A Model of Joint Action for Literacy Coaching With Video Self-Reflection

Jennifer Sharples Reichenberg
10% increase in English language learners (ELLs) over the past decade in the United States.

**U. S. High School Graduation Rates**

<table>
<thead>
<tr>
<th>Category</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>82.3%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>74.6%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>63.1%</td>
</tr>
<tr>
<td>English language learners</td>
<td>62.6%</td>
</tr>
</tbody>
</table>
“little change in overall teaching practice”  
(Porter, Garet, Desimone, Yoon, & Birman, 2000, p. 6)
Effective Professional Development

Sustained effort
(Taylor et al., 2002; Yoon, Duncan, Lee, Scarlott, & Shapley, 2008)

Collaborative
(Gillentine, 2006; Harnett, 2012; Locke, Whitehead, & Dix, 2013; Thibodeau, 2008)

Addresses underlying beliefs
(Griffin, 2003; Harnett, 2012)

Integrates reflection
(Brighton & Hertberg, 2004; Carrington, Deppeler, & Moss, 2010; Gillentine, 2006; Hunsacker & Johnston, 1992)
understand the apprenticeship of a reflective stance in four teachers of adolescent ELLs working with a literacy coach employing video self-reflection and a reflective framework

What is the nature of mediation by...

the **video** while planning, enacting, and reflecting upon lessons?

the **reflective framework** while planning, enacting, and reflecting upon lessons?

the **coach** while planning, enacting, and reflecting upon lessons?

What is the **nature of each teacher’s reflective stance** while planning, enacting, and reflecting upon lessons?
Current research and thinking
  Professional development and literacy coaching
  Reflection and video reflection

Theoretical basis
  Sociocultural theory

Methodology

Model of Joint Action for Literacy Coaching With Video Self-Reflection
  Examples of types of joint action from coaching sessions and classroom visits

Four principles suggested by the model
  Example of each principle at work in the development of a teacher

Implications
Current Research and Thinking

Addresses underlying beliefs
(Griffin, 2003; Harnett, 2012)

Collaboration
(Carrington et al., 2010; Gillentine, 2006; Harnett, 2012; Hunsacker & Johnston, 1992; Locke et al., 2013; Thibodeau, 2008; Vanderburg & Stephens, 2010)

Integrates reflection
(Brighton & Hertberg, 2004; Carrington, Deppeler, & Moss, 2010; Gillentine, 2006; Hunsacker & Johnston, 1992)

Change originates in action
(Guskey, 2002)

Sustained efforts
(Lockwood et al., 2010; Marsh et al., 2008)

One-on-one coaching important
(Elish-Piper & Allier, 2011; Marsh et al., 2008)

Combination of directive and responsive approaches
(Ippolito, 2010)

Professional Development and Literacy Coaching
A reflective stance . . .
Addresses underlying beliefs (Hartnett, 2012; Posner, 2000)
Associated with changes in thinking and practice (Rich & Hannafin, 2009; Tripp & Rich, 2012)

Reflection and Video Reflection

Reflection -on action (Dewey, 1933)
-in action (Schön, 1983)
-for action (Thompson & Pascal, 2012)
-embodied reflection (Kinsella, 2007)

Skills
- Identifying perplexity
- Generating alternatives

Attitudes
- Open-mindedness
- Wholeheartedness
- Responsibility

Dewey (1933)

Identify underlying beliefs (Kim, Lavonen, Juuti, Holbrook, & Rannikmäe, 2013)

Video description vague to specific (Osipova, Prichard, Boardman, Kiely, & Carroll, 2011)

Make tacit knowledge more explicit (Shanahan & Tochelli, 2014)


Framework alone not sufficient (Ajayi, 2011; Deaton, 2012)

Collaboration (Tripp & Rich, 2012b)
Professional Development and Literacy Coaching

Reflection and Video Reflection

with in-service teachers
(Bean & Stevens, 2002; Cimminelli, 2011; Hayden & Chiu, 2009; Pedro, Abodeeb-Gentile, & Courtney, 2012; Risko, Vukelich, & Roskos, 2009; Rosaen, 2015)

teachers of ELLs
(Russell, 2015)

role of the facilitator
(Shanahan, Tochelli-Ward, & Rinker, 2015)

role of mediational tools in reflection
(Edwards & Brunton, 1991)

literacy reflection with video
(Shanahan, Tochelli-Ward, & Rinker, 2015)

research gaps

secondary level
(Blamey, Meyer, & Walpole, 2008-2009; International Reading Association, 2006; Rush, 2013; Snow et al., 2006)
**Theoretical Basis**

**Sociocultural Framework**

**Context as historic, dynamic, and situated**
(Lemke, 2001; Mercer, 2008)

**Mediation Tools**
Transform activity
Shift power and authority
(Wertsch, 1998)

**Apprenticeship into a community of practice**
(Lave & Wenger, 1991)

**Learner as agent of activity transforming experience**
(Lave & Wenger, 1991)

**Internalization**
- becoming a member (Lave & Wenger, 1991)
- learning to participate (Wertsch, 1998)
- participatory appropriation (Rogoff, 1995)

**Apply the zone of proximal development into adulthood**
(Eun, 2009; Vygotsky, 1978)

**Listening**
(Rice & Burbules, 2010; Rud & Garrison, 2010)
- Intersubjectivity (Rommetveit, 1979)
- Consonance
- Dissonance (Bakhtin, 1981/2003)

**Sociocultural Framework**

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Study Design

Multiple case study
(Merriam, 2001)

Bounded by four teachers in a school

Site

• Public high school
• Urban
• About 700 students
• About 80% economically disadvantaged
• About 70% ELL
• 40 languages/dialects
Participants

Anna
ESL teacher
4 years of experience

Fay
ESL teacher
9 years of experience

Isabella
Social Studies teacher
15 years of experience

Patrick
ESL teacher
20 years of experience
Literacy coach
Participant observer with high involvement (Spradley, 1980)
Two years in this role prior to the study
Coaching Session: Collaboratively planned a lesson for next week

Classroom Visit: Co-taught Assisted Observed Videotaped

Coaching Session: Reflect on last week’s lesson using video with reflection framework
1) identify perplexity
2) view and describe
3) create a central challenge question
4) generate alternatives
5) choose
6) enact
7) evaluate
<table>
<thead>
<tr>
<th></th>
<th>Transcribed coaching session audio</th>
<th>Coaching session notes</th>
<th>Field notes and videos</th>
<th>Classroom artifacts</th>
<th>Analytic memos</th>
<th>Interviews</th>
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<tbody>
<tr>
<td>Anna</td>
<td>9 sessions 226 minutes total</td>
<td>9 sets</td>
<td>7</td>
<td>35</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Fay</td>
<td>10 sessions 282 minutes total</td>
<td>10 sets</td>
<td>8</td>
<td>33</td>
<td>19</td>
<td>2</td>
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<tr>
<td>Isabella</td>
<td>10 sessions 284 minutes total</td>
<td>10 sets</td>
<td>12</td>
<td>37</td>
<td>24</td>
<td>2</td>
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<tr>
<td>Patrick</td>
<td>11 sessions 290 minutes total</td>
<td>11 sets</td>
<td>12</td>
<td>48</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>40 sessions 1,082 minutes</td>
<td>40 sets</td>
<td>39</td>
<td>153</td>
<td>84</td>
<td>8</td>
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</table>
During data collection – Analytic memos (Glesne, 2011)

Transcribed and reread all written data and write initial impressions (Creswell, 2013)

Chronological portrait for each teacher

Defined and coded categories deductively based on research questions:
- Mediation by coach
- Mediation by framework
- Mediation by video
- Reflective stance


Apply descriptors e.g., “revoice”

Looked for themes within each category (Creswell, 2013)

noticed differences and similarities across steps in the framework

Solidified codes

Reorganized by looking at each step in the framework instead of each category based on research questions (Creswell, 2013)

Re-coded all data (Rubin & Rubin, 1994)
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**Model and Suggest (Coach) (Patrick: Steps 4 and 5)**

March 2 (Coaching session #11)

Jennifer: I’m wondering if you . . . used the rubric to evaluate the model, you could kill two birds with one stone.

Develop intersubjectivity to inform coaching
|-----------------------------------------------|---------------------------------|---------------------------------------------------------|-------------------------------------------------|------------------|

**Suggesting New Ideas (Teacher) (Steps 4 and 5)**

November 17 (Coaching session #2)

Anna: Instead of writing, we could’ve given them a rating sheet.

<table>
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<tr>
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<th>Ask question to develop intersubjectivity (seeking targeted expertise)</th>
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**Codes: Types of Joint Actions Initiated by the Teacher**
**Categories of Joint Action**

- Directive/Dissonant
- Responsive/Dissonant
- Directive/Consonant
- Responsive/Consonant

**Joint Action**

- Rogoff, 1990
- Tharp & Gallimore, 1995
- Wenger, 2008
- Wertsch, 1998

**Responsive Directive**

- Deussen et al., 2007
- Dozier, 2006
- Ippolito, 2010

**When? Why? Historic and dynamic context**

- Lemke, 2001
- Mercer, 2008

**Consonance Dissonance**

- Bakhtin, 1981/2003
- Rommetveit, 1988
- Wertsch, 1998
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<td>Disagree</td>
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<td>Responsive / Dissonant</td>
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Limitations

- my subjectivities
- four teachers
- volunteers
- coach not employed by the school
Participation in a research and writing community

Trustworthiness

Prolonged engagement

Triangulation

Member-checking

Active awareness of subjectivities

Persistent writing of analytic memos

Trust
A Model of Joint Action for Literacy Coaching with Video Self-Reflection
Coaching Sessions

Classroom Visits

- Consonant
  - Asking questions for information or understanding
  - Revoicing
  - Building
- Responsive
  - Joint Action
    - Suggesting and modeling new ideas
      - Asking dissonant questions
    - Dissonant
      - Disagreeing
- Directive
  - Suggesting new ideas
  - Initiated by coach
  - Initiated by teacher
  - Reconceptualizing
  - Initiated by teacher or coach
Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

<table>
<thead>
<tr>
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March 9 (Coaching session #10)

Fay: I’m working on prepositions . . . . And then we’ll do the gallery walk where all the students will have to answer the questions. I kind of wanted your help on some different things that will elicit different kinds of responses.
January 6 (Classroom visit #3)
[Fay turns toward Jennifer during a demonstration of the new fluency center.]

Fay: How much should I read at once?
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</table>
March 16 (Coaching session # 9)

Jennifer: Do you have an idea of what you want to look at?
Anna: I don’t.

Jennifer: Okay, so I am wondering, we normally look at the thing you find the most challenging, but I wonder if we maybe looked at this [pointing to one of the events]
Anna: Sure

Jennifer: because I also noticed that it went really well.
Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

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<td>Fay</td>
<td>Suggesting/Modeling</td>
<td>Classroom Visit</td>
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</table>
Suggesting or Modeling by the Coach (Type of Joint Action)
Directive/Dissonant (Category of Joint Action)

January 20 (Classroom visit #4)
Modeled guided reading lesson

https://www.google.com/search?q=image+venus+flytrap&rlz=1C1AVNE_e
&qid=0ahUKEwis75Cbw75DBAhWW0YMKHeonDIEQ_AUI8big&bq=image+ve
nus+flytrap&tbm=isch&b=ssur:f&*&imgrc=840t1wPffs2zM:
A Model of Joint Action for Literacy Coaching with Video Self-Reflection

THEMES

The Role of Consonance and Dissonance in Teacher Development

The Role of Historic and Dynamic Context in Teacher Development

The Role of Responsiveness and Directiveness in Teacher Development

The Role of Joint Action in Teacher Development
A Model of Joint Action for Literacy Coaching with Video Self-Reflection

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THEMES
The Role of Consonance and Dissonance in Teacher Development

Isabella: No, I’m just sharing it with you.

September 23 (Coaching session #1)
The Role of Consonance and Dissonance in Teacher Development

Dissonant Joint Action Originating With the Coach

<table>
<thead>
<tr>
<th></th>
<th>Number of coaching sessions</th>
<th>Reconceptualizing Steps 3, 4, 5, 6</th>
<th>Suggesting Steps 1, 3, 4, 5</th>
<th>Asking dissonant questions Steps 4, 5</th>
<th>Average number of dissonant actions per session</th>
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</thead>
<tbody>
<tr>
<td>Anna</td>
<td>9</td>
<td>14</td>
<td>16</td>
<td>10</td>
<td>4.44</td>
</tr>
<tr>
<td>Fay</td>
<td>10</td>
<td>11</td>
<td>28</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Isabella</td>
<td>10</td>
<td>15</td>
<td>26</td>
<td>14</td>
<td>5.5</td>
</tr>
<tr>
<td>Patrick</td>
<td>11</td>
<td>8</td>
<td>26</td>
<td>7</td>
<td>3.73</td>
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## The Role of Consonance and Dissonance in Teacher Development

**Dissonant Joint Action Originating With the Coach**

<table>
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<tr>
<th></th>
<th>Number of coaching sessions</th>
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March 2 (Coaching session #10)
Jennifer: You had said to me after the lesson, “I would make two changes.”
Isabella: Yes.
Jennifer: I would have them put away the text before talking, and I would create a word wall that is cumulative.
[Isabella points to her new word wall.]
Isabella: I have already started it.
The Role of Consonance and Dissonance in Teacher Development

October 14 (Initial interview)
Anna: I had to call security for the first time in my whole teaching career.

October 28 (Coaching session #2)
Anna: I have never had a class like this. I am frustrated every single day.
### The Role of Consonance and Dissonance in Teacher Development

#### Consonant Joint Action Originating With the Coach

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<th></th>
<th>Number of coaching sessions</th>
<th>Revoicing Steps 3, 4, 5</th>
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<th>Average coach-initiated consonant actions per session</th>
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<td>Anna</td>
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<td>13</td>
<td>3.22</td>
</tr>
<tr>
<td>Fay</td>
<td>10</td>
<td>6</td>
<td>22</td>
<td>2.8</td>
</tr>
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<td>10</td>
<td>18</td>
<td>2.8</td>
</tr>
<tr>
<td>Patrick</td>
<td>11</td>
<td>13</td>
<td>20</td>
<td>3</td>
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The Role of Consonance and Dissonance in Teacher Development

Consonant Joint Action Originating With the Coach

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Waks (2010) Empathetic listening Building understanding and trust
March 16 (Final interview)
Anna: You shouldn’t ever be really defensive, just like, “Let’s talk about it” and “It’s normal,” and I learned that that was important and I think . . . learning how to implement some of these skills that you and I do with another person.
The Role of Joint Action in Teacher Development

November 4 (Coaching session #1)
Fay: I can’t say I really even realized how much these kids were tuning out.

December 7 (Coaching session #3)
Fay: Let’s hit the (standards) that they can hit.

Modeled guided reading, co-teaching, data analysis, co-planning
March 9 (Coaching session #9)
Fay: That is kind of what I am thinking about . . . . Maybe one read, someone finds the details, and then they switch. I’m trying to put (the responsibility) more on them.
The Role of Historic and Dynamic Context in Teacher Development

The Role of Directiveness in Teacher Development

Patrick: I struggle with trying to teach it all, but teaching it well enough.

November 17 (Coaching session #5)
Patrick: I didn’t have a totally clear picture in my mind.

December 9 (Coaching session #6)
Patrick: I struggle with trying to teach it all, but teaching it well enough.
October 21 (Coaching session #3)
Jennifer: I think the thing that you really wanted to look at is how to build understanding of what a central idea is and how to tie the text to that . . . . I actually went through and wrote down all the times when you talked about the central idea. We could just look at those to see how you talked about it—what kind of language you used . . .

Directive / Dissonant Coaching Move: Suggesting Perplexity
The Role of Historic and Dynamic Context in Teacher Development

“situatedness of social action” (Wertsch, 1998)

Past

Long-standing goal: Developing clarity

Short-term goal: Central idea

Classroom visit yesterday: Growth toward goals

Responsive

Patrick

Future

Directive

Present joint action: Suggesting perplexity

Dissonant
November 4 (Coaching session #4)

Patrick: Yeah, it was definitely **much more focused** and with more thought behind it. . . . So, I simply refer to, “Oh, the yellow sign. What is the central idea?” I referred to it probably twenty times in the last two lessons, and they are getting it!
The Role of Directiveness and Responsiveness in Teacher Development

September 30 (Initial interview)
Fay: I hate watching myself on video.

March 2 (Final interview)
Patrick: It’s a little difficult at first . . . . I think the communication has been more valuable than the watching.

March 9 (Final interview)
Fay: I hate watching myself.

March 16 (Final interview)
Anna: No one likes watching themselves in the video.

March 2 (Final interview)
Isabella: I’m such a goofball. I love watching me . . . . I would recommend videotaping more rather than less.
### The Role of Directiveness and Responsiveness in Teacher Development

#### Ratio

<table>
<thead>
<tr>
<th>Responsive</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>456</td>
</tr>
<tr>
<td>1 : 2.4</td>
<td></td>
</tr>
</tbody>
</table>

#### Responsive Actions (all teachers / all steps)
- Reconceptualization (dissonant)
- Disagreeing (dissonant)
- Revoicing (consonant)
- Building (consonant)

#### Directive Actions (all teachers / all steps)
- Suggesting and modeling / Teacher suggesting (dissonant)
- Dissonant questioning (dissonant)
- Questioning for information/understanding & targeted expertise (consonant)
All Teachers / All Steps

Responsive : Directive Ratio

1 : 2.4

All Teachers
Step 2 Only: Describing the Lesson Video

Responsive : Directive Ratio

1 : 5.6

Missing
Reconceptualizing (R)
Revoicing (R)
Disagreeing (R)
Dissonant questioning (D)
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20 (Coaching session #8)</td>
<td>Anna</td>
<td>Initiated description on connections to knowledge.</td>
</tr>
<tr>
<td>February 10 (Coaching session #8)</td>
<td>Anna</td>
<td>Needed help with the concept of analogy and the vocabulary.</td>
</tr>
<tr>
<td>February 2 (Final interview)</td>
<td>Patrick</td>
<td>It's good to see from the perspective of the students.</td>
</tr>
<tr>
<td>November 4 (Coaching session #1)</td>
<td>Fay</td>
<td>I can't say I really even realized how much these kids were tuning out but from watching the video.</td>
</tr>
<tr>
<td></td>
<td>Isabella</td>
<td>That's not that bad.</td>
</tr>
</tbody>
</table>

**Potential for video to support deeper reflection through connecting, noticing, considering students’ perspectives, and judging. This will support more evidence-based evaluations of teaching and learning.**

**Teacher initiated judgment: Judging the teaching or the activity.**

<table>
<thead>
<tr>
<th>Teacher initiated description</th>
<th>Teacher initiated connections</th>
<th>Teacher initiated noticing</th>
<th>Teacher initiated consideration of students’ perspectives</th>
<th>Teacher initiated judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Fay</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Isabella</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Patrick</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Totals:**

- Teacher initiated description: 4
- Teacher initiated connections: 9
- Teacher initiated noticing: 4
- Teacher initiated consideration of students’ perspectives: 1
- Teacher initiated judgment: 11
Implications

Mediational Tools
Video: Disliked, but beneficial
Importance of attending to various types of joint action

Complexity of Teacher Development
Individualized
Embodied

Apprenticeship Stance
Flexibility in Time
Protect 1-1 Time with Coaches
Diversity of Experiences

Application of the Model of Joint Action
Preparation of Future Coaches
In-Service PD for Current Coaches
References


