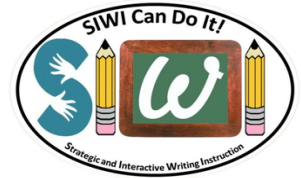


# Impact of SIWI Professional Development on Deaf Education Teachers' Knowledge, Practices, Efficacy, and Interests

RESEARCH BRIEF



**Article reference:** Wolbers, K., Dostal, H., Graham, S., Branum-Martin, L., Allen, T., Holcomb, L., & Saulsbury, R. (2023). Writing knowledge, practices, efficacy, interests, and beliefs of deaf education teachers: A randomized controlled trial. *Frontiers in Psychology–Educational Psychology*, 14, 1-14. <https://doi.org/10.3389/fpsyg.2023.1214246>

## Topic & Purpose

The quality of writing instruction deaf students receive is directly impacted by their teachers' knowledge, use of evidence-based practices, and self-efficacy, which stem from one's motivational beliefs and educational preparedness to teach writing. Professional development (PD) that leads to improved teacher outcomes in these areas is then also likely to impact students' achievement. Research on writing instruction PD is needed due to ableism, audism, linguicism, or other widely held discriminatory beliefs about deaf writers.

This study was a randomized controlled trial of 50 deaf education teachers who were randomly assigned to treatment and comparison groups. Teachers in the treatment group received one week of PD in Strategic and Interactive Writing Instruction (SIWI) and ongoing coaching with implementing SIWI in their elementary classrooms with deaf students. Researchers asked the extent to which SIWI PD positively impacts teachers' knowledge, use of evidence-based practices, efficacy for teaching writing, interests, attitudes, and beliefs.

## Study Outline

## Findings

Data collected through survey and interview procedures at the beginning and end of the academic year were analyzed using pre-post regression. Analyses indicated a statistically significant difference between groups (with treatment group scoring higher) for the following variables: knowledge about writing instruction, frequency of using evidence-based writing instruction practices, efficacy for teaching writing, and interest in teaching writing. There were no significant differences found between groups on attitude toward writing and epistemological beliefs.

Findings indicate that intensive and sustained PD programming for teachers, consisting of supported application of new practices--in this case, writing instruction that is strategic, interactive, and responsive to students' language needs--can lead to significant changes in teachers' knowledge, practice, efficacy, and interests. These teacher-related variables have been known to have a direct, positive impact on students' achievement.

## Ideas to Consider

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