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EXAMINING THE INFLUENCE OF PARENTAL
PARTICIPATION IN STUDENT WRITING
WORKSHOPS: A CASE STUDY

by

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Dedication

This body of work is dedicated to my mother, Barbara Gurley and my grandmother, Leola Angeline Gurley. These beautiful ladies remain my source of strength, inspiration, and motivation. The grace and patience of my grandmother inspires me to be my absolute best. The presence of my mother motivates me to keep moving forward.

This work is also dedicated to the rest of my brilliant family. First, my siblings: Chris, Louis, and Brittera. They have always supported me in my professional endeavors. Second, our children: Jazmine, Nicolas, Imani, and Justin. They remind me each day that I have a bigger purpose in this world. Finally, my handsome, funny, and intelligent husband, Jimmie Jones Jr. also known as Jay. His unwavering patience and love are endless. He is a constant source of everything that I need.

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ABSTRACT

EXAMINING THE INFLUENCE OF PARENTAL PARTICIPATION IN STUDENT WRITING WORKSHOPS: A CASE STUDY

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This mixed methods study examined the significance of parental involvement and its influence on student productivity in writing. A total of 25 fourth grade students from one Texas suburban school, their parents, and three teachers participated in this study. Data collection instruments used for the collection of quantitative data were The Knudson Writing Attitude Survey for Students in Grades 4-8 and the Writing Curriculum Based Measurement: Written Expression Probe (CBM-WE) test. The researcher collected qualitative data from observations, questionnaires, and focus groups.

Findings indicated that overall students have positive attitudes about writing. Next, the researcher administered *Writing Curriculum Based Measurement: Written Expression Probe (CBM-WE)* test to students. Findings indicated although, quantitative

results reveal results of the paired t-test did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops, qualitative results demonstrate that parental participation does provide some influence on students' writing productivity in the writing workshop sessions. Finally, students participated in a six-session writer's workshop after school where they wrote independently and then with their parents. Findings indicated that overall participants responded positively to their experience in the workshop sessions.

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CHAPTER I

INTRODUCTION

Elementary students need positive adult influences in their academic setting. Parental involvement in children's schools is one way to achieve this (Georgiou & Tourva, 2007). Parental contribution in a student's scholastic activities positively affects the student's quality of work and perspective on the importance of the task at hand (Henderson & Mapp, 2002). Not only is the parental involvement important, but also with participation students are more likely to earn higher grades and test scores, enroll in higher-level academic programs, earn college credits, attend school regularly, show better social skills and improved behavior, adapt well to school, and go on to postsecondary education (Henderson & Mapp, 2002).

Researchers such as Henderson and Map (2002) and Georgiou and Tourva (2007) place emphasis on parental involvement as an influence on academic success, in addition, policy makers who combined efforts aimed at increasing parental involvement into broader educational policy requirements support this same concept. Policy requires models for inviting parental involvement in the schools. They include national programs such as Parents as Teachers and the Quality Education Program, both types of curricula are the result of the Improving America's Schools Act signed into law by President Clinton on October 20, 1994 (Title I, Part A - Improving Basic Programs, 2017). Parents as Teachers is a program that endorses the best early development, learning and health of children by supporting and appealing to their parents and caregivers. Moreover, the program works to develop the delivery of high-quality services for families through a

complete system of support and innovative solutions (Title I, Part A - Improving Basic Programs, 2017). Parents as Teachers is located throughout the United States (U.S.) and internationally (Parents as Teachers, 2017).

The Quality Education Program encompasses literacy, numeracy, life skills, and directly relates to crucial elements such as teachers, content, methodologies, examination systems, policy, planning, management and administration ("Quality Education for All: Title I/Every Student Succeeds Act | CLE", 2017). More importantly, providing a program that delivers a quality education for the poorest and lowest achieving students is the main purpose of the Quality Education Program ("Quality Education for All: Title I/Every Student Succeeds Act | CLE", 2017). Likewise, these programs under President Clinton's Improving America's Schools Act by design must include parental involvement from the inception, throughout implementation, and follow through to the completion of the program ("Quality Education for All: Title I/Every Student Succeeds Act | CLE", 2017).

Furthermore, national and local entities support the importance of parental involvement and its influence on students academically. For instance, on the national level, parental involvement is a mandated component of No Child Left Behind Act of (2001). Federal legislation calls for state accountability to close the achievement gap between various subgroups of students in the areas of reading and math (U.S Department of Education, 2005). The No Child Left Behind Act (2001) to some extent focused on and supported building dimensions for parental involvement. Dimensions are specific, they work to safeguard effective participation of parents to support a partnership. These

partnerships include the campus involved, parents, and the community. To improve student academic achievement this is necessary. Each school campus and local educational entity under The No Child Left Behind Act (2001): will assist parents in how to observe a child's progress and collaborate with educators to improve the achievement of their children. These same entities will also give resources. Additionally, they will provide training to help parents to assistance their children for improvement to their children's achievement. For example, training such as literacy training and using technology, as suitable, to promote parental involvement will occur. Additionally, they will provide professional development for teachers, student services personnel, administrators, and additional staff, with the support of parents, in the worth and usefulness of contributions of parents, in how to reach out to, communicate with, and work with parents as equal partners, start and coordinate parent programs, and build cohesiveness between parents and the school (U.S Department of Education, 2005).

Support for parental involvement at the local level is also present. December 2015, No Child Left Behind Act (2001) was reauthorized with a new set of requirements and the title Every Student Succeeds Act (2015) (Every Student Succeeds Act, 2015). Along with its requirements is that districts and schools engage parents and families. School districts must offer programs and activities to involve parents and family members and seek meaningful consultation with parents; Title I schools must write policy with parents; and school districts and Title I schools must build capacity for involvement (Every Student Succeeds Act, 2015). Therefore, under Every Student Succeeds Act (2015) each local educational agency (LEA) must have a parent involvement policy,

jointly developed with and approved by, and distributed to parents (Every Student Succeeds Act, 2015). Also, Title I requires each school that receives Title I funds to develop jointly with parents a school-parent compact that outlines how parents, school staff, and students will share responsibility for ensuring improved student achievement (Every Student Succeeds Act, 2015).

With national and local parental involvement policies such as No Child Left Behind Act (2001) and Every Student Succeeds Act (2015) established and put forth, it is essential to note that academic productivity for students as it relates to parental involvement has been effective according to research (Epstein, Coates, Salinas, Sanders, & Simon, 1997). Epstein et al. (1997) suggested approaching this concept by encouraging parents to become cohorts in their children's learning. Parental involvement with student activities at school works to improve student academic success (Epstein et al., 1997). Consider the following activities as effective ways to include parents: (a) an available parent room or center on campus; (b) an annual postcard discussing needed talents, times, and location of volunteer opportunities; and (c) a volunteer program as part of an educational infrastructure (Epstein et al., 1997). The volunteer program is designed to bring parents and students together in the school setting to provide influence that may yield positive academic achievement for students (Epstein et al., 1997).

Although Burtless (1996) posits that academic achievement of students has been the most common measures of outcomes while they are in the academic setting, this study specifically focuses on productivity as output being the amount of writing students produce or do not produce during the writing workshop setting while their parents are

present and actively involved. More explicitly, this research will look at the effects of parental involvement in school and the degree to which parental involvement in students' writing workshops influence student productivity in writing.

Research Problem

Students are struggling in the literary area of reading and writing due to the lack of parental involvement (Comacho & Alves, 2016; De Apodaca, Gentling, Steinhouse, & Roenberg, 2015; McClay, Peterson, & Nixon, 2012; Troia, 2016; Zurcher, 2016). Documented in a body of literature is the correlation between parental involvement in school and positive student achievement (Christenson, Rounds, & Gorney, 1992; Epstein et al., 1992; Izzo, Weissberg, Kaspro, & Fendrich, 1999; Keith, Keith, Quirk, Sperduto, Santillo, & Killings, 1998). With that in mind, parental involvement in children's scholastic activities should correlate with the improvement of students' skills in certain academic areas (Hong & Ho, 2005). Since lack of parental involvement creates negative outcomes for students such as low educational achievement, research on parental involvement in student academics is increasing (De Apodaca et al., 2015; Englund, Luckner, Whaley, & Egeland, 2004; Troia, 2016). For example, the future success and productivity for children, educational and psychological research on parental involvement limits and their results have become very common (De Apodaca et al., 2015; Englund et al., 2004; Troia, 2016). As a result, the negative impact of lack of parental involvement has brought this topic of the need for parental involvement in the academic setting to the forefront in educational research (De Apodaca et al., 2015; Englund et al., 2004; Troia, 2016).

With attention to this topic, it is essential to note that parental involvement provides positive influence on the educational achievement of children. Similarly, students at all grade levels do better academic work and have more positive school attitudes, high aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved (Epstein, 1992; Kim, 2002). Long lasting results of parental participation and its effects nurtures student's success (Keith et al., 1998). From careful observation of the influence of parental involvement on their children's academic development, it is evident that parental involvement builds a foundation for future success, particularly parents' goals for their children's educational progress and communication with their children about school activities and subjects positively affect children's academic attainment (Fan, 2001). Comparably, elements of parent-to-child communication and parental aspirations for their children have consistent positive effects on both the initial achievement status of their children and their subsequent academic growth (Hong & Ho, 2005). We may conclude from the above findings that the identification of the limits of parental involvement is important because it can help us to consider research, apply, and evaluate intervention programs that focus on educational improvements that seek out ways to foster parental participation for the benefit of children's learning.

With attention placed on fostering parental involvement in students' academic setting, consider the following research conducted by McClay et al., (2012) that demonstrates parental influence on writing programs in school. For example, out of 216 fourth-to-sixth-grade teacher participants in a study, 75% reported that parental support

influenced their approach toward, and quality of, writing instruction (McClay et al., 2012). The amount of support did not change across the grade levels, as 75% of the participating grade 4-6 teachers and 75% of the grade 7-8 instructors indicated that parents support their children in their writing in some way (McClay et al., 2012). Fifty-four percent of the entire sample of teachers said they used community means to teach writing, and similar percentages of teachers at the lower and the upper grade levels reported the same (McClay et al., 2012). In calculating these percentages, research included fourth- and fifth-grade teachers and multi-grade instructors of grades 4-6, in the lower grade category (McClay et al., 2012). Participant teachers discussed parental involvement, both in general terms of support for class work and in specific terms related to their writing programs. This study shows that individual teachers believe parents make very creative and substantial contributions to their children's writing development that the teachers identify as possibly useful in their curricular planning (McClay et al., 2012).

It is important to note the work of other researchers who have shared their data regarding the influence of parental engagement and student improvement in academic performance is a result of parental involvement (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987; Topor, Keane, Shelton, & Calkins, 2010). Due to the parent involvement program students' reading ability increased (Hara & Burke, 1998). For example, The Iowa Test of Basic Skills (ITBS) measured advancement in third grade reading ability within four months and an increase of grade equivalent mean scores for reading from a gain of two-years, seven-months in 1995 to three years, one month in 1998 (Hara & Burke, 1998). The ITBS also indicated that students' reading and

vocabulary scores improved more for students in parental involvement programs than those who were not in programs, and that their vocabulary grade equivalent mean scores increased from two years, four months in 1995 to three years, one month in 1998 (Hara & Burke, 1998). However, third graders showed, on average, a below-level performance in reading and vocabulary on the ITBS between 1995 and 1997, without parental involvement. In this case, the lack of parental involvement negatively impacted students.

Overall, results pointed to substantial improvement, specifically in reading, for the group of students whose parents participated in the parent involvement program as compared with students whose parents did not participate. Like results existed in vocabulary improvement for the treatment group (Hara & Burke, 1998). Other academic achievement tests measuring vocabulary and reading showed improvement; one reading mastery test showed an 85% gain (Hara & Burke, 1998). Although the researcher did not focus on parents participating in writing specifically, they did show the need to pay attention to the influence of parental impact in the academic setting. Under those circumstances, it made a difference in educational outcomes (Hara & Burke, 1998).

Markedly, parents have quantitative effects on what is happening with their children in the classroom. The number of parents involved in Hara and Burke's (1998) study grew over the two-year period from 5% in 1996 to 48% in 1998, during and following the implementation of the parent involvement program (Hara & Burke, 1998). Parents reported three major outcomes for their participation: (a) Their children's attention to and appreciation for edification, instructors, and motivation to become more knowledgeable did, in fact intensify, (b) Their children's level of interest in school

developed, as did their attitudes toward school and their teachers, and (c) Parents' point of view on respect for the job of teachers and for the effects they have on children dramatically improved (Hara & Burke, 1998).

Hara and Burke (1998), further revealed significant results outside of what the study anticipated, including: (a) Increased student participation in school activities such as basketball, social center events, and the Lighthouse Program (a college preparation program); (b) Improved classroom attendance patterns, as indicated by teachers' monthly summaries (from 88% to 92%); (c) Enhanced self-esteem, as reported by teachers and parents; (d) Fewer discipline referrals, according to teacher records as well as referrals logged in the school's central office, declining from 15 (19.4%) in 1996 to 10 (9.0%) in 1998.

Consequently, parents took and gained a new interest in learning, for themselves and their children. The number of active participants in the parent volunteer program, for example, increased by 43% during the two-year implementation period of the parental involvement program (Hara & Burke, 1998). Parents also worked more closely with the school to make contacts with community leaders in procuring their assistance with school-related activities and academic achievement enterprises.

Jeynes (2005) compared the students whose parents are not involved to the academic achievement of students whose parents are actively involved in their education. Higher student achievement outcomes show that parental involvement makes an impact according to the results shown in a meta-analysis (Jeynes, 2005). These findings emerged consistently with various outcome measures such as grades, standardized test

scores, and included teacher ratings. This trend not only applies to parental involvement overall but for most components of parental involvement (Jeynes, 2005).

Likewise, the pattern continues not only for the overall student population but for minority students as well. For the overall population of students, on average, the achievement scores of children with highly involved parents were higher than children with less involved parents (Jeynes, 2005). Other concepts evaluated in research include: influence of specific aspects of parental involvement; aspects of parental involvement and the greatest impact on academic achievement; the effects of parental involvement regarding racial minority children; and if parental involvement programs work (Jeynes, 2005). Research does indicate that the results support the belief that parental involvement has a significant impact across different populations (Jeynes, 2005).

Additionally, analyzed are significant effects of parental involvement in the classroom. To put it another way, parental involvement influences the academic growth in young children. Consider the Kenan Trust Family Literacy Model, in which parents work on their general academic abilities and parenting skills while their children participate in a preschool class (Darling & Hayes, 1989). Supplemental studies of preschool students who were at risk of failure when they took part in the family literacy program showed that primary grade students performed above average on items such as academic performance, motivation to learn, attendance, self-confidence, and viable success in school (Darling & Hayes, 1989). Ninety percent of the children rated by their current teachers demonstrate having a minimum chance of school failure (Darling & Hayes, 1989). Participation in the project had a definite positive effect on participants.

More than 90 percent of the mothers reported that they had become aware of the influence they could have on their children's educational accomplishments, and that they would read to their children more often, make purposeful efforts to help them with their homework, take them to the library, and talk with them about school (Darling & Hayes, 1989).

Moreover, when parents are involved positive results occur (Epstein et al., 1997). The opposite applies where there is a lack of parental involvement. There is correlation between student achievement and parental involvement (Dervarics & O'Brien, 2011). In particular, the Southwest Educational Development Laboratory (SEDL) report is a guide to assist in comparing the achievement of students with involved parents to that of students with uninvolved parents (Henderson & Map, 2002). The SEDL report synthesizes research from 51 studies over the past 10 years to reach conclusions about the influence of parental involvement on student learning (Henderson & Map, 2002). While few of the studies were experimental or pseudo-experimental in design and many were correlational or case studies, the report, when synthesized, had positive findings. For example, SEDL report showed that students with involved parents, regardless of income or background, are more likely to: (a) Earn higher academic scores and assessment scores; (b) Enroll in magnet-type programs; (c) Be promoted to higher-level educational programs or courses in school, pass their classes and earn credits; (d) Attend school consistently; (e) Exhibit sharper social skills, show behavioral progress and acclimate well to school; (f) Graduate and go on to college (Dervarics & O'Brien, 2011).

The SEDL report revealed one common trend: an academic program initiated in

school and supplemented at home yields higher student success. However, parental involvement limited to school settings (e.g., volunteering and attending school events) had less direct effect on student achievement (Henderson & Map, 2002). Overall, the studies concluded the need for parental involvement in the elementary classroom and its correlation on student achievement and productivity, thus confirming the lack of parental involvement in school correlating to students struggling in the literary area of writing as a problem worthy of further research (Benjamin, 2015; Dervarics & O'Brien 2011; Henderson & Map, 2002).

Significance of Study

This study focuses on the need for parental involvement on student productivity in writing. Concurrently, this research will investigate the need for parental involvement in schools, particularly in writing (Hong & Ho, 2005). Given its positive, long-lasting effects on student productivity, as well as the deficits in children's educational achievement, parental involvement is important. For example, parental involvement influences future success and academic growth. This study is important because it will add to the literature designed to take a closer look at parental involvement and its influence on student productivity (Kovalcik & Certo, 2007; Newman and Bizzarri, 2011; Rasinski & Padak, 2009). There is growing proof that family involvement can improve children's scholastic performance (Epstein, Sanders, Simon, Salinas, Jandsorn, & Voorhis, 2002; Hong & Ho, 2005).

Epstein et al. (2002) suggests that children learn and develop through three overlapping "spheres of influence:" family, school, and community. Students who have

support from their parents at home show better performance at school, while students lacking support are struggling. Linked to improving students' learning process and developing their skills in specific subjects are ways parental involvement is necessary at school (Epstein et al., 2002). Equally important, few studies have investigated the influence of parental involvement on students' writing in the workshop setting (Plascencia, 2008). This study addresses the gap in the literature by looking at students writing with their parents in a series of after school family writing workshops.

Research Purpose and Questions

The purpose of this research was to examine the attitudes of parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. The research questions are:

Research Question 1: What are the students' attitudes toward writing prior to and following parent-child writing sessions?

Research Question 2: Is there a statistically significant mean difference in student productivity pre- and post-student writing workshops?

Research Question 3: How do students perceive parental participation in parent-child writing sessions?

Research Question 4: What influence if any, does parental participation have on students writing in the parent-child writing sessions?

Research Question 5: How do teachers perceive the influence of parental participation in the parent-child writing sessions?

Definitions of Key Terms

Guided Instruction - Guided instruction enables students to practice writing under teacher guidance. It requires extensive interaction between parents and students (Mooney, 1988).

Parental Involvement - Parent involvement is the active role families and communities take in creating a caring educational environment (Epstein, Salinas, & Jackson, 1995).

Parents as Teacher - Parents as Teachers (PAT) is an early childhood family support and parent education home-visiting model. Families may enroll in PAT beginning at pregnancy and may remain in the program until the child enters kindergarten. Based on theories of human ecology, empowerment, self-efficacy, and developmental parenting, PAT involves the training and certification of parent educators who work with families using a comprehensive research-based and evidence-informed curriculum (Guskin & Watson, 2010).

Quality Education Program - In 1994, Title I of the Elementary and Secondary Education Act is reauthorized in ways that provide strong levers for ensuring quality education for students served by Title I. Schools implementing school-wide programs must conduct needs assessments and develop comprehensive plans to meet the requirements of various constituencies in the school. Done with the goal of making substantial yearly progress toward enabling all students to meet high state standards is all planning and implementation ("Quality Education for All: Title I/Every Student Succeeds Act | CLE", 2017).

Student Achievement - Student achievement is the status of subject-matter knowledge, understandings, and skills at one point in time (National Board for Professional Teaching

Standards, 2017).

Student Productivity - The concept of productivity was born in the field of economics to minimize the costs and maximize the outputs. In its simplest form, productivity is “achieving the maximum output of a process with the use of minimum inputs.” (Duyar, McNeal, Kara, & McDonald, 2006, p. 808). Regarding education, another meaning for productivity is using the inputs and processes of education in applications that increase desired outcomes. Academic achievement of students has been the most common measures of outcomes while they are in the academic setting. This measurement usually produces scores on standardized tests (Burtless, 1996).

Volunteer - Volunteering is based on the Latin *voluns* (choose) or *velle* (want): the choice and the (free) will to help are essential in volunteerism. Van Til (1988) emphasized the lack of coerciveness in volunteering, which he identified as “a helping action of an individual that is valued by him or her, and yet is not aimed directly at material gain or mandated or coerced by others” (Fischer et al., 1993).

Writing Workshop - Lucy Calkins (1983) defines the writing workshop as a deliberately predictable environment in which the unpredictable can happen. Any writing workshop, from kindergarten to college, has three basic time components: (a) teaching time, (b) writing time, and (c) sharing time. The workshop typically begins with explicit instruction, usually in the form of a 5-to-10-minute mini-lesson (Atwell, 1998; Calkins, 1986). The writing time consists of 20-45 minutes. Finally, the sharing time consists of 5 minutes.

Conclusion

The research problem of this study focuses on the need for parental involvement in the academic setting relating to students writing. This absence of involvement could thwart a student's educational progress (Epstein, 1992; Kim, 2002). In general, few studies have investigated the influence of parental involvement on students' attitudes toward writing (Aram & Besser-Biron, 2016; Camacho & Alves, 2016; Ferrara, 2009; Georgiou & Tourva, 2007; McClay et al., 2012; Skibbe, Bindman, Hindman, Aram, & Morrison, 2013; Zurcher, 2016). This study is significant because it addresses this gap in literature regarding parental involvement in school in the academic area of writing (England et al., 2004; Hong & Ho, 2005). In part, through the administration of specific questions focusing on the effects of parental involvement; students' attitude about parental participation; and the perceptions of all involved about parental participation in the academic setting the research purpose will take place. In Chapter II, a review of research related to the influence of parental involvement on student productivity in writing.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this research is to examine the attitudes of parental participation on students' writing productivity and the students, parents, and teacher's attitudes about the effect of the Family Writing Workshop. To address these areas, this literature review will focus on: (a) parental involvement, (b) writer's workshop approach, and (c) parental involvement and writer's workshop approach combined. Finally, with the support of literature, this study will build a rationale for why the influence of parental involvement in writer's workshops on student productivity are important to research, and to demonstrate the potential implication for this type of study.

Parental Involvement

Few studies have investigated the influence of parental involvement on students' writing in the workshop setting (Plascencia, 2008; Comacho & Alves, 2016). Most of the literature has focused on parental involvement in reading (Plascencia, 2008; Comacho & Alves, 2016). Comacho and Alves (2016), McClay et al. (2012), and Zurcher (2016) places emphasis on how parental involvement influences children's competence and motivation in reading, but few realize the benefits of joint writing. To appreciate the influences of parental involvement on student's competence and motivation in writing, we must examine the different methodologies used to investigate this topic. Organized in a conceptual framework, the literature analysis begins with the concept of parental involvement.

Students are struggling in the literary area of reading and writing due to the lack

of parental involvement (Troia, 2016; De Apodaca et al., 2015). Since lack of parental involvement leads to low educational achievement, educational and psychological research on parental involvement limits and their results have become very common, which has brought the topic of parental involvement in school and positive student achievement to the forefront in educational research (Englund et al., 2004). To explore the results of parental involvement on student success in the academic setting, Georgiou and Tourva (2007) examined the influence of parental involvement on student achievement in school. Their sample comprised 313 Greek Cypriot parents of children attending elementary and high school. The parents completed the Parental Attributions Scale (PAS) and the Parent Involvement Scale (PIS), from which data collection took place. The actual collection procedure involved eight randomly selected elementary schools and seven randomly chosen high schools. Also, children in the selected grades of each school took the PAS and PIS scales home and ask their parents, who held university degrees, to complete them. Georgia and Tourva (2007) develop a theoretical model for data analysis, the Parental Attributions Scale and Parental Involvement Scale.

Georgiou and Tourva (2007) findings revealed the effect of parental involvement on student productivity within the sample and the instrumentation applied. The research explored the existing relations among parental attributions of their child's academic growth, their beliefs in becoming involved in their children's educational activities, and their actual behavior regarding this involvement. Researchers posit that involvement is seen by parents as a positive occurrence that is conducive to student achievement (Georgiou & Tourva, 2007). Parents recognizing involvement as a positive to academic

achievement for students seems to be the mechanism that drives actual involvement (Georgiou & Tourva, 2007). Results indicated a belief that parents in general should get involved in his or her child's educational process (Georgiou & Tourva, 2007).

While Georgiou and Tourva (2007) explored the existing relations among parental attributions of their child's academic growth, their beliefs, and their actual behavior regarding this involvement, Stitt and Brooks (2014) decided to take a closer look at reconceptualizing the structure of parental involvement. The authors posit that one of the original goals of public education was to minimize the influence of parents on their children's education (Stitt & Brooks, 2014). Put forth to establish and build partnerships with parents during the Clinton administration were legislation and funds (No Child Left Behind Act, 2001; Stitt & Brooks, 2014). The purpose of the Stitt and Brooks (2014) study was to analyze the phenomenon of parental involvement, and to gain insight regarding how single working mothers make sense of their experiences of being involved in their elementary school—aged children's education. A selection of five mothers who self-identified as single, working on one job for at least 30 hours a week were the focus of their study (Stitt & Brooks, 2014). In addition, these same participants lived in a small Midwestern town (Stitt & Brooks, 2014). The authors' sources of data included: reading, discussing written documents, and coding for themes (Stitt & Brooks, 2014). Although their research points out that parental involvement in schools has been a target for educational reform and policy initiatives as a strategy to increase academic achievement for children, their findings demonstrate limits to parental involvement efforts in some educational environments (Stitt & Brooks, 2014). Findings indicated that these mothers'

experiences confirm that current policies treat them as outliers to dismiss or mediate due to their single-mother status. Consequently, societal expectations and ideology of the single-mother limits the potential of partnerships with parents (Stitt & Brooks, 2014).

Though the findings of Stitt and Brooks (2014) highlights the need and limits of parental involvement of parents in the academic setting, the research of Isabelo (2016) reiterates the importance of parental involvement as a priority among educational staff. Through a Parents as Partners intervention program she set out to help pre-school teachers and early childhood educators create positive relationships with the parents of the children they teach and promote parental involvement in the classroom and at home (Isabelo, 2016). Characteristics of the program used for implementation included: presenting research-based information, role-playing activities, self-reflective discussions, evaluation forms, and a question and answer portion at the end of the workshop (Isabelo, 2016). The participants were 14 early childhood educators and school staff. The program took place during a staff meeting at Kinderhouse Montessori School in San Diego, California (Isabelo, 2016). The results of implementing this program indicated that the workshop focused on engaging parents as partners in early childhood education settings and teaching early education teachers and staff strategies for working positively with the parents of the children they serve (Isabelo, 2016). Although the research goals of Georgiou and Tourva (2007), Stitt and Brooks (2014) and Isabelo (2016) range from a focus on parental involvement and student productivity; relationships and beliefs of parents; to educational staff priority as it relates to parental involvement, a common theme remains. All the above research emphasizes the need for parental involvement in

the academic setting and the effect it has on students (Georgiou & Tourva, 2007; Stitt & Brooks, 2014; Isabelo, 2016).

Writer's Workshop

Elements included in the writer's workshop approach may elicit specific attitudes from students, parents, and teachers operating together in the classroom (Georgiou & Tourva, 2007; Stitt & Brooks, 2014; Isabelo, 2016). To better understand parental involvement with children during writer's workshops in schools and parental influence on student productivity, researchers embarked on specific studies relating to implementing a process approach to writing in the classroom (Comacho & Alves, 2016; Aram & Besser-Biron, 2016; McClay et al., 2012; Zurcher, 2016; Skibbe et al., 2013). In doing so, they focused on the implementation of the writer's workshop model in the classroom (Atwell, 1987; Calkins, 1986; Graves, 1983; Murray, 1968). The Writer's Workshop model is a process approach to writing that has been an available framework for teaching writing for more than 30 years (Atwell, 1987; Calkins, 1986; Graves, 1983; Murray, 1968).

As stated above, the Writer's Workshop became a key part of students writing academically in the classroom. The major contributors to the widespread curriculum include Donald Graves, Lucy Calkins, and Nancy Atwell. Each of these individuals published books, Graves (*Writers: Teachers and Children at Work*); Calkins (*The Art of Teaching Writing*); and Atwell (*In the Middle: New Understanding About Writing, Reading, and Learning*), describing their own studies which represent by narrative descriptions and reflections on the teaching of writing through Writer's Workshop

(Atwell, 1987; Calkins, 1986; Graves, 1983). The collective work presented in these books form the foundation for the Writer's Workshop instructional approach (Calkins & Ehrenworth, 2016; Fisher, 1995; Kissel & Miller, 2015; Vetter, Myers, Reynolds, Stumb, & Barrier, 2017).

Graves (1984) places emphasis on the concept that all children should have the opportunity to write in the Writer's Workshop setting. Graves (1984) held a notion that students should have options when composing and be involved in the entire writing process. Researchers such as Boone, Farney and Zulauf, (1996) supports a similar idea in their research. Atwell's (1987) research indicates that when children anticipate writing every day, they begin to develop the behaviors of writers. As well, students start to think about writing when they are not in class, allowing their compositions to have many starting points (Newkirk & Atwell, 1986; Graves, 1985). In essence, the Writer's Workshop approach motivates students to become deeply involved in the writing process, using their own themes and writing for their own reasons. This methodology exposes students to the writing process as an alternative to teacher-prompted writing tasks (Calkins, 1986). A common theme among the research thus far, is that the writer's workshop approach needs to focus on the academic and social needs of students: opportunity to write; student options, student motivation, and autonomous thinking (Atwell, 1987; Calkins, 1986; Graves, 1985; Newkirk & Atwell, 1986).

Autonomous thinking for student writers is a common thread in Graves (1985) work as he was a proponent for building a community of self-sufficient writers. Evidenced in his pivotal body of published work, (*Writing: Teachers and Children at*

Work, The Author's Chair, The Energy to Teach, and Write from the Start: Tapping Your Child's Natural Writing Ability) which focused on inspiring and influencing many teachers, researchers, and writers across the world (Graves, 1983, 2003; Graves, 1985; Graves, 2001). A theory of interest was "The Writing Theory" (Graves, 1983). This theory encompassed the development and application of The Writing Process. This process included five stages: pre-writing stage, drafting, revising, editing, and the publication stage (Graves, 1983). The writing workshop setting takes place inside the classroom for students K-12 and outside of the school setting for after school programs for children and adults (Calkins, 2013; McCarthy & Geoghegan, 2016).

Graves wanted to know more about student behavior as it correlated to literature. The major study embarked on by Graves (1972) included the activity of students reading and writing (Romano, 2011). Graves (1972) gathered data as he observed students reading and writing over time. Results indicated that many students could become better writers when teachers modeled how learning took place and maintained a highly structured classroom (Romano, 2011). In his continued research, he remained focused on how to help students develop their writing (Graves, 1985). The work of Graves (1985) encompassed a strategy: provide proper guidance so that all students could become better writers through the teaching of the writing process. Graves (1985) analyzed data through direct observation of young students writing.

Subsequently, Graves (1985) emphasized using "The Writing Process" approach by identifying the four components of a strong writing program. Those components include: adequate provision of time (four to five times a week with the opportunity in the

classroom to write often); choice of topic (students will choose topics that they know something about); responsive teaching (people write to share with others and need audiences to listen and respond to their writing); and establishing a classroom community (a highly predictable classroom that fosters friendliness, healthy attitudes, and takes on the responsibility to become a community of learners and writers who help and support one another) (Graves, 1985). In his findings, Graves (1985) discovered that once children see teachers in the process of writing, they will begin to develop that keen sense of imitating the teacher. Graves suggests once this occurs with students and their writing, they will soon develop a love for writing. Additionally, he concluded that the writing process is something that takes place for the writer from the time the idea occurs until the writing's completion or end (Graves, 1985).

Current literature reveals pertinent studies of Writer's Workshop exist that indicates its academic influence on students' writing instruction (Calkins & Ehrenworth, 2016; Kissel & Miller; 2015; Lenters, 2012; Vetter et al., 2017). First, existing research reflects a workshop method as a higher-level approach for writing instruction (Calkins & Ehrenworth, 2016; Clippard & Nicaise, 1998; Hellebusch, Hodge-Logan, Straatztmann, & Wibberg, 2007; Kissel & Miller, 2015; Lenters, 2012). Through the research of highly effective schools in the state of Missouri, one study discovered that a reader's/writer's workshop approach was one of the most commonly applied programs used to assist struggling students in Missouri schools. These schools now have the recognition of having high achievement (Hellebusch et al., 2007).

A meta-analysis of over 700 abstracts, which used writing samples as the outcome

measure, refer to three clearly defined instructional strategies that emerged as being effective (Hellebusch et al., 2007). These approaches involved the workshop method, the teaching of inquiry skills, and computer assistance applications. Each strategy of instruction placed emphasis on the different writing approaches (Hellebusch et al., 2007). Of the three strategies, the most effective strategy was the workshop approach. In the study, the workshop approach made more of an impact on student outcomes than the teaching of inquiry skills and the computer assistance applications (Hellebusch et al., 2007). So far, the literature supports the positive academic influence of the writer's workshop approach on student outcomes related to writing.

Similarly, The National Assessment of Educational Progress (NAEP) study indicates the efficacy of certain aspects of process writing. NAEP has administered a test of writing to large national samples of students in grades 4, 8, and 12 for numerous years. Along with analyzing test responses, the NAEP also analyzes answer forms with a certain page for prewriting activities and charted responses to a student questionnaire about the instructional applications used in their writing classes (Unger & Fleischman, 2004). The 1992 and 1998 surveys asked students how much emphasis their teachers placed on several practices that matched the process writing. From this data, NAEP found that students reported greater use of process writing activities and had higher average scores (Unger & Fleischman, 2004). Moreover, those who engaged in any prewriting activity scored significantly higher than those who did not (Unger & Fleischman, 2004). The writing practices linked with the higher scores included planning the writing, forming an outline, defining the purpose and audience, using resources other than the textbook, and

revising papers. The results suggest that students trained in process writing procedures may transfer their writing skills and strategies to such on-demand situations (Unger & Fleischman, 2004). Furthermore, the process writing procedures continue to draw on the elements of the writer's workshop approach set forth by Graves (1983), Atwell (1987), and Calkins (1986). The data from (Hellebusch et al. (2007) and Unger & Fleischman (2004) continues to support the concept of the writer's workshop approach to be an effective strategy for student academic success in writing. Though student success is a priority, just as crucial to the process is the person teaching it.

To better understand how teachers, implement and participate in the writer's workshop approach, McDonough (1991) chose to focus on the hypotheses related to writing and writing instruction: process, creativity, skills, and social context. A study by McDonough (1991) highlights the results of practicing the Powerful Writers program of Powerful Schools, a nonprofit organization founded in 1991 to offer services that support students and educators in closing the achievement gap. The sample comprised five schools in one of the city's most economically and racially diverse neighborhoods. The instrumentation was the writing process itself, based on solid research on its efficacy (McDonough, 1991). Powerful Writers staff provided basic writing process workshops to teachers, reviewing important research by Graves (1983, 1994), Calkins (1986), and Calkins and Harwayne (1987). As part of this workshop, an author visited one of the schools at the beginning of the year and showed students 72 composition journals he had filled over the previous year (McDonough, 1991).

The data collection procedures were classroom celebrations of completed projects

and their resulting books. At the end of the eight-week units, each class celebrated its completed project. Students gathered in small groups or as a class to read their completed work to each other and to teachers. At the end of the year, a celebration at the Richard Hugo House literary center showcased readings by more than 30 student writers and their teachers, with more than 100 in attendance including students' parents and the community (McDonough, 1991). The researcher analyzed data by contracting a university consultant to assess the student portfolios (McDonough, 1991). Findings from this study showed the writing workshop to be an energetic, rigorous process that enables teachers to design creative, personalized curricula within a focused instructional approach based on many years of research and experimentation (McDonough, 1991).

Like the research of McDonough (1991), McCarthy and Ro (2011) conducted a study to better understand teachers' approaches to writing instruction and the influences of the writer's workshop approach on their instruction. The researchers McCarthy and Ro (2011) chose to focus on the discourses related to writing and writing instruction: process, creativity, skills, genre, social context, and sociopolitical. To this end, the study examined the operations of a small sample of 29 elementary school instructors from Illinois, Utah, Vermont, and West Virginia, who taught high- and low-income students in grades three and four. Qualitative instruments used were interviews, observations, and demographic information.

The researchers collected data by observing teachers participating in one of four main approaches: (1) writer's workshop, (2) traditional skills, (3) genre-based instruction, and (4) hybrid and eclectic. Observations and interviews and focused on: (1) classroom

environment, (2) students' participation methods, (3) the teacher's role in the writer's workshop, (4) the workshop's activities, and (5) the content of the workshop's lessons (McCarthy & Ro, 2011). The data revealed that formula writing in writer's workshops and traditional skills instruction are most common in schools. Although there was implementation of a writer's workshop approach, what were altered were guidelines and concepts by Graves, Atwell, and Calkins. Limited were student options in what and how to write (McCarthy & Ro, 2011). According to the authors, instructors believe this occurred due to the pressures placed on teachers by government policies to teach a narrow curriculum geared toward standardized testing (McCarthy & Ro, 2011). McCarthy and Ro's (2011) research revealed that the teachers in the study regarded the change in the writer's workshop approach to be detrimental to writing instruction.

Although the research of (Hellebusch et al., 2007), Unger & Fleischman (2004), and McDonough (1991) continues to support the concept of the writer's workshop approach to be an effective strategy for student writing, McCarthy and Ro (2011) identified how change imposed by government policies can have an adverse effect on writing instruction. Hall (2014) also focused on what she considered a flawed aspect, due to an altered goal for sharing, in the writer's workshop process (Graves, 1985; Atwell, 1987; Calkins, 1986). In her study, she worked to emphasize a way to correct the flaw (Hall, 2014). Hall (2014) provides tips for creating a successful sharing environment while acknowledging that sharing is often uncomfortable and intimidating for many young authors, particularly in a writer's workshop. Her project focus group (PFG) included fifth-grade teachers and students. Her instrumentation was classroom

observation. Hall (2014) collected data through student surveys and observation notes. Hall's (2014) research along with the concepts of Lensmire (1992), and Axlerod (2015) indicated that educators need to remain aware of the needs of all students participating in the writing process and that some may be reluctant to share due to: being shy, protective of writing, or in the emergent bilingual stage of the English language.

On the other hand, the following researchers have emphasized the positive effects of encouragement for young children to share their writing. The sharing process includes providing children with real reasons for writing (McCarrier, Pinnell, & Fountas, 2000; Vetter et al., 2017), a safe place for them to think and learn (Hurst, Scales, Frecks, & Lewis, 2011), and an opportunity for them to build confidence in their reading, writing and speaking talents (Lensmire, 1992; McCallister, 2008; King, 2012). Piazza and Tomlinson (1985) concluded that “[a] classroom setting that creates a space where oral language as a meaningful context for learning to write gives students an opportunity to observe how written language functions in natural, everyday settings” (p. 150). Although researchers elaborated on in the above text have a different perspective regarding the sharing aspect of the writer's workshop process, they do share a common idea, educators need to remain aware of and work to meet the needs of all students participating in the writing process.

Studies emphasize what teachers should consider in meeting the needs of all students participating in the writer's workshop approach (Axlerod, 2015; Hall, 2014; Hurst et al., 2011; King, 2012; Lensmire, 1992; McCallister, 2008; Piazza & Tomlinson, 1985). Researchers' findings revealed that teaching practices must not remain the same,

and that a careful look at student responses will help educators to improve their writing instruction methods. To do so, instructors and student teachers need authentic opportunities to write at their own levels of ability and to reflect upon the writing process, as Grainger (2005) concluded from a two-year study made to scrutinize the information gained through working with teachers as writers. This study's focus encompassed 14 groups of teachers, as well as two other teacher groups and one student teacher group, participating in writer's workshops. The instrumentation included questionnaires, observations, teacher commentaries on their own writing, and interviews. Grainger, Gooch, & Lambirth (2002) and Grainger (2005) collected data by documenting the research and development project "We're Writers" (Grainger et al., 2002; Grainger, 2005), which comprised the reflective writing journeys of all teachers in the study.

Findings revealed that a community of writers learning together created a safe place for the study participants to (a) take risks with their writing, (b) interpret their writing experiences, (c) make connections with one another, (d) reflect upon the insights they gained from their experiences, and (e) examine the outcomes for classroom practice (Grainger, 2005). Many teachers started their own personal writing journals in school. Two started diaries, one resumed writing poetry, and many took the chance to write in class along with their students (Grainger, 2005). Data further showed that teachers who write deserve time to think further about the steps involved in finding ideas, expressing thoughts, and composing, and should therefore participate in opportunities to extend their own experience as writers of both fiction and non-fiction through Teacher Education and Continuing Professional Development (Grainger et al., 2002; Grainger, 2005). According

to the literature discussed, the writer's workshop is a key component in academic success for students; should be accessible to all students; and relies on teachers actively understanding and teaching the writer's workshop approach in the classroom (Hall, 2014; Hellebusch et al., 2007; McCarthy & Ro, 2011; McCarthy & Geoghegan, 2016; Unger & Fleischman, 2004).

The work of Calkins and Ehrenworth (2016) aligns with the need for teachers to understand the writer's workshop. The authors' research emphasizes the importance of educators being knowledgeable regarding the pedagogy of the writing workshop approach. Through their literature they chose to focus on how leadership decisions make an impact on raising the level of writing across a school and a district. Calkins and Ehrenworth (2016) posit that when academic leaders choose to follow through with specific conditions for teaching writing, their actions are key to growing extraordinary writers.

Conditions that researchers identify as ideal for accelerating students' growth as writers include: elements of good writing instruction; leadership and teachers who have a shared vision of good writing; teachers having a shared vision of good writing instruction; teachers teaching within a strategic cross-grade curriculum; teachers with shared expectations and ways to track growth; and a focus on serious professional development related to teaching the writing workshop approach (Allington & Gabriel, 2012; Atwell, 1987; Bromley, 2011; Calkins, Ehrenworth, & Lehman, 2012; Cunningham & Cunningham, 2010; Darling-Hammond & McLaughlin, 2011; Graham & Chambers, 2016; Graves, 1983; McCarthy & Geoghegan, 2016; Murray, 1968).

Additionally, researchers identify the above conditions as the foundations and framework for the writer's workshop approach (Allington & Gabriel, 2012; Atwell, 1987; Bromley, 2011; Calkins et al., 2012; Cunningham & Cunningham, 2010; Darling-Hammond & McLaughlin, 2011; Graham & Chambers, 2016; Graham & Sandmel, 2011; Graves, 1983; McCarthy & Geoghegan, 2016; Murray, 1968). Calkins and Ehrenworth (2016) arrive at a common consensus, academic success occurs when the teaching of writing becomes a priority.

The teaching of writing in the classroom and its effects on students remains the subject of recent studies. Researchers Clippard and Nicaise (2017) chose to examine the efficacy of a Writer's Workshop Approach. The structure of their Writer's Workshop approach included one condition that researchers identify above as ideal for accelerating students' growth as writers, elements of good writing instruction: protected time to write, choice, and a response in the form of feedback (Cunningham & Cunningham, 2010; Graham & Sandmel, 2011; Hattie, 2009; Murray, 1968). Clippard and Nicaise (2017) looked at the outcomes of special needs students who were involved in Writer's Workshop and contrasted them with identical outcomes of students with significant writing deficits who did not participate in the non- Writer's Workshop methodology, but rather to a "writing across the curriculum" approach (Clippard & Nicaise, 2017). All study participants received writing instruction in four general education classrooms at an elementary school in the Midwest over a seven-month period; there were no additional pullout writing services for any student (Clippard & Nicaise, 2017). The researchers used a quasi-experimental, pre/post, nonequivalent group design (Clippard & Nicaise,

2017). Results indicated that although Writer's Workshop students did not score significantly higher on a standardized writing test, students in the Writer's Workshop condition scored significantly higher on direct writing samples (Clippard & Nicaise, 2017). In addition, although Writer's Workshop students did not score significantly higher on a standardized academic self-esteem test, an instrument indicated Writer's Workshop students enjoyed writing more and regarded themselves as stronger writers as compared to non-Writer's Workshop students (Clippard & Nicaise, 2017).

Kissel and Miller (2015) also explored concepts that continue to align with conditions that researchers have identified for more than 50 years as ideal for accelerating students' growth as writers, appropriate writing curriculum and administrators working with instructors who believe in the concept of good being writing being taught in the classroom (Allington & Gabriel, 2012; Atwell, 1987; Bromley, 2011; Calkins et al., 2012; Cunningham & Cunningham, 2010; Darling-Hammond & McLaughlin, 2011; Graham & Chambers, 2016; Graham & Sandmel, 2011; Graves, 1983; McCarthy & Geoghegan, 2016; Murray, 1968). Kissel and Miller (2015) examined what happened when teachers and their young students reclaimed the writer's workshop in early childhood classrooms. Their participants included two teachers in separate prekindergarten classrooms at different elementary campuses and their prekindergarten students (Kissel & Miller, 2015). The authors focused on a common thread: the prekindergarten student writers and their teachers claiming their power and asserting their voices in the writer's workshop structure (Kissel & Miller, 2015).

Teachers claiming their power included deciding to teach using the writer's

workshop approach instead of teaching writing in a way set forth by the curriculum (Kissel & Miller, 2015). Prekindergarten authors claiming their power included choosing the topics they talked and wrote about; by writing about difficult topics (usually censored) in the classroom and by deciding the type of writer he or she wanted to be (Kissel & Miller, 2015). The researchers studied the culture of the classrooms included in their article over a long period by observing, collecting artifacts, writing notes, and participating as members of the writing community (Kissel & Miller, 2015). Their findings indicated that power taking place in the classrooms within the writer's workshop approach created an environment where teachers and their students could use transformative ways to exert their voices as authors to speak against standardization, speak honestly about usually censored stories, and to speak up to reclaim their identities as writers (Kissel & Miller, 2015). The culmination of the review of literature thus far, assert some key concepts: After 50 years the writers workshop approach is still a valid process for classrooms; the process and the people who implement and learn from it continue to adjust based on the needs of the writer; and there are indications for future research regarding students and their relationship to writing.

Combining Parental Involvement and Writer's Workshop

Rasinski and Padak (2009) argue that reading and writing work in tandem: reading can inspire a better writer, and writing can be a muse for reading. This could enable families to use writing experiences to move their children to higher levels of literacy (Rasinski & Padak, 2009). To advance this argument, Rasinski and Padak (2009) shared observations of families writing together. Ideas for types of family writing

included: list writing, notes, journals and diaries, dialogue journals, letters and emails, birthday and special-event books, and parodies. The article closes with tips for parents: writing must (1) be authentic, (2) focus on essential communication rather than grammatical errors, and (3) be a regular family routine.

To better understand other aspects of families working together academically, Kovalcik and Certo (2007) conducted a study to show how literary devices of sound in poetry writing apply in a workshop setting, and how parental involvement affected student productivity. The research included a class of first and second graders. The instrumentation was their exposure to diverse poetry. Listening to poetry helped them to grow regarding language (Kovalcik & Certo, 2007). Mini-lessons were team-taught; then Kovalcik and Certo (2007) wrote with the students for five minutes. Next, researchers divided students into sub-groups for writing conferences and students wrote in poetry journals (Kovalcik & Certo, 2007). Kovalcik and Certo (2007) collected data from the poetry journals. Students also read their poems aloud in a café-like setting for faculty, administrators, and parents. The authors concluded that explicit poetry instruction in the writer's workshop setting can result in students producing poetry and presenting their work in a café like environment, and parents' involvement in their children's creative process: parents participated in their students' writing by being present with them as they wrote, which unleashed their creativity considerably (Kovalcik & Certo, 2007).

Related research by Newman and Bizzarri (2011) focused on connecting students, teachers, and families through writing. This study's main purpose was to demonstrate the importance of involving parents by communicating with them by way of "Friday Letters"

from the students to their parents (Newman & Bizzarri, 2011). The study comprised fifth graders in a classroom setting. The instrumentation was a template for the Friday Letter, and researchers collected data by having the students write authentic letters to their parents in traditional ways (Newman & Bizzarri, 2011). Newman and Bizzari (2011) analyzed data through parents' responses to those letters during fall parent-teacher conferences. Their feedback was positive; they wrote letters encouraging the instructors to continue to have the students write Friday Letters (Newman & Bizzarri, 2011). Findings indicated that families appreciated not only the weekly letters, but also the chance to see how their children's independent writing was progressing over the course of the year. The Friday Letters also provided a formative assessment of the effectiveness of the workshop's involvement of parental communication. The project was a meaningful, engaging experience for students, teachers, and families (Newman & Bizzarri, 2011).

Additional research testifies to the importance of creating a community of writers (Kovalcik & Certo, 2007; Newman & Bizzarri, 2011; Sigler, 2014). A study by Sigler (2014) demonstrates the process and effect of creating an experience in which parents and children can achieve sharper results in writing self-efficacy. In this study, two groups of fourth and fifth graders and their parents engaged in four-week writing workshop as peers in the writing process (Sigler, 2014). Oral surveys and discussions were the instrumentation. Sigler (2014) collected data through individual meetings with the parents, who varied from published authors to parents who were nervous about their own writing abilities. Data analysis revealed that parents had read but not written with

their children. Findings indicated that the creation of a safe environment in which writers could share their work and feel valued for their ideas helped parents and children become authentic writing peers (Hurst et al., 2011; King, 2012; Lensmire, 1992; McCallister, 2008; McCarrier et al., 2000; Sigler, 2014; Vetter et al., 2017).

While the above studies explored the existing relations among parental attributions, their influence on the academic environment, and their concept of self-efficacy regarding this involvement, Ferrara (2009) focused on the importance of understanding parental involvement. Ferrara (2009) conducted a study to answer key questions relating to parent involvement and how the ability to answer these questions would increase parental involvement in their children's school. The research aimed to untangle basic connections within the data, which showed a very narrow understanding of parent involvement (Ferrara, 2009). The study also sought to broaden the understanding of parental involvement to create a systemic and important base for student learning. The sample population included parents, administrators, teachers, clerical staff, and pre-service teachers in a local school district. The data collection instrument was survey questions (Ferrara, 2009). The survey's main points were communication; parents' integral roles at school; parents' comfort levels as volunteers; parents' limits regarding decision making; and parents and community collaborating for student learning, family strengthening and school improvement (Ferrara, 2009). Data collection procedures involved teachers, clerical staff members, and administrators receiving and completing surveys by email. The researcher sent out surveys for parents and returned via traditional mail.

The data analysis indicated that parents reacted favorably to at least five of the seven questions relating to interpersonal relationships with the school staff and the welcome feeling by other parents. On the other hand, the survey indicated participating parents believe that the faculty and administration did not want their school improvement ideas because of a belief that parent involvement should focus more on social events than on major curricular decision-making (Ferrara, 2009). Findings indicate that most of the parents responding to the surveys were white, had longstanding histories with the campus and district, and had children enrolled at the school. Surveys did reveal that the teaching and clerical staff and the school principals did not value parent involvement highly. Yet they also indicated that the district was starting to gain a deeper understanding of how different groups define and view parental involvement, which may provide a base for professional development regarding parental involvement in the schools (Ferrara, 2009).

Ferrara's (2009) study focused on broadening the understanding of parental involvement aligns with Aram and Besser-Biron's (2016) research goals. Their study intended to deepen the understanding of parental sensitivity to their children's skills and the nature of their framework during writing tasks. The authors compared the parent-child writing interactions of three groups: precocious readers, same age preschoolers, and older children with the same reading level as the precocious readers. Videotaped were each of 60 parent child-groups. This took place during three writing applications that were diverse in their structure level: word writing, writing a birthday invitation, and free writing within a wordless children's book. Analyzed were exchanges for parental literacy-specific, social-emotional, and general cognitive support (Aram & Besser-

Biron's, 2016). Findings indicated parents' responsiveness to their children's developmental level and skills. Parents of precocious readers showed levels of literacy-specific support like parents of older children with the same reading level, and higher than parents of same age preschoolers non-reading children. Parents of precocious readers were similar to parents of same age preschoolers and provided their children with more social-emotional support than parents of the older same reading level children. The general cognitive support of parents of precocious readers referred to writing conventions and showed more responsiveness than parents in the other two groups (Aram & Besser-Biron's, 2016). Parents in all three groups emphasized literacy-specific support during the more structured writing tasks (words and invitation) and placed greater emphasis on the social-emotional and general cognitive support during the least structured task (free writing within the wordless book) (Aram & Besser-Biron's, 2016). Outside these differences, parents established a consistent support style. Researchers discussed parent-child writing interactions as a context for early literacy development (Aram & Besser-Biron, 2016).

Just as Aram and Besser-Biron's (2016) research investigates, the influence parents' sensitivity in the writing workshop setting, the focus of Zurcher's (2016) study considers the parents' role as it relates to time. In Zurcher's (2016) article, the concept of reaching out to parents for a resource to address the lack of instructional time for writing is the topic of her literature. The author considered the additional work teachers would need to apply in preparing parents to partner in the writing process in the classroom (Zurcher, 2016). She recognized that the positive outcomes outweighed the negative

ones. Moving forward Zurcher (2016) proposed asking parents to respond to student writing, to write with students at home, or to conference with students in the Writing Workshop. Zurcher (2016) posits that utilizing parents, as partners in the writing process will create additional time for teachers. In summary, parents will have an opportunity to create a partnership that will help teachers, encourage students' writing development, and bring families together (Zurcher, 2016).

Georgiou and Tourva (2007), Ferrara (2009), Aram and Besser-Biron (2016) and Zurcher's (2016) literature points toward a need for parental involvement on a social-cognitive and academic level. Additional research emphasizes the academic success of students when parents are involved (Camacho & Alves, 2016; McClay et al., 2012; Skibbe et al., 2013). In a study by Skibbe et al. (2013), researchers analyzed parental support for an extended period to identify how support related to children's language and literacy skills. The authors included 77 parents and their preschoolers in their research. Researchers videotaped the parents and their preschoolers as they wrote invitations together twice in one year (Skibbe et al., 2013). Skibbe et al. (2013) coded parental support related to the level of the letter to document parents' graphophonemic support (letter-sound correspondence), print support (letter formation), and demand for precision (expectation for correcting writing errors). Researchers discovered that parents mainly relied on only a couple print (i.e., parent writing the letter alone) and graphophonemic (i.e., saying the word as a whole, dictating letters as children write) strategies (Skibbe et al., 2013). Results indicated that a demand of precision occurred infrequently and was unrelated to children's outcomes (Skibbe et al., 2013). Findings demonstrated that

parental writing support plays a key role in advancing children's literacy abilities (Skibbe et al., 2013).

The growth of literacy in reading and writing remains as a key topic for researchers (Camacho & Alves, 2016). Camacho and Alves (2016) proposed that barriers that create difficulties in writing for elementary students may be partially alleviated with parental help. Their study focused on reporting an intervention program to promote parental involvement in writing and a test of its efficiency (Camacho & Alves, 2016). The authors randomly selected 48 second graders and randomly assigned them to an intervention group or to a waiting list. The Cultivating Writing group included the parents in the intervention group (Camacho & Alves, 2016). In the groups, parents talked about how to better support their children in writing. Additionally, researchers trained parents in an interaction sequence for effectively praising and making suggestions relating to their children's texts (Camacho & Alves, 2016). Teachers asked students to write four stories as a home assignment for over 10 weeks (Comacho & Alves, 2016). As children in the waiting list wrote compositions alone, children in the intervention group composed texts with their parents (Camacho & Alves, 2016). When the authors compared children on the waiting list with those in the intervention group, they discovered that the intervention group improved in some transcription measures and wrote longer and better texts (Camacho & Alves, 2016). Their findings indicated that parental involvement in writing is important and seems effective in developing children's writing skills (Camacho & Alves, 2016).

In alignment with Camacho and Alves (2016) and Skibbe et al., (2013), McClay

et al. (2012) chose to look closely at how Canadian teachers involved parents and their communities in their writing programs to foster children's writing skills. A mixed-methods study involved audio-recorded telephone interviews with 216 teachers (162 females, 54 males) from schools in all 10 Canadian provinces and two of the three territories (McClay et al., 2012). There were 103 fourth through sixth grade teachers and 59 seventh and eighth grade teachers (McClay et al., 2012). Two focal sub-questions relevant to parental and community involvement guided the study (McClay et al., 2012). McClay et al. (2012) discussed the importance of creating strong, engaging literacy curricula with preservice and in-service professional development specifically designed to assist more teachers to involve parents and community members in their writing programs. Research findings indicate that teachers' abilities will be greatly enhanced once they have a sense of how to garner parental and community involvement (McClay et al., 2012). Such positive literacy connections are vital to the success of developing writing (McClay et al., 2012). The combined focus of the literature reviewed above points to the positive influence of parental involvement on students' academic achievement. Equally important to note, is collectively the research indicates that a gap remains in literature regarding parental involvement in school writing programs. Researchers propose that this topic has been inadequately explored (Aram & Besser-Biron, 2016; Camacho & Alves, 2016; Ferrara, 2009; Georgiou & Tourva, 2007; McClay et al., 2015; Skibbe et al., 2013; Zurcher, 2016).

As well as, the research of Aram and Besser-Biron (2016), Camacho and Alves (2016), Ferrara (2009), Georgiou and Tourva (2007), McClay et al. (2012), Skibbe et al.

(2013), and Zurcher (2016) provides a valid basis for considering the positive impact of Writer's Workshop and its role as an avenue for parental involvement. The writing workshop also fosters a community of collaboration between students and teachers that builds strong schools. Instructional approaches based on valid research give teachers the tools to assist students in developing autonomy, fluency, personal voice, and critical thinking skills that will help them succeed.

Summary of Findings

From this literature review, the researcher found a limited amount of research on the influence of parental involvement on students' writing. Research studies focused on parental involvement, writer's workshops, and combining parental involvement with writer's workshops. Researchers have analyzed the correlation between parental participation and student success (Bentler, 1995; Ferrara, 2009; Georgiou & Tourva, 2007; Hall, 2014; Hurst et al., 2011; Lensmire, 1992; McCallister, 2008; McCarrier et al., 2000; McCarthy & Ro, 2011; Piazza & Tomlinson, 1985). Their studies included projects and specific tests designed to collect and analyze data regarding the impact of parental involvement on student productivity in the academic setting (Bentler, 1995; Ferrara, 2009; Georgiou & Tourva, 2007; Hall, 2014; Hurst et al., 2011; Lensmire, 1992; McCallister, 2008; McCarrier et al., 2000; McCarthy & Ro, 2011; Piazza & Tomlinson, 1985). Furthermore, Grainger et al. (2002) and Grainger (2005) emphasized the importance of creating opportunities for students to write. Rasinski and Padak (2009), Kovalcik and Certo (2007), and Newman and Bizzarri (2011) saw components of literacy as a way to bring students and parents together in an academic setting for academic

achievement.

Sigler (2014), McDonough (1991), Graves (1983, 1994), and Calkins (1986, 1987, 1990) recommended that writer's workshops create a way to invite parents and keep them involved with students in the writing process both in school and at home. These, other findings, and conclusions in the literature make this study relevant to research on parental involvement in children's learning, particularly in writing. This study's results will contribute to the field of education and will have some implications for school programs designed to actively engage parents in their children's writing development.

Theoretical Framework

Two theories guided the development of the study: (a) the Social Cognitive Theory and (b) the Family Literacy Theory. The Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura (Bandura, 1986; Nabavi, 2017). It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior (Bandura, 1986; Nabavi, 2017). Bandura's (1986) theory stresses the importance of observational learning—imitation and modeling. His theory integrates continuous interaction between behaviors, personal factors (including cognition), and the environment (Bandura, 1986). The theory, referred to as the reciprocal causation model (person, environment, behavior) (Bandura, 1986, 1977). Bandura (1986) does not suggest that each part makes an equal contribution. It depends on which factor is strongest at the moment. Bandura (1986) through his theory held a socio-cognitive view

of learning. The views of learning are: (a) Definition, (b) Goal, (c) Methods, (d) Educational focus, (e) Source of learning, (f) The Role of consequences, and (g) Diversity: individual differences. Detailed below is each category (Bandura, 1986, 1977):

- A. Definition refers to a relatively enduring change in mental structures that creates the potential to demonstrate different behaviors.
- B. Goal refers to promoting growth in students' mental structures.
- C. Methods refer to varied research methods examining observable behavior and mental states.
- D. Educational focus refers to promoting effective observational learning.
- E. Source of learning refers to both, by the environmental stimuli and the learner's cognition.
- F. The role of consequences refers to effects of learning when experienced directly or vicariously by the learner.
- G. Diversity: individual differences refer to the effect of how students construct new knowledge, acquire new skills, or create expectations about the consequences of their behavior.

Social cognitive theory provides a rationale for the use of family writing workshops as a tool to increase student writing productivity. The theory emphasizes the importance of social factors in cognitive development. According to Bandura (1986):

[The] most valuable knowledge is imparted socially. Those who figure prominently in children's lives serve as indispensable sources of knowledge that

contribute to what and how children think about different matters... Guided instruction and modeling...promote cognitive development in children. (p. 1213)

Based on this perspective, we may conclude that parents and teachers play an integral role in students' cognitive growth because they are prominent figures in children's lives.

A social environment is part of the school setting. Teachers work with teachers, students work with students, and teachers work with students. Bandura (1977) posits that human functioning is as a series of interactions among personal factors, behaviors, and environmental events. Social cognitive theory analyzes the individual within a social or cultural context and focuses on how people perceive and interpret information they generate themselves (intrapersonal) and from others (interpersonal) (Bandura, 1977). Many educators believe that behaviors occur because of reinforced practice, but the social cognitive theory is based on the premise that cognitive processes guide a learner's behavior instead (Childs, Kincaid, George, & Gage, 2015; Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015).

Learning occurs actively through actual performances, observing models, listening to instructions, and engaging with a variety of materials. Many ideas in social cognitive theory lend themselves well to instruction and student learning (Bandura & Schunk, 1981). Particularly important are applications involving models, self-efficacy, and self-regulation (Bandura & Schunk, 1981). Teachers should be aware of this theory and its findings, so they can obtain a better understanding of their students' behavior and motivation (Bandura & Schunk, 1981; Childs et al., 2015; Freeman et al., 2015).

Bandura's (1986) social cognitive theory includes pros and cons. One of the most

obvious pros of this theory is that when a student observes a positive model, they will imitate the positive behavior, which will lead to a healthy classroom environment. This is evident in certain situations when students want to help each other succeed. For example, if a teacher sets up a writing workshop environment, a community where participants present as a group and not an individual, the students in the group are more likely to help one another and affect each other positively (Crockenberg, Bryant, & Wilce, 1976; Crockenberg, 1975). Students recognizing that they are going to present as a community and not just individually have goals that become interdependent (Crockenberg et al., 1976; Crockenberg, 1975). Although teacher modeling can be a benefit, this is where social cognition can be a con in the classroom (Schunk, 2008). For example, if a teacher has a negative attitude about something, then the students will see this and will most likely also have a negative attitude about something, then the students will see this and will most likely also have a negative attitude about it (Schunk, 2008). This is where teachers must be careful in the way they act in the classroom.

All the above considered, the Family Literacy Theory establishes the framework from the basis of examining students' attitudes; student productivity; student perceptions; parental influence on student writing; and teachers' perceptions of parental influences in the writer's workshop setting. Family literacy theory denotes a series of ideas proposed by researchers who share viewpoints on (a) plan, implementation, and evaluation of programs to enable the literacy development of family members: (b) the relationships between literacy use in families and students' academic achievement; and (c) the natural ways in which literacy is used within the context of the home (Bentler, 1995; Calkins,

1986, 1990; Calkins & Harwayne, 1987; Ferrara, 2009; Georgiou & Tourva, 2007; Graves, 1983, 1984; Hall, 2014; Hurst et al., 2011; Lensmire, 1992; McCallister, 2008; McCarrier et al., 2000; McCarthey & Ro, 2011; McDonough, 1991; Phillips, Hayden, & Norris, 2006; Piazza & Tomlinson, 1985; Sigler, 2014, Taylor, 1983). For this reason, it is important to recognize how Family Literacy Theory supports the essential role of parental participation and parental influence on student achievement in educational settings, like the classroom and family writing workshops.

As an illustration, the effects of a family literacy program on the development of kindergarten children's earlier literacy conducted in research by Jordan, Snow, & Porche, (2000) helps to shore up the case for a need for parental involvement in school. Parent education sessions, at-school-parent-child activities, and provided at-home book-mediated activities for 177 children and their families in the experimental intervention, Project EASE (Early Access to Success in Education) conducted by Jordan et al. (2000). The researchers in this study held a primary goal: increase frequency and quality of language interactions through book-centered activities, and to provide parents with information about the opportunities for involvement in their children's developing literacy abilities (Jordan et al., 2000). Notably, the outcomes of the study showed that children with participating families in the project demonstrated significantly greater early literacy achievement than did control children.

Equally important to note, is that the initially identified group of students who made progress presented as having the weakest literacy skills at the start of the program, but whose parents demonstrated strong program participation. This study conducted by

Jordan et al. (2000) provides compelling evidence that Taylor's Family Literacy Theory (1983) fits with the objective of this study--to closely examine researchers' definition of parental involvement in writer's workshops, aiming to build a rationale for why the influence of parental involvement in writer's workshops on student productivity are important to study, and to demonstrate the potential implication for this type of study. The characteristics of Bandura's Social-cognitive Theory (1986) and Taylor's Family Literacy Theory (1983) support the activities and the process involved in implementing the writer's workshop. To better understand how the Social-cognitive Theory and Family Literacy Theory act as frameworks for the writer's workshop process, provided below is Figure 2.1.

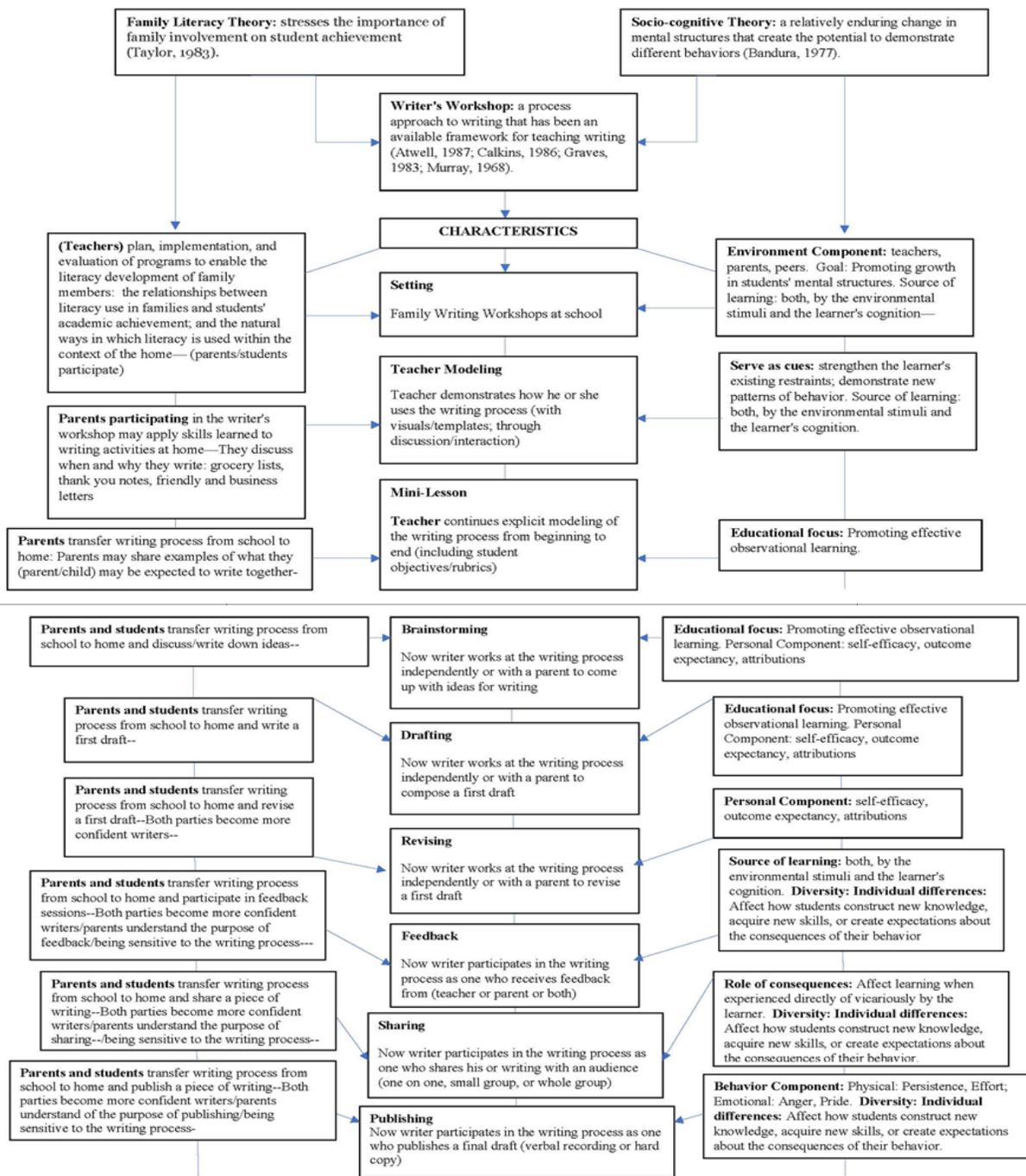


Figure 2.1. Family Literacy and Socio-Cognitive theories framing the Writer's Workshop process. This figure demonstrates how Family Literacy and Socio-Cognitive theories are both integral components of the Writer's Workshop process.

Conclusion

This chapter details literature related to parents writing with their children during the writer's workshop in the academic setting. Key details discussed include academic factors, social factors and procedural factors as it relates to students' attitudes; student productivity; student perceptions; parental influence on student writing; and teachers' perceptions of parental influence on students writing. The review of literature on the theme of parents writing with their children during writer's workshops in the academic setting included shows researchers' interest in the process of parents and students writing together at school. Studies included also demonstrate researchers' goals to continue to examine how this process relates to student productivity and their attitudes toward writing. Overall, few studies have investigated the influence of parental involvement on students' attitudes toward writing. This study addresses this gap in the literature by looking at a series of after school family writing workshops that engage parents of students in fourth grade. Chapter III addresses the research design and methodology employed in this dissertation.

CHAPTER III

METHODOLOGY

The purpose of this research was to examine the influence of parental participation on students' writing productivity and the students, parents, and teacher's attitudes about the effect of the Family Writing Workshop. This study included survey, interview, observational, and focus group data from a purposeful sample of students, teachers, and parents within a large suburban school district located in Southeast Texas. The researcher analyzed data from the survey responses using frequencies, percentages, and paired t-tests, while using an inductive coding process to look for themes that may emerge from observations, participants' focus group, and interviews. This chapter presents an overview of the research problem, operationalization of theoretical constructs, research purpose and questions, research design, population and sample selection, instrumentation employed, data collection procedures, data analysis, validity, privacy and ethical considerations, and limitations to the study.

Overview of Research Problem

Students are struggling in the areas of reading and writing due to the lack of parental involvement (De Apodaca et al., 2015; Troia, 2016). There is growing proof that family involvement can improve children's scholastic performance (Skibbe et al., 2013; Hall, 2014; Hellebusch et al., 2007; McCarthey & Ro, 2011; McCarthey & Geoghegan, 2016; Unger & Fleischman, 2004). According to Epstein et al. (2002), children learn and develop through three overlapping spheres of influence: family, school, and community. Students who have support from their parents at home show better performance at school,

while students lacking support are more likely to struggle (Epstein et al., 2002). Linked to improving students' learning process and developing their skills in specific subjects are ways parents are involved at school (Epstein et al., 2002).

Operationalization of Theoretical Constructs

This study consisted of three constructs: (a) parental involvement, (b) student productivity, and (c) student attitude. Parental involvement refers to parents becoming actively involved in the role of creating a caring educational environment, more specifically in writing and observed using a *Focus Group Perception Interview: Parents* (see Appendix I). Student productivity refers to a student demonstrating an act of attaining the "all-out output" of a procedure with the use of minimum contributions (Duyar et al., 2006). Productivity is measured using the *Curriculum- Based Measurement: Written Expression Probe* (see Appendices B and C). Student attitude refers to a student having a multifaceted psychological idea including beliefs, feelings, values, and dispositions to act a certain way and measured using the *Knudson Student Writing Attitude Survey* (see Appendices A).

Research Purpose and Questions

The purpose of this research was to examine the attitudes of parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. The research questions are:

Research Question 1: What are the students' attitudes toward writing prior to and following parent-child writing sessions?

Research Question 2: Is there a statistically significant mean difference in student

productivity pre- and post-student writing workshops?

Research Question 3: How do students perceive parental participation in parent-child writing sessions?

Research Question 4: What influence if any, does parental participation have on students writing in the parent-child writing sessions?

Research Question 5: How do teachers perceive the influence of parental participation in the parent-child writing sessions?

Research Design

For this study, a sequential mixed-methods research design (QUAN→qual) was used to examine the perceptions of students, parents, and teachers as they relate to students writing with their parents in a series of after school writing workshops (Creswell & Creswell, 2013; Tashakkori & Teddlie, 1998). The design consisted of two phases: a quantitative phase and a qualitative phase. The advantage of implementing this design is it allows for a more thorough and in-depth exploration of the quantitative results by following up with a qualitative phase. The researcher administered *The Knudson Writing Attitude Survey* and *Curriculum-Based Measurement: Written Expression Probe* to a purposeful sample of incoming fourth-grade students, their parents, and their respective teachers from a single large suburban school district in Texas. The researcher held focus groups with fourth-grade students and their respective parents. The researcher, along with the three writer's workshop teachers, conducted observations of students writing independently and then with their parents. Teachers certified in elementary education in reading and language arts, taking part in the study at the participating elementary school

campus were also interviewed. The purpose of the interview was to identify their perception of parental influence on students' writing in the Family Writing Workshop. The researcher analyzed quantitative data using frequencies, percentages, and paired t-tests, while qualitative data were analyzed using an inductive thematic coding process.

Population and Sample

The population was a participating school district located in Texas. It is a school district, with a large student body, and one of the state's most diverse, in which working and learning alongside people from other nationalities and ethnicities is the norm (TEA, 2016). This suburban school district has 75 campuses: 11 high schools, 14 middle schools, 46 elementary campuses, and four unique secondary campuses addressing students' academic and vocational interests. With more than 10,000 full-time employees and substitutes, this district is one of the largest employers in its county. The participants' elementary school employs more than 40 teachers who have been with the school an average of eight years. They average 13 years of teaching experience. The school currently has more than 700 students. The student-to-teacher ratio is 16.1 (Texas Elementary, 2017). The researcher solicited a purposeful sample of incoming fourth graders along with their parents and teachers from the participating campus to participate in the study. To better understand the demographics of the participating elementary school, Table 3.1 and Table 3.2 details the information.

Table 3.1

Demographics of Students at the Participating Elementary School

	Frequencies (n)	Percentages (%)
1. Race/Ethnicity		
White	107	13.4
Hispanic	155	19.0
Asian	250	32.1
African American	234	30.0
Two Races	28	3.6
Native American	5	0.6
Pacific Islander	0	
2. Gender		
Female	390	50.0
Male	390	50.0
3. Socioeconomic		
Free Lunch	229	34.0
Reduced Lunch	54	8.0
No Free Lunch	355	62.0
4. Ratio		
Student/Teacher	16:1	

Note. Data obtained from Texas Education Agency (2017)

Table 3.2

Demographic of Teachers at the Participating Elementary School

	Frequencies (n)	Percentages (%)
Total Teachers	44	100.0
Female	40	40.0
Male	4	4.0
Total Special Teachers	7	100.0
Special Ed.	3	43.0
Educational Aids	4	57.0

Note. Data obtained from Texas Education Agency (2017)

Participant Selection

The participating campus included 25 student participants, 25 parents, and three participating teachers. Invited to attend the family writing workshops from one participating campus were a purposeful sample of fourth-grade students and their parents. Each writing workshop session took place in a classroom on the participating campus designated for the writing workshop sessions. Students participated in one session of consecutive workshops with students writing according to the guidelines of the Family Writing Workshop in a setting without parents. One parent and their child then participated in another session of consecutive workshops with parents and students writing together according to the components and guidelines of the Family Writing Workshop (see Appendices T, U, V, W, X, and Y). Students and parents participated in separate focus group interviews. More specifically, there were two focus groups for

students with five students in each group and two focus groups for parents with five parents in each group. Teachers certified in elementary reading and language arts along with a professional background in conducting writing workshops with elementary students participated by observing students and parents writing together. The researcher interviewed those same teachers one on one at the end of the writing workshops. Each focus group session took place in a conference room.

Participant Demographics

Twenty-eight parents consented to having their child participate in the Family Writer's Workshop, KWA survey, CBM, and focus groups, but only 25 students actually completed the Family Writer's Workshop, KWA survey, and CBM (89.3% response rate). Ten students participated in the focus group sessions (five in each session). Of the 25 student participants, six (24.0%) of the students were male and 19 (76.0%) of the students were female. In terms of race/ethnicity, seven (28.0%) were African-American, four (16.0%) were White, and four (16.0 %) were Hispanic. Participants were in grade four with ages ranging between 9 and 10 years old. Twenty-eight parents consented to participate in the study, but only 25 attended the writing workshop sessions (89.3% response rate). Ten parents participated in the focus group sessions. Three teachers consented to participate in the study and 100.0% completed the one on one interviews. Of the 25 parent participants, 10 (40.0%) of the parents were male and 15 (60.0%) were female. In terms of race/ethnicity, seven (28.0%) were African-American, four (16.0%) were White, and four (16.0 %) were Hispanic.

Of the three teacher participants, 100.0% were female, two (66.0%) were African

American and one (33.0%) was White. All of the teachers taught students in grade four and attended all six Family Writer's Workshops. Table 3.3 specifies the student participant demographics. Table 3.4 parent participant demographics, and Table 3.5 specifies the teacher participant demographics at the participating campus.

Table 3.3

Students: Gender and Race/Ethnicity

	Frequency (n)	Percentage (%)
1. Gender		
Male	6	24.0
Female	19	76.0
2. Race/Ethnicity		
African-American	7	28.0
Asian or Pacific Islander	5	20.0
Caucasian	4	16.0
Hispanic or Latino	4	16.0
Two or More Races	5	20.0

Table 3.4

Parents: Gender and Race/Ethnicity

	Frequency (n)	Percentage (%)
1. Gender		
Male	10	40.0
Female	15	60.0
2. Race/Ethnicity		
African-American	7	28.0
Asian or Pacific Islander	5	20.0
Caucasian	4	16.0
Hispanic or Latino	4	16.0
Two or More Races	5	20.0

Table 3.5

Teachers: Gender, Race/Ethnicity, and Educational Background

	Frequency (n)	Percentage (%)
1. Gender		
Female	3	100.0
2. Race/Ethnicity		
African American	2	66.0
White	1	33.0
3. Educational Background		
ELA Degree	3	100.0
Writer's Workshop	3	100.0

Note. ELA = English Language Arts; Writers WW = Writer's Workshop

Instrumentation

The Knudson Writing Attitude Survey

The Knudson Writing Attitude Survey (KWA) (see Appendix A) was adapted from a survey developed and used by Knudson (1991, 1995) in her research to measure student attitudes about writing. Knudson (1991) took an analytical approach regarding the relationship between student attitudes and writing. Cronbach's alpha was used to ensure internal consistency reliability in regard to the survey items on the pre-survey and the post-survey (Knudson, 1991). Knudson embarked on a new study in 1995, which included 430 students in grades 1–6 who were given a survey and a writing prompt. Student participants responded to 19 items along a 5-point scale that ranged from almost always to almost never (Knudson, 1995). Components of Knudson's (1995) surveys tested self-efficacy, self-concept, and feelings. Results and findings from Knudson's (1991) research were published in *Psychological Reports* in June 1991. Permission to use

and/or adapt the questionnaire was granted by Sage Publishing on September 4, 2016 (see Appendix AA).

The research of this current study looked closely at Knudson's survey (1991) used to measure student attitudes about writing. The Knudson Writing Attitude Survey (1991) for students included 19 items with indicators designed to measure how students feel about the act of writing; types of writing, and if they have a positive view of self as a writer. The indicators ranged from (1= Almost Always, 2 = Often, 3 = Sometimes, 4 = Seldom, and, 5 = Never) on a 5-point Likert scale. The subscales are: (a) Attitude Toward Writing (8- items), (b) Feelings about Types of Writing (5 items), and (c) View of Self as a Writer (6-items). For the purpose of understanding the subscales used in the instrument, Table 3.6 details each of them.

Table 3.6.

Descriptions of Each of the Three Subscales of the Knudson Writing Attitude Survey

Subscales	Q# Description
Attitude Toward Writing	1. Writing instead of watching TV 2. Getting good grades on writing 3. Parents like writing 4. Choosing the topic 5. Writing is fun 6. Writing instead of reading 12. More time to write 19. Writing instead of the radio
Feelings about Types of Writing	8. Rather write essay than in notebook 9. Writing science/soc. studies reports 15. Writing to express self for a job 16. Writing notes to friends 17. Writing letters: pen pals, relatives
View of Self as a Writer	7. I am a good writer 10. I can write better 11. A good writer does well in school 18. I am good at writing a composition 13. I can write a complete paragraph 14. I do better at school if I take notes on what the teacher says

Note. Data based on the categories and questions outlined in the *Knudson Writing Attitude Survey* (Knudson, 1991, 1995).

The Curriculum Based Measurement: Written Expression

Curriculum Based Measurement (CBM) (see Appendices B and C) started in the Data-based Program Modification (DBPM) model described by Deno and Mirkin, (1977). That model outlined how different kinds of progress monitoring data could be applied to make educational programming decisions for students in special education programs. A key piece of inquiry that followed through that research was whether a decisive evaluation system could be created that instructors could use to improve their

effectiveness in teaching students with disabilities in academics. Addressed were three key questions in developing the CBM procedures: First, “What are the outcome tasks on which performance should be measured?” (“What to measure”), second, “How must the measurement activities be structured to produce technically adequate data?” (“How to measure”), and third, “Can the data be used to improve educational programs?” (“How to use”). As a result of the research on progress monitoring, the development of an assessment approach typically referred to as CBM occurred (Deno, 1985). As Curriculum Based Measurement relates to Written Expression, CBM can be used in Grades 1 (as soon as students can write sentences) through 12. Deno's (1985) published their results and findings in *Exceptional Children* in November 1985. Permission to use the Curriculum Based Measurement was granted by Sage Publishing on September 6, 2016 (see Appendix Z).

In this research, the Written Expression-CBM, consisted of: three subscales: (a) What to Measure? (b) How to measure? and (c) How to use? What to measure: Total Words Written (TWW): This measure is a count of the total words written during the Curriculum Based Measurement-Written Expression (CBM-WE) activity. The researcher selected Total Words Written as a progress-monitoring target because the focus is on writing fluency (getting more words on the page) (Gansle, et al., 2004; Wright, 1992). For Total Words Written (TWW), the researcher counted and recorded the total number of words written by the student (Wright, 1992). The CBM-WE was used to track growth in written expression in the elementary grades (Wright, 1992).

Data Collection Procedures

Access to School Sites

Once granted approval from the University of Houston–Clear Lake (UHCL) Committee for the Protection of Human Subjects (CPHS) and the independent school district's research department requesting their support and permission for the study, the researcher proceeded with data collection. Upon acquiring the principal's permission and support for the study, the researcher shared additional information with the principal. More specifically, the researcher explained the benefits to holding the family writing workshops at the school to the principal (opportunity for parent teacher collaboration and student productivity). The teachers acting as observers were also the contact personnel for the project, and all communication from that point forward primarily occurred between the researcher and those teachers, thereby alleviating the principal's time and level of involvement. After permission was granted, the researcher gave each facilitating teacher an invitation to send home to students and their parents in the targeted grade level at the participating school site—Texas School. Later, those facilitating teachers provided the researcher with the invitations (see Appendices D and E) where students and parents confirmed their interest to participate. The researcher then gave each of those facilitating teachers a second invitation thanking students and their parents for their interest and asked them to complete and return the attached student assent and parent consent form (see Appendix F) to secure their participation in the study. Following those actions, the researcher created a list of participants from the fourth-grade parents and students who confirmed their interest to participate in the study. Only parents and students

participating in the study were invited to participate in the Family Writing Workshop.

The researcher provided workshop dates to the 25 participating students and the 25 participating parents. Parents of fourth grade students were solicited to participate in the focus group sessions. There were two focus groups with five parents in each group. The researcher used similar characteristics in the focus group participant selection process. More specifically, the group was similar with men and women who are parents of students from the same fourth grade group participants and who also participated in all of the family writing workshops.

Additionally, teachers who had experience in teaching and observing the writing workshop process participated. The researcher gave participating teachers the consent to participate in research form (see Appendix G) to sign and return. More specifically, the researcher selected teachers based on their pedagogical background as writing teachers who have conducting writing workshops at the elementary level. Teachers participating in the study completed one-to-one interviews. Also, the researcher provided participating teachers with a 30-minute training session. In the training session, the researcher modeled how to take observational notes during the Family Writing Workshop sessions. The participating teachers practiced this skill before making observations.

The researcher attended all writing workshop sessions to manage the workshops and to ensure validity and accuracy in the sessions. At the first session of Workshop A (students only) and at the first session of Workshop B (with parents) the researcher explained the purpose of the study and the researcher's role as an observer and addressed any questions participants had. Data collection took place using quantitative and

qualitative devices. The researcher listed the relationship between data collection instruments and research questions in Table 3.7.

Table 3.7

Relation of Data Collection Instruments to Research Questions

Data Collection Instruments	RQ1: What are the students' attitudes toward writing prior to and following parent-child writing session?	RQ2: Is there a statistically significant mean difference in student productivity pre- and post-student writing workshops?	RQ 3: How do students perceive parental participation in parent-child writing sessions?	RQ4: What influence, if any, does parental participation have on students writing in the parent-child writing sessions?	RQ5: How do teachers perceive the influence of parental participation in the parent-child writing session?
KWA	X				
CBM		X			
Focus Groups (Students and Parents)			X	X	
Observational List				X	
Teacher Interviews					X

Quantitative

Students completed the Knudson Writing Attitude Survey (KWA) and the Curriculum Based Measurement (CBM) before and after the workshop series. Teachers and parents returned their signed consent letters via a hard copy to the researcher. Once signed and returned to the campus researcher, parents, teachers, and students were asked to complete the writing workshop perception interview questions (see Appendices H, I, J)

at the end of the workshop series. The survey cover letter (see Appendix K) stated that participation is voluntary, the approximate timeline to complete the survey (30 minutes), and that their identities will remain confidential.

The KWA survey and the CBM Measurement responses were collected in the classroom over a 6-week period. They were collected before and after the writing Workshop A (students only) and before and after the writing Workshop B (with parents). The (KWA) student survey and the (CBM) were administered by the facilitating workshop teachers in a hard copy application. The research administered the survey to all students who had parental consent to participate in the study.

Qualitative

In addition to the student surveys and CBM, observations and focus groups were used to gain feedback from participants who have attended all six Family Writing Workshops. The researcher attended each of the six-two- hour afterschool family writing workshop sessions at the school. The researcher's role was to observe. By observing each session, the researcher was able to record information as it was revealed to determine whether the Family Writing Workshops were being implemented with fidelity. An observational checklist (see Appendices L, M, N, O, P, Q) was used for recording the observational data of the participants—parent and student. The researcher also recorded descriptive notes of dialogue, events, activities and interactions between participants, as well as reflective notes of impressions and research/analysis questions.

During the focus groups, questions regarding perceptions were posed to students and parents in order to obtain information about attitudes toward writing, feelings about

types of writing, and considerations in the influence of parental participation in the fourth-grade writing workshop (see Appendix H, see Appendix I). For example, students and parents were asked to describe their feelings about attending the writing workshops and the writing topics discussed. Student participants in the study were chosen from the six fourth-grade classes of the participating campus. Twenty-five fourth grade students out of 138 students enrolled on the campus were invited to join the six after school writing workshops. Students were selected purposefully based on their enrollment in the participating campus and their grade level. Five students were chosen from each class to participate in the afterschool writing workshops. Students were purposely chosen based on their gender, ethnicity, and grade level represented in the fourth-grade on the participating campus. This provided the researcher with 25 participating students.

First, student participants were asked if they noticed a change in their first writing alone compared to them writing with parents during the workshop setting. The focus group meetings took place in the campus' conference room with prior reservation arrangements made with the principal. The focus group discussions consisted of two groups of five students from the participating campus and lasted approximately 30 to 45 minutes each. More specifically, the group was homogenous with boys and girls from the same fourth-grade group participants; the same age-range from 9 and 10 years old; and who participated in all of the family writing workshops. The questions posed were based on content from the KWA survey and on previous research conducted on parental participation influence on student academic progress by Epstein et al. in (2002). Topics

included feelings about writing in the writing workshop setting, interests in writing topics, and how the student views him or herself as a writer. Each focus group session was audio recorded for accuracy of the transcription process.

Next, the researcher asked parent participants if they noticed a change in students' first writing alone compared to them writing with parents during the workshop setting. Parent focus groups were comprised of two groups of five parents of current fourth-grade students enrolled at the participating elementary school and last approximately 45-60 minutes each. More specifically, the group was homogenous with men and women who are parents of students from the same fourth-grade group participants and who also participated in all of the family writing workshops. The researcher asked parents to volunteer to attend the focus group interview held on the participating campus where their child attends school—Texas School. The researcher contacted parent participants via email and phone asking them to attend the focus group session. The researcher asked parent participants to respond in person; via email; or phone indicating whether they would be able to attend, and the researcher planned with the participating campus ensuring the availability of facilities. Questions posed for interviews were based on previous research conducted on parent perceptions about the influence of parental participation on students' academically (Epstein et al., 2002). The interview included questions asked of the parent relating to student feelings about writing in the writing workshop setting, student interests in writing topics, and how the parent feels the student views him or herself as a writer.

Teacher participants in the one-on-one interviews consisted of current fourth-grade teachers who completed the consent to participate in research forms. The researcher solicited these same teachers who were experienced writing teachers to participate as observers in the Family Writing Workshops. The one on one interviews at the participating campus included three teachers experienced in observing and conducting writing workshops who are employed by the district. The interviews took place on the participating campus either before school, during teachers' planning times, or in the afternoon after students were dismissed. Similar to the discussion questions posed to students and parents, one-on-one interview questions for teachers pertained to perceptions and concerns about the influence of parental participation in student writing workshops for fourth-grade students (see Appendix J). The researcher asked teachers to share observations made about how parental participation in student writing workshops influence students regarding attitude toward writing, feelings about types of writing, and how students view themselves as writers.

Quantitative and qualitative data were secured on a password-protected flash drive in the researcher's office within a locked file cabinet at all times. At the culmination of the study, the researcher will maintain data for five years, which is the time required by CPHS and district guidelines. The researcher will destroy the contents of the file once the deadline has passed.

Data Analysis

Quantitative

Following data collection, the data was imported from an Excel file into IBM SPSS for further analysis. To answer research questions one and two, data were analyzed using frequencies and percentages to identify patterns in perceptions and attitudes toward writing, feelings about types of writing, and view of self as a writer that may be influenced by parental

participation in student writing workshops. The data were examined to determine the similarities and differences between students who wrote without their parents on specific consecutive workshop dates in Workshop Series A and the same students who wrote with their parents on specific consecutive workshop dates in Workshop Series B related to perceptions associated with parental participation in student writing workshops. Research question two was answered by conducting a two-tailed paired t-test to assess for any statistically significant mean differences in student productivity pre- and post-student writing following the workshops. A significance value of .05 was used.

Qualitative

Data obtained from the observational checklist answered question four. To determine whether the parental participation in the family writing workshops have been influential on student productivity in writing, the researcher noted in the margins of the checklist what was observed. The researcher took descriptive notes, in which the researcher recorded dialogue, events, and activities, and interactions between participants, as well as reflective notes, in which the researcher recorded impressions and posed questions based on those impressions. The researcher used an observational checklist to record information as it was revealed. The observational checklist was analyzed using a thematic analysis (Lichtman, 2013).

To answer questions three (How do students perceive parental participation in parent-child writing sessions?) and 4 (What influence, if any, does parental participation have on students writing in the parent-child writing sessions?) focus groups, including students and parents were analyzed using a thematic analysis (Lichtman, 2013). Thematic analysis was used to identify patterns of meaning across a dataset that provided an answer to the research question being addressed (Lichtman, 2013). During the focus groups; immediately after the focus group sessions; and following the transcription of the focus group recordings of students

and parents, inductive thematic coding process was used to analyze the interview data (Lichtman, 2013). The researcher first obtained a general sense of the information and reflected on its overall meaning, then wrote notes in the margins of the perception interview questions to formulate initial impressions. For example, specific characteristics were identified and labeled: (a) quotes- key phrases were captured that illustrated an important point of view. These phrases were labeled with the speakers' initials, (b) key points and themes for each question- participants talked about several key points in response to each question. Additionally, the points were often identified by several different participants in a way that deserves attention, and (c) big ideas- a new concept was noticed offering insights that was helpful in later analysis.

Next, the information from the interviews were also coded using an inductive thematic coding process (Lichtman, 2013). More specifically, the researcher sorted items and arranged them into different groups, some of which corresponded with categories from the KWA survey (attitude toward writing, feelings about types of writing, and view of self as writer) (Lichtman, 2013). Data from interviews were coded to identify common findings. Coding was used to develop categories representing themes of major findings. More specifically, categories developed from coding included but was not limited to: valuing the writing, enjoying writing, and opportunity to write. The results were described by the frequency and percentage of answers to each category. Multiple perspectives from individuals were supported by quotations and observations. Themes also interconnected and formulated into a storyline as in a narrative. Within this narrative a purpose, complexity, nuances, and contradictions in participants' understandings and experiences were explored; questions three and four were included; and probes used to unpack loaded terms and phrases that come up during focus groups were referred to. While the transcripts were examined, a color code system was used to

identify the emergent themes which were used to describe the relationships between perceptions (students and parents) related to factors influencing students' attitude toward writing, feelings about types of writing, and view of self as a writer.

Inductive thematic coding was also used to answer the interview responses from one on one teacher interviews, research question 5, (How do teachers perceive the influence of parental participation in the parent-child writing session?). Teacher interviews were analyzed using a thematic analysis (Lichtman, 2013). Also, a coding process was used to analyze the teacher interview data. The responses were analyzed for patterns or themes among the data. A variety of themes, codes, and categories emerged.

This study included codes selected based on precise statements within the interviews and from emergent concepts. The codes were organized into a larger group of themes or patterns such as, ideas, concepts, behaviors, interactions, incidents, terminology or phrases used. Additionally, codes were organized into coherent categories that summarized and brought meaning to the text. From the emergent themes, the sub- themes were identified and used to provide details to factors that influence students' attitude toward writing, feelings about types of writing, and view of self as a writer. To summarize the data from the qualitative sources into meaning, the researcher read and wrote memos about field notes; developed comprehensive descriptions of setting, participants, and activities; and broke data into analytic units, categories, and themes.

Validity

The qualitative analysis process entailed validation by using triangulation of individual student, parent, and teacher responses from the participating campus. In order to increase validity, data obtained from the survey, measurement, interviews, observation list, and focus groups were compared and cross-checked among participant groups. The responses received

from the focus group process was member-checked by having teacher and parent participants review the preliminary results and transcripts in order to enhance the validity of the responses provided.

Privacy and Ethical Considerations

The researcher ensured that ethical research standards were maintained by complying with the expectations, policies and guidelines of the UHCL Committee for the Protection of Human Subjects (CPHS). Consent was obtained through the consent to participate in research form. A hard copy of the survey cover letter and consent and assent form was given to parent and student participants. A consent form was given to teacher participants. The cover letter stated that participation is voluntary, the amount of time to complete the survey (30 minutes), and that the identifying demographic information will be kept confidential. A number system was applied so that surveys can be matched to participants being surveyed. Each participant was assigned and identified by a number for the study. For example, participant Jane Doe was assigned the number one as her number was used to identify her instead of her name. When reporting results, pseudonyms were used to protect participants' identities. The data was secured on the researcher's flash drive. The flash drive will be maintained in a locked file cabinet accessible by the researcher only. Upon completion of the study, the data will be maintained for a period of five years as required by CPHS and the district. The data files will be destroyed at the passing of the deadline.

Research Design Limitations

This study has a few limitations to external and internal validity. First, the sample used was purposeful and came from a single suburban school district. This affected the generalizability of the findings. Second, a limitation was that a low number of participants were included. A low number of participants may increase the chance of assuming as true a

false premise. Third, the influence of parental participation on student productivity is not easily measured. Given that influence is not easily measured, results from efforts to measure impeded on the robustness of the research. Finally, self-reported data involved relying on data that rarely can be independently verified. In other words, the researcher took what people said, whether in interviews, or in focus groups, at face value. Self-reported data can affect the findings by causing false results.

Conclusion

The purpose of this research was to examine the attitudes of parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. A mixed methods design was used for this study to examine the perceptions of students, parents, and teachers. The KWA survey and CBM results were analyzed using frequencies and percentages. Observations, focus group discussions, and one on one interview data were analyzed using inductive thematic coding. In order to more fully detail the perceptions of students, parents, and teachers as it relates to perceptions of attitude toward writing, feelings about types of writing, and view of self as a writer being influenced by parental participation in 4th-grade writing workshops, quantitative and qualitative findings were key to this study. Chapter IV presents the quantitative and qualitative data analysis of this study.

CHAPTER IV

RESULTS

The purpose of this study is to examine the attitudes of parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. This chapter presents the findings of the quantitative and qualitative data analysis of the study. An explanation of the results for each of the five research questions are presented. It concludes with a summary of the findings.

Research Question One

Research question one, *What are the students' attitudes toward writing prior to and following parent-child writing sessions?* was answered using frequencies and percentages calculated from responses to the *Knudson Writing Attitude Survey*. Each survey included 19-items with indicators designed to measure how students feel about the act of writing; types of writing, and if they have a positive view of self as a writer. The indicators range from (1= Almost Always, 2 = Often, 3 = Sometimes, 4 = Seldom, and, 5 = Never) on a 5-point Likert scale. Student responses to the three subscales, (a) Attitude Toward Writing (8-items), (b) Feelings about Types of Writing (5-items), and (c) View of Self as a Writer (6-items), are provided on Table 4.4 below.

Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey. Data were summarized by calculating percentages and frequencies based upon survey responses. Table 4.1 displays the frequency data reported for student attitude writing alone (pre) and student attitude writing with parents (post), while Table 4.2 displays a collapsed version of Table 4.1 combining the *Almost Always/Often* and *Seldom/Almost Never* results for purpose of analysis.

Attitude Toward Writing

In the terms of students' attitudes toward writing, three of the survey items stood out. Post-Students and Parents writing together responded *Almost Always/Often* at a rate of 60% to item "When I have free time I would rather write than watch TV (item 1), whereas only 16% of Pre-Students Only Writing responded almost *Always/Often* regarding using free time to write. Additionally, there was a 32% higher response of *Almost Always/Often* with Post- Students and Parents writing together on the survey item "Getting good grades on writing (item 2)" than Pre-Students Only Writing. Responses to the statement "Writing is fun (item 6)," Post-Students and Parents writing together reported *Almost Always/Often* at a rate of 64% compared to Pre-Students Only Writing responding almost *always/often* at a rate of 48% (16% difference). In addition to the methods utilized to measure student attitude, the survey also collected evidence regarding Feelings about Types of Writing.

Table 4.1

Expanded Responses to Attitude Toward Writing (%)

Items		Almost Always	Often	Sometimes	Seldom	Almost Never
1. When I have free time, I would rather write than watch TV	pre	0.0 (n = 0)	16.0 (n = 4)	48.0 (n = 12)	12.0 (n = 3)	24.0 (n = 6)
	post	44.0 (n = 11)	16.0 (n = 4)	16.0 (n = 4)	12.0 (n = 3)	12.0 (n = 3)
2. Getting good grades on writing	pre	36.0 (n = 9)	12.0 (n = 3)	16.0 (n = 4)	24.0 (n = 6)	12.0 (n = 3)
	post	52.0 (n = 13)	28.0 (n = 7)	4.0 (n = 1)	8.0 (n = 2)	8.0 (n = 2)
3. Parents like writing	pre	36.0 (n = 9)	12.0 (n = 3)	32.0 (n = 8)	4.0 (n = 1)	16.0 (n = 4)
	post	28.0 (n = 7)	24.0 (n = 6)	28.0 (n = 7)	8.0 (n = 2)	12.0 (n = 3)
4. Choosing the topic	pre	20.0 (n = 5)	16.0 (n = 4)	32.0 (n = 8)	16.0 (n = 4)	16.0 (n = 4)
	post	52.0 (n = 13)	8.0 (n = 2)	20.0 (n = 5)	0.0 (n = 0)	20.0 (n = 5)

Table 4.1

Expanded Responses to Attitude Toward Writing (%) (continued)

Items		Almost Always	Often	Sometimes	Seldom	Almost Never
5. Writing is fun						
	pre	32.0 (n = 8)	16.0 (n = 4)	16.0 (n = 4)	28.0 (n = 7)	8.0 (n = 2)
	post	40.0 (n = 10)	24.0 (n = 6)	12.0 (n = 3)	16.0 (n = 4)	8.0 (n = 2)
6. Writing instead of reading						
	pre	8.0 (n = 2)	28.0 (n = 28)	24.0 (n = 6)	28.0 (n = 7)	12.0 (n = 3)
	post	12.0 (n = 3)	24.0 (n = 6)	32.0 (n = 8)	20.0 (n = 5)	12.0 (n = 3)
12. More time to write						
	pre	16.0 (n = 40)	20.0 (n = 5)	32.0 (n = 8)	16.0 (n = 4)	16.0 (n = 4)
	post	36.0 (n = 9)	16.0 (n = 4)	20.0 (n = 5)	16.0 (n = 4)	12.0 (n = 3)
19. Writing instead of the radio						
	pre	8.0 (n = 2)	24.0 (n = 6)	36.0 (n = 9)	16.0 (n = 4)	16.0 (n = 4)
	post	20.0 (n = 5)	20.0 (n = 5)	28.0 (n = 7)	20.0 (n = 5)	12.0 (n = 3)

Note. Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey.

Table 4.2

Collapsed Responses to Attitude Toward Writing (%)

Items		Almost Always/Often	Sometimes	Seldom/Almost Never
1. When I have free time, I would rather write than watch TV	pre	16.0 (n = 4)	48.0 (n = 12)	36.0 (n = 9)
	post	60.0 (n = 15)	16.0 (n = 4)	24.0 (n = 6)
2. Getting good grades on writing	pre	48.0 (n = 12)	16.0 (n = 4)	36.0 (n = 9)
	post	80.0 (n = 20)	4.0 (n = 1)	16.0 (n = 4)
3. Parents like writing	pre	48.0 (n = 12)	32.0 (n = 8)	20.0 (n = 5)
	post	52.0 (n = 13)	28.0 (n = 7)	20.0 (n = 5)
4. Choosing the topic	pre	36.0 (n = 9)	32.0 (n = 8)	36.0 (n = 8)
	post	60.0 (n = 15)	20.0 (n = 5)	20.0 (n = 5)

Table 4.2

Collapsed Responses to Attitude Toward Writing (%) (Continued)

Items		Almost Always/Often	Sometimes	Seldom/Almost Never
5. Writing is fun	pre	48.0 (n = 12)	16.0 (n = 4)	36.0 (n = 9)
	post	64.0 (n = 16)	12.0 (n = 3)	24.0 (n = 6)
6. Writing instead of reading	pre	36.0 (n = 30)	24.0 (n = 6)	40.0 (n = 10)
	post	36.0 (n = 9)	32.0 (n = 8)	32.0 (n = 8)
12. More time to write	pre	36.0 (n = 45)	32.0 (n = 8)	36.0 (n = 8)
	post	52.0 (n = 13)	20.0 (n = 5)	28.0 (n = 7)
19. Writing instead of the radio	pre	32.0 (n = 8)	36.0 (n = 9)	36.0 (n = 8)
	post	40.0 (n = 10)	28.0 (n = 7)	32.0 (n = 8)

Note. Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey

Feelings about Types of Writing

Regarding students' feelings about types of writing, two of the survey items were prominent. Post-Students and Parents writing together responded *Almost Always/Often* at a rate of 44% to item "Rather write essay than in notebook (item 8)," whereas only 12% of Pre-Students Only Writing responded almost always/often regarding writing in a notebook instead of writing an essay. Additionally, there was a 20% higher response of *Almost Always/Often* with Post-Students and Parents writing together on the survey item "Writing to express self for job (item 15)," than Pre-Students Only Writing. Table 4.3 identifies the students' perceptions regarding the how they feel about different types of writing, with Table 4.4 representing collapsed data ranging from the *Almost Always/Often* and *Seldom/Almost Never* responses. In addition to the methods utilized to measure student attitude, the survey also collected evidence regarding View of Self as Writer.

Table 4.3

Expanded Responses to Feelings about Types of Writing (%)

Items		Almost Always	Often	Sometimes	Seldom	Almost Never
8. Rather write essay than in notebook	pre	4.0 (n = 1)	8.0 (n = 2)	36.0 (n = 9)	32.0 (n = 8)	8.0 (n = 2)
	post	28.0 (n = 7)	16.0 (n = 4)	4.0 (n = 1)	4.0 (n = 1)	24.0 (n = 6)
9. Writing science/soc. studies reports	pre	12.0 (n = 3)	24.0 (n = 6)	16.0 (n = 4)	40.0 (n = 10)	8.0 (n = 2)
	post	12.0 (n = 3)	20.0 (n = 5)	36.0 (n = 9)	16.0 (n = 4)	16.0 (n = 4)
15. Writing to express self for a job	pre	16.0 (n = 4)	20.0 (n = 5)	24.0 (n = 6)	36.0 (n = 9)	4.0 (n = 1)
	post	28.0 (n = 7)	28.0 (n = 7)	20.0 (n = 5)	8.0 (n = 2)	16.0 (n = 4)
16. Writing notes to friends	pre	28.0 (n = 7)	12.0 (n = 3)	24.0 (n = 6)	36.0 (n = 9)	0.0 (n = 0)
	post	36.0 (n = 9)	8.0 (n = 2)	28.0 (n = 7)	8.0 (n = 2)	20.0 (n = 5)
17. Writing letters: pen pals, relatives	pre	8.0 (n = 2)	12.0 (n = 3)	24.0 (n = 6)	44.0 (n = 11)	12.0 (n = 3)
	post	20.0 (n = 5)	12.0 (n = 3)	28.0 (n = 7)	16.0 (n = 4)	24.0 (n = 6)

Note. Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey.

Table 4.4

Collapsed Responses to Feelings about Types of Writing (%)

Items		Almost Always/Often	Sometimes	Seldom/Almost Never
8. Rather write essay than in notebook	pre	12.0 (n = 3)	36.0 (n = 9)	40.0 (n = 10)
	post	44 (n = 11)	4.0 (n = 1)	28.0 (n = 7)
9. Writing science/soc. studies reports	pre	36.0 (n = 9)	16.0 (n = 4)	48.0 (n = 12)
	post	32.0 (n = 8)	36.0 (n = 9)	36.0 (n = 8)
15. Writing to express self for a job	pre	36.0 (n = 9)	24.0 (n = 6)	40.0 (n = 10)
	post	56.0 (n = 14)	20.0 (n = 5)	24.0 (n = 6)
16. Writing notes to friends	pre	40.0 (n = 10)	24.0 (n = 6)	36.0 (n = 9)
	post	44.0 (n = 11)	28.0 (n = 7)	28.0 (n = 7)
17. Writing letters: pen pals, relatives	pre	20.0 (n = 5)	24.0 (n = 6)	56.0 (n = 14)
	post	32.0 (n = 8)	28.0 (n = 7)	40.0 (n = 10)

Note. Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey.

View of Self as a Writer

In the terms of students' view of self as writer, two survey items were prominent. Post-Students Only Writing responded, *Almost Always/Often* at a rate of 72% to item "I can write better (item 10)," whereas only 40% of Pre-Students Only Writing responded almost always/often regarding how students view themselves as writers. Additionally, there was a 20% higher response of *Almost Always/Often* with Post-Students and Parents writing together on the survey item "I am good at writing a composition (item 18)," than Pre-Students Only Writing. Table 4.5 identifies the students' perceptions regarding how they feel about different types of writing, with Table 4.6 representing collapsed data ranging from the *Almost Always/Often* and *Seldom/Almost Never* responses.

Table 4.5

Expanded Responses to View of Self as Writer (%)

Items		Almost Always	Often	Sometimes	Seldom	Almost Never
7. I am a good writer	Pre	36.0 (n = 9)	12.0 (n = 3)	32.0 (n = 8)	16.0 (n = 4)	4.0 (n = 1)
	Post	32.0 (n = 8)	16.0 (n = 4)	20.0 (n = 5)	4.0 (n = 1)	28.0 (n = 7)
10. I can write better	Pre	20.0 (n = 5)	20.0 (n = 5)	24.0 (n = 6)	24.0 (n = 6)	12.0 (n = 3)
	Post	40.0 (n = 10)	32.0 (n = 8)	12.0 (n = 3)	12.0 (n = 3)	4.0 (n = 1)
11. A good writer does well in school	Pre	16.0 (n = 4)	16.0 (n = 4)	32.0 (n = 8)	20.0 (n = 5)	16.0 (n = 4)
	Post	32.0 (n = 8)	16.0 (n = 4)	16.0 (n = 4)	20.0 (n = 5)	16.0 (n = 4)
18. I am good at writing a composition	Pre	20.0 (n = 5)	28.0 (n = 7)	32.0 (n = 8)	12.0 (n = 3)	8.0 (n = 2)
	Post	32.0 (n = 8)	36.0 (n = 9)	24.0 (n = 6)	4.0 (n = 1)	4.0 (n = 1)
13. I can write a complete paragraph	Pre	44.0 (n = 11)	4.0 (n = 1)	16.0 (n = 4)	16.0 (n = 4)	20.0 (n = 5)
	Post	28.0 (n = 7)	16.0 (n = 4)	12.0 (n = 3)	28.0 (n = 7)	16.0 (n = 4)
14. I do better at school if I take notes on what the teacher says	Pre	20.0 (n = 5)	20.0 (n = 5)	28.0 (n = 7)	4.0 (n = 1)	28.0 (n = 7)
	Post	24.0 (n = 6)	32.0 (n = 8)	8.0 (n = 2)	4.0 (n = 1)	32.0 (n = 8)

Note. Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey.

Table 4.6

Collapsed Responses to View of Self as Writer (%)

Items		Almost Always/Often	Sometimes	Seldom/Almost Never
7. I am a good writer	pre	48.0 (n = 11)	32.0 (n = 8)	20.0 (n = 5)
	post	48.0 (n = 12)	20.0 (n = 5)	32.0 (n = 8)
10. I can write better	pre	40.0 (n = 10)	24.0 (n = 6)	36.0 (n = 9)
	post	72 (n = 18)	12.0 (n = 3)	16.0 (n = 4)
11. A good writer does well in school	pre	36.0 (n = 8)	32.0 (n = 8)	36.0 (n = 9)
	post	48.0 (n = 12)	16.0 (n = 4)	36.0 (n = 9)
18. I am good at writing a composition	pre	48.0 (n = 12)	32.0 (n = 8)	20.0 (n = 5)
	post	68.0 (n = 15)	24.0 (n = 6)	20.0 (n = 5)
13. I can write a complete paragraph	pre	48.0 (n = 12)	16.0 (n = 4)	36.0 (n = 9)
	post	44.0 (n = 11)	12.0 (n = 3)	44.0 (n = 11)
14. I do better at school if I take notes on what the teacher says	pre	40.0 (n = 10)	28.0 (n = 7)	32.0 (n = 8)
	post	56.0 (n = 14)	8.0 (n = 2)	36.0 (n = 9)

Note. Pre- refers to Students Only Writing Workshop results from the Knudson Attitude Survey. Post refers to Students and Parents working together Writing Workshop results from the Knudson Attitude Survey.

Research Question Two

Research question two, *Is there a statistically significant mean difference in student productivity pre- and post-student writing workshops?*, was answered by conducting a two-tailed paired t-test to assess for any statistically significant mean differences in student productivity pre- and post-student writing following the workshops. This was measured by the Writing Curriculum Based Measurement (CBM). Total words written (TWW) is a count of the total words written during the Curriculum Based Measurement-Written Expression (CBM-WE) activity.

The results of the paired t-test did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops, $t(24) = .107$, $p = .916$. Mean scores from pre- to post-student writing workshops increased by 0.6 points when students worked without their parents. Students increased their TWW by 14 more words. Likewise the results of the paired t-test did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops when parents were involved in the writing activity, $t(24) = -.814$, $p = .424$. Mean scores from pre- to post-student writing workshops increased by 5.5 points when students wrote with their parents. Students increased their TWW by 138 words with parents involved. Table 4.7 displays the results of the paired t-test for the students without parents, while Table 4.8 displays the results of the paired t-test for the students writing with their parents.

Table 4.7

Paired t-test: Students Only

	N	M	SD	t-value	df	p-value
1. Pre-Scores	25	75.5	24.21	-.107	24	.916
2. Post-Scores	25	76.1	36.93			

*Statistically significant ($p < .05$)

Table 4.8

Paired t-test: Students with Parents

	N	M	SD	t-value	df	p-value
1. Pre-Scores	25	76.7	37.05	-.814	24	.424
2. Post-Scores	25	82.2	43.32			

*Statistically significant ($p < .05$)

Research Question Three

Research question three, *How do students perceive parental participation in parent-child writing sessions?*, was answered by using a qualitative inductive coding on data from the transcripts of the focus groups. To capture a more in-depth understanding of the students' perceptions of parental participation on fourth grade students' attitude toward writing, students from the participating campus were interviewed regarding their perceptions in focus group sessions. Open-ended interview questions asked in the focus

groups were specifically based on attitudes toward writing, feelings about types of writing, and view of self as a writer.

Included are statements from students who participated in the focus groups in the study. Identification of topics and patterns are organized into meaningful categories and key themes. Pertaining to the open-ended interview questions identified above, the qualitative analysis identified three major categories/themes across students' perception of parental participation in the parent-child writing sessions related to: (a) valuing the writing, (b) enjoying writing and, (c) opportunities to write. Figure 4.1 illustrates the categories/themes and the topics supporting the development of these themes.

Valuing the Writing	Enjoying Writing/Writing is Fun	Opportunity to Write
<ul style="list-style-type: none"> • Choices About Putting Words on the Page • Actively Listening • Actively Sharing • Comparing Siblings 	<ul style="list-style-type: none"> • Prewriting Together • Smiling During Writing Activities • Ranking Writing Prompts 	<ul style="list-style-type: none"> • Time to Write • Conversation • Experience

Figure 4.1 Illustration of Categories/Themes and the Topics within those Categories/Themes developed from qualitative data.

When the researcher asked students to describe their feelings regarding parental participation in the writing workshop sessions, students expressed specific interactions and observations of their parents' actions during the writing workshop activities. Students made remarks about how their parents valued, enjoyed, and used writing opportunities as they wrote with their son or daughter during the writing workshop sessions. This section describes and discusses the remarks made.

Valuing the Writing

One theme related to how students experienced parents valuing the writing during the workshop. This took place as parents and students worked through the writing process. The process included choosing words, listening, sharing, and making comparisons together. Students noticed that parents collaborated on making choices about how to put the writing on the page; listened to their ideas and finished pieces; continued to share their thoughts about the writing; and even made comparisons, where possible, between the student and at least one of his or her siblings.

Choices about putting words on the page. Three out of ten students discussed their writing workshop experiences relating to their parents writing in the workshop sessions. What their remarks have in common is they were able to identify specific moments when they felt like their parents were actively making choices with or for them in the writing process when writing as a student-parent team. These comments indicate that students were able to perceive a level of participation by their parents during the writing process.

Overall, some students were able to articulate their perception of parental participation. Sonny indicated that when a parent decides in the writing process the parent is actively participating, "Okay, so at the workshops my mom was helping me decided what to write, like a memory we both knew about." Two students identify moments when their parents were involved in choosing the details of their writing topics. Zoey shared what she thought about her mom's ideas, "It was good—her (mom's) ideas. She was like real excited. Finally, she let me make the last decision." Also, Brayly

discussed her perception of her mother's facial expression when offering an idea, "But my mom looked so sad when I wouldn't let her pick." These comments indicated that students were able to perceive a level of participation by their parents during the writing process.

Actively listening. The concept of parents listening became a subject of discussion in the student focus group. Four out of ten students identified the aspect of recognizing if their parents were listening during the writing workshop sessions. Although three students talked about their parents listening, one student felt that her parent was not listening. This became evident in specific dialogue shared among the students. Jay explained his experience with his parent, "We wrote until the timer sounded and then, then we would read the words in a whisper to each other." Similar to Jay, Gabe stated expressly, "I would write the most and let my dad read it for the class. He would listen to me read just to him." Having a similar experience with Jay and Gabe, Nam said, "My dad closed his eyes when I read my part. He said he was listening with his imagi-nation. On the other hand, Sammi's perception of parental participation indicated that although parents may be physically present in the writing workshop, all parents may not be actively listening. Sammi talked about what his perception was, "No, I don't think my mom was listening the whole time. I had to say listen, listen, listen! Wait, she would smile and look at me while I was reading our story." Four out of ten students discussed their perceptions of parents actively listening.

Actively Sharing. Parents valuing the writing occurred in the act of sharing. Along the lines of parents participating in the writing process of presentation, five out of

ten students in the focus group began to identify their perception of parents sharing in the writing workshop sessions. Overall, five out of ten students in the focus groups noted various aspects of sharing—parents speaking of their own elementary school experiences; discussing their parental perceptions on their child's writing; or their career experiences and writing. Students spoke of instances when their parents were actively sharing their own writing experiences during the writing process. Star pointed out, "Dad took a long time telling me about him writing at school when he was a boy. And he told the group. I was thinking oh no!" Sammi talked about a similar experience, "Yes! Mom was like, and we wrote in cursive and about the summer! She kept going about it!" A different experience was shared by Nam, "My dad said he remembers me writing my ABC's and my name." Lucy reflected on what her mom shared, "My mom's job is writing for other people. She said it's boring sometimes." Gabe discussed his experience, "I have my own album or something at home with my writing and more stuff from Kindergarten. When my parents take that out...so dad wanted to bring it to the workshop. I, no, please!" The remarks included here highlight the students' perceptions about how their parents participated in the writing process by sharing during the writing workshop setting.

Comparing Siblings. Another aspect of valuing the writing included four out of ten students talking about how their parents saw their writing compared to their siblings' writing. The students' discussion was related to how the students perceive their parents' ideas about how their writing compares to their siblings' writing. This discussion indicates how students perceive their parents may weigh out their writing compared to the writing of their peers.

The students in the focus groups pointed out that although parents considered age when comparing sibling writing, students relied on their own writing skill when determining who is the better writer. Lucy started talking about her older sister and what her mother said about their (hers/her sister's) writing, "Mom says she (Lucy's sister) is older and has to write more than me! I am a better writer than my sister!" Lucy's remarks demonstrate how she compares her writing to her sibling's writing. Additionally, student comments similar to Lucy's indicate that students reflect on their parents' opinions when composing their own writing in the writer's workshop. Amy's remark further indicates that although competition is not part of the writing process, it becomes part of the students' standards relating to writing due to their perception of what their parents are saying. For example, Amy discussed what she thought about her writing compared to her brother's writing, "I know! My brother is older too, but we're mixed up. I mean I write like I'm in his grade. Mom said so while we were writing in the workshop." The remarks of Zoey and Nam collectively indicate how they view their own writing. For example, Zoey talked about how much she can write, "Challenge accepted! Mom thinks I can only write for fourth grade. I can write more."

Furthermore, Nam expressed her opinion on her writing quality, "Even though my mom doesn't, and my brother doesn't write a lot, I really, really, really, really think I'm an excellent writer." The comments made here demonstrates that students are paying attention to what their parents are saying about workshop participants' level of writing compared to their siblings' level of writing. Additionally, some students discuss their quality of writing and their productivity in writing during the writing process.

Enjoying Writing/Writing is Fun

Students responses to open-ended questions related to attitudes and feelings about writing. As they spoke about perceptions of parent participation during the writing workshop sessions, the theme of enjoyment became common. Students shared the different ways they believed they were able to identify if their parents enjoyed writing with them in the workshop. Although many of the students were able to share perceptions of enjoyment, a few students found it difficult to identify. Even so, students shared what they perceived as enjoyment or lack thereof regarding their parents. They talked about parents' body language and expressions while creating written pieces, smiling, and ranking memorable topics during the writing process.

Prewriting together. One motif developed relating to enjoying writing (finding use in) and writing is fun, is creativity. This particular theme is related to prewriting (thinking, taking notes, talking to others, brainstorming, and gathering information). Although prewriting is the first activity writers engage in, generating ideas is an activity that occurs throughout the writing process. Some students, two out of ten, spoke of their parents suggesting specific ways during prewriting to create text on the page. For example, Lucy shared a conversation she had with her parent as they prepared to write together, "My mom was like a baby, talking about our memories for the workshop." Sonny's remark indicated that her parent planned to reflect on the writing generated during the workshop sessions. For example, Sonny shared how her dad spoke of using their writing workshop writing in the future, "Dad said we should make a journal together about the workshop. I don't know." Collectively, the remarks indicate that students and

parents did prewrite together.

Although, Lucy and Sonny discussed their parents wanting to create memories and new pieces of writing, a few students experienced something different during the prewriting process. For example, two students out of ten (Brayly and Nam), identified moments of having to create their writing independently during their student-parent writing opportunities. Comments here indicate that although parents are present during the prewriting process, they may not be perceived by their child as authentically participating in the process due to being distracted. For example, Brayly talked about her experience, "Sometimes, I was doing most of the writing and my mom was texting." Nam shared what she perceived to be a distraction, "I'm having fun writing with my dad here, even though sometimes he's on his phone." The statements collectively demonstrate that students perceived some level of enjoyment (finding use in) relating to creativity that their parents may be or may not be experiencing as they worked as a student-parent team in the writing workshop sessions.

Smiling during the workshop activities. Another indicator of enjoyment (a sense of satisfaction), five out of ten students identified was recalling instances of their parents smiling. For example, Amy remarked about a moment during the writing process that she shared with her parent, "I was so happy with my mom writing! She smiled when she read our stories, especially the one about the stranger." Sonny's comment further indicated how a child may respond to his or her parents' perceived enjoyment during the writing process, "Yeah, my dad is so crazy, he wanted to write jokes. I told him no. He laughed so much when we were trying to write."

Lucy talked about seeing her parent's expression during the writing process, "My mom was serious then she started smiling while she was writing." Gabe's remark on the actions of his father, "He shook his head, I was like, then he smiled real big at my paper." Remarks shared by Brayly also described how her mom smiled during the writing workshop sessions and the writing process, "I was thinking 'bout putting my ideas in the trash! Mom made a crazy-scrunchy face. She smiled. I kept writing." Collectively, five out of ten student remarks reflect their perceptions that their parents were enjoying the writing process during the writing workshop sessions. Furthermore, perceptions were based on the parent physically smiling. A perception of parents participating in this way encouraged students to consider and continue their writing during the writing workshop sessions.

Ranking writing prompts. Regarding enjoyment, seven out of ten students made remarks about ranking their writing prompts with their parents. Seven out of ten students in the focus group ranked their writing prompts from 1-3 with one being the first most memorable, two being the second most memorable, and three being the third most memorable topic from the workshop. Seven out of ten students chose "Sharing Special Moments" as their most memorable topic for writing. This was an emphasis of discussion among the students in the focus group.

Nam, Star, Gabe, Sonny, Jay, Brayly, and Zoey ranked "Sharing Special Moments" as their most memorable writing topic. Nam elaborated on the ranking experience she shared with her dad, "At first, he had a serious face. He was trying to remember the moment I was talking about. After he read some of my writing, he started

laughing so hard and hugged me. He was like, now I remember." Star talked about how she worked with her mother to rank the prompts, "When we got to the special one Mom reminded me how we wrote right away about it. The other prompts took a long time to think about." Gabe talked about the ranking process. He shared how his dad returned to something specific, "That Kindergarten book came up again! So, Dad was like special mo-ment!" Similar to Star's experience, Sonny pointed out that their choice was based on the ease of gathering ideas, "In the special moment one, okay we just kept going and had a lot of moments and times." The remarks of Brayly and Zoey emphasize that an ease in gathering ideas is a motivating factor when choosing the most memorable prompt during the writing workshop session, Brayly said, "Both of us would start with remember this and remember that on the sharing a moment one. It was like, the most easy."

Corroborating, Zoey shared a similar response, "Yeah, sharing a special moment. It was, there was all kinds of moments to talk about. I picked it for first." The statements shared by the students collectively shows their perceptions of the parents' enjoyment (laughter) and participation (working through the process of ranking the most memorable prompt in the writing workshop sessions).

Opportunity to Write

Regarding opportunities to write, students shared perceptions of their parents participating. During the focus group discussions, students identified three specific areas relating to opportunities for time for writing, to talk about writing, and to experience writing. Many students in the group were able to find a connection related to the concepts that follow.

Time to Write. Ten out of ten students stated their perceptions of how time is viewed and discussed in the writing workshop sessions. Overall, the parents' decision to choose to come to the sessions revolved around the concept of extra time versus a time strain. Zoey, Sammi, Lucy, and Jay similarly remarked on how their parents were happy to have extra time available after school to write together. Furthermore, the remarks of Zoey, Sammi, Lucy, and Jay collectively indicate a need for a time for students to participate in purposeful writing with their parents during writing workshop sessions, Zoey commented, "We (Zoey/parent), wanted to come every month. Mom wants to know if we will do this next year too." Sammi's remark continues to support a need for a time to write with parents, "Uh huh, mom said this (time to write) is okay 'cause when we get home we have something to talk about." Lucy's remark also supports the concept above with, "It's okay because her (mom) job is just down the street and she says this is a perfect time to write!" Finally, Jay's statement shores up a need for creating a time for students to write with their parents in writing workshop sessions, "Dad says this is good time!"

While Amy, Gabe, Brayly, Star, Sonny, and Nam noticed that their parents wanted the time to write, their parents' work schedule made it difficult to attend the afterschool writing workshops. Therefore, collectively the following remarks emphasize the need for flexibility and availability regarding providing writing workshop sessions in the academic setting, Amy started with, "I wasn't sure if we were going to get here every time. It is hard for my mom to leave her job on time." Gabe's remark along with Star's comment also supports a need for flexible and available times for students to write with

their parents in the academic setting, "Dad started to change his mind (due to it being late), but said this education is important." Star shared her efforts to attend the workshop with her mom, "I begged to come. And my mom said the time is major but the *time* to get to the workshop is hard." In summary, the student remarks made in the focus group highlights the students' perception of parents wanting the opportunity to write with their child; the time parents take to participate in the writing workshop sessions; and the flexibility and availability needed regarding providing writing workshops for students to write with their parents.

Conversation. Similar to time, four out of ten students spoke of having the opportunity to talk to their parents about writing during the writing process. A common thread among student remarks regarding talking, included having a time to share ideas as parent and child. Brayly expresses something her parent said to her as they planned their writing pieces together, "Let's talk and write!" A similar remark on students' perceptions of having the opportunity to talk included, Jay's comment, "It was like having a second brain. We talked about everything!"

Additionally, remarks by Amy and Lucy indicated specific observations made regarding having the opportunity to talk to their parents during the writing process, Amy stated, "I felt free as a bird when we talked about our ideas." Lucy talked about her conversation at home compared to her conversation in the writing workshop, "We had more time to talk. At home I'm just talking to the nanny." The statements show the students' perception of parents having an opportunity to talk to their child in a specific block of time during the writing workshop sessions. Observations are made by students

regarding feelings related to talking to parents about writing and what kind of conversations students may have at home. Additionally, these conversations became part of the writing process during the writing workshop sessions.

Experience. The students, ten out of ten, in the focus group commented on their experience with writing with their parents in writing workshop setting. They tied specific emotions to their reflections on writing and specific words shared between them and their parents. These emotions included feelings of joy, fun, surprise, anticipation, and excitement. Regarding joy, students indicated that parent remarks influenced their experience during the writing process. As a result of the parents' presence, overall, students considered their experience along with their parents' in writing workshop sessions, Lucy talked about what her parent shared, "You are a beautiful writer, mom says. That made me feel good, like a published author." Also, Sonny talked about her perception of her mother's experience during the writing workshop sessions, "Happy, that's what my mom said."

Similar to Sonny, Gabe decided to speak about his perception of his father's experience during the workshop sessions, "At first my dad said we might be bored. Well, he changed his mind." Additional remarks by Sammi, Brayly, Jay, Star, and Nam support that students consider their parents' experience along with theirs during the workshop sessions. Sammi shared what her mother told her, "Mom said her heart was happy since we were together working." Brayly talked about how she felt in her mom's presence, "I could just relax with my mom. Jay remarked of her experience with her dad, "Yep, me too! It was fun." Star nodded and smiled in response to the experience she shared with

her parent during the writing workshop sessions, "Mom wants to know if we will do this next year in fifth grade." Nam commented on her experience with, "I don't know, I don't know, um, okay this (writing workshop) was good."

Additionally, students also reflected on their experience as a shared event during the writing workshop sessions. Collectively their remarks referred to their experience as surprising and exciting, Zoey shared how she felt and perceived her parent feeling during the writing workshop sessions, "Surprised and fun is how we felt about the whole thing!" Sonny commented on her experience and the perceived experience of her parent once more, "We were excited to come to the workshop!" Amy described how she felt and how she perceived her parent felt during the writing workshop, "Each day was like a writing adventure for us!" The culmination of these statements provides students' perceptions of their parents' experience as they participated in the writing process with their child. As well, the students' remarks places emphasis on the shared experiences of the parent and child working together in the writing workshop sessions. The experiences students spoke of range from joyful to exciting during the workshop sessions.

Research Question Four

Research question four, *What influence if any, does parental participation have on students writing in the parent-child writing sessions?*, was also answered by using a qualitative inductive coding on data from the transcripts of the focus groups. To capture a more in-depth understanding of the influence of parental participation on fourth grade students' attitude toward writing, students and parents from the participating campus were interviewed regarding their perceptions during a focus group. Additionally, teachers

participating in the study made observations. As a result, those teachers' shared observational notes during one on one interviews. These interviews provided data in the form of transcripts, which also answer research question four. From the major themes identified, subthemes emerged from feedback received from all participants. For each theme, presented are perspectives from all three stakeholders (students, parents, and teachers) below followed by a sample of the student's, parent's, and teacher's comments.

Valuing the Writing	Enjoying Writing/Writing is Fun	Opportunity to Write
<ul style="list-style-type: none"> • Choices about Putting Writing on the Page • Actively Listening • Workshop from School to Home 	<ul style="list-style-type: none"> • Creating • Smiling During Writing Activities 	<ul style="list-style-type: none"> • Writing Instead of Different Activity • Experience

Figure 4.2 Illustration of Categories/Themes and the Topics within those Categories/Themes developed from qualitative data.

Valuing the Writing

Regarding the concept of parental influence on students' valuing their writing during the writing workshop session, many comments made by students, parents, and teachers share common themes. However, some remarks reveal differing perceptions related to choices, listening, and workshop to home activities. These responses become evident in focus group and one-on-one interview sessions. Included are examples below.

Choices about putting writing on the page.

Students. Initially, students had an opportunity to write alone and independently in the writing workshop sessions. Various students, six out of ten shared their experience

about how they decided to put words on the page before their parents joined the sessions. Examples of the various responses follow. One student talked about writing productivity when writing alone, "I think I wrote more or less correctly." Another student discussed independent choices made, "Mine was weird for me because my experience with writing, I had my own little break to take a break. It was fun!" Another student reflected on her independent experience while writing alone in the writing workshop, "I wrote alone. I was a lone wolf. A loner. I didn't have to worry about my parent telling me to put a period behind it." Additionally, one student shared strongly regarding his independent writing experiences, "Yeah, I was kinda nervous. When I was by myself, it was just us (no parents), no supervision."

After three sessions, the parents joined the workshop to write with their child. Three out of ten students remarked on how the presence of the parents changed the way they approached the writing process, choosing what to write, during the writing workshop setting. Generating ideas and making corrections to written text represent the concepts in common. Amy shared the conversation she had with her parent regarding brainstorming in her parent's presence, "Took longer to think about what I was going to say." Nam articulated her experience with her parent joining in on the writing process, "I tried to pay attention to what he (dad) wanted to write first. But, he did ask me what I thought about our ideas." Gabe talked about how he wrote with his parent during the writing process, "I had to stop to make corrections, dad told me to pay attention and correct." These comments demonstrate that although the students continued to write during the workshop, some did perceive a degree of being limited, in their parents' presence, on the

choices they wanted to make relating to adding writing to the page.

Parents. Relating to choices made during the writing process by students in the presence of their parents, fourth grade parents shared their perceptions. Four out of ten parents shared their experience about how they perceived their son or daughter deciding how to put words on the page after parents joined the sessions. Remarks included noticing student ideas as a common theme. An example of the various responses follows. Ben discussed how he felt when he saw his daughter participating in the writing process, "To see my daughter using her imagination to put her notes down on paper made me feel proud." Kevin shared what he noticed once he joined the writing workshop sessions, "Yeah, students were wanting to show their parents what they were working on." Parents indicated noticing how their child's perception about what to write differed from theirs, Lisa went on to reflect on her specific experience:

Well, for me, I noticed that some of the things that, some of the topics that my child wrote on, I thought her answer would be, it was different from what I thought it would be. Such as, um, Your Favorite Place, you've gone traveling and I'm thinking something on a larger scale, you know, fun and patient. She's (child), she'll say going to practice with little sister, something very general. So, I learned that some of the things that you do, that we did, um, they are significant to her (student) in her mind.

Barbara's remark indicated that the workshop created a space for parents and students to write as peers. She shared how she wrote with her child:

We're both writers writing together, so the fact that we're writing about things and we're discussing ideas like we're equals, and I was not correcting what she was doing, but two of us having a voice and we're writing and expressing our ideas, so that's kind of a different relationship from the one we have at home.

The parents' comments reveal that they reflect on how students' approach choosing, presenting, and taking ownership over specific topics for writing. Additionally, the parents articulate their perceptions of what they notice in their child's approach to writing in their presence.

Teachers. Teachers discussed choices made by students about what to put on the page during the writing process in the presence of their parents. Three out of three of the fourth-grade teachers shared perceptions observed. A common theme found in the remarks that follow include parents being involved. However, identified is involvement at different levels. Ms. Sousa and Ms. Carter spoke about a higher level of parental involvement. Ms. Sousa discussed her specific observations made during the writing workshop sessions:

Watching the parents in the writing process and how parents and students were into each other, was a big opportunity for me. It was valuable that the parents and students got to see themselves in a different light. Joining in the writing process helped them have ideas in common. Two factors showed up. The parents appeared to start to recognize writing as a process and a process that helped their child make choices about what they were writing. When parents and

students worked together, they supported each other in making decisions related to writing.

Ms. Carter reflected on similar observations she made of students and parents working together in the writing workshop sessions:

I noticed that the parents relied on the students to help them with some of the writing process when it was time to decide what to write. Reversed roles occurred. The child became the teacher and teacher (parent) relied on the child. I noticed mostly in the parents they were involved, and the students were excited about choosing ideas to match their topics.

There just seemed to be parent-student interaction, important interaction. Ms. Layman detailed a different view of parental involvement among other things compared to Ms. Sousa and Ms. Carter's observations:

So, my experience there was basically—what kind of surprised me is that some of the parents were on their phone almost the whole time. A few parents that were kind of watching their kid and talking to them a little bit. There was one parent that was extremely involved in telling their child "Oh no, you've got to fix this. You need to add that." or "You need to do this." ...I like them being there to see their child work through the writing process, but what I observed is that some parents were not involved in the construction—the whole process, thinking of ideas and hashing things out. I do think that would have been more valuable to the kids to see their parents go through the struggles that a writer goes through. ...I did hear some parents and students discussing what to choose

to write about and parents trying to lead their child in the writing process. The teachers' observations and comments demonstrate that the parents and students worked together at different levels in the writing process. Those levels ranged from slightly involved to heavily involved. The remarks have also emphasized the teachers' perception of how the students approach making choices in the writing process while the parents are present.

Actively listening.

Students. As it pertains to listening, five out of ten students were able to share common experiences. The experiences in common seemed to move from reflection of past events with writing to present events of writing that took place in the writing workshop sessions. For example, Sonny shared her perceptions of her parent caring:

I know my mom cares about what I'm writing 'cause once when I had to go to bed at 6 o'clock. I was sick, and she read a letter that I had wrote to her. In the workshop she listened to my ideas first.

Jay commented on her perspective of her dad listening, "Um, my dad tells me to write on my iPad. Then he listens to me read it. Since he listens in the writing in the workshop, I decided to write more." The perception of listening is shared in Brayly's comment, "Even though my mom was on her phone, she would look at me and say keep writing. After I would finish, she said 'read it, I'm listening.' So, I would write as much as I can."

Five out of ten students' remarks highlighted how their perceptions of their parents listening during the writing process influenced how they worked through the writing process during the workshop session.

Parents. Regarding the idea of listening, six out of ten parents shared their comments. The comments overall related to the parents noticing what happens when they listen to their son or daughter during the writing process. An example of remarks shared follows. Stella spoke about listening leading to her ability to see her child in a specific way in the writing process. She remarked:

When I was with my child and let her talk about her writing without correcting her, I saw something. I started seeing that she was really motivated. She didn't need me to "make" her, "force" her to do anything in the workshop. I noticed more and more. She wasn't waiting for me to do anything except to listen. As well, Kevin discussed what he felt while listening to his child in the writing process:

I worked with my daughter in the workshop. She had all of these big ideas! One thing she thought of was journaling. She has seen me writing in my journal often. She also started her own journal at home. She asked about taking writing ideas from there for our workshop writing. I was so proud of her, listening to her come up with these ideas from something we already shared together.

The parents' expressions relating to listening illustrate that they were aware that the act of listening to their son and daughter did influence how the child produced their writing during the writing workshop session.

Teachers. As it relates to listening, three out of three teachers were able to make some key observations as the students and parents worked through the writing process together. Although the teachers shared a common concept of parents being attentive with their child during the writing process, their remarks differed regarding the level of

attention students may have received from their parents.

Ms. Sousa reflected on her observation of students and parents writing together:

For some of the student-parent writers that I observed, it seems that the child was more excited about writing or adding to their writing when they had their parent's attention. By the same token, if the mom or dad was into their phone or just not interacting, there looked to be a pause in the student being active in the workshop writing. I even saw a child holding up their writing in the parent's face and a child pulling at his parent's clothing, it seemed, to get their attention. I wondered how many parents were really listening during the workshop.

Ms. Sousa identified points that she perceived as inattentiveness regarding the parent.

However, Ms. Carter perceived parents being more attentive during the writing process.

Ms. Carter shared her observations regarding students and parents writing together:

Parents were involved; I mean I watched their body language. It was like some parents were talking more than their child when some topics were introduced. Then, there were a few parents who were quiet and looking at the student while he or she tried to explain what was being written. And some parents held on to their phones. Maybe they were using the dictionary there or something. The parents who seemed to be listening actually shared a paper with their child. They, parent and child took turns adding to their stories. That was nice to see.

Ms. Layman's perceptions aligned closely with what Ms. Sousa observed relating to inattentiveness. Even so, she was still able to see where some parents did appear to be

listening during the writing workshop sessions. Ms. Layman discussed her observations of students and parents working together in the writing workshop process:

Listening played an important role between the parent/student writing pairs.

That's why I was bothered with some of the parents glancing back at their phones when they should have been writing with their child. I witnessed students' shoulders slump and kids putting their pencils down when parents appeared to be disconnected with the task at hand. Otherwise, some parents were very involved with talking to their child about what they should put on the page for ideas and then the whole piece of writing. The kids looked as if they were excited about writing and talking about their writing when their parents were listening.

Teachers making their observations noted what they perceived as evidence of different levels of listening between the students and parents as they participated in the writing workshop. Their notes further indicated that the parents' actively listening and being present did influence how students approached the writing process.

Workshop from School to home.

Students. As students participated in their focus group discussions, they not only talked about writing with their parents at school, but how they might continue to write with their parents at home. Six out of ten students shared their remarks that collectively related to their shared conversations about writing with their parents during the writing workshop sessions. Two out of the six students discussed continuing to write with their parent during the holidays. Star stated how a specific purpose for writing occurs, "At home, don't know about that. Unless it's holiday cards." An experience similar to Star

was reflected on by Sonny, "We do that too. I have to write letters at Christmas to my out of town family. I will still do that."

On the other hand, two out of the six students discussed writing lists and notes. Sammi expressed what motivates her to write at home, "My mom is writing her own stuff, so. Okay, I might ask her if we can write notes." Jay commented on her reason for writing with her parent at home, "My dad will write, we'll make grocery lists together!" A few students, two out of six, shared that they may be apprehensive of writing with their parents at home. Lucy talked about her parent wanting to look at her writing, "Then my mom might want to look in my diary, no, no, no." Gabe shared that his apprehension was related to what is expected between a son and his father, "I don't know if boys can write to their dads like that!" Six out of ten of the students' responses illustrate that they will possibly decide to write beyond the workshop at home.

Parents. As parents participated in their focus group discussions, they not only talked about writing with their child at school, but how they might continue to write with their child at home. Their collective remarks related to shared conversations they had with their child during the writing workshop sessions. Ten out the ten parents mentioned the concept and came to a consensus regarding the idea continuing to write with their child after the writing workshops sessions that took place in school. Examples of overall remarks follow: Corrine articulated the emotions she felt when she discussed writing beyond the writing workshop with her child:

I enjoyed the writing workshop. Um, one of my main points that I took from the whole workshop was that we could write together. My child agreed! I

actually told her we have to take. Well, I told her she's going to take a writing class. So, I'm sure once she has her writing, we can engage about it, we can share it at home.

Ben talked about reflecting on a time when he did write at home with his daughter stating:

During the workshop we talked about the first time, I remembered my child writing. When my daughter was in the first grade and she had a little journal, we would record things that she did that day. It was just real interesting how slowly she emerged into a writer, writing things down, and trying to put her thoughts down. Even though she was still learning how to read. She was writing at the same time. And you know, I can just think of some interesting things that she would write about that went on in her life. This workshop made me remember and talk to her about continuing to write together daily after school.

Teachers. As three out of three teachers participated in their one-on-one interview, they not only talked about parents writing with their child at school, but how they might continue to write with their child at home. Although the remarks in common emphasize that writing may continue at home, neither teacher was clear on if they had enough of an indication to support if parents and students would write together. Ms. Sousa talked about her observations of students and parents working together:

Parents and students said more than once that they would participate in some type of writing after the workshops. It wasn't always clear that they would write together. I heard a pair, student-parent, talk about taking a writing class. A few

of the students and parents discussed starting with things like lists.

Ms. Carter reflected on her thoughts regarding students continuing to write beyond the writing workshop, "I think they will write more at home because they know that parents will be interested in what they're writing, and they'll be more willing to share." Ms. Layman discussed her ideas regarding students and parents writing together at home, "After watching the parents write with their kids, I think some will, some won't (write at home with parents). But like I said, if we continue with having that family involvement, I think that will increase in the future."

Comments regarding parents' presence during the workshop sessions influencing students and parents to extend their writing to their home environment, serve to demonstrate two points. Parental presence does have an influence on when and where students decide to write. Additionally, how students perceive their parent's presence shapes what they decide to write when writing with their parents.

Enjoying Writing/Writing is Fun

Whether participants were enjoying writing was a theme. This theme became evident in parent and child focus group discussions and one on one interviews with teachers. Although participants agreed that they were able to perceive some level of enjoying the writing, participants identified these perceptions in two specific ways, as they related to creativity and parents and students actively smiling during the writing process.

Creating.

Students. During their focus group discussions, five out of ten students spoke of

their perceptions of parents being creative during the writing workshop. A shared theme in the discussions related to having more options for generating or creating ideas. For instance, students and parents participated in a freewriting—without prompt block of time. During this time, the participants could generate their own prompt. For example, Zoey, an energetic student in the group, reflected on her interaction with her parent, "Sometimes, I couldn't think of anything. My mind was just empty. Since my mom was there, she would say what about this and what about that time and I would say oh yeah!" Similarly, Amy talked about creating with her parent in the writing process, "I was having my own ideas, next mom was asking me to add some more." The students' responses illustrate that based on their perceptions of parents participating creatively; they had access to more options regarding generating ideas for their writing. They could rely solely on their own ideas or refer to the ideas shared by their parents.

Parents. During their focus group discussions, seven out of ten parents spoke of their perceptions of being creative with their child during the writing workshop. Collectively parents spoke of having the opportunity to be engaged with what their child was writing or getting ready to write. For example, Kevin, a dad in the focus group, seemed eager to share, "It was like a big share when we worked on the topics! It was engaging-- and I felt like I was able to support my daughter as she was stretching her imagination!" Ryane's remark indicated that she perceived a level of engagement while writing with her child sharing an experience she remarked:

I want to piggyback off that [the concept of engagement]. It was engaging, we engaged especially when we had to come up with a new way to share our ideas on

paper. My child was accepting me into his world!

Parents' comments collectively illustrate that they saw themselves acting creatively in the writing process with their child during the writing workshop sessions.

Teachers. During their one on one interviews, three out of three teachers spoke of their perceptions of parents being creative with their child during the writing workshop. These remarks share a common theme of language shared between the parent and child during the writing workshop sessions. Although two out of the three teachers shared observations about language that aligned with encouragement, one of the teachers observed the parent and child discussing a need for more guidance regarding the writing process. Ms. Sousa shared her observations. She pointed out the language she witnessed the student-parent teams using during the writing workshop sessions. Ms. Sousa expressed what she observed, "This process looked to be fruitful. I heard parents telling their child "you are an author" and "your writing is important". This seemed to encourage students to stay with the writing process."

Ms. Carter identified similar language and interactions as students and parents participated in the writing process. Ms. Carter shared, "Many of the pairs spoke of events and activities they had experienced together. A conversation about memories came up after the writers were presented with a topic." Although, Ms. Sousa and Ms. Carter had similar experiences and made observations that closely align, Ms. Layman observed the students and parents interacting differently regarding creativity as they worked to compose their written pieces. Ms. Layman talked about what she observed regarding students and parents working together:

Although many parents seemed to be involved, they also talked about what they should do next. In other words, they needed additional guidance along with their child regarding the writing process. They (parents) needed more models before they could support their child on extending their ideas.

The teachers' perceptions revealed that students' approach to being creative to is influenced to some degree, by their parents' presence and the language used by parents as they wrote in student-parent teams during the writing workshop session.

Smiling during writing activities.

Students. During their focus group discussions, six out of ten students spoke of their perceptions of parents smiling during the writing workshop. Overall, six out of ten students agreed that they shared a smile with their parent during the writing workshop session. For example, Brayly stated right away regarding writing with her parent, "Once I was so tired of writing and was gonna stop. Every time I looked at my dad he was smiling at me, so I keep writing." Expressing a similar interaction, Gabe reflected on his experience with his parent, "I know my dad was laughing at our ideas for some of the stuff. He kept asking and then what, and then what." The students' responses illustrate that parents' smiling during the writing workshop sessions directly influenced student productivity in the writing process.

Parents. During their focus group discussions, ten out of ten parents spoke of their perceptions of their child smiling during the writing workshop. Parents in the focus group shared instances of their child and other children smiling as they wrote with their

parents during the workshop. The comments as a whole related to joy and happiness during the writing workshop sessions. Examples of the remarks follow: Corrine discussed her perception of her child smiling as she shared:

The thing for me was the smiles on the kids' faces when their parent wrote next to them. There wasn't a single kid who wasn't smiling or happy. So just the joy that brought and having the parents involved was pretty neat to see.

Another parent enthusiastically spoke of a similar interaction with her child, Lisa remarked, "When we were writing together, it was a different level of happiness! She asked me if we could write more before it was time to share. It was exciting and fun!" Parents' statements emphasize that the parents' actively participating in the writing process with their child also influenced how their son or daughter responded emotionally during the writing process.

Teachers. During their one on one interviews, three out of three teachers spoke of their perceptions of parents and their child smiling during the writing workshop. Their remarks share a common theme of observing joy and excitement. Ms. Sousa shared what she observed during the writing workshop sessions, "They all looked happy." Ms. Carter identified instances of student-parent pairs smiling and writing during the workshop sessions.

Ms. Carter reflected on her observations of students and parents working together:

Parents and students laughed together over the topic of special moments. They would smile at each other. The child would write, and the parent

would smile as they looked at the child's work. It seemed that parents and students were able to share their excitement for writing with one another. Ms. Layman also shared observations of what she experienced during the writing workshop sessions, "I did notice that it seemed like all the kids were happy that their parents were there. There were smiles on the kids' faces."

Opportunity to Write

As it pertains to opportunity to write, it became evident in parent and child focus group discussions and one on one interviews with teacher participants, that emphasis was placed on the theme of opportunity. Participants identified their perceptions of opportunities to write in two specific ways, as they related to writing. They talked about students writing instead of doing something else and what parents and students actively experienced during the writing process.

Writing instead of different activity.

Students. During their focus group discussions, seven out of ten students spoke of their perceptions of parents influencing them through shared conversations to choose to write instead of doing something else during the writing workshop. An overall theme referred to in the students' remarks was one of having to choose writing over an activity the student loved more than writing. Contrasting views in the responses related to the difficulty of choosing to write over a different activity. Some students found choosing easier than others. Examples of comments shared follows: Sammi shared her difficulty regarding choosing to write, "I like to write. I have books too and my phone. Mom talked about writing more. It's hard to think about writing and not getting on my phone. I

have to think about it." Sonny discussed how her mom's choice might impact her (Sonny's) choice sharing, "The workshop is fun, and I write anyway when we go on vacation or I'm just bored. If my mom gives up her phone to write with me well." Star articulated a different perspective on choosing to write indicating, "It is hard for me to choose writing over reading. Love reading, like...in the workshop I like writing with my mom instead," Students' responses show that even though, their parents were speaking to them about choosing to write instead of another activity, making that choice may be difficult when considering writing over another activity they may feel strongly about.

Parents. During their focus group discussions, ten out of ten parents spoke of their perceptions of students choosing to write instead of something else during the writing workshop. A shared theme in the remarks related to parents deciding to have a discussion with their child about choosing to write. For example, Corrine's comment indicated that the writing workshop sessions made an impact on the choices in activities she may discuss with her child:

This is my third child. I talk to her about doing more relaxing things like puzzles, watching TV, reading (clips of the paper etc.). We usually do more reading. In the workshop, now I talked to her about writing more. So far, she agreed. I pointed out that we were not on the phone or those other things. We were writing.

Diane shared the conversation she had with her child during the writing process:

My child is a great illustrator. So, she draws all the time. Even while we

were writing, she was already talking about adding her picture. She doesn't really watch TV. We talked about writing more and having material to illustrate. She was excited about writing that way.

The parents' statements identify their perceptions relating to the role their influence plays when communicating with their child about making decisions regarding writing instead of participating in a different activity.

Teachers. During their one on one interviews, teachers spoke of their perceptions of students choosing to write due to their parents' influence instead of doing something else during the writing workshop. The observations held a common thread of the possibility of students choosing to write instead of a different activity because of their parents' involvement. Ms. Sousa shared her observations, "After watching student and parent writing together and talking about their writing, I think the students and parents see themselves as writers here, at school, and will continue to write beyond the classroom."

Ms. Carter talked about her thoughts based on her observations:

The kids will write. They know their parents think writing is important because they are here writing with them. Yes, everybody has ideas and memories, and moments they'd like to share. So, I think they are writers who will choose writing because their parents have chosen writing.

Ms. Layman remarked on her thoughts about students choosing to write, "Based on my observations of parents and students writing together, I think that children will be more likely to choose to do—choosing topics on writing as a choice in the future." The

comments show that teachers' overall perceptions align regarding students' choosing to write over other activities in the future as a result of their parents' presence and actively participating in the writing process.

Experience.

Students. During their focus group discussions, six out of ten students spoke of their perceptions of parents' experience during the writing workshop. Although the students identified perceived points of concern regarding their parents' participation, they congruently expressed another point of view. Overall, six out of ten students agreed that they felt that their parents had a good experience during the writing workshop sessions. For example, Star remarked about what her parent shared, "Mom kept saying this was good." Nam talked about his parent being hesitant to attend, "Dad looked like he didn't want to stay, then he came." Sammi identified how her mother struggled with time and the workshop, "Yeah, mom said it was good for us, just the time was bad for her job." The comments show that six out of ten students' overall perceptions align regarding students' perceptions of the parents' experience being a positive one during the writing workshop sessions.

Parents. During their focus group discussions, four out of ten parents spoke of their perceptions of students' experience during the writing workshop. Collectively, the parents shared theme related to a sense of *seeing* their child experience the beginning of something regarding during the writing process. Ben pointed out that in his experience during the writing workshop sessions, "It felt proud to see her stuff (writing)." Lisa shared her experience of writing with her child during the writing process, "For me, this

was a great experience to be here. I can see in her face, joy for writing." Keith pointed out a key experience he felt regarding writing with his child, "Right, this seemed to spark something real important for my daughter, for both of us." Corrine emphasized how her present writing experience might influence plans for writing in the future with her child, "Like a life experience, a little seed we want to continue to grow." The comments show that parents' overall perceptions align regarding the concept of their child experiencing joy, a sense of authenticity, and motivation to write in the future.

Teachers. During their one on one interview, three out of three teachers spoke of their perceptions of parent and student experiences during the writing workshop. The remarks as a whole, relates to positive experiences such as, encouragement, pleasant conversations, and inspiration. Ms. Sousa described her observations, "I saw that the students and parents were engaged just at different levels. A common thread was one of encouragement." Ms. Carter discussed her observations, "I could just see the conversations that was going on between them, it was very pleasant. Ms. Layman reflected on her observations, "What I saw were positive experiences taking place. For instance, when presenting, parents with students, they seemed inspired! Also, it just felt family-wise. Parents spoke of seeing their children differently." The comments shared by the teachers illustrate although parents and students experienced the writing process at different levels, the various experiences to some degree, did influence how students approached their writing while their parents were present.

Research Question Five

Research question five, *How do teachers perceive the influence of parental participation in the parent-child writing sessions?*, was answered by using a qualitative inductive coding on data from the transcripts of the one on one interview. To capture a more in-depth understanding of the teacher perceived influence of parental participation on 4th grade students' attitude toward writing, three of the observing teachers from the participating campus were interviewed regarding their perceptions during a one on one interview. From the major themes identified, subthemes emerged from feedback received from all participants. The researcher presents the stakeholders' (teachers) perspectives for each theme below. The researcher asked Teachers questions that related to students valuing the writing, enjoying writing, and having or seeking out the opportunity to write as a direct result of parents participating in the writing workshop setting. Their specific comments follow:

Valuing the Writing	Enjoying Writing/Writing is Fun	Opportunity to Write
<ul style="list-style-type: none">• Choices about Putting Writing on the Page• Workshop from School to Home	<ul style="list-style-type: none">• Creating as a Writer• Smiling During Writing Activities	<ul style="list-style-type: none">• Writing Instead of Different Activity• Purpose for Writing

Figure 4.3 Illustration of Categories/Themes and the Topics within those Categories/Themes developed from qualitative data.

Valuing the Writing

Valuing the writing became a point of reference in the one-on-one teacher interviews as it related to two specific subthemes, choices about what writing to put on the page and writing workshop to home. The concepts came up often as teachers shared their observations. Teachers identified the body language and verbal interactions demonstrated by the students and parents as they participated in the writing workshop sessions.

Choices about putting writing on the page. During their one on one interviews, three out of three teachers shared their observations regarding the parents and students writing together during the writing workshop sessions. Overall, the remarks were related by the concept of parents being present during the writing workshop. Additionally, students having the option of relying on their parents for support during the writing process were a mutual idea shared in the teachers' comments. Ms. Sousa remarked on what she considered based on her observations, "It was valuable because it seemed like with the parents present, the students were in familiar territory. They could ask their parents to help them think about their ideas and topics." Ms. Carter shared what she observed: "Parents were there, they could see, physically see that their child had to make a choice in this process of writing."

Ms. Layman discussed her thoughts based on her observations regarding parents and students writing together:

I do think it's valuable to the kids to see that their parents are there to support them. But I think it's even more valuable for the kids to see their

parents go through the struggles that a writer goes through. Because I think a lot of times our kids think that writing comes easily for us as teachers or comes easily for the parents. And for them to actually see the parents struggle through writer's block or going through several different ideas or drafting or revising and that kind of stuff...seeing that we all go through the process is more valuable.

Overall, teachers made specific observations relating to their perceptions about parental involvement and students' putting their writing on the page.

Writing workshop to home. Three out of three teachers discussed their observations of parents and students writing together during their one on one interviews. The remarks collectively demonstrate a consensus on the importance of parents continuing to encourage their child to write wherever they are. Ms. Sousa shared her thoughts relating to how she believes parents see their child in the writing workshop sessions: "Now that parents are able to see their children as writers, I believe they will continue to encourage them to write at home." Ms. Carter discussed her ideas regarding students and parents possibly writing together at home: "I think they will write more at home because they know now that the parents will be interested in what they're writing, and they'll be more willing to share." Ms. Layman shared what she thought based on her observations of the students and parents working together in the writing workshop sessions:

Some, I do. I still think there some kids that they will choose to read over to write. But I do think the family writing workshop is a step in the

right direction. And I think if we continue that and have more opportunities for parents to work with their children with writing, I think that children will more likely to choose to write.

Mainly, teachers made explicit observations regarding to their insights about parental involvement and students' and parents possibly writing together in the future.

Enjoying Writing/Writing is Fun

Being able to perceive participants enjoying the writing process was discussed during the one on one interviews. Additionally, these perceptions followed two specific sub-themes, creating as a writer and smiling.

Creating as a writer. Three out of three teachers shared their specific observations of parents and their child writing together. Statements have a common theme related to the perception of the students' ability to see their own writing in a way that establishes them as writers because they are writing in the writing workshop sessions. Ms. Sousa discussed what she thought about the students' experiences, "Now, I think students see themselves as writers. They don't necessarily have to be a writer, in college and going through all of that. They are writers." Ms. Carter shared her thoughts about how the students see themselves, "So, I think they think they are writers." Ms. Layman discussed what she thought what the students believe based on her observations:

I believe some students see themselves as writers. I think some kids think that in order to see themselves as a writer you have to be a super, great, fabulous writer, like a published writer or something. And I think some

kids don't realize you're a writer no matter what. If you write, you're a writer. Just like if you read, you're a reader. And I think some of them don't necessarily understand that yet, or view it that way. The benefits are the kids with the parents value the student's writing.

Three out of three teachers spoke about their perceptions related to what they thought the students considered when creating as a writer.

Smiling during the writing activities. During one on one interviews three out of three teachers shared their observations of parents and their child writing together during the writing workshop sessions. Overall, these comments illustrate that teachers noticed what they perceive as parents and students enjoying some aspects of the writing process during the writing workshop sessions. Ms. Sousa specifically talked about what she observed regarding the parents' emotions, "The parents appeared to be glad that they were involved." Ms. Carter shared her observations about the emotions she believed were shared between parent and child, "Parents and students seemed to be able to share their excitement for writing with each other." Ms. Layman reflected on what she noticed relating to kids being happy because their parents were present during the writing workshop sessions:

I did notice that it seemed that all the kids were happy that their parents were there. There were smiles on the kids' faces. Remarks by the kids and parents indicated that the writing was enjoyable but not necessarily easy.

Collectively three out of three teachers' responses included parental emotions observed during the parent child writing sessions as glad, excited, and happy.

Opportunity to Write

Discussed was the theme of opportunity to write in the one on one teacher interviews. Each teacher shared what she perceived the students and parents discussed about two specific concepts regarding writing opportunities. The two concepts were students choosing to write instead of doing something else and purpose as it relates to writing.

Writing instead of different activity. Three out of three teachers stated what they thought regarding students deciding to write based on their observation of parents and students writing together. These comments reveal that collectively the teachers perceive the parents influence as a key motivator regarding students choosing to write. Ms. S. shared what she thought about parents and students and the writing process, "Parents and students may focus on this writing process after they see that it is valuable." Ms. C. discussed what she thought based on what she observed, "Yes, they might choose writing." Ms. L. shared what she thought based on her observations of the writing workshop sessions, "Some will, some won't. As I said before, with family involvement that interest will increase."

Purpose for writing. Three out of three teachers participated in one on one interviews. They shared their perceptions related to the significance of setting a purpose for writing. Additionally, they discussed setting a purpose for parents and students writing together based on their observations of the writing workshop sessions. Ms. Sousa discussed her thoughts regarding what students may need from parents in the future based on her observations of the writing workshop sessions, "They need to

continue to be encouraged." Ms. Carter discussed her ideas related to students and parents working as peers based on her observations of the students and parents working together in the writing workshop sessions:

The simple fact is, like I said before, kids like to share with their family on everything. I mean all the learning starts at home, so most moments are made at home. I think that we should have a parent workshop with the kids every now and then, so the parents can be involved—especially coming from such a young age, they'll understand and help them with the writing in the school, this will help us as teachers.

Ms. Layman shared her thoughts based on her observations regarding a change taking place in the parents: "I think there was a change in some parents because they saw the importance of not only putting in some reading but also time for writing at home as well." The teachers' statements identify their perceptions relating to the role parents' influence plays when participating with their child during the writing workshop sessions.

Summary of the Findings

Participating Campus

Overall, students, teachers, and parents demonstrated a positive attitude toward most factors (attitude toward writing, feelings about types of writing, and view of self as a writer) that influence students' writing productivity. As well, the participants felt the same regarding the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop in 4th grade. This is determined by responses to the *Knudson Writing Attitude Survey for Students, Written Expression- Curriculum Based Measurement, focus*

group interviews, observation list, and one on one teacher interviews.

Overall, many students expressed that they *Almost Always/Often* participate in writing activities. The activities relate to factors that influence student productivity in writing at a higher percentage Post-Students and Parents writing together. Overall, students from the participating campus shared their feelings regarding three key survey categories: (a) attitudes toward writing, (b) feelings about types of writing, and (c) view of self as writer. Additionally, subthemes emerged from focus groups and one on one interviews. As a result, students, parents, and teachers from the participating campus expressed having feelings of valuing writing, enjoying writing, and having the opportunity to write during the writing workshop sessions.

For instance, participants shared similar and differing perceptions regarding if parental participation had an influence on students' writing productivity in the writing workshop sessions. Participants also shared their perceptions on how this influence occurred. For example, many students and parents felt that they demonstrated that they valued working through the writing process together. However, one teacher offered instances of parents giving more attention to their cellular phones than their child and the writing process. Overall, there was a consensus among the participants regarding if participants enjoyed writing together in the writing workshop sessions. For instance, students, parents, and teachers identified many moments of student-parent teams smiling and having positive conversations about ideas for writing.

Also, the opportunity to write is a subtheme that all parties commented on as an influence on student productivity. For example, all participants discussed how the

parental influence played a role in the students' approach to writing at a specific time: during the writing workshops and in instances after school. Although, quantitative results reveal results of the paired t-test did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops, qualitative results demonstrate that parental participation does provide some influence on students' writing productivity in the writing workshop sessions.

Conclusion

This chapter presented the results of the quantitative and qualitative data analysis of this study. In the next chapter, the researcher compared this study's findings with prior studies documented in the research literature. Additionally, the researcher discusses the implications of this study's results with consideration toward the examination of the attitudes of parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop as it relates to incoming fourth graders. The researcher specifies avenues for future research.

CHAPTER V

SUMMARY, IMPLICATION, AND RECOMMENDATIONS

The purpose of this research was to examine the attitudes of parental participation on students' writing productivity. This research was also designed to examine the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. Researchers have shared their results regarding the attitudes and perceptions of elementary students, teachers, and parents toward involvement in reading at school. Even so the focus is limited on how parental involvement influences students' writing productivity in the workshop setting (Aram & Besser-Biron, 2016; Camacho & Alves, 2016; Ferrara, 2009; Georgiou & Tourva, 2007; McClay et al., 2012; Skibbe et al., 2013; Zurcher, 2016).

To quantify student, parent, and teacher attitudes toward parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop, 25 students enrolled in one elementary school in a single large suburban school district in Texas completed the *Knudson Student Writing Attitude Survey*. Additionally, 10 parents of the current fourth graders within the participating school completed the *Focus Group Perception Interview: Parents*. Respectively, three elementary teachers participated in one-on-one teacher interviews. Furthermore, qualitative data enriched the understanding of perceptions and attitudes regarding parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. Within this chapter, contextualized are the findings of this study in the larger body of research

literature. Finally, implications for district administrators, school administrators, teachers, and district/campus policy as well as recommendations for future research are also included.

Summary

A common thread that ties the findings from this study and past research together regarding the importance of parental involvement are three key concepts, parental involvement, Bandura's Social Cognitive Theory (1986), and Taylor's Family Literacy Theory (1983). Although the characteristics and components of the concepts mentioned above create commonality between the findings and past research, there are specific points where the current study does not seem to align with past research. The researcher organized the summary by an analysis of the answers to the current research questions one through five.

Research Question 1

Research question one, *What are the students' attitudes toward writing prior to and following parent-child writing sessions?* Research question one showed overall that students expressed strong responses toward key factors (attitude toward writing, feelings about types of writing, and view of self as a writer) related to their viewpoint toward writing. The following summarizes Post-Students and Parents writing together. As a result, the highest response is *Almost Always/Often* perceptions about their view of self as a writer regarding being able to write better. As well, relating to students' attitude toward writing, students robustly articulated *Almost Always/Often* perceptions regarding how they use their free time to write. Finally, regarding feelings about types of writing,

students responded with *Almost Always/Often* perceptions regarding writing in a notebook instead of writing an essay.

In comparison to the research of Atwell (1986,1987) on the topic of factors influencing student productivity in writing during the writing workshop sessions, having the opportunity to write and autonomous thinking for student writers were also of concern in research conducted by, Calkins (1986), Graves (1985), Newman and Bizzari (2011), and Newkirk and Atwell (1986). They found that it was important for students to have the opportunity to write and options for autonomous thinking during the writer's workshop. Past findings align with the current findings in that student participants in the current research responded strongly with *Almost Always/Often* perceptions about their view of self as a writer regarding being able to write better during the writer's workshop sessions (Knudson, 1991,1995).

Bandura (1986) supports the concept of providing an opportunity to write and to think independently. Additionally, Taylor (1983) posits that building a community of self-sufficient writers is important. Within this community of writers, a process is needed to guide writers, The Writing Process, including five stages: pre-writing stage, drafting, revising, editing, and the publication stage (Atwell, 1987; Calkins, 1986; Graves, 1983, 1984, 1985; Murray, 1968).

The current study's findings align with the core components of Graves "The Writing Theory" as it relates to the approach used in the writing workshop sessions for the current study. The Writing Theory outlines the five states of the writing process: drafting, revising, editing, and publishing (Graves, 1983). The writing approach in the

sessions for the current study also included the five stages of The Writing Process (Graves,1983). Additionally, students expressed their autonomous thinking as it related to their view of self as a writer and how they used their free time to write when responding to the *Knudson Student Writing Attitude Survey* and to the *Focus Group Perception Interview: Students* in focus group sessions. Subsequently, Graves (1985) emphasized using "The Writing Process" approach by identifying the four components of a strong writing program. Graves' (1995) research supports the idea of students being exposed to teachers modeling the writing process and that doing so will result in students thinking about imitating the teacher. This research aligns with the research of Graves (1985, 1995), Kolvacik and Certo (2007), and Newman and Bizzari (2011) regarding the teacher modeling the writing process for the students. However, where past and the current study differ is not only in the act of adding the parent as a model during the writing process but giving the parent the opportunity to act as a peer during the writing process. In the current study it became evident through focus group interviews that both the student and parent identified moments of parents writing as peers during the writing workshop sessions. Furthermore, current research indicates that parents acting as peers does influence students' attitudes toward writing. Additionally, Zurcher (2016) supports the findings regarding parents as peers influencing student attitude towards writing.

Researchers Clippard and Nicaise (1998) chose to examine the efficacy of a Writer's Workshop Approach. The structure of their Writer's Workshop approach included one condition that researchers identify above as ideal for accelerating students' growth as writers, elements of good writing instruction: protected time to write, choice,

and a response in the form of feedback (Cunningham & Cunningham, 2010; Graham & Chambers, 2016; Graham & Sandmel, 2011; Hattie, 2009; Murray, 1968). Clippard and Nicaise (1998) looked at the outcomes of students who were involved in Writer's Workshop and contrasted them with identical outcomes of students who did not participate in the Writer's Workshop methodology, but rather to a "writing across the curriculum" approach (Clippard & Nicaise, 1998).

Similar to the aspects of the research of Clippard and Nicaise (1998), current findings made particular comparisons within its application of the writing workshop sessions. For instance, the current study analyzed the differences of Pre-Students Only Writing and Post-Students and Parents working together in the writing workshop sessions (Clippard & Nicaise, 1998). However, in the current study the focus of the contrast regarded students' attitudes toward writing without their parents versus students' attitudes toward writing with their parents over the longevity of the writing workshop sessions. For example, in the current research 100% students participated in the writing process during the workshop sessions over all six sessions. While Clippard and Nicaise (1998), 37% of their student participants did not participate in the writing workshop approach but in a different approach to writing. Additionally, in the current research 100% parents only participated with students during three of the six writing workshop sessions. Moreover, Clippard and Nicaise (1998) mentioned above did not include parents in the writing workshop sessions. Perhaps if parents were included in the writing workshop sessions conducted by Clippard and Nicaise (1998), different results in student data may have occurred.

Results of the current study revealed that parental involvement did influence student attitude toward writing in productivity. This was demonstrated by—the Knudson Student Writing Attitude Survey. For instance, results in the current study indicate that although the quantitative results in the current study did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops, students did increase their total words written when students wrote with their parents compared to students writing without their parents. Zurcher (2016), Comancho and Alves (2016), McClay et al., (2015), and Skibbe et al., (2013) and the current study results indicate that students increased their writing productivity along with stronger positive attitudes relating to parental involvement during the writing workshop sessions.

Regarding the writing workshop approach in the current study and students' attitudes toward writing, guidelines aligned with those of Graves (1985), Calkins (1986), and Atwell (1987) with a focus on allowing students options in what and how to write. As well in the current study, students, parents, and teachers emphasized the presence of student options occurring in the writing workshop sessions Pre-Students Only Writing and Post-Students working with parents. In their discussions, students and parents, commented on being able to choose and rank their choices in writing. Participant responses regarding being able to choose what to write about during the writing process indicate that this made an overall positive influence on the students' attitude toward writing. For example, they responded overall with positive remarks in survey results, focus group discussions, and one on one interviews.

Findings in Skibbe et al., (2013) and the current study both place emphasis on key

factors related to students and writing, (attitude toward writing, feelings about types of writing, and view of self as a writer). What makes the current study unique is the inclusion of parents in the writing process alongside their child throughout three sessions of the writer's workshop. Although past findings of researchers such as Aram & Besser-Biron (2016) has included parental input via items such as surveys, few have quantitatively compared the perceptions of parents and students' attitudes regarding parental participation (Camacho & Alves, 2016; Ferrara, 2009; Georgiou & Tourva, 2007; McClay et al., 2012; Skibbe et al., 2013; Zurcher, 2016).

Research Question 2

Research question two, *Is there a statistically significant mean difference in student productivity pre- and post-student writing workshops?* Research question two was answered by conducting a two-tailed paired t-test to assess for any statistically significant mean differences in student productivity pre- and post-student writing following the workshops. Consequently, the results of the paired t-test did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops. Mean scores from pre- to post-student writing workshops were not significant compared to when students worked without their parents. Likewise, the results of the paired t-test did not indicate a statistically significant mean difference in student productivity from pre- and post-student writing workshops when parents were involved in the writing activity. Although mean scores from pre- to post-student writing workshops were higher than students in Pre-Students Only Writing, it was only by a few points when students wrote with their parents. This may be the result of limited workshop

sessions.

Regarding alignment from research of Kovalicik and Certo (2007), Newman and Bizzarri (2011), and Sigler (2014) to current research, results related to their instrumentation such as exposure, journals, responses, discussions, formal assessments and surveys do corroborate key items related to growth in student productivity due to parental involvement. Researchers, Kovalicik and Certo (2007), Newman and Bizzarri (2011), and Sigler (2014) identified the following items: (considerable creativity; progressing in writing; and becoming authentic writing peers) indicating academic productivity. Alignment occurs between Kovalicik and Certo's (2007) research and the current study regarding the concept of involving parents in the academic process within a workshop type setting at school. Researchers Kovalicik and Certo (2007) conducted a study to discover how parental involvement affected student productivity. The authors concluded that explicit poetry instruction in the writer's workshop setting can result in students writing poetry and presenting their work in a café like environment, and parents' involvement in their children's creative process: parents participated in their students' writing by being present with them as they wrote, which unleashed their creativity considerably (Kovalcik & Certo, 2007).

Subsequently, Kovalicik and Certo's (2007) mentioned above, and current study share common concepts supported by the theoretical framework of Bandura's (1986), The Social Cognitive Theory (SCT) (1986). The Social Cognitive Theory (SCT) posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior (Bandura, 1986; Nabavi, 2017). Bandura's (1986)

theory stresses the importance of observational learning—observational learning, imitation, and modeling. The writer's workshop setting in the current research aligns with the environment created by Kovalcik and Certo (2007). The current study and research of Kovalcik and Certo (2007) settings provided students with the opportunity to participate in observational learning. For example, students participated in the observation of their parent and teacher actively becoming involved in key components of the writing process (generating ideas, writing, and presenting).

The current research and Bandura's (SCT) (1986) and Taylor's (1983) Family Literacy Theory also align across characteristics of specific characteristics as it relates to arriving at quantitative results. For example, similar to Bandura's Social Cognitive Theory (1986), Taylor's (1983) Family Literacy Theory supports the essential role of parental participation and parental influence on student achievement in educational settings, like the classroom and family writing workshops. Additionally, the Family Literacy Theory aligns with current and Newman and Bizzarri's (2011) research regarding the essential role of parental participation and parental influence. For example, related research discussed in chapter two of Newman and Bizzarri (2011) measured the effectiveness of parental involvement through formative assessments. The use of formative assessments provided quantitative evidence regarding the influence of parental involvement in the research above just as it provided similar evidence in the current study. This same research supports the concept of parents being present as students write and that their presence makes a quantitative impact on student productivity (Newman & Bizzari, 2011). Furthermore, additional research, Georgiou and Tourva (2007), Ferrara

(2009), Aram and Besser-Biron (2016), and Zurcher (2016) focused on connecting students, teachers, and families through writing for the sake of academic achievement.

Moreover, Kovalcik and Certo (2007), Newman and Bizzarri (2011), and Sigler (2014) testifies to the importance of creating a community of writers. Also, a study by Sigler (2014) demonstrates the process and effect of creating an experience in which parents and children can achieve sharper results in writing self- efficacy. Although, past research of Kovalcik and Certo (2007), Newman and Bizzarri (2011), and Sigler (2014) does align with the purpose of the current study that focuses on the need for parental involvement and student productivity in writing, differences do exist. These differences specifically relate to the grade level of student participants; duration of writing workshop approaches; and the level of parental involvement (response only or peer writing). This is evident in the cumulative findings of Kovalcik and Certo (2007), Newman and Bizzarri (2011), and Sigler (2014) and the current study that indicate that some degree of student productivity increases due to the presence of parental involvement. To clarify similarities, differences, summaries, and discoveries in Kovalcik and Certo (2007), Newman and Bizzarri (2011), and Sigler (2014) and the current study regarding question two, figure 5.1 follows.

Study	Student Participant Grade Level	Duration of Writing Workshop	Level of Parental Involvement	Instrument	Summary of Similarities/Differences/ Discoveries
Current study (Jones, 2018)	Fourth	Six Fridays	Peer Writing	KWA Survey/CBM Assessment	Similarities: Research includes elementary students, workshop approaches over a range of time, researchers provide an environment for a community of writers, all seeking parental involvement There is an increase in productivity that is not statistically significant
(Kolvacik & Certo, 2007)	First/Second	Six Weeks	Responds to Writing	Poetry Journals	Current compared to past research: perhaps more time in writing workshop sessions would yield stronger statistical results
(Newman & Bizzari, 2011)	Fifth	One Year	Responds to Writing	Formal Assessment	Current compared to past research: perhaps embedding a stronger workshop to home component would yield stronger statistical results
(Sigler, 2014)	Fourth/Fifth	Four Weeks	Peer Writing	Surveys	Current compared to past research: perhaps adjusting the writing environment would yield stronger statistical results

Figure 5.1 Similarities, differences, summaries, and discoveries in past and current research regarding question two.

Research Question 3

Research question three, *How do students perceive parental participation in parent-child writing sessions?* Research question three indicated that students mostly responded with positive remarks based on attitudes toward writing, feelings about types of writing, and view of self as a writer. As students commented, three major categories/themes emerged across students' perception of parental participation in the parent-child writing sessions related to: (a) valuing the writing, (b) enjoying writing and writing is fun, and (c) opportunity to write. The current research indicates that although students made remarks about how their parents valued, enjoyed, and used writing opportunities as they wrote with their son or daughter during the writing workshop

sessions, there was a higher emphasis placed on specific sub-themes—actively sharing, smiling during the workshop activities, ranking writing prompts, time to write, conversation, and experience.

Parent-Child Writing Sessions-Student Perceptions of Parental Participation

Valuing the writing

Actively sharing. Regarding valuing the writing, five out of ten students remarked on their perceptions of parental participation when actively sharing. A majority of the students provided positive responses during their focus group sessions. Overall, the students agreed that instances of sharing helped them think about how they write in their classroom—how they decided to write during the writing workshop. Consequently, this concept was a key concern of Rasinski and Padak (2009) as well. Isebelo (2016) and McDonough (1991) go on to support the concept of sharing to enable families to use writing experiences to move their children to higher levels of literacy and to share their writing in a social context.

Findings supports ideas for sharing types of family writing including: list writing, notes, journals and diaries, dialogue journals, letters and emails, birthday and special-event books, and parodies (Rasinski & Padak, 2009; Kovalcik & Certo). Additionally, sharing as an integral part of the writing workshop session aligns with research as well (King, 2012; Lensmire, 1992; McCallister, 2008; McCarrier et al., 2000; Vetter et al., 2017). Consequently, in the current study students commented positively on sharing with their parents in the writing workshop in many of the same ways listed above: list writing, journals, letters, and invitations.

However, although King (2012), Lensmire (1992), McCallister (2008), McCarrier et al. (2000), Vetter et al. (2017), and the current study align regarding students and parents sharing in the writing process in school and at home, Hall (2014) emphasizes a different perspective on the act of sharing. For instance, Hall's (2014) research discussed in chapter two also reveals that the act of sharing may be a flaw in the writing workshop session. For example, the research of Hall (2014) identified that the act of sharing may yield negative results if educators do not consider all the needs of students. The research of Lensmire (1992) and Axlerod (2015) also state a need for educators to be aware if they have writers who may be reluctant to share in the writing workshop setting. Results of the current study contradicts the idea that sharing is a flaw in the writing workshop process due to the overall positive response students provided during focus group sessions about sharing when parents are involved.

Perhaps the researcher's efforts to seek out ways to become aware of participants and their needs through discussions with students before, during, and after the writing workshop sessions helped to yield positive responses in the current study. Overall, the current study and past research continue to align regarding having students participate in the writing workshop approach over a specific length of time while involving parents. However, the level of parental involvement differed in that the research of McDonough (1991) opted to invite parents to participate in their writing workshop as an audience when students shared their writing, were the current study invited parents to participate as peers in the writing and sharing stages throughout three sessions of the writing workshop sessions.

Enjoying writing/writing is fun

Smiling during the workshop activities. Another theme in the current study, enjoying writing/writing is fun, held two sub-themes at a higher percentage of consensus regarding student perception of parental participation—smiling during the workshop activities and ranking writing prompts. For example, smiling and ranking writing prompts by students during their focus group sessions is discussed during the workshop activities. Five out of ten students spoke of their parents smiling during the writing workshop sessions and the positive impact it made on them working through the writing process. Results in the current study indicate that students perceived a level of sensitivity related to how their parents reacted during the writing workshop sessions. The current study also reveals that perceived sensitivity such as smiling influenced students to become more productive in their writing. However, the current study also reveal that students relied on the responses of their parents when determining their own attitude about writing.

Furthermore, the importance of parental sensitivity is the subject of Ferrara (2009), Aram and Besser-Biron (2016), Bandura (1986), and Nabavi's (2017) research regarding the influence it has on students during the writing process. As well, researchers place emphasis on the essential role of parental participation as it relates to how parents respond to students in academic settings and what they model in academic processes such as the writing process during writing workshop sessions (Bentler, 1995; Calkins, 1986, 1990; Calkins & Harwayne, 1987; Ferrara, 2009; Georgiou & Tourva, 2007; Graves, 1983, 1984; Hall, 2014; Hurst et al., 2011; Lensmire, 1992; McCallister, 2008; McCarrier

et al., 2000; McCarthey & Ro, 2011; McDonough, 1991; Phillips et al., 2006; Piazza & Tomlinson, 1985; Sigler, 2014, Taylor, 1983). Overall, the current study and past research aligns regarding the importance of parental involvement and the level of influence it may have on students' perceptions of parents valuing the writing.

Ranking writing prompts. Seven out of ten students remarked on their parents participating positively while ranking which writing prompts were most memorable during the writing workshop sessions. This is significant because specific examples shared during student focus group sessions support that students are interacting with parents and reacting to their parents' participation during the writer's workshop sessions. The culmination of the statements made by the students regarding their perception of participants enjoying writing—smiling, indicate that enjoyment is a factor in parental influence and shapes how some students approach the writing process during the writing workshop sessions.

Bandura's Social Cognitive Theory (1986) and Taylor's Family Literacy Theory (1983) align with the theme valuing the writing and the sub-theme enjoying writing mentioned above. Both theories within their theoretical frameworks support the current study regarding providing: time, conversation, and experience as it relates to parents participating in the writing process with their child (Bandura, 1986; Taylor, 1983). Consequently, each of these theories focuses on the individual within a social or cultural context and focuses on how people perceive and interpret information they generate themselves (intrapersonal) and from others (interpersonal) (Bandura, 1986; Taylor, 1983). Subsequently, in the current study findings show that the individual student

reflects on the perceptions of his or her parent's actions during the writing workshop sessions and then adjusts his actions or attitude toward writing with those perceptions in mind. Both Bandura's (1986) research and this study's current findings align recognizing that parental involvement does influence students' attitudes and actions during the writing workshop sessions.

Opportunity to write

Time to write, conversation, and experience. In the current study, students remarked strongly on the theme of opportunity to write and its sub-themes: time to write, conversation, and experience. For example, the sub-themes mentioned above each received overall positive remarks from ten out of ten students during their focus group sessions. Comacho and Alves (2016), Jordan et al. (2000), and Zurcher's (2016) research support the importance of the sub-themes: time to write, conversation, and experience being components that influence student productivity and attitude toward writing due to parental participation. Regarding parental involvement, Comacho and Alves (2016), Jordan et al. (2000), and Zurcher (2016) align with the current study regarding focusing on specific purposes in their studies: parents as peer writers; parents responding to student writing; and students and parents writing in the workshop setting together and then at home. However, Comacho and Alves (2016), Jordan et al. (2000), and Zurcher (2016) differ from the current study regarding their approach to including parental involvement and their writing workshop goals. For example, Comacho and Alves (2016), Jordan et al. (2000), and Zurcher (2016) included training for parents on how to praise students and comment on their writing; two separate groups of writers

(intervention/ wait list); and duration of workshop sessions—up to 10 weeks. A component from Comacho and Alves (2016) that aligns with a discovery noted in the current study is the need to include training for parents regarding how parents should talk to their child about their writing during the writing process in the workshop sessions. This need became clear in the current study as students shared their perceptions during their focus group sessions about what their parents said to them as they wrote together. Additionally, the need for parent training became evident in teacher one-on-one interviews. The shared conversations in the current study indicated that parents were not always sure about the writing process or how to discuss the process with his or her child.

Regarding students' perceptions of parental participation, overall indications of the current study align with Bandura (1986), Comacho and Alves (2016), Jordan et al., (2000), Taylor (1983), and Zurcher (2016) regarding the components of the writing workshop process. More specifically in demonstrating how Socio-Cognitive and Family Literacy theories are both integral components of the Writer's Workshop process and that researchers also regard valuing the writing, enjoying writing, and having the opportunity to write as having an influence on students' attitude toward writing and writing productivity (Bandura, 1986; Comacho & Alves, 2016; Jordan et al., 2000, Taylor, 1983; Zurcher, 2016).

Research Question 4

Research question four, *What influence if any, does parental participation have on students writing in the parent-child writing sessions?* Responses to research question four were organized into themes and subthemes related to the attitudes of parents

participating on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop. The themes are (a) valuing the writing, (b) enjoying writing, and (c) opportunity to write. The sub-themes are choices, actively listening, creating as a writer, actively smiling, writing instead of a different activity, experience, and workshop to home.

Parent-Child Writing--Student, Parent, and Teacher Perceptions

Valuing the writing

Choices about putting words on the page and actively listening. Regarding the current study and the main concept of parental influence on students' valuing their writing during the writing workshop sessions, many comments made by students, parents, and teachers during focus group sessions and one-on-one interviews were positive. However, some remarks reveal differing perceptions related to the sub-themes of valuing the writing such as, choices about putting words on the page and actively listening. For example, some students spoke of being able to perceive their parents actively participating in the writing process related to choosing what to write. On the other hand, a few students did not perceive that same experience regarding choosing what to write. Be that as it may, students, parents, and teachers responded positively to perceiving participants actively listening. However, students and teachers collectively spoke of instances of parents possibly distracted by phones instead of choosing words to put on the page or listening.

Regarding and parents valuing writing, the research of Georgiou and Tourva (2007) align with the current study. For example, their past research focuses on the

importance of parental involvement in students' academic settings. As well, the research of Aram & Besser-Biron (2016) also focuses on the social-emotional component when students work with their parents during writing activities. Also, findings of Hurst et al. (2011), King (2012), Lensmire (1992), McCallister (2008), McCarrier et al. (2000), Sigler (2014), and Vetter et al. (2017) indicated that the creation of a safe environment in which writers could share their work and feel valued for their ideas helped parents and children become authentic writing peers. The past research discussed above supports this study regarding its goals: investigating the importance of parental involvement in students' academics; understanding parental involvement and its influence on the social-emotional position of students; recognizing a need for a safe environment for student writers; and examining the importance of parents becoming writing peers in the workshop setting with their child. The results of the current study also reveal a need to ask a question: How do we know the parents are actively listening?

Regarding choosing what to write, the research of Boone, Farney, and Zulauf (1996) and Graves (1984) places emphasis on the concept that children should have options when composing text during the writing workshop sessions. Furthermore, a discovery in the current study regarding choices made and parents actively listening during the writing process indicates a need for discussion. Such discussions pertaining to parental involvement should take place before the writing workshop sessions relating to workshop etiquette—cellular phones are allowed versus cellular phones are not allowed. Along with the discovery in the current research regarding cellular phones and workshop etiquette, is the recognition that this issue was not present in research discussed in chapter

two.

This discovery may indicate a need for norms to be shared with parents regarding appropriate use of phones during the writing workshop sessions. Such norms may include cellular phone use for dictionary and additional research purposes and for a specific window of time. Also, the researcher should make parents aware of how their attention to their phones may take away time from the actual writing process that is taking place in the writing workshop sessions. This same discovery further indicates that sharing this information with parents may help them reflect on their purpose for joining their child in the writing workshop sessions. Additionally, it is possible that students may be bothered by the parents' attention being divided between them and a device like the cellular phone. This is important to note because this type of experience may have the potential to influence the child-parent relationship. Finally, the distractions of the cellular phone may impede on the opportunity to fully participate in the parent-student time created during the writing workshop sessions.

Moreover, the current study reveals that it cannot be assumed that parents will automatically separate from their devices, such as the cellular phone to listen to their child. Additionally, one cannot draw a conclusion that parents see their cellular phones as a distraction during the writing process. This discovery is evident in the student focus group discussions. Also, parents possibly distracted by their cellular phone is identified in observations shared by participating teachers during the one on one interviews regarding the writing workshop sessions. Overall, the current study aligns with Bandura's (1986) Social Cognitive Theory as it focuses specifically on active behavior

when analyzing if students are perceiving the participation of parents related to valuing the writing and the sub-themes of choices about putting words on the page and actively listening. As well, the concepts of Taylor's (1983) Family Literacy Theory should be considered along with a question. Is the cellular phone part of the natural learning environment at home for parents and their children?

Parent-Child Writing--Student, Parent, and Teacher Perceptions

Enjoying writing

Creativity and actively smiling during the writing process. The current study identifies whether participants were enjoying writing was a theme that became evident in parent and child focus group discussions and one on one interviews with teachers.

Although participants agreed that they were able to perceive some level of enjoying the writing, participants identified these perceptions in two specific ways, as they related to creativity and parents and students actively smiling during the writing process. For example, some students spoke of being able to perceive their parents actively participating in the writing process related to generating ideas (creativity) regarding what to write.

On the other hand, a few students did not perceive that same experience. Additionally, students, parents, and teachers responded positively to perceiving participants using various approaches (discussing past events and experiences) to help generate new ideas for writing. However, students and teachers collectively spoke of instances of parents possibly distracted by phones instead of composing ideas or responding with a smile during the writing workshop activities. Overall, the current

study aligns with parents remarking similarly to the research of Georgiou and Tourva (2007) regarding the writing workshop as a positive event.

For example, Georgiou and Tourva (2007), Kovalcik and Certo (2007), Rasinski and Padak (2009), Newman and Bizzarri (2011), Sigler (2014), and the current study posit that a positive occurrence that is conducive to student achievement is involvement. Results of Georgiou and Tourva (2007), Kovalcik and Certo (2007), Rasinski and Padak (2009), Newman and Bizzarri (2011), and Sigler's (2014) research indicated a belief that parents in general should get involved in his or her child's educational process because their involvement yields student growth. As a result, past and the current study align regarding that student growth is related to more writing being generated; students developing a relationship to language; confidence in the creative process; and a sense of enjoyment in a community of writers.

Parent-Child Writing--Student, Parent, and Teacher Perceptions

Opportunity to write

Writing instead of a different activity and experience. As it pertains to opportunity to write, it became evident in parent and child focus group discussions and one-on-one interviews with teacher participants, that emphasis was placed on this theme. Participants identified their perceptions of opportunities to write in two specific ways. They talked about students writing instead of doing something else and what parents and students actively experienced during the writing process and how this experience may transfer from workshop to home. For example, some students spoke of being able to perceive their parents actively participating in prompting them to choose to write instead

of another activity.

Although students shared that they were aware of their parent trying to influence them to choose writing over other activities (reading, using the phone, and drawing), students acknowledge that it may be difficult for them to follow through with that choice. Regarding Georgiou and Tourva (2007), Kovalcik and Certo (2007), Rasinski and Padak (2009), Newman and Bizzarri (2011), Sigler (2014) and parents having an influence on students choosing to write instead of a different activity, the Social Cognitive theory of Bandura (1986) and the Family Literacy Theory of Taylor (1983) frames this concept. For example, as indicated in Bandura (1986) and the Family Literacy Theory of Taylor (1983) and the current study, students tend to follow what their parents model. If parents choose writing over other activities, students may make the same choice. However, also discussed in Bandura (1986) and the Family Literacy Theory of Taylor (1983) and the current study are the pros and cons of students observing and learning from modeling. In other words, if the adult demonstrates distracting behavior, the students' behavior may follow suit (Bandura, 1986; Taylor, 1983; Schunk, 2008). Discovered in the current study's findings was that parents did not consider offering the choice of writing as an activity for their child until they participated in the workshop sessions along with their child. The current study revealed this discovery during the parent focus group discussion.

Workshop to home. Regarding the opportunity to write, and its sub-theme of workshop to home activities, students, parents, and teachers responded with positive remarks about how likely it is that students and parents will write together after attending the workshop sessions. However, at least two teachers found it difficult to say with

certainty that they believe the students and parents would continue to write together at home after attending the workshop sessions. The research of Comacho and Alves (2016) and Newman and Bizzarri (2011) embedded a workshop to home writing component with items such as Friday Letters and a collection of four stories completed at home after being introduced in the workshop setting. Unlike the current study, the Friday letters and four stories included a set number and window of return. The current study did include a homework component as an optional piece of writing to complete as student-parent pairs. As well, the research of Zurcher (2016) focuses on proposing that parents discuss writing and write at home with their child. In the current study, focus group discussions with parents and students along with one on one interviews with teachers indicate a need for a stronger writing workshop to home writing component as shared in the research of Comacho and Alves (2016), Newman and Bizzarri (2011), and Zurcher (2016). Adding this specific component to the current study may yield a stronger belief that students and parents will write together at home after attending the writing workshop sessions. This concept becomes clear based on the responses of students, parents, and teachers in the current research.

Overall, the current study and Bandura (SCT) (1986), Atwell (1987), Calkins (1986), Graves (1983), Murray (1968) the Writing Process, and Taylor's Family Literacy Theory (1983) align due to the theoretical framing of the writer's workshop. For example, themes discussed by participants relating to parental involvement and its influence in the writing workshop sessions: valuing the writing, enjoying the writing, and opportunity to write, interconnect across Bandura's (SCT) (1986), Atwell (1987), Calkins

(1986), Graves (1983), Murray (1968) the Writing Process, and Taylor's Family Literacy Theory (1983). The current study and Bandura's (SCT) (1986), Atwell (1987), Calkins (1986), Graves (1983), Murray (1968) the Writing Process, and Taylor's Family Literacy Theory (1983) reveal that parental participation does have an influence on students writing in parent-child writing sessions.

Research Question 5

Research question five, *How do teachers perceive the influence of parental participation in the parent-child writing sessions?* Three out of three teachers were asked questions that related to students valuing the writing, enjoying writing, and having or seeking out the opportunity to write as a direct result of parents participating in the writing workshop setting. Alignment, contradictions, and discoveries of the current research to past research follow.

Parent-Child Writing--Teacher Perceptions

Valuing the writing

Choices about putting writing on the page and workshop to home. Regarding the current study, valuing the writing is a topic in the one-on-one teacher interviews as it relates to two specific subthemes, choices about putting writing on the page and workshop to home. In the current study, the concepts came up often as teachers shared their observations during one-on-one interviews. Regarding choices in writing, researchers Cunningham and Cunningham (2010), Graham and Sandmel (2011), Hattie (2009), and Murray (1968) also placed emphasis on the importance of students having choices in the writing workshop sessions. Additionally, in the current study students

having the option of relying on their parents for support during the writing process is a mutual idea shared as well in the teachers' comments.

Teachers in the current study identified the verbal interactions demonstrated by the students and parents as they participated in choosing what to write during the writing workshop sessions. As a result, the current study reveals that the student-parent pairs rely on each other when it is time to decide during the writing process. Along with this discovery in the current study, indicated is the need for parent training regarding each component of the writing process to help the parent become a stronger writing peer with their child. Consequently, the current study aligns with the past research of Skibbe et al. (2013) regarding the need to invite and retain parents' presence in the academic setting emphasizing the importance of the availability of parental support in writing.

Regarding workshop to home, the results of the current study reveal that teachers perceive that students may continue to write with their parents at home. However, based on teacher observations, this relies on parents continuing to encourage students to write and parents sharing that they value student writing at home. The research of Ferrara (2009) aligns with the current study regarding the idea of understanding the roles parents play when writing with their child at school and at home. Parental participation does influence students during the writing workshop sessions. Furthermore, in the current study, parental support is the common activity taking place perceived by teachers such as, parents making writing choices with their child and parents discussing writing from workshop to home with their child.

Enjoying the writing

Creating as a writer and smiling during writing activities. In the current study, being able to perceive participants enjoying the writing process is discussed during the one-on-one interviews with the participating teachers. As a result, these perceptions followed two specific sub-themes, creating as a writer and smiling. The current study aligns with Camacho and Alves (2016), McClay et al. (2012), and Skibbe et al. (2013) regarding parents observed by teachers interacting with their child by helping them to create and responding to their child in a positive way during the writing process.

According research, parental involvement supports the growth of literacy in reading and writing; social-emotional; and language (Camacho & Alves, 2016; McClay et al., 2012; Skibbe et al., 2013). However, results in the current study indicate that the growth is related to how parents interact with the child in the writing workshop sessions. For example, during the writing workshop sessions teachers observe students and parents writing together and continuing with the writing process. In other words, the teachers in the current study did not share that they observed or perceived any participants opting out of the writing workshop sessions.

Regarding smiling during writing workshop activities, the current study and past research differ. Although, the results of the current study indicate specific examples of parents smiling as they interacted with their child in the writing workshop sessions, Camacho and Alves (2016) and McClay et al. (2012) does not provide specific examples of parents smiling. However, Camacho and Alves (2016) and McClay et al. (2012) do focus on praising students and making positive connections in literacy to develop writing.

Opportunity to write

Writing instead of different activity and purpose. Finally, in the current study, the theme of opportunity to write was discussed in the one on one teacher interviews. Each teacher revealed what they perceived the students and parents to share about two specific concepts regarding writing opportunities, students choosing to write instead of doing something else and purpose as it relates to writing. In the current study, results indicate that teachers collectively perceive the parents influence as a key motivator regarding students choosing to write. The idea discovered in the current study is that teachers perceive that the parents' presence and actions does influence students' decisions to write instead of a different activity. Additionally, regarding the current study, although the students may choose not to write, based on their interactions with parents they will at least consider choosing writing instead of a different activity. As well, research supports the concept that when children contemplate writing every day, they begin to progress as writers (Atwell, 1987; Newkirk & Atwell, 1986; Graves, 1985).

Regarding the current study and establishing a purpose for writing, research conducted by McClay et al. (2012) chose to look closely at how teachers involved parents and their communities in their writing programs to foster children's writing skills. The current study aligns with the focus of research by McClay et al., (2012) regarding educators becoming more involved with the act of observing how students and parents work together in the writing workshop sessions. In the current study, the participating teachers perceived a need for additional writing workshop sessions where parents will continue to be involved. Teachers' remarks in the current study reveal that there was a

perception of change in the parents because they start to recognize the importance of participating in writing time at home with their child.

Overall, the current study and past research both align on the importance of including the writing workshop setting to invite and involve parents in their child's academics. The current study and Atwell (1987), Camacho and Alves (2016), Graves (1985), McClay et al. (2012), Newkirk and Atwell (1986), and Skibbe et al. (2013) also share a joint goal regarding trying to create an environment that provides a purpose and opportunity to write for students and their parents as peers in writing. Additionally, such an environment may foster academic growth and productivity specifically in writing.

Implications

As a result of this study's examination of the perceptions of students, parents, and teachers about parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop, implications for administrators, teachers, and district/campus policy emerged. For administrators, this research revealed a need to provide professional development opportunities for educators to become familiar with ways to include parents in the academic environment. For teachers, research revealed the importance of looking at creating an environment where a community of writers can foster and grow. For example, the community of writers should include students, parents, and teachers. For policy, supporting instituted programs consistently across the district can allow for a better parental involvement experience for parents.

Implications for Administrators

School administrators have influence on how the writing workshops work in terms of providing teacher training, space, time and opportunity for the workshops to take place. Administrators have the time and staff to create writing programs such as a monthly or weekly Family Writing Workshop that can better meet the needs of students. The results of this study revealed a need for the district to create a consistent program utilizing the skill set of administrators, teachers, and parents in creating a program that addresses students' academic and social needs to help shape the overall school environment specifically relating to writing workshops (Every Child Succeeds Act, 2017).

Academically, students struggle in the area of reading and writing due to the lack of parental participation (De Apodaca et al., 2015; Troia, 2016). Contributing factors based on this research study is lack of teacher training regarding how to invite parents to get involved academically in settings such as writing workshops. Implications related to academic factors influencing the inclusion of professional development include specific needs. For example, an analysis by administrators on the need of training for educators and the academic impact this training and implementation can have on students.

The current study revealed a need to look at procedures that may impede opportunities for parental involvement in academic settings such as writing workshops. For example, if it is difficult for parents to attend a workshop due to the block of time it takes place as evidenced by the research data, having a limited workshop time may not be conducive for parental participation. Another example of a procedural factor that

administrators can address is students and parents not having enough opportunities to attend a writing workshop session as revealed by this research study. For instance, establishing a set of flexible times and additional workshop sessions throughout the school year would be of benefit.

Implications for Teachers

In terms of teachers, this study revealed the need for teacher training specifically geared toward effective ways to include parents (Epstein et al., 1997). Trainings related to academic and social factors would be of benefit to students, parents and teachers. If the greatest issue or concern revealed by stakeholders is motivating parents to remain authentically involved, time to teach parents and students, and extended opportunities for students and parents to present what they write, with training, teachers can then better meet the academic and social needs of students. Facilitating trainings while teachers are preparing to start the new school year is best practice. Therefore, trainings can take place during the summer or at the beginning of the academic year by the school district. Teachers equipped with a better knowledge of addressing the specific needs of students, will positively influence the writing workshop approach taught in class. Teachers need training that will address how to write with students, create safe and positive environments for a community of writers, and a plan for inviting, training, and retaining parents.

Implications for Policy

Districts must begin to look at processes and policies regarding supporting students, parents, and teachers working together. If policy mandates programs and

initiatives to support students at the beginning, middle, and end of the school year regarding writing with parents, students will have the benefit of academic growth (Epstein et al., 1997). Having a fully developed writing program with a focus on parental involvement consistent for students across district would be of benefit for students, parents, and teachers (Henderson & Map, 2002; Georgiou & Tourva, 2007). Examples of possible features of the writing program includes, materials outlining the background and academic benefits of the writing workshop approach; a space to work with students, explicit training on how to invite, include, and train parents in the writing workshop/writing process, and flexible time and sessions for the program that will accommodate students, parents, and teachers.

Recommendation for Future Research

Findings from this study involved obtaining feedback (quantitative and qualitative) from students, parents, and teachers. Although the findings provided data and information about stakeholder's perceptions, recommendations for the future research will help to expand the knowledge on this topic. The following recommendations are based on data and findings from this study. This study is a small study having taken place in one suburban school district located in Texas, therefore the results are only applicable to similar districts in terms of size and demographics. Research with an expanded population and sample may determine similar or different results if applied to a demographically different school district. Future research to include districts that have more elementary schools could determine if the needs of students differ.

In terms of data collection and analysis, future research should focus on analyzing

data related to ethnicity and gender in order to better understand, compare and contrast viewpoints of stakeholders based on ethnic background and gender. In addition, in considering students and parents socio-economic status could allow researchers to obtain data and viewpoints on perceptions based on one's economic standing. It would be interesting to conduct a comparison study between past research on students' perceptions on parental participation in writing workshop sessions and current students' perceptions. An analysis of the differences and similarities of students' responses related to key factors (attitude toward writing, feelings about types of writing, and view of self as a writer) influencing writing productivity from past research and current research would assist with establishing new policies to better address the needs of today's students.

The interview process with parents was interesting in that parents shared possible solutions to improving the writing workshop sessions based on their viewpoint. By conducting an independent case study on parents' concerns about the writing workshop sessions/writing process, schools can better understand parents' perceptions related to support systems established for more parental involvement in the schools. Parents emphasized the need to offer more opportunities for students, parents, and teachers working together in an academic setting. Future research with emphasis on parents' perceptions could lead to schools revising current methods used to invite parents to participate in the academic environment. As research indicates, parent involvement is important in the writing process (Graves, 1983, 1994; Calkins, 1986, 1987, 1990; McDonough, 1991; Kovalcik & Certo, 2007; Rasinski & Padak, 2009; Newman & Bizzarri, 2011; Sigler, 2014). However, the different levels of parent participation, with

the same writing intervention, and how those levels influence student writing needs further investigation.

By conducting additional research on teacher education programs and specific and professional learning related to addressing the needs of and supporting elementary students, the parental involvement process could improve for students with an improvement in and increase of knowledge by teachers on support systems needed for a positive collaborative environment for students, parents, and teachers. If teachers obtained a better understanding of the academic benefits that accompanies the above-mentioned stakeholders working together, they would be better equipped with the necessary skills and knowledge to support students.

Lastly, analysis of the role an administrator plays in preparing students, parents, and teachers for a collaborative experience in the academic setting is a necessity for elementary students. Often, administrators from the elementary school is the first school staff member the students and parents meet as their primary point of guidance and contact. The role of the administrator in relation to establishing a strong, supportive collaborative program for students, parents, and teachers would be an important component of the parental involvement process, especially as it relates to key factors related to students' attitudes. Providing support for a student, parent, and teacher collaborative effort could benefit all stakeholders involved.

Conclusion

This research study placed emphasis on the lack of research presented on the attitudes of parents participating on students' writing productivity and the students,

parents, and teachers' attitudes about the effect of the Family Writing Workshop. Additionally, few studies have investigated the influence of parental involvement on students' attitudes toward writing (Aram & Besser-Biron, 2016; Camacho & Alves, 2016; Ferrara, 2009; Georgiou & Tourva, 2007; McClay et al., 2012; Skibbe et al., 2013; Zurcher, 2016). This study is significant because it addresses this gap in literature regarding parental involvement in school in the academic area of writing (Englund et al., 2004; Hong & Ho, 2005). By providing a series of after school family writing workshops; establishing a protocol for measuring, observing, and analyzing the outcomes of parental involvement; and then summarizing and reflecting on the findings the gap in literature is addressed. More specifically, additional research has taken place regarding the influence of parental involvement on students' writing in the academic setting. Analyzed were data related to parental involvement and its influence on student attitudes toward writing and student productivity in the writing workshop sessions. Although, quantitative data revealed some positive trends, few were statistically significant.

Qualitative and quantitative results in this study revealed that some key factors aligned regarding the influence of parental involvement on students in the academic environment. For example, the influence that parental involvement in the academic setting has on students and their overall success or failure in school has been well researched. Also, students who experience positive adult influences in their academic setting can make academic progress (Georgiou & Tourva, 2007). Consequently, one way to achieve this is to invite parents to become more academically involved in the classroom (Georgiou & Tourva, 2007). Moreover, the contribution of parents in a

student's academic activities makes a positive effect on that student's quality of work and his or perspective on the importance of the work at hand (Henderson & Mapp, 2002). Not only is the parental involvement significant, but also students are more likely to do well overall in academic programs on various levels when parents participate (Henderson & Mapp, 2002).

Researchers have dedicated hours analyzing the relationship between parental participation and student success (Bentler, 1995; Ferrara, 2009; Georgiou & Tourva, 2007; Hall, 2014; Hurst et al., 2011; Lensmire, 1992; McCallister, 2008; McCarrier, et al., 2000; McCarthy & Ro, 2011; Piazza & Tomlinson, 1985). Their studies encompassed projects and specific tests designed to collect and outline data (Bentler, 1995; Ferrara, 2009; Georgiou & Tourva, 2007; Hall, 2014; Hurst et al., 2011; Lensmire, 1992; McCallister, 2008; McCarrier, et al., 2000; McCarthy & Ro, 2011; Piazza & Tomlinson, 1985). Furthermore, Grainger et al. (2002) and Grainger (2005) emphasized the importance of creating opportunities for students to write. Rasinski and Padak (2009), Kovalcik and Certo (2007), and Newman and Bizzarri (2011) saw components of literacy as a way to bring students and parents together in an academic setting for academic achievement. Sigler (2014), McDonough (1991), Graves (1983, 1994), and Calkins (1986, 1987, 1990) recommended that writer's workshops create a way to invite parents and keep them involved with students in the writing process both in school and at home. This current research, *Examining the Influence of Parental Participation in Student Writing Workshops: A Case Study*, revealed the impact that parental involvement had on children's learning, particularly in their attitudes toward writing and

their writing productivity.

Finally, discussed were the results of the quantitative and qualitative data analysis of this study. This study's findings were compared with prior studies documented in the research literature. Overall, many themes regarding parental involvement, student productivity and their attitudes about writing aligned. Consider research question one: *What are the students' attitudes toward writing prior to and following parent-child writing sessions?* The research collectively supports the concept of parental involvement making an impact on the attitudes of students during the writing workshop sessions. Moreover, the responses regarding students' attitudes are stronger in some areas when students wrote with their parents compared to when students wrote independently. Reflect on research question two: *Is there a statistically significant mean difference in student productivity pre- and post-student writing workshops?* Overall, research reveals that although there isn't a statistically significant mean difference regarding student productivity on a consistent basis, students do make some minor gains related to productivity in writing where parental involvement takes place in the academic setting.

Also consider research question three: *How do students perceive parental participation in parent- child writing sessions?* Research aligns regarding students and their perceptions of parental participation. For example, although students identify that their parents are participating, it is at different levels ranging from weak (distracted) to strong (completely engaged). Research of Graves (1983, 1994), Calkins (1986, 1987, 1990), McDonough (1991), Kovalcik and Certo (2007), Rasinski and Padak (2009), Newman and Bizzarri (2011), and Sigler (2014) indicates, parent involvement is

significant in the writing process, nevertheless, the different levels of parent participation, with the same writing intervention, and how those levels influence student writing needs further investigation.

Regarding research question four: *What influence if any, does parental participation have on students writing in the parent-child writing sessions?* It is indicated that what parents say and do has a direct impact on how students approach the writing process and what the child decides to do during the writing workshop sessions. Finally, regarding the current study, research question five indicates concepts related to modeling: *How do teachers perceive the influence of parental participation in the parent-child writing sessions?* It indicates where teachers and parents are involved together in the academic setting with students, what is modeled influences students at a social and cognitive level. Furthermore, the culmination of findings regarding research questions one through five all point back to an important concept, parental involvement and its influence on students in the academic setting.

In conclusion, presented are the implications of this study's results with consideration toward the examination of the attitudes of parental participation on students' writing productivity and the students, parents, and teachers' attitudes about the effect of the Family Writing Workshop as it relates to incoming fourth graders. Specified are avenues for future research, such as looking at more schools in a district, considering the socio-economic background of participants, and analysis to include the ethnic background of participants.

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APPENDIX A
 KNUDSON WRITING ATTITUDE SURVEY FOR STUDENTS

Knudson Writing Attitude Survey for Students

The rating scale—1 almost always, 2 often 3 sometimes, 4 seldom, and 5 almost never. Circle the relevant answer.

1. When I have free time, I would rather write than watch TV.	1	2	3	4	5
2. I get good grades on what I write at school.	1	2	3	4	5
3. My parents like what I write.	1	2	3	4	5
4. I like to write if I can choose the topic.	1	2	3	4	5
5. I think writing is enjoyable.	1	2	3	4	5
6. If I have free time, I would rather write than read.	1	2	3	4	5
7. I am a good writer.	1	2	3	4	5
8. I would rather write an essay than fill in the blanks.	1	2	3	4	5
9. At school, I like to write science and social reports.	1	2	3	4	5
10. I think I could write better than I do.	1	2	3	4	5
11. You have to be a good writer to do well in school.	1	2	3	4	5
12. I would like to have more time in school to write.	1	2	3	4	5
13. I can write a complete paragraph.	1	2	3	4	5
14. I do better at school if I take notes on what the teacher says.	1	2	3	4	5
15. Writing to express yourself is important in getting a good job.	1	2	3	4	5
16. I write notes to my friends.	1	2	3	4	5
17. I write letters to relatives and friends when I am not in school.	1	2	3	4	5
18. I am good at writing a whole composition.	1	2	3	4	5
19. I would rather write than listen to music.	1	2	3	4	5

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APPENDIX D
Recruitment Flyer #1

Parents and 4th grade students: You are cordially invited to a series of FAMILY WRITING WORKSHOPS!

This is a great way for students and parents to...

- learn about the writing process
- spend quality time together
- have fun and be creative
- *publish* writing in an anthology
- develop a joy for writing by sharing stories
- share a sense of community with others

Also, students learn different writing strategies and parents learn additional ways to become involved in their child's education!

This will be a part of an important and valuable study conducted by a UHCL student. The purpose of the study is to examine the influence of parental participation in student writing workshops. Workshops will be facilitated by Mrs. E. Jones--fourth grade.

Dates: 6 workshops after school in May

Place: Room 409

Time: Each workshop will last 1 hour 30 minutes

Students, please RSVP, as space is limited. Cut below and return to Mrs. Jones in room 409 by Thursday, April 20th.

_____ Yes, we are interested! Please send us more information!

Dates are tentative. You will receive more information once dates are finalized.

Name of student: _____ Teacher: _____

Name of parent: _____ Grade: _____ Room: _____

APPENDIX D continued

Recruitment Flyer #1

Parents and 4th grade students: You are cordially invited to a series of FAMILY WRITING WORKSHOPS!

This is a great way for students and parents to...

- learn about the writing process
- spend quality time together
- have fun and be creative
- *publish* writing in an anthology
- develop a joy for writing by sharing stories
- share a sense of community with others

Also, students learn different writing strategies and parents learn additional ways to become involved in their child's education!

This will be a part of an important and valuable study conducted by a UHCL student. The purpose of the study is to examine the influence of parental participation in student writing workshops. Workshops will be facilitated by Mrs. E. Jones--fourth grade.

Dates: Students Only-May (Thur. 4th, Fri.5th, and Thur.11th)
Parents and Students-May (Fri. 12th, Thur. 18th, and Fri.19th)

Place: Room 409

Time: 3:30-5PM

****Attendance at all workshops required to receive a certificate.**

 Yes, we will attend!

Materials, snacks and water will be provided! Students must be picked up on time at 5PM.

Name of student: _____ Teacher: ___Mrs. E. Jones_____

Name of parent: _____ Grade: _____ Room:409

APPENDIX E

Recruitment Flyer #2

Parents and 4th grade students: Thank you for
your interest in
FAMILY WRITING WORKSHOPS!

This is a great way for students and parents to...

- learn about the writing process
- spend quality time together
- have fun and be creative
- *publish* writing in an anthology
- develop a joy for writing by sharing personal stories
- share a sense of community with others

Also, students learn different writing strategies and
parents learn additional ways to become involved in their child's education!

These workshops will be a part of an important and valuable study conducted by a UHCL student. The purpose of the study is to examine the influence of parental participation in student writing workshops. The attached forms provide further details. If you choose to participate in the study, your child will be placed in Series A (without parents) and Series B (with parents). Your son or daughter will then be invited to attend three Family Writing Workshops alone and then three Family Writing Workshops with parents. These workshops will be held during the month of May after school.

You will receive information on the workshop series,
as well as dates and times for your six Family Writing Workshops by
the end of the week.

All workshops will be facilitated by Mrs. Jones in room 409.

If you would like to participate in this great opportunity,
please sign and return the attached forms and return to
Mrs. Jones in Room 409 by _____.

APPENDIX F

ASSENT OF MINOR TO PARTICIPATE IN EDUCATION RESEARCH

Student Researcher:
Mrs. Errica N. Jones
School of University of Houston-Clear Lake
713-501-4574, erricajones3@sbcglobal.net

Faculty Sponsor:
Michelle L. Peters, Ed. D.
School of School of University of Houston-Clear Lake
281-283-3015, PetersM@UHCL.edu

You are being asked to help in a research project called Examining the Influence of Parental Participation in Student Writing Workshops: A case Study and the project is part of my Educational Leadership Dissertation at the University of Houston-Clear Lake. The purpose of this study is to demonstrate how parental involvement is needed in the support of positive and long lasting impacts on student writing in school. You will be asked to take surveys, and answer questions related to writing and a pre-and post- writing measurement. Your help will be needed for four weeks.

You do not have to help if you do not want, and you may stop at any time even after you have started, and it will be okay. You can just let the researcher know if you want to stop or if you have questions. If you do want to do the project, it will help us a lot.

Please keep the upper part of this page for your information. Thank you for your assistance.

- Yes, I agree to (allow my child to) participate in the study on Examining the Influence of Parental Participation in Student Writing Workshops: A Case Study
No, I do not wish to (allow my child to) participate in the study on Examining the Influence of Parental Participation in Student Writing Workshops: A Case Study

Printed Name of Assenting Child

Signature of Assenting Child Date

Printed Name of Parent or Guardian

Signature of Parent or Guardian Date

Printed name of Witness of Child's assent

Signature of Witness of Child's assent Date

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

Updated Aug. 2016
Assent_Child_ 7-12

APPENDIX G

Informed Consent to Participate in Research

You are being asked to participate in the research project described below. Your participation in this study is entirely voluntary and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully, and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Examining the Influence of Parental Participation in Student Writing Workshops: A Case Study

Principal Investigator(s):

Student Investigator(s): Errica Jones

Faculty Sponsor: Michelle L. Peters, Ed. D., 281-283-3015, PetersM@UHCL.edu
School of University of Houston-Clear Lake

PURPOSE OF THE STUDY

The purpose of this research is to demonstrate how parental involvement is needed in the support of positive and long lasting impacts on student writing in school.

PROCEDURES

The research procedures are as follows: Parents and teachers will be interviewed regarding parental involvement and writing workshops. Parents and teachers will participate in the interview process before and at the end of the research.

EXPECTED DURATION

The total anticipated time commitment will be approximately 30 minutes.

RISKS OF PARTICIPATION

There are no anticipated risks associated with participation in this project. {or, as appropriate, see below.}

{Many of the studies performed by UHCL faculty or students do not involve physical risk, but rather the possibility of psychological and/or emotional risks from participation. The principles that apply to studies that involve psychological risk or mental stress are similar to those that involve physical risk. Participants should be informed of any foreseeable risks or discomforts and provided contact information of professional agencies (e.g., a crisis hot line) if any treatment is needed.}

APPENDIX G, continued

BENEFITS TO THE SUBJECT

There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) better understand how **parental involvement supports positive and long lasting impacts on student productivity in school, specifically in the area of writing.**

CONFIDENTIALITY OF RECORDS

Every effort will be made to maintain the confidentiality of your study records. The data collected from the study will be used for educational and publication purposes, however, you will not be identified by name. For federal audit purposes, the participant's documentation for this research project will be maintained and safeguarded by the Errica Jones for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

FINANCIAL COMPENSATION

There is no financial compensation to be offered for participation in the study.

INVESTIGATOR'S RIGHT TO WITHDRAW PARTICIPANT

The investigator has the right to withdraw you from this study at any time.

CONTACT INFORMATION FOR QUESTIONS OR PROBLEMS

The investigator has offered to answer all your questions. If you have additional questions during the course of this study about the research or any related problem, you may contact the Principal Investigator.

Mrs. Errica N. Jones at phone number 713-501-4574 or by email at erricajones3@sbcglobal.net.

If you have additional questions during the course of this study about the research or any related problem, you may contact the Student Researcher, Errica N. Jones, at phone number 713-501-5-4574 or by email at erricajones3@sbcglobal.net. The Faculty Sponsor Michelle L. Peters, Ed.D., may be contacted at phone number 281-283-3015 or by email at PetersM@UHCL.edu.

APPENDIX G, continued

SIGNATURES:

Your signature below acknowledges your voluntary participation in this research project. Such participation does not release the investigator(s), institution(s), sponsor(s) or granting agency(ies) from their professional and ethical responsibility to you. By signing the form, you are not waiving any of your legal rights.

The purpose of this study, procedures to be followed, and explanation of risks or benefits have been explained to you. You have been allowed to ask questions and your questions have been answered to your satisfaction. You have been told who to contact if you have additional questions. You have read this consent form and voluntarily agree to participate as a subject in this study. You are free to withdraw your consent at any time by contacting the Principal Investigator or Student Researcher/Faculty Sponsor. You will be given a copy of the consent form you have signed.

Subject's printed name: _____

Signature of Subject: _____

Date: _____

RESEARCHER'S BOX: DO NOT SIGN HERE

Using language that is understandable and appropriate, I have discussed this project and the items listed above with the subject.

Printed name and title: _____

Signature of Person Obtaining Consent: _____

Date: _____

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

APPENDIX H

Focus Group Perception Interview: Students

Please read each question below carefully and answer the questions in detail. Your input is very valuable and will be considered for future family workshops that may be offered.

Attitude Toward Writing

1. Tell me about the experience you have had in the family writing workshops before your parent joined the workshops.
2. Tell me about the experience you have had in the family writing workshops after your parent joined the workshop.
3. Did you write with your parent(s) before attending the family writing workshops?
4. If yes, can you give me an example?
5. Does anyone else want to talk about writing with your parent(s) before attending the family writing workshops? Does anyone have a different opinion or experience?
6. Have you ever chosen to write instead of participating in another activity? If yes, can you give me an example?
7. What is your opinion about having your parent join you in the family writing workshops? Can you elaborate on that?
8. Who or what influences your decision to write?

Feelings about Types of Writing

9. Rank the workshop topic from 1-3 that you found most memorable (for example if it was most memorable to you place a 1 on the line).
___ Topic 1: Sharing Special Moments
___ Topic 2: A Childhood Memory from My Neighborhood
___ Topic 3: My Perfect Day
10. If you write independently, can you give an example of what you choose to write independently?
11. Does anyone else want to talk about what they choose to write independently?

View of Self as Writer

12. Do you see yourself as a writer?
13. Think back over all the years that you have been writing and tell me about your first memory as a writer.
14. How do you see yourself as a writer today?
15. If you could say just one more thing about yourself as a writer what would you say?

APPENDIX H, Continued

All things considered, Summary question, Final question

16. What suggestions, if any, do you have about adding to or taking away from the family writing workshops? If you made a suggestion, tell me more about what you have suggested.
17. Of all the things we have talked about, what is most important to you?
18. If someone were to approach you and ask what you thought about the family writing workshops, what would you say?

APPENDIX I

Focus Group Perception Interview: Parents

Please read each question below carefully and answer the questions in detail. Your input is very valuable and will be considered for future family workshops that may be offered.

Attitude Toward Writing

1. Tell me about the experience you have had in the family writing workshops after you joined your child in the workshop.
2. Did you write with your child before attending the family writing workshops?
3. If yes, can you give me an example?
4. Does anyone else want to talk about writing with your child before attending the family writing workshops? Does anyone have a different opinion or experience?
5. Have you ever chosen to write with your child instead of participating in another activity with your child? If yes, can you give me an example?
6. What is your opinion about joining your child in the family writing workshops? Can you elaborate on that?
7. Who or what influences your decision to write with your child?

Feelings about Types of Writing

8. Rank the workshop topic from 1-3 that you found most memorable (for example if it was most memorable to you place a 1 on the line).
___ Topic 1: Sharing Special Moments
___ Topic 2: A Childhood Memory from My Neighborhood
___ Topic 3: My Perfect Day
9. If you write with your child at home, can you give an example of what you choose to write?
10. Does anyone else want to talk about what they choose to write at home with their child?

View of Self as Writer

11. Do you believe your child sees him or herself as a writer?
12. If you have noticed, think back over all the years that you have noticed your child writing and tell me about your first memory of your child as a writer.
13. If you could say just one more thing about your child as a writer what would you say?

APPENDIX I, Continued

All things considered, Summary question, Final question

14. What suggestions, if any, do you have about adding to or taking away from the family writing workshops? If you made a suggestion, tell me more about what you have suggested.
15. Of all the things we have talked about, what is most important to you?
16. If someone were to approach you and ask what you thought about the family writing workshops, what would you say?

APPENDIX J

Focus Group Perception Interview: Teacher

Please read each question below carefully and answer the questions in detail. Your input is very valuable and will be considered for future family workshops that may be offered.

Attitude Toward Writing

1. Tell me about the experience you have had in the writing workshops.
2. What is your opinion about students writing independently in the family writing workshops. Can you elaborate on that?
3. What is your opinion about parents joining their child in the family writing workshops? Can you elaborate on that?

Feelings about Types of Writing

4. Do you think students will consider choosing their own topics and or reasons for writing after attending the family writing workshops?
5. Do you think students will write more at school and/or at home because of attending the family writing workshops? Can you give an example of what you have shared?

View of Self as Writer

6. Do you believe students see themselves as writers? Can you elaborate on that?
7. What changes, if any, have you noticed as a result of the family writing workshops...
 - a. in students?
 - b. in parents?
 - c. in yourself?
8. Do you believe there are benefits or drawbacks to having the family writing workshops?

All things considered, Summary question, Final question

9. What suggestions, if any, do you have about adding to or taking away from the family writing workshops? If you made a suggestion, tell me more about what you have suggested.
10. Of all the things we have talked about, what is most important to you?
11. If someone were to approach you and ask what you thought about the family writing workshops, what would you say?

APPENDIX K SURVEY LETTER



May 2017

Dear Parents:

Greetings! You are being solicited to complete the questionnaire surveys. The purpose of these surveys is to examine the influence of parental involvement on elementary writers. The data obtained from this study will not only allow UHCL's Education Department to track the preparedness of elementary writers, but will provide feedback on program participation.

Please try to answer all the questions. Filling out the attached surveys is entirely voluntary, but answering each response will make the surveys most useful. These surveys will take approximately 5-10 minutes to complete and all of your responses will be kept completely confidential. No obvious undue risks will be endured and you may stop your participation at any time. In addition, you will also not benefit directly from your participation in the study.

Your cooperation is greatly appreciated and your willingness to participate in this study is implied if you proceed with completing the surveys. Your completion of the Parent Family Writing Questionnaire is not only greatly appreciated, but invaluable. If you have any further questions, please feel free to contact Dr. Michelle Peters (petersm@uhcl.edu) or myself (erricajones3@sbcglobal.net). Thank you!

Sincerely,

Errica N. Jones
Student Researcher
Educational Leadership
(501)713-4574
erricajones3@sbcglobal.net

2700 Bay Area Boulevard, Houston, TX 77058

APPENDIX L

Observational Sheet #1

FWW STUDENTS ONLY Activity #1: Sharing Special Moments (Narrative Writing)

Fidelity (check off)	Elements of Workshop	Quality (detailed notes to include dialogue, events & activities, interactions between participants, reflective notes, & ?s to consider)
MATERIALS		
	<ul style="list-style-type: none"> ➤ *MENTOR TEXT(warm up) ➤ The Writing Process handout (1 per STUDENT) ➤ Beginning, Middle, and End Sensory Detail Graphic Organizer (1 per person) ➤ Editing Tools handout (on back of graphic organizer, 1 per person) ➤ Homework handout ➤ writing paper ➤ 8 ½ x 11 plain white paper ➤ pencils and pens 	
GENERAL PROCEDURES		
	Distribute the <u>Writing Process</u> handout to each participant. Briefly provide an overview of the writing process. As you begin the writing project, explain each step in detail and then model while thinking aloud. Finally, have participants practice each step after it has been modeled.	
PREWRITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX L, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes total; 2 minutes each):</p> <ul style="list-style-type: none"> • Participants each make a list of three memories of special moments they shared with family. • Participants briefly describe their experiences with a partner. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (10 minutes):</p> <ul style="list-style-type: none"> • Participants refer back to their own list and choose ONE of the special moments to write a story about. • Participants tell their partner about the special moment they chose. • Participants make a web about the special moment they chose, including information about the setting, characters, and plot. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (2 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred. 	

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APPENDIX L, Continued

	<p>START TIME: _____ Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants transfer their ideas from the web to the next graphic organizer, bulleting (not numbering) ideas under beginning, middle, and end. 	
	<p>START TIME: _____ Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Participants add sensory details to their story under beginning, middle, and end. 	
	<p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred to prepare for drafting. 	

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APPENDIX L, Continued

DRAFTING		
	<p>START TIME: _____</p> <p>Participants do as the teacher did (about 15 minutes):</p> <ul style="list-style-type: none"> • Using the beginning, middle, and end graphic organizer, participants DRAFT a narrative about the same special moment. • Participants write the ideas in the order in which they are numbered. • They should include an ending to the narrative that will answer "So What?" – what was the outcome, result, or bond that resulted from this special moment. • Participants skip lines as they write. 	

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APPENDIX L, Continued

REVISING		
	<p>START TIME: _____ Participants do as the teacher did (about 20 minutes total; 5 minutes each):</p> <ul style="list-style-type: none"> • Participants form groups of four (two partner pairs). • Each group must assign a timekeeper to ensure that each author has a 5 minute turn. • One author reads his/her entire draft to his/her small group. • The same author then goes back to the beginning and others then ask questions or provide verbal suggestions on how the author can add clarifying information and more sensory details. • The author revises his/her draft by inserting or deleting items as others provide feedback. • Content and ideas should be the focus, not conventions. • At least one positive statement should be included in the feedback. • Each author follows the same procedure. 	
	<p>START TIME: _____ Participants share their work (10 minutes):</p> <ul style="list-style-type: none"> • Invite a few participants to read their work to the whole group. • Everyone should clap afterwards. • Make a positive comment for each piece. 	

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APPENDIX L, Continued

EDITING		
PUBLISHING		
	As participants left:	

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX M

Observational Sheet #2

FWW STUDENTS ONLY Activity #2: A Childhood Memory from My Neighborhood

Fidelity (check off)	Elements of Workshop	Quality (detailed notes to include dialogue, events & activities, interactions between participants, reflective notes, & ?s to consider)
MATERIALS		
	<ul style="list-style-type: none"> ➤ <u>The Writing Process</u> handout (1 per STUDENT) ➤ Beginning, Middle, and End Dialogue Graphic Organizer (1 per person) ➤ <u>Editing Tools</u> handout (1 per person) ➤ <u>Homework</u> handout ➤ writing paper ➤ 8 ½ x 11 plain white paper ➤ pencils and pens 	
GENERAL PROCEDURES		
	Distribute the <u>Writing Process</u> handout to each participant. Briefly provide an overview of the writing process. As you begin the writing project, explain each step in detail and then model while thinking aloud. Finally, have participants practice each step after it has been modeled.	
PREWRITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX M, Continued

	<p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants each sketch a map of the neighborhood they grew up in as a child and make a list of three memories they have from that neighborhood. • Participants briefly describe their experiences in one partner pair. 	
	•	
	<p>Participants do as the teacher did (10 minutes):</p> <ul style="list-style-type: none"> • Participants refer back their own list and choose ONE of the childhood memories to write a story about. • Participants tell their partner about the childhood memory they chose. • Participants make a web about the special moment they chose, including information about the setting, characters, and plot. 	
	<p>START TIME: _____ Participants do as the teacher did (2 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred. 	

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APPENDIX M, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants transfer their ideas from the web to the next graphic organizer, bulleting (not numbering) ideas under beginning, middle, and end. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Using the handout and your example, participants add dialogue to their story under beginning, middle, and end 	

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APPENDIX M, Continued

	<p>START TIME: _____ Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred to prepare for drafting. 	
DRAFTING		
	<p>START TIME: _____ Participants do as the teacher did (about 15 minutes):</p> <ul style="list-style-type: none"> • Using the beginning, middle, and end graphic organizer, participants DRAFT a narrative about the same childhood memory. • Participants write the ideas in the order in which they are numbered. • They should include an ending to the narrative that will answer "So What?" – what was the outcome or result from this childhood memory. • Participants skip lines as they write. 	

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APPENDIX M, Continued

REVISING		
	<p>START TIME: _____ Participants do as the teacher did (about 20 minutes total; 5 minutes each):</p> <ul style="list-style-type: none"> • Participants form groups of four (two partner pairs). • Each group must assign a timekeeper to ensure that each author has a 5 minute turn. • One author reads his/her entire draft to his/her small group. • The same author then goes back to the beginning and others then ask questions or provide verbal suggestions on how the author can add clarifying information and more dialogue. • The author revises his/her draft by inserting or deleting items as others provide feedback. • Content and ideas should be the focus, not conventions. • At least one positive statement should be included in the feedback. • Each author follows the same procedure. 	

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APPENDIX M, Continued

	<p>START TIME: _____</p> <p>Participants share their work (10 minutes):</p> <ul style="list-style-type: none"> • Invite a few participants to read their work to the whole group. • Everyone should clap afterwards. • Make a positive comment for each piece. 	
EDITING		
PUBLISHING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX M, Continued

	As participants left:	

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APPENDIX N

Observational Sheet #3

FWW STUDENTS ONLY Activity #3: My Perfect Day (Narrative Writing)

Fidelity (check off)	Elements of Workshop	Quality (detailed notes to include dialogue, events & activities, interactions between participants, reflective notes, & ?s to consider)
MATERIALS		
	<ul style="list-style-type: none"> ➤ <u>The Writing Process</u> handout (1 per STUDENT) ➤ Beginning, Middle, End and Setting Graphic Organizer (1 per person) ➤ <u>Editing Tools</u> handout (on back of above graphic organizer, 1 per person) ➤ <u>Homework</u> handout ➤ writing paper ➤ 8 ½ x 11 plain white paper ➤ pencils and pens 	
GENERAL PROCEDURES		
	Distribute the <u>Writing Process</u> handout to each participant. Briefly provide an overview of the writing process. As you begin the writing project, explain each step in detail and then model while thinking aloud. Finally, have participants practice each step after it has been modeled.	
PREWRITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX N, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes total; 2 minutes each):</p> <ul style="list-style-type: none">• Participants each brainstorm a list of things that they would do or places that they would visit with their parent/child if they could spend an entire perfect day with him/her.• Participants briefly describe their ideas in one child/parent pair.	

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APPENDIX N, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (10 minutes):</p> <ul style="list-style-type: none"> • Participants refer back their own list and choose ONE or A FEW items that they would do with their parent/child on a perfect day. This will become their story for the workshop. • Participants tell their partner about their perfect day. • Participants make a web about their perfect day, including information about the setting, characters, and plot. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (2 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants transfer their ideas from the web to the next graphic organizer, bulleting (not numbering) ideas under beginning, middle, and end. 	

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APPENDIX N, Continued

	<p>START TIME: _____ Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> Using the handout and your example, participants add <u>setting description</u> to their story under beginning, middle, and end. 	
	<p>START TIME: _____ Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> Participants number their ideas in the order in which they occurred to prepare for drafting. 	
DRAFTING		

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APPENDIX N, Continued

	<p>START TIME: _____ Participants do as the teacher did (about 15 minutes):</p> <ul style="list-style-type: none"> • Using the beginning, middle, and end graphic organizer, participants DRAFT a narrative about the same perfect day. • Participants write the ideas in the order in which they are numbered. • They should include an ending to the narrative that will answer "So What?" – what will be the outcome or result from this perfect day. • Participants skip lines as they write. 	
REVISING		

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APPENDIX N, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (about 20 minutes total; 5 minutes each):</p> <ul style="list-style-type: none"> • Participants form groups of four (two child-parent pairs). • Each group must assign a timekeeper to ensure that each author has a 5 minute turn. • One author reads his/her entire draft to his/her small group. • The same author then goes back to the beginning and others then ask questions or provide verbal suggestions on how the author can add clarifying information and more <u>setting description</u>. • The author revises his/her draft by inserting or deleting items as others provide feedback. • Content and ideas should be the focus, not conventions. • At least one positive statement should be included in the feedback. • Each author follows the same procedure. 	
	<p>START TIME: _____</p> <p>Participants share their work (10 minutes):</p> <ul style="list-style-type: none"> • Invite a few participants to read their work to the whole group. • Everyone should clap afterwards. • Make a positive comment for each piece. 	
EDITING		

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APPENDIX O

Observational Sheet #1

FWW W/PARENTS Activity #1: Sharing Special Moments (Narrative Writing)

Fidelity (check off)	Elements of Workshop	Quality (detailed notes to include dialogue, events & activities, interactions between participants, reflective notes, & ?s to consider)
MATERIALS		
	<ul style="list-style-type: none"> ➤ The Writing Process handout (1 per family) ➤ Beginning, Middle, and End Sensory Detail Graphic Organizer (1 per person) ➤ Editing Tools handout (on back of graphic organizer, 1 per person) ➤ Homework handout ➤ writing paper ➤ 8 1/2 x 11 plain white paper ➤ pencils and pens 	
GENERAL PROCEDURES		
	Distribute the <u>Writing Process</u> handout to each participant. Briefly provide an overview of the writing process. As you begin the writing project, explain each step in detail and then model while thinking aloud. Finally, have participants practice each step after it has been modeled.	
PREWRITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes. University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX O, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes total; 2 minutes each):</p> <ul style="list-style-type: none"> • Participants each make a list of three memories of special moments they shared with one another. • Participants briefly describe their experiences in one child/parent pair. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (10 minutes):</p> <ul style="list-style-type: none"> • Participants refer back their own list and choose ONE of the special moments to write a story about. • Participants tell their partner about the special moment they chose. • Participants make a web about the special moment they chose, including information about the setting, characters, and plot. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (2 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred. 	

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APPENDIX O, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants transfer their ideas from the web to the next graphic organizer, bulleting (not numbering) ideas under beginning, middle, and end. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Participants add sensory details to their story under beginning, middle, and end. 	
	<p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred to prepare for drafting. 	

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APPENDIX O, Continued

DRAFTING		
	<p>START TIME: _____</p> <p>Participants do as the teacher did (about 15 minutes):</p> <ul style="list-style-type: none"> • Using the beginning, middle, and end graphic organizer, participants DRAFT a narrative about the same special moment. • Participants write the ideas in the order in which they are numbered. • They should include an ending to the narrative that will answer "So What?" – what was the outcome, result, or bond that resulted from this special moment. • Participants skip lines as they write. 	

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APPENDIX O, Continued

REVISING		
	<p>START TIME: _____ Participants do as the teacher did (about 20 minutes total; 5 minutes each):</p> <ul style="list-style-type: none"> • Participants form groups of four (two child-parent pairs). • Each group must assign a timekeeper to ensure that each author has a 5 minute turn. • One author reads his/her entire draft to his/her small group. • The same author then goes back to the beginning and others then ask questions or provide verbal suggestions on how the author can add clarifying information and more sensory details. • The author revises his/her draft by inserting or deleting items as others provide feedback. • Content and ideas should be the focus, not conventions. • At least one positive statement should be included in the feedback. • Each author follows the same procedure. 	
	<p>START TIME: _____ Participants share their work (10 minutes):</p> <ul style="list-style-type: none"> • Invite a few participants to read their work to the whole group. • Everyone should clap afterwards. • Make a positive comment for each piece. 	

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APPENDIX O, Continued

EDITING		
PUBLISHING		
	As participants left:	

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APPENDIX P

Observational Sheet #2

FWW W/PARENTS Activity #2: A Childhood Memory from My Neighborhood

Fidelity (check off)	Elements of Workshop	Quality (detailed notes to include dialogue, events & activities, interactions between participants, reflective notes, & ?s to consider)
MATERIALS		
	<ul style="list-style-type: none"> ➤ <u>The Writing Process</u> handout (1 per family) ➤ Beginning, Middle, and End Dialogue Graphic Organizer (1 per person) ➤ <u>Editing Tools</u> handout (1 per person) ➤ <u>Homework</u> handout ➤ writing paper ➤ 8 ½ x 11 plain white paper ➤ pencils and pens 	
GENERAL PROCEDURES		
	Distribute the <u>Writing Process</u> handout to each participant. Briefly provide an overview of the writing process. As you begin the writing project, explain each step in detail and then model while thinking aloud. Finally, have participants practice each step after it has been modeled.	
PREWRITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX P, Continued

	<p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants each sketch a map of the neighborhood they grew up in as a child and make a list of three memories they have from that neighborhood. • Participants briefly describe their experiences in one child/parent pair. 	
	•	
	<p>Participants do as the teacher did (10 minutes):</p> <ul style="list-style-type: none"> • Participants refer back their own list and choose ONE of the childhood memories to write a story about. • Participants tell their partner about the childhood memory they chose. • Participants make a web about the special moment they chose, including information about the setting, characters, and plot. 	
	<p>START TIME: _____ Participants do as the teacher did (2 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred. 	

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APPENDIX P, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> Participants transfer their ideas from the web to the next graphic organizer, bulleting (not numbering) ideas under beginning, middle, and end. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> Using the handout and your example, participants add dialogue to their story under beginning, middle, and end 	

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APPENDIX P, Continued

	<p>START TIME: _____ Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred to prepare for drafting. 	
DRAFTING		
	<p>START TIME: _____ Participants do as the teacher did (about 15 minutes):</p> <ul style="list-style-type: none"> • Using the beginning, middle, and end graphic organizer, participants DRAFT a narrative about the same childhood memory. • Participants write the ideas in the order in which they are numbered. • They should include an ending to the narrative that will answer "So What?" – what was the outcome or result from this childhood memory. • Participants skip lines as they write. 	

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APPENDIX P, Continued

REVISING		
	<p>START TIME: _____ Participants do as the teacher did (about 20 minutes total; 5 minutes each):</p> <ul style="list-style-type: none"> • Participants form groups of four (two child-parent pairs). • Each group must assign a timekeeper to ensure that each author has a 5 minute turn. • One author reads his/her entire draft to his/her small group. • The same author then goes back to the beginning and others then ask questions or provide verbal suggestions on how the author can add clarifying information and more dialogue. • The author revises his/her draft by inserting or deleting items as others provide feedback. • Content and ideas should be the focus, not conventions. • At least one positive statement should be included in the feedback. • Each author follows the same procedure. 	

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APPENDIX P, Continued

	<p>START TIME: _____</p> <p>Participants share their work (10 minutes):</p> <ul style="list-style-type: none"> • Invite a few participants to read their work to the whole group. • Everyone should clap afterwards. • Make a positive comment for each piece. 	
EDITING		
PUBLISHING		

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APPENDIX P, Continued

	As participants left:	

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q

Observational Sheet #3

FWW W/PARENTS Activity #3: My Perfect Day (Narrative Writing)

Fidelity (check off)	Elements of Workshop	Quality (detailed notes to include dialogue, events & activities, interactions between participants, reflective notes, & ?s to consider)
MATERIALS		
	<ul style="list-style-type: none"> ➤ <u>The Writing Process</u> handout (1 per family) ➤ Beginning, Middle, End and Setting Graphic Organizer (1 per person) ➤ <u>Editing Tools</u> handout (on back of above graphic organizer, 1 per person) ➤ <u>Homework</u> handout ➤ writing paper ➤ 8 ½ x 11 plain white paper ➤ pencils and pens 	
GENERAL PROCEDURES		
	Distribute the <u>Writing Process</u> handout to each participant. Briefly provide an overview of the writing process. As you begin the writing project, explain each step in detail and then model while thinking aloud. Finally, have participants practice each step after it has been modeled.	
PREWRITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes total; 2 minutes each):</p> <ul style="list-style-type: none">• Participants each brainstorm a list of things that they would do or places that they would visit with their parent/child if they could spend an entire perfect day with him/her.• Participants briefly describe their ideas in one child/parent pair.	

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes. University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (10 minutes):</p> <ul style="list-style-type: none"> • Participants refer back their own list and choose ONE or A FEW items that they would do with their parent/child on a perfect day. This will become their story for the workshop. • Participants tell their partner about their perfect day. • Participants make a web about their perfect day, including information about the setting, characters, and plot. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (2 minutes):</p> <ul style="list-style-type: none"> • Participants number their ideas in the order in which they occurred. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (4 minutes):</p> <ul style="list-style-type: none"> • Participants transfer their ideas from the web to the next graphic organizer, bulleting (not numbering) ideas under beginning, middle, and end. 	

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> Using the handout and your example, participants add <u>setting description</u> to their story under beginning, middle, and end. 	
	<p>START TIME: _____</p> <p>Participants do as the teacher did (3 minutes):</p> <ul style="list-style-type: none"> Participants number their ideas in the order in which they occurred to prepare for drafting. 	
DRAFTING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q, Continued

	<p>START TIME: _____ Participants do as the teacher did (about 15 minutes):</p> <ul style="list-style-type: none"> • Using the beginning, middle, and end graphic organizer, participants DRAFT a narrative about the same perfect day. • Participants write the ideas in the order in which they are numbered. • They should include an ending to the narrative that will answer "So What?" – what will be the outcome or result from this perfect day. • Participants skip lines as they write. 	
REVISING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q, Continued

	<p>START TIME: _____</p> <p>Participants do as the teacher did (about 20 minutes total; 5 minutes each):</p> <ul style="list-style-type: none"> • Participants form groups of four (two child-parent pairs). • Each group must assign a timekeeper to ensure that each author has a 5 minute turn. • One author reads his/her entire draft to his/her small group. • The same author then goes back to the beginning and others then ask questions or provide verbal suggestions on how the author can add clarifying information and more <u>setting description</u>. • The author revises his/her draft by inserting or deleting items as others provide feedback. • Content and ideas should be the focus, not conventions. • At least one positive statement should be included in the feedback. • Each author follows the same procedure. 	
	<p>START TIME: _____</p> <p>Participants share their work (10 minutes):</p> <ul style="list-style-type: none"> • Invite a few participants to read their work to the whole group. • Everyone should clap afterwards. • Make a positive comment for each piece. 	
EDITING		

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX Q, Continued

PUBLISHING		
	As participants left:	

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX R

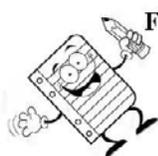
Beginning, Middle, and End Sensory Detail Graphic Organizer

BEGINNING	MIDDLE	END
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
What do I see?	What do I see?	What do I see?
_____	_____	_____
What do I hear?	What do I hear?	What do I hear?
_____	_____	_____
What do I smell?	What do I smell?	What do I smell?
_____	_____	_____
What do I taste?	What do I taste?	What do I taste?
_____	_____	_____
What do I touch?	What do I touch?	What do I touch?
_____	_____	_____

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

Appendix S

Homework Sheet #1



Family Writing Workshop Activity #1 Sharing Special Moments Narrative Writing

HOMEWORK

Check off each item as it is completed.

REVISING

- I read my entire draft to my parent/child.
- My parent/child made suggestions on how to add clarifying information or sensory details.
- I revised my draft by adding or deleting items.
- I focused on ideas and content.
- My parent/child made at least one positive comment about my writing.

EDITING

- I used the editing tools sheet to edit my work with my parent/child.
- I focused on correcting capitals, punctuation, spelling, etc.

PUBLISHING

- I wrote a clean and neat final draft and included all revisions and edits I made with my parent/child.
- I made an illustration to go along with my writing.

FINAL DRAFT AND ILLUSTRATION DUE AT THE NEXT FAMILY WRITING WORKSHOP

Pascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll1274d/135938>

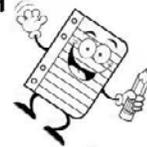
APPENDIX U

Homework Sheet #2

Family Writing Workshop Activity #2 A Childhood Memory from My Neighborhood

Narrative Writing

HOMEWORK



Check off each item as it is completed.

REVISING

- I read my entire draft to my parent/child.
- My parent/child made suggestions on how to add clarifying information and dialogue.
- I revised my draft by adding or deleting items.
- I focused on ideas and content.
- My parent/child made at least one positive comment about my writing.

EDITING

- I used the editing tools sheet to edit my work with my parent/child.
- I focused on correcting capitals, punctuation, spelling, etc.

PUBLISHING

- I wrote a clean and neat final draft and included all revisions and edits I made with my parent/child.
- I made an illustration of my childhood neighborhood to go along with my writing. I made my drawing dark so images may be photocopied clearly.

FINAL DRAFT AND ILLUSTRATION DUE AT THE NEXT FAMILY WRITING WORKSHOP

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX V

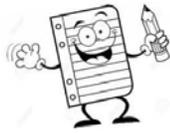
Beginning, Middle, and End Dialogue Graphic Organizer

BEGINNING	MIDDLE	END
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Setting Description (location, weather, time)	Setting Description (location, weather, time)	Setting Description (location, weather, time)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX W

Homework Sheet #3 Family Writing



Workshop Activity #3

My Perfect Day

Narrative Writing

HOMEWORK

Check off each item as it is completed.

REVISING

- I read my entire draft to my parent/child.
- My parent/child made suggestions on how to add clarifying information or setting description.
- I revised my draft by adding or deleting items.
- I focused on ideas and content.
- My parent/child made at least one positive comment about my writing.

EDITING

- I used the editing tools sheet to edit my work with my parent/child.
- I focused on correcting capitals, punctuation, spelling, etc.

PUBLISHING

- I wrote a clean and neat final draft and included all revisions and edits I made with my parent/child.
- I made an illustration of my perfect day to go along with my writing.

FINAL DRAFT AND ILLUSTRATION DUE AT THE NEXT FAMILY WRITING WORKSHOP

Plascencia, V. (2016). The effects of a series of after school family writing workshops on students' writing achievement and attitudes: University of southern California Dissertations and theses. Retrieved 12 September 2016, from <http://digitalibrary.usc.edu/cdm/ref/collection/p15799coll127/id/135938>

APPENDIX X
*The FAMILY WRITING WORKSHOP
Congratulates*

*for
participating and becoming published authors.*



Mrs. E. Jones, Family Writing Workshop Director

May 2017

APPENDIX Y

Family Writing Workshop Guidelines

Protocols/Expectations: Presented during Workshop

A (students only) and Workshop B (students and parents)

- Workshop agenda
 - Safety protocols
 - Restrooms
 - Start/stop times
 - Introductions/icebreakers (Day 1/Day 4 only)
 - Preliminary paperwork/guidelines (Surveys/Assessments)
- Writing workshop materials shared with participants
 - Numbered Writer's Folder (two pencils paper, writing process, writing prompts/idea templates, KWA/CBM)

Writing Process: (Presented with

PowerPoint/Templates-Focused on Narrative

Writing)

- Mentor Text—Read text based on inspirations for writing to open the writing process.
- Brainstorming (collecting ideas)
- drafting
- revising
- editing
- publishing

Publish:

- Publishing (presenting on paper and out loud), sharing (with parent and peers)
- writing you wrote is read by others
- purpose of writing
- a celebration (pictures w/parent and workshop certificate, w/keepsake journal/inspirational pencil)

Day 1 (students only)

1. 10 min. Share protocols/expectations with the writing workshop participants.
2. 10 min. Invite participants to share during an icebreaker session.
3. 10 min. Provide materials to participants.
4. 10-15 min. Participants complete appropriate instruments: Knudson Writing Attitude Survey (KWA) and then Curriculum Based Measurement-Written Expression (CBM-WE).
5. 10 min. Share Mentor Ex.: Text What Do You Do with an Idea? Kobi Yamada.
6. 10 min. Freewriting session with participants.
7. 5-10 min. Allow time for questions/clarification.
8. Wrap up workshop.

Days 2/3 (students only)

1. 0 min. Before WW starts check for materials placed on writer's desks.
2. 5 min. Review posted protocols/expectations with the writing workshop participants.
3. 10 min. Present PowerPoint identifying the traits of writing with examples of brainstorming, drafting, revising, editing, and publishing.
4. 20 min. With the use of templates, participants complete the writing process based on specific prompts/daily activities for narrative writing (#1- Sharing Special Moments, #2 A Childhood Memory, and #3 My Perfect Day).
5. 15 min. Participants have options for sharing (w/partner, out loud, or text only)
6. 5-10 min. Discuss options for homework and wrap up workshop.

Day 4 (students/parents repeat steps 1-3/5-8)

Day 4--10 min. Share Mentor Ex.: Text Stuck? Oliver Jeffers

Day 5 repeat steps 1, 2, 4, 5, and 6—parents have joined the sessions.

Day 6 (students/parents)

Include: 10-15 min. Participants complete appropriate instruments: Knudson Writing Attitude Survey (KWA) and then Curriculum Based Measurement-Written Expression (CBM-WE).

APPENDIX Z

9/6/2016

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Title: Curriculum-Based Measurement:
The Emerging Alternative:

Author: Stanley L. Deno

Publication: Exceptional Children

Publisher: SAGE Publications

Date: 11/01/1985

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APPENDIX AA



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Title: Development and Use of a Writing Attitude Survey in Grades 4 to 8:
Author: Ruth E. Knudson
Publication: Psychological Reports
Publisher: SAGE Publications
Date: 06/01/1991
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