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Teacher Professional Development: An Ethnographic Study of a Summer Institute  
of the South Coast Writing Project

A Dissertation submitted in partial satisfaction of the

Requirements for the degree

Doctor of Philosophy

in Education

by

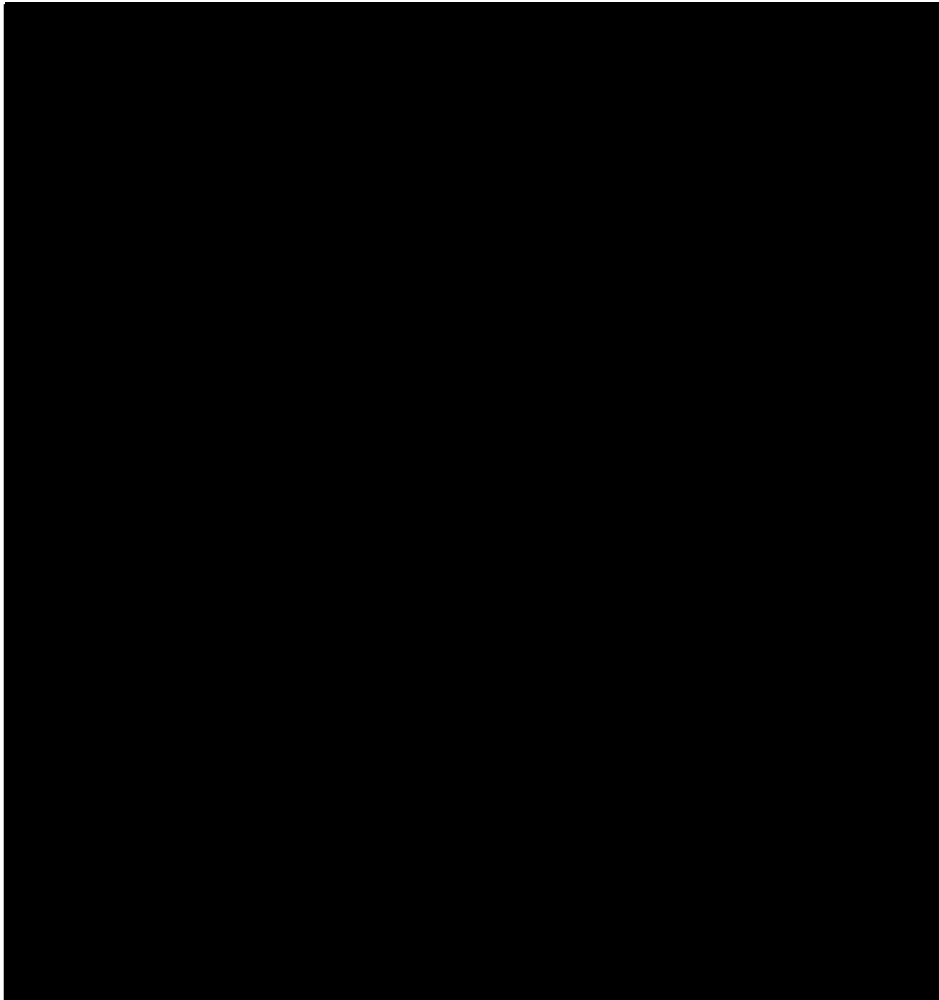
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August 2001

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The dissertation of Rosemary Costanzo Staley is approved



August 2001

**Teacher Professional Development: An Ethnographic Study of a Summer**

**Institute of the South Coast Writing Project**

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**Rosemary Costanzo Staley**

**iii**

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Processes, Social Construction of Knowledge.**

## ABSTRACT

Teacher Professional Development: An Ethnographic Study of a Summer  
Institute of the South Coast Writing Project  
by

Rosemary Costanzo Staley

The purpose of this ethnographic study of a five- week long Summer Institute of the South Coast Writing Project was to develop grounded theoretical constructs about how what counted as teacher professional development was socially constructed and situationally defined by the members of this writing project culture. This dissertation builds on research that views classrooms as cultures (Collins & Green, 1990; 1992; Green, Kantor, & Rogers, 1991) and extends the research on the social construction of knowledge (Brilliant-Mills, 1993; Floriani, 1993; Heras, 1993; Lin, 1993; Santa Barbara Classroom Discourse Group), by conceptualizing teacher professional development as a process that occurs as teachers interact with others and materials over time (Marshall, 1995).

By conducting an interactional ethnographic study of the Summer Writing Project Institute utilizing an interactive-responsive approach

(Spradley, 1980; Zahaerlick & Green, 1991) for collecting and analyzing the data, this study explored how discourse practices form the basis for teacher professional development. Analysis made visible the way the continuity of events and the social interactions that made up these events provided members with opportunities for professional development.

The analyses presented further suggested that only by focusing on professional development over time can researchers begin to understand the intertextual and intercontextual nature of professional development. These constructs provide the base for a professional development continuum, which is not only longitudinal and lateral, but as analyses showed, circular, because of the reflexive nature of social interaction. It was through talk that opportunities for development were created, roles and relationships were established, and what counted as professional development in this community was defined.

This study contributes to the understanding of how those interested in providing transformative professional development opportunities for teachers can construct these opportunities over time and how these opportunities shape and are shaped by the discourse system of the culture. Implications for theory and research on professional development are discussed.

TABLE OF CONTENTS

List of Tables ..... xviii

List of Figures ..... xxiii

List of Appendices..... xxiv

CHAPTER ONE: INTRODUCTION ..... 1

Educational Problem and Its Significance ..... 2

    Conceptual Approach to the Study of Professional  
    Development ..... 4

        Social Perspective..... 5

        Context of Knowledge..... 6

        Interactional Ethnography..... 8

        Guiding Research Questions ..... 10

        Overview of the Dissertation..... 11

CHAPTER TWO: REVIEW OF THE LITERATURE ..... 13

Overview..... 13

    Part One: Teacher Knowledge and Professional  
    Development: A Review of Research ..... 14

        National Reform Initiatives..... 15

        State Reform Initiatives..... 17

        Professional Development as Defined in Research ..... 20

Teacher Knowledge.....	22
Shifting Paradigm of Professional Development.....	38
Part Two: A Theoretical Framework for the Study of The Social Construction of Teacher Knowledge and Professional Development.....	38
Professional Development as Sociocultural Practice The Discursive Nature of Professional Development.....	39
Interactional Ethnography: Examining Professional Development from a Social Perspective.....	45
Grounding the Study: Key Constructs, Premises and Conceptual Understandings.....	48
A Conceptual Definition of Professional Development.....	51
Common Knowledge.....	54
Intertextuality and Intercontextuality.....	55
Opportunities for Professional Development.....	57
Chapter Summary.....	59
CHAPTER THREE: METHODOLOGY.....	60
Overview.....	60
Part One: Interactional Ethnography Defined.....	61
A Situated Definition of Ethnography.....	62
Interactional Sociolinguistics.....	64
Summary.....	65

Part Two: A Methodological Description: The Who, What, Where, and How.....	66
The Research Context .....	66
Setting.....	67
Participants .....	68
Research Questions.....	70
Research Design .....	72
Data Collection--Types and Procedures.....	75
Data Analysis Procedures: a Logic of Inquiry .....	81
Constructing Data .....	83
Study Limitations.....	97
Summary and Conclusion.....	98
 CHAPTER FOUR: CREATING A COMMUNITY OF PROFESSIONAL DEVELOPMENT .....	 99
Part One: Becoming a Member of This Summer Institute.....	101
Differentiating This Professional Development From Others.....	103
Analysis of the Application Process .....	109
Summary of the Application Process .....	130
Analysis of Day One .....	132
Membership in This Professional Development Community.....	138

Patterns and Practices Created Through Talk.....	158
Summary of The Participants and SCWriP Leaders' Attitude Toward Teachers as Professionals .....	175
Part Two: Shaping Literate Practices.....	176
Shaping Community Practices .....	182
Interactional Spaces: Establishing a Context For Professional Development.....	183
Summary of Interactional Spaces.....	192
Community .....	195
Summary of Time/Length of Institute.....	199
Chapter Summary and Discussion.....	200
CHAPTER FIVE: Writing as Professional Development.....	221
Part One: Analysis of Directions For Journal Writing.....	223
Journal Writing.....	225
Summary of Journal as Private Practice and Collective Activity .....	238
Summary of Journal as Community Practice in a Public Place.....	248



Part Two: Analysis of Members' Reflective Essays: The Journal Experience: A Self-Study .....	248
Illustrative Cases Drawn From Journal Self-Study Essays .....	252
What was Learned From Telling Cases .....	270
Part Three: Analysis of Writing Opportunities Provided During Institute Presentations .....	272
Change in How They Wrote--Genre and Questioning .....	277
Summary of Change in How They Wrote Genre and Questioning .....	284
Change in What They Wrote.....	285
Summary of Changes in Journal Writing.....	287
A Telling Case--WA's Self-Study Essay.....	289
Summary of Telling Case .....	295
Chapter Summary and Discussion.....	297
CHAPTER SIX : ANALYSIS OF ACADEMIC DISCOURSE AND DIVERSE LEARNERS .....	301
Overview.....	301
Part One: Academic Discourse.....	305
Intertextuality Across Time and Content .....	306
Analysis of Events Tied to Academic Discourse.....	307
Recurring Theme--The Work of James Moffett .....	314

Analysis of Change in New Fellow Presentation.....	317
Intertextual Ties Visible Through New Fellow Talk .....	319
Evidence of Professional Development.....	324
Intertextual Ties Visible Through Returning Fellow Talk.....	325
Professional Development as Transformation.....	328
Summary of New Fellow and Returning Fellow Comments on Moffett .....	329
Opportunities for Development Provided by Visiting Fellow .....	330
Summary of Opportunities for Development Provided by Visiting Fellow.....	337
Summary of Recurring Theme--The Work of James Moffett.....	338
Intertextual Practice Ties.....	341
Frame Clash and Discussion Providing Opportunities for Professional Development.....	346
Summary of Intertextual Practice Ties, Frame Clash and Discussion Providing Opportunities for Professional Development.....	355
Outside Presenter on Academic Discourse .....	357
Change in Classroom Practice .....	366
Summary of Academic Discourse .....	369
Part Two: Teaching Diverse Learners.....	370
New Fellow Presentations Addressing Diversity Issues.....	393

Analysis of Recurring Topic: The Work of Lisa Delpit .....	400
Summary of Teaching Diverse Learners.....	405
Taking Up Intertextuality: An Illustrative Piece of Writing .....	406
Chapter Summary and Discussion .....	413
CHAPTER SEVEN: CONCLUSIONS AND IMPLICATIONS .....	425
Part One: Overview and Findings .....	425
Part Two: Implications for Theory and Future Research.....	431
Implications for Professional Development.....	434
Further Questions .....	441
Implications for Future Research.....	446
REFERENCES .....	449

## List of Tables

<u>Table</u>	<u>Page</u>
2.1 Characteristics of Traditional in-Service Staff Development versus new paradigm for Professional Development. (Adapted from Stein, Smith, and Silver (1999) and based on the work of Loucks-Horsley, Hewson, Love, and Stiles (1998)	30
2.2 Proposed Principles of Professional Development, From a Representative Review of the Current Literature	35-37
3.1 Participants of 1997 Summer Institute	69
3.2 Timeline of Data Collection	76-78
3.3 Types of Data Collected	79
3.4 Example of Field Notes Summary Record	82
3.5 Questions for Analysis and Analytic Procedures	84
3.6 Sample Running Record Day One of Institute (6/24/97 and Its Events	86
3.7 Example Event Map, Level 1	89
3.8 Example Event Map, Level 2	90
3.9 Excerpt of Transcripts from Day One of Institute	96

4.1	Domains Identified in Members' Evaluations	107
4.2	Analysis of Initial Contact Documents	114-115
4.3	Events & Actions Constructing the First Morning of Summer Institute (1997)	137
4.4	Director Talk Defining Membership and Roles (Day One, 1997)	140-141
4.5	Actors in the Summer Institute	142
4.6	Director Talk Connecting this Institute with National Writing Project	148-151
4.7	The Informing Principles of the Writing Project Staff Development Model	155
4.8	The <i>Hopes, Fears, and Expectations</i> Event (Day One, 1997)	164
4.9	<i>Hopes, Fears, and Expectations: Making Visible How Language Practices Shape Professional Development Opportunities in this Summer Institute</i>	167-169
4.10	Roles Taken Up During <i>Hopes, Fears, and Expectations</i>	174
4.11	Event Maps for Each Day of the Summer Institute, 1997	181
4.12	Interactional Spaces of <i>Hopes, Fears, and Expectations</i>	189
4.13	Summary of Actions Shaping Opportunities During <i>Hopes, Fears, and Expectations (Day One, 1997)</i>	193-194
4.14	Events That Shaped and Supported the Building of Community	198

5.1	<b>Actions and Conditions Inscribed in Journal Instructions, May 16, 1997</b>	232
5.2	<b>Actions and Conditions Inscribed in Director's Follow-up Letter, June 10</b>	234
5.3	<b>Pronominal Referents in Texts of Journal Instructions</b>	237
5.4	<b>Institute Calendar for Week One, June 24-27, 1997</b>	241
5.5	<b>Director Talk Redefining Journal Writing in the Collective</b>	243
5.6	<b>Change as Inscribed in New Fellows' Journal Self-Study Reflective Essays</b>	254-257
5.7	<b>Change Inscribed in Journal Self-Study, A Theoretical Sampling</b>	261
5.8	<b>Taxonomy of Writing Opportunities in the Summer Institute, 1997</b>	275
5.9	<b>Opportunities Provided Members For Writing Poetry</b>	278
5.10	<b>Opportunities to Write Stories</b>	280
5.11	<b>WA's Transformation as Inscribed in Journal Self-Study</b>	293
6.1	<b>Events Related to the Theme of Academic Discourse</b>	309-312
6.2	<b>Recurrent Topic Within Academic Discourse—James Moffett, From Orientation Through Five Weeks of Institute</b>	315
6.3	<b>New Fellow Talk Showing Intertextual Links to Moffett, Day 13</b>	318

6.4	<b>New Fellow Talk Showing Intertextuality and Professional Development (Day One)</b>	<b>323</b>
6.5	<b>Returning Fellow Talk Showing Intertextuality and Professional Development (Day One)</b>	<b>326</b>
6.6	<b>Visiting Fellow Talk Showing Proposal, Recognition, Acknowledgement, and Social Significance of Intertextual Ties</b>	<b>332-335</b>
6.7	<b>Sub-events in “Teaching Critical Reading: From TV Culture to Literary Culture”</b>	<b>343-344</b>
6.8	<b>Discussion on Academic Writing During New Fellow Presentation</b>	<b>348-352</b>
6.9	<b>Outside Presenter Introducing Writing Activity (Day Nine)</b>	<b>358</b>
6.10	<b>Intertextual Ties (Practice and Content) in Academic Discourse Presentation by Outside Presenter on Day Nine</b>	<b>360-363</b>
6.11	<b>Outside Presenter (Day Nine)</b>	<b>367</b>
6.12	<b>Director Talk Introducing PON Presentation (Day Two)</b>	<b>371-373</b>
6.13	<b>Visiting Fellow Introducing PON Presentation (Day Two)</b>	<b>375-376</b>
6.14	<b>Sub-event of PON Presentation (Day Two)</b>	<b>378-379</b>
6.15	<b>Taxonomy of Invisible Students as Generated from Quickwrite During PON Presentation (Day Two)</b>	<b>381</b>
6.16	<b>Taxonomy of Questions Generated From PON Presentation—Questions About Working With Invisible Students (Day Two)</b>	<b>382-383</b>

6.17	Events Related to <i>Teaching Diverse Learners</i> Theme	385-387
6.18	Director Providing Members Opportunity to Write About Effect of PON Presentation (Day 19)	389-390
6.19	Types of Changes Brought About by PON Presentation (In Fellows' Words)	392
6.20	Sub-events of New Fellow Presentation on Language Experience Approach (Day 15)	395
6.21	Sub-events of New Fellow Presentation on Parent Empowerment (Day 18)	396
6.22	"Burning Questions" Distributed by New Fellow During Presentation on Language Experience Approach (Day 15)	399
6.23	Director Talk Re: Reading of Delpit Articles	400
6.24	New Fellow Presentation Changed Due to Discussion of Delpit Article	404
6.25	Ode to SCWriP, Written by Carpool Group	408
6.26	Ode to SCWriP, Intertextual References	410



## List of Figures

<u>Figure</u>	<u>Page</u>
2.1 Contrasting Views of Teacher Development From, <i>What Matters Most: Teaching for America's Future</i> , National Commission on Teaching and America's Future, (1996)	33
3.1 Spradley's (1980) "Changes in the scope of observation"	73
3.2 Example of Timeline	92
3.3 Example of a Domain Analysis	93
4.1 Paths to SCWriP for 1997 Fellows	121
4.2 Why Teachers Applied	122
4.3 Locating the Hopes, Fears, and Expectations Event on Day 1	163
4.4 Timeline for a Typical Day and Interaction Patterns	186
5.1 Timeline of Journal Writing During the 1997 Summer Institute	227
5.2 Themes Members Wrote About in Journal Self-Studies	251
5.3 Content Analysis--Writing	276
5.4 WA's Writing Transformation	292
6.1 Taxonomy of Academic Writing as Co-Constructed by Community Members	339

## List of Appendices

<u>Appendix</u>	<u>Page</u>
4.1 Evaluation—SCWriP Summer Institute, 1997	203-210
4.2 Recruitment Letter to SCWriP Fellows from Director	211-213
4.3 Announcement Letter from Director	214
4.4 Nomination Letter from Director	215-216
4.5 Fellowship Application Form	217-218
4.6 Letter to New Fellows from Director	219-220
5.1 1997 Summer Institute Calendar	300
6.1 Director's Presentation Handouts on Discourse Distances	415-418
6.2 Suggested Readings In Preparation for Summer Institute	419
6.3 Suggested Readings for Week One and Week Two	420
6.4 Random Autobiography Handout	421-422
6.5 Personal Interview Essay Handout	423-424

## **CHAPTER ONE INTRODUCTION**

More than at any time in recent history, teachers' professional development is being viewed as the key ingredient in improving U.S. schools (Sykes & Darling-Hammond, 1999). According to Sykes and Darling-Hammond, the perceived importance of professional development can be related to the reform goals and standards that have been put into place over the past decade by state education departments and professional boards (e.g. National Board for Professional Teaching Standards, 1989). It is now widely accepted that meeting these goals and standards will require a great deal of learning on the part of practicing teachers. The kind of learning that will be required has been described as *transformative*, that is, as requiring wholesale changes in deeply held beliefs, knowledge, and habits of practice (Thompson & Zeuli, 1999).

This study addresses the issue of teacher learning and professional development by bringing a social perspective to bear on the discussion of teacher professional development. It examines the ways that what counts as professional development is socially constructed and situationally specific. In particular, it explores how discourse practices form the basis for teacher professional development.

The purpose of this dissertation is to generate grounded theoretical constructs that can be used in future work to understand the ways teacher

professional development is socially constructed and situationally defined. This study is an interactional ethnography of a five-week writing project institute for teachers. It examines how writing project staff and new fellows constructed a particular culture over the five weeks. The discursive practices of this culture were examined, and analyses are presented to illustrate the role that discourse plays in teacher professional development and knowledge construction. By focusing on how members of this professional development community used language to shape what counted as professional development and teacher knowledge, this study examines the literate actions, processes, and practices of the staff and new Fellows within and across the events of the five weeks of the Summer Institute. It is intended that this study will contribute to the discussion in the current research literature, and extend it in ways that will serve the educational community in future work.

### **Educational Problem and Its Significance**

Despite four decades of empirical research, researchers appear to know remarkably little about the evolution of teaching skill (Carter, 1990; Richardson 1990). Except for vague references to development, change and growth, investigators are largely silent about the nature of the learning process in teacher education and professional development (Carter, 1990). The kind of learning that will be required has been described as transformative, that is, as requiring wholesale changes in deeply held beliefs, knowledge, and habits of practice

(Thompson & Zeuli, 1999), yet what constitutes a transformative process has received little research.

Marshall (1995) raised the issue that when “learning” is reconceptualized as a process that occurs as learners interact with others and materials over time, research on learning needs to move beyond investigating isolated teacher behaviors or clusters of teacher and student practices toward a more holistic and dynamic examination of the learning process. Learning is not visible merely in the interactions of people at particular moments, but in their interactions over time.

This dissertation applies that argument to teacher learning. In particular, it explores the opportunities for professional development provided during a Summer Institute of the South Coast Writing Project.

My theoretical orientation creates a particular set of assumptions that guide my view of teaching and teacher development. It is necessary to understand this conceptual framework before discussing the methodology of the study because this theoretical “lens” (Zarharlick & Green, 1991) influences the questions I explored during this research, the type of data I collected, and the procedures I used in analyzing this data. For this reason, it is important to understand the conceptual framework and approach that shapes the theoretical lens used in this study, which will be discussed in the following section. The relationship between this theoretical orientation and the methodological decisions made in this study will be discussed in Chapter Three.

## Conceptual Approach to the Study of Professional Development

In most of the teacher thinking research, researchers have looked at teacher thinking and knowledge from an essentialist position which views knowledge as “knowledge about” and “knowledge how to do” something-- knowledge about a subject and knowledge of how to do things within that subject (Petrosky, 1994). The research on teaching within both process-product paradigms and interpretive paradigms continues to constrain and at times even makes invisible teachers’ roles in the generation of knowledge by continuing to objectify teaching, isolating teaching from its social context and ignoring teachers’ roles as theorizers, interpreters, and critics of their own practice (Cochran-Smith & Lytle, 1993; Parker, 1987). Pre-service, as well as in-service teacher education programs are typically organized to disseminate a knowledge base constructed almost exclusively by outside experts who view teaching as technical, learning as packaged, and teachers as passive recipients of the findings of “objective research” (Cochran-Smith & Lytle, 1993).

In this dissertation, I will explore the value of bringing another perspective to the discussion of teacher knowledge and professional development, the social perspective. The conceptual approach for this study is drawn from two bodies of work: the social construction of knowledge (Collins & Green, 1992; Erickson & Shultz, 1981; Green & Dixon, 1993; Santa Barbara Discourse Group, 1992), and interactional ethnography in education (Castanheira, Crawford, Dixon & Green; Green & Dixon 1993). This

perspective contrasts the views of teacher thinking and knowledge presented in much of the literature by regarding teaching and learning as literacy events which are linguistically and socially constructed, and context specific (Bloome & Egan-Robertson, 1993; Erickson & Schultz, 1981). What counts as teacher knowledge and professional development can be viewed as socially constructed, and situationally specific. Studying professional development from this perspective may help explain why the mandated “training” of teachers in specific techniques, which does not take into consideration the teaching and learning context, is not effective teacher development.

### **Social Perspective**

Underlying the social constructionist theory is a view of teaching and learning as communicative processes that require an understanding of language as both a personal resource and a social process within a social group (Green & Dixon, 1993). Teaching is not conceived of as a disembodied body of knowledge previously defined, or defined separately from teachers, but is seen as a discursive event dependent on discourse processes and contextualization cues (Gumperz, 1992) and as such is constructed through the moment- to- moment interactions of the members involved.

Central to a sociocultural approach is an understanding that discourse processes and practices (oral, aural, visual and written) are cultural tools members of a group use to construct knowledge (Gumperz, 1982; Bloome &

Egan-Robertson, 1993). This perspective views members of a group as ascribing meaning to the processes, artifacts, practices, and signs and symbols that they construct in and through everyday activity (Edwards & Mercer, 1987; Spradley, 1980). The actions and interactions within a group are read and interpreted by participants in order for them to participate in socially appropriate ways (Green & Meyer, 1991; Gumperz, 1982). This involves a way of thinking about knowledge that locates knowing in discourse and not as a collection of discrete truths. In a classroom, teachers and students create knowledge with language and within a particular educational discourse in response to the various kinds of open-ended problems they solve (Petrosky, 1994). Knowledge is, therefore, what people produce in and with discourse (Petrosky, 1994). It is seen as enacted and interactionally acknowledged over time by a particular community (i.e. teacher in a classroom within a particular context (school, classroom) (Collins & Green, 1992; Erickson & Schultz, 1981; Green & Dixon, 1993; Santa Barbara Discourse Group, 1992).

To look at teacher development from a social perspective requires conceptualizing thinking as more than a cognitive psychological activity; it must be seen as both a psychological and social activity, which is perceived as “in process,” in a state of being constructed (Kinchloe, 1993). In this view, teachers’ knowledge or thinking cannot be separated from the classroom context in which it is constructed.



## **Context of Knowledge**

From a social perspective human thoughts and actions cannot be properly studied when isolated from social and psychological variables. Knowledge formation is understood as a complex social activity (Kinchloe 1993). Classroom events are not static scripts to be acted out rotely; rather, they are dynamic activities constructed by teachers and students as they process, build on, and work with both their own and others' messages and behavior (Green & Smith, 1983). Cazden and Mehan (1989) use the analogy of a word in a sentence to describe the role of context in teaching:

The relationship of an event to its context is like the relationship of a word to the sentence in which it appears. While it is possible to consider the meaning of a word separate from any sentence--as in a dictionary definition--the meaning of the word, in any instance of use, will both determine and be determined by its context. According to American Heritage dictionary definition, context is that which leads up to and follows and often specifies the meaning of a particular expression (1978). The same relationship holds true in the classroom. While teachers should consider advice about supposedly universal features of "effective teaching" (analogous to the dictionary definition of a word) in any real situation the context will determine the meaning of events to the participants: the meaning of tasks set by teachers to the students, and the meaning of student responses to the teacher. Contexts are nested, or embedded, one within another (pg. 47-48).

Context, from a social perspective, is considered dynamic, and must be understood as more than a physical setting where something takes place--it must be viewed as interactionally constituted--what people are doing and where and when they are doing it. Social contexts consist of mutually shared and ratified

definitions of situation and in the social actions persons take on the basis of the definitions (Erickson & Shultz, 1981). Context is seen as a social construction which can provide a common orientation (Floriani, 1993). Through this common orientation, and the patterns of practices among members, local knowledge is constructed (Geertz, 1983), which in turn has the potential to become common knowledge, depending on how, and in what ways, it is appropriated, or taken up, by members (Edwards & Mercer, 1987; Santa Barbara Discourse Group, 1992)

### Interactional Ethnography

I purposefully chose to use an Interactional Ethnographic approach to guide the theoretical and methodological decisions (e.g. what data to collect, points of view to use in data collection, etc.) in carrying out this study. This framework is comprised of mutually informing theories grounded in cultural anthropology (Geertz, 1983; Spradley, 1980) and interactional sociolinguistics (Gumperz, 1986; 1992). Using an ethnographic perspective provides a macro-level view of life in the institute and a way to describe the culture through the identification of patterned practices. Interactional sociolinguistic analyses of the discourse provide a micro-level focus for examining how these practices were socially constructed in and through moment-to-moment interactions of members. This approach allowed me to investigate how opportunities for professional development were socially constructed and it provided coherence

between the theoretical orientation and methodological considerations of this study.

Underlying this approach and guiding this research are a set of premises about classroom life that I applied to the ethnographic study of the South Coast Writing Project (SCWriP) Summer Institute. These premises serve to ground this dissertation in the theoretical framework that supports it, and form the basis for the methodological decisions presented in Chapter Three:

- A classroom is a culture in which a group of people construct common knowledge, and language, and patterned ways of engaging with each other through moment-by-moment interactions (Edwards & Mercer, 1987) Green & Harker, 1982; Green & Meyer, 1991).
- Through interactions, patterns of life [e.g., ways of interacting, communicating, and negotiating] are constructed over time, which become ordinary and thus often invisible to members. (Green & Harker, 1982; Heath, 1982; Santa Barbara Classroom Discourse Group, 1992.)
- Living in particular classrooms leads to particular ways of communicating and acting which in turn, lead to particular ways of being, ways of doing, and ways of knowing (Ferne, Davies, Kantor & McMurray, 1993; Green & Dixon, 1993; Lemke, 1990).
- Through discourse processes and practices, members construct local definitions of what counts as teacher knowledge and shape particular opportunities for development (Tuyay, Jennings, & Dixon, 1995).
- The actions of members shape the events of everyday life along with roles and relationships, norms and expectations, and rights and obligations that define membership (Green & Dixon, 1993; Green & Meyer, 1991).

- It is understood that members of the local group are also members of other groups. As such they bring cultural knowledge to the local group, including experiences, beliefs, values, expectations, and practices (Green & Harker, 1982; Mehan, 1979; Santa Barbara Classroom Discourse Group, 1992).

This approach and these premises served to inform the questions that guide this study. They also informed decisions about how to collect data and for what purposes to analyze it (Collins & Green, 1992).

### **Guiding Research Questions**

The goal of this study was to examine what counted as professional development in this Writing Project Summer Institute and how this was situationally constructed and defined over the five weeks of the Institute.

With this goal in mind, this study addressed the following questions:

- What are the literate actions, processes, and practices of the staff and new fellows within and across the events of the five- week institute?
- How do these practices support or constrain the opportunities for professional development and take up of these opportunities by teachers?
- How do teachers shape a social context with their colleagues in five weeks in order to reconsider and

reconstruct their professional knowledge about writing  
and teaching writing?

These questions were posed as part of the Ethnographic Research Cycle, which consists of asking questions, collecting data, making an ethnographic record, and analyzing these data, through multiple iterative cycles (Spradley, 1980). The interactive responsive nature of ethnographic research (Zaharlick & Green, 1991) is reflected in the logic of inquiry (Birdwhistell, 1977) used by the researcher. The logic of inquiry for this study is described further in Chapter Three. It shows how each phase of analysis served to inform the next. It also shows the deliberate movement between levels of analyses, moving from a macro view of life in this Summer Institute, to a micro view of how opportunities for professional development were socially constructed in and through the interactions of members of the Institute.

### **Overview of the Dissertation**

This study investigates the social construction of literate actions and practices of a community of teachers and how those actions and practices support or constrain opportunities for professional development. The issues of professional development of teachers were addressed by examining how opportunities for professional development were provided through engagement in particular literate practices. Additionally, this study explored the ways

teachers in this professional development community took up the opportunities for development.

The dissertation is organized into seven chapters. Chapter One introduces the purpose of the study and the theoretical framework guiding it. Chapter Two includes a conceptual review of related research literature. It examines how professional development has been traditionally defined and researched. It argues for the need to investigate professional development as socially constructed and situationally defined by members of a culture. Chapter Three describes the methodological approach taken in this work. In Chapters Four, Five, and Six, analyses of the data are presented. Chapter Four examines ways members used literate actions, e.g. reading, writing, and speaking, to co-construct knowledge and create opportunities for professional development in the institute. Chapter Five presents an analysis of all the writing opportunities provided to members throughout the five weeks of the Institute.

The complex reciprocal and interactive processes that occurred among staff and fellows are further articulated through analyses of two content strands, *Academic Discourse* and *Teaching Diverse Learners* in Chapter Six. Through these analyses I examined how Fellows took up the opportunities for professional development that had been made available.

Finally, Chapter Seven summarizes the analyses and proposes educational implications and directions for future research.

## **CHAPTER TWO REVIEW OF THE LITERATURE**

### **Overview**

In this chapter, I present a conceptual review of the literature in two parts. The focus of this study is on the socially constructed nature of teacher professional development. In the first section of this review, I consider the ways research has defined teacher knowledge and the implications this has for professional development. I also consider educational reform efforts and the effects these have on professional development.

In the second part of this chapter, a theoretical framework for the study of the social construction of teacher knowledge and professional development is presented. It conceptualizes the Summer Institute as a culture and provides an overview of key constructs and conceptual understandings that frame this study.

The review of literature in this chapter is designed to be conceptual and analytical. It is not intended to be comprehensive, and does not propose to provide a historical perspective of these fields. Rather, it is intended to provide concepts and analytic frameworks related to this study. The information provided by this review moves from a working knowledge of what typically is defined as professional development, toward an orientation that provides

alternative lens through which to view and study professional development as a social construction.

**Part One:**  
**Teacher Knowledge and Professional Development: A Review of Research**

Education reform is not new; the federal government, state governments, school districts, schools, many professional organizations and educators have been involved in a wide variety of efforts aimed at improving education in this country for years. Renewal of a competent teaching force, as well as recruitment, preparation, and licensure of teachers has been recognized as central to many of these educational reform efforts (Green, 1987).

Several reform activities are discussed here to illustrate the pervasiveness of education reform and some of the ways professional development and teacher knowledge have been defined within these reform efforts. This is not an all-inclusive representation of the reform efforts, as the number that I could have drawn from would be too extensive for this review. Instead, I will begin by discussing several national education reports and some of the federal and state level initiatives involving teacher professional development that were enacted in response to these reports.



### National Reform Initiatives

According to the U.S. Department of Education, (1996) the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) generated a wave of education reports from a number of federal, state, and private organizations, including the California Commission on the Teaching Profession, the National Governor's Association, the Education Commission of the States, the Carnegie Forum on Education and the Economy, and the Holmes Group. These reports emphasized the role of the teacher in education reform and the need to "professionalize" teaching in order to improve education (United States Department of Education, 1996).

In response to these reports came a number of initiatives to establish and enforce professional standards for teachers. Professional organizations such as the National Science Teachers Association established standards for certifying members. The National Board for Professional Teaching Standards was established in 1987 to provide advanced professional certification of teachers. The 20 member states of the Interstate New Teachers Assessment and Support Consortium (INTASC) developed model licensing standards and assessment for beginning teachers, and the National Council for the Accreditation of Teacher Education reexamined its standards to make them consistent with those of INTASC and the National Board (Darling-Hammond & Cobb, 1995).

In 1990 President George Bush and the nation's governors established the National Education Goals and set a target date of the year 2000 for achieving them. Several provisions of the legislation supported professional development activities. With the *Goals 2000: Educate America Act and the Improving America's Schools Act of 1994*, federal funds became available for improving teacher preparation and education. The legislation made available to states, funds for professional development. The states in turn could award sub-grants to local areas. Under the *Improving America Schools Act*, the Eisenhower Professional Development program supported sustained long-term professional development efforts related to academic standards.

Although teacher development was not included in the Governors' six original goals, it was added in the Goals 2000 Act in 1994, which renumbered the goals making the goal for teacher education and professional development Goal 4. The goal states:

*By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.*

In the same year, Secretary of Education, Richard Riley established the U.S. Department of Education's Professional Development Team to examine research and exemplary practices related to professional development, to guide the Department's programs and to inform policy makers and practitioners across the country (U.S. Department of Education, 1996).

## State Reform Initiatives

Education reform has been occurring at the state level as well as the national level. All states have initiated (and continue to initiate) reforms of teacher education and continued professional development in connection with their school restructuring efforts. As of July 1995, 49 states and the District of Columbia were engaged in standards-based education reform (United States Department of Education, 1996).

In 1993, The Education Commission of the States (ECS) expressed concern with linking teacher education to school reform. State leaders expressed dissatisfaction with current recertification requirements, noting that they were heavy on costly inservice activities with little to show for the expenditures (Frazier, 1993). State leaders stressed that in outcomes-based systems, teacher professional development whenever possible, should be related to making a teacher more effective in helping students meet local and state goals and should be designed to benefit the school and school district in reaching organization goals (Frazier, 1993). ECS recognized the need for continuing education and recertification of teachers by recommending that states require recertification programs related to individual teacher needs and advancement of school and district needs and objectives (Frazier, 1993).

In California, which is engaged in standards-based education reform, there are state-mandated professional growth requirements for all teachers earning their California teaching credentials. Some of the reform based

professional development programs currently in place include Beginning Teacher Support and Assessment (BTSA), Bilingual Teacher Training Program (BTTP), California Professional Development Consortia, California School Leadership Academy, California Standards for the Teaching Profession, Education Technology Staff Development for Grades 4-8, Goals 2000 Professional Development Grants, Middle School Demonstration Program, Professional Development Institutes for Pre-K-6<sup>th</sup> grade teachers, Middle and High School Teacher Professional Development Institutes, and Subject Matter Projects. See the California Department of Education webpage for a complete listing of current professional development programs and detailed information about these programs. ([http: www.cde.ca.gov/pd/](http://www.cde.ca.gov/pd/))

The underlying thesis of the reform efforts which involve the continuing education of teachers is that Californians (and Americans) should view teacher development as an important investment in human resources that can affect the knowledge, skill, confidence, and commitment of teachers to classroom teaching. High quality professional development for teachers directly influences student learning (National Foundation for the Improvement of Education, 1996). Teacher development is seen not as a luxury but as an essential element of state support for education that could return long-run benefits to students and bring about significant and lasting school change (Little, 1987).

Despite these beliefs, the type of professional development necessary to bring about change in classroom practice is not what most teachers experience throughout their careers. For many teachers in California, as well as across the

United States, professional development takes the form of mandated district-sponsored staff development, typically consisting of inservice days designed to transmit information on a specific set of ideas, techniques, or materials to teachers (Little, 1993). Such approaches treat teaching as routine and technical (Little) and encourage tinkering around the edges of practice rather than totally overhauling it (Huberman, 1993). In addition, they offer teachers only limited access to resources outside the teaching community and present few opportunities for meaningful collegial interactions within the community (Little, 1993). This type of professional development generally results in a disconnected and decontextualized set of experiences from which teachers may derive *additive* benefits, that is, the addition of new skills to their existing repertoires. However, the design and characteristics of this form of professional development make it highly unlikely that teachers' practices will be transformed by these experiences. Typically, according to Corcoran (1995), this type of district sponsored professional development has little effect on teachers' practice because it lacks focus, intensity, follow-up, continuity and linkage with the district's goals for student performance.

Despite four decades of empirical research, researchers appear to know remarkably little about the evolution of teaching skills (Carter, 1990; Richardson, 1996). Except for vague references to development, change and growth, investigators are largely silent about the nature of the learning process in teacher education and professional development (Carter, 1990). Few if any, detailed studies exist on long-term comprehensive efforts to develop and enact

professional development programs that can support more complex forms of teaching (Little, 1993; Sparks & Loucks-Horsley, 1990).

### Professional Development as Defined in Research

Just what is meant by “professional development” is not clearly defined in most reform efforts. For the most part, what I found in the literature was professional development written about in terms of in-services and classes given to teachers by experts. I offer several definitions below as representative of the way professional development has been conceptualized in the research literature.

Odden and Marsh (1988) who were concerned with reform of secondary schools defined it this way: “The emerging mode of staff development addresses broader and more complex issues, is provided over longer time periods with considerable ongoing assistance, is linked to strategic directions of the district and the school and is targeted to specific issues rather than across an array of disconnected areas.” (p. 598)

Orlich proposed the following: “programs or activities that are based on identified needs; that are collaboratively planned and designed for a specific group of individuals; that have a very specific set of learning objectives and activities; and that are designed to extend, add, or improve immediate job-oriented skills, competencies, or knowledge” (Orlich, 1989, p. 5)

Bellance (1995) distinguished among inservice, staff development, and professional development from the systems point of view:

*Inservice is the scheduling of awareness programs, usually of short duration, to inform teachers about a new idea in the field of education. Staff development is the effort to correct teaching deficiencies by providing opportunities to learn new methods of classroom management and instruction.*

*Professional development is a planned, comprehensive, and systemic program designed by the system to improve all school personnel's ability to design, implement, and assess productive change in each individual and in the school organization. (p.13)*

The Department of Education defines professional development as including the rigorous and relevant strategies and organizational supports that ensure the career-long development of teachers and other educators. The mission of professional development is to prepare and support educators to help all students to achieve high standards of learning and development (U.S. Department of Education, 1996).

What these definitions have in common is professional development is viewed as a program or new knowledge to be delivered to teachers. They also point to the fact that teaching is framed by a view of knowledge and learning--how researchers conceptualize knowledge inevitably affects both the questions they choose to study and the models they create for teacher preparation and professional development. Traditionally, as seen in the definitions above, researchers, legislators, and other policymakers, have looked at teacher thinking and knowledge from an essentialist position which views knowledge as "knowledge about" and "knowledge how to do" something--knowledge about a subject, in other words, and knowledge of how to do things within that subject

(Petrosky, 1994). Teachers have typically been viewed as containers into which knowledge is poured and then measured in various ways and teacher development has been seen as a transferable package of knowledge to be distributed to teachers in bitesized pieces (Lieberman, 1995).

### Teacher Knowledge

The research on teacher knowledge is directly linked to the views of professional development reflected in reform efforts and the representative definitions presented above. During the 1960's and 1970's researchers conducted experimental studies of teacher changes which documented attempts to affect the professional growth of teachers through workshops and training programs. The methodology of this literature was generally quantitative and involved large samples of teachers. Few of them attempted to show any long-term effects of the training programs (Cruikshank & Metcalf, 1990; Richardson, 1990).

In the 1980's and early 1990's researchers began generating different kinds of studies; naturalistic inquiries that attempted to capture the evolution of professional growth among teachers. These studies, commonly called the *learning-to-teach* literature, were generally qualitative in methodology. Many were case studies of new teachers. While the experimental studies of teacher change focused on teacher behavior, the *learning-to-teach* studies focused on the cognitions, beliefs, and mental processes that underlie teachers' classroom



behaviors (Kagan, 1988). According to Richardson, this literature led to an idiosyncratic view of teachers. That is, the teacher teaches as he or she is, and accordingly, the only way to affect change in the teacher's development would be through a type of individualistic, psychoanalytic approach (Richardson, 1990).

The research on the content and domains of teacher knowledge supports the idea that teachers' knowledge and the way in which that knowledge is organized has crucial influence on teacher development. It is essential for researchers and teachers to understand the thinking of teachers if they are to participate in the development and growth of newer colleagues (Shanahan, 1994).

Two perspectives have existed on the concept of teacher knowledge--cognitive and epistemological (Moallem, 1996). The advocates of the cognitive perspective believe that teachers are professionals who make reasonable judgments and decisions in a complex, uncertain environment (Borko & Shavelson, 1990). The nature of the context in which teachers work has been conceptualized and labeled in various ways in the reported research on teacher cognition in the 1980's. For example, Elbaz (1983) generated five categories from interview data in her case study of a secondary English teacher to describe that teacher's practical knowledge--knowledge of subject matter, curriculum, instruction, self, and the milieu of schooling. Elbaz defined the term "practical knowledge" as action and the decision-oriented nature of the teacher's situation, and how she constructs her knowledge as a function of response to the

situation. According to Elbaz, teachers hold and use their knowledge in distinctive ways, and this holding and using of knowledge marks it as “practical knowledge.” Teachers’ knowledge is something dynamic, held in an active relationship to practice and used to give shape to that practice (Elbaz).

Clark and Lampert (1986) name two categories of knowledge: contextual knowledge, and subject matter knowledge. According to Clark and Lampert, the context shapes the teacher’s thinking and context permits the teacher to make sense of and use researchers’ knowledge. They state that teachers must be able to invent their actions on the spot, and the knowledge used to create such inventions must be drawn from an awareness of the immediate social environment. They recommended the use of analysis of descriptive case studies in teacher preparation programs to ground and illustrate how abstract principles of learning and instruction look and operate in particular situations (Clark and Lampert, 1986). This seemed to mark a shift in the way the development of teachers was thought about. Teachers were seen as capable of analyzing and learning from each other’s work.

Shulman (1986) referred to content knowledge as the amount and organization of knowledge in the mind of the teacher. To think properly about content knowledge requires going beyond knowledge of the facts or concepts of a domain. According to Shulman, teachers must possess pedagogical knowledge, which goes beyond knowledge of subject matter to the dimension of that subject matter knowledge for teaching. This is a particular form of content knowledge that embodies the aspects of content which are most

germane to its teachability and the ways of representing and formulating the subject that makes it comprehensible to others. Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons (Shulman).

Lampert had yet another term to describe the knowledge of teachers--intuitive knowledge. According to Lampert, each individual builds a store of this commonsense sort of information from personal experimentation on the physical environment. It contrasts with formal knowledge taught in school, which she defined as a commonly accepted set of well-articulated descriptions of experience, which may have little connection with the knowledge individuals regularly apply in their everyday lives. The way the teacher uses her self in her practice suggests that the dichotomy between these two kinds of knowledge is a false one. In the person of the teacher, knowledge is conveyed to students in a way which is both socially useful and meaningful to the teacher. In the course of instruction the teacher attempts to make knowledge meaningful to students through her formal authority and the relationship she has established with them as individual persons (Lampert, 1984).

The advocates of the epistemological perspective believe that most of teacher knowledge is not organized as a body of knowledge, rather, such knowledge is seen as personal and practical knowledge which is not solely cognitive in character (Clandinin & Connelly, 1987). Teacher knowledge is

viewed as an interpretative framework, by which teachers attach meaning to their environment and guide their actions within it (Clark, 1988; Calderhead, 1987). From this perspective, the influence of the wider sociocultural system coupled with the influence of the immediate learning environment, make up what we can think of as teachers' knowledge.

“Sense-making” has also been seen as a central cognitive activity of teachers (Kagan, 1988; Clark & Peterson, 1986). In this view teachers not only make decisions, but they engage in several activities, including decision making, in order to make meaning for themselves and their students (Clark, 1986). Schön uses the term “knowledge in action” or “reflection in action” to express the relation between theory and practice. According to the view of teacher as reflective practitioner, the problems of practice are messy, uncertain, complex and context-bound; and therefore, teachers must resolve such problems by mentally experimenting and manipulating contextual factors, generating alternative hypotheses about the problem, and mentally testing them in order to come up with a discovery that leads to action (Schön, 1987). This reflection-in-action epistemology suggests that teachers address problematic situations by recalling elements of similar past situations, selecting a move derived from a tentative interpretation of the present situation, attending to the “back talk” in reaction to the move and reframing or reinterpreting the situation (Schön, 1987).

Teachers develop “practitioner knowledge,” (Kincheloe, 1993) in a variety of ways--experience being one of the most important means of

acquisition. This practitioner knowledge alerts teachers to the fact that the classroom is a complex and chaotic place with significant and peripheral variables. Thus, students of teaching begin to recognize that practitioner knowledge is elusive, so elusive in fact it cannot be transferred like the knowledge of multiplication tables or parts of speech. The contextual contingency, the uniqueness of particular teaching situations can no longer be ignored (Kincheloe, 1993).

Because of the complexity of the classroom and the ways in which teachers gain and use knowledge, experts remain critical of the professional development opportunities prevalent in most teachers' careers. According to the National Commission on Teaching and America's Future, (1996) after a decade of reform, we have finally learned in hindsight what should have been clear from the start: most schools and teachers cannot produce the kind of learning demanded by the new reforms—not because they do not want to, but because they do not know how, and the systems in which they work do not support them in doing so.

Little (1993b) contends that states and districts have been relatively slow to reshape professional development in ways that respond to the complexities and ambiguities of reform. The U.S. Department of Education agrees. Most of the existing resources for professional development which are limited to skills training, are not ready to meet the demands of these reforms which call for expanding teachers' opportunities to learn, experiment, consult, and evaluate (U.S. Department of Education, 1996).

Darling-Hammond (1995) noted that although attempts are presently under way across the country to make a strategic investment in the professional development of teachers, they are embryonic and scattered rather than systematic. But, the possibilities for rethinking how schools structure the use of teacher time, the opportunities for team teaching and collaboration, the development of teacher and school networks, and the responsibilities of teachers are probably greater now than they have ever been (Darling-Hammond).

### Shifting Paradigm of Professional Development

Out of these opportunities Darling-Hammond discusses, another model for teacher professional development has emerged (Ball & Cohen, 1999; Darling-Hammond & McLaughlin, 1995; Little, 1993a; Loucks-Horsley, 1995), which takes into consideration the context of teachers' work as well as the social nature of this work.

In the following section, I will discuss some of the principles of and models for professional development that have been written about since the mid- 1990's. Again, this is not a comprehensive review but provides a representative sample I have identified as exemplifying the types of professional development talked about under the auspices of this new paradigm for professional development.

According to Stein, Smith, and Silver (1999) the new paradigm for professional development, based on an appraisal of the depth of relearning required of teachers and an assessment of what has not worked in the past, encompasses the following features: teacher assistance grounded in the content of teaching and learning, development of teacher communities of professional practice, collaboration with experts outside the teaching community, and consideration of organizational context. Table 2.1 contrasts elements of traditional in-service staff development, as were discussed in the previous sections of this literature review, with the model of professional development described by Stein, Smith, and Silver (1999), which includes the following characteristics:

#### **Teacher Assistance Grounded in the Content of Teaching and Learning**

A characteristic of new calls for reform is their focus on meeting high standards associated with the major school subject (Little, 1993). Traditional forms of staff development tend to focus on topics such as cooperative group learning that do not effectively help teachers learn how to provide learning experiences that develop student's understanding of important disciplinary concepts. Teachers frequently need to encounter the discipline as learners themselves, before grappling with how to teach it (Ball, 1991).

#### **Development of Teacher Communities of Professional Practice**

The new paradigm for professional development encourages collegiality among teachers to counter the isolation typical of teaching. Calls for school-

**Table 2.1 Characteristics of Traditional in-Service Staff Development Versus new Paradigm for Professional Development. (Adapted from Stein, Smith, and Silver (1999) and based on the work of Loucks-Horsley, Hewson, Love, and Stiles (1998).**

	<b>Traditional In-Service Staff Development</b>	<b>New Model of Professional Development</b>
<b>Strategies</b>	Focus on activities (techniques, ideas, and materials)	Focus on building capacity to understand subject matter and guide students' development of concepts
	Dominant formats are workshops, courses, and seminars	Uses a variety of formats including in-class support, scaffolding of teacher participation in practice-related efforts (e.g., grade-level meetings, after-school meetings)
	Short duration with bounded personal commitments	Longer duration with more open-ended personal commitments
	Teacher educator sets the agenda	Iterative co-construction of agenda by teachers and professional developer over time
<b>Beliefs about teacher knowledge and learning</b>	Theories of teacher learning based on the psychology of the individual	Theories of learning that include social and organizational factors
	Translation of new knowledge to classroom is a problem to be solved (usually by the teacher)	Scaffold learning that is both immediately relevant to practice and builds a more generalized knowledge base
<b>Context</b>	Particularities of context not factored into staff development	Particularities of context play important role in shaping development
	Takes place away from schools, classrooms, and students	Takes place in a variety of locations, including schools and classrooms
<b>Focus of Development</b>	Focus is on developing the teacher (teachers participate as individuals)	Focus is on developing the instructional program and the community in addition to the teacher (teachers participate as an organizationally cohesive unit)
	Leadership training not an issue	Leadership training integral



wide reform have meant that professional developers must adjust their frames of reference from working with individual teachers to working with organizationally intact groups of teachers. As a result, a new set of goals has been placed under the purview of professional development, including community building; the development of teachers' capacities to explain, challenge, and critique the work of peers (Lord, 1994); and the development of teacher leaders.

#### **Collaboration with Experts Outside the Teaching Community**

Teachers cannot be expected to be knowledgeable about all aspects of school reform, subject-matter standards, or professional practice. Thus, collaboration with knowledgeable sources outside a teacher's immediate circle is crucial. Outside experts--often university-based educators--bring fresh perspectives, ideas about what has proved successful elsewhere, and an analytic stance toward the school improvement process (Little, 1993a).

#### **Consideration of Organizational Context**

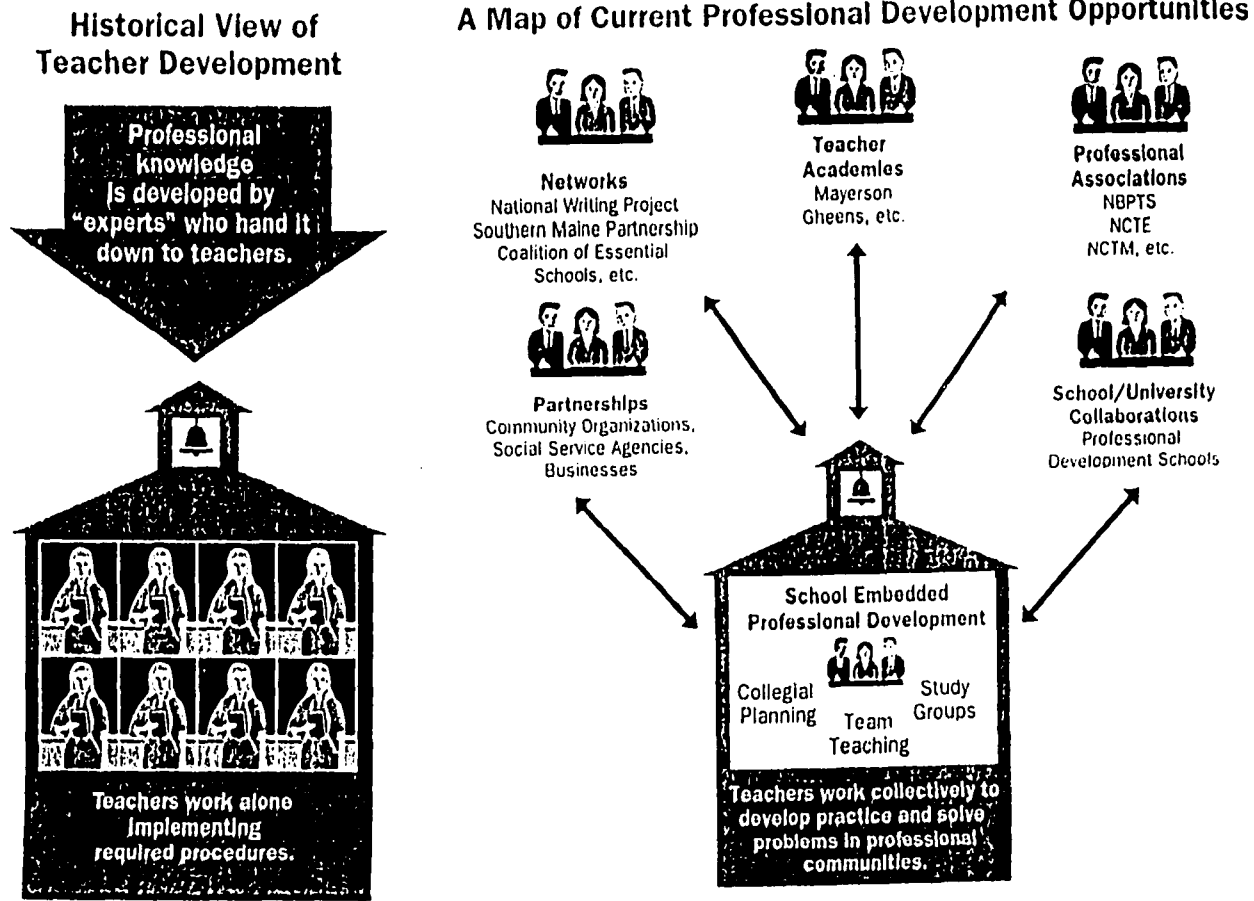
Teachers perform their work within multiple contexts and each have an impact on classroom practice. Professional developers carefully analyze the constraints and alternatives offered by each of the various contexts, ranging from the unwritten cultural norms to explicit regulations and policies. To accomplish this goal, professional developers need to join with administrators and other policymakers to establish alignment among these contexts. Such

alignments will bring coherence to teacher professional development experiences and will ensure that these experiences are supported by organizational values and operating procedures (Elmore & Burney, 1997).

The National Commission on Teaching and America's Future (1996) echoes this claim of a shift in the view of what constitutes effective professional development. Figure 2.1 was created from two charts in their report, *What Matters Most: Teaching for American's Future*, (1996). It contrasts the historical view of teacher development as professional knowledge given to teachers by experts, to current professional development opportunities that fit the paradigm proposed by Stein, Smith, and Silver (1999). According to the Commission, more productive strategies for professional development have begun to emerge in some school districts where teachers are involved in ongoing networks, partnerships, and associations that reflect their teaching concerns.

According to the National Commission on Teaching and America's Future (1996), teacher networks allow teachers in many school districts to work with one another over time on issues of subject matter teaching. School-to-school networks help educators work together on schoolwide change. School-university partnerships provide forums for study groups and school-based research on issues of immediate concern. Teacher academies provide sites for shared problem solving, exchanges of teaching ideas, and intensive institutes. Teachers attest to the usefulness of these kinds of opportunities for

**Figure 2.1** Contrasting Views of Teacher Development From, *What Matters Most: Teaching for America's Future*, National Commission on Teaching And America's Future, (1996).



transforming their teaching—and to their scarcity in most school settings (National Commission on Teaching and America's Future, 1996).

A number of experts and organizations have discussed principles and policies for professional development programs that are consistent with this paradigm. Table 2.2 presents the principles written about by several researchers and the Department of Education, which are representative of the current work being done in the area of professional development in this country. Unlike old approaches that see professional development as delivering simple recipes to teachers working in isolation, these new approaches connect teachers to one another through in-school teams and cross-school professional communities that tackle problems of practice over time. According to Darling-Hammond & McLaughlin, (1995) though different in some respects, all of these approaches share certain features. They are:

- Connected to teachers' work with their students
- Linked to concrete tasks of teaching
- Organized around problem solving
- Informed by research
- Sustained over time by ongoing conversations and coaching

As obvious from the review of professional development and teacher knowledge literature presented here, successful school reform requires many ingredients but the one essential ingredient is the classroom teacher.

**Table 2.2: Proposed Principles of Professional Development, From a Representative Review of the Current Literature**

<p><b>Corcoran, T.B. (1995) Helping Teachers Teach Well: Transforming Professional Development. New Brunswick, N.J. Rutgers University, Consortium for Policy Research in Education.</b></p>
<p>Effective Professional Development:</p> <ul style="list-style-type: none"> <li>• Stimulates and supports site-based initiatives</li> <li>• Supports teacher initiatives as well as school or district initiatives</li> <li>• Is grounded in knowledge about teaching</li> <li>• Models constructivist teaching</li> <li>• Offers intellectual, social and emotional engagement with ideas, materials, and colleagues</li> <li>• Demonstrates respect for teachers as professionals and as adult learners (draw on expertise of teachers and take differing degrees of teacher experience into account)</li> <li>• Provides for sufficient time and follow-up support</li> <li>• Is accessible and inclusive</li> </ul>
<p><b>Little, J. W. (1993a) Teacher Professional Development and Education Reform. New Brunswick, N.J. Rutgers University.</b></p>
<p>Effective Professional Development:</p> <ul style="list-style-type: none"> <li>• Should take explicit account of the contexts of teaching and the experience of teachers</li> <li>• Should offer support for informed dissent</li> <li>• Should place classroom practice in the larger contexts of school practice and the educational careers of children.</li> </ul>
<p><b>U.S. Department of Education. (1996) Building Bridges: The Mission and Principles of Professional Development, Washington, D.C., U.S. Department of Education.</b></p>
<p>Effective Professional Development:</p> <ul style="list-style-type: none"> <li>• Focuses on teachers as central to student learning, yet includes all other members of the school community</li> </ul>

- Focuses on individual, collegial, and organizational improvement
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community
- Reflects best available research and practice in teaching, learning, and leadership
- Enables teacher to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
- Promotes continuous inquiry and improvement embedded in the daily life of schools
- Is planned collaboratively by those who will participate in and facilitate that development
- Requires substantial time and other resources
- Is driven by a coherent long-term plan
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts

**Howley W.D. & Valli, L. (1996) The Essentials of Effective Professional Development: A New Consensus. Paper presented to the AERA Invitational Conference on Teacher Development and School Reform. Washington, D.C.**

**Effective Professional Development**

- Is driven by analysis of the differences between goals and standards for student learning and student performance
- Involves learners (e.g. teachers) in the identification of their learning needs and, when possible in the development of the learning opportunity and/or the process to be used
- Is primarily school-based and integral to school operations
- Provides learning opportunities that relate to individual needs but are, for the most part, organized around collaborative problem solving
- Is continuous and on-going, involving follow up and support for further learning-including support from sources external to the school

- Incorporates evaluation of multiple sources of information on a) outcomes for students and b) processes that are involved in implementing the lessons learned through professional development
- Provides opportunities to engage in developing a theoretical understanding of the knowledge and skills to be learned
- Is integrated with a comprehensive change process that deals with the full range of impediments to and facilitators of student learning.

**National Foundation for the Improvement of Education (1996). Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success. Washington, D.C. National Foundation for the Improvement of Education.**

**Effective Professional Development:**

- Has the goal of improving student learning at the heart of every school endeavor
- Fosters a deepening of subject matter knowledge, a greater understanding of learning, and a greater appreciation of students' needs
- Helps teachers and other staff meet the needs of students who learn in different ways and who come from diverse cultural, linguistic, and socioeconomic backgrounds
- Provides adequate time for inquiry, reflection, and mentoring, and is an important part of the normal working day
- Is rigorous, sustained, and adequate to the long-term change of practice
- Is directed toward teachers' intellectual development and leadership
- Is teacher designed and directed, involves shared decisions designed to improve the school
- Balances individual priorities with school and district needs
- Makes best use of new technologies
- Is site-based and supportive of a clearly articulated vision for students

Transformative professional development opportunities must be provided for teachers if it is to affect their classroom practice. While I feel this suggested new paradigm is definitely a step in the right direction of providing genuine professional development opportunities for teachers, there is still a focus on professional development as a program to be provided to teachers or activities teachers should be involved in. One piece that is missing is the role language and discourse play in the work of teaching and learning, specifically teacher professional development. This dissertation expands the discussion of professional development that includes the social aspect of development and knowledge construction. Part two of this chapter offers a review of literature that describes the theoretical frame underlying this work.

## **Part Two**

### **A Theoretical Framework for the Study of The Social Construction of Teacher Knowledge and Professional Development**

After reviewing the literature on teacher knowledge and professional development, I have come to the conclusion that although this body of research does not provide a comprehensive theoretical framework for thinking about teaching or professional development, it does provide evidence for the necessity of understanding the nature of teacher knowledge and the ways teachers gain and use knowledge. This understanding is integral to creating opportunities for professional development.



According to Moallem (1996), research in teaching, learning and instruction, has to shift its emphasis from cognition to social construction of knowing. This perspective contrasts the views of teacher knowledge presented in much of the literature by regarding teaching and learning as a literacy event which is linguistically and socially constructed, and context specific (Bloome & Egan-Robertson, 1993; Erickson & Shultz, 1981).

This section presents a conceptual review of literature that works to provide the theoretical grounding which defines the argument for examining the relationship of discourse to professional development, and knowledge construction. This review of recent research begins with a discussion of professional development as situated activity; and drawing from that base discusses the sociocultural and discursive nature of professional development. Secondly, it discusses the orienting theory of Interactional Ethnography as a means for examining professional development from a social constructionist perspective.

#### Professional Development as Sociocultural Practice: The Discursive Nature of Professional Development

The social anthropological work of Lave, (1988) provides important understandings related to cognition in everyday activities. According to her work, cognition cannot be divided from the cultural setting in which it takes place, but is situated in the everyday activities taking place within that setting

(i.e., “what people do in daily, weekly, monthly, ordinary cycles of activity” p. 15). She studied adults solving arithmetic problems situated in school settings and in situations outside of the school setting. She found that the participants brought different factors to bear on solving the problems, and dependent to the cultural situation, they approached the procedures for problem-solving differently. Lave claims that these differences exist because of the dynamic relationship between the individual and the context in which the problem is presented. She suggests that to investigate cognition outside the everyday activity in which it is situated enforces experimental limitations on what can be seen and what can be said. This work recognizes learning as a sociocultural practice and considers the perspective of the individual (participants/members) as situated in activity.

Dewey (1938) described education as the progressive organization of knowledge, that community and conversation blend with the internal motivation of the individual to create a culture for learning. It is continuity and interaction intercepting and uniting, “the longitudinal and lateral aspects of experience” (p. 44). This dissertation draws on Dewey’s (1938) concept of learning being a continuum of experience to show the ways in which over time, the summer institute developed its own culture characterized by a shared sense of history, a common set of procedures organizing the institute experiences, and a discernible discourse that made it identifiable as a discourse community (Gee, 1990; Beaufort, 1997). Discourse communities share common interests and

goals that delimit the modes of discourse the group values (Cochran-Smith & Lytle, 1993; MacKinnon & Grunau, 1994; McLaughlin, 1994).

Discourse has been defined as “any stretch of language (spoken, written, signed) which ‘hangs together’ to make sense to some community of people who use that language” (p. 103) and claims that “all literacy activities are bound to particular Discourses” (pp.xviii) which are inevitably embedded in specific cultural contexts. Discourse thus functions as an “identify kit” that includes practices that signal membership in a particular discourse community, while the discourse community operates as a sort of club whose practices reflect its norms, values, and goals (Gee, 1990). Though Gee offers no explicit definition of what he terms discourse practices, one can infer through this work that these are the specific skills acquired through, and required for, successful participation within a discourse community, and as such, reveal its values, world view, and ways of knowing. Using the case of a student learning standard English dialect, Gee explains:

Discourse practices are always embedded in the particular world view of particular social groups; they are tied to a set of values and norms. In apprenticing to new social practices, a student becomes complicit with this set of values and norms, this world view. The student is acquiring a new identify, one that at various points may conflict with her initial enculturation and socialization, and with the identities connected to the social practices in which she engages.(p. 67)

Beaufort’s (1997) study on workplace writing appears to confirm Gee’s (1990) theories by providing empirical evidence that the discourse community requires modes for communication, textual norms, writing tasks, and roles for

writers, all of which are influenced by the values, goals, and communicative situations unique to the community.

Sociocultural theories are especially helpful for understanding how collaborative learning and development occurs in the summer institute because they emphasize a dialectical relationship between theory and practice, depict learning as a constructive activity occurring within a specific context, and stress the social nature of learning, especially through discourse (Wells, 1996).

This dissertation will discuss how learning through social interaction does not result from the mere acquisition of knowledge transmitted from the expert to the novice but occurs through a process of transformation. Individuals make the cultural knowledge and practices experienced in the presence of others their own by transforming them; in turn, the individuals are themselves transformed as is the community in which they participate (Miller & Goodnow, 1995; Penuel & Wertsch, 1995; Rogoff, Baker-Sennett, Lacasa & Goldsmith, 1995; Wells, 1994). Engestrom (1996) argues that forming new collectives with significant others (such as colleagues in the summer institute) can elicit the simultaneous development of individuals through a process he calls collective transformation; John-Steiner & Meehan (2000) refer to the process as mutual internalization.

As individuals jointly engage in problem-solving activities, they verbally formulate and refine their ideas with others, thereby influencing other group members and developing personal knowledge that becomes a tool for thinking. As researchers have noted (John-Steiner & Mahn, 1996; O'Donnell-Allen &

Smagorinsky, 1999; Smagorinsky, 1995a, 1995b, 1997a, 1997b; Smagorinsky & O'Donnell-Allen, 1998a, 1998b, 2000; Vygotsky, 1981; Wells, 1996) psychological tools are not limited to speech, but include other socially developed and culturally valued semiotic means of communication as well (e.g. art, writing, graphic design, music, dance, etc.).

Lave and Wenger (1991) likewise argue that language is an essential tool for learning in communities of practice and in some cases is the central medium for transformation and identity construction. Because learning how, when, and why to use language (or not) signals one's identity as a full member of the community of practice. Although their focus is on long-standing communities, Lave and Wenger's theories remain useful to this study, because of its emphasis on teachers as active learners. Unlike traditional models of learning and professional development in which learners are viewed as recipients of defined knowledge, Lave and Wenger's theories define learners as "from the beginning, active participants in authentic practices: learning and acquiring expertise are essentially viewed as processes of enculturation: (Mandl, Gruber, & Renkl, 1996, p. 402)

Several studies have been conducted that explore how knowledge is situationally constituted and how teachers and students construct classroom discourse practices across disciplines (Brillant-Mills, 1993; de la Cruz & Brandts, 1995; Floriani, 1993; Heras, 1993; Kantor, Green, Bradley & Lin, 1992, Lin, 1993; Tuyay, Floriani, Dixon, & Green, 1995; Yeager, Floriani & Green, 1997). This corpus of studies provide evidence that to be able to fully

participate in the intellectual and social practices that characterize the language of a discipline, learners need to be provided opportunities for “talking” that discipline in ways that include both linguistic forms and social communicative practices (Fairclough, 1992; Hicks, 1995; Lemke, 1990). These studies work to theoretically conceptualize teaching and learning from a social perspective. They show that members of communities establish through language cultural practices within which knowledge is constructed and displayed about what counts as ways of being (e.g., student, teacher, researcher, scientist, reader) what counts as ways of doing (e.g. practicing science, being a mathematician, reading) and what counts as ways of knowing (e.g. displaying what you know and understand). These studies, by redefining learning to account for how knowledge is constructed, have shaped learning and teaching as “looking different” (Evertson & Murphy, 1995) and in so doing have challenged the research community to conduct research that illustrated the negotiated nature of teaching and learning. Hicks (1995) suggests that research needs to focus on language to make visible how teachers construct common practices and opportunities for learning that enable students to engage in the construction of knowledge, (in the case of this study, how the director and staff provided opportunities for teachers.) She builds this argument from Bruner (1990) stating that:

current sociocognitive and educational research has theoretically positioned learning as the construction of *meaning* in social contexts. The analysis of classroom discourse provides one possible means through which educators across disciplines could explore how teachers and children collectively and individually construct disciplinary knowledge (Hicks, 1995, p. 88).

The discussion of how to see learning when learning “looks different” (Evertson & Murphy, 1992), raises questions about theoretical and methodological choices researchers make and how those choices affect what can be made visible. The following discussion centers on how my choices of theory and method worked together to provide a specific type of lens through which I examined the literate actions and practices of the summer institute.

### Interactional Ethnography: Examining Professional Development From a Social Perspective

An Interactional Ethnographic perspective (Castanheira, Crawford, Green & Dixon, 1998; Green & Dixon, 1993) also served as an orienting theory for this study, and was used to make theoretical and methodological decisions including what kinds of data to collect, how to enter the data, who and what to study, and from what (or whose) points of view. This perspective is grounded in the theoretical work of cultural anthropology (e.g. Geertz, 1983; Spradley, 1980), interactional sociolinguistics (e.g. Gumperz, 1984; 1986; 1992); and critical discourse analysis (Fairclough, 1993; Ivanic, 1994).

From a cognitive anthropological lens, culture is a system of social practices that form and define shared ways of perceiving and interpreting the material phenomena surrounding human experience (Bruner, 1990; Spradley, 1980). The role of the ethnographer from this perspective is to learn about the

cultural actions, cultural knowledge, and cultural artifacts that members need to use, produce, predict, and interpret to participate in everyday life within a social group (Heath, 1982).

The ethnographer observes the social actions, i.e., what members say and do, to and with whom, under what conditions, when and where, in relation to or using what artifacts, for what purpose (s) and with what outcomes for self and the group, in an effort to identify the practices participants use to interpret their experiences and generate actions that define their cultural membership (Spradley, 1980).

Spradley explains how patterns of action and ways of being that are particular to a group are established through the group's interactions with each other, and then "read" to guide their participation. Drawing on Frake (1977) he suggests:

Culture is not simply a cognitive map that people acquire in whole or in part, more or less accurately, and then learn to read. People are not just map-readers; they are map-makers. People are cast out into imperfectly chartered, continually revised sketch maps. Culture does not provide a cognitive map but a set of principles for map making and navigation. Different cultures are like different schools of navigation designed to cop with different terrains and seas (Frake, 1977, p, 6-7 cited in Spradley, 1980, p. 9)

This map-making metaphor works to illustrate the understanding that participants of a group read and interpret the actions and interactions of others, and use the knowledge acquired as a guide for participating in socially appropriate ways, and in so doing mark themselves as members. This



perspective on culture as an orienting theory helped to guide my analysis of the actions, patterns, and practices of everyday life in the institute.

Theories drawn from interactional socioinguistics, as informed by ethnography of communication (Gumperz & Hymes, 1972) describe a second body of work contributing to an Interactional Ethnographic perspective. The approach provided by these perspectives enables the study of language *in* the institute (i.e., language brought to the institute) and the language *of* the institute (i.e., language constructed by members to guide academic life) Green & Dixon, 1993; Lin, 1993). Through analysis of these languages, ethnographers are able to examine and identify the literate practices guiding text construction and use that are shaped by, and contribute to, the developing language and literate practices of a community. From this perspective, as members interact over time, they construct criteria and principles for appropriate and expected language use, text construction and social action that reflect their cultural knowledge. Therefore, language is of a community, and no individual has access to or knows the full range of cultural knowledge that constitutes a community language or literate practices. As stated by Green & Meyer (1991):

Actions and knowledge of a group are not “owned” by any individual but are seen as constructed and acquired in the social activity and events of a particular social group. That is, cultural knowledge is held by the group and not by an individual. (p. 44)

Thus, a social system shapes and is shaped by an interpretive system of situated signs and symbols constructed by members which, in turn, shapes what counts as local knowledge within that context (Geertz, 1983).

The third body of theoretical work informing this perspective is of critical discourse analysis (Fairclough, 1993; Ivanic, 1994) this perspective is based on a critical approach to linguistics (Fairclough, 1989; 1992) and views language as discourse that works to position people in certain ways (ie.makes them seem like certain types of people). For example, a person can discursively position themselves as a writer by taking up the discourses (or language) of a writer. However, these discursal choices do not automatically determine what will be said, done, or accomplished. This determination must be understood through a critical analysis of the discourses used and the actions taken. Taking a critical approach to discourse analysis enables the researcher to examine the form, context, and ways of using language to identify and interpret how common practices and opportunities for learning are interactionally constructed in ways that promote student identify as a learner and their engagement in the construction of knowledge.

### Grounding the Study: Key Constructs, Premises, and Conceptual Understandings

The following premises are derived from the work of the Santa Barbara Classroom Discourse Group over a series of educational studies. These

premises are considered key constructs for the grounding of this dissertation within the theoretical framework that supports it. These premises are illustrative of a sociocultural perspective and form the basis for the methodological discussion in Chapter Three. Underlying this approach and guiding this research are a set of premises about classroom life that I will apply to the ethnographic study of the South Coast Writing Project (SCWriP) Summer Institute. These premises serve to ground this dissertation in the theoretical framework that supports it, and form the basis for the methodological decisions presented in Chapter Three:

- A classroom is a culture in which a group of people construct common knowledge, and language, and patterned ways of engaging with each other through moment-by-moment interactions (Edwards & Mercer, 1987) Green & Harker, 1982; Green & Meyer, 1991).
- Through interactions, patterns of life [e.g., ways of interacting, communicating, and negotiating] are constructed over time, which become ordinary and thus often invisible to members. (Green & Harker, 1982; Heath, 1982; Santa Barbara Classroom Discourse Group, 1992.)
- Discourse processes and practices (oral, aural, visual and written are cultural tools members of a group use to construct knowledge (Gumperz, 1982; Bloome & Egan-Robertson, 1993; Hicks, 1995).
- Living in particular classrooms leads to particular ways of communicating and acting which in turn, lead to particular ways of being, ways of doing, and ways of knowing (Fernie, Davies, Kantor & McMurray, 1993; Green & Dixon, 1993; Lemke, 1990).

- Through discourse processes and practices, members construct local definitions of what counts as teacher knowledge and shape particular opportunities for development (Tuyay, Jennings, & Dixon, 1995).
- The actions of members shape the events of everyday life along with roles and relationships, norms and expectations, and rights and obligations that define membership (Green & Dixon, 1993; Green & Meyer, 1991).
- The group has a history that cannot be ignored. This history becomes visible by considering the:
  - referential system that members construct to conduct the everyday events and processes of institute life—the language of the classroom (Lin, 1993);
  - patterns of interaction within and across events and time (Green & Meyer, 1991)
  - occurrence and recurrence of events and themes—the intertextuality (Bloome & Egan-Robertson, 1993); and
  - occurrence and recurrence of contexts or ways of interacting with texts—the intercontextuality (Floriani, 1993).
- It is understood that members of the local group are also members of other groups. As such they bring cultural knowledge to the local group, including experiences, beliefs, values, expectations, and practices (Green & Harker, 1982; Mehan, 1979; Santa Barbara Classroom Discourse Group, 1992).

This approach and these premises served to inform the questions that guide this study. They also informed decisions about how to collect data and for what purposes to analyze it (Collins & Green, 1992).

Just as the conceptual framework underlying this research approach provides a set of particular assumptions about life in the Summer Institute and professional development, this perspective also leads to a particular view of professional development that may differ from other views and definitions. Given that this dissertation focuses on the literate practices within the Institute and that it argues for the use of alternative methods for identifying what counts as professional development, it is important to discuss the conceptual definition of professional development that is brought to bear on this study. The definition of professional development, as presented here, and used for this dissertation, is grounded in work on the social construction of knowledge.

### A Conceptual Definition of Professional Development

From this perspective professional development is not achieved like a state of grace and found in the minds of individuals. Neither is engaging in professional development a process that is the same for all teachers in all situations. Rather, it is a constructed phenomenon that is situationally defined and redefined with different social groups (Cook-Gumperz, 1986; Gee, 1990; Santa Barbara Classroom Discourse Group, 1990 through discourse processes (oral, aural, visual, written). It is a dynamic process in which the meaning of literate actions are continually being constructed and reconstructed by individuals as they become members of particular social groups (e.g. classes, clubs, professional organizations). Being identified as a member of a particular

social group, then, means understanding, constructing, and engaging in the literate actions that mark membership in that group (Chandler, 1992; Putney, 1997; Rex, Green & Dixon, 1997). For example, to become a member of a writing group, one would need to understand and engage in literate actions as they were constructed and defined by members of that community. That is, they would speak, read, write, and even listen in ways that were consonant with the literate actions that define what it means to be a writer within that community (e.g. knowing how to critique another member's writing and knowing how to present one's own writing for feedback)

However, in this process individuals can be acknowledged as members of a community, and also display literate actions that mark them as members of particular sub-groups within that community. A student may display literate actions that mark them as a member of a classroom community, and also display literate actions that mark them as, for example, a member of the low reading group or the top math group within that community (Bloome & Egan-Robertson, 1993).

In the everyday life of a classroom there is a multiplicity of demands placed on members for engaging in literate practices within and across groups and sub-groups. My data show that the same can be said for the Summer Institute. Throughout the dissertation I maintain this understanding, no singular definition of literacy can capture what it means to be literate within every given context (Gee, 1990; Rex, Green & Dixon, 1997). What counts as literacy in any group or sub-group within a particular context is only visible in what

members orient to, the actions they take, what they hold each other accountable for, what responses of others they accept or reject, and how they engage with, interpret and construct text (Bloome & Green, 1992; Green & Harker, 1982; Heap, 1991; Heath, 1982; Santa Barbara Classroom Discourse Group, 1992).

Constructing and acquiring the repertoire of literate actions needed to participate as a member of a particular group in socially appropriate ways is dependent on the opportunities that are afforded to do so. An individual's literate repertoire across different social groups depends on the opportunities they have access to, whether or not they take up those opportunities, and if so, in what ways (Floriani, 1993; Green & Dixon, 1997; Tuyay, Jennings & Dixon, 1995).

In addition to an alternative conception of literacy, there are a number of analytic concepts underlying the analysis of this study that have meaning that may differ from those traditionally used. It is intended that many of these will be understood through the triangulation of the framework presented in sections one and two, in the data analysis as it is presented in later chapters, and in the discussion of findings and implications presented in Chapter Seven. However, I have chosen a few deemed most pertinent to this study and will introduce them here. These constructs, and others, will be used, illustrated and further discussed in the context of the data analyses, presented in Chapters Four, Five, and Six.

## Common Knowledge

Edwards & Mercer (1987) explain that common knowledge for members of a classroom, includes knowledge of classroom practices as well as academic content. They claim that for those who take part in their construction, the established processes and practices learned in the beginning of the school year become common knowledge (Edwards & Mercer, 1987). For example, in the Summer Institute studied, I found that what it meant to do a presentation was defined as taking up particular practices—have the audience write and share their writing, discuss your own classroom practice, and connect to research. The fact that these practices through negotiation became common knowledge (i.e.the director and staff proposed, and the teachers engaged in the discursive processes that defined the practice of giving presentations) was evident when looking over time.

The processes and practices that come to be defined as common knowledge for the members of a group also become cultural practices that can then be used as resources for learning when the practice is taken into a new context (Edwards & Mercer, 1987; Tuyay, Floriani, Yeager, Dixon, & Green, 1995). This process or reinvoking practices across different contexts is what Floriani (193) refers to as intercontextuality, and is built from the concept of intertextuality.



## Intertextuality and Intercontextuality

Another way to examine the links between events in a culture is through the construct of intertextuality. Bloome (1989) suggests that:

Whenever people engage in a language event, whether it is a conversation, the reading of a book, diary writing, etc., they are engaged in intertextuality. Various conversational and written texts are being juxtaposed. Intertextuality can occur at many levels and in many ways.

Juxtaposing texts, at whatever level, is not in itself sufficient for intertextuality. Intertextuality is a social construction. The juxtaposition must be interactionally recognized, acknowledged, and have social significance. In classrooms, teachers and students are continuously constructing intertextual relationships. This set of intertextual relationships they construct can be viewed as constituting a cultural ideology, a system for assigning meaning and significance to what is said and done for socially defining participants (pp. 1-2)

This definition of intertextuality, as applied to the summer institute culture, proposes that the events constructed by members in and through their actions and interactions can be considered texts to be interpreted. Given this view, I use a definition of text that is consistent with this perspective in analyzing data for this dissertation.

This is the definition from Fairclough's work (1993). In his argument about critical discourse analysis, he suggests that "each discursive event has three dimensions or facets: it is a spoken or written language *text*, it is an instance of discourse practice involving the production and interpretation of text and it is a social practice (p. 136)." Therefore, this definition proposes that text can be oral and /or written and that people in interaction can become texts for

one another (c.f. Erickson & Shultz, 1981; McDermott, 1976). By utilizing and adapting this definition it is possible to examine how members of a culture construct social and academic texts in and through their actions and interactions and how situated definitions of texts are constructed within and across events (Floriani, 1993).

By considering text construction in this way, as a dynamic process that shapes and is shaped by the actions of members, it is possible to see how texts are interactionally and situationally defined within a particular context. Context, for the purposes of this study, will be defined using the work of Erickson and Shultz (1981) which builds on McDermott (1976) and Mehan (1979). They suggest that:

Contexts can be thought of as not simply given in the physical setting... nor in the combinations of persons...Rather, contexts are constituted by what people are doing and where and when they are doing it...Ultimately, social contexts consist of mutually shared and ratified definitions of situation and in the social actions persons take on the basis of these definitions (Erickson & Shultz, 1977, p. 148).

Contexts, like texts, are being shaped by and are shaping the interactions of participants. Because this study views professional development from a social perspective, it is important to understand the contexts in which teacher knowledge is being constructed. It is also necessary to consider these contexts when identifying the opportunities for professional development that are made available to teachers in order to understand how such opportunities are socially and situationally constructed.

As classroom members interweave their use of texts they are constructing a cultural system to which they attach significance. Bloome & Egan-Robertson (1993) have established the criteria for recognizing an intertextual relationship. They argue that these intertextual relationships are socially constructed and interactionally accomplished, and must be recognized, acknowledged, and socially significant among a relevant social group.

Building on this work Floriani (1993) introduced intercontextuality as a notion that context is more than environment, setting or even people in a particular setting. She showed how at the end of a two and a half month cycle of activity students working on a history project invoked previous events to construct a new text of these events. In other words, they drew on knowledge, concepts, and ways of working and being with text learned in one context, to build new knowledge or conceptual understandings in a different context. As with intertextuality, Floriani (1993) proposes that intercontextuality must also be recognized, acknowledged, interactionally accomplished and socially significant to members (Bloome & Bailey, 1992; Blome & Egan-Robetson, 1993).

### Opportunities for Professional Development

By considering the intertextual and intercontextual nature of institute events, it is possible to see how writing project staff introduced literate practices and content that shaped particular opportunities for development. It is also

possible to see how the new Fellows contributed to this shaping. From this perspective, opportunities for professional development “are interactional phenomena that extend beyond the unidirectional presentation of information” (Tuyay, Jennings & Dixon, 1995, p. 76). Rather, they are co-constructed by members as they interact with each other and with the content in particular contexts. Constructing an opportunity does not ensure that development has occurred. Members have agency in choosing to take up, or not take up opportunities. Once an opportunity *for* learning is taken up it is then considered an opportunity *to* learn. These opportunities remain potential opportunities, given that they may, or may not, be taken up by members. As Jennings (1996) found, “an opportunity for one student may not be an opportunity for another, or may be taken up differently (p. 47). In this dissertation, both the opportunities for professional development and how members take them up are examined.

In considering the above, I am suggesting a particular framework for researching a Summer Writing Institute as a culture. By using this framework and exploring each of these concepts, I intend to make visible the culture of the Summer Institute and how the new Fellows and writing project staff socially constructed particular opportunities for professional development.

## Chapter Summary

This chapter presented a conceptual review of the literature. In the first part, the literature on professional development and teacher knowledge and how they have traditionally been defined was discussed. I also discussed a new paradigm of professional development.

In part two, I argued for the need to reconceptualize professional development and teacher knowledge as social and cultural practices shaped by the interactions of a group and to understand how such practices are socially constructed and situationally defined. I presented key concepts that will be used in this investigation to make visible the culture of the Summer Institute.

Drawing on the conceptual understandings in this chapter, and the theoretical framework discussed in Chapter One, this study aims to add to the body of research on teacher professional development. To accomplish this goal requires the use of a methodological approach that is consistent with the theoretical framework and conceptualization of professional development. The approach I have chosen, Interactional Ethnography, will be discussed further in Chapter Three.

## **CHAPTER THREE METHODOLOGY**

### **Overview**

The previous chapter presented a conceptual review of the literature relevant to this study. It discussed the way professional development of teachers has traditionally been studied and argued for the need to reconceptualize professional development by considering a group of teachers attending a Summer Institute as a culture. It also argued for the need to investigate how professional development and teacher knowledge are socially constructed and situationally defined by members of that culture.

This chapter is organized in two parts. In the first part, the relationship of theory and method in research is presented to provide a rationale for the methodology selected for this study, interactional ethnography. As part of this section, the theories that comprise this frame are described. The second part of the chapter focuses on the methodological tools and procedures that allowed me to address the questions guiding this study. This part provides an overview of the study, a description of the research context, the data collected, approaches to data analysis utilized, and examples of data representation.

## **Part One** **Interactional Ethnography Defined**

To reconceptualize professional development of teachers and to begin to understand how teachers' knowledge and development are socially constructed and situationally defined required the theoretical underpinnings of the methods selected for this study to be carefully considered. This was important because the theoretical assumptions of the research influence the research being conducted (e.g. gaining access, the questions explored, data collected, types of tools used); what can be seen and understood is determined by the theory or theories selected (Zaharlick & Green, 1991). In this way, a theory can be considered a lens through which the researcher "sees." Therefore, what can be seen through research is restricted or enhanced by the type of lens (i.e. theory) used by the researcher (Zaharlick & Green, 1991), and the expressive potential (Strike, 1974) that lens affords.

Given the significance of theory-method relationships in research (Birdwhistell, 1977; Heath, 1982), it is important for any researcher to make informed decisions about the methodological approach to be used for the research being conducted. In making this decision one needs to consider whether a particular approach is appropriate given the questions being asked and the theories guiding this research.

With these understandings, I chose to use interactional ethnography as the orienting framework for this study. This approach is comprised of mutually informing theories (Souze Lima, 1995) grounded in cultural anthropology (Geertz, 1983; Spradley, 1980) and interactional sociolinguistics (Gumperz, 1986, 1992). Each of these will be discussed in the following section.

### A Situated Definition of Ethnography

Street (1993) and Ellen (1984), suggest that because of the evolution of what counts as ethnography and ethnographic research over the past three decades, a single point of view or definition of ethnography may not be possible. The definition used in this study was taken from (Green and Bloome (1997) who drew a distinction among three approaches to ethnography: *doing ethnography*, *adopting an ethnographic perspective*, and *using ethnographic tools*. They defined *doing ethnography* as associated with broad, in-depth and long-term studies of a social or cultural group that involves framing, conceptualizing, conducting, interpreting, writing and reporting in ways that meet the criteria for doing ethnography as framed within a discipline or field, e.g. anthropology, sociology, or education. *Adopting an ethnographic perspective* means taking a more focused approach to study particular aspects of everyday life of a social or cultural group which is guided by cultural theories. Finally, *ethnographic tools* refers to the methods and techniques often



associated with fieldwork, which may or may not be guided by theories of culture.

These three distinctions made by Green & Bloome (1997) describe the ways ethnography was used as a methodological approach in this study. In this study, all three approaches were used. This work is a broad, in-depth and long-term study of a cultural group (i.e. the summer institute), and as such can be described as doing an ethnography. The study followed the development of the group from its on-set through its full cycle of existence as a distinct group. I collected and analyzed data from the first meeting of the group, until the final meeting of this particular Summer Institute group. This took place in a period of three months, with an intensive focus on the five -week Summer Institute. Within this more comprehensive study, I adopted an ethnographic perspective to guide the questions asked and the analyses undertaken for more focused analyses of certain aspects of this culture (e.g. the selection of particular cycles of activities and key events). Throughout the doing of the ethnographic study, and using of an ethnographic perspective, I draw on and employ ethnographic tools guided by theory. These particular approaches to ethnography provided a basis for exploring the Institute in ways that helped make visible the patterns of life within the group and how they contributed to the construction of knowledge.

### Interactional Sociolinguistics

The second body of work contributing to my orienting framework (interactional ethnography) is interactional sociolinguistics, as informed by ethnography of communication (Gumperz & Hymes, 1972). The interactional sociolinguistic perspective provided a micro level view of life in the Summer Institute.

Gumperz (1986) argues that an interactional sociolinguistic approach is valuable because “it focuses on the interplay of linguistic, contextual, and social presuppositions which interact to create conditions for classroom learning. Analysis focuses on key instructional activities that ethnographic observations have shown may be crucial to the educational process” (p. 65). I will argue that this holds true in the professional development culture of this Summer Writing Institute as well. He also suggests that by using this approach and analyzing how knowledge is socially constructed, “we can expose some of the hitherto unnoticed complexities involved in learning. We can see that schooling is not just a matter of exposure to classroom instruction. It is significantly affected by how information is made available through the curriculum . . . and how knowledge and access to it are both socially defined and interactively constrained” (p. 68). I will apply this to my reconceptualization of professional development. It is not just a matter of exposure to a new technique or content area information, but it involves the way the information is made available and the role the teacher plays in the take up of this information. To understand the

opportunities for professional development provided during the Institute and the teachers' take up of these opportunities, I needed to focus on the language being used by staff and teachers throughout the five weeks as they constructed these opportunities.

### Summary

Interactional Ethnography is the orienting framework and forms the basis for examining this Institute as a culture constructed by members in and through their discursive processes and practices (Collins & Green, 1992; Green & Harker, 1982; Green & Wallat, 1981). By combining mutually informing perspectives, the expressive potential (Strike, 1974) of this research is enhanced. Through analyzing the construction of events, the discourse processes and practices required for appropriate participation and the moment-by-moment life in this Summer Institute, I investigated how professional development and teacher knowledge are socially constructed.

**Part Two:**  
**A Methodological Description: The Who, What, Where, and How**

**The Research Context**

The primary focus of this study was the 1997 South Coast Writing Project Summer Institute, which took place from June 24 to July 25th. However, as in any ethnography, data collection actually began prior to the first day of the Summer Institute. I began fieldnotes and video collection at the orientation to the institute on May 16, 1997. The data set also includes artifacts collected before the first day of Summer Institute, such as the members' applications and correspondence from the director to members, to construct a more complete picture of the summer institute. At the time of data collection, I was a Ph.D. student and a member of the Santa Barbara Classroom Discourse Group. The Santa Barbara Classroom Discourse Group formed in the late fall of the 1990-91 academic year when graduate students and faculty from the Graduate School of Education at the University of California, Santa Barbara (UCSB) first came together to explore the issue of what it means to create a writing process classroom. My participation in the Institute was that of Research Fellow. I was invited to participate in the Institute as a researcher of the Santa Barbara Classroom Discourse Group. As a teacher and graduate

student I became a fellow of the South Coast Writing Project and participated in all events of the Institute. I was also the ethnographer of the Institute, with the responsibility of data collection during the five weeks of the Institute. In this role, I also taught new fellows about ethnography and ethnographic research strategies.

### Setting

This study is an ethnographic investigation of the South Coast Writing Project Invitational Summer Institute. SCWriP was funded in 1979 as a site of the California Writing Project and is an affiliate of the National Writing Project. Sheridan Blau has been the director of the site since its inception. SCWriP has a partnership with the Santa Barbara Classroom Discourse Group that has conducted research during the Summer Institutes for ten years and in classrooms with SCWriP teachers for nine years. While the Summer Institute is usually held on the campus of the University of California, Santa Barbara, in 1997 it was held for the first time at Ventura College, in Ventura, California. SCWriP's region includes two counties, Santa Barbara, and Ventura. I've chosen to include a section written by Blau in SCWriP's *Application for 1998-99 Funding Three-Year Report*, explaining why the Institute was held in Ventura this particular year.

*After several years of flirting with the idea of re-locating our Institute for a summer in Ventura County and one brief but eventually broken engagement with the idea in 1995, we took the leap for the summer of 1997 and conducted our Summer Invitational Institute (and Open*

*Program) at Ventura College. It was a move that our late co-director, Carl Boysen, (who lived and taught in Ventura County), had urged upon us for some years and finally turned into something of a death bed wish in the fall of 1996. The day we met with the President of Ventura College and committed ourselves to operating for the summer of 1997 on the Ventura College campus was the day of Carol's death, October 29, 1996. We made our commitment that morning and Lois Brandts reported it to Carol even as it was happening, as Carol languished in consciousness after having been disconnected at her own request from life-support systems. Carol smiled with satisfaction at the news and (her sense of humor still intact) at what was apparently required on her part to persuade us to finally do what she had for so long urged us to do.*

### Participants

There were 20 new Fellows selected to participate in the Summer Institute in 1997. These teachers taught from Kindergarten to the university level and had from one to twenty-three years of teaching experience. The mean number of years experience was 10.7 and the median was 8.5. All but one of the teachers taught in a California public school. All but three of the teachers were female. Table 3.1 shows the breakdown of the teachers by years taught, level and subjects taught at the time they applied to the institute.

There were also three returning Fellows participating in the Institute this year. These three teachers had been Fellows in the Summer Institute of 1991. Two of the three had experience as middle school teachers in Ventura County. One of these had 10 years teaching experience. The other teacher had 8 years experience, with the last couple of years teaching elementary school.

Table 3.1: Participants of 1997 Summer Institute

TEACHER	YEARS TAUGHT	LEVEL/SUBJECT TAUGHT
1--female	4	Kindergarten monolingual Spanish
2--female	6	7th grade-- Literature/Comp.
3--female	7	College--Literature/Comp.
4--female	9	10th grade--English
5--female	7	5th grade
6--female	8	8th grade--Lang.Arts, S.S.
7--female	14	Kindergarten
8--female	20	3rd grade
9--female	18	3rd grade
10--female	18	College--Literature/Comp.
11--female	18	10th, 11th, 12th grade Lit./Creative Writing
12--male	7	University-- Literature/Comp.
13--female	3	1st grade
14--female	19	9th, 11th grade--English
15--female	9	7th grade--English
16--female	4	5th grade
17--male	12	9th-12th --U.S. History
18--female	1	University--History of Art
19--female	8	K-6th
20--male	23	11th, 12th grade English, Social Studies

The third returning Fellow taught high school in Santa Barbara and had 20 years teaching experience. The director of the South Coast Writing Project, Sheridan Blau, and two co-directors, Lois Brandts and Jack Phraener, attended almost every day of the Summer Institute and several other co-directors attended

occasionally. Lois Brandts was a Fellow of the institute in 1984. She's been an elementary teacher since 1972, and has served as a co-director since 1992. Jack Phraener has been a co-director since the beginning of the SCWriP, in 1979 and retired as a high school English teacher after thirty years of teaching.

Blau (1997) characterized the group in this way:

*The Fellows of the 1997 Institute represent all grade levels (K-College), all regions of the SCWriP's service area (though they are largely from Ventura County) and several academic disciplines. 12 of the 24 teachers selected for the 1997 Institute were drawn from schools affiliated with UCSB Affirmative Action Outreach Programs or else from programs with a special emphasis on serving the needs of ESL and LEP students. Some of the teachers among this year's group of Fellows came to us with already established reputations as inservice leaders. Many were already recognized leaders in their schools or districts. At least two were published authors: one a widely published poet; another the co-author of an important and influential book on teaching writing and art. Most were fairly sophisticated in theory and practice in the teaching of reading and writing.*

He also commented on the characteristics these teachers shared:

*We make sure that we are still selecting persons who will respect colleagues, who will be willing to reflect thoughtfully on their practice, who are open to learning, who are intellectually generous, and who will take the risk of writing and sharing what they write. For those are the characteristics of teachers that are so essential to the culture of our institutes that no compromise is acceptable (Blau, 1997).*

### Research Questions

This dissertation is an interactional ethnography of the developing community of a Summer Institute of the South Coast Writing Project. By



considering how the members of this professional development community used language to shape what counted as professional development of content knowledge and teaching practices, it was possible to examine the relationships between literate practices and opportunities for professional development. The central focus of this study was on the social construction of professional development with a goal of generating grounded theoretical constructs that can be applied to future work to understand how to provide transformative, sustainable professional development opportunities for teachers. To accomplish this goal, the following questions were used to guide data collection and analyses:

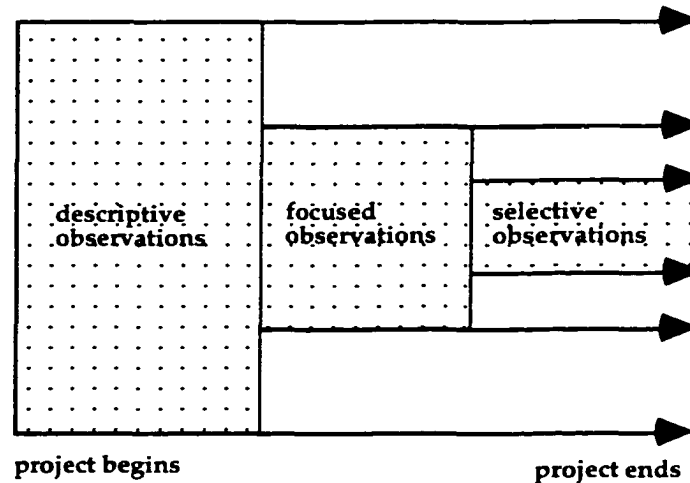
- What are the literate actions, processes, and practices of the staff and new fellows within and across the events of the five- week Institute?
- How do these practices support or constrain the opportunities for professional development and take up of these opportunities by teachers?
- How do teachers shape a social context with their colleagues in five weeks in order to reconsider and reconstruct their professional knowledge about writing and teaching writing?

These questions were posed as part of the Ethnographic Research Cycle, which consists of asking questions, collecting data, making an ethnographic record, and analyzing these data, through multiple iterative cycles (Spradley, 1980).

### Research Design

Spradley (1980) describes ethnographic research as making “grand tour” observations which are intended to document the major features of the research setting. Alternately, Spradley (1980) has also described ethnographic methods of research as moving from “descriptive observations” through “focused observations” to “selective observations” (Figure 3.1).

Figure 3.1: Spradley's (1980) "Changes in the scope of observation"



In this way he describes the process where, after some time is spent immersed in the research setting, salient features of the environment become clearer in the investigation and the researcher then switches to a more focused set of lenses to document his or her findings. The important idea in ethnographic studies is not to lose the sense of the whole picture while documenting the specific pieces of that picture, but rather to find relationships between the two that help the researcher understand both. Spradley also addresses this issue by having “descriptive observations” continue throughout the research process, at the same time one is focusing on the particulars of the research setting. Through the course of the Institute I sought to get close to the activities of the people studied through participant observation (Spradley,

1980). The director made the extent to which he wanted me involved explicit to me on day two of the Institute, during a new Fellow's Counsel Process presentation. Members had moved their chairs into a large circle at the request of the new Fellow presenter. The presenter began the Counsel Process by lighting a candle and telling a story about his teaching. He then passed the candle to the member on his left, who also told a story. The candle was passed around the circle and each member told a story about his/her teaching career. I was positioned as a passive participant (Spradley, 1980) behind the camera, outside of the circle. When just about everybody had told their story the director came over to me and said "I want you to be part of the group, not behind the camera the whole time." I then left the camera, pulled up a chair, and told a teaching story when the candle got around to me. From that point on I became what Spradley (1980) calls an active participant. I not only collected data, but also wrote in my journal every day, (although some times I was writing research notes) participated in the writing exercises and discussions during presentations and was a member of a writing group. In this role I found myself, as Spradley describes, alternating between becoming engrossed in the happenings of the Institute as a member and pulling back at times to take a more reserved stance to accomplish the task of collecting data.

### Data Collection--Types & Procedures

Much of the data collected was in the form of videotape record. This type of data is important because it allows for repeated and multiple interpretations, as well as opportunities for triangulation during analysis (Kelly, Chen & Crawford, 1997). I used one camera, which was kept on a tripod in the back of the room most of the time. This placement allowed me to capture as much of the collective activity of the Institute as possible. Occasionally, the camera was positioned to capture the work of a small group and was moved when teacher presentations were held in another room. I also audiotaped small group sessions and interviews.

The first day of video data collection was the Orientation held on May 16 at the UCSB Faculty Club. I videotaped, took field notes, and collected artifacts during this meeting from 9:00 a.m. to 3:00 p.m. Before the first day of the Summer Institute I continued to collect data in the form of historical documents on the writing project and artifacts such as the members' applications to the Institute. Video data collection continued on the first day of the Summer Institute, June 24, 1997. Field notes were taken each day of the Institute, June 24-July 25, Tuesday through Friday and all days of the Institute were videotaped, as was the fall renewal held October 9. From September 8-25, I conducted follow-up interviews with Fellows through the use of electronic

mail. Table 3.2 shows the timeline of this data collection and Table 3.3 is a summary chart of the types of data collected.

Table 3.2: Timeline of Data Collection

<b>Dates</b>	<b>Hours</b>	<b>Data Collection Methods</b>
May 16, 1997 Orientation	6	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• informal interviews</li> </ul>
June 24, 1997 First Day of Summer Institute	6.5	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
June 25	6	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
June 26	6.5	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
June 27	4 formal data collection ----- plus 2 hours at potluck	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• informal interviews</li> <li>• note taking/making</li> </ul>
June 30 (Monday meeting to make up for July 4 day off)	6.5	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 1	6.5	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 2	6	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• interviews</li> </ul>

July 3	4.5 <hr/> plus 2 hours at potluck	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• informal interviews</li> <li>• note taking/making</li> </ul>
July 8	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• interview</li> </ul>
July 9	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 10	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 11	3.5 <hr/> plus 2 hours at potluck	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• informal interviews</li> <li>• note taking/making</li> </ul>
July 15	6	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• interview</li> </ul>
July 16	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• audio recording</li> </ul>

July 17	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 18	4.5 ----- plus 2 hours at potluck	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• informal interviews</li> <li>• note taking/making</li> </ul>
July 22	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 23	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 24	6.5	<ul style="list-style-type: none"> <li>• Ethnographer of the Day</li> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
July 25 Last Day of Institute at Cliff House, UCSB	8	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> <li>• audio recording</li> <li>• interviews</li> </ul>
October 9 Fall Renewal Cliff House, UCSB	7	<ul style="list-style-type: none"> <li>• note taking/making</li> <li>• video recording</li> <li>• artifact collection</li> </ul>
September 8-25	5	<ul style="list-style-type: none"> <li>• interviews via e-mail</li> </ul>
Total Hours	146.5	



Table 3. 3 Types of Data Collected

<u>Pre-fieldwork</u>	<u>Fieldwork</u>	<u>Post-Fieldwork</u>
Historical Records Interviews	Daily—Fieldnotes Observations Role as Participant Videotape  Periodic—Artifacts, Interviews Members' Fieldnotes	Interviews Historial Records

My field notes are detailed and extensive; however, some gaps exist given the nature of my role as participant in the Institute. I wrote post hoc nearly every day adding my thoughts and recollections, while they were fresh in my mind. I organized these notes in a three- ring binder, using the right page for note taking and the left page for note making. On the note taking side I kept a running record of the time down the left margin of the page. Each time I could identify a shift in the activity, I would start a new time marker and assign a label to the activity. Whenever possible I would use the labels members of the institute gave to the activity. The field notes on this side of the page were strictly note taking--what I observed and heard. I used as much verbatim language as possible, trying to capture the native terms used by the members (Spradley, 1980). On the note making side of the page I kept personal, methodological, and theoretical notes (Corsaro, 1981). This is where I made comments, asked questions, made notes about activity patterns that were becoming visible, and wrote research cites for future use. I also wrote down what was written on overheads or posters from presentations and other contextual information such as room set up, seating arrangements, absences, or tardiness of members.

This process of writing field notes allowed me to keep an ongoing log summarizing each day's activities. (See Table 3.4) Using this log as a reference I could locate on what day particular activities or presentations occurred and find them easily in my field notes or videotape data records. This log also

contains some of the personal notes and comments, which helped identify themes as they emerged over time.

Other data collected includes artifacts, such as handouts from all the presentations, the anthology containing writing from each teacher, evaluations, journal entries, and informal and formal interviews with Fellows, returning Fellows, and staff members. Another source of data were the informal conversations held in the car with the two, sometimes three Fellows with whom I carpoled to Ventura.

I also have the field notes of ten Fellows who served as “Ethnographers of the Day” throughout the Institute. Early in the Institute I explained ethnography to the teachers and invited anyone interested to spend a day taking field notes and working the camera. Ten fellows added to the ethnographic documentation and discussed their experiences with the whole group during my presentation. This additional data adds contextual information to the overall data set, as well as provides opportunities for triangulation during analysis.

#### Data Analysis Procedures: A Logic of Inquiry

Throughout the analysis of the data set described, I examined the range of cultural practices of this professional culture, and how these practices shaped what opportunities were afforded for professional development in the summer institute. To accomplish this I undertook a series of data representation steps and analyses using an iterative analysis process known as the Ethnographic

Table 3.4: Example of Field Notes Summary Record

Date	Activity	Notes/Comments
6-24 Day One of Institute	Announcements Introductions Name Game Writing Assignment--Hopes, Fears, Expectations Share in Groups Whole Group Discussion Interview Project Lunch Interview Project (cont.)	I've seen this done in elementary schools  write on first day first small group work  community building
6-25	Journal Writing Announcements Returning Fellows Introduced Presentation on Writing Groups Break Project Outreach Network Presentation Lunch New Fellow Presentation Counsel Process	to be done daily  what is their role?  we will form writing groups  find out more about PON  first new fellow to present teacher makes a dedication to Carol Boysen--I've heard her name before, who is she?
6-26	Journal Writing Announcements Jack talks re: Carol Boysen Lois and Sheridan also talk about her Presentation by Lesley Rex Genuine Questions Lunch Presentation by Jack Phraener Random Autobiography Returning Fellows continue presentation on writing groups Presentation by Sheridan--Britton	pattern emerging heartfelt/I'm glad to learn about her  presentations by: <ul style="list-style-type: none"><li>• "old" fellows</li><li>• co-directors</li><li>• returning fellows</li><li>• director</li></ul> research brought in

Research Cycle characterized by Spradley (1980). This process is interactive –responsive by nature with each step of analyses guided by subsequent questions, which were generated through interacting with the data and the findings that became visible through those interactions (Kelly, Crawford, & Green, 1998). Throughout this process I continually asked questions of my data, created data representations, and analyzed and interpreted those representations. Each of these steps led to new questions, which led to new data representations and analyses. Table 3. 5 presents the questions for analysis and the procedures for analysis.

### Constructing Data

Throughout this process of inquiry, various types and levels of analysis were conducted. Structuration maps were constructed for a variety of purposes and formed the basis of data representation and analysis. They were constructed by observing how time was spent, with whom, on what, for what purposes, when, where, under conditions, and with what outcomes (Green & Wallat, 1979; Green, Weade & Graham, 1988; Green & Meyer, 1991; Santa Barbara Discourse Group, 1992). Structuration maps were used as a means to visually represent the activities within and across space or time (Green & Wallat, 1979; Green & Harker, 1982; Santa Barbara Classroom Discourse Group, 1992; and Spradley, 1980). Each type of map constructed is described below.

Table 3.5: Questions for Analysis and Analytic Procedures

Questions for Analysis	Data Analyzed	Analytic Procedures
<ul style="list-style-type: none"> <li>• What are the literate actions, processes, and practices of the staff and new fellows with and across the events of the five-week institute?</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldnotes</li> <li>• Videotaped records</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldnotes to create summary log of daily events</li> <li>• Construct event maps for each day</li> <li>• Construct timelines to determine how time was spent</li> <li>• Domain and taxonomic analyses of fieldnotes</li> </ul>
<ul style="list-style-type: none"> <li>• How do these practices support or constrain the opportunities for professional development and take up of these opportunities by teachers?</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldnotes</li> <li>• Videotaped records</li> <li>• Audiotaped interviews/discussions</li> <li>• Event maps</li> <li>• Artifacts</li> </ul>	<ul style="list-style-type: none"> <li>• Transcription of select videotaped records</li> <li>• Domain and taxonomic analysis of transcriptions, fieldnotes interviews and artifacts</li> <li>• Discourse analysis of selected transcriptions</li> </ul>
<ul style="list-style-type: none"> <li>• How do teachers shape a social context in five weeks with their colleagues in order to reconsider and reconstruct their professional knowledge about writing and teaching writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldnotes</li> <li>• Videotaped records</li> <li>• Timelines from previous analysis</li> <li>• Event Maps from previous analysis</li> <li>• Artifacts</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Transcription of select videotaped records</li> <li>• Domain and taxonomic analysis of transcriptions, fieldnotes and interviews</li> <li>• Discourse analysis of selected transcriptions</li> </ul>

## **Running Records**

At one level constructing a structuration map is a way of representing data in the form of an index system. Such maps, running data records (Castanheira, Crawford, Green & Dixon, 1998) are useful for locating data, cross-referencing between types of data such as field notes, audiotapes, videotapes, and artifacts, and systematic sampling of key events (Gumperz, 1986) or episodes for analysis. This type of map is general in nature and is constructed from a wide-lens perspective; it looks at the whole. Therefore, mapping data at this level provides a macro-level representation of the range of activity that constitutes an event or series of events. The context, the camera angle, and the audio recording all create particular boundaries for constructing these maps with regards to what can be seen and heard, thus affecting what can be identified and explained through analysis (Crawford, Green & Dixon, 1998).

Running data records (Castanheira, Crawford, Green & Dixon, 1998), were created for the Orientation in May and each day of the Institute. These were constructed by watching the videotapes and marking changes in activity as indicated by topic shifts and members' actions. These running data records, which are analogous to detailed field notes, provided a general view of the daily actions of the institute. They include a description of the activities of each day along with some of the flow of actions and discourse (See Table 3.6).

Table 3.6: Sample Running Record  
Day One of Summer Institute (6/24/97) and Its Events

<b>Time</b>	<b>Event</b>
9:20:13	Onset of Institute/Introductions
9:31:07	Director introduces Returning Fellow I was opposed to her coming into the project because she had only been teaching a couple of years this is a project that celebrates the expertise of experienced teachers
9:40:22	Director continues discussing writing projects/philosophy
9:52:20	Announcements Housekeeping—location of bathrooms, refrigerator, phone
10:05:46	Name Game Introduced by co-director Members stand in circle, introduce self with alliterative adjective Co-director example “Jumping Jack”
10:33:50	Hopes, Fears, and Expectations Writing Introduced by director “Ready to do a little writing ?
10:38:09	The first day we always write.” Journal writing The first piece of writing we do in our journal for the project we do two entries it’s called
10:40:02	the hopes and fears entry
11:51:12	Interview Assignment Director gives directions Members choose partner to interview Co-director distributes sample interview questions
12:05:10	Break for Lunch



Three purposes were served by this kind of mapping: Creating a written record of when particular chains of activity occurred, identifying phases of activity and allowing me to return to the same moments in time on the videotape to examine a particular event or phase of activity once identified (Castanheira, Crawford, Green & Dixon, 1998)

The breaks seen between times in the example in Table 3.6 show my first attempts at identifying different phases of activity as they were being constructed. I kept what appeared to be thematically tied actions together, creating a break when the actions were no longer cohesively tied to each other. Examining which phases of activity tied together around a common task, enabled the identification of events and sub-events of everyday life in the classroom for further analysis. Constructing running records provided data that could then be used to create different types of event maps for particular purposes.

### **Event Maps**

The decisions for what an event map should include are theoretically driven depended on the questions I was asking of my data at particular levels of analysis. Tables 3.7 and 3.8 are examples of two different levels of event maps constructed from field notes and video recordings of the first day of the summer institute. In the level one event map (Table 3.7) I noted the times in which clear changes in the action or focus of the institute took place in the first column. In

the second column I named the events, usually referencing a descriptor for them provided by whomever was leading the activity. On the first day, this was usually the director, Sheridan Blau, or co-director Jack Phraener. In this way, I used “folk terms” (Spradley, 1980) whenever possible to describe the events of the Institute, using members’ descriptors rather than my own.

In the level two event maps (Table 3.8) I combined details from the running record with the level one event map to add sub-events of each event to allow for a more micro – analysis of the events of the first day. Because of my interest in examining the ways the culture of the Summer Institute was constructed, I extended the event map to include the actors and their actions within each sub-event.

### **Timelines**

Timelines were another level and type of structuration map constructed from an analysis of the data represented in running records and event maps. The information provided on a timeline represents what members constructed as events, making visible how they structured time and activity within the institute (Erickson & Shultz, 1981; Green & Meyer, 1991).

Table 3.7: Example Event Map, Level 1

06-24-97 Day One of Summer Institute  
Timeline and Events

<b>Time</b>	<b>Event</b>
9:20	Onset of Institute/Introductions
9:52	Announcements
10:05	Name Game
10:33	Hopes, Fears, and Expectations Writing
11:51	Interview Assignment
12:05	Lunch
1:04	Interview Assignment
3:02	Housekeeping
3:31	Close of Day

**Table 3.8: Example Event Map, Level 2**

06-24-97 Day One of Summer Institute  
Sub-events, Actors and Actions

<b>Time</b>	<b>Sub-events of Daily Events</b>	<b>Actors and Actions</b>
9:20	Onset of Institute/Introductions telephone, copies, refreshments	Teachers sit at tables Jack points out telephone, introduces aide, discusses refreshments
9:52	Announcements calendar, presentations, returning fellow	Sheridan discusses calendar, presentations, introduces returning fellow,
10:05	Name Game	Teachers think of alliterative adjective, stand in circle, play name game
10:30	Hopes, Fears, and Expectations Writing journal write share--small group journal write share--small group large group share Academic Discourse	Teachers write in journal, share in table groups, write how it felt to write Write another piece--what do <i>writing project teachers</i> hope for, expect, fear? Discuss in table groups, Whole group discussion Sheridan discusses Academic Discourse
11:51	Interview Assignment choose partners	Sheridan gives directions, teachers choose partner
12:05	Lunch	some stay on campus, others go off
1:04	Interview Assignment interview partners read revise share--large group	Jack distributes handout with sample questions, teachers interview each other, write drafts of interview, share draft with partner, revise, one teacher, reads aloud upon Sheridan's prompting
3:02	Housekeeping potlucks absences reading institute presentation schedule	Sheridan discusses potluck locations, discusses people who were absent and will need to interview each other, late intervention reading institute, Jack discusses schedule for tomorrow
3:31	Close of Day	Teachers leave, some carpool

I completed an event map and timeline for the Orientation and every day of the Institute. The use of timelines in my analyses allowed me to look across time at the range of activities constructed, and analyze all the opportunities for development afforded the teachers during the Institute. Timelines also made visible patterns of practice as events were repeated at certain times or within timeframes throughout the five weeks. See Figure 3.2 for an example timeline.

### **Domain Analysis**

Guided by the assumption as presented in my orienting framework--that the Institute culture constructed by members is defined in part by shared meaning--I used domain analysis as an analytical tool to explore those meanings. Domain analysis is a method used to look for semantic relationships between the actions, artifacts and discourse of cultural participants. For this particular study I used adaptations of the semantic relationships proposed by Spradley (1980) (e.g., x is a kind of y, x is a way to do y, x is a reason to do y). An example of this type of analysis is presented in Figure 3.3. This figure shows a domain analysis that was done on transcripts of discussions during the Institute involving the question, "What is academic writing?" Figure 3.3 illustrates the semantic relationship X is a characteristic of Y (academic writing). This analysis shows the shared meaning of the characteristic of academic writing as described by the members of the Institute. This meaning, taken

**Figure 3.2: Example of Timeline**

Day One of Summer Institute, 1997

0 10 20 30 40 50 60 70 80 90 100 110 120  
(minutes)

<b>Onset/Announcements</b>	<b>Name Game</b>	<b>Hopes, Fears, and Expectations</b>
----------------------------	------------------	---------------------------------------

0 10 20 30 40 50 60 70 80 90 100 110 120  
(minutes)

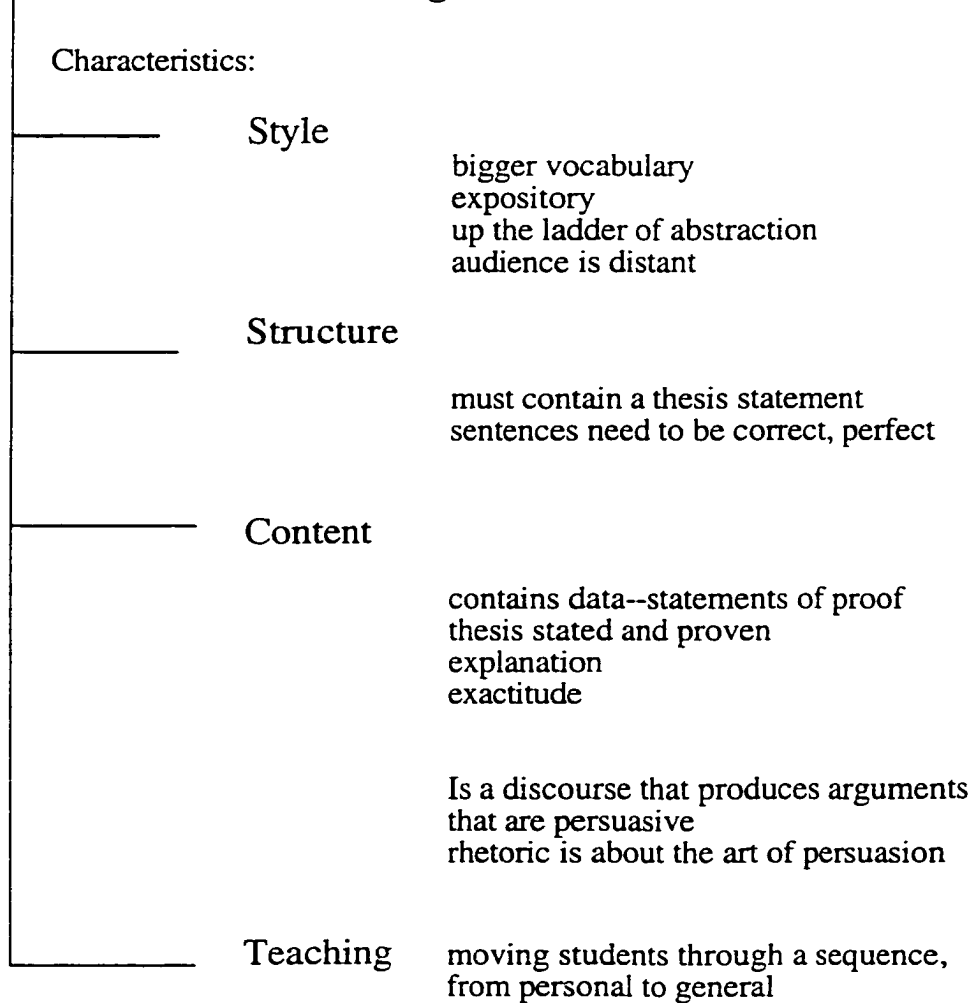
<b>Hopes, Fears, (Cont.)</b>	<b>Interview Project</b>
----------------------------------	--------------------------

0 10 20 30 40 50 60 70 80 90 100 110 120  
(minutes)

<b>Interview Project</b>	<b>Housekeeping Close of Day</b>	
--------------------------	--------------------------------------	--

**Figure 3.3** Example of a Domain Analysis

## What is Academic Writing?



together with the others parts of the analysis, which will be presented in Chapter Six, works to construct a particular definition of academic writing and what is considered academic writing in this professional development community.

This type of analysis was useful in answering “what counts” questions, such as: what counts as writing, reading, and professional development in this five -week institute.

### **Discourse Analysis**

Throughout the analysis of this research study I focused on the discursive practices of the Summer Institute. I adopted a discourse analytic approach similar to that described by Green & Wallat (1981), to examine the ways that what counts as professional knowledge gets talked into being. Using the methods discussed previously in this section, I selected key events for transcription (Gumperz, 1986). These transcripts served as analytic tools (Cosaro 1985).

Creating a transcript, as with structuration maps, is a theoretical act (Ochs, 1979). How talk is represented in a transcript depends on the theoretical position of the researcher doing the analysis, and is directly related to the purposes for representation (Green, Franquiz, & Dixon, 1997). Various methods of transcript representation and levels of analysis were used in



analyzing the discourse of this study and were directly related to the questions I was asking of the data for each given analytic purpose. The specific method for transcribing talk for this dissertation drew on the work of Green & Wallat (1981). All transcribed discourse was represented at the smallest level of analysis--the message unit (Bloome & Egan-Robertson, 1993; Green & Dixon, 1993; Green & Wallat, 1981). Message units are not defined by words themselves, but by cues to contextualization (e.g. pitch, stress, intonation, pause structures) (Gumperz, 1992). Transcripts were made not only from audio recordings, but also from video recordings, so that non-verbal cues could be used in helping to identify the marking of message units. Given that this process was both interpretive and representational (Green, Franquiz & Dixon, 1997), issues such as how to represent the complexity of interaction so that it could be analyzed accordingly, were continually considered.

Various methods of transcript representation and levels of analysis were utilized in analyzing the discourse for this study. Table 3.9 shows a type of transcript representation frequently used. In this table, line numbers were assigned to each message unit, which were used for reference in the discussion of the analysis in the text. The speaker is identified in the left column. Whenever a speaker changed, that is indicated by the name in that column. Within this document, transcripts will be represented in a variety of ways. Each decision for how to represent the transcripts was theoretically made at the time of the analysis depending upon the question being asked and the analytic purposes.

Table 3.9: Excerpt of Transcripts from Day One of Institute

Line/ Actor	Talk in Message Units
Director	
001	I wanted us to have a morning
002	devoted to academic discourse
003	a problem
004	that we talked about
005	briefly at orientation
006	if we had kids
007	we could get them to do
008	narrative writing
009	we could get them to do fun
010	writing

These transcripts were used for different purposes during different phases of the analysis. In the focused phases, they were examined to explore the relationships between literate practices and opportunities for professional development. Specifically, they were used to make visible how particular literate practices (journal writing, small group and whole group discussions)

were introduced and constructed as well as how they were related to opportunities for professional development. The transcripts were also analyzed to determine how these opportunities for learning were taken up (or not) by teachers in the Summer Institute.

### Study Limitations

The limitations of this study are minimized by the strong relationship between theoretical orientation and methodological procedures. I maintain that my use of a theoretically driven approach allowed me to bracket my own cultural expectations, as an English teacher who had heard about the writing project since I was a student teacher. This approach required that the claims I made as I sought to understand this community be grounded in evidence from the perspective of the community members. The method of triangulation was also employed as a way to reduce the effect of personal interpretation and bolster the validity of claims made. Triangulation is a way to check analysis and interpretation of data through various and different means (Casaro, 1992; Hammersley & Atkinson, 1992.) In this work I used triangulation of data collection, analysis procedures, perspectives, theories, and interpretations as a means for addressing the personal interpretation and validity of claims made (Hammersley & Atkinson, 1992; Spradley, 1980; Zaharlick & Green, 1991).

## **Summary and Conclusion**

This chapter presented the methodological frame for this study and the ways that this frame is consistent with the theoretical underpinnings and premises of this study. It described the methodological tools for data collection and data analysis and how these are consistent with the goals of the study. These tools provided ways to examine how professional development opportunities were socially constructed in this summer writing project community and the ways teachers took up these opportunities. Analysis of the data will be presented in Chapters Four, Five, and Six, which will further illustrate the relationship between the theoretical orientation and methodological procedures.

## **CHAPTER FOUR CREATING A COMMUNITY OF PROFESSIONAL DEVELOPMENT**

In the first three chapters I presented the theoretical and methodological framework guiding the analysis of data. This framework conceptualizes professional development as social activity occurring within a culture. I draw upon the classrooms as cultures research (Collins & Green, 1992) in suggesting that members of the developing culture, through their language and actions, construct common knowledge and patterned ways of interacting (Edwards & Mercer, 1987; Green & Harker, 1982; Green & Meyer, 1991; Lin, 1993). These patterns of life, ways of interacting, communicating, and negotiating) are constructed over time (Santa Barbara Classroom Discourse Group, 1992) and lead to a common set of practices that situationally define professional development in this particular culture. These patterns of practice provide and support opportunities for professional development of members.

The purpose of this chapter is to identify which practices were seen as important by the new Fellow members of this particular Summer Institute, how these practices were co-constructed, and how they shaped the

professional development opportunities afforded members. By identifying and analyzing these cultural patterns, it is possible to see how they contribute to the “construction of a common set of expectations that serve as cultural resources for how members interact, participate and share knowledge across social and academic contexts” (Crawford, 1999, p. 128).

The analyses in this chapter are presented in two parts. Part one examines the applications of the 20 teachers who were chosen to participate in the 1997 Institute. In this section, I also present data from the first day of the Institute to see how the director, staff and members created a professional development community with particular norms and expectations, roles and relationships and rights and responsibilities (Collins & Green, 1992; Floriani 1997; Green, Kantor & Rogers, 1991) that defined what it meant to be a member and provided the opportunities for professional development in this community. The second part of this chapter highlights literate actions and practices that were constructed during the first day of the Institute and across the five weeks.

The guiding questions for the first phase of this analysis were: What does it mean to be a member of this professional development culture and how was this professional development experience different from others as seen from the members’ perspective? In order to answer this question, it is

necessary to understand the culture that was being constructed even before the first day of the Summer Institute.

### **Part One: Becoming a Member of this Summer Institute**

#### **Central Premise:**

**Living in particular classrooms leads to particular ways of being a student or a teacher and to the construction of particular types of knowledge and opportunities for learning (Edwards & Furlong, 1978; Fernie, Davies, Kantor, & McMurry, 1993; Gutierrez, 1993; Lemke, 1990; Tuyay, Jennings, & Dixon 1995).**

**In this study I maintain that participation in particular types of staff development activities leads to particular ways of being a teacher and to the construction of particular types of knowledge and opportunities for professional development. For most teachers in the United States, support for instructional improvement is in the form of mandated district-sponsored staff development. This staff development typically consists of a menu of options (workshops, special courses, or in-service days) designed to transmit a specific set of ideas, techniques, or materials to teachers (Little, 1993). Such approaches, according to Huberman, (1993) treat teaching as routine and technical and encourage tinkering around the edges of practice rather than totally overhauling it. Little (1993) suggests that professional development programs can gain more from emphasizing the principle of inquiry, than from**

focusing on information and suggests that “our strength may derive less from teachers’ willingness to consume research knowledge than from their capacity to generate knowledge and to assess the knowledge claimed by others (p.139). If teachers are to teach for deep understanding, they must be intellectually engaged in their disciplines and work regularly with others in their field (Corcoran 1995, p.3).

From this perspective, the role of the teacher in his/her professional development is not simply that of recipient of knowledge, but can be viewed as an interactionally constructed way of being in relationship to others and to ways of engaging with academic content (Femie, Kantor, Davies, & McMurray, 1993). Being a teacher within this view of professional development is a complex active process in the same way that Femie, Kantor and Klein (1988) argue that becoming a student is a complex, active process that is “interpretive, constructive and participatory.”

Previous work in classrooms has shown that the process of becoming a student begins within the very first days (even hours or minutes) of school (Femie, Davies, Kantor, & McMurray, 1993; Femie, Kantor, & Klein, 1990; Green & Harker, 1982). The analysis presented here examines the process of becoming a teacher in this particular professional development institute, which the data show began before the first day of the Summer Institute. I



begin by looking at the application process the teachers went through to become a member of the Summer Institute and then focus on what the members considered to be the distinguishing characteristics of membership in this Institute and how these came to be. By considering the norms and expectations, roles and relationships, and rights and obligations (Collins & Green, 1992; Green, Kantor & Roger, 1990), the social and academic requirements for being a member in this Institute are made visible.

#### Differentiating This Professional Development From Others

*Overall, this has been the most intense and valuable in-service of my professional career to date. I have come away enriched by knowledge, affirmed by respected peers, and strengthened in my resolve to provide my students with experiences that enhance real learning and thinking.*

(From an Institute Evaluation Written by a New Fellow)

What this Institute meant to the members is an empirical question to be investigated. To be able to interpret life in a professional development institute requires understanding how this social system was constructed through the actions and interactions of members (Gumperz, 1982; 1986) and how over time, these became patterned. The analysis in this section, which

focuses on the evaluations members wrote on the last day of the Institute, makes visible how these patterns of life led to a common set of expectations and common language (Green, Kantor & Rogers, 1991) for professional development as represented in the way members described their Institute experiences.

To understand what was valued in this Summer Institute from the perspective of the new Fellows, I examined the evaluations members filled out at the end of the Institute (July 25, 1997). All members were asked to fill out an evaluation of the Institute. These evaluations were turned in anonymously. Because I wanted to examine the specific characteristics of the Summer Institute that were important to these teachers, I focused my analysis on the responses to the following three questions on the evaluation: *What is your overall evaluation of the SCWriP Summer Institute? How does the SCWriP Institute compare with other inservice or professional educational experiences you've had in the past? What are some of the most important features we should retain for next Summer's Institute?* See Appendix 4.1 for a compilation of all of the member responses to these three questions that served as the basis for the analysis that follows.

Analysis of members' responses on the evaluation was undertaken to identify recurrent cultural themes members inscribed. By using Spradley's

(1980) domain analysis, x is a characteristic of y, I identified four domains related to life within the Institute about which members wrote: *The Participants and SCWriP Leaders' Attitude Towards Teachers as Professionals, Time/Length of the Institute, Writing as Personal and Professional Actions* and *Types of Knowledge Developed*. These domains served as the beginning point for the data analyses presented in this dissertation, as I examined how the practices of the Institute constituted these domains and how they created the professional development opportunities available to members in this Summer Institute. Table 4.1 represents the distinguishing characteristics of the Institute as members wrote about them in their evaluations.

As indicated in this table, each domain identified has a range of related processes, practices and outcomes that constituted professional development in this Institute. These domains form the basis for the three analysis chapters. In this chapter I will address the two domains, *Participants and SCWriP Leaders' Attitude Toward Teachers as Professionals*, and *Time/Length of the Institute*. In Chapter Five, I present *Writing as Personal and Professional Actions* and in Chapter Six, I present two areas of new knowledge that were identified, *Academic Discourse* and *Teaching Diverse*

*Learners* and show how the knowledge in those areas was constructed within and across time in the day-by-day events of the Institute.

**Table 4.1 Domains Identified in Members' Evaluations**

<b>Domains inscribed in evaluations</b>	<b>Areas within the domain</b>	<b>Illustrative examples from evaluation</b>
<b>Participants and SCWriP leaders' attitudes towards teachers as professionals</b>	Participant selection Inscribed in words of members	Selecting an open-minded, compassionate "cream of the crop" is the key
		I truly felt valued here from day one
		There is an attitude of respect here for teachers (fellows) that is missing in other places
		By giving teachers the opportunity to present, you validated the belief that we are experts in our grade and we can tailor ideas to fit our students/needs
<b>Time in and length of Institute</b>	How time was related to process	Five weeks is really powerful This had a lot of depth
		With 5 weeks we really had time to consider ideas and go back to certain ideas again and again
		I valued the opportunity to spend so much time with colleagues
<b>Writing as personal and professional action</b>	Professional-personal relationships	We had the opportunity to participate in writing activities and discussions that validated and strengthened our role as teachers and writers
	Personal growth	I have been challenged to re-find my voice in poetry and prose
		I discovered my joy in writing
<b>Knowledge developed</b>	General statements	I have come away enriched by knowledge
	Outside presenters and research	We were exposed to current research on writing/reading by experts/researchers from around the country
	Presenters	My mind has been awed by the knowledge of the guest speakers and our presenters
	Thinking outcomes	SCWriP pushes me to think about why I am doing certain things in my classroom

## **The Participants and SCWriP Leaders' Attitude Toward Teachers as Professionals**

*I truly felt valued here from day one.*

New Fellow (From evaluation at end of Institute)

*SCWriP allows one to be an "equal" while at the same time allowing for so much growth. There is an attitude of respect here for teachers (Fellows) that is missing in other places.*

New Fellow (From evaluation at end of Institute)

*Selecting an open-minded, compassionate "cream of the crop" is the key. We were encouraged to question and make theories and methods apply to our individual classrooms.*

New Fellow (From evaluation at end of Institute )

*By giving teachers the opportunity to present, you validated the belief that we are experts in our grade and we can tailor ideas to fit our students' needs. This was positive.*

New Fellow (From evaluation at end of Institute)

As indicated previously, ethnographic and discourse analyses of the texts that constituted the application process and the interactions among participants on the first day of the Summer Institute were conducted to make

visible how the literate actions and practices constructed in this Institute created a particular environment for professional development. The ways these were undertaken and the outcomes of each analysis are presented in the following sections of this chapter.

### Analysis of the Application Process

In this section, I examine the documents and actions related to the application process to identify who could become a member and how members were recruited and selected. Through this analysis, I show that participants began the process of becoming members of this professional development community before actually attending the Institute itself or meeting face-to-face.

Analysis of the documents showed a number of aspects of this professional development program that were different from most traditional programs from the outset. One aspect of this Summer Institute that differed from the more common mandated district-sponsored staff development, is the fact that teachers had to apply and were interviewed and then invited to attend based on this application process. From the beginning, applicants knew there

were criteria for acceptance and not everybody who applied was admitted to the Institute.

A second difference was found in the fact that teachers were paid a stipend for their attendance. In 1997 the stipend was \$600, as stated on the application. This is evidence of the SCWriP's leaders attitude towards teachers as professionals and as professional teachers they should be paid for time spent in professional development activities during their summer break from teaching.

A third difference was that the teachers were expected to participate over an extended period of time. Instead of attending a one or two day workshop, teachers were expected to attend the Summer Institute for five weeks, four days a week, for six hours a day. (These three differences were visible in the announcement of the Institute, applications sent to the teachers, and letters sent to applicants selected as Fellows.) In the following sections, additional aspects of the Institute will be identified that further mark it as different from most professional development experiences.

To analyze how members were defined in and through the application process, I reviewed all announcements, letters, and forms and identified how they were shared with potential applicants. The application forms and announcements, letters and other related materials can be found in Appendices



4.2 to 4.6. These documents constitute one type of initial contact with participants of the 1997 Summer Institute. Each of these documents was viewed as a place where SCWriP leaders began to frame responsibilities of membership in this community and made clear that membership involved more than coming to listen to presentations by outside presenters. Central to this analysis is the argument that the writer(s) of these documents inscribe “identity/identities” for participants in the choices of discourses used (c.f., Fairclough, 1993; Ivanic, 1994). By examining these different documents, it was possible to develop an understanding of *who* could be a *Fellow* of the Institute. The analysis of these documents also triangulated members claims that *The Participants and SCWriP Leaders’ Attitude Towards Teachers as Professionals* was an important aspect of the Summer Institute.

An announcement for the 1997 Summer Institute was sent in November of 1996 to all SCWriP Fellows, (Appendix 4.2) with a request for nominations as well as a request for fellows to “post where teachers in your school will see it.” Announcements and applications were also sent to county school offices and principals, headmasters, and deans of public and private schools in Santa Barbara, Ventura, and northern Los Angeles counties asking them to “help locate and recruit promising applicants.” (Appendix 4. 3) As evident in these texts, there were two ways the application process could be

initiated—an interested teacher or administrator could apply on his/her own, or be nominated by a Fellow or an administrator. Those who were nominated were sent a letter asking them to apply. (Appendix 4.4)

The language the director uses in these initial texts begins to inscribe the domains of membership and the actions of who could become a SCWriP Fellow—“teachers of language arts and other disciplines and administrators” “the teachers we recruit as Fellows are highly respected professionals ...” and “outstanding experienced teachers,” making it clear that this is not a workshop for new or struggling teachers. Table 4.2 presents an analysis of the language of each of these initial contact documents for the domain of inscription of who can become a SCWriP Fellow and the actions and characteristics related to being a SCWriP Fellow.

Beyond the actions and characteristics of being a SCWriP Fellow, these texts also relay what members referred to in their final evaluations *as SCWriP Leaders' Attitude Toward Teachers as Professionals*. As stated in the application documents, “each year SCWriP invites 20 outstanding teachers to become UCSB Fellows for the South Coast Writing Project,” (Appendices 4.2, 4.3, and 4.6). In the letter to previous Fellows, the director wrote “This is my annual appeal to SCWriP Fellows to help us identify and recruit outstanding experienced teachers for our coming Summer Institute. (Appendix

4.2) The letter to South Coast Principals, Headmasters, and Deans (Appendix 4.3) also referred to teachers as professionals, “The teachers we recruit as Fellows are highly respected and professionals who teach in all grades (K-University) and in all disciplines in public and private schools and colleges throughout Santa Barbara, Ventura, and Northern Los Angeles counties.

As stated on the application (Appendix 4.5), “Fellows of the Summer Institute meet for five weeks, four days per week in a collegial setting where they: Examine current theory and research in the teaching of writing and literacy, Write extensively and join regularly in small groups to share and respond to each others’ writing in progress, Demonstrate their own approaches to the teaching of writing, and Participate as colleagues in seminars and workshops conducted by internationally eminent researchers, theorists, and practitioners in the teaching of composition and literature.”

As this analysis shows, this way of framing the activities of the Institute in which members would be expected to participate, began a process of framing for applicants the different opportunities for professional development members would be provided. They would have the opportunity to examine research in the field of teaching reading and writing, present to a group of colleagues, write and participate in a writing group, and participate in presentations by outside presenters.

Table 4.2 Analysis of Initial Contact Documents

Source	Domains of Inscription of Who Can Become a SCWriP Fellow in Summer Institute 1997	Actions and Characteristics related to being a SCWriP fellow
General Announcement	Participating teachers drawn from	All disciplines
		All levels of instruction (K-College)
		Outstanding, experienced professionals
		In SB, Ventura, Northern LA counties
	Fellows of Summer Institute	Examine current theory and research in teaching of writing and literacy
		Write extensively and join regularly in small groups to share and respond to each others' writing in progress
		Demonstrate their own approaches to teaching of writing
		Participate as colleagues in seminars and workshops conducted by internationally eminent researchers, theorists, and practitioners in teaching of composition and literature
	Teach all grades K-University, Administrators	Welcome applications from English teachers, language arts specialists at every level
		Encourage applicants from across the disciplines, including math, science, social studies, or foreign languages, and administrators
		Making special effort to recruit teacher from all disciplines who teach large numbers of at-risk and linguistic minority students
		Teach in public and private schools and colleges Teach throughout SB, Ventura, and Northern LA counties Outstanding educators from ethnically underrepresented groups (National Writing Project Initiative) Most accomplished, experienced teachers in your department or school
Memo to SCWriP Fellows	Identify and recruit outstanding experienced teachers	No guarantee that nominee awarded Fellowship Nominee from Fellow will be welcomed and very favorably received
	Excellent Teachers in Ventura County	Promise to past SCWriP Fellow and Inservice coordinator (Carol Boysen) who died the month before this letter went out.
	Open program in Ventura also	(program open to all teachers on self-selected basis—taught by Fellows to share SCWriP processes and practices—outreach, inservice effort—university continuing education credits available)

Response form from Nominee	Nominee asked to respond to nomination to indicate interest	Apply immediately for this summer Institute
		Apply for future summer Institute
		Not interested in becoming a SCWriP Fellow
Application form	Personal statement requests	Personal and professional background and teaching experiences
	Of teachers	One strategy that you believe in for teaching of writing or reading, ideally one you use with students and find successful
	Of principals and administrators	Teaching approaches they encourage or strategies for encouraging effective literacy instruction in a school or district
Letter to SCWriP New Fellow	Initial Responsibilities as a [new] Fellow	Identify approach or specific technique for teaching composition (or literature) that you can describe and demonstrate. Bring in student samples to show colleagues
		Choose presentation that is not new to you but based on conventional (for you) practice that you believe in, regularly use, and find valuable
		Consider bringing a case study of students who resist best instructional efforts
		Participate in orientation day (lunch as guest of dean and provost at faculty club at UCSB)
		Come with a preferred and alternative topic
		Receive coaching on presentation from staff members
		Engage in readings
		Develop common body of knowledge about current state of professional thinking on composition and instruction
		Purchase collection of selected readings in composition
		Read before institute begins
		Participate in potluck on Fridays of the institute
		Ask for release without loss of pay from school by asking principle or superintendent

The language of the application continued to reflect SCWriP leaders' attitude toward teachers as professionals. Use of the phrases "examine current theory and research," and "participate as colleagues in workshops and seminars" emphasizes an inquiry approach to professional development instead of an information transmission approach and positions teachers in the role of generating knowledge and assessing knowledge claimed by others, as opposed to being recipients or consumers of knowledge. The fact that teachers would "write extensively and join regularly in small groups to share and respond to each others' writing" and "demonstrate their own approaches to the teaching of writing" inscribes a view of professional development as a complex, active process that is interpretive, constructive, and participatory (Fernie, Kantor and Klein,1988).

The use of the term "Fellow" also frames membership in this community. According to the American Heritage Dictionary (1982) *fellow* is defined as "a comrade or associate, a person of equal rank, position, or background; a peer."

The language the director used in the letters to past Fellows and school administrators, and on the application inscribes the Summer Institute as a professional development experience that differs from the professional

development teachers typically experience and provided evidence for teachers' views that SCWriP was different because of *The Participants/and SCWriP's Leaders Attitude Toward Teachers as Professionals*. This was not the typical staff development model, where teachers were mandated to attend and then told by outside experts how to improve their classroom practice. There was a competitive selection process in which the director made visible that teachers' classroom experience is valued in the Institute.

The completed applications to the Summer Institute, consisting of a personal information form and a letter describing and explaining the applicant's approach to the teaching of writing (along with any nomination letters that might have been submitted) were reviewed by the project director and co-directors in February and March, 1997. The teachers selected through this screening process were then invited for an interview. According to SCWriP Director, Sheridan Blau, no teacher was interviewed unless the application review committee felt confident that the interviewee was very likely to be selected. Interviews are therefore seen as more of a confirmation process and coaching opportunity than a screening process (Blau, 1997).

Interviews were conducted by a team of 4-6 SCWriP Fellows, usually the director and co-directors, who conducted half-hour group interviews with 4-6 interviewees, followed immediately by half-hour one-on-one interviews

with each candidate. The group interviews were a chance for SCWriP staff to tell the candidates more about the summer and for the candidates to ask questions. According to Blau, (1997) the individual conversation focused on the presentation that the candidate proposed to offer during the Summer Institute, so “the interview also serves as a coaching session to assist the candidate in preparing for the presentation that we presume will be given in the coming summer or in a subsequent summer” (p. 17). At the end of each round of interviews the committee members who conducted the interviews met to share their impressions of the candidates. For the 1997 Institute, interviews were conducted in the SCWriP office at UCSB and at Ventura College. Twenty seven applicants were interviewed.

The paths to SCWriP for the 1997 applicants are represented graphically in Figure 4.1. Analysis of the completed applications showed that 59 teachers applied to be Fellows of the 1997 Institute. Of the 20 applicants that were accepted for 1997, 13 were nominated. Twelve of those were nominated by SCWriP Fellows and one was nominated by her principal, who was not a SCWriP Fellow. Two of the selected Fellows had applied in 1996 and were accepted but asked to wait until the summer of 1997.

The application process was one factor that marked the Summer Institute as different from the mandated staff development so prevalent in



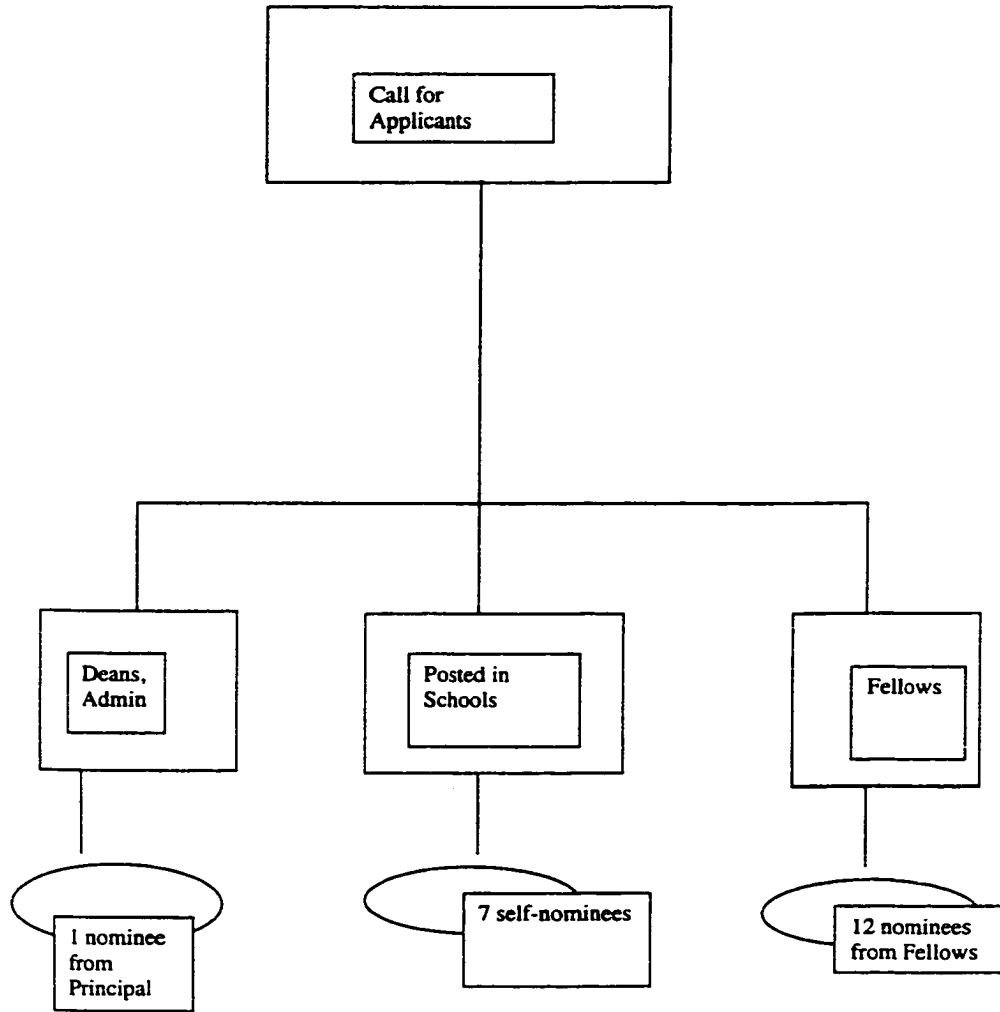
teachers' careers. As previous analysis showed, the language of the application documents also inscribed the Institute as different because members would participate as colleagues in workshops and seminars that emphasized an inquiry approach to professional development. Teachers would be in the position of generating knowledge and assessing knowledge claimed by others, as opposed to being recipients or consumers of knowledge. In the following section I discuss the applications of the 20 teachers who attended the 1997 Summer Institute and present an analysis of why they applied to the Institute to examine the expectations the members had for this professional development.

### **Why Teachers Applied**

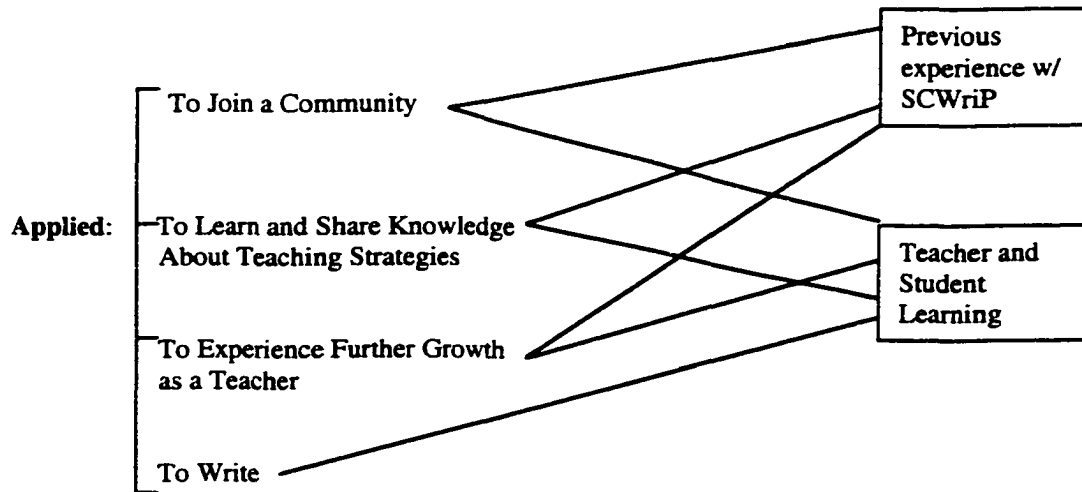
Although not a specific question on the application, 16 of the 20 (80%) accepted applicants addressed the issue of why they were applying to the summer in their personal statements that were part of their applications. Analysis of these personal statements was undertaken to identify recurrent cultural themes of the expectations for membership in SCWriP teachers inscribed in their applications. By again using domain analysis x is a characteristic of y, (Spradley, 1980) I identified four domains related to why teachers applied to the Institute and what they expected to gain from their

membership in SCWriP. Figure 4.2 represents these themes: to join a community, to learn and share knowledge about strategies for teaching reading and writing, to experience further growth as a teacher, and for the opportunity to write. Each of these themes will be discussed in the following section to provide a detailed picture of why, in their own words, teachers were attending the Summer Institute.

Figure 4.1 Paths to SCWriP for 1997 Fellows



**Figure 4.2 Why Teachers Applied**



The comments presented for each theme (represented by italics) were taken verbatim from the applicants' personal statements included in their applications to the Institute. This approach was used to allow the voices of those applying to be heard and to demonstrate how they inscribed their goals. Eighteen statements will be presented, since two of the applicants, HT and AC wrote about two reasons for attending the Institute.

### *To Join a Community*

Four of the sixteen applicants (25%) who addressed why they were applying, wrote that they wanted to join a community.

*I learned of the South Coast Writing Project five years ago during the Summer Writing Academy presented by CJ. Since that time I have had the pleasure of attending and facilitating several workshops with SCWriP Fellows. It is apparent that these individuals represent a singular force of cutting edge teaching. I look forward to having the opportunity of joining this community. ZG*

This Fellow wrote about her previous experiences attending a SCWriP academy and workshops as a reason for wanted to become a Fellow. Her experiences with SCWriP teachers led her to refer to them as a community of teachers on the cutting edge.

*Since Jack Phraener (SCWriP co-director) invited me to join the Reading Colloquium this year, I found a community of people who share my ideas and concerns about teaching. This tangential relationship with SCWriP has already restored my sense of purpose and self-confidence. I am excited by the possibility of formally entering into a community of teacher collaboration as a SCWriP Fellow.  
KP*

As with ZG, this Fellow already had prior knowledge of and experience with SCWriP and wrote about wishing to have a formal connection to a

community of people who share common ideas and concerns about teaching. KP wrote that her experience with SCWriP as built her self-confidence and sense of purpose.

*I have found however, that teaching can be isolating—building support networks with colleagues who share common concerns and interests is paramount if I am to help cultivate my learning as well as my students.’ AC*

Similar to KP, AC wrote about wanting to join a support network of colleagues who share common concerns and interests because of the isolation of teaching. She described joining SCWriP as paramount for not only her own learning but that of her students as well.

*Finally, I would have the opportunity to join a community which shares my commitment to student-oriented approaches to teaching and learning. HT*

HT also wrote about wanting to join a community with shared interests that would support his teaching and his students’ learning. He also showed prior knowledge of SCWriP by writing that this community would share his commitment to “student-oriented approaches.”

*To Learn and Share Knowledge /Strategies for Teaching Reading and Writing*

Five of the applicants, 31%, wrote about sharing and learning techniques or skills for teaching reading and writing as their reason for applying to the Summer Institute.

*Now as a teacher, I wish to continue to search out more ideas and techniques that can help my students, as well as myself, to become better learners—readers and writers. BK*

BK also wrote about the affect the Institute would have on her students. She wanted to develop more skills to help her students become better learners, readers, and writers. She also identified herself as a learner.

*Well, as you can see, I have many strategies for teaching and hope to learn many more. CL*

*I look forward to continued opportunities to improve my abilities and expand my knowledge as a reading/writing teacher. GB*

*Participating in the South Coast Writing Project would allow me to share some of my ideas about writing with other teachers and at the same time learn from their approaches. I would also have the chance to learn more about composition theory and about how to articulate my own ideas. HT*

HT, CL and GB identified themselves as teachers who would bring some knowledge about teaching and strategies for teaching to the Institute, but were hoping to learn more and expand their knowledge base through their participation in the SCWriP Summer Institute.

*I participated in a one day SCWriP workshop at UCSB many years ago and I am very much looking forward to the summer institute. I hope to use my new skills, contacts and enthusiasm to develop a school-wide project for writing across the curriculum next year. BP*

BP also wrote about having previous experience with SCWriP. He attended a workshop years earlier. BP planned to take up or build upon his leadership role at his site by using what he learned at the Summer Institute to develop a school-wide writing curriculum. This provides an example of the influence of SCWriP going beyond the new Fellows who attend and the students they teach. BP's participation in the Summer Institute could affect the entire teaching staff and all the students at his school.

#### *To Experience Further Growth as a Teacher*

Another 5 applicants, (31%), discussed their growth as teachers in a broader context than the sharing of skills for teaching reading and writing.



*I am confident that participation in SCWriP will enhance my own teaching and learning, particularly in the area of writing and critical literacy. It will provide the infrastructure that will allow me to freely express my beliefs and concerns with colleagues about important issues in education and enable me to become a more introspective and conscientious learner. AC*

AC believed that membership in SCWriP would provide her with a infrastructure (community) to express ideas with colleagues, which would enable her to become a more introspective and conscientious learner.

*I remain committed to staff development in spite of the length of my career because I am never satisfied that I have discovered the “best” way of doing anything. WA*

WA wrote about remaining committed to gaining new knowledge throughout her teaching career.

*I expect my method will continue to refine itself with additions, deletions, and changes in direction as time goes on—as students teach me how to teach them—as I continue to ask questions—as together we discover writing. I anticipate that being part of your project will assist me in that process. MI*

It is through questioning wrote MI, that she refines her teaching methods and supports student learning as well. She wrote that her membership in SCWriP would assist her in this questioning and discovering.

*Through the years, I have gone through many changes in teaching, all pointing in directions that compel me to reach a new level of mastery. I feel that being a part of the South Coast Writing Project will help me and my “builders” (students) step up to new levels. GM*

GM focuses on the effect SCWriP membership would have on her students. She wrote that her membership in SCWriP would help her gain new knowledge in teaching, which will help her students reach new levels as well.

*I look forward to the possibilities and challenges that SCWriP might bring. For several years, I have had an opportunity to work with CJ, who is a SCWriP Fellow. She has encouraged me to submit this application. MJ*

MJ is another Fellow who wrote about previous contact with SCWriP as motivating her to apply to become a Fellow.

### *The Opportunity to Write*

Four applicants, 25%, who addressed why they applied, discussed the opportunity to work on their own writing as the reason they wanted to attend the Summer Institute.

*After reviewing the highlights of my career, which I have summarized below, I hope that you will see that becoming a University Fellow is the next step in my writing life. BF*

BF wrote about membership in SCWriP as a part of her writing life.

*The institute would provide me the opportunity to work on my own writing in a broader context than academia. SB*

For SB membership in the Institute would provide an opportunity to expand the writing she did in academia.

*I look forward to the opportunities this fellowship offers. As a lifelong student and lover of words, I relish the thought of sharing time, philosophy and creativity with fellow writers. TB*

For TB, the community she wrote about belonging to was a community of writers.

*At this point in my life I realize that after nurturing the writing skills of so many students, the time has come to nurture my own. I have encouraged my students to climb higher and higher toward success in their writing competency, and now I find that I also want to climb. I hope that I will be given the privilege to further enhance my writing ability at the SCWriP institute this summer. BM*

MB wrote about wanting to improve her own writing ability through her participation in the Summer Institute.

As indicated in the analysis above, most applicants had well-defined reasons for applying. Most inscribed multiple reasons for applying although overall themes were identified. Through a contrastive analysis across these 16 statements, I identified a range of reasons and a series of shared or common purposes. Many of the teachers had previous experiences with SCWriP

through inservice and professional development activities that established a desire to join the community. These reasons showed that SCWriP was viewed by those outside of this community as a sustaining community that provided resources to other teachers.

The applicants expressed a desire to learn and acquire new knowledge and the relationship between their own learning and that of their students. Through their applications, many teachers described a belief that their membership in SCWriP would influence their students' learning. Several also wrote that they would bring back what they learned to their school sites to share with other teachers as well.

#### Summary of the Application Process

The SCWriP application process sets it apart from district-mandated staff development. Teachers maintain agency in deciding to apply, completing the application and interview process and then attending the five-week Institute during what has traditionally been vacation time. Deciding to apply was the first professional development decision a teacher made to become a member of the Summer Institute. As analysis showed, this decision was guided by a range of reasons, including personal growth, support for

student learning, and the need for being a member of a professional community.

Once the teacher decided to apply, she/he had to decide how to present her/himself on paper. In this inscription of self, many of the applicants discussed why they wanted to attend the Summer Institute, thus making visible to the director and staff the expectations these teachers brought to the Institute and roles they expected to take up. Analysis of the written text of the applications showed that members expected to: join a community, learn and share knowledge, grow as a teacher, and write.

Through the application process SCWriP leaders decided who the participants for the 1997 would be. For the 1997 institute, 59 teachers applied and 20 were selected to attend. Of those, 12 were nominated by Fellows, one was nominated by an administrator who was not a Fellow, and 7 self-selected to apply, indicating a broad recruitment process. These figures attest to the recognition that this professional development community has within the three county area. It also indicated a level of commitment that these teachers were willing to make to their own learning so that they could enhance student learning, given the five week commitment required and the interview and orientation process preceding the Institute's beginning.

The application process also began to frame for applicants the different roles and responsibilities they would have as part of membership in this professional development community. As the previous analysis of the application texts discusses, members would make a presentation to a group of colleagues, examine research in the field of teaching reading and writing, and share their writing. Thus, both the project and the individual inscribed an identity for the other through the texts that they constructed and made visible expectations they brought to this Institute. These ways of inscribing self and program are areas that have not been examined in previous work.

### Analysis of Day One

In this section I examine the first day of the Institute and specifically, how the director and other Institute staff defined what membership in the writing project culture means to the new Fellows and how they framed the idea that members would have opportunities to take up different roles throughout the five- week Institute. This analysis continues to examine the theme of *The Participants and SCWriP Leaders' Attitude Towards Teachers as Professionals*.

Researchers have argued that teachers plays a central role in establishing the conditions for student-centered learning (or for students to socially construct knowledge and learning) (Evertson & Emmer, 1982; Randolph & Evertson, 1995). They also suggest that to understand how this happens, one must look carefully at the beginning of the year in order to see how “expectations, rules and roles are signaled and re-signaled in different ways across different settings throughout the life of a classroom group” (Randolph & Evertson, 1995, p. 17). I extend this work on classrooms to the study of the beginning of the Institute, given the similarity of this process.

In the following analysis, I explore how the director and other SCWriP staff established the conditions for professional development in this community. To accomplish this, I examined fieldnotes, artifacts, and video data of the first day of the Institute. From these data, I created structuration maps and transcripts, which provide the basis for the analysis presented in this chapter. It should be noted that community members actually came together before day one of the Summer Institute. This meeting took place May 16, 1997 at the Orientation held at the Faculty Club at UCSB. At this Orientation, members had the opportunity to meet each other, buy the collection of Selected Readings in Composition, and discuss their plans for the presentation they would make for the Summer Institute. In Chapter Five, I examine the

Orientation in terms of the expectations for journal writing that were set at this time because members were asked to write in their journals in the four weeks between the orientation time and the first day of the Summer Institute. In the analysis presented in the following section, I chose to focus on the first day of the five -week Institute, June 24, 1997 because I wanted to analyze the actions of the Institute as they began and were repeated over consecutive days of the Institute to show the ways in which these actions became Institute patterns of practice. These patterns of practice supported members' opportunities for professional development. Analysis of artifacts showed that the director and staff marked June 24<sup>th</sup> as the official beginning of the five-week Institute. Appendix 4.6 is the letter sent by the director to those applicants chosen to attend the 1997 Institute. This letter discussed the schedule of the Orientation and also mentioned the beginning of the Institute several times, "the beginning of the Institute on June 24<sup>th</sup>," and "the Institute begins on Tuesday, June 24<sup>th</sup> and runs through Friday, July 25<sup>th</sup>" (pg. 2 under Preparatory Reading).

Analysis of data from the first day of the Institute, as will be discussed in the following section, showed that from the first moments of the Institute the director and staff set the conditions for professional development in this community. These stated conditions contributed to the ways in which



members saw this experience as different from most professional development they had experienced in the past.

A structuration chart of the first day of the Institute (Table 4.3) was created from fieldnotes and video data to help understand how roles and relationships, norms and expectations, and rights and responsibilities of membership in this community were shaped on the first day of the Institute. The size of each cell reflects the range of actions that were visible within the event, and not necessarily the amount of time spent on an event. For example, the *Name Game* involved a set of practices that were continually repeated by each member, introducing her/himself with an adjective that began with the same letter as their first name, then naming all the members who were previously introduced. *Hopes, Fears, and Expectations*, engaged members in a wide range of actions that were being constructed and defined in their moment-by-moment interactions, writing, sharing in table group, reflecting on the writing, and discussing in whole group. As literate actions appeared repeatedly they became literate practices. Further analysis of the *Hopes, Fears, and Expectations* event will be presented later in this chapter.

Through analysis of the recorded time spent on each activity during the first day of the Institute, it became visible that forty three minutes were spent on procedures that defined ways of being and working within this

community (using the phone, getting copies made, refreshments, calendar, introductions). Within this event called *Opening*, there were opportunities for learning about the procedures or practices specific to this community, such as signing up to bring food, and opportunities for learning about different members of the community, such as *Returning Fellow*. What the director and other staff shared with members provided a reference point from which members and staff could build a relationship.

Table 4.3: Events & Actions Constructing the First Morning of Summer Institute (1997)

Time	Events	Actions	Types of Opportunities
43 min.	Opening	Staff explaining phone, copying procedures, refreshments Dir. Explaining calendar, presentations  Dir. introducing returning fellows	learning procedures learning culture of SCWriP (food) learning procedures learning history of presentations learning role of presenter teachers will take up learning role of returning fellow meeting returning fellow
32 min.	Name Game	Dir. explaining activity for getting to know each other Teachers thinking of an alliterative adjective that represents them and introducing themselves and each other to the group	learning a classroom practice  describing selves introducing selves to group  learning about others in the group
1 hr 20 min.	Hopes, Fears, and Expectations	Dir explaining first writing activity Members writing in journals Members sharing in table groups Dir rings bell Dir asks members to write how it felt to write that  Dir explaining second, related writing activity "What do project teachers hope, fear, expect" Members working in their table groups Dir rings bell Dir asks members to write how it felt to write that  Dir leading whole group discussion Dir explaining "Academic Discourse"	learning practice--writing in journals as collective space writing personal journal entry learning practice  learning practice reflecting on writing  learning history of activity collecting data working with other teachers writing collaboratively engaging in inquiry writing expository, non-personal  learning practice reflecting on process  learning practice defining concept discussing ideas
2 hours 15 min.	Interview Assignment	Dir explaining activity Members choosing partners Staff distributing sample questions Members interviewing each other  Members writing drafts of interview  Members sharing drafts with partner Members sharing drafts with whole groups	learning classroom practice learning about practice of publishing in anthology interacting with others formulating questions asking questions writing notes interacting with others  writing biographical essay learning practice reading listening offering and accepting feedback on writing learning practice
33 min.	Housekeeping	Dir explaining potlucks Dir explaining presentations	learning practice learning schedule

During the sub-event of *Opening* called *introductions* the director built on the inscription of who could be a member of the SCWriP Summer Institute. From the perspective of classrooms as cultures that I am extending to the Summer Institute, roles and relationships, norms and expectations, and rights and responsibilities are established and shaped as members interact within and across events. The types of relationships possible within a particular group define the ideology of the group and support certain opportunities for learning (Santa Barbara Classroom Discourse Group, 1995). By observing who could speak or act with whom, about what, in what ways, under what conditions, when and where, for what purpose, and with what outcome (Collins & Green, 1992; Green & Meyer, 1991), it is possible to identify the roles and relationships made possible within this group.

#### Membership in This Professional Development Community

Table 4.4 was constructed to further illustrate and define how the director framed for members what membership in the writing project community means and the idea that they would have opportunities to take up different roles throughout the five weeks and beyond. Table 4.4 is a segment of transcript from the first day of the Institute when the director introduced a

*Returning Fellow.* The transcript is broken into message units and action units (Green & Walle, 1979, 1981) to illustrate how the director constructed patterned ways of acting and interacting (SBCDG, 1992, Spradley, 1980). By focusing on the director's discourse here, I am not suggesting that the members did not also contribute to the Institute norms and expectations. However, analysis showed that the director played a key role in framing the norms and expectations that guided daily life, defined ways of participating as a group member and set the conditions for professional development.

Spradley (1980) identified the challenge facing ethnographers entering a social group and trying to understand the patterned ways of being members create. He argued that it is the ethnographer's goal "to discover the patterns of culture in a particular situation" (Spradley, 1980, p. 91). Building on Spradley, I argue that opportunities for professional development are one type of cultural pattern that was shaped through the events constructed and the actions and practices shaping such events. To examine the roots of the language, practices, processes, and patterns of the Institute, I reviewed the data to select key events (Gumperz, 1986) from the first day of the Institute to make visible what the director shaped in and through talk. The transcript segments presented in Table 4.4 were selected from a larger analysis of the talk, texts, and contexts constructed on the first day of the Institute.

Table 4.4: Director Talk Defining Membership and Roles (Day One, 1997)

Line #	Director Talk as defining membership and roles in institute	What Talk is Accomplishing for Members
	<i>The Director introduces one of the returning fellows.</i>	
001	She came into the project	Defining returning fellow
002	about	Locating her in history
003	six years ago	
004	about	Linking present institute to history
005	six years ago	of South Coast Writing Project
006	and	
007	I was opposed	Initial opposition based on tradition
008	to her	within NWP, not just local
009	coming into the project	
010	because	States his position and rationale on
011	she had only been teaching	who can be a member
012	a couple of years	
013	and I said	Situates new teachers as not having
014	no	knowledge
015	what could she know	His personal view given overall
016	and its	goals of NWP
017	I still feel this way	Exception to the rule
018	in general	
019	right	
020	this is a project	Experienced teachers as having
021	that celebrates	expertise
022	the expertise	
023	of experienced teachers	
024	it's an insult to the rest of	
025	the profession	Time in profession necessary to
026	if you bring somebody in	gain expertise
027	whose only been teaching	
028	two or three years	
029	into	Experienced teacher as holder of
030	a project like this	knowledge
031	it says	Director's position defining
032	its possible	qualified teachers and criteria for
033	after two or three years	selection
034	for you to know something	
035	that's worthwhile knowing	Teacher as experienced
036	and	
037	that you	Criteria for selection
038	should replace an experienced	
039	teacher	Experienced teacher as qualified
040	I still think	
041	it's insulting the profession	
042	to	
043	think	
044	that	Community can have difference
045	in fact	of opinion
046	we can't have	
047	more qualified teachers	
048	on the other hand	Director's personal position can be
049	there are people who said	challenged
050	you don't know this lady	

051	she is unbelievable	
052	you have to have her in	
053	alright	Difference can be productive
054	so I eventually	
055	conceded	
056	and she came	Contributions of less experienced
057	into the project	teacher
058	and	
059	I said at the	
060	end	
061	alright this time	
062	I'm wrong	
063	So NL is the case	Examples of types of involvement
064	that proves that	after the summer institute
065	Sometimes its true	
066	you can have a teacher	Other roles for teachers
067	who's only teaching	
068	a couple year	
069	who's so terrific	
070	and	
071	so she became	
072	in just a short time	Writing group
073	one of the key people in our	
074	project	
075	who has organized	Published writing
076	the writing group that met	
077	continuously for a couple	Young Writer's Camp
078	of years	
079	and wrote an article about	Teaching preservice program
080	the writing group	
081	she's a member of the group	
082	that helped organize the	
083	Young Writer's Camp and	
084	get it started in the	Doing inservices
085	beginning	
086	and she's been one of the	
087	faculty members	
088	for our	
089	summer program	
090	for the preservice teachers	
091	and she's done a lot of	
092	inservices	

In lines 001 through 005 the director explained that there are different actors in the Institute. The new Fellows were being inducted into a community where they would engage with Returning Fellows, those who had gone through the Institute several years earlier and were attending the Institute again to serve as a resource to the new Fellows. This also served to link the present Fellows to the history of the South Coast Writing Project and the larger community of Fellows. The different actors of the Summer Institute included those who were there on a daily basis-- the new Fellows, project staff, and three Returning Fellows. There were also actors who were not part of the everyday culture of this Institute, but who appeared once, twice, or several times throughout the five weeks. These included outside presenters, visiting Fellows and co-directors, and other occasional visitors such as California Writing Project Staff, National Writing Project staff and guests of Fellows.

Table 4.5 Actors in the Summer Institute

New Fellows  
Returning Fellows  
Visiting Fellows/Co-Directors  
Institute Office Staff  
Outside Presenters  
Visitors and Guests



In his introduction of the Returning Fellow, the director made a statement about his belief on who should be a member of the Institute. He named the characteristics of his personal view of members. As stated in lines 006 through 019 of Table 4.4, it is generally teachers who have been teaching for more than a couple of years, although, as this introduction shows, exceptions were made to this, as in the case of the returning Fellow the director is talking about in this transcript segment. She had been teaching two years when she first attended the Institute as a new Fellow in 1991.

In lines 020 through 047 the director began to explain the writing project as a project “that celebrates the expertise of experienced teachers.” Through this talk he signals that for the most part teachers who “know something worthwhile” are those who have been teaching for more than two or three years. He also began to define what being a teacher means to the writing project. A teacher is a professional and a teacher has knowledge that has been acquired through experience in the classroom. According to the director, teachers with this experience are more qualified to be writing project Fellows than those who are new to the profession. The director’s talk marks inexperienced teachers as not having the same expertise as experienced teachers and that the knowledge of experienced teachers is valued in the

writing project community, thus defining expertise as grounded in practice. To triangulate the director's view on membership as represented in this transcript, I reviewed *the SCWriP Application for 1998-99 Funding, Three Year Report*, which stated that the principle of working with experienced teachers is one "the project has subscribed to from the beginning and one that has seemed to us implicit in the BAWP model" (Blau, 1997). (BAWP is the Bay Area Writing Project, which was the original writing project site. The first Summer Institute was held in 1974.)

*The principle of selecting teachers with ten or more years of experience has been one that our Project has subscribed to (with annual exceptions made for truly exceptional teachers from the beginning and one that has seemed to us implicit in the BAWP model. How else can we claim to be selecting expert practitioners to serve as teachers of teachers, if we are not selecting seasoned veterans with established records of teaching expertise and leadership in their schools?*

*Yet, every year's process of selecting new Fellows occasions a debate among the leadership group at our site about how strict we should apply our unwritten rule defining an experienced teacher as one with approximately ten or more years of service. Each year, moreover, we do compromise, usually selecting three or four teachers with four to six years of service (and on rare occasions teachers with three years of service, but almost never—except for TAs or university faculty—untenued teachers.) Naturally, given our extreme reluctance to award Fellowships to younger teachers, some of our strongest new Fellows in recent years have been those very teachers for who we have made an exception—teachers whom we selected for our invitational Institute, even though they had completed only three or four years of teaching.*

(Blau, 1997, pg. 18)

The director's language as presented in Table 4.4, as well as this report, connects the actions of SCWriP to the larger community of the California Writing Project, which began with the Bay Area Writing Project. Analysis of these artifacts also began to explain the shared governance within SCWriP. The director's personal view was not the sole criteria on which decisions were made. Other community members were involved in policy making and implementation and often the community decision was greater than the personal view of the director or the "implicit principles of BAWP." This was visible in the inclusion of fellows with a range of years of experience. Again, these variations showed an attitude of respect for the opinions of community members. As the director's talk introducing the Returning Fellow showed, members of this community could have differences in opinion and the differences could be productive. The director did not want to accept NL as a member when she had been teaching only two years. The opinions of other SCWriP Fellows who recommended her outweighed his opinion. NL was accepted for membership to the 1991 Summer Institute and six years later attended the Institute as a Returning Fellow. As discussed in Chapter Three, in the 1997 Institute, 8 new Fellows had over 9 years of teaching experience, 8 Fellows had between 6 and 9, and 4 new Fellows had less than 5 years teaching experience.

## **Connection to National Writing Project Principles**

In the Funding Application discussed in the previous section, the director discussed a connection between SCWriP and the Bay Area Writing Project. In the following section I will discuss further how the director's talk extended the culture of SCWriP. Table 4.6 is a segment of talk that occurred 8 minutes following the end of the talk presented previously in Table 4.4. The director continued to discuss the Returning Fellow's experiences and then extended the culture of the South Coast Writing Project by connecting it to the National Writing Project. In lines 001 to 024 the director began to describe the National Writing Project model of professional development. This model is one in which teachers are not just attending an Institute to learn but they have expertise based on their classroom experience and would be called upon to share that expertise with other teachers. The director's talk (Table 4.6) set up some of the roles and responsibilities members held throughout the five weeks of this Institute. The members were learners, but they also had expertise that was of value to others and they were presenters of their expertise. In this section of talk

(lines 001-024) the director brings in one of the informing principles of the writing project model of professional development:

*classroom teachers (and not visiting university specialists) are the most trustworthy and credible authorities on what works in classrooms and that the most effective inservice programs will be those in which successful classroom teachers share their expertise with colleagues through 'hands on' demonstration lessons (Blau, 1988, pg. 31).*

(See Table 4.7 for a list of informing assumptions for the writing project staff development model).

Table 4.6 Director Talk Connecting this Institute with National Writing Project

Line #	Director Talk	What Talk is Accomplishing for Members
001 002	They seceded from the National Writing Project	Connecting this group of fellows with the larger culture of the National Writing Project
003 004 005 006 007 008	New Hampshire Writing Project was part of our writing project but they seceded in about 1980 or something	Giving history of projects
009 010	their model is different from ours	Informing principles of writing project
011	they're wrong	History makes visible ideology guiding project orientation
012 013 014 015	the major issue is they didn't want teachers doing presentations	Experienced teachers should share their knowledge
016 017 018	their argument was teachers didn't know enough to do presentations	Defining teacher in National Writing Project model as one who does know enough to do presentations
019 020 021	they were there to learn that they didn't know how to do presentations (inaudible)	
022 023	we said that's a fine model but it ain't	Defining local choice as beyond

024	the National Writing Project	boundary of acceptable NWP
025	Now it is partly	practice
026	true that other	
027	groups gave up presentations	Range and variability in local
028	New York City Writing Project	projects
029	gave up	
030	presentations for a couple of	
031	years	
032	and decided to wait	Teacher as presenter
033	but they came back	
034	New Hampshire	
035	what they said	
036	was teachers should do	Issue of when teachers should
037	presentations at the end of	present
038	the project	
039	pulled together based on what	Influence of the institute
040	they learn in the project	over co-expertise
041	We're talking some	Differing views of expertise
042	reconciliation here	
043	I can only tell you this	
044	these are nationally	
045	and internationally eminent	
046	people	
047	they are the best presenters	
048	you can see	
049	in the country	Defining outside presenters
050	any place in the U.S.	
051	We've had most of them before	
052	or half of them before	
053	and every summer we have this	
054	good	
055	a group	
056	every summer	
057	at the end of the summer	
058	I swear this is true	
	people rate the evaluations	

059	you will too	Establishing anticipation of excellence
060	this is great those evaluations are great	
061	but	Teacher as critic
062	you know	
063	Clarissa's was better	Local members' presentations better than national presenters
064	Linda's was better	
065		Local members' presentations better than national presenters
066	when you look through them	
067	your form at the end of the year	Local members' presentations better than national presenters
068	will generally be	
069	more appreciative of	Local members' presentations better than national presenters
070	presentations that your own	
071	colleagues	Local members' presentations better than national presenters
072	did	
073		Local members' presentations better than national presenters
074	than these presentations	
075	sometimes we say	Local members' presentations better than national presenters
076	well why	
077	have	Local members' presentations better than national presenters
078	outsider presentations	
079	the answer is	Local members' presentations better than national presenters
080	while our own colleagues	
081	give memorable presentations	Local members' presentations better than national presenters
082	hands-on stuff we'll use	
083	in our classroom	Local members' presentations better than national presenters
084	and have	
085		Teacher as colleague
086	what the outsider presenters	Referring to "we" as group
087	often do	
088	often do	Referring to "we" as group
089	is push us	
090	push our thinking	Referring to "we" as group
091	and open it up	
092	so it's not so immediately	Relating institute to classroom practice
093	useful sometime	Relating institute to classroom practice
094		
095	but I think it helps	Role of outside presenter
096	challenge us	Role of outside presenter
097	and I think it pushes the	
098	project	Teacher as thinker



095	so there's a sense	
096	in which	Outside presenters as challenging
097	we can say	thinking
098	the real expertise	
	we need is here	Value of outsider to helping
099		community grow--
100	the outside experts	Individual professional
101	are going to challenge us	development
102	and push us	
103		Raises issue of growth resulting
	in where the discourse will	from challenge to thinking
	get us	
104	between those two	
105	it'll be very explosive.	
106		Teacher as having expertise
107		
108		"real" expertise strengthened
109		through challenge
110		

The belief in this informing principle was also illustrated when he discussed the range and variability in writing projects across the country such as the New Hampshire Writing Project and the New York City Writing Project which have different practices regarding teachers giving presentations. (Lines 026-039). He positioned these projects and these practices outside of what's accepted and valued in the National Writing Project—"that's a fine model, but it ain't the National Writing Project." (Lines 022-023) The practice of having teachers present at the end of the Institute or not at all, privileges the knowledge of the outside presenters and staff of the Institute over the knowledge that experienced teachers bring with them to the Institute. The practice of the South Coast Writing Project, as described by the director, and triangulated through analysis of events maps of the entire Institute, was to have teachers present beginning on day three and throughout the Institute, which illustrates a sharing of co-expertise and a respect for teacher knowledge. As discussed earlier, the director and staff first discussed the presentations with applicants during the interview. The presentations were discussed again at the orientation to the Institute, where a returning Fellow modeled a presentation for the new Fellows. The new Fellows also had the opportunity to discuss briefly what they were planning to present and the

director helped them title their presentations and tentatively scheduled them on the Institute calendar.

In line 042 (Table 4.6) the director introduced another category of actor that made up the Summer Institute, that of outside presenter. Analysis of all the outside presenters showed that in the 1997 Institute, the outside presenters were classroom teachers, college professors, researchers, and/or professional writers. They usually spent half a day giving a presentation to the Institute members.

The director explained the role of the outside presenter as “pushing our thinking” and challenging us, pushing the project.” This relates to another of the informing assumptions or principles of the writing project model—

*That what working teachers of writing know from their classroom experience constitutes valid professional knowledge, but that, as members of a profession such teachers also need to challenge, validate, and enhance the authority of their experience by familiarizing themselves with recent developments in composition research and theory (Blau, 1988 pg. 31).*

The belief in this informing principle is reflected in the director's talk as it is presented in Table 4.4 and Table 4.6. He repeatedly uses the term expertise, "this is a project that celebrates the expertise of experienced teachers" (Table 4.4 Lines 020—023) and "we can say the real expertise we need is here," (Table 4.6 Line 098)

By using the term "expertise" the director made a statement about the view of expertise and teacher knowledge in the writing project model of professional development. Teachers hold expertise that was gained through their experiences in the classroom. The writing project values and respects this experience and expertise. Although Fellows came to the Summer Institute having expertise and knowledge, this knowledge was not viewed as static. Expertise or teacher knowledge was framed as dynamic and open to challenge and revision during the Summer Institute. As the analysis of ethnographic data presented throughout this dissertation will show, Fellows were provided opportunities to reflect on their experience and knowledge and to challenge their own as well as other Fellow's thinking.

**Table 4.7 The Informing Principles of the Writing Project Staff Development Model:**

1. That all teachers of writing, K-University, belong to a single, interdependent, collegial community with shared professional challenges—challenges that will best be met through collaborative efforts based on mutual professional respect.
2. That all teachers of writing must write: that their authority as teachers of writing must be grounded on their own personal experience as writers—as persons who know first hand the struggles and satisfactions of the writer’s task.
3. That classroom teachers (and not visiting university specialists) are the most trustworthy and credible authorities on what works in classrooms and that the most effective inservice programs will be those in which successful classroom teachers share their expertise with colleagues through “hands on” demonstration lessons.
4. That a successful staff development program requires the ongoing and continually renewed collaboration of teaching colleagues who will continue to share and pool their expertise beyond a few scheduled workshops or even beyond an extended summer institute.
5. That what working teachers of writing know from their classroom experience constitutes valid professional knowledge, but that, as members of a profession, such teachers also need to challenge, validate, and enhance the authority of their experience by familiarizing themselves with recent developments in composition research and theory.

(Blau, 1988)

During the Summer Institute teachers' beliefs will be revised as the result of challenges to the knowledge they hold, as the director states in lines 101-102 (Table 4.6). The claim that professional development results from a challenge to ideas will be triangulated in Chapter Six where I provide analysis of a presentation on academic writing. The data in that chapter will show the ways in which a new Fellow challenged the beliefs of other new members. The discourse analysis of this presentation to be discussed in Chapter Six, provides evidence that the challenge to members' beliefs on writing instruction pushed them to reconsider their classroom practice.

Within the talk presented in this transcript segment, the director also discussed other roles the Fellows would have an opportunity to take up, that of critic and colleague. Teachers had the opportunity to write an evaluation at the end of each new Fellow presentation, they also critiqued each others writing in writing groups, and at the end of the Institute they evaluated their writing project Institute experience. This is another set of practices that reflected the belief that each teacher's opinion and the knowledge he/she brought to the Institute was valued. The director also established the anticipation of excellence of the members' presentations over the outside presentations by stating that on the final evaluations members rate the outside

presenters high but are even more appreciative of the presentations by their colleagues in the Summer Institute (Lines 055-071).

The director's talk, displayed in Table 4.6 also showed that the roles in the Institute were fluid and relationships dynamic. Sometimes the Fellows were learners and sometimes they were teachers. The director's talk established roles and relationships that were interactionally defined (Ferne et al., 1993), meaning that members construct situated definitions of what it meant to take on such roles in the context of this community. These examples illustrate how the culture was being shaped and defined, as well as how a common language and roles and relationships were being created.

Through analysis of the discourse choices the director used on day one in introducing the new members to the actors of the Summer Institute (such as the returning Fellows), and the practices of the Institute (such as new members making presentations), he framed the ideology of the writing project model of professional development. That membership in this professional development community entailed accepting various roles, rights, and responsibilities was also made explicit in the director's talk.

The event *Hopes, Fears, and Expectations*, which provided the members the opportunities to take up each of those roles as well as the roles of researcher and reflective practitioner will be discussed in the next section where I will look at how patterns and practices were talked into being throughout the Summer Institute. As will be discussed further in the following section, analysis showed that on the first day of the Institute Fellows were given the opportunity to problem solve together and consider their own practice in relationship (or in contrast to) that of colleagues. They were given an opportunity to complete personal writing (what did they hope, fear, and expect) and also group writing of a more expository nature (what did project teachers hope, fear expect.) The teachers were given opportunities to work together in different ways, (by introducing themselves to the other participants during the Name Game, by interviewing a partner, through the process of sharing writing, through the process of gathering data to do the group writing, through discussion of their group writing, and discussion with the whole group).

### Patterns and Practices Created Through Talk

A theoretical framework proposed by Fairclough (1993) provides a heuristic for examining how knowledge construction in a content area is



socially and linguistically talked into being. Fairclough argued that a critical discourse analysis involves three dimensions in order to understand the relationship between language in use and social practices of a group. By adapting his framework to the study of professional development in a particular group of teachers, it is possible to identify how the local and historical aspects of language use are constructed by members of a group as they affiliate over time. By studying the Institute and its actors within and across moments of interaction, new understandings of how social practices are constructed and the relationship between these practices and discursive processes can be identified.

According to Fairclough, (1993) each discursive event has three dimensions or facets: it is a spoken or written language text, it is an instance of discourse practice involving the production and interpretation of text, and it is a piece of social practice. The connection between text and social practice is seen as being mediated by discourse practice: on the one hand, processes of text production and interpretation are shaped by (and help shape) the nature of the social practice, and on the other hand the production shapes (and leaves “traces” in) the text, and the interpretative process operates upon “cues” in the text. (p. 136) By building on this definition, it is possible to argue that through their face-to-face interactions, (the discursive practices) the new

Fellows and staff constructed a range of social and discursive practices for professional development that shaped the professional development model for SCWriP. From this perspective, as members interacted, they simultaneously constructed the text of a professional development event and the social practices that shape subsequent interactions within the event as well as across events during the five weeks of the Summer Institute.

The data in this section provided the basis for examining the range of discursive and social practices constructed by members through which opportunities for professional development, as well as other aspects of group life, were defined and accomplished. In the next section, I continue discussing the ways in which the director and other staff used language in setting up the events reflected the opportunities for professional development, as well as the informing assumptions or principles for the writing project staff development model.

### ***Analysis of Hopes, Fears, and Expectations***

Through analysis of the *Hopes, Fears, and Expectations* event, we will see how the director's talk shaped what members had an opportunity to do and to know.

This event occurred on the first day of the Institute (Figure 4.3) and was comprised of six sub-events: Explaining the Activity, Quickwrite—*What are your Hopes, Fears, and Expectations*, Sharing writing in table group, Quickwrite—*How did it feel to write that?*, Group thesis writing, and Whole group discussion.

In constructing this figure, I reviewed fieldnotes, video and audio data to locate the sub-events of the *Hopes, Fears, and Expectations* event. I then analyzed these sub-events further as presented in Table 4.8. The left column of this table names the sub-event using the terms used by community members when possible (folk terms), the next column lists the literate and social practices of the sub-event, then I included the interactional space in which the sub-event occurred. The far right column lists the texts used and produced through each sub-event.

By examining the literate and social practices, the range of interactional spaces and the texts produced in these sub-events, the opportunities members were provided for interacting with each other and text become visible.

In the first sub-event, the director began by establishing a whole group interactional space as he explained to members what they were going to be doing during the *Hopes, Fears, and Expectations* event.

001 Director:     The first piece of writing  
002                   we do  
003                   in our journal  
004                   for the project  
005                   every year  
006                   people don't seem to  
007                   want to give it up  
008                   with good reason  
009                   is  
010                  we do two entries  
011                  it's called  
012                  the hopes and fears entry  
013  
014                  and what you write about  
015  
016                  is what you hope for  
017                  out of the next few  
018                  weeks  
019                  it's hopes, fears, and  
020                  expectations

**Figure 4.3 Locating the Hopes, Fears, and Expectations Event on Day 1**

<b>Time</b>	<b>Events</b>	<b>Time</b>	<b>Sub-Events</b>
9:20	Arrival/Coffee	10:30:35	Explaining the Activity
9:50	Announcements	10:35:14	Quickwrite What are your Hopes, Fears, and Expectations for this summer institute?
10:02	Name Game	10:48:02	Share writing in table groups
10:30	<b>Hopes, Fears, Expectations</b>	11:00:02	Quickwrite How did it feel to write that
11:53	Interview Assignment	11:06:01	Quickwrite What do writing project teachers hope for, expect, fear?
12:05	Lunch	11:17:05	Share in table groups and write one thesis statement as a group
1:01	Interview Assignment (cont.)	11:29:07	Whole group—read statements Discussion on academic writing
3:03	Housekeeping		
3:30	Close of Day		

Table 4.8 The *Hopes, Fears, and Expectations* Event (Day One, 1997)

<b>Subevents</b>	<b>Literate and Social Practices</b>	<b>Inter-actional Spaces</b>	<b>Texts Used and Produced by Group</b>
Explaining the Activity	Practice of giving background directions	Director to whole group	Background directions
Quickwrite--What are Your Hopes, Fears, and Expectations for the next 5 weeks?	practice of quickwrite	individual	Quickwrite
Share writing in table group	discussing writing negotiating table group participation	table group	table group discussion
Quickwrite--Write how it felt to write that	reflection on writing	individual	quickwrite
Thesis writing--What do writing project teachers hope for, expect, fear?	group writing negotiating roles and participation in table group quickwrite	table group	table group discussions on thesis thesis
Discuss	Whole group discussions negotiating turntaking	whole group	whole group discussion director guided discussion

In this introduction, the director marks *Hopes, Fears, and Expectations* as a sustained activity of the Summer Institutes, one that is done every year. He again makes explicit the shared governance of the Institute by stating, “people don’t want to give it up.” Which activities are done during the Institute is not just his decision. This event is socially significant because it is the first writing activity of the Institute. The writing is done individually, within the collective space, suggesting that writing is a community practice, not just a personal one.

Analysis of the next sub-event, sharing writing in table groups, showed how the director and one of the co-directors moved the interactional space from individual and whole group to the practice of sharing writing in table groups.

046 Director:	So we'll take
047	one more minute
048	how about we
049	share these
050	in groups of three
051 Co- director:	tables of three
052	or four

Analysis of the movements of members captured on the videotape records showed that members oriented to other members sitting at their tables and negotiated turn-taking for reading of their quickwrites.

In the next sub-event, the director introduced another literate practice, reflection, by asking members to write about how it felt to write the *Hopes, Fears, and Expectations* quickwrite.

In the next section, I present analysis of the language used by the director in explaining the thesis writing sub-event of *Hopes, Fears, and Expectations* and opportunities for professional development provided through this activity. Table 4.9 is a segment of transcript from the final two sub-events of *Hopes, Fears, and Expectations*. As early as line 008, the language the director used to set up this assignment, “you can help me define it as we go along,” situates the teachers as producers (rather than consumers) of professional knowledge on the topic of academic essay writing (Blau, 1993). By looking at the director’s use of pronoun referents (Brilliant-Mills, 1993; Santa Barbara Classroom Discourse Group, 1995) I examined how he was constructing a community of developing professionals by talking the community discursive and social practices and members’ roles into being (Davies, 1993; Green & Dixon, 1993). For example, in line 008 he used the third person (“you”) in defining teachers’ role in the writing activity.



**Table 4.9: *Hopes, Fears, and Expectations: Making Visible How Language Practices Shape Professional Development Opportunities in this Summer Institute***

Line #	Director Shaping Context in Message Units	What Talk is Signaling
	<i>Director introduces thesis writing sub-event of the Hopes, Fears, and Expectations Event</i>	
001	O.K.	
002	now	
003	what	
004	I'd like you to do	
005	is do another	
006	piece of writing	
007	and	
008	you can help me define it	situating teachers as co-constructors of knowledge, shared governance
009	as we go along	defining director and fellow roles as both teachers and learners
010	it's an experiment	
011	we did one summer	connecting "we" of this institute to "we" of SCWriP
012	and	
013	everybody	
014	resented	reiterates how challenge is part of professional development
015	it	
016	so we keep doing it	
017	I think	
018	it's interesting	
019	it's not	
020	so now	professional teachers accept challenge
021	everybody has heard	ordinary to feel discomfort
022	about	challenge is productive
023	other people's	
024	hopes, fears, and expectations	
025	so now the question is	indicating transition
026	what is it	
027	that writing project teachers	defining writing project teachers as a group
028	on the first day of the project	
029	hope	
030	for	
031	for the next five weeks	
032	what is it	
033	that they fear	
034	that they expect	
035	do you see what I'm getting at?	
036	I've upped the ante	
037	to another level	
038	of generalization	
039	not what do you hope, fear, expect	
040	but what do writing project teachers	
041	hope, fear, expect	

042	now	
043	you only had	
044	the data	introducing concept of data
045	of three	
046	or two other people	
047	but	
048	let's assume	
049	or two other people	
050	at least those are your informants	introducing concept of informant
051	you did this little sample	
052	You can go to another table	
053	if you want	
054	get more data	
055	but	
056	see the point?	
057	playing with this	
058	playing right away	
059	with the movement	
060	from sort of narrative	
061	personal writing	
062	to something more academic	introducing concept academic writing
063	something more expository	
064	something that moves	
065	up the ladder of abstraction	
066	right?	
067	requires now data	
068	and the movement toward	
069	anything you say	
070	is gonna have to apply	
071	to more	
072	you have to make it factual	
073	what do they fear?	

	<p><i>Break in Transcript Teachers work in groups</i>  <i>The director asks the fellows to characterize the difference between the first and second piece of writing</i>  <i>Linda answers</i></p>	
105	She came up with that	Introducing discussion practices such as turn taking
106	and we all agree	
107	when you asked for the	
108	what's the difference	
109	she just wrote down the word	
110	I	
111	and then	
112	suddenly	
113	we all realized	
114	that one was	
115	I	expanding the opportunity for development by bringing local knowledge of small group to the whole group
116	and the other one was	
117	either	
118	us	
119	or	
120	them	
121	in which case	
122	that was a distancing	
123	so	
124	T	
124	his one was	
125	more comfortable	
126	because we	
127	weren't talking	
127	just about our	
128	individual selves	
	<i>Break in Transcript Discussion continues</i>	
	<i>Jon says</i>	
238	I saw a couple of things	explaining how the language the director used in the directions affected how he approached the writing
239	one	
240	was the instructions	
241	journal	
242	versus the second one you mention the word data	
243	To me means prove it	
244	so	
245	a lot more prep	

He also shifted pronoun referent in that same line to include himself, saying that “you can help me define it as we go along.” In this interaction unit he defined his role as both teacher and learner and also the nature of the Institute as a community that is co-constructed by all the members.

Having written what *they*, personally, hope, fear, and expect from the Summer Institute the teachers next wrote about and then discussed what *writing project teachers* hope, fear, and expect. The director placed members of this Summer Institute within the collective view of “writing project teachers,” connecting them individually to the larger community of all teachers who have gone through the writing project Institute.

In line 105 Linda, who is a college composition teacher, began the whole group discussion of this writing activity. She referred to what one of the members in her group wrote when the director asked what the difference was in the two pieces of writing: “she just wrote down the word ‘I’ and then suddenly we all realized that one was ‘I’ and the other one was either ‘us’ or ‘them’” (lines 105-130). This discussion made visible some of the opportunities for professional development provided to members of this community. Opportunities occurred in the whole group discussions and activities, such as the construction of content knowledge about academic discourse, and also in the table group discussions. By making public the

comment of one of her table group members, Linda expanded the opportunities for knowledge construction about academic discourse. The local knowledge of her small group now had the potential to become common knowledge, depending on how, and in what ways, it is appropriated, or taken up, by the other members of the Institute (Edwards & Mercer, 1987; Santa Barbara Discourse Group, 1992).

In lines 238-245 a high school social studies teacher, Jon, stated that the director's instructions affected the way he approached the second writing task: "you mention the word data so to me that means prove it." The director used the word "data" first in line 045 and several times after that (Lines 050 and 055) in describing what the members would be doing in this writing task. This further illustrates the role of discourse in the construction of knowledge. Jon stated that the language the director used in his directions directly affected the way he wrote the second piece. As further analysis shows, Jon's idea that academic writing means to prove something became part of the common knowledge of the writing Institute as the teachers continue to discuss this topic. Throughout the discussion of this writing activity, teachers were constructing a commonly shared definition of what was meant by academic writing in this community. The collective view can be seen as in progress. As

the analysis in Chapter Six shows this view continues to form and change throughout the five weeks.

### *Purposes of Hopes, Fears, and Expectations*

The event *Hopes, Fears, and Expectations* served many purposes as the data analysis showed. On one level it was used as a resource for the writing project staff to plan the Institute. As the director stated about the quickwrite, “we’ll get a sense of what people think.”

It also provided evidence of the purposeful structure of the Institute which supports the professional development of members. The structure of the Institute, laid out in this first event, involved writing on an individual level, sharing that writing with a small group, and then inviting members who wished to share with the whole group to do so. The introduction to *Hopes, Fears, and Expectations* made explicit the practice of knowledge construction and shared governance and respect for differing opinions in the Institute, as when the director said, “you can help me define it as we go.” This event also confirmed the view of membership that was inscribed in the application process and in the orientation session held before the Summer Institute began.

This event also served to state one content focus of the Institute this summer --*academic discourse*. It provided teachers the opportunity to experience writing academic discourse, comparing it to personal writing, and thinking about and discussing how this fits in their classrooms. In this way it

was a base for other events and a resource that teachers could draw on later in the Institute. I will discuss the situated definition of academic writing further in Chapter Six and the ways in which this definition evolved from this day one discussion, providing evidence of the recursive nature of the continuum of experience provided members across the five weeks of the Institute.

*Roles Available Through Hopes, Fears, and Expectations*

Through analysis of the types of opportunities afforded members during *Hopes, Fears, and Expectations*, as illustrated in Table 4.10, it became visible that members had the opportunity to take up several different roles. All of these opportunities continued and were expanded upon throughout the Institute as later data analyses will show.

Table 4.10 Roles Taken Up During Hopes, Fears, and Expectations

<b>Role</b>	<b>Opportunity for taking up this role</b>
Classroom teacher	Writing what writing project teachers (self included) hope, fear, and expect Relating discussion of academic writing to classroom practice
Writer	Quickwrites and Thesis Writing of Hopes, Fear, Expectations,
Researcher	Compiling data in Hopes, Fear, Expectations event
Colleague	“you can help me define it as we go” Working in table group, listening to each other’s writing and writing group thesis
Reflective practitioner	Reflecting on how it felt to write the Hopes, Fears, and Expectations quickwrite



### Summary of The Participants and SCWriP Leaders' Attitude Towards Teachers as Professionals

The analyses presented in the previous sections showed the basis for the teachers' claims in their evaluations that respect for teachers was a significant part of life in this community. The director not only explicitly addressed this, as when he discussed conditions for membership in this community, but he and other staff members organized the Institute in ways to facilitate this by requiring all members to make presentations, and to participate in writing groups, and small and large group discussions.

As suggested in the opening of this section, the teachers recognized that they were valued and respected in this professional development community. Through analysis of the language the director used on day one in introducing the new members to the culture of the Summer Institute, I showed how he framed the ideology of the writing project model of professional development. I also showed that members would be given opportunities to take up different roles throughout the Institute through the social practices that were part of the developing ideology. Some roles identified through this

analysis were --learner, teacher, writing group member, critic, and colleague. It also became clear that the roles were fluid and the relationships dynamic.

The *Hopes, Fears, and Expectations* event analysis made visible the ways in which the talk of the director and other community members also shaped the opportunities for professional development. The next section will explore how *Time/Length* of Institute also came to be viewed as important.

### **Part Two: Shaping Literate Practices**

#### Central Premise:

Members of a community jointly construct patterned ways of acting, interacting, perceiving and interpreting everyday life (Green & Harker, 1982; Green & Meyer, 1991). These patterned ways become cultural practices and processes that members draw upon to participate in and interpret subsequent interactions, events and aspects of daily life (Bloome & Bailey, 1992; Fairclough, 1993).

Part one of this chapter provided an overview of the important aspects of this Summer Writing Project Institute as written about by the new Fellows. It then discussed one of these aspects, *The Participants and SCWriP Leaders' Attitude Toward Teachers as Professionals* and how this was established in the process of recruiting new fellows and during the first day of the Institute. The present analysis builds upon the previous ones by focusing on another aspect teachers perceived as important, *Time/Length of the Institute*.

Specifically, I examine the literate actions and practices that were constructed by members during the five weeks of the Institute.

*Five weeks is really powerful. This had a lot of depth and it empowered us as professional, skilled people too.*

New Fellow (From evaluation at end of Institute)

*With 5 weeks we really had time to consider ideas and go back to certain ideas again and again.*

New Fellow (From evaluation at end of Institute)

*I have never been to an intensive inservice before, just one or two day shots. I valued the opportunity to spend so much time with colleagues.*

New Fellow (From evaluation at end of Institute)

As previously discussed, analysis of the evaluations members completed at the end of the Institute showed that from their perspectives, another significant attribute of this professional development Institute was the length of it. As the literature shows, most inservices are one or two days long (Little, 1993) which fits conventional views of staff development as a transferable package of knowledge to be distributed to teachers in bitesized pieces (Lieberman, 1995). In contrast to that view of learning, Dewey (1938) described education as a continuum of experience. "Community and

conversation blend with the internal motivation of the individual to create a culture for learning. It is continuity and interaction intercepting and uniting, “the longitudinal and lateral aspects of experience” (44). I believe the theoretical frameworks of ethnography and sociolinguistic research provide an empirical base for understanding Dewey’s (1934) concept of learning to help determine why the length of the Institute was important to teachers and their professional development.

The following analysis builds on Part One of this chapter by focusing on the patterns of interaction established in the community through close examination of the relationships set on day one.

The types of relationships that were established by members were visible when looking at the patterned ways of being members of a group establish over time. In the following sections I will define the premises guiding this set of analyses developed to look at the patterns constructed during the Summer Institute.

The following premises further underlie the reasons and ways in which I looked at the patterns members constructed across the five- week- long Institute. First, I take Zaharlick and Green’s (1991) notion that the norms and expectations, roles and relationships, and rights and responsibilities (or obligations) or Who can do or say what, to or with whom, under what

conditions, for what purpose, when and where, with what outcome (Green & Meyer, 1991; Zaharlick & Green, 1991). Based on this approach I identified some of the actions and practices that Institute members constructed during *Hopes, Fears and Expectations*. The norms and expectations, roles and relationships, and rights and responsibilities being established were also visible when looking at the language in and of the Institute.

A culture has a history that cannot be ignored. This history becomes visible by considering:

- (1) the referential system that members construct to conduct the everyday events and processes of classroom life (the language of the classroom) (Lin, 1993);
- (2) the patterns of interaction within and across events and time (the cycles of activity) (Green & Meyer, 1991); and
- (3) the occurrence and recurrence of events and themes (the intertextuality and intercontextuality that is recognized by members, interactionally acknowledged, and socially significant to members) (Bloome & Egan-Robertson, 1993; Floriani, 1993).

By constructing event maps of the entire Institute, as presented in Table 4.11, I was able to look across the events of the five weeks to identify the range of opportunities teachers had to co-construct, engage in, and take up, literate actions (See Table 4.11).

This table shows the range of the ways members were expected to read, write, and interact with self, others, and text. It also shows the frequency with which particular actions occurred. For example, as we see from looking across the event maps for the entire Institute, members were expected to write in their journals during the first half hour of each day, beginning on day two of the Institute and continuing through day nineteen.

As literate actions appeared repeatedly they became literate practices. Again from looking at the event maps across the Institute, it became visible that journal writing was considered a literate practice of the Institute as was working in table groups and writing groups, and discussing writing.

Table 4.11 Event Maps for Each Day of the Summer Institute 1997

6/24/97	Day One	6/25/97	Day Two	6/26/97	Day Three	6/27/97	Day Four
9:20	Onset of Institute	9:10	Journal Writing	9:16	Journal Writing	9:11	Journal Writing
9:50	Announcements	9:32	Announcements	9:25	Announcements	9:30	Announcements
10:02	Name Game	10:04	Writing Groups	9:40	Fellow Presentation—"Questioning Pursuit"	9:43	Outside Presentation—"Writing Poetry"
10:30	Director—"Hopes, Fears, Expectations"	10:50	Break	12:04	Lunch	11:55	New Fellow Presentation—"Writing Odes"
11:50	Interview Assignment	11:00	PON	1:03	Random Autobiography	1:25	Podluck
12:05	Lunch	12:30	Lunch	1:42	Writing Group Presentation (continued)		
1:00	Interview Assignment (cont.)	1:25	New Fellow Presentation—"Counsel Process"	3:10	Britton Presentation by Director		
3:30	Close of Day	3:32	Close of Day	3:34	Close of Day		
6/30/97	Day Five	7/1/97	Day Six	7/2/97	Day Seven	7/3/97	Day Eight
9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing
9:32	Announcements	9:30	Announcements	9:32	Announcements	9:30	Announcements
9:40	Outside Pres.—"Bilingual Classrooms"	9:42	Presentation by Dir.—"Human Literacy"	9:43	Outside Presentation—"Current State of Research in Reading, Writing, and Lit"	9:46	Fellow Presentation—"Writing Your Heritage"
11:30	Learning Log	12:40	Lunch	12:15	Lunch	1:10	Learning Logs
11:45	Presentation Continues	1:25	New Fellow Presentation—"Building Blocks for Literacy"	1:10	New Fellow Presentation—"Teaching Critical Reading"	1:28	Podluck
12:00	Ethnography Discussion	2:40	New Fellow Presentation—"Writing in Social Studies"	2:31	Reader Response Letters		
12:14	Lunch	3:45	Close of Day	3:05	Close of Day		
1:00	Writing Groups						
2:21	New Fellow Presentation—"Learning to See, Learning to Write"						
3:35	Close of Day						
7/8/97	Day Nine	7/9/97	Day Ten	7/10/97	Day Eleven	7/11/97	Day Twelve
9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing
9:35	Announcements	9:31	Announcements	9:21	Read writing from yesterday's presentation	9:30	Announcements
10:03	Outside Presentation—"Academic Writing"	9:36	Rtn. Fellow Present—"Writing Workshop"	9:31	New Fellow Presentation—"What's Important?"	9:43	Outside Presentation—"Teachers as Researchers"
1:00	Lunch with Writing Groups	10:45	Rtn. Fellow Presentation—"Book Club"	11:40	Dir. Discusses Imitation	1:28	Podluck
2:07	New Fellow Presentation—"Writing to Celebrate on Experience"	12:10	Lunch and Grade Level Meetings	12:04	Lunch		
3:20	Processing Discussion—Close of Day	1:15	New Fellow Presentation—"Writing to Discover Self"	1:10	New Fellow Presentation—"Seeing, Writing, Revising"		
		2:32	Introduction	2:54	Writing re: Delpit article		
		2:45	New Fellow Presentation—"Bringing Research to Life in Writing"	3:40	Close of Day		
		3:45	Close of Day				
7/15/97	Day Thirteen	7/16/97	Day Fourteen	7/17/97	Day Fifteen	7/18/97	Day Sixteen
9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing
9:32	Announcements	9:32	Announcements	9:23	Announcements	9:34	Announcements
10:00	New Fellow Presentation—"Focus, Inquiry, Study"	9:41	New Fellow Presentation—"Reading, Interpreting Evaluating."	9:30	New Fellow Presentation—"Seeing, Narrating, Reflecting"	9:40	Outside Presentation—"Teaching Reading"
12:25	Group Photo Taken	11:00	New Fellow Presentation—"The Scene of Writing: Becoming a Writer"	11:10	New Fellow Presentation—"Parents as Teachers"	12:45	Dir. Presentation—"Academic Discourse"
12:40	Lunch and Writing Groups	12:05	Discussion on Revision	12:25	Lunch	1:30	Podluck
1:50	New Fellow Presentation—"Collecting, Reflecting, and Selecting"	12:26	Lunch and Grade Level Meetings	1:31	Writing Groups		
3:03	Close of Day	1:10	New Fellow Presentation—"Student Led Conferences in Primary Grades"	2:30	Co-director presentation—"Focus"		
		2:43	Rtn. Fellow Present—"Language Registers"	3:32	Close of Day		
		3:35	Close of Day				
7/22/97	Day Seventeen	7/23/97	Day Eighteen	7/24/97	Day Nineteen	7/25/97	Day Twenty
9:00	Journal Writing	9:00	Journal Writing	9:00	Journal Writing	9:20	Journal self-study
9:25	Announcements	9:25	Announcements	9:30	Announcements	9:49	Announcements/Discussion
9:35	Outside Presentation—Writing in Science	9:35	Outside Presentation—"Rethinking the Teaching of Reading and Writing"	9:43	Fellow Presentation—"The Reading Workshop"	10:08	Grade Level Groups
12:00	Lunch with Writing Groups	12:06	Lunch	12:05	Lunch and meeting in Grade Level Groups	11:52	Teaching Ideas
2:05	New Fellow Presentation—"The Journal of Ignorance"	1:15	New Fellow Presentation—"Bilingual Ed."	2:00	New Fellow Presentation—"Ethnography"	12:15	Discussion on Inservice
3:25	Dir. Discusses Moffett	2:30	Discussion on Bilingual Ed.	3:10	Writing Groups	12:32	Lunch
3:47	Close of Day	3:25	Dir. discusses Moffett	3:45	Close of Day	1:49	Reading of Pieces
		3:35	Close of Day			3:37	Appreciation Letters
						4:38	Ode to a Carpool

Through examining these event maps, I was also able to uncover the general patterns of the Institute and make visible how time was used in the Institute. These event maps provided a means to deconstruct and unfold the actions and practices, events and sub-events, language, texts, and interactional spaces that shaped the patterns constituting life for the Institute members. Looking at the director's and staffs' use of interactional spaces, events, actions, practices, language, and texts, therefore, made visible the patterns of organization that defined what it meant to be a member of the culture. This organizing framework has been constructed over time and also makes visible the opportunities for development created by the director and others and the opportunities for development taken up by members.

### Shaping Community Practices

“A society's culture,” writes anthropologist Ward Goodenough, “consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members. . . Culture is not a material phenomenon; it does not consist of things, people, behavior or emotions. It is rather an organization of these things. It is the forms of things that people have in



mind, their models for perceiving, relating, and otherwise interpreting them (1957, pg. 167).

Being a participant in the Summer Writing Project Institute led to particular ways of communicating and acting, which in turn, lead to particular ways of being, (teacher, writer, researcher, presenter, colleague), ways of doing, and ways of knowing (Green & Dixon, 1993). Members' actions, therefore, can be viewed as shaping particular opportunities for learning, or in this case, professional development (Tuyay, Jennings, & Dixon, 1995) as well as common knowledge (Edwards & Mercer, 1987) of what it meant to be a member.

#### Interactional Spaces: Establishing a Context for Professional Development

Looking across the activities of the Institute, it became evident that members worked together throughout the Institute and a pattern emerged regarding how the director, staff, and presenters grouped members and asked them to work together. The use of interactional spaces provided a vehicle for the kind of professional development members were expected to engage in, and defined professional development as an interactive, dynamic, social and intertextual process.

Heras (1993) defined interactional spaces as having certain characteristics: “organizational pattern, time, physical space, and purpose” (p. 279). Given these criteria, she identified a range of interactional spaces in the classroom ‘teacher-whole group, teacher-pair, teacher-individual within a group, pair-whole group, and student-pair’ (p. 278).

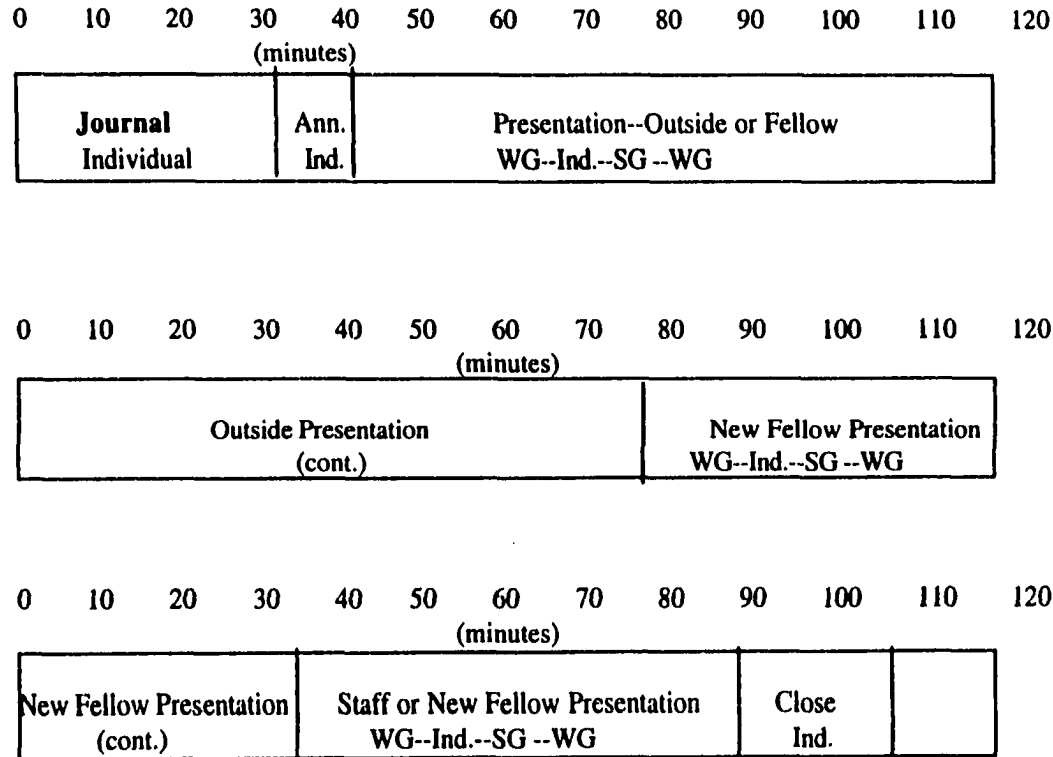
I modify these for the teacher professional development context of the South Coast Writing Project Invitational Summer Institute to be: director or other presenter-whole group, director or other presenter-table group, director or other presenter-individual within a group, individual-individual, individual-table group, individual-whole group, table group-whole group.

Heras (1993; 1995) viewed interactional spaces as creating and supporting opportunities for learning. I view interactional spaces as also providing a structure for teacher professional development, and as structures, they supported particular kinds of development. In this Institute, for example, they helped shape and define professional development as a collaborative, interactive process.

The pattern of interaction that emerged through study of the daily timelines of the Institute is illustrated in Figure 4.4. Every day began with members writing in their journals, then one of the staff, usually a co-director made announcements. The announcements might have been a reminder to sign up to bring food for the potluck, a change in the daily or weekly calendar, etc.

Following the day's announcements there was a presentation from either an outside presenter, a visiting Fellow, a new Fellow or a staff member. The presentation went until lunch. There would be approximately an hour lunch break each day and then in the afternoon there would be a new Fellow presentation, and a staff or another new Fellow presentation, or writing group meetings. Writing groups began meeting on day 5 and met following lunch on days 5, 9, 13, 15, and 17. They also met on day 19 from 3:10 until 3:45.

**Figure 4.4: Timeline for a Typical Day and Interaction Patterns**



WG=whole group  
SG=small group  
Ind.=individual

Through analysis of the timelines and fieldnotes of each presentation what became evident was that these ways of working provided a structure or patterned way of working together. Within presentations the interaction pattern typically consisted of the presenter introducing an activity, concept, or idea to the group, members writing a quickwrite, members sharing their ideas with others at their table, and then sharing with the whole group. This pattern often repeated several times within a presentation then the presenter would lead a concluding discussion with the whole group.

On Fridays the morning pattern occurred and then members went to either a park or a member's home for a potluck lunch.

The only Institute day that differed from this general pattern was the last day of the Institute where members met at UCSB instead of the regular meeting place in Ventura. On the final day members reflected in grade level groups on all the presentations they had seen over the five weeks and wrote a journal self-study essay which will be discussed in Chapter Five. Each member also read one piece of writing they produced over the five weeks of the Institute.

The interaction patterns can be seen as creating and supporting a context for professional development and as providing and supporting specific opportunities for professional development. What members do is signaled in what they orient to and hold each other accountable for. The patterns of use, visible over time, provide a structure of support for professional development as a continuum of experience for members (Dewey, 1938). It is this structure and all the factors within it, texts, actors, and language that constituted the context for professional development.

The previous set of analyses illustrated how practices were introduced and defined on the first day of the Institute. To further address the question of what the opportunities for professional development were, I continued to focus on the "Hopes, Fears, and Expectations" event. Through the sub-events that constructed this event, as illustrated in Table 4.8, I examined how the director and other members created and shaped opportunities for professional development.

### **Initiating an Interaction Pattern**

The first event of the Institute that set the interaction patterns for the Institute was *Hopes Fears and Expectations*. Further analysis of this event will illustrate the ways in which interactional spaces were used and the types of practices and events they helped to construct and support. Through fieldnotes and analysis of the transcripts of the *Hopes, Fears, and Expectations* event I constructed this table of the interactional spaces used and the actions that occurred within these spaces.

**TABLE 4.12** *Interactional Spaces of Hopes, Fear, and Expectations*

<b>Interactional Space</b>	<b>Actions</b>
The Director to Whole Group	The director introduces event Explains writing activity
Individual within Whole Group	Members read and write
Individual within Table Group	Members share writing in table groups Members write in group
Table Group within Whole Group	Members discuss their writing and topic of academic discourse

When looking at the patterns established within this event, it became clear that a particular way of engaging and thinking about professional development was being shaped. The director and other staff supported the writing project orientation to, and theories of, professional development through their use of interactional spaces, which over time created and

supported a pattern of relationships. The belief that through experience comes expertise is reflected in the practices of the Institute because as the data analysis showed, the interactional spaces afforded members the opportunities for experiencing practice, by reading, writing, and discussing throughout the five weeks.

The kinds of relationships possible and established within these interactional spaces included: individuals working independently; individuals working with table group or small group members; individuals participating within whole group; in pairs or with a partner; in small or table group; and as a whole group. Within the structure that an interactional space provided, many different relationships were possible and therefore different roles and opportunities for professional development were also possible and established.

Once established, the relationships between and among members served as a common context grounding the changing roles and practices that members took up. As the director's or staff members' roles and relationships changed or shifted, so did the other members' because each influences the other's. For example, the director took up the role of teacher when presenting information on James Moffett and the new Fellows took up the role of learners. When a new Fellow made a presentation, he/she took up the role of teacher and the director and other staff took up the role of learner by listening,



taking notes, and asking questions. The norms and expectations also changed in relation to the roles and relationships and kind of event or activity in which the teachers were engaged.

Table 4.13 illustrates the range of opportunities for development, which were the patterns of practices and actions created through *Hopes Fears, and Expectations*. In and through these actions, members had opportunities for interacting with different people for different purposes, thinking and reflecting about a range of issues and processes, defining and taking up new constructs, gathering, and then working with and representing data, and learning and processing a range of practices and processes. These relationships brought teachers individually and in groups into a range of interactions: with other teachers in their table groups and whole group (elementary, secondary and university) with self (as teacher, writer, colleague, researcher) with knowledge about academic discourse as they were constructing it.

### Summary of Interactional Spaces

The previous analysis, focusing on the *Hopes, Fears, and Expectations* event, illustrated how the interactional spaces used in the Summer Institute provided a context and structure for professional development as a collaborative and interactive process.

Through the patterns established in the Institute, members were provided with opportunities to develop professionally in relationship with their selves, texts, and other community members. These patterns were established because the Institute was five weeks long as opposed to a one or two day workshop.

Another aspect of this model of professional development that members described as important was the sense of belonging to a community of professionals. How this community was developed through the planned as well as unplanned opportunities provided over the five weeks of the Institute will be discussed in the following section.

**Table 4.13: Summary of Actions Shaping Opportunities During *Hopes, Fears, Expectations* (Day One, 1997)**

D=Director, M=Members

<b>Director and Member Actions</b>	<b>Opportunities for</b>
D introducing "first piece of writing"	Writing
D saying "we do this every year"	Linking selves to community of SCWriP
D asking M to write about what they hope, fear, and expect out of the next 5 weeks	Thinking and writing about their expectations
D telling M "I'm not sure if this is a useful thing to do in a class"	Relating to, thinking about classroom practice
D telling M to write for ten minutes	Learning practice of quickwrite
D assigning M to share these in groups	Sharing writing with other members
D discussing how everyone in the project seems so young now	Linking to history of project
D discussing Gray and Ginsberg's ages	Linking to history
M share writing in groups	Sharing writing
D rings bell	Learning a new practice--signal for reorienting to speaker
D tells M to write what if felt like to write	Reflecting on writing
M write	Writing
D tells M to do another piece "you can help me define it as we go along"	Constructing knowledge, sharing governance
D asking M to write "what is it that writing project teachers hope for, fear, expect"	Collecting data Switching from personal to academic writing
Brainstorming ways of collecting data	Thinking about ways of gathering information
D telling M to come up with one statement from each table	Thinking about ways of working together to negotiate group answer
M looking at information to answer problem; thinking about data needed	Working with data and group members
Writing with group members	Writing collaboratively, discussing answers, organizing information
D assigning M to write about what it feels like to write this	Reflect on group writing process, compare with writing the individual piece
D asking M to look at the language and style and compare to first piece	Thinking about differences in writing individual vs group writing, analyzing language and style
M discuss in group	Discussing writing
D telling teachers to pull some sentences out that characterize the writing	Analyzing sentences
M discuss sentences in groups	Discussing sentence structure in group

D asks M to discuss as whole group, asks M if it was harder to write second piece?	Thinking about level of difficulty in writing
M discuss in whole group	Discussing in whole group
D asks M to think about how they had to move to a "higher level of abstraction"	Thinking about abstraction
D states "we should acknowledge that when we ask students to do a certain kind of writing we are upping the ante intellectually"	Thinking about classroom practice, relating institute work to own classroom, reflecting on activity

## Community

As discussed in the beginning of this chapter, four of the sixteen (25%) applicants who addressed why they were applying to the Institute, wrote about wanting to join a community. In their final evaluations of the Institute, written on the last day, four members wrote about a sense of belonging to a community:

*I look forward to a continuing professional relationship with the excellent teachers I have come to know throughout these five weeks. I feel as though I am part of a larger community of quality, experienced and committed educators.*

*I came as a life-long loner needing to join a community of like-minded professionals and I did.*

*I think the network of other SCWriP Fellows will have the most impact on me as a teacher. I hope to stay in touch with some of the people I have met this summer.*

*I loved the entire experience, including the staff, and hope that SCWriP is a permanent part of my life.*

Since the evaluations written at the end of the Institute were turned in anonymously I could not determine whether these are the same four people. But this analysis does show that the theme of community was a significant one to the members of this Institute.

From an ethnographic frame, I again looked at all the events across the five weeks of the Institute to locate those that helped build this sense of community members inscribed as part of the Institute experience. As earlier analyses showed, the language used and practices established, throughout the Institute, were part of establishing this professional development community but there was another aspect of building community that became visible through this analysis. Because the Institute was five weeks long, members had opportunities to interact on not only a professional level but also on a personal level.

Table 4.14 is a chart of all the events that shaped and supported a sense of this personal community for members. This involved building a community of members who were part of this Summer Institute as well

connecting these members to the larger community of South Coast Writing Project members. Some of these events were framed by the director or staff and were sustaining activities of the Summer Institutes, for example, the name game and interview project, writing groups, publishing an anthology and having weekly potlucks.

Other events that helped build this sense of community were part of new member's presentations, such as the Council Process, which involved all members sitting in a circle and telling stories about their teaching. Yet other community building events were more spontaneous and came about because time was allowed for interaction. For example, before the Council Process event began one new Fellow asked to dedicate the story telling to Carol Boysen, a co-director of SCWriP who had died of breast cancer the October before this Institute. Carol had interviewed this new Fellow when she was an applicant. Because many of the new members present did not know who Carol Boysen was, the following day, two co-directors and the director talked about Carol and her life and work as a writer and member of SCWriP. This served to connect this group of new members to the larger SCWriP community on a personal level.

**Table 4.14 Events That Shaped and Supported the Building of Community**

<b>Event</b>	<b>Description of Event</b>	<b>Day Event Occurred</b>
Name Game	New Fellows, director and staff participated in event to get to know everyone's name; individuals selected an adjective starting with the first letter of their name to represent self	1
Interview Project	New fellows, director and staff interviewed a partner, wrote a biographical sketch of partner. Each individual read their sketch to the group and they were published in the anthology.	Interviewing, Writing Done Day 1, Reading done throughout
Council Process	New fellows, director, and staff sat in circle, passed a candle and shared a story about their teaching.	2
Group Photo Taken	All members sat outside and had a group photo taken to be printed in SCWriP Newsletter	3
Car Pools	Several different carpool groups formed and remained consistent throughout the five weeks.	Throughout Institute
Pot Lucks	Every Friday the institute was conducted for mornings only. At noon all members went to a park or a member's home for a potluck lunch.	Every Friday
Writing Groups	All members were assigned to a writing group of 4 or 5 members.	Introduced Day Two, met throughout institute
Carol Boysen Chair	On Day 2 a new fellow dedicated the Council Process to a co-director of SCWriP who had died of breast cancer the previous year. On day 3 co-directors, and the director talked about Carol and dedicated one of the chairs as "Carol's chair."	2,3, Throughout institute
Anthology	Every member submitted a work to be published in the anthology. All members received a copy of the anthology a few months after the institute.	Work submitted last day of Institute
Text Rendering	All read a passage silently then and selected their favorite line to share aloud, thus constructing a group text.	Throughout institute
Sharing family, personal stories	Much of the writing members did involved telling family stories or stories from their past. These stories were shared in small groups and whole groups.	Throughout Institute
Displaying writing in room	co-director collected members' writing and illustrations displayed on wall in room	Throughout Institute
Lunch	Members were free to get together with each other either on campus or at a restaurant for most lunch hours.	Throughout Institute



Activities that took place during presentations helped build the sense of community, particularly the writing. One of the co-directors collected members' work to hang on the walls of the room several times during the five weeks. As will be discussed further in the next chapter, much of the writing shared during the Institute was writing of a personal nature which provided members the chance to get to know about each other's family lives and past experiences.

Community was also formed through activities that gave members a chance to get to know each other outside of the official space of the Summer Institute, specifically lunch time and carpools.

#### Summary of Time/Length of Institute

This set of analyses examined the teachers' claim that another important aspect of this Institute was the time together, five weeks, instead of one or two days. This was accomplished through considering the patterns that were visible by studying the continuum of experience provided members over the five weeks. Actions repeated over time became literate practices that provided a base for the professional development opportunities afforded

members. The building of community was another aspect of this professional development model.

### Chapter Summary and Discussion

The purpose of this chapter was to define what counted as SCWriP and the ways in which the ideology of SCWriP was established in both the talk and the social practices constructed by members. I also identified literate actions and practices that were considered by members to be important and that defined ways of interacting and participating in this Summer Institute. This was accomplished through ethnographic analyses focusing on how these were constructed on the first day of the Summer Institute.

The data presentation in this chapter was done in two parts. The first part focused on becoming a member and differentiating this professional development from others, while the second considered the shaping of literate practices. The data analysis for each of these parts consisted of various phases, allowing me to enter the same data set with a different set of questions multiple times to systematically show how this professional development culture was socially and discursively constructed.

In Part One, the guiding questions focused upon the important aspects of this community from the teachers' perspectives and how these were

established during the first day of the Institute. The analyses in part one were presented in two sections.

The first investigation examined *The Participants and SCWriP Leaders' Attitude Toward Teachers As Professionals*. This analysis showed that through the application process, varied organizational patterns and interactional spaces, and explicit messages from the director, the members came to feel that this was an important part of this professional development community.

Part Two of this chapter focused on *Time/Length of Institute* as another important aspect of this professional development Institute. This analysis focused specifically on the literate actions and practices that were constructed on the first day of the Institute and across the five weeks of the Institute.

The second examination of this data explored how the interactional spaces used in the Summer Institute provided a context and structure for professional development as a collaborative and interactive process. Through the patterns established in the Institute members were provided with opportunities to develop professionally in relationship with their selves, texts, and other community members.

The final analysis presented in this chapter investigated the members' claim that they felt part of a community. Both the planned and unplanned

events of the five weeks were examined in relation to the ways community was built and sustained. As a whole, this set of analyses examined what it meant to be a member of this professional development community.

This chapter took a broad view of everyday life in this Institute to identify the actions and practices that define the cultural expectations for membership and formed the basis for professional development in this community. In the next two chapters I continue to focus on important aspects of this professional development model from the members' viewpoints. In Chapter Five, I present an analysis of the opportunities for writing provided in the Institute and in Chapter Six, I discuss two content themes, academic discourse and teaching diverse learners to investigate the construction of knowledge in the professional development Institute.

## **Evaluation -- SCWriP Summer Institute 1997**

### **What is your overall evaluation of the SCWriP Summer Institute?**

- This was an excellent Institute (I've been in several) I consider it an honor to have been selected to participate. It will make me a better teacher!
- I think the Institute provided a very valuable experience which will change the way I teach.
- Overall, this has been the most intense and valuable in-service experience of my professional career to date. I have come away enriched by knowledge, affirmed by respected peers, and strengthened in my resolve to provide my students with experiences that enhance real learning and thinking.
- The five weeks of the SCWriP Summer Institute were packed full of quality presentations that were enlightening, practical and grounded in research and a solid theoretical framework. There was so much great information that it is a bit of a blur but the foundation is in place and the structure will take shape as I sort through my focus for the next year, apply it in my own classes and work to communicate to my colleagues. It will change our school.
- Incredible-empowering-validation. We were exposed to current research on writing/reading by experts/researchers from around the country. We had the opportunity to participate in writing activities and discussions that validated and strengthened our role as teachers and writers.
- It has been an outstanding professional experience. The emphasis for me has been on research rather than writing, but it's what I needed.

- Wonderful and exhausting! I came as a life-long loner needing to join a community of like-minded professionals and I did.
- This was a positive, enlightening, and at times overwhelming experience. Now I know what I didn't know and realize how much more there is to know. Can I do it all over again?
- Good! I found it very thought provoking and challenging yet extremely supportive. Being surrounded by open-minded, creative, life-long learning professionals was refreshing.
- SCWriP has been intense, but a real growth and learning experience for me. The level has forced me to really do a lot of thinking and evaluation as I tried to incorporate what went on into my own scheme...parts were easy to digest and make connections and know would be there for retrieval--a lot will be lost
- This is probably the most rewarding professional experience I have ever had. The collected reading provided me with a feast of current theory and research. Teachers wade through the yearly forms, reports, and district mandated material, but rarely are we given insightful articles to read and discuss. Thank you. By giving teachers the opportunity to present, you validated the belief that we are experts in our grade and we can tailor ideas to fit our student's needs. This was positive. I was delighted at the bonding in my writing group. We shared equally, offered valid criticism and had many a good laugh. As teachers, we rarely give ourselves time to write; writing groups scaffolded us to a higher level of fluency. I rediscovered my joy in writing.
- I have been truly fortunate to have been allowed to be a part of SCWriP.
- It was hard to fit in after missing the first week. The first week is such a community builder. I'm still struggling with names.
- Superb! My expectations were met and fear dismissed. This was a true energizer. A practical-focused-professional.
- It's been overwhelming--made me think, rethink, react, write. I haven't been so totally engaged intellectually in a long time.

- It was a wonderful experience, a chance to “get out of the classroom” and see what else happens in education. I also loved being “student” and having my own love of learning reawakened.

- On a scale of 1-10, I’d give it a 7.5

- The institute has been an invaluable experience for me. It has challenged my thinking, opened my eyes to a larger view of education and the “big picture”, and helped me become more closely linked to a support network of people who feel similarly. SCWriP has been a major contributor to my sense of self as a professional-since I feel I am more informed about current subjects and their relevance to education and society as a whole.

- Although I am exhausted, the Institute has been brilliant! I feel pushed. This is what the Institute should do. I don’t have a new package of new teaching ideas, but I’ve learned about some foundational, philosophical ideas that will initiate a shift in my classroom community.

- This summer has been professionally uplifting. I was exposed to lots of experts in the fields of teaching, reading, and writing. I was able to be involved in meaningful large and small group discussions which helped clarify what I think about teaching and what should be done in the classroom. The articles allowed me to access some theory and apply it to my classroom practices in small ways.

**How does the SCWriP Institute compare with other inservice or professional educational experiences you’ve had in the past?**

- It compares very well. The reason I enjoyed it so much was that it was run a “little looser”. We were given freedom for creativity and for being professionals.

- Unlike the other programs I’ve participated in, SCWriP managed to relate theory to practice in a helpful way.

- While I've participated in some excellent professional inservices, usually there has been little or no on-going support or follow-up. Once I'm back in the classroom, I'm on my own in the "valley of dry bones." From what I can tell, the writing project offers support, through renewals and other follow-up activities, for the changes fellows will want to make after the summer institute.
  
- This summer program was far superior to any inservices and compares to the excellent Masters Degree Program I was in ten years ago. I found the personal writing very valuable.
  
- In many cases it can't because of the audience of SCWriP teachers. The fact that we "gave up" 5 weeks of our summer to attend SCWriP sets us apart from other inservice experiences. We have a common denominator that allows us to be open to more discussions and actions as a group. SCWriP gave us a lot of experiences, knowledge of practical strategies that we can walk away with. We got to "perform" our presentation to a more "open" audience in most cases.
  
- No comparison. By far the best. There are several factors which have made SCWriP so beneficial--the length of the Institute, the quality of the people selected to participate, the outstanding presentations by the "experts", the rich discussions, and the leadership of Lois, Jack, and particularly Sheridan.
  
- With 5 weeks we really had time to consider ideas and go back to certain ideas again and again. I truly felt valued here from day 1. I first walked in to the open program by accident and I didn't feel good in that room. Then I found my mistake, came over here and immediately felt welcomed and appreciated and important.
  
- This is in a completely different realm of other inservice/pro. development experiences. SCWriP allows one to be an "equal" while at the same time allowing for so much growth. There is an attitude of respect there for teachers (fellows) that is missing in other places. In other words, our opinions are valued and evaluated rather than dismissed or challenged.
  
- It rates very high. I've attended some exceptional workshops and this rates along with them but with an important feature--5 weeks is really powerful. This had a lot of depth and it empowered us as professional, skilled people too.



- The high level of expertise displayed puts SCWriP on a higher level than any other inservice I've had. The length was a week longer than SCSP and I found I was ready to be done last Friday-4 weeks. This 5th week, although excellent speakers has been too much. I don't internalize any more...I'm done!!
- SCWriP is in a class by itself. I have been challenged to re-find my voice in poetry and prose. My mind has been awed by the knowledge of the guest speakers and our presenters. I am full.
- It is the best in learning about Reading, Writing across all curriculum. This information helped blend theory to practice to product.
- This institute is unique rather than a quickie lesson we get the true challenge of our philosophy of teaching, learning, and writing.
- Other than the History Institute I attended in residence at Princeton--it was the best. Selecting an open-minded, compassionate "cream of the crop" is the key. We were encouraged to question and make theories and methods apply to our individual classrooms.
- This is the only one that's been truly interactive. It's demanded the most from me but been the most rewarding.
- It has been more intense and far more rewarding. I have been introduced to ideas that will affect my entire method of teaching, especially inquiry.
- I have never been to an intensive inservice before, just one or two day shots. I valued the opportunity to spend so much time with colleagues.
- It has been much more sophisticated in arranging presentations by speakers who are on the cutting edge of research and/or have valuable experiences which should be shared.

- It's incomparable. Other professional education focuses on activities that can be done in the classroom. While this is important, and useful, SCWriP pushes me to think about why I am doing certain things in my classroom. Consequently, I am pushed to modify and revise what I do in my classroom.

- SCWriP differs in that the entire class is made up of experts within the field of teaching. Our experiences and opinions are valued within that institute. Also the caliber of the outside presenters was much higher than most inservices I have attended. The fact that our speakers are the leading people in their fields is invigorating and compelling. In other inservices, most often, the presenter is a fellow teacher.

### **What are some of the most important features we should retain for next summer's Institute?**

- Presentations by fellows, writing groups.

- It's important to have everyone do a presentation--for the personal growth opportunity for each of the fellows as well as for the project. It's wonderful to have the outside presenters as well. Writing groups are also worthwhile and important development to the fellows. However, the weekly potlucks were time-consuming and too late in the day. Perhaps they could be held bi-weekly? Having time to write is an important validation, but I would have appreciated time to write at the end of the day as well, so that I could try to process some of what had been presented each day. Joan was also a wonderful coach for my presentation, but we needed more time--perhaps short group meetings at the beginning of the Institute, or even during orientation?

- Journal writing time, writing groups, presentations, and food. Anything else?

- Some time to process at the end of guest speakers and "in house" presentations. Allow time to discuss burning issues either in small groups and then to whole group or divide up questions amongst us like Beth did in her presentation. Obviously writing groups, presentation feedback, guest speakers, grade level meetings, food, and potlucks.

- The morning writing time was really important to me. It was a treat to begin the day like this. I would love to see Wilhelm, Sustein, Harwayne, Gutierrez again.
- Keep it all!
- Most of the guest speakers, writing groups, and of course the pot lucks.
- Definitely the journals and writing groups. I would have enjoyed more writing time - maybe 1st thing in the morning and then again at the end of the day.
- I think the presentations by outside presenters are a highlight of the Institute. The Fellow's presentations have all been outstanding - perhaps 2 per day in the morning would help keep everyone on time then have a guest speaker for a 2 1/2 hour session in the afternoon. I'd like to see the Fellow's presentations to be on earlier in the Institute rather than later as they were cause for great deal of apprehension. The part of "coach" seemed to be over-emphasized. We are all professionals, having done these presentations before--why the emphasis on coaching except just to be available for incidental help...?
- Retain the homogeneous writing groups, the snacks, the presenters, the movement throughout the room, the interviews, the random biographies, the different styles of writing and the coffee. Eliminate four presenters in one day. Try to add some fresh air; the room was stuffy.
- Show-not-tell, Bob Tierney, Barry Spacks, (Sheridan, Jack, Lois), focusing, Jeff Wilhelm, pot lucks.
- Great Speakers, good food, invite across the curriculum-science-math-social science, the "hands on" is a must.
- Friday Pot lucks. Midterm Reading, Morning Writing, Biographies.
- Writing Groups

- Learning logs to the staff on Friday
- The Writing Groups
- Writing Groups, Ethnography, Create time for open discussion
- The most valuable things I learned happened during writing groups and hearing other fellows present. I think that other projects are missing out on the knowledge that their own fellows possess. We were all chosen because we are experts in our fields. It would be a shame to miss out on those experiences.

Appendix 4.2

November 11, 1997

To: SCWriP Fellows

Fr: Sheridan Blau

Re: Recruiting new Fellows

This is my annual appeal to SCWriP Fellows to help us identify and recruit outstanding experienced teachers for our coming Summer Institute. I am writing to you early this year so that we can follow up properly on any names you submit to us and because I am particularly anxious about recruiting for the Summer of 1997. This summer, as you may have heard, our Summer Institute will be held for the first time, not on the UCSB campus, but in Ventura County at Ventura College. We are making this move for this summer (and probably every second or third summer hereafter) in response to the insistence of many of our teachers from Ventura County that many other excellent teachers (especially those with young children), especially in the southern portions of Ventura County, have been very interested in becoming SCWriP Fellows but have not been able to afford the time each day to commute to Santa Barbara. Carol Boysen was especially committed to having us move our Institute to Ventura in order to better serve Ventura County teachers and I promised her we would do so this summer.

Our Institute will therefore meet this summer at Ventura College in their faculty lounge, a beautifully appointed and spacious room perfect for our purposes. The Open Program will meet nearby in the equally beautiful College Conference Room. We expect to bring a number of especially exciting visiting presenters to our Institute this summer and hope that many of you will join us for at least one morning of the Institute at our Ventura County location. Details of our schedule will come to you before the Institute begins on June 24.

I am enclosing a nomination form for you to fill out and return to us and an announcement of the 1997 Institute for you to post where teachers in your school will see it. We'll send along application forms for you to give out as soon as they are printed.

In the meantime, we are depending upon you to help us identify and recruit outstanding teachers as Fellows for the coming SCWriP Summer Institute. Year after year we are confirmed in our belief that our own teacher-consultants – the teachers who have been Fellows in our Summer Institutes over the past 18 years – are the best resource we have for identifying colleagues who can contribute the most to and derive the most from each new Summer Institute.

So please take a few minutes to think about colleagues you know who would make welcome additions to our SCWriP community and whom you would like us to recruit for the Summer Institute of 1997. Although we will be meeting in Ventura County, we still want to select a group of Fellows that represent our entire South Coast region, including all of Santa Barbara county. If you don't want to take the time to fill out the enclosed nomination form, you can call-in the information by phone. Simply give us the teacher's name (and possibly some pertinent background information) and an address to which we can send an encouraging letter and a Summer Institute application form. Better yet, take a few minutes to do some active recruiting for our Project among the most accomplished, experienced teachers in your department or school, and then also nominate those teachers, using the enclosed form or with a phone call. Please try to get this information to us as early as possible during this recruitment season. We would especially appreciate having the nominations in our office by mid January.

South Coast Writing Project

Nominations for the Summer Institute 1997

Nomination(s) being submitted by

-----  
(your name)

Fill out as much information as you can easily provide for each of your nominees.

1. Name of teacher to be nominated \_\_\_\_\_

School where the candidate teaches (name and city) \_\_\_\_\_

-----  
Address (home or school?) \_\_\_\_\_

-----  
Comment:

-----  
2. Name of teacher to be nominated \_\_\_\_\_

School where the candidate teaches (name and city) \_\_\_\_\_

-----  
Address (home or school?) \_\_\_\_\_

-----  
Comment:

-----  
**Return this form ASAP to Sheridan Blau, South Coast Writing Project,  
Graduate School of Education, University of California, Santa Barbara CA  
93106. Or fax it to 805-893-7674.**

(Use back of form for additional nominations)

Appendix 4.3

January 9, 1997

To: South Coast Principals, Headmasters, and Deans

Enclosed you will find announcements and an application for the South Coast Writing Project Summer Institute in Composition and Critical Literacy for 1997. As you probably know, SCWriP recruits 20 outstanding teachers each year to become Summer Institute Fellows and, subsequently, SCWriP teacher-consultants for our extensive staff development programs. The teachers we recruit as Fellows are highly respected professionals who teach in all grades (K-University) and in all disciplines in public and private schools and colleges throughout Santa Barbara, Ventura, and Northern Los Angeles counties.

Each year we depend upon administrators in local schools and colleges to help us locate and recruit promising applicants for our Project. We therefore want to call upon you to post the enclosed announcements where all teachers at your site will see them. We also ask that through your regular site bulletin or through a special printed announcement you notify all teachers in all disciplines at your site that SCWriP is calling for applications for our 1996 Institute and that they may obtain an application from you or by calling our office at UCSB.

While we welcome applications from English teachers and language arts specialists at every level, we especially want to encourage applicants from across the disciplines, including teachers of math, science, social studies, or foreign languages. We are also making a special effort to recruit teachers from all disciplines who teach large numbers of at-risk and linguistic-minority students. As always, we are also particularly eager to recruit outstanding educators from ethnically underrepresented groups. If you know of teachers at your site who are promising candidates for a SCWriP Fellowship, we hope you will personally urge them to apply. We are enclosing one application form for you to give out, but will gladly send more to you, if you should need them. We will also be happy to send application forms and other information to any teachers you might want to nominate for our Project. Simply call our office or use the nomination form enclosed. Please note that we also encourage applications from district and school site administrators. Several principals have been Fellows of our Project in the past and have valued their experience as much as we have valued their significant contributions.

**Please note that our Summer Institute for 1997 will be held at Ventura College.**

If you have any questions or wish to nominate a teacher or administrator as a potential SCWriP Fellow, please don't hesitate to call me at the number shown above or at (805) 893-2510. Thanks very much for your interest and help.

Sincerely,

Sheridan Blau, Director



**Appendix 4.4**

February 10, 1997

Name  
Address  
City, State, Zip

Dear

I am writing to let you know that you have been nominated by one or more teacher-consultants from the South Coast Writing Project as an outstanding educator and a promising candidate for a Fellowship in the South Coast Writing Project's Summer Institute in Composition and Critical Literacy for 1997. Since the teacher-consultants affiliated with our Project are themselves outstanding teachers and regionally recognized experts in the teaching of writing and critical literacy, your nomination is itself a mark of professional recognition by respected peers.

On behalf of my colleagues in the South Coast Writing Project I, therefore, want to invite you to apply for a Fellowship for the 1997 Institute or for any future SCWriP Summer Institute. I am enclosing an application for the 1997 Institute along with a response form. While this invitation to apply cannot guarantee that you will be awarded a Fellowship this year, should you apply, it is surely an indication that your application will be welcome and very favorably received by the committee charged with awarding Fellowships for 1997. If you have any questions about the application process or about the South Coast Writing Project, please don't hesitate to call me at the SCWriP office, 893-4422. If you don't find me in the office at the time of your call, our administrative assistant, Deanna Ayers, will be able to answer your questions or set up a phone appointment for us.

I do hope you'll think seriously about our invitation to apply to our Project. In the meantime, I'll look forward to meeting you personally.

Cordially,

Sheridan Blau, Director

**South Coast Writing Project  
Response Form for Nominees**

Please fill out and return immediately

Name \_\_\_\_\_

Home address \_\_\_\_\_

-----

School address \_\_\_\_\_

\_\_\_\_\_

Phone numbers: (H) \_\_\_\_\_ (W) \_\_\_\_\_

Please mark the responses that apply to you:

\_\_\_\_\_ I am interested in becoming a SCWriP Fellow and

\_\_\_\_\_ I plan to apply immediately for this summer's Institute

or

\_\_\_\_\_ I plan to apply for some future Summer Institute

\_\_\_\_\_ I am not interested in becoming a SCWriP Fellow

Please return this response form in the enclosed envelope to:

The South Coast Writing Project  
Graduate School of Education  
University of California  
Santa Barbara, CA 93106

UNIVERSITY OF CALIFORNIA, SANTA BARBARA  
THE SOUTH COAST WRITING PROJECT  
and LITERATURE INSTITUTE FOR TEACHERS

In collaboration with Ventura College

invites applications for the

19th ANNUAL SUMMER INSTITUTE IN COMPOSITION AND CRITICAL  
LITERACY

For teachers of all subjects and at all grade levels, K-University

**\*\*This year on the campus of Ventura College — Ventura, CA\*\***

Each year SCWriP invites 20 outstanding teachers to become UCSB Fellows for the South Coast Writing Project Summer Institute in Composition and Critical Literacy . The participating teachers are drawn from all disciplines and all levels of instruction (K-College) in Santa Barbara, Ventura, and Northern Los Angeles Counties. Each Fellow receives a fellowship stipend of \$600, plus travel or housing allowances as needed. Fellows of the Summer Institute meet for five weeks, four days per week in a collegial setting where they:

- examine current theory and research in the teaching of writing and literacy.
- write extensively and join regularly in small groups to share and respond to each others' writing in progress.
- demonstrate their own approaches to the teaching of writing.
- participate as colleagues in seminars and workshops conducted by internationally eminent researchers, theorists, and practitioners in the teaching of composition and literature.

Fellows completing the Summer Institute are eligible to join the SCWriP Staff as paid teacher-consultants. In this capacity they conduct inservice workshops and coordinate staff development programs in school districts and colleges throughout the South Coast region.

**INSTITUTE DATES:**

June 24 - July 25  
Tuesdays - Fridays, 9:00 a.m.- 3:30 p.m.

**APPLICATION FORMS AVAILABLE FROM:**

The SCWriP Office--Call (805) 893-4422  
County Schools Offices, Site Principals,  
SCWriP Fellows

SCWriP is a site of the California Writing Project and the National Writing Project  
and the National Literature Project Network



May 6, 1997

Dear SCWriP Fellow:

I am writing to you to fill you in on some details about our May 16th orientation meeting and to provide you with some additional information you will need to get ready for your initial responsibilities as a Fellow.

Institute Presentation

As you know, your first task will be to identify an approach or specific technique for teaching composition (or literature) that you can describe and demonstrate to your colleagues. This will ideally represent a teaching method that you have used successfully in your own classroom over the years (and which may have yielded samples of student writing you can show to your colleagues). In preparing for your presentation you should consider that you will have 45-50 minutes of uninterrupted time plus another 15 minutes for questions and discussion. We'd also like to encourage joint presentations by pairs of Fellows who can team-teach a single approach to composition. Virtually all of you have already discussed possible presentations with me or with one of our experienced Fellows.

As you think further about what you might want to present, please don't think that you need to find a teaching approach that is original or innovative. Our experience has shown us that many of the most valuable presentations have been based on ancient and conventional practices in the teaching of writing and literacy. If it is a teaching practice that you believe in, regularly use, and find valuable for your students, the chances are that your particular way of employing this practice will be helpful and informative for the rest of us. The keys to a successful presentation are your belief in the value of your lesson or approach for your students and your practical experience in employing your approach in a live and squirming classroom.

As an alternative to presenting a lesson you believe in and have successfully employed over the years, you might want to present us with the other side of your professional experience in the form of a case study of one or more students whose problems in learning to write have seemed resistant to your best instructional efforts. In this instance some of your presentation time will be devoted to leading a discussion or workshop in which all of us can collaborate in developing ideas for better understanding or dealing with the problems represented by the cases you present. A presentation of this kind can be just as valuable and informative for all participants as any presentation of a successful teaching method.

Our idea for inviting Fellows to present problem cases was partly inspired by Miles Myers' view of the nature of professional discourse (see his enclosed article) and by the work being carried on in our Project by teachers who belong to teacher-research groups, as described in my own (enclosed) essay about what tends to happen to teachers who join a Writing Project like ours.

Part of our orientation day on May 16th will be devoted to discussing and roughly scheduling the presentations that each of you will offer during the Summer Institute. We also want to make sure that the presentations as a group cover an appropriate range of teaching issues. We are asking, therefore, that you come to the meeting with a "preferred" and "alternative" topic for a presentation. By the end of the day we should have some idea of what sort of presentation everybody will be offering, who will be offering joint presentations with whom, and which of our staff members will be coaching (everybody gets a coach) which presenters.

### Preparatory Reading

There is only a little time for reading between the end of school and the beginning of the Institute on June 24th. We think it is important, however, that we share a common body of knowledge about the current state of professional thinking on composition and instruction. At our orientation meeting we shall therefore provide you with a xeroxed collection of Selected Readings in Composition which we hope you will sample before the Summer Institute begins. Please bring your checkbook with you to the orientation and be prepared to spend approximately \$35 for this collection of readings. Our volume of Selected Readings in Composition will constitute the only text we are asking every Fellow to buy for the Summer Institute. We shall also ask every Fellow to read one professional book during the Summer, but we will be buying that book for you and presenting it to you on the first day of the Institute.

As you probably already know, the Institute begins on Tuesday, June 24th and runs through Friday, July 25th. We'll meet daily -- Tuesday through Friday - - from 9:00am to 3:30pm, except during the week of June 30th, when we'll meet Monday through Thursday and have Friday, July 4th off. On Fridays we traditionally spend our last two or three hours together in the more informal setting of a pot-luck lunch, sometimes at one of our homes or in a local park.

### Orientation Day Schedule

We're scheduled to begin at 9:00 a.m., but please plan to arrive early to allow for getting lost and purchasing the readings. (A campus map and a parking coupon are enclosed. Please stop at the parking kiosk to exchange the coupon for an all day parking pass). We'll spend the morning on introductions and participating in a model presentation/demonstration. Then we'll have lunch as guests of the Dean and Provost. After lunch we'll try to set the topics and dates for your individual presentations during the Summer Institute. We should be finished by about 3:00 p.m.

### Commuting Arrangements

Our intention is to arrange car pools so that very few vehicles will have to be used. We are also prepared to provide supplementary stipends to help cover commuting costs or lodging. We'll have to work out the details on travel arrangements when we get together on the 16th. For the past seventeen years the commuting Fellows have reported that the daily trip with their colleagues was a special and enriching feature of the Project for them.

I look forward to seeing you on Friday, May 16th.

Cordially,



Sheridan Blau  
Project Director

P.S. Since school will still be in session on May 16th, most of you will need to ask your principal or superintendent to release you for the day without loss of pay. If you have any problems and need me to talk to your principal or superintendent, please give me a call.

## **CHAPTER FIVE**

### **WRITING AS PROFESSIONAL DEVELOPMENT**

*Teachers of writing must write: that their authority as teachers of writing must be grounded on their own personal experience as writers-- as persons who know first hand the struggles and satisfactions of the writer's task (Informing Assumption of the National Writing Project)*

This chapter builds upon the analyses presented in Chapter Four to explore the theme of *Writing as Personal and Professional Action* by analyzing the opportunities to write that were made available to members and how members took up these opportunities. This analysis is presented to explore how, and in what ways the opportunities for writing undertaken during the Institute afforded members occasions for personal and professional development, thus meeting the principle of the project stated above. (See Table 4.7 for a chart of the full set of informing principles.)

The analyses in this chapter will be presented in three parts. The first part begins with an examination of two written texts distributed to members by the director that explained the responsibilities and expectations for journal writing. In Part Two, I present the ways members took up these responsibilities by examining their reflective essays, *The Journal Self-Study*, written by new Fellows on the last day of the Institute. Part Three expands the

investigations of writing opportunities members were afforded by considering the writing members engaged in as part of Institute presentations. Together, these analyses provide a detailed picture of how, why, when, and what members of the Summer Institute wrote and how the members inscribed this writing as important to their personal as well as professional growth. Since members stated that personal writing was something they had not had the opportunity to do in other professional growth experiences, this analysis will address the question, *what does the inclusion of opportunities for personal writing contribute to teachers' professional development as they participate in this intensive professional development program?*

To answer the question, *What types of opportunities for writing were afforded members of this community?*, I engaged in a process of backward and forward mapping across time and events (Tuyay, Floriani, Yeager, Dixon & Green, 1995). Backward and forward mapping involved a process of tracing intertextual (Bloome & Egan-Robertson, 1992) relationships among events. Intertextuality examines the links among texts produced by members.

To understand the writing experiences presented to members, and how they constituted personal and professional development in this Summer Institute, the analyses presented here examines: the opportunities for writing that were provided for participants, the ways in which these writing practices



were established, and the culture that developed through these practices. By considering the norms and expectations, roles and relationships, and rights and obligations (Collins & Green, 1992; Green, Kantor & Rogers, 1990), the requirements for being a member and ways that members contributed to a local definition of writing in this community were made visible.

### **Part One: Analysis of Directions For Journal Writing**

*I believe in my writing and reflection. I can see it happening. I have ~~changed~~ transformed over these five weeks. There is a quiet yet powerful strength that is evident and growing. And most importantly, it is only the beginning.* TL (Excerpt from a Journal Self-Study Essay written by members on the last day of the Institute.)

The following analyses will reveal that transformations, as TL wrote, were possible through the opportunities for writing provided and were an ordinary dimension of professional development that members experienced as they participated in and contributed to this writing project Summer Institute. As discussed in the review of literature presented in Chapter Two, the kind of learning that will be required for teachers to meet the standards and goals of recent national and statewide education reform, has been described as transformative. That is, these changes are not merely surface ones, but require wholesale changes in deeply held beliefs, knowledge, and habits of practice

(Thompson & Zeuli, 1999). To explore how, and in what ways such transformations were visible within the Institute, I searched for evidence of teachers' transformations through analysis of artifacts, fieldnotes, and transcriptions of the Institute discourse, and then triangulated these findings with interviews with members.

Central to this analysis is the premise that learning is a continuum of experience (Dewey, 1934) and that the continuum is not made up of discreet and separate experiences, but that each experience builds on the previous and affects the next experience. According to Bruner, (1987) thinking and speaking are transformational when members rethink, redefine, and reconceptualize what they once knew into a different experience. From this perspective, I began the analysis presented in this section by reviewing fieldnotes, video data, and event maps for writing opportunities and the way these opportunities were framed.

This analysis led to the identification of two types of writing that made up most of the writing opportunities provided in the Institute—*Open Journal Writing* and *Writing As Part of Presentations*. The analysis shows how the writing undertaken across the five weeks of the Institute was intertextually tied. This analysis across these two types of writing identified the intertextual nature of the activities and practices in which members engaged. As members

entered each writing opportunity, they brought with them a common set of experiences, practices, and texts that were interactionally acknowledged as resources to be used to shape the social and academic events and texts in the new writing.

It also served as a way of triangulating data in which members made claims about the importance of writing with other forms of data tied to observed opportunities. This analysis will show how writing is not only tied to personal and professional development but is also tied to another theme, *Knowledge Developed*, as will be discussed in Chapter Six.

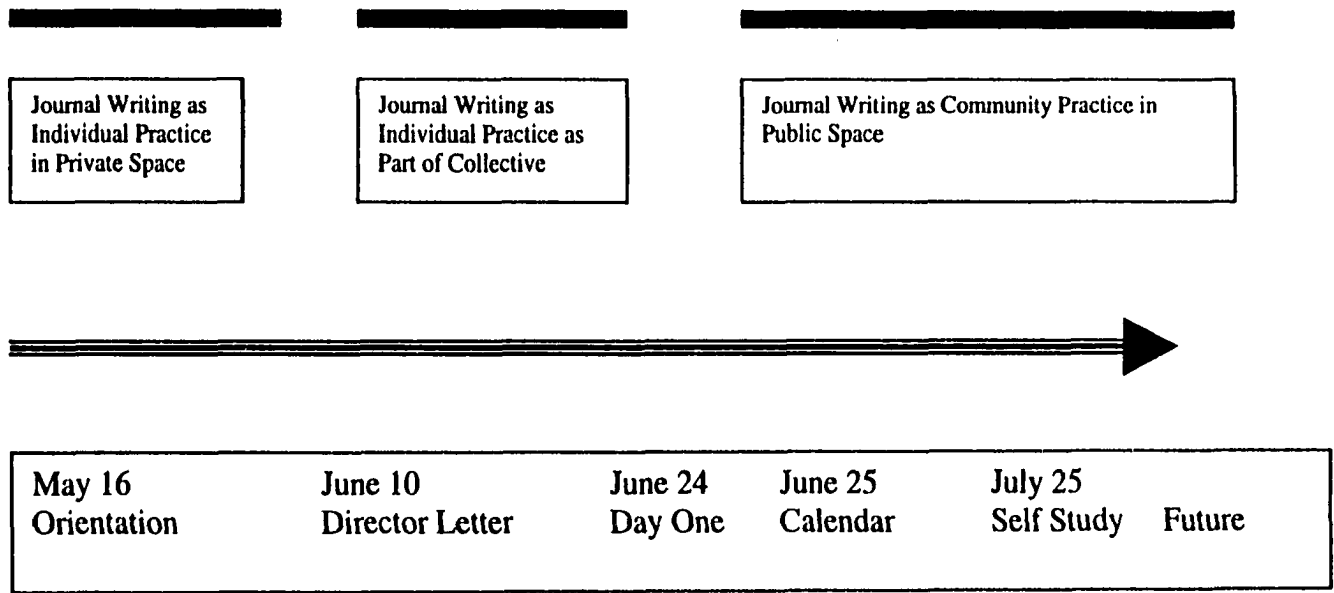
### Journal Writing

In this section, I examine the documents and actions related to journal writing to identify how the director framed journal writing as a responsibility of membership in the Summer Institute. This analysis will then be used to triangulate the claim made in Chapter Four during the analysis of the application process, providing further evidence that participants began the process of becoming members of this professional development community before actually attending the Institute.

By undertaking a domain analysis (Spradley, 1980) of the written texts that discussed journal writing, five events were identified that defined and then redefined what was considered under the folk term *journal* for members of this community. Figure 5.1, *Timeline of Journal Writing During the 1997 Institute* provides a graphic representation of the occurrence of Journal Writing across the full Institute. As indicated in the timeline, two key texts defining journal writing were identified in the period prior to the formal beginning of the Summer Institute. As the timeline shows, and further analyses will illustrate, journal writing was first introduced and defined for members on May 16, the Orientation Day which was the first time that participants met face-to-face. The analysis, therefore, examines five points in time, Orientation day, the letter sent before the first day of the Institute (June 10), the first day of the Institute (June 24), the second day of the Institute (June 25) and the final day (July 25). These points in time show how writing began with journal writing being defined and redefined across time and events.

As the following analysis will show, each event built on the previous events, with the journal writing opportunities being constructed as the community developed.

**Figure 5.1: Timeline of *Journal Writing* During the 1997 Summer Institute**



## **Journal as Private Practice and Collective Activity of the Institute**

In this section I present analysis of the directions to the journal writing assignment members received on May 16 and the follow-up letter the director wrote to all members, dated June 10.

The first introduction to the journal experience occurred on May 16 when teachers who were accepted to the Summer Institute attended an orientation at the UCSB Faculty Club. At that orientation members were given a handout describing the SCWriP Journal Assignment. This writing task was described as being twofold:

*First, you are to write 30 minutes a day, each and every day. If you can, divide the time so that you are writing for at least 15 minutes immediately after getting out of bed. Begin to write before you have had a chance to read anything. For the second 15 minutes, set yourself a time to write later in the day. Once you have chosen a particular time, however, do your absolute best not to break or alter this appointment.*

*During the morning or prearranged sessions, write whatever pleases or interests you. Don't fuss about your work or worry about its final worth or quality. Simply write whatever is in your head: how you are feeling about your life, your looks, or this assignment; last night's dream; yesterday's argument with your spouse or partner or pet; the conversation you are going to have with your father-in-law.*

According to these instructions, all members were to begin keeping these journals by May 24. Two weeks before the Institute began, June 10, the director sent the second text, a follow-up letter to the members.

*First, let me remind you about our collective commitment to daily writing for 20-30 minutes in a journal. If you have not yet started to do your journal work, start now (I started mine last week). You may want to start off with 10 minutes of writing twice a day and then gradually increase your morning writing sessions to 20 to 30 minutes, as you find yourself naturally writing for longer periods of time. Remember not to read back in your journal, and try not to make any judgement about what you write. We'll re-read our journals and review our journal process later in the summer, so it's best if you don't become self-conscious about your writing at this stage. All you have to do with your journal for now is write in it--just show up.*

### *Analysis of Discourse Choices*

In my first analysis of these two written artifacts, the original directions and the director's follow-up letter, I engaged in a line-by-line analysis of the discourse choices made visible in each of the documents. This approach was undertaken to unfold how the experiential base for journal writing was created and how the spaces and times of the journal writing opportunities were constructed. Using an ethnographic perspective, I examined how the content of these artifacts began to shape the boundaries for *journal writing* in this community. Specifically, I examined who was to

engage in journal writing, under what conditions, when and where, for what purposes, in what ways. This first phase of this artifact analysis led to a line-by-line analysis of the directions given by the director to the participants on orientation Day (May 16). Each line was examined for statements of **actions** that were to be taken, **conditions** under which journal writing was to occur, and for **examples** of what journal writing was or was not to contain. This analysis is presented in Table 5.1. As indicated, these directions established expectations for writing (the action)-- “you are to write 30 minutes a day,” and for when to write (the conditions)--“immediately after getting out of bed” and “later in the day.” The directions also set boundaries on the actions—“do not break or alter the appointment,” and “do not fuss about your work.” The director’s directions framed journal writing as an inscribed event, with members being asked to write in their journal every day--”Once you have chosen a particular time, however, do your absolute best not to break or alter this appointment.” The use of the term *appointment* marked the importance of this time and the social nature of the activity. This was an appointment each member was responsible for making with him/herself as a member of the SCWriP community. In this way, journal writing was defined as occurring in a private space, and, as analysis of the follow-up letter made visible (Table 5.2) as part of a collective commitment.



Members were not told specifically what to write about in their journals – “write whatever pleases or interests you.” However, the examples given were all of a personal nature--”how you are feeling, ” “last night’s dream,” yesterday’s argument with your spouse, partner, or pet,” “the conversation that you are going to have with your father-in-law.” This signaled to members that this was not necessarily a journal about teaching practice or professional issues, and writing about personal issues was valued in this Institute.

This set of actions can be traced back to one of the informing principles of the writing project *-that to develop as a teacher of writing one must have personal experience as a writer.*

Through this text, the journal writing experience was first introduced to members as writing done in a private space. The directions made clear that there were expectations and conditions for writing that members had to fulfill as part of their responsibility as members of this community.

**Table 5.1: Actions and Conditions Inscribed in Journal Instructions, May 16**

<b>Line/Action Prescribed</b>	<b>Condition Prescribed</b>	<b>Examples Given</b>
1. First, you are to write	30 minutes a day, each and every day	
2. If you can, divide the time	so that you are writing for at least 15 minutes immediately after getting out of bed	
3. Begin to write	before you have had a chance to read anything.	
4. For the second 15 minutes, set yourself a time to write	later in the day	
5. Do your absolute best not to break or alter the appointment	Once you have chosen a particular time	
6. Write whatever pleases or interests you	During the morning or prearranged session	
7. Don't fuss about your work or worry about final worth		
8. Simply write whatever is in your head		how you are feeling about your life, your looks, or this assignment last night's dream yesterday's argument with your spouse or partner or pet the conversation you are going to have with your father-in-law

In the follow up letter dated June 10, the director framed the journal writing as part of a collective commitment. This letter also included his commitment to this activity.

Table 5.2 is a line- by -line analysis of this text. As represented in this analysis, this letter restated the expectations, which the director called “our collective commitment to daily writing for 20-30 minutes in a journal.” In the original directions the director told members to write for at least 15 minutes immediately after getting out of bed and 15 minutes later in the day. In this follow-up letter, he acknowledged that this may be a difficult task at first and told members that they may want to “start off with writing for 10 minutes twice a day and then gradually increase writing sessions to 20 to 30 minutes.”

With this language, the director set the expectation that writing may be challenging but will become less so with experience--“as you find yourself naturally writing for longer periods of time.” Further, this letter indicates that through the experience of writing in the journal, members would find it *natural* to write for longer periods of time.

**Table 5. 2 Actions and Conditions Inscribed in Director's Follow-up Letter, June 10**

<b>Line/ Action Prescribed</b>	<b>Condition Prescribed</b>	<b>Example</b>
1. First, let me remind you about our collective commitment to daily writing	20-30 minutes in a journal	
2. If you have not yet started to do your journal work, start now		I started mine last week
3. Start off with 10 minutes twice a day	then gradually increase to 20 or 30 minutes as you find yourself naturally writing for longer periods of time	
4. Remember, not to read back in your journal	try not to make any judgment about what you write.	
5. We'll re-read our journal and review our journal process	later in the summer, so it's best if you don't become self-conscious about your writing at this stage	
6. All you have to do with your journal, for now is write in it	just show up	

In this follow-up letter, the director also added two additional conditions for journal writing--"Remember not to read back in your journal, and try not to make any judgement about what you write." These two conditions signaled to members that at this point, journal writing was not about reflecting on or critiquing their writing, but about building the habit of writing on a daily basis, a cultural practice that would be realized in the daily journal writing time of the Institute, as discussed later in this chapter.

This letter also foreshadowed one way in which journal writing was going to be used later in the Institute-- "We'll re-read our journals and review our journal process later in the summer," marking it as a core and sustaining activity of the Institute.

The next analysis continues to examine more closely the language of the *Journal Assignment* and the director's follow-up letter and the ways in which the follow-up letter redefined the journal as a collective activity.

#### *Analysis of Pronoun Use in the Journal Assignment and Director's Letter*

In a second part of this analysis, I examined the pronominal referents (Brilliant-Mills, 1993; Santa Barbara Classroom Discourse Group, 1995), in the journal assignment and compared them to the pronominal referents in the

director's follow-up letter to show the shift in the journal from personal activity to a collective SCWriP activity.

As represented in Table 5.3, in the written directions for journal writing (May 24), the only pronouns used were "you," (Lines 1,2,3, 5, 6, and 8) "yourself,"(Line 4) and "your,"(Lines 7 and 8) as illustrated in Table 5.3. *You, yourself* or *your* was used in every single line of the directions initially marking this as a personal activity and an individual responsibility of membership in the writing project.

In the follow-up letter from the director (June 10), the pronouns *me*, (Line 1) *our*, (Line 1 and 4) *I*, (Line 2) *mine*, (Line 2) and *we* (Line 4) were used in addition to *you* , (Lines 1, 2,3, and 5) *your*, (Lines 3, 4, and 5) and *yourself* (Line 3). Through the use of these pronouns, the director signaled a shift in journal writing as a personal activity to journal writing as a collective activity, when he writes, "our collective commitment to daily writing." By framing journal writing in this way, he articulated a contract that teachers had accepted-- by agreeing to attend the Institute, teachers *committed* themselves to this daily writing activity. The director's use of "collective" is significant in that it inscribed a collective agreement, not just an individual one; that is, the individuals were agreeing to write as members of a community of writers.

**Table 5.3: Pronominal Referents in Texts of Journal Instructions**

<b>Written Journal Directions</b>	<b>Follow-up Letter from Director</b>
<p><b>You</b> are to write 30 minutes a day  <b>If you</b> can, divide the time            so that <b>you</b> are writing  <b>Begin</b> to write before <b>you</b> have had a chance to read anything            set <b>yourself</b> a time to write later in the day            once <b>you</b> have chose a particular time, do <b>your</b> best not to break it            write whatever pleases or interests <b>you</b>            don't fuss about <b>your</b> work            write whatever is in <b>your</b> head            how <b>you</b> are feeling about <b>your</b> life  <b>your</b> looks            yesterday's argument with <b>your</b> spouse            the conversation <b>you</b> are going to have with <b>your</b> father-in-law</p>	<p>let <b>me</b> remind <b>you</b>            about <b>our</b> collective commitment  <b>If you</b> have not yet started to do <b>your</b> journal work            (<b>I</b> started <b>mine</b> last week)  <b>You</b> may want to start off with 10 minutes of writing twice            a day            then gradually increase <b>your</b> morning writing sessions to            20 to 30 minutes            as <b>you</b> find <b>yourself</b> naturally writing for longer periods            Remember, not to read back in <b>your</b> journal  <b>We'll</b> reread <b>our</b> journals            review <b>our</b> journal process            don't become self-conscious about <b>your</b> writing            All <b>you</b> have to do with <b>your</b> journal</p>

He also positioned himself as part of the collective group by using “our”-- “let me remind you about our collective commitment to daily writing,” and again when he stated that he had been doing his own journal writing--”I started mine last week.”

### Summary of Journal as Private Practice and Collective Activity

The preceding analyses showed that before the first day of the Institute, the community of the Institute was developing, as was what was meant by the folk term *journal*. From May 24 until the first day of the institute on June 24, members were expected to write in their journals at a time that they set and on topics of their choosing, with the examples given being of a personal nature. Journal writing was done in a private space, as part of a collective responsibility of membership in the developing community. Through these actions, members were becoming part of the community by writing in their journals as a personal activity in a private space. The responsibility for participating in daily journal writing provided members the opportunity for developing new practices that would be part of the common background knowledge of the Institute before the official first



day, the practice of writing every day and the practice of not re-reading or critiquing their journal writing.

Members who took up the opportunity to keep journals before the Institute began, came to the Institute with the experience of writing on a daily basis and with the developing knowledge of what it meant to be a writer through experiencing the struggles and satisfactions of personal writing. The analyses of the artifacts presented, also made visible that *journal writing* at this point was personal writing, and showed how the written directions for the journal assignment provided an orientation to and disposition for journal writing as a particular type of cultural practice. As further analysis will show, this experience and knowledge grounded members' professional knowledge of teaching writing.

### **Journal as Community Practice in Public Space of the Institute**

On the first day of the Summer Institute, journal writing was again framed for community members. All members were given a calendar, which served as the agenda of the activities for the five weeks. (Appendix 5.1) The contents of the calendar for the first week of the Institute are duplicated in Table 5.4. As represented on this table, the time for journal writing was

labeled “Journal Work (Hopes, Fears, etc.)” and was scheduled to begin at 9:45 a.m. As further indicated, on all of the remaining days of the Institute, this time period was labeled “writing” and was scheduled to begin at 9:00 a.m. and end at 9:30. The calendar signaled that the experience of writing every day would continue in the Institute and that this would be the first thing undertaken each morning, expect for this first day.

Following a discussion of Institute business, such as where the phone was located and how to get copies made, the director began the journal activity. Table 5.5 is a transcription of this introduction. As shown in lines 001-008, the director situated the members of this Summer Institute culture within the larger culture of the South Coast Writing Project. He used the pronoun “we” to refer to the members who were in the present Institute as well as members who have written the same journal entry in previous years of the Institute. These actions marked this journal entry as a cultural practice and a sustaining event of the larger South Coast Writing Project community.

**Table 5.4: Institute Calendar for Week One, June 24—27, 1997**

<b>Tues/June 24</b>	<b>Wed/ June 25</b>	<b>Thursday/June 26</b>	<b>Fri./ June 27</b>
<b>9:00 Introduction Game</b> <b>9:30 Business</b> <b>9:45 Journal Work (Hopes, Fears, etc.)</b> <b>10:15 Annotated Map</b> <b>11:00 Interviews</b> <b>12:30 Lunch</b> <b>1:30 Revision of Interviews</b> <b>2:30 Random Autobiographies</b>	<b>9:00 Writing</b> <b>9:30 N.L.</b> <b>"Exercises for Generating Powerful Writing"</b> <b>10:45 PON</b> <b>12:00 Lunch</b> <b>1:00 B.P.</b> <b>"The Council Process"</b> <b>2:15 P.J.</b> <b>"Focusing"</b>	<b>9:00 Writing</b> <b>9:30 R.L.</b> <b>"The Question Pursuit: Promoting Exposition and Analysis"</b> <b>11:30 C.J.</b> <b>"Theory and Practice for Writing Groups"</b> <b>3:00 Staff</b>	<b>9:00 Writing</b> <b>9:30 S.B.</b> <b>"Writing Poetry"</b> <b>11:30 T.L.</b> <b>"Odes"</b> <b>12:30 Reading &amp; Writing Groups</b> <b>1:15 Potluck</b>

In lines 011-015 the director defined the writing members would be given the opportunity to produce-- “what you write about is what you hope for, out of the next few weeks. It’s hopes, fears, and expectations.” This differed from the opportunity for journal writing provided members prior to, and throughout the remainder of the Institute. It was the first case where participants were specifically told what to write about, *hopes, fears, and expectations*, where to write it, *in our journals*.

Further, this was the first time that they were told that they were expected to share this writing with those at their table groups, and could then decide to read their writing to the whole group. It signaled that the meaning of writing *in our journal* changed once journal writing moved from private space writing to a publicly visible community practice.

Journal writing could include assigned writing as part of the presentations, in addition to the open journal writing done every morning. The pronoun choice also framed *journal writing* as a collective activity. As discussed previously, in the first written directions for journal writing members were given, it was referred to as *your journal*. Here, the director referred to it as *our journals*.

**Table 5.5: Director Talk Redefining Journal Writing in the Collective**

<b>Line #</b>	<b>Director Talk</b>	<b>What Talk is Signaling</b>
001	The first piece of writing we do	connecting "we" of this year to
002	in our journal	"we" of SCWriP
003	for the project	marks this journal entry as part of the collective in contrast to with journal kept as private activity
004	every year	marks this activity as a sustaining practice of SCWriP
005	people don't seem to	
006	want to give it up	
007	with good reason	
008	is	
009	we do two entries	defines activity as two journal events
010	it's called	
011	the hopes and fears entry	names event hopes, fear
012	and what you write about	redefines journal in the collective as including assigned topics in contrast to open topics kept as private activity
013	is what you hope for	sets expectations of the writing
014	out of the next few weeks	
015	it's hopes, fears, and expectations	renames event hopes, fears and expectations
016	I'm not sure	
017	if this is a useful thing	
018	to do in a class	relates event to classroom practice
019	I can imagine	
020	some classes	
021	for us though	
022	it's interesting	
023	we're going to share these	sets expectation of writing
024	we'll share some of them	redefines journal in the collective as writing to share in contrast with writing kept as private activity
025	we'll get a sense of what people think	
026	so it's	
027	what do you hope for	repeats/clarifies writing directions
028	out of the next five weeks	
029	what do you fear	
030	for the next five weeks	
031	and	
032	what are your expectations?	

Evidence that members took up the practice of keeping the assigned writings from presentations in their journals, and did all Institute writing in one notebook, was identified in statements written in the *journal self-study essays* written on the last day of the Institute:

*I wrote everything, in my journal --filled it, in fact. I now have my own SCWriP text--from my thoughts, presentation notes, and poetry to reflection and processing of new ideas and concepts. WL*

*The next shift in my writing came when I started pulling into my journal the writing "assignments" done in the project. BJ*

However, analysis of these essays showed that not all members took up this practice in the same way. Two members wrote in their *journal self-study essays*, that they separated the open journal writing from writing that was assigned during speakers' presentations.

*My journal entries were not used for the "assignments" made during speaker's presentations--those writings are still part of my notes. (separate) CJ*

*At first everything went into my journal. Now, however, I have separated things along the lines of audience. If the writing is for me, It's in the journal. But if it's for publication, then I strongly prefer drafting on the computer from the "nuggets" in my journal. WA*

The analyses above show that the journal writing was described as a time and space to write. Before the beginning of the Institute, the space was a private one that each member created. The time was 15 minutes in the morning and 15 minutes at another time in the day. Although the director did suggest members start by writing for 10 minutes at a time. Beginning on the second day of the Institute, the space and time were provided within the Institute and journal writing occurred the first 30 minutes of each day. Members were given directions about what, how and when to write but they were never told what the physical artifact *journal* should look like. Members took up the opportunities and made them serve their own logic and purpose and that was an accepted practice of the Summer Institute. This understanding is illustrated in the following statement from a member's self-study essay.

*There were about four days that I didn't write because I chose to work on revision of one of the exercises. So, I guess I really was writing "in my journal" even though it wasn't in my journal book. MF*

MF uses the term "in my journal" to mean working on a piece of writing during the first 30 minutes of the day. For her, this included revising a piece of writing that began as an "exercise" for a presentation. So even though it

wasn't writing being done in the same notebook where she usually wrote her journal entries, her actions of revising counted as being "in my journal."

There were however, actions that were not acceptable within the boundaries of journal writing. In the next section, I analyze the potential frame clashes that make visible such boundaries.

### **Defining Accepted Boundaries for Community Practice**

The opportunity for journal writing was provided every day of the Institute. The previous analysis described how journal writing was redefined for members on day one of the Institute when the director gave an assigned topic to be written "in our journals." As indicated previously, journal writing on day one was marked on the calendar as "journal work." On day two the journal writing time was marked on the calendar as "writing" which began at 9:00, as seen in Table 5.4. Analysis of field notes and video data showed there was no further verbal reorientation to journal writing on day two. Institute staff and returning fellows began writing at ten minutes after nine. New fellows oriented to this physical direction and took it up by getting out notebooks and writing.



Further review of the data showed that the way new fellows took up the journal writing opportunities throughout the first four days of the Institute differed. Some members arrived at ten or fifteen minutes after nine and began writing then. Others continued talking during the first half hour of *writing time*. This marked a potential point of clash in the frames of reference (Green & Harker, 1982; Kantro, Green, Bradley, & Lin, 1992; Mehan, 1979). On day five of the Institute, one of the co-directors told members that “we need to honor the 1/2 hour writing time in the morning,” restating the norm and making the breach of norms publicly visible.

On day six, one of the Returning Fellows rang a bell at 9:00, signaling everybody that it was time to begin writing. This Fellow also wrote on the chalkboard, “Quiet Writers At Work,” inscribing graphically and auditorily the norm for journal writing. This action signaled the social significance of the journal writing experience to the writing project model of professional development. Review of video data showed that on this day members opened their journals and began writing as they arrived. No further verbal statements were made. The Returning Fellow had been through the Institute several years earlier and knew the norm and expectation -- everybody writes quietly for the full first half hour of each day. This Fellow took up the responsibility

of making that norm explicit to new members by writing on the board, creating an intertextual tie across generations of the Institute.

### Summary of Journal as Community Practice in a Public Space

This analysis examined how what counted as journal writing in this community was defined, redefined, and expanded through the discourse of the Institute. On the first day of the Institute, journal writing was framed as a community practice done in the public space of the Institute. It was also public in that it was shared with community members sitting at the same table and could be shared with all members of the community.

### **Part Two: Analysis of Members' Reflective Essays: The Journal Experience: A Self-Study**

On the final day of the Institute fellows were given a writing assignment, *The Journal Experience: A Self-Study*:

*During the last day of the Summer Institute we are asking that you use your journal writing time to write a final journal entry in the form of a personal report on your experience as a practitioner of the journal discipline for the summer of 1997.*

*Please don't actually write the report in your journal, because we'd like to collect it as part of the evaluation of our Project and for*

*research purposes. We'll xerox your report and mail it back to you within a week or two so you can paste it into your journal, if you want to.*

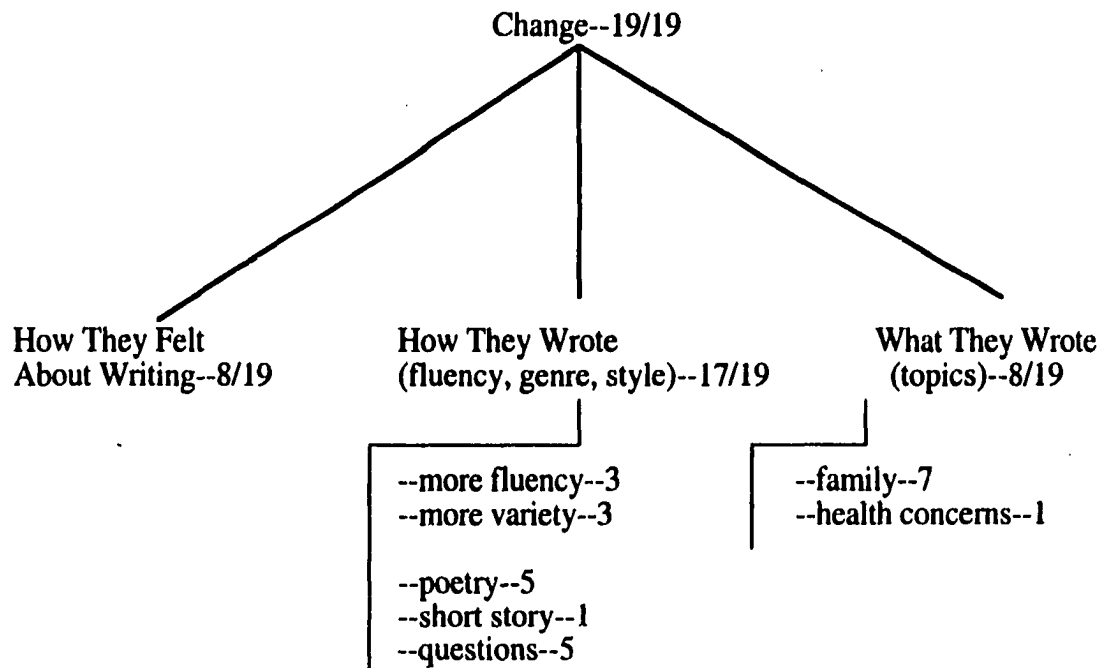
*To prepare for your report, please read back over your journal from the time you began to keep it for this summer (some time after orientation day) to see what the discipline of keeping the journal has meant to you. As you re-read your journal, look for changes that may have taken place over time in your writing, in your attitude toward writing, in your sense of yourself as a writer and thinker. In looking for changes in your writing, note especially any changes that may have taken place in your fluency (how much you wrote), to topics you wrote about, in your voice or style. See if you can discern any patterns of development. Can you learn from this review anything about your obsessions or interests? What does your journal tell you about yourself as a writer, as a teacher, as a person? What has the journal meant to you in any of your roles? Considering your experience as a case study, what can you say about the discipline of journal writing in your case?*

In examining the members' journal self-studies, I looked at a range of elements including the language taken up, topics initiated, and themes discussed to make visible the ways in which members reported the practice of writing in journals transformed their thinking and moved them beyond their prior experience. All new fellows turned in the journal self-study to one of the co-directors, although one of the members chose not to answer the self-study assignment and instead wrote a description of the other fellows as they sat and wrote that day. At the end of her description she wrote "I guess I talked about 'us' not my journal." This negative case makes visible another accepted practice of the Summer Institute-- although all members were

expected to write they did not necessarily have to write on the suggested topic. As discussed in Chapter Four, members' agency and choice were accepted and respected throughout the Institute.

All members who did the assignment as given, described a change or shift in writing or attitude about writing that occurred during the time they kept their journal. Figure 5.2 represents the first level of analysis I completed on the essays in order to produce an overall sense of what was deemed significant enough by the participants to write about in describing their journal experience. Looking at the distribution of themes is one level of analysis that provided a general idea of what was central to learning in this community since participants made choices (Ivanic, 1994) of what to write about in relationship to the experience as a whole. This figure represents the different types of changes members wrote about: *Changes in How They Felt About Writing*, *Changes in How they Wrote* (fluency, genre, style), and *Changes in What They Wrote* (topics).

**Figure 5.2: Themes Members Wrote About in Journal Self-Studies**



As indicated in this figure, seventeen of nineteen (89 percent) members wrote about change in terms of how they wrote at the end of the five weeks. Six of those nineteen (32%) wrote about becoming more fluent and using more variety in their writing, while the other members mentioned genre(s) they were given the opportunity to write, specifically, poetry, and short stories. Five members (26%) wrote about writing questions in their journals as part of the way they described their transformations. Forty two percent (8 of 19) of members wrote that the way they felt about writing in a journal was transformed over the course of the five weeks and forty two percent wrote about a change in the types of topics they wrote about.

Each of these types of changes will be discussed in the following sections to illustrate the specific ways in which the journal writing opportunity facilitated the personal and professional growth of members.

#### Illustrative Cases Drawn From Journal Self-Study Essays

As Table 5.6 shows, in all of the journal self-study essays collected, members discussed the changes that occurred in their writing and/or their attitudes towards writing in the journal from the beginning of the journal writing

experience to the last day of the Institute. Fourteen of nineteen (74%) members also wrote that they wanted to continue writing after the Institute was over, as the third column of the chart shows.

Six of these members mentioned specifically that they wanted to continue keeping journals and the other eight mentioned they wanted to continue new types of writing (short story, poetry) because of their writing experience in the Institute. This provided further evidence that transformations occurred through the journal writing experience because members had internalized the need to write and wished to continue writing even when it was no longer being done as a requirement of membership in the Institute.

Table 5.6: Change as Inscribed in New Fellows' Journal Self-Study Reflective Essays

Fellow	Claim of change (in teachers' words)	Claims of Outcome/ Future Action (in members' words)	Change In:
MI	The journal began as a chore, an assignment that I grumbled about daily in my notebook. Eventually it evolved into a conversation--became more interesting as other voices entered. I became less self-conscious wrote as I pleased about what interested me, moved me, confused me. I stopped worrying about what I was accomplishing, used the time to work on pieces or to play with ideas	If only to keep the flow moving I think I'll continue (journal writing) It's useful to have a place where all the questions in my life personal, professional, and creative can merge and bubble up and to have a record of it all seems worthwhile too.	<ul style="list-style-type: none"> <li>* How he/she felt about writing--chore--less self conscious--stopped worrying</li> <li>* How he/she wrote--conversational</li> <li>* What he/she wrote--grumbings, what interested, moved, confused</li> </ul>
WL	Especially in the beginning, the writing was a chore, after the first two weeks I became a little more comfortable I didn't focus on writing "meaningful" prose that for me felt artificial. Instead I started writing poetry or exploring "genuine questions" I had about my life and the world	There is so much more I want from SCWriP. I don't want the stimulation to end, or the writing.	<ul style="list-style-type: none"> <li>* How he/she felt about writing--chore--more comfortable</li> <li>* What he/she wrote--poetry, genuine questions</li> </ul>
BK	The first journal entries were "artificial" in the sense that I was writing because we had 30 minutes to write and I didn't feel I had much to say. There were other journal entries that I started out by describing the weather or holdrum event in my life. On other days I used my journal to "purge" my frustrations over something that happened at home. The writing helped me process, organize my thoughts I noticed I began writing questions in my journal. Some times I attempted to answer them, some times I just left them unanswered	I enjoyed looking back on my journal and seeing what I wrote about and how more fluently I was able to write after a few weeks in SCWriP	<ul style="list-style-type: none"> <li>* How he/she felt about writing--artificial</li> <li>* What he/she wrote--weather--frustrations--questions</li> <li>* Why he/she wrote--had 30 minutes--purge--process, organize thoughts--explore, answer questions</li> </ul>
ZG	I have been keeping several types of journals form any years. I started a new journal for SCWriP. At first it seemed artificial. My early entries in the writing project journal involved teacher/classroom reflection. The second part of my SCWriP journal took a surprising turn. I started writing short stories.	I need to do this (write short stories) more often. I'm excited to have discovered this about myself.	<ul style="list-style-type: none"> <li>* How he/she felt about writing--artificial</li> <li>* What he/she wrote--teacher classroom reflection--short stories</li> </ul>
BM	I had been skeptical about journal writing for so long--didn't think it had any intrinsic value but now that I've read it (my journal) I see the "big picture" of my life, and I notice for me themes emerging. It seemed as though I would write "inner" personal thoughts for a few	I plan to keep a journal from now on.	<ul style="list-style-type: none"> <li>* How he/she felt about writing--skeptical--valuable</li> <li>* What he/she wrote about--personal thoughts--teaching, writing--house, family</li> </ul>



	entries, and then I would write about my teaching, or my writing or the house--family seemed to pervade every area--no surprise to me.		
WA	My journal began as a sort of "enforced compulsion." I was so busy that I resented doing it (briefly) and then used it as a place to record "to do" lists. Because I did that, I was able to congratulate myself for being efficient and that led to other kinds of reflections. The record of what was done and what I was feeling remains the central focus of my journal, but I've written poems, phrases, "germs" for other writing as well. Fluency is amazing. Before June I thought I needed 20-30 minutes and so if I only had 10, I didn't write. Now 10 minutes is a usable chunk of time.	I realized how important my journal had become about a week ago when MJ announced to the carpool that she had lost hers. Its importance crept up subtly. I really need down-time, not having had any break between school and SCWriP. But journal writing is now part of down-time, my time	<ul style="list-style-type: none"> <li>• How he/she felt about writing--enforced compulsion</li> <li>• What he/she wrote--"to do" lists--record of what was done--poems, phrase, germs for other writing</li> <li>• How he/she wrote--more fluency</li> </ul>
SR	The writing before SCWriP was more personal and meaningful to me than the writing that felt like an assignment (the every day requirement to write)	I did find that some of the presentations did force me to try some other genres such as poetry	<ul style="list-style-type: none"> <li>• How he/she felt about writing--assignment</li> <li>• What he/she wrote--poetry</li> </ul>
SJ	My journal reflects the progress in writing and process of thinking about it. My journal reflects my thrill of writing my first poem, of being accepted in the "secret society" of poets. My journal reflects the jubilation of interviewing my mother.	The conscious act alone of keeping a journal made me much more observant and proactive. I was encouraged to look at my past deeper and in other ways--to look at the present and plan the future. I will continue to exercise, eat right, and write in my journal in moderation	<ul style="list-style-type: none"> <li>• How he/she felt about writing</li> <li>• What he/she wrote--poetry, family history</li> </ul>
BF	In examining areas of growth, I can see a few patterns--willingness to pose genuine questions, school related or personal	As the five-week process carried itself along, I found that I wanted to write more than a half hour. I also have begun to see that it will be a necessary part of my continued development as an inquirer, an explorer, and discoverer of self.	<ul style="list-style-type: none"> <li>• What he/she wrote--genuine questions</li> </ul>
GB	There was a definite shift in the purpose of my journal. The first couple of weeks of the project my journal was purely a record of the day--what had happened. However, by the third week I notice my journal became a reflection of my mind at work.	I think honestly--I thought of journals in terms of diaries, but now I see breaking out of that stereotypical view is freeing. My journal is more productive for me now. It is more a reflection of me than the day. It is now a truer tool for self-discovery than before. This is new insight I plan to pass on to my students.	<ul style="list-style-type: none"> <li>• What he/she wrote--record of the day--thoughts and feelings--reflection</li> </ul>
CJ	My early entries were ramblings and planning for the day. I did ask a lot of questions. Later	I feel I have really grown in seeing myself as a writer when I did not feel	<ul style="list-style-type: none"> <li>• What he/she wrote--ramblings of the day--questions--reflecting thinking on discussions</li> </ul>

	on I noticed that my writings were more reflective--thinking about some of the things we'd been discussing and reading, internalizing some of these and making connections to my personal life.	like a writer at all. I have set a goal of trying to write at the end of the day at school. I hope this will be a springboard for much more writing.	and readings--making connections to personal life
BP	I noticed that I wrote more before the summer institute began. I was clearer and subject matter was richer when I wrote early in the morning and could write until I was finished. When I shifted to writing at 9:00 or 9:10 I noticed that my writing focused more on what was going on related to our class and less on my dreams and the larger issues of my life.	I believe I will be a life long journal writer and find myself talking about the value of it to many people. I would like to focus on writing family stories some time. Decide the stories I want to remember and pass on.	<ul style="list-style-type: none"> <li>* How he/she wrote--more clearer at first</li> <li>* What he/she wrote--dreams, larger issues of life--what was going on in class</li> </ul>
SB	I actually found that being asked to keep a journal during the first half hour of the program less productive then the journal writing I do on my own. I tried doing writing for my writing group once during that time, and it was disastrous.	I think the non-goal oriented nature of journal writing should be defended. For me, if you show up and keep the pen moving forming words, any words for half an hour every day then that in and of itself is everything.	<ul style="list-style-type: none"> <li>* How he/she wrote--less productive</li> </ul>
MJ	The journal was full of the things I did the night before. I occasionally talked about how the presentations could relate to my classroom. Halfway through I stopped 'journal' writing and decided to use my writing time for pieces I had started, but needed to revise or new pieces I felt the need to write	I'm not sure I will continue to keep a personal journal, although I really want to keep a work journal to process what is going on in my classroom.	<ul style="list-style-type: none"> <li>* What he/she wrote--what I did the night before--presentations--writing group pieces</li> </ul>
GM	6/24 My thoughts were scattered, I had no focus or point. 6/28 My writing seemed focused on sorting out personal baggage from my former school. 6/29 o.k. for this week I see different "voices" trying to find their place. Through the last portion I was proud that I worked out some "theoretical principles" of what was presented.	I gave up on finding my voice, I just wrote. It was just me and my thoughts. I'm not sure if I was happy writing, but I just did. Am I just going through the motions?	<ul style="list-style-type: none"> <li>* How he/she wrote--scattered--focused--purposeful</li> </ul>
HC	As I look through my journal, I notice a major pattern developed through the weeks. What comes up over and over again is writing about family stories--specifically about my mother.	The discussions and writing about my mother/heritage has motivated me to find more information and get it recorded. The journal writing has become an invitation for me to become an investigator. This invitation has given me a greater sense of confidence as a writer, as a person.	<ul style="list-style-type: none"> <li>* What he/she wrote--family, mother</li> </ul>
KP	When I began my journal before SCWriP started, I was reflecting on my teaching a great deal and it was a good place for me to think. After a while in SCWriP I started getting stuck. I think I stopped seeing it as a place to	For my students, I think it means I need to be clear about the purpose of journaling. For me, the journal worked best when I saw it as a place to think on paper and the thinking	<ul style="list-style-type: none"> <li>* What he/she wrote--reflecting on teaching--revising writing group pieces</li> </ul>

	think and started feeling I had to PRODUCE so I'd have something to share with my writing group.	rather than the writing was what was really important.	
BM	Over the course of time I have been journaling I have seen a shift in my writing. The first weeks I wrote general details; analyzing movies, comparing literature and addressing questions pertaining to school. A shift came when my health changed. Dreams or nightmares entered into my journal. I was frightened and my journal was full of dark images. The next shift in my writing came when I started pulling into my journal the writing "assignments" done in the project, letter to a relative; the ode, the poem about our hands, this room, etc.	I answered my questions and got a better understanding of self.	<ul style="list-style-type: none"> <li>* What he/she wrote--analyzed movies, compared literature, asked questions about school--dreams and nightmares about health concerns--writing "assignments" from project presentations</li> </ul>
HT	I feel more comfortable about personal writing. I've never really liked writing about myself and my family. Since the project started I've been able to finish a story about my Dad, one that's very important to me and one I've been stuck on for years. Another thing I've noticed is that my academic prose seems to be loosening up a bit.	I like it more now (academic prose) but I don't know if it'll be acceptable now. I guess I'll see.	<ul style="list-style-type: none"> <li>* How he/she felt about writing--more comfortable with personal writing</li> <li>* What he/she wrote--short story about Dad</li> <li>* How he/she wrote--looser academic prose</li> </ul>
TL	In the first entry I wrote about Hopes, Fears, and Expectations. It was my hope to make a transformation in my teaching and my own personal writing. I did indeed know my own voice. What transformation I was seeking was in applying that voice to various genre. Over time that happened.	I believe in my writing and reflection I can see it happening. I have transformed over these five weeks. There is a quiet yet powerful strength that is evident and growing. And most importantly, it is only the beginning.	<ul style="list-style-type: none"> <li>* How he/she wrote--varying genre</li> </ul>

Not all members approached the journal writing assignment believing in the usefulness of this type of daily writing. In six of the nineteen essays (32%), members described the journal writing assignment as a *chore*, *enforced compulsion* or *artificial* and themselves as being *skeptical* about journal writing. These are the first six members in Table 5.6. I use the essays of these six members as a theoretical sampling to discuss those who, through the language used, provided evidence of change and transformation that occurred through the habit of writing in a journal. Included in these six, are one college instructor, one high school teacher, one junior high teacher, one upper elementary and two primary grade teachers. I also chose these six because they clearly stated a reluctance to writing in their journals, when they first learned of the journal requirement of membership in the Institute. They started writing in their journals because they had the responsibility of writing as a condition for membership into this community. At the end of the five weeks they came to see the daily journal writing as a productive practice, for themselves personally as well as professionally. They all wrote about wanting to continue writing after the Institute was over.

In each of these six essays the members described a transformation that they made visible by contrasting how they described their initial view of

the journal writing assignment with how they inscribed the experience and their feelings toward journal writing at the end of the Institute.

Five of these six members stated that they were not regular journal keepers before the Institute experience. One of the members described keeping several types of journals for years so that starting another journal, “a SCWriP journal, seemed artificial.” She approached the journal assignment asking questions, “What would a SCWriP journal entry focus on versus my regular journal entries?”

All six of these members described their initial view of the journal writing assignment in negative terms:

*At times, especially in the beginning, the journal writing experience was a chore. WL*

*This journal began as a chore, an assignment that I grumbled about daily in my notebook. MI*

*At first it seemed artificial. ZG*

*The first journal entries were “artificial” in the sense that I was writing because we had 30 minutes to write and I didn’t feel I had much to say. BK*

*I had been skeptical about journal writing for so long--didn’t think it had any intrinsic value. BM*

*My journal began as a sort of “enforced compulsion.” WA*

For all six of these members, change came about through the experience of writing in the journal, and in establishing the habit of writing. They used this change to describe their journal writing experience, as illustrated in Table 5.7. These members described the change that was visible to them after reading through their entire journal on the last day of the Institute. They also provided evidence for the change by describing actions they took within their journal writing, as shown in the fourth column of the chart.

Members' words were also used to relate these changes to their further professional development as teachers.

As analysis showed, in all six cases the changes brought about through journal writing were tied to the members' teaching or views of themselves as teachers.

**Table 5.7: Change Inscribed in Journal Self-Study, A Theoretical Sampling**

<b>New Fellow</b>	<b>Beginning View of Journal (members' words)</b>	<b>Change Occurred (members' words in quotes)</b>	<b>Evidence of Change (members' words)</b>
MI	chore	through writing "it evolved to a conversation"	worked on pieces, played with ideas
WL	chore	through writing "became comfortable"	wrote poetry, explored questions
BK	artificial	through writing "purged frustrations organized thoughts"	started writing questions
ZG	artificial	through writing "took a surprising turn"	started writing short stories
BM	skeptical	through writing in and then reading the journal "Now that I've read it"	"I see the big picture of my life"
WA	enforced compulsion	Through writing "started reflecting"	reflected, started writing poems, phrases, germs for writing, built fluency

*MI--It's useful to have a place where all the questions in my life personal, professional, and creative can merge.*

For MI, the *chore* of writing in a journal began with *grumbling* about the assignment. She described how she felt about the journal assignment “I worried about the purpose, about being too personal, about boring myself.” Her initial writing practice shows an intertextual tie to one of the written texts members received at the Orientation, the original written directions to journal writing. This text contained examples of what members could write about in their journals—“Simply write whatever is in your head: how you are feeling about your life, your looks, or this assignment.” But the change came when, in her words, the writing “evolved into a conversation--became more interesting as other voices entered. I became less self conscious and wrote as I please about what interested me, moved me, confused me.” Her language choice in describing what she wrote also shows an intertextual tie to the language of the original written directions to the journal assignment--“Write whatever pleases or interests you” and the text of the director’s follow up letter-- “it’s best if you don’t become self-conscious about your writing at this stage.”

MI wrote that she wanted to continue journal writing after the conclusion of the Institute--“If only to keep the flow moving I think I’ll



continue (journal writing). It's useful to have a place where all the questions in my life personal, professional, and creative can merge and bubble up and to have a record of it all seems worthwhile too." This future action is further evidence of her transformation as a writer. Although she began the journal writing experience by *grumbling about the chore*, through the experience of daily writing and the knowledge constructed through this experience, MI internalized the *need* to write and wanted to continue the habit. She also marked journal writing as professional development by stating that she found it *useful* and *worthwhile* for her personal and professional life.

*WL-- I almost feel like I've been awakened from a safe and numb cocoon I've wrapped myself in order to survive.*

Although the first line of WL's essay was "the journal writing experience was important," and she stated an appreciation for the structure-- "I have always been an undisciplined writer, so the structure of having a specific time was valuable," she also described its beginning as a "chore." Her change began after two weeks of writing when she wrote "I became more comfortable; I didn't focus on writing 'meaningful' prose that for me felt artificial." Again this is an intertextual tie to the written text of the original

directions “Don’t fuss about your work or worry about its final worth or quality.”

Because of the cultural practice of writing on a daily basis, WL’s writing went from *artificial* to writing poetry or exploring “genuine questions” about her life and the world. Her transformation occurred because as she put it, “the SCWriP journal writing allowed the time and a place to explore two ideas for writing I’ve carried around for over a year. I was finally able to write about the death of my father.” (Other members wrote about being able to write about their families through the Institute experience. This will be discussed further in the following section. )

The other idea WL wrote about was motherhood--“I need to pursue this idea, to write about it so I can see the mothers I carry within me, and perhaps that will enable me to make sense of (and peace with) the mother I am. I don’t want this to be an idea I drop--I need to pursue it, to reach a point where I can accept who I am as a mother, and a teacher, and a writer.” WL describes the *need* to continue writing so she could explore and work through the different roles she took up in her life, that of mother, teacher, and writer. WL wrote, as did MI, that she found the journal writing useful to her personal as well as professional life. WL also provided recognition of “intellectual growth” through writing in the journal. “It is as if I don’t stop in life to take

time to write, to think, explore new ideas and new knowledge. I almost feel like I've been awakened from a safe and numb cocoon I've wrapped myself in order to survive."

*BK--My writing helped me process-organize my thoughts.*

For BK the activity of journal writing also seemed "artificial." "I was writing because we had 30 minutes to write and I didn't feel that I had much to say. But by continuing with the 30 minutes of writing BK commented in her essay that she was "surprised at how more fluently I was able to write after a few weeks in SCWriP." She was transformed from feeling she didn't have much to say to feeling she was a fluent writer. She reached this transformation through the cultural practice of writing on a daily basis. At first she wrote about the weather, "I just didn't feel like writing." Then she wrote about using the journal to "purge" frustrations over something that happened at home and described having a fight with her husband. This topic is an intertextual tie to one of the examples in the written text of the original directions --"write about yesterday's argument with your spouse or partner or pet." It is also an example of an intertextual tie to BK's personal life affecting her development as a writer.

Through writing about this event BK was able to process and organize her thoughts, “I wrote what made me so angry and sorted out all my feelings. My writing helped me process-organize my thoughts before confronting my husband.” She then started writing about some of the Institute readings and wrote “it helped me figure out why the article (*Silenced Dialogue* by Lisa Delpit) bothered me so much.” Review of fieldnotes and transcripts of the Institute showed that this intertextual tie was to an article in the Selected Readings in Composition members purchased at the Orientation, “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children” (Delpit, 1988). This article was the topic of Institute discussions on days 9 and 11 and will be discussed in more detail in Chapter Six. BK also wrote, “I noticed I began writing ‘questions’ in my journal. Sometimes I attempted to answer them, sometimes I just left them unanswered.”

Through the experience of writing, BK transformed from not having much to say and not feeling like writing, to building fluency and using writing to process and organize thoughts and to question her personal life and Institute experiences. The opportunity to write in her journal facilitated BK’s professional development by providing her with the time and space to ask questions and think about the professional readings and how they related to her classroom practice.

*ZG—I could watch my decision making process.*

ZG is the member who had kept several different types of journals for many years so she didn't really see the purpose in yet another, assigned journal. She started the journal writing by writing notes, questions, and concerns over a two-week workshop she was preparing to present to teachers. ZG's case provides an example of intertextual ties between two different professional roles. The professional development opportunity ZG was provided as part of membership in the Institute (writing in her journal) assisted her in her role as a professional development provider. "That worked well. I hadn't done that type of journal keeping before. I was able to go back and look at my initial ideas and see the way I revised them. I could watch my decision making process." One part of ZG's transformation was in discovering a new type of journal that could help her in her professional work as workshop presenter.

ZG also inscribed another change in her journal writing, writing stories. This intertextual tie will be discussed in the section entitled *Change in how they wrote*.

*BM— The main thing I learned from this experience was the importance of journal writing.*

BM's transformation occurred in the way she felt about journal writing in general. "I had been skeptical about journal writing for so long--(didn't think it had any intrinsic value) but now that I've read it, (her SCWriP journal) I see the 'big picture' of my life." Through the experience of writing in the Institute, BM collected a body of work that, when she looked back on it, told her about her life. "The main theme I noticed is that of 'balance.' It seemed as though I would write 'inner' personal thoughts for a few entries, and then I would write about my teaching, or my writing, or the house—family seemed to pervade every area —no surprise to me."

She also discovered other uses of the journal. "It was interesting how I used my journal as a sounding board, and also to help me solve problems." She realized some of the benefits of journal writing for her personally as well as for her professional practice because she used the journal to think about her teaching. "The main thing I learned from this experience was the importance of journal writing," which has implications for her classroom practice. "I am so glad that this concept was introduced to me, and I plan to keep a journal from now on."

BM inscribed a transformation from believing there was no value in keeping a journal to wanting to extend journal writing into the future. She wrote that she “learned” the importance of journal writing through the act of writing and going back and reading over all her writing. She went from thinking journal writing had no value to inscribing it as *important* to her personally and professionally.

*WA—Its importance crept on me subtly.*

WA originally resented having to do the journal writing because she was so busy and she described it as an “enforced compulsion.” She transformed in the way she viewed the journal; in the fourth week of the Institute she saw the journal as important to her because of a discussion that occurred during her morning drive to the Institute in a car pool. WA wrote about an intertextual tie to that discussion. “I realized how important my journal had become about a week ago when MJ announced to the car pool she had lost hers. Its importance crept up subtly.”

She also transformed what she wrote in the journal. She started by writing “to do” lists and through that writing she started to write reflections, poems and other pieces for publication. She also described a growth in her fluency through the habit of writing on a daily basis and a responsibility to write so she could make sense of her life. WA’s essay will be discussed in further detail in the final section of this chapter.

### What Was Learned from Telling Cases

I presented the essays of these six members as telling cases (Mitchell, 1984) to discuss those, who through their language choices, provided evidence of change and transformation that occurred through the habit of writing in a journal. They started writing in their journals because they had the responsibility of writing as a condition for membership in this community. However, through the cultural practice of daily writing, their attitudes toward the writing shifted. At the end of the five weeks they came to see the daily journal writing as a productive practice. In each of these six essays the members experienced a transformation made visible by studying how they described their initial view of the journal writing assignment to how they described the experience and their feelings toward journal writing at the end of the Institute.



All six members stated that they wished to continue writing in their journals, which provided further evidence of transformation and professional development. In other words, they internalized the need to write across time, and wished to continue writing even when it was no longer being done as a requirement of membership in this Institute. Each of them described the journal writing as professional growth as well as personal growth. Because the journal writing opportunity was provided on a daily basis during the entire Institute, members came to see it as a time and space for questioning and thinking about professional issues raised by the readings and presentations of the Institute. As these telling cases describe, members also used the journals to think and write about their classroom practice.

Another aspect of professional development can be seen in the evidence of intertextual ties to the director's instructions to journal writing. When they first began the journal writing and did not feel like they had anything to write about, members stated that they took up the director's suggestions to write about the assignment or a fight with your spouse. Within these six essays, members also discussed writing poetry, stories, genuine questions, and writing about family, which did not seem as directly tied to the director's instructions. Ethnographic analysis of these essays led back to the

complete set of the reflective essays to investigate possible intertextual ties to other events of the Institute. Ties between the journal writing and the writing done as part of Institute presentations will be discussed in Part Three of this chapter to show that what members wrote about in their journals was affected by the writing undertaken during Institute presentations. I will also discuss how these intertextual ties contributed to the professional development of members.

### **Part Three: Analysis of Writing Opportunities Provided During Institute Presentations**

As previously discussed, seventeen of nineteen members (79%) discussed a change in how they wrote--they tried new genres and used the technique of questioning in their writing. Eight of the nineteen members (42%) who wrote about their journal writing experience, discussed specific topics they wrote about because of the Institute experience. Of those eight, seven, stated that through the journal writing experience they wrote about their families more than they had ever had. The one other member who wrote about a specific topic stated that a personal health problem became the focus of her daily writing. (See Figure 5.2)

In reviewing the texts of the journal directions and the self-study essays, I was able to identify instances where members took up the specific topics in their essays that the director had mentioned in the journal directions, such as a fight with your spouse, or your feelings about this assignment. I also identified instances where members described using the journal to write in various genres. However, there was no mention of writing in different genres, such as poetry, or story in the director's journal directions.

To explore whether the genres named were related to other practices of the Institute and how these practices affected the ways in which members wrote as well as what they wrote about in their journals, I examined all the event maps and timelines of the Institute to locate the writing opportunities members were afforded over the five weeks.

This analysis showed that members had the opportunity to complete 45 assigned writings as well as the daily journal writes and additional writing pieces they may have completed in their writing groups. Table 5.8 is a taxonomy (Spradley, 1980) of all the writing opportunities provided over the five weeks. The left column places the writing event in time, the second column names the writing activity using folk terms when possible, and the third column is the amount of time spent on each activity. What became evident through this analysis is that members had the opportunity to write

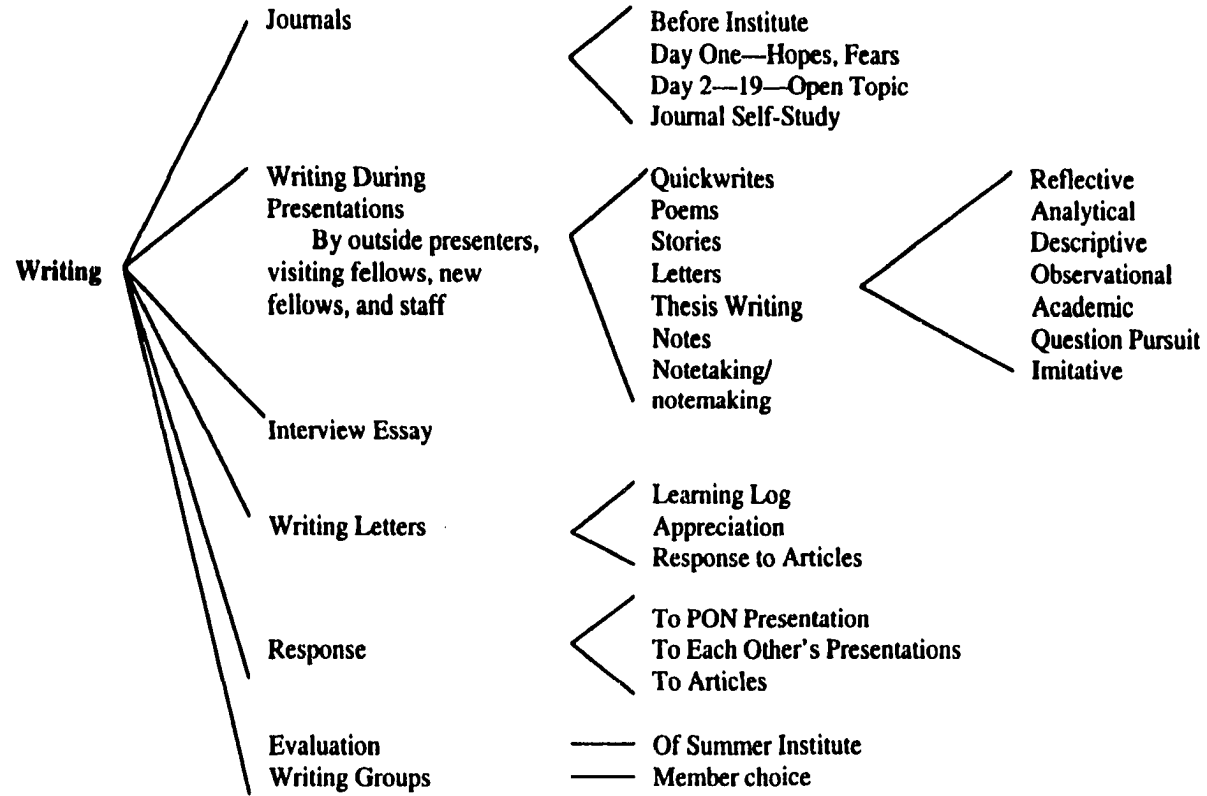
every day of the Institute, not only for the thirty minutes of journal writing time in the morning, but in at least one additional writing opportunity on each day of the Institute.

To further explore how members engaged in writing during the five weeks, a content analysis of writing was conducted. (Figure 5.3) In the following analysis, I will discuss these opportunities as they relate to the way members wrote about their journal writing experience, to show the intertextual ties between the writing experiences. I begin with an analysis of the different genre members had the opportunity to write and then discuss the topics members had the opportunity to write about, particularly the recurrent topic of family.

Table 5.8: Taxonomy of Writing Opportunities in the Summer Institute, 1997

Day	Writing Activity	Minutes
One	Hope, Fears, Expectations	13
One	What do project teachers Hope, Fear, Expect?	11
Two--Twenty	Journals written during institute	27-34
One	Interview	147+hm
Two	Student who was or wanted to be invisible	10
Two	Writing Group Expectations	22
Three	Genuine Questions	63
Three	Random Autobiography	44
Three	This is the room	42
Four	Choose a line poem	21
Four	Write an ode about something ordinary/every day	85
Four	Response letters to readings	hmwrk
Five	Learning Log	15
Five	Writing Groups	86
Five	Poem about animal characteristics	72
Six	Write about your name	15
Seven	Write a family story you remember being told	21
Seven	Write about the 1950's	11
Seven	Contrast television and reality	15
Eight	Write a tribute or letter to an ancestor	17
Eight	Learning Log	28
Nine	Write about two issues raised in SCWriP	30
Nine	Writing Groups	68
Ten	self-portrait	74
Ten	Write about a character	18
Ten	Write about the given artifacts	13
Eleven	I Live In...	134
Eleven	List Words to write about light	08
Eleven	Write about an idea raised by "The Silenced Dialogue"	36
Twelve	Write a story from family's past	12
Thirteen	Draw your hand and write about it	23
Thirteen	Writing Groups	65
Thirteen	Found Poem from handout	71
Fourteen	Write about yourself as writer	17
Fourteen	Write about given poem	14
Fifteen	Write about a piece of art	72
Fifteen	Writing Groups	55
Fifteen	Write about a job you've had	12
Fifteen	Focus assignment--write a personal experience	72
Sixteen	Reading about your reading process	25
Seventeen	I am the Teacher Who . . .	16
Seventeen	Writing Groups	124
Seventeen	Who do you think of when I say student?	14
Eighteen	I remember (write in 2nd language)	11
Nineteen	Meaning Making--what does it mean?	09
Nineteen	Response to section of novel	10
Nineteen	Notetaking/making from video clip	31
Nineteen	Writing Groups	43
Twenty	Reflect on journal writing	24
Due at end	Evaluation of institute	hmwrk
Due at end	Letters of appreciation	hmwrk
Due at end	Piece for anthology	hmwrk

**Figure 5.3 Content Analysis--Writing**



## Change in How They Wrote--Genre and Questioning

*I did indeed know my own voice. What transformation I was seeking was in applying that voice to various genre. Over time that happened.*

TL

*I can't believe how much I wrote. On the first day of SCWriP I bought a new notebook and now it's full of poems, stories, essays, and fragments, as well as notes, pictures, and doodles. What pleases me is the variety—not just in genre, but in style.* HT

Data show that members also wrote about a transformation brought about in their writing because they were provided the opportunity to try genre that were new to them. Analysis of event maps and timelines, showed that members were provided with opportunities to write in a variety of genres during the five weeks of the Institute, including letters, poetry, essays, and stories. In this analysis, I will discuss the two genres that members wrote about most often in their journal self-studies—poetry and stories. This analysis will make visible the opportunities afforded members during the Institute that facilitated these transformations.

### **Poetry**

*My journal reflects my thrill of writing my first poem, of being accepted in the “secret society” of poets.* SJ

Five members discussed valuing the opportunities to write poetry during the Institute. As a re-examination of the artifact showed, nowhere in the directions on journal writing does the director mention writing poetry. But as Table 5.9 shows, members had the opportunity to write ten poems during the five weeks of the Institute. In several instances, as indicated in the table, the members could choose to write on the topic in either poetry or prose.

Table 5.9: Opportunities Provided Members For Writing Poetry

Day	Assignment	Related Pieces in Anthology
3	Random Autobiography (poetry or prose)	5
3	This is the Room. . . . (poetry or prose)	1
4	Choose a line and write a poem beginning with it	1
4	Write an Ode to something ordinary	2
5	Write a poem from a list of animal characteristics	
10	Self-portrait poem	
11	I Live In. . .	3
13	Found Poetry from a handout on nutrition	
13	Draw your hand and then write about it (poetry or prose)	5
15	Write a Poem about a chosen well-known painting	2

The breakthrough writing that WL wrote about, *being able to write about her father's death* (discussed previously) took the form of a poem and



was the piece she chose to include in the anthology that members constructed at the end of the Institute.

All members self-selected a piece of writing for publication in the 1997 *Summer Institute Anthology*. In this final publication, 24 of the 36 (66%) pieces were poems and 19 of 24 (79%) were final drafts of pieces members first wrote as part of a presentation assignment. (The anthology also included the interview essays each member wrote about the partner they interviewed on day one of the Institute.) This analysis illustrated intertextual ties to poetry written during Institute presentations and what members inscribed in their *Journal Self-Study Essays* as important to their journal experience. It also showed intercontextual ties to writing about family which will be discussed further in the section entitled, *Change in What They Wrote*.

### **Stories**

As discussed in the illustrative essays presented in the previous section, ZG wrote about a change occurring in the genre of writing in her journal. “The second part of my SCWriP journal took a surprising turn. I started writing short stories. In fact, worked through several drafts of two stories in particular. This is not a form I usually spend a lot of time doing. I’m excited to have discovered this about myself.” As indicated in the analysis of

her essay presented previously, in the beginning of the journal writing experience, ZG started writing about an upcoming workshop she was presenting because she had to start “a SCWriP journal.” At the end of the journal writing experience she inscribed the writing as writing done for herself—“Most often I write stories for my students as teaching models. But these summer stories were for me. I need to do this more often.” The difference in her actions show that she internalized the *need* to write, particularly the need to write stories. Presentations during the Summer Institute provided her with the opportunities to write stories and she stated the *need* to continue writing stories for herself. The intertextual ties allowed her to further develop her understanding of the practice of story writing.

As we can see in Table 5.10 members had the opportunity to write seven stories as part of presentations.

Table 5.10: Opportunities to Write Stories

<b>Day</b>	<b>Assignment</b>	<b>Story in Anthology</b>
7	Write a story you remember being told in your family	
8	Write a story or letter in tribute to an ancestor	1
10	Write a story with the main character being a person you don't know well but have encountered in the past few days (ex. store clerk, bus driver)	
10	Write a story using the given artifacts	
12	Write a story from your family's past	5
15	Write a story about a chosen well-known painting	1
18	I remember . . . (written in a second language)	

Analysis of the anthology showed that all seven stories that were published in the anthology had direct topical links to presentations.

### **Genuine Questions**

Another change in how they wrote described in the journal self-studies was writing to formulate and explore questions:

*I noticed I began writing “questions” in my journals. Sometimes I attempted to answer them, sometimes I just left them unanswered. BK*

*In examining areas of growth, I can see a few patterns. I saw a willingness to pose some genuine questions, school related or personal and engage in a “roving around,” “get out of the strait jacket” mode. BF*

*My journal reflects the progress in writing and process of thinking about it. I worked hard to be an honest and objective observer. The “genuine questions” presentation helped format problems; solutions and accomplishments. SJ*

*After the first two weeks I became a little more comfortable; I didn't focus on writing “meaningful” prose that for me felt artificial. Instead I started writing poetry or exploring “genuine questions” I had about my life and the world. WL*

These four members wrote that the journal experience provided them with an opportunity to pose questions and claimed that such questions were

“genuine questions.” This led me to review all the data and to focus my analysis on the discourse choices the writers made in inscribing their journal writing experience. This analysis provides a basis for triangulating the claim that transformation in journal writing came about as a result of the opportunities provided during Institute presentations. In looking at the original directions for journal writing and the director’s follow-up letter, writing questions was not one of the examples given of what or how to write in your journal, yet, 25 percent (4 of 19) of members wrote about using their journals to write questions. In three of these essay excerpts above, the members called the writing they did “genuine questions;” the other named it “questions” (quotation marks in original). By using quotation marks around the terms *genuine questions* and *questions* the members indicated that these were folk terms that were socially and professionally significant. Analysis of field notes and video data of the entire Institute, showed an intertextual tie to these terms. On the third day of the Summer Institute a visiting Fellow made a presentation titled, “Genuine Questions as Meaningful Opportunities.” This presenter had been a Fellow of the SCWriP Institute in 1979. She defined *genuine questions* as “questions students ask so they can act in ways meaningful within particular learning situations.”

As part of this presentation, members were given the opportunity to read “Papa Who Wakes up Tired in the Dark” from *The House on Mango Street* by Sandra Cisneros. After reading members listed questions and categorized them into questions about the text, questions about the world inscribed by the text, and questions about the world and/or self. For example, questions about the text included, What is an abuelito? Why will her father take a plane to Mexico? Questions about the world of the text included: What are the flowers shaped like spears? Is this a poor, middle class, or rich family? And questions about the world and/or the self: Has my father ever cried? What would I do if my father died? Members discussed these questions in their table groups and then as a whole group with the presenter facilitating the discussion.

In using the language of the presentation in their reflective essays, the members showed how these intertextual ties were significant to their journal writing experience. They marked a change in their thinking and writing by describing how they began to ask questions in their journals. Beyond that, they had taken a presented concept, *genuine questioning*, and used it as a way to make the journal writing experience more meaningful to them. They internalized the idea of asking questions to engage their thinking and facilitate their professional development.

### Summary of Change in How They Wrote--Genre and Questioning

The previous set of analyses showed how members described changes in their journal writing brought about because they were provided with opportunities to write in a variety of genres, particularly poetry and story during presentations. These varied opportunities expanded the members' repertoires as writers and facilitated a transformation in how members thought about the writing in their journals. It also showed intertextual ties between the writing done in presentations and writing members described as journal writing.

Members also inscribed a change in how they could write when they began to formulate and explore "genuine questions" with their writing. This use of language provided evidence that the cultural practice of presentations that provided members the opportunity to write led to transformation and professional development. Analysis of members' writing showed ways in which they took up the language and concept used in the presentation on genuine questions and used this knowledge to transform how they wrote and thought about writing and teaching writing.

## Change In What They Wrote

Another aspect of change members inscribed in their journal self-studies, was change in what they wrote about. As displayed in Figure 5.2, seven members mentioned being able to write about family.

*As I look through my journal, I notice a major pattern developed through the weeks. What comes up over and over again is writing about family stories--specifically about my mother. This became a recurring theme, whether I intended or not. It reminds me of an addiction, an almost subconscious yearning to find out anything I can about my family through my mother. HC*

*I also feel more comfortable about personal writing. I've never really liked writing about myself and my family and when I did, I'd do my best to cloak it. Since the project started I've been able to finish a story about my Dad, one that's very important to me and one I've been stuck on for years. HT*

*SCWriP journal writing also allowed me time and a place to explore two ideas for writing I've carried around for over a year. I was finally able to write about my father's death, something I couldn't put on paper before. WL*

As these three excerpts from the journal self-studies show, members credited the personal writing done in the Institute as providing a breakthrough in their being able to write family stories that they had previously tried unsuccessfully to write. The language these writers used to explain their experience in their self-studies goes further than suggesting that just because

they were provided an opportunity to write a family story they did. As these cases illustrate, through the writing members did, a transformation occurred in what they *could* write.

HC wrote about it as an *addiction* and *subconscious yearning*. Both WL and TH wrote that before the SCWriP writing experience they *could not write*, about these topics—“I was finally able to write about my father’s death, something I couldn’t put on paper before,” and “Since the project started I’ve been able to finish a story about my Dad, one that’s very important to me and one I’ve been stuck on for years.”

As a review of all the writing done in the Institute showed, members were specifically asked to write about their families on day seven when the assignment was to “write a story you remember being told in your family,” day eight when members were asked to “write a tribute or letter to an ancestor,” and on day twelve they were asked to “write a story from your family’s past.”

There was also assigned writing that was autobiographical and in many cases members wrote about family as part of these assignments as well. For example, on day three one of the co-directors assigned members to do a quickwrite completing the following-- “This is the Room. . . ” and one



member wrote about sitting in a hospital room with her grandfather as he lay dying. Within this piece she reflected on her grandfather's life.

This analysis provided further evidence that the intertextual ties between the texts of Institute presentations and the writing members did both during these presentations and during the open journal writing opportunities, allowed members to further develop their understandings of writing about personal events.

### Summary of Changes in Journal Writing

In the previous sections, I presented analysis of the changes that members wrote about in their journal self-study essays. The first type of change analyzed was *Change in the Way They Viewed Journal Writing*. Then I investigated *Change in How They Wrote* as another type of change members claimed to notice in their journals as they read back over their writing. Members' claim that they wrote in various genres, specifically, poetry and story were examined. The third change analyzed was *Change in What They Wrote*, which examined the topics members described writing about, particularly the topic of family.

Throughout these analyses, I examined how the writing opportunities provided in the Institute were intertextually tied and how these ties allowed members to further develop their understandings of writing and teaching writing. Analysis showed that journal writing, as members wrote about it in the self-study essays, contained intertextual ties to the written text of directions for journal writing, oral and written text of presentations, written text of articles from the reader and oral text of discussions about these articles, as well as discussions that took place outside of the Institute, for example, at home or in car pools.

These ties were significant because they demonstrated how members' experiences in and with the presentations, discussions and texts of the Institute, were consequential to what and how they chose to write in their journals. In this analysis of the intertextual ties, a range of roles and relationships were identified. This range indicated that an individual in this community had opportunities to relate with literary texts, research texts, peers, researchers, and staff as well as with self and others in differing roles (e.g. as writer, presenter, student, teacher, mother, son or daughter, friend, community member, colleague, etc.)

### A Telling Case--WA's Self-Study Essay

In this section I discuss in depth WA's essay as a theoretical telling case of professional transformation through journal writing. This analysis demonstrates in more detail the different types of changes that members inscribed, including, *Change in How They Viewed Journal Writing*, *Change in What They Wrote*, *Change in How They Wrote*, and *Future Action as Change*. The choice of the telling case approach was purposeful. As indicated previously, a telling case is not a representative case, but one that allows in - depth exploration of theoretical issues not previously visible (Mitchell, 1984). The case of WA's development through the use of journal writing, provides a way of exploring transformation across time and space, as shown in Figure 5.4. I chose WA as the telling case because she wrote in her application, "I remain committed to staff development in spite of the length of my career because I am never satisfied that I have discovered the 'best' way to do anything." Yet, she also wrote in her journal self-study that she resented having to write in a journal. She had just finished her 19th year of teaching the summer she attended the Institute, so she fit the writing project principle

of accepting teachers with over 10 years experience, discussed in Chapter Four.

This timeline illustrates WA's transformation in what she wrote and how she felt about journal writing, occurring as parallel events across time. As the analysis of her discourse choices in writing about her journal experience shows, WA began by resenting journal writing so she used the time to produce "to do" lists. As she continued writing she congratulated herself for completing items on these "to do" lists and then began to use the journal to reflect. It was at this time that she started to see the journal as important. As she continued to write she made a change from writing lists and reflections to writing poetry and writing she considered for publication. At this point she began to refer to journal writing as part of "my" time and a practice she planned on continuing after the Institute.

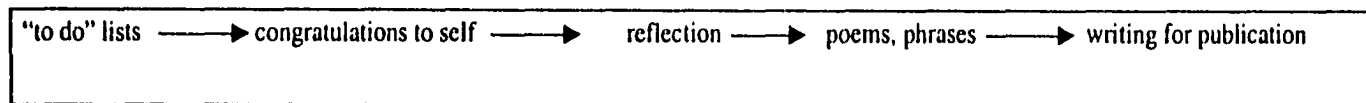
In her *Journal Self-Study* WA described her writing development and her view of the journal as a "progression." She began by resenting having to do the journal, to valuing the time enough that she planned on writing in her journal on a family vacation following the Institute. Table 5.11 is the entire text of WA's *Journal Self-Study*. It is represented here with each paragraph being its own table cell on the left side of the table. The right column

illustrates how the discourse provides evidence of WA's transformation as a writer.

In the first paragraph of her essay, presented in Table 5.11, WA wrote that she resented doing the journal and initially she used it as a place to record "to do" lists. She also wrote, "because I did that" I was able to congratulate myself for being efficient and that led to other kinds of reflections. WA underlined the word *that* as seen here, emphasizing that the activity of writing led to the transformation from writing lists, to writing self congratulations, to writing reflections. From those reflections WA wrote poems, phrases and what she called "the germs of other writing, possibly pieces for publication." WA described her initial view of writing in the journal as "enforced compulsion" but as she continued the habit of journal writing this view was transformed. She wrote that as the Institute went along, she began to separate the writing that was in her journal "along the lines of audience. If it is writing for me it's in the journal." She named writing as being *for her*, signaling that she found personal value in writing, it was useful for her beyond helping her organize "to do" lists. This writing "for me" is what she chose to keep in the journal. She also wrote that she began to write pieces that she would try to get published. For this writing she used the "nuggets" she started in the journal and put them on computer.

Figure 5.4: WA's Writing Transformation as Incribed in Journal Self-Study

**What she wrote**



**How she felt about writing in journal**

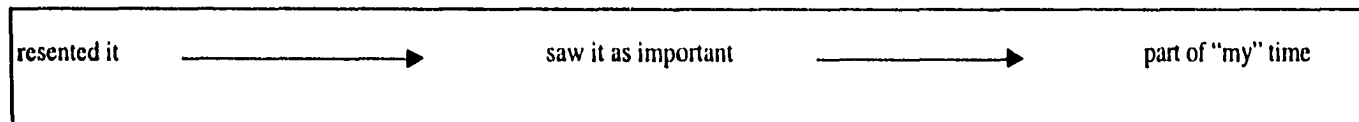


Table 5.11: WA's Transformation as Incribed in Journal Self-Study

Text of WA's Journal Self-Study	Evidence of Transformation
It is interesting to me that my journal began as a sort of "enforced compulsion." I was so busy that I resented doing it (briefly) and then used it as a place to record "to do" lists so I would be able to accomplish everything. Because I did that, I was able to congratulate myself for being efficient and that led to other kinds of reflections.	"enforced compulsion" take up of director's letter stating you are to write 30 minutes setting of the experience of habit of writing
The record of what was done and what I was feeling remains the central focus of my journal, but I've written poems, phrases, "germs for other writing as well.	wrote new types has moved from "to do" lists to poems and germs for other writing
At first, <u>everything</u> went into my journal. Now however, I have separated thing along the lines of audience. It the writing is for me it's in the journal. But if it's for publication, then I strongly prefer drafting on the computer from the "nuggets" in my journal. It's faster and I can read it.	categorizing writing by audience, me and publication movement from "enforced compulsion" to writing for "me" and publication
I realized how important my journal had become about a week ago when MJ announced to the carpool that she had lost hers. Its importance crept up subtly.	change in attitude toward journal realizes importance of journal after fourth week of institute
I am <u>so</u> looking forward to next week. We're going on a cruise, and I intend to park my body in a deck chair and do <u>nothing</u> but read, write, eat, and sleep. (Well, maybe I'll talk to my family). I really need downtime, not having any break between school and SCWriP. But journal writing is now <u>part</u> of down time, <u>my</u> time.	change in attitude toward journal looking forward to writing on family vacation includes journal in downtime my time habit extending to personal time
Fluency is amazing? Before June I thought I needed 20-30 minutes, and so if I only had 10, I didn't write. <u>Now</u> 10 minutes is a usable chunk of time. Has journal writing made me more efficient? (In other arenas?)	growth in fluency questioning if journal writing has increased efficiency in other areas
Form has taken on more variety as well, but not because of journal experience per se. Acceptance and encouragement from my writing group is probably more responsible.	variety in form because of writing group using journal to write writing group pieces
I've learned, or had reinforced perhaps, that one major motivation of my writing is that sense of history. I feel a responsibility to record because I can make sense of my life and make connections I'm otherwise too busy or lazy to make.	learning motivation for writing is sense of history responsibility to record—internalizing the need to write habit established
One pleasant discovery for me that's a result of SCWriP is that of memory. My husband seems to remember everything, while I have felt I remember very little. What I've discovered is that I do remember. I've buried a great deal, but writing uncovers it (CL would say "makes it visible")	growth in memory because of writing

A transformation in how she felt about her journal writing is expressed when WA discussed how important the journal had become to her. She realized this after the fourth week of the Institute when a woman in her car pool group lost her journal. "Its importance crept up subtly." The car pool conversation made the invisible, visible. The journal was becoming important to WA, but it was not until this conversation and the idea of losing her journal that WA realized its importance. This moment is what Agar (1994) would call a rich point, a moment when culture happens and cultural practices become visible. As WA discussed, this rich point led to a complete change in attitude regarding the journal by writing that she was looking forward to a family vacation and to having time to write during the vacation. The habit of journal writing had become natural and necessary to her. "Journal writing is now part of down time, my time." Through the use of underlining, WA further emphasizes internalization and ownership of the habit of writing in a journal. This is also shown in Table 5.11 when she talked about writing as a "responsibility to record because I can make sense of my life and make connections I'm otherwise too busy or lazy to make." Describing herself as motivated to write and feeling a responsibility to write mark further that WA has internalized the previously "enforced" habit of writing. She has also taken one of the responsibilities of membership in the Summer Institute, writing in



her journal, and framed it as a responsibility for her life, both personal and professional.

Becoming more fluent and discovering that writing helped her uncover things in her past that she thought she couldn't remember are two other aspects of the transformation that WA described in her journal self-study reflective essay. "Fluency is amazing! Before June 1, I thought I needed 20-30 minutes, and so if I only had 10, I didn't write. " On the last day of the Institute WA wrote that "10 minutes is a usable chunk of time." The habit of writing on a daily basis facilitated her change to a more fluent writer. It also transformed her sense of time required to write. She then questioned whether the journal writing experience had made her more efficient in other areas as well.

At the end of her essay, WA discussed "a discovery" she made about herself due to the daily journal writing experience provided in the Institute. "What I've discovered is that I do remember. I've buried a great deal, but writing uncovers it."

### Summary of Telling Case

This analysis of WA's journal self study illustrated in more detail the different types of opportunities for changes afforded members. WA initially

accepted the journal writing as a responsibility of membership to this community. She wrote because she was required to as part of membership in this community. Through opportunities for daily writing WA developed the habit of writing and came to view journal writing as a productive practice as she saw herself as a more fluent, capable writer.

The *Journal Self-Study*, served as a rich point (Mitchell, 1984) for Institute community members because it provided them with an opportunity to revisit their views, progress, and changes in points of view. Through looking back and reviewing all the journal writing they had completed and writing about that, members were able to stop, to reexamine their writing and views on writing, and were then able to plan for future work. As indicated at the end of her essay, WA planned to continue journal writing, and wrote that she was looking forward to writing in her journal on a family vacation. WA's transformation through the journal writing opportunities and rich points, provided to her as part of membership in this Summer Institute, grounded her professional development as a teacher of writing. Her journey recorded in the self-study essay provides evidence that the practices of the Institute were purposefully designed to meet the writing project principle that opened this chapter: *Teachers' authority as teachers of writing must be grounded in their*

*own personal experience as writers--as persons who know first hand the struggles and satisfactions of the writer's task.*

### Chapter Summary and Discussion

The purpose of this chapter was to explore the writing opportunities provided for members of the Summer Institute and how members took up these opportunities. Throughout these analyses, I examined how the writing opportunities of the Institute were intertextually tied and how these ties allowed members to further develop their understandings of writing and teaching writing. In this analysis of the intertextual ties, a range of roles and relationships were identified. This range indicated that an individual in this community had opportunities to relate with literary texts, research texts, peers, researchers, and staff as well as with self and others in differing roles (e.g. as writer, presenter, student, teacher, mother, son or daughter, friend, community member, colleague, etc.)

The data were presented in three parts. The first part of this chapter began with an examination of two written texts distributed to members which explained the responsibilities and expectations for journal writing.

Part Two examined the ways members took up these responsibilities by examining members' views as expressed in their reflective essays, the *Journal Self-Study*, written by new Fellows on the last day of the Institute. This analysis revealed three areas of change members reflected on: *Changes in How They Felt About Writing*, *Changes in How they Wrote* (fluency, genre, style), and *Changes in What They Wrote* (topics). I presented the essays of six members as a theoretical sampling to discuss those, who through their language choices, provided evidence of these changes and transformation that occurred through the habit of writing in a journal.

Within these six essays, members also discussed writing poetry, stories, genuine questions, and writing about family, which did not seem as directly tied to the director's instructions. Ethnographic analysis led back to the complete set of the reflective essays to investigate possible intertextual ties to other events of the Institute, which were presented in Part Three.

Part Three expanded the investigation of writing opportunities members were afforded by considering writing assigned as part of Institute presentations. I presented analysis of all the writing opportunities members were provided throughout the five weeks of the Institute.

In the second section of Part Two, I presented a telling case as a theoretical sample of transformation through journal writing. This essay

illustrated in more detail, the different types of changes members wrote about-  
*-Change in How They Viewed Journal Writing, Change in What They Wrote, Change in How They Wrote, and Future Action as Change.*

Together, these analyses showed that journal writing, as members wrote about it in the self-study essays, was intertextually tied to the written text of directions for journal writing, oral and written text of presentations, written text of articles from the reader and oral text of discussions about these articles, as well as discussions that took place outside of the Institute, for example, at home or in car pools. These ties were significant because they demonstrated how members' experiences in and with the presentations, discussions and texts of the Institute, were consequential to what and how they choose to write. The data presented showed the ways in which this writing allowed members to further develop their understandings of writing and teaching writing.

## SCWriP 1997 Summer Institute in Composition

Tues/June 24	Wed/June 25	Thurs/June 26	Fri/June 27
9:00 Introduction Game 9:30 Business 9:45 Journal Work (Hopes, Fears, etc.) 10:15 Annotated Map 11:00 Interviews 12:30 Lunch 1:30 Revision of Interviews 2:30 Random Autobiographies	9:00 Writing 9:30 Lori "Exercises for Gener- ating Powerful Writing" 10:45 PON 12:00 Lunch 1:00 Paul "The Council Process" 2:15 Jack Phreaner "Focusing"	9:00 Writing 9:30 Lesley "The Question Pursuit: Promoting Exposition and Analysis" 11:30 Joan "Theory and Practice for Writing Groups" 12:30 Lunch 1:30 Reading & Writing Grps 3:00 Staff	9:00 Writing 9:30 Barry "Writing Poetry" 11:30 Lesley "Book Clubs" 12:30 Reading & Writing Grps 1:15 Potluck
Mon/June 30	Tues/July 1	Wed/July 2	Thurs/July 3
9:00 Writing 9:30 Kris "Research on Bi- Lingual Classrooms" 11:30 Reading & Writing Groups through lunch 2:00 Julie "Learning to See, Learning to Write" 3:00 Staff	9:00 Writing 9:30 Sheridan Blau "Humane Literacy" 12:00 Lunch 1:00 Judy "Building Blocks for Beginning Literacy" 2:15 Jim "Writing in Social Science"	9:00 Writing 9:30 "The Current State of Research in Reading, Writing, & Literature" 12:30 Lunch 1:30 Tom "Teaching Critical Reading: From TV Culture to Literary Culture" 2:30 Reading & Writing Grps	9:00 Writing 9:30 Deborah "Writing Your Heritage" 12:00 Reading & Writing Grps 1:15 Topics About Academic Discourse 1:30 Pot Luck
Tues/July 8	Wed/July 9	Thurs/July 10	Fri/July 11
9:00 Writing 9:30 Chuck "Colloquium on Academic Writing" 1:30 Reading & Writing Groups through Lunch 2:00 Maria "Writing to Celebrate & Reflect on Experience" 3:15 Staff	9:00 Writing 9:30 Lorie "Writing Workshop" 10:30 Janine "Book Clubs" 12:00 Lunch 1:00 Lisa "Wrtg to Discover the Self & Alt. Prspctives" 2:15 At "Bringing Research to Life in Writing"	9:00 Writing 9:30 Marj "What's Important: Reflective Writing in 3rd Grade" 10:45 Elizabeth "Seeing, Writing, Revising" 12:00 Lunch 1:00 Reading and Writing Groups	9:00 Writing 9:30 Bonnie "Teachers as Researchers" 12:00 Potluck at Lydia's
Tues/July 15	Wed/July 16	Thurs/July 17	Fri/July 18
9:00 Writing 9:30 Gina "Focus, Inquiry, Study" 11:00 Reading & Writing Groups through Lunch 2:00 Marilyn "Collecting, Selecting and Reflecting" 3:15 Staff	9:00 Writing 9:30 Peggy "Reading, Interpreting, Evaluating" 10:45 Ilene "The Scene of Writing: Becoming a Writer" 12:00 Lunch 1:00 Kia "Student-Led Conferen- ces in Primary Grades" 2:15 Reading & Writing Grps	9:00 Writing 9:30 Fran "Seeing, Narrating, Reflective" 10:45 Carmen "Parents as Teachers: Tapping Bone Know- ledgeto Support Lit." 12:00 Lunch 1:00 Staff 2:30 Reading & Writing Grps	9:00 Writing 9:30 Jeff "Teaching Reading & Reluctant Readers" 12:15 Reading & Writing Grps 1:30 Potluck at VCC
Tues/July 22	Wed/July 23	Thurs/July 24	Fri/July 25
9:00 Writing 9:30 Bob "Writing in Science" 11:30 Reading & Writing Groups through Lunch 2:00 Lydia "The Journal of Ignorance" 3:15 Staff	9:00 Writing 9:30 Shelley "Rethinking the Teaching of Reading & Writing" 12:00 Lunch 1:00 Beth "The Language Experi- ence Approach to Literacy for LEP Students"	9:00 Writing 9:30 Sandy "The Reading Workshop" 11:45 Reading & Writing Groups through Lunch 2:00 Rose "Ethnography for Classroom Teachers"	<b>CLIFF HOUSE</b>  Summation Evaluation Appreciation Dedication Confirmation Publication Celebration

**CHAPTER SIX**  
**ANALYSIS OF ACADEMIC DISCOURSE AND**  
**DIVERSE LEARNERS**  
**Overview**

Chapters Four and Five presented four characteristics of the Summer Institute that members identified as important to their Summer Institute experience. Analysis of three of those characteristics: *Participants and SCWriP Leaders' Attitude Toward Teachers as Professionals*, *Time/Length of Institute*, and *Writing as Personal and Professional Action*, was presented in the previous two chapters. This chapter continues to explore what it meant to be a member of the summer writing project, by investigating the remaining theme as members wrote about it in their final Institute evaluations, *New Knowledge Developed*.

*My mind has been awed by the knowledge of the guest speakers and our presenters.*

(Comment Written by New Fellow on  
Institute Evaluation)

*I have come away enriched by knowledge.*

(Comment Written by New Fellow on  
Institute Evaluation)

*SCWriP pushes me to think about why I am doing certain things in my classroom.*

(Comment Written by New Fellow on  
Institute Evaluation)

These teachers claim that the Institute afforded them opportunities for developing new knowledge. In this chapter, as in Chapter Four, these claims and the analyses that follow will be used to as a basis for exploring how the this Writing Project, SCWriP implemented and met one of the National Writing Project Informing Principles: (See Table 4.6 for a list of all 5 principles)

*That what working teachers of writing know from their classroom experience constitutes valid professional knowledge, but that, as members of a profession, such teachers also need to challenge, validate, and enhance the authority of their experience by familiarizing themselves with recent developments in composition research and theory.*

Visible in both the members' comments and the informing principle of the Writing Project is the notion of being challenged and pushed. This concept of challenge as a component of professional development was introduced through analysis of the director's talk in Chapters Four and Five. In this chapter I will continue to explore this notion, as well as the notion of transformation, as necessary components of professional development, through analysis of transcripts of staff and members' language use as they co-construct knowledge in two recurrent themes of the Institute, *Academic Discourse* and *Teaching Diverse Learners*. The intertextual and intercontextual (Bloome & Egan-Robertson, 1992, Floriani, 1993) nature of learning and professional development and the complex reciprocal and interactive processes that occur among staff and Fellows are also further articulated in this chapter.



The analysis in this chapter will be presented in three parts. Part One focuses on the theme of *Academic Discourse*, which as previously discussed in Chapter Four, was stated as a focus of the Institute by the director on day one of the Institute. Part Two examines the theme of *Teaching Diverse Learners*. Analyses will be presented that make visible the significance of this theme to members of the Institute. These analyses focus on the way in which this theme was initiated by the director and three visiting Fellows on the second day of the Institute. In Part Three, I present a final example, an *Ode to SCWriP*, written by five new Fellows who rode together to the Institute. The analysis of this Ode was undertaken to illustrate the ways in which the language and practices afforded members were taken up. Further, this analysis makes visible the intertextual and intercontextual nature of professional development in this Institute.

The analyses in this chapter will address the following questions: (1) How is teacher knowledge co-constructed? (2) What is the relationship between the opportunities for professional development being co-constructed and members' take up of those opportunities? And (3) What do intertextuality and intercontextuality, as analytical constructs, help us to understand about the integrated reciprocal nature of knowledge construction and teacher professional development?

Central to these analyses is the understanding that literate and social practices shaped the content of the Summer Institute and, in turn, were shaped by it, creating an ideology about writing and being professional. As the

previous analyses have shown, content learning and text construction (oral and written) processes and practices were not merely integrated over the five weeks of the Institute, they were integral to the construction of opportunities for transforming knowledge and practices. In this chapter, I explore how these processes and practices were related to the construction of knowledge and to establishing a situated view of professional development in this Institute. From this perspective, as people interact to produce a text, they are both shaping the text and being shaped by the process of constructing that text (Fairclough, 1992; Putney, Green, Dixon, Duran & Yeager, 2000). The text is, therefore, what is available to be interpreted and will, in turn, constitute and shape the professional development opportunities.

Analyses in this chapter investigated how knowledge in two content areas, *Academic Discourse* and *Teaching Diverse Learners*, was co-constructed through a series of events within and across the five weeks of the summer Institute. Analyses also explored how the knowledge constructed at one point in time was consequential for learning at other points of time (Durán & Syzmanski, 1995; Putney, 1997; Putney, Green, Dixon, Durán & Yeager, 2000). By locating the intertextual ties within and between events, I examined how members were provided with opportunities to develop and refine their understandings of *Academic Discourse* and *Teaching Diverse Learners*.

These two content areas, which are the focus of this chapter, were co-constructed throughout the five weeks of the Institute, as the analysis will show. These content areas were identified by locating all related events and

sub-events using fieldnotes and event maps of the entire Institute. The event maps illustrated how the staff's use of factors such as language, literate and social practices, texts, and interactional spaces created opportunities for professional development and how members took up these opportunities (Tuyay, Jennings, & Dixon, 1995). In order to explore Fellows' take up of the professional development opportunities provided, I analyzed members' interactions in whole group discussions and in the evaluations they filled out at the end of the Institute. I also interviewed three teachers at the end of the Institute and into their following school year.

### **Part One: Academic Discourse**

Texts and contexts can be viewed as socially constructed and interactionally defined by the staff and Fellows as they negotiated the roles and relationships that constituted life in the Institute (Duranti & Goodwin, 1992; Green & Wallat, 1981). In dynamic relationship, members constructed texts in and through their interactions, which had the potential of becoming a resource for future interactions. Additionally, participants have the potential of becoming texts and contexts for each other (Erickson & Shultz, 1981; McDermott, 1976) as the following data analyses will show.

The analysis of *Academic Discourse*, which is a folk term introduced by the director on day one of the Institute and used by members throughout the five weeks, will illustrate the co-construction of content and teaching knowledge as

well as the interactive and interpretive nature of professional development in this community. This content area was marked as significant by the director who, near the end of a discussion on academic discourse that grew out of the *Hopes, Fears, and Expectations* activity on day one, stated, "I didn't mean for this to go on this long but this is important to me." *Academic Discourse* was introduced through the use of the second writing activity in the "Hopes, Fears, and Expectations" event. The director asked members to write a thesis about what teachers attending a Summer Institute hope, fear, and expect out of the summer Institute experience. (Chapter Four gives a more complete explanation and analysis of this event.)

#### Intertextuality Across Time and Content

Through the analysis that follows, I show how the staff and Fellows co-constructed opportunities for developing new knowledge in the area of teaching academic discourse and created continuity and interaction by intertextually tying events across time. The process of backward mapping (Evertson & Murphy, 1992) produced the following constructs for each instance of text construction traced to the cycle of activity: 1) date of occurrence, 2) the name given to the activities (the folk term) in which the text was located, 3) the practices related to text construction used by members throughout the activity, 4) the interactional spaces (Heras, 1993; 1995) used, and 5) the range and types of texts used and produced. Two types of intertextual relationships were identified through the

backward mapping process: content ties and practice ties. These data were used to construct a map of the patterns of activity on each day. These individual event maps were then combined into a larger map of the events (See Table 6.1) across time (Green & Meyer, 1991; Tuyay et al, 1995).

In this first section, I focus on the theme of *Academic Discourse*. To explore the intertextual relationships within and between events in this theme and how these contributed to the professional development of members, I selected four events for further analysis. These events were purposefully chosen, as each illustrates different opportunities for professional development made available to and taken up by members. After selecting the events, I transcribed each of them using message units (see previous discussion in Chapter Three.) These transcripts were then analyzed for evidence of the four criteria of intertextuality (Bloome & Egan-Robertson, 1993): proposal, recognition, acknowledgment, and social significance.

#### Analysis of Events Tied to Academic Discourse

Table 6.1 is an event map of all the events tied to this theme, which was determined through transcript analysis for the topic of academic discourse. The columns are used to show when each event happened, the literate practices related to each event, the interactional spaces that were used by members in each event and the texts they used and produced. Together they show that each event included a variety of literate practices, interactional spaces, and texts. The first

column in this table locates each event within the cycle of activity. The next column names the event using the folk terms (Spradley, 1980) members of the community used when referring to these events, whenever possible. When the term appears in quotes, it is the title of the presentation as it appeared on the calendar members were given during the Institute. (See Appendix 5.1) for a copy of the calendar) The third column shows the literate practices visible in the event and the fourth column shows the interactional spaces used with the practice. The final column lists the texts used and produced throughout each event.

Analysis of the events within this cycle of activity as seen in Table 6.1 showed that, the literate practices and interactional spaces became patterns of practice that were repeated throughout the five weeks of the Institute, as academic discourse was read about, written about, and discussed. For example, the social and literate practices of “quickwrite” constituted one pattern, and discussing writing with table groups followed by discussing in whole group constituted a second pattern. These two patterns can be viewed as having roots in the event known as *Hopes, Fears, and Expectations*. As seen in this table, this event took place on day one and was led by the director. As Table 6.1 shows, events on day seven, eight, nine, thirteen, and sixteen in this cycle follow the practices and interactional patterns of this day one event.

*Academic Discourse* was a folk term introduced by the director on day one as discussed in Chapter 4. Transcript analysis showed that this term was used by members throughout the Institute. As will be presented in this chapter,

Table 6.1: Events Related to the Theme of Academic Discourse

<b>Day</b>	<b>Event</b>	<b>Practices related to Academic Discourse</b>	<b>Interactional Spaces</b>	<b>Texts Used &amp; Produced</b>
1	Hopes, Fears, and Expectations  Led by director	Establishing link through tradition  Working in groups  Quickwrite  Reflecting on writing  Director Introducing research, theory work of James Moffett	Director to whole group  Table groups Individual  Whole Group	Individual quickwrite-- What do you Hope, Fear and Expect  Group thesis-- What do writing project teachers hope, fear, expect  Small group whole group discussions  Articles by Moffett in reader
3	Director presentation on James Britton	Discussion on research and theory	Director to Whole group	Article by Britton in reader  Teachers' notes
7	New Fellow Presentation "Teaching Critical Reading: From TV Culture to Literary Culture."	Quickwrite  Working in groups  Whole group discussion  Frame clash occurs— should students write about something they don't believe in	Presenter to Whole Group  Table Group  Individual  Partners	Quickwrite-- write about the 1950's  Contrast reality and television  Group Writing-- a slogan about relationship between t.v. and reality  Notes on t.v. clips

		<p>Discussion on writing paper from someone else's thesis</p> <p>Discussion on definition of Academic Discourse</p> <p>Relating to classroom practice</p>		<p>Thesis—extract thesis from partner's paper</p> <p>Handouts provided by presenter Whole group discussions</p>
8	<p>Visiting Fellow Presentation "Writing Your Heritage"</p>	<p>Presentation of research by Moffett</p> <p>Relating to classroom practice</p> <p>Quickwrite</p> <p>Whole Group Discussion</p> <p>Rich Point—Role of narrative, personal voice in academic writing</p> <p>Discussion on nature of academic writing</p>	<p>Presenter to Whole Group</p> <p>Individual</p>	<p>Individual Quickwrite—Letter to a relative</p> <p>Individual—family tree family crest</p> <p>Handout provided by presenter</p> <p>Presenter read work of her college students</p> <p>Whole Group discussion</p>



9	Outside Presenter Academic Discourse	Quickwrite  Discussion Term Front loading introduced  Rich Point-- How do I do this with 140 high school students?  Whole group Discussion on teachers as experts	Individual  Presenter to Whole Group  Table Group  Whole Group	Individual quickwrite— Two issues that have been raised during institute  Table group discussion-- Requirements for different types of writing  Whole group discussion
13	New Fellow Presentation "Collecting, Selecting and Reflecting"	Introduction— Relates research to presentation quotes previous outside presenter and Moffett's level of abstraction	Presenter to Whole group	Presentation  Quotes on overhead
16	Outside Presenter on Teaching Middle School Reading	Discussion on high school students not being able to generalize because they spend so much time writing self-expression	Presenter to Whole Group	Discussion re: high school students not able to generalize (This leads director to give Moffett Presentation)
16	Director discussion on Moffett (In reaction to outside presenter comments)	Discussion on Moffett research Writing levels moving from self-expression to generalizing	Director to Whole Group  Table Group	Presentation  Teacher notes  Teachers write questions, discuss in table group

				then whole group
17	Director discusses Moffett (in reaction to new fellow presentation)	Discussion on generalization leading to simplification and stereotyping	Director to Whole Group	Whole group discussion
18	Director "mini-lesson" on Moffett	Discussion on levels of discourse	Director to Whole group	Handout provided by director  Whole group discussion

members continued to define and redefine this term throughout the five weeks of the Institute. Academic discourse was the topic of presentations and discussions on 10 of the 25 days of the Institute (see column one of Table 6.1) as identified through analysis of fieldnotes and event maps of each day of the Institute. (Together, these events provided opportunities for professional development in the co-construction of knowledge and classroom practices related to the teaching of reading and writing academic discourse).

Dewey (1938) describes education as the progressive organization of knowledge and writes that the two principles of continuity and interaction cannot be separated. They intersect and unite to form the longitudinal and lateral aspects of experience (p. 42). In the analysis that follows, I will make visible the ways the continuity of events and the social interactions that made up these events, provided members with opportunities for developing new knowledge. The theoretical framework of ethnography provides an empirical base for understanding Dewey's (1934) concept of learning being a continuum of experience. The analyses in this chapter show that interaction is central to the process of socially constructing texts and knowledge and that knowledge constructed at one point in time is consequential for learning at other points of time (Durán & Szymanski, 1995; Putney, 1997; Putney, Green, Dixon, Duran & Yeager, 2000).

It was through talk that opportunities for developing new knowledge were created, roles and relationships were established, and professional development in this Institute was defined. Analysis of a series of transcripts

will illustrate what and how members negotiated and took up the language and practices of the writing project.

### Recurring Theme--The Work of James Moffett

On day one of the Summer Institute, the director discussed the work of James Moffett and referred to the articles in the reader by Moffett. In the Selected Readings in Composition, a collection of articles each member was required to purchase at the May orientation, there were two articles by James Moffett: “Kinds and Orders of Discourse” (1968) and “From Personal Writing to the Formal Essay” (1989). By looking across days and forward mapping the events of the *Academic Discourse* content area, I identified the work of James Moffett as a recurrent topic discussed on six Institute days as represented in Table 6. 2. The left column of this table places the event in time, beginning with the orientation to the Summer Institute that took place in May. The other events occurred on days 1 through 18 of the Institute. The second column, “Who” names the actor/s who were involved in the action named in the third column. The final column lists the variety of opportunities made available to community members through the events involving the identified recurrent topic, the work of James Moffett.

As the second column in Table 6.2 shows, the director, new Fellows, returning Fellows, visiting Fellows, and outside presenters all contributed to opportunities for professional development based on the work of James

**Table 6.2: Recurrent Topic within Academic Discourse-- James Moffett**  
**From Orientation Through Five Weeks of Summer Institute**

<b>Day</b>	<b>Actors</b>	<b>Actions</b>	<b>Opportunities Afforded</b>
Or.	All members	Receive reader containing Moffett articles	Opportunity to read articles
1	Director	Introduced work of Moffett	Introduced to work of Moffett
1	New Fellow and Returning Fellow	Discussed Moffett in relation to classroom practice	Whole group discussion on Moffett
3	Co-Director	Introduced Random Autobiography	Tie to Returning fellows discussion
8	Visiting Fellow	Presented "Writing Your Heritage" Brought in Moffett Research	Presents research to frame presentation Members connect research with presentation
13	New Fellow	Brought Moffett Research into presentation	Connection to research
16	Director	Led discussion on Moffett	Whole Group Discussion
17	Director	Led discussion on Moffett	Whole Group Discussion
18	Director	Gave mini-lesson on Moffett	Lesson on Moffett

Moffett. The range of actions displayed in the third column as well as the macro- level analyses presented shows the multiple experiences members had to explore the work of Moffett. There were opportunities to read and discuss the Moffett articles, planned presentations by the director, outsider presenters, and visiting and new Fellows. These analyses illustrate the reciprocal and dynamic nature of professional development in this community.

Following the introduction to Moffett's work, a new Fellow and a returning Fellow discussed changes in their classroom practices based on reading Moffett. On day eight a visiting Fellow gave a presentation on "Writing your Heritage." In the beginning of her presentation she discussed the research of Moffett. These events will be analyzed further in the following sections because they represent the variety of professional development opportunities that made up the continuum of experience on *Academic Discourse* and specifically the work of Moffett.

Before presenting that micro- level analysis I will first present a macro level analysis of three other events. This analysis serves to provide a sense of how the content on academic discourse was made up of a continuum of experiences providing members opportunities for professional development in knowledge of and strategies for teaching academic discourse.

### Analysis of Change in New Fellow Presentation

On day thirteen a new Fellow, Madolyn, made a presentation titled “Collecting, Selecting, and Reflecting,” about writing in a third grade class. In the introduction to her presentation, she made a connection between what she does in her third grade class and the articles she had the opportunity to read and discuss in the Institute. Table 6.3 is a segment of the transcript from Madolyn’s presentation introduction. Most of the talk represented in the middle column is Madolyn’s, until line 99 where she could not name the researcher she was thinking of right away and she asks, “who was it, who has the continuum of the ladder of abstraction?” From analysis of the video as well as audio data, I was able to identify the director as well as about five other members, answering “Moffett,” showing that they acknowledged and recognized the intertextual tie. Madolyn also acknowledges the intertextual tie to Moffett’s work by responding, “Moffett, Moffett’s Level” (Lines 100 and 101). This analysis provided evidence of Madolyn’s take up of professional development opportunities provided her. As her talk showed, she changed her presentation to include this connection to the research. She took up the concept of the ladder of abstraction from Moffett’s work and applied it to her classroom practice of teaching writing to third graders by “breaking things down.”

**Table 6.3: New Fellow Talk Showing Intertextual Links to Moffett, Day 13**

Actor/Line	Talk	Intertextual Reference
Madolyn 086 087	I have to break things down	classroom practice
088 089 090	quite often with children that means	
091 092 093	with little children that means tangible	
094 095 096 097 098	and who was it that has the the uh the continuum of the level of abstraction	reading and discussions on Moffett
Dir. and other Members 099	Moffett	reading and discussions on Moffett
Madolyn 100 101	Moffett Moffett's level	

The events on days 16, 17, and 18, shown in Table 6.2, are all instances of director -led discussions on Moffett. Transcript analysis of the discussions on days 16 and 17 showed that they were not planned presentations, but were discussions led by the director in response to comments by an outside presenter and a new Fellow. Both presenters made comments



about the use of generalization in writing. On day 16, an outside presenter said that most high school students cannot generalize because teachers spend so much time on self-expression and on day 17 a new Fellow commented that generalization can lead to oversimplification and stereotyping. The director discussed the work of James Moffett to help illustrate the points these speakers made.

The event on day 18, the director's mini-lesson on Moffett was on the calendar as a planned presentation. In this presentation the director discussed Moffett's Scale of Discourse Distances. See Appendix 6.1 For a copy of the handout provided to members by the director.

I next present the analysis of two of the events, the day one discussion on Moffett and the visiting Fellow presentation that took place on day eight, at a more micro level, to further show the professional development opportunities this intertextually tied topic provided for members and member take up of these opportunities.

#### Intertextual Ties Visible Through New Fellow Talk

On day one, as part of the *Hopes, Fears, and Expectations* discussion, the director discussed the work of James Moffett (see Chapter Four for analysis of this event) and referred to the articles by Moffett that were included in the reader. Following the director's comments, a new Fellow and a returning Fellow discussed how Moffett had an effect on their teaching practice. What

caused this discussion to stand out among the data set was that it was day one of the Institute and members were talking about professional opportunities they had already taken up. Backward mapping showed that at the Orientation held May 16, members purchased the Institute reader, Selected Readings in Composition, which contained two Moffett articles, “Kinds and Orders of Discourse” (1968) and “From Personal Writing to the Formal Essay” (1989). They were also given a list of “Suggested Readings in Preparation for Summer Institute” (Appendix 6.2, underlined in original) which included James Moffett’s, “From Personal Writing to the Formal Essay” (1989). As her talk makes visible, this new Fellow took up the opportunity provided through the articles contained in the reader and had read the two Moffett articles before the first day of the Institute. These intertextual ties were visible through the mapping process and support further the argument that membership in the Institute began prior to the first day. The analysis of the onset of the Moffet theme within the *Academic Discourse* content area, like the analysis of journal writing, shows the importance of the work undertaken prior to the first day of the Institute in shaping the opportunities for professional development. These analyses suggest that to understand sources of influence on what members know, understand and produce, analysis of intertextual relationships are needed.

Analysis across the five weeks showed that some of the practices were repeated across contexts. For example, at the beginning of each week members were given a list of recommended readings for the next two weeks (See

Appendix 6.3). They were expected to read these articles outside of Institute time. In addition to this action, on day two of the Institute, the director indicated to members that they would be expected to write reader response letters to the articles in the reader and discuss them with their writing groups. Although I did not collect data within each of the writing groups to determine to what extent members did this, I did review the notes from the group in which I participated. In my role as participant observer I belonged to a writing group and we did not discuss any of the readings. Rather, we spent our time in writing group reading and responding to each other's writing and sometimes discussing presentations or something that happened during the day. The written evaluations of other members reflected this as well. This analysis showed that not all opportunities presented verbally were afforded time within the project. Thus, discussion of the articles in small group spaces was an unfulfilled opportunity that remained at the level of a potential opportunity, only occasionally realized.

Analysis of discussions that occurred across the five weeks showed that the Moffett articles and the articles by Lisa Delpit that will be discussed in Part Two of this chapter, were the only articles from the reader that members discussed in whole group. The investigation of these two content areas, *Academic Discourse* and *Teaching Diverse Learners* will explore the role these written texts had in framing and focusing the opportunities members had for co-constructing knowledge in these areas. These analyses show the potential of discussions, both formal and spontaneous, and how the lack of time to discuss

limited the potential impact of the readings for the communities. However, as the following analysis will show, individual members did take up the opportunities for professional development on their own in the spaces outside of the formal Institute time. Thus, the lack of formal time to discuss did not limit the potential of the articles for individual members.

Table 6.4 presents the transcript segment of the new Fellow's comments on Moffett on day one of the summer Institute. This new Fellow Linda, is a composition teacher at a community college. As the transcripts show, she discussed the changes she experienced through her take up of the opportunity to read the Moffett essays. The first column of the chart places the event within the Institute (Day One). The second column displays the new Fellow's talk proposing intertextual ties and the third column displays recognition and acknowledgement of these ties. I combined recognition and acknowledgment in one column because all the instances of intertextuality in the events analyzed occurred simultaneously although it is theoretically possible for recognition and acknowledgment to be signaled separately. Column four displays the social significance of the intertextual tie.

On day one of the Summer Institute, the new Fellow discussed with the whole group the effect Moffett had had on her teaching. This discussion occurred following the *Hopes, Fears, and Expectations* event. She stated that she used the work by Moffett immediately in a summer session composition class she was teaching by assigning the articles to her students to read. This analysis shows intertextuality is not only within the summer Institute but

**Table 6.4: New Fellow Talk Showing Intertextuality and Professional Development (Day One)**

<b>Day Actor</b>	<b>Proposal</b>	<b>Recognition and Acknowledgment</b>	<b>Social Significance</b>
<p>Day 1 New Fellow</p>	<p>Not only did I read Moffett I shared it with the two classes I'm teaching this summer and so perhaps even unconsciously he was definitely affecting me I didn't consciously think about Moffett</p> <p>but because of talking with students not just having read it but getting their responses</p> <p>it just occurred to me that maybe that assumption that we were sharing about the experiences example</p> <p>(her table group experience of coming to group consensus on writing the hopes, fear, and expectations thesis)</p> <p>for me was certainly undergirded strongly by very recent use of Moffett</p>	<p>New fellow read Moffett articles from the reader And assigned her students to read Moffett articles</p> <p>Floor space and time during institute spent discussing new fellow experience</p> <p>At this point, new fellow recognizes ties between Moffett article and using it in her class to the group writing task in the institute</p> <p>Use of term "use" to describe experience, not just read</p>	<p>Shared articles with classes</p> <p>Students discussed articles</p> <p>Students' responses changed member's view of article and discussion</p> <p>Table group discussion and writing task affected by new fellow's Moffett experience</p> <p>Writing and discussion in institute changed by use of Moffett article with students</p>

extended to the summer school class she was teaching as well. This tie was recognized and acknowledged through the members' talk—she read the article and assigned it to her students. It was also recognized and acknowledged by her college composition students—they read the articles and discussed them. And then it was recognized and acknowledged within the summer Institute because time and space was spent discussing this on day one of the Institute. It was also used to further the discussion and opportunity for knowledge construction, which will be discussed through the comments of a returning Fellow in the next analyses.

The other intertextual tie that the new Fellows' talk made visible was the way her reading of the Moffett article and her discussion of it with her college students, affected her participation in the small group thesis writing activity. She stated that the group writing experience was “undergirded strongly by very recent use of Moffett.” The choice of the term “use” by the new Fellow signaled that the professional development opportunity was not just provided by the reading of the article but also because of the fact that she was able to use the article in her teaching immediately.

### Evidence of Professional Development

Given the view of professional development as an interactive and interpretive process, negotiated in the moment-by-moment interactions of members, with change and transformation as necessary components, this new

Fellow's comments provided evidence of professional development. One change this new Fellow described was a change in practice--she assigned the Moffett articles to her students when she had not previously used these articles in her teaching. Her comments also made clear that the discussion she had with her students changed her thinking about teaching writing and affected her participation in the Institute.

#### Intertextual Ties Visible Through Returning Fellow Talk

A returning Fellow continued the discussion on Moffett by explaining her classroom experiences. As seen in Table 6.5 analysis of her talk revealed intertextual ties and also provided evidence of sustaining Summer Institute practices.

This returning Fellow, Lonni, proposed the intertextual tie to Moffett by stating that she had organized her entire language arts program based on her reading and discussion of Moffett's articles, making visible practices she learned related to Moffett. Lonni was a new Fellow in 1991, providing evidence that the reading of Moffett was a sustaining Summer Institute practice. The tie she proposed was actually a tie to the reading of the article six years earlier and to the set of practices she experienced that would be available to members of this Institute on subsequent days. To triangulate this, I reviewed the calendars and handouts from previous Institutes (backward mapping) and found that the same two Moffett articles were included in the 1991 reader and

**Table 6.5: Returning Fellow Talk Showing Intertextuality and Professional Development (Day One)**

*The transcript segment presented here is the next line of talk following the comments of the new fellow, Linda, as presented in Table 6.4.*

<b>Day Actor</b>	<b>Proposal</b>	<b>Recognition and Acknowledgment</b>	<b>Social Significance</b>
I Return Fellow	I've done that with my fifth graders this year I set up basically my whole language arts program according to Moffett's idea of moving from personal to abstract even though it took me about five years to get it so I set up the organization of which types of writing I was doing and then I would turn it back on the kids and I would say o.k. now we've done a Random Autobiography we've done something that's very personal	Ties reading Moffett five years earlier to current classroom practice  Idea from Moffett article  Floor space and time during institute spent discussing returning fellow experience  Practice of making visible to students  Writing practice presented in institute five years ago (this practice also presented in this institute on day 3)	Reading Moffett five years ago has transformed her classroom practice  Whole group discussion provides opportunity for learning about application of research in classroom  Students have knowledge of teaching practice  Writing Practice learned in institute used with students in elementary school



that James Moffett himself had been a presenter during the 1991 Summer Institute. Further backward mapping showed that Moffett's article, "Kinds and Orders of Discourse" (1968) was included in the first reader created for the SCWriP Summer Institute in 1982. In 1989, Moffett's new article, "From Personal Writing to the Formal Essay" (1989) was added to the reader. Backward mapping also revealed that Moffett had been a presenter every year to the SCWriP Summer Institute since 1984. The 1997 Institute was the first summer Institute Moffett was unable to visit due to this failing health. This suggests that Moffett's work is a key orientation of SCWRiP.

The intertextual tie to Moffett's articles proposed by Lonni, was recognized and acknowledged through the floor space and time the whole group spent discussing it. The evidence of the social significance was found in the fact that her fifth grade students were given writing assignments according to Moffett's idea of moving from personal to abstract and that she had reorganized her classroom based on the work of Moffett. The whole group discussion about her classroom provided further opportunities for the community members because they heard about the application of Moffett's theory in this returning Fellow's classroom, showing that the take up is not necessarily immediate. Lonni stated that in the school year preceding this Institute she set up her language arts program based on Moffett's theory. This transformation occurred five years after Lonni attended the SCWriP Institute as a new Fellow in 1991.

Near the bottom of column one of Table 6.5, Lonni made a tie to a writing practice, the Random Autobiography, providing evidence that this event

is a sustaining Summer Institute practice. Analysis of the Summer Institute calendars from 1991 until 2000 triangulate this. In 1997 the Random Autobiography was presented on day three of the Institute. (See Appendix 6.4 for the handout members were given about the Random Autobiography). The comments of the returning Fellow served to create and intertextual tie between the 1997 Institute and those that came before it. The tie to this practice and the fact that she assigned her elementary students to do this writing also shows take up of the practices of the Summer Institute by this returning Fellow. Lonni also made visible to her students the organization of the writing, “now we’ve done a Random Autobiography we’ve done something that’s very personal.”

#### Professional Development as Transformation

Lonni described her professional development through her involvement with the writing project in terms of a transformation. She stated that she “set up basically my whole language arts program according to Moffett’s idea of moving from personal to abstract” and she added, “it took me five years to get it.” Lonni attended the Summer Institute as a new Fellow in 1991 and was commenting on her 1996 classroom. This time frame for transformation is not unusual, as previous research about the effects of the writing project has found. Blau (1993) has stated that it takes even the most exemplary teachers three years to establish in their classrooms a learning environment or model of a learning community that these teachers first experienced in their Summer Institute.

Lonni showed a progression from the use of an activity she experienced in the summer Institute in 1991, (Random Autobiography) to the creation of guiding principles based on Moffett to shape the reorganization of her classroom and teaching.

### Summary of New Fellow and Returning Fellow Comments on Moffett

What became visible through the analyses of Linda and Lonni's talk is how intertextuality was socially constructed beginning even before the first day of the Institute and how it extended beyond the time and space of the six-hour days of the five-week Institute. The new Fellow, Linda, took up the opportunity for development provided through the reader by reading the two Moffett articles before the first day of the summer Institute. She also expanded this professional development opportunity by bringing the articles into the summer school class she was teaching. This experience, in turn, affected her take up of the professional development opportunity provided in the whole group discussion and table group writing activity during the *Hopes, Fears, and Expectations* event on day one. Also, in sharing her experiences with all the members of the Summer Institute, Linda made her intertextual ties available to others.

The role of the returning Fellow became defined as one who intertextually tied the 1997 Institute to the past history of the South Coast Writing Project by linking it to earlier Institutes. The returning Fellow's talk

also expanded the opportunities for professional development available to other Fellows by bringing to the whole group the ways that knowing research and writing theory had affected her classroom practice. Lonni also brings in the idea that transformation takes time. She did not leave the Institute in 1991 and completely change her teaching. She stated, “it took me about five years to get it.” (Table 6.5) The change and transformation in classroom practice and teacher thinking both the new Fellow and returning Fellow described is evidence of the interactive and interpretive nature of professional development. The following analysis will build on this one in showing how intertextuality was socially constructed in and through events tied to the *Academic Discourse* content area. Analysis will also show the co-construction of knowledge in the area of academic discourse and how the knowledge constructed at one point in time was consequential for learning at other points of time (Durán & Szymanski, 1995, Putney, 1997; Putney, Green, Dixon, Durán & Yeager, 2000).

#### Opportunities for Development Provided by Visiting Fellow

To show how intertextuality provided members professional development opportunities across time, space, and actors, I chose to analyze a presentation by a visiting Fellow which occurred on day eight and included intertextual ties to the James Moffett text discussed in the previous section. This

visiting Fellow, Donna, first went through the Institute in 1991. Her presentation in 1997 was titled, "Writing your Heritage," and followed accepted practices and interaction patterns for presenting to this community: *members wrote, discussed in small group, and discussed in whole group*. The visiting Fellow's use of these practices and patterns signified that they were not just one of this Summer Institute but were sustaining practices of SCWriP as a community of practice(s) that transcended the particular Institute being constructed.

In Table 6.6, I identify the proposal of the intertextual ties, the recognition and acknowledgment, and the social significance of the ties in this presentation. As the following analysis will show, through these ties members revised and expanded their understanding of teaching academic writing. The presenter began by describing the sequence of writing assignments she used with her community college class and then explained that this sequence was from Moffett (Lines 001 to 032). In Lines 033 to 036 she names the Moffett article, which was the same article included in the reader for this 1997 Institute, "Bridge It, From Personal Writing to the Formal Essay," (1989). The presenter discussed how she framed writing in her community college classroom by telling students that "writing is how you learn, it's not just what you learn." (Lines 026-028) She also provided an overhead of Moffett's ladder of abstraction. The concept of levels of abstraction described in this ladder is the same concept the director discussed on day one of the Institute during the *Hopes, Fears, and Expectations* event, as discussed in Chapter Four. It was

**Table 6.6: Visiting Fellow Talk Showing Proposal, Recognition, Acknowledgment, and Social Significance of Intertextual Ties**

*The director introduced the visiting fellow and she began her presentation by saying that her heritage project is a sequence of thinking, reading, and writing assignments.*

<b>Actor Line</b>	<b>Proposal</b>	<b>Recognition and Acknowledgment</b>	<b>Social Significance</b>
VF/01 002 003	define it, relate to it, take a stand on it		
004 005 006	that's the sequence moves you through Bloom's taxonomy		
007 008	start with things about yourself but		
009 010	move into more abstract thinking and generalization		
011 012 013	you can create a writing sequence with any kind of topic		
014 015 016 017	and you can do this same thing the writing sequence works as a staircase so they can step		
018 019	start with an activity coloring		
020	journal writing		
021	readings		
022 023	write an essay built on all the stuff they have done, read, and talked about		
024	other essays build on essay that		

025	came before		
026	I want them to know		
027	writing is how you learn		
028	it's not just what you learn		
029	it's a process		
030	this is Moffett		Reading of Moffett
031	I hear you've been reading Moffett	Members nod	brought forward as text
032	this is from		
033	Bridge It		Forward
034	From Personal Writing to the	Moffett article	movement
035	Formal	from reader	of discourse
036	Essay	1991 and 1997 institutes	
037	and		
038	actually		
039	Sheridan's right		
040	a lot of times		
041	you do things in the classroom	Classroom practice	
042	and you know they're right		
043	I do a lot of stuff		
044	intuitively knowing		
045	this helps my students		
046	and then I see that it helps		
047	and I keep going in that direction		Research provides language for talking about classroom practice
048	because		
049	I know that it's working		
050	then		
051	later I find		
052	oh		
053	this is what		
054	Moffett said		
056	and this is what happened		
057	with the heritage thing		
058	we read this		

059	during my institute summer	1991 summer	Intertextual links between institutes
060	and I said	institute	
061	I'm doing this	Moffett article	
062	he said there's two ways		
063	to get to		
064	this thinking over	Language from	
065	thinking through	the Moffett article	
066	this transpersonal		
067	essay writing		
068	which is our essay form		
069	we use so much in school		
070	that everything starts with		
071	this journal		
072	sort of noting down		
073	diary or logs		
074	reading logs		
075	that sort of thing		
076	and		
077	you can move through		
078	looking back		
079	which is what we do here		
080	they're looking at themselves		
081	and their family		
082	to		
083	research		
084	which is looking into		
085	to the		
086	thinking over and thinking through	Moffett	
087	he says		
088	you can also		
089	get there		
090	by		
091	going the		
092	creative writing		
093	route		



094	but		
095	because I teach college		
096	and if I get caught		
097	teaching creative writing		
098	in a critical thinking class		
099	something terrible		
100	will happen to me		
101	so		
102	I go this way		
103	and you'll see as the sequence is		
104	built up		
105	that's the		
106	thrust of it	Moffett	
107	Moffett		
108	distilled		

also referred to by the returning Fellow when she discussed how she reorganized her classroom according to Moffett's idea of moving from personal to abstract, as shown in the previous analysis. Looking at Table 6.5 (Returning Fellow Talk) we see the language the returning Fellow used to describe her fifth grade language arts program in the first column of the chart, "moving from personal to abstract," is similar to the language this visiting Fellow used to describe the writing sequence she used in her community college class, "start with things about yourself but move into more abstract thinking and generalization," (Table 6.6, Lines 002 to 025).

Here an intertextual link is visible between the Moffett article, which was in the reader and discussed on day one of the Institute, the discussion about that article on day one of the Institute, and this visiting Fellow's presentation on day eight of the Institute. This transcript shows the discourse practices used to support the revisiting of past practices and events as shared historical texts; (lines 007 to 011) invoking a particular past event; and positioning Fellows in relationship to this text (lines 005 to 006). Both this presenter and the returning Fellow provided evidence of take up of their Institute experience six years earlier. Based on their experiences in the 1991 Summer Institute and their subsequent years of teaching experience, the presenter and returning Fellow, created opportunities for new Fellows to learn how the Institute experience affected classroom practice.

New Fellows became aware of the fact that there were different ways of taking up the opportunities provided by the reading of Moffett. The visiting

Fellow stated that she was already doing the heritage project before she entered the Summer Institute (Table 6.6 Lines 039 to 061), but the Moffett article gave her a way to look at it from a theoretical perspective and a way to talk about it. The returning Fellow, on the other hand, read the Moffett article as part of her Institute experience, began gradually to change her teaching practice, and five years later restructured her entire language arts program based on Moffett's theories of academic writing.

#### Summary of Opportunities for Development Provided by Visiting Fellow

What became visible through these analyses was how the opportunities for professional development in intertextually tied within the cycle of activity constituting *Academic Discourse*, and how intertextuality was socially constructed in and through events of this cycle of activity. Using the four criteria for the social construction of intertextuality, it was possible to identify the ways in which each instance of intertextuality was proposed, recognized, and acknowledged and the social significance across events that happened over time. This analysis showed how members revised and expanded their understanding of teaching academic discourse, and specifically academic writing, through their interactions with each other, staff, presenters, and the text of the Institute. Through domain analysis of all Institute talk about academic discourse, it became visible that members drew on multiple sources as they defined and then expanded the definition of academic writing they co-

constructed on day one as illustrated in Figure 6.1, *Academic Writing Taxonomy*. This taxonomy illustrates the definition of academic writing as it was co-constructed on day one of the Institute. The text in italics represents the expansion of the definition. These are the characteristics that added to the day one definition by community members throughout five weeks of interaction. As shown in Figure 6.1, academic writing became further defined as involving a writing sequence in which the writer began with the personal and moved to more abstract thinking and writing and generalization.

#### Summary of Recurring Theme--The Work of James Moffett

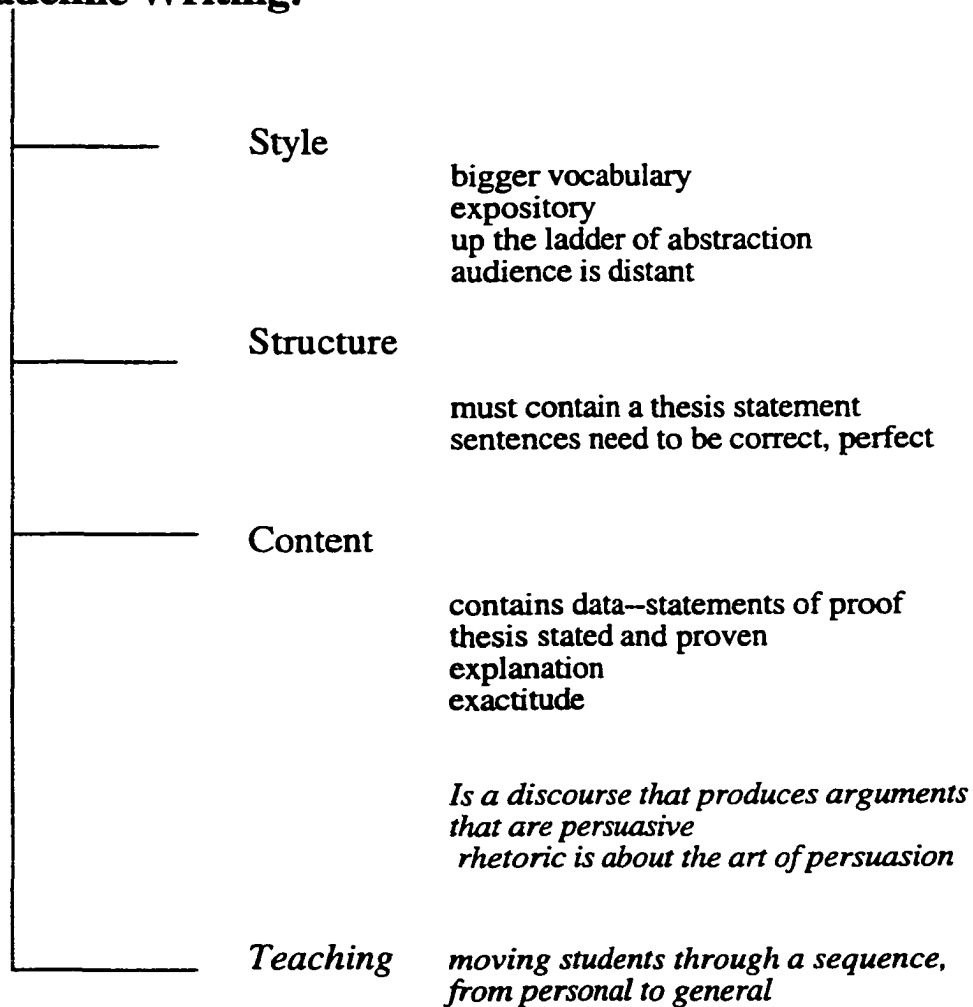
Analyses of events containing ties to the James Moffett texts showed that the topic of academic writing was introduced to members through the work of Moffett. These events also introduced members to research in the field of composition and theories on teaching writing and provided them with opportunities to read and discuss research in the area of academic discourse. Members were also provided with opportunities for making links with theory and to see how it could inform their classroom practice by hearing how others had made these links. As these analyses show, intertextual proposals were made by the director, visiting Fellow presenters, returning Fellows and new Fellows.

The intertextual ties throughout the cycle of activity , *Academic Discourse* were largely based upon the work of James Moffett. The Moffett text

**Figure 6.1 Taxonomy of Academic Writing as Co-constructed by Community Members.**

*The original taxonomy was created from analysis of talk on day one of the institute. The text in italics were additions to the taxonomy co-constructed throughout the institute.*

**Academic Writing:**



was first proposed at the Orientation, when all members purchased a reader containing two articles by James Moffett. It was reintroduced on day one of the Summer Institute when the director referred to the article and was then carried forward through whole group discussion that followed. This intertextual tie also linked the work of Moffett to the classroom practices of a new Fellow and a returning Fellow. On day eight, another actor in this community, a visiting Fellow also proposed intertextual ties to the Moffett articles that were acknowledged by members and were significant because they again related the theoretical work of Moffett to classroom practice and provided a common text from which all members could talk.

The previous analyses showed that the sense of Moffett and the way this community has defined *Academic Discourse* to this point in the Institute is the group's interpretation of the readings based on the opportunities for interpersonally responding to the text and to each other. The analyses also showed that members of the group had taken up content knowledge about academic writing based on the interpretations of the articles read and discussed, which included: academic writing involves a sequence of writing, starting with the personal and moving to more general or transpersonal. The following analysis will further show that of practices of reading, talking, and writing, and the interactional spaces in which these occur, provided further opportunities for knowledge development in the area of academic discourse and the teaching of academic discourse.

## Intertextual Practice Ties

As the following analysis will show, along with content ties, practice ties across the theme of *Academic Discourse* provided opportunities for professional development in the content knowledge and teaching of academic discourse. In the previous section I discussed events that focused on the work of James Moffett and the opportunities for professional development provided to members. For the following analyses, I reviewed all the events of the *Academic Discourse* theme (Table 6.1) and chose to analyze the first presentation that was given by somebody other than the director, to determine whether the literate practices and interaction patterns set by the director on day one of the Institute were taken up by other members and ways in which these patterns provided opportunities for professional development. This event occurred on day seven of the Institute and was a presentation by a new Fellow, titled “Teaching Critical Reading: From TV Culture to Literary Culture.” At the time of the Institute, this Fellow taught freshman writing courses at a California university. A new Fellow marked this as a powerful day of the Institute by writing in her final evaluation:

*I noted that a day I had missed (of the institute) was a powerful day shared by all the fellows. I felt like an outsider and realized how we always need to remember our students and the importance of review. . .*

If we take Weade's (1995) notion of "information as a participant" in the social construction of knowledge, then this new Fellow missed out on the information that was provided on this day, information provided to build a knowledge base in teaching academic discourse. At the potluck the day following this presentation, the director asked members what the highlight of the week had been for them and just about everybody stated it was this presentation, which raised the research question, Was it just the information presented that had such an impact on members? As the following analyses will show, this presentation was an important one to members because of the professional development opportunity that occurred due to the time and space provided for differing opinions in the Institute. This analysis will illustrate how challenging a teacher's held ideas and beliefs can be an important aspect of professional development.

In analyzing this event to determine its significance to the Institute I first created a structuration map of all the sub-events, the literate and social practices, the interactional spaces, and the texts used and produced. (Table 6.7) After analyzing the event to this level I reviewed all the timelines and events maps of the Institute to backward map the literate and social practices and interactional spaces this new Fellow used in his presentation. What became evident from this analysis was that the new Fellow, Todd, took up the practices introduced by the director on the first day of the Institute. The new Fellow uses the same interactional patterns modeled by the director in the *Hopes, Fears, and Expectations* event discussed in Chapter Four. Todd began by having members



**Table 6.7: Sub-events in “Teaching Critical Reading: From TV Culture to Literary Culture”**

<b>Subevents</b>	<b>Ties in Literate and Social Practices/ Tied To</b>	<b>Interactional Spaces</b>	<b>Texts Used and Produced by Group</b>
Quickwrite--List what you know about the 1950's	quickwrite (practice tie) HFE	individual ↓	quickwrite
Share writing in table group choose three and write on board	discussing writing negotiating tablegroup participation (practice tie) HFE	tablegroup ↓	table group discussion
Discuss--how do we know what we know about the 1950's?	discussions reflecting on knowledge (practice tie) HFE	whole group	whole group discussion
Quickwrite-- the relationship between t.v.and reality	quickwrite (practice tie) HFE	individual ↓	quickwrite
Share writing in table group and write a slogan about television and reality	group writing negotiating roles participation (practice ties) HFE	tablegroup ↓	table group discussions slogan
Discuss the table group slogans	whole group negotiate turntaking (practice ties) HFE	whole group	whole group discussion
Viewing television clips of “I Love Lucy” & “Roseanne”	critically viewing television notetaking	whole group viewing individual notetaking	television clips notes
Discuss differences in the two clips	tablegroup (practice tie) HFE	tablegroup ↓	table group discussions
Discuss--context of the class	wholegroup discussion re: teaching (practice tie)	whole group led by fellow	discussion

Quickwrite--how have gender roles changed since the 50's and how is this represented on t.v.	quickwrite (practice tie) HFE	individual ↓	quickwrite
Read quickwrite others extract thesis	table group reading thinking about thesis (practice tie) HFE	tablegroup ↓	quickwrite thesis
Discuss--academic discourse	frame clash (content tie) HFE	whole group	discussion

do an individual writing exercise then share their writing in table groups, followed by discussion in whole group. This interaction pattern repeated four times during the 83 minute presentation, as the arrows in Table 6.7 indicate. Repetition can mark social significance (Tannen, 1989). As further analysis will show, the repetition of these interaction patterns was significant to the professional development opportunities provided in this Institute. The presenter also took up the literate practice of quickwrite the director introduced on day one, and began his presentation by having the teachers write for 11 minutes about the 1950's.

These practices set up the opportunities for members to co-construct knowledge about teaching academic writing. Members had the opportunity to write quickwrites about the 1950's and gender roles, to take notes on video clips of two television shows, (I Love Lucy and Roseanne), and to practice academic writing by writing a thesis, both individually and with their table group. The writing produced through these sub-events and through several opportunities to write and then share in small and large groups, provided the members' text for both table group and whole group discussions and through these discussion members were provided opportunities to see how others took up the same task, and to compare and contrast information shared. The presenter modeled a lesson he had taught in his college classes so members were provided with opportunities to learn new teaching strategies as well as content on academic discourse. To understand how these opportunities were

created and taken up (or not) I needed to take a closer look at the talk of the Institute.

### Frame Clash and Discussion Providing Opportunities for Professional Development

After transcribing the entire talk of this presentation and looking across transcripts, I decided to focus on a discussion that occurred during the presentation because it was precipitated by a potential point of clash in the frames of reference (Green & Harker, 1982; Kantor, Green, Bradley, & Lin, 1992; Mehan, 1979) and provided evidence that challenging members' beliefs can lead to professional development.

Transcript analysis shows that the cultural expectations about what constituted *Academic Discourse* were not the same for all members. Analysis of the timelines of the entire Institute, showed that this was the first instance of a frame clash followed by an open discussion that new Fellows, returning Fellows, and staff participated in. This analysis triangulates the new Fellow's claim that this was "a powerful day shared by all fellows" and became a rich point (Agar, 1994) for defining *Academic Discourse* as co-constructed in this Institute. Before this point in the presentation, the presenter showed clips from the television shows, "I Love Lucy" and "The Roseanne Show." He asked members to take notes on the roles of women portrayed in these shows and then write a thesis based on their notes.

In lines 001-005 (Table 6.8) a new Fellow asked the presenter to clarify the next step in the writing sequence, where the presenter explained that he has his students work in pairs, listen to each other's thesis and then write a paper using their partner's thesis. As we see, this question served to clarify the task but also brought the issue forward as a potential frame clash.

The director continues the questioning of the presenter in lines 012 to 016 when his question moves from clarifying the task ("She has to write a paper based on his thesis?") to asking the presenter to discuss his rationale for having students perform this task ("why do you do it that way?"). Community members were negotiating and renegotiating their discourse based on this frameclash, as seen in lines 017 through 034 when several new Fellows seemed to defend the presenter's assignment by comparing this writing to the oral discourse form of debate, where students are routinely asked to defend positions in which they do not necessarily believe. The director's interactions also made visible another expectation for membership in this community--members should be able to provide a rationale for their practices and explain why they do what they do in the classroom.

In lines 046-064 we see an instance of an opportunity for professional development being provided for the presenter. A new Fellow's comment on the exercise causes the presenter to look at the assignment in a way he had not thought of before. This Fellow stated that students might feel safer writing about somebody else's thesis because it is safer than writing about their own views or opinions. The presenter commented, "I never thought about that

Table 6.8: Discussion on Academic Writing During New Fellow Presentation

*The new fellow has just explained an assignment he gives to his college freshman, where they would listen to another student's paper, extract the thesis from it and then write their own paper based on the thesis they just extracted.*

Line #	New Fellow Presenter	Staff and Fellows NF=new fellows DIR=director RF=returning fellow Co-D=co-director	What Talk is Signaling
001		NF--you would	asking for clarification
002		extract a thesis	brings issue to forefront
003		from someone else's	
004		paper	
005		and then they'd	
006	I think I'd like to model	write on this?	
007	this		
	<i>He then asks one of the</i>		
	<i>co-directors read a thesis</i>		
	<i>he'd written</i>		
008	<i>she (pointing to new fellow</i>		
	<i>at same table as co-</i>		
	<i>director)</i>		
009	would have		
010	to write a paper		
011	based on his thesis		
012		DIR--She has to write	Dir. in role of learner
013		a paper based on his thesis?	questioning presenter
014	in class assignment	Why do you do it that way?	sets expectation that
015	not formal paper		presenters be able to explain practice
016			
017		NF#2--like in debate	
018		you don't have to agree	new fellow defending presenter's method
019		when you debate	relates writing to
020	and		

021	what I'm hoping is		debate
022	that they can do it		
023	and they can		
024	and then they see		
025	that it's not so hard		
026	to think about things		
027	and come up with a thesis		
028	and		
029	write a thesis		
030		<i>Dir.</i> --It's not something	Frame Clash
031		they believe in	
032		<i>NF#2</i> --it doesn't matter	New fellow enters
		in a debate	clash
033		it's the art of writing	
034			explaining
			philosophy
035	<i>Break in Transcript</i>		of teaching
046		<i>NF#3</i> --I'm curious too	
046		in you're dealing with	
047		issues of self-esteem	
048		kids come in thinking	
049		like you said	refers to earlier
			statement
050		That they're not writers	
051		but	
052		if	
053		writing about	
054		someone else's theme	
055		is used as a buffer	joint construction
056		it's more of a safety net	of knowledge
057		too	shared expertise
058		they can delve into	
059		<i>NF#3</i> --it's easier to	
		make	
060		someone else's point	
061		than your own	
062	I never thought	because you're not open	
063	about that before		Change in teacher
			thinking
064			professional
			development

<p>098 099 100 101 102  103  104 105 106 107 108 109 110 111 112 113 114 115 116 117 118  119 120 121 122 123 124 125 126 127 128  129 130  131 132 133 134 135</p>	<p><i>Break in Transcript</i></p>	<p><i>DIR</i>--I want to deal with this question you raise and it's a really important question (<i>Presenter</i>)</p> <p>is going to be here Tuesday to talk about academic discourse but one of the questions you've raised you raised it and sort of backed away from it <i>NF#1</i>--can we raise the question again for clarification of the question <i>DIR</i>--that academic writing</p> <p>is not about telling the truth academic writing is about fulfilling a certain kind of form that is it is always rhetorical and you can push it further and say it doesn't matter anyway because there isn't such thing as truth anyway all there is</p>	<p>Dir. proposing intertextual link between content of this presentation to content of upcoming presentation</p> <p>Director restating the point of clash makes visible what counts as academic writing</p>
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136		are	
137		arguments	
138		there isn't any	
139		the idea of truth	
140		is a mistaken notion	
141		all there are	
142		are arguments	
143		and so	
144		academic discourse is	
145		a discourse that	
146		provides a thesis	
147		and produces arguments	
148		that are persuasive	
149		and what rhetoric is	
		about	
150		is the art of persuasion	
151		It's not about	
152		the art of telling the	
		truth	
	<i>Break in Transcript</i>		
366		<i>NF#1</i> --I want to	
367		take it back to his	
368		presentation	
369		I can understand what	
		my	
370		position is	
371		and what his (the	
		director)	
372		and what yours is	
373		I wholeheartedly agree	
374		with you	
375		because when you	
376		start only writing about	
377		true things you know	
		well	
378		you get into this pitfall	
379		of reader response	
380		what this whole text	
381		made me think of	
382		you get away	
383		from the whole issue	
384		away from the	
385		whole text	
386		you go into	

387		autobiographical	
388		often times	
389		but	
390		I think	
391		what you've shown	
392		us	
393		and particularly me	relates to self
394		with having such	and classroom practice
395		a problem having	
396		students	
397		getting to really	
398		critically think	
399		through	
400		what they want to write	
401		about	
402		your strategy	
403		as an exercise	
404		is outstanding	
405		so I	
406		think	
407		I want to adjust	
408		my	
409		my	change in teacher
410		immediate	thinking
411		emotional response	professional development
412		and say	
413		I would	
414		wholeheartedly	proposed change
415		use	in classroom practice
416		this	
417		sequence of events	
418		next year in class	

before” signaling that this discussion has facilitated an expansion in the way he thought about the assignment he gives to students. The discussion provided a professional development opportunity for the presenter as well as the intended audience.

In line 98 the director proposed a future intertextual link by relating the content of this presentation to something an outside presenter was going to discuss the following Tuesday. The director stated that he wanted to deal with the question this new Fellow’s presentation raised and said that, (an outside presenter) will be at the Institute next week to talk about academic discourse. The director set the expectation that the issue of *Academic Discourse* will continue to be discussed during the Institute. Further analysis of that presentation later in this chapter, will show that the intertextual link was proposed, recognized, acknowledged, and socially significant to members.

As we see in line 113 a new Fellow asked for clarification of the question, “she has to write a paper based on his thesis?” Beginning in line 117, the director restated the question and also made the frame clash between the presenter’s view and his own explicit. The director stated that he always tells his students to write the truth. He restated the presenter’s view as “academic writing is not about telling the truth but is about fulfilling a certain kind of form.” According to the presenter, academic discourse is a discourse that provides a thesis and produces arguments that are persuasive. This view of academic discourse is in opposition to the director’s view of academic discourse as writing the truth (Lines 117--152).

Through his talk, the director made a statement about the roles and responsibilities of those attending the Institute. He stated that he was pushing the presenter to argue with him, making explicit that in this professional development community differing opinions could be expressed and were encouraged. The director was not seen as the only one having expertise and although the presenter had the expertise in his presentation topic, other members could disagree with his view. The frame clash established norms for what counted as the sharing of expertise in this professional development community. In the previous example, an intended audience member expanded the presenter's thinking by offering an alternative interpretation of the knowledge shared. In this instance, the director was challenging the presenter's thinking by disagreeing with the presenter's stated view.

I will examine one more section of transcript from this presentation to show evidence that the frame clash provided an opportunity for professional development and that this opportunity was taken up by members. Beginning in line 366 of Table 6.8, a new Fellow's talk provided this evidence. This new Fellow discussed a change that occurred in her thinking as a teacher regarding the use of the presenter's exercise. At the point where the frame clash began, (as discussed in the previous section) this new Fellow did not agree that having students write a paper from somebody else's thesis was a valuable exercise for her high school students to do. But as we see in lines 366 through 418, she stated that she now agreed with the presenter and "would like to adjust my

immediate emotional response and say that I would use this exercise with students,” proposing a change in her teaching practice.

It can be argued that without the frame clash and discussion that followed this teacher may have held to her initial opposition, which was in her words, “an emotional response” of the exercise. The opportunity to discuss and hear opposing viewpoints facilitated a change in her own opinion of the practice. The time for and language of the presentation allowed for a reasoned response instead of a solely emotional one. We can see this new Fellow’s claims as evidence of professional development occurring through the frame clash, or challenge to her beliefs, and the opportunity for discussion of the challenge.

#### Summary of Intertextual Practice Ties, Frame Clash and Discussion Providing Opportunities for Professional Development

The analyses of this new Fellow’s presentation showed how the intertextual ties of practices: quickwrites, table group discussions, and whole group discussions, provided the opportunities for members to expand their understanding of *Academic Discourse* and how to teach academic writing.

The sequence of interactions analyzed showed the tentative and negotiated nature of text construction as a social process. In this sequence of talk and actions, the members negotiated what was meant by *Academic Discourse*. Examining the ways in which members talked and engaged each other through

talk made visible how language was a form of social action. Thus, through discursive practices of members, social practices were negotiated and established. The excerpt showed that roles and relationships were not given but were negotiated and renegotiated in the face-to-face interactions among members of a group (Collins & Green, 1992). The director was seen in the role of learner, asking questions and encouraging the presenter to argue with him. The presenter who was in the role of teacher at the beginning of his presentation relinquished this role several times during the presentation and turned over the floor to the other community members.

What began as a presentation on “Teaching Critical Reading: From TV Culture to Literary Culture,” shifted focus and became an even richer professional development opportunity on academic discourse and how to teach academic writing because of the discussion that grew out of the presentation. Members had the opportunity to discuss a presented classroom practice and they also began thinking and conversing about *Academic Discourse* and what it means to teach academic writing to students. Although not everybody came to an agreement during the discussion, members found their thinking challenged and were forced to articulate their views and in some cases changed their views based on the discussion. In another workshop setting in which the presenter presented his activity without the opportunity for discussion the professional development opportunities created through this discussion would have been lost.

### Outside Presenter on Academic Discourse

In the next section I analyze one more event tied to the *Academic Discourse* theme. This event is a presentation given by an outside presenter on day nine of the Institute. The intertextual link between this presentation and the content of the new Fellow's presentation discussed in the previous section, was proposed by the director as previously discussed in Table 6.8 (lines 98 through 105). In this analysis I will show how this proposed link was not only proposed by the director, but was recognized, acknowledged, and socially significant to members (Bloome & Egan-Robertson, 1993). This analysis is also presented here because it links the Institute text on *Academic Discourse* to the next theme I will analyze, *Teaching Diverse Learners*, providing evidence of intertextual links across contents. It also shows the intertextual links across actors in the Institute. Previous analyses discussed new Fellows and visiting Fellows. This analysis is of a presentation by an outside presenter, who is a faculty member of a California university but has never attended the writing project Summer Institute as a Fellow.

The outside presenter, BC gave a presentation titled "Colloquium on Academic Writing." He was introduced by the director as "the world's leading expert in academic discourse, the question of what constitutes academic

discourse, what's the nature of discourse in the arts and sciences and professional communities."

During the presentation, BC assigned members a writing topic that was intertextuality tied to the shared history of the Summer Institute, with the previous two weeks of the Institute becoming the common text for this writing exercise and discussion. Table 6.9 is a segment of transcript where BC told members what to write about.

Table 6.9: Outside Presenter Introducing Writing Activity (Day Nine)

I'd like you to identify two interesting or contentious things that you read or heard alright two things that in a sense you've learned whether or not you agree with them explain and summarize them say what they're about then discuss that is what is interesting about them or whether you disagree or agree with them whether there's any relationship between the two



Before giving members time to write, BC, told them he was aware of the accepted practices and interaction patterns of the community. As we can see from Table 6.10, the director made sure that BC was aware of the accepted community practices for presentations; “ (Director) told me groups of three is what you typically read each others material.” (Lines 001-005) This statement of the practice further signals the social significance of this interaction pattern to the Institute.

In Table 6.10 I identify the proposal of the intertextual ties (both practice and content) by the outside presenter and other members, the recognition and acknowledgment of the ties and the social significance of the ties throughout this presentation. Analysis of the sub-events and transcripts of this presentation show that BC did follow the practices by giving members a writing exercise, and having them share in table groups and then whole group.

BC also acknowledged that he was an outsider to this community (Line 010) and that he had not shared in the previous discussions of the Institute. He positioned himself as an outsider and placed the discussion on the writing as part of a “larger unfolding discussion that been going on here” which intertextually tied the text of this writing and discussion about it, to those that had occurred in the previous two weeks of the Institute. His language use also brings in the recurring idea of challenge by framing the writing assignment as writing about interesting or “contentious things” you’ve read or heard.

In the whole group discussion that followed this writing and table group discussion, BC asked members at different table groups what their group had

**Table 6.10: Intertextual Ties (Practice and Content) in Academic Discourse  
Presentation by Outside Presenter on Day Nine**

<b>Line/ Actor</b>	<b>Proposal</b>	<b>Recognition and Acknowledg- ment</b>	<b>Social Significance</b>
Presentr 001 002 003 004 005	<i>(Director)</i> told me groups of three is what you typically read each other's material	director explained practices to outside presenter	Presenter and members follow practices of sharing in table groups
006 007 008	I'd like to hear some of what you're coming up with		
009 010	but I'm an outsider too	Presenter acknowledges	
011 012 013 014	the whole it's a different situation for me than it is for each of you	position as outsider	
015 016 017 018 019 020 021 022	because there's a larger unfolding discussion that's been going on here which these in some way will enter into	Presenter acknowledges content ties	Members have shared history of previous institute days
023 024 025 026 027 028 029	alright but why don't you start with groups of three and reading to each other and	Practice tie sharing writing in small groups	Members share writing
030 031 032 033 034	then we'll talk for a couple of minutes about the kinds of ideas that we're developing in these		

	papers		
035	then we'll go on <i>members read, presenter walks around the room (16 minutes)</i> <i>Break in Transcript</i>		
044	I heard		
045	very engaged		
046	discussions		Professional
047	each of you were developing		
048	ideas		Development
049	about yourselves as writers		members develop idea about self as writers/teachers
050	as teachers		
051	about education		
052	you were drawing on	Content ties to previous 2 weeks of institute	
053	and obviously		
054	in response to things raised		
055	and		
056	information and ideas		
057	that had been raised		
058	is this the second week		
059	third week		
060	beginning of the third week		
061	of the last previous two weeks		
062	and		
063	you were all		
064	working through		
065	your ideas		
066	obviously there's		
067	change going on		Professional
068	with everyone of you		Development change in thinking
069	with your thinking		
070	and it's in relationship		
071	to a lot of things		
072	but one of the things is		
073	the classroom and the	Content ties to information	Change in relation to arguments
074	academic information		

075	that	presented in	discussion of
076	or arguments	institute	institute
077	or discussion		
078	that's been going on here		
	<i>Break in Transcript</i>		
NF#1		New fellow makes	
084	one was the articles		
085	we're reading for this week	content tie	
086	by Lisa Delpit	to reading of	
087	About	Delpit Article	
088	black children		
089	and the process methodology		
090	and how this		
091	methodology		
092	may not		Connection btwn
093	be suitable for them		Content made for
094	the other was		Whole group by
095	a talk	New Fellow	New fellow
096	I actually	makes	
097	missed but I've been	Content tie to	
098	watching the tape of	another	
099	so I've got bits and pieces	outside	
100	of it	presentation	
101	which was about situated	that occurred	
	learning		
102	bringing things in from	on day 3	
103	other disciplines	(Kris	
104	to inform	Gutierrez)	
105	what we do		
106	and bringing them in		
	wholeheartedly		
107	without sometimes		
108	looking at the situation		
109	in which we're bringing them		
	in		
	<i>Break in Transcript</i>		
Dir.			
128	I wish I'd been		
129	at a different table		
130	I want to now		
131	rethink the Kris Gutierrez		
132	I don't remember		
133	her that way		
134	and I want to now		
135	So		
136	what I'm struck by		
137	was		
138	in some ways		

139	the usefulness		
140	of academic writing		
141	there's this		
142	tendency for us		
143	to think about		
144	the academic writing		
145	as it's not like personal writing		
146	but here we gained		
147	what was an exercise		
148	in academic writing		
149	that it feels to me	proposed	
150	has generated	future	
151	the most important	content ties	
152	discussion we've had	to academic	
153	and discussions we want to continue	writing	

talked about. One group said they talked about the issue of education in terms of race, ethnicity and bilingual education. Another group said they had talked about one of the articles from the reader, “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children” (1988) by Lisa Delpit. (*Teaching Diverse Learners* is the other theme I will analyze in this dissertation. This is just one instance where these two strands intersect and I will discuss that further in this chapter.)

As shown in Table 6.10, BC stated how the intertextuality of the writing exercise and discussions of the Institute had provided opportunities for professional development of members. In lines 47-51 he recognized that members were developing ideas about themselves as writers and teachers through the opportunities to write about and discuss different issues in the Institute and that these writing and discussion opportunities led to changes in the members’ professional knowledge. “There’s change going on with everyone, with your thinking, and it’s in relationship to a lot of things but one of the things is the classroom and the academic information or arguments or discussion that’s been going on here.” (Lines 066-078) To BC, professional development was occurring in the Institute because members’ thinking was changing, particularly in terms of their classrooms and the discussions they had been having in the Institute.

The next section of transcript in the chart (Line 84) shows where a new Fellow, Irene, who is a community college composition teacher, made an intertextual tie between the writing of Lisa Delpit and a presentation that was

made to members the previous week by GK. This new Fellow tied the work of these two together and made a comparison between their points: Delpit's point that the process methodology may not be suitable for black children (Lines 086-093) and GK's about situated learning. (Lines 101-109)

Analysis showed that all of the talk following this writing opportunity to "write about two interesting or contentious things you've read or heard" had to do with the Delpit article and the issue of working with diverse students. This led me to the second theme I analyzed, *Teaching Diverse Learners*. This will be discussed in Part II of this chapter.

The director's response to this new Fellow's comments about Delpit and GK showed another instance of his thinking being challenged by the comments of another member. In line 128 -133 of Table 6.10, the director stated that he did not remember GK the same way the new Fellow had. The point this brought up is that the opportunities for professional development could be different depending on what occurred at each table group. The director said he wished that he could sit at a different table where he would have had a different opportunity, the opportunity to discuss the GK presentation and the Delpit article. The opportunities of the table group were often made public during the whole group discussions so that the local knowledge of the small group had the potential to become common knowledge, depending on how, and in what ways, it was appropriated, or taken up, by the other members of the Institute (Edwards & Mercer, 1987; Santa Barbara Discourse Group, 1992). For example, as analysis of the *Teaching Diverse Learners* theme will show, each

table groups' definition of "invisible student" was made public and compiled to create one whole group definition of what was meant by this term in this community. See Part II of this chapter for an analysis of this event.

At the very end of this transcript the director foreshadowed the fact that academic discourse would potentially continue to be a topic of conversation in the Institute, "what was an exercise in academic writing that it feels to me has generated the most important discussion we've had and discussions we want to continue."

### Change in Classroom Practice

The analysis so far provides further evidence that practice ties and content ties occurred throughout the five weeks of the Institute, providing varying opportunities for professional development in the content and teaching of *Academic Discourse*. In the following analysis, to triangulate the findings about presentations and discussion leading to change in classroom practice, I analyzed one more sub-event of the BC event where he introduced the concept of "frontloading."

Near the end of his presentation, BC discussed the writing of research papers and said:



Table 6.11: Outside Presenter (Day Nine)

very important stage  
for you to work with students  
thinking before writing  
frontloading of thinking  
I found out  
things like  
research assignments  
all these longer assignments  
my input  
is much more valuable at  
the front end than at the back  
end  
talking with them  
at the early part  
about what it is  
you want to do  
what resources  
are the relevant ones  
what problems  
are you coming up with  
where are you getting  
lost in the library

To explain how, and in what ways, these intertextually tied experiences were taken up by members of the Institute, I present the following comments by a high school English teacher. This teacher was one of four teachers I interviewed over e-mail the first week of the new school year following the summer Institute. I chose one teacher at each school level, elementary, middle school, high school and college. I chose teachers who had listed their e-mail addresses on their applications, and with whom I felt I had built a rapport. One question I asked was if the Summer Institute experience had affected the way they had approached their classes this year. This high school teacher's first

response to the question was no but then as she thought more about it her answer began to change. This interview was conducted via e-mail and the response in italics is as it was received.

*I'm glad you asked if SCWriP has affected my teaching much. It made me stop and think. Generally, I'd have to say no. I think that's because, having earned my credential through UCSB and working with the teachers I have, much of what we did this summer was more review and reminder than something new. Also, by the time I do use someone else's ideas I've usually changed them so significantly that I may not even remember where the idea came from.*

*The one area SCWriP has most affected my teaching so far is, strangely enough, in academic writing. I'm starting my sophomores with a controversial issue paper and BC's comments about frontloading have me rethinking a great deal. Right now I'm thinking that I want to work it so that most students are writing about a controversial topic on which they have not yet formed a strong opinion. When you let them pick topics near and dear to their hearts, I don't think they take finding resources as seriously. They just think that they can be convincing through the strength of their own convictions or that the reasons for believing what they believe are so obvious they need only be mentioned. I'm thinking if that through researching a topic they become convinced through the facts they discover and the arguments they hear, they will be far more likely to include them in their essays. Also, I think even in this kind of writing, it is far more interesting for the reader when the writer is in the process of discovery while writing. My goal is to keep them from forming opinions too soon. So often in high school students are asked to go home and form their thesis the first night. I don't think that leads to good writing or good learning.*

As seen in this response, the member had taken up the term and concept of “front loading” introduced by BC and used it to facilitate a change in her classroom practice and the ways she thinks about academic writing and teaching academic writing, providing evidence of professional development.

### Summary of Academic Discourse

Analysis of the visiting Fellow, new Fellow, and outside presenter presentations revealed intertextual ties in practice and content that provided members with various opportunities for professional development and co-construction of professional knowledge in the content area of *Academic Discourse*. Members had opportunities to read and discuss research, discuss classroom practice, listen to and participate in presentations and write academic discourse.

Throughout the events tied to the *Academic Discourse* theme, the Fellows, presenters, and staff displayed to each other a reflexive relationship (Gee & Green, 1998). Each responded as if they had a common text between them, allowing the forward progression observed within these events. Through these interactions, members signaled how participation in prior events is consequential for all actors. In being able to reinvoked and reconstruct a past event, they were able to revisit collectively, as well as individually, the historical context as a text and to reinterpret it in the present event. These analyses make visible how a shared or common prior history became a cultural resource that was consequential in shaping the opportunities for professional development in the present. These analyses provide evidence that the continuity of events and the social interactions that made up these events provided members with opportunities for professional development of knowledge in

*Academic Discourse* as well as teaching practices, and that members took up these opportunities in their classroom practice.

## **Part Two: Teaching Diverse Learners**

Another recurring theme that was intertextually tied throughout the five weeks of the Summer Institute was that of *Teaching Diverse Learners*. I chose this theme for analysis because examination of timelines and event maps showed this to be a significant theme of the Summer Institute, with Institute time spent reading about, writing about, and discussing *Teaching Diverse Learners*.

This theme was introduced by the director, as was the theme of *Academic Discourse*, discussed in Part One of this chapter. This occurred on day two of the Institute when the director introduced a presentation by members of the Project Outreach Network (PON). This network was designed to increase the quality and quantity of National Writing Project services to teachers of students from low-income communities. The South Coast Writing Project was one of seventeen sites chosen to join the network in 1996. Table 6.12 is a segment of transcript of the director's introduction to the PON presentation. This introduction gave the members background on PON and positioned this group of Fellows as part of the larger writing project community, the National Writing Project (Lines 11, 18 and 72).

Table 6.12: Director Talk Introducing PON Presentation (Day Two)

<b>Line</b>	<b>Director Talk</b>	<b>What Talk Signifies</b>
001	let me explain	Explains what PON is
002	PON just for a minute	
003	PON stands for	
004	Outreach	
005	Network	
006	Project	
007	and what it is	Links SCWriP community to National Writing Project community
008	is	
009	there's 17 sites	
010	in the country	
011	of the National Writing Project	
012	based on application	
013	they're selected	
014	based on a	
015	million dollar grant	
016	given	
017	to the	
018	National Writing Project	
019	by	
020	the Reader's Digest Fund	
021	what happened was	Repeats National Writing Project signifying significance of members knowing about this link
022	the Dewitt-Wallace	
023	Foundation	
024	looked around the country	
025	as anybody could	
026	and said	Links NWP to larger community of those with interest in education (Dewitt-Wallace Foundation)
027	in poor neighborhoods	
028	in slums	
029	and in neighborhoods	
030	where there's large	
031	number of persons	
032	of color	
033	children of color	
		Gives background of problem

034	schools are screwed up	
035	schools are not	
036	working	
037	it's obvious	States problem
038	that schools in	
039	inner cities	
040	and lots of places	
041	aren't working	
042	and	
043	people have got to do	
044	something about it	
045	so they asked	
046	the writing project	
047	to be involved	
048	to do something about it	
049	do something	Explains what grant money is for
050	to improve	writing project's involvement
051	the quality	in finding solution to problem
052	of teaching and learning	
053	in inner-cities schools	
054	and the grant asks	
055	actually for schools	
056	in low income communities	
057	which could be anywhere	
058	and included actually	
059	low-income	
060	the purpose	
061	of the PON	Restates purpose of grant
062	grant	
063	was to	
064	improve teaching	
065	and learning in those schools	
066	in English	
067	language arts	
068	and	Another purpose of grant
069	to develop	
070	more leadership	Teachers as leaders

071	in the National	Restates National Writing Project
072	Writing Project	
073	From teachers	States a specific goal--teachers of color
074	who teach in	
075	those schools	
076	and particularly	Restates the community of 17 writing Project sites make up PON
077	among teachers of color	
078	and so	
079	17 sites in the country	
080	were selected	
081	to do this work	

Three members of PON who were visiting Fellows made a presentation to the 1997 Institute. As stated by one of the presenters, in Table 6.13 the purpose of this presentation was to raise questions (line 002) and to help provide the new Fellows with an additional perspective for framing the readings and talk they would experience in the Institute (lines 016-035). Through use of the pronominal referent “we” in “we’re here to really raise questions with you” (lines 001-003) the visiting Fellow, Liz, made it clear that this presentation was not one where the presenters would provide answers, but would co-construct questions about working with diverse learners with other community members.

Table 6.13 is a segment of transcript of Liz’s introduction to the presentation. In this introduction she first positioned the three presenters as members of the SCWriP community, which includes Fellows from previous Institutes. “You’re starting out in this Institute which all of us have been through.” (Lines 004-005) She also made clear that the three visiting Fellows would be “leaving the community.” (Line 027) With this language, she defined “community” as dynamic and meaning different things at different times. The Fellows in the 1997 Institute make up a distinct community but this community is also part of all larger community that includes all Fellows who have gone through the Summer Institute in past years. This community of the South Coast Writing Project is also part of a larger community of professionals. By looking back at the director’s introduction (Table 6.12) we see that SCWriP is part of



Table 6.13: Visiting Fellow Introducing PON Presentation (Day Two)

Line	Presenter Talk	What Talk Signifies
001	we're	Use of "with" signifies co-construction of questions
002	here to really raise questions	
003	with you	
004	you're starting out in this institute	positions PON presenters as members of the SCWriP community
005	which	
006	all of us have been through	
007	and	
008	we know it's a	
009	really exciting experience	
	<i>Break in Transcript</i>	
024	what we're doing	
025	today is sort of help you	
026	as a community	
027	and we're leaving the community	positions PON presenters as not part of this summer
028	but to help	institute community
029	leave you with something	
030	that sort of frames	states purpose of presentation
031	some of the kinds	
032	of talk	
033	that does happen	
034	throughout your institute	
035	and to	
036	maybe give you	
037	an additional perspective	
038	so that	states that readings and discussion will be part of institute
039	as you look at	
040	readings	
041	as you talk about	

042	presenters	states that reflection will be part of the institute
043	and reflect	
044	on the things	
045	that have happened	
046	as you	states that dialogue will be part of the institute
047	dialogue	
048	together	
049	which you will do	
	<i>Break in Transcript</i>	
062	today is to help you	purpose of presentation stated as providing frame for talk and helping members begin talk
063	frame	
064	some perspectives	
065	for	
066	looking at that	
067	talk	
068	and beginning the talk	
069	that ensues	
070	through the rest of the institute	

the community of the California Writing Project, which is part of the National Writing Project.

Analysis of the sub-events of the PON presentation, as seen in Table 6.14 shows that the presentation followed the accepted practices and interactional spaces for a presentation in this community, with teachers reading, writing, sharing in small groups and then large groups. The columns in Table 6.14 are used to name and place in order each sub-event, the literate practices related to each sub-event, the interactional spaces used by members in each sub-event and the texts they used and produced. The first column in this table names the sub-event using the folkterms (Spradley, 1980) members of the community used when referring to these sub-events, when possible. The next column shows the literate practices visible in the event and the third column shows the interactional spaces used with the practice. The final column lists the texts used and produced throughout each event. This analysis constitutes a point of triangulation that this practice is a sustaining practice of SCWriP, given that these three presenters went through the Summer Institute in three different years, 1989, 1991, and 1995. This analysis shows that the practices of SCWriP are tied across Institute years and are intergenerationally available to members.

The quickwrite that members completed during this presentation involved writing about students members had in class who they perceived as being invisible. Table 6.15 is a taxonomy of characteristics of invisible students teachers wrote about, discussed in small groups, and then shared with

**Table 6.14: Sub-events of PON Presentation (Day Two)**

<b>Subevents</b>	<b>Literate and Social Practices</b>	<b>Interactional Spaces</b>	<b>Texts used and Produced by Group</b>
Introduction to PON by Director	Introduction, Writing Project background, history of this issue	Director to whole group	Director's Introduction
Introduction to Presentation by PON Member	Setting up presentations, stating purpose, agenda	PON Member to whole group	PON Member introduction to presentation
Reading chapter	Jump-in Reading Popcorn Reading	Individuals to whole group	In the Year of the Boar and Jackie Robinson, Oral reading
Discussion on text	Discussing reading	Individuals to whole group	Discussion
Quickwrite— Have you ever had a student in your classroom who you perceived as being invisible?	Quickwrite	individual	Quickwrite
Share writing in table group	Negotiating sharing writing Table group participation	Individuals to small group members	Quickwrites Table group discussions
Discuss as whole group	Whole group discussions Reading writing to group	Small groups to whole group	Quickwrites Discussions
List "invisible students"	Whole group discussion	Individuals to whole group	List of invisible students Discussion

Write 5-6 questions To guide discourse on low income, diverse students	Table group discussion Group writing	Individuals in small group	Questions Discussion
Share questions with whole group	Whole group discussions Reading writing to group	Small groups to whole group	Questions from each table group on large paper Discussion

the whole group. This taxonomy was constructed by reviewing and transcribing video and audio data of the whole group discussion. This is an example of an instance where the opportunities of the table group were made public during the whole group discussions so that some of the local knowledge of the small group became common knowledge for community members.

The approach of the PON presentation, including the quickwrite and sharing in small and whole group is an example of social construction of teacher knowledge. As analysis of the entire presentation made visible, there was not a lot of discussion or explanation of what was meant by each characteristic of an “invisible student” offered by members. The presenters wrote every suggestion on a large piece of paper. There was never one accepted definition for what was meant by “invisible student” given by the presenters because new and past Fellows were socially constructing what was meant by this term in this community. As Liz stated in her introduction to the presentation, (Table 6.13) the presenters didn’t have the answers, they didn’t even have the questions but they were there to help raise questions with the new Fellows. As further analysis will show, Institute members took up the concept of invisible students and the community continued to define the term as members used it in their own presentations and in thinking about other presentations.

As Table 6.14 illustrates, the last two sub-events of the presentation involved members generating a list of questions they had about working with invisible students. Table 6.16 is a taxonomy of these questions made from analysis of the transcripts of members reading their table group questions to the

**Table 6.15: Taxonomy of Invisible Students as Generated from Quickwrite  
During PON Presentation (Day Two)**

**Invisible Students are:**

Learning Disabled  
Limited English Speaking  
Low Performing  
T.V. Watchers  
Angry  
In the closet  
Overhelpful--masking other stuff  
Bored  
Intoxicated--Substance Abuse  
Hungry  
Medicated--family or self  
Without Family  
Neglected  
Culturally diverse  
Culturally mixed  
Environmentally deprived  
Abused

**Invisible Students have:**

Emotional needs  
Limited first language  
Poor social skills

Table 6.16 Taxonomy of Questions Generated from PON Presentation—  
Questions About Working with Invisible Students (Day Two)

**Philosophical Questions**

What is cultural diversity?

When is it okay to be invisible?

**Questions that Focus on Role/Responsibility of Teacher**

What is the universal appeal of this piece of assignment?

How can I relate this assignment to a limited English student?

What avenues should/can teachers pursue to transcend/overcome their own possibly narrow backgrounds?

Does the classroom teacher have the knowledge on resources available?

What is it that we have that is worthwhile to pass on to our students or children?

When we create our lessons, are we considering our students' background and knowledge they bring with them that we don't recognize?

How do we identify student needs?

What are our tools for assessment?

What are we looking for? Do we know what we are assessing?  
Do we have the big picture?

How do we reach that kid, the unreachable?

How do we make distinctions between the subgroups with distinct categories of problems or special needs?



### **Questions that Focus on Role/Responsibility of Schools/Districts**

Who is responsible for meeting their needs?

Does every school have an advocate for children?

- a) counselor
- b) advisor

Are we open to providing opportunities/alternatives for diverse groups to become a part of the school culture?

How do we include everyone?

As educators, what is our support? Are districts, sites, teachers informed?

### **Questions that Focus on Role/Responsibility of Students and Families**

To what degree is there a hostility or disregard toward schools or the power structure?

What about support at home?

whole group. I categorized each question according to whether it was a question that involved the teacher's roles and responsibilities, the school or district's roles and responsibilities, or the student or family's roles and responsibilities. There were also two questions that were philosophical questions about the issue of diversity. Again, as members contributed questions to the whole group, one of the presenters wrote the question on a large sheet of paper. Further analysis will show to what extent these questions guided members' thinking about issues of diversity throughout the Institute.

The questions guiding my data analysis were: To what extent was the concept of invisible students a part of the Institute? And what opportunities for professional development in the area of *Teaching Diverse Learners* were members provided?

The first step in this part of the analysis involved viewing the event maps and timelines of all the days of the Institute to create Table 6.17 which is a table of all the events relating to *Teaching Diverse Learners* and the content and practice ties across event. As visible from the table, events involving the theme of working with diverse learners occurred on 8 of the 20 Institute days. The opportunities for members to learn about issues of diversity during the Institute included reading research, discussing the readings, visiting and new Fellow presentations, outside presenter presentations and discussions about these presentations.

**Table 6.17: Events Related to *Teaching Diverse Learners* Theme**

<b>Day</b>	<b>Event or Cycle of Activity</b>	<b>Literate &amp; Social Practices</b>	<b>Interactional Spaces</b>	<b>Texts Used &amp; Produced</b>
Two	PON Presentation  Introduced by director  3 visiting fellows present	Introductions by Director  Establishing background of diversity issues in SCWriP  Group reading /writing	Director to whole group  PON presenters to whole group  Table groups Whole group	Quickwrite— invisible students  <u>In the Year of the Boar and Jackie Robinson</u>  Quickwrite— List of Questions  Discussions
Five	Outside Presentation  "Research on Bilingual Classrooms"	Introduction to Classroom Research Ethnography  Concept of Third Space  Quickwrite and sharing in table groups (director initiated)	Whole group  Individual  Table group	Discussions  Quickwrite— Where are you with these ideas?  Presenter's article "Putting Language Back into Language Arts: Where the Radical Middle Meets the Third Space"
Nine	Director prefaces reading of Lisa Delpit articles	Assigned readings as part of the Institute	Director to whole group	"Skills and Other Dilemmas of a Progressive Black Educator" "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children"  Discussion

Nine	Outside Presenter on Academic Discourse	Intersecting Themes (Academic Discourse and Diverse Learners)  Academic writing  Working in table groups	Presenter to whole group  Individual  Individual to small group	Write about 2 interesting or contentious things you've read or heard  Shared past experience of the institute
Eleven	Director assigns quickwrite  Discusses Delpit	Quickwrite to organize thoughts for discussion  Reading research  Director led discussion	Director to whole group  Individual  Whole group	Quickwrite-- Write about an idea Delpit raises  <u>Reading from Other People's Children: Cultural Content in the Classroom</u> by Delpit  Discussion
Eleven	New Fellow Presentation "What's Important? Reflective Writing in 3 <sup>rd</sup> Grade"	Change in approach to presentation based on Delpit article and discussion	Presenter to whole group	Students' work (read work of black students to whole group)
Four-teen	Returning Fellow presentation on ESL, Discourse patterns	Returning Fellows Present	Presenter to whole group	Discussion  Handout on Discourse Patterns

Fifteen	New Fellow presentation "Empowering Parents as Teachers"	New Fellow Presentation  Quickwrite  Work in table groups  Discussion time	Presenter to whole group  Individual  Table groups  Whole group	Quickwrite— "Write about a job you've had"  Discussion  Handout
Eighteen	New Fellow presentation "The Language Experience Approach"	Quickwrite  Work in table groups  Discussion Time	Presenter to whole group  Individual  Table groups  Whole group	Quickwrite—" I remember..." written in your second language  Discussions  Handout
Nineteen	Writing assignment— addressed to the PON group	Feedback on presentation  Quickwrite  Whole group discussion	Director to whole group  Individual  Whole group	Writing—"To what extent did their presentation impact your thinking about diverse learners?"  Shared past experience of the institute  Discussion

As Table 6.17 shows, the PON presentation was again an event on day 19 (second to the last day of the Institute). The director raised the issue of the PON presentation by asking the fellows to write about what effect the PON presentation had on the Institute. The papers were to be given to the three PON presenters. Because the PON presentation was the first in the *Teaching Diverse Learners* content area, I chose to next analyze these members' texts and backward map the events discussed in the writings to the day two presentation. Table 6.18 is a segment of transcript of the director's instructions to members in completing this writing. In lines 001 to 038 he reminded members of the presentation that occurred on day two and the purpose of that presentation: "what they did was to urge us to be conscious of a couple of issues, the major issue was students in our classrooms who simply, whose needs are not being met. " (Lines 008-021) In lines 045 to 062 the director asked members to write to what extent the presentation "affected our consciousness." In lines 048, 053, and 054, the director used the collective pronouns, "our," and "we," to refer to the entire community. In lines 059 and 061 he switched pronouns and used "you" and "your thinking," signifying that members should write about the effects of the presentation on the five week Institute as a whole but also the effects the presentation had on them personally. Video analysis of the data showed members wrote for 16 minutes.

**Table 6.18: Director Providing Members Opportunity to Write about Effect of PON Presentation (Day 19)**

<b>Line</b>	<b>Director Talk</b>
001	Remember
002	early in the summer
003	we had a presentation
004	from
005	called the PON Group
006	Project Outreach Network
007	and
008	what they
009	did
010	was
011	urge us to be
012	conscious
013	of
014	a couple of issues
015	the major issue
016	was
017	students
018	in our classrooms
019	who simply
020	whose needs are
021	not being met
022	by the curriculum
023	particularly low income
024	students
025	and
026	the fact that
027	those students often
028	become invisible to us
029	in our classrooms

030	and they urged us
031	in our discourse
032	throughout the summer
033	to be conscious of
034	those students and
035	to worry about them
036	we need to pay attention to them
037	and so
038	the question they had asked then
039	because of their
040	need to report nationally
041	and because they're also
042	curious about this
043	and about the impact of their own work
044	is
045	to what extent
046	did that presentation
047	affect
048	our consciousness
049	to what extent
050	do you think
051	during the course of
052	the five weeks that
053	we've spent together
054	that we
055	have
056	been attentive to those issue
057	at all
058	did their presentation
059	to you
060	have any impact
061	on your thinking
062	over the course of the summer



Seventy-four percent (14 of 19) of the written responses to the director's question responded favorably that the presentation had an effect either on the Institute as a whole, or on them personally. Table 6.19 is a table of the effect the presentation had as members described in this writing. The effects were written about in terms of changes in thinking, and changes in action that were brought about by the PON presentation. Members wrote about these changes in terms of the Institute as a whole and changes in individuals, showing that members took up the director's directions. Many commented that the PON presentation helped focus their thinking during the Institute, as in these three representative responses:

*I have many students in my school who could well be called "invisible." In fact, when the characteristics were listed on the board, I thought of one student in particular. This triggered my entire focus for the institute.*

New Fellow

*Every time someone presented an activity I thought about the way it would impact or help my "invisible" students. How accessible is this? How empowering? How feasible?*

New Fellow

*Even though I have been aware and concerned for all my students, this presentation helped me focus on these students.*

New Fellow

**Table 6.19: Types of Changes Brought About by PON Presentation (In Fellows' words)**

<b>Change in Thinking</b>
I think our attitudes were greatly affected because of the increased awareness the PON group generated
The PON presentation made tough questions visible
The presentation ensured that certain important issues would be addressed
this triggered the entire focus for the institute
focused us early in the project
increased awareness/ made me aware of the issue
Validated my feelings and thoughts about things as a bilingual teacher
Allowed me to realize that children of color are overlooked, but also children who seem to have it all
gave me a label for these "invisible students"
was a beginning in raising some very important issues
I did have the needs of the invisible child on my back burner during SCWriP presentations (i.e. how I would continue to make special efforts to draw him/her out.)
Validated what I was "brewing up" (for a presentation) thus providing more impetus for my presentation

<b>Change in Action</b>
Encouraged lunch time conversation on two separate days on the issues of bilingual education and trying to meet the needs of diverse cultures and languages
There were major conversations at lunch on two different days regarding the state of bilingual education. These would not have taken place without the PON presentation.
I tried to use the questions that we addressed, (which we made up ourselves in small group) in my presentation itself.
I looked at the questions and issues we raised as I prepared my presentation--and included how my presentation addressed them. Without the PON people, I would <u>not</u> have specifically addressed these important issues.
I did rethink the direction my presentation would take. My eyes were opened to the fact that many teachers did not understand the theories and practices of bilingual education and therefore I needed to start at a different point than I would have

The changes in action described, involved members changing the way they approached their presentations because they wanted to be sure and address the issue of diversity. Another action members attributed to the PON presentation was two lunch time conversations regarding issues of bilingual education.

### New Fellow Presentations Addressing Diversity Issues

While seventy- four percent of the members who turned in the written response (14 of 19) stated that the PON presentation affected their thinking throughout the Institute, three members felt that the presentations of the colleagues who were also new Fellows provided more opportunity to discuss and think about the issues of diversity.

*The issues would have been addressed by the presentations and subsequent discussions of others especially Clarissa and Bev. As a project the key issues would have been raised without the PON group.*  
New Fellow

*A couple of our own fellows did a more powerful job of making the issue real by talking about real students and their work.*  
New Fellow

*PON had some important issues, but I felt some SCWriP participants didn't recognize its significance at that time. After Clarissa and Bev gave presentations that forced these issues out, the project became more heated in their discussions. I think having PON come on the 2nd day, people didn't know each other well enough to confront the issue. A week and 1/2 in, we knew each other better and were more open to discussing the needs of second-language learners.*  
New Fellow

These comments provide further evidence that opportunities for development were provided because of the social and community aspect of the writing project Institute. They also point to fact that opportunities for development expand over time. The PON presentation was the first Institute opportunity to think about and discuss diversity and because of this presentation the opportunity for lunchtime discussions occurred. The two presentations by new Fellows provided members with the opportunity to think about and talk about diversity in the context of real classrooms and families within the community of developing professionals that had been building over the five weeks.

Because the same two presentations were mentioned by three members, my analysis next turned to these two presentations by new Fellows. As visible in Table 6.17 (Events Related to *Teaching Diverse Learners* Theme) these two presentations occurred near the end of the Institute, on days 15 and 18. The presenters were both bilingual teachers, one was a Kindergarten teacher and the other was a fifth grade teacher. The fifth grade teacher, Bev, made a presentation titled “Using the Language Experience Approach with students for whom English is a Second Language” and the Kindergarten teacher, Clarissa, made a presentation titled “Empowering Parents as Teachers.”

Tables 6.20 and 6.21 are sub-events of these presentations. As we can see from analysis of these presentations, they had many practices in common. Both presenters were introduced by other community members, a returning Fellow introduced Bev, and another new Fellow introduced Clarissa.

**Table 6.20: Sub-events of New Fellow Presentation on Language Experience Approach (Day 15)**

<b>Subevent</b>	<b>Interactional Spaces</b>	<b>Texts Used &amp; Produced</b>
Returning Fellow introduces New Fellow Presenter	Returning Fellow to Whole Group	Introduction written as part of Interview Project
Quickwrite	New Fellow to Whole Group Individual	I remember. . . (written in second language)
Share in Table Groups	Individuals in Table Groups	I remember writing or discussion on why this was frustrating
Share in Whole Group	Individuals to Whole Group	Table group discussions Whole group discussion
New Fellow relates experience to students in her fifth grade classroom	New Fellow to Whole Group	New Fellow talk about classroom
Presentation on LEA	New Fellow to Whole Group	New Fellow talk including classroom examples and student work
New Fellow asks if there are any questions	Whole Group	Whole Group Discussion on correcting student work
Burning Issues Discussion	Table Groups	Handout on Burning Issues, Table group discussion
Share in Whole Group	Whole Group	Whole Group discussion on differences in programs for Limited English Speakers, GATE for ESL

**Table 6.21: Sub-events of New Fellow Presentation on Parent Empowerment  
(Day 18)**

<b>Subevent</b>	<b>Interactional Spaces</b>	<b>Texts Used &amp; Produced</b>
Another New Fellow introduces New Fellow who is presenting	New Fellow to Whole Group	Introduction written as part of Interview Project
Presenting New Fellow gives agenda for discussion asks members to keep a list of questions to discuss at the end	New Fellow to Whole Group	Agenda on overhead, questions
Quickwrite	New Fellow to Whole Group Individual	List some jobs you've had and what you've learned
Share in Table Groups	Individuals in Table Groups	Table group discussion
Share in Whole Group	Individuals to Whole Group	Table group discussions Whole group discussion
New Fellow relates experience to families of her Kindergarten students	New Fellow to Whole Group	New Fellow talk about families she works with
Presentation on Parent Project	New Fellow to Whole Group	New Fellow talk including student and parent work
Discussion based on questions members wrote	Whole Group	Members questions, discussion on home visits and open house

In both cases, the introductions were written from the interview that was conducted on the first day of the Institute, which analysis showed to be a sustaining practice of this community, as discussed in Chapter 5 (See Appendix 6.5 for the handout members received about this writing activity). These interviews were also printed in the anthology published at the end of the Institute. This community building practice served as a way for members to get to know each other and helped create a sense of trust which may explain why members felt they knew each other well enough to discuss issues of diversity as articulated in the third comment above.

The new Fellows took up the literate practices of the Institute; both had the members write a quickwrite, both had the members discuss the quickwrite in table groups and then whole group. Both new Fellows used examples from their own classrooms and student work during their presentation, which are sustaining practices of the South Coast Writing Project. In looking at Tables 6.20 and 6.21 (the sub-events of these presentations) we see that both presenters built discussion time into their presentations. Near the end of her presentation, Bev distributed a handout of questions regarding Second Language Learners and asked the members to discuss them in their table groups and then in the whole group. Table 6.22 is a list of these questions. Analysis of the whole group discussion, showed that members discussed their own school districts and what their programs for Limited English Speakers were like and they also had a discussion on the lack of Gifted and Talented Programs for

ESL students. In the introduction to her presentation, Clarissa, asked members to keep a list of questions to discuss at the end of her presentation. Analysis of this discussion showed that members discussed their own classroom experiences with getting parent involvement, doing home visits with students families, and conducting open houses to accommodate all families.

Although the presentation topics for these new Fellows was decided on before the Institute began, the discussions following the presentations could occur because of the common text on teaching diverse learners that community members shared. If we look back at Table 6.17, (events of the diverse learners cycle of activity), we see that this text began with the PON presentation, with the three visiting Fellows having members write and discuss questions they had about invisible students. Both Bev and Clarissa took up the practice of using members' questions as text to build knowledge about working with diverse student populations. Both also believed that discussion time was important enough to build it into their presentations, thus showing a value on the social construction of professional knowledge and creating opportunities for members to expand their understandings of working with diverse learners.



**Table 6.22: “Burning Questions” Distributed by New Fellow During Presentation on Language Experience Approach, (Day 15)**

**Burning Questions of Burning Issues**

**Is a sense of superiority and condescension being transmitted to the 2<sup>nd</sup> language learners in your school, or do they feel that they are equal to other members of the school community?**

**Do teachers and administrators hold total control over school life, or do students have some sense of empowerment?**

**Are 2<sup>nd</sup> language learners overgeneralized and grouped under an umbrella of their primary language, or are they assessed as individuals?**

**Are high expectations set for 2<sup>nd</sup> language learners?**

**Are students steered toward jobs that will keep them at the margins of American society, or are they encouraged to prepare for professions which offer them full participation in American life?**

**How much inservice time in the area of 2<sup>nd</sup> Language Acquisition and student sensitivity is offered in your school/district?**

**Are discussions regarding bilingual education you've participated in grounded in political propaganda or in regards to educational research?**

**How many bilingual teachers at your school have CLAD and/or BCLAD credentials:**

**How many bilingual teachers in your school were raised where a language other than English was spoken at home?**

**How many non-native speaking bilingual teachers have spent significant time immersed in another culture and as a 2<sup>nd</sup> language learner outside the USA?**

**How are bilingual teachers viewed at your school? Are they addressed in concern to non-bilingual issues as well?**

**Does the school show respect for the learners' culture, or is American culture and the English language valued over all others?**

Analysis of Recurring Topic—The Work of Lisa Delpit

Another recurrent topic made visible through analyses of the events tied to *Teaching Diverse Learners*, was that of the readings of Lisa Delpit. There were two articles by Delpit included in the reader all Institute members purchased--“Skills and Other Dilemmas of a Progressive Black Educator” (1988) and “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children” (1988). On day nine of the Institute, the director “urged” members to read the two articles. Table 6.23 is a segment of transcript of the director’s preface to members about reading these articles.

**Table 6.23: Director Talk Re: Reading of Delpit Articles**

<b>Line</b>	<b>Director Talk</b>
001	I put on the tables
002	the list of suggested reading for this week
003	I want to urge you
004	especially to read the Lisa Delpit

As analysis of all timelines and fieldnotes showed, it was Institute practice for the director to distribute a list of suggested readings for the upcoming week of the Institute. This was the first and only instance of the director positioning articles from the list as being more significant than the others, which he does here by “urging” members to read them.

By looking across days in the *Teaching Diverse Learners* events, I identified the work of Lisa Delpit as a recurrent topic that was discussed during

four events, as seen in Table 6.17. Two of these events occurred on day nine and two of them occurred on day eleven of the Summer Institute. As illustrated in the table, they were part of the director led presentations, they became part of the discussion on academic discourse, and changed the way one new Fellow began her presentation.

Ten of twenty evaluations members turned in at the end of the Institute, mentioned the Delpit article in answer to the question—*Which of the assigned readings did you value most?* Below are five representative comments from those evaluations in the members' words:

*Delpit--in that it clarified my opposition to her apparent premise that a culture of power exists that is defined by race. I think there is a culture of power that exists as part of the dynamics at work in every group.*  
New Fellow

*I found "The Silenced Dialogue" by Delpit to stimulate some provocative thinking and discussion.*  
New Fellow

*I really loved Delpit's "The Silenced Dialogue"*  
New Fellow

*I must say while Lisa Delpit's articles inspired heated discussion, I feel they are outdated and unnecessary if she is indeed disputing the message she didn't mean to give.*  
New Fellow

*I didn't read anything except Delpit and that was irritating because we couldn't find time to discuss but also because her intro for her book would be less controversial, yet still provide an opportunity for discussing her burning issue without the insults and misinterpretations*  
New Fellow

*I'm not sure value is the correct term for the articles by Lisa Delpit. But these forced me to think about my own classroom and my own belief systems in a way I had not thought about them before.*

New Fellow

As evident in these comments, members' views about the Delpit articles were varied. The reading of these texts provided professional development opportunities in working with diverse learners, as evidenced in the comment above, "these forced me to think about my classroom and my own belief systems in a way I had not thought about them before." What was also visible, was that the articles had an affect on the Institute because they were used as texts to be read by members and created further Institute text because of the opportunities to discuss them that were provided. A review of fieldnotes of the entire Institute traced the community practice of discussing articles to the director's comments on day three. He stated that the articles in the reader would be read outside of Institute time and discussed in writing groups. Analysis of the talk of the Institute showed the only exceptions to this practice were the table group and whole group discussions on the Moffett articles and Delpit articles, which turned to be rich points (Agar, 1994) of analysis for this dissertation, as discussed in earlier sections. This raises questions about the role of professional texts as a professional development resource in the Institute. These questions will be discussed in Chapter Seven.

On day nine, an outside presenter gave a presentation about academic discourse as discussed in Part One of this chapter. Table 6.9 is the transcript

of the writing assignment BC gave the members, “I’d like you to identify two interesting or contentious things that you read or heard.” Through this writing assignment and the following discussion, the themes of *Academic Discourse* and *Teaching Diverse Learners* intersected. The presenter provided members with the opportunity to use their shared experience of the Institute in the writing assignment. All of the discussion about this writing assignment focused on issues of diversity and the Lisa Delpit articles, as discussed in Part One of this dissertation.

By looking back at Table 6.10, the intertextual ties in BC’s presentation, we see that as members interacted, they made intertextual links to past and present events and activities within the Institute. In this discussion, they constructed intertextual references to previous texts (the Delpit readings and the GK presentation) and to the current text as they were constructing it (their present discussion), expanding their understanding of the texts, the academic writing assignment, their professional knowledge about working with diverse learners, and their teaching practice.

I’ll give one more example of the way in which the opportunities to read and discuss the Delpit articles affected a member’s thinking about her presentation and the way she talked about her classroom practice. On day eleven a new Fellow made a presentation on teaching writing in the third grade. As visible in Table 6.24, which is a segment of transcript of her presentation introduction, the reading and discussion of the Delpit article affected her thinking about her presentation, “I was thinking about his last night as I went

Table 6.24: New Fellow Presentation Changed Due to Discussion of Delpit Article

Line #	New Fellow Talk
001	I did want
002	to share
003	before we have our little writing
004	exercise
005	I want to share
006	some
007	because I know that
008	Delpit
009	is on our minds
010	I wanted
011	to read
012	some
013	a couple
014	of black students
015	because I do have
016	black students
017	in my class also
	<i>Break in Transcript</i>
023	I just thought I'd read
024	two black
025	I had two black students
026	and I thought I'd share that
027	I just thought
028	you know
029	just and other
030	these were black students
031	I was thinking about
032	last night
033	as I went through this

through this” (Lines 030 –033). She then changed her presentation to include the reading of two black students, “because I know that Delpit is on our minds.” (lines 007-009). This new Fellow’s awareness of African American students was raised and she changed her presentation to reflect their work and provided other community members with the opportunity to hear the writing of these particular students.

### Summary of *Teaching Diverse Learners*

Analyses in this chapter investigated how professional knowledge in the area of *Teaching Diverse Learners*, was co-constructed by members throughout the events tied to this theme. I also explored how the knowledge constructed at one point in time was consequential for learning at other points in time (Putney, 1997; Putney, Green, Dixon, Duran & Yeager, 2000). By locating the intertextual ties within and between events, I examined how members were provided opportunities to develop and refine their understanding of *Teaching Diverse Learners*.

As these analyses showed, the continuity of events within this cycle and the social interactions that made up these events, provided members with opportunities for professional development. Members had opportunities to read and discuss research, discuss classroom practice, listen to and participate in presentations by visiting Fellows, new Fellows, and outside presenters. The analysis also showed take up of these opportunities by members and raised

questions about the opportunities provided through reading and discussion of articles from the Institute reader. These questions will be discussed in the following chapter.

One final example will be used to illustrate the language and practices that a particular group of Fellows took up, and to further make visible the intertextual and intercontextual nature of professional development in this Institute.

### Taking Up Intertextuality: An illustrative piece of writing

Ivanic (1994), building from the work of Fairclough (1992) where he claimed that readers and hearers of messages are positioned by discourse, asserted that writers are likewise “positioned by the discourse(s) they draw on as they write” (p. 4) in and through the discourse choices they make in their writing. The discourse choices that writers make refer to (1) the physical language they write on the page, (2) the unconscious decisions based on the actual context in which they are writing, particularly their anticipation of how their actual readers will respond, and (3) the range of discourses available in the socio-cultural context (Ivanic, 1994).

In taking this perspective, writing becomes a piece of physical evidence that can be examined in order to see the range of discourses made available to the writer, and to see how the writing reflects a particular discourse or discourses selected by the writer. I discussed how teacher knowledge in the



areas of *Academic Discourse* and *Teaching Diverse Learners* was constructed as staff and members shaped opportunities for professional development and the relationship between the opportunities for professional development being constructed and take up of these opportunities.

From the perspective of classrooms as cultures, that I have applied to this professional development community, members shaped what counts as learning and being a member, in and through their interactions both within and across events (Collins & Green, 1990; 1992). Therefore, learning or development is an outcome or result of the ways in which members act and interact. It is also a community (i.e., social, group) and individual (i.e., personal) process. By examining the writing of a group of teachers about the SCWriP community and what counts as knowing and doing within this community, I illustrate that intertextuality and intercontextuality are socially constructed processes. As will become visible, this small group of members acknowledged that experiences (i.e. the language, skills, texts, and practices in and through which the Institute text was constructed) could be used for other local contexts. In the following example, they went beyond taking up the language and practices of the Summer Institute and illustrated the practices, purposes, and conventions for using language, both oral and written.

Table 6.25 is a copy of an ode written by a group of five teachers who carpooled together throughout the Institute. The carpool included elementary and secondary teachers.

Table 6.25 Ode to SCWriP, Written by Carpool Group

Ode to SCWriP

Our summer is just now beginning  
We know it's the end of July

Now we can safely vacation  
Cause we've all been Moffetized.

SCWriP, SCWriP  
Chorus: Write in your journals again, again  
SCWriP, SCWriP  
Discuss and share with a friend.

"Everyone, it's nine o'clock."  
We'll always remember dear Jack  
Telling us, "write in our journals."  
Did he ever put his thing back?

Sheridan, stop interrupting!  
Sheridan, are you asleep?  
Sheridan, prophet of Moffet  
You've given us much we can keep.

Does Emily have genuine questions?  
From stories that Lois has told?  
Traditions of SCWriP she keeps sharing  
Voices from Fellows of Old.

We've listened to wonderful speakers  
Like Wilhelm and Sunstein and Spachs  
We cherish our stories and poems  
"So what" about discourse and facts?

As we drift in the third space  
What are your questions that burn?  
Don't bother raising your hand  
Seen only by the camera that turns

We now own the culture of food  
And wonder who stole the red vines  
We celebrate Fellows and Staff  
Let's toast us with glasses of wine.

The ode was written as they rode together in the car on the way to the final meeting of SCWriP which was held at the Cliff House at UCSB, instead of the regular meeting place in Ventura. These five members performed the ode for the group, with one teacher playing guitar and the others singing.

By looking across days of the Institute it became visible that the form the writers chose for this piece of writing could be intertextually tied to a new Fellow presentation on day four of the Institute. This new Fellow provided members the opportunity to write odes during her presentation, using Gary Soto's "Ode to the Everyday," as a model. Table 6.26 shows the intertextual links throughout the ode. This ode shows the influence of Moffett and the topic of academic discourse in the first stanza with the term "Moffettized" and again in the fourth stanza when they refer to the director as a prophet of Moffet. These references signify that Moffet had been significant to the content of the Institute.

In this ode, the five members not only described the Institute through the actions that community members took, they also described these actions from a particular position. They positioned themselves inside the group and were shaped by the group as made evident through the use of the pronominal referents "we" and "our" throughout the ode. The words that they used to describe the community and the practices within the community reflected the position they took with respect to community membership.

Table 6.26: Ode to SCwriP, Intertextual References

<b>Text</b>	<b>Intertextual Reference</b>
Our summer is just now beginning We know it's the end of July Now we can safely vacation 'Cause we've all been Moffetized	Work of James Moffett first introduced by Director on day one
SCWriP, SCWriP Write in your journals again, again SCWriP, SCWriP Discuss and share with a friend.	The experience of journal writing in the institute The practice of discussing writing with a partner
Everyone it's nine o'clock We'll always remember dear Jack telling us, "Write in our journals" Did he ever put his thing back	On Day 6 co-director began reminding members that it was time to write in their journals (The institute started at 9:00 with journal writing)
Sheridan, quit interrupting! Sheridan are you asleep? Sheridan, prophet of Moffett, You've given us so much we can keep.	Director interaction style Director discusses Moffett Director falls asleep during institute
Does Emily have genuine questions? From stories that Lois has told? Traditions of SCWriP she keeps Sharing Voices from Fellows of Old	Office manager's daughter, Emily, came to a few sessions genuine questions--visiting fellow presentation on day (3) Co-director told stories about past fellows
We've listened to wonderful speakers Like Wilhelm and Sunstein and Spacks We cherish our stories and poems "So what" about discourse and facts?	Outside presenters So what--SCwriP question from presentation by co-director
As you now drift in the third space What are your questions that burn? Don't bother raising your hand Seen only by the camera that turns	"Third space" from outside presentation questioning ethnography on turn taking
We now own the culture of food And wonder who stole the red vines We celebrate Fellows and Staff Let's toast us with glasses of wine.	Food a big part of culture Missing candy

Through their words, the group also described the discourse system of the community. Ways of being with text, ways of being a member, community practices established, and language of the community were all part of the socially constructed nature of Institute life that became resources for professional development. In taking up the language of the Institute (Moffetized, genuine questions, so what, etc.) which Fellows have constructed with staff over the five weeks, the group demonstrated that they recognized, acknowledged, and viewed as interactionally accomplished and socially significant, the intertextual and intercontextual nature of this professional development community. The fact that these members chose to write in a particular way about their community, and what they wrote, illustrated what they recognized and acknowledged. From this perspective, text is not limited to a written or published artifact. Drawing from critical discourse theory from Fairclough (1993), Floriani (1993) utilized a notion of text as being oral and/or written in form, and initiated in social practice. In the ode we see demonstrated an understanding of the language and practices of this Institute being part of the larger SCWriP culture: “Traditions of SCWriP she keeps sharing” “Voices from Fellows of Old,” but also being unique to this particular Institute: “wonder who stole the red vines.” This refers to an incident where members noticed a tub of red vines candy missing from the room the morning after they had left it there. In this particular Institute members established cultural knowledge that outsiders, even SCWriP Fellows from other summers, would not share.

In terms of intertextuality and intercontextuality, this ode made visible that both constructs were resources for professional development in this community. When professional development is seen as an interactive process, these two constructs are keys to providing a basis for change and transformation in thinking and teaching practice. Through their ode, these group members demonstrated an understanding of the language and practices of the Summer Institute being unique to this particular Institute “Don’t bother raising your hand, seen only by the camera that turns, and I wonder who stole the red vines.” Thus, showing that in this particular Institute members have established cultural knowledge that outsiders (even Fellows from previous years) would not share. It is through language that such common practices were constructed.

They also demonstrate an understanding that this Summer Institute is part of a larger community: “Does Emily have genuine questions from stories Lois has told? Traditions of SCWriP she keeps sharing, Voices from Fellows of old.”

As previously noted, the work of Lin (1993) and others (Green, Kantor, & Rogers, 1991) has examined how through language, patterns of social life are constructed and how, in turn, the patterns construct and define a language of and in the classroom (Lin, 1993). In this ode, the members referred to “genuine questions.” This folk term was part of the language of the Institute and the act of questioning throughout the five weeks led to its becoming a cultural practice. The root of this language came from a

presentation by a visiting Fellow on day three of the Institute and was taken up in members' journal self-study essays as was discussed in Chapter Five. The members' use of this language in their ode provides evidence of its intercontextual nature.

### Chapter Summary and Discussion

As was framed in the beginning of this dissertation, the ways in which researchers define professional development influence what they will find. In this work, the theoretical frameworks of ethnography and sociolinguistic research provided an empirical base for understanding Dewey's (1934) concept of learning being a continuum of experience and applied that understanding to the professional development of teachers. The purpose of this chapter was to further identify literate actions and literate practices that were considered by community members to be important and that defined ways of interacting and participating in this professional development community.

The data in this chapter was presented in two parts. Each part focused on a theme identified as important to community members based on professional development opportunities provided and take up of those opportunities. Through analysis of each theme I explored the variety of opportunities for professional development provided to members. The data analysis for each of the parts consisted of various phases allowing me to enter the same data set with a different set of questions multiple times to

systematically show how this community of developing professionals was socially constructed. Analysis made visible the way the continuity of events and the social interactions that made up these events, provided members with opportunities for professional development.

The analyses presented further suggest that only by focusing on professional development over time can researchers begin to understand the intertextual and intercontextual nature of professional development. These constructs provide the base for a professional development continuum, which is not only longitudinal and lateral, but as analyses showed, circular, because of the reflexive nature of social interaction. It was through talk that opportunities for development were created, roles and relationships were established, and what counted as professional development in this community was defined.

The importance of exploring further the notion of professional development being a social process that occurs over time may have implications for teacher development, and research on teaching, which will be discussed in Chapter Seven.



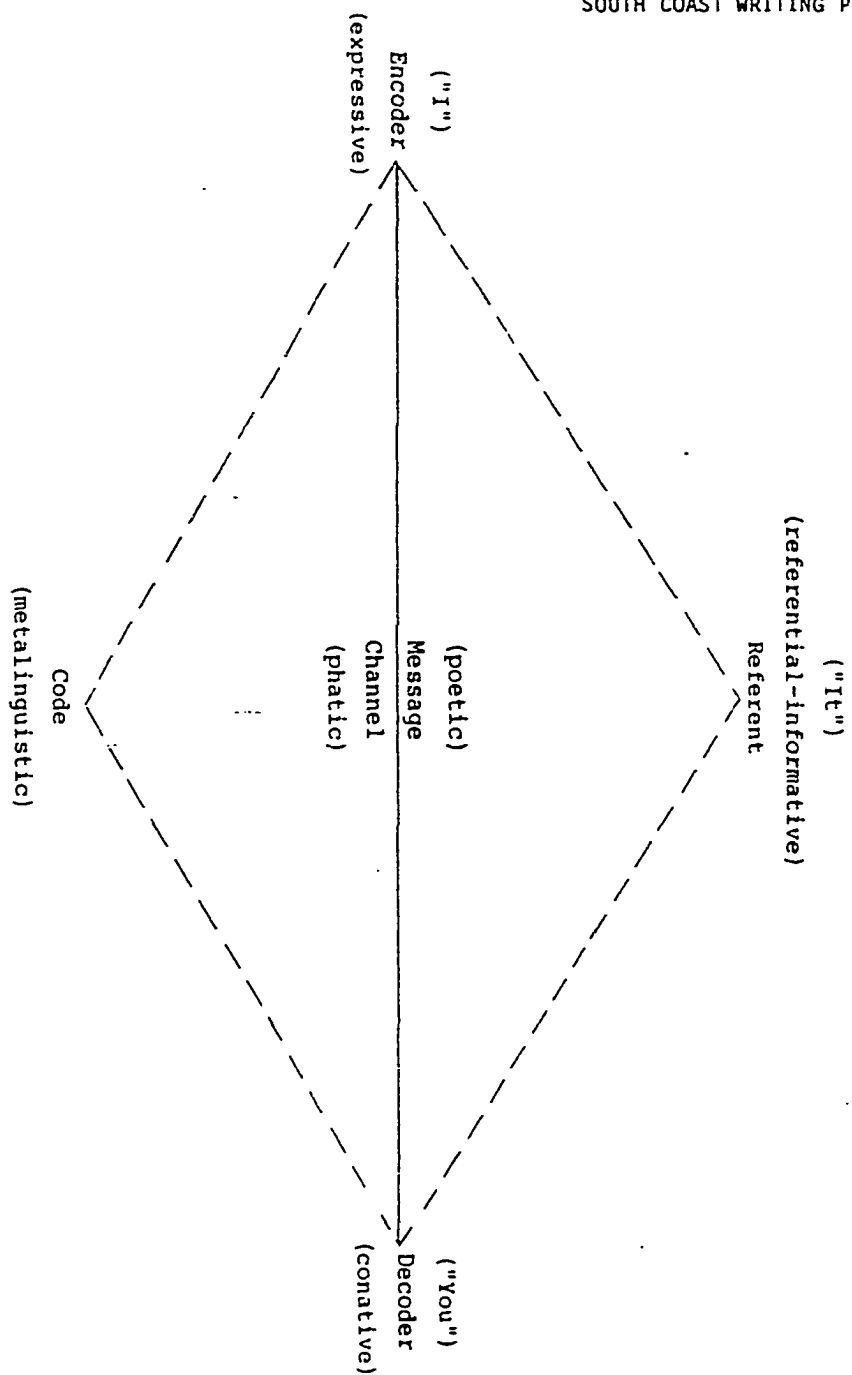
## Appendix 6.1

SOUTH COAST WRITING PROJECT

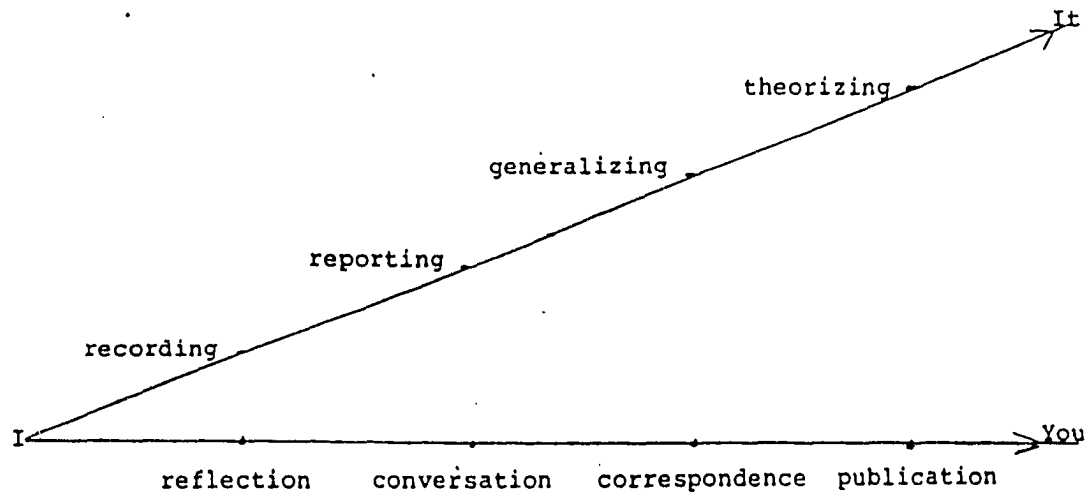
### Scale of Intellectual Ascent for Discourse

<u>PERSPECTIVE</u>	<u>DISCOURSE ACTS</u>	<u>INFORMING FACULTIES</u>	<u>EXAMPLES</u>
What is happening	describing recording	discourse organized by the senses	field notes love notes diary entries
What happened (or will happen)	reporting narrating (or planning)	discourse organized by memory (chronological thinking)	memoirs news reports summaries of field notes plans
What happens	generalizing (using examples) explaining analyzing classifying advising from experience	discourse organized by analogical reasoning—the capacity to recognize a basis for excluding and including instances into classes and categories; i.e., generalizations	history scientific inquiry and explanation literary analysis prudential wisdom
What might happen What should happen	arguing (using reasons) advising from theory speculating theorizing disputing	discourse organized by the formal logic of argument or by the "tautologic" that generates new theoretical frameworks yielding new perspectives and arguments	professional advice and speculation literary theory philosophical and scientific theories and proofs legal argumentation

Jacobson's Schema



Moffett's Scale of Discourse Distances





## Appendix 6.2

SCWriP Summer 1997

### SUGGESTED READINGS IN PREPARATION FOR SUMMER INSTITUTE

#### From Section A. Introduction

- #1. R.D Walshe, "What's Basic to Teaching Writing"
- #2. S. Zelman, H. Daniels, "Climate in the Classroom"
- #3. Owen Thomas, "We Are All Out-of-Date Scientists"
- #5. Glynda Ann Hull, "Building a Cognitive and Social Understanding of Composing"

#### From Section B. Theories of Discourse and Development

- #2. James Moffett, "From Personal Writing to the Formal Essay"

#### From Section C. Grammar and Sentence-Combining

- #1. Patrick Hartwell, "Grammar, Grammars, and the Teaching of Grammar"

#### From Section D. The Composing Process: Theory and Practice

- #1. Don Murray, "Teach Writing as a Process Not a Product"

#### From Section F. The Composing Process: Revision and Editing

- #3. Sheridan Blau, "Competence for Performance in Revision"

#### From Section H. Teaching Basic Writing and Nonmainstream Students

- #3. Stephen Krashen, "Second Language Acquisition Theory"
- #4. Lisa Delpit, "Skills and Other Dilemmas of a Progressive Black Educator"
- #5. Lisa Delpit, "The Silenced Dialogue"

## Appendix 6.3

### South Coast Writing Project 1997 Summer Institute in Composition

#### Suggested Readings for Discussion, Week I

- A1. R.D. Walshe, "What's Basic to Teaching Writing"
- A2. Zemelman and Daniels, "Climate in the Classroom."
- A3. Nanci Atwell, "Learning How to Teach"
- E1. Peter Elbow, "Freewriting Exercises"
- G2. Peter Elbow and Pat Belanoff, "Sharing and Responding"  
Article by Bob Burroughs in NWP Quarterly (handout)

#### Suggested Readings for Discussion, Week II

- B1. James Moffett, "Kinds and Orders of Discourse"
- B2. James Moffett, "From Personal Writing to the Formal Essay"
- I1. Toby Fulwiler, "Journals Across the Disciplines"
- I2. John Mayher, "Writing to Learn Across the Curriculum."  
Kris Gutierrez, article on handout

## RANDOM AUTOBIOGRAPHY

Consider using some of these starters:

I was born in (season, month) :I was a May  
surprise (joy, child....)

I am told that ....(childhood memory)

I loved to ....

I've held a ....

I have seen ....

I remember ....

I have heard....

I used to....

I've learned that....

I remember how it felt to ....

If this poem is for a special person, think  
about a closing line about the importance of  
that person to you.

## RANDOM AUTOBIOGRAPHY

I was the expected  
Valentine  
that arrived  
before Christmas.  
I learned early  
that red socks  
are warmest.  
I've held a tarantula  
in my hand  
and felt the chill,  
the tiny hairs.  
Panned for gold  
at Garnet, Montana,  
a ghost town.  
No luck.  
I've heard thunder  
in the depth  
of a snowstorm.  
I lost my  
first love  
and my pet  
canary, Pierre,  
all in one day.  
I've held  
a stunned finch  
in my hand,  
regaining his senses  
after flying into  
the front window.

A girl,  
Natalie,  
hated me  
for no reason  
all through highschool.  
My friends  
lost brothers  
in Viet Nam.  
My guardian angel  
used to live  
across the way,  
apartment 305,  
really red hair,  
a potter,  
a teacher.  
I've had some  
excellent teachers.

I tell you sincerely;  
Gary, Indiana  
is an eyesore  
from a charter bus.  
And I have  
been cruel,  
cutting off heads  
and feet  
with my Instamatic.

I saw Kennedy shot.  
I saw Kennedy shot  
over and over  
on TV,  
in the classroom  
in third grade.  
I'm still innocent,  
though.  
I once screamed at  
my boss  
in anger,  
and have been  
falling-down drunk  
on Irish Mist.  
I once kissed  
an anarchist.  
I once suffered  
pneumonia.  
And only once  
ate a whole  
raw onion  
on a dare.  
Twice, I lost  
my baby bracelet,  
dainty gold chain,  
miniature pearls and  
little heart of gold.  
And twice  
I've driven through  
Gilroy, California,  
the garlic capitol  
of the world.  
We hopscotched  
until chalk lines  
scuffed and faded.

I have landed  
more big fish  
than most men  
can say  
got away.  
I rolled a Pinto,  
walked away unharmed;  
Count that  
one miracle.  
I've melted  
maple sugar candy  
on my tongue  
and warmed myself  
at morning campfires  
on many mountainsides.  
Once I talked  
briefly with  
Dennis Banks  
on campus  
at the U,  
I think.  
I bought a house  
when I was  
a single girl  
and I've often  
lost mittens.

He found me;  
the husband  
I wasn't looking for.  
Together  
we passed through  
the Manitou,  
the spirit  
that roams  
the waters of  
White Bear Lake  
after dark.  
Not fog.  
Not mist.  
More tactile.  
I will testify  
to Legend  
based on Truth.

I've been scared  
by bears  
in the basement.

I have stored  
small treasures  
in a cigar box,  
and flown  
kites in April.  
The smell of  
Coppertone  
brings back  
Monterey's sandy beach  
and I long  
to see Alberta's  
Rockies again.  
I've felt the  
slow, dizzying spin  
of a car on ice,  
known deaf frustration,  
seen blackbirds gather.  
Just a toddler,  
I toddled  
toward a cliff  
but was saved  
by ruffled panties  
that Dad grabbed.  
Aurora Borealis  
has played for me  
more often than  
I deserve.  
I have shopped  
at K Mart.  
My silver baby cup  
is all banged up.  
I am  
licensed to practice.

Mary Ann  
10/19/84



### THE PERSONAL INTERVIEW ESSAY

Students interview each other and take the liberty of asking unusual questions. When they write up the interview, they try to catch the voice and manner of their subject. Essays are then group-edited for publication. The assignment was adapted from presentations by Pat Murphy, Barry Farrell, and Walter Lemke. The lesson is appropriate for grades five through college. Teachers could provide students with models from television talk shows, newspapers and magazines, like *People*.

Working in pairs, each student interviews another and takes notes. (There could also be a shadowing assignment at the beginning. Each student would secretly be given the name of another student in the class. For several days the writer could shadow his secret interviewee and take notes, before introducing himself as the interviewer.)

Tips for interviewing:

- Take advantage of the journalist's privilege of asking more probing questions than would usually be asked in a casual conversation.
- Try to capture the voice and manner of your subject. Take lots of verbatim notes and use direct quotations in your essay. Try to catch any characteristic mannerisms. (One teacher has the interview stare silently at his subject for two minutes before starting to ask questions.)
- Students write up the interview and share it with the subject to be sure about accurate information.
- Students revise their drafts and then share them with their writing groups.

Mini-lessons for editing:

- the correct punctuation for quotations.
- the use of effective leads (samples from *People*)

Students could publish their finished papers by reading them aloud to the class or by putting them on the classroom bulletin board.

The interview essay is an accessible genre for students. It occurs in the most popular magazines and in TV talk shows. This essay requires the students to develop note-taking skills and provide a check on accuracy and relevance of their notes. The intellectual demands of the interview essay lie somewhere between recording and narrating. It is built on recording facts and observations that have to be linked together in a loose narrative. As the writer begins to discover a theme or develop a point of view towards the subject, narrative can begin to drift toward exposition. The generous use of quotations can make this essay less intimidating than more conventional reporting or narrating.

## POSSIBLE QUESTIONS FOR INTERVIEWS

What are two or three of your most valued things (They can be alive, like a pet, or simply a possession)? Why did you select these things?

What are your favorite foods?

What are your favorite books and movies?

What would the ideal school be like?

What would you most like to change about school?

What are you most afraid of?

What frustrates you the most?

What qualities do you look for in a friend?

What do you see yourself doing or being ten years from now? (optimistically?  
realistically?)

How do you escape?

What is one of the happiest experiences in your life?

Share something you did which you feel good about.

What is the funniest or most embarrassing thing that has happened to you?

What is the earliest experience you can remember?

What are some of your favorite hobbies?

How do you feel about protecting the environment?

What question would you most like to have answered?

If you could visit any place where would you go?

If you have a pet, tell about it.

What is something you'd like to learn to do?

If you could be an animal, what kind of animal would you like to be?

If you could write a book about anything, what would the subject be?

What sports do you enjoy?

Where have you traveled?

Have you taken special lessons (art, music, karate)?

Is there an adventure you would like to go on?

## CHAPTER SEVEN CONCLUSIONS AND IMPLICATIONS

In this chapter, I summarize my findings from these analytical chapters, discuss the implications of these findings for both research and practice, and pose questions that this study raises and how further research may address those questions.

This chapter is organized in two parts: In Part One, I present the findings of this study and discuss how these findings help me address the guiding questions of this study. In Part Two, I discuss questions that this study raises and how further research might address these questions.

### **Part One: Overview and Findings**

*It's been overwhelming—made me think, rethink, react, write. I haven't been so totally engaged intellectually in a long time.*

New Fellow Comment on Institute Evaluation

*It's incomparable. Other professional education focuses on activities that can be done in the classroom. While this is important, and useful, SCWriP pushed me to think about why I am doing certain things in my*

*classroom. Consequently, I am pushed to modify and revise what I do in my classroom.*

New Fellow Comment on Institute Evaluation

As these Fellows (and the others presented in Chapters, Four, Five, and Six make clear), this Summer Institute was different than typical staff development experiences. Being a member in this Summer Institute meant, feeling respected, being with colleagues for five weeks, writing that facilitated personal and professional growth, and co-constructing new knowledge. These views, as expressed by the Fellows at the end of the Summer Institute did not just happen. Rather they were carefully co-constructed over time by the director, staff and Fellows in this Institute.

The purpose of this dissertation was to develop grounded theoretical constructs about how what counted as teacher professional development was socially constructed and situationally defined by the members of this writing project culture. As discussed in Chapters One and Two, this theoretical purpose addresses the issue of teacher professional development by conceptualizing it as a process that occurs as teachers interact with others and materials over time (Marshall, 1995).

This study explored how discourse practices form the basis for teacher professional development. To accomplish this goal, I conducted an

interactional ethnographic study of a Summer Writing Project Institute utilizing an interactive-responsive approach (Spradley, 1980; Zahaerlick & Green, 1991) for collecting and analyzing the data. As discussed in Chapter Three, the use of Interactional Ethnography as an orienting framework supported a view of this professional development (classrooms as cultures) (Collins & Green, 1992; Fernie, Kantor & Kline, 1990) and literacy as socially constructed (Barton, 1994; Bloome, 1985). It also provided a set of theoretical and methodological constructs (e.g. events, interactional spaces, intertextuality, intercontextuality, opportunities for development) and questions that guided this study.

Together, these theoretical and analytical tools were used for exploring how this professional development culture was constructed, what it meant to be a member of this culture, and how these aspects of this culture formed the basis of what counted as professional development. As the analyses in Chapter Four demonstrated, *The Participants and SCWriP Leaders' Attitude Towards Teachers as Professionals*, *Time/Length of the Institute*, *Writing as Personal and Professional Action*, and *Developing New Knowledge*, were key aspects of life in this Summer Institute as seen from the perspective of the Fellows.

The first investigation in Chapter Four examined *The Participants and SCWriP Leaders' Attitude Toward Teachers as Professional*. This analysis showed that through the application process, varied organizational patterns and interactional spaces, and explicit messages from the director, the members came to feel that this was an important part of this professional development community.

Part Two of Chapter Four focused on *Time/Length of Institute* as another important aspect of this professional development Institute. This analysis focused specifically on the literate actions and practices that were constructed on the first day of the Institute and across the five weeks.

One examination of this data explored how the interactional spaces used in the Summer Institute provided a context and structure for professional development as a collaborative and interactive process. Through the patterns established in the Institute members were provided with opportunities to develop professionally in relationship with their selves, texts, and other community members.

The final analysis in Chapter Four investigated the members' claim that they felt part of a community. Both the planned and unplanned events of the five weeks were examined in relation to the ways community was built and sustained.

As a whole, this set of analyses examined what it meant to be a member of this professional development community.

The purpose of Chapter Five was to explore the writing opportunities provided for members of the Summer Institute and how members took up these opportunities as personal and professional growth. Throughout these analyses, I examined how the writing opportunities done in the institute were intertextually tied and how these ties allowed members to further develop their understandings of writing and teaching writing.

The chapter began with an examination of two written texts distributed to members, which explained the responsibilities and expectations for journal writing. Part Two looked at the ways members took up these responsibilities by examining members' views as expressed in their reflective essays, the *Journal Self-Study*, written by new Fellows on the last day of the Institute. This analysis revealed three areas of change members reflected on: Changes in How They Felt About Writing, Changes in How they Wrote (fluency, genre, style), and Changes in What They Wrote (topics). I presented the essays of six members as a theoretical sampling to discuss those, who through their language choices, provided evidence of these changes and transformation that occurred through the habit of writing in a journal.

Part Three of Chapter Five expanded the investigations of writing opportunities members were afforded by considering writing assigned as part of Institute presentations. I presented analysis of all the writing opportunities members were afforded throughout the five weeks of the Institute.

Together, these analyses showed that journal writing, as members wrote about it in the self-study essays, was intertextually tied to the written text of directions for journal writing, oral and written text of presentations, written text of articles from the reader and oral text of discussions about these articles. These ties were significant because they demonstrated how members' experiences in and with the presentations, discussions and texts of the Institute, were consequential to what and how they choose to write. The data presented showed the ways in which this writing allowed members to further develop their understandings of writing and teaching writing.

Chapter Six continued the investigation into the key aspects of the Summer Institute by examining the co-construction of knowledge in two content areas, *Academic Discourse* and *Teaching Diverse Learners*. I explored the variety of opportunities for professional development provided to members across the five weeks. The data analysis for each of the parts consisted of various phases, allowing me to enter the same data set with a different set of questions multiple times, to systematically show how this



professional development community was socially constructed. Analysis made visible the way the continuity of events and the social interactions that made up these events provided members with opportunities for professional development.

The analyses presented further suggest that only by focusing on professional development over time can researchers begin to understand the intertextual and intercontextual nature of professional development. These constructs provide the base for a professional development continuum, which is not only longitudinal and lateral, but as analyses showed, circular, because of the reflexive nature of social interaction. It was through talk that opportunities for development were created, roles and relationships were established, and what counted as professional development in this community was defined.

### **Part Two: Implications for Theory and Future Research**

The findings from this study indicate that by investigating how teacher knowledge and learning are socially constructed, educators may be able to further understand how to provide transformative, effective professional development opportunities for teachers. As the data presented show, as

researchers, we need to view teacher learning as a change process, that occurs over time, and examine how professional development opportunities are socially constructed in and through the literate and discursive practices of members of a culture.

Central to this approach or perspective are two key constructs: classrooms as cultures, or in this case, Writing Institutes as cultures, and professional development as socially constructed. By viewing Writing Institutes as cultures it is possible to see how Institute life is constructed by members as they interact within and across everyday events and how these events are constituted through social and discursive practices. Through these patterned ways of interacting, perceiving, believing, and evaluating (Goodenough, 1981; Spradley, 1980), members construct common knowledge (Edwards & Mercer, 1987) as well as roles and relationships, norms and expectations and rights and obligations (Collins & Green, 1992). To make visible this culture, researchers need to ask who can say or do what, with whom, for what purposes with what outcomes? They also need to look over time and to consider the holistic nature of institute life by examining part-whole relationships such as how an event may be located within a larger cycle of activity or how sub-events are located within events, etc. In this way, the complexity of professional development becomes evident.

Viewing Writing Institutes as cultures, suggests that the members of the community construct situated views of what it means to be literate in that particular culture. To conceptualize professional development in this way is to consider how literate practices are constructed in and through the everyday actions and interactions of members (Barton, 1994; Bloome, 1985; Gee, 1990; Green & Harker, 1982; Street, 1984; 1995). This view of professional development as socially constructed by members of a culture requires researchers to examine particular aspects of culture life. First, it is necessary to determine what it means to be a members of this particular social group from the members' perspective and to consider how these aspects of daily life form the basis for what counts as professional development and professional knowledge.

Next, it requires an examination of the literate actions and practices that are constructed in the moment-to-moment interactions of the members of a culture. It also requires an investigation of how intertextual and intercontextual links are constructed within and between events in order to make visible the general and situated nature of literate practices and to see how the use of particular practices can create intertextual and intercontextual links across time and event.

Finally, one must consider the opportunities for professional development that are available to the teachers (members) and how these are taken up or not. As this study demonstrated, Interactional Ethnography provides both theoretical and methodological means of conducting such investigations.

### Implications for Professional Development

Stenhouse (1975) suggests that the only way to bring about educational change is through the professional development of teachers. From Dewey's (1904) perspective, the ways in which we prepare teachers to think about their work is more important than the teaching and management techniques we teach them. To frame this discussion, I return to the aspects of this Summer Institute that Fellows deemed important: *The Participants and SCWriP Leaders' Attitude Towards Teachers as Professionals, Time/Length of the Institute, Writing as Personal and Professional Action, and Developing New Knowledge.*

## **The Participants and SCWriP Leaders' Attitude Towards Teachers**

*I truly felt valued here from day one.*

New Fellow Comment on Institute Evaluation

*This is in a completely different realm of other inservice/professional development experiences. SCWriP allows one to be an "equal" while at the same time allowing for so much growth. There is an attitude of respect there for teachers (fellows) that is missing in other places.*

New Fellow Comment on Institute Evaluation

As evidenced in the words of these new fellows and others discussed in Chapter Four, teachers in this Institute felt like they were respected and that their opinions were valued. Analysis in Chapter Four showed that this attitude was initially framed as part of the Institute in the application process and the director's day one language defining teacher expertise as grounded in practice. It was also implicit in the practice of the South Coast Writing Project to have new Fellows make presentations beginning on day three of the Institute and throughout the five weeks. This practice and the practices of writing groups, and small and large group discussions illustrated a sharing of co-expertise and a respect for teacher knowledge.

## **Time/Length of the Institute**

*Five weeks is really powerful. This had a lot of depth and it empowered us as professional, skilled people too.*

New Fellow Comment on Institute Evaluation

*With 5 weeks we really had time to consider ideas and go back to certain ideas again and again.*

New Fellow Comment on Institute Evaluation

*I have never been to an intensive inservice before, just one or two day shots. I valued the opportunity to spend so much time with colleagues.*

New Fellow Comment on Institute Evaluation

As the literature shows, most inservices are one or two days long (Little, 1993) which fits conventional views of staff development as a package of knowledge to be distributed to teachers in bitesized pieces (Lieberman, 1995). In contrast to that view, this dissertation describes professional development as a continuum of experience (Dewey, 1938). “Community and conversation blend with the internal motivation of the individual to create a culture for learning. It is continuity and interaction intercepting and uniting, “the longitudinal and lateral aspects of experience” (44).

Looking at the director’s and staffs’ use of interactional spaces, events, actions, practices, language, and texts, made visible the patterns of

organization that defined what it meant to be a member of the Institute culture. This organizing framework had been constructed over time and also made visible the opportunities for development created by the director and others and the opportunities for development taken up by members.

### **Interactional Spaces**

Looking across the activities of the Institute, it became evident that members worked together throughout the Institute and a pattern emerged regarding how the director, staff, and presenters grouped members and asked them to work together. The use of interactional spaces provided a vehicle for the kind of professional development members were expected to engage in, and defined professional development as an interactive, dynamic, social and intertextual process.

The building of community was another aspect of this professional development model as discussed in Chapter Four.

### **Writing as Personal and Professional Action**

*I believe in my writing and reflection. I can see it happening. I have ~~changed~~ transformed over these five weeks. There is a*

*quiet yet powerful strength that is evident and growing. And most importantly, it is only the beginning.* TL (Excerpt from a Journal Self-Study Essay written by members on the last day of the institute)

Chapter Five studied the writing opportunities members were afforded across the five weeks of the institute and the ways writing was transformational for members. This analysis showed that members of the Summer Institute wrote every day. They had the opportunity to write in their journals for the first thirty minutes of each Institute day. They also had the opportunity to write during most presentations. This included writing poetry, stories, letters, genuine questions, and writing about family.

Analysis showed that the writing members did in their journals was intertextually tied to the written text of directions for journal writing, oral and written text of presentations, written text of articles from the reader and oral text of discussions about these articles. These ties were significant because they demonstrated how members' experiences in and with the presentations, discussions and texts of the institute, were consequential to what and how they choose to write.



## Developing New Knowledge

*My mind has been awed by the knowledge of the guest speakers and our presenters.*

New Fellow Comment on Institute Evaluation

*I have come away enriched by knowledge.*

New Fellow Comment on Institute Evaluation

*SCWriP pushes me to think about why I am doing certain things in my classroom..*

New Fellow Comment on Institute Evaluation

This dissertation challenges the conventional view of staff development as a transferable package of knowledge to be distributed to teachers in bitesized pieces (Lieberman, 1995). Professional development based on this view of knowledge generally result in a disconnected and decontextualized set of experiences from which teachers may derive additive benefits, that is, the addition of new skills to their existing repertoires. However, the design and characteristics of these forms of professional development make it highly unlikely that teachers' practices will be transformed by these experiences (Lieberman, 1995).

Analysis of the visiting Fellow, new Fellow, and outside presenter presentations as discussed in Chapter Six, support the view of knowledge as socially constructed in revealing intertextual ties in practice and content. These ties provided members with various opportunities for professional development and co-construction of professional knowledge in the content areas of *Academic Discourse* and *Teaching Diverse Learners*. Members had opportunities to read and discuss research, discuss classroom practice, listen to and participate in presentations and write about *Academic Discourse* and *Teaching Diverse Learners*.

These analyses provide evidence that the continuity of events and the social interactions that made up these events provided members with opportunities for professional development in co-constructing knowledge about the teaching of academic discourse and working with diverse learners and took up these opportunities in their classroom practice.

This dissertation demonstrates that professional development, when viewed as a community of practice, where teachers are encouraged to present, discuss, disagree, write, and think about content and their teaching practice, over time, leads to growth and transformation of beliefs, professional knowledge and teaching practice. It also shows that the four aspects that members described as important to their institute experience are essential

components to the continuum of experience that facilitated their professional development. Content knowledge, in the areas of *Academic Discourse* and *Teaching Diverse Learners*, as it was co-constructed in this Institute, could only happen across time and in a community where teachers felt respected and respected the ideas of others. Although the analysis in this dissertation made clear that respect for the ideas of others does not necessarily mean agreement with those ideas. The practice of challenging self, others, and texts was also a component of professional development in this Summer Institute.

#### Further Questions

Through in-depth analysis of this writing project Summer Institute, questions arose on the particular opportunities provided for members. These questions are presented here to provide a possible direction for future discussion by writing project staff or others interested in providing interactive, over time professional development opportunities for teachers.

#### **Academic Writing Opportunities**

Analysis of the events tied to *Academic Discourse* and all the writing done across the five weeks of the institute, revealed that three of the events

that made up this experience for members included academic writing exercises. These were the “Hopes, Fears, and Expectations” event on day one, the “Teaching Critical Reading: From TV Culture to Literary Culture” event on day seven, and the “Colloquium on Academic Discourse” on day nine. These were the only 3 of the 45 writing opportunities provided members, that were identified as academic writing.

Three new Fellows mentioned a scarcity of academic writing opportunities in their Institute final evaluations:

*I would have “enjoyed” the challenge of writing a professional essay. That’s something I’d like to do some day.*

*I was hoping also to think about professional writing and I haven’t explored that aspect yet.*

*I do not have any desire to write an academic essay or any other genre (except poetry) I think this is a problem with our students too. We must push them to experience all types of writing so that they can pull from those resources whenever the need arises.*

As previously stated, one of the principles of the writing project is that teachers of writing must write and the practice of this Summer Institute reflects that principle. Members wrote every day of the institute, with most (42 of 45) of the writing opportunities involving personal writing. A question professional development staff may want to consider is “Do teachers of

academic writing need more opportunities to write academic essays?" Three of the nineteen members who turned in evaluations at the end of this institute felt they needed more academic writing opportunities.

### **Role of Professional Texts**

The Institute reader, Selected Readings in Composition, was used as a resource and the articles in it provided opportunities for members to read about research in the fields of writing, reading, teaching, and teacher research. The community practice as stated by the director was that the readings should be discussed in writing groups. The two exceptions to that practice were discussed in the analyses chapters of this dissertation. The Moffett articles and the Delpit articles were discussed in both small groups and whole group. In both cases the discussions were initiated by the director. Analysis of all the talk of the institute marked both the Moffett discussions and the Delpit discussions as rich points (Agar, 1994) of analysis for this work, because they provided various professional development opportunities for members. Analysis showed take up of these opportunities by members as well. Although I did not collect extensive data on the writing group discussions, it was my experience as a participant observer in a writing group that we did not

discuss any of the readings in our writing group. The written evaluations of other members reflects this as well. Questions for further investigation include: What is the role of professional texts in teacher professional development? In this Institute was the reader provided as a resource to be taken up (or not) by each member on an individual basis? Would increased opportunities for discussion of reader articles necessarily mean increased professional development opportunities?

### **Continued Community**

*While I've participated in some excellent professional development, usually there has been little or no on-going support or follow-up. Once I'm back in the classroom, I'm on my own in the valley of dry bones." From what I can tell, the writing project offers support, through renewals and other follow-up activities, for the changes fellows will want to make after the summer institute.*

New Fellow Comment on Institute Evaluation

*I think the network of other SCWriP fellows will have the most impact on me as a teacher. I hope to stay in touch with some of the people I have met this summer.*

New Fellow Comment on Institute Evaluation

Although the building of community during the five weeks of the Institute was discussed in Chapter Four, another dimension of that

community, not addressed in detail, is the ongoing opportunities afforded fellows. This is another informing principle of the writing project staff development model:

*A successful staff development program requires the ongoing and continually renewed collaboration of teaching colleagues who will continue to share and pool their expertise beyond a few scheduled workshops or even beyond an extended Summer Institute.*

Following each Summer Institute, there are three to four renewal meetings held throughout the school year. There are also other ways new Fellows may stay involved, through attending steering committee meetings, joining special interest groups such as book clubs and research groups, and by attending advanced institutes and literacy conferences. A follow up study to this one might address how many new Fellows stay involved following the Summer Institute and what professional development opportunities are provided through their continued involvement. What do they take up from these opportunities?

### Implications for Future Research

As long as we continue to treat teachers as passive recipients of the findings of “objective research” (Cochran-Smith & Lytle, 1993) and view professional development as one-shot in-services and classes given to teachers by experts, it is highly unlikely that meaningful change will occur at school sites.

It is now widely accepted that meeting goals and standards put into place over the past decade by state education departments and professional boards (e.g. National Board for Professional Teaching Standards, 1989), will require a great deal of learning on the part of practicing teachers. The kind of learning that will be required has been described as transformative, that is, as requiring wholesale changes in deeply held beliefs, knowledge, and habits of practice (Thompson & Zeuli, 1999).

As this dissertation has demonstrated, transformation is a necessary dimension of professional development that can be examined when professional development is viewed as socially constructed and studied over time within a culture.



While this study addressed Carter's concern that, except for vague references to development, change and growth, investigators are largely silent about the nature of the learning process in teacher education and professional development (1990), further studies that examine the dynamic teacher learning process are needed.

To study this process however, requires more than merely observing professional development institutes. It requires ongoing observation and examination of patterns of interaction, to identify how the members construct, define and interpret the events of everyday life and how, through their interactions they construct particular literate and discursive practices which shape opportunities for learning content knowledge as well as knowledge of teaching practices. To guide such investigations, the findings from this study suggest the following questions:

What counts as professional development in a particular culture?

What are the opportunities for constructing content knowledge? How are these opportunities taken up (or not) by the members of this cultural group?

What are the opportunities for constructing teaching practice knowledge? How are these opportunities taken up or not by the members of this cultural group?

Who has access to professional development opportunities, in what ways, under what conditions, for what purposes and with what outcomes?

In what ways do professional development opportunities transfer into teachers' classroom practice?

This dissertation further suggests that such inquiries will allow us to understand how professional development is socially constructed and situationally defined and how we might more effectively provide teachers with professional development opportunities that facilitate transformation in their beliefs, content knowledge and teaching practice. It is through these types of professional development opportunities that systematic change in schools will occur.

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