

# Making Connections: Researching Middle Level Students' Writing in a PDS Partnership

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**ABSTRACT:** This work underscores how English Language Arts (ELA) faculty and school administrators in middle schools can partner with area colleges and universities to mine available data generated from high stakes writing assessments, and to answer teachers' questions about students' attitudes to writing. We first discuss the nature of the writing assessment. Next, we dissect the process of generating teachers' hypotheses about the levers that impact students' writing performance. We then turn to available data to address teachers' hypotheses and analysis of that data. Replication for this school of widely observed findings about adolescent writing, though compelling, was not the impetus for this study. The purpose of the work was to strengthen the relationship between the K12 setting and the College. Here, the product of the professional development, and the answers this research provided was equally as meaningful as the process, which strengthened the bond between these two institutions.

*NAPDS Nine Essentials Addressed: #3 Ongoing and reciprocal professional development for all participants guided by need; #5 Engagement in and public sharing of the results of deliberate investigations of practice by respective participants*

In the field of education, where our work often becomes too siloed to examine educational problems across multiple terrains (Cochran-Smith et al., 2012), it is strikingly difficult for K-12 schools and colleges of education to bridge their professional kingdoms to conduct meaningful and collaborative research. The Professional Development School model, initially described as early as the 1980s by the Holmes Group and the National Network on Education Renewal (Darling-Hammond, 2005), provides a model for spanning the crevasse between K12 schools and institutions of higher education.

In this study, a small liberal arts college, Saint Anselm College, was regularly calling on the good will of a local middle school, Ross A. Lurgio Middle School, as a clinical site for preservice teachers. As is often the case in this traditional model, the college provided little in return for the hospitality of the middle school faculty. Meanwhile, the middle school needed help parsing data to address an educational problem common to schools across the nation: students' underwhelming performance on high stakes standardized writing assessments.

## Purpose

In light of the Nine Essentials of Professional Development School Partnership (NAPDS, 2008), this predicament called into question the partnership's adherence to Essential #3: "Ongoing and reciprocal professional development guided by need," and to Essential #5: "Engagement in deliberate investigations of practice by respective participants." Recognizing the opportunity to affirm our mutual commitment to these essentials and at the same time to meet the middle school leaderships' call for help in

parsing their student performance data, the faculty at the liberal arts college offered their expertise as researchers.

On the surface, this work underscores how English Language Arts (ELA) faculty and school administrators at any grade level can partner with area colleges and universities to mine available data, and answer teachers' questions about students' attitudes to writing. At a deeper level, however, the process in which the core collaborators engaged provides a step-by-step outline for developing deeper PDS partnerships. In a couple of ways then, the contributors to this research were "making connections." On the one hand, they made connections between teachers' hypotheses about writing performance and answers provided by data. On the other hand, they made connections by bridging the divide between two different educational worlds. So, while in a peripheral way this study describes steps to enhancing student writing performance, the true research question guiding this study is, "How do educator preparation programs leverage their research capabilities to honor commitments and build professional development partnerships?"

For clarity, in each section of this paper we describe our study in these two ways—the first way concerns research conducted on students' writing in the interest of the partnering middle school, and the second is in pursuit of our true question as to how to leverage our research abilities to build our professional development partnership. We begin with a two-part review of the literature offering both a brief review of the literature on writing assessments and a description of the nature of the writing assessment at the partner school. Then, in an equally brief way we describe the literature on building professional development school partnerships. Next, we offer a

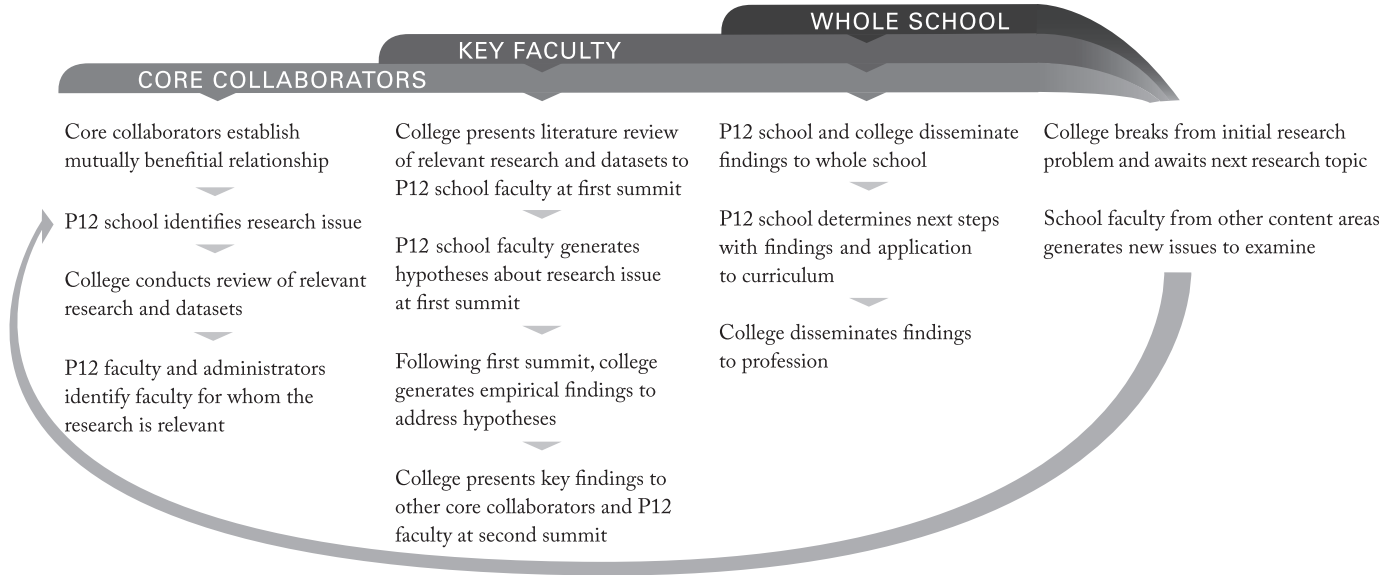


Figure 1. Steps to Enhance College-P12 Partnerships

two-part methodological framework. This methodology required both a process for generating teachers’ hypotheses about the levers that impact students’ writing performance as well as methods for building the partnership. In the findings section, we provide data to address teachers’ hypotheses. As a component of our findings, we also reveal a model (see Figure 1) for other PDS partnerships seeking to pursue the same process. We end with a discussion as to the impact of our study and future steps.

### Literature: Mining Demographic and Attitudinal Data to Enhance the PDS Partnership

While much is known about the features of writing curricula that typically produce measurable progress in writing performance (Christenbury, Bomer, & Smagorinsky, 2011; Graham, Harris & Santiangelo, 2015; Graham & Perrin, 2007a; Graham & Perrin, 2007b), teachers generate many hypotheses on their own as to what leads students to develop essential habits to successfully navigate the writing process. While teachers are encouraged to assess writing frequently and make many formative evaluations of students’ work (Wiliam, 2013), students’ *attitude* toward writing tasks is generating increased attention as an important dimension in improving students’ writing (Brookhart, 2003).

Little known and scarcely utilized as a source of data are the questionnaires administered to students during high stakes testing sessions. Survey items on these accompanying assessments address demographic and affective attributes, and are linked to student writing performance via identification numbers. In this example, Measured Progress, the company which administered the New England Common Assessment Program (NECAP)’s writing

assessment to 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders in New Hampshire, Maine, Rhode Island, and Vermont, has regularly included the same attitudinal items following the writing test session (see Appendix A). Students’ answers to these attitudinal questions, together with their scores on the assessment, are sent yearly to district officials, and represent something of a data treasure-trove for research-minded higher education and K12 faculty.

At this suburban, New England middle school serving 700-800 seventh and eighth grade students, students’ writing was a recurring focus of school and district improvement plans. Despite the fact that much research acknowledges the interdisciplinary responsibility for improving writing, it was the ELA faculty who bore the brunt of this school-wide goal, and ELA faculty frequently prioritized improving students’ writing in their professional development plans. The middle school principal and his administrative team had been working strategically to build the capacity of professional learning communities to address students’ writing challenges. One method the administrators found useful was to send one or two ELA faculty members a year to attend Columbia’s Writer’s Workshop. Once these faculty members were trained in the Writers Workshop approach, those faculty members were regarded as point-people for modeling newly acquired best practices at the school.

Recognizing that, “practitioner research is widely advocated as a mechanism that supports professional learning for teachers” (Groundwater-Smith, Mitchell, Mockler, Ponte, & Ronnerman, 2013, p.125), the building principal and his administrative team believed that participation in Columbia’s Writers Workshop was just the first step. They further surmised the next step in addressing the issue of student writing must include practitioner research. In no small way then, the school leadership was already primed to engage in “deliberate investigations of practice by respective participants” (NAPDS, 2008, p. 3).

As we have noted elsewhere (Wasielewski & Terrell, 2014), much has been written about the impact of PDSs and their goal to improve student achievement through continuous development of classroom teachers (Culan, 2009; Darling-Hammond & Sykes, 1999). Specifically, Darling-Hammond & Bransford (2005) point to the potential of PDS partnerships to provide multiple opportunities for classroom teachers to connect theory and practice (Authors, 2014). Indeed, as Culan (2009) states, “the best way to improve teaching and learning is through collaborative work that we do in PDS schools” (p. 7). Forming cross-organizational partnerships, including district-university partnerships, is generally intended to improve teaching and positively impact student learning in this manner (Hora & Millar, 2011; Jacoby, 2003).

Yet, also clear are teachers’ needs to find an efficient way to collect accurate and compelling evidence regarding their student growth (Popham, 2013). For these reasons, in the interest of our K-12 partners, education researchers have a role to play in helping K-12 practitioners frame and execute “deliberate investigations of practice” that are guided by the needs of the practitioners (NAPDS, 2008, p. 6).

The researchers from the Saint Anselm College were able to help guide those investigations of practice, but both the Ross A. Lurgio Middle School building leadership and the faculty at the liberal arts college understood that investigations into writing performance at the middle school, if framed appropriately, would provide an opportunity for professional development (NAPDS, 2008). As such, the college researchers would support K-12 practitioner research by framing the research process for the K-12 faculty and administrators (Cochran-Smith & Donnell, 2005; Culan, 2009). If approached in a particular sequence, and if it was successful in enhancing the partnership, the researchers from the college determined they could capture and outline a methodology for analyzing and replicating their steps to enhancing professional development school partnerships.

## Methods

### Making Connections between Educational Worlds

With the intent of building the relationship between the college and the middle school, the research faculty at the college (two professors of education), and the administrative leadership at the middle school (the principal and one of two assistant principals) took careful steps to bring English Language Arts faculty members into the research fold. The two college faculty members and two K12 administrators, or four “Core Collaborators,” deliberately designed a process (see Figure 1) that would include K12 teachers as equal partners in the process as quickly as possible.<sup>1</sup>

The design of the study draws from mixed methods of research. First, we rooted our collaborative pursuit of research questions and hypotheses in the context of consensual qualitative research (Hill, Thompson, & Williams, 1997; Hill et al., 2005). The Core Collaborators commenced the work of building the partnership by conducting a review of recent empirical literature on impacts of different pedagogical interventions on students’ writing performance. Meanwhile, the building leadership at the middle school identified the key faculty who they would pull into the research fold. The building leadership at the middle school identified two ELA Professional Learning Community teams, all of whom who had been trained at Columbia University’s Writer’s Workshop program, as the “Key Faculty” (see Figure 1). Leveraging the assistant principals’ dual role as a leader in his ELA learning community, the Core Collaborators planned a daylong Writing Summit, held in May 2013 on the college campus, with the primary audience being all eight of the ELA Key Faculty. Additional invited participants included the humanities coordinator for the district and the reading specialist.

While not a voluntary presence, the eight ELA teachers chosen to participate in the first Writing Summit recognized the professional development benefit of exploring at greater depth the issue of writing. Having said that, it was clear that the agenda for the summit needed to be devised in such a way by Core Collaborators that the ELA faculty would quickly be regarded equal partners in the investigation. So, while the teachers were not involved in planning, the Core Collaborators designed the agenda to quickly pull teachers into the research fold, and as such were deliberate in making clear the fact that teachers would be instrumental in generating next steps for the research agenda (see Figure 1, “Key Faculty”).

At the first Writing Summit, the Core Collaborators described the history of the relationship between the college and the middle school, the anatomy of the high stakes writing assessment. The Core Collaborators then presented a single, current, meta-analysis (Graham, et al., 2015) to the middle school ELA Key Faculty. Next, the Core Collaborators provided a deep look into the survey questions administered during the examination period. The ELA Key Faculty spent significant amount of time perusing the attitudinal survey items from the state standardized writing assessment (Appendix A).

The Core Collaborators asked the ELA faculty what *they* believed would be key variables impacting students’ writing performance on the high stakes exams. So, for example, the teachers might read the attitudinal survey and hypothesize that students who answered that they “tried harder on this test than I do on my regular school work” (see item 25 in Appendix A) would score higher on the writing performance. In other words, the ELA faculty member might hypothesize that students who try harder on the test will be more successful and earn a higher score. By identifying relevant literature and available datasets with the potential to yield clear answers to their questions, the Core Collaborators had highly-framed the research process for the ELA Key Faculty (Cochran-Smith & Donnell, 2005; Culan,

<sup>1</sup> While all members of the Core Collaboration team and all members of the “Key Faculty” described below played a role in the research we describe here, the two professors of education carried out both the research on writing and the conceptualization of the “Steps to Enhancing College – P12 Partnerships” (Figure 1).

Table 1. ELA Key Faculty's Hypotheses About Factors Impacting Student Writing Performance

<i>ELA Key Faculty Hypotheses</i>	<i>Source of Data</i>
Is there a connection between students' writing scores on the NECAP and...	
... duration of time in the district	Released w/ scores
... Reading Achievement scores on the same test.	Released w/ scores
... sense of mastery over the revision process	Item 29
... reports of the types of writing they were assigned to do in class.	Item 28
College research faculty additions	
... gender	Released w/ scores
... IEP designation	Released w/ scores

2009). This framing made it possible to engage the ELA teaching faculty early on, and as equal partners in the research.

ELA faculty from the middle school then worked in focus groups to identify items from the demographic and attitudinal surveys they believed might have significant bearing on students' writing. This exercise generated robust conversations between the ELA faculty and administration of the middle school, and the college research faculty. The ELA faculty asked deep questions about content and pedagogy of their colleagues. The conversation compelled ELA faculty to surface assumptions in one another about how students learn, what motivates students to improve their writing, and which high leverage pedagogical approaches yield the biggest gains in student writing.

By the end of the morning, the ELA teams identified four items from the survey of students' attitudes toward writing that they believed would be significantly correlated with eighth grade students' writing score performance (see Table 1). In short, the ELA faculty hypothesized that the top factors impacting students' writing performance on the NECAP would be (a) the duration and continuity of students' time in the district (i.e., whether the student was a district resident from first grade on, or transferred into the district); (b) students' Reading Achievement level; (c) students' reported sense of mastery over the revision process; and, (d) students' report about the types of writing they were asked to do for their classes. Based on a review of the literature, the college researchers added two variables: a) gender and b) whether the student had an Individualized Education Program (IEP). The college researchers were committed to having data within six months to substantiate or refute the ELA faculty members' hypotheses. The methods of building the partnership then took a back seat in the study as the researchers turned their attention to statistical methods to analyze the attitudinal survey data and student writing scores.

### Making Connections between Hypotheses and Data

The next step in the process was to generate empirical findings in response to the ELA faculty's hypotheses. In other words, the

college researchers were tasked with using the data to determine whether there were significant data to substantiate ELA teaching faculty's hypotheses (see "Key Faculty" in Figure 1). A critical part of building trust, and thereby building the professional relationship between the faculty at the middle school and the college, was following through on promises. For that reason, it was imperative that the college research team investigated these hypotheses and return answers as quickly as possible.

Due to the fact that the statistical analyses of the empirical data was, in a sense, tangential to the true focus of this study—enhancing the partnership—the statistical methodologies employed at this phase of the study are not dealt with in significant depth. In brief, the methodology in this phase of the study required that the districts' writing performance data, together with students' answers to demographic and attitudinal questions be consolidated into a single database. A number of statistical procedures, including tests of goodness of fit and ordered logistical regression analyses, were carried out to determine if the ELA faculty's hypotheses were correct.

Following that stage of the process, the Core Collaborators resumed the deliberate methods employed to enhance the College-K12 partnership. The college researchers held a second daylong Writing Summit on the college campus to present the findings from the empirical study of students' writing scores. Mirroring the first summit, the primary audience was the eight ELA middle school faculty members. Additional invited participants included the humanities coordinator for the district and the reading specialist. The district STEM coordinator was also invited, and encouraged to lend an eye toward potential future applications of the practitioner research and partnership model to content areas beyond ELA. As was the case with the first summit, the school administrators tapped Title II funding and clinical students from the college to staff ELA faculty's classes in the faculty members' absence.

At the summit, the college research faculty reminded ELA faculty of the research hypotheses that they had generated during the prior summit (see Table 1). The college research faculty then offered a brief introduction to important statistical language (e.g., statistical significance), and then presented the statistical results. Recognizing the necessity of presenting findings that portrayed the teachers' "authentic voice" (Groundwater-Smith et al., 2013, p. 125), the research process, statistical methods, and the findings were framed deliberately around teachers' unaltered language.

The Core Collaborators' intention of doing so was to convey to ELA faculty that the Core Collaborators were responding with data to answer *the ELA faculty's* questions and hypotheses. The second writing summit represented the final "step" in our methodological approach to building the College-K12 Partnership (see in Figure 1). As was the case with the first summit, in the final summit meeting agendas, minutes, and evaluative data were gathered from the ELA Key Faculty regarding their experience of the summit. In the following section, we describe our findings in two parts. We first address the findings related to the ELA Key Faculty's research



hypotheses. Next, we turn to findings from our true study about steps to enhancing the College/K-12 relationship.

## Findings

### Findings Related to ELA Teacher-Generated Hypotheses

Many ELA teachers at the middle school assumed that if a student moved into the district, and had not benefited from the intentionally sequenced writing curriculum throughout their education, they were less likely to perform well on the writing assessment. Though this hypothesis intuitively makes sense, the chi-squared analyses showed no significant relationship between students' time in the district and their writing score on the standardized assessment. One might imagine the faculty's surprise when this oft-repeated supposition was nullified.

Another surprise surfaced when the analyses revealed that students' mastery over the revision process was very weakly related to writing performance. In other words, while teachers assumed that students who are more comfortable with revision would do better on the assessment, and those less comfortable with revision would perform less well, this only proved true in one of the three administration years examined. The good news here was that most students reported a sense of mastery over the revision process, having had much practice with this process throughout their time in this middle school's writing program. The team was able to chalk that up as "a win" for the district's writing program.

Most importantly, our findings showed strong statistical correlation between students' scores on the writing assessment and (a) their Reading Achievement scores on the NECAP test, (b) reports about the degree of autonomy students had in choosing their writing topics, (c) their gender, and (d) their IEP designation. In other words, the analysis of these test results provided confirmation to the ELA faculty that, on balance, their hypotheses were correct.

Knowing that these relationships existed, questions arose as to the nature of the relationships. Searching for directionality, or whether the relationship between the variables and writing scores was positive or negative (Glass & Hopkins, 1996), required a closer examination of the data. In some cases, the directionality was obvious and expected: Those who had high scores on the reading test also had high writing scores. Those who were female and those with no IEP performed better on the writing assessment. However, in one case the nature of the relationship was unclear. ELA faculty hypothesized that those who had greater autonomy in their writing tasks would have more practice writing, enjoy the process more, and thus achieve at higher levels on the writing assessment. However, the reverse appeared to be true. Additional analysis of the data revealed that students who indicated *fewer* choices in writing—that is to say those who had less writing autonomy—earned higher ratings for their writing on this assessment. This finding generated additional hypotheses as to why this was the case, but on the

whole the finding was treated as affirmation that actively framing writing tasks and explicitly teaching writing—specifically, writing across genres—yielded a positive influence on students' performance on this high-stakes assessment.

Perhaps the biggest surprise of all came from a post-hoc analysis of the findings. This analysis found that when all of the variables were taken together and the question was asked "What are the *most* significant variables impacting writing scores on this standardized assessment?," only two variables showed significance, while the significance of the other variables fell away. In other words, the ordered logistical regression showed that whether the student identified as male, and whether the student identified as having an IEP were at the heart of all of the significant relationships. Male students and those with IEPs were more likely to be given autonomy when choosing writing topics, and less likely to score highly on the reading section of the same high stakes assessment.

### Findings Related to Enhancing College-K12 Partnerships

As with any research that generates interesting findings, the presentation of these results to the ELA faculty produced more questions. Feedback from the second Writing Summit proved overwhelmingly positive with *all* of the participants rating the workshop on a scale including Fair, Good, Very Good and Excellent as "Excellent." In response to a prompt asking ELA faculty to describe one take away about the data, the ELA faculty wrote several encouraging messages. Several ELA faculty members expressed what one participant labeled an "appreciation" for data. Several noted that they expected there was a gender gap in writing performance, but the college brought the school "...tools to make that information more meaningful." Another noted that "seeing the numbers [on gender disparity] made it more real." Still another wrote that she was "amazed at the discrepancy between the boys and girls. [She] expected there to be some but not that much."

More importantly, the ELA faculty expressed high expectations about the strengthening partnership between the middle school and the college, and the professional growth made available through the partnership. One participant joked that it was "[g]reat to get a stats tutorial and to learn about the significance of significance." Rather than satisfying the middle school ELA faculty, the presentation served to pique the faculty's interest in using data, and increasingly sophisticated statistical analyses to ask increasingly difficult and nuanced questions. Several participants noted that while the work had "just begun," it was "good work" and it was work that was "shared" between the middle school faculty and staff and the college. In other words, the collaboration was largely a victory both for education research as well as for building this professional relationship between the two institutions.

Following the second Writing Summit, the middle school administrators asked one of the education researchers from the college to present the data to the whole faculty, with the

intention of continuing to build this professional network, and soliciting buy-in from key faculty in the social and hard sciences (see “Whole Faculty” in Figure 1). Again, the education researcher from the college intentionally presented findings in a way that showcased the ELA faculty’s central role in generating hypotheses. The ELA teachers’ investments in this research were made clear throughout presentation. For that reason, middle school faculty from other content areas outside of ELA saw how their colleagues were able to generate *local* questions, and have those questions answered by school-level data via a research partnership with a local college.

Feedback from the middle school faculty following that presentation was invigorating and uplifting. A mathematics teacher indicated that it was the best professional development workshop she had ever attended in sixteen years of practice. The building principal noted the research’s impact in advancing faculty “buy-in.” In the words of the principal, using research data to motivate the faculty work together on this district-wide challenge was “hard to overestimate” and “the changes [the] research has affected on [the] building have been profound.”

## Implications: Teachers + Questions + Data = Great Professional Development Opportunities

Given Popham’s (2013) assertion that teaching faculty need to be supported in their investigations of student performance data, the positive feedback from faculty about the research process and the two institutions’ deepening partnership seemed likely. The college was fulfilling a need of middle school faculty. The tightly closed feedback loop—in which faculty asked questions and got questions answered—served as a boon for the middle school faculty. The partnership model and guided practitioner research created a thirst among the middle school faculty for more data. The college faculty witnessed the seamless integration of findings from their research and changes made at the classroom level. The nature of the initial partnership—in which the college called on the good will of the middle school as a site for preservice teachers with little effort toward reciprocity—had clearly been upgraded.

Though this study, in part, was able to replicate widely observed findings about adolescent writing, and though the findings from that part of the study were compelling, exploring the impact of education interventions and variables on student writing was *not* the impetus for this study. The true purpose of this study was to strengthen the relationship between the K12 setting and the College. The Core Collaborators still had many questions about what this would mean for curriculum and instruction at the middle school and the middle school and college’s partnership going forward. In the model devised by the Core Collaborators (Figure 1), the college research faculty intentionally planned to break away from the initial research problem. Meanwhile, the ELA faculty and middle school

administration used the findings on student writing as a catalyst for instructional and institutional change. As such, the ELA faculty who were involved in the two Writing Summits were able to move on in an autonomous fashion. Individually, they established further professional development goals tied to the research on student writing. As a group, the ELA faculty continues to consider, agree upon and implement *research-driven* changes to the ELA curriculum.

Subsequent to this study, the Core Collaborators including the research faculty from the college continue to “fold in” additional content areas. In light of New Hampshire’s adoption of the Common Core State Standards (CCSS) and the Smarter-Balanced Assessment (SBAC) to measure the state’s progress in meeting those standards, changes in local and national policy intersect with this partnership model in significant ways. There is little doubt that the increased emphasis on informational reading and writing in both the CCSS and SBAC implicate content fields beyond ELA in preparing youth to write. In light of this, the Core Collaborators in this strengthening partnership have since employed the partnership model with key faculty in social studies. Furthermore, the Core Collaborators are planning upcoming work with key faculty in the sciences.

## Conclusion

While there are shortcomings to analyzing a single, high-stakes measure of writing performance and allowing that to serve as a proxy for the quality of the writing program school-wide, the power of analyzing this assessment comes in the aggregate and longitudinal nature of the data provided by the assessment. As much as any single assessment can tell us about a specific student body and their experience with writing, this assessment and the complementing student attitudinal survey that precedes it provides some clarity as to how students experience the writing process.

Here, the product of the professional development and the answers this research provided was equally as meaningful as the process, which strengthened the bond between these two institutions. In both cases, the connections that were made will continue to fortify this relationship well into the future. <sup>SUP</sup>

## Appendix A

Grades 3 – 8 NECAP Student Questionnaire - October 2013  
Writing Questions (For students in Grades 5 and 8 only)

24. How difficult was the writing test?

- A. harder than my regular writing school work

- B. about the same as my regular writing school work  
 C. easier than my regular writing school work
25. How hard did you try on the writing test?
- A. I tried harder on this test than I do on my regular school work.  
 B. I tried about the same as I do on my regular school work.  
 C. I did not try as hard on this test as I do on my regular school work.
26. Did you have enough time to answer all of the questions on the writing test?
- A. I had enough time to respond to all of the questions and check my work.  
 B. I had enough time to respond to all of the questions, but I did not have time to check my work.  
 C. I felt rushed, but I was able to respond to all of the questions.  
 D. I did not have enough time to respond to all of the questions. Page 4
27. How often are you asked to write at least one paragraph in Science class?
- A. more than once a day  
 B. once a day  
 C. a few times a week  
 D. less than once a week
28. I choose my own topics for writing
- A. almost always.  
 B. more than half the time.  
 C. about half the time.  
 D. less than half the time.  
 E. never or almost never.
29. I know how to revise my writing to improve it
- A. on my own.  
 B. with my teacher's help.  
 C. with help from my family or friends.  
 D. by using all of the above.  
 E. never or almost never.
30. I write more than one draft
- A. almost always.  
 B. more than half the time.  
 C. about half the time.  
 D. less than half the time.  
 E. never or almost never.
31. I discuss my rough drafts with the teacher
- A. almost always.  
 B. more than half the time.  
 C. about half the time.  
 D. less than half the time.  
 E. never or almost never.
32. I discuss my rough drafts with other students
- A. almost always.  
 B. more than half the time.  
 C. about half the time.  
 D. less than half the time.  
 E. never or almost never.
33. How often do you use a computer to complete your writing assignments?
- A. almost always  
 B. more than half the time  
 C. less than half the time  
 D. never or almost never  
 E. I don't have access to a computer.
34. What kinds of writing do you do most in school?
- A. I mostly write stories.  
 B. I mostly write reports.  
 C. I mostly write about things I've read.  
 D. I do all kinds of writing

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