

Strategy Instruction in the Teaching of Writing: Preserves Teachers' Self-Perception of Their Writing and Their Practice of Teaching Writing

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Abstract

The purpose of this paper is to discuss the findings of a study that explored elementary pre-service teachers' attitudes toward writing, their perceived competency as writers, and the extent to which these attitudes and perceptions changed after 16 weeks of research-based professional training. Forty-one participants who were enrolled in an undergraduate literacy methods course were taught to implement components of writing emphasized by the Common Core State Standards through modeling strategies. The researcher collected qualitative and quantitative data using a reflective journal at the beginning of the semester and a survey instrument at the end of the semester to determine if pre-service teachers' attitudes and perceptions changed after the research-based professional training. Findings revealed that pre-service teachers' attitudes about writing were linked to how well prepared they were for applying writing strategies and whether they felt competent to teach writing to elementary students. Overall, the teacher candidates found value in the professional training, reporting that the methods course helped them feel confident in teaching the Common Core Writing Standards.

Introduction

Teaching students how to write effectively is one of the most important tasks of educators in order to promote academic achievement and lifelong success. Unfortunately, teachers receive insufficient preparation for teaching writing during their college programs (National Commission on Writing, 2003). In fact, several studies found that teachers felt less competent in their abilities to teach the complexity of writing to their students because their teacher education courses provided them with little preparation for doing so (e.g., Gilbert & Graham, 2010; Kent & Brannan, 2016). Based on a national survey of writing teachers in Grades 4–6, Gilbert and Graham (2010) revealed that 65% of the teachers did not feel competent as writers and writing teachers in terms of their ability to provide the kind of instruction and modeling that would help their students develop into proficient writers. Gilbert and Graham further noted that 80% of the teachers reported a need for professional development that could foster pre-service teachers' writing proficiency, which would in turn improve their students' writing achievement.

The National Commission on Writing (2003) has argued that writing needs to be placed “squarely in the center of the school agenda” (p. 3) because most students do not possess the writing skills needed for academic or occupational success. This call to action includes several recommendations for improving writing instruction, such as implementing research-based strategies to teach writing and better preparing teachers to teach writing (Cutler & Graham, 2008; Kiuahara, Graham, & Hawken, 2009). Moreover, in the era of high-stakes, intensive testing and the rigorous demands of the Common Core State Standards, schools have mandated a new level of expectations in teaching writing (Shanahan, 2015). Therefore, teacher preparation programs must provide opportunities for pre-service teachers to understand the full spectrum of writing instruction and help them envision themselves as writers. Methods course instructors at the university level should actively encourage pre-service teachers to practice self-discovery and improvement related to teaching and learning writing that may produce more proficient teachers who have a higher probability of modeling best practices in teaching writing (Bifuh-Ambe, 2013; Graham, Gillespie, & McKeown, 2012). A meta-analysis of writing instruction by Graham, McKeown, Kiuahara, and Harris (2012) found that teachers' beliefs about writing and perceptions about themselves as writers can impact their writing instruction and result in more proficient writing students.

An empirical study (Bifuh-Ambe, 2013) in elementary classroom writing instruction demonstrated that trained teachers provided students with significantly more opportunities for writing. Despite these findings, limited research has focused on teachers' perceptions about themselves as writers and their teaching self-efficacy for writing instruction. This study sought to fill that gap by exploring elementary pre-service teachers' attitudes toward writing, their perceived competency as writers, and the extent to which these attitudes and perceptions changed after 16 weeks of research-based professional training.

Previous Research

Because research is limited on pre-service teachers' attitudes on writing and their capacity to implement effective writing instruction, it is important to understand what types of professional training pre-service teachers need that may facilitate both positive attitudes and proficiencies as related to writing instruction. Previous research suggests that teachers who feel competent tend to implement research-based writing instruction (Wharton-McDonald, Pressley, & Hampston, 1998) and that these implementations of effective writing instruction are associated with higher levels of literacy achievement in students (McCutchen et al., 2002; Troia, Cindy-Lin, Cohen, & Monroe, 2011). Similarly, when teachers believe they can execute research-based writing instruction, their higher level of competency yields positive effects on their students' motivation to learn (Ashton & Webb, 1986; Midgley, Feldlaufer, & Eccles, 1989). For writing, such findings were supported in part by Graham, Harris, Fink, and MacArthur (2001), who found that better-prepared teachers are more likely to use evidence-based practices and make adaptations because they feel more confident about such practices and more competent to teach writing. A study by Stein and Wang (1988) found that the variables of teacher attitudes and preparation for teaching writing accounted for the unique variance in the implementation of evidence-based practices in writing in elementary schools. Based on their study, Stein and Wang postulated that pre-service teachers who are more prepared and more confident in their writing capabilities are likelier to implement research-based writing instruction than their less-confident peers. Since previous research has demonstrated that pre-service teachers must immerse themselves in high-quality professional development aimed at improving their perceptions and competency in teaching writing, teacher preparation programs must ensure that pre-service teachers receive intensive training in writing instruction that is associated with research-based writing strategies and aligned with the Common Core State Standards (Troia et al., 2011).

The National Commission on Writing's (2003) call to action included recommendations on better preparing teachers to teach writing using research-based strategies in order to increase their competency and improve writing instruction (Gilbert & Graham, 2010). Findings from other studies (Cutler & Graham, 2008; Kiuahara et al., 2009) support the recommendation that pre-service teachers should receive maximum preparation to teach writing in their college teacher preparation programs, and the preparation programs must do a better job of helping pre-service teachers improve their competencies to teach writing.

A Literacy Methods Course for Pre-service Teachers

This study investigated the changes in the writing attitudes among pre-service teachers who enrolled in an undergraduate literacy methods course. The following sections provide a detailed description of the course itself.

Course Overview

The purpose of the methods course was to design, plan, and implement instruction using a variety of materials that addressed common core writing standards, International Literacy Association guidelines, and the nature of the writing process. The course provided a variety of writing instructional strategies to enhance pre-service teachers' ability to teach the new common core writing standards. By offering flexible, interactive, and customized learning, the course provided a model for teaching writing wherein all pre-service teachers could learn and grow together as teachers of writing and develop positive attitudes about teaching writing. This course addressed the Common Core Writing Standards that help pre-service teachers demonstrate a current knowledge of theory and practice related to writing. Through class activities and field experiences, pre-service teachers developed an increasing awareness of the importance of establishing a learning climate conducive to literacy development and an understanding of ways to integrate writing instruction. Instructional approaches focused on strategies that used teacher modeling to build writing skills in young elementary students. Several guest speakers were invited to the class to discuss the Common Core State Standards that directly impact what teachers are expected to require their students to write about.

Three specific types of writing activities were emphasized: summarizing text, analyzing text and the ideas within, and synthesizing information from multiple texts (Shanahan, 2015). Having students create their own text, summarize what they read, write answers to questions about texts that require extended analysis or evaluation, or synthesize multiple texts to write original compositions based on the combination of information from those sources are all powerful strategies that have a tremendous impact on student literacy and content learning (Graham & Perin, 2007; Shanahan, 2004). The pre-service teachers learned about a variety of research-based writing strategies that have had significant effects on student reading and writing achievement. The pre-service teachers completed 21 hours of field/clinical experiences. First, they provided research-based writing instruction to groups of students at a local elementary school. Next, they were expected to prepare a lesson plan in collaboration with the cooperating teachers for each field experience session. Finally, the pre-service teachers reflected on each lesson using the university's teacher performance-analysis lesson plan format and submitted those in their reflective journals. The pre-service teachers collaborated with the cooperating teachers and peers in order to provide writing-intensive instruction within the classroom setting designed to enhance students' development as writers.

The Role of the Course Instructor

In the literacy methods course, the instructor spent several weeks teaching pre-service teachers how to teach writing strategies that included interactive writing, writing alouds, shared writing, guided writing, writing journals, RAFT writing, and writing workshops. Along with explicit strategy instruction, the instructor emphasized a variety of teaching methods, including explanations, modeling, guided practice, independent practice, and feedback. The instructor exposed pre-service teachers to the techniques, models, and best practices for implementing appropriate writing instructional strategies. She also deliberated and discussed effective implementation of writing strategies with school partners. Both pre-service and cooperating teachers on the co-teaching team were responsible for the instructional planning and delivery of writing instruction. The goals were to enhance pre-service teachers' competency in teaching writing and improve the educational outcomes of all students through those selected writing strategies noted above.

Instructional Strategies for Developing Successful Writing Teachers

The literacy methods course instructor expected pre-service teachers to be able to provide quality writing instructional strategies as part of the teaching and learning. For this purpose, the following specific writing strategies were taught to help prepare pre-service teachers to implement Common Core State Standards in the area of writing.

Interactive writing.

These writing strategies were used to make the writing process visual to the whole class. The process involved the sharing of a pen between the teacher and students or with a small group of students while collaborating with each other on letters, memos, invitations, or any kind of narrative writing, as well as on reports in the content areas (McCarrier, Pinnell, & Fountas, 2000).

Writing aloud.

Struggling writers need demonstration on constructing various kinds of texts. Writing aloud, or modeled writing, is a strategy where pre-service teachers use a "think aloud" method in ways that actually help struggling writers to write more effectively themselves. The pre-service teachers shared their thinking as they composed a piece of writing in front of students, thereby helping to make the writing process visible and concrete (Kirby, Kirby, & Liner, 2004).

Shared writing

The pre-service teachers provided explicit questioning and directions that encouraged high-level thinking in order for struggling writers to understand how to incorporate techniques of writing. During shared writing, they presented the demonstration, explanation, and models appropriate for the struggling writers as the writers learned the forms and functions of writing, while also contributing their thoughts and ideas about the process (Kirby et al., 2004).

Guided writing

Young writers need to experience sustained and successful guided writing lessons in a small group session. Guided writing lessons were taught with immediate guidance from the pre-service teachers in order for students to practice writing strategies. Pre-service teachers assisted students during writing using guided practice in a clear and supportive way. During guided writing instruction, in particular, students were provided with structured mini-lessons so that they could observe, discuss, and simulate the targeted writing skills within the context of strong teacher support (Fountas & Pinnell, 2001).

Writing journals

Writing in journals is used to reflect on life experiences, express critical thinking, and respond to literature. In addition, journals assist struggling students in exploring different options for handling literacy learning. Students responded to teachers by using a dialogue journal or by exploring another type of writing such as poetry, a story, or a letter. Journals were used in a writing conference to discuss these other writing forms or to address writing conventions (Trueit, 2005). Responding to students' journals and using logs, diaries, or dialogue between the teacher and student were effective means of communication and assessment as well.

RAFT writing

The four categories of focus for a RAFT include the (a) **R**ole of the writer; (b) **A**udience; (c) **F**ormat; and (d) **T**opic. The RAFT writing strategy helps students understand their role as writers, the audience to whom they are writing, the varied formats for writing, and the topic they select to write about. By using this strategy, the pre-service teachers encouraged students to respond to prompts, to consider a topic from a different perspective, and to gain practice writing for different audiences (Gail, Pelias, & Russell, 2012).

Writing workshop

The key elements of a writing workshop include (a) mini-lessons on workshop strategies and procedures; (b) a demonstration on the writing process and varied writing tasks; (c) teacher- and student-led conferences about the purpose of writing and brainstorming an effective writing plan to make the most of their writing; and (d) frequent collaboration with others through publishing activities to enhance and cultivate a sense of writing community (Troia et al., 2011).

Methods

The literacy methods course that was the basis for this study was offered by a Midwestern university's Department of Early Childhood and Elementary Education. The course was offered for three credit hours and divided into two sections; the sections had 22 and 19 pre-service teachers enrolled, respectively, and were taught by the same instructor. The course was offered face-to-face in a traditional classroom at an on-campus learning center. The pre-service teachers were required to complete a 21-hour field experience that encompassed designing and implementing activities that help elementary students develop writing skills. This was a mid-level literacy-related course that pre-service teachers were required to take before enrolling in their senior-level courses. The age of the enrolled pre-service teachers ranged from 20 to 40 years. Of the 41 pre-service teachers, 100% were white, 7% were male, and 93% were female. The pre-service teachers also developed an understanding of local, state, and national policies that affect writing instruction, including the Common Core State Standards. The approach of this descriptive study was both qualitative and quantitative in nature. The researcher first collected qualitative and quantitative data using a reflective journal assignment at the beginning of the semester to explore pre-service teachers' self-efficacy for teaching writing. The purpose of the reflective journal was to determine service teachers' attitudes about their personal writing and the impact of the literacy methods course on teacher efficacy for teaching writing. The pre-service teachers' reflective journals and learning outcomes were measured using a 5-point scale rubric, where **5 = outstanding**, **4 = excellent**, **3 = satisfactory**, **2 = minimally successful**, and **1 = unacceptable**. The primary purpose of the assessment was formative, to give feedback to pre-service teachers and to support them in improving their performance. The performance levels and criteria gave them more specific information about the features of their performance that needed attention.

At the end of the semester, a survey instrument was administered to determine if pre-service teachers were comfortable with their personal writing and if attitudes and perceptions improved after 16 weeks of research-based professional training. The survey included 17 close-ended questions and three open-ended questions (see the Appendix) that were developed from a compilation of two different existing instruments.

The researcher revised each survey question in order to make sure that the questions conveyed the researcher's desired meaning. In the first section of the survey, five items were used from the Writing Attitude Scale (Podsen,1997) with some revisions constructed by the researcher. The next 15 items were extracted from the Teacher Efficacy Scale for Writing (Graham et al., 2001) with some revisions in order to make it more appropriate for the present study. The measurement responses included *strongly agree*, *agree*, *strongly disagree*, and *disagree* on a 4-point Likert-type response scale. The open-ended questions required pre-service teachers to compose narrative responses. These open-ended questions were designed to allow the researcher to explore pre-service teachers' attitudes toward writing and their perceived abilities to teach writing well. Ultimately, 38 of the 41 pre-service teachers completed this survey. The qualitative and quantitative examinations of data allowed the pre-service teachers' perceptions toward personal writing and efficacy for teaching writing to be assessed. The administration of the survey at the exit point also enabled the researcher to examine the pre-service teachers' feelings regarding their preparation to implement the Common Core Writing Standards.

Results

The purpose of this study was to explore elementary pre-service teachers' attitudes toward writing, their perceived competency as writers, and the extent to which these attitudes and perceptions changed after 16 weeks of research-based professional training. The participants were enrolled in an undergraduate literacy methods course and were taught to implement components of writing emphasized by the Common Core State Standards through modeling strategies. The pre-service teachers completed a reflective journal at the beginning of the semester as the basis of comparison for exit point results. Administering an assessment of entry behavior allowed the researcher to then determine whether the pre-service teachers' participation in the literacy methods class enhanced their ability to teach the Common Core Standards in writing. Based on the results of the analysis, at the beginning of the literacy methods course, only 65% of pre-service teachers scored satisfactory performance on the reflective journal assignment rating scale for criteria related to the learning outcome. Only a handful of pre-service teachers (5%) far exceeded expected results on the objective. Ten percent surpassed expected results substantially, while 15% partially achieved expected results on the performance objective. Last, 5% of pre-service teachers failed to achieve expected results in one or more assigned performance objectives. Most notably, 100% felt that they were not prepared to implement the Common Core Standards in the area of writing prior to practicum teaching. This finding is consistent with previous research that found that teachers' greatest reported influences were experiences with professional development and university methods courses (Bifuh-Ambe, 2013; Gilbert & Graham, 2010; Kent & Brannan, 2016).

A survey instrument was then administered at the end of the semester to determine if the pre-service teachers could demonstrate a strong sense of teaching efficacy and if they could display consistency in their use of the core instructional elements associated with writing after 16 weeks of professional development support. The post-course survey revealed some remarkable effects of the training. Ninety-two percent of pre-service teachers strongly agreed that discussing their writing with others had become an enjoyable experience. Ninety-five percent of pre-service teachers strongly agreed that they had become confident in their ability to express their ideas in writing. Ninety percent of pre-service teachers reported believing that they now wrote as well as most teachers. Eighty-seven percent of pre-service teachers revealed that they had learned to enjoy writing and wrote whenever possible. Thus, the literacy methods course helped pre-service teachers develop appropriate attitudes associated with proficient writing. The results strongly suggest that the course had a positive effect on improving pre-service teacher competencies in teaching writing and supporting the effective implementation of Common Core Standards. Ninety-seven percent of pre-service teachers felt prepared to teach the Common Core Writing Standards because of what they learned in the literacy methods class. Several pre-service teachers commented on how the literacy methods course helped them to align their teaching focus with the Common Core while helping primary grade children master the writing standards. Following are some of the comments from the survey:

- *"I gained insight from the guest speakers on how to create classrooms in which students use writing to learn and think critically."*
- "We have learned a lot about using the standards as our guidelines that encourage and engage us more personally to be successful. Being familiar with them beforehand helped with my ability to use it. I feel like we were taught and modeled how to teach the Common Core Writing Standards and what was expected."
- "I have learned a lot about the writing process and I feel really confident in my abilities to teach writing."

I gained many ideas from what the instructor presented to us in class. We shared effective practices that enhance primary children’s writing, discussed what kinds of writing assignments should become commonplace in primary grades, and designed resources to ensure primary children’s writing success.”Moreover, the data from the survey indicated that the pre-service teachers developed competencies in delivering the Common Core Writing Standards by emphasizing specific strategies. Seventy-one percent of pre-service teachers agreed and 21% strongly agreed that they felt prepared to teach the Common Core Writing Standards because they participated in professional training in the literacy methods class to enhance their teaching of writing. Related comments included the following:

- “The literacy methods class taught me many ways to teach writing while connecting to standards. The course gave me so many resources and skills.”
- “The instructor modeled how to connect standards into my teaching.”

The results of the study also strongly suggested that the training pre-service teachers received at the participating public schools were helpful in enhancing their competencies to teach writing in accordance with the Common Core Standards. Eighty percent of participating pre-service teachers strongly agreed that during practicum, they observed the cooperating teacher teaching writing in a manner that enhanced their understanding of teaching writing. Several pre-service teachers commented on applying what they learned to their own teaching of writing:

- “We do a writing piece on the reading content every day, and I learned a few new tips and ideas. I learned why a writing strategy was effective and what elements of the strategy would be essential to make it work.”
- “My practicum teacher implemented writing lessons to her class with modeling and varied instructions. She offered some guidance in developing sound writing practice that helped enhance my teaching of writing. I learned how to differentiate writing lessons.”
- “The cooperating teacher was great in how she explained how to write a narrative piece to her students. She provided a more trustworthy approach for identifying effective methods for teaching writing.”The analysis of the results suggested that the strategy instructions in writing helped develop pre-service teachers’ competencies in selecting appropriate strategies and using them across a range of writing tasks. All pre-service teachers agreed that they believed writing strategies were effective tools for helping all students learn to write well. One hundred percent of the pre-service teachers believed that the course instructor helped them become more familiar with writing strategies (Figure 1), and all participants agreed that the following writing strategies were very effective when used to teach writing: interactive writing, writing aloud, shared writing, writing journals, RAFT writing, and writing workshops (Figure 2). Previous research confirmed that these strategies have had a broad impact on elementary children’s writing performance as opposed to those with a more limited impact on a specific aspect of writing (Graham, 2012).

Figure 1. Snapshot of participant agreement that the instructor effectively taught writing strategies.

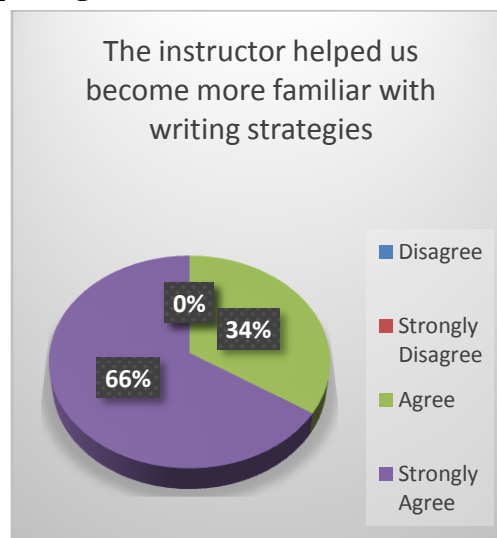
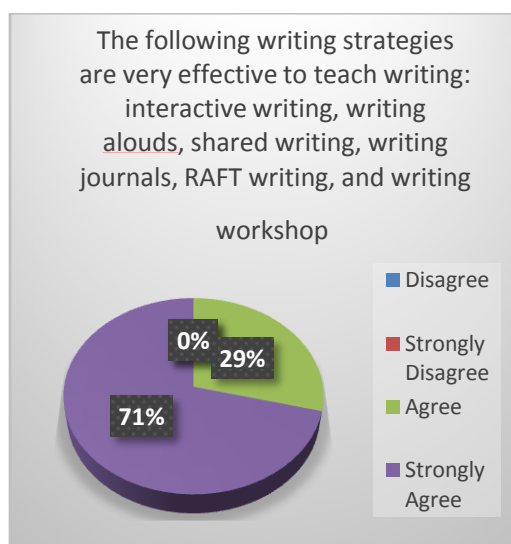


Figure 2. Snapshot of participant agreement on the effectiveness of specific writing strategies.

The data analysis suggested that the course rigorously encouraged pre-service teachers to practice strategies in writing instruction that were specific to the purpose of writing. This enabled those pre-service teachers to develop competencies in implementing a writing-intensive curriculum. Ninety-two percent of pre-service teachers agreed that their students mastered a new writing concept quickly because they knew the necessary steps for teaching this concept. Ninety-seven percent of pre-service teachers agreed that if a student were having difficulty with a writing assignment, they would have no trouble adjusting it to his or her level. One hundred percent of pre-service teachers felt that they could create a learning environment conducive to building students' confidence as writers. Findings from this study revealed that the pre-service teachers felt competent in providing primary grade children with high-quality writing strategies that encouraged inquiry on a much more efficient scale. All pre-service teachers agreed that following the literacy methods course, they began to see themselves as both knowledgeable and prepared to implement specific writing strategies. One hundred percent of pre-service teachers felt the course helped them identify better ways of teaching students how to enjoy writing. One hundred percent also strongly agreed that the course taught them more effective teaching approaches related to writing. Based on the survey findings, it was postulated that the pre-service teachers improved their perceptions related to teaching writing and developed sufficient content and teaching knowledge to implement a variety of writing strategies that extend beyond typical teacher preparation.

Moreover, 100% of the pre-service teachers reported that the literacy methods course made a unique and significant contribution to their development of competencies for teaching research-based practices in writing. In addition, 100% believed that pre-service teachers need more access to multiple opportunities for professional development to prepare them to teach the writing standards well. These results are supported by a growing body of research that demonstrates a need for improving competencies in writing instruction, such as increasing access to professional development through university courses and better preparing pre-service teachers to teach writing (Gilbert & Graham, 2010; Graham, McKeown, et al., 2012; Kent & Brannan, 2016; Troia et al., 2011). The findings from this study support the hypothesized relationship among teacher attitudes, competency, and preparation. The data from the survey confirmed that the literacy methods course led to more positive attitudes and higher teaching efficacy for teaching writing. The researcher found that pre-service teachers with higher levels of perceived teaching competence attained a higher level of personal teaching efficacy. Furthermore, 16 weeks of training helped pre-service teachers develop a relatively strong sense of teaching efficacy related to teaching writing (Gilbert & Graham, 2010).

Conclusion and Recommendations for Future Research

In this study, pre-service teachers' attitudes about writing were linked to how well prepared they were in applying writing strategies and to whether they felt competent in teaching writing to elementary students. Overall, the teacher candidates found value in the professional training, reporting that the methods course helped them feel confident in teaching the Common Core Writing Standards.

The generalizability of the results of this study is limited due to the small number of participants. A study with a larger sample would allow for more valid conclusions about how pre-service teachers develop their personal competence and confidence in writing and how well prepared they are to cultivate their belief system in their students. A similar study extended over a longer period of time would generate more participants and would mark an interesting direction for further research. Finally, an extended study might help determine how faculty can support pre-service teachers in order to improve writing instruction and thus achieve a successful school-wide literacy initiative that truly impacts elementary students' achievement and improves their writing abilities.

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Appendix

Writing Survey

The survey is designed to help us gain a better understanding of your attitude toward writing and perceived abilities to teach writing well to meet the demands of the Common Core State Standards. Please rate your level of agreement with the statements below by selecting the appropriate answer.

Discussing my writing with others is an enjoyable experience.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I feel confident in my ability to express my ideas in writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I think I write as well as most teachers.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I enjoy writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I write whenever possible.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I felt prepared to teach the common core writing standards because of what I learned in the literacy methods course.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I felt prepared to teach the common core writing standards because of my prior experiences and personal professional development.

- Strongly Agree
- Agree
- Strongly Disagree

- Disagree

Please explain:

I felt prepared to teach the common core writing standards because I participated in professional training in the literacy methods course to enhance my teaching of writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Please explain:

During my practicum, I observed my cooperating teacher teaching writing in ways that enhanced my teaching of writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Please explain:

Writing strategies are effective tools for helping all students learn to write well.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

The course instructor helped us become more familiar with writing strategies.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

The following writing strategies are very effective in teaching writing: interactive writing, writing alouds, shared writing, pen pals, writing journals, RAFT writing, and writing workshop.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Because of this class, I began to see myself as both knowledgeable and prepared to implement specific writing strategies.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

If a student masters a new writing concept quickly, it is because I knew the necessary steps for teaching this concept.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Because of this class, I found better ways of teaching students how to enjoy writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

When a student is having difficulty with a writing assignment, I would have no trouble adjusting it to his/her level.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Because of this class I found more effective teaching approaches related to writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

I can create a learning environment to build students' confidence as writers.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

As a teacher, I will place a priority on the subject of writing.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Pre-service teachers need access to multiple opportunities for professional development to prepare to teach the common core writing standards well.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree