

A pilot study of Write to Succeed: An intervention to enhancing writing instruction in New Mexico

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See <https://ies.ed.gov/use-work/resource-library/report/descriptive-study/pilot-study-write-succeed-intervention-enhancing-writing-instruction-new-mexico> for the briefing slides.

Appendix A. Overview, data, methods, and supplemental findings

Regional Educational Laboratory (REL) Southwest partnered with the New Mexico Public Education Department (NMPED) to study the implementation of Write to Succeed (WTS), a language and literacy professional learning program. A detailed discussion of this research project and key findings are included in the accompanying briefing slides, which are available at the above link. These technical appendixes are meant to supplement the briefing slides to provide additional background of the study and detail on the data, methods, and analyses used to answer the study's research questions.

Regional need and context

Supporting educational opportunities and achievement for English learner students in New Mexico is a high priority for NMPED (2021, n.d.). English learner students, who make up 15 percent of the student population in the state, currently meet grade-level proficiency standards in English language arts (ELA) at a lower rate than their English-proficient peers. A REL Southwest study in New Mexico found that by grades 4 and 5 about 15 percent of Spanish-speaking English learner students demonstrated grade-level readiness in ELA compared with 22 percent of students statewide (Arellano et al., 2018). Another REL Southwest study in the state found that only 18 percent of American Indian students who were former English learner students (that is, reclassified as English proficient) met grade-level standards in ELA, and less than 10 percent of American Indian students who were English learner students met grade-level literacy standards (Stoker et al., 2022).

English learner and American Indian students are two of the four student groups identified in a recent lawsuit that ruled that the state of New Mexico had violated students' fundamental rights by failing to provide a sufficient public education (NMPED, 2022b). In response, NMPED created a strategic plan that includes supporting the whole child through literacy instruction that is culturally and linguistically responsive (NMPED, 2022a). Improving English learner students' English proficiency—and the literacy skills of all students—is a top priority for NMPED and the district and regional partners of REL Southwest. This is not only because of the recent findings and events just described, but also because reading and writing skills are central to the state content and English language proficiency standards, including the New Mexico K–12 English Language Arts Common Core Standards and the New Mexico K–12 WIDA English Language Development Standards Framework. NMPED regularly promotes the

value of language and literacy development, such as through the 2021/22 Year of Literacy, which encouraged students at all levels and their families to engage in reading for both information and pleasure.

Through the Southwest English Learner Literacy (SWELL) partnership, the project team is implementing, refining, and building evidence of efficacy for the WTS professional learning program. The SWELL partnership aims to support educators across New Mexico in meeting their needs for more effective literacy instruction that will lead to improved English proficiency among English learner students and improved literacy skills for all students. SWELL partners include the project team, NMPED, and an advisory group made up of state and local representatives. The core focus of WTS is an approach to scaffolded writing instruction that can support all students and that adds embedded opportunities to especially meet the language needs of English learner students. The project team enhanced the WTS professional learning with materials developed for New Mexico educators through the prior Southwest English Learners partnership (2017–22), which supported [teacher collaboration](#) and the [use of culturally and linguistically responsive instruction](#) (CLRI). These technical appendixes concern a pilot study of WTS that occurred in 2023/24; an impact study of the program will occur in 2024/25.

Research questions

The pilot study addresses three research questions (RQs):

1. How easy was it for teachers to participate in WTS, and did teachers find it helpful for them and their students?
2. To what extent did teachers' confidence in teaching literacy and English learner students change over the year?
3. To what extent did teachers' collaboration and culturally and linguistically relevant instruction practices change over the year?

Sample

At the beginning of the 2023/24 school year, 22 teachers at five schools in three school districts signed up to participate in the pilot study. On average, 10 percent of students in the schools in our sample were English learner students; 47 percent of the students in grades 3 to 8 in these schools met state level state proficiency standards in ELA. Groups of teachers within schools were recruited to participate in the study. School eligibility to participate required serving one or more grades from 4 to 8 and having at least two eligible teachers willing to participate. Teacher eligibility to participate required serving English learner students in one or more grades in grades 4–8. Teachers who provided instruction in core content areas or as English learner student specialists (for example, teaching English language development [ELD]) were eligible to participate. Eligible teachers had at least two existing instructional units (one in the fall and one in the spring) that included a learning goal to improve students' writing skills and that culminated in a final writing task for students.

In total, there were six coaches to work with the teachers in their implementation of WTS, with one coach per teacher team working with a teacher team at a school, although in one case two coaches supported the teacher team at a school. Four of the coaches were school based (that is, local coaches identified by schools), serving 15 teachers at three schools. Two schools, with seven participating teachers, did not have a school-based, local coach, so the project team helped one school team to work with a coach from the local regional center and another school team to work with a member of the NMPED staff. However, in both cases where schools did not have a local coach, it proved infeasible for the regional or state coach to support implementation due to the coaches' time constraints. The two schools did receive some initial support from the regional and state-level coaches, but not the ongoing and sustained support as intended in WTS. The regional coach expressed that they were overseeing the implementation of too many programs. The state coach needed more time to focus on planning for statewide literacy programming.

Data

The study team collected data through a teacher survey, teacher interviews, instructional coach interviews, and logs filled out by coaches. The data were collected in 2023/24. An overview of the instruments, associated research questions, data collection timing, and analytic methods are provided in exhibit A1. Each data source is detailed further below.

Exhibit A1. Overview of instruments, research questions, data collection timing, and analytic methods.

Instrument		Sample size (N)	Research question	Beginning (September, October 2023)	Middle (December 2023)	End (April, May 2024)	Analysis method
Teachers	Surveys	20	1, 2, 3	✓	✓	✓	Calculated averages and distribution of responses into the response categories
	Interviews	9 in fall, 8 in spring	1		✓	✓	Coded themes
Coaches	Interviews	5	1		✓	✓	Coded themes
	Logs	6 coaches (22 teachers) ^a	1	✓ ongoing after training activities	✓ ongoing after training activities	✓ ongoing after training activities	Calculated proportion of activities received

a. Coaches filled out logs to report data on each teacher they supported.

Teacher survey

The teacher survey gathered participant perceptions about the WTS program to address RQ1 and information on outcomes to address RQs 2 and 3. All participating teachers were asked to complete the survey three times during the 2023/24 school year (start of the year [September, October], end of first semester [December], and end of second semester [April, May]). Twenty-two teachers began the study; 20 of these teachers¹ completed the survey at all three timepoints and represented the analytic sample for the teacher surveys.

To address RQ1, the end-of-semester surveys asked researcher-developed questions about teachers' experiences with program implementation, feasibility of participation, and perceptions of usefulness of the professional learning for their instruction and for their students' learning (see appendix B for RQ1 items). To address RQ2, the survey included items from an established scale that assessed teacher self-efficacy in literacy instruction ($\alpha = .96$; Tschannen-Moran & Johnson, 2011) and in serving English learner students ($\alpha = .98$; Neumayer DePiper et al., 2021); these items were administered at all three times. To address RQ3, the survey leveraged established scales for teacher collaboration and multicultural practices, which were administered at all three times. For teacher collaboration, the survey drew from an established scale for measuring teacher collaboration that has been shown correlated with teacher value-added scores in reading and math achievement ($\alpha = .93$; Ronfeldt et al., 2015). The items asked teachers to self-report on their use of collaboration practices with peer teachers and asked about areas for collaboration, including curriculum, instructional practices, meeting the needs of specific students, and assessment. For multicultural practices, the survey drew from the Multicultural Teaching Competency Scale ($\alpha = .88$; Spanierman et al., 2011). These items asked teachers to self-report on their use of multicultural instructional practices. (See appendix C for RQ2 and RQ3 items.) In addition, the beginning-of-year (baseline) survey asked for teacher background information, including demographic characteristics, subjects and grades taught, and teaching experience.

¹ Regarding the teachers who did not continue participation in the study, one teacher chose to discontinue study participation, and the other teacher missed a professional learning activity and the school decided to discontinue the teacher's participation.

Teacher interviews

To address RQ1, the project team conducted interviews with teachers halfway through implementation (December 2023) and at the end of the school year (May 2024). Participating teachers were purposively selected to participate in interviews and represented variation in terms of grade level, content areas taught (ELA, general education, ELD coordinator, and history), and each participating school and district. These interviews were conducted with the same group of teachers at both timepoints to help understand how their perceptions may have evolved throughout the implementation year. In December 2023 (after the first half of WTS implementation), nine teachers participated in interviews. Eight of the nine teachers were interviewed again in the spring toward the end of WTS implementation.² The teacher interview protocol contained questions that were tailored specifically to the experiences of teachers and included asking for their perspectives on program feasibility and usefulness. Teachers were also asked about their perspectives on potential benefits of and challenges to participating in the professional learning and implementing the program with students (see appendix D for the interview questions).

The project team conducted interviews via Microsoft Teams, a videoconference platform. The interviews were audio recorded and transcribed for coding.

Coach interviews

To address RQ1, the project team conducted interviews with coaches halfway through implementation (December 2023) and at the end of the school year (June 2024). Five coaches participated in interviews at both timepoints.³ The coach interview protocol contained questions that were tailored to the experiences of coaches specifically and included asking for their perspectives on program feasibility and usefulness. Coaches were also asked about their perspectives on the potential benefits of and challenges to professional learning participation and implementation with students (see appendix E for the interview questions).

The project team conducted interviews via Microsoft Teams and the interviews were audio recorded and transcribed for coding.

Coach logs

To address RQ1, the project team collected coach logs that coaches completed as part of regular program implementation during the 2023/24 school year. Specifically, after each activity that coaches led with teachers, they completed a log that documented teacher attendance, what training activities were covered, the time spent preparing for and delivering the activity, and whether modifications were made to the activities. The primary purpose of these logs was to provide information to the project team member supporting the coach with implementation, but the log data also were shared with the research team. The coach log analysis was based on data that coaches recorded about 22 teachers.

Methods

This analysis employed both quantitative and qualitative analysis techniques to answer the research questions.

Research question 1 (How easy was it for teachers to participate in WTS, and did teachers find it helpful for them and their students?)

To answer RQ1, the project team utilized four data sources: the coach logs, teacher survey, teacher interviews, and coach interviews.

² One teacher did not respond to repeated requests to schedule the spring interview.

³ The four local coaches plus the state coach participated in the interviews.

For the coach logs, the project team calculated the proportion of program training activities that teachers received. An overall mean participation rate was calculated as were participation rates for the group sessions, coach modeling of practices, collaborative planning, and coach observation activities.

For the teacher survey, the analysis used descriptive statistics such as means as well as calculations of the distribution of responses across the response categories. In some cases, the analyses combined response options (for example, agree and strongly agree). The project team used a similar approach for all three time periods of survey data. For reporting purposes, the project team focused primarily on teachers' end-of-year reporting. Because there was variation in implementation, the project team created a dichotomous variable of whether the teacher was supported by a local coach or not to compare how teachers' perceptions and outcomes differed based on whether they had a local coach.

Qualitative data from teacher and coach interviews were coded as part of an analysis process to identify themes and surface illustrative examples. A combination of inductive and deductive codes was used. For deductive codes, a predefined set of codes was created to capture participant perceptions about group professional learning, individual coaching, teacher self-efficacy, and student learning. For inductive codes, codes were generated from the data (for example, feedback, recommendations, types of modifications, challenges and barriers to implementation, promising aspects of the program). Three project team members established interrater reliability, meeting at least the minimum thresholds in line with What Works Clearinghouse standards (WWC, 2022) for both teacher and coach interviews (that is, ≥ 80 percent agreement and $\geq .60$ for Cohen's kappa, a measure of interassessor agreement; U.S. Department of Education, 2022).

Research question 2 (To what extent did teachers' confidence in teaching literacy and English learner students change over the year?) and research question 3 (To what extent did teachers' collaboration and culturally and linguistically relevant instruction practices change over the year?)

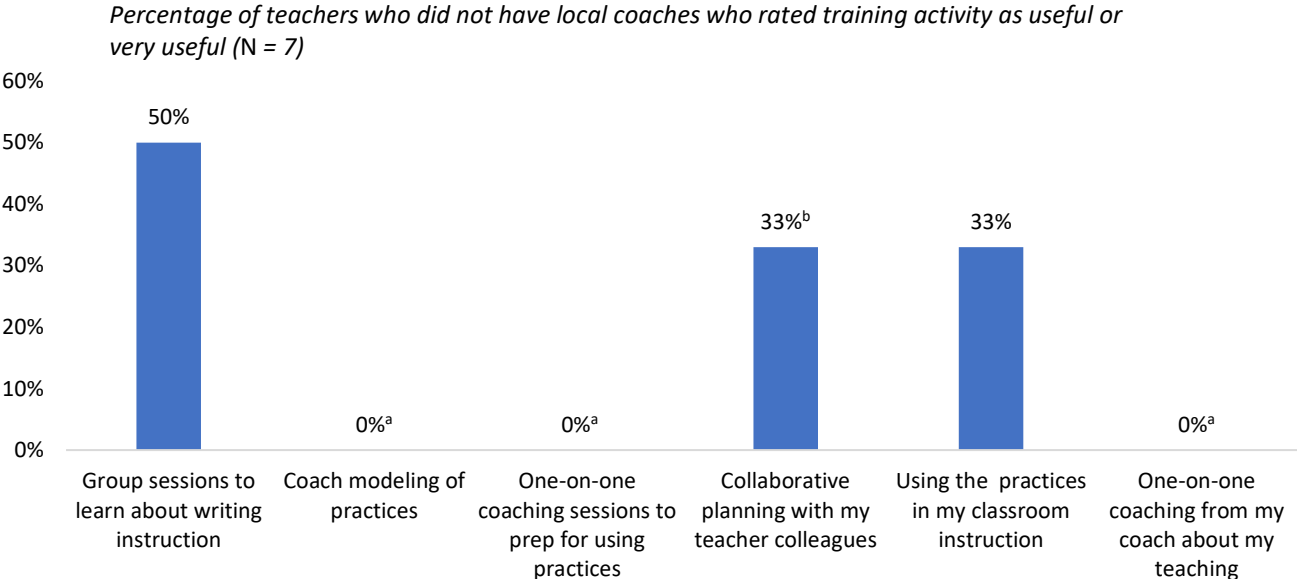
To answer RQ2 and RQ3, the project team used the teacher survey responses to look at construct scores over time. For each of the four constructs of interest (teacher confidence in literacy instruction, teacher confidence in serving English learner students, use of teacher collaboration practices, use of CLRI practices), the project team generated an overall score that averaged across all items in the construct using the following process: Each teacher responded on a scale of 1–4 to each item in the construct. Teachers' item scores were then averaged across items within each construct to create a construct-level score for each teacher. Teachers' scores on the construct were then averaged to generate a sample mean and standard deviation for each construct at each time point. The project team calculated the means and standard deviations for the sample overall as well as by teacher grade span (4–5 vs. 6–8⁴) and by groups of teachers based on whether they served classrooms with more than 15 percent English learner students (that is, higher than the statewide average). The project team also conducted analyses based on whether teachers had a local coach.

Supplemental finding

This section contains analyses referenced, but not depicted, in the presentation. Exhibit A2 shows teacher perceptions of the usefulness of the WTS training activities for those teachers without a local coach (as referenced in notes on slide 19).

⁴ Two teachers taught both grade bands, 4–5 and 6–8. For the analysis by grade band, these teachers were counted twice.

Exhibit A2. Teachers who did not have local coaches generally did not find the training activities to be useful



a. According to the coach logs, teachers did not receive these activities from their coaches.
b. According to the coach logs, teachers did not receive collaborative planning support from their coaches. However, according to the teacher survey, some teachers still engaged in collaborative planning with their teacher colleagues.
Source: Analysis of data from teacher survey.

Limitations

There are three main limitations to this study:

- The pilot study is based on a small sample and therefore may not represent the experiences of a larger group of teachers and schools.
- The pilot study cannot determine if WTS caused the outcomes. In 2024/25, the project team will conduct an efficacy study that randomly assigns a larger group of schools to participate in the program, allowing the project team to estimate the causal impact of WTS on teacher outcomes.
- The study team found that the coaches did not complete the coach logs consistently. For 2024/25, coach logs have been revised to better support analysis and coaches will receive additional reminders to complete the logs in a timely and accurate manner.

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Appendix B. Survey items used to address research question 1

How helpful were the following resources to support your implementation of Write to Succeed?

	Not at all helpful	Somewhat helpful	Helpful	Very helpful
The descriptions in the teacher binder of how to implement the Write to Succeed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The templates in the teacher binder for me to use in my own classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The guidance for integrating the Write to Succeed practices into my curriculum (i.e., the curriculum enhancement guide)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Considering all the Write to Succeed practices you learned and implemented this spring, please rate the usefulness of each program component that you participated in:

	Not at all useful	Somewhat useful	Useful	Very useful	Not applicable (did not participate in this component)
Group professional learning to learn about scaffolded writing instruction (the TLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one or group sessions where my coach modeled the spring Write to Succeed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one sessions with my coach where I prepared to implement the spring Write to Succeed practices in my own classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative planning with my teacher colleagues to prepare to implement the spring Write to Succeed practices in my own classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the spring Write to Succeed practices in my classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving one-on-one coaching from my coach about my teaching, involving co-teaching/observation and then debriefing together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each of the following Write to Succeed practices, how helpful was the preparation and coaching you received this spring?

	Not at all helpful	Somewhat helpful	Helpful	Very helpful	Not applicable (I did not learn about this practice)
Academic language, vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text jumble and cohesion analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jointly constructing text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each of the following Write to Succeed practices, did you use it in your classroom instruction with students this spring?

	Yes	No
Academic language, vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>
Text jumble and cohesion analysis	<input type="checkbox"/>	<input type="checkbox"/>
Jointly constructing text	<input type="checkbox"/>	<input type="checkbox"/>

For each of the Write to Succeed practices you used with your students this spring, please indicate how easy or difficult it was to implement in the classroom.

	Very difficult	Somewhat difficult	Somewhat easy	Very easy	Not applicable (I did not use this practice)
Academic language, vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text jumble and cohesion analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jointly constructing text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each of the Write to Succeed practices you used with your students this spring, please indicate how helpful you believe it was for student learning.

	Not at all helpful	Somewhat helpful	Helpful	Very helpful	Not applicable (I did not use this practice)
Academic language, vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text jumble and cohesion analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jointly constructing text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer feedback protocol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C. Survey items used to address research questions 2 and 3

Use of teacher collaboration practices

Adapted from Ronfeldt et al. (2015).

Prompt: **When you have met with other teachers at your school, to what extent do you agree that you have typically done the following?** [response options: strongly disagree, disagree, agree, strongly agree]

- Review formative assessments.
- Develop instructional strategies.
- Review state test results.
- Discuss the needs of specific students.
- Coordinate curriculum and/or instruction across classrooms.
- Develop curriculum and/or materials.
- Address classroom management/discipline issues.
- Review students' classroom work.
- Discuss and improve the team's collaboration processes.

Use of culturally and linguistically relevant instructional practices

Adapted from Spanierman et al. (2011).

Prompt: **Please indicate your level of agreement with the following statements:** [response options: strongly disagree, disagree, agree, strongly agree]

- I integrate the cultural values and lifestyles of different racial, ethnic, and language groups into my teaching.
- My curricula integrate topics and events from different racial, ethnic, and language groups.
- I make changes within the general school environment so that students of all racial, ethnic, and language groups will have an equal opportunity for success.
- I consult regularly with other teachers or administrators to help me understand multicultural or multilingual issues related to instruction.
- I often include examples of the experiences and perspectives of racial, ethnic, and language groups during my classroom lessons.
- I establish strong, supportive relationships with parents of all racial, ethnic, and language groups.
- I am knowledgeable about particular teaching strategies that affirm the racial, ethnic, and linguistic identities of all students.
- I have a clear understanding of culturally and linguistically responsive pedagogy.

Teacher confidence in serving English learner students

Adapted from Neumayer DePiper et al. (2021).

Prompt: **Please indicate your level of agreement with the following statements:** [response options: strongly disagree, disagree, agree, strongly agree]

- I can describe challenges that English learner students may face in getting started on instructional tasks.
- I can describe challenges that English learner students may face as they seek to communicate their thinking (including reading, writing, and sharing orally).
- I can describe strategies that help English learner students get started on instructional tasks.
- I can describe strategies that help English learner students communicate their thinking (including reading, writing, and sharing orally).
- I can describe how to adjust my instruction to support English learner students of different language proficiency levels.
- I am confident I can teach English learner students in my class.

Teacher confidence in literacy instruction

Adapted from Tschannen-Moran & Johnson (2011).

Prompt: **Please indicate your level of agreement with the following statements:** [response options: strongly disagree, disagree, agree, strongly agree]

- I can meet the needs of students struggling with writing.
- I provide my students with opportunities to apply their prior knowledge to reading and writing tasks.
- I can model effective reading strategies.
- I can get my students to talk with each other in class about text they are reading.
- I can model effective writing strategies.
- I can motivate students who show low interest in writing.

Appendix D. Teacher interview questions

1. How useful did you find the group professional learning sessions when you met with your coach and team of other participating teachers?
 - a. How useful were the group sessions to learn about scaffolded writing instruction and the four Write to Succeed practices?
 - b. To what extent was the coach modeling during the group sessions useful?
 - c. To what extent did you find the group sessions useful for planning how to integrate the Write to Succeed practices within your curriculum?
 - d. Did you experience any challenges with the timing and frequency of group sessions?
 - e. What could have made the group sessions more useful?
 - f. Did you feel that the group sessions helped you learn how to effectively collaborate with your peer teachers? Why or why not?
2. How useful did you find the individual coaching when your coach either co-taught or observed your instruction and then debriefed with you?
 - a. What was useful about the individual coaching sessions? What could have made them more useful?
 - b. Was the coach responsive to your questions and needs during the coaching sessions?
 - c. Was it the right number of individual coaching sessions to support you, or would you have preferred more or fewer?
 - d. Did you experience any challenges with the timing and frequency of the individual coaching sessions?
3. To what extent did you feel that you could integrate all the Write to Succeed practices into your curriculum?
 - a. Did you select a specific instructional unit to implement the Write to Succeed practices in? If not, why not, and what did you do instead (for example, implementing the practices across several units)?
 - b. Did you implement (or do you plan to implement) all Write to Succeed practices with students this semester? If not, why not – and which practices did you implement? What has been successful or what has been challenging about using the practices in your classroom?
 - c. Can you describe an experience preparing to use one of the Write to Succeed practices in your own teaching? For example, this could include your coach modeling the practice with respect to your unit and/or planning the lesson with your teacher team.
 - d. How did you modify your existing curriculum, or Write to Succeed’s instructional practices, to make them work together?
 - e. What were some challenges in integrating the Write to Succeed practices into your curriculum?
 - f. Are there particular lessons or topics that are easier to integrate the practices into?
 - i. Thinking about the specific practices you learned about in Write to Succeed, were some easier or harder to integrate into your curriculum?

4. To what extent do you feel participating in Write to Succeed has affected your instruction?
 - a. To what extent do you feel the practices are useful and applicable for your instruction with students? Why or why not?
 - b. To what extent have you been able to collaborate with your peer teachers about Write to Succeed?
 - i. What has been successful? What has been challenging?
 - c. To what extent do you think participating in Write to Succeed may have changed your confidence in your literacy instruction?
 - d. To what extent do you think participating in Write to Succeed may have changed your confidence in working with English learner students?
 - e. At this point, which Write to Succeed practices (if any) do you intend to continue to use after this school year?
5. Overall, how helpful do you think Write to Succeed has been for your students?
 - a. To what extent has it been useful for developing students' writing skills? What about its usefulness for developing other skills?
 - b. How helpful has it been for your English learner students in particular?
 - i. To what extent has it been useful for helping your English learner students develop their English writing proficiency? What about their oral language proficiency?
 - ii. Have you noticed any differences between how Write to Succeed has helped English learner students compared to non-English learner students?
6. Do you have any other comments, suggestions, or feedback you'd like to share?

Appendix E. Coach interview questions

1. How useful did you find the professional learning institute for preparing you to lead Write to Succeed activities with teachers?
 - a. How useful was the content that was covered?
 - b. To what extent did you find the model lessons using the water rights texts to be useful and applicable? How so?
 - c. In your opinion, did the institute have the right amount of time needed to prepare you, or could it have been longer or shorter?
 - d. Was it the right timing for the institute (relative to implementation with teachers)?
 - e. What else was useful about the institute? What could have made the institute more useful?
 - f. Did you feel that you left the institute prepared to lead program activities with your team of teachers?
2. How useful did you find the individual meetings you had with REL Southwest staff to provide ongoing support as you worked with teachers?
 - a. What were the types of things you discussed with REL staff during these meetings?
 - b. Were REL Southwest staff responsive to your questions and needs during these individual meetings? What additional support might you have liked to have, whether from your coach or from the program materials etc.?
 - c. Was it the right number of meetings to support you, or would you have preferred more or fewer?
 - d. Was it the right timing for the meetings?
 - e. What was useful about the meetings? What could have made them more useful?
3. To what extent do you feel Write to Succeed implementation with teachers has been successful?
 - a. How successful were the group professional learning sessions you led with teachers?
 - i. What made them successful/not successful?
 - ii. What helped or supported implementation of the group professional learning with teachers?
 - iii. Was there anything specific to the modeling or teacher planning that was especially useful during the group professional learning?
 - iv. What challenges did you encounter during the group professional learning sessions, and what did you do to address those challenges?
 - b. How successful were the individual coaching sessions with teachers?
 - i. What made them successful/not successful?
 - ii. What helped or supported implementation of the individual coaching sessions with teachers?
 - iii. To what extent did you draw on your own prior coaching experience vs. the Write to Succeed coaching session materials?
 - iv. What challenges did you encounter during the individual coaching sessions with teachers, and what did you do to address those challenges?
 - c. For either the group sessions or the individual coaching sessions, are there common themes in the feedback or questions that you have received from teachers?

4. Now we want to get a sense of how the program may have changed the teachers' practice.
 - a. To what extent do you think that teachers have been able to use the Write to Succeed practices in their classrooms?
 - i. What has been successful? What has made it challenging?
 - b. To what extent have they collaborated with other teachers around Write to Succeed?
 - i. What has been successful? What has been challenging?
 - c. To what extent do you think participating teachers may have changed in their confidence in their literacy instruction?
 - d. To what extent do you think participating teachers may have changed in their confidence in working with English learner students?
5. Overall, how helpful do you think the Write to Succeed scaffolded writing instruction has been for students?
 - a. To what extent has it been useful for developing students' writing skills? What about its usefulness for developing other skills?
 - b. How helpful has it been for English learner students in particular?
 - i. To what extent has it been useful for helping English learner students develop their English writing proficiency? What about their oral language proficiency?
6. Do you have any other comments, suggestions, or feedback you'd like to share?