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SIWI in an Itinerant Teaching Setting: Contextual Factors Impacting Instruction

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I am submitting herewith a dissertation written by Rachel Machelle Saulsburry entitled "SIWI in an Itinerant Teaching Setting: Contextual Factors Impacting Instruction." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Kimberly Wolbers, Major Professor

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SIWI in an Itinerant Teaching Setting: Contextual Factors Impacting Instruction

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Dedication

To my grandparents, Dorothy and Earl Saulsburry, who were not able to see me complete this endeavor but encouraged me and believed I could and would.

Dorothy Saulsburry
June 21, 1934 – November 18, 2015

Earl Saulsburry
April 30, 1930 – January 17, 2016

To my former and future students,

I would like to share one of my favorite poems. Don't defer your dreams!

Dream Deferred
By Langston Hughes

What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

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First, I would like to thank God for this experience and the many people brought into my life during this time. The last four and a half years have been a difficult, but beautiful season in my life, and I have learned so much.

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To my committee, I appreciate the time and thought you have given me during my dissertation journey. I have needed and valued your encouragement and critiques along the way.

I appreciate my parents who have supported me and encouraged me to follow my dreams. Thank you for believing in me and for not being afraid to let me go on adventures. I love you both dearly!

And last but not least, where would we be without our family and friends?! Thank you for your love, encouragement, and patience during this part of my life! I have been MIA for a long time, and I can't wait to spend time with you all. To all the friends I made during this process, we have fought a battle together and now have a soul-tie. I look forward to seeing where life leads each of us!

Abstract

In the last 40 years, there has been a shift in where deaf and hard-of-hearing (d/hh) students have been educated (Foster & Cue, 2009), with a majority of d/hh students now spending at least part of their school day in the general education classroom instead of residential or day-schools for the deaf. Many of these students receive specialized support from an itinerant teacher. D/hh children have unique language needs due to their access (or lack thereof) to natural language for acquisition purposes. Insufficient access to language, ASL or English, may be due to: delays in identification and/or amplification, auditory input being partial, and/or the lack of fluent sign language models (Strassman & Schirmer, 2012). D/hh students' language proficiency has rippling affects, impacting their literacy, both reading and writing, and subsequently all subject areas. With d/hh students needing support for writing, especially given that state standards and national teaching organizations have emphasized the incorporation of writing in content areas (Gabriel & Dostal, 2015), itinerant teachers need to be prepared to provide writing instruction that meets the needs of d/hh students in this teaching context. The purpose of this study was to examine how Strategic and Interactive Writing Instruction (SIWI), a writing framework developed for instruction with d/hh students that is typically modeled in a classroom setting, was implemented by two itinerant teachers and if they found a need to adapt any components of the framework for their context. After analyzing video footage of a full unit of instruction, multiple interviews, and artifacts from each teacher, I found that the itinerant teachers' instruction was not inherently different from their training. I also found that both teachers addressed their students' theory of mind needs in different ways, and desired instruction and support in this area. While the participants worked with students using different modes of communication in districts with differing levels of support, both teachers expressed similar context-specific factors that impacted their implementation of SIWI, which were: time, district-specific variables, supporting writing in the general education classroom, and physical space/organization. Based on the findings, recommendations are provided.

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CHAPTER 1

INTRODUTION AND GENERAL INFORMATION

"Fostering the development of age-appropriate language skills has long been regarded as the central mission in the education of deaf students" (Miller & Luckner, 1992, p. 346). Even though there is a reciprocal relationship between reading and writing, instruction and research have typically separated the reading/writing and focused more heavily on reading (Fitzgerald & Shanahan, 2000; Strassman & Schirmer, 2012). However recent researchers are acknowledging the importance of writing instruction and researching best practices (Berent et al., 2007; Berent, Kelly, Schmitz, & Kenney, 2009; Easterbrooks & Stoner, 2006; Graham, Gillespie, & McKeown, 2013; Strassman & Schirmer, 2012; Wolbers, Dostal, & Bowers, 2012; Wolbers, 2010; Wolbers, 2008).

In 2012, Strassman & Schirmer reported that within deaf education research 16 studies were conducted on writing instruction in the previous 25 years. From this pool of research, one researcher's work spans over the last 9 years. Since 2007, Wolbers has been developing Strategic and Interactive Writing Instruction (SIWI), a writing framework uniquely constructed to be responsive to the various needs of deaf and hard of hearing (d/hh) students. The research examining SIWI shows extreme promise for this population of students, with some positive outcomes being: development of writing traits, such as idea generation and organization (Dostal & Wolbers, 2014; Wolbers, 2008) and improved grammatical accuracy (Wolbers, 2010; Wolbers, Dostal, & Bowers, 2011), decreased use of American Sign Language (ASL) features in English composition (Wolbers, Bowers, Dostal, & Graham, 2014), increased language proficiency in ASL and

English (Dostal & Wolbers, 2014), and increased word identification (Wolbers, 2007). SIWI has been implemented with success in multiple settings (e.g., residential schools, day schools, self-contained classrooms), including the itinerant teaching setting; however, research has yet to be published documenting SIWI in the itinerant setting. After using SIWI in the itinerant setting and supporting itinerant teachers with their use of SIWI in their itinerant contexts, I have chosen to study how SIWI is implemented in the itinerant context and the context-specific variables that impact its implementation.

Chapter Organization

This opening chapter will provide information about my experience with the writing framework being examined, SIWI, and how this study came into being. Along with the problems my research will address, I will touch on the rationale for this study which will be expanded upon in the literature review in Chapter 2. I will identify my research questions and purpose for this study, as well as acknowledge my experiences, beliefs, and assumptions that impact my lens for viewing this study. A general list of terms will be provided, as well as a list specific to the writing framework being studied. The end of the chapter will conclude with a summary of how the remainder of the dissertation is organized.

Emergence of the Study

During the last five years, I have become intimately familiar with Strategic and Interactive Writing Instruction (SIWI). After teaching for six years as an itinerant teacher, I was contacted by a former professor, Brenda Stephenson, about a week-long, summer SIWI training and asked if I would like to attend. Especially considering the

limited amount of professional development focusing specifically on d/hh students, I welcomed the opportunity. After being trained in how to implement the writing framework and learning of the success in the field using the framework, I was excited to take this new form of instruction to my students. Even though the training was modeled for classroom instruction and did not explore application in the itinerant teaching setting, I felt I could effectively use the framework in my context. During the 2011-2012 school year, I used SIWI with two middle school students in different schools. I received instructional support from the developer of SIWI, Dr. Kimberly Wolbers, and also collected informal pre- and post-data on one of these students.

That year following the summer SIWI training, I implemented SIWI instruction with one middle school student, Tristen (pseudonym), who I worked with since he was in third grade. Tristen had a cochlear implant, did not use sign language, and attended all regular classes with his peers. His speech was mostly intelligible, and he relied heavily on speech-reading during personal conversations and academic instruction. Tristen was socially motivated and loved football, hunting, and the Army. He was not confident in his academic skills, especially reading and writing, and would typically make jokes to interrupt instruction. In reading comprehension, decoding, and writing, Tristen was well below his peers, but socially, he matched his peers.

After the SIWI training, I felt Tristen was a perfect fit for the instructional framework for a variety of reasons: (1) His major need was language, receptive and expressive, and I had just added a language framework to my teaching tool belt. During training, I learned how SIWI had positively impacted students' language in both ASL and

English. (2) I also felt that SIWI would be motivating for Tristen because SIWI uses the topics of interest and/or personal experiences of students as the basis to write and use language. Even if he was not excited to write, I felt he would be eager to tell his stories. (3) I felt SIWI would help Tristen improve his reading and writing strategies.

As a pre-assessment, I had Tristen watch a Pixar short-film called "For the Birds." At the end of watching the video, I asked him to write a summary about what happened (see Appendix A for Tristen's pre-SIWI writing sample). In the four months that followed, I met with Tristen two days a week for 45 minutes. When first beginning SIWI, his choice of topic was football. One day Tristen expressed his love for Achmed, a puppet of ventriloquist, Jeff Dunham. After writing about the puppet, we decided to start doing movie reviews with the title "Achmed's Movie Reviews." We looked at other movie reviews as mentor texts and discussed the type of information found in that genre of writing. At the end of the four months, we had completed a few movie reviews. I was disheartened by our progress because Tristen missed school often, and I felt we should have had more co-constructed texts. However, I gave him a post-assessment with the same instructions as the pre-assessment at the end of four months, and I saw progress in his length of writing and use of details (see Appendix A for Tristen's post-SIWI writing sample).

The next year, I began a doctoral program as a research assistant to Dr. Wolbers, excited about the things of which I would be part of and learn. For three years, our research team conducted research with various teachers, schools, and students using SIWI. The first two years of our research were focused on developing SIWI for use in

grades 3-5, and in the third year, a randomized controlled trial (RCT) was conducted to examine the impact of the newly developed SIWI curriculum. During those three years, I helped support teachers in a variety of settings, took part in weekly meetings, created materials for them to scaffold their instruction, and watched their instruction via video. Each teacher implemented SIWI in their own context with their own teaching style. Two itinerant teachers were involved during the third year of the study which piqued my interest as to how these teachers approached the implementation of SIWI in this unique context. To help fill in the gap of research on itinerant teaching practices and for further development of SIWI with itinerant teachers, I decided my dissertation would focus on the experiences of itinerant teachers involved in SIWI.

Statement of Problem

As with many other qualitative researchers, my study comes from questions based out of my own experiences. While SIWI trainings are modeled for classroom instruction, and SIWI is typically used by classroom teachers, I learned that few itinerant teachers, (who typically work with d/hh students one-on-one in a pull-out setting) have been trained. Even though only a few itinerant teachers have been trained in SIWI, the itinerant model is used to provide support to more than 40% of d/hh students in public schools across the nation (Gallaudet Research Institute, 2008). The most commonly reported need of d/hh students requiring support and development is language. As previously mentioned, the writing instruction provided to students who are d/hh has been a topic only a hand-full of researchers have examined, and none have specifically looked at the writing instruction of itinerant teachers in the field. Dinnebeil, McInerney, and

Hale (2006) point out, “given the current federal mandate for evidence-based practices as well as the promise of inclusive environments for young children with disabilities, it is critical that the nature of itinerant services be well understood” (p. 51). We need to know what itinerant teachers are doing with students, and we also need to know about effective practices in this setting. The results of SIWI thus far have shown gains in students’ writing, written language, motivation, and expressive/receptive language; and preliminary data analyses of the RCT are showing similar positive outcomes for d/hh students in the itinerant context. SIWI shows a great deal of promise in the deaf education field for improving the language and writing of d/hh students in various settings. However, the writing framework is typically modeled as classroom instruction that capitalizes on student interactions and input, and it is not known how SIWI is implemented in the itinerant setting where the teacher works primarily one-on-one with students. It is important to examine instruction in this unique context.

The purpose of this study is to look at how SIWI, typically modeled in a classroom setting, is facilitated by itinerant teachers and if they find a need to adapt any components of the framework to meet the needs of students learning in this setting. This study will inform future research and professional development, with specific attention to itinerant teachers of the d/hh. Because this study focuses on the practices of itinerant teachers, the findings may be of interest to teachers who are searching for approaches to implementing evidence-based instruction like the SIWI framework in the itinerant setting.

Research Questions

The following research questions will be examined in this study:

1. How are itinerant teachers of the d/hh implementing SIWI with elementary-aged students?
2. What context-specific variables impact itinerant teachers' implementation of SIWI?

Background, Beliefs and Assumptions

I recognize that my experiences and beliefs provide a lens through which I view my study, from the formation of the questions to insights drawn from the data. My perspective is influenced by my personal and professional experiences with SIWI. In order to be transparent as a qualitative researcher, I will identify the assumptions I hold when approaching this study.

Beliefs and assumptions

Ultimately, I believe SIWI is an effective framework that our field has ever-so-needed. Not only based on the research published, but from my own experiences, SIWI improves students' expressive and receptive skills in ASL and written English. The framework is effective across grade-level, content-area, language-level, school philosophy, and teaching context. SIWI can be effective in the itinerant context.

Secondly, I believe that itinerant teachers trained to use SIWI, from a classroom model, may adapt it to fit their contexts. SIWI is built upon the language that occurs during interaction between students, students and teachers, and all participants and the text. When working one-on-one, itinerant teachers may negotiate SIWI instructional

principles differently, and language facilitation may look different in the itinerant setting. There may be a number of other factors that influence why itinerant teachers make different instructional decisions during SIWI, which I hope to reveal with this study.

Last, I believe there is benefit to an in-depth study of SIWI in itinerant contexts with descriptions of practice to further research and professional development in SIWI. Itinerant teachers need professional development appropriate to their specific contexts for teaching and learning, and this study may reveal valuable information.

Definition of Terms

The following definitions are given to provide clarity for terms and abbreviations used throughout this dissertation.

General terms

504 – a type of educational plan for students with disabilities in public schools who require accommodations in the general education classroom but do not need direct special education services

consultation services – the services provided to teachers and other individuals working with a d/hh student

cued speech – a signing system that uses handshapes around the mouth to communicate phonemes to d/hh individuals

deaf – a profound hearing loss (91+ decibels); an individual may be deaf but not consider themselves Deaf, or part of the Deaf community

Deaf – the identification of a person within Deaf culture; one who is a member of the Deaf community

deaf and hard of hearing (d/hh) - a term that includes all hearing losses from mild to profound

discourse level objectives – a writing objective that focuses on higher order skills, such as engaging in writing processes like organizing or attending to genre-related features of writing

hard-of-hearing – a term referring to those with a functional hearing loss; typically, mild to severe hearing losses (26-90 decibels)

hearing – a level of normal hearing (up to 15 decibels) or those not yet identified with a hearing loss

itinerant teacher – a teacher who travels to provide one-on-one, group, and/or consultation services to d/hh students in public schools

manual English – sign language that corresponds to English grammar and words; not ASL

NAEP (National Assessment of Educational Progress) – a national assessment in math, reading, writing, science, economics, geography, history, and technology literacy

scaffold – a support, in the form of instruction and/or materials, that aids students in what they cannot achieve independently

word and sentence level objectives – writing objectives that focus on sentence structure, vocabulary, capitalization, or punctuation

SIWI terms

language zone – a space where expressions can be developed and communication repairs can occur, or a space where meta-linguistic knowledge building for ASL and English can occur

NIPit – an explicit lesson followed by authentic practice in a meaningful co-constructed writing activity; where a teacher *notices* a need, provides *instruction* on the topic, and then provides contextualized *practice* of the skill

Limitations and Delimitations

While there were benefits to using recordings of instruction, I recognize there were limitations to doing so, as well. When analyzing videos, the "feel of an interaction" can be lost; however, this limitation can be countered by using multiple methods of investigation (Barron & Engle, 2007). Using recordings of instruction had a risk of bias, but I intended to lessen the risk by using multiple sources of data collection, such as interviews and artifacts.

Delimitations are those boundaries determined by the researcher where they have control to do so. In order to narrow the focus my study, I chose to limit my research participants to only itinerant teachers and did not consider how teachers of the d/hh in other contexts implement SIWI or the context-specific factors that may impact their instruction. While we only have the perspectives of two itinerant teachers, within the context of the research questions being examined and the purpose of this study, important, applicable information has been obtained. The findings of this study build on previous research with itinerant teachers and also offer implications for professional

development that is inclusive of itinerant teachers of d/hh students. Also, I did not choose to examine the effectiveness of SIWI in the itinerant setting because I had experienced its success first-hand, both as an itinerant teacher using SIWI and as an instructional support for itinerant teachers using SIWI during previous studies. Lastly, for this study I chose to focus on itinerant teachers' writing instruction using SIWI, but not other approaches, because I believe it is a flexible tool that can be effectively used in this setting. I was most interested in finding out contextual factors that may impact itinerant teachers' SIWI instruction and how professional development could possibly better address this teaching context.

Organization of the Study

In this first chapter of my dissertation, I provide information of how my study developed out of my experiences, the research questions, the purpose and significance of this study, the beliefs and assumptions of which I am aware, limitations and delimitations of the study, and a list of terms with definitions that the reader may find useful in understanding the remainder of my dissertation. In the next chapter, the literature review, I introduce the context of instruction in the itinerant setting with d/hh students and fully describe Strategic and Interactive Writing Instruction (SIWI), which is the instructional framework being examined in this study. In Chapter 3, I describe the methodology of the study, including a description of participants and data analysis procedures. Chapter 4 reveals the findings of the study by research question. The final chapter concludes with a summary and discussion of the results, implications of the findings, limitations of the study, and future directions.

Chapter Summary

In this opening chapter, I provided important information that alluded to the importance of this study, followed by my experience with the writing framework being examined, SIWI, and how this study came into being. Along with the research problem my study will address, I touched on the rationale for this study which will be expanded upon in the literature review in Chapter 2. I identified my research questions and purpose for this study, as well as acknowledged my experiences, beliefs, and assumptions that impacted my lens for viewing this study. I provided a general list of terms, as well as a few specific to SIWI. The end of the chapter concluded with a description of how the remainder of the dissertation is organized.

CHAPTER 2

LITERATURE REVIEW

Chapter Organization

This chapter will be organized into two Parts. In the beginning of Part 1 of this chapter, I will introduce the itinerant teaching context. This is followed by a review of literature on the prevalence of d/hh students in the itinerant setting and the language-related needs of those students, including writing. Unique aspects of the itinerant teaching context will be explained. The end of Part 1 will conclude with sections on teacher preparation of itinerant teachers and writing instruction in deaf education. Part 2 of this chapter will detail the theory undergirding the major principles of SIWI, describe how principles are enacted, and outline the fidelity instrument used when observing teachers' instruction. The close of the chapter will include a report of student outcomes over the last 9 years of SIWI research and a brief chapter summary.

Part 1: Deaf Education and Writing Instruction

Prevalence of Itinerant Teaching

In the last 40 years, there has been a shift in where d/hh students are being educated (Foster & Cue, 2009). According to Mitchell & Krachmer (2011), the percentage of d/hh students enrolled in residential or day-schools for the d/hh is half of what it was in 1975. These changes occurred after the legislation of the Education for All Handicapped Children Act of 1975, now known as IDEA or the Individuals with Disabilities Education Act (Foster & Cue, 2009; Luckner & Ayantoye, 2013), and was also impacted by improvements in technology. IDEA provided children with disabilities

the right to an education alongside their nondisabled peers in public schools where specialized services would be provided to them at no cost. Before IDEA was passed, many states explicitly prohibited deaf students from attending public schools, and after IDEA was established, public schools were required to provide a *free, appropriate* education in the *least restrictive environment* to students with hearing impairment, deafness, and deaf-blindness (Aron & Loprest, 2012). Also, advancements in technology have improved the accuracy of assistive listening devices (e.g., hearing aids, cochlear implants, FM systems) used by people with hearing loss (ur Rehman, Shah, Gilani, Jamil, & Amin, 2016) resulting in even better understanding of speech (Thibodeau & Schaper, 2014). D/hh children's access to better technology and improved access to verbal communication have impacted the types of instruction they are able to access (e.g., LSL environments). The combined effects of IDEA and improved technology have impacted where parents are choosing to have their d/hh children educated. The majority of d/hh students were once educated in separate schools or programs for d/hh students (Foster & Cue, 2009), and now a majority of d/hh students spend at least part of their school day in the general education classroom (Luckner & Ayantoye, 2013). From 1990-2002, the number of d/hh students being educated in public schools went from 79% to 86% (Foster & Cue, 2009). Over this span of the time, the number of students in regular classes in public schools increased from 34% to 50% (Foster & Cue, 2009). Undoubtedly, the change towards educating d/hh students in public schools has also impacted how students receive instruction, by whom students receive instruction, and the way students are instructed. As mentioned, many d/hh learners receive specialized instruction from an

itinerant teacher of d/hh students. From 2000-2008, the number of students receiving itinerant services in the public-school setting increased from 34% to 40.5% (Gallaudet Research Institute, 2000, 2001, 2002, 2003, 2005, 2006, 2007, 2008). Itinerant teachers often provide writing instruction to d/hh students (Antia & Rivera, 2016). With many d/hh students now receiving writing instruction from an itinerant teacher, it is imperative that researchers and teachers find instruction that is effective in this context.

Itinerant Teaching

Many d/hh students in public schools receive specialized services from an itinerant teacher for d/hh students. An itinerant teacher is one who travels to the individual schools of d/hh students, ranging from pre-K to 12th grade, to provide one-on-one, small-group, and/or consultation services. Itinerant teachers typically have been trained in a deaf education program (Luckner & Ayantoye, 2013) and offer instruction that gives specific consideration to the unique language needs of each d/hh student (Lenihan, 2010). Many d/hh students come to school without a full understanding or use of English because of a lack of access to language—being surrounded by social interaction that is not fully accessible to them (Strassman & Schirmer, 2012). This limited access to language hinders students from naturally acquiring the language around them, having a detrimental effect on their expressive and receptive language. This is true of d/hh children using spoken English or ASL. Given that d/hh children have a language-rich environment, d/hh children develop sign language similar to the way hearing children develop spoken language (Lederberg, Schick, & Spencer, 2012). D/hh children's language development of ASL and English depends upon the "richness of

input" (Lederberg, Schick, & Spencer, 2012, p. 1). Only a few d/hh children receive access to language through sign language, at an early age, and many times, this is not *fluent* ASL (Davidson, Lillo-Martin, & Chen Pichler, 2013). ASL is an accessible language for d/hh children using sign language or spoken English (Davidson, Lillo-Martin, & Chen Pichler, 2013), yet the long-term developmental effects of not having access to language are detrimental (Lederberg, Schick, & Spencer, 2012).

Students use language to learn, demonstrate knowledge, and build relationships throughout their education, making language a vital skill for all students. As academic concepts become more complex, the language used to communicate these concepts becomes more challenging as well. This becomes increasingly difficult given that d/hh students have the unique challenge of learning a second language through which they are also learning content (Bailey, Burkett, & Freeman, 2008). DiCerbo, Anstrom, Baker, and Rivera (2014) stated, "The ways in which teachers, texts, and assessments use language to convey and test disciplinary knowledge determine in large part the content students learn. This is particularly true for students in the process of learning English" (p. 446). Teachers of the d/hh have the challenge of teaching content while also providing an environment where further language acquisition can occur.

Unfortunately, many d/hh students leave school not approaching the English proficiency of their hearing peers (Paul, 2009). Depending upon the needs of the student, direct services from an itinerant teacher can vary greatly. Students on an itinerant teacher's caseload typically need support for a combination of academic and non-academic skills (Antia & Rivera, 2016) at their assorted grade- and/or language-levels.

Itinerant teachers' most common areas of instruction are in reading and writing (Antia & Rivera, 2016; Luckner & Ayantoye, 2013). Their instruction may also include math, social studies, and/or science, which also rely greatly upon language that is content-specific. Because itinerant teachers provide writing instruction to students across grade levels with various language needs using different modes of communication, it is important that they are prepared to provide writing instruction that is effective in their contexts.

Language Needs of Students Served

A major factor in the lives and education of d/hh students is the language experiences they have had before attending school. Unique to the d/hh population is their access (or lack thereof) to natural language for acquisition purposes. Hearing infants are born preferring their parents' voices (De Casper & Fifer, 1980; Lee & Kisilevsky, 2014), which shows how language acquisition begins even before birth. Children who are born deaf do not have this pre-birth period of language acquisition, and typically experience additional barriers to language access once born. Approximately 95% of deaf children are born to hearing parents (Mitchell & Karchmer, 2004) and barriers to their language acquisition include waiting to be identified as deaf and waiting for parents to seek resources about how to provide accessible language for acquisition to occur. While Newborn Hearing Screenings (NHS) have lessened the likelihood of late identification, there are still factors prolonging the identification of and early intervention for d/hh children (Holte, Walker, Oleson, Spratford, Moeller, Roush, Ou, & Tomblin, 2012). In general, physicians are supportive of NHS and follow-up (Goedert, Moeller, & White,

2011); however, some physicians have a "wait-and-see" approach to follow-up and/or lack knowledge of local services supporting families and information specific to early intervention (Shulman, Besculides, Saltzman, Ireys, White, & Forsman, 2010).

There are also family-related factors that impact delays, such as a family's financial means (Holte, Walker, Oleson, Spratford, Moeller, Roush, Ou, & Tomblin, 2012), and third parties, such as Medicaid, paying for assistive listening devices and/or specialized services (Limb, McManus, Fox, White, & Forsman, 2010). In 2012, one study found that children's' first diagnostic evaluation occurred between 0.25 to 60 months of age; their confirmation of their hearing loss occurred between 0.5 months to 70 months of age; they began early intervention between 0.25 months to 57 months of age (early intervention data for some of those children with major delays was not reported); and their fittings for hearing aids occurred between 1.5 to 72 months of age (Holte, Walker, Oleson, Spratford, Moeller, Roush, Ou, & Tomblin, 2012). The mother's highest level of education, which was used to determine socioeconomic status (SES), was significantly associated with earlier diagnosis and fittings for hearing aids (Holte, Walker, Oleson, Spratford, Moeller, Roush, Ou, & Tomblin, 2012).

For those parents wanting their child to listen and speak, a delay in using amplification is not the only factor negatively impacting their child's long-term language development. Not providing a child with early exposure to accessible language is detrimental to development, yet exposure can occur before and after a child receives amplification through sign language. ASL is an accessible language for all d/hh children and does not negatively impact the spoken language development of d/hh children using

amplification (Davidson, Lillo-Martin, & Chen Pichler, 2013). As mentioned earlier, d/hh children in sign language-rich environments develop sign language similar to the way hearing children develop spoken language (Lederberg, Schick, & Spencer, 2012). Their individual language development of ASL and English depends upon the "richness of input" (Lederberg, Schick, & Spencer, 2012, p. 1). Unfortunately, only a few d/hh children receive access to sign language early in life, and often, it is not *fluent* ASL (Davidson, Lillo-Martin, & Chen Pichler, 2013). Because they lack access to language in order to naturally acquire the language around them, many d/hh students come to school without a full understanding or use of English and ASL (Strassman & Schirmer, 2012), and may also leave school not approaching the English proficiency of their hearing peers (Paul, 2009).

One cannot overemphasize the importance of identifying children with a hearing loss early and providing families with early intervention support in order to expose the child to accessible language. The first 3 years of life are generally recognized as the most important time for language development (Marschark, 1998). For parents wanting their child to listen and speak, late fitting for amplification and a simultaneous lack of exposure to ASL typically have a negative impact on long-term language development and widen the gap between d/hh students and their hearing peers (Marschark, 1998; Mayer, 2007; Northern & Hayes, 1994; Yoshinaga-Itano, Sedey, Coulter, & Mehl, 1998). The amount of time it takes for a child to be identified and for their parents to put language interventions in place is a critical period of time because the child is not accessing language. This lag time will impact the child's language proficiency and

overall achievement when compared to their hearing peers. When providing a deaf child with access to sign language, delays in language development may be experienced because, many times, hearing parents are learning ASL at the same time as their child and are unable to provide a linguistically-rich environment (Strassman & Schirmer, 2012). In these instances, if the parent is the only source for language, the child's signing repertoire will be limited by the knowledge and skill of the parent. Insufficient access to language may be due to: delays in identification and/or amplification, auditory input being partial, and/or the lack of fluent sign language models (Strassman & Schirmer, 2012).

The remaining 5% of deaf children (or less) are born to deaf parents and have access to a fully developed, language-rich environment (Mitchell & Karchmer, 2004). Deaf children born to deaf parents fluent in a signed language typically perform commensurate to their hearing peers in elementary school (Chamberlain & Mayberry, 2000; Padden & Ramsey, 2000) because they have access to a fluent language model who provides a language-rich environment from which they can naturally acquire language and communicate effectively. These students achieve higher English reading skills (Mitchell & Karchmer, 2011) and writing skills (Chamberlain & Mayberry, 2000) than those students with partial language support. Access to language is imperative, and this is true of children accessing language auditorily or manually through ASL.

Language has been a longstanding primary concern of teachers of d/hh students (Miller & Luckner, 1992). Once a student reaches school, ASL and English language acquisition continue to rely upon the linguistic interactions in and out of school, family, and home (Mitchell & Karchmer, 2011). Many d/hh students are behind in developing a

first language, either ASL or English (Strassman & Shirmer, 2012), and depending upon students' language levels, the intensity of the services needed and/or instruction provided by an itinerant teacher may vary greatly. Many times, itinerant teachers provide language support to students both in and out of the classroom (i.e., one-on-one), while also supporting their classroom teachers and other staff members, as well. D/hh students' language proficiency has rippling effects, impacting their literacy, both reading and writing, and subsequently all subject areas. When addressing the needs of d/hh students in the classroom and/or itinerant setting, it is important to consider their language backgrounds, their continued need for language acquisition, and the way improved linguistic competency in ASL and/or English can positively impact students' writing (Dostal & Wolbers 2014). Language must be in the forefront of the teacher's mind during the instruction of d/hh students. When making decisions about instruction and/or writing frameworks to use with d/hh children, it is imperative to scrutinize if and how well these resources address students' expressive, receptive, and written language needs.

Writing Needs of Students Served

As discussed, itinerant teachers provide instruction to a wide range of d/hh students, varying in their modes of communication and levels of language development. This directly impacts the writing instruction provided by an itinerant teacher. When providing writing instruction to d/hh students who use ASL, for example, it is important to recognize and explicitly compare the similarities and differences between the languages students may be using. Those writers working between their first (L1) and second languages (L2) oftentimes experience difficulty with writing processes and

various language structures (Silva, 1993). It is well known in L2 writing research that language transfer[1] and interlanguage development[2] are common and important to second language acquisition (Grabe & Kaplan, 2014). Not only can limiting language experiences of the d/hh impact their writing (Chamberlain & Mayberry, 2000; Lederberg, Schick, & Spencer, 2013; Mitchell & Karchmer, 2011), but d/hh students also commonly use ASL features (e.g., omitted articles) in their writing of English because they are working between two languages.

ASL and English are two distinct languages with their own unique grammars. ASL was developed independently of English and contrary to common misconception is not a visual representation of English. All languages, including ASL and English, are rule-governed systems used to communicate (Valli & Lucas, 2001). Comparing languages, one will most likely find some similar features, but will invariably find distinctions (Valli & Lucas, 2001). In order to provide greater understanding as to how some d/hh students may approach the writing task, drawing upon ASL and/or English language competencies, I will discuss some distinctive features of d/hh students' writing and discuss how they relate to a few linguistic differences of ASL and English.

One common feature in d/hh students' writing is omissions or confusion of pluralization. Wolbers (2010) provided samples of d/hh students' writing, in which one student wrote, "I like to giving them an clothes, and shoe, and toys, and money, and food" (p. 124). Persons using ASL express plurality differently from persons using

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[1] When features of a person's L1 are used to write and/or speak in a L2
[2] The temporary *in-between* language structure of a person's L1 and L2

English. In English, plurality is indicated by adding an –s or –es to the end of a word. In ASL, this can be done in several ways, or not at all. There are situations in ASL where nouns are understood as plural without notation. For example, when addressing a crowd WOMAN[3], MAN, the English equivalent is "Ladies and Gentlemen," or when asking YOU LIKE ANIMAL, it is understood in English as "Do you like animals?" (Struxness & Marable, 2010). In ASL, there are several explicit ways to identify plurals: using (1) the known number; (2) a quantifier; (3) a cluster affix (a plural identifying a group, e.g., these); (4) a plural demonstrative pronoun (objects being pointed to, e.g., these); (5) repetition; (6) plural pronouns; (7) a classifier, a handshape used to represent people, things, and objects; (8) repetition of the adjective (Struxness & Marable, 2010). Because ASL and English communicate plurals differently, d/hh students can commonly exhibit errors in pluralization when writing English.

Another example of a difference between languages that shows up in d/hh students' writing is how past and future tense are communicated. In ASL, time markers are used to indicate both past and future tense. Time makers are words, such as tomorrow, yesterday, and next week, that indicate the time. Time markers occur at the beginning of the sentence and/or conversation. Once the time is identified, the remaining verbs are assumed to take the pre-identified tense. For example, the conversation in ASL: YESTERDAY WE HAVE GOOD BREAKFAST. WE GO HOME. DOG NEED WALK would translate in English to "We had a good breakfast yesterday. We went home. The dog needed to go for a walk" (Struxness & Marable, 2010). Also, the word

[3] When writing ASL and English equivalents in this section, ASL terms will appear in all CAPS.

FINISH can be signed before or after a verb to indicate it was done in the past, or the word WILL can be signed in front of or after the verb to indicate future tense. In samples from Wolbers' study (2007), a student wrote a recount (past tense writing piece), in which he/she/ze wrote, "Stephen, Daniel, Riley get on Bus. Stephen, Daniel, Riley go to Dafff peren (Deaf Pride) game." (p. 19). Past tense in English can be difficult for those learning it as a second language because the rules are not consistent. For example, -ed is commonly added to verbs to make them past tense, but this is not always the case (e.g., go/went; run/ran). Whether applying ASL features to verb tenses or not, learning to use the inconsistent rules of English, such as with irregular verbs, can be difficult for d/hh writers. These just some of the linguistic differences between ASL and English that appear in d/hh writing.

It is also insightful to examine students' writing across language levels. In Kilpatrick's study (2015) on d/hh writers, the author shared writing samples of low-, mid-, and high-performing 3rd-5th grade students. Some common features of d/hh students' writing that can be seen in these samples include the repetitive use of sentence starters (i.e., low and mid group sample) and run-on sentences (i.e., mid and high group sample).

Low Group:
I have SM {Spiderman}. I have car
track {truck}. I have car game.
I have car monan {money}. Love.
I JM [drawing of a face] I Ray [drawing of a bike?]
Love
[student name] (p.148)

Mid Group:
→I went to the lake with my mom, Brother and sister. I swim in the water with my family and with My Kids and with my mom and Dad I had Fun at the Lake! And I had fun swimming! (p. 148)

High Group:
On June 15, 2013, My Ulunetoy {Uncle Tony} and I
Went camp {camping} and I saw a Lake wean {when} I
got in the Lake I saw a fish in the Lake. On
the may 31 I went with My Aunt
Rosile to get a New game. I went
To the blesh {beach} with my flamiliey. The summer
Is geat {great} fun. I Love summer! (p. 148)

The author also shared a sample from a student in a hearing comparison group at the

same grade level.

This summer I sent to an acting
cam. In one week we were to put on a
play. The director read us a story called
the golden goose. He decided that was the
story we were to act out.
The next day we started auditions. We
were only allowed to audition for two
characters each. I auditioned for the parts
of old man and a narrator.
At the end of the day they announced
who got what part. I got the part of narrator
#2.
After a couple rehearsals I made
friends with the other narrator. She was realy
nice. I played with her, her friend, and my
friend from Ashforth.
The night before the play I was
so nervous I hadn't memorized all my
lines. Thanks to my parents I got them all
down.
The play went great and it was
a whole lot of fun. I only forgot one line! I
forgot it was my turn to talk and I turned
totally red.
My costume was the same as the
other narrators. A White turtle neck with
hearts and some pink pants.
My favorite thing in the whole world
to do is act. (p.149)

As seen in these comparative samples, there are differences in length, complexity, readability, detail, and organization between the writing of hearing and d/hh students of various language levels. The writing of d/hh students is commonly short and contains simple verb forms (Everhart & Marschark, 1988; Moores & Miller, 2001; Yoshinaga-Itano, Snyder, & Mayberry, 1996). Another characteristic reported since the 1950's (Paul, 2009) is d/hh students tend to not elaborate on their ideas as much as hearing students (Yoshinaga-Itano, Snyder, & Mayberry, 1996), but their writing contains important meaning (Marschark, Mouradian, & Halas, 1994; Musselman & Szanto, 1998; Yoshinaga-Itano, Snyder, & Mayberry, 1996), including a main idea and details (Antia, Reed, & Kreimeyer, 2005). Strengths of d/hh writers include punctuation, spelling, and story construction (Antia, Reed, & Kreimeyer, 2005), while their greatest difficulty can be contextual language: vocabulary (Antia, Reed, & Kreimeyer, 2005; Heefner & Shaw, 1996) and syntax (Antia, Reed, & Kreimeyer, 2005; Gormely & Sarachan-Deily, 1987; McAnally, Rose, & Quigley, 1994). Because d/hh students' writing commonly contain nonstandard grammatical forms (Fabbretti, Volterra, & Pontecorvo, 1998), incomplete sentences (McAnally, Rose, & Quigley, 1994), and omitted functional words (van Beijsterveldt & van Hell, 2010), their writing can seem choppy, simple, and erratic (Marschark, Mouradian, & Halas, 1994). These few examples of features in samples of d/hh students' writing are meant to illustrate that: ASL is grammatically different from English; students may draw upon their ASL linguistic competence during the writing of English; d/hh children can experience significant delays in language that impact their writing; and many d/hh students need language and literacy instruction that values and

makes use of both ASL and English to continue language development in each unique language.

Many d/hh children who are raised orally or exposed to manual English still do not approach the English abilities of their hearing peers at the time of high school graduation (Paul, 2009). It is commonly reported in research that d/hh high school graduates (across modes of communication) on average have a fourth-grade reading level (Allen, 1986; King & Quigley, 1985; Pintner & Patterson, 1916; Qi & Mitchell, 2012; Quigley & Kretschmer, 1982; Traxler, 2000; Trezek, Wang, & Paul, 2010), and this is similar to reports on the writing of d/hh high school graduates being comparable to 8 to 10-year-old hearing children (Marschark, Lang, & Albertini, 2001). Paul (2009) reports that research shows the written language of many d/hh children is similar to their reading development and significantly below their hearing peers. Due to pacing, general education teachers often cannot take the time to provide instruction on foundational skills that many of their hearing peers may have already acquired. Depending upon the language(s) used by students, explicit comparisons between ASL and English may be important for improving students' writing.

For d/hh students in public schools, support for writing may be required and provided by an itinerant teacher, especially given the writing requirements in the general education setting. Over the last ten years, state standards and national teaching organizations have emphasized the incorporation of writing in content areas (Gabriel & Dostal, 2015). Writing in each of the content areas is done for different purposes and has unique ways of organizing and sharing information (Fang & Schleppegrell, 2010). D/hh

students can require support and explicit instruction from an itinerant teacher for writing in content-areas. It is important for itinerant teachers to have access to writing instruction that will meet the needs of a variety of students effectively in their contexts, especially those d/hh students needing writing support that cannot be offered by general education teachers.

Unique Aspects of the Itinerant Setting

In addition to the language-related needs of d/hh students served by itinerant teachers, there are unique, sometimes rigid, characteristic of the itinerant teaching context that impact the instruction provided by itinerant teachers, including traveling aspects, caseloads, roles and responsibilities, and the types of services provided.

Traveling Teacher

The itinerant teaching setting is unique in that instruction is provided at the school of individual students, with the itinerant teacher traveling to and from schools throughout the school day. This nomadic quality of itinerant teachers can greatly impact their ability to provide services. Common challenges related to the traveling aspect of itinerant teaching include: the lack of storage and teaching space available in schools, the difficulty of collaborating with general education teachers at multiple schools within their schedule constraints, the daily transportation of materials to schools, and scheduling based on students' schedules, schools' schedules, and caseload restrictions (Foster & Cue, 2009; Luckner, 2010; Luckner & Ayantoye, 2013). An itinerant teacher's instruction occurs where a school has space, from an empty classroom or an office, to a table in the library or a hallway. While some spaces are less than ideal, itinerant teachers

must provide instruction despite the limitation of the location. For writing curriculums using posters and other materials, this can impact how an itinerant teacher is able to support students' writing instruction in their setting. An itinerant teacher may work with multiple general education teachers for a variety of reasons (e.g., pre-teaching and/or re-teaching material, co-teaching, supporting classroom writing instruction, monitoring student progress) (Luckner & Ayantoye, 2013; Luckner & Muir, 2001; Reed, Antia, & Kreimeyer, 2008) and must do so within the time constraints of those teachers' schedules (Luckner & Ayantoye, 2013; Luckner & Miller, 1994; Luckner & Muir, 2001). Itinerant teachers typically transport their materials daily, and as such, writing materials should be compact and easily transported. The writing instruction provided in the itinerant setting can be limited by schedules and factors related to their caseload of students (e.g., the number of students, the time required for students with the most significant needs). Itinerant teachers have specific blocks of time available to work with students, and must end their instructional sessions promptly in order to return students to protected academic time and/or to travel to another school to meet another student. These rigid factors can impact the amount of quality instruction an itinerant teacher can provide, as well as, the continuity of writing instruction from session to session.

Caseloads

In addition to the unique traveling aspects of itinerant teaching, an itinerant teacher's caseload can also impact the instruction he/she/ze need to and are able to provide. As alluded to above, the number of students on an itinerant teacher's caseload can impact the amount of time he/she/ze can serve students. A national sample of

itinerant teachers reported having an average of 23 d/hh students on their caseload, including an average of twelve students (SD=8.4) receiving direct instruction[4], and an average of eleven additional students (SD=6.8) receiving consultation services[5] (Luckner & Ayantoye, 2013). With an itinerant teacher's weekly services being divided between students on their caseload, larger caseloads may limit the amount of instructional time each student is able to receive. Fluctuations in an itinerant teacher's caseload from year-to-year can change the types of services, including the amount and kinds of writing instruction, they are able to provide.

There is also great variability in the students served by an itinerant teacher. As mentioned at the beginning of the chapter, an itinerant teacher may serve students ranging from pre-K to 12th grade with various language levels and differing modes of communication. Depending upon the amount and richness of language access students have had, an itinerant teacher may have students requiring different intensities of services. Students' modes of communication can impact an itinerant teachers' instruction because those students using ASL may need language development in both ASL and English. Also, the writing instruction provided by an itinerant teacher may be impacted, with students using sign language needing explicit instruction comparing ASL and English. The unique grade- and language-levels and communication mode of each student can create great diversity within the caseload of itinerant teachers, making their

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[4] Time spent working with the student directly, typically one-on-one outside of the classroom or supporting the student in the classroom during general education instruction

[5] Time spent supporting teachers and/or adults working with the student, as well as, monitoring students' progress

individualized instruction equally diverse. A flexible writing framework that would be effective with different grade levels, language levels, and communication modes would be a valuable resource to an itinerant teacher.

Roles and Responsibilities

The services, roles, and responsibilities of an itinerant teacher are different from those in resource, self-contained classrooms, or co-teachers in general education classrooms (Luckner & Ayantoye, 2013) and also impact the amount and kinds of instruction they are able to provide. These job-related factors vary greatly depending upon district beliefs, district size and resources, supportive services, and students served. In addition to providing instruction to students, which is their main role, itinerant teachers can also: (1) work with classroom teachers and other school staff members, (2) liaise with outside service providers (e.g., speech services, audiologists), (3) troubleshoot and/or order technology, (4) work with parents, (5) conduct professional development, (6) conduct assessments and keep records, and (7) monitor students in the general education classroom (Foster & Cue, 2009; Luckner & Ayantoye, 2013). "In short, itinerant teachers wear many different hats, and must enter the classroom with a very deep 'toolbox.' They must also be able to adjust their roles and add to this toolbox on a regular basis" (Foster & Cue, 2009, p. 436). It is important to consider these demands of itinerant teaching because they also impact the amount of instruction time available to these teachers.

Types of Services Provided

An itinerant teacher's direct services for writing can consist of pull-out services, supporting inclusion, or a combination of the two. Pull-out services are typically one-on-one, and are those delivered outside of the classroom (Luckner & Ayantoye, 2013) because it offers a quiet space for specialized instruction. The goal of such focused instruction is that those skills developed one-on-one will be generalized inside and outside of the classroom. Push-in services have become more common in recent years and are those where the itinerant teacher goes into the general education classroom and supports a d/hh student during regular instruction (Reed, 2003). An itinerant teachers' push-in services can also include co-teaching (Rabinsky, 2013). Itinerant teachers in Rabinsky's study (2013) shared that these services were most appropriate for those students with language levels close to their peers (within 1-2 years). Push-in services are based on students' needs, and can include providing and/or practicing the use visual scaffolds in classroom, encouraging self-advocacy, checking for understanding of the teacher's instruction, and assisting the student during independent tasks assigned to the class. The combination of pull-out and push-in services can be effective because students get direct, explicit instruction, and then get support practicing those new skills within the general education classroom (Marston, 1996; Reed, 2003); however, it requires collaboration between teachers to be most effective (Luckner, 2006). Collaborating teachers can designate which writing goals to concentrate on. The itinerant teacher can focus on developing skills one-on-one, and then come into the classroom and support the student in practicing skills in the context of a class activity. The classroom teacher can

then offer further supported practice in the classroom for the chosen skills. This may help the student transfer these skills into generalized practice. However, general education teachers can sometimes be resistant to collaboration, which may limit the effectiveness of an itinerant teacher's services (Luckner & Ayantoye, 2013). This resistance can cause push-in services and/or support of the general education setting to be more difficult and possibly less successful (Luckner & Ayantoye, 2013). There is a need for itinerant teachers to have access to a flexible writing framework that can incorporate what is happening in the general education classroom.

Itinerant Teaching Practices

When choosing instructional resources for any educational context, teachers and/or administrators should find those evidence-based approaches shown effective for their context. In the itinerant setting, few peer-reviewed studies have examined and/or specified the instructional approaches of itinerant teachers working with d/hh students. One study looked at itinerant services provided for early intervention (Dinnebeil, McInerney, & Hale, 2006), and found that most d/hh children received services related to language, and instruction most often took the form of free play. Another study looked at itinerant services provided to school-aged students in literacy (Reed, 2003). One finding of the study was that itinerant teachers were limited by the amount of materials they were able to bring with them, but they made sure they created a language- and literacy-rich environment. Such environments are important for d/hh students because they need a substantial amount of *comprehensible input* to acquire language (California Office of Bilingual Bicultural Education, 1981). The study (Reed, 2003) also found itinerant

teachers used a variety of literacy practices, which included writing activities. These practices included: making connections, questioning and discussion, and reinforcement. While this was a qualitative case study, there was no description about what instruction looked like in the itinerant setting beyond a list of activities and two statements (i.e., "The teachers used drawing to develop writing skills…The itinerant teachers used journaling with their students") (Reed, 2003, p. 340). Although this study touched on writing practices of itinerant teachers, we do not have descriptive qualitative studies looking specifically at itinerant teachers' writing instruction. Also, these two peer-reviewed studies (Dinnebeil, McInerney, & Hale, 2006; Reed, 2003) are the only ones on itinerant teachers' instructional practices with d/hh students. There is a gap in the research on itinerant teachers' instructional practices.

As discussed, the itinerant teaching setting is growing in the number of d/hh students served in public schools. Among this population of students, language continues to be the primary need requiring additional support and has grave effects on students' achievement across the curriculum. Itinerant teachers supporting d/hh students' needs face unique aspects of their teaching context that impact how, if, and where they provide writing instruction. With the great amount of variability in the itinerant teaching setting in terms of time, students served, and district support, it can prove difficult to implement any kind of writing or d/hh specific curriculum; however, language, reading, and writing are the most common needs of d/hh students necessitating support in this educational setting. It may be more important than ever for research in this area to occur.

Itinerant Teacher Preparation

Not only are there few studies on writing instruction in the field of deaf education and none in the itinerant setting, but itinerant teachers are often not prepared to serve students in the itinerant setting or prepared to teach writing. One need specified in the research related to itinerant teachers in the deaf education field is the importance of better preparing preservice teachers for this type of setting (Foster & Cue, 2009; Luckner & Ayantoye, 2013). Benedict, Johnson, and Antia (2011) stated that, "Despite the increasing number of deaf and hard of hearing students in general education settings, the national accreditation standards of the Council on Education of the Deaf do not emphasize competencies required of teachers who support these students" (p. 36). The majority of itinerant teachers report that they received little or no training in their education programs related to itinerant teaching (Foster & Cue, 2009; Luckner & Ayantoye, 2013; Luckner & Miller, 1994). Faculty in deaf education programs have also shared concerns about itinerant teaching skills being a critical need in teacher preparation programs across the nation (Benedict, Johnson, & Antia, 2011). Many times, itinerant teachers learn the tasks and job responsibilities of the position while they are on the job (Foster & Cue, 2009). These factors are counterintuitive when considering the number of students served in this educational setting and the consequences if their unique needs are not met.

In addition to their reports of limited training for the itinerant setting, teachers of the deaf have identified critical areas needing development in teacher training programs, including assessment methods of d/hh students' written language and ways to incorporate

general education curriculums (Dodd & Scheetz, 2003). In a recent national survey conducted with teachers of d/hh students across educational settings (Ward, Saulsburry, Wolbers, & Dostal, 2015), even though 82% of teachers felt *proficient* or *very proficient* in teaching writing in their discipline, 54% of teachers reported having *minimal* to *no preparation* in teaching writing in their discipline. Among the suggestions for preparing future itinerant teachers, itinerant teachers across the nation recommended more emphasis on language and literacy instruction (Luckner & Ayantoye, 2013). Itinerant teachers commonly work in school districts where supervisors lack knowledge about d/hh practices and d/hh itinerant services, and oftentimes, do not provide mentors for new itinerant teachers. Given the unique structure of teaching and learning within this context, the prevalence of this educational setting, the similar language challenges of d/hh students, and the limited support for new teachers, there is a need for more thoughtful consideration by teacher preparation programs in what they provide future teachers of the d/hh and how instruction can happen effectively in this setting.

Writing Instruction in the Deaf Education

When considering instructional approaches for an educational context, it is important that they be evidence-based. Little research has been conducted in deaf education on writing instruction, and no studies have looked specifically at itinerant teachers' writing instruction, a gap of research in our field. In 2015, Williams and Mayer published a review of writing instruction, writing development, and writing assessment research conducted with d/hh children between the ages of 3 to 8 during the years of 1990 to 2012. They identified 17 studies that met their criteria of empirical studies in peer-

reviewed journals. In regards to writing instruction, the authors found no studies between 1990 and 2007. The three studies on writing instruction that were identified between 2007 and 2012 were approaches successfully used with hearing children that were adapted for d/hh children: invented spelling supported by cued speech (Sirois, Boisclair, & Giasson, 2008), interactive writing (Williams, 2011), and Morning Message (Wolbers, 2008). While Morning Message was included in this review of literature on writing instruction with young children by Williams and Mayer, it is important to note that this intervention was also used with middle school students and was cited in a broader literature review done by Strassman and Schirmer (2012) as well.

Strassman & Schirmer (2012) extended knowledge in the field by doing a literature review on studies looking at different forms of writing interventions across grade levels. They framed their review using categories of evidence-based practices with hearing children (i.e., the process approach, instruction on characteristics of quality writing, content-area learning, and feedback) based on meta-analyses, and the review was conducted on studies of writing interventions with d/hh students. Their criteria for including studies were: (1) empirical studies, (2) published in peer-reviewed journals, (3) occurring within the previous 25 years, (4) that investigated the effectiveness of a writing instruction intervention. From their review, the authors responded that there were a limited number of studies on writing instruction with hearing and d/hh students, with the amount research in deaf education being minimal in comparison. It was reported within deaf education research that 16 studies were conducted on writing instruction in the previous 25 years. While the studies were done in various educational settings for d/hh

students, none of the studies looked at writing instruction in the itinerant context. Some of the most promising approaches used with success with d/hh students were: collaborative writing, the use of support tools during writing, and contextualized grammar instruction (Strassman & Schirmer, 2012); however, few studies examined the use of these approaches: collaborative writing (four studies), the use of support tools during writing (three studies), and contextualized grammar instruction (four studies). While these approaches were promising, teachers and researchers need more confidence in their effectiveness and thus need more studies evidencing the use of these approaches. The authors emphasized the paucity of research on writing instruction with d/hh students and recommended more research, including replication studies, to improve the body of knowledge on writing instruction.

While collaborative and interactive writing were promising writing approaches with d/hh students, neither approach was used in the itinerant setting. Also, collaboration and interaction are typically illustrated in group settings. It is not known if these writing approaches are possible in the itinerant context or how they are facilitated in this setting where students are typically served one-on-one. While there is variability in the d/hh students served in the itinerant setting, which undoubtedly impacts writing instruction, how itinerant teachers adapt writing curriculums to fit the needs of their contexts may differ as well. The following aspects of writing instruction are worth investigating: (1) effective writing instruction in general, (2) effective writing instruction in deaf education, and (3) effective writing instruction in the itinerant setting. Because itinerant teachers attempt to support language and literacy needs of d/hh students in the itinerant teaching

context but have no research or guidance on how to that this effectively, research in this area is crucial.

Morning Message

Both collaborative writing and interactive writing were promising writing approaches embedded within a study identified by both Williams and Mayer (2015) and Strassman & Schirmer (2012). Morning Message (Wolbers, 2008) was adapted for elementary and middle school d/hh children and emphasizes using authentic writing activities for writing instruction. With this intervention, shared experiences, such as an activity or event that occurred in the classroom, are discussed, and corresponding sentences are written as a class. As the teacher scribes the written text, he/she/ze engages students in thinking about conventions of print, text construction, and letters/sounds. The teacher prompts both discourse- and sentence-level constructions; discourse between class members is used to point out writing strategies and processes; and it is emphasized that the writing process is recursive. Wolbers' (2008) investigated a 21-day intervention with d/hh students in three classrooms using Total Communication—two self-contained classrooms in a public elementary school (N=8) and one classroom at a residential school of middle school students (N=8). The author used pre- and post-test data to assess the effectiveness of the intervention and found that there were significant gains in: sentence-level skills, discourse-level skills, genre-specific characteristics (e.g., introduction, details), and word identification. Students also improved in revising and editing. Since 2008, Wolbers has evolved Morning Message into what is now known as Strategic and Interactive Writing Instruction (SIWI). The SIWI framework has been used with

students in multiple educational settings of various grade and language levels, making it an invaluable, flexible tool that might be effective in the itinerant setting. I have used SIWI in an itinerant teaching context and also had the opportunity to see and support other teachers using SIWI in their contexts, including two itinerant teachers. This study focuses on these two itinerant teachers' implementation of SIWI.

Part 2: Strategic and Interactive Writing Instruction

Strategic and Interactive Writing Instruction (SIWI) is a flexible framework for writing instruction with d/hh students. SIWI trainings typically model its use in small-group and/or classroom instruction, but do not touch on its use in the itinerant instructional context. During the guided writing portion of SIWI, the teacher and students construct a text together with, many times, a student author choosing the topic and deciding the direction of the co-constructed piece until the joint-text is completed. Before the class starts writing about the author's topic, the student author decides his/her/zir prospective *audience* and the *purpose* of the writing. Various visual scaffolds are in place to help support students with genre-specific structures and expectations, word- and sentence-level writing skills, and discourse-level writing skills. Although there is a designated student author, all students are included in the writing process: coming to a "shared understanding" of the author's intent, making word-level writing suggestions, giving discourse-level suggestions for changes, additions, or subtractions to text, and continuously re-reading the text together. Students' ideas are taken up, expanded upon, and used to build students' language in ASL (for those students in signing environments) and written English. While writing together, the teacher steps-in

and –out of the guiding role. When stepping-in, teachers will often "think-aloud," modeling the language and strategies that expert writers naturally do and thus keep hidden. The language and strategies used by the teacher are targeted to what they hope their developing writers will learn (Wolbers, 2007). Also, when teachers think-aloud during writing, students can learn metacognitive strategies for self-monitoring and -questioning for independent writing (Wolbers, 2007). Examples of when the teacher would step-in include facilitating the understanding of ASL expressions and intended meaning, discussing the English equivalent of ASL expressions, and giving explicit or guided instruction on a writing skill. This responsive instruction style requires and allows teachers to take advantage of "teachable moments" and allows students with various writing goals to develop them in a safe, shared environment. The end goal of this writing approach is students will internalize writing skills and language that are practiced, and that they will take over control of the composing process as they grow in independence. SIWI materials have been developed for use in multiple educational settings, both oral and signing.

SIWI is an important tool in our field because it is responsive instruction that meets all students where they are presently performing. Students' strengths are used to develop language in ASL and English simultaneously while supported by the teacher and peers. The environment facilitated during SIWI is one where students come to know that: (1) everyone can become a better writer; (2) their input is valuable; (3) there is a purpose for writing; and (4) everyone is an author. The interaction between writers (students and teacher) offers a real, tangible discussion for the types of questions and

clarifications that their reader(s) may ask. Through authentic writing with more competent writers, students can come to develop writing and language competencies that allow them to communicate their message clearly to readers.

Foundational Principles of SIWI

Seven principles, three primary principles and four supporting, guide the implementation of SIWI (see Figure 1 for Guiding principles of Strategic and Interactive Writing Instruction). The three primary principles of SIWI are *strategic* instruction, linguistic *and* metalinguistic *instruction, and* interactive *instruction.* Two subprinciples directly support these overarching ones, with *visual* instruction supporting strategic teaching and *guided to independent* instruction supporting interactive teaching. The final two supporting principles, but no less important, are *authentic* and *balanced* instruction.

Principle 1: Strategic instruction

The *strategic instruction* component of SIWI is grounded in cognitive theories of composing (Applebee, 2000; Flower & Hayes, 1981; Hayes, 1996, 2006; Hayes & Flower, 1980; Scardamalia & Bereiter, 1986). As Flower and Hayes (1981) outline, cognitive process theory is built on four tenets: (1) the process of writing is made-up of distinct thought processes that writers carry-out and organize while writing; (2) these distinct processes of writing can be embedded within each other; (3) writing is goal-directed by the writer; (4) writers have both high-level and lower-level goals that can change throughout the writing process. In the cognitive process model of writing, any of the writing processes (i.e., planning, composing, revising) can occur at any time while writing (Flower & Hayes, 1981), supporting that writing is recursive and not linear.

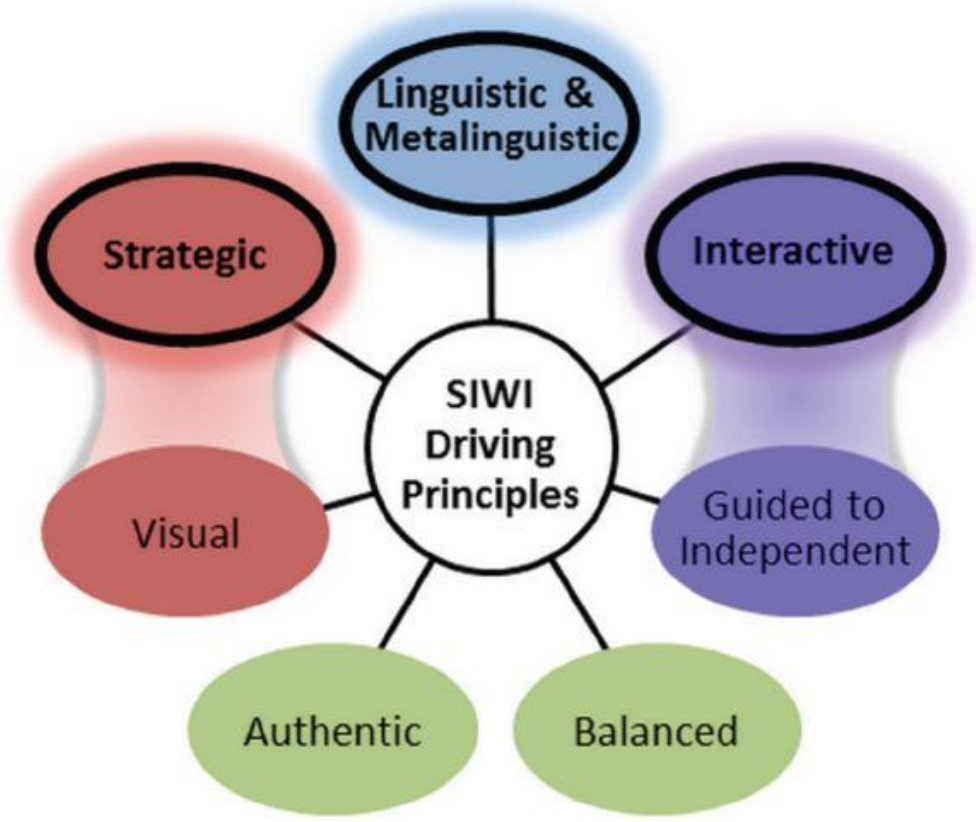

Figure 1. Guiding principles of Strategic and Interactive Writing Instruction. Reprinted with permission.

Cognitive theories of writing influence the strategic instruction embedded in SIWI in that students are explicitly taught the writing strategies of expert writers, and there are procedural facilitators to support the use of such strategies. See Figure 2 for a visual representation of the theoretical influence on Strategic instruction.

Strategic Instruction in SIWI

The goal of strategic instruction in SIWI is to model and make explicit for students the processes of "expert writers" (Wolbers, Dostal, & Bowers, 2011) so that they will become "deliberate writers" during all parts of writing (Wolbers, 2008). Students are taught strategies for the process of expert writers, genre-specific structures and expectations, and sentence- and discourse-level writing skills. During SIWI, the writing process is taught using the acronym GOALS (see Figure 3 for the GOALS poster). The mnemonic stands for: **G** (***G****ot ideas?* - Planning), **O** (***O****rganize*- Organizing), **A** (***A****ttend to language*-Translating ASL to English), **L** (***L****ook again*-Rereading, Editing, and Revising), and **S** (***S****hare*-Publishing). The recursivness of writing, shown by the center arrow that circles within all processes, is emphasized and modeled during instruction, and students are encouraged to transfer this practice to their class writing and personal writing as well. Genre-specific strategies are explicitly taught and modeled for narrative, informative and persuasive writing, and in this study, the focus was on informative writing. Discourse- and sentence-level writing lessons, also called NIPit lessons, are taught as the teacher recognizes the need.

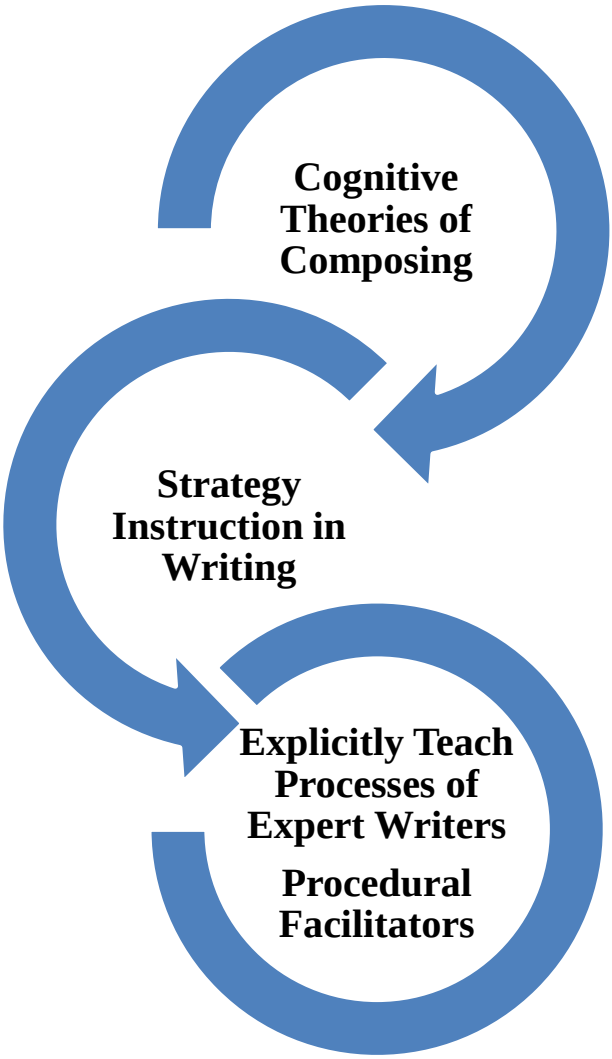

Figure 2. Theoretical influence on strategic instruction. Reprinted from *Impact of Professional Development on Classroom Implementation of Strategic and Interactive Writing Instruction (SIWI)* by Stephenson, B., Wolbers, K., Dostal, H., & Skerritt, P. Research (February, 2015). Presented at the meeting of the Association of College Educators-Deaf and Hard of Hearing. St. Louis, Missouri.

Figure 3. GOALS poster. Copyright 2014 by Wolbers, K., Dostal, H., & Graham, S. Design Contribution by Saulsburry, R. Reprinted with permission.

Principle 2: Visual supports

Vygotsky theorized that mediational tools are a part of learning (Englert & Mariage, 2006). "Pictorial materials," both digital and printed, have been said to improve the educational outcomes for deaf children (Fung, Chow, & McBride-Chang, 2005; Saulsburry, Kilpatrick, Wolbers, & Dostal, 2015) and other L2 writers (Çetin & Flamand, 2013; Dunbar, 1992). There are many benefits to using such mediational tools: (1) they can provide direct access to language for a task; (2) they can make visible the procedures involved in a task; (3) they can make visible the thought-process and organization of a task; (4) they can support student participation at various levels (Englert & Mariage, 2006). Such a tool can become an "object to think with" or "object to talk with" (Englert & Mariage, 2006, p. 452).

Visual Supports Used in SIWI

The second principle of SIWI, *visual supports* for instruction, is directly linked and supportive of the first principle, *strategic instruction*. Visual scaffolds are shown for every strategy taught and are intended to "support students in remembering and applying the writing skills or strategies of expert writers" (Wolbers, 2008, p. 305) and offer another mode for students to observe the process of expert writers (Wolbers, Dostal, & Bowers, 2011). The end goal is the strategies represented by the visual supports will become internalized, and students will no longer need them. Scaffolds contain representative images and conceptual maps. Colors are used consistently across materials to support writing concepts[6]. The recursive writing mnemonic, GOALS, is typically one

[6] e.g., the color *green* represents the beginning of a paragraph and *blue* is the body

of the first scaffolds to which students are introduced (see Figure 3). Each of the five stages of the writing process is illustrated as to visually support learning for students of all language levels. Again, the iterative nature of the writing process is visually shown with an arrow that returns back to its beginning point.

Cue Cards.

During SIWI, students are introduced to specific genres of writing. Each genre of writing has its own GOALS cue card, giving students *cues* for each sub-process of writing. Such cues or prompts include: questions expert writers ask themselves before they write, the language expert writers use in that genre, and the genre-specific structure expert writers for their writing (see Appendix B for the Information Report Writing Cue Card). As you can see, the layout of the cue cards is aligned with the GOALS scaffold; however, the genre-related prompts, or *cues,* for each of the stages of writing are detailed with genre-specific information. The cue cards are used to explicitly teach the processes of writing for each genre, to reinforce the writing processes during guided writing, and to support students while they write independently. The cues throughout each section are in a checklist layout so that students and teachers can physically interact with the cards while writing together or independently. The GOALS cue cards help guide them through and engage students in the writing processes of expert writers.

In the planning stage (*Got ideas?*), students are prompted to think about their topic and *purpose*. The author's purpose is emphasized when choosing an *audience* and intent for sharing. On the cue card, students are reminded of genre-specific components to include in their writing. For example, while a student planning to write a narrative

would choose to write about an *event* and include *who*, *where*, *when*, and *what happened*, a student writing an informative piece would choose a *topic* and think about *facts they know* and *facts they want to know* with further research.

When they move to organizing (*Organize*), students are shown a visual representation of the genre's structure with genre-specific statements of how components are organized. For informative writing, students are prompted to write groups of facts into subtopics. On the cue card, teachers are provided a space to pre-determine how many facts students need to write (i.e., I group my facts into __ subtopics). Students are then prompted to name and order their categories of *subtopics*. Each subtopic of facts is written in a list format on an individual popsicle with the topic title written on the popsicle stick. Each genre has a representative image accompanied by organizational cues.

The third process of writing outlined on the cue card, *Attend to Language*, encourages students to become more aware of their language, including word choice and whether their expressions are ASL, English, or partially both (Wolbers, 2008). In informative writing, no matter the students' education placement or mode of communication, students are reminded to use linking verbs and some action verbs, present tense verbs, and to write about their topic and not about themselves. The final prompt (i.e., I write about the topic not about myself) reminds students of a difference between informative and narrative writing. Comparisons between genres are emphasized during writing to further reinforce the components of each genre.

The Attend to Language section during instruction gives a place for teachers to expand students' vocabulary and make direct comparisons between ASL expressions and written English. This space is called the *language zone* (to be discussed in further detail in *the Linguistic and Metalinguistic Instruction* section), and it can be the physical *space* used to act out and/or discuss meaning or a physical *place* used to write/draw students' ASL expressions to expand upon and/or translate to English. It is important to note that the recursive nature of writing suggests that this focus on language can happen during planning, before writing happens, or may not occur until after writing has begun and ASL features of language begin to appear and need repair (Wolbers, 2008).

After focusing on language use, students are prompted to move to revising and editing (*Look again*). In this section, students are cued to reread their writing, look for an organization in their writing that contains all the major components of the genre-specific structure, and make discourse level revisions and word level edits. Informative writing has an additional prompt that allows the teacher to pre-determine how many facts each student will write about (i.e., I have __ facts for each of my subtopics).

The prompts included in the final section on the genre cue cards, *Share*-publishing, are the same for every genre (i.e., I publish my writing; I have a way to share my writing). Teachers are encouraged to not only share students' writing with the intended audience but to also request feedback from the audience so that students' writing is even more meaningful.

Guided and Independent Writing Organization Scaffold.

During guided and independent writing, students use a genre-specific organization scaffold to collect and arrange their planning before writing. Each genre has a different visual to reinforce the structure,[7] and for information reports, students are visually supported to organize their facts on images of popsicles (see Appendix C for the Informative Writing Organizing Poster). A topic box gives space for students to describe their topic and note information to include in the introduction of their text. Subtopics, written on the popsicle sticks, about the given subject matter are then represented by separate popsicles on which students write and categorize facts about each subtopic. After facts about subtopics are listed, the writer can decide and label the order of the subtopics.

Rubrics.

Genre-specific rubrics were developed using the National Assessment of Educational Progress (NAEP) scoring rubrics as a guide (see Appendix D for a Sample of the NAEP Informative Writing Scoring Guide, Level 6). The organization and language of the rubrics were simplified for students to more readily understand trait descriptions. Each SIWI genre-specific rubric (see Appendix E for Informative Writing Rubric and Manipulative Pieces) allows for evaluation of three traits of the text[8] with a score of novice (1) to expert (6). Because the rubric is clear about the components at each level, students can see what is expected at the next level to improve their writing. Teachers are

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[7] i.e., narrative- a hamburger; information report- popsicles; persuasive- an OREO

[8] i.e, Narrative-Orientation, Events, Organization; Informative-Topic, Facts, Organization; Persuasive-Opinion, Reasons/Examples, Organization

encouraged to use the rubrics after co-constructing a piece of text so the class can evaluate their writing and pinpoint goals based on this group-evaluation. Modeling the process of evaluating and goal setting is a great way to transition students to evaluating their independent writing with the teacher, and eventually to do so independently.

Rubrics can be used with novice writers to more skilled writers. Teachers are encouraged to leave visible the students' current level and the next 1 or 2 steps on the rubric ladders. White manipulative pieces are provided for teachers to cover up the remaining level goals, so as not to overwhelm students. For those students needing visual reinforcement for the rubrics, manipulative pieces with pictorial representations are provided for additional support (see Appendix E. Informative Writing Rubric and Manipulative Pieces).

Again, rubrics are encouraged for guided, shared, and independent use. Such tools make it easier for students to evaluate where they are performing, see how they can immediately improve their writing, and set personal and class writing goals. Teachers can use the rubric to compare beginning-of-the-school-year writing to the end, as well as to track individual student writing progress for instructional and IEP documentation. Teaching students to evaluate their own writing is invaluable and gives them more ownership and responsibility for their writing.

NIPit lessons.

NIPit lessons are used when the teacher *notices* (N) where students are not making *complex enough contributions* (Wolbers, 2008). The writing skill teachers notice may be a discourse- or word-level skill that needs attention for students to achieve

the next level of writing and are those skills that the teacher feels cannot be adequately addressed in guided writing. Teachers then provide explicit *instruction* (I) on this skill. It is imperative that teachers follow instruction with *practice* (P) of what students just learned, reincorporating their new knowledge in guided, interactive writing for authentic and meaningful practice, not in isolation. This contextualized practice allows students to exercise the newly learned skill in a supported, guided writing activity where the new information is incorporated (Wolbers, 2008). NIPit lessons can be about language features of ASL, but are typically about English grammar or high-level writing skills (see Appendix F for the Teacher's List of NIPit Lessons and Visual Scaffolds). Another type of NIPit lesson utilizes model texts and non-examples. Students can analyze other student texts and evaluate them using the genre scaffolds and/or rubrics. These texts can be used during NIPit instruction to emphasize key features that students are not including in their independent writing. Model texts and non-examples are typically used to support high-level writing skills (Wolbers, 2010).

After they teach a NIPit lesson, teachers are encouraged to create and display a visual scaffold that represents that lesson in order to support students after the lesson. If students are not making contributions during the guided writing activity after a NIPit lesson is taught, the teacher will need to model and think through the process aloud until students begin to make use of the skill on their own (Wolbers, 2008).

During the development of SIWI, researchers created numerous NIPit lessons paired with visual scaffolds on skills that were commonly needed in the classrooms of d/hh students (see Appendix F for the Teacher's List of NIPit Lessons and Visual

Scaffolds). Once students have internalized a skill that is visually displayed in the classroom, the scaffold for that skill can be removed or *graduated,* as some teachers like to celebrate this milestone with the students. Teachers implementing SIWI are encouraged to modify the provided NIPit lessons for their students' needs and levels. Some teachers have created their own lessons, and this is encouraged as well.

Principle 3: Linguistic and metalinguistic instruction.

Many d/hh children "do not approach mastery or proficiency or even approach the English language ability of their [hearing] peers" by the time they graduate high school (Paul, 2009, p. 17). Luckner, Slike, and Johnson (2012) identified five common needs of students who are deaf and hard of hearing, with language, vocabulary and literacy delays being the first major category of need. Because most d/hh students have language needs, it is important that instruction support language development.

Within his theories, Krashen distinguishes the difference between language *acquisition* and *learning,* with *acquisition* being what we unconsciously 'acquire' and *learning* being an explicit, conscious effort to 'learn' the rules of a system (Robinson, 1996). When thinking about *linguistic* versus *metalinguistic* instruction, the former is implicit, and students are expected to acquire targeted modeled skills, whereas the latter is explicit instruction of specific skills.

Linguistic Instruction

Because many d/hh children do not have full access to ASL in the home, they typically need more exposures to new information and/or terms before acquiring them. Providing students with substantial amounts of *comprehensible input* is imperative to

second language acquisition (California Office of Bilingual Bicultural Education, 1981). In the classroom, teachers serve as a model for ASL and may be students' main source for a fluent ASL model. In the context of meaningful activities, teachers take students' ASL expressions as their *best attempt* and guide students through expanding upon, explaining, and clarifying their expressions in ASL (Mayer, Akamatsu, & Stewart, 2002). Students are encouraged to take risks in the process of building language and do so in a safe environment fostered by the teacher (Mayer, Akamatsu, & Stewart, 2002).

Many d/hh students come to school without a full understanding or use of English. Guiding students through rereading written texts often helps them to internalize English implicitly. With continued exposure to English texts, the *feel* of English grammar becomes intuitive the same way native English speakers implicitly learn that a sentence *feels* wrong without knowing the specific grammar rule as to why. Also, when writing as a group, students expressions are taken, expounded upon, and written with the final product being comprehensible input slightly beyond what the student would write independently (Dostal & Wolbers, 2015). In this way, both English vocabulary and grammatical structures are acquired.

Just as hearing children naturally acquire language in the home without parents explicitly teaching grammar to their children, d/hh students need similar opportunities to acquire English naturally. "Subconscious language acquisition has been shown to be more powerful than conscious learning" (Jarvis & Krashen, 2014, p. 1). Theories of English as a Second Language (ESL) influence the metalinguistic and linguistic aspects of SIWI in that students are explicitly taught and modeled the features of language, in

ASL and/or English (see Figure 4 for the theoretical influence of L2 theories on metalinguistic and linguistic instruction).

Metalinguistic Instruction

When working with students using more than one language, explicit instruction for both and comparing the two helps build students' metalinguistic knowledge of both languages. The Common Underlying Proficiency Model (CUP) of bilingual proficiency recognizes that improvements in one language also positively impact the other (California Office of Bilingual Bicultural Education, 1981). This theory is represented by the *Dual-Iceberg* (see Figure 5 for the Dual-Iceberg Model of Bilingual Proficiency). This model demonstrates that there are common proficiencies across languages, and thus learning in one language can transfer to the other (California Office of Bilingual Bicultural Education, 1981; Cummins, 2000). Those features that are unique to each language can be juxtaposed during explicit instruction. In regards to metalinguistic writing instruction, reviewing and evaluating example texts of various proficiencies has been found valuable in adolescent (Graham & Perin, 2007) and L2 (Huang, 2004) writing instruction.

When thinking of linguistic and metalinguistic instruction, it is advantageous to allow for both. Providing ample opportunities to see native-like models of language allows students to acquire language naturally. For some d/hh students, this acquisition of English will only be through print. There are times when explicit instruction is the best avenue for addressing students' needs. It is important to provide both linguistic (implicit) language and metalinguistic (explicit) opportunities.

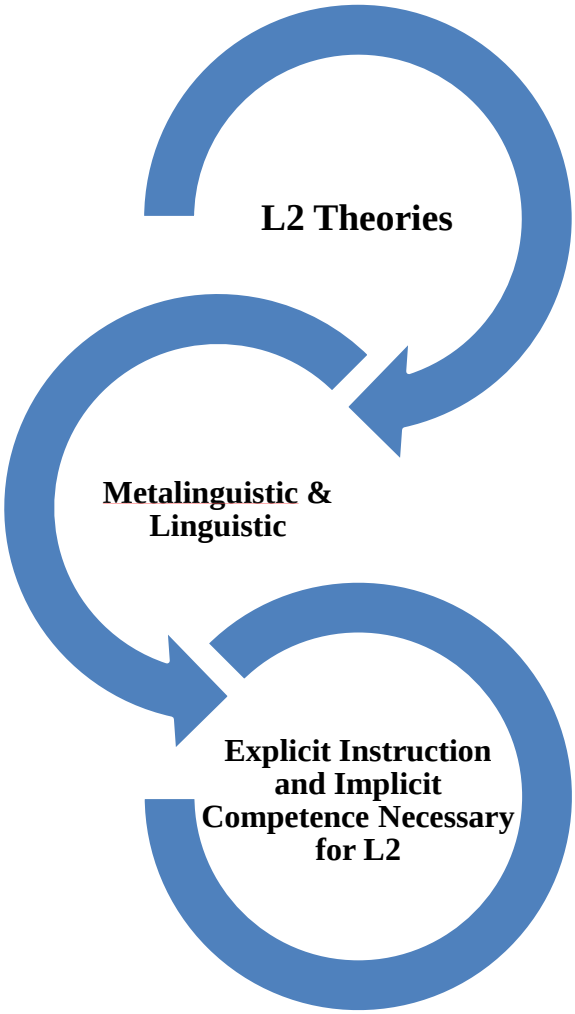

Figure 4. Theoretical influence on metalinguistic and linguistic instruction. Reprinted from *Impact of Professional Development on Classroom Implementation of Strategic and Interactive Writing Instruction (SIWI)* by Stephenson, B., Wolbers, K., Dostal, H., & Skerritt, P. Research (February, 2015). Presented at the meeting of the Association of College Educators-Deaf and Hard of Hearing. St. Louis, Missouri.

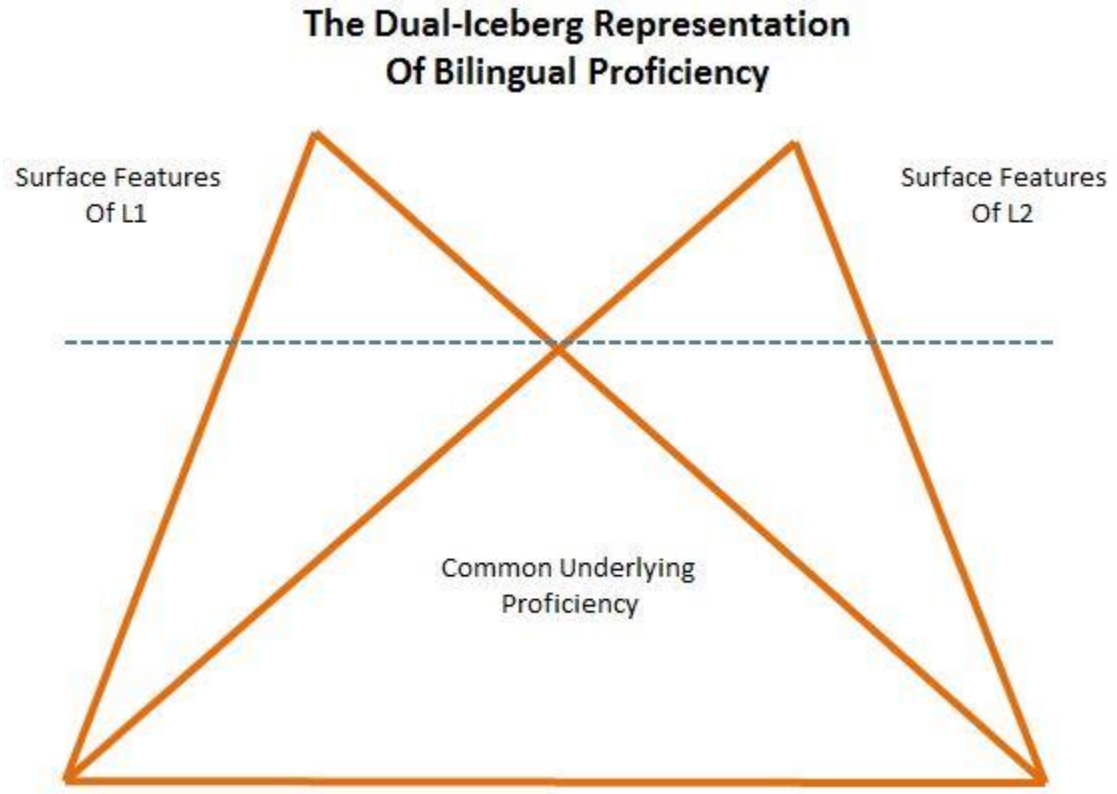

Figure 5. Dual-iceberg Model of Bilingual Proficiency. Reprinted from *Teaching for cross-language transfer in dual language education: Possibilities and pitfalls. (p. 5), by Cummins, 2005, In* TESOL Symposium on dual language education: Teaching and learning two languages in the EFL setting.

Linguistic and metalinguistic instruction in SIWI

The third principle of SIWI, *linguistic and metalinguistic instruction*, is based in language acquisition theory (Jackendoff, 1994) and second language research (Krashen, 1994), and directly aims to meet the distinctive language needs of d/hh students. An integral goal of SIWI is to develop students' expressive language (Dostal, 2011; Dostal & Wolbers, 2014). The teacher's decision making process in supporting language during SIWI is illustrated by the Language Zone Flow Chart (see Figure 6 for the Language Zone Flow Chart).

Student Contribution

A major component of SIWI is that it is student-centered and builds off of student contributions. Whether students' input to the written text is perfect English, perfect ASL, or anywhere between, their ideas are captured and discussed. The written artifact, before and after it is completed, is motivating and meaningful to students because it is made-up of their expressions. If students provide suggestions for the text in English, or close approximations to English, they are written into the text and further discussed as a class. More likely, if students' suggestions contain ASL features or are unclear, the teacher will step-in and guide students through various tasks to translate comments into English. The final product of the co-constructed text is made-up of "student-generated" ideas that have been written with the guidance of teacher (Dostal & Wolbers, 2014; Wolbers, Bowers, Dostal, & Graham, 2014).

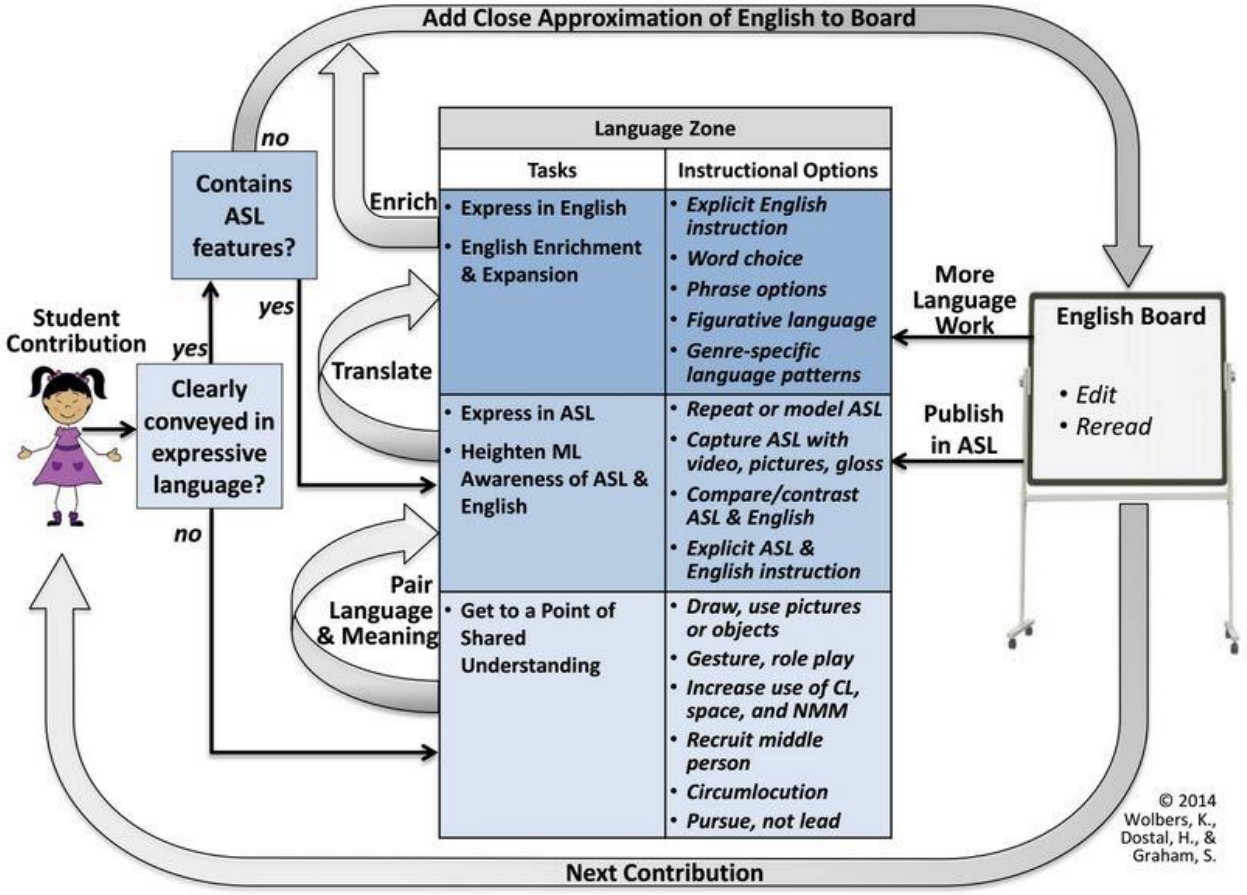

Figure 6. Language zone flow chart. Copyright 2014 by Wolbers, K., Dostal, H., & Graham, S. Reprinted from *Differentiating writing instruction for students who are deaf and hard of hearing* by Dostal, H., Wolbers, K., & Kilpatrick, J. (in press). *Writing & Pedagogy*.

Pair Language and Meaning

SIWI offers opportunities for implicit learning of ASL while students and teachers interact to make meaning and/or come to understand one another's expressed message. If a student's contribution is not clear, the next step is for the teacher to guide the class in coming to a "shared understanding" of what the student in trying to convey. Much of the work done to come to a shared understanding occurs in what is called the language zone. In this space, students can act out, use objects, pull up pictures, and draw to convey meaning. The language zone allows for everyone to understand what's being conveyed and offers the opportunity for language to be expounded upon and/or clarified for all members. Teachers and/or students can model ASL expressions that fully express those previously unclear contributions once they are understood. The teacher can use the language zone space to "hold" students' incomplete ASL ideas, in the form of drawings, pictures, gloss, etc. until it is ready to be written in English on the English board (Wolbers, Dostal, & Bowers, 2011). Many times, the language zone is used as a reference to create discussions for both ASL and English expansion of vocabulary and/or concepts.

Translation

While SIWI is built upon interaction that allows for implicit language development, it also provides opportunities for students to learn English and ASL explicitly, through focused discussion in the language zone and NIPit lessons. As already mentioned, the language zone is the space where participants come to a shared understanding of one another's expressed messages. "Once meaning is understood and

shared between members, the teacher can model expressive language associated with the concepts and encourage students in expressing with greater detail and clarity" (Wolbers, Dostal, Graham, Cihak, Kilpatrick, & Saulsburry, 2015, p. 3). Teachers also use the language zone, which includes the holding zone, to make explicit comparisons between ASL and English features. "SIWI purposefully separates and discusses ASL, English, and any other forms of communication students use in order to build metalinguistic awareness and allow greater linguistic competence" (Dostal & Wolbers, 2014, p. 263) and to help further emphasize the differences (Wolbers, Dostal, & Bowers, 2011). The comparison of ASL and English can be prompted while developing the expressed message of a student and/or when students offer a writing suggestion that is far from English. The purpose of comparing the languages is that students will develop metalinguistic awareness and recognize similarities and differences between their structures that aid independent translation (Wolbers, Bowers, Dostal, & Graham, 2014). When instruction includes such comparisons, d/hh students learn how ASL features[9] impact English word choice (Wolbers, 2008); students become more familiar with the unique grammatical rules of each language (Wolbers, 2008); students are better equipped to more accurately express their ideas in written English and/or work through translating ASL expressions to English (Wolbers, 2008). "SIWI is intended specifically for students who are developing or working between multiple languages, and, in this case, multiple modalities" (Dostal & Wolbers, 2014, p. 249), but can be and is used with a wide range of students with various degrees of hearing loss. "Expressive language development

[9] i.e., position, location, and facial expressions

becomes the initial focus of instruction prior to English writing" (Dostal & Wolbers, 2014, p. 249).

English Board

Once the English form of a contribution is determined, it can be written on the English board. It is important for English, or close approximations of English that are then revised for accuracy, to be written on the English board because this text is reread often for students to internalize the structure of English. Repeated group readings of co-constructed texts are greatly encouraged (Wolbers, 2010; Wolbers, Dostal, & Bowers, 2011). While there are barriers to students implicitly learning by hearing and speaking the language, supported reading of texts offers them access and may increase their English competence (Wolbers, 2010). Students re-read the English text often, using conceptually accurate English. While the class reads the text together, the teacher points to each word as it is signed. When re-reading the text, the integrity of the meaning is maintained while also visually representing English (Wolbers, 2010). Words without meaningful equivalents are fingerspelled; some words correspond to multiple signs while other sets of words may correspond to one sign. "[Rereading while pointing to the text] is a way of practicing English visually and manually while retaining the full complexity" (Wolbers, 2010, p. 13). Not only does the reading of the text give students an opportunity to edit their work, but more importantly, it repeatedly exposes students to English grammar and syntax with the hopes that the English structure will become intuitive and build reading fluency.

Enrichment

Once the English form of a contribution is added to the text, the teacher can enrich and expand upon the language used. It is important to emphasize that the text is guided by the teacher into "correct and grammatically complex English sentences at a level just beyond what students can write independently…" making the text "comprehensible and slightly advanced input" (Wolbers, Bowers, Dostal, & Graham, 2014, p. 11). Some options for expansion include discussing word choice and/or figurative language. Sensitivity to students' needs is imperative, as teachers make in-the-moment instructional decisions based on them. SIWI is responsive instruction that builds on students' current language, both ASL and English, and fosters language development by capitalizing on student/student and student/teacher interactions, as well as authentic writing experiences.

Principle 4: Interactive instruction

Many teachers continue to teach in a lecture-format, while many others believe that changing to more collaborative and interactive classrooms would better prepare students for what is to come after school (Miller & Luckner, 1992). *Interactive instruction* is based in sociocultural theories of both teaching and learning (Bruner, 1996; Lave & Wenger, 2003; Rogoff, 1990; Vygotsky, 1978, 1994; Wertsch, 1991). Mayer, Akamatsu, and Stewart (2002) point out when thinking of Vygotsky's genetic law of cultural development where there is interdependence between the teacher (society) and student (the individual), "learning is a social activity that is inherently interactive" (p.486).

Children do not learn language by studying it in isolation, sentence-by-sentence, (Miller & Luckner, 1992), but by being active participants who acquire language elements during conversation exchanges. "Language is not learned first and then used contextually, but rather learned through its contextual use" (Miller & Luckner, 1992, p.349). Instead of teachers looking at their language instruction as *teaching* language, there should instead be a focus on *facilitating* language that emphasizes the function of communication (Miller & Luckner, 1992). "For deaf children to understand that language is a way of influencing their environment and the people in their environment, they must be exposed extensively to language as it is used in communication" (McAnally, Rose, and Quigley, 1987, p. 108). This language should be used in real, meaningful conversation instead of simulated practice (Miller & Luckner, 1992; Norris & Hoffman, 1990). Collaborative learning involves students sharing responsibility for the overall task, and thus requires such conversations (Miller & Luckner, 1992; Rogoff, 1990).

For many d/hh students, the contextualized use of English is through reading and writing. As an apprentice of writing, the student has an active role in observing and participating with peers and/or more knowledgeable other(s) in the context of a meaningful activity (Rogoff, 1990). Tasks are completed within the students' zone of proximal development (ZPD), where the students' expressions are taken as their best effort, expanded upon cooperatively, and a more complex, but comprehensible product is created.

Collaboration is a powerful tool, in that it increases student motivation while also creating more opportunities for: (1) student involvement and a transfer of control to students; (2) support during a task; (3) scaffolding students' knowledge and skills; and (4) problem-solving (Englert & Mariage, 2006). This type of instruction requires that teachers create environments where all students can participate, learning from and with each other (Mayer, Akamatsu, & Stewart, 2002), thoughtfully recognize the required inner-process needed to problem-solve the task, provide access to the language needed for success, and recognize when they can release leadership to students (Englert & Mariage, 2006).

During guided participation, collaboration with a shared purpose happens in meaningful, *culturally valued activities* (Mayer, Akamatsu, & Stewart, 2002; Rogoff, 1990) where the teacher reveals, models, and practices the thought process and knowledge of an expert during the writing process (Englert & Mariage, 2006). During collaboration, members of the class, at various levels, contribute so that responsibility is distributed across the group to jointly complete the task at hand (Englert & Mariage, 2006). Over time, students eventually internalize the thought processes that are modeled during co-construction of texts (Englert & Mariage, 2006).

Dialogic inquiry is a type of learning, apprenticeship, where the student is seen as an investigator/problem-solver. The foundational principles of dialogic inquiry are: (1) it is social and interactive; (2) interdependently students and teacher co-construct meaning; (3) meaning is mediated through language during the context of meaningful activity; (4) instruction is responsive to student input (Mayer, Akamatsu, & Stewart, 2002). "Inquiry

implies that students must be actively involved in solving problems and answering questions which are relevant and meaningful" (Mayer, Akamatsu, & Stewart, 2002, p. 487). Inherent to this method is there is quality discourse that promotes that all participants, teacher and students, are actively developing and impacting one another (Mayer, Akamatsu, & Stewart, 2002; Vygotsky, 1981). During interaction, members seek to share understanding, and this process is not attributed to one person, but the group as a whole (Rogoff, 1990).

How and why teachers use dialogic inquiry are impacted by: (a) the students comprised in the class; (b) the language of each student and the language required in the school setting and (c) the educational environment (curriculum, policy, and available supports) (Mayer, Akamatsu, & Stewart, 2002). At every level, students should be credited for their thoughts and contributions instead of criticized for errors in communicating them (Miller & Luckner, 1992).

Mayer, Akamatsu, and Stewart (2002) looked at the dialogue in ten exemplary teachers' classrooms (of d/hh students) and found that teachers encouraged:

> the dialogic construction of knowledge by: (1) taking the learners' best attempt as the starting place; (2) inviting suggestions and opinions; (3) requesting explanations, clarifications, justifications, and amplifications; and (4) encouraging learners to take risks and express their own points of view. (p. 490)

As seen with these teachers, dialogic inquiry requires that teachers: (1) guide students through the development of knowledge and skill instead of acting as the *teller* of knowledge; (2) change their focus to the *content* of a student's response; (3) allow the natural conversation to influence the communication used (Mayer, Akamatsu, & Stewart, 2002). Over time, as students become more comfortable with this style of learning that is

student-centered, and their skills improve, students gradually take on more responsibility of guiding discussions and writing.

Principle 5: Guided to independent instruction

During guided participation, students' and teachers' roles are *entwined* and include opportunities for implicit and explicit instruction (Rogoff, 1990). As students interact, their participation is guided by the teacher who: fosters a learning environment where all students have the opportunity to participate, supports students as they gain new skills and understandings step-by-step, and eventually releases leadership to the students (Englert & Mariage, 2006; Rogoff, 1990). In order to move students from novice to expert, teachers must involve a wide range of students throughout the writing process, scaffolding where students lack skills to perform tasks alone (Englert & Mariage, 2006). Scaffolding includes prompting, modeling, questions, coaching, providing feedback, and fading (Englert & Mariage, 2006). During guided writing where students write together, the teacher has the opportunity to elicit discussion about vocabulary, the writing process, and writing objectives. Sociocultural theories influence the interactive writing and guided to independent instruction embedded in SIWI in that students are apprenticed in writing and that teachers gradually transfer the control of constructing text to the students (see Figure 7 for the theoretical influence of Interactive writing).

Interactive and Guided to Independent Instruction in SIWI

During SIWI, students are active participants in a guided and interactive apprenticeship. Novice writers are implicitly and explicitly shown the processes of expert writers where students develop skill and independence through scaffolded

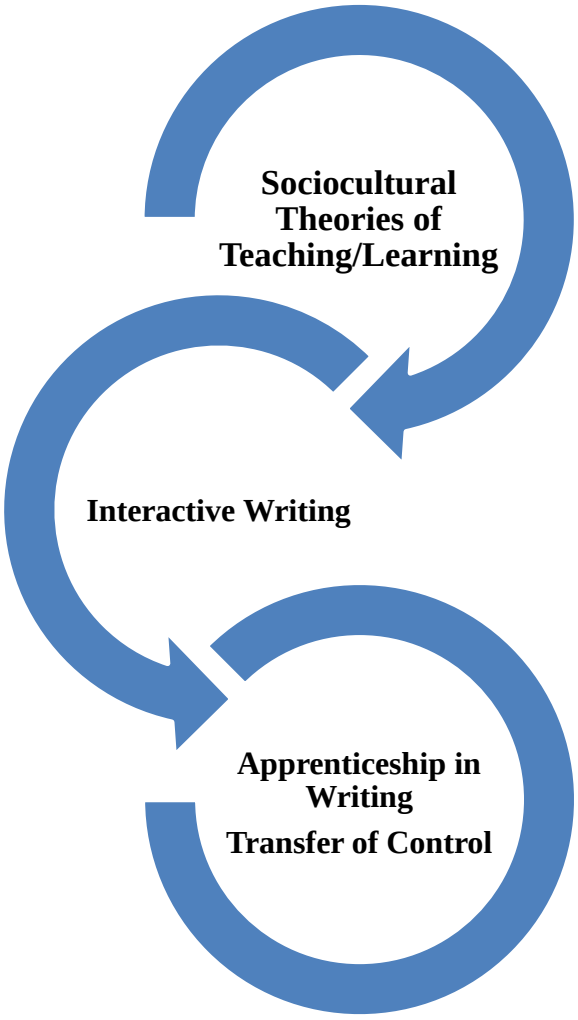

Figure 7. Theoretical influence on interactive writing instruction. Reprinted from *Impact of Professional Development on Classroom Implementation of Strategic and Interactive Writing Instruction (SIWI)* by Stephenson, B., Wolbers, K., Dostal, H., & Skerritt, P. Research (February, 2015). Presented at the meeting of the Association of College Educators-Deaf and Hard of Hearing. St. Louis, Missouri.

practice, modeling, and think-alouds (Wolbers, Bowers, Dostal, & Graham, 2014). The teacher encourages the class to collectively contribute and cooperatively build a text, sharing in writing decisions. The interactive writing space serves to make the internal process for expert writers *visible and accessible* (Wolbers, 2008). When students offer a contribution to the text, teachers may ask students why they chose that approach/strategy, how to do it, and when to use it as a way of externalizing their thoughts and making them accessible to their peers (Wolbers, 2008; Wolbers, Dostal, & Bowers, 2011).

Dialogic inquiry (Mayer, Akamatsu, & Stewart, 2002) also informs the interactive component of SIWI in that it emphasizes that it is through language that children make meaning and create understanding. In dialogic inquiry, the teacher is a *co-inquirer* with students to problem-solve and construct knowledge (Wolbers, 2007). Teachers make in-the-moment decisions based on the discourse of students, taking the students' input as their current level of language and knowledge.

Once students begin to show during guided writing that they are acquiring new writing skills, the teacher can begin incorporating small group or paired writing activities to see if students transfer the skill to their writing with less support. For example, the teacher can stop guided writing as a class and ask pairs of students to write their idea for the next sentence. In addition to checking for transference of skills, such activities allow for more student autonomy and a gradual release of support until students are confident on their own. Over time, class, small group, paired, and individual writing activities can be interchanged throughout the co-construction of texts. As students gradually acquire strategies and the processes of writing (Wolbers, Dostal, & Bowers, 2011), the teacher is

able to transfer control and leadership of collaborative writing over to students (Wolbers, 2008).

Principle 6: Authentic instruction

Authenticity may be subjective, but Splitter's (2009) offers that two components of authenticity are: (1) students are persuaded, not told; (2) that we provide information for what we want them to learn and the opportunity for them to create their own understanding of the world. While others claim authentic tasks are those that are *real-world* activities, Splitter (2009) argues that *reality* is where the student is engaged and an active part. Sisserson et. al's (2002) perspective on authenticity is the activity does not mirror the real-world, but *is* a real-world activity. In Behizadeh's study (2014), students reported that having a choice, a valued topic, sharing their writing, and expressing themselves through writing increased the authenticity of their writing.

Principle 7: Balanced instruction

While facilitating conversations during co-constructed writing activities, balanced instruction occurs when the teachers' instructional objectives include both discourse- and sentence-level writing skills. Discourse-level objectives are those high-order writing skills, such as relevance and genre organization. Sentence-level objectives are focused on the more basic needs within sentences, such as past tense or end-of-sentence punctuation.

Authentic and Balance Instruction in SIWI.

In SIWI, teachers are addressing both discourse- and sentence-level objectives in the same activity, giving "attention to both meaning and form" (Wolbers, Dostal, and

Bowers, 2011, p. 4). Before writing together, the teacher determines the discourse- and sentence-level writing skills to be targeted for each student based on students' independent writing and class participation. The objectives created by the teacher are just beyond what the student can do alone (Wolbers, Dostal, & Bowers, 2011). Students know their goals and sometimes have a *job* related to their goal. For example, a teacher once made a student the *Capitalization Cop* during guided writing. Other students knew this was his responsibility and allowed him to notice and correct capitalization mistakes.

When beginning a co-constructed text, teachers remind students to establish the audience and purpose of their text. Both the teacher and students know that these determinations are being made with the intention of sharing their work and receiving feedback from the reader. This gives meaning and value to the students' work and provides a sense of motivation. "Real writing purpose is never divorced from instruction happening in the classroom" (Wolbers, Dostal. & Bowers, 2011, p. 5).

Fidelity Instrument

In order for teachers to maintain fidelity, researchers developed a 53-itemized fidelity instrument that reflects each of the seven principles of SIWI during a full unit of instruction (see Appendix G for the Full SIWI Fidelity Instrument). The 53 instructional indicators, organized by principles, are divided into 4 sections: Curriculum and Content (Balanced and Authentic), Strategic Writing Instruction and Visual Scaffolds, Interactive Writing and Guided and Independent, and Metalinguistic Knowledge and Implicit Competence. Through outside observation and/or self-reflection, one's adherence to SIWI principles throughout the unit can be assessed. Just as the student rubrics provided

students with ideas to immediately improve their writing, the fidelity instrument gives teachers an immediate source to see what specific strategies they need to incorporate into their instruction.

Prior SIWI Studies and Student Outcomes

SIWI has been found to be "[responsive] to the diverse needs of students in the classroom" (Wolbers, Dostal, & Bowers, 2011, p. 13). Previous studies of SIWI have found positive results regardless of the length of intervention,[10] grade level,[11] achievement level, literacy level, and language proficiency. Across the studies, students have shown improved organization of information and coherence of writing ideas (Dostal & Wolbers, 2014; Wolbers, 2008; Wolbers, 2007), writing competence (Wolbers, 2010; Wolbers, 2008), text length (Wolbers, 2010; Wolbers, Dostal, & Bowers, 2011), grammatical accuracy (Dostal & Wolbers, 2014; Wolbers, 2010; Wolbers, Dostal, & Bowers, 2011), discourse- and sentence-level objectives (Wolbers, 2008; Wolbers, 2007; Wolbers, Dostal, & Bowers, 2011), and genre specific skills (Wolbers, 2008; Wolbers, 2007; Wolbers, Dostal, Graham, Cihak, Kilpatrick, & Saulsburry, 2015). Other outcomes included a decrease of ASL features in English composition (Wolbers, Bowers, Dostal, & Graham, 2014), increased language proficiency in ASL and English (Dostal & Wolbers, 2014), increased word identification (Wolbers, 2007), improved ability to revise and edit (Wolbers, 2007), and gains in contextual language (Wolbers, 2008).

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[10] e.g., 21 days, 8 weeks, and 1 year
[11] e.g., ranging from elementary to middle school grades

Chapter Summary

In Part 1 of this chapter, I discussed itinerant teaching and important topics related to writing instruction in the itinerant context, including the language backgrounds and needs of students served in this context, d/hh students' writing, and unique aspects of the itinerant teaching setting. I also described the need for teacher preparation of itinerant teachers and effective evidence-based writing instruction. In Part 2 of this chapter, I described the theory behind the 7 principles of SIWI, how they are applied during writing instruction, the fidelity instrument used when observing teachers' instruction, and a brief summary of student outcomes for d/hh students taught using SIWI. In the next chapter, I will discuss my methodology to answer the research questions about how two itinerant teachers implement SIWI in their context with elementary-aged students and what context-specific variables impact their SIWI instruction.

CHAPTER 3

METHODOLOGY

Chapter Organization

In this chapter, I briefly revisit the purpose and significance of this study followed by a discussion of the research approach that complements my research questions. My research questions are identified, along with descriptions of study locations and contexts, the participants, and selection criteria. The data collection and analysis procedures will conclude the chapter.

Background of Study

This dissertation is an extension to a three-year study focused on developing and piloting SIWI in grades 3-5 (see Figure 8 for Overall Study Timeline). To begin the 3-year study, teachers who were already trained and using SIWI in their classrooms in various settings were asked to participate in a developmental study for two years (see Figure 8). In these two years, experienced teachers' classroom instruction was videotaped; student progress was tracked; and weekly collaborative meetings were held online. Teacher feedback was used to inform decisions about various material developments, the process of creating writing objectives, and the implementation of various genres and components of SIWI. As a result of this process, we designed an elementary-focused program. During the third year of the study, new teachers from various settings were trained to use the recently developed SIWI curriculum and instructional materials. Of the teachers who volunteered to participate, there were some itinerant teachers, and based on itinerant teacher involvement in previous professional

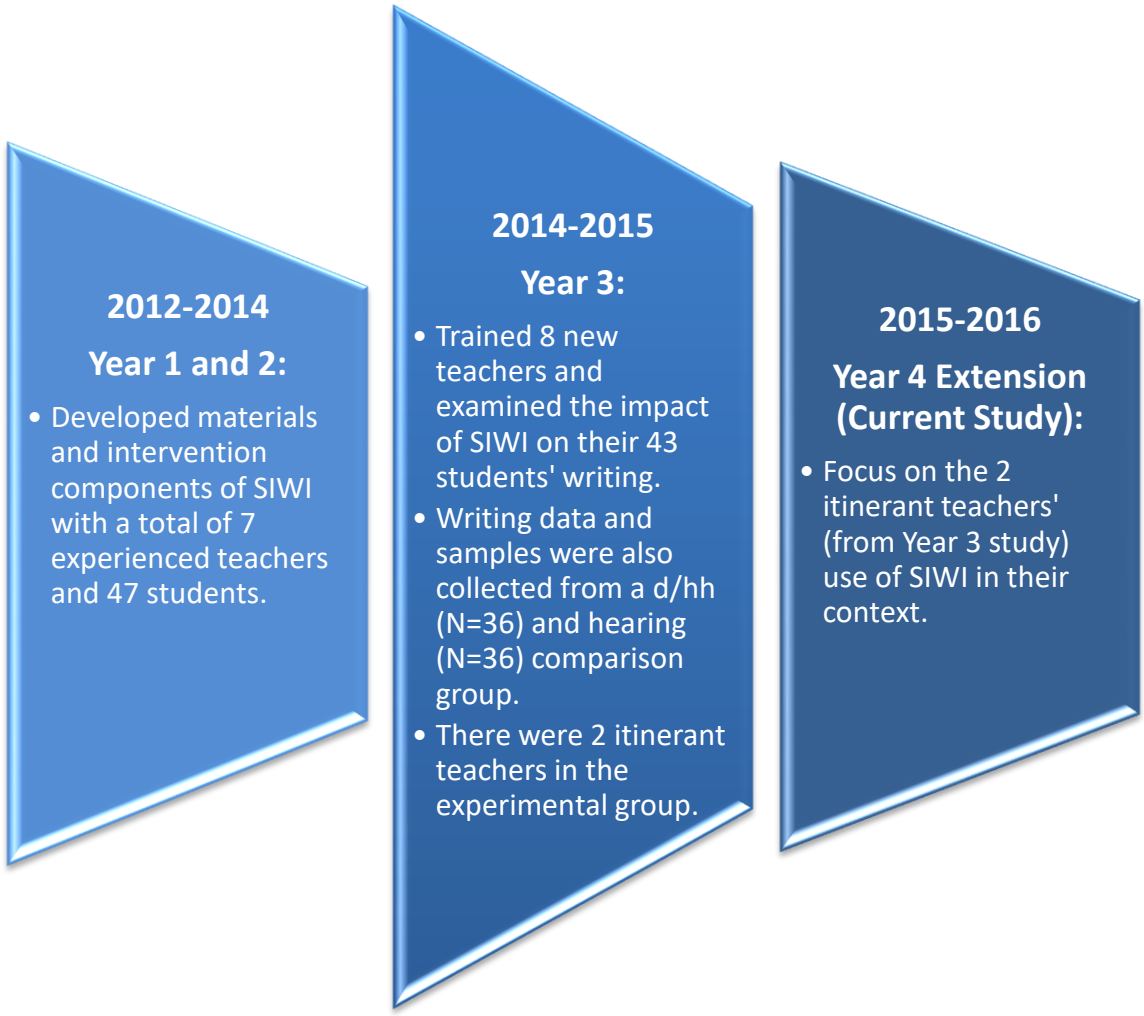

Figure 8. Overall study timeline.

development sessions, the researchers had no reason to think SIWI could not be successful in that context. There were two itinerant teachers who were randomly assigned to an experimental group in the third year who also agreed to an additional year of follow-up, which was this dissertation study.

In my own experience as an itinerant teacher, I saw a positive impact on student outcomes after using the SIWI writing framework. This was also the case with the two itinerant teachers in the third year of the SIWI study. While we all experienced positive outcomes using SIWI, teaching and learning may be approached differently by itinerant teachers because of the unique context. When thinking about the instructional principles of SIWI during the three-year study and by also drawing on my own experience using SIWI as an itinerant teacher, I believe there may be different ways of applying SIWI in the itinerant context worth highlighting.

Purpose of the Study

The purpose of this study is to investigate how two itinerant teachers implemented SIWI with elementary-aged students in their contexts. As described in Chapter 1, the itinerant model is used to provide support for d/hh students in public schools across the nation, with students served increasing from 34% in 2000 to 40.5% in 2008 (Gallaudet Research Institute, 2000, 2001, 2002, 2003, 2005, 2006, 2007, 2008). D/hh students across and within school districts display a variety of needs, with language being a common weakness requiring support and development. Little research has been conducted on the instructional practices of itinerant teachers, and no peer-reviewed studies have focused on writing instruction within the itinerant teaching context. While

SIWI has been shown to help improve the language and writing of d/hh children in various classrooms (Dostal & Wolbers, 2014; Wolbers, Bowers, Dostal, & Graham, 2014; Wolbers, 2010; Wolbers, 2008; Wolbers, 2007), previous studies have not included itinerant teachers or examined how SIWI may or may not be implemented differently in an itinerant teaching context. As commonly occurs in applied fields, my research questions came from observations in my personal, practical experience. The following research questions guided my study:

1. How are itinerant teachers of the d/hh implementing SIWI with elementary-aged students?
2. What context-specific variables impact itinerant teachers' implementation of SIWI?

Research Design

This qualitative dissertation is a case study. As defined in Hatch's (2002) book, *Doing Qualitative Research in Education Settings*, "Case studies are a special kind of qualitative work that investigates a contextualized contemporary (as opposed to historical) phenomenon within specified boundaries" (p. 30). Within every case study, these contextualized contemporary phenomena are the topic(s) of interest being observed within a given, or "bounded" context (Miles & Huberman, 1994). These specific boundaries may be "a program, an event, a person, a process, an institution, or a social group" (Merriam, 1988, p. 13). This study is bound by the contexts in which the two itinerant teachers provide SIWI writing instruction. Case studies are meant to create a "rich image" of real-life circumstances from multiple perspectives (Thomas, 2011). This

study, for example, examines the implementation of SIWI in the itinerant context from multiple perspectives: that of two itinerant teachers and my outside perspective on their instruction. When writing a case study, the author must write with enough detail that: (1) the reader trusts that the researcher followed a systematic set of procedures for collecting and analyzing data, and (2) the reader can come to their own conclusions about the findings of the study (Merriam, 2009). I analyzed the data for this study using Lichtman's (2013) procedures for data analysis and wrote the findings with enough detail that readers can decide what information is applicable to their own contexts.

A researcher's credibility is linked to how transparent the methods and findings are described (Merriam, 2009), and as such, I identify my biases, methods of data collection and analysis, and thought process when discussing the findings. In doing a case study, I recognize that the circumstances to be described were specific to the context of the teachers and students involved. Within the d/hh population and also the itinerant teaching setting, there is great variability, and this study looks at two itinerant teaching contexts. Readers should evaluate how the findings of this study can be applied in their own setting. I recognize this study will be investigating two specific contexts, but this study offers insight into the use of SIWI in the itinerant context, potentially offering suggestions for professional development programming and writing instruction for teachers in this context.

Methods

In this section, I will describe my methods, including a brief summary of the data collection process, followed by detailed descriptions of the research sites, participants,

and data collection and analysis. With the purpose of this study being to understand the use of SIWI in the itinerant context, I began this phase of research in 2015 by observing video of two itinerant teachers' SIWI instruction that was collected over the course of the 2014-2015 academic year. I chose to use these existing instructional videos because the fidelity for the units taught fell within the normal range of fidelity for first year teachers and were already collected as part of the larger project. Before selecting a specific writing unit to use, I reviewed and scored all the videos using the SIWI fidelity instrument (see Appendix G). My purpose in doing this was to find the unit with the highest fidelity that also evidenced most of the writing processes (i.e., Planning, Organizing, Writing, Editing/Revising, Publishing). In addition to reviewing instructional footage, I conducted interviews with the participants and collected artifacts in order to triangulate data. The details are outlined in this section.

Site and Participant Selection

For Year 3 of the larger study, a nationwide invitation was distributed, and several schools agreed to participate with one or more interested teacher(s). Teachers were randomly assigned to experimental and comparison groups, with two itinerant teachers being part of each group. The focus of my current study is on the two teachers implementing SIWI as part of the experimental group. The two teachers taught in different districts in one northeastern state. One of the participants, Karen (pseudonym), worked at a school site in a large, urban school district. The program Karen worked in had a Total Communication philosophy, and many of her students used sign language. The second participant, Janice (pseudonym), was from a wealthy school district where

schools consistently received high ratings. The communication philosophy of the program Janice worked for was also Total Communication; however, most students used spoken language. Both teachers felt supported by their school districts and reported feeling that they were "heard" by their administrators.

Since no previous research investigated SIWI within an itinerant setting, I was interested in exploring how these two teachers approached SIWI instruction and perhaps how they modified SIWI for their context. At the time of the study, I was not aware of any other itinerant teachers who were trained in SIWI and using it in their teaching contexts. I was also interested in these two teachers because our research team collected videos of their SIWI instruction during the 2014-2015 school year and obtained a year-long project extension to continue working with them. In their end-of-the-year interviews in 2015 (see Appendix H for the teacher's End-of-the-Year Interview Questions), the two teachers expressed excitement about their use of SIWI and their students' outcomes after one year of implementation. They shared their plans to continue using SIWI and their interest in attending further trainings, if possible. Because of their (1) involvement in professional development for SIWI, (2) positive student outcomes, (3) excitement about the framework, and (4) willingness to participate in future research, I felt these two teachers were ideal for examining the itinerant experience with SIWI for my dissertation.

Participants and Site Descriptions

Karen

Karen, a Caucasian itinerant teacher, used SIWI with her third through fifth graders. Her highest level of education was an Educational Specialist degree (Ed.S.), and she had been teaching for 29 years, with 15 of those years being with d/hh children. She was dually certified in Special Education and Elementary Education. Karen began teaching d/hh students immediately after obtaining her Bachelor's degree, but was required to earn a Master's degree in Deaf Education to continue teaching in the field. The teaching program in which Karen was trained focused on Total Communication. The program did not address itinerant teaching, but focused instead on classroom instruction. Karen shared that much of her training came from "…being put in the job, learning as I went, seeing what worked, figuring out what didn't work, talking with the supervisor, reading articles, and figuring out what was best for our students. There was really, really no training" (personal communication, April 17, 2016). When asked if she was given a mentor for the itinerant position, Karen said, "None of that existed. You were just thrown to the wolves. Figure it out on your own" (personal communication, April 17, 2016).

After teaching d/hh students in a self-contained setting for 7-8 years, the population became too small to maintain a teaching position. At that point, Karen taught special education for approximately 10 years and then came back to teach d/hh students when the number of d/hh students grew again. At the time of the study, she had been in her current position for 8 years. Karen was located at one school and served students

grades K-8. During the 2015-2016 school year, she worked with 7 students in 7 different grades, pulling students for individual services and providing in-class support as well.

In Karen's district, there were approximate 50 schools total. According to Karen, d/hh students needing more-extensive services attended a preschool, K-8 school, and high school where there were self-contained classrooms staffed with teachers of the deaf; those d/hh students needing fewer, less-extensive services attended the schools for which they were zoned. All students could also choose to attend the residential school for the deaf, which was an hour away. Within the district, Karen collaborated with various support staff members, such as literacy coaches, math coaches, and three interpreters. There were no paraprofessionals needed as one-on-one student aids for students in her program. In Karen's school district, she was considered to be the main provider of English Language Arts instruction for those d/hh students with IEP objectives in this area, and as such, she assigned the students' official grades. There was no restriction on which classes students were allowed to be pulled from for direct services, and Karen reported, "I try very hard to schedule it during their language arts, or if I can't do it during language arts, I try to pull them out when they have library because in our system, library is not graded" (personal communication, March 22, 2016). Karen's district did not limit the amount of service hours d/hh students were allowed to receive from the itinerant teacher. For example, one student received 7.5 hours of services for writing. A majority of decisions were made by the IEP team. There were no forms or formulas to help calculate appropriate student service hours, and Karen reported, "9 times out of 10 they follow what I suggest" (personal communication, April 17, 2016).

Teaching d/hh children was a passion of hers which she thought probably stemmed from her own hearing loss. At the time of the study, she had a profound hearing loss, and with the use of hearing aids, had a mild loss. Karen had primarily used Signed English for almost 30 years and had been using ASL for 3-4 years. She felt that she could express *some* things fluently in ASL and could understand *most* things expressed in ASL. When rating her comfort level of communicating in ASL on a scale of 1 to 5 (1-not comfortable at all; 5-fully comfortable), Karen rated herself at a 3. She also self-rated her written English as highly fluent, and she was fully comfortable communicating through writing. Outside of SIWI, Karen felt that her preparation to teach writing was adequate, and she *agreed* that she liked to write.

Prior to joining SIWI research, Karen attended two presentations about SIWI by Dr. Hannah Dostal. When her school district was contacted to find teachers who were interested in participating, Karen was eagerly onboard. Before using SIWI, Karen described her writing instruction as, "Non-existent. Fly by the seat of your pants…whatever the classroom teacher wanted to do. More in-class services" (personal communication, June 2015), and she did not chart students' writing progress before using SIWI. Because of her students' outcomes and new motivation to write after participating in the SIWI project, Karen said she will use SIWI until she retires.

Student: Joy

During the 2014-2015 school year, when videos of her instruction were recorded, Karen taught writing using SIWI with one third grade student, Joy, who had a profound hearing loss. Joy uses a cochlear implant which brought her into a moderate range of

hearing, and she vocalized with limited intelligibility. During instruction, Karen communicated by simultaneously using spoken English and sign language. The signs Karen typically used were English-based (signed English), not American Sign Language (ASL) signs or grammar. Joy signed in ASL without voice when freely talking with Karen, but used signed- and voiced-English when reading sentences. Joy used an FM system when working with Karen and in the classroom.

Karen met with Joy almost every day, provided her English/Language Arts instruction using SIWI, and was responsible for assigning Joy's official English grades. Karen discussed her district's method of determining service hours:

> That is decided at the PPT team meeting… There is no policy on [how many hours of service a student is allowed] … If it's 5 hours a week for math and they need 5 hours a week in math, that's what they get…So it really does come down to a team meeting and what the child needs." (personal communication, April 17, 2016).

In Karen's school district, it was possible for an itinerant teacher to be solely responsible for a student's English instruction. During the 2015-2016 school year, Karen saw Joy for writing only a couple times a week. Karen felt this was less effective than the 2014-2015 school year and reported a decline in the student's motivation to write. Karen had already approved with her supervisor to return to daily SIWI instruction for the 2016-2017 school year.

Janice

Janice, a Caucasian itinerant teacher, used SIWI with third graders. At the time of video collection, during the 2014-2015 school year, Janice's highest level of education was a Master's degree. At the time of her interviews, she had already started a doctoral

program, seeking a Doctorate in Reading: Curriculum and Instruction. Janice had been teaching for 13 years, and 4 of those years had been with d/hh children. Her initial training was in Special Education, and she worked in that field for 9 years. She sought training in Deaf Education after her son was born with a hearing loss. Her son was identified at birth and was wearing hearing aids at 2 months of age. He received early intervention services, and part of these services supported Janice and her family learning sign language on a weekly basis. Janice continued taking sign language classes with a school parent program when he got older. She uses speech supported with sign to communicate with her son.

Janice was not sure if she would be able to get a job as a teacher for d/hh children, but felt that the training would help her be a better advocate for her son. The Listening and Spoken Language (LSL) focused program in which Janice received her training emphasized that the majority of d/hh students would be served in the mainstream setting and that it was unlikely she would teach at a school for the deaf in the future. Sign language was not required for this LSL program. In addition to Janice having courses on collaboration and assessment that included specific information on supporting students in the mainstream setting, her student teaching was done in the itinerant setting. Janice expressed, “they were basically preparing us to be out there on our own and having as many skills to troubleshoot the equipment and work with audiologists, etc.” (personal communication, May 4, 2016). While her program prepared her for itinerant teaching, she shared that her program did not address teaching writing. Before using SIWI, Janice felt she did not provide writing instruction, but instead focused on vocabulary and

possibly "copy editing" (personal communication, March 14, 2016). Before hearing about the opportunity to participate in the SIWI study, Janice saw Dr. Hannah Dostal present about SIWI at a conference and also took a class about collaboration hosted by a school in her area where she heard more about SIWI. When the opportunity to be involved in SIWI research presented itself, Janice was excited to join.

At the time instruction was recorded in 2014-15, Janice had 6 years of experience using ASL and reported that she understood and expressed *some* things fluently in ASL. When rating her comfort level of communicating in ASL on a scale of 1 to 5 (1- not comfortable at all; 5-fully comfortable), Janice rated herself at a 3. Similar to Karen, Janice self-rated her written English as highly fluent; she was fully comfortable communicating through writing; and outside of SIWI, she reported that her preparation to teach writing was adequate. Janice *strongly agreed* that she liked writing.

Janice's school district provided itinerant services to students, and all students were mainstreamed; there was no self-contained classroom in the district. While she lived over an hour away, Janice worked in her school district because it was the highest paying district in her state. She was given a yearly budget of $25,000 and was sent to any professional development she wanted to attend. Various trainings Janice's district sent her to included: Linda Mood Bell, Orton-Gillingham, Karen Anderson, and the Clark mainstream conference. Janice liked working in this wealthy school district because most parents were good advocates for their children, and she was able to give students what they needed with her yearly budget. She reported that she served 13 students, some of whom had a 504 plan. When determining service hours, Janice mentioned there was a

formula for figuring out itinerant services from one of Karen Anderson's books, but reported that she typically decided the amount of service time based on what she thought they needed. The district did not have a limit on how many service hours a student was allowed to receive, and the itinerant teacher could be the main provider of English Language Arts instruction. When determining what class to pull students from, Janice worked with the classroom teacher to figure out the least disruptive option, while also trying to preserve their classroom literacy block.

Students: Gina and Sarah

During the 2014-2015 school year, Janice taught writing using SIWI with two third-grade students, Gina and Sarah. Gina had a *cookie bite*[12] progressive, moderately-severe hearing loss and used hearing aids in both ears since the loss was identified in preschool. With amplification, her hearing loss was mild. During instruction recorded in 2014-2015, Gina communicated verbally and did not use sign language. Janice reported that Gina had "good language skills" and her area of weakness was executive functioning, such as with putting things in order (personal communication, March 14, 2016). Gina was open with her teachers and peers about her hearing loss.

Sarah was adopted from a foreign county at 18 months old and was identified with a profound hearing loss at the age of 3. She wore a hearing aid and a cochlear implant that brought her into the mild range of hearing and also communicated verbally, not using sign language. Sarah hid her hearing loss at school and believed her peers did

[12] Referring to the shape of the hearing loss diagrammed on the audiogram, indicating less hearing in middle frequencies and more hearing in low and high frequencies

not know she was hearing impaired. Both students used an FM system in the classroom and with Janice, as well. The families of each student were supportive and advocated for them. Janice reported that both Gina and Sarah "significantly improved in their writing," and that although Gina could write independently now, Sarah "still needs a lot of support" (personal communication, March 14, 2016).

During the 2014-2015 school year, Janice met with Gina and Sarah four days a week. Both students also received English instruction in the general education classroom and received their English grade from the general education teacher. An intervention block allowed the students to be pulled without interfering with their mainstream content-area classes. This year, Janice supports more significant math needs with Gina one-on-one and no longer sees Sarah individually because she is embarrassed to receive services. Sarah's mother withdrew her from one-on-one services but continued Janice's push-in service delivery in the classroom. In this school district, service providers aimed to keep students in the general education literacy block; however, it was possible for d/hh students to receive their English instruction solely from the itinerant teacher.

Although both are itinerant teachers, Karen and Janice's instruction occurred in different contexts, and they served students using different modes of communication. While they both felt supported by their administration, Janice worked in a wealthier district and had more financial resources available to her. Karen worked in one school with various related support staff, and Janice traveled between schools without access to additional staff. Karen worked one-on-one with Joy, and Janice worked with two students, Gina and Sarah, together.

Data Collection

From August to June of the 2014-2015 school year, data from these two teachers were collected in the form of video, end-of-the-year interviews, hard copies of writing samples, and digital information (i.e., photos of the language zone, blogs). All of these forms of data were housed in secured site-based filing cabinets, external hard drives, and password protected databases. Additional data collected during 2015-2016, including video-recorded interviews, observation notes, and artifacts, were housed in the same locations, with access only granted to SIWI researchers. All teacher interviews were transcribed using Inqscribe©, a transcription software, and put into ATLAS.ti™ for analysis, along with copies of artifacts and observation notes associated with teachers' instruction. ATLAS.ti™ is qualitative data analysis software used to organize and annotate qualitative data. The transcripts and ATLAS.ti™ files were stored electronically on my computer and a back-up external hard drive and will later be filed on SIWI external hard drives.

Observations

During the 2014-2015 school year, a total of 13 videos of SIWI lessons were collected from Karen, as well as, 23 from Janice (See Appendix I for a dated list of teacher's instructional videos). After narrowing the videos down to one complete unit of instruction, there were four sessions (one unit of informative writing) recorded by Karen over a span of seven days; these videos did not include the first or last day of instruction. There was a total of 81 minutes of instruction captured on video, and the sessions were 20 minutes long, on average. For Janice, there were 13 sessions (one unit of informative

writing) recorded over a span of 44 days, which included sessions used to research the writing topic. Janice was unsure how many sessions of instruction were not recorded. There was a total of 363 minutes of instruction captured on video, and the sessions were 28 minutes long, on average.

The video footage of teachers' unit of instruction allowed me to have an *up-close* look at their instruction without physically being in the space. An outside observer's presence can influence a teacher's and student's performance for the good or for the bad. With this in mind, I chose to use video recorded instruction, which had become part of the routine for teachers and students during the 2014-2015 school year, instead of being present in the classroom for new observations. My intention in doing this was to capture the most typical instruction and learning from teachers and students without the influence of my presence as an outside observer. This method of data collection also benefited me by lessening my data collection timeline and traveling costs when compared to doing out-of-state observations in person. While there were benefits to using recordings of instruction, I recognize there were limitations to doing so, as well. When analyzing videos, the "feel of an interaction" can be lost; however, this limitation can be countered by using multiple methods of investigation (Barron & Engle, 2007). Using recordings of instruction had a risk of bias, but I intended to lessen the risk by using multiple sources of data, such as interviews with teachers about the unit being observed and instructional artifacts.

Figure 9. Phases and dates of data collection.

Interviews

Three video-conference interviews were conducted with each teacher to learn about the ways they approached SIWI in their contexts and the context-specific variables that impacted their SIWI instruction (see Figure 9 for Phases and Dates of Data Collection). Because the two participants lived in a distant state, all interviews took place and were recorded using Zoom©, an online video-conferencing system. An initial, semi-structured interview (see Appendix J for Initial Interview Questions) was conducted to collect (a) additional demographics, (b) descriptions of students, (c) reflections on the teachers' experience during initial training, (d) reflections on the teachers' first year of using SIWI, and (e) reflections on how their second years' experience compared to the first.

At the end of their initial interview, another semi-structured interview was scheduled individually with each teacher. Teachers were then asked to review the fidelity instrument before their second interview, reflecting on each overarching principle as a whole. They were also asked to write reflective comments about specific instructional items they considered being impacted by or challenging because of their setting. Teachers were asked to write reflective comments that included how they approached these principles in their setting.

Before the interviews, I separately reflected on the fidelity instrument's overarching principles and instructional indicators, reflecting on my own experiences in relation to the fidelity instrument. I did this to expose biases I had and to pinpoint principles for further questioning during the interview. There were five items on the fidelity instrument (25, 26, 39, 49, 50) I thought might look different in the itinerant context. My commentary on each item was: *25. Teacher "holds the floor" to allow students at different levels to participate*- Many itinerant teachers only work with one student and do not have to manage more than one at a time. *26. Learning from one another is encouraged through peer interaction*- Many itinerant teachers work with one student at a time and do not facilitate peer interaction. The interaction is mainly between the teacher and the student. *39. There is opportunity to engage in shared writing*- When working with one student, paired writing typically doesn't happen. Paired writers are typically put together to offer a writing environment with less support before writing independently. With itinerant teachers working with one child, they write with the teacher or independently. *49. Communication strategies (e.g., looking at speaker, repair*

strategies, building on prior comments) are encouraged and used- This may look different in the itinerant context and approached differently. Communication strategies are taught many times between students because students typically stare at the teacher and do not look at one another. When working one-on-one, the itinerant teacher may not need to be concerned about teaching communication strategies. *50. Strategies to get to a point of shared understanding (e.g., drawing, pictures, gesture, role play, circumlocution, using a middle person) are employed in the language zone*- This may look different in the itinerant context and approached differently. In the itinerant setting, the process of coming to shared understanding isn't helped by other students and the understanding of the student's message is only needed for one person, the teacher. I added 11 questions to the second interview based on my reflections on the fidelity instrument (see Appendix K for the separate set of Second Interview Questions for Janice and Karen).

At the end of the second interviews, the third and final semi-structured interviews were scheduled. At this time, teachers were given verbal and/or signed instructions for how to prepare for their final interview and then emailed the same instructions for their reference (see Appendix L for the Email of Instructions for the Final Interview). Teachers were given over four weeks to review the videos of their units of instruction from the 2014-2015 school year. While watching their videos, they were asked to evaluate and reflect on their instruction, noting how it compared to (1) the fidelity instrument and (2) their SIWI training. The videos of instruction were shared with the teachers via Dropbox™, a file hosting service, and were erased from Dropbox after the teachers secured them.

Before the final interview, I compared the two teachers' notes on the fidelity instrument and my own, analyzing similarities and differences between the three. There were items from the fidelity instrument where the teachers had differing views from my initial reflections, and there were items I had noticed that the teachers had missed during their own reflections. The information from our reflections was used to focus my attention to particular aspects of SIWI when watching instructional videos and developing the final interview questions (see Appendix M for Final Interview Questions for Janice and Karen).

I evaluated the teachers' instructional videos using the fidelity instrument, focusing on their approaches to SIWI. I also looked for additional types of instruction the teachers incorporated apart from SIWI to make writing instruction successful in their contexts. I took notes on the fidelity instrument and also wrote a summary of the teachers' units in a Word document. From the data up to this point, including teachers' reflections on the fidelity instrument during the second interview, my review of instructional videos and fidelity instruments, and my review of all the interviews, I identified further questions for the final interview.

During the final interview, I found that even though they were asked to evaluate their instruction using the fidelity instrument, neither teacher had filled out a fidelity instrument for their unit. While neither teacher used the fidelity instrument to score their instruction, they did both reflect on their instruction and had feedback about their strengths and weaknesses in using SIWI in their contexts. I was still able to obtain useful information about the teachers' instruction, decision making, and contexts.

With the interviews increasing in focus from the teachers' general experience (initial interview) to a specific SIWI lesson (final interview), I anticipated and found a rich discussion of SIWI in the itinerant context. This included discussions about: (1) ways teachers made meaning of the instructional principles in the fidelity instrument, (2) how they consciously did or did not modify instruction to make it appropriate for their context, (3) how their experience compared to their classroom-modeled training, and (4) the context-specific variables that impacted their implementation of SIWI. The final interviews were analyzed and member checks were completed. Karen and Janice were sent the written analyses of how context-specific variables impacted their instruction, the discussion, and future direction of the study, and asked if the analyses reflected their perspectives and beliefs. Both Janice and Karen responded that the written analysis of findings was accurate. Karen responded that the discussion and future directions were "spot on," (personal communication, October 4, 2016) and Janice was not able to review the final discussion and future direction sections to provide her feedback.

Artifacts

Artifacts were collected and analyzed as well. Artifacts included teacher notes in relation to the fidelity instrument, their videos of instruction, and screen shots of the language zone. The co-constructed texts associated with the teachers' units were also collected as artifacts and can be found in Appendix O. Artifacts were used to create a richer picture of the teachers' contexts for understanding and examining their instruction.

Data Analysis

I used three types of qualitative analysis by which to examine the data: typological, inductive, and interpretive (see Figure 10 for Types and Phases of Analysis). Typological analysis involves coding data using predetermined typologies. This analysis typically occurs when coding-categories are "easy to identify and justify" (Hatch, 2002, p. 152) and come from theory, research questions, or common sense. Seven typologies (67 codes) were created at the beginning of this study and will be discussed in this section. An inductive analysis involves examining the data and assigning patterns or themes (Hatch, 2002). Seventy-two additional inductive codes were created from the data (see Appendix O for the Code Sheet). The final type of analysis used was interpretive, focusing on making meaning and inferences from data. This type of analysis was used during the review of instructional videos when looking for ways the teachers incorporated unique strategies not explicitly taught during SIWI and also when reviewing their artifacts. Two unique aspects of teachers' instruction--semantic mapping strategies and instruction targeting theory of mind-- were identified during the teacher interviews (18 coded instances).

Lichtman (2013) describes the three C's of data analysis as coding, categorizing, and concepts which guided my data analysis. The author outlines the steps to a thematic data analysis as: (1) Initial coding, (2) Revisiting initial coding, (3) Developing an initial list of categories, (4) Modifying initial list based on additional rereadings, (5) Revisiting categories and subcategories, and (6) Moving from categories to concepts (Lichtman, 2013). I followed this model when analyzing the data.

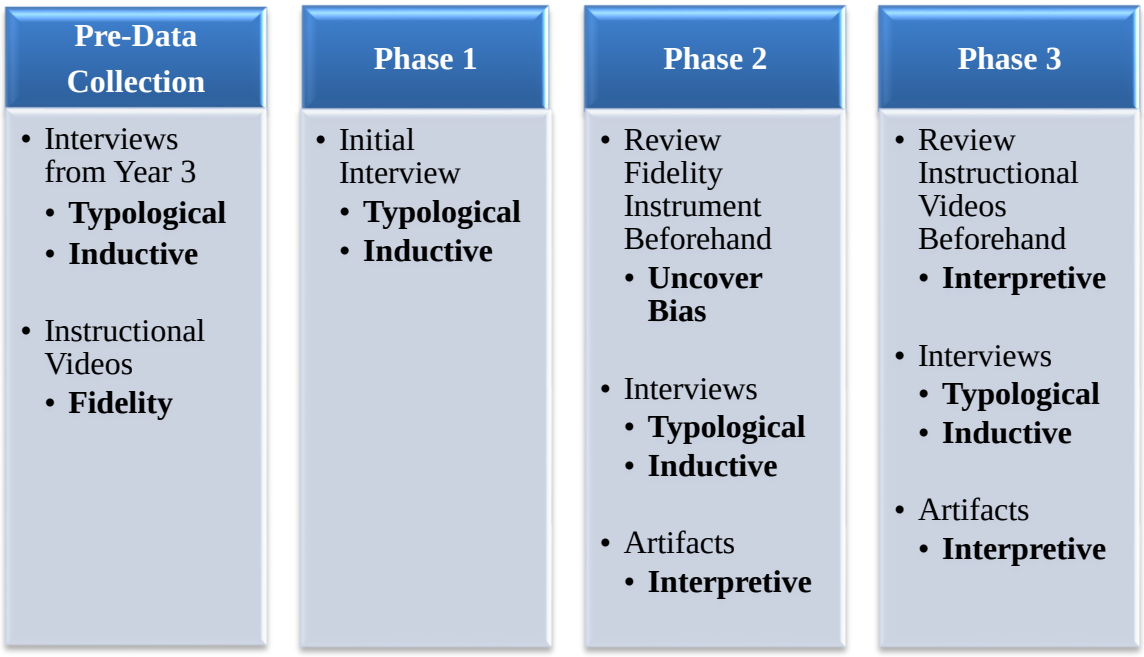

Figure 10. *Types and phases of analysis*.

Before coding began, I established seven typologies (pre-determined codes) I would code for based on my research questions and interrelated-topics I wanted to examine. When coding the interviews, I began with my first research question, focusing on codes connected to teachers' instruction and implementation of SIWI. In order to focus my attention and not overlook possible entries to be coded, I did multiple read-throughs, looking for specific codes during each analysis. I started by coding one of seven typologies, (1) itinerant teachers' SIWI instruction. The second read-through focused on (2) itinerant teachers' approaches to instruction different from SIWI. After establishing these codes, I reread the interviews to connect (3) SIWI principles (Authentic instruction, Balanced instruction, Strategic writing instruction, Visual

scaffolds, Interactive writing instruction, Guided to Independent instruction, Metalinguistic instruction, and Linguistic instruction) and (4) fidelity instrument indicators numbers (1-53) to the teachers' SIWI instruction and other applicable commentary. I coded the specific indicators in addition to the overall principles in hopes of finding and organizing those indicators teachers identified as being different in their context. I then introduced the codes focusing on research question two: (5) SIWI challenges and (6) SIWI positives/benefits, which I later separated into SIWI: benefits and SIWI: positives. I followed this by looking for (7) general challenges. I found that the first code, itinerant teachers' SIWI instruction, was covered by the remaining codes, and that essentially, I had used this code to organize the data and identify areas that needed to be coded differently. Therefore, I removed the code *itinerant teachers' SIWI instruction* so as not to be redundant.

After doing a typological analysis of the interviews, an inductive analysis followed. This type of analysis involved examining the data for patterns or themes. At the end of analysis, there were 53 additional codes from the inductive analysis (see Appendix O for the Code Sheet). Twenty codes were also created to help organize data for later analysis (i.e., "Interview: Questions to follow-up on"). The codes were organized into categories and concepts (Lichtman, 2013) when applicable. Concepts included: content-area specific variables (CSV), Itinerant specific information (Itinerant), and SIWI related information (SIWI). Within the content-area variables, there were several categories, including time (CSV: TIME) and district specific variables (CSV: DISTRICT SPECIFIC).

The analysis of teachers' instructional videos took a different form. The observations of units were used to look at ways the teachers were implementing SIWI both similarly and differently from their trainings. Observations were also made of how context-specific variables impacted their instruction (i.e., Janice and her students discussing how school meetings impacted their sessions). The instructional approaches teachers took while implementing SIWI, especially those different from their training, could be noted, described, and further questioned during interviews. When watching the teachers' instructional videos, I first analyzed the videos for the presence of SIWI principles using the fidelity instrument. I was also purposefully looking for additional instructional strategies apart from SIWI and/or ways the teachers approached SIWI differently. I then watched the videos a second time, taking notes and writing a summary based on the flow of the lesson in relation to the writing process. Lastly, I watched the videos a third time to locate instruction that demonstrated specific principles.

I decided not to transcribe and code the teachers' instructional videos for several reasons. Because the purpose of watching these videos was to determine how teachers were implementing SIWI, (1) the teacher's instruction could be evaluated using the fidelity instrument to document if they were or were not incorporating SIWI principle-related items. (2) I could also document how teachers were implementing writing instruction differently from that modeled during SIWI training, noting their approaches, investigating them further during the teacher interviews, and transcribing the interviews and specific instances of instruction for further analysis. (3) Because of time constraints,

I felt it was advantageous to analyze the teachers' instructional videos as outlined, especially knowing I could capture the needed data without full transcripts.

The transcripts of interviews, notes from the videos of teachers' instruction, the fidelity instrument evaluations, and artifacts were downloaded into ATLAS.ti™. Coding and triangulating all the data occurred within the program. I used the memo feature of the program to document my coding decisions, reflections during coding, and thoughts throughout the process, creating 51 reflective memos.

Maintaining Trustworthiness

I collected data to learn about two itinerant teachers' approaches to SIWI without the intent of judging or changing them (Patton, 1990). To minimize any risk to the participants, the identities of the teachers and students remained protected, and teachers' instructional videos and artifacts continued to be contained on researchers' password protected computers and external hard drives (backup copies). When thinking of validity and reliability in a qualitative study, Merriam (1998) discusses several approaches. Of these strategies, I (1) triangulated data, (2) did member checks, (3) obtained input from research peers on coding, and (4) reported researcher's biases in order to ensure internal validity.

I triangulated the data by looking at itinerant teachers' implementation of SIWI and their contexts through the perspectives of the teachers and the researcher and collected data in multiple ways. Member checks were done with Karen and Janice, giving them the opportunity to confirm and/or clarify their perspectives. Janice and Karen responded that the analysis of the findings was accurate.

After coding was completed, I shared the coded interviews with two other SIWI researchers, asking them to provide feedback on codes they would omit or would add. ATLAS.ti™ allowed me to save a PDF document of the interviews with the codes in a field to the right of the dialogue. Before they began this reliability check, I met with these researchers via Zoom© to discuss my code sheet, research questions, and answer any preliminary questions they had about my codes. The researchers returned their feedback and made notations of quotations they would have coded using my existing codes. For example, one fellow-researcher suggested two additional codes: *model texts* and *parents*, which later became *Mentor Texts* and *CSV: Parents*. Through the process of reviewing the coding of other researchers, I was able to reflect on my coding. There were times I had coded excerpts of teachers' interviews with the process in mind. For example, when teachers talked about their instructional videos, I coded them *instructional video comments*. I knew I would come back and look at the teachers' instruction reflections in detail, so initially I did not use additional codes for those portions of the interviews. Also, there were times I saw the fellow researchers using codes differently than I intended, such as, *SIWI: Needed support* was used multiple times during the peer review to mean support that the student needed. My intended meaning was ways the teachers need additional support from what was already provided by SIWI researchers during training and/or after training. I recoded *SIWI: Needed support* as *SIWI: Ways teachers need support*. Following their feedback, I did a final coding of all the data using their reflections and also my reflection on additional codes and organizing categories/concepts. I added eight additional codes for my analysis. From the peer

review, some code suggestions were used, and some were not. Ultimately, doing this final coding allowed me to reflect further on data, better organize codes, and ensure number counts for codes were correct.

I have been transparent about the biases and assumptions I have had throughout the study. Before collecting data, my main assumptions were: (1) SIWI is an effective framework that our field has needed; (2) Itinerant teachers trained to use SIWI, from a classroom model, may modify it to fit their context; and (3) There is benefit to an in-depth study of even one SIWI trained itinerant teacher, while this study investigated two. I anticipate that this study will inform both researchers and teachers of writing practices that can be and are being used in the itinerant setting, thus benefiting students, teachers, families, and society. For example, the results can be used to rethink the professional development for SIWI so that it can better respond to itinerant teachers' needs. In documenting itinerant teacher writing instruction using SIWI and benefits that follow, my hope is that more itinerant teachers will come to know about SIWI, be trained, and use the framework.

Chapter Summary

In this methodology chapter, I revisited the purpose and significance of this study. I discussed the case study research approach, which complements my research questions. In the methods portion of this chapter, thick descriptions are provided for the participants, the school district in which they work, and the students they taught for this study. The types of data collected and steps taken to analyze the data were shared. This chapter concluded with my approaches to maintaining trustworthiness.

CHAPTER 4

RESULTS

The purpose of this study was to examine the writing instruction of itinerant teachers using SIWI and to specifically address the research questions: (1) How are itinerant teachers of the d/hh implementing SIWI with elementary-aged students? and (2) What context-specific variables impact itinerant teachers' implementation of SIWI? In an effort to answer these questions, I conducted a thematic analysis of a total of six teacher interviews coupled with an observation of a full unit of instruction for each teacher and a review of artifacts. I conducted a formal evaluation of each teacher's unit of instruction and also scrutinized their instructional videos for additional strategies not already adopted as part of SIWI. The artifacts created a richer picture of the teachers' instructional contexts and were examined for how they enriched the other analyses.

Chapter Organization

This chapter begins with a summary of the overall findings and is then organized in detail by research questions. Part 1, focusing on how the itinerant teacher participants implemented SIWI, will be organized by teacher. In order to provide an overall sense of the unit taught and each teacher's unique style of implementing SIWI, I have written a descriptive observation of each teacher's writing unit as it happened. Following the summary of each teacher's unit of instruction is a description of the teacher's implementation of instructional principles listed on the SIWI fidelity instrument. The items elaborated with discussion, teacher insights, and dialogue excerpts are those that were most characteristic of the teacher's instruction, and those that were not

implemented. In the second section of this chapter, the context-specific variables that impacted teachers' implementation of SIWI in their itinerant settings will be explained. The overall categories of variables are in order of importance based on teacher feedback and coding frequency.

Overall Findings

Through an in-depth analysis of two itinerant teachers' interviews and observations of their instruction, I found that their SIWI instruction was not inherently different from the way it is modeled in SIWI trainings. Because SIWI's overarching principles provide a framework for guiding writing instruction rather than requiring teachers to follow a scripted, sequenced protocol, I found that instructional strategies not explicitly modeled during SIWI training still exemplified the principles of SIWI instruction. The one example I observed was Janice providing vocabulary instruction using semantic mapping. While this is not a specific strategy one must use during SIWI, it is easily embedded within SIWI as teachers find ways to expose students to language slightly beyond their current production. Karen stuck closely to the instruction modeled during the SIWI training; however, she made the instructional decision to draft, edit, and finalize one sentence at a time during guided writing that may have had some hindrance on her ability to model the writing process as recursive. This was not necessarily related to teaching in the itinerant context.

When I reflected on the fidelity instrument items before interviewing the teacher participants, I thought three different items were not applicable (25, 26, 39) and two would look differently in this context (49, 50) (see Appendix G for the SIWI Fidelity

Instrument). From incorporating the perspectives of the participants, I found that four items could look different in the itinerant context and one item did not apply. I found item 26, *Learning from one another is encouraged through peer interaction*, was not practical in the itinerant context for those providing one-on-one instruction. Because the focus of this item seems to be *peer* interaction and not the interaction with the teacher or adult, it seems it is not applicable to one-on-one instruction. Before conducting teacher interviews, I felt item 25, *Teacher "holds the floor" to allow students at different levels to participate*, was also not appropriate for one-on-one instruction in the itinerant setting. However, after getting Janice's perspective on this instructional principle during an interview, I see that it can apply. She described that during one-on-one instruction, she sometimes *holds the floor* either by taking on writing responsibilities so the student will not be too overwhelmed to participate, or by not allowing the student to off-load writing responsibilities onto her when they are capable. While shared writing was not a practice of itinerant teachers (item 39), I learned that, because of the limitations of their context, they approached it differently. For shared writing, they did not guide the student through writing (guided writing) or give them a prompt and send them off to write alone (independent writing), but they *front-loaded* the student with information and language and then allowed them to write without their support. The final two items focusing on communication strategies and shared understandings (indicators 49 and 50) were present during itinerant instruction, but did not require the facilitation of peer understanding.

The teacher interviews helped me ascertain that the missing indicators during the teachers' instruction were due to the teachers' growing in their abilities to implement

SIWI. However, there were other topics discussed by the teachers that needed further explanation. The itinerant teachers described multiple factors that impacted their implementation of SIWI. These factors were grouped into four main categories: time, district specific variables, supporting classroom writing, and physical space/organization. The teachers also provided advice to future itinerant teachers interested in SIWI which offered affirmation of important aspects and challenges of implementing SIWI as an itinerant teacher. Both teachers were proponents for using SIWI in the itinerant setting despite challenges.

Part 1: How are itinerant teachers implementing SIWI with elementary-aged students?

Both itinerant teachers in this study taught information report units with expected fidelity (Janice's fidelity was 85%; Karen's was 81%; see Appendix H for Teacher's Fidelity Evaluations). These percentages showed that the teachers were still not implementing all SIWI instructional principles; however, the ratings were typical for first year SIWI teachers. The average fidelity score for teachers implementing SIWI during their first-year of training is 74% (Wolbers, Dostal, Skerrit, & Stephenson, 2016).

As described earlier, the school districts in which the teachers work were structured differently and served different communities. I believe this contributed to Janice and Karen implementing SIWI differently which will be examined in more detail in this section. For each teacher, a description of the full unit of instruction is provided to help situate the reader and more fully describe each context. This is followed by a deeper examination of the teacher's implementation of SIWI principles. The teachers' strengths

to weaknesses, determined through instructional video observations and fidelity instrument scores, are organized by the three major SIWI principles (grouped as they appear on the fidelity instrument: Strategic Writing Instruction/Visual Scaffolds, Interactive Writing Instruction/Guided to Independent, and Metalinguistic Knowledge/ Implicit Competence). For each major principle, the teacher's strengths and weaknesses are described using specific items from the fidelity instrument. It is possible that teachers would not evidence instruction associated with every item. Transcribed excerpts of instruction are shared to demonstrate how each teacher incorporated SIWI principles during their writing instruction and to illustrate principles with which each teacher struggled.

Janice's Unit: Information Report on "Amelia Earhart."

In the Listening and Spoken Language (LSL) teaching context, Janice and two students, Gina and Sarah, interacted in a small room around a petite round table sitting in front of a whiteboard wall. The whiteboard was marked off into 3 sections: the language zone, the English board, and the home for the "organize" visual scaffold associated with information report writing. In this LSL context, the language zone was used as a space to gather ideas, to write and discuss new terms, and to construct sentences in English, not to provide ASL enrichment. The English board was used once sentence-level edits were completed in the language zone. Further revisions were made, as needed, to the full text on the English board. Hanging on the adjacent wall were other SIWI writing posters, including an information report rubric and a poster for transition words. No additional

adults were present during lessons in Janice's context, with the exception of the occasional observation by an administrator.

On the first day of the unit, April 6, 2015, before choosing a writing topic and researching, Janice shared a model text about poop to engage the students in examining an informational text. She read-aloud an excerpt of the text to the students. Gina and Sarah stopped Janice and asked questions about the text (e.g., Is this a non-fiction book?), the text content (e.g., You eat something and it comes out?), and unfamiliar terms (e.g., coprolites, "What is your 'gut'?"), and she asked the students questions related to the content, writing, and vocabulary, as well (e.g., "So why do you think all this poop looks different?;" "Is [the book topic] boring?;" "What's a fragment?"). Janice discussed the author's decision on what information to include, word choices, and how the author created reader interest. Gina and Sarah had a copy of the text and were given highlighters to find informational details. The students took turns reading the text aloud. The group stopped periodically to highlight details and discuss/clarify the meaning of terms (e.g., coprolites, fragments). After finishing with annotating a text excerpt, Janice read-aloud an informational text ABC book called, *Written Anything Good Lately?* (Allen & Lindaman, 2006) to illustrate and discuss the different purposes for writing. After reading the two informational model texts, Janice asked the students to independently brainstorm topics for their next informational co-constructed text and to consider the audience for the topic they choose. Gina and Sarah shared all of their ideas. The teacher routinely alternated which student would be the lead author and, on this day, she informed Sarah that she would be the author for this upcoming co-constructed text.

Choosing a lead author allows students to more fully engage in writing with support from their teacher and/or peer(s). The teacher takes a facilitating role where the student(s) ask the author questions (i.e., who, what, where, why, how) that clarify their intended message. This keeps students engaged and likely leads to improvements in their writing that are more immediate.

The following day, Janice opened with the goals for the session: picking a topic and producing writing that is clear and concise. They discussed the definition of *concise*, and Janice asked the students to give their own example of sentences that illustrated the definition (e.g., Gina gave an example of telling your parents about your school day, one containing many random details and her other example being concise). To illustrate her point about being concise, Janice also gave an exaggerated non-example, which was ending a lengthy description of your day with an important detail (i.e., breaking your leg) and providing no further explanation. She then used a mentor text about koalas that was written clearly and concisely. Janice provided the students with hard copies of the mentor text about koala bears and the foods they eat. The students took turns reading the text aloud, and Janice paused throughout the text to discuss vocabulary being read (e.g., bountiful, toxic). After reading the text, Janice asked the students how this text was concise. Gina offered an answer using evidence from the text (i.e., "It's going straight to the fact that koalas eat eucalyptus"). Gina and Sarah began asking content questions (e.g., "Trees have names?;" "Koalas are herbivores?;" "Are we omnivores?"), and Janice took the time to answer their questions, building knowledge and vocabulary.

From a group brainstorming that occurred in a previous lesson, Sarah chose the topic of Amelia Earhart from the list. Gina wanted to brainstorm the subtopics, but Janice explained that they would need to research first to determine what was important and what information was available. The three of them discussed a plan for researching, including a visit to the school library the next day. They began researching during the remainder of the session using the internet on iPads. The students read aloud the information they found about Amelia Earhart. Sarah was fully engaged in reading aloud to the group, and Gina stood next to her, helping her read words that she struggled with.

The next day, April, 8, 2015, Janice began the lesson by prompting the students, asking what they needed before they started writing. Gina and Sarah discussed audience and purpose, the importance of both of these, and how they were related to their current co-construction about Amelia Earhart. The students got stuck thinking of possible audience members, and Janice mentioned that Mr. Davis, a teacher in the school, was fascinated by Amelia Earhart's story and extremely interested in conspiracy theories, making him perfect for this assignment. The three discussed what conspiracy theories were and how this information could be included in their report. The students discussed information they wanted to include about Amelia, and Janice asked the students to write their research questions in the language zone. They decided to brainstorm subtopics to focus their research. The students were fully engaged during brainstorming, seeming motivated and interested in the topic.

After brainstorming, they decided to do further research using the internet on their iPads. Janice discussed the importance of keeping track of where they found information

as they gathered the information. As a group, they decided to first research family information about Amelia Earhart. When each person found information, they shared it out loud with the group, and Janice typed it into a Word document on her computer. As students searched and made notes, Gina asked, "Do you know how to spell Earhart?" Janice stressed that she wanted the girls to become independent writers and wanted them to use strategies like looking at words already spelled on the board or in a text. While the students researched and shared information, Janice asked the students comprehension and inferential questions about the different texts (e.g., "What did you get from that text?;" "From this, do you think Amelia was poor?").

The next recording took place a couple weeks later. Sarah was absent the previous session so Gina and Janice updated Sarah on the previous session's focus. They showed Sarah the Popple they made during planning. Popples are digital brainstorming webs created by an iPad app called Popplet©. Photos and text can be inserted into brainstorming bubbles created in the program. While discussing the planning Popple, Gina conjugated the word *sink* incorrectly. Janice took some time to do a quick semantic mapping lesson on conjugating verbs. They continued looking at the Popple, discussing new theories they found out about Amelia Earhart's disappearance. After their discussion, Janice had the students take notes in the Popple while she read from a book about even more theories. When wrapping up the lesson, Janice suggested that they research wacky theories to add more reader interest to their report.

The next day, Janice started the lesson with an in-depth discussion about the GOALS cue card for information report writing (see Appendix B) and the importance of

using what they were learning about writing in all their classes, not just during their sessions. They spent their time reading new theories aloud and putting them into their planning Popple. During the session, Janice provided explicit instruction using semantic mapping on conjugating *sneak*. Janice asked the students questions about how they wanted to approach their introduction and reminded them to consider their audience, Mr. Davis. Janice asked the students to come up with a title for their report for homework.

The following day, Gina and Sarah organized their facts, transferring the information from the Popple to the SIWI information report organizing poster. They chose the order of their subcategories and then the order of their details. Gina read the details from the Popple, and Sarah wrote the details on the poster. To facilitate collaboration, Janice offered to scribe for the students to allow them to read the Popple together and decide the order of ideas. When transferring their ideas to the organizing poster, the group took the time to verify details from their sources, such as Amelia's family members' names. Janice also used a semantic mapping strategy to offer explicit instruction about various terms that came up during conversation (e.g., influence). Instead of giving them the definitions, Janice used questions and meaningful examples of the term used in a statement to discuss the meaning of the term. Much of their time was spent discussing language and meaningful examples.

The next week, Gina and Sarah continued organizing their ideas, specifically which theories they wanted to include in their report. Sarah read the details while Gina wrote them on the organizing poster. Janice used semantic mapping to explicitly teach vocabulary words that came up during instruction (e.g., eloped, speculation). With the

term speculation, Janice broke the word apart and discussed the meaning of *spec* and how it was related to the word *spectacles*. Gina wrote some of the new terms in her *cool word* notebook.

The next video recording was the following week. Janice began the session asking Gina and Sarah how they wanted to start their introduction. Gina asked to use the iPad to view their planning Popple. The three of them discussed different ideas for a topic sentence for the introduction. When at the board to construct a topic sentence together, Gina and Sarah got off topic talking about topics to discuss later in the paper. Janice responded by asking the students to establish the order of their subcategories. After refocusing, Sarah started to construct a topic sentence in the language zone. Gina and Janice gave their feedback about the sentence and discussed options for editing. Once all decisions and edits were made, the author, Sarah, wrote the sentence they decided upon on the English board. After writing the sentence, the group read the sentence from the board together. A discussion about the next sentence followed, which included a focus on language use.

Two days later, the session began with Gina reading the report thus far. The introduction was already completed, and the second paragraph had been started. Janice then asked where Sarah wanted to go from there. A detail was selected (i.e., Amelia split her time between her parents' and grandparents' house), and a discussion ensued about vocabulary and how to elaborate on the information about Amelia. In the language zone, Janice wrote several details as they were discussed among the group. From Janice's notes, Gina and Sarah constructed sentences, discussing them and then writing them on

the board. After co-constructing a few sentences, Janice asked the girls to reread the entire text. The group discussed edits for the sentences, including punctuation and pluralization. After edits were made, the group reread the paragraph.

The next week, Gina was absent, and Sarah had a session alone. Janice let Sarah know she was excited to work with Sarah alone and encouraged her participation. The two discussed: where they left off, content knowledge, Sarah's personal connection to the information, and her writing goals. Sarah wrote in the language zone with Janice, discussing multiple options while writing. Sarah wrote another sentence on her own, and Janice pointed out its redundancy. Janice edited the sentence on the whiteboard with Sarah watching.

The next day, Sarah was alone for the first quarter of the day's session. Janice began guided writing with a NIPit lesson about grammar. Janice asked Sarah for an example of an adjective and a noun together. Sarah wrote, "The fuzzy cat." Janice asked her to add a prepositional phrase that told "when," to which Sarah wrote, "in the morning." Janice then asked Sarah to write a sentence using the adjective/noun and prepositional phrase. Sarah wrote, "In the mourning, the fuzzy cat is drinking milk." Janice discussed the meaning of a word (mourning/morning) that Sarah misspelled in her sentence that changed the meaning of the sentence. From there, Janice asked Sarah to label the nouns, verbs, and adjectives in her sentence. Janice added more words to the sentence (In the morning, the fuzzy cat is **loudly** drinking **warm** milk) and asked her to label those as well. They then discussed how the adjectives added more detail and created a clearer picture for the reader. Janice linked this back to their own writing as

they began working on a new paragraph of their report. Janice asked Sarah what subcategory she wanted to write about next. When Gina arrived, Sarah and Janice were discussing sequential order. They discussed and decided on a subcategory (how Amelia Earhart became interested in flying), and Janice told the two to construct the topic sentence for the new paragraph. Janice encouraged the students to look at the book resources to find dates to reference in the text. Gina and Sarah started by looking up information in the books. They did independent writing on personal whiteboards while researching and read them to the group when they finished. Janice encouraged the girls to use prepositional phrases in order to include dates and places. After reading their new sentences, Janice rewrote each of their sentences and asked them to find how she changed the sentences, and describe how the sentences were now stronger. After they noticed the changes, Janice asked Gina and Sarah to decide which set of sentences they preferred to use. After a productive student-led discussion in the language zone where they focused on word choice for their audience, Sarah wrote the sentences they decided on in the language zone.

The next day, the group started the session by reading the full text they had already finished. Gina and Sarah discussed how to continue the text, and they brought up considerations related to their reader. They constructed a sentence together. After reading their work, Janice provided explicit instruction about using the articles “a” and “the.” For the remainder of the lesson, the group discussed the language options for their next sentence. This was the last video recording of this unit.

During an interview with Janice, she explained that they finished the information report about Amelia Earhart, typed it, and shared it with Mr. Davis. Janice said he was able to read Gina and Sarah's report and provide feedback the next day. To view the co-constructed informational report on Amelia Earhart, see Appendix N. In Figure 11, you can see Janice, Gina, and Sarah's work space (the camera provides two angles for a fuller view of the space). As you can see, there were visual scaffolds present to support writing instruction. There was a space to organize writing (the popsicle poster), a space to discuss language (the far left of the white board), and a space to construct English text (the middle of the white board). The teachers and students moved seamlessly between these areas during the writing processes.

Janice's instruction was consistently focused on language. Janice used model texts; she provided the students with opportunities to physically annotate those texts, and encouraged them to ask the meaning of unfamiliar words. During her instruction, she created a language-rich environment where she used advanced vocabulary and figurative language, gave explicit instruction on English syntax, and used semantic mapping strategies for the purpose of discussing verb conjugations and word derivatives.

In addition to the strategies modeled in professional development for SIWI, Janice also incorporated semantic mapping. Semantic mapping is a teaching technique to teach semantic organization, where new information is integrated with prior knowledge. When asked to explain semantic mapping, Janice said, "Semantic mapping…. building vocabulary with the root word, [and] showing how these things are connected so the kids can learn to make connections with them" (personal communication, March 14, 2016).

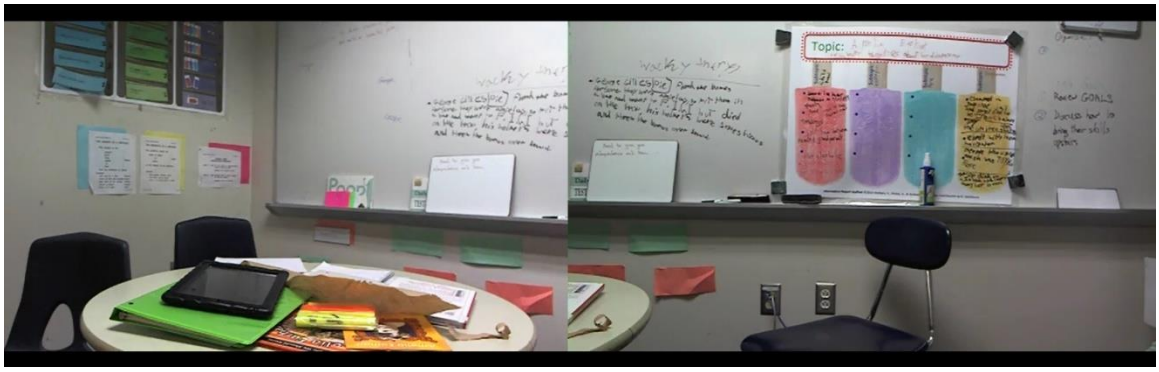

Figure 11. Janice, Gina, and Sarah's workspace.

She used an example: "Let me think of the word...oh, so if we were going to assess something, then an *assessment* would be what we use to *assess*" (personal communication, March 14, 2016). Semantic mapping can also focus on word choice between similar words (e.g., mad, angry, livid), and this is a strategy discussed during professional development for SIWI. While "semantic mapping" was not specifically modeled during SIWI trainings, Janice's use of the strategy falls into the category of metalinguistic and linguistic instruction, incorporated within the framework of SIWI.

Even though her instruction was rich in language, this one unit of instruction took 2 months to complete. For two genres of writing (i.e., informative, and persuasive) during the 2014-2015 school year, Janice was only able to do one co-constructed text with Gina and Sarah. Throughout professional development for SIWI and when support is offered to teachers during the school year, the researchers encourage teachers to expose students to as many co-constructions as possible within each writing genre. These multiple exposures: (1) allow the students to see the full construction process numerous times, (2) give students the opportunity to write for multiple audiences and receive

feedback from them, increasing their motivation to write, and (3) create opportunities for students to use and become familiar with writing scaffolds that will later aid them during independent writing. Teachers are encouraged to facilitate more than one publication for each genre.

While Janice created a language-rich environment, she also heavily guided students' writing, which she later acknowledged in her interviews when reflecting on her instruction. During guided writing, Janice often made suggestions to Gina and Sarah about sentences and/or word choices to include in their writing. This took away problem-solving responsibilities from the students.

Janice's Implementation of SIWI

Janice implemented SIWI with 85% fidelity. Janice shared that there was nothing inherently different about her instruction compared to her training. When asked, "Is there anything that wasn't necessarily in the training of SIWI that you were taught that you add to SIWI instruction to make it successful," Janice's response was intriguing: "I don't think so. I don't know... I had [Gina's] mother telling me at her PPT [meeting] that she loved being part of [SIWI] last year, and she said it was because it felt to [Gina] like she was in a gifted class..." She said later, this was "because we talk about language, and I spoke to them like they were adults more so than...what they do upstairs....in the regular classroom" (personal communication, March 14, 2016). From these quotes, Janice did not feel her instruction was implemented differently from the professional development for SIWI; we also see that her student noticed she was in a language-rich environment

and felt that she was challenged more than the general education classroom, as though she were in a gifted class.

Janice's evaluation scores from the fidelity instrument were all at or above what was expected for this unit of instruction. Her strength in implementing SIWI was strategic writing instruction, followed by interactive writing instruction/guided to independent, and lastly metalinguistic instruction and implicit competence. Because Janice incorporated language heavily during her instruction, I was surprised that metalinguistic instruction and implicit competence was her lowest score, but I will explain in further detail what pulled her score down.

Strategic writing instruction & visual scaffolds

Number 14. Explicit connections are made between reading and writing (e.g., use of model text or model language). To support language and writing development, Janice used multiple mentor texts to illustrate informative writing during her instruction. Just as Wolbers (2010) suggests, Janice used model texts to support high-level writing skills, which in the following excerpt were qualities of effective information reports and details. When asked how she approached SIWI instruction, Janice felt she used "mentor texts fairly significantly because [she] felt that really helped jump start conversations and illustrated what [she] was looking for" (personal communication, May 4, 2016). Not only did she use several texts, but she also made copies of the texts for students to annotate, making the connection between reading and writing even more explicit. The following excerpt was taken from the first day of instruction when Janice was introducing informative writing.

Excerpt 1. Instructional Clip on April 6, 2015

1) [*Janice just finished reading aloud a portion of text and answering some questions the girls had about the topic, poop.*]

2) Janice: And the book goes into more detail and everything... But they're taking something that you don't really think about and they're making it a really good informational text because it tells us the information accurately [pointing to the board], it gives us something unexpected, it's giving us something that...you know, is cool information, right? And is it boring, do you think?

3) Gina: Maybe?

4) Janice: Maybe? Do you think it's...

5) Sarah: What about pee?

6) Gina: He does have imagination.

7) Janice: See, I really like the way they show us with the detail. You know, they could just say that they found triceratops bones in T-rex poop, but instead they're telling us how the sides were slashed so we know how the animal was killed and eaten. Let's find something...everybody look at your page and get a highlighter.

8) [*students gather papers from the center of the table*]

9) Gina: This is yours.

10) Sarah: This one is mine.

11) Janice: And these go together. Ok.

12) Gina: So what do we have here?

13) Janice: We're looking for details.

14) Gina: Ok. [*starts reading text*] "Of course the hardest animals..."

15) Sarah: Wait, wait, wait. I thought we were reading it together.

16) Janice: Yes, we are. I'm not sure why she's doing that. Let's look together. We're going to stop when we see...

17) Gina: Ok. I'll read the first page. [*starts reading text*] "Of course the hardest animals in the world to study are the extinct ones. No one ever..."

18) Janice: Woah, woah, woah, woah. When you see a period, what do you do?

19) Gina: A period

20) Janice: You take a breath. [*breaths deeply*] Ok. Try again.

21) Gina: "Of course, the hardest animals in the world to study are the extinct ones. [*pause*] No one will ever see a try-anesaurus... try-anesaurus-rex."

22) Janice: Tyrannosaurus

23) Gina: "Tyrannosaurus-rex eating its dinner along with fossils and skeletons. T-rex has left some fossil poop called ropolites." I think they are called opolites.

24) Janice: Well it's...remember I cut the "c" off so it's coprolites.

25) Gina: Coprolites. I think that might be a detail because they say what it's called.

26) Janice: Sure. It's called an appositive because they're giving the word and then... [*shows Sarah where to highlight*] and then this is the definition. ...fossil poop.... fossil poop. That's what it is. Coprolites is fossil poop.

In line 2, we see Janice make her first connection between reading and writing by referencing the information report writing rubric. As outlined on the information report writing rubric, expert writers have two areas of focus when introducing a topic: (1) telling the topic clearly and (2) having high reader interest. She also engages them as an audience critiquing an author's text, asking them if they thought the author's topic was boring, which could be used later to emphasize the importance of readers' interest when they construct their own text.

In SIWI, novice writers are explicitly taught the processes of expert writers, and students develop skill and independence through scaffolded practice, modeling, and think-alouds (Wolbers, Bowers, Dostal, & Graham, 2014). In line 7, Janice makes her

critical thinking explicit for students, thinking aloud so students can concretely see her thought process. In giving the students an explicit example of a less developed version of the author's sentence and discussing the features, she is also giving students a tangible example of how they can improve their own writing by adding detail. It is at this time that she asks the students to get a highlighter to physically engage with the text, annotating where they find details. This was motivating for both students which was seen: in Line 12, when Gina said, "So what do we have here," in Line 15, when Sarah (a struggling student) stopped Gina from reading so she could follow along, and in Line 17, when Gina jumps in and says, "I'll read the first page."

Numbers 21-23. ***N – Notice****. An area of need is identified through informal assessment and reflection, or evaluation of student writing;* ***I – Instruction****. Explicit instruction is provided on the identified area of need. A visual scaffold that represents new knowledge is introduced;* ***P – Practice****. Students integrate new knowledge into authentic writing. Teacher prompting and/or NIPit scaffold are used, until no longer needed.* One misconception is that NIPit lessons are elaborate, pre-planned lessons. This is not the case. NIPit lessons can happen responsively during instruction, as Janice skillfully illustrates below. Teachers decide to use NIPit lessons when a student is not making *complex enough contributions* (Wolbers, 2008), and the teacher feels the student's need(s) will not be adequately addressed during guided writing alone. After explicit instruction is done, the teacher provides an opportunity for the student to practice what they just learned within their guided writing text. This allows the student to

reincorporate their new knowledge during meaningful practice (Wolbers, 2008). Janice exemplified the execution of a responsive NIPit lesson.

Excerpt 2. Instructional Clip on May 20, 2015

1) [*Gina and Sarah have just finished constructing sentences independently on the whiteboard and are about to share them out loud*]

2) Sarah: You go first.

3) Gina: Ok. [*reading sentence*] What encouraged her to fly ...what encouraged Amelia to fly was a combination of her father taking her to an air show, her pilot taking her to the plane to watch her...to watch the plane, and her teacher who taught her to fly.

4) Janice: Ok. Sarah, what do you have?

5) Sarah: A bunch of people tried to concourage her to fly.

6) Janice: Ok. It's not concourage. It's encourage.

7) Sarah: I know that. I just wrote that.

8) Janice: Ok. We're going to do just a quick NIPit. Ok? [*Sarah walks around the table slowly to sit down*] So I need both of you paying attention. If you're wandering around, I don't think you are paying attention. Come here. Both of you over here. [*Janice gestures for the students to sit together on one side of the table*]

9) Who knows the difference between "the" and "a"?

10) Gina: A... [*unintelligible*]

11) Janice: No, I mean, what is the difference?

12) Gina: "The" is like "the Grand Canyon" and "a" is like "a puzzle."

13) Janice: Ok. Can you get a little more specific? Can you explain that?

14) [*Sarah raises her hand*]

15) Gina: "the" kind of ta-duces a proper noun; "a" ta-duces a regular noun.

16) Janice: Ok. Not ta-duces. Introduces. Sarah, what is your take on "a" versus "the"?

17) Sarah: Um..."the" and "a"...ok..."the" means "oh, hey Ms. Johnson, can you pass me the book?"

18) Janice: Which one? Do you want this book, this book, this book?

19) Sarah: Oh, "Ms. Vick, can you pass me a book?" means just a random book and "Ms. Vick, can you pass me the book?"...

20) Janice: That means I know what book you're talking about, right?

21) Sarah: Yeah

22) Janice: "the" is specific

23) Gina: and "a" is...

24) Janice: and "a" is general

25) Gina: "a" is general

26) Gina: So should I do "a" instead?

27) Janice: Let's talk about it for a second. Ok, the first time you introduce something that's not a proper noun...like you wouldn't say, "**a** Sarah walked in the door." But...

28) Gina: That's kind of funny. 50 Sarahs.

29) Janice: Yes. I also wouldn't say "**the** Gina walked in the door." Right? So, we're not going to use that for proper names, but the first time you introduce something...like if I said "**A** bird flew in my hair"...Now I'm introducing the bird with "a." The next time, if I said, "**The** bird pooped on my glasses," you would know it was the first bird I talked about, right?

30) Sarah: Wait. Did that actually happen?

31) Janice: No

32) Sarah: A bird pooped on my dad's head.

33) Janice: Yeah, it happens.

34) Sarah: Has it happened to you?

35) Janice: No, it happened to my friend. We walked under a bridge, and there were a bunch of pigeons overhead, and she was like "Ew. A bird's going to poop in my hair!" and when we got out, a bird had pooped in her hair. I'd been walking under that bridge twice a day for years, and it never happened to me. It's because she yelled, "Ew. A bird's going to poop in my hair!" Ok...so let's get back on topic.

36) Sarah: Did she wash it off?

37) Janice: Of course she washed it off. She wouldn't walk around the rest of her life with poop in her hair. Ok. So...

38) Sarah: Yeah, but when did she wash it off?

39) Janice: Right after, sweetheart. We were walking to my house. [*Pointing to board*] Ok, so...

40) Sarah: You have a bridge to your house?

41) Janice: We were walking under, honey. Under a bridge. The bridge was up here and the road went under here. When I was growing up...ok. I was a kid. It was at my parent's house. It was a long time ago. Now, would you focus? Ok. So "the" is something specific. "The bird that pooped on my glasses." Specific. Because we already introduced it as the bird in my hair. Ok. Have we mentioned this pilot before?

42) Sarah and Gina: No

43) Janice: So what should we have there?

44) Gina: We should have "a pilot"

45) Janice: Ok. Why?

46) Gina: Because "a" introduces the pilot and "the" isn't.

47) Janice: Great.

Responsive instruction is crucial to the success of SIWI (Wolbers, 2007) and guided writing (Mariage, 2001; Wolbers, 2007). In Line 3, we see Gina misuse the word "the" when reading her sentence aloud to Janice and Sarah, saying "to watch **the** plane."

Janice made the decision to pause and provide explicit instruction. During instruction, Janice "holds the floor[13]," so that both Sarah and Gina can contribute to the building of knowledge. While Gina is quick to participate, Sarah is more passive, as seen in Line 14 when Sarah raises her hand to answer a question while Gina often blurts out answers immediately. In Line 3-4 and 12-19, we see Janice invite both students to participate.

Janice provides responsive instruction again when she continues teaching a concept where other teachers might have stopped, in Line 26, when Gina asked her, "So should I do "a" instead?" Because Gina thought proper nouns were a type of specific noun, Janice continued instruction with another example. She did this without calling attention to Gina's error, which could have discouraged Sarah and/or Gina's future participation.

As is an important component of NIPit lessons, Janice took the students back to the text to have them use what they just learned, in Line 41-47, so the skill could be contextualized (Wolbers, 2008). In addition to accepting the correct answer, she also asked for clarification for "why" it was the right approach. This is an important question to ask d/hh students because critical thinking is a skill with which they typically struggle.

Strategic writing instruction was Janice's strongest principle for SIWI instruction, yet there were several principle-specific items which were not present during her instruction. *12. The writing process is recursive (e.g., write-reread-revise-write more) rather than rigidly sequenced (e.g., write first draft-revise-write final draft).* As

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[13] a phrase used in SIWI meaning the teacher has control of the lesson and makes sure that all students have the opportunity to participate

emphasized in SIWI, it is important for novice writers to be explicitly taught the processes of expert writers (Wolbers, Bowers, Dostal, & Graham, 2014). While the modeling of the recursive process of writing occurred during instruction and is important, Janice did not make the recursive nature of writing explicit to students. During writing, for example, there was a need to find additional details, clarify facts, or reorganize details. Students were guided by the teacher to engage in recursive writing practice, yet an opportunity was missed by the teacher to share her thinking regarding when and why writers make these kinds of decisions. It is important for the writing approach to be made obvious to students so that they transfer the skill to their independent writing.

17. Instruction contains generalization statements (e.g., making connections and identifying differences between genres). Even though Janice taught the structure of informative writing and the important features to include, she did not make comparisons with previous or future forms of writing. In Janice's context, students had already completed both narrative and persuasive writing. Comparing the genres could have aided in the further emphasis of the types of information authors include, the way they choose to order their facts, and the purpose of writing.

Interactive writing instruction & guided to independent

24. Students are invited to take active roles in the construction, monitoring and revising of text; and *29. Ample time is given to work in the main objective areas. Teacher engages students in thinking, discussing and problem solving*. Janice was able to work with two students, Sarah and Gina, to provide writing instruction using SIWI. Part of interactive writing is that ideas are co-constructed among participants. The teacher must:

create an environment where students are actively engaged (Mayer, Akamatsu, & Stewart, 2002), thoughtfully consider the internal process needed to problem-solve the task, and provide responsive discourse based on what students reveal as their understandings (Englert & Mariage, 2006). In this excerpt of a lesson, Janice was able to engage both students in critical thinking, including Sarah who typically struggled and preferred to let Gina lead discussions.

Excerpt 3. Instructional Clip on May 20, 2015

1) [*Janice has Gina writing a sentence independently at the whiteboard. Janice is sitting at a computer desk adjacent to the main round table used for instruction. Sarah is standing next to Janice*.]

2) Janice: Ok. So Sarah, while she's writing that, think about what we want to put next. She wasn't impressed with the first plane she saw.

3) Gina: We already put that.

4) Janice: I know. I'm segwaying her to think about what we're going to think about next.
   Stop messing with my expo. [*Talking to Sarah*]
   Ok. So, do you want to work next on what got her into flying?

5) Sarah: Yeah, because of interest. We want the reader to be surprised at like...the reader is already surprised that she wasn't impressed so…

6) Gina: Maybe we should do seeing pilots inspired her.

7) Janice: Ok. So what were the two things....

8) Gina: Oh, I know! I know! I could be the nuss and ...

9) Janice: Nuss? Nur--se.

10) Gina: Nurse. Being a nurse, seeing all the dangered pilots fly made her want to join the air force...I don't know...

11) Janice: Ok. [*to Sarah*] I need to know you are focusing. If you are staring at your sneakers, I don't know that. Ok? So, do we want to do some sort of introduction like "Amelia first became interested in planes when..." or...

12) Sarah: Oh, wait. Somebody told her. Somebody like introduced her to it.

13) Janice: Ok. So Amelia was first introduced to a plane...

14) Sarah: For... By...

15) Janice: Well, actually, no, I'm sorry. She was introduced to planes at the Iowa State Fair when she wasn't interested. So I think we need to change that to something more where she became interested or captivated or what are some other words we could use for interested?

16) Sarah: Um

17) Janice: She developed an interest... [*Janice searches on the Internet*] Let's look it up on a... see if we can get a thesaurus going here...Guys, that's a really nice way to find different words...Ok, let's see. Synonyms for “interest” ... “preoccupation” is good. An “enthusiasm” is good.

18) Sarah: Enthusiastic too.

19) Janice: What do you mean?

20) Sarah: Wait, what are we describing?

21) Janice: We're trying to describe how she became interested, obsessed with planes and flying...because this wasn't what she was planning to do when she was...

22) Sarah: Wait. I just want to say...who we should...

23) Janice: Well, I think it was bunch of different things because there were the pilots that she took care of when she was a nurse, there was the captain in the air force who brought her to see a plane.

24) Sarah: No, not...

25) Janice: There was her father who took her to the air show. And there was the female pilot who taught her how to fly.

26) Sarah: No. I'm saying there was this one guy who took her on a plane and then they went around and around and around...

27) Janice: No. She wasn't...the captain brought her to see the plane but since it was a military plane, civilians weren't allowed on it. So she could only watch it. She couldn't go up. And then she went to the air show and she saw them doing tricks. But she wasn't on the plane.

28) Gina: But eventually she got on a plane.

29) Janice: Yeah. Within a year, I think after seeing the plane flying...I think a year after the air show she started taking her first flying lessons.

30) Gina: Well, maybe we can say something like this...What encouraged Amelia Earhart to fly was a combination of....

31) Janice: Ok, wait a minute. This should go in the language zone because there is good stuff. Sarah, go over there and get a pen. Gina get a pen. Both of you. Sarah, you want who interested her. Come on. These are ideas we need to capture.

Janice is able to engage Sarah in meaningful discussion with less distraction and input from Gina by giving Gina an independent writing task. This conversation allowed Sarah the opportunity to have more of an active role in making meaningful decisions in constructing the text. Janice is able to flexibly incorporate conversation about both language and content knowledge. This excerpt illustrates Janice's inclusion of students of various levels, giving each an active role, but also shows times where Janice led when not needed and could have released more control to the students (Lines, 4, 11, 15, and 17), which will be discussed further with the next principle.

While Janice had 85% fidelity with incorporating interactive components into SIWI instruction, there were several principle-specific items which were off-target during her instruction. *29. Little time is given to work in advance of the main objective areas. Teacher quickly models, thinks aloud or describes actions taken.* Over the course of watching her instructional videos, much of Janice's instruction involved conversation that was beyond Gina and Sarah's language levels. The students seemed to benefit from

exposure to more complex language provided by Janice; however, there were times instructional time was spent on language objectives that were outside of the students' zone of proximal development. This was not in line with the suggestion for teachers to set objectives just beyond what the students can do alone (Wolbers, Dostal, & Bowers, 2011). When reading the finished co-construction (see Appendix N), one is not reading a text that is just beyond the students' independent writing ability. The teacher identified this as an area of her teaching that needed work. Using the students' exact language as the starting point for writing instruction could have made it easier for Janice to help the students produce writing at a level just beyond what they could do independently.

38. Positive feedback is provided for student involvement and thinking, even if wrong. Line 31 of the excerpt above shows a moment of positive feedback for students; however, over the course of the unit, there was minimal positive feedback provided to students. Janice showed excitement about writing and encouraged students to participate often, which helped create a safe environment for students to learn, but direct, positive feedback was not observed often.

Metalinguistic knowledge & implicit competence

53. Teacher recognizes when the expressive language being used is not fully accessible to students. As already communicated, Janice provided a language-rich environment for her students to implicitly acquire language (Robinson, 1996). Even though she often used figurative language and advanced vocabulary, Janice frequently assessed her students' understanding of language used in the classroom. Students were encouraged to stop Janice when they did not understand terminology, and they did so

often. She also provided Sarah and Gina with a notebook to keep *cool*, new words they came across. In this excerpt, Gina is reading a model text aloud, and Janice stops the students to check for understanding. The students then write the word and draw a picture in their cool word notebook.

Excerpt 4. Instructional Clip on April 6, 2015

1) Gina: Coprolites found with T-rex bones in Canada contain frog-ments
2) Janice: Frag-ments
3) Gina: Frag-ments of try-cel-tops
4) Janice: Triceratops
5) Gina: Triceratops
6) Janice: What's a fragment?
7) Sarah: [*unintelligible*]
8) Janice: Good guess, but not everything in this is poop. ... A fragment is a piece. A little bit...like if you were to break a glass, there would be fragments of glass all around.
9) Gina: Oh...[*unintelligible*]
10) Janice: Hey you're not listening to me. I've got pearls of wisdom spouting forth. You need to listen. So, fragments of triceratops bone...is that going to be a whole bone?
11) Gina: No. It's little pieces.
12) Janice: Yeah, so it's going to be...don't use the Sharpie on there... You can draw a picture of what you think. I mean it could be something as little as this. [*Janice draws on whiteboard*] and it's going to have like teeth marks. And you can see, that would be a fragment. Or it could be like a rib bone [*drawing*]...it could be that big too. It's just it's not a whole bunch. [*looking at students' drawing in notebook*]
13) Sarah: How do you draw it?

14) Janice: Just what you think a fragment is. It's going to be a bit...so Gina thinks it's... [*pointing to Gina's drawing*]. It could be tiny pieces. The fragments of the Triceratops rib bone.

15) Gina: This isn't a very good...

16) Janice: That's alright. It's just to give you a picture so you can think about what a fragment is versus a bone.

Janice not only provides them a more tangible example of the term, in Line 8, but she also has the students write the term and draw a picture for support in their notebook. Janice felt that her slower pacing of SIWI was different than if it was implemented in the classroom and allowed her to focus on the language the students needed; she explained:

> Well, I think we probably moved slower than we would have in a classroom because we really did try out different things. We would come up with different bits of language that we would try...and try different words to see if something fit better...different ways of putting it together. And I don't think we would of had that kind of freedom if there were a bunch of us because it would have just been mayhem and we would have lost too many kids. But since it was just the two girls and they were often really interested in what we were doing, we were able to really sort of delve deep into the language instead of just bouncing ideas off of each other, I think. I think the girls probably got more out of it in the small group than they would have in a large classroom. (personal communication, May 4, 2016)

While she incorporated many of the indicators of metalinguistic knowledge and implicit competence during her instruction, several indicators were not carried out.

51. Teacher avoids leading and providing language that does not match the student's conception. Although Janice was a great language model for her students, she often led conversation, provided language during constructions, and did not release control over to the students. This can be seen across the extracts of instruction. When asked to reflect on her instruction after watching this unit of instruction, Janice was quick to recognize her tendency to lead instructional conversation, and acknowledged needing practice to

develop this skill. When reflecting on her writing unit on Amelia Earhart, her first remark was:

> I wrote a little note on 51 that I need to get better at that because I do have a tendency to lead and provide language that doesn't match what they're thinking. And I know it's a control thing too because it used to drive me nuts, and I'd be like "no, but you really want to use this word. What do you mean you don't want to?" It's letting go. (personal communication, March, 26, 2016)

Letting go and allowing students to lead during writing is difficult, but it is also more meaningful. At SIWI trainings, teachers across settings commonly reported this as a challenge they faced when learning to implement SIWI.

42. The student's exact language is added to the English board, and prompted for review and revision. Also tied to leading and providing language is putting the students' exact contributions in writing. Because the students were often given suggestions for the language used in their sentences before they constructed a sentence, their text was often not their own expressions, and the final text did not represent a comprehensible and slightly advanced input (Krashen, 1994, 2008) that came from meaningful students' expressions (Wolbers, Dostal, Graham, Cihak, Kilpatrick, & Saulsburry, 2015). In watching this unit of instruction, Janice often provided the language for students while they wrote and on one occasion, she wrote close-to-English notes on the board before asking a student to write independently. The following is an excerpt illustrating times Janice provided language instead of eliciting language.

Excerpt 5. Instructional Clip on May 15, 2015

[*Janice and Sarah are working alone on a co-construction text. Gina is absent.*]

1) Janice: Is that going to make sense? Listen. When Amelia was younger she spent part of the year with her grandparents in the country and the city with her parents.

2) Sarah: Yeah.

3) Janice: Does that make sense to you?

4) Sarah: Yes. That makes sense. Come on...that makes sense.

5) Janice: We need something before that like...part of the year with her grandparents in the country and the rest of the year with her parents in the city. Or the rest of the year in the city with her parents.

6) Sarah: Ok

7) Janice: What do you think? Sarah.

8) Sarah: in the country and the rest of the year.

9) Janice: Ok.

10) [*Sarah writes*.]

11) Janice: Honey, I don't think Kansas City was a big city [*Sarah erases a word from the board*] Ok. Good. Now we've covered her younger years. Now we need to say something about what happened when she was older. When she was a teenager the family moved farther away.

12) Sarah: When she was a teenager the family moved farther away.

13) Janice: so she could spend time with her grandparents. Something like that. How do you want to put that?

In Lines 5, 11, and 13, Janice provides the language for the sentence, and Sarah uses the exact language. She does provide Sarah with options to choose from, but Sarah seems unmotivated to write or contribute during this session.

Janice shared that there was nothing inherently different about her SIWI instruction compared to her training. Her strength in implementing SIWI was strategic writing instruction, followed by interactive writing instruction/guided to independent, and

lastly metalinguistic instruction and implicit competence. While she created a language-rich environment enriched by model texts and supported by scaffolds, Janice's heavy guidance impacted her fidelity in implementing SIWI.

Karen's Unit: Information Report on "Elf on a Shelf."

In this one-on-one teaching context, Karen and Joy worked in a narrow room off the cafeteria dining hall. Down the length of one wall were two windows facing a hallway that were covered with posters for privacy. They were seated across from one another in front of a medium-sized whiteboard hanging on the wall accompanied by a SIWI informative writing scaffold. The whiteboard was used as a language zone where Joy and Karen drew pictures to clarify her expressed ASL narrative, and Karen and Joy worked together to label the language associated with the images. The whiteboard was large enough to accommodate multiple drawings of scenarios with labels and can be seen in Figure 12 at the end of this unit description. Another adult, an interpreter, was present during most lessons to observe instruction in order to support writing in the general education classroom. To one side of the room, behind one person, was various storage and filing cabinets, while behind the other person was the door with a window where school-pedestrian traffic and noise were common. There was no specific day-to-day seat for the teacher or student.

During this unit, Joy decided she wanted to write an information report about Elf on a Shelf to her mother and sister. She chose to write about Elf on the Shelf because it was the Christmas season, and it was something she experienced every day. Because they were experiencing the elf's antics along with her, Joy made the choice to write to her

mother and sister. While brainstorming during the first lesson (which was not recorded), Karen and Joy drew pictures of an elf, tree, house, window with curtains, and a chimney to reference while discussing the student's background knowledge. These drawings came from the language Joy used when describing what she knew and wanted to share with her audience. Nouns were labeled, as well as verbs. During the second lesson (the first video recorded), Karen and Joy reviewed the topic, using the language zone as a reference for what they had already discussed. Karen was unsure of some of the drawings in the language zone, and asked Joy questions to understand her intended message (e.g., "I see up here the window and the curtain. What is that?). The beginning half of the lesson was focused on coming to a shared understanding. Karen and Joy then discussed the organization of her writing using the SIWI organization poster for information report writing. Karen asked guiding questions (i.e., what goes here?, what else can you tell me about…?) while Joy filled in the organizing poster. Joy referred to the language zone, which held her ideas, when making decisions about what to transfer to the poster. One popsicle, or sub-category, of details described what Joy's Elf on the Shelf looked like. For her second sub-category, Joy's details were about what the Elf on the Shelf did.

The previous lesson was on Friday, and when they returned on Monday, Karen realized she had not discussed the GOALS information report writing cue card and the genre-specific goals before planning (see Appendix B). She pointed out her mistake to Joy, and Karen took a few minutes to regroup their focus, reviewing the components they had already completed on the cue card and discussing what they needed to do next.

Karen described the next writing process, attend to language, as taking the ideas from the planning document and translating them into English sentences. Joy constructed individual sentences on a small whiteboard while sitting across from Karen (this is not how SIWI is modeled). She used the language already written on the organizing poster to write her sentence independently. After writing and editing a sentence, Karen asked the student to re-read the sentence. They then discussed if the sentence needed revisions. Karen touched on the recursive nature of writing, in that we "reread and change, reread and change" our writing. During the lesson, Karen used the language zone area to write, model, and provide sentence-level instruction using the drawings to support the written text. Once a sentence was complete, Joy wrote the sentence on paper. Karen reminded Joy that she needed to make a clear picture for her audience. Karen pointed out when Joy made editing decisions independently, especially those related to her personal writing goals (i.e., "you did forget your period").

The next day, Karen and Joy reviewed where they were in writing by referring to the GOALS information report writing cue card. Karen reminded Joy that she needed to focus on the language she used when writing to her audience, her mother and sister. To guide Joy through writing sentence-by-sentence, Karen continually asked Joy questions or introduced non-examples, sometimes acting as though she truly did not know the message/answer, requiring Joy to clarify her meaning, expand her vocabulary, and/or expand her sentence (i.e., Karen: I'm thinking that your elf has blue clothes… Joy: White skirt with red hearts). After Joy wrote a sentence on her personal whiteboard, they discussed the sentence errors, Karen provided sentence-level instruction, and the wording

of the English sentence was discussed and decided. Joy used the notes on the language zone to write unfamiliar words. After writing each sentence, Joy read the sentence from her board and edits were made there. Once a complete English sentence was written, read, and edited, Joy transferred the sentence to paper and read it again in the context of the text being constructed. This lesson and the lesson that followed (the final recorded lesson) progressed sentence-by-sentence in this fashion.

The final lesson was not recorded. Karen reported during her interviews, the final day of instruction was spent finishing writing, rereading the text, and drawing a picture of the elf, Carrie, which accompanied the final text. Once the full text was written, she made a copy of Joy's informative text for her to take home to her mother and sister. Because this co-construction was done before leaving for Christmas break, Karen did not contact Joy's mother to return written feedback to be discussed with Joy. To see the co-constructed text on Elf on the Shelf, see Appendix N. As you can see in Figure 12 of Karen and Joy's language zone, there are visual scaffolds present to support writing instruction. There is a space to organize writing (the popsicle poster to the left of the whiteboard) and a space to discuss language (the white board). Karen used the language zone often throughout her instruction, and Joy used this space frequently to express her ideas and as a resource while writing her text.

While watching Karen's unit on Elf on the Shelf, it was clear that she had a strong rapport with Joy. Karen was able to quickly redirect Joy when she got off-task and was also able to encourage her participation when she was not motivated or slow to write. When thinking about the importance of rapport in the itinerant setting, Karen shared that

Figure 12. Karen and Joy's language zone.

she had been with her students for a long time, and had let them know she was not going to judge them whether they were right or wrong. Karen felt it was important for her to gain her students' trust in order to build a strong rapport with them.

Karen made use of multiple scaffolds during her instruction, including the organizing poster and GOALS scaffold (see Appendix B and C). These materials were integral to instruction and independent writing tasks. Both Joy and Karen used the organizing scaffold as a reference when deciding what to write. In addition to using scaffolds, Karen also made great use of the language zone. This was a staple in her writing instruction. Karen and Joy used this space to come to a shared understanding often. Karen used the images in the language zone to discuss Joy's intended message in ASL and the English counterpart to those messages. Joy used the language zone throughout the unit as a means to communicate more clearly with Karen and also

independently used the language zone to label images that were central to her information report. The language zone became a tool that allowed Joy to rely less on Karen during independent writing.

While the publishing of the text was not captured by video, Karen identified several important aspects of publishing that did not happen during her final lesson. During the publishing process of a co-constructed text, it is important to: (1) reread the text, (2) discuss the full structure of the piece, (3) look for needed revisions, and (4) discuss whether the author(s) were successful in the purpose of writing to the intended audience. After these things are done, the piece is printed or rewritten and shared with the audience. With every piece of writing, it is intended that the audience will write back with their overall thoughts on the text and also share which aspects of the text they found to be strong and/or unclear. This feedback can motivate students to attend to the needs of the audience and strengthens their connection between the audience and purpose of their writing.

Karen had a strong rapport with Joy, and this showed during her instruction. She often used the language zone to come to shared understandings and encouraged Joy to use the language zone during independent writing. While Karen made great use of the language zone, she was rigid in establishing a final document to transfer sentences to individually that could not be revised later. From her recount of the final lesson, there were important aspects of publishing a text that did not occur, including rereading and revising the text as a whole.

Karen's Implementation of SIWI

Karen implemented SIWI with 81% instructional fidelity. When reflecting on her approach to implementing SIWI as an itinerant teacher, Karen said there was nothing she did differently to make SIWI successful one-on-one. She did add that she felt she used the language zone slightly different by both planning and organizing in this area. Using the fidelity instrument to analyze this unit of Karen's instruction, her was identified as interactive writing instruction/guided to independent, followed by metalinguistic instruction and implicit competence, and lastly strategic writing instruction.

Interactive writing instruction & guided to independent

Karen's score for this principle was altered based on my reflection of her context. Two items were removed, changing the overall possible points from 17 to 15. This will be explained further in this section.

24. Students are invited to take active roles in the construction, monitoring and revising of text, and *33. Teacher "steps in" gradually when students struggle by providing more and more support.* When guiding students through writing, it is important to "step back," allowing the students to think critically about their text. Students can and are encouraged to use scaffolds to help make decisions about their text. In this safe environment, students are encouraged to take risks, becoming an active participant in writing. When students struggle, teachers "step in" gradually to offer guidance and do not fully step in until students are stuck and/or overwhelmed. The following excerpt shows Karen guiding Joy through the construction of a sentence from beginning to end and will be used to examine the presence of interactive writing

instruction. This excerpt will be referenced later when evaluating other SIWI principles in Karen's instruction as well.

As noted in the unit summary, the use of a personal whiteboard to construct individual sentences to be transferred to a finalized document is not how SIWI is modeled. This factor will be discussed in more detail during this evaluation. Throughout the lesson, Karen and Joy used different combinations of voice and sign communication. Specific annotations about modes of communication are made throughout other excerpts, but do not appear here because they were not a focus for examination during this exchange.

Excerpt 1. Instructional Clip on December 16, 2015

1) [*Karen and Joy have just constructed a sentence. Joy just transferred the sentence to the final document and reread their co-constructed text in signed English*.]

2) Karen: Wonderful! We finished that.

3) [*Karen gets up and erases the images from the language zone on the whiteboard associated with the sentence they just wrote*.]

4) [*Joy is standing in front of the organizing poster that is next to the wall hanging whiteboard containing the language zone*.]

5) Joy: [*pointing to text on the poster*] What's that?

6) Karen: What does it say?

7) Joy: [*pointing to text on the poster with questioning look*]

8) Karen: [*Karen sits down and visually directs the student to the language zone*] Look

9) Joy: [*pointing to text on the poster*] What's that?

10) Karen: [*visually directing the student to the language zone*] Look

11) Joy: Watch [*walks over to language zone on the whiteboard and points to images and text*]

12) Karen: So what is that?

13) Joy: Saw

14) Karen: Yeah, Joy. Watches.

15) Joy: Watches. Watches.

16) Karen: Watches.

17) Joy: [*reading from language zone on the whiteboard*] Good or bad... behavior

18) Karen: Good or bad behavior

19) Joy: [*reading from language zone on the whiteboard*] Tells Santa

20) Karen: ok. So, what do you think? Have a seat. So, what do you think? How? How can you do that in a good sentence? [*looks off towards language zone on the whiteboard*]

21) Joy: Umm... [*pauses*]

22) Karen: Good sentences must have what? [*looks toward a wall out of view of the camera at another visual scaffold*]

23) Joy: Watches.

24) Karen: [*looks again toward the wall out of view of the camera at the visual scaffold*]

25) Joy: [*looks at the visual scaffold*] ...

26) Karen: Sentences must have what?

27) Joy: [*pointing toward the scaffold*]

28) Karen: So?

29) Joy: Who. What happened.

30) Karen: So [*points to image on the language zone on the whiteboard*]

31) Joy: Carrie (*pseudonym for Joy's elf on the shelf*)

32) Karen: Carrie. Carrie. [*Karen gets up and writes the name "Carrie" next to a drawing of an elf in the language zone and Joy sits down*] Carrie, what?

33) Joy: Saw good or bad

34) Karen: Who. Carrie's watching good or bad behavior. Who is Carrie watching?

35) Joy: Tell.

36) Karen: We're not talking about telling. That's later. [*gestures on the whiteboard*] Carrie watches. Who? She's looking. Good girl! Good boy! Good! Oh, not good! Bad! Who is Carrie watching?

37) Joy: Good, me. Jennifer. Good.

38) Karen: Ah. So is Carrie watching you?

39) Joy: Yes.

40) Karen: [*pointing to each word on the language zone as she reads it*] Carrie watches [*Karen writes the word "me" next to "watches"*] and... what?

41) Joy: good and... [*pointing towards the language zone*]

42) Karen: she watches me for [*Karen writes the word "for" next to "me"*] For. Good. [*pointing to each word on the language zone as she reads it*]

43) Joy: Good

44) Karen: Or. [*Karen writes the word "or" next to the word "good"*]

45) Joy: And.

46) Karen: [*Karen points to a word on the language zone*]

47) Joy: The. Tell.

48) Karen: That's fine. Let's read this. [*pointing to each word on the language zone as Joy reads them*]

49) Joy: Carrie watches me for good or bad behavior.

50) Karen: Ok. So you have your idea… so Carrie watches you for good **or** bad behavior.

51) Joy: [*Joy uses a handshape and sign showing the choice between two options*]

52) Karen: So can you create your sentence?

53) Joy: [*Joy looks between her personal whiteboard and the language zone on the wall hanging whiteboard*]

54) Karen: [*checks the time*] We're going to finish this sentence and then we are going to stop because then I have to work with Melanie (*pseudonym for another student*).

55) Joy: Can I stay?

56) Karen: Yes. You are going to stay.

57) [*Joy continues writing*]

58) Joy: I'm tired.

59) Karen: I know you're tired because you're working so hard.

60) Joy: Yeah.

61) [*Joy continues writing*]

62) [*School bell rings*]

63) Joy: [*points to her board with a questioning face*]

64) Karen: That's a "C."

65) Joy: Bing. Bing. Lunch is over.

66) Karen: [*nods head yes*]

67) [*Joy continues writing*]

68) Joy: R-R-R-O. What's that?

69) Karen: Nothing. That's not a word.

70) [*Joy continues to write looking back and forth between her personal whiteboard and the wall hanging whiteboard*]

71) Karen: [*pointing to Joy's writing*] That's a "V."

72) Joy: (*voices-unintelligible*) [*Makes a face a Karen*]

73) Karen: I know. You are frustrated with me...Alright, so let's look. Let's read.

74) Joy: Carrie

75) [*Joy looks out the window in the door at students loudly passing by. Karen gets up and folds down a curtain over the window*.]

76) Karen: Now you can't see out there. Come on. [*points to Joy's writing*]

77) Joy: Carrie watches me for good or bad behavior.

78) Karen: You forgot something.

79) Joy: [*waving to get Karen's attention as she talks and then points at her board*] Remember...because

80) Karen: No, you don't need the word because.

81) Joy: For

82) Karen: Carrie...Oh, before? Before? or because? No. That's fine. Carrie watches me for good or bad behavior. But I'm looking at it. You forgot something.

83) [*School bell rings*]

84) Karen: What did you forget?

85) Joy: [*points to writing*]

86) Karen: No.

87) [*Joy draws a line in her sentence*]

88) Karen: There's not a word here. There's not a word there.

89) Joy: [*writes a period at the end of the sentence*]

90) Karen: You did forget your period. Can you please write that on your paper? And then we'll be finished and you'll read it again.

91) [*Joy writes her sentence adding it to her text*.]

Students' participation is guided by the teacher who fosters a learning environment where all students have the opportunity to participate (Englert & Mariage, 2006; Rogoff, 1990). As introduced earlier, indicators 24 (students have an active role) and 33 (the teacher steps in to provide support) were present during Karen's writing instruction. From the beginning of this extract, in Line 4 through 6, we see Joy taking an active role in the co-construction of text. While Karen is erasing the drawings and labels they just finished writing about (so they will not repeat themselves while writing), Joy has moved over to the organizing poster, is looking at what they have planned to write next, and is asking what their notes say. After discussing the language in their notes, Karen invites Joy to take an active role in constructing her text, as seen in Line 20, when Karen says, "So, what do you think? Have a seat. So, what do you think? How? How can you do that in a good sentence?" When Joy does not answer, Karen continues to prompt Joy to think about the components of a sentence, in Lines 22 and 26. Karen has created a visually supportive classroom environment, where Joy was able to find written text paired with a representative image on a poster. She was able to answer Karen's question which shows that the scaffold became an "object to talk with" (Englert & Mariage, 2006). While this is a feature of strategic writing instruction, it also allows Joy to be an active participant during interactive writing instruction.

Also related to both the interactive and strategic writing principles, Karen provides language support before and while writing so that Joy has the language with

which to write. SIWI, which incorporates collaborative instruction (Mayer, Akamatsu, & Stewart, 2002), requires that teachers create environments where all students can participate, and provide access to the language needed for success (Englert & Mariage, 2006). This gave Joy the opportunity to take an active role in writing. When Joy asks what the text on the organizer says, in Line 9, Karen does not provide the answer, but directs her to use the language zone, with drawn and labeled images to support written language, to figure it out.

After discussing the language involved in creating her sentence, Karen invites Joy to construct her sentence, in Line 52. Once the sentence is constructed and Joy has read the sentence aloud, Karen prompts Joy to monitor her writing, in Line 84, asking her, "What did you forget?" These are both evidence of indicator 24 in Karen's instruction.

The next two principles were not seen in Karen's instruction, but were not possible to observe since she worked with a student one-on-one. *25. Teacher "holds the floor" to allow students at different levels to participate.* During the teacher interviews, I asked Karen to reflect on the fidelity instrument and which principles she approached differently or those that did not "fit." I asked Karen to share her reflection before prompting her with indicators I had questions about, and she responded:

> I got to number 24/25/26. Again it involves a classroom...it involves more than one. For the one-25, basically the child is taking the whole active role in the whole thing because they are the only one there...oh, that was 24. Number 25 - there's only one child participating in that. (personal communication, March 22, 2016)

I was curious to get Janice's perspective, as well, even though she worked with two students and did not bring up indicator 25 during her interview. I asked Janice, "how do

you feel that number 25… what that looks like when you're working one-on-one? Does it apply anymore? Does it not apply? or do you have to approach it differently?" to which she replied:

> It does because I actually had one student say "well, why don't you write it? You're much better at it than I am." You know, something to that affect. And I was like, "Ok, obviously, I'm not creating a safe feeling here for her to take a risk." But it's hard when every word coming out it wrong....so how do you instruct without deflating the kid, really. So that's actually more 28. I guess...student ideas are not dismissed. But yeah, it's...because with [Jennifer] sometimes I'll do the writing, you know, I'll script, just to get her to loosen up enough to even think about writing. Because when she's forced with the idea of dealing with spelling, grammar, an idea, language... it's just overwhelming for her. So... I think it still holds because you have to hold the floor, and you have to adjust based on the student's level. Because [Gina] writes at a much higher level at this point and ....so it's more of an exchange of ideas or we talk about different...areas that could be improved. So I'm switching the way I'm teaching for [Jennifer]. (personal communication, March 26, 2016)

This was an insightful way of looking at "holding the floor" which is usually used to describe how the teacher allows all students to participate without individual students taking over. In Janice's reflection, she also holds the floor either by taking on responsibilities so the student will not be too overwhelmed to participate, or by not allowing the student to off-load writing responsibilities onto her when they are capable. Janice's reflection made me think about this indicator differently.

26. Learning from one another is encouraged through peer interaction. This indicator was another I felt did not fit the itinerant setting. As shared before, Karen also agreed that peer interaction was not possible when working with a student one-on-one. Again, I was curious about Janice's perspective, as she did not include this indicator in her personal reflection. When I asked Janice to look at indicator 26, she responded:

> I can do that when I've got more than one peer...otherwise, it doesn't really work. I mean, I think the fact that we have more discussion than traditional teaching is kind of like that, because I build off what she says, she builds off what I say...It's not peers, but I think it's a more equitable relationship than a traditional classroom teacher. (personal communication, March 26, 2016)

It would seem that this indicator does not fit the itinerant setting when providing instruction one-on-one. While Janice mentioned the benefit of discussions in the itinerant setting that do not typically happen in the traditional classroom setting, she also later acknowledged, "peer to peer learning is such a powerful thing" (personal communication, March 26, 2016).

Metalinguistic knowledge & implicit competence

47. ASL contributions are repeated and/or captured in the language zone (e.g., gloss, pictures, drawing, video, role play), and *50. Strategies to get to a point of shared understanding (e.g., drawing, pictures, gesture, role play, circumlocution, using a middle person) are employed in the language zone*. Throughout instruction, Karen used the language zone to capture ideas, expand language, and support discussions and writing. As was evidenced in Excerpt 1 and Figure 12, Karen captured Joy's ideas by drawing them in the language zone and labeling the drawings. Karen and Joy both used the language zone as a reference during instruction to clarify their message (Lines 11, 36, 40, 42) and support instruction (Lines 10, 17, 19, 32, 40, 42, 44, 53, 70). At times, Karen asked Joy questions, and she used gesture and role play in the language zone to clarify her descriptions.

The following excerpt is a representative scenario of the teacher and student coming to a "shared understanding." Throughout the lesson, Karen and Joy used

different combinations of voice and sign communication. Specific annotations about modes of communication are made throughout the excerpt to create a better picture of instruction and to examine those indicators on the fidelity instrument that reference communication.

Excerpt 2. Instructional Clip on December 12, 2015

1) [*Karen and Joy are sitting in front of the language zone on the whiteboard. Joy has just finished describing her elf on the shelf flying to the North Pole*]

2) Karen: [*looking toward the language zone*] (*voicing and signing in signed English*) I see up here the window and the curtain. (*sign only*) Do what? Why?

3) Joy: [*points to the picture of a window with curtains on the whiteboard*]

4) Karen: (*voicing*) Yeah

5) Joy: (*signing ASL*) Closing window. (*sign and voice*) Close.

6) Karen: (*voicing*) Close

7) Joy: (*voicing*) She

8) Karen: (*voicing and signing in signed English*) Yes, she. Your elf.

9) Joy: (*sign and attempting to voice*) Fire. Remember.

10) Karen: [*shakes her head no*]

11) Joy: [*with her finger draws a square shape on the board*]

12) Karen: (*voicing and signing in signed English*) What about a fire? I don't remember anything about a fire.

13) Joy: (*signing ASL*) Santa comes down.

14) Karen: (*voicing*) Oh! Chimney. Chimney. Ok. [*Karen draws a chimney with a fire in the language zone. Points to the chimney.]*

15) Joy: [*shakes her head yes*]

16) Karen: [*writes the word "chimney" next to the drawing*] (*voices*) Chimney.

17) Joy: [*Writes the word "elf" between the drawings of the chimney and elf. She points to elf drawing on the whiteboard*] (*signing ASL*) The elf leaves while I'm at school and leaves to work on boxes.

18) Karen: Oh! (*voicing and signing in signed English*) So yours stays and works in your house to make the boxes and to wrap...

19) Joy: [*gets up and points to a drawing of the North Pole on the language zone*]

20) Karen: (*voicing and signing in signed English*) When he?

21) Joy: [*points to drawing of elf and then points to word "elf"*] (*signing pidgin*) Elf flies up [*points to drawing of the North Pole on the language zone*].

22) Karen: So when he flies he goes shoooo! [*Karen gestures up the chimney using the marker in her hand*].

23) Joy: (*signing ASL*) I stay and work at school.

24) Karen: [*draws an arrow up and out of the chimney*] (*voicing and signing*) So he flies. [*Karen writes the word "flies" below the word "elf" and "up the" above the word "chimney" in the language zone*]

25) Joy: (*signing and voicing*) Farrrrr!

26) Karen: [*Karen points to each word on the language zone as she reads it out loud*] (*voicing*) So the elf [*points*]

27) Joy: (*voice*) Elf

28) Karen: (*voice*) Flies [*points*]

29) Joy: (*voice*) Flies

30) Karen: [*pointing at each word as she reads*] (*voice*) Up the chimney.

31) Joy: (*voice*) Up the

32) Karen: (*voice*) Chimney [*Karen looks at the interpreter in the room*.] Sign for chimney? (*signing and voicing*) Chimney.

33) Joy: (*signing*) Chimney.

34) Karen: (*signing*) Chimney flies up. (*voicing and signing*) Right?

35) Joy: [*shakes head yes*]

36) Karen: (*voice*) Ok.

37) Joy: (*voicing and signing*) Me. Me. (*signing ASL*) I'm at school working, mom is at work, and Cory (*pseudonym*) is at work. No one is home. The elf is alone. The elf looks around the house and fixes things.

38) Karen: (*voicing and signing in signed English*) Ok. So no one is home. It's empty at home?

39) Joy: [*shakes head yes*]

40) Karen: (*voicing and signing in signed English*) That's when the elf is working in your house?

41) Joy: (*voicing*) No. [*points to drawing of elf and then to drawing of North Pole*]

42) Karen: (*voicing and signing in signed English*) I'm not understanding. Are you telling me that the elf when there's no one home...Elf what?

43) Joy: (*signing ASL*) Later she goes and talks. She fixes many boxes, tying bows.

44) Karen: (*voices*) Ok

45) Joy: (*signing*) Pulls a bag over her shoulder. Sleigh. Fix boxes. Sleigh. Boxes.

46) Karen: (*voices and signs*) I understand that.

47) Joy: [*goes to the language zone and begins drawing a sleigh*]

48) Karen: [*talks to the interpreter in the room*] (*voicing*) It's a sleigh.

49) [*Joy finishes drawing, and Karen stands up with her*]

50) Karen: (*voicing and signing*) So, Joy, you're telling me that during the day you're here at school, mom, Cory...they're all at work. No one is home. The elf flies to the North Pole and talks with Santa. Helps make toys. Then comes back to your house.

51) Joy: [*shakes head yes*]

52) Karen: (*voicing and signing*) Is that right?

53) Joy: [*shakes head yes*] (*signing ASL*) My mom works a short time and comes back. The elf jets back fast and sits down quick and sits still. [laughs]

54) Karen: (*voicing*) Alright.

This conversation was initiated from a drawing in the language zone, where Karen asked Joy to clarify the significance of a drawing. In Lines 2 through 14, we see the conversation between Karen and Joy, which ends with Joy's intention being understood (Lines 13 and 14). Karen adds Joy's idea to the language zone, drawing a picture and labeling it (Line 14 and 16). The picture is later used as an "object to talk with" in Line 22 (Englert & Mariage, 2006). Joy also wrote in the language zone, feeling comfortable to employ the same strategy as Karen. In Line 17, Joy writes the word "elf" next to the drawing of an elf and then continues to elaborate, saying, "The elf leaves while I'm at school and leaves to work on boxes." Karen and Joy both used the language zone as a reference during instruction to clarify their message (Lines 2, 11, 17, 19, 21, 22, 24, 41, 47) and support instruction (Lines 14, 16, 24, 26, 30).

There were metalinguistic knowledge/implicit competence indicators on the fidelity instrument that were not seen during this unit of Karen's instruction. *42. The student's <u>exact</u> language is added to the English board, and prompted for review and revision*. When SIWI is modeled, there is a language zone and an English board for co-constructing text. Having a separate language zone for ASL communications and an area for writing English makes the differences in the two languages even more explicit. During trainings, teachers are given different ideas for giving students independent writing tasks and coming back to the group to share their work. One of these options is

having students independently write sentences on individual whiteboards; however, it is not intended for every sentence of the text construction. What is expected is that the language zone will be used to discuss concepts, drawing and labeling nouns, verbs, and adjectives. Once a discussion of the next sentence leads to the forming of a sentence that is close to English, the exact wording from the student is written. Many times, the teacher acts as a scribe so that even if a student is signing each word and does not have the ability to write it yet, they are able to construct an English sentence. The actual "building" of each word in an English sentence does not typically take place in the language zone, but if any English language is built there, the two languages should be visually distinct (e.g., different colors). In Karen's setting, the two languages weren't visually different in the language zone, and there was not an English board to construct a full written text.

While the language zone was used to clarify Joy's intended message by drawing pictures and labeling them, there were times when Joy's exact language was not added to the language zone. In Excerpt 1, Line 42, Karen adds the word "for" to the language zone even though it was not provided by Joy. The addition of this word and/or the instruction paired with it should have occurred on the English board. In Excerpt 2, Line 24, Karen adds the word "flies" to the language zone. Because Joy signed the word "fly," this should have been the word added to the board. Instruction or an explanation for the addition of the ending of the word should have occurred before being written. After watching the videos of her unit, Karen also noticed this about her instruction.

> But I noticed that I was the one that was writing the words up there and I was the one even putting the tenses up for her...flies...instead of putting fly I put flies for

> her...so I don't know quite why I did that, but looking back I realized that I should have wrote fly and then we could have talked about how to change that word into the present tense and so forth which is a skill she learned already, but I just wrote it "flies" on the board. So that was one of the things that I noticed that I should always write just the basic word...the root word and not the prefix and the suffix added to that. That is a skill that they need to pick up on. I noticed that in the video. (personal communication, April 17, 2016)

When working with students using more than one language, explicit instruction for both and comparing the two helps build students' metalinguistic knowledge of both languages. The Common Underlying Proficiency Model (CUP) of bilingual proficiency recognizes that improvements in one language also positively impact the other (California Office of Bilingual Bicultural Education, 1981). "SIWI purposefully separates and discusses ASL, English, and any other forms of communication students use in order to build metalinguistic awareness and allow greater linguistic competence" (Dostal & Wolbers, 2014, p. 263) and to help further emphasize the differences (Wolbers, Dostal, & Bowers, 2011). When instruction includes comparisons of languages, d/hh students learn how ASL features[14] impact English word choice (Wolbers, 2008); students become more familiar with the unique grammatical rules of each language (Wolbers, 2008); students are better equipped to more accurately express their ideas in written English and/or work through translating ASL expressions to English (Wolbers, 2008). *46. Students are engaged in identifying, comparing and/or distinguishing grammatical features of ASL and English*, and *48. Students are engaged in chaining and pairing of ASL and English. Languages are clearly distinguished (e.g., different colors or spaces).*

[14] i.e., position, location, and facial expressions

These two indicators did not occur often and in the extractions thus far, one can see missed opportunities for comparing ASL and English. In Excerpt 1, Line 13, Joy used the sign "saw" for the written word "watches." Karen could have provided explicit instruction on how the words are signed differently and provided examples. During the lesson in Excerpt 1, Line 41 and 45, Joy interchanges "or" with "and." This is a concept that comes up often in writing and could have been addressed in this meaningful moment. Karen also could have compared English and ASL sentences when talking about how to construct a *good sentence* in Line 22. During the lesson in Excerpt 2, the ASL and English language for "up the chimney" could have been paired more explicitly, and also been compared. One important ASL concept discussed in the Review of Literature was ways for identifying plurals (Struxness & Marable, 2010). When signing in ASL, Joy used repetition to identify plurals, such as Line 43 for the word "boxes." She also used repetition to emphasize verbs, such as "work" (Line 23) and "fix" (Line 37). For each of these instances, Karen could have engaged in discussion about how repetition in ASL affects the written English word.

Strategic writing instruction & visual scaffolds

18. Procedural facilitators (e.g., GOALS visual scaffold and cue cards) are used to assist students in the writing process, until no longer needed, and *19. There are supports for learning text structure (e.g., model text, popsicles scaffold).* There are many benefits to using mediational tools: (1) they can provide direct access to language for a task; (2) they can make visible the procedures involved in a task; (3) they can make visible the thought-process and organization of a task; (4) they can support student

participation at various levels (Englert & Mariage, 2006). Such a tool can become an "object to think with" or "object to talk with" (Englert & Mariage, 2006, p. 452). Karen used multiple procedural facilitators throughout her instruction. Several have already been referred to during Excerpt 1, the information report writing organizer (Line 4) and a sentence construction visual (Line 22). In this next extract, Karen uses a cue card to explicitly discuss their decision-making for navigating the writing processes. Joy's communication mode is specified for each comment so that the reader has a clearer picture of the exchange between Joy and Karen. Unless specified, Karen is voicing while signing using signed English.

Excerpt 4. Instructional Clip on December 15, 2015

1) [*Karen and Joy are sitting across from one another at a desk. To start this Monday session, Karen is reviewing where they are and has a cue card in front of her. This is the 3rd lesson in this unit*.]

2) Karen: We're talking about your elf on the shelf. Do you remember?

3) Joy: [*shakes head yes*]

4) Karen: And we wrote all that down. [*pointing to the language zone on the whiteboard*] Those are your wonderful ideas. You were thinking and thinking and thinking...and you thought of different ideas. And we wrote them on the board. You told me that the girl, your elf was a girl, and she had hearts on her skirt. And you told me that she makes the toys, puts them in the boxes to put under the tree. You told me so much! You gave me all your ideas. Right?

5) Joy: [*shakes head yes*]

6) Karen: So we kind of finished this already.

7) Joy: (*signing*) Secret

8) Karen: Yeah, that's right. It's a secret elf… I made a mistake. Last week when we were working, this should have been in front of us... So we finished with your ideas. Finished that already. So check that all off.

9) Joy: (*mouths and gestures*) Yes!

10) Karen: I got the wrong card. I got the hamburger. Excuse me one minute.
...

11) Karen: We've already got all the ideas. You told me so much so let's check all of that off.

12) [*Joy writes on the cue card*]

13) Karen: And also on Friday we talked about our ideas and we organized our ideas. Right? We put them on our organizer. [*gestures to the information report poster*] So we did this.

14) Joy: (*voices*) Finish

15) Karen: We put them into groups. We're talking about the girl. The elf is a girl. Her skirt. What she looks like. What does she do? We grouped them. So we're fine. Now...we've finished with Got Ideas. We finished with Organize. What's next?

16) Joy: [*points*]

17) Karen: (*signs*) Finish

18) Joy: [*write on cue card*] Check. Check.

19) Karen: [*points to organizing poster*] We already did that. So what's next?

20) Joy: (*voices*) Next. [*pointing to cue card*]

21) Karen: No. We already finished that. So what's our next thing to do?

22) Joy: [*points to cue card*]

23) Karen: Yes. And what does that say?

24) Joy: (*signing*) Wow. Many!

25) Karen: Yes. So what does that say?

26) [*Karen walks away to get a manipulative to visually mark where they are in the writing process on the cue card*]

27) Karen: Yep. We're on this one now. And what does that say? We have to what?

28) Joy: [*pause*]

29) Karen: Attend to language. [*points to cue card*] Attend to language

30) Joy: (*signing*) Attend to language

31) Karen: What does that mean? Do you know what Attend to language means?

32) Joy: [*looks at the wall of scaffolds*]

33) Karen: What do you think Attend to language means?

34) Joy: [*looks at cue card and eventually back to Karen*]

35) Karen: What are we going to do now?

36) [*long pause*]

37) Karen: We're going to... [*Karen puts her hand in the air in the handshape of the sign for write*]

38) Joy: (*signs*) Write.

39) Karen: Write what?

40) Joy: [*looks at wall of scaffolds*] Who?

41) Karen: We're going to write Who

42) Joy: What happened

43) Karen: What happened. And what's that? We're going to write sentences. We're going to write sentences. And I want good sentences. I want to know Who, which can be who or what...and here we're talking about a what. We're talking about the elf on a shelf. And we're going to talk about what happened. What does he do. Those kind of things for your sentences.

Karen used the cue card to make the steps of the writing processes more explicit; however, it would have been better if she had read the components for each step. *17. Instruction contains generalization statements (e.g., making connections and identifying differences between genres).* During this extract, one can also see a missed opportunity

to compare narrative and informative writing. In Line 10, Karen realizes that she has the cue card for narrative writing and retrieves the correct card. This would have been a fitting opportunity to compare the components of each style of writing, further focusing their writing.

12. The writing process is recursive (e.g., write-reread-revise-write more) rather than rigidly sequenced (e.g., write first draft-revise-write final draft). During writing, an author moves between writing processes, sometimes realizing needs in other areas, such as reorganizing details. In the excerpt below, Karen tells Joy that writing is recursive.

Excerpt 5. Instructional Clip on December 16, 2015

1) [*Joy is writing a sentence on her personal whiteboard*.]
2) Karen: Can you read it again?
3) Joy: (*signing*) Mistake
4) Karen: That is fine. It's not a mistake. It's not a mistake. The writing is a process. You read, you change, you read, you add, you read, you change. It's a process.

Even though she tells Joy that writing is recursive, Karen's setup for writing instruction is not fully conducive to writing recursively. By writing the text sentence-by-sentence on a personal whiteboard and transferring it one sentence at a time, the writing, revising and editing processes of writing are more rigid. Children do not learn language by studying it in isolation, sentence-by-sentence, (Miller & Luckner, 1992), while an interactive writing space serves to make the internal process for expert writers *visible and accessible* (Wolbers, 2008) and creates a space more advantageous to moving between writing processes. When working sentence-by-sentence, planning and organizing are less likely to be revisited. In fact, after writing two sentences of her text, Joy finds out that

her elf on the shelf is named Carrie, a pseudonym. Instead of reorganizing her text and moving this information forward, the sentence was added when the information was discovered (see Appendix N for co-construction). One indicator, 16, was not observed and may have been a direct result of the writing setup. 16. Students engage in making revisions (e.g., moving text, adding relevance for audience) as well as surface edits, as necessary.

Two other important principles were not observed during Karen's instruction. *14. Explicit connections are made between reading and writing (e.g., use of model text or model language).* Reading and writing share cognitive processes with the knowledge of readers and writers being similar (Fitzgerald & Shanahan, 2000). It is important to make the connections between reading and writing explicit for students. Not recorded from this unit were the first and last days of instruction. Many times, teachers use model texts to open their lessons; however, when checking with Karen, she indicated that she did not utilize a model text during this unit.

15. The purpose or audience becomes a focus when constructing text (e.g., "Will Jill's mom understand?", "With this expository writing, we want to inform our audience by…"). Lastly, when planning for writing, Joy decided her audience would be her mother and sister. Once establishing an audience, the topic was not revisited. Discussing the audience while writing helps: determine the purpose, select what details to include, and decide word choice. When asked the purpose for this information report and audience, Karen replied, "It was her focus being it was the Christmas season and something that was happening every day with [Carrie], the elf. She and I decided she

should write about this." and "She wanted to share with [her mom and sister] what she wrote about the elf because they were experiencing the elf's antics with [Joy]." While the information was very accessible to Joy, this co-construction did not seem to have a clear purpose for the audience.

When deciding on an audience and purpose for writing, it is important to think about the perspective of the reader and the information and language that are most appropriate for that reader. Theory of mind refers to a person's ability to take the perspective of another person. Just as Lederberg, Schick, and Spencer (2013) referred to language as a skill with "cascading effects" on all literacy skills, theory of mind is a skill that impacts many other abilities, from understanding the purpose of writing for an audience to being able to interact with peers in and out of school. Theory of mind is not a difficult skill specific to d/hh students in public schools, but for d/hh students in general. Although theory of mind is a skill that impacts d/hh students' writing, it is not a component of professional development for SIWI.

The topic of theory of mind came up during Karen's initial interview when she said her students struggled with persuasive writing because they did not understand the concept of an *opinion*. A more explicit discussion of theory of mind began during Janice's initial interview. When discussing instruction that is unique to itinerant teaching, Janice mentioned that she addresses theory of mind. While this skill is not confined to d/hh students served in the mainstream, I was intrigued because this is a topic not included in SIWI trainings. Janice shared how she approached theory of mind instruction:

> I also do a lot of theory of mind stuff. Because I found a lot of my kids didn't have a fully developed theory of mind. So I do a lot of think-alouds where like "I wonder..." "I think..." "It occurs to me that..." Just sort of getting them to think about the fact that I don't know what goes on in their heads and you know, people have different ideas. (personal communication, March 26, 2016)

When teaching students about theory of mind and other new tasks that require higher order thinking/processing, it is important to externalize our thinking process for our students. I asked Janice to elaborate on how she incorporates theory of mind in her instruction; she shared:

> Yeah, we do a lot of think alouds and narrating what's going on. And that's something I do a lot with my birth to 3 babies too ...is have their parents work on that. So the baby is starting to understand the parents don't know everything...that they're going through the steps...basically narrating the steps of their thinking to give the baby a clearer picture or I should say, the young kid. And so I do that with my students as well. And I've noticed that a lot of the classroom teachers...I think it's really part of the curriculum now. They are doing a lot more of that. They're demonstrating and modeling how they are thinking through stories. So I think that is really helpful. And hopefully that will continue. (personal communication, May 4, 2016)

I asked Janice to talk about her students' ability to take the perspective of other people, to which she replied:

> Theory of mind. We've been working on that since I started. I've got some kids who are much better at it than others. We've done a lot of work on it because I think it's an area that is a real deficit with kids with hearing loss because they aren't able to overhear what's going on and develop their theory of mind. So we do a lot of story books talking about "oh, I think I see this..." or "I wonder what he's doing that..." you know using all of those higher order brain kind of words. So they're starting to do that. And I noticed the younger kids that I did it with like my little Charge girl, she's pretty good at that. She'll hold up a book to her peers and she's like "I wonder what he's doing? I think he's going to do that. Let's see if he is." It's pretty cute. I think my unilateral hearing loss kid probably doesn't have a very good theory of mind. He does a lot of the half sentences and I have to say to him "I don't know what you're thinking. You're going to have to explain this to me more." So we're very explicit with that. …It's one of the things I really

> target with them. I think it's so important. (personal communication, May 4, 2016)

Both Janice and Karen discussed experiencing more difficulty when teaching persuasive writing based on their students' needs. Students found it difficult to distinguish between a fact and opinion which requires theory of mind skills. Janice further explained:

> Writing something persuasive ... doesn't really...she can't get it. Just even coming up with topics was...well, "I know! I should get everything I want!" There's no argument there. That's not going to happen. You cannot persuade anybody that that's going to happen. So it's hard to break through that stuff. (personal communication, March 14, 2016)

When describing challenges she faced during her first year of implementing SIWI, Karen specified persuasive writing was difficult because of her students' limited understanding of an opinion. Karen described the situation, saying:

> It was the type of writing that was the bigger challenge. And that was the persuasive. To me that was more of a challenge… That was the most challenging. I felt...for a variety of reasons. First, [Joy] wasn't even clear of what a fact or opinion was...so even though she was exposed to that in her classroom, she never made that connection of what a fact and opinion is. She is finally doing that this year. That was quite a struggle. And because the older student [Melanie] is SO passive...I don't think this girl has had an opinion in her life. She's just such a laid back person...that was difficult to try to get her to write sentences to convince her mother.... I think it was to get a cat...or whatever it was. It was a challenge for her to even bring up her ideas and thoughts and the ability to persuade because that's not her personality at all. (personal communication, April 17, 2016)

When discussing her students' ability to take the perspective of others, Karen speculated that part of her students' difficulty with the task was related to their communication methods in the classroom. She explained:

> They are more ready and able to take the perspective of another adult. I don't think in the classroom with the interpreter that they really have the ability ...I'm trying to word this right. When they're in the classroom discussion and another

> student gives their perspective and the interpreter is interpreting that, I'm not so sure they're making that 100% connection that that information is coming from that student. I can't answer that question because all of their information comes from that interpreter. I'm looking at the classroom and you have the student, the interpreter and the rest of the class and when information comes from the rest of the class, the student isn't necessarily hearing it from this student, the other classmate, they're getting the information from the interpreter. So I'm not so sure that they're making that connection...oh, that's their opinion or that's theirs...even though the interpreter is saying “their opinion,” “their opinion.” I don't know that that connection is being made. So definitely they get the information and definitely they look at the perspective, but they ...I think are internalizing that it's the interpreter's or adult's perspective and not necessarily the class perspective. (personal communication, April 17, 2016)

With theory of mind being a need of her students, I asked Karen how she approached teaching her students to take the perspective of others. Karen reported:

> Uh...exaggerated sentences, and we'll just review fact or opinion...you know like "it's really beautiful outside" "it's gorgeous" ...they know that those kind of things are opinion but the fine line ones like "Michael Jordan likes red shoes"...to them, that's more of a fact, even though the words “likes” is the key that you know that is an opinion. So for [Joy] and a new girl who I have now, this year, we came up with a list of clue words that let you know what are opinions and what are facts. (personal communication, April 17, 2016)

Because of the needs of Janice and Karen’s students related to theory of mind and their differences in responsive, focused instruction on the skills, I felt it was important to ask if they could have used further instruction and support on theory of mind. Janice and Karen were in favor of the SIWI training including theory of mind, saying:

> Janice: Yeah. And I think in a lot of ways we did do a lot of theory of mind stuff with the SIWI...because talking about the different language constructs and "oh, you see it that way, well I was thinking this" But yeah, anything that supports that I think would be great. (personal communication, May 4, 2016)

> Karen: Yeah. I think fact and opinion could be one of those modeled NIPit kind of things. Yeah. Because I think that is something that is really a struggle for a lot of hearing impaired, especially the younger ones who are just starting writing. (personal communication, April 17, 2016)

Theory of mind was found to be a common weakness of d/hh students served by these 2 itinerant teachers and was a point of emphasis during their instruction. For d/hh students in the mainstream setting, developing this skill is imperative. As discussed in the literature review, many d/hh students come to school without fully developed language systems and thus their supportive instruction focuses on building their language skills, which can include both ASL and English. One important component to building language is communication with peers, and a student's ability to communicate with peers is greatly impacted by their theory of mind. As discussed at the beginning of the section, theory of mind also has an effect on students' writing. Knowing what information a reader needs to know, the purpose of writing for an audience, and why the reader needs sensory details are all related to theory of mind. While this study focuses on writing instruction in the itinerant setting, this finding is important and applicable to improving professional development specific to deaf education, including the itinerant teaching context.

Part 2: What context-specific variables impact itinerant teachers' implementation of SIWI?

The teacher interviews helped me ascertain that the items not fully implemented during the teachers' instruction were due to the teachers' growing in their abilities to implement SIWI. However, there were other topics discussed by the teachers that needed further explanation. The teachers described multiple factors that impacted their implementation of SIWI. These factors were grouped into four main categories: time, district specific variables, supporting classroom writing, and physical space/organization.

Time

Throughout the interviews, Karen and Janice specified *time* (47 coded instances) as a challenge they dealt with frequently as itinerant teachers. In fact, when asked what presented to be the biggest drawback of doing SIWI as an itinerant teacher, both teachers indicated time was the biggest challenge. When answering this question, Janice responded that the time challenge of maintaining daily instruction was difficult, saying, "The time. The time involved to really do it daily...it's just...I don't have the luxury to do that, especially if I'm driving from school to school" (personal communication, May 4, 2016). Karen described the main drawback for itinerant teachers as the time involved in effective SIWI instruction, saying, "The time it takes. It takes a lot of time to complete one piece of writing. It takes a lot of time, but it's worth it" (personal communication, April 17, 2016).

When further examining the participants' interviews, there were multiple ways Karen and Janice talked about time as being a challenge in their itinerant settings: (1) the difficulty in balancing time between supporting both the classroom teacher's wants and needs, while also supporting the continuing needs of the student; (2) the time involved in fully carrying out the principles of SIWI in a unit of writing; (3) the time limitations and struggle to maintain continuity between lessons when working within a student's IEP service hours; (4) the time loss and difficulty in maintaining continuity because of outside factors; and (5) the loss of instruction time when transitioning students between locations of instruction.

Balancing classroom support and intended instruction

While not all coded instances of supporting the general education classroom were directly related to the time, the challenge of balancing classroom support and supporting the continued needs of the student was discussed often (79 coded instances). Janice often talked about the challenge of balancing her instruction with the general education teacher's desired support, and when asked if she experienced any challenges when implementing SIWI in her first year, she immediately replied, "Yeah, the pressures of getting done what I wanted to do versus what the classroom teacher wanted to get done" (personal communication, March 14, 2016). She expressed that there were times the teacher had important needs for support that took priority over SIWI instruction, sharing:

> I'm doing some bits of [SIWI] with my kiddo in [location], but again a lot of it's dependent on what the gen ed teacher needs. If she needs this kid to be able to get something in, so she can be a part of the discussion, then I need to address that. Basically you're kind of at the whim of the gen ed teacher in some ways." (personal communication, March 26, 2016)

She also expressed frustration with the classroom teacher sometimes wanting to use her instructional time for frivolous tasks:

> There's always the pressure of the classroom. I think there is one video of me where [Sarah] was supposed to finish some sort of springtime haiku and then it turns out that she just had to copy it. The teacher was begging to let her finish it with me…to recopy it. And I'm like, I'm not wasting time with you copying something. You do that upstairs. So, you always have to balance that. (personal communication, March 14, 2016)

When supporting writing in the classroom, Janice also found that the methods of writing instruction used by the classroom teachers were unlike SIWI, and at times, other adults were providing instruction and support on a writing assignment with which she

was also assisting her students. These situations were documented in two different parts of an interview; one of which is shared here:

> I say "ok, get your writing folder" and then I'd find out that she'd been doing writing with someone else and it was completely different from what we had been doing...and I'm like "why are you doing the same thing over again? It's right here." So that makes it kind of difficult. And if you are there twice a week, they're also getting writing instruction in different places in the building...so you never know what you're showing up to. (personal communication, March 26, 2016)

This situation illustrates one of the reasons collaboration between team members is an essential shared-responsibility of an itinerant teacher supporting the needs of a student with multiple service providers and teachers.

Pacing

The pacing of the general education curriculum (10 coded instances) is challenging for many students in attendance and also for teachers supporting the classroom needs of those students. Janice shared her frustration of not being able to complete a full piece of writing because of classroom pacing:

> It's hard to have spent a whole hour working on something with a student and then find out "oh, yeah. The class moved on." "Ok. So we're not going to finish this." Or to see that they've changed [the assignment] completely in the classroom. I mean, the student is still getting the benefit of the language exposure and all that, but they're not getting the final piece. You know there's just...no way to follow the pacing of the classroom and have a finished co-constructed piece they can use in the classroom. It's just too time consuming. (personal communication, March 26, 2016)

Karen also had a discussion about the pacing of the classroom, and its impact on hearing and d/hh students:

> Education today is moving at such a fast pace, and the children are not able to sit there and digest the information and to mull it around in their head and to own it. It's kind of like they're being taught, and BOOM they're on to the next thing and they haven't even mastered that skill. And I feel that the deaf population...or maybe just children in general need a lot more time practicing those skills. I have seen high schoolers not even know what a noun is. That came up in a recent conversation...talking about the deaf population at this point...I do have a high school student that I saw, and I asked her "what's a noun" and she couldn't tell me what the noun was. So it's like she knew it a couple years ago when we did it with her, but they're not holding on to the information because so much is being jammed in them. And they're not learning." (personal communication, March 8, 2016)

Balancing the student's classroom needs and continued needs can be a challenge, especially when working with the allocated weekly service hours for a student. This can also be a challenge when trying to implement a writing framework that is most effective when used consistently and requires adequate quality time to achieve.

Service hours

The amount of service hours students receive (15 coded instances) can be a challenge given that itinerant teachers are restricted to narrow windows of time with students. Karen described this situation when discussing time as a challenge, saying:

> If you're in the classroom, you can extend the time, but if you're an itinerant you have them for 45 minutes or whatever, and they are gone. Whereas in the classroom you have the ability to say "hey this is working...this is great. I don't want to stop" and you continue… But with itinerant your time is the biggest downfall. (personal communication, March 22, 2016)

Not only can the service time allocated for each child be a challenge to work within, but finding a time to provide service hours can be a major challenge for itinerant teachers. Janice shared her frustration about deciding when to pull students for direct services in her school district, explaining:

> That’s always difficult. Especially since they've all got this brilliant idea that they've worked in an intervention block in. Unfortunately, the intervention block is pretty much the same in all 3 schools I'm in. So, it's the same half an hour...so some of my students see OT, PT, SLPs, SPED teachers and then me...So there's things that I can't pull...I can't pull them from specials. I can't pull from the language arts block. So it gets really...that's why I'm doing a lot more push in even though it's not as effective. Because I don't know when I can pull them. You know, my kindergartner especially...the teacher was complaining that she's never in the room. So I'm like "ok. I'll stay here." (personal communication, May 4, 2016)

Unfortunately, there are times the intended direct services for students change due to outside factors, such as limitations on the blocks of time available, multiple service providers vying for time, or large caseloads of students impacting how many days and minutes each student can be seen every week. Karen referred to this last factor when comparing her implementation of SIWI last year and this year:

> The difference is...where last year I had to do 2 hours a week [for the study] ... I don't have that time this year. My caseload is a lot bigger than it was last year. I have 4 new students in my building. So I don't have the time that I had last year doing it. So that is probably the biggest difference from last year to this year. (personal communication, March 8, 2016)

Crafting a weekly schedule that includes all students with various scheduling limitations and service delivery needs across a school district is quite a task. Unfortunately, once a schedule is established, it does not mean the challenge is over. Many times throughout the school year, students rotate through different courses, students can move in and out of the county, and service hours can change. Navigating scheduling and working within service hours to meet students’ needs can be difficult.

Outside factors

As an itinerant teacher, there are some outside factors (7 coded instances) that interfere with delivering services to students. Throughout the interviews when sharing

her experiences and challenges as an itinerant teacher, Janice mentioned several outside factors impacting her instruction, including school activities, absences, and weather:

> There's so many specials and assemblies, and all this other stuff that cut into time. So making sure I got the amount of time that I needed to for SIWI was a challenge ... (personal communication, March 14, 2016)

> I think it would be easier to schedule in a classroom because the itinerant service is the first to go like...Monday I went to [location] and they had gone on a field trip and nobody remembered to tell me. So... there's an hour that's gone. (personal communication, May 4, 2016)

> So you know, if I see her 2 hours a week, once she's sick...the class has had all this time...She was so late by the time she got in...and it wasn't ...she was working on it in class, but she works at such a slow rate, when it comes to writing. (personal communication, March 26, 2016)

> Last year we had a lot of snow...so it was sort of hard to get in the flow of it...and then there were a lot of delays. So the girls in [location] I was able to see a lot but then the kids in [location] it was much harder to get consistency and flow. So by the time we got to the writing, the class would have already been finished and were working on something else. (personal communication, March 14, 2016)

In addition to these factors, teachers can also have outside factors that impact their schedule. During one of her recorded sessions, Janice told her students they would not be meeting with her for the remainder of the week because of teacher meetings and an outside appointment. Teacher meetings can be a hindrance, especially for itinerant teachers serving in multiple schools.

If an assembly, student absence, teacher meeting, or weather-related cancelation occur for a classroom teacher, typically instruction has only been postponed for a day or so. In the case of itinerant teachers, a session missed for a student seen 1 or 2 times a week can postpone a session for multiple days, up to a week. This can not only be

frustrating, but also impact the continuity of instruction and practice for skills being targeted.

Transition time

The service time allocated for students typically begins once they are picked up from the classroom and ends once they are returned. The time taken to pick up a student, get into a lesson, and return a student can consume actual instructional time (2 coded instances). The amount of time lost during transition time was a concern Cunningham and Allington (1994) discussed about pull-out teaching. Janice also discussed this factor, saying:

> And then with the whole time loss...they're on the 3rd floor and I'm in the basement. So walking down and making sure they get back to where they're supposed to go. It's different than in a classroom. ...this is the time that you've got and if it gets lost, you're screwed. (personal communication, March 14, 2016)

It may seem meaningless to say that there is instructional time lost when transitioning a student to and from the classroom, but when a student receives 30 minutes of service time and it takes, at best, 5 minutes to pick them up and bring them to the instructional space, 5 minutes are used to check-in with the student and establish instruction goals, and 5 minutes are allocated to take the student back to class, half of the service time has been used for non-instructional purposes. It is important for itinerant teachers to consider transition and setup time when determining service time for their students.

Time factor in SIWI instruction

As discussed earlier, Janice and Karen felt there was an ample amount of quality instruction time necessary for SIWI to be effective (9 coded instances). For various reasons, be it the restrictions of a school district on the allowable service time or the number of students to divide service time between on a caseload, the amount of service hours a student receives can limit the amount of support provided for language, writing, and reading development using SIWI. Many students receive services only a couple times a week. Janice expressed such a situation when saying,

> Cause kids I only see 1 or 2 hours a week...that makes it more difficult because that's much more of a rush. I'll pull little bits of SIWI just like I pulled little bits of other stuff when it works, and its effective. But I mean, I couldn't do full-out SIWI and expect to get all my goals with those kids. (personal communication, May 4, 2016)

> The towns will only pay for an hour or two a week so there is no effective way to do SIWI in an hour or two a week, especially when you need to hit all of the other things. But I've seen a bunch of IEPs with kids from districts where they get half an hour a day of itinerant services and that...yeah, I think SIWI would definitely be effective during that time. (personal communication, May 4, 2016)

As touched on in her previous discussion, Janice felt there was a minimum amount of service hours needed to implement SIWI effectively. When asked how many service hours she thought would be needed, Janice responded:

> Well, I think you would need to see the kid at least 3 times a week. Because otherwise, there's just too much time in between. You don't know what's happened with the writing in the classroom. There's going to be too much time catching the kid up on what to remember...what you've done so far. And to get your head back to where it was. So, yeah, no, I would say a minimum of 3 times a week. (personal communication, May 4, 2016)

When following up with Karen about how much service time she felt was needed for SIWI instruction, she shared:

> I think SIWI is best to implement on a daily basis for 30-45 mins per session. All of my IEPs are written for writing instruction for 2.5 hours per week. It is my belief the students will benefit from this type of intervention. Evidence shows that 2 hours per week improves writing. I believe it should be a daily instruction… SIWI can be used with itinerant teachers if they can use it for 2 hours per week. It is my preference, and I think best practice to use it every day. (personal communication, June 3, 2016)

When reflecting on the impact of the different amounts of service time between last year and this year, Karen shared:

> I primarily did [SIWI every day] last year because of the study. And honestly I am going to try to get back to that next year because I saw such an advantage from last year and I see how this year I don't touch on [SIWI] as much as I did last year and I see the deterioration in their writing and their planning and even their desire to write isn't there as much...so I'm already speaking to my supervisor and I'm going to implement it more next year." (personal communication, March 22, 2016)

> There is a big difference. Last year there was definitely...not so much my older child but my younger child...she was definitely into [SIWI] last year where this year, even today, because we did SIWI today, we did informative writing and she was like "ah, do I have to?" "Yes, you have to" but once she got started she was ok, but last year she was like zoom-jumping right into it. So I think that is one of the differences because I'm not really implementing it like I should be implementing it. I see a definite decline. Even in their writing skills, my older child is more mature and she's doing well with writing. My younger child still is struggling with it. And I think she did better last year." (personal communication, March 22, 2016)

When deciding whether to use SIWI as an itinerant teacher, the amount of service time available is a factor.

As already mentioned, Karen described the main drawback for itinerant teachers using SIWI as, "The time it takes. It takes a lot of time to complete one construction of the writing. It takes a lot of time, but it's worth it" (personal communication, April 17, 2016). While both teachers acknowledged the time investment in SIWI instruction, they also expressed that the time required for SIWI instruction was worth the effort. Janice

shared some of the benefits of SIWI she experienced since implementing it in her context,

> The benefits are the kids get great exposure to the patterns of English, to language development, vocabulary development, they increase their writing skills, they're getting exposure to grammar and punctuation that they don't get in the regular classroom, and they don't grammar at all. And they just think the kids are going to learn through the read-alongs, and they're just not. It's not enough exposure for my kids. The individualization is nice because I'm doing the itinerant. It's a lot easier to make sure they're doing what I want them to do. (personal communication, March 14, 2016)

While SIWI publications document many benefits to using the writing framework including but not limited to improved organization of information and coherence of writing ideas (Dostal & Wolbers, 2014; Wolbers, 2008; Wolbers, 2007), competence and production of sentence- and discourse-level writing skills (Wolbers, 2010; Wolbers, 2008), text length (Wolbers, 2010; Wolbers, Dostal, & Bowers, 2011), grammatical accuracy (Dostal & Wolbers, 2014; Wolbers, 2010; Wolbers, Dostal, & Bowers, 2011), discourse and sentence level objectives (Wolbers, 2008; Wolbers, 2007; Wolbers, Dostal, & Bowers, 2011), and genre specific skills (Wolbers, 2008; Wolbers, 2007; Wolbers, Dostal, Graham, Cihak, Kilpatrick, & Saulsburry, 2015), none have looked at the benefits of doing such instruction in the itinerant setting. Janice and Karen reported various benefits to using SIWI as an itinerant teacher over the course of their interviews. I asked Janice and Karen the biggest benefit they saw of doing SIWI in their itinerant contexts, and both of their responses involved language development. Janice's reply was the previous quote, and Karen's response was:

> If SIWI can be done consistently on a regular basis 3-5 times a week, I think the biggest improvement is not only their English language writing structure...you can also see it in their speech...how their speech has improved, but definitely reading.

> I saw tremendous improvement in all of their reading. It benefits all those areas. Language...it benefited language. Completely. (personal communication, April 17, 2016)

Karen also shared the comments general education teachers had made to her regarding her students' writing improvement during her first year using SIWI:

> The gentleman that I just spoke about he saw a huge improvement in the younger student's writing from September all the way to June. He really saw the benefits of it for her. And he did remark on it. The other teacher was just kind of like "oh, yes. I see some improvement" but he wasn't ...she wasn't gung-ho on it. Whereas he saw major differences… [They were] writing better, giving more details, she's using better vocabulary, not… I call them penny words, or baby words, she's using quarter words, 4th grade words...So he saw that. It was definitely vocabulary and sentence structure. (personal communication, March 22, 2016)

Janice elaborated on what SIWI in her context allowed her to do differently than in the classroom setting:

> I think SIWI really targets language and vocabulary development and writing skills in ways that other programs don't. And I think the kids benefit a lot, especially in one to one because you're really checking for understanding and giving them multiple exposures to different vocabulary with the same meaning...richer, deeper discussions than they would have in the classroom or with a pen to paper task... you know worksheets or something. …because I think when you are in the classroom, you're not getting as much opportunity to develop the conversation. It becomes more of a lecture versus both of you participating and I think when the students are participating, then you're finding a lot of weak places that you hadn't really thought of like...when [Sarah] was talking about wonder...we read the book Wonder and then [Gina] starts talking about the 3 Little Bears and she's got some weird, convoluted story...And I'm like "I have never heard that version of the 3 Little Bears" ... I mean, it makes you realize like...ok what's missing and you can go back and address it. Whereas when you have a classroom of kids calling out different things, you can't stop each time and say "no, that's not what happened". You know, like there was one...what was the word...I was just writing about it too and I can't remember what it was...I don't know [Gina] thought it meant super-smart and it didn't, but it had sup- in it. And so by questioning and asking and spending some time with it, I was able to tease out what she thought and then we talked about what it really meant. (personal communication, May 4, 2016)

Karen shared that she was surprised at the changed motivation of her students towards writing when implementing SIWI every day:

> I was really surprised at how much the children loved [SIWI]. I have to say, because prior to that you would say "Ok, it's time to write something" and you get the eye rolling. I swear. Or the "I don't want to do that" they'd postpone it or delay it or divert...avoid it. Now they're just like ok. They grab their notebook and they go. It's a great experience." (personal communication, March 8, 2016)

She then detailed the specific benefits to one of her students:

> I saw a tremendous amount of improvement, especially in the younger one who really gravitated to the language zone. In the beginning of the year, she was just writing words here and there and repeating the same words over and over which really didn't make any sense. Near the end of the year her word order included a subject and verb, the articles may not have been there, the verb tenses may have been wrong, but you're getting more of a picture and a sequence of what was happening in her story versus words here and there. You were definitely getting a vision of what was happening. (personal communication, March, 8, 2016)

Time is a commodity for itinerant teachers. Much of their time is spent on the road traveling to and from schools and then fighting to get instruction done within the allotted amount of service time. Within those individual sessions, teachers also have to balance the support classroom teachers are seeking and the continued needs of the student. SIWI can be used to support language, writing, and reading development, but given the time involved in SIWI instruction, teachers felt it was a challenge to complete SIWI with students given the short amount of service time. For those students where full SIWI instruction was not possible, parts of SIWI were pulled to meet the needs of students. While the time involved in SIWI was a challenge, both teachers felt the challenge was worth the benefits.

District Specific Variables

School districts employing itinerant teachers can be as diverse as the students they serve. Districts not only vary by the number of students requiring support services, itinerant teachers and hearing services staff employed, and the job expectations of itinerant teachers, but districts also have unique configurations for d/hh services, various levels of support from supervisors, differences in available support staff, unique community characteristics, and distinct curriculums. Janice and Karen spoke to ways their school districts impacted their instruction and ability to meet students' needs (56 coded instances).

Configurations and delivery of d/hh services

Districts often determine where students will receive services based upon the number of students with particular needs within the district. As was seen with Janice and Karen's districts, each had specific options available to d/hh students: Karen's district had 3 specific schools for students with moderate to severe hearing loss, while those students with mild to moderate losses were served by itinerant teachers at their zoned-mainstream school; Janice's district had no other option but itinerant services. Itinerant teachers typically pull students individually, while occasionally they are able to serve two students together (if they are located at the same school, their levels and goals are similar, and scheduling allows). The district's configuration for d/hh services impacts the likelihood of the itinerant teacher being able to group similar students together to deliver services. Day to day, both teachers worked with students one-on-one, and for this study, Janice was able to pair two students for SIWI instruction. Karen attempted to pair two of

her students, but she felt their differences were too great to do SIWI effectively. Karen recounted, “their objective levels, their language structure, their writing and language objectives were so far apart that it just didn't make sense to bring them together at that point” (personal communication, April 17, 2016).

SIWI trainings have focused on classroom and small-group instruction rather than one-on-one instruction. Because a major component of SIWI is interaction between students, one of my assumptions in doing this study was that the delivery of services (classroom versus one-on-one) would impact the interactive dynamic of SIWI and ultimately how teachers approached instruction. Some of my interview questions aimed to reveal how delivery impacted services (81 coded instances).

One of my first questions to the teachers was how they felt during the training, in regards to being itinerant teachers attending a writing framework focused on classroom instruction. Karen felt that she would need to “act as a student” in order to pull language and conversation from the student. Janice felt she would need to “modify [SIWI]” because the interactive dynamic would be different. Janice and Karen responded:

> Karen: It was very overwhelming at first, and I have to say, sitting there in the classroom listening and thinking how I could do it as an itinerant teacher...I don't think I thought any differently because the philosophy was there, and that's what I was grabbing on to. I knew from the get go that I would have to act as a student, so to speak. Or say "what do you think?” “Gee I don't know?” That kind of stuff to get them to do all the thinking. I kind of already did that so...yeah, I don't think I felt any differently…being the classroom situation concept about how I was going to do it. I don't think I felt that. I just knew that I had to become a student too. (personal communication, March 8, 2016)

> Janice: Well, I knew I was going to have to modify it because at most I was going to have 2 kids together. So it wasn't going to be a whole classroom of people bouncing ideas off of each other. But I'm lucky that I have a pretty good relationship with my students. (personal communication, March 14, 2016)

During the SIWI training I attended, I was also overwhelmed and excited to use SIWI. I was unsure of the how I could compensate for the lack of peer interaction, but I was confident in my new knowledge of the principles behind SIWI, even if they might look different in my setting. While Janice and Karen experienced success with using SIWI in their itinerant settings, they reported several ways the delivery of services negatively and positively impacted their instruction with SIWI.

Drawbacks of Itinerant Delivery

Throughout their interviews, Janice and Karen mentioned drawbacks to using SIWI in their contexts (11 coded instances). As was expected and Janice touched on, one drawback of using SIWI in the itinerant setting is the lack of peer interaction. Karen also acknowledged this disadvantage, sharing, “I do wish I could see in a classroom how they could feed off of each other and learn from each other, but I don't have that opportunity” (personal communication, March 8, 2016). When comparing the differences between the classroom and itinerant delivery of services using SIWI, Janice touched on this again, saying “it's also a little more limiting in a way because you don't have the same exchange of ideas” (personal communication, March 14, 2016). When discussing the difference in interaction between a group of students compared to one student, Karen explained she used support staff in attendance to provide more interaction. She also cited the power of peer learning. Karen reported:

> I think the classroom teacher had the advantage of saying to the child and you know “this is what I think.” “what do you think?” “what do you think?” Instead of having one child to ask “what do you think?” There were times where I was trying to expand their vocabulary, and if I remember correctly, it was with the younger one, and the word was "big" ...and I was like [Joy], “big is such a kindergarten word. You're in 3rd grade now. What are some other words you

> could use?" And I went to the adults who were in the room, and we expanded it...using enormous, gigantic...so in that situation you do grab it from whoever is in the room...whether is adults or other children, whatever. But in the classroom, you get it from the other children which is even more powerful than from adults...from the child's perspective. You know what I mean… It is a challenge as an itinerant teacher, but it can be done. (personal communication, March 8, 2016)

Karen discussed the power of peer learning later when she was asked to describe the biggest drawback of using SIWI as an itinerant teacher. She explained:

> As an itinerant teacher, the biggest drawback is that you don't have interaction with other students. I really, really feel that that is a great benefit because students learn from students, and they remember it when they learn from another student more so than if the teacher is constantly saying the same thing...you know, just like a child and a mother...a mother can say all they want...the child gets the information from somewhere else and they're like "this is Bible written over there" whereas the mother has been saying it... it means nothing. You know that. So, yeah, they do learn and remember better when it comes from another student. So that's a drawback of itinerant teaching one on one. (personal communication, April 17, 2016)

When I asked Karen what the hardest part about SIWI itself was and implementing it as an itinerant teacher, she discussed the lack of interaction and how this impacted her future decisions for delivery of services. Karen disclosed:

> Probably trying to develop that interactive dialogue that is necessary for learning with them…with their peers. That obviously is. Other than that, I don't see a whole lot of disadvantages of it. The hardest part is getting the peer learning. Because I'm even trying to rack my brain for next year...How I can implement it with at least 2 separate groups. A high group and a low group. I don't know if my supervisor will go for it but it would be nice to do it that way and see what happens. So I don't know. (personal communication, March 22, 2016)

When interacting with a student one-on-one, one challenge can be when students do not want to participate. When this happens in the classroom, dialogue can continue and non-participating students can still listen and learn from the exchange of ideas. During one-on-one instruction, a student's lack of participation results in *dead air*. I

asked Janice and Karen to share the strategies they used when a student shows up unmotivated to participate. Janice shared that she takes some of the responsibilities on herself, and off of the student. Karen uses a redirecting approach. They reported:

> Janice: It's funny because if you watch the videos, you can actually see [Sarah] move away from the table and come back when she gets interested. So, when I'm working with the 2 kids, some of the stuff I'll do is...if we're having a discussion and talking about something, then it's taking some of the stress of the writing off and so the student will join in more, and then we can gradually get back into the writing. One to one, I think I'll pull off responsibilities more until I can get the student engaged to basically then...you know, we're talking about something..."oh, let's try writing this..." and I'll do the writing. "So what do you think we should put here? Why don't we read what we read?" So it's really breaking it down to the point that's it's not overwhelming for the student. (personal communication, March 26, 2016)

> Karen: If they say, I don't want to do it, I'll try to come up with a backdoor kind of approach and get them to...I'll say " you know what, let's wait a few minutes," or "let's read a book," or "tell me about your weekend or something" and then I'll say, "hey, why don't you write about that?" or something like that, and I'll backdoor them into the lesson. (personal communication, March 22, 2016)

Karen also shared that she uses the interaction between adults in attendance to spur on conversation and brainstorming with the student.

Even when working with two students instead of one, making sure both students are participating equally can be a challenge. Janice shared why this posed a challenge at times when working with Gina and Sarah together, saying:

> [Gina] is linguistically much more ...she has a much better grasp on language than [Sarah] does. For a variety of reasons. And [Sarah] is more than happy to let [Gina] take over. So it would be a struggle basically telling [Gina] "you need to stop talking now" ...and forcing [Sarah] to participate because she would just sit back for most of the class, most of the days, if given the opportunity. (personal communication, March 26, 2016)

While it is a challenge, it is much easier as an itinerant, compared to the classroom, to attend to students and notice when someone is not participating equally. Karen reflected

on how maintaining participation for every student was different between the classroom and itinerant settings:

> Well one of my concerns would be does each child get the attention that they deserve for writing [in the classroom]. Do the stronger students always get ahead? Do you know what I mean? Because if you have a classroom, there's always that more quiet child...the child that doesn't participate as much...is that one child getting as much attention as the one who's always speaking, signing, talking...you know...is that fair? Is the teacher making that fair? So I think the teacher in that position really has to make a conscious effort to include them all. So my concern as an itinerant teacher in the classroom would be, does that child fall through the cracks? Does the weaker child fall through the cracks? … Just the individualized focus. Making sure that they all get the goals and teaching opportunities met equally. Like I said, I couldn't put them together because their needs were so different. I don't know if the regular classroom has that...where they have that big difference. If they do, one child is going to get lost. (personal communication, April 17, 2016)

Although the interaction in the itinerant setting is between the teacher and student (not between a group of peers), the itinerant setting allows the teacher to better attend to individual students' needs, sustain engagement, and focus instruction on students' immediate needs.

Benefits of Itinerant Delivery

The teachers identified several benefits to the delivery of service in the itinerant setting (26 coded instances). Janice and Karen reported that the itinerant setting allowed them to better individualize instruction, including: (1) providing more appropriate pacing of instruction, (2) better identifying students' needs, (3) more easily building students' background knowledge, (4) engaging in meaningful conversation, (5) targeting vocabulary needs, (6) pausing lessons for responsive, explicit instruction, and (7) creating an environment that fosters a rapport with the student, improving their willingness to take risks.

Because itinerant instruction is typically done with one or two students, the itinerant teacher is able to focus on a student's needs and better individualize instruction. Janice also mentioned the ability to more easily observe students, saying: "the individualization is nice because I'm doing the itinerant. It's a lot easier to make sure they're doing what I want them to do" (personal communication, March 14, 2016). When teaching and focusing on the needs of one or two students, the instruction can move at an appropriate pace for learning and acquiring skills. Janice thoughtfully explained:

> I think we probably moved slower than we would have in a classroom because we really did try out different things. We would come up with different bits of language that we would try...and try different words to see if something fit better...different ways of putting it together. And I don't think we would of had that kind of freedom if there were a bunch of us because it would have just been mayhem, and we would have lost too many kids. But since it was just the two girls and they were often really interested in what we were doing, we were able to really sort of delve deep into the language instead of just bouncing ideas off of each other, I think. I think the girls probably got more out of it in the small group than they would have in a large classroom. Because it...it was forcing them... I think because it was a smaller group, and they felt really free to talk whenever they wanted to, and I would provide a lot of direct instruction during the discussions, where I would notice something like if they said...[Gina] said "pacific" instead of "specific" ...and then we talked about an "s" versus a "p"...because I had this feeling that it's entirely possible this kid is going to hear about the Pacific Ocean and think they are meaning a "specific ocean" and not the name of an ocean. So you know, a lot of sort of stopping and talking about the language and getting what was correct out with the correct construct. Whereas if you are in the classroom, you've got to let some things just slide by because you've got to move because you just can't devote that kind of time to everybody. So I think in general people get more out of small groups. (personal communication, May 4, 2016)

Just as Janice pointed out, when working in a classroom, the teacher does not have the time to stop for each moment of misunderstanding for each child, nor are they likely to be able to monitor for and know when each of those misunderstanding is occurring. The itinerant setting allows the teacher to more closely monitor individual

student's understanding and provide responsive instruction without the worry of leaving out a student or monitoring the behavior of other students. Janice remarked:

> I think it's important that they have [time with the itinerant teacher] because a lot of times it's like little words that they've misunderstood or misidentified that change the meaning, and they don't stop in the classroom to find out. But I'll stop them all the time and say "what does that mean?" and then they'll tell me "I don't know." And then they get more used to asking what something is. But yeah, they don't [take risks] ... I think any of them don't do it if it's not directly asked in the classroom. (personal communication, May 4, 2016)

When in the classroom, many teachers do not engage students in meaningful discussions. This could be due to the time involved, the unpredictability of such conversations, and the pacing requirements of the curriculum. These factors may also influence teachers' instinct to fall into lecture-style instruction, which is less effective than student-centered instruction. Janice expounded:

> I think when you are in the classroom, you're not getting as much opportunity to develop the conversation. It becomes more of a lecture versus both of you participating, and I think when the students are participating, then you're finding a lot of weak places that you hadn't really thought of like...when [Sarah] was talking about wonder...we read the book Wonder, and then [Gina] starts talking about the 3 Little Bears, and she's got some weird, convoluted story...And I'm like "I have never heard that version of the 3 Little Bears" ... I mean, it makes you realize like...ok what's missing, and you can go back and address it. Whereas when you have a classroom of kids calling out different things, you can't stop each time and say "no, that's not what happened". You know, like there was one...what was the word…I don't know [Sarah] thought it meant super-smart and it didn't, but it had sup- in it. And so by questioning and asking and spending some time with it, I was able to tease out what she thought, and then we talked about what it really meant. (personal communication, May 4, 2016)

Such conversations not only allow opportunities for an itinerant teacher to discover student's needs, but also to model language for the student, providing both grammar and vocabulary implicitly. Also, these meaningful discussions allow the teacher to build

students' background knowledge on both real-world and/or content-area topics. Janice explained:

> We do a lot of sort of "grand" discussion where we're talking about different concepts...trying to build up schemas and background knowledge for her or other kids to have something to hold on to when they go back to the classroom. And I think it's pretty helpful for them because...and especially with my kids...if the language is just going by them so quickly, if they have something they can cling onto, then they can have something that they can contribute. (personal communication, March 26, 2016)

Much of the instruction provided by the itinerant teacher is in support of the classroom. Many times, the classroom teacher cannot take the time to pre-teach, teach in-depth, or review/re-teach vocabulary. Not only can academic language be a challenge for students, but grade-level vocabulary can be as well. Itinerant teachers can more easily target both when working with a student. Janice described the instruction she was able to provide students compared to the classroom:

> Looking for incidental vocabulary in reading and stuff...that the classroom teacher...it doesn't even occur to the classroom teacher to look at as being problematic...you know, they are just so used to kids knowing what this vocabulary is...and these kids are so good at faking...that they don't know and just sort of blow by the thing. I break it down a lot more. You know, I'll say something like "Do you know what daily means?" and...so then it's going back to, just increasing vocabulary and language. That's really...I would say language is the biggest thing. (personal communication, March 26, 2016)

Another benefit of itinerant instruction is that students tend to be more focused and are willing to take more risks when working one-on-one. Janice agreed, saying, "I've also found ... the kids are more comfortable letting me know what they didn't get or willing to take a risk without having a peer like "uh, no!" (personal communication, March 26, 2016). When working one-on-one, the itinerant teacher does not need to

worry about students discouraging one another, accidentally or purposely. There can be fewer behavior problems when working one-on-one. Janice commented:

> I think in some ways it was easier for me because I didn't have to deal with the whole class of kids and their behaviors. Just having 2 kids, it's easier to keep them on task and make sure they are contributing to the project. [Sarah] could get much more lost in a classroom. So you have to be a lot more vigilant about making sure everybody was participating. (personal communication, March 14, 2016)

The itinerant setting can greatly reduce distractions and allow both the teacher and student to embrace their roles, focus on instruction, and better develop a rapport.

A major benefit of doing SIWI in the itinerant context is that rapport (18 coded instances) is typically established more easily, and thus, as touched on earlier, students are more willing to take risks during supported writing. Karen talked about the importance of building rapport with her students:

> I've been with these girls for a very long time so I have a great rapport with them, but it does take time to develop. They just have to learn to trust you … developing that trust...the rapport...of joking around, kidding around, that's part of my personality that the kids like. And letting them know that you're never going to judge them whether they are right, wrong, or anything. You are always going to be there to support them...that's the way I develop a rapport. So I'm very lucky that I have a great rapport. (personal communication, April 17, 2016)

Janice was the first to mention students' willingness to take risks more readily with an itinerant teacher than in the classroom, saying, "I think [itinerant teaching] is nice too because...the kids are more comfortable letting me know what they didn't get or willing to take a risk without having a peer like "uh, no!" (personal communication, March 26, 2016). When asked to describe her students' risk-taking behaviors with her compared to the classroom, Janice shared that her students were more likely to take risks in a small group and discussed the importance of students asking questions, saying:

> It's totally different. Kids will tell me they don't know something. They'll ask me a question. They'll stop me mid-sentence. And that doesn't ever happen in the classroom. [They] are much more willing to take risks in the small group environment… I think it's important that they have that because a lot of times it's like little words that they've misunderstood or misidentified that change the meaning, and they don't stop in the classroom to find out. But I'll stop them all the time and say "what does that mean?" and then they'll tell me "I don't know." And then they get more used to asking what something is. But yeah, they don't do it...I don't think any of them do it if it's not directly asked in the classroom. (personal communication, May 4, 2016)

Karen saw similar risk-taking behaviors in her students during classroom instruction and also had feedback pertaining to interpreters handling this situation, explaining:

> They're academically...they're very hesitant to take risks. They don't like to raise their hand or to answer a question unless they know they're 100% correct. I have seen...observed it in the classroom with all of my students. They check with the interpreter if their answer is correct before they raise their hand in the classroom. I've tried to get the interpreters to not answer that question and to just encourage them to raise their hand whether they're right or wrong because then the teacher could correct them and he could see or she could see where they are and where they're not. And what they're learning and what they're not learning. But that takes a lot of practice. They are not risk takers academically at all. (personal communication, April, 17, 2016)

While there are challenges in implementing SIWI in the itinerant setting, a major benefit to adopting the writing framework in this context is that students are more willing to take risks during supported instruction. The supported writing environment is unlike written or verbal feedback provided after writing is completed. The feedback during SIWI instruction happens as the text is constructed, making the feedback more meaningful and practice using the feedback immediate. As mentioned by the participants, teachers are also more likely to recognize misunderstandings and/or difficulties in their setting and able to offer direct instruction where classroom teachers are more likely not able to identify and stop at the need of every student. Instruction can

be paced more appropriately, and can target students' background knowledge and language through meaningful conversation.

Support from Supervisors

The support teachers receive from supervisors can impact the types of instruction made available to students, the resources accessible to teachers, and teacher motivation. Both Janice and Karen have supportive supervisors (20 coded instances). Throughout her interview, Janice shared that her supervisor listened to her advice, supported the needs of her students, and allowed her to make instructional decisions. Janice explained:

> My program's philosophy is me. You know, basically the assistant superintendent will tell me time and again, "I don't know anything about hearing loss so just tell me what you need and we'll do it." And that's the way it's worked. It's been pretty good…If I tell them that a kid needs a sound field in each classroom, we've been able to do that. Yeah, it's been really cool. (personal communication, May 4, 2016)

When asked if students could receive their English instruction from her, Janice replied, "Yeah. The district is really...they've been very flexible when I ask for stuff" (personal communication, May 4, 2016).

During Karen's interviews, she mentioned the support of her supervisor in implementing SIWI, saying, "It was setup differently for last year because of the study. My supervisor allowed me to set it up that way" (personal communication, March 22, 2016). After implementing SIWI last year and this year, Karen feels that implementing SIWI daily is effective and needed, even though she does not typically see students every day. Karen communicated this to her supervisor and shared:

> I did speak to my supervisor, and I will be bringing [the students] together for next year for SIWI writing. I asked her, and I told her that was what I wanted and

> that's what I felt the need was and she said "[Karen], go ahead and do it" and I'm like "Yes!" (personal communication, April 17, 2016).

Support Staff

One difference between Karen and Janice's contexts were the presence of additional adults available for instructional support during pull-out and classroom instruction (22 coded instances). During pull-out services when SIWI is implemented, Karen had the students' interpreters come to watch the sessions so they could more effectively support writing in the general education classroom in alignment with SIWI. Karen expressed:

> I'm lucky enough that I have the interpreters who are always with me when I do SIWI instruction. So they are seeing all the strategies and skills and things that I have taught the kids and they're able to guide them in the regular ed classroom. So that's what makes SIWI success for the itinerants...to have the support. Because if I didn't have the support of the interpreters, it would not be successful in the classroom. The kids would just fall apart (personal communication, March 8, 2016)

When asked how she prepared the interpreters to support student writing in the classroom using SIWI, Karen replied:

> They basically...some of them read a couple of [the SIWI] articles that you guys had given us. Some of them read that to get to the philosophies. But most of the time it was modeling… them watching me in the classroom, and they would ask me questions. And I would answer it. They would ask, "Why are you doing that?" And I would answer the question so that they had a better understanding. The support staff is very good in the classroom with the child. (personal communication, March 8, 2016)

Not only did Karen utilize the interpreters during the students' classroom instruction, but she also included them during SIWI instruction to support metalinguistic and interactive principles. When asked for an example of including interpreters, Karen shared:

> There were times where I was trying to expand their vocabulary and if I remember correctly, it was with the younger one and the word was "big" ...and I was like “Joy, “big” is such a kindergarten word. You're in 3rd grade now. What are some other words you could use?” And I went to the adults who were in the room, and we expanded it...using enormous, gigantic...so in that situation you do grab it from whoever is in the room...whether is adults or other children, whatever. But in the classroom, you get it from the other children which is even more powerful than from adults...from the child's perspective. (personal communication, March 8, 2016)

When talking about the interactive principle, Karen recalled:

> But sometimes what I did...I had the interpreter, because sometimes they were in the room or I had other adults in the room...my room is loaded with adults-more so than kids. And I have them take on a role. And try to get them to think because it can't always be just me. So I found that beneficial if the interpreter took on the role of a student.... or gave us their thoughts about writing and stuff like that to try to get that going. (personal communication, March 22, 2016)

When offering advice to other itinerant teachers, Karen specified the importance of supporting writing in the classroom, sharing:

> In my situation, I'm lucky. I have the interpreters. But definitely set it up so the child learns the program with you…as the instructor of SIWI, but set him up in the classroom so he can implement what he learned. Whether the classroom teacher or a para, whatever adult that you have, whatever support system they have in the classroom...also model and show that person so that they can help the child in the classroom...so it has to be done in both areas...taught with the itinerant teacher, but set the child up for success, using the same principles, using the same material, using the same graphic organizers, versus doing whatever the classroom teacher has. Keep it continuous...the same...so the child is not confused between the two. And get the support of the classroom teach or the paraprofessional or the interpreter...whatever you have. That's what will make SIWI successful. (personal communication, March 8, 2016)

We know from Janice’s experience and previous research (Luckner & Ayantoye, 2013) that sometimes the itinerant teacher can be the only adult providing hearing services to students (without the support of other staff) in a school district. When asked what she did when the interpreter was not present, much like the scenario of other itinerant teachers not having such support, Karen said, “[Not having the interaction with

and support from other children and adults] is a challenge as an itinerant teacher, but it can be done. You just use what you have" (personal communication, March 8, 2016). While having the support of additional staff is valuable, it is not necessary, especially when the classroom teacher supports the itinerant teacher's writing instruction. Karen had a teacher last year who used the SIWI materials in the classroom to further support Joy, and, in return, her hearing peers. Karen recounted the experience, sharing, "I had one teacher who was interested in [SIWI]. And he actually took pieces of it and did it with his class. This year he hasn't asked for anything like that but I think he used it because my student did and saw that it was good" (personal communication, March 22, 2016). She later said she was not sure if the teacher was still using the materials because she did not have a student in that classroom.

Community

The community a teacher is employed in can impact the student population served, the types and amounts of resources made available to teachers and students, and the support the teacher receives (6 coded instances). Janice shared that the wealth of her school district was a reason she drove over an hour to work each day and had a substantial impact on the types of resources made available to her. She explained:

> I get a budget each year of $25,000, and anything I want to order, I just send in a request. I've never had a no. They also sent me last summer to Linda Mood Bell training. They've paid for me to get certified by Orton Gillingham. They send me to the Clark mainstream conference each year. So, ... professional development isn't a problem. They support what it is I want. (personal communication, March 26, 2016)

When comparing her previous teaching positions as an itinerant teacher to her current position, Janice described the wealth of the community as a prominent factor that impacted her services, including the amount of service hours for a student, saying:

> Some of the other school districts where I'd show up as an employee of [location] and I'd kind of get ..."well, the SLP can do that" "you know, we don't need to have that kind of service" "well, you know, he has the cochlear implant now. He's hearing fine. We're going to cut back hearing services." So it was much more frustrating but in this district where the parents have a lot of money and a lot of time, they are much better advocates for their kids and the administration typically takes them much more seriously. Because you go to some of the other towns, where parents don't have the time or resources to be really good advocates and their kids get railroaded…. I think when I explain the effects of hearing loss on a child's education, they actually believe me. And they'll come and ask me some really intelligent questions. (personal communication, March 26, 2016)

Parent involvement varies across and within districts (18 coded instances). Janice described how the wealth of this school district related to parent involvement:

> Well for one thing, when I'm working in [location] there are families that have a lot of money, and I would say out of my kids that I work with, one mother is a working mother. Everybody else is a stay at home mom. And they have the time and energy to advocate for their kids. For instance, the teacher of the deaf before me, they didn't like, and they bullied her out of her job. Like, they basically parked themselves in the Director of People Services office and didn't leave. And they keep very, very close...attention to how their kids are doing and are there any issues in the classroom. I was told at one point that my job was to keep the parents happy. So, when they want equipment, I give them equipment. (personal communication, March 26, 2016)

When making educational decisions for each child, it is important to acknowledge their uniqueness, including their socioeconomic status (SES). Teachers working in wealthy communities typically work with students possessing different needs from those students served in low-SES communities. Janice described an experience that reminded me of my own experiences with inner-city and rural children, pointing to the varied needs of students served by an itinerant teacher:

> I've got one single mom who lost her job last summer...is trying to go to school to become a CNA, has 4 kids under the age of 13, is about to get evicted, needs...I mean I basically went to grocery store and bought a grocery cart full of food because she didn't have any food for the kids...and her daughter doesn't wear her hearing aids so she has no access to language but I can't push it. And you know, she's about to transition from birth...out of birth to 3. And the mom doesn't have the time or the energy to advocate for the needs of this kid. So she's going to go to a preschool-just a preschool in the city...and get some itinerant services. Where she really should be in a ...one of the schools for the deaf, either oral or signing. But there's just no way this mother would have the energy for that. So, that's a big thing and another family, we just...we have the Hands and Voices...we had our table at [school name] for the deaf family learning weekend and a family was telling me that they were told by the school district that they could teach her son how to speak. The family has chosen signing for this child...and they're being bullied by...they're actually ...the school district is calling mediation because they don't want to give in. They don't want the kid to go to [school name]. So I think a lot of how this is going to go is if the family has time and resources to fight the school system." (personal communication, March 26, 2016)

An itinerant teacher's students are likely to come to school with varied levels of support from home for different reasons (e.g., financial hardships and life events).

Curriculum

The curriculums adopted among districts are varied and can impact the types of instruction and materials used by teachers (22 coded instances). For itinerant teachers, supporting classroom teachers' application of specific curriculums can be a challenge; as was the case with Janice. She shared her frustration, saying, "I would love to basically spend my day doing [language development] with different groups. But the curriculum will not allow" (personal communication, March 14, 2016) and later again, "I would love to be able to take a group of kids...struggling kids and just do writing, but they're so invested in Lucy Calkins that it's not going to happen" (personal communication, March 26, 2016).

When asked what teachers had said about her students' writing, Janice's frustration with the curriculum showed again:

> Gina, I was told was a good writer...the principal came down last year because they had written a letter to the principal about changing playgrounds. She said that, I was doing great things. So... And some of the other teachers have looked at the board because the windows...I have one wall that's windows, and they could see what was on the board and they're like, wow, this is really interesting. All this stuff that you have. You're doing some great stuff down there. So, they can see that it's a lot of good learning. But, the district has their curriculum." (personal communication, March 26, 2016)

Not only do districts adopt different curriculums, but they sometimes choose to focus on various skills from year-to-year. Karen shared that her school district did not focus on writing this year, which impacted her writing instruction and ability to support those skills in the classroom environment. Karen explained, "For some reason, this year, writing has not been a big focus in our school. I don't know why. So writing is done with me. I found that interesting. I was like "why are we not writing this year?" (personal communication, March 22, 2016).

The curriculum adopted by a school district can be a challenge to support, but with its flexibility, SIWI's driving principles can be paired with visual organizers from other curriculums. Decisions about what SIWI materials will be intertwined with the existing curriculum could be done with the classroom teacher to further encourage the incorporation of SIWI methods in the classroom and co-teaching.

Supporting Classroom Writing

While being able to support students and their teachers in the general education classroom is an important component of itinerant teaching, supporting writing methods in the classroom can be a challenge (28 coded instances). Both teachers felt this was a

challenge, with Karen using interpreters in the classroom to support writing instruction and Janice experiencing difficulty due to the district's curriculum and teachers not supporting the use of different materials in their classrooms. Janice detailed some of the challenges she faces while trying to support her students and classroom teachers:

> Yeah, sometimes teachers don't follow through. You can talk to them about wearing the FM but you show up and the microphone is backwards and there's a scarf over it. Or they're talking to the board while they're instructing the whole class. Or they're conferencing with kids and they forget to turn off the FM so then your kid tunes out. Or they don't give you access to what it is they're going to be working on in the classroom so how can you pre or post teach if you have no idea what they are going to be learning. Getting access to the materials can be problematic because typically I get someone saying" oh, you should talk to so and so about that, and then so in so says well, you should talk to so and so. And then it gets to the point that no one answers back. So there's that... And also not being able to be part of the team meetings...is difficult...because I have a better chance of doing that in [school district] ...there's no chance when I'm going from school to school because the towns don't want to pay for me to be sitting at the teacher meeting about what the kids are doing and all of that. Even though that's really probably the most effective. So I actually know what's going on. Even being in district, it's hard because everybody's schedules are different. I'm driving from building to building while other people have planning time or team time. (personal communication, March 14, 2016)

When working with their students independently using SIWI, itinerant teachers can come to a shared understanding with students and bridge the communication gap between the student and classroom teacher. Janice recounted an example of this:

> I have a student in [location] who has terrible language issues and so I'll have her draw me a picture and we've been able to create points of mutual understanding much more easily and I think it's helped her because I'll be able to then go to her teachers and say "oh, she told me about this" or how she went with the boy scouts on a ropes course at [location] and someone else will be like "oh, I just got out of that that she looked at a couch." So, it does help kids with language issues even kids with vocabulary things. (personal communication, March 14, 2016)

Sometimes, itinerant teachers can co-teach with the classroom teacher in addition to supporting them during push-in services in the classroom. Whether supporting the

classroom or co-teaching in the classroom, the relationship between itinerant teacher and classroom teacher can be a tricky to establish. Janice commented:

> You need to be really diplomatic because you need to work with the classroom teacher. Making sure the classroom teacher still has ownership of the child because otherwise you create a really bad dynamic…it's a very delicate situation when you're an itinerant teacher. (personal communication, March 26, 2016)

When asked how she negotiates co-teaching, Janice responded:

> It depends on the teacher. I had a really good teacher last year that I actually spent half the day in the classroom [with]. So that helped. So that one, he did the main lessons, but when we broke out, I would take groups. And he would take groups. And when we did writing, I actually did some more of the writing than he did in terms of teaching. But this year, it's very different. I mean the teacher...sometimes I feel like it's a pissing contest. I'm like...it's ok, you know. Just let me have access to the kid." (personal communication, March 26, 2016)

Even when trying to co-teach, it can be a challenge to implement SIWI when the classroom teacher is not trained and/or does not understand the principles of SIWI. Janice described an attempt at implementing SIWI in the classroom:

> I tried one time for one unit to use it as a whole group when I was teaching upstairs. But I couldn't get the guy I was co-teaching with to understand the whole concept. And he'd sit in the back, and he'd come up with these really elaborate sentences. He liked collaborating with me, but ...and I'm like, this really isn't working like this but...and we didn't do it again. (personal communication, March 14, 2016)

> I think I told you about it... [the teacher] loved to do interactive writing with me...the kids never got any of it...he was in the back like "oh, let's try this..." So, it was a failed experience. (personal communication, March 26, 2016)

As mentioned earlier, Karen felt that the success of supporting students' writing in the classroom came with the help from interpreters. When asked how she supports writing in the classroom, Karen shared:

> The way I support it, I think I said this to you, is I give my students the scaffolds, the strategies that you have, the hamburger, OREO, the popsicle, the GOAL thing so they can follow that whole cycle. And my interpreters really do that support.

> But they have that in their desk in a binder separated by the styles of writing: recount, informative, and persuasive. So they have it at their hands. So it's up to the regular education teacher and the interpreter to use it as needed when the writing comes in. (personal communication, March 22, 2016)

Supporting a d/hh students' writing in the classroom can be challenging, but can be more manageable when the teachers involved are communicating and collaborating. As mentioned by Janice, the relationship between the itinerant and classroom teacher can be difficult to navigate, and oftentimes be led by the classroom teachers' willingness to work together.

Physical Space and Organization

Because itinerant teachers travel from school to school, there is not always a space allocated for them to provide instruction (7 coded instances). Itinerant instruction can take place wherever there is space, from a classroom, an office, a library, a hallway, to (in my own experience) a closet. While both teachers had a designated room with a whiteboard to use for instruction, which is not typical, Janice described some of the challenges she faced when implementing SIWI as a nomadic, itinerant teacher:

> Yeah, just having the material handy and knowing where it is that I'm going to end up. One school, I'm never sure what room I'm going to end up in, whether there is going to be a whiteboard or… sometimes I use the iPad, the Educreations© app because it has a mini thing I can turn into a whiteboard, but you know, there's not enough room. And just remembering to have everything that I need with me. It's a pain in the ass actually. (personal communication, May 4, 2016)

Because itinerant teachers travel from school to school, organization is important and can be difficult when having to transport one's own materials (12 coded instances). Typically, teachers make use of SIWI posters used to scaffold and organize writing.

Itinerant teachers characteristically do not have the fixed space to hang such posters.

Janice recounts her task of organizing and transporting materials:

> When you have the rubric and the little things (manipulative pieces) that you cover it with, taking that from place to place doesn't work. And that whole...the little brad things to put it on...if you flip them, there's nowhere to flip them to. So the whole rubric thing makes it really hard to go from place to place. Really. And there's so many bits, and I think having a binder in a bag with all of it would make it move easily...it would make life a lot easier…I'm not an organized person so, there's so many ways that I could go with that. I guess having the time and planning things out, bit by bit, and making sure I have all the stuff...I mean being an itinerant teacher in general, I always find that I've forgotten something or some piece of equipment doesn't work, or I go to a school with no Wi-Fi so I can't pull up what I need to...it's like I just need to travel with a cart and it's not really feasible. (personal communication, March 14, 2016)

When reflecting on the SIWI training, Janice touched on organization, saying:

> I guess having the example of SIWI on-the-go would have been great versus the huge posters ...but to have everything like ok, this is this and I've got it in this bag...and like operating instructions vs. the student binder. That would have been good. But yeah, I can't pull up NIPit lessons on the fly when I'm out on the road. Because I don't have as much access to the internet or computers. (personal communication, March 14, 2016)

Space and organization are factors impacting itinerant teachers' instruction that will most likely remain.

Advice to future itinerant teachers using SIWI

When embarking on new territory, it is helpful and motivating to seek counsel from those who have gone before. While discussing their context and instructional approaches, the itinerant teachers shared their advice to future itinerant teachers interested in SIWI. Janice had an array of advice for future itinerant teachers learning to incorporate SIWI into their itinerant context, which included topics such as, organization, mentor texts, service time, supervisor support, audience members, rapport. Janice shared:

> Definitely, they should do it. Organization from the start would help. Making sure you have binders set and ready to go for the students. Make sure you have mentor texts to use as an example with the students. Try to make sure that you get as much time as possible. Convince the admin and the IEP team that you can build language and vocabulary and all sorts of skills through SIWI, and it's a valuable thing to do because you can use it for writing across content to make sure kids are getting pre- and post-. Finding an audience isn't always that easy. but...it's a very nice way for the kids to get information and build their skills…I think it works just as well with one to one. I think as long as you have a student who is willing to talk to you...you have to build a good rapport before...you venture into this because the student has to know that they are safe and it's a good place to take risks...then I think you're fine. (personal communication, March 14, 2016)

Karen had two pieces of advice for this group of teachers regarding the importance of facilitating language and encouragement for using SIWI. She explained:

> I think this is more of a pet peeve of mine than anything... try to facilitate the language out of them...not to give them choices ... Be the facilitator for them. That's the biggest thing. I think that's the most important thing. Instead of being the teller...telling them the word...what do you think the word is...can you think of other stuff...and ask other adults in the classroom...because there is always other adults in my room...you know, what do you think? …. [and] do SIWI. It's so worthwhile. Become like a child. Let the child in you come out. Be a model for the child's thinking...I don't know. Do you understand what I'm trying to say? Model the child's thinking. What is the child supposed to be thinking? Model it. You can do it. SIWI can work with itinerant teaching. (personal communication, March 8, 2016)

While both teachers discussed many challenges they faced while implementing SIWI in their itinerant context, both teachers encouraged future itinerant teachers to implement the writing framework.

Chapter Summary

The purpose of this study was to answer the questions: (1) How are itinerant teachers implementing SIWI with elementary-aged students? and (2) What context-specific variables impact itinerant teachers' implementation of SIWI? In this chapter of

results, I gave a glimpse into the instructional practices of itinerant teachers using SIWI, the specific framework principles they incorporated and omitted during instruction, and I addressed other approaches they took while teaching writing. I found that there were no substantial differences in the itinerant teacher's implementation of SIWI compared to their training, but that the itinerant teachers reported having more roles, taking on those responsibilities that are typically distributed among class members. I also examined the context-specific variables that impacted their implementation of SIWI and found that teachers reported time, district specific variables, supporting classroom writing, and physical space and organization as either challenges or significant factors impacting their writing instruction using SIWI. Additional findings were shared that were significant to the further development of professional development of SIWI for itinerant teachers, including theory of mind instruction and participants' advice to future itinerant teachers. In the final chapter, I will further discuss the results and the teachers' writing instruction, review the significant findings, and provide future directions for SIWI, the deaf education field, and itinerant teachers.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

Chapter Organization

In this final chapter, I return to the purpose of the study and the research questions guiding the study. This is followed by a summary of the findings and a discussion of major points of consideration in view of the findings. I offer implications and provide future directions in relation to SIWI, the field of deaf education, and itinerant teachers of d/hh students. The limitations and delimitations of the study will be reflected upon and a chapter summary will be provided. A final conclusion will close the chapter.

Summary of Findings

The purpose of this study was to look at how SIWI, typically modeled in a classroom setting, was implemented by itinerant teachers and if they found a need to adapt any components of the framework for their context. This study was conducted to inform further research and professional development for educators of the d/hh, with specific attention to itinerant teachers. Also, this investigation was undertaken to help fill the gap in research on itinerant teachers' instructional practices. The findings from this study may be revealing to itinerant teachers who are searching for versatile evidence-based instruction, like the SIWI framework, to implement in their teaching contexts. The results of the study provided answers to the following research questions:

1. How are itinerant teachers of the d/hh implementing SIWI with elementary-aged students?

2. What context-specific variables impact itinerant teachers' implementation of SIWI?

When examining two itinerant teachers' implementation of SIWI, I found that their instruction adhered to the principles of SIWI. One teacher, Janice, did incorporate a strategy not modeled during SIWI trainings, semantic mapping, but this was seamlessly embedded in her writing instruction to emphasize the metalinguistic and linguistic principles of SIWI. Both teachers also worked to address the theory of mind needs of their students in different ways, which is not a topic discussed in professional developments for SIWI. They also shared that they would have liked further instruction on theory of mind and how to support their students in this area. Even though theory of mind is not a skill confined to the needs of d/hh students in the itinerant setting, this area of need for supporting itinerant teachers was a finding from this study. Both of the teachers were growing in their use of SIWI, and each teacher displayed different strengths and weaknesses, with one teacher, Janice, being an exemplar of incorporating model texts and the other, Karen, demonstrating the integral role the language zone plays in writing instruction with d/hh writers.

While these two itinerant teachers worked with students using dissimilar modes of communication in districts with differing levels of support, both teachers expressed similar context-specific factors that impacted their implementation of SIWI, which were: time, district-specific variables, supporting writing in the general education classroom, and physical space/organization. First, Time is a commodity to itinerant teachers and various time-related influences impacted the teachers' implementation of SIWI. Both

itinerant teachers discussed the challenge of balancing their time between supporting students in the general education classroom while also needing to provide support for their continued language and literacy needs. The pace of instruction in the general education classroom made this even more difficult. The rigidness of service time was a challenge because teachers had to end instruction promptly without the flexibility of continuing productive writing sessions. These itinerant teachers had to account for the transition time between their location and the classroom, which further reduced their time for writing instruction. Outside factors, such as school assemblies and/or meetings, also decreased the amount of service time students received from the itinerant teacher, and in some cases, postponed their specialized instruction for multiple days, up to a week. These itinerant teachers shared that SIWI took a lot of time to implement effectively, but felt the benefits outweighed this time factor.

The itinerant teacher participants also identified district-specific variables that impacted how, if, and when they provided writing instruction. Districts have various levels of resources (e.g. monetary, professional development, support staff, materials) and offer different configurations of services (e.g., specific schools where d/hh students can attend self-contained classrooms) for d/hh students. This can impact whether d/hh students can be grouped to received writing instruction or are served individually. The support an itinerant teacher receives from their supervisor can impact the types and amount of services they are able to deliver because some districts require administrator approval for resources (e.g., materials, equipment, professional development), specific frameworks or programs used for instruction, and additional service time with students.

Evidence-based instruction in the itinerant setting may prove helpful in gaining support from one's supervisor and district. The support staff (e.g., interpreters, teaching assistants) itinerant teachers have available in their district varies between districts and can impact how writing is supported in the general education classroom. Janice did not have support staff, while Karen used interpreters to support writing in the general education classroom. Many itinerant teachers, such as Janice, do not have support staff in their districts and bear the responsibility of supporting writing in the general education classroom. The resources available to school districts can be impacted by the communities they serve. For example, Janice worked for a wealthy school district and had a large annual budget and excellent professional development. This is not typical for itinerant teachers, especially rural districts with fewer resources. It is important to connect with various resources within the community and consider the specific needs of each child when determining services and making instructional decisions. District-specific variables can require flexible writing curriculums, such as SIWI, for meeting the needs of d/hh students served in the itinerant setting. Flexible programs would be effective with different grade-levels, language-levels, and modes of communication and also be able to incorporate or be integrated into general education curriculums.

The final factors identified, supporting writing in the general education classroom and physical space/organization, were additional challenges these two itinerant teachers faced when implementing SIWI. In addition to writing curriculums adopted by school districts, the classroom teacher can make supporting a d/hh students' writing in the general education classroom more difficult. Janice and Karen worked with general

education teachers who embraced SIWI in their classroom, while others did not. Also, itinerant teachers' instruction can take place wherever there is space, from an empty classroom to a table in the library. This can impact the way an itinerant teacher delivers instruction and makes use of materials to support writing. For example, Janice mentioned the difficultly of using digital resources because of the unpredictability of location of instruction and/or schools' technology support. If it is that a writing curriculum could flexibly incorporate the general education curriculum and/or be integrated into the classroom, such writing curriculums could offer advantages for itinerant teachers collaborating with general educators. Those writing curriculums offering multiple versions of resources, including smaller and more portable materials, could help itinerant teachers provide writing instruction when working within the unpredictable nature in their context.

Benefits of the Itinerant Setting

There are various points to consider within the context of the literature that are now relevant when considering the findings of this study. Given that enough instructional time can be provided to d/hh students, there are great benefits to using SIWI in the itinerant teaching setting. A major benefit of SIWI in the itinerant setting is the strong rapport the teacher is able to build with the students, which can lead to students taking more risks during writing (Iventosch, 1988; Jafari & Ameri, 2015; Meyer, 2012). As is common among ESL writers, they can often show risk avoidance behaviors (Aliakbari & Allvar, 2013; Meyer, 2012), using more basic word choices and simpler sentences to avoid errors (Chae, 2014). These risk-avoiding behaviors are counter-

productive to improving students' writing and may be lessened by providing writing instruction one-on-one. The itinerant teaching setting allows the teacher to provide intensive individualized instruction to students (Elbaum, Vaughn, Hughes, & Moody, 1999, 2000). As mentioned earlier, in general, one-on-one instruction is associated with more positive outcomes for struggling students when compared to larger groups (Begeny, Yeager, & Martinez, 2012; Wanzek & Vaughn, 2007, 2008). The removal of an audience of peers may increase students' risk-taking behavior (Finn, Pannozzo, & Achilles, 2003) which can promote students' willingness to practice more complex writing and language in class.

Itinerant teachers typically have more freedom from the role of behavior monitor. While students are not without off-task behavior in the itinerant classroom, the distraction of other peers and opportunities for misbehavior are greatly lessened in this teaching context. Disruptive behavior can have a negative impact on peers and their achievement (Figlio, 2007, Gruber, Wiley, Broughman, Strizek, & Surian-Fitzgerald, 2002). One-on-one instruction allows both the teacher and the student to focus on instruction and learning. Itinerant teachers also do not have to worry about managing multiple students' writing objectives. In a classroom of students, it can be challenging to remember multiple students' writing objectives, while also making sure they have the opportunity to practice these skills in a supported writing environment. Itinerant teachers have the benefit of monitoring one student's writing objectives during instruction. The itinerant teaching setting offers the benefits of stronger student rapport, increased risk taking behaviors of students, individualized instruction, and decreased distractions.

Collaboration

One concern that Cunningham and Allington (1994) have about pulling students out of the classroom for one-on-one instruction is that the reading materials and teaching strategies are often different from what the student sees in the classroom, which may result in conflicting methodologies. This was also mentioned by the itinerant teacher participants in this study as a concern, with some students receiving multiple sources of support for writing instruction that were in conflict. While collaboration is already an important component of itinerant teaching (Foster & Cue, 2009; Luckner & Ayantoye, 2013; Luckner & Howell, 2002; Rabinsky, 2013), students being offered conflicting sources for writing instruction point to an even greater need to ensure collaboration is happening between the service providers working with d/hh students. The level of collaboration teachers engage in is often influenced by the culture of the teaching setting and may be more difficult in teaching environments where it is not valued and/or pursued (Antia & Stinson, 1999). Time constraints, limited support from administrators, and willingness from the classroom teacher may also impact the amount of collaboration in which an itinerant teacher takes part (Compton, Appenzeller, Kemmery, Gardiner-Walsh, 2015). While they often experience barriers to collaboration, itinerant teachers have identified collaboration as a major need in the preparation of future itinerant teachers of the d/hh (Luckner & Ayantoye, 2013). Researchers also call for teacher preparation to prepare teachers of d/hh students to develop collaborative relationships (Cannon & Luckner, 2016: Furlonger, Sharma, Moore, & Smyth, 2010). A collaborative team approach is needed in order to develop and provide appropriate services and determine

students' areas of need, strengths, and interests (Cannon & Luckner, 2016). Just as Friend (2014) stated, "There is too much to know and too much work to be done to have each professional functioning in isolation—to succeed and help students succeed takes the partnership of collaboration" (p. 34). For d/hh students in public schools who need writing instruction that address their specific needs, it is important that all service providers are collaborating in order to align instruction being provided.

Choosing a Writing Curriculum for the Itinerant Teaching Setting

When choosing a writing curriculum for the itinerant setting, it is important to consider the effectiveness and flexibility of its strategies and materials, given that students will be taught one-on-one with the hopes that the strategies and scaffolds will be transferred into the general education classroom. It is also important to account for the reverse, in that district curriculum materials and/or strategies may need to be used in conjunction with the writing curriculum being considered for one-on-one instruction. In exploring the use of SIWI in the itinerant setting, I find it to be a flexible writing framework that can benefit d/hh students in the itinerant context. In the body of research on SIWI, it has demonstrated its flexibility in that it has been used successfully with students using different modes of communication, across various educational setting for d/hh students, in different grade-levels, and various language-levels. Because SIWI is a broad framework in which various teacher-chosen strategies can be incorporated to support the driving principles of SIWI, it is a tool that can be accommodating to many teaching contexts.

Because of the benefits afforded by teaching in the itinerant setting, it is important for stakeholders to consider how to utilize itinerant teachers most effectively in supporting the language needs of d/hh students in public schools. Itinerant teachers have specialized training for working with d/hh students with various language backgrounds (Luckner & Ayantoye, 2013). Oftentimes in the itinerant setting, teachers' instructional time can be reduced because of caseload-related factors (Antia, 1999) and/or a lack of support by administrators. It is important for stakeholders to consider the impact of not implementing instructional practices specially developed to meet d/hh students' needs which may lessen the gap between these students and their hearing peers.

Implications

The purpose of this study was to look at how SIWI, typically modeled in a classroom setting, was implemented by itinerant teachers and if they found a need to adapt any components of the framework for their context. This research was also undertaken to help fill the gap in research on itinerant teachers' instructional practices. The study does not provide data regarding how the itinerant teachers' writing instruction impacted their students' writing outcomes; however, implications can be offered from the findings related to implementation of SIWI in the itinerant setting. The itinerant teacher participants in this study expressed that: they used SIWI in their itinerant teaching context; they felt their students' writing and language improved because of SIWI; they will continue to use SIWI; and they recommend that other itinerant teachers use SIWI, as well. Based on these itinerant teachers' experiences and reflections, the use of SIWI in the itinerant setting could allow the teacher to meet d/hh students' language needs,

including reading and writing. The findings from this study may be encouraging for itinerant teachers looking for instructional approaches in use in their setting.

Reflection

Before collecting data, my main assumptions were: (1) SIWI is an effective framework that our field has needed; (2) Itinerant teachers trained to use SIWI, from a classroom model, may modify it to fit their context; and (3) There is benefit to an in-depth study of even one SIWI trained itinerant teacher, while this study investigated two. I was surprised to find that the itinerant teachers in this study did not modify SIWI to be effective in their contexts. I had expected that itinerant teachers modified SIWI in some ways, but instead found that the SIWI principles and fidelity indicators were still present even though they may look different in this context.

In order to uncover biases I had about the implementation of SIWI in the itinerant setting, I previewed the fidelity instrument before teachers' interviews and reflected on those items I thought would be modified or did not apply to this context.

There were five items on the fidelity instrument (25, 26, 39, 49, 50) I thought might look different in the itinerant context. I was surprised, but pleased, to find that some of these principles were viewed differently by the participants. An example of this was that Janice felt she "held the floor" (indicator 25) by taking on writing responsibilities or not allowing students to off-load writing responsibilities that were too difficult. These differences in interpreting the SIWI fidelity indicators led to productive discussions that could be useful during professional development and also when considering evaluating itinerant teachers' SIWI instruction using the fidelity instrument.

Future Directions

From the findings, I offer recommendations as to how to better address the itinerant teaching setting during professional development/trainings for SIWI, including the materials provided to teachers. The recommendations for professional development include considerations of context-specific variables impacting implementation of SIWI, areas that may require more explicit instruction for teachers, considerations for how itinerant teachers can support writing in the general education classroom, and incorporating theory of mind into the training. I provide suggestions for materials used in the itinerant setting, including scaffolds and the fidelity instrument, as well as, recommendations for research topics. I will discuss recommendations for the field of deaf education, including more research to be done in the areas of itinerant teachers' instruction, ways itinerant teachers can support classroom instruction, especially literacy, and teacher preparation. Lastly, I will discuss recommendations for itinerant teachers.

Further Development of SIWI for the Itinerant Setting

As I have discussed throughout this study, writing instruction during professional development for SIWI is modeled within the context of a classroom and/or groups of students. With the number of students being served in the itinerant setting, typically one-on-one, it is important for SIWI to be inclusive of this context as well. SIWI has already been implemented within the itinerant setting with success. From the results of this study, itinerant teachers' writing instruction using SIWI is not different from the way it is modeled; however, there are unique characteristics of the itinerant setting impacting instruction that should be considered and recognized during trainings.

Professional development

Professional development for SIWI should address the context-specific variables impacting itinerant teachers' use of SIWI. Most importantly, itinerant teachers need to be prepared to support SIWI in the general education classroom. Both Karen and Janice identified that support during SIWI training in this area would be beneficial. Karen shared that professional development for SIWI should show, "not only how to support students in regular ed., but to implement it in the classroom. How do we get the regular ed. teacher to understand and to buy into SIWI?" (personal communication, April 17, 2016). Karen and Janice mentioned the difficulty of having students use SIWI graphic organizers in the classroom when their district's curriculum used one that was different. The researchers involved in developing SIWI support the use of classroom graphic organizers. The materials can be incorporated and/or used in combination with various SIWI materials because it is a flexible framework. During SIWI, teachers emphasize the recursive nature of writing, remind students of the importance of establishing an audience and purpose, and use strategies for the various principles on which SIWI is built; these instructional practices can still be done using graphic organizers from the general education classroom. It would be beneficial for these points to be made more explicit during SIWI trainings, especially for those teachers in the itinerant setting who are supporting writing instruction in another classroom. I would also recommend that the SIWI researchers consider information itinerant teachers should provide adults working with their students, such as interpreters, assistants, and/or general education teachers, who might provide writing support and/or instruction in the general education classroom.

This could be provided in the form of an informational handout and/or video. Supporting writing in the general education classroom was a difficult task that both teachers felt should be included in professional development for SIWI.

Also, from the results of interviewing teachers about their writing instruction and the d/hh students with which they work, I would recommend incorporating strategies that reinforce theory of mind and providing more support for persuasive writing instruction during trainings for SIWI. As discussed in Chapter 4, theory of mind refers to a person's ability to take the perspective of another person. Both Karen and Janice expressed that this was a skill with which their students struggled. While this is not a challenge specific to d/hh students in public schools, this is a need among d/hh students (Tucci, Easterbrooks, & Lederberg, 2016) that is not addressed during professional development for SIWI. Karen and Janice approached instruction for perspective taking in different ways, with Karen using "exaggerated sentences," and Janice using think-alouds. It would be helpful for SIWI professional development to include information on theory of mind instructional strategies that are evidence-based, such as thought bubble interventions (Tucci, Easterbrooks, & Lederberg, 2016), symbolic play, and role play (Morgan, 2015). Discussions of theory of mind may also help support teachers' instruction of persuasive texts, which Karen and Janice mentioned were difficult for their students. While the researchers of SIWI model guided writing for three genres of writing during training, I would also recommend that several co-constructions of persuasive texts be modeled for teachers to better-support this more difficult genre.

Materials

During their interviews, the teachers mentioned the transportability and difficulty of working with some of the SIWI materials. I would recommend a separate set of materials for itinerant teachers. The materials should be able to be transported easily and should be organized in a way that is supportive of students in the itinerant teaching context. During an interview, Janice pointed out that those scaffolds that are always visible in the classroom as posters for her are standard-sized papers in a binder that require the student and/or teacher to flip between scaffolds. In the classroom, scaffolds are visual "objects to think with" or "objects to talk with" (Englert & Mariage, 2006, p. 452) that are made visible around the classroom to "support students in remembering and applying the writing skills or strategies of expert writers" (Wolbers, 2008, p. 12). With scaffolds hidden in a binder until they are sought out, these supportive scaffolds lose part of their intended purpose of visually supporting students during writing processes. I recommend creating a genre-specific writing board using portable cardboard study carrels to display genre-specific scaffolds. These materials are light-weight and easily folded for transporting. Another suggestion was made by Janice; she shared that it may be useful for students to take NIPit scaffolds into the classroom to support writing instead of the writing organization scaffolds. This would be a good option for those itinerant teachers working in school district pushing the use of specific curriculum-based materials and is something to consider for general use. As discussed earlier, the itinerant teacher can use the district's writing graphic organizers to support writing instruction using the principles

of SIWI, but this point should be made explicit to teachers attending professional development for SIWI.

When considering modified materials for itinerant teachers using SIWI, I would recommend creating an itinerant version of the fidelity instrument. On this self-evaluation tool, peer interaction is evaluated. This does not occur during one-on-one instruction and should not count against the itinerant teacher. After discussing indicators 25 and 39 with Karen and Janice, these indicators may look different in the itinerant setting and should be discussed and/or modified on the fidelity instrument. Indicator 25 states that, "Teacher "holds the floor" to allow students at different levels to participate." As discussed in Chapter 4, this has a different meaning in the classroom than it does in the itinerant setting. Indicator 39 states that, "There is opportunity to engage in shared writing." There was also a discussion in Chapter 4 about what shared writing could look like in the one-on-one itinerant setting. It could be argued that these indicators do not fit the itinerant teaching context or that they look different in a classroom. Either way, these indicators should be made explicit for itinerant teachers during the SIWI training and/or modified to more accurately represent the itinerant context.

When observing the teachers' instruction using the fidelity instrument, I was surprised by some of the scores for each teacher. While Janice was strong in providing a language-rich environment for her students, this was not reflected in the scores for her instructional unit. While Karen made great use of the language zone, some of her other indicator scores for metalinguistic knowledge and linguistic competence pulled her score down. Even though teachers' instruction can be evaluated by major principle to know

their areas of strength and weakness, a teacher may have strong and weak skills within these major principles, which can make the results of their evaluation seem inaccurate. Based on these outcomes, I recommend the need for a more sensitive fidelity instrument.

Future research

It is my hope that this is the first of many studies investigating the writing instruction of itinerant teachers using SIWI. There are several topics that could examined. Based upon the discussions that took place with the itinerant teacher participants, I recommend investigating the effectiveness of SIWI in the itinerant setting, replicating previous studies, such as those using single-case design, within this unique context. As an itinerant teacher, I think it would also be valuable to examine the effectiveness of SIWI with mixed groups of students, specifically d/hh students coupled with hearing peers struggling with writing. This may increase the likelihood of administrators/supervisors supporting the daily implementation of SIWI. Many d/hh students in public schools use spoken communication, and SIWI instruction with these students and their hearing peers would look similar to SIWI in the LSL setting.

While it was not a focus of this study, I noticed that there were different types/levels of questioning used by the two itinerant teachers and was curious about how this might have impacted their students' writing. It would be interesting to look at teachers from various settings, their levels of questioning within SIWI instruction, and their students' writing and language development outcomes.

Recommendations for Deaf Education Field

This research was undertaken to fill the gap in research on itinerant teachers' instructional practices. More research needs to be done on itinerant teachers' instruction, including writing instruction. This study identified the fact that these itinerant teachers struggled to support students' writing in the general education classroom. Evidence-based methods for supporting writing in the general education classroom is also needed.

Recommendations for Itinerant Teachers

SIWI is a framework for writing instruction with d/hh students that has been used in the itinerant setting with success. When deciding if SIWI is feasible in their itinerant context, itinerant teachers should consider the variables identified in this study that impact its implementation. It should also be considered that the two participating itinerant teachers in this study continue to support and use SIWI despite the challenges. Karen and Janice shared their overall feelings about SIWI and discussed why they use SIWI. Karen shared,

> it was the best experience of my teaching career. I still talk about it. I was talking about it today. I went to this workshop in [location] last week. It was all about bilingualism and language and whatnot, and I'm like "Why can't the workshops be like SIWI where you actually learn something you can bring back to classroom? Why can't it all be like SIWI?" I kept saying that over and over. It was a wonderful experience. I really think it helped me grow and become a better teacher than what I was prior to that. So I thank you guys immensely for that. (personal communication, March 8, 2016)

Janice also shared why she uses SIWI,

> Because it works. It's very effective. It's fun. I really like the interactions I have with the students. They are engaged when we do it. So they're much more willing to learn when we're talking about their experiences and how it affects them, and we're building on what they're learning and what interests them. And they have a lot more voice. (personal communication, March 14, 2016)

Limitations

This study is limited to the experiences of two itinerant teachers. While conducting a qualitative case study allowed me to look at the implementation of SIWI in the itinerant context in-depth, we only have the perspectives of two itinerant teachers. However, within the context of the research questions being examined and the purpose of this study, important, applicable information has been obtained. The findings of this study build on previous research with itinerant teachers and also offer implications for professional development that is inclusive of itinerant teachers of d/hh students.

While there were benefits to using recordings of instruction, I recognize there were limitations to doing so, as well. When analyzing videos, the "feel of an interaction" can be lost; however, this limitation can be countered by using multiple methods of investigation (Barron & Engle, 2007). Using recordings of instruction had a risk of bias, but I intended to lessen the risk by using multiple sources of data collection, such as interviews and artifacts.

Delimitations

Delimitations are those boundaries determined by the researcher where they have control to do so. In order to narrow the focus my study, I chose to limit my research participants to only itinerant teachers and did not consider how teachers of the d/hh in other contexts implement SIWI or the context-specific factors that may impact their instruction.

Also, I did not choose to examine the effectiveness of SIWI in the itinerant setting because I had experienced its success first-hand, both as an itinerant teacher using SIWI

and as an instructional support for itinerant teachers using SIWI during previous studies. Because the itinerant teachers in this study felt that SIWI was effective in their context, I chose not to investigate this further for the purpose of this study.

Lastly, for this study I chose to focus on itinerant teachers' writing instruction using SIWI, but not other approaches, because I believe it is a flexible tool that can be effectively used in this setting. I was most interested in finding out contextual factors that may impact itinerant teachers' SIWI instruction and how professional development could possibly better address this teaching context.

Chapter Summary

In this final chapter, I returned to the purpose of the study and the research questions that guided the study. This was followed by a summary of the findings and a discussion of some major points of consideration. I discussed implications of the study and reflected on my initial assumptions and biases since reviewing the findings. I offered implications and provided future directions in relation to SIWI, the field of deaf education, and itinerant teachers of d/hh students. The limitations and delimitations of the study were discussed. To close this chapter, I will offer a final conclusion.

Final Conclusions

Many d/hh students are behind in developing age-appropriate proficiency in ASL and/or English, not because of a lack of ability, but due to a lack of access to language for acquisition (Strassman & Shirmer, 2012). This is true of d/hh children in every educational setting. Many d/hh children are educated in public schools and served by itinerant teachers. Itinerant teachers' primary academic instruction is typically language,

reading, and writing (Antia & Rivera, 2013; Luckner & Ayantoye, 2013). Language is used as a means to learn, demonstrate knowledge, build relationships, and develop thoughts (Bloom, Carter, Christian, Otto, & Shuart-Faris, 2004; Gee, 1996; Schleppegrell, 2001, 2004). Language is a major area of need for d/hh students and has "cascading effects" on literacy development for these children (Lederberg, Schick, & Spencer, 2013). In this day and time, there are higher literacy demands placed on students across content areas. As technology continues to advance in our society, the need to read and write at higher levels will continue in schools, higher education, and the work force. Itinerant teachers supporting d/hh students in public schools need to be prepared to provide writing instruction across grade levels and have resources that are effective in their instructional contexts. It is important for itinerant teachers of d/hh students to scrutinize if and how well educational resources address their students' language needs in their instructional context. There is also a need for research to be conducted on effective writing instruction in the itinerant setting.

This study investigated two itinerant teachers' use of Strategic and Interactive Writing Instruction (SIWI), how they implement SIWI in their contexts, and the context-specific variables impacting their implementation of SIWI. This study showed that there were no fundamental differences in the writing instruction of these itinerant teachers implementing SIWI compared to their training. Semantic mapping was a strategy used by one teacher, which embodied existing principles of SIWI. Theory of mind was a need of students in both locations, and each participant provided different types of instruction targeting this skill. Context-specific variables were identified by the participants. These

factors were grouped into four main categories: time, district specific variables, supporting classroom writing, and physical space/organization. While these variables were challenging, the itinerant teachers continued to implement SIWI and felt it was effective in their setting.

As I conclude this chapter, I am two months into returning to teaching in the itinerant setting, and I have experienced many of the same challenges my participants faced. I have 3 high school students with whom I plan to use SIWI with for writing instruction. I start Tuesday. My hope is that my students will come to value and understand the purpose of writing, and that I will "tap into" what motivates my students to practice their writing. Through practice I expect that my students will gain skills in communicating through writing that will aid them in their goals, both personal and career. They can become what they hope to be; they need only to write their stories.

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APPENDICES

Appendix A. Tristen's pre- and post-SIWI writing samples

Pre-

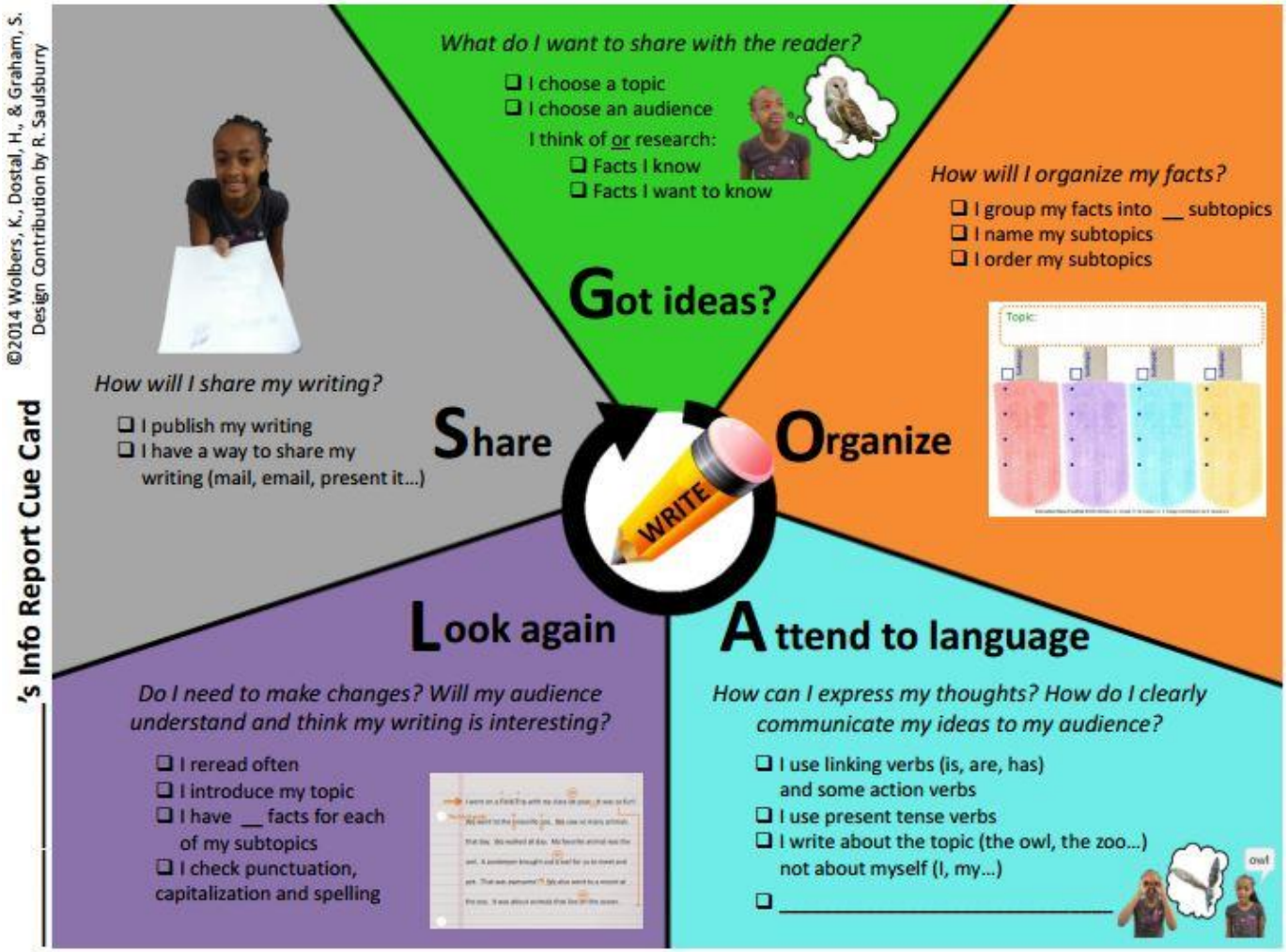
The bird like sit on power line. There more birds at power line. They argue each other. The big bird were watching little birds and sit with them. The little bird don't like big bird sit with little birds. Little birds want big bird leave. The end.

Post-

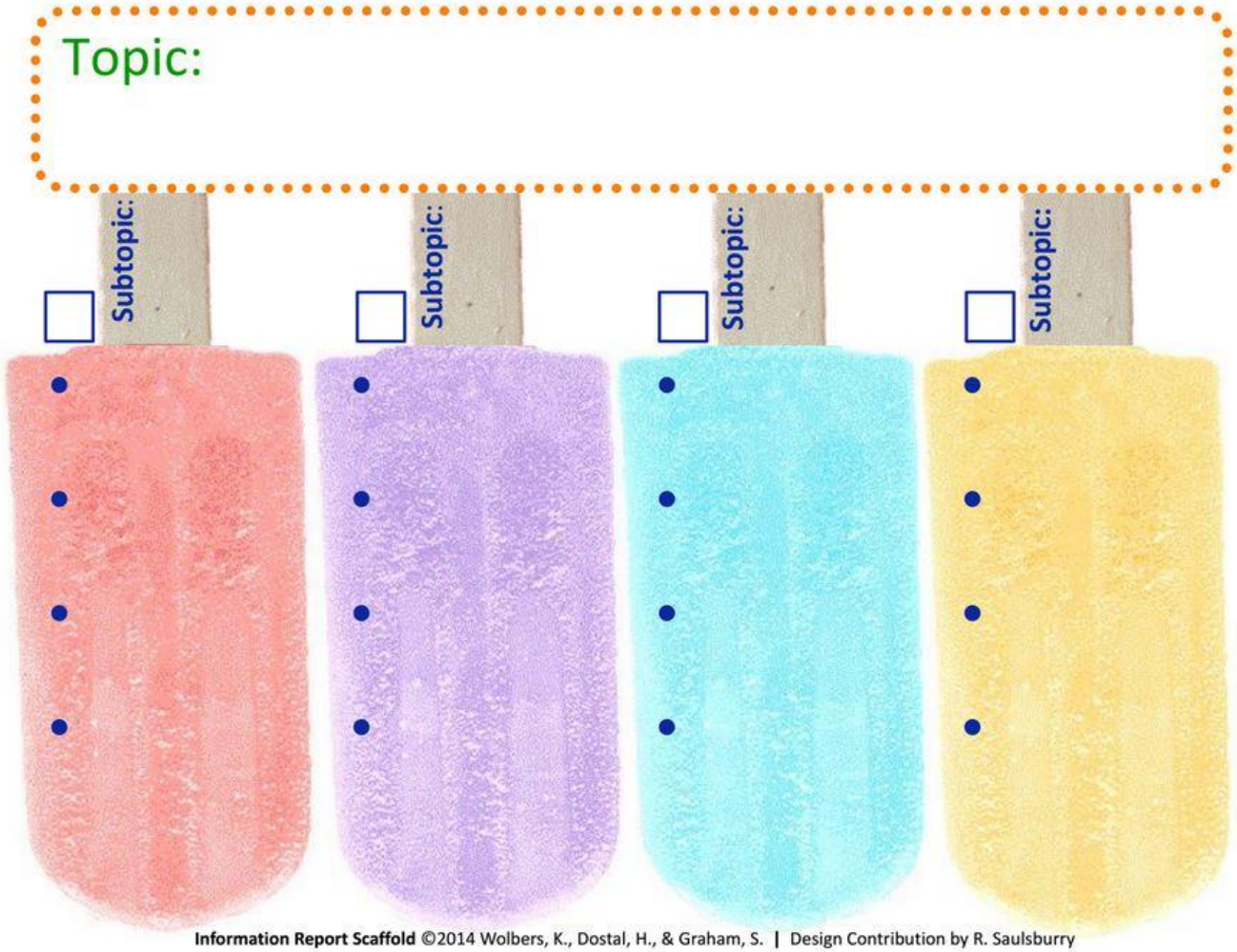
For the birds (2001)

The baby bird are sitting power line. Anthor baby birds are sittingthe power line. They agrue each other then big mowhawk bird yelled "caw". So The little birds move to right of power line. They whispered each other. The Mowhawk bird sit right middle of little birds, And power line go fall down closer to ground. The arngy birds poked mowhawk feet. He fell over the power line. The arngy little birds poked again and again. He let go and little birds flew up to sky. The Mowhawk bird sit on the ground. Then little birds fall down and They naked. Mowhawk bird are laughed. Little bird are hide behind Mowhawk bird. The End.

Appendix B. Informative Writing Cue Card



Appendix C. Informative Writing Organizing Poster



Appendix D. Sample of the NAEP Informative Writing Scoring Guide, Level 6

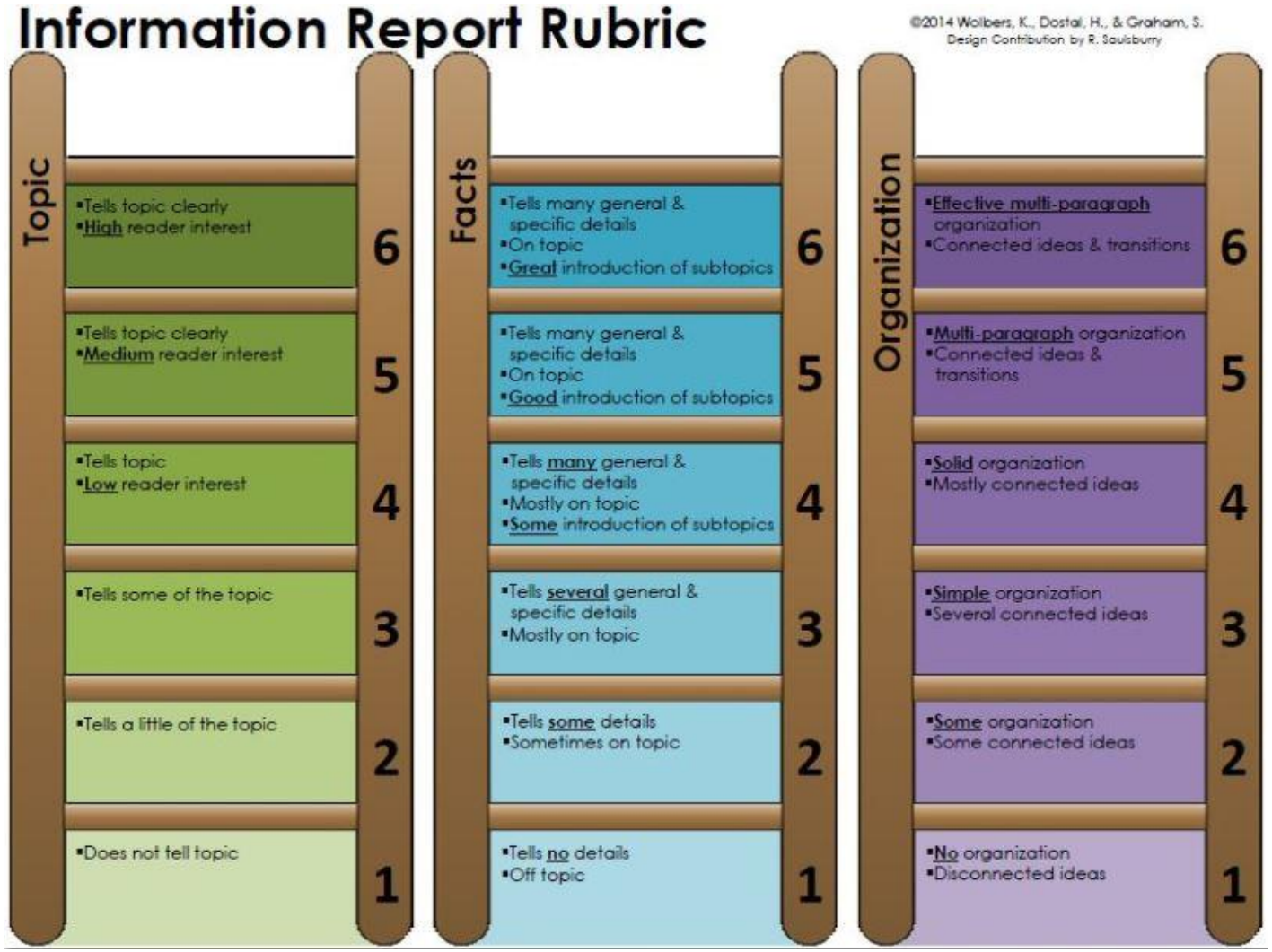
APPENDIX C2

PRELIMINARY HOLISTIC SCORING GUIDE FOR TO EXPLAIN

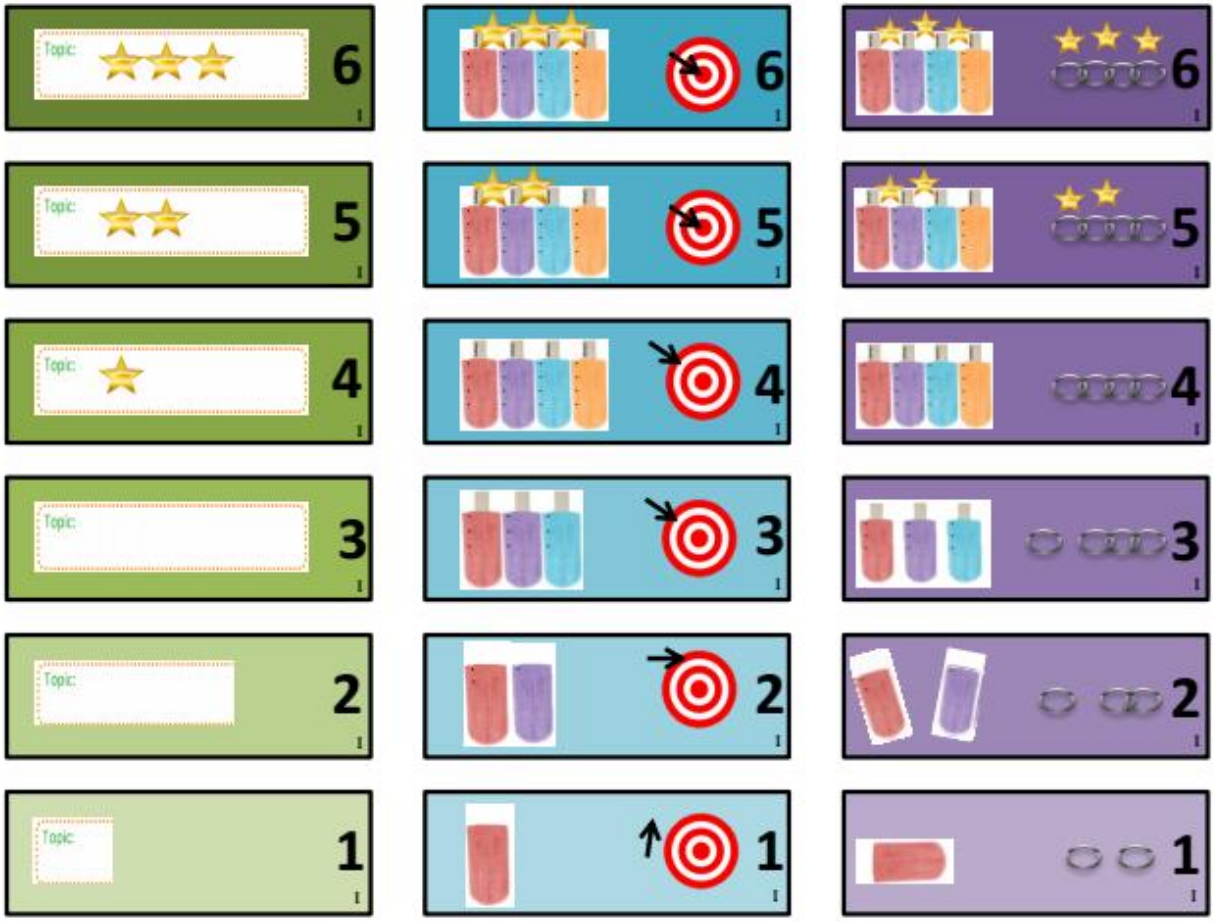
Score = 6 Responses in this range demonstrate effective skill in responding to the writing task. All elements of the response are well controlled and effectively support the writer's purpose, audience, and form.

- The response provides a thoughtful and insightful explanation of the subject by fully examining the topic as a whole, by identifying and fully discussing significant parts of the subject, and/or by evaluating and fully discussing the importance of the parts.
- The explanation maintains an effective balance between broad assertions and well chosen general and specific details and examples to fully support understanding. Approaches to the development of ideas (e.g., analyzing, evaluating, narrating, etc.) are used skillfully to support the clarity of the explanation.
- Ideas are clearly focused on the topic throughout the response. Organization demonstrates a logical, well-executed progression of ideas that supports the clarity of the explanation and is relevant to the writer's approaches to organization (e.g., summarizing, narrating, etc.). Transitions effectively convey relationships among ideas.
- Sentence structure is well controlled and varied to communicate relationships among ideas. Word choice is specific, precise, and evaluative and supports the clarity of the explanation. Voice and tone are well controlled and effective for the writer's purpose and audience.
- Though there may be a few minor errors in grammar, usage, and mechanics, meaning is clear throughout the response.

Appendix E. Informative Writing Rubric and Manipulative Pieces



Information Report Rubric



Appendix F. Teacher's List of NIPit Lessons and Visual Scaffolds

NIP-its and Scaffolds List

General

- Responding to prompts lesson and scaffold
- Topic sentence lesson and scaffold
- Transitions activity and scaffold
- Relaying significance activity
- Single paragraph lesson and outline
- Multi-paragraph lesson and outline

Recount Writing

- Recount purpose lesson
- Recount writing scaffold
- Recount writing poster
- Conclusions lesson
- Hamburger writing lesson, activity, and scaffold
- Planning
- Descriptive words lesson and scaffold
- Sensory detail activities and scaffolds
- Life map lesson

Information Report Writing

- Information Report writing scaffold
- Information Report writing poster

Persuasive Writing

- Persuasive writing scaffold
- Persuasive writing poster

Language Objectives

- Writing simple sentences lesson and scaffold
- Capitalization and Punctuation lesson and scaffold
- Clauses lesson and scaffold
- Complex sentences lesson and scaffold
- Compound sentences lesson and scaffold
- Varying sentence starters activity and scaffold

Appendix G. Full SIWI Fidelity Instrument

SIWI Instructional Fidelity Instrument

Wolbers, K., Dostal, H. & Graham, S. (2015)

Teacher/School:	Observer:
Date(s):	Grade:
Description of lesson:	Description of Communication Approach:

Circle the number (1=Evident; 0.5=Sometimes evident; 0=Not evident) that best reflects observed instruction. Interview questions are meant to serve as a guide and may be adapted as necessary to elicit relevant responses. Some evidence may be observed during the lesson, thereby reducing the interview portion.

Observation of Curriculum & Content (Appropriate, Balanced, Authentic)	Yes	No
1. Instructional time is given to both writing objectives (e.g., text structure, organization) and language objectives (e.g., adding adverbial phrases, definite articles).	1	0
2. Most instructional time is spent on students' immediate objective areas, and less instructional time is spent on next objectives.	1	0
Comments:		

Interview of Curriculum & Content (Appropriate, Balanced, Authentic)	Yes	No
What are the students' objectives? How did you identify the need for these objectives? Who is the audience for the writing and how will the writing be shared?		
3. Students have writing objectives. List here:	1	0
4. Students have language objectives. List here:	1	0
5. Students' objectives are just beyond their present levels of performance.	1	0
6. Students' objectives are individualized.	1	0
7. Student's writing and language objectives are aligned with curriculum standards and/or IEP objectives.	1	0
8. Student's objectives are appropriate to the genre of writing.	1	0
9. An authentic audience and purpose for writing has been established.	1	0
10. There is a plan for sharing the writing with the audience.	1	0
Comments:		

Total Points for *Curriculum & Content* _____/10

Observation of Strategic Writing Instruction & Visual Scaffolds	Yes	Y/N	No
11. Strategies for writing processes are taught in the context of producing text.	1	.5	0
12. The writing process is recursive (e.g., write-reread-revise-write more) rather than rigidly sequenced (e.g., write first draft-revise-write final draft).	1	.5	0
13. Text structure associated with the genre of writing is explicitly discussed.	1	.5	0
14. Explicit connections are made between reading and writing (e.g., use of model text or model language).	1	.5	0

15. The purpose or audience becomes a focus when constructing text (e.g., "Will Jill's mom understand?", "With this expository writing, we want to *inform* our audience by…").	1	.5	0
16. Students engage in making revisions (e.g., moving text, adding relevance for audience) as well as surface edits, as necessary.	1	.5	0
17. Instruction contains generalization statements (e.g., making connections and identifying differences between genres).	1	.5	0
18. Procedural facilitators (e.g., GOALS visual scaffold and cue cards) are used to assist students in the writing process, until no longer needed.	1	.5	0
19. There are supports for learning text structure (e.g., model text, popsicles scaffold).	1	.5	0
20. Organization approach matches the genre of writing (e.g., hamburger—recounts; OREO—persuasive).	1	.5	0
Comments:			

Interview of Strategic Writing Instruction & Visual Scaffolds	Yes	No
How did you decide there was a need for a NIPit lesson? What NIPit lessons have been taught? What visual scaffolds were used during writing and how? Have you seen a change in how students use these scaffolds?		
21. N – Notice. An area of need is identified through informal assessment and reflection, or evaluation of student writing.	1	0
22. I – Instruction. Explicit instruction is provided on the identified area of need. A visual scaffold that represents new knowledge is introduced.	1	0
23. P – Practice. Students integrate new knowledge into authentic writing. Teacher prompting and/or NIPit scaffold are used, until no longer needed.	1	0
Comments:		

Total Points for *Strategy Instruction & Visual Scaffolds* _____/13

Observation of Interactive Writing Instruction & Guided to Independent	Yes	Y/N	No
24. Students are invited to take active roles in the construction, monitoring and revising of text.	1	.5	0
25. Teacher "holds the floor" to allow students at different levels to participate.	1	.5	0
26. Learning from one another is encouraged through peer interaction.	1	.5	0
27. Teacher positions self as a learner or community member (e.g., "What could we do next?", "I'm not sure. How could we figure that out?", "I learned something new.")	1	.5	0
28. Students' ideas are not dismissed. Teacher uses contingently responsive discourse.	1	.5	0
29. Ample time is given to work in the main objective areas. Teacher engages students in thinking, discussing and problem solving.	1	.5	0
30. Little time is given to work in advance of the main objective areas. Teacher quickly models, thinks aloud or describes actions taken.	1	.5	0
31. Students appear to be stimulated and challenged but not overwhelmed or frustrated.	1	.5	0
32. Teacher "steps back" to transfer control to students by asking open questions (e.g., "What do we do here?", "What should we do next?", "What do you think?").	1	.5	0
33. Teacher "steps in" gradually when students struggle by providing more and more support.	1	.5	0

34. Teacher "steps in" fully when students are stuck (e.g., thinking aloud, modeling, explaining).	1	.5	0
35. The teacher asks and/or models metacognitive questioning often (e.g., Why? How?).	1	.5	0
36. The teacher continually assesses students' understandings (e.g., thumbs up/ thumbs down, raise hands if you agree, questioning, including intentional mistakes).	1	.5	0
37. There is a standard procedure for agreeing upon text to be added (e.g., class consensus or majority, lead author decides).	1	.5	0
38. Positive feedback is provided for student involvement and thinking, even if wrong.	1	.5	0
Comments:			

Interview of Interactive Writing Instruction & Guided to Independent	Yes	No
Is there opportunity for shared and independent writing? When?		
39. There is opportunity to engage in shared writing.	1	0
40. There is opportunity to engage in independent writing.	1	0
Comments:		

Total Points for *Interactive Writing Instruction & Guided to Independent* _____/18

Observation of Metalinguistic Knowledge & Implicit Competence	Yes		No
41. Only ideas that are a close approximation of English are added to the English board.	1	.5	0
42. The student's exact language is added to the English board, and prompted for review and revision.	1	.5	0
43. Students are prompted to reread the revised English text often.	1	.5	0
44. Correspondence between written text and expressive language is made explicit during rereading.	1	.5	0
45. A language zone (i.e., surface and/or space) is used for explicit English language instruction at the word, phrase or sentence level.	1	.5	0
Comments:			

Are any students observed to be using ASL or ASL-like features (e.g., classifiers, non-manual markers, space, ASL syntax, unique glossing) in their expressions? If yes, complete. If no, skip this section and subtract 3 from the total possible points for this section at the bottom of the page.

46. Students are engaged in identifying, comparing and/or distinguishing grammatical features of ASL and English.	1	.5	0
47. ASL contributions are repeated and/or captured in the language zone (e.g., gloss, pictures, drawing, video, role play).	1	.5	0
48. Students are engaged in chaining and pairing of ASL and English. Languages are clearly distinguished (e.g., different colors or spaces).	1	.5	0
Comments:			

Are any students observed to have difficulty conveying their ideas through expressive language or understanding others' expressions? If yes, complete. If no, skip this section and subtract 5 from the total possible points for this section at the bottom of the page.

49. Communication strategies (e.g., looking at speaker, repair strategies, building on prior comments) are encouraged and used.	1	.5	0
50. Strategies to get to a point of shared understanding (e.g., drawing, pictures, gesture, role play, circumlocution, using a middle person) are employed in the language zone.	1	.5	0
51. Teacher avoids leading and providing language that does not match the student's conception.	1	.5	0
52. When shared understanding of the student's conception is achieved, teacher repeats it using model language. S/he carefully pairs and grounds new language with concrete objects, pictures, symbols, gestures, actions, etc.	1	.5	0
53. Teacher recognizes when the expressive language being used is not fully accessible to students.	1	.5	0
Comments:			

Total Points for *Metalinguistic Knowledge & Implicit Competence* _____/13, -3, -5

Principles of SIWI	Total Earned	Total Possible
Curriculum & Content		10
Strategic Writing Instruction & Visual Scaffolds		13
Interactive Writing Instruction & Guided to Independent		18
Metalinguistic Knowledge & Implicit Competence		13, -3, -5
Total		
Percentage	%	

Notes

Appendix H. End-of-the-Year Interview Questions (2013-2014 study)

Year 3 SIWI Study: End of the Year Interview
All Teachers (including Janice and Karen)

1. Have you been able to implement SIWI as intended (following the SIWI driving principles)? In what ways, yes? In what ways, no?
2. What is going well with your implementation of SIWI?
3. In what ways do you feel you have grown in your ability to better implement SIWI this year?
4. What difficulties are you encountering with your SIWI implementation?
5. Are there areas of SIWI implementation you feel you need more support?
6. What areas of SIWI instruction do you still feel you need more growth/improvement?
7. Have you been able to consistently implement SIWI 2 hours a week? Why or why not?
8. Does your school or class setting impact your ability to provide SIWI instruction? If so, in what ways?
9. Do you have to make modifications to SIWI in order to implement it in your school or setting? In what ways?
10. What is needed to support students' writing more broadly (e.g., in their other classes, on standardized assessments)?
11. What did your writing instruction look like before this year (before using SIWI)?
12. Describe the progress of your students with those methods.
13. Do you feel SIWI has helped your students make progress with their writing?
    a. use of English?
    b. expressive/receptive language?
    c. reading?
14. What elements/components of SIWI do you attribute to student progress?
15. Are there ways in which you feel SIWI has not helped your students make progress? Explain.
16. What do you suggest as an area of focus for further development of SIWI?
17. Do you plan to continue using SIWI next year? Why or why not?
18. Is there anything else you would like us to know?

Appendix I. List of Teacher's Instructional Videos with Dates

Karen: All Videos

10/1/14, 10/7/14, 10/15/14, 10/23/14, 10/27/14, 11/18/14, 12/12/14, 12/15/14, 12/16/14, 12/17/14

Karen: Unit of Elf on a Shelf

12/12/14, 12/15/14, 12/16/14, 12/17/14

Janice: All Videos

3/10/15, 3/19/15, 3/23/15, 3/24/15, 3/27/15, 4/6/15, 4/7/15, 4/8/15, 4/21/15, 4/22/15, 4/23/15, 4/24/15, 4/28/15, 5/6/15, 5/8/15, 5/15/15, 5/19/15, 5/20/15

Janice: Unit on Amelia Earhart

4/6/15, 4/7/15, 4/8/15, 4/21/15, 4/22/15, 4/23/15, 4/24/15, 4/28/15, 5/6/15, 5/8/15, 5/15/15, 5/19/15, 5/20/15

Appendix J. Initial Interview Questions

Initial Interview Questions: Janice and Karen

Ask permission to record the interview.

ICEBREAKER: How is your school year so far?

1. How would you describe your D/HH program? Philosophy. Students. District.
2. Describe the students you used SIWI with last year.
3. Describe the outcomes you saw last year.
4. Tell me about your experience during your initial SIWI training last year.
    a. What did you think about using SIWI in your context?
    b. Is there anything you wish you had learned in your training?
5. Tell me about your first year of using SIWI.
    a. How did things compare to your training?
    b. Did you encounter any surprises?
    c. Did you encounter any challenges?
6. Are you using SIWI this year? How does this years' experience compare to the first?
7. What advice would you give another itinerant teacher new to SIWI?
8. Is there any advice you would give to the people training future itinerant teachers to use SIWI?

Appendix K. Second Interview Questions for Janice and Karen

Interview 2: Janice
Fidelity Instrument Interview

1. Comment: With this study, we are trying to figure out how to support itinerant teachers and/or better train them for their context since SIWI is taught as a classroom model and may not fit exactly as it is taught in the itinerant context. Please don't feel like your comments negatively reflect SIWI. We only want to further develop SIWI from your expertise.
2. In an interview before you talked about the wealth of the area you were in and how that impacted students' education. Could you talk about that again?
3. How is the instruction of an itinerant teacher different from a classroom teacher?
4. How is the instruction of one student different from small group?

5. First we will talk about each of the indicators you made notes on.

6. How do you approach "holding the floor" for different levels of students? (#25) How do you approach this with one student? How does this look different in your context?
7. How do you approach facilitating peer interaction? (#26) How do you approach this with one student? How does this look different in your context?
8. How do you approach paired writing for students? (#39) How do you approach this with one student? How does this look different in your context?
9. How do you approach facilitating communication strategies between students? (#49) How do you approach this with one student? How does this look different in your context?
10. How do you approach getting to a shared understanding? (#50) How do you approach this with one student? How does this look different in your context?
11. What strategies do you use when you are working with one student who does not want to interact?
12. What's the most important part of SIWI as an itinerant?
13. What's the hardest part of SIWI as an itinerant?
14. How many days a week did you work with students one-on-one? Is this typical?
15. How many days a week did you work on SIWI compared to how many days you worked on classroom support?
16. Do you support SIWI in the classroom? What does this look like?
17. Do the teachers use the scaffolds in the classroom?
18. Have you had any feedback from general education teachers about students' improvements?

19. Which videos have you already transcribed?

Interview 2: Karen
Fidelity Instrument Interview

1. Comment: With this study, we are trying to figure out how to support itinerant teachers and/or better train them for their context since SIWI is taught as a classroom model and may not fit exactly as it is taught in the itinerant context. Please don't feel like your comments negatively reflect SIWI. We only want to further develop SIWI from your expertise.
2. How is the instruction of an itinerant teacher different from a classroom teacher? How is it similar?
3. How is the instruction of one student different from small group? How is it similar?

4. First we will talk about each of the indicators you made notes on.

5. How do you approach "holding the floor" for different levels of students? (#25) How do you approach this with one student? How does this look different in your context?
6. How do you approach facilitating peer interaction? (#26) How do you approach this with one student? How does this look different in your context?
7. How do you approach paired writing for students? (#39) How do you approach this with one student? How does this look different in your context?
8. How do you approach facilitating communication strategies between students? (#49) How do you approach this with one student? How does this look different in your context?
9. How do you approach getting to a shared understanding? (#50) How do you approach this with one student? How does this look different in your context?
10. What strategies do you use when you are working with one student who does not want to interact?
11. What's the most important part of SIWI as an itinerant?
12. What's the hardest part of SIWI as an itinerant?
13. How many days a week did you work with students one-on-one? Is this typical?
14. How many days a week did you work on SIWI compared to how many days you worked on classroom support?
15. Do you support SIWI in the classroom? What does this look like?
16. Do the teachers use the scaffolds in the classroom?
17. Have you had any feedback from general education teachers about students' improvements?

Appendix L. Email of Instructions for Final Interview

For our final interview, we will base our discussion on a full unit you taught last year. Before this last interview, I need you to do a few things:
1-Evaluate your instruction with the fidelity instrument.
2-While doing the self-evaluation, watch for ways you supported the student and SIWI process that are not on the fidelity instrument, but are important to the success of SIWI in your context.
3-Using the fidelity instrument, think about/make notes about what instructional principles (#'s) did not apply to your situation or that you had to approach differently. I'd like to talk about how you approached principles that didn't totally fit, and which principles just don't fit itinerant teaching. An example of a different approach is when you said in place of peer interaction, you have to become more like a student.

Thank you SO much for your input!! We are learning from your experience!

Appendix M. Final Interview Questions for Janice and Karen

Final Interview: Janice
SIWI Instructional Videos Interview

There is a wide variety of questions today. If you feel like I've already asked something, I probably have. I just would like more information…see if you elaborate on it more.

1. How many information reports were co-constructed before this one?
2. What do you believe your role is as an itinerant teacher?
3. When do you pull students for direct services?

4. Can you talk about the ending of the co-construction—there wasn't video of this part? Audience?
5. What did you notice using the fidelity instrument to look at your instruction?
6. What parts of SIWI did you approach differently for your context?
7. What things do you do apart from SIWI to make it work for one-on-one?

8. Many deaf ed teaching programs don't directly talk about itinerant teaching or prep teachers for that position. Can you talk about your experience and training for itinerant teaching?
9. Can you remind me of how you were initially licensed?
10. Can you tell me more about what led you to teach d/hh?
11. 2 things I wanted to talk about again: How are you theoretically or philosophically situated?
12. How would you describe your District? D/HH program? Program's philosophy?
13. How does your district decide how many hours of services students are allowed to receive?
14. How does your district decide what class the student will be pulled out of to receive itinerant services?
15. How does your district decide who will provide instruction for English? Is it an option for the itinerant teacher to be solely responsible for English instruction?
16. When you taught English most every day last year, were you over their grade for English? What did that look like?

17. Can you talk about rapport with students and itinerant teaching?
18. Can you talk about risk taking and your students? During one on one and in the classroom?
19. Can you talk about your students' ability to take other's perspective/theory of mind?

   a. How do you approach improving this skill?
   b. Is it more difficult one-on-one?
   c. Could you use support in this area?
20. Can you talk about supporting students' writing in the general education classroom?
   a. Is it important?
   b. Is it easy/difficult?
   c. Could you use support in this area?
21. What are your students' typical IEP objectives? How often can you use SIWI to target these objectives? Is it effective to use SIWI as an itinerant teacher to meet IEP objectives?

22. What is the biggest benefit to doing SIWI as an itinerant, one on one?
23. What are other benefits to doing SIWI as an itinerant, one on one?
24. What is the biggest drawback to doing SIWI as an itinerant, one on one?
25. What are other drawbacks to doing SIWI as an itinerant, one on one?
26. What is the biggest benefit to doing SIWI as an itinerant, with 2 students?
27. What are other benefits to doing SIWI as an itinerant, with 2 students?
28. What is the biggest drawback to doing SIWI as an itinerant, with 2 students?
29. What are other drawbacks to doing SIWI as an itinerant, with 2 students?
30. What is the biggest benefit to doing SIWI as a class?
31. What are other benefits to doing SIWI as a class?
32. What is the biggest drawback to doing SIWI as a class?
33. What are other drawbacks to doing SIWI as a class?
34. From our earlier interviews about the drawbacks/challenges of using SIWI as an itinerant and now (you talked about time challenges, balancing general ed needs with your instruction, the difference between the writing instruction in the general ed classroom versus how SIWI is taught, the difficulty supporting SIWI in the classroom, and the difficulty of picking up where you left off from one session to the next), what would you say about whether or not you should use SIWI? How to make it effective? And if that is possible?
35. Is there anything you want to add, want me to know…?

Final Interview: Karen
SIWI Instructional Videos Interview

There is a wide variety of questions today. If you feel like I've already asked something, I probably have. I just would like more information…see if you elaborate on it more.

1. How many information reports were co-constructed before this one?
2. In your last interview, you talked about trying to pair students together to do SIWI, but it didn't work out. Can you talk more about that? And why it didn't work?
3. What do you believe your role is as an itinerant teacher?
4. You know you have guided to independent writing, and so I guess with [2 student names] it may even be that the 3 of you together, can as a group write, and then you can give them time to work paired, and then they have time that they can do independent writing...is there any kind of transition like that when you're working with a student one on one? or is it always like paired writing? or do you ever take different roles so that they have less support?

5. Can you talk about the ending of the co-construction—there wasn't video of this part? Audience?
6. What did you notice using the fidelity instrument to look at your instruction?
7. What parts of SIWI did you approach differently for your context?
8. What things do you do apart from SIWI to make it work for one-on-one?

9. Many deaf ed teaching programs don't directly talk about itinerant teaching or prep teachers for that position. Can you talk about your experience and training for itinerant teaching?

10. Does your district have more than one itinerant teacher?
11. How does your district decide how many hours of services students are allowed to receive?
12. How does your district decide IEP objectives for itinerant services?
13. How does your district decide what class the student will be pulled out of to receive itinerant services?
14. How does your district decide who will provide instruction for English? Is it an option for the itinerant teacher to be solely responsible for English instruction?
15. When you taught English most every day last year, were you over their grade for English? What did that look like?

16. Can you talk about rapport with students and itinerant teaching?

17. Can you talk about risk taking and your students? During one on one and in the classroom?
18. Can you talk about your students' ability to take other's perspective/theory of mind?
    a. How do you approach improving this skill?
    b. Is it more difficult one-on-one?
    c. Could you use support in this area?
19. Can you talk about supporting students' writing in the general education classroom?
    a. Is it important?
    b. Is it easy/difficult?
    c. Could you use support in this area?
20. What are your students' typical IEP objectives? How often can you use SIWI to target these objectives? Is it effective to use SIWI as an itinerant teacher to meet IEP objectives?

21. What is the biggest benefit to doing SIWI as an itinerant, one on one?
22. What are other benefits to doing SIWI as an itinerant, one on one?
23. What is the biggest drawback to doing SIWI as an itinerant, one on one?
24. What are other drawbacks to doing SIWI as an itinerant, one on one?
25. What is the biggest benefit to doing SIWI as an itinerant, with 2 students?
26. What are other benefits to doing SIWI as an itinerant, with 2 students?
27. What is the biggest drawback to doing SIWI as an itinerant, with 2 students?
28. What are other drawbacks to doing SIWI as an itinerant, with 2 students?
29. What is the biggest benefit to doing SIWI as a class?
30. What are other benefits to doing SIWI as a class?
31. What is the biggest drawback to doing SIWI as a class?
32. What are other drawbacks to doing SIWI as a class?
33. From our earlier interviews about the drawbacks/challenges of using SIWI as an itinerant and now (you talked about time challenges, balancing general ed needs with your instruction, the difference between the writing instruction in the general ed classroom versus how SIWI is taught, the difficulty supporting SIWI in the classroom, and the difficulty of picking up where you left off from one session to the next), what would you say about whether or not you should use SIWI? How to make it effective? And if that is possible?
34. Is there anything you want to add, want me to know…?

Appendix N. Co-Constructed Writing Pieces for Karen and Janice's Units

Karen and Joy

"Elf on a Shelf"

The elf on a shelf is a girl. She has read hearts on her white skirt. Her name is Cindy. Cindy makes toys and puts them in boxs. She puts them under the tree when no one is home. Cindy watches me for good or bad behavior. Cindy flies to Santa at the North Pole. Cindy tells Santa Claus if I was good or bad.

Janice, Gina, and Sarah

Amelia Earhart and Wacky Theories about Her Disappearance

Many stories abound about an adventurous girl named Amelia Earhart. For example, she was what some people called free-spirited, daring and the "bravest kid on the block." There are many stories about her derring-do. Also, her disappearance brought astonishment and curiosity throughout the world. That stirred up a lot of wacky theories about what happened.

Amelia wasn't a typical child. She was born in her house on July 24, 1897. Her father developed alcoholism when she was a teenager. Because of his disease, he had to keep switching from job to job. In fact, Amelia went to six different high schools. This made it hard for her to develop friendships. Luckily, she and her sister, Muriel, were very close. Amelia's mother wanted her daughters to be expected to play quietly inside. The girls liked to pretend to go on grand adventures like going on a carriage ride around Africa and seeing African culture.

Amelia was at the Iowa State Fair in 1908 were she saw her first plane. Believe it or not, she was not impressed. What encouraged her to fly was a combination of different experiences. For example, Amelia was a nurse's helper during World War I and she saw many pilots. One pilot became a good friend and he took her to watch the airplanes take off. She was fascinated. Another experience that influenced her was in 1920 when her father took her to an air show. When she saw the planes in the air, she knew she wanted to learn to fly. Her father paid for Amelia to have a ride in a plane. He hoped it would change Amelia's mind about learning to fly, but instead she loved it even

more. She saved up her money. A few months later, she had enough money to take flying lesson with Neta Snook, another female aviator.

Amelia Earhart accomplished much in her life. She was a pioneer for women's rights and changed perceptions of what women were capable of doing. She was so influential that young women copied the way she dressed and what she ate. She wrote articles, gave speeches and helped form the first all-female aviator club, the Ninety-Nines. She set many air records including some for altitude and flying cross-county. Earhart was the first woman to cross the Atlantic by plane, first as a passenger, second time as pilot. She was also the first person to cross the Pacific Ocean in a plane. She always sought new challenges and in March of 1937, she faced her biggest challenge: flying around the world. Unfortunately, she was unable to finish this.

July 2, 1937 was the last time Amelia Earhart was heard from. She and her navigator, Fred Noonan, disappeared while trying to find a tiny island in the Pacific Ocean named, Howland Island. There are a lot of opinions about what happened. Some of the ideas are wacky. For instance, some people believe Amelia escaped from a Japanese prison and lived the rest of her life as a banker in New Jersey named Irene Bolam. Bolam always denied she was in fact Earhart. Another strange theory is Amelia fell in love with her navigator, Noonan, and the two ran away together and eloped. Also another of one of the wackier theories is Amelia worked as a spy for the United States and when she was captured, she was forced to work as Tokyo Rose, a broadcaster who spread anti-American messages. There is no evidence to support any of these theories.

The two most likely theories would be that Earhart and Noonan crashed into the ocean and could not be located or that they crashed on the small island, Gardner Island. There were skeletal remains and shoe fragments that support this theory, but it has not been proven as of yet. As late as 2012, people were continuing the search.

Appendix O. Code Sheet

Code-Filter: All

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Codes that remained from the typological analysis
*Not shown are the individual fidelity instrument codes (numbers 1-53)

1. Itinerant: Approaches to Teaching
2. SIWI Principle: Authentic Principle
3. SIWI Principle: Balanced Principle
4. SIWI Principle: Guided to Independent Principle
5. SIWI Principle: Interactive Principle
6. SIWI Principle: Linguistic Principle
7. SIWI Principle: Metalinguistic Principle
8. SIWI Principle: Strategic Principle
9. SIWI Principle: Visuals Principle
10. Difficulties/Challenges: General
11. SIWI: Benefits
12. SIWI: Challenges
13. SIWI: Positives

Codes for inductive analysis
*codes added after reflecting on peer feedback

1. "mini SIWI"
2. Comparison of Self-Contained or Class and Itinerant
3. *CSV: Absent
4. CSV: Admin Support
5. CSV: Case Load
6. CSV: Community
7. CSV: Curriculum from district
8. CSV: Delivery-1 on 1 or 2 on 1
9. CSV: DISTRICT SPECIFIC
10. CSV: District Support
11. CSV: Group Size
12. CSV: Itinerant: Support General Ed
13. CSV: Mainstream
14. CSV: Materials
15. CSV: Organization
16. *CSV: Parents
17. CSV: Physical Space

18. CSV: School activities
19. CSV: Service Time
20. CSV: SIWI: TIME
21. CSV: Support Staff
22. CSV: Supporting Writing in Gen Ed
23. CSV: TIME
24. *CSV: Transfer Time
25. *CSV: Wealth
26. *CSV: Weather
27. Itinerant: Advice
28. Itinerant: Benefits
29. Itinerant: Drawbacks
30. Itinerant: Pull-Out Services
31. Itinerant: Push-In Services
32. Itinerant: Rapport
33. Itinerant: Vocabulary
34. Janice: Last year's students
35. Karen: Last year's students
36. *Mentor Texts
37. *Pacing
38. Quote: I knew I was going to have to ..
39. Quote: I positioned myself as a learn..
40. Quote: I will use SIWI until the day ..
41. Quote: I wish that I could do it more..
42. Quote: It is a challenge as an intine..
43. Quote: the mother of one of the girls..
44. Quote: they are so used to failing an..
45. Quote: We have our fingers on what's ..
46. Quote: You just use what you have.
47. Risk Taking
48. *RQ1: NOVICE
49. Semantic mapping
50. SIWI: Drawbacks
51. SIWI: Itinerant: Successful
52. SIWI: Materials
53. SIWI: NIPits
54. SIWI: Outcomes: Students
55. SIWI: Outcomes: Teacher
56. SIWI: Overall comments
57. SIWI: Training considerations
58. SIWI: Ways teachers need support
59. Student Needs
60. Teacher role
61. Theory of Mind

Organizing Codes

1. PARTICIPANTS: Background
2. PARTICIPANTS: Reflection on instruction
3. PARTICIPANTS: Site information
4. PARTICIPANTS: SIWI: Future plans
5. PARTICIPANTS: SIWI: Training experience
6. PARTICIPANTS: Teacher's personal philosophy
7. PARTICIPANTS: Training
8. Janice: Instructional Videos Comments
9. Karen: Instructional Video Comments
10. Interview: Questions to follow-up on
11. Interview: Reminder to participants
12. Q: Do you have any other drawback…
13. Q: Are you using SIWI this year?
14. Q: hardest part of SIWI as an itinerant teacher?
15. Q: How do you feel using SIWI with itinerant teaching?
16. Q: most important part of SIWI is as an itinerant teacher?
17. Q: What did your writing instruction…
18. Q: What elements/components of …
19. Q: What led you to SIWI?
20. Q: Why use SIIW?

VITA

Rachel Saulsburry was born in Morristown, TN, to the parents of Mike and Donna Saulsburry. She attended Manley Elementary School, followed by West View Middle School and Morristown West High School. During her high school years, she was actively involved in the Upward Bound program at Tusculum college. After graduating high school, Rachel went to Walters State Community College and earned an Associated degree. She then transferred to the University of Tennessee in Knoxville, TN, where she sought a Bachelors and Masters of Arts in Special Education for the Deaf and Hard of Hearing. Throughout her college-years, Rachel went back to the Upward Bound program at Tusculum College, working as a residential advisor (5 years) and director (2 years) each summer. She taught deaf and hard of hearing students as an itinerant teacher in South Carolina during her first year of teaching, and was able to return and teach close to her home community the next year. During Rachel's five years of itinerant teaching in TN, she pursued an Educational Specialist degree in Curriculum and Instruction at Lincoln Memorial University in Harrogate, TN. At the end of those five years of teaching, Rachel accepted an opportunity to assist Dr. Kimberly Wolbers in her research at the University of Tennessee. Rachel returned to UT and completed a PhD program Education with concentrations in Reading Education and ESL Education. She has since returned to teaching as an itinerant teacher of deaf and hard of hearing children and continues to conduct research on itinerant teaching practices.