting data and observing students' writing more closely. Indeed, as the group had discussed, teacher inquiry was about pursuing those questions that did not have clear answers or outcomes at the start of the process. Without our knowledge or ability to see how Robin was alternately understanding the group's inquiry work to that point, Sarah and I were unable to intervene in the midst of the December conversation to clarify and perhaps ease her anxiety about having to have

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everything figured out from the beginning. Perhaps, if we had more clearly articulated a framework for the group's shared inquiry work, we might have been better prepared to talk in the moment about what was in retrospect a conversation that unearthed a framework clash that needed to be negotiated, addressed, and discussed in order for Robin to more successfully and confidently move forward with her questions and data collection plans.

   *Receiving feedback.* Nonetheless, encountering this new PD inquiry framework offered Robin a gift that was not easily acquired nor wrapped in a familiar way: feedback. Sarah's early questioning and her realization that she did not have to blindly accept others' writing expertise as her own enabled Robin to design a new writing tool for her instruction, albeit one that paralleled the strategy models she had adopted from others. Robin created her "own formula," which she explained, "allowed me to be a lot less rigid and a lot less reliant on other people's formulas for the ways things work" (interview, 6-5-13). Her "formula" was another acronym, ISTOP, which she described as a "quick and dirty way to approach any . . . essay" (interview, 2-7-13).[90] Robin had arrived at ISTOP because she had gathered feedback in the form of Sarah's questioning. What made Sarah's questioning so difficult and "scary" for Robin was the fact that the teacher research work offered her feedback that she did not find in any of her other professional learning spaces—either at Frost or at PD elsewhere, including RAISE. This feedback and questioning was initially threatening to Robin; she felt personally attacked. Over time, however, she came to reconsider the role

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[90] In an interview, Robin described ISTOP further:

> *I* means identify what type of a question it is and what they're asking you to do. And usually they'll have a choice of regions to talk about, so choose this one or this one or pick two out of the three. So, it's also forcing them to underline the two that they're going to talk about, so that they don't ramble. And then there's *STOP*. The *S* is for the SPICE, so which SPICE is the focus of your essay? Again keeping the focus and not going off into the other topics, so if it's just social. You just identified that. You underlined it. You wrote it. And they're making marks all over the test document, by the way.

In this way, Robin worked to integrate her allegiance to SPICE into the "formula" she developed. She continued:

> Then, they're going to use the *T* for topic and thesis. So, they're brainstorming about the topic and writing their thesis first. Most of my kids just start writing their essay, and this is when they start rambling and doing the information dumps. So, by doing the topic brainstorm and their thesis, they're flipping through the documents really quickly, making a few notes about it, and are coming up with the answer to the question. And so, then they outline the essay. That's the *O* for STOP. And they refer to the rubric. 'What point am I going to put this in? Did I group my documents in my brainstorming? I've got to have an alternative point of view, I'm going to make sure I put that here.' So, just a quick and dirty, just noting where they're going to put in their essay. And then *P* is proceed with writing. (interview, 2-7-13)

that this feedback and questioning played in her ability to arrive at ISTOP, especially in relation to her RAISE participation. In so doing, she had begun to reconcile previous conflicting inquiry *and* writing frameworks.

During our last conversation of the year, Sarah shared her beliefs about learning with Robin: "All learning is a journey. There's sidesteps, and there's missteps. It's not a straight line." In this last one-on-one conversation with all participants, Sarah and I had a shared goal of trying to help teachers not only talk about their journeys with teacher research but also how their experience of teacher research inquiry compared with the other Frost initiatives they were involved with. So Sarah asked Robin,

> If you described [your teacher research work], because when you talk about RAISE, you have sort of a clear through line, but when you talk about [the teacher research work], you sort of have a start and stop point. So, if you finish the journey with RAISE, is it always a through line with RAISE? And if you finish the journey with [teacher-research], what happened at the end?

And, Robin responded:

> With the RAISE, it feels like a through line, because there've been so many different days of training and so many different days of things that you could do. I still don't feel like I've completely gone far in RAISE. I know that my kids can *Talk to the Text*. . . . I know that I can do different reading strategies with kids and help them find some that work. But at the same time, there's still a lot of challenges. . . .
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> With [the teacher-research group], like I said in the beginning, it was me being unprepared with me just coming up with this project. It wasn't well thought out. And that caused a lot of problems for me. Once I put some thought into it about 'What do I really want to do? What will benefit me as a teacher and benefit my kids?' That actually became a straighter path for me than RAISE, because it was 'This is the one thing that I want to do this year: how do I get them to answer this question? And stay on topic?' And following that journey with ISTOP, that was a lot better, because I had that focus on that one thing: 'How do I solve?' It was like problem-solving. (interview, 6-5-13)

Robin continued to attribute her meandering at the start of the teacher research process to her lack of preparation. Given Robin's leadership with other PD initiatives as well as the

fact that she had assumed new instructional leadership positions at the start of the school year, it is worth noting that there was a lot at stake for Robin when it came to assuming a learner position through teacher research inquiry, which required her to admit that she did not know everything. Risking that colleagues may perceive her as learner rather than expert seemed a particular challenge for Robin's teacher research participation. This was also a challenge for her RAISE participation.[91] Robin's experiences illuminate the challenges that RAISE's assumption that teachers are disciplinary experts poses when teachers do not perceive themselves as experts, especially when it comes to disciplinary writing instruction.

During our final conversation with Robin, Sarah extended her questions about Robin's yearlong journey—both at Frost and at RAISE. "How much opportunity do you have in this building to create your own through line?" she asked. Robin's reply revealed the evolution of her thinking about her participation in the group and the December interaction with Sarah:

> I think the question is a little different. We [teachers at Frost] have a lot of opportunity to create our own through line, but we don't have a lot of opportunity to get challenged on it. I think there's *a lot* of freedom to do whatever you want in your own classroom. And nobody cares. Nobody asks you, 'Why are you doing this? What is the point? So then what? What are your kids going to do next? What's going to happen?' We have plenty of freedom to do what we want, but there's no consequence, no follow-up, no reflection. With RAISE there's lots of freedom for what you do, but at the same time, there's no follow-up; there's no questioning. . . . With [the teacher-research group], I knew that I would have to meet with Sarah. You need that push. I don't think that I would have come up with ISTOP if you hadn't pushed. And there's no growth without discomfort. And I keep saying discomfort and push, push, push, but I appreciate what you did so much. Because I would not have gotten there without that. (interview, 6-5-13)

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[91] It is also of note that for Robin—and perhaps for others—expert and learner appeared as disparate identities. Some may argue that an expert is one who sees him or herself as a perpetual learner. This consideration too might be worth further attention, especially as PD designers may wish to negate the expert-learner dichotomy that Robin felt and that likely many other secondary teachers could relate to in a political climate where they are expected to inhabit positions of authority and expertise.

Sarah's questioning and efforts to help name the framework or frameworks that informed her decision making about the teaching of writing in her disciplinary classroom offered Robin a rare form of feedback that was worth the discomfort because it enabled her to negotiate framework clashes in order to take action and design ISTOP.

**Moving forward.** At least a few times—that I knew of—during second semester, Robin questioned whether she would continue her teacher research participation. She talked with Abigail and other colleagues who were participating in the group about the possibility of dropping out. And she chose not to attend one of the spring Saturday meetings at the last minute. But, she did return later in the spring after she had developed ISTOP. Her final reflections suggest the merits of PD models where teachers' varied levels of writing expertise are welcomed and stretched. The continuation of teacher research colleagues' questioning in line with Sarah's earlier questioning eventually generated positive outcomes for Robin.

Robin was excited about her development of ISTOP, but her use of ISTOP was not smooth sailing. In Robin's estimation, ISTOP differed from her use of previous graphic organizer strategies. ISTOP, she explained, "gave me a plan for the entire essay. SOAPSTONE only gave me point of view, because SOAPSTONE was very detailed about one thing on the rubric" (interview, 6-5-13). ISTOP came to Robin quite literally in a dream, but she believed that ISTOP best helped her address her revised research question about how to "get kids to simply answer the prompts" (interview, 5-18-13). However, as she began to teach her students how to work with ISTOP, Robin admitted that it was "a struggle." I asked her to explain how, and she responded:

> At first the kids liked [ISTOP]. It was shorter, and they didn't have the [SOAPSTONE] 7x10 grid anymore. But they still wanted to go back to the old way of writing, which was 'I don't need to think ahead of time, I can just start writing.' Which usually left them going off topic. And we had a little bit of a struggle in the class. Like a back and forth between the kids and I. The same way you would if you try anything new where they would resist and not want to do it. And they'd lie and say they did it, and they really didn't do it. So, I had to go from—I hate to say it like this—trusting them to write to kind of forcing them to make notations on the question sheet. (interview, 6-5-13)

While it is noteworthy that ISTOP posed similar challenges when compared with her use of previous graphic organizers that she had acquired from other AP World History teachers, it is equally noteworthy that Robin's response to her students' struggles differs here. With the benefit of the teacher research work, which encouraged her to rely on her observations of students' writing behaviors to gather feedback that could inform instructional adjustments, Robin was able to begin reflecting on and identifying theories about why her students were struggling in order to make adjustments to her writing instruction. She noticed, for example, that students' resistance was preventing them from preparing to write in ways that were specifically responsive to the AP prompt. As a result, she "took off the *P* and made it ISTO, so they wouldn't proceed" to writing before she checked their annotations in preparation for writing as they practiced responding to specific sample prompts (interview, 6-5-13). While Robin ended the year just beginning to fully implement and understand the affordances and limitations of her ISTOP "formula," her initial adjustments demonstrated new ownership of and confidence in her ability to respond to students' writing needs.

For Robin, her participation in the teacher research group was "scary" and, at times, "frustrating." But, the teacher research work enabled Robin to move beyond the limitations of others' "formulas" for writing. It enabled her to act, even when she did not have the expertise that RAISE presumed all content-area teachers could inherently draw on. Through her participation in the teacher research group, Robin was able to talk back to the knowledge given on AP blogs, which she had adopted wholesale, and in so doing develop a series of evolving questions that were increasingly responsive to her students' writing needs as she observed them over time.

**Moving Beyond Conflict**

Abigail and Robin provide an invaluable look at the journey of two teachers who were motivated to integrate their PD learning. They searched for connections that might offer them a connecting path to integrate their RAISE learning. But these connections masked the root of their struggles: framework conflicts. Limited disciplinary writing experiences challenged their ability to negotiate these conflicts and move forward, at least on their own. It is of note that Abigail and Robin were not the only Frost teachers who followed a similar pathway; and I'd argue, their experiences are not unlike many of the

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teachers I have met and worked with in my PD facilitation who are deeply committed to their students and to their ongoing professional learning as a result, who use the resources at their disposal in a search for help but who struggle to find a roadway out of perpetual negotiation. Their experiences with the teacher research group begin to illuminate the kinds of negotiation supports that may help other teachers like them move toward translation and integration: written reflection on one's learning and the questions that motivate their learning; explicit conversations about framework conflicts; feedback from an interlocutor who can help them name the frameworks they are employing or working to revise; and participation in an inquiry process that involves a repeated return to these supports across time. The fact that both teachers *were* able to gain critically important support from the teacher research group reveals the potential that exists if those who design and facilitate teachers' ongoing professional learning about the teaching of writing learn from their journeys.

Chapter Seven

Redefining what is Necessary for Literacy Professional Development to Work: Making
Complex Challenges and Possibilities Concrete

Almost anyone who has ever taught in a middle school or high school knows that
advertisements for "Back to School" supply and clothing sales are not the only beacon call
to prepare for a new school year. Another commonplace indicator that summer's days are
waning is when one's school and home mailbox and inbox fill with PD advertisements and
notices. Polished flyers arrive from PD companies and professional organizations who
advertise online and in-person workshops and courses. They come with what seems an
obligatory picture of smiling teachers working together around a computer screen or
seated at a circular table in a nondescript library somewhere. Less polished but no less
earnest flyers from local regional educational agencies and colleges arrive in an attempt to
lure teachers to similar workshops and graduate courses. Still others arrive by way of
"Welcome Back" letters from central office personnel who relay expectations about the
district's PD requirements before and during the approaching school year.

The teachers at Frost were not exempt from this phenomenon. They, like other
teachers around the country, sat at cafeteria tables with colleagues discussing which of the
PD buffet options they wanted to consume and which they would be required to digest—or
at least place on their already full plates. Each year secondary teachers solider their way to
and through the PD buffet of options for professional learning. Often, others mandate what
they must choose from the buffet. But there are important times when teachers have the
luxury of choosing from the buffet for themselves. They choose to partake as they wish. In
these moments, they draw on frameworks to determine which options seem most
attractive and why. Consequently, teachers' reasons for choosing to participate in PD
opportunities vary widely, as the questions the Frost teachers took with them to RAISE
evidence. This study shows how teachers' framework-informed reasons for choosing to

attend, engage with, and attempt to integrate literacy PD affects teachers' reflections on the usefulness of the PD during and afterward.

Because this study accounts for the Frost teachers' varied entrances, exits, and journeys through one popular disciplinary literacy PD program by prioritizing their theories and perspectives, it offers important theoretical, practical, and methodological contributions that extend ongoing conversations about what makes literacy PD work. Other studies point to the importance of time, a quality PD curriculum, and opportunities to practice literacy strategies that teachers can then use in their instruction. This study affirms that these elements *do* matter, but it also points to another missing element: framework considerations. If included in the existing mix of quality literacy PD elements, framework considerations offer a way of more responsively meeting teachers' professional learning needs, especially with regard to disciplinary writing instruction, and of further studying their PD experiences to identify the kinds of framework supports that will benefit instructors' ongoing professional learning about the teaching of writing in their content-area classrooms.

**Theoretical Contributions**

The ethnographic approach of this study attests to the value of using teachers' discursive interactions as the lens for theorizing their PD literacy learning experiences across contexts, time, and interactions. This approach offers a broader picture of how teachers encounter and negotiate PD as they seek answers to their questions about disciplinary writing instruction. Taking such an approach reveals how a study focused exclusively on Frost teachers' RAISE outcomes may not have allowed for a deeper understanding of *how* and *why* teachers struggled to integrate PD learning that they valued over the course of the year. An exclusive focus on outcomes, as many PD studies do, would also have foreclosed opportunities to see how teachers' participation in other literacy and inquiry PD as well as the school's context supported, extended, and challenged their RAISE learning. In short, focusing exclusively on the outcomes of teachers' RAISE participation may have led to conclusions that did not account for the complexity of the circumstances and experiences that affected their uptake and implementation of RAISE learning.

As a result of its focus and approach, this study offers an important theoretical contribution in defining and illustrating *how* and *why* framework considerations infuse and

affect teachers' literacy PD experiences. The terms framing, frames, and frameworks lend theoretical clarity to a complicated phenomenon: understanding the processes that support and impede teachers' learning about disciplinary writing in PD spaces as they interact with others. When considered in relationship to one another, these terms help to map the landscape of teachers' experiences before, during, and after PD. *Framing* allows for a consideration of how participants (teachers and PD facilitators alike) work to answer, "What are we about here?" *Frames* allow us to consider how participants name the way(s) they define what they are about, which enables us to both understand their perspectives and to track these frames across contexts and interactions. *Frameworks* allow for a consideration of how congruent frames are assembled to offer a rationale for action and decision-making, which is especially useful as we consider the instructional choices that teachers make in relation to their literacy PD learning and interactions. In concert with one another, these concepts enable a way of accounting for the temporality of teachers' learning, of the social interactions that occur in shaping that learning, and of the contextual realities that necessarily filter professional learning and inform subsequent decision-making. Accounting for this complexity offers a more robust theorization of teachers' PD learning about the teaching of disciplinary writing than has heretofore been offered. And, this theorization suggests practical implications for the design of future PD aimed at supporting teachers' learning about disciplinary writing.

## Practical Implications

My theorization of framing, frames, and frameworks was made possible through the empirical study of the Frost teachers' experiences, which in turn, offer practical implications for understanding other teachers' literacy PD needs and desires. While I have endeavored to highlight the unique aspects of the Frost teachers' individual and collective experiences through this ethnography, my goal has been to enable readers to find themselves or those they know in the Frost teachers' experiences. As I have shared this work over the past few years at conferences with audiences of researchers and teachers, for example, I have heard them say, "Oh yeah, this is totally my school" or "my students" or "my experience." Such comments suggest that the Frost teachers' experiences are not entirely unique. Teachers across the United States who choose from the PD buffet in an effort to answer their questions about disciplinary writing instruction face challenges as

they work to negotiate literacy PD framework conflicts. By describing the Frost teachers' particular experiences, this study's findings offer important practical implications. In the sections that follow, I review the study's key findings and how they offer particular practical implications.

Broadly, the Frost teachers' experiences suggest the importance of making frameworks considerations central to the work of literacy PD program design and facilitation. I refer to those who design, lead, and facilitate PD programs as PD sponsors unless otherwise noted. With the benefit of frameworks understandings, including the concepts of *framing, frames, and frameworks*, those who sponsor literacy PD may gain a better sense of how PD curricula and interactions shape teachers' ability to integrate PD learning in their writing instruction. Since, understandably so, most literacy PD programs want teachers to find the content they offer useful and applicable to their teaching, it behooves PD sponsors to learn about and plan for the specifics of framework dynamics in order to help teachers negotiate inevitable conflicts that may stymy their ability to use and apply PD learning about the teaching of writing. While some may argue that doing so will require a great deal of additional effort and planning, a complete revision of existing literacy PD programs, I hope to show in the sections that follow how small adaptations to existing programs like RAISE hold the promise of yielding potentially powerful outcomes that are responsive to participants' diverse literacy needs and desires, whatever the pathways they follow.

**Planning for Framework Conflicts**

Since, as Chapter Three detailed, framework conflicts can impede teachers' ability to make meaning and use of literacy PD learning, it further behooves PD sponsors to mindfully plan for framework conflict. This means recognizing that because teachers bring frameworks to bear on their PD experiences and interactions and also because they encounter frameworks in the PD space, they will almost inevitably need support for dealing with conflicts as they arise. Beginning from this premise and planning proactively for conflict necessitates two moves. First, as RAISE did with the RA Framework, planning includes identifying the framework or frameworks that shape the literacy PD curricula as well as explicitly sharing that framework with participants. But is also means—and this is where the Frost teachers' RAISE experiences fell short—soliciting the frameworks that

participants bring with them and that they may seek to revise their frameworks for writing instruction through literacy PD participation.

To explore these possibilities more concretely, let me return briefly to the example I offered in Chapter Three of Abigail's experience with the RAISE session that was billed as one focused on writing but which Abigail felt was focused on reading at the expense of writing. You will recall that this inordinate focus on reading presented Abigail with a series of framework conflicts, which led to her frustration that the session had not sufficiently helped answer her questions about writing, as she had hoped. In that session, the facilitators either failed to recognize these conflicts or failed to address them in ways that would have helped teachers like Abigail successfully negotiate the conflicts and thus find answers. However, some simple moves might have helped facilitators anticipate and respond to these conflicts. With an understanding of framework conflict, they might have anticipated that questions about the reading-writing relationship would require teachers to not only draw upon their RA Framework understandings but also invoke their own frameworks for writing instruction. At the same time, because the facilitators asked participants to identify reading-writing connections in conversation with others, they might have anticipated that participants would encounter potentially incongruent frameworks as they spoke with colleagues. In fact, they might have asked participants to name connections *and* the rationale for those connections as linked to particular framework understandings. This could have helped them see whether and where conflicts were arising for participants, especially as they circulated around the room while participants discussed the connections. They could have asked questions and offered feedback that might have helped participants become aware of and negotiate potential conflicts. And if these conflicts were patterned—if other teachers shared them, the facilitators could have addressed these specifically in the whole group conversation that followed. It is possible that facilitators may not have been able to anticipate the specific conflicts that might arise for participants. However, just knowing that conflicts might arise and planning ways to name and respond to those conflicts could have enabled them to intervene early on before conflicts compounded Abigail's frustration about RAISE's failure to support her questions about writing instruction. It's quite possible the facilitators would have been able to help her had they been aware of and watching for conflicts.

Perhaps most generally, literacy PD sponsors would do well to understand how framework conflicts may also arise because facilitators make certain assumptions about *why* participants have chosen to attend particular literacy PD. Learning *why* participants have chosen to attend as well as *what* they hope to gain from the experience may better help facilitators anticipate and respond to conflicts, because they can do so with a deeper understanding of what motivates teachers' participation. My experience and the Frost teachers' experiences suggest that these kinds of introductory conversations may often feel like a perfunctory gesture to teachers, especially because their responses are glossed or never revisited in later PD conversations. Keeping teachers' goals and questions as well as motivations at the fore of literacy PD interactions could go far in helping facilitators respond in the moment and over time to the conflicts that arise for teachers, much as the Frost teachers who participated in the teacher research group experienced as distinct from their RAISE experiences.

**Identifying and Developing Disciplinary Writing Frameworks**

Another reason that the Frost teachers became frustrated by their RAISE learning was that they did not find a writing-specific framework that helped them answer questions about writing in their content-area classrooms. Nor did they find specific supports for revising the writing frameworks they brought with them to RAISE. This study points out the inadequacy of general disciplinary literacy frameworks, which often focus on an integrated approach, in helping teachers understand writing as a distinct literacy mode that has a connection to other literacy modes but which necessitates unique understandings. Furthermore, general disciplinary literacy frameworks, because they do not focus on writing as a unique mode, may not help teachers understand the specific demands, genres, and purposes for writing in the disciplines they teach.

PD sponsors would do well to identify and develop further the writing-specific frameworks that circulate in disciplinary literacy PD. These may include the frameworks that the PD offers as well as those participants bring and encounter, which may diverge from the PD promoted writing framework(s). As the examples from Chapter Four illustrated, RAISE curricular materials (e.g., the Student Learning Goals) *did* acknowledge some disciplinary writing distinctions, but RAISE's inordinate focus on reading precluded a conversation about the expanded purposes for writing that the Frost teachers had in mind

or had experienced. And because there were not explicit conversations about the writing frameworks that teachers brought to bear, as Abigail's example illustrated, the Frost teachers were forced to unknowingly negotiate writing framework conflicts. If RAISE facilitators had elicited participants' writing frameworks and initiated conversations that explored disciplinary writing distinctions and similarities, as existing WAC/WID literature suggests the need for, Frost teachers may have been more successful in navigating the conflicts that did arise.  Additionally, doing so may better support teachers, like those from Frost High, who wanted to revise their existing discipline-specific writing frameworks as they sought answers to their questions. Building on the earlier point about soliciting teachers' questions and goals for PD participation, such an understanding would help facilitators know which modes of literacy learning teachers were more focused on and why rather than presuming a shared interest in reading, for example.

**Supporting Diverse Literacy Learning Pathways**

Following the Frost teachers' experiences revealed the multiple pathways that teachers followed as they responded to framework conflicts: discontinuing, negotiating and renegotiating, or translating and integrating. Part of the reason why the Frost teachers grew frustrated with their RAISE experiences was because they did not receive specific supports for navigating framework conflicts or for responding to their unique literacy learning needs. Instead, they moved through a PD curriculum that was delivered uniformly as if to suggest it could respond to all teachers' literacy learning needs in similar ways. On the surface, this may have seemed most equitable and responsive, because all teachers experienced and received the same supports. Yet, as I outline in the previous chapters, the Frost teachers did not need or desire the same kinds of supports. This study demonstrates the importance of supporting the different pathways teachers follow because they enter literacy PD with divergent goals and interests and also because they experience and navigate framework conflicts in different ways. Furthermore, understanding that teachers may traverse each pathway at different times may enable literacy PD sponsors to identify specific supports that are more responsive to teachers' varied but patterned needs, which will ultimately help them achieve greater success as they negotiate framework conflict and work toward integration.

In the last days of RAISE training, nearly a year after they began, all RAISE participants met individually for a brief conversation with facilitators about their plans for continuing to integrate RAISE learning the following school year after they completed the yearlong training. These conversations allowed participants to share their discipline and context specific plans for integration. The Frost teachers found these conversations helpful, but they all wondered aloud about whether the support they received through the conversation was too little, too late (fieldnotes, 6-18-13).

In contrast, the Frost teacher research group conversations of a similar sort began from the start. In these conversations, teachers met one-on-one with Sarah, a teacher leader, a colleague, or me. These conversations, as Chapter Six describes, were meant to specifically elicit and support participants' ongoing questions about writing and evolving literacy learning needs as well as to offer specific feedback about their plans. In this way, the teacher research group conversations anticipated that teachers' journeys, the pathways they traveled, would not necessarily look the same. Weaving this kind of support structure into future PD might better meet the needs of teachers as they traverse varied pathways at different times and, as a result, better support teachers' framework negotiation as conflicts arise and shift across time and context.

**Focusing on and Responding to Contextual Realities**

Supporting teachers' diverse literacy learning pathways with specific supports includes also acknowledging, as this study finds, that teachers' abilities to successfully negotiate framework conflict requires understanding how contextual realities shape framework interactions. At Frost High, responding to contextual realities meant that teachers were constantly considering and aware of what it meant to work in an under-performing urban high school with all the requisite daily uncertainties. But it also meant that teachers were most often forced to navigate these realities on their own, without support from leaders or, at times, colleagues. As such, the Frost teachers' experiences evidence how efforts to integrate literacy PD learning require participants to filter that learning through the contextual realities that shape contexts where they work and learn as well as through the frameworks they employ. Therefore, decontextualized literacy PD conversations, as with the case of Gabby's assessment questions described in Chapter Five,

limited teachers' abilities to translate RAISE learning and apply it to the unique contexts of their school and classrooms.

These findings suggest the need to solicit, respond to, and support teachers' framework conflicts as they work to develop disciplinary writing and instruction within the contexts where they emerge, as they emerge, and as they pertain to the contexts where teachers work. The Frost teachers took many of their writing questions and frustrations to RAISE trainings across the year. When they raised their questions, they were most often met with reiterations of previously offered rationales and generic truisms that read to the Frost teachers as decontextualized and unresponsive to the unique realities of life at Frost High. In Gabby's case, had the facilitator recognized Gabby's questions about the assessment as an effort to raise a framework conflict, she might have seen the need to pause longer and understand the source of Gabby's frustration and confusion. It was clear that the facilitator wanted to respond and help Gabby. But it was also clear that she did not quite understand where the dissonance was coming from for Gabby or the other science teachers in her PD room. Understanding how participants' questions can reveal framework conflict may have equipped the facilitator with more tools to address and support Gabby's literacy needs and interest in serving her Frost students. At the same time, framework considerations may also have helped the facilitator help Gabby recognize and talk about similarities and differences across teaching contexts. Part of what the facilitator was trying to argue was that the assessment could be beneficial for all teachers, no matter the contexts where they work. But without responding to Gabby's unique questions and challenges, this assertion served as a roadblock to Gabby's literacy learning more than as a gateway that would support her ability to see connections and potentially gain from the support and insights of colleagues who work in different contexts.

**Working from Connections**

Whereas Gabby and the other Frost teachers focused more on the differences between their school context and other participants' school contexts, they saw ready connections among the other PD and Frost literacy initiatives they were involved with. At first, their ability to identify these connections seemed like they would simplify conflict negotiation. However, the study illustrates how an ability to identify connections does not necessarily lead to an easier time of negotiating conflicts; in fact, for the Frost teachers,

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these connections often masked conflicts in ways that made it more difficult for teachers to negotiate because these conflicts arose where they were least expected. Just because the Frost teachers found areas of connection spaces that led to rather than prevented framework conflicts does not mean that connective spaces cannot serve as a useful site for seeking and supporting congruence. On the contrary, this study highlights these as places for future literacy PD support and attention. Teachers' abilities to draw such connection may suggest useful spaces for beginning to support teachers' conflict negotiation. Connective spaces are likely places where teachers are motivated to find congruence. Helping teachers consider the various frameworks that potentially inform the two (or more) learning spaces, or PD initiatives, where they find connections could help facilitators work to question, offer feedback, and help teachers negotiate in order to capitalize on these connections. For instance, the fact that Abigail pointed to inquiry as a concept she had encountered in RAISE, in her NWP Summer Institute participation, in her ELA department work with Sarah, and in the teacher research work suggests this intersection as a ripe space for helping her tease apart the frameworks that informed each conception of inquiry so that she could begin to first, differentiate frameworks, and then, seek congruence. The teacher research group conversations only began to help her with this work. Without framework language and understanding, though, even Sarah and I were not fully able to help her capitalize on the potential that existed from mining connections for framework congruence. Had we seen this potential, we might have helped her act on her eagerness to establish inquiry-based literacy instruction.

**Searching for Framework Congruence**

The Frost teachers who were successful at negotiating framework conflicts on their own were able to do so by finding congruence among frameworks. Tess and Heloise's journeys provide a glimpse of this possibility for literacy PD sponsors. Tess and Heloise affirm that teachers are almost always negotiating and employing multiple frameworks, often at once. While their experiences were definitely the exception more than the norm, they offer literacy PD sponsors an important insight about the value of soliciting and naming the frames and frameworks that teachers employ and encounter in order to help them identify compatibility. For Heloise, finding congruence between the RA Framework conversations about disciplinary expertise and her ongoing experiences as a writer in and

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of her discipline enabled her to more successfully negotiate framework conflicts, to find an answer to her writing question by tapping into the relationship between these frameworks. If literacy PD sponsors could make this process an explicit part of PD conversations, with support, others might similarly be able to seek and find congruence—through connections and even through seeming disparities, as Heloise suspected at first.

**Building Disciplinary Writing Expertise**

Finally, given this study's focus on the Frost teachers' efforts to obtain answers to their questions about disciplinary writing instruction, their experiences offer critical implications for PD sponsors who seek to support teachers' learning about writing in their content-area classrooms and instruction.

**Assuming nothing: Welcoming teachers as they view themselves.** Teachers like Robin who did not self-identify as writers or as teachers of writing were especially challenged by RAISE's assumption of disciplinary expertise. RAISE may well have intended such an assumption as a way of honoring teachers' disciplinary training and experiences, especially in a political climate where teachers' expertise is constantly up for public scrutiny. However, for Robin and others like her, this RA Framework assumption caused framework conflicts that stymied their ability to integrate PD learning into their writing instruction, as desired. This study, therefore, challenges the broader disciplinary literacy conversations that RAISE also draws on in questioning when the assumption of expertise is a productive approach to literacy PD design. Even Heloise, who *did* self-identify as a writer had questions about her ability to support her students' writing because she was unsure that she had the pedagogical knowledge necessary to understand what her developing writers needed, which she recognized, may have differed from what she knew as a writer but not necessarily as a teacher of writing.

Frost teachers' experiences further suggest the merits of beginning from a neutral space that does not presume what teachers bring to the literacy PD table. Instead, PD sponsors might do well to begin by understanding how teachers self-identify, how they describe their experiences and training in order to begin there and build toward literacy PD goals and visions as well as the teachers' goals and vision for themselves as learners, teachers, and those literate in disciplinary ways of communicating. It seems such an approach may be most responsive to the range of literacy learning needs and interests that

participants bring to literacy PD. In turn, this may be a generative way of beginning to understand the sources of teachers' writing framework understandings as well as how the frameworks they employ continue to evolve over time. This may be a more productive way to welcome all teachers' experiences and help each gain entrance.

      **Creating opportunities for ongoing disciplinary writing.** Tess and Heloise's experiences also evidence the power of ongoing disciplinary experiences in supporting teachers' successful integration of literacy PD learning in their writing instruction. Although Tess had strong disciplinary training to draw on, her experiences were not specific to writing. Still, she was able to find congruence between the RA Framework and these disciplinary experiences in order to identify next steps for her use of science journals. And while Heloise found similar congruence, her disciplinary training and ongoing writing experiences enabled her to not only enact curricular adjustments but also to reflect on them over time, assessing students' successes and struggles more deeply.

      The distinction between disciplinary training and ongoing disciplinary experience is evident in the different instructional practices, or approaches, that Tess and Heloise took to teach writing. It is notable that in the absence of ongoing writing experiences, Tess relied on modeling as an instructional strategy to mimic the experiences of disciplinary writing for her students. Modeling was an instructional scaffold for Tess and her students as they worked together to try on disciplinary ways of writing. Heloise did not rely on modeling. Instead, she shared her writing in process with students as a way of demonstrating how disciplinary writers live and work, how they craft and revise ideas, and how they contribute to disciplinary conversations through their writing. Her understanding of the genres that shape her discipline's written conversations enabled her to demonstrate through her ongoing efforts how people engage one another and how their writing performs social action through disciplinary genres.[92] This may seem like a subtle

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[92] Carolyn Miller (1984) is widely cited for advancing the argument that "for the student, genres serve as keys to understanding how to participate in the actions of a community" (p. 165). More broadly, others point to how writing enables people to assume agentive roles in their communities. In the Introduction to *The Handbook of Research on Writing*, for example, Charles Bazerman (2008) argues that literacy efforts focused on reading "leave us in a primarily passive role, as consumers, as shaped by the texts with little role in shaping them. In such a reading-focused approach to understanding literacy, our most active role is to criticize and distance ourselves from texts we question or to read creatively in order to appropriate texts for our own ends." He contrasts such an approach by arguing for writing as a way of gaining "direct agency" that enables one to "produce the texts that will reach out to others, that will interact with others and influence

difference, but it is an important one in that it reveals how ongoing disciplinary writing experiences may equip teachers to truly apprentice students in the ways of thinking and doing the discipline that RAISE and other disciplinary literacy scholarship are advocating for. Heloise's experiences raise questions about how future PD might be built to create ongoing opportunities for teachers to write as part of ongoing disciplinary conversations through the genres that shape and are shaped by that discipline. In short, this study suggests that future literacy PD would do well to consider how PD experiences could develop teachers' awareness of disciplinary discourses and genres through writing.[93]

And, then, by extension, how could teachers' ongoing disciplinary writing in these PD contexts better support their ability to negotiate framework conflicts and support their students' disciplinary writing? This latter question emerges from the study's finding that even Tess and Heloise identified the need for more specific supports for their writing pedagogy and instruction. Their experiences suggest that it is not enough to assume that simply offering teachers opportunities to develop identities as disciplinary writers will equip them with the ability to transfer those experiences and the lessons gleaned from those experiences to their disciplinary writing instruction and pedagogical knowledge.

**Offering supports that build disciplinary writing expertise.** Understanding that teachers need both disciplinary writing experience *and* disciplinary writing pedagogical knowledge as linked but distinct frameworks suggests that disciplinary writing expertise encompasses both. Furthermore, literacy PD sponsors who seek to build teachers' disciplinary writing expertise must plan ways that their curricula support both disciplinary writing *and* pedagogical knowledge and that they support teachers' ability to develop congruent frameworks for both. The Frost teachers' experiences suggest a beginning place in identifying the kinds of support that may help foster disciplinary writing expertise. The benefit of tracing Abigail and Robin's experiences is that we can see how there is overlap in the kinds of supports they found useful, but there are also differences. Therefore, I do not wish to suggest that the list that follows is exhaustive or that it will best serve the needs of

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them, that will mark our interests and perspectives in the literate world. It is by writing that we inscribe our place in the literate world and all the social systems that depend on literacy" (p. 1).

[93] This suggestion builds on teachers as writers scholarship that has explored the benefits of teachers' writing as a form of PD (Dawson, 2011; A. Whitney, 2008) as well as the tensions that exist in considering how teachers' out of school literacy practices and writing diverge from or complicate their in school literacy practices and teaching (A. E. Whitney, 2009; Woodard, 2013).

all teachers. The other benefit of tracing their experiences across PD contexts and programs is that we see how they were able to begin negotiating conflicts through the teacher research group, which suggests that it is possible to help teachers build disciplinary writing expertise.

*Written reflection.* The teacher research group's inclusion of regular written reflection supported Abigail's efforts to articulate and clarify the writing questions that drove her PD participation both at RAISE and with the group. These written reflections also helped her begin to articulate framework rationales for the decisions she was making and activities she was employing in her writing instruction. And, they enabled her to ruminate on conversations as well as to enter future conversations with a better sense of her own thinking.

*Explicit conversations about frameworks and framework conflicts.* Both Abigail and Robin benefitted from opportunities to talk one-on-one with others, especially Sarah and me, about the frameworks they were employing to make decisions about their writing instruction. In contrast to the very brief one-on-one conversations that teachers experienced at RAISE, teacher-research conversations happened regularly across the course of the year; they were responsive to teachers' questions and to their ongoing struggles; and they included specific questions that responded to participants' comments, contextual realities, and literacy learning needs as teachers articulated them. The conversations did not assume a specific outcome or a generic pattern. Instead, the only goal was that the conversation would help each teacher move forward in his or her own inquiry toward greater clarity and deeper understanding of disciplinary writing. As a result, teachers like Robin found space to question the frameworks that they had, at times, unknowingly adopted in order to begin more clearly naming and revising their own frameworks for disciplinary writing instruction.

*An inquiry process that begins with teachers' questions.* The teacher research experience built teachers' pedagogical knowledge about writing instruction by helping them shape their inquiry around the pressing questions that mattered to them. Their questions became the starting point, and they drove not only teachers' participation but also the teacher-research conversations. Thus, teachers received ongoing feedback and support for further articulating their questions and their action plans as well as their

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developing frameworks for disciplinary writing. But they also entered a literacy inquiry process rather than a specific literacy PD curriculum or content. The point of the teacher research group work was not to teach each participant a specific PD or writing curriculum. Instead, its point was to offer teachers a set of tools embedded in a process for investigating their own writing questions and teaching practice in order to develop greater pedagogical understanding. I do not wish to negate the importance of both approaches. They both matter. It's fairly common to assume that teachers encounter a curriculum and content through their literacy PD learning. Beyond that, though, this study suggests that teachers may benefit from and need specific frameworks that describe and offer a rationale for literacy learning, specifically about *how* to increase their pedagogical writing knowledge over time. The need for a framework for literacy learning seems especially important given the number of teachers who feel underprepared to teach writing in their disciplines and who are required to figure out how to do so with limited support.

   ***Critical missing supports.*** I would be remiss not to mention that this study also suggests those supports that were missing from Frost teachers' experiences with the teacher research group *and* with RAISE. While the teacher research group offered a number of key supports for building teachers' disciplinary writing pedagogical wisdom, both PD spaces did not offer teachers specific opportunities to engage in disciplinary writing or develop their identities as writers. Nor did they offer teachers opportunities to engage in the scholarship that might have connected them to disciplinary conversations about writing or the teaching of writing.[94] This seems all the more necessary, especially since, as Applebee and Langer (2013) contend, "Writing, perhaps more than any other [secondary] school subject, lacks a widely accepted framework for discussing what students should know and be able to do" (p. 8).[95] These supports might well have further

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[94] Juzwik (2010) adds to our understanding about why teachers may not have access to this scholarship in arguing that, "Even if rarely foregrounded, some of the shared goals and common challenges facing writing researchers across disciplines are compatible with concerns facing teachers, teacher educators, and professional developers in writing. Yet, these multiple layers of disconnected discourses—between writing teachers and writing researchers and among writing researchers in different disciplinary and scholarly communities—often get in the way of moving forward with a sense of common purpose" (p. 269).
[95] To be clear, it's not that there are not frameworks for the teaching of writing or even of writing in disciplinary classrooms. Rather, Applebee and Langer are emphasizing the point that there is not a widely accepted single framework. In conjunction with this study's findings, this research helps to emphasize the necessity of helping teachers negotiate framework conflicts as they seek to identify a framework for teaching

equipped the Frost teachers with important opportunities to build their disciplinary writing expertise.[96]

<div align="center">**Implications for Teacher Learning Across Contexts**</div>

This study's focus is clearly on in-service secondary teachers' professional learning about disciplinary writing through PD participation. However, the Frost teachers' experiences illuminate the broader spectrum of instructors' learning about writing across time and place.

**Literacy Teacher Education**

Many in teacher education have argued that teacher learning occurs along a continuum that includes teachers' apprenticeship of observation even before they enter teacher training programs or take their first jobs, and it continues over time as they participate in formal and informal PD opportunities as well as additional graduate coursework (Lortie, 2002; Webster-Wright, 2009). Keeping in mind this continuum, this study's findings offer important implications for teachers' literacy learning in pre-service teacher education courses where teacher candidates experience the same kinds of framework conflicts as they move between courses. It is rare that a teacher education program offers teacher candidates a cohesive framework for their literacy teaching and learning, and even when they do, secondary candidates, especially, have to negotiate potential conflicts as they also take courses in their disciplinary certification areas where they may encounter alternate and conflicting frameworks for disciplinary literacy teaching and learning. It is even more rare to find a teacher education program that helps students explicitly negotiate these conflicts across courses and fields of study. This study suggests the benefits of helping candidates begin this negotiation process, to see it as a necessary and requisite part of their professionalization, because they will continually need to do so not only as they engage colleagues and future literacy learning opportunities but also as they take positions in diverse school contexts and have to interact with administrators,

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writing in their content area classroom as they join or are more deeply exposed to conversations in their field about what counts as "good" writing and "good" writing instruction in their discipline.

[96] For example, Robin had never been exposed to history education research that specifically addresses how to prepare students for the AP World History exam (Gritter, Beers, & Knaus, 2013; Reisman, 2012) as well as more generally how to teach writing within her discipline (Monte-Sano, 2011), which conceivably would have helped her much more than cherry picking from blog posts.

students, parents, and community members whose literacy frameworks may well differ from their own.

In terms of teachers learning about disciplinary writing instruction, despite the fact that policy measures like the Common Core, for example, raise awareness about the need for disciplinary writing pedagogical knowledge, not all states require that candidates take coursework that develops their writing expertise. Of the states or teacher education programs that do, many candidates learn about writing instruction through disciplinary literacy coursework that prioritizes reading or that focuses on the integration of literacy modes much as RAISE did for the Frost teachers.[97] As such, the Frost teachers' experiences suggest the equal importance of supporting candidates' learning about disciplinary writing, especially because they will be responsible for becoming teachers of writing in their content area classrooms.

**Postsecondary Writing Instruction**

My work as a Graduate Student Mentor where I have supported the pedagogical learning of graduate student instructors who teach first-year writing as well as my faculty development work with lecturers and professors who teach writing in their disciplinary classrooms suggests that this study's findings have equally important implications for those who teach writing as part of their courses. Many of the instructors I have worked with do not self-identify as teachers of writing, even though they write regularly to engage and advance disciplinary conversations in their fields. The challenges they face do not seem too far removed from the Frost teachers' experiences, especially as they seek answers to their questions through limited literacy PD opportunities that explicitly address disciplinary writing. Furthermore, the framework conflicts they encounter are no less troubling and difficult to navigate. In fact, at times, because of their deep disciplinary experiences, they struggle even more to identify how best to help their students gain entrance as writers joining disciplinary discourses and conversations that took them many years to master and navigate successfully. Their experiences and challenges suggest the utility of framework considerations in literacy focused faculty development conversations and in graduate level writing pedagogical training.

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[97] For further discussion about the fragmented nature of the limited opportunities to learn about the teaching of writing that teachers are afforded, especially in their teacher preparation, see also Smagorinsky (2010).

## Implications for Future Research

The question I field most frequently from diverse audiences with divergent interests and investments as I share the findings from this research is, "How do we help unearth frameworks?" In other words, how would or could we build framework analysis as a centerpiece of future literacy PD in order to study what happens? How might including framework conversations as a part of literacy PD content better support teachers' learning about the teaching of writing in their disciplines? While I have attempted to describe how this study's findings begin to point toward possibilities, this study invites future research that begins with these very questions and then studies these questions across contexts—in future disciplinary literacy and writing-specific PD for secondary teachers, in future literacy teacher education coursework and program-level work for pre-service teachers, in future graduate level pedagogical coursework and training for instructors of writing, and in future faculty development specifically focused on writing across and within disciplines. Furthermore, this theorization of frameworks invites future research that will strength and stretch its conceptualization of *framing, frames,* and *frameworks* as they relate to literacy PD learning about the teaching of writing across these contexts. This study extends existing research in revealing the need for framework considerations as a necessary part of teachers' literacy PD experiences—as a part of the recipe for what makes disciplinary writing training work. It describes *why* frameworks matter in supporting teachers' ongoing literacy learning. Future research will help define more specifically *how* to integrate framework analysis most effectively.[98]

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[98] I am unaware of any efforts to integrate framework analysis into PD programs and facilitation, let alone other professional learning contexts. One notable exception is Fairhurst's efforts to make *framing* an accessible tool for use in business management and leadership contexts. In *The Power of Framing: Creating the Language of Leadership* (2011), for example, Fairhurst offers "communication examples from a variety of sources: business, politics, sports, academia, the arts, and many more" in order to demonstrate "the widespread relevance and utility of *framing* as an "everyday skill" (p. xvii). But she also offers "practice exercises" that build leadership skills and capacity by framing conversations in ways that lead to desired outcomes. I believe that there are similarly identifiable and accessible approaches to framework analysis in literacy PD contexts that the future research I propose can offer the field of literacy education and disciplinary writing instruction more specifically.
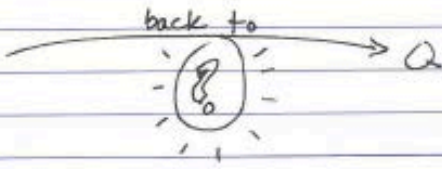
Appendix A: Fieldnote Samples

**Handwritten Example** – The following sample comes from a 12-12-12 conversation with Robin about her Teacher Research Cohort efforts.

**Electronic Sample** – This sample comes from a 1-10-13 Literacy Learning Inquiry Team meeting. This particular page includes fieldnotes from the RAISE monthly follow-up meeting. The following page faced this one as I was making notes in the moment and later as I reviewed my fieldnotes while memo writing.

| Field Notes Date: Jan 10, 2013 | | | Subject: LLIT Location: | 2 |
|---|---|---|---|---|
| | | | 5-10 min clips: one musical # | |
| | | | follow-up: full-length musicals | |
| | | | do have mot full-length | |
| | | | picked Jeckel and Hyde | |
| | | | me: Little Shop of Horrors | |
| | | | reason: ending in the book is diff from the musical | |
| | | | orig movie in the 60s | |
| | | | because there's a standard for ID the sources | |
| | | | because they have to be able to identify | |
| | | | entire movie critique for all the musicals we watch | |
| | | | critique of what they know so far | |
| | | | diff from last year | |
| | | | they can id 20 diff pts | |
| | | | plan to do this next year | |
| | | | lots of changes: change the Ppt | |
| | | | beg: watched a 10 min history | |
| | | | straight notes in some parts | |
| | 8:40 | Alden | 1 min for probing Qs to ask the presenter | |
| | | Robin | also, ref the framework on the other side of the page | |
| | | | | |
| | 8:43 | Alden | 5 min - Qs to go deeper to bld on the success | |
| | | | again - lk at our framework | |
| | | Cara | Is this a middle assignment? Pre- or post- | |
| | | | I'm in awe; I want you to send me this Ppt | |
| | | | how long the actual unit is? | |
| | | | second time you taught | |
| | | | wondering what you did before? | |
| | | Sarah | as I listen, there's phases in this unit, this viewing is one phase of the wk | |
| | | | surfacing and bldg genre work around critical review | |
| | | | you're talking about a discourse genre - really specific arg genre | |
| | | | in that phase, what are you doing | |
| | | | I know that's what you're doing | |
| | | | seems like a series that bld off - extend one another | |
| | | Abigail | when you said, they've already critiques | |
| | | | I would love if they've read them and done them | |
| | | | being selfish, that's one of the things that we're doing | |
| | | | but we don't get to that | |
| | | | can you incorp the reading | |
| | | | what talk time did they have? | |
| | | | I know you do a lot of discussion in your class? | |
| | | | what time do you get there | |
| | | Robin | CP stole my thunder | |
| | | | about the personal dimension | |
| | | | are they going to have time to go over and | |
| | | | you're working through the dimension . . .how are they taking | |
| | | | it in, are you going to have them do metacognitive work | |
| | | Alden | connections to outside of school and how that fits in | |
| | | | and I'm not sure if it's totally in this frmk | |

d.4            → note her f̶d̶b̶k̶ is very content-specific
                    ^response

everyone sitting around the table
d.5              present today:

↓ follows
context. /logistics  d.4
praise
                         ↓

                    } ф picks up on LD's wk/comments either

                         ↓

≤ to own tchg.
pose dilemma

context/log.
Connect lit. strands

≤ to framewk
                    d.5, d.1
picks up RAISE lang.

extends/out of sch.     d.6

| Initiative | Role | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|
| **Publication project** (External)[100] | **Interviewer and author** | • Interviewing & observing English language arts teachers for publication project | | |
| **School-wide Literacy Learning Curriculum** (Internal) | **Co-author & professional development co-facilitator** | | • Introducing all staff & students to key literacy learning dispositions & practices<br>• Culture-shifting for both staff and students: developing a common language, implementing gradual release instructional model, teaching for independent reading and writing performance, fostering metacognition, growing students' self-conceptions toward academic identities & literacies | • Extending literacy learning dispositions & practices, especially in metacognitive awareness and writing<br>• Culture-shifting for both staff and students: deepening understanding of 2011-2012 key elements<br>• Implementing small group learning teams for PD to increase quality & rigor of instruction to support students' ability to enact CCSS[101] college and career readiness literacy anchor standards |
| **School-wide Literacy Learning Inquiry Team** (Internal) | **Co-Leader** | | • Establishing a team of disciplinary leaders to develop units of study, facilitate colleague's professional learning, navigate the political landscape of the school and district, orchestrate logistics, & track student progress through initial assessment efforts | • Extending the team initiatives from 2011-2012<br>• Deepening disciplinary literacy knowledge through Reading Apprenticeship (RAISE)[102] training |

[99] Note: All of these roles and responsibilities were voluntary. I did not receive any form of compensation.

[100] By internal, I mean these initiatives that originated in and through my work at Frost. External initiatives were those with origins outside of Frost, even though they involved and were focused on Frost teachers' experiences.

[101] Common Core State Standards

[102] Reading Apprenticeship Improving Secondary Education

| | | | | |
|---|---|---|---|---|
| **Teacher Research Cohort** (External & Internal) | **Co-Leader** | | | Establishing a space & process for inviting transfer from literacy curriculum concepts to disciplinary instruction by:<br>• Learning through professional reading and collaborative conversations<br>• Initiating teacher research to grow professional practice<br>• Developing and studying a portfolio of teaching artifacts and data<br>• Establishing lab classrooms that invite others to study and challenge our learning |
| (External) | **Ethnographer** | | | • Following and participating with teachers during RAISE training<br>• Observing their classroom teaching<br>• Interviewing teachers |

Appendix C: Data Collection Phases

| Phase | Dates | Focus |
|-------|-------|-------|
| 1. Pre-PD | May – June 2012 | • To identify teachers' background experiences and understandings about writing and literacy, including how they make sense of existing local literacy PD<br>• To explore how teachers initially view writing in relation to their content area instruction<br>• To understand teacher's goals for their RAISE PD training participation |
| 2. PD Training | Leadership[103] July 9-13, 2012 RAISE August 13-17, 2012 | • To understand how teachers make meaning of the RA PD as it proceeds<br>• To understand teachers' plans for enactment once they return to their classrooms and to their work as colleagues |
| 3. Enactment | September 2012 – January 2013 | • To understand how the teachers make meaning of the PD over time and in relation to their classroom instructional decision-making<br>• To describe how teachers implement and/or adjust their RAISE learning in their content area instruction<br>• To describe the dilemmas teachers encounter as they work to enact and/or make decisions about what to enact (including writing) in relation to their content-area instruction<br>• To describe how teachers combine or work to delineate their PD understandings, instructional decision-making, pre-existing literacy PD knowledge, and involvement in ongoing literacy learning in other initiatives at Frost |
| 4. PD Follow-up | RAISE January 24-25, 2013 Leadership March 1-3, 2013 | • To identify how teachers represent their understandings and instruction evolving from summer PD and ongoing professional conversations and instruction over the course of a semester<br>• To understand how teachers make meaning of the PD as it proceeds<br>• To understand teachers' plans for enactment once they return to their classrooms and to their work as colleagues |

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[103] The RA Leadership training was for district teacher leaders who wanted to be trained to facilitate others' RA learning. Because of when this training was offered, Robin attended this training before she attended RAISE. Her leadership during the year of this study was focused exclusively on leading the monthly RAISE follow-up meetings although she did take RA strategies to her department as a part of her social studies consultant role.

| 5. Enactment | January[104] – June 2013 | • To understand how the teachers make meaning of the RA PD over time and in relation to their classroom instructional decision-making<br>• To describe how teachers implement and/or adjust their RAISE learning in their content area instruction<br>• To describe the dilemmas teachers encounter as they work to enact and/or make decisions about what to enact (including writing) in relation to their content-area instruction<br>• To describe how teachers combine or work to delineate their RAISE PD understandings, instructional decision-making, pre-existing literacy knowledge, and involvement in ongoing literacy learning in other initiatives at Frost |
|---|---|---|
| 6. RA PD Follow-up | June 17-19, 2013 | • To identify how teachers represent their understandings and instruction evolving from earlier RAISE PD and ongoing professional conversations and instruction over the course of the school year<br>• To understand how teachers make meaning of the RA PD as it proceeds<br>• To understand teachers' plans for enactment once they return to their classrooms and to their work as colleagues at Frost in the coming academic year (2013-2014) |

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[104] I had originally planned to end this study in January of 2013. However, as many ethnographers write, because ethnography requires long-term involvement in the site(s) of one's study, one of the greatest challenges is in determining when to stop, when to leave the field behind. Staying in the field can be an alluring prospect. Any ethnographer's study of culture(s) must take into account that cultures change, at times from day-to-day and interaction-to-interaction. Therefore, it can be difficult to walk away from a shifting culture where it feels like there's always something new to consider and account for. I felt the lure of staying in the field as January neared, and yet I also began having conversations about how I could scale back the level of my involvement at Frost High. The need to begin sifting more systematically through my data as part of my ongoing analysis also loomed—and at times overwhelmed me, especially as I thought about the hours of audio and hundreds of pages of fieldnotes and artifacts that I had collected by January. In the end, I reasoned, I could successfully scale back the amount of time I spent at Frost High while still continuing the study. There were aspects of teachers' ongoing efforts that were still in play. For example, as part of the Teacher Research Cohort, some teachers were studying aspects of their writing instruction, which was in many ways connected to early findings. (These eventually became the substance of findings chapters.) As such, I finished a round of follow-up interviews in February after the January RAISE training, and then scaled back the amount of time that I was spending at Frost to approximately one full day per week. This enabled me to continue interviewing teachers; observe their teaching; continue to fulfill my commitments to the Literacy Learning Inquiry Team, which included the RAISE follow-up meetings; and join teachers for the final June RAISE training after school let out for the summer.

## Appendix D: Data Sources Across Phases

| Phase | Dates | Data Sources | | | |
|-------|-------|--------------|---|---|---|
| | | **Unstructured, Guided Interviews** | **Participant Observation** | **Observation** | **Artifacts** |
| 1. Pre-PD | May – June 2012 | • ~50 min. interview with each participant | • 2 days of Literacy Learning Inquiry Team meetings | | |
| 2. RA PD Training | Leadership July 9-13, 2012 RAISE August 13-17, 2012 | • 3, 30 min. interviews with Robin during RA leadership training | • 5 days of RA Leadership training with Robin <br> • 5 days of RAISE training | | • Teachers' PD notes and materials |
| 3. Enactment | September 2012 – January 2013 | • 2-3, ~50 min. interviews with each participant <br> • *2, ~1 hour interviews with Abigail, Robin, Tess, & Alden as part of the Teacher Research Cohort[105]* | • 5, 1 hour RAISE follow-up monthly meetings[106] <br> • *5, daylong Literacy Learning Inquiry Team meetings* <br> • *3, 4 hour Teacher Research Cohort meetings (with Abigail, Robin, Tess, & Alden)* <br> • *18 hours of Literacy Learning whole school PD* <br> • Daily fieldnotes recording other informal conversations and interactions | • 1-2, ~50 min. classroom observations with each participant | • Teacher handouts from class observations <br> • *Literacy Learning Inquiry Team meeting notes* <br> • RAISE protocol for follow-up meetings |

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[105] The data in italics was collected through my involvement with other literacy PD initiatives in the building. These data became important as I began to see early on how each literacy learning opportunity was influencing teachers' interactions in other spaces.

[106] During RAISE follow-up monthly meetings and Literacy Learning Inquiry Team meetings, I videotaped and used audio as a back up to record teachers' interactions and discourse. Collecting video and audio discourse data from these meetings allowed me to identify those perspectives and understandings about literacy, and in particular writing, that teachers took with them from and into the RA PD experience. Additionally, this data served as a point of analytic comparison for considering when and where teachers' PD experiences inevitably interacted with their prior understandings, reflections, and interactions over time and across contexts.

| Phase | Dates | Data Sources | | | |
|---|---|---|---|---|---|
| | | **Unstructured, Guided Interviews** | **Participant Observation** | **Observation** | **Artifacts** |
| 4. RA PD Follow-up | RAISE January 24-25, 2013 Leadership March 1-3, 2013 | | • 2 days of RAISE training<br>• 3 days of RA leadership training with Robin | | • Teachers' PD notes and materials |
| 5. Enactment | January – June 2013 | • 1-3, ~50 min. interviews with each participant<br>• *2, ~1 hour interviews with Abigail, Robin, & Alden as part of the Teacher Research Cohort* | • 3, 1 hour RAISE follow-up monthly meetings<br>• *4, daylong Literacy Learning Inquiry Team meetings*<br>• *2, 4 hour Teacher Research Cohort meetings (with Abigail, Robin, Tess, & Alden)*<br>• *2 hours of Literacy Learning whole school PD*<br>• Daily fieldnotes recording other informal conversations and interactions | • 1-2, ~50 min. classroom observations with Abigail & Robin | • Teacher handouts from class observations<br>• *Literacy Learning Inquiry Team meeting notes*<br>• RAISE protocol for follow-up meetings |
| 6. RAISE PD Follow-up | June 17-19, 2013 | | • 3 days of RAISE training | | • Teachers' PD notes and materials |

Appendix E: Memo Example

**Fieldnotes**
**DATE:** Typed on 4.8.13; events on 3.1-3.13
**LOCATION(S):** XXX
**TIME(S):**
Friday: 9:00 - 4:30
Saturday: 9:00 - 4:30
Sunday: 8:30 – 2:30

**Key Events/Notes/Considerations**

**Initial Thoughts**
At first I debated whether or not to attend this follow-up session. Technically my
dissertation data collection was to be complete by this point. In fact, I celebrated a few
Fridays before when I was "officially done." But, it seemed important in the end, I
convinced myself, to see how R would articulate her efforts, learning, and experiences to
others she had met in July at the initial RA leadership training when she didn't even know
for sure what the experience would be about.

**Reflections**
I know we both talked about being exhausted at the end of the weekend and whispering to
one another at the end of Sunday how it might have been best if the Sunday were
abbreviated or extended into Friday and Saturday. When I saw her on the following
Tuesday for PD, we both commented on needing to catch-up on sleep. And, she returned to
this idea when we chatted on 3.20.13 about the weekend.

But I am glad that I did attend in the end because I benefited from seeing the very things I
set out to consider. These highlights include those notes I'll make below as I review all of
the weekend materials while logging them in my ongoing Big Ideas Chart today.

**Patterns Across Weekend**
- **Praise for the caliber of RA leadership participants here** – On more than one
  occasion this weekend, I've heard more than one facilitator and especially X talk
  about how impressed they've been with the quality and strength of the RA
  leadership participants in [state]. She talks openly about how they've been able to
  have deeper and richer conversations because of this and that the facilitators have
  been able to move more quickly and/or go further because of this reality. At times I
  wonder whether this is true or not. The kinds of interactions and conversations I'm
  observing aren't that different from others in the area or that I remember in NE WI
  either. It makes me wonder what they see elsewhere and how R is taking up that
  feedback, or not.

**Experimenting with FN**
I began the weekend taking Excel FN as I had done in July, but I became quickly and keenly
aware that I was the only person typing on a computer in the space. Plus, as was the case in

July but even more so here, the numerous binders and resource materials on the circular conference tables in the room without windows did make it difficult to make space for my computer, even on my lap, without further calling attention to myself. So, I decided that more copious handwritten FN might better serve me this time around *and* at the same time enable me to be more present as a participant, listener, and partner with R (something there are mentions of in the 3.20.13 conversation). Therefore, my FN for the weekend were largely on lined notebook paper that I could insert into the binder as I went as well as on a host of different sized sticky notes that I had brought and that were on the tables, which enabled me to log conversations in the moment as others were doing. I could then later go back and place these on the pages we were using to log the time and purpose and ideas that were circulating in the room or in the conversations I was having with others.

**My Role –**
I tried to allow R room to think for herself while also engaging as a real partner in the work. In the end, however, I withheld much more often than I would normally because I prioritized her experience and wanting to learn about what mattered to her, what she said, what she wondered, and the connections she was making.

So the notes in the binder are reflections of my thinking as I participated and also others' thinking, including R's.

**Preparation –**
- Read articles sent in snail mail (not sure R did, based on conversations and in-the-moment efforts to catch-up)
- Asked R if I could share her student work (see separate e-mail)

**Introduction –**
*Corresponding with binder section tabs*
- 3-day **agenda** with times
- **Day 2 workshops** – R signed us up for the same workshops (following our difficulties in July getting into the same spaces; she did this and then told me she had done so): Reciprocal Teaching & Mapping the Reading Apprenticeship Framework onto Core State Standards
  - *Notably, she didn't sign up for the "Sustaining Team Collaboration Over Time" session*
    - *I wonder if this reflects her prioritization of her own learning and classroom needs as well as her SS consultant role where the CCSS are particularly important to her. It seems that she's not too worried about the RAISE team sustainability, especially when I compare this decision with our conversation in February where she listed all of the initiatives she was involved in and talked about why they were important to her.*
- **Student Learning Goals** – Today I notice as I review these materials that it's interesting to see the role writing plays in RA's thinking about literacy learning. So, I went through and highlighted all references to writing in this document before creating a chart of these patterns (see separate doc).

Appendix F: Early Analytic Categories or Themes

**A.1**
Teachers' difficulty navigating multiple PD opportunities and expectations (rather than needing more opportunities)

**A.2**
Even in a school like Frost (where we have some of the worst conditions for teaching and learning), teachers are seeking new knowledge, to learn and to draw connections

**A.3**
Desire to be a successful, recognized, and effective teacher who can/does make a difference in the lives of students

**B.1**
My role

**C.1**
Issues of power and positioning that challenge teachers' ability to reconcile initiatives/act

**C.2**
Other initiatives, expectations that vie for teachers' time and focus, which challenge their ability to choose

**C.3**
Teachers' prior learning experiences influence their decision-making now, even in different contexts

**D.1**
Usefulness of RAISE – its potential and interest for teachers

**D.2**
Issues of power and positioning that challenge teachers' ability to take-up the RAISE work

**D.3**
In particular, teachers had trouble reconciling RAISE work with other initiatives in the building or other curricular goals . . .

**D.4**
In monthly meetings, teachers' patterned feedback

**D.5**
In monthly meetings, Robin's leadership role

**E.1**
Teachers being promoted to leadership positions that raise further issues and dilemmas, reconciling their own learning in relationship to others' learning

**E.2**
RAISE's predominant focus on reading may be at the expense of writing, and when present offers limited visions of writings' potential

**D.4**

In mo meetings, teachers

- offer lots of praise to one another
- work to fix/find solutions
- "present" lessons
- bring frustrations, needs
- support one another

**POSSIBLE EVIDENCE – Confirming or Disconfirming**

| Date | Data Type/Description | Comments/Thoughts |
|------|----------------------|-------------------|
| 2.15.13 | Intervw – Alden | Notices how no one has brought a lesson that didn't go well to share with the group |
| 3.14.13 | FN & Tran – RAISE – team | Explicit conversation about this, led by Robin |
| 3.14.13 | FN & Tran – RAISE – team | Conversations/feedback to Alden |
| 3.14.13 | FN & Tran – RAISE – team | Confusion over whether Cara, who isn't present, should/will present a lesson study option |
| 3.14.13 | Transcript – RAISE – team | Robin language: "present" lessons |
| 2.14.13 | Transcript – RAISE – team | Alden raises issue of need to bring frustration and things that don't work to the grp |
| 3.14.13 | Trans – RAISE – Gabby | Encourages Alden with her advice that she can relate to his dilemmas with rubrics |
| 2.1.13 | FN Excel – RAISE – Gabby | References the cognitive dimension of the framework<br>*They come back to the framework in mo meetings when prompted to by Robin.* |
| 2.1.13 | FN Excel – RAISE - Alden | Alden participates in lesson study: "I thought it was great. I enjoyed this and I'm seeing it from a diff pt from a non-foreign lang T; maybe it opened your eyes too; ppl don't realize what a foreign lang T does; maybe I've done that all along; reflection work, I want to go deeper" *(This last point is something he comes back to over and over again, esp in Teacher Research conversations too.)* |

Continued on additional pages, but abbreviated here for sample purposes

Appendix H. Initiatives that Vie for Frost Teachers' Time

Below are teachers' responses to an interview question about "what initiatives or professional obligations vie for their time this school year." Data were collected between February and March 2013. Each list is in the order teachers narrated the items to me.

| Abigail | Alden | Gabby | Hannah | Heloise | Michelle | Robin |
|---|---|---|---|---|---|---|
| 1. **Teaching**[107]<br>2. *Lead teacher (department head)*[108]<br>3. **English department PD led by Sarah**<br>4. *Book Study leader*<br>5. *Literacy Learning Inquiry Team*<br>6. RAISE<br>7. *Statewide English curriculum lead*<br>8. English unit pilot reviewer for county<br>9. Teacher Research Cohort<br>10. Title I Committee | 1. **Teaching**<br>2. *Literacy Learning Inquiry Team*<br>3. Teacher Research Cohort<br>4. *Union representative*<br>5. *County world language advisory committee*<br>6. *Service group advisor*<br>7. *Book study leader* | 1. *Literacy Learning Inquiry Team*<br>2. *Literacy Learning building leadership*<br>3. *Union representative*<br>4. RAISE<br>5. Hosting a student teacher | 1. **Teaching**<br>2. **English PD**<br>3. **Work with English consultant**<br>4. **Supporting colleagues** | 1. *Drama director*<br>2. *Literacy Learning Inquiry Team*<br>3. RAISE<br>4. *Academy Coordinator*[109]<br>5. **Teaching a new subject – social studies**<br>6. Collegial partnerships with other history teachers<br>7. **Administrative pressures** | 1. **ELA colleague support**<br>2. **PD leadership for grade level ELA colleagues**<br>3. **English curriculum PD**<br>4. **Literacy Learning teaching preparation** | 1. **Teacher**<br>2. **AP**<br>3. *E20/20 Coordinator*[110]<br>4. *Union representative*<br>5. *Literacy Learning Inquiry Team*<br>6. *RA Leadership*<br>7. RAISE<br>8. *Social studies consultant for the district*<br>9. *Summer school director*<br>10. *Building administrative team*<br>11. *Academy coordinator*<br>12. Online mentor for an online school district<br>13. *PD facilitator*<br>14. Teacher Research Cohort |

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[107] Those items listed in **bold** are obligations that are required as a part of each teacher's contractual duties.

[108] Those items listed in *italics* are obligations for which teachers have voluntarily assumed leadership responsibilities—some are for extra pay, others are completely voluntary.

[109] Frost High School was divided into three career academies during SIG reconfiguration. The Academies were meant to develop student engagement through themed and career focused courses and further education exploration.

[110] E20/20 is an electronic program that Frost High School used to help students recover credits in courses they had failed to successfully complete. It drove the summer school curriculum, but it was also offered throughout the school year during school hours, especially as Frost tried to increase the graduation rate as part of SIG requirements.

| | Date | Key Event | FN File | Audio/Video File | Highlights | Follow-up/Notes/Other |
|---|---|---|---|---|---|---|
| 2 | 11.07.12 | FN Excel | LLIT_FN_LLIT_11.7.12 | | RAISE follow-up; H lesson; grad release | |
| 3 | 11.07.12 | FN | LLIT_Daily_11.07.12 | | Overview of LLIT mtg day; R trblshoot | |
| 4 | 11.07.12 | LLIT | | VID - Ab leading PD debrief | A leading debrief of 11.06 PD | |
| 5 | 11.07.12 | LLIT | | AUD - RAISE - AW Lesson | Gabby shares lesson & grp discusses;R facilitates | LLIT_11.07.12_RAISE_GLesson |
| 6 | 11.07.12 | LLIT | | AUD - PD - Debrief | A & I negotiate debrief; we brainstorm & chart | LLIT_11.07.12_PD_AbFaclitates |
| 7 | 11.07.12 | LLIT | | AUD - PD - Debrief (Bkup) | Team discusses PD debrief | LLIT_11.07.12_PD_AbFaclitatesB |
| 8 | 11.07.12 | LLIT | | AUD - RAISE - H Lesson (Bkup) | | LLIT_11.07.12_RAISE_HeloiseLesson_B |
| 9 | 11.15.12 | FN | Daily_FN_11.15.12_Heloise_Interview | | Interview: Heloise | |
| 10 | 11.14.12 | FN | Daily_FN_11.14.12 | | Lit Lrng wk w/ R & Assiss Princ | |
| 11 | 11.15.12 | Interview | Interwws_Nov2012_FN_11.15.12_Heloise_Interview | | RAISE follow-up; SS vs. drama; drama workshop approach | |
| 12 | 11.15.12 | Interview | | AUD - Heloise Interview_O (wav) | | Interviews_Fall2012_Nov2012_11.15.12_O |
| 13 | 11.15.12 | Interview | | AUD - Heloise Interview_P (mp3) | | Interviews_Fall2012_Nov2012_11.15.12_P |
| 14 | 11.28.12 | LLIT | Diss_FN_LLIT_FN_11.28.12 | | RAISE follow-up; A lesson; Lit Lab unit wk; discu of locus of control | |
| 15 | 11.07.12 | Artifact | | | "Descriptive Consultancy for OPHS Raise" doc | in binder |
| 16 | 11.07.12 | Artifact | | | "The RA Framework" | |
| 17 | 11.15.12 | FN | Daily_FN_11.15.12 | | Brief notes about Heloise & S Interviews | |
| 18 | 11.1.12 | FN | Daily_FN_11.1.12_Alden | | Alden Interview | |
| 19 | 11.6.12 | Email | | | about Lit Lab & book study PD; S not present | |
| 20 | 11.3.12 | FN Excel | NWP_FN_11.3.12_NWP_Mtg2 | | TR Cohort Meeting 2 | |
| 21 | 11.30.12 | FN | NWP_FN_11.30.12_Conferences | | TR Cohort Conferences | |
| 22 | 11.30.12 | FN Written | | | TR Cohort Conference notebook FN | |
| 23 | 11.25.12 | Email | | | TR Cohort conference schedule for 11.30.12 | |
| 24 | 11.25.12 | Email | | | LLIT Agenda inc. RAISE Mo mtg lesson share plns | Plns to do the triad work, but ran out of time |
| 25 | 11.28.12 | Artifact | | | Triad Sharing Protocol that never got used | |
| 26 | 11.28.12 | FN | Daily_FN_11.28.12_RAISE&LLIT | | Mo Meeting add notes to FN Excel | |
| 27 | 11.28.12 | FN Excel | Daily_FN_11.28.12_RAISE&LIIT | | Mo mtg notes - Abigail lesson share | |
| 28 | 11.30.12 | Email | | | R to S and me re: being late to TR Cohort conference | |
| 29 | 11.27.12 | FN | Daily_FN_11.27.12 | | Michelle Interview & R Lit Lrng convo | |
| 30 | 11.27.12 | FN | Daily_FN_11.27.12_Michelle_Interview | | Michelle Interview notes | |
| 31 | 11.27.12 | FN | Daily_FN_11.27.12_Ab_Convo | | check-in & plns to talk after lesson share | |
| 32 | 11.20.12 | FN | Daily_FN_11.20.12 | | overview of day in between interviews | |
| 33 | 11.20.12 | FN | Daily_FN_11.20.12_Interview_Hannah | | Hannah interview | |
| 34 | 11.20.12 | FN | Daily_FN_11.20.12_Interview_Gabby | | Gabby interview | |
| 35 | 11.20.12 | FN | Daily_FN_11.20.12_Interview_Robin | | Robin interview | |
| 36 | 11.1.12 | FN Excel | Daily_FN_11.1.12_Robin_ClassOb | | Class Observ w/ Robin | |
| 37 | 11.07.12 | Audio | | LLIT_11.07.12_PD_CPFacilitates_B | Ab facilitates debrief of the Nov LLIT PD | 1 hr 40 min |
| 38 | 11.07.12 | Audio | | LLIT_11.07.12_RAISE_AWLeson_B | Gabby shares lesson for RAISE mo follow-up | 1 hr 13 min |
| 39 | 11.3.12 | Audio | | NWP_11.3.12_TR2_Grp1 | Part 1: TR Cohort sm grp meeting | |
| 40 | 11.3.12 | Audio | | NWP_11.3.12_TR2_Grp2_PostQRdg | Part2: TR Cohort sm grp meeting | |
| 41 | 11.15.12 | Audio | | Interview_11.15.12_Heloise_Interviev | Heloise RAISE Interview | 34 min |
| 42 | 11.15.12 | Audio | | Interview_11.15.12_Heloise_Interviev | Heloise RAISE Interview (BU just longer) | 36 min |
| 43 | 11.20.12 | Audio | | Interview_11.20.12_Michelle_Intervie | Michelle RAISE Interview | 40 min |
| 44 | 11.20.12 | Audio | | Interview_11.20.12_Gabby_Interviev | Gabby RAISE Interview | 1 hr |
| 45 | 11.20.12 | Audio | | Interview_11.20.12_R_Interview_Part | Part 1: Robin RAISE Interview | 20 min |
| 46 | 11.20.12 | Audio | | Interview_11.20.12_R_Interview_Part | Part 2: Robin RAISE Interview | 1 min |
| 47 | 11.27.12 | Audio | | Intervw_11.27.12_AM_Intervw | AM RAISE Interview | 25 min |
| 48 | 11.28.12 | Audio | | LLIT_11.28.13_RAISE&LLIT_Ab | Abigail Lesson Share | 2 hrs 47 min |

# Appendix J. Frost Literacy Learning Inquiry Team Members & Study Participants

| Name[111] | Discipline/Content-Area | School-wide Literacy Learning Inquiry Team | | Reading Apprenticeship | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2011-2012 Team Monthly Meetings | 2012-2013 Team Monthly Member | July 2012 Leadership Training | Aug. 2012 RAISE Training | Sept. – Dec. 2012 RAISE Frost Team Monthly Follow-up | Jan. 2013 RAISE Training | Jan. - April 2013 RAISE Frost Team Monthly Follow-up | June 2013 RAISE Training |
| Abigail | English Language Arts | ■ | ■ | | ■ | ■ | ■ | ■ | ■ |
| Alden | World Language | ■ | ■ | | | ■ | | ■ | |
| Cara | Science | | ■ | | | ◩ | | ■ | |
| Gabby | Health | ■ | | | ■ | ■ | ■ | | ■ |
| Hannah | English Language Arts | ◩ | | | ■ | ◩ | | | |
| Heloise | Drama & Social Studies | ■ | | | ■ | ■ | | | ■ |
| Michelle | English Language Arts | ■ | | | ■ | ■ | | | |
| Robin | Social Studies | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Sarah | Consultant; Volunteer | ■ | ■ | | | ■ | | ■ | |
| Tess | Science | ◩ | | | ■ | ◩ | | | |

■ = The team member was present for the indicated meetings or training. Where only a portion of the box is filled, this member was only present for the shaded amount of time.

RAISE Frost Team Monthly Follow-up Meetings were approximately one hour in length and occurred either at the beginning or at the end of the Literacy Inquiry Team meetings.

111 All names are pseudonyms, selected by participants.

Appendix K. Study Micro-Contexts

| At Frost | At RA Trainings[112] |
|---|---|
| **Literacy Learning Inquiry Team meetings, including the RAISE follow-up monthly meetings** | **Disciplinary PD whole group conversations**<br>*(RA divided teachers into separate rooms: English, science, or social studies. I moved between these three rooms.)* |
| **Whole school literacy PD**<br>*(whole group, small group, and individual interactions)* | **Disciplinary PD small group conversations** |
| **Individual teacher's classrooms**<br>*(with and without students,*<br>*during instruction and during interviews)* | **Disciplinary PD one-on-one conversations** |
| **Hallway conversations** | **Lunch conversations**<br>*(Lunches were always held in a room large enough so that all participants could eat together. This was the only hour each day when the team had time to chat during the full-day RAISE trainings.)* |
| **Teachers' lounge conversations** | **Break-out sessions**<br>*(During these times, teachers could sign up to attend topical mini-workshops. These sessions also provided opportunities for whole-group, small group, and paired conversations.)* |
| **Meetings with administrators**<br>*(most often, though not always, with Literacy Learning Inquiry Team members)* | **Team planning meetings**<br>*(Team members met to plan how they would support one another when they returned to school. These hour-long meetings occurred on the final day of each of the August, January, and June trainings.)* |
| **Main and support service office conversations**<br>*(with teachers, staff, and students)* | **Hallway, break, & bathroom conversations** |
| **Special school events**<br>*(e.g. the school play, football recruitment day)* | |
| **E-mail conversations** | |
| **Teacher research cohort meetings**<br>*(whole group, small group, and individual interactions)* | |
| **Teacher research cohort interviews**<br>*(one-on-one with Sarah and/or me)* | |

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[112] These trainings took place at three different hotel conferences centers, but the structure remained the same, as described below.

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