The Story Behind the Study

Jennifer Sharples Reichenberg, Ph.D.
Medaille College
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Experiences

Instruction

Text Complexity

Guided Reading

Creation of Formative Assessments

Literacy Specialist
Rural Primary School

Running Reading Records: Administration, Analysis, Informing Instruction

https://www.bing.com/images/search?view=detailV2&ccid=BeE%2fPYch&id=1D D1D729A4608E1E6A6766666C190353D 9C74489&g=image+school&simid=60801 1411634455107&selectedIndex=27&qft =+filterui%3alicense-L1&ajaxhist=0
Experiences

Text Complexity

Guided Reading

Book Clubs

Literacy Needs Assessments

Information Sessions for Parents of English Language Learners

Literacy Consultant
Two Urban Schools
Prekindergarten – Grade 6 & Grades 6 – 8
Suburban Elementary School
Kindergarten – Grade 4

Running Reading Records: Administration, Analysis, Informing Instruction
Experiences

- Text Complexity and Scaffolding
- Literacy Instruction in the Disciplines
- Using Assessment to Inform Instruction

Guided Reading

- Using Technology to Support Literacy Instruction for ELLs

Literacy Coach
Urban High School
Grades 9 – 12

Book Clubs

Literacy Instruction for Adolescent English Language Learners (ELLs)
Origins

Noticing & Curiosity

Experiences

Research Questions

Theory

Passion
Noticing & Curiosity

Strengths and weaknesses of different approaches to PD (teacher-leader, consulting, coaching)

Different reactions of teachers to professional development

Importance of relationships across contexts
Preliminary Research Questions

How do teachers develop?

How could teachers be supported to develop?

How could teachers continue to develop when support decreases or changes?
Reflection

Sociocultural Theory

Dialogue / Dissonance
Reflection
Reflection is often ill-defined.
Reflection must be linked to action.
Dewey suggests a disciplined and systematic approach to reflective thought.

Teacher Development
Not all teachers exhibit expertise.
Professional development is often not effective.
Beliefs influence actions and are often tacit.
It is difficult to change beliefs.
Beliefs may change through action.

Literacy Coaching
We lack research about coaching at the secondary level.
There are some indicators and correlates of effective coaching.
Responsive and directive literacy coaching have both been identified.
Sociocultural Theory

Development in social interaction
Apprenticeship stance
Active role of learner in transforming experience
Internalization
Talking “within a practice” (Lave & Wenger, 1991)
Mediational tools transform action
Impact of mediational tools on power and authority
Joint action as unit of analysis

Vygotsky
Wertsch
Rogoff
Lave & Wenger
Dialogue

Intersubjectivity
Dissonance
Ideological becoming
Dynamic and historical context
Intertextual references
Listening

Bakhtin
Rommetveit
Mercer
O’Connor & Michaels
Penlington
Rice & Burbules
Cazden
The Studies

Theory  Findings
Year 3
Dissertation Study – Multiple Case Study of Coaching

Year 2
Pilot Study – Multiple Case Study of Coaching

Year 1: Fall
Single Case Study - Novice Reflection-in-Action

Year 1: Spring
Single Case Study – Coaching
Year 1: Fall
Single Case Study: Novice

Research Questions
How does a **novice teacher** express her reflective stance through the **action of teaching and through her comments**? What is the nature of that stance?

**Site**
Suburban primary school

**Kate**
Novice Kindergarten Teacher
### Data Sources: Novice Year

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcribed audio recordings from interviews</td>
<td>3 recordings (90 minutes total)</td>
</tr>
<tr>
<td>Field notes from classroom observations</td>
<td>13 lessons (4 visits) (6 hours total)</td>
</tr>
</tbody>
</table>

### Types of Lessons Taught During Classroom Observations: Novice Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Lesson</th>
<th>Number of Each Type</th>
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</thead>
<tbody>
<tr>
<td>December 6</td>
<td>Whole Group</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Guided Reading – Small Group</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>1</td>
</tr>
<tr>
<td>December 9</td>
<td>Whole Group</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Guided Reading – Small Group</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>1</td>
</tr>
<tr>
<td>December 12</td>
<td>Whole Group</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Guided Reading – Small Group</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>1</td>
</tr>
<tr>
<td>December 13</td>
<td>Whole Group</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Guided Reading – Small Group</td>
<td>1</td>
</tr>
</tbody>
</table>

**Looking at Reflection-in-Action** 
(Schön, 1987)

**Metacognitive Talk With Teachers**

“How did you know to do that?”

“Was the adaptation effective?”

(Parsons, 2012, p. 165)
Year 1
Single Case Study: Novice

Inconsistency in Depth of Reflection
- Present and Articulated
- Present, but Tacit
- Least Present

Privileging the Voice of Authority
- Lack of reliance on formative assessment
- Privileging formal assessment over her professional judgment

Macro- and Micro-Adaptations (Corno & Snow, 1986)
- Management Macro-Adaptations (between lessons) and Micro-Adaptations (during lessons)
- Instructional Micro-Adaptations (during lessons)
- Instructional Macro-Adaptations (between lessons)

Examples
- Text choice
- Adjusting children’s grouping
Lessons Learned

Conversation between previous studies, theory, and findings

Theory can inform the implementation of the study and the construction of findings
Year 1
Single Case Study: Coaching for Reflection

Isabella
10th grade teacher
Social Studies

Site
Urban secondary school
Research Questions

During a period of time in which a teacher engages in a guided video reflection protocol with an instructional coach using a gradual release of responsibility model . . .

• what is the nature of the role of the instructional coach, and how does it change, if at all?

• what is the nature of the teacher’s reflection, and how does it change, if at all?
Research Questions

During a period of time in which a teacher engages in a guided video reflection protocol with an instructional coach using a gradual release of responsibility model

- what is the nature of the role of the instructional coach, and how does it change, if at all?

- what is the nature of the teacher’s reflection, and how does it change, if at all?
Research Question:
What is the nature of the role of the instructional coach, and how does it change, if at all?

Findings: Coach
Modeling the reflection framework
Scaffolding – Statement prompts, Questions
Articulating pedagogical reasoning
Research Question:
What is the nature of the teacher’s reflection, and how does it change, if at all?

Findings
Established – Setting goals, Taking responsibility
Most growth – Articulating pedagogical reasoning
Little growth – Generating multiple alternatives
Lessons Learned

Developed the reflective protocol I used in my dissertation

Additional theory to inform my research questions

How to write about coaching and teacher development
Year 2
Pilot Study – Multiple Case Study of Coaching

Research Questions

What is the nature of the support provided by the coach while planning and evaluating lessons, and how does it change, if at all?

What is the nature of each teacher’s reflective stance while planning and evaluating lessons, and how does it change, if at all?
Year 2
Pilot Study – Multiple Case Study of Coaching

Research Questions

What is the nature of the support provided by the coach while planning and evaluating lessons, and how does it change, if at all?

What is the nature of each teacher’s reflective stance while planning and evaluating lessons, and how does it change, if at all?
Study Design
Multiple case study (Merriam, 2001)
Bounded by five teachers in a school

Karen
ESL teacher
4 years of experience

Site
• Public high school
• Urban
• About 700 students
• About 80% economically disadvantaged
• About 70% ELL

Participants

Analysis #1

Patrick
ESL teacher
19 years of experience
Lessons Learned

How to manage larger corpus of data

How to write about multiple participants in a coherent manner

That I wanted to also focus on the action of the classroom
Kevin
Social Studies
12 years of experience

Volunteered to work with literacy coach
Goal to increase students’ authentic talk around social studies content

Study Design
Single case study
(Merriam, 2001)

Bounded by one teacher in a school

Analysis #2
Kevin’s Development

Sustained use of new routine that increased students’ authentic talk

New insight into students’ understanding

Engaged in further self-initiated reflection and changes to the routine for his ELLs
Least robust development: November 13

Most robust development: February 5

Analyze specific coaching sessions related to development

Justify analysis of those sessions

Most robust development: February 5
Reflective Stance

Proposal of Intertextual References

Making Intertextual References Socially Significant

(Bloome & Egan-Robertson, 1993)
Lessons Learned

More deeply explore the role of context – both historical and dynamic – in literacy coaching

How to justify the identification of focal coaching sessions for fine-grained analysis of dialogue
Year 3
Dissertation Study – Multiple Case Study of Coaching

Setting
Relationship with school and knowledge of school culture

Participants
Teachers with whom I had previously worked
Developed a rapport and level of trust
Year 3: Dissertation Study
Coached Teacher Reflection with Video and Reflective Framework

Research Questions

1) What is the nature of mediation by the reflective framework while planning, enacting, and reflecting upon lessons?
2) What is the nature of mediation by the video while planning, enacting, and reflecting upon lessons?
3) What is the nature of mediation by the coach while planning, enacting, and reflecting upon lessons?
4) What is the nature of each teacher’s reflective stance while planning, enacting, and reflecting upon lessons?
5) What changes, if any, are perceived in regard to mediation by the reflective framework, video, and coach and in the reflective stances of the teachers throughout the study?
Year 3: Dissertation Study
Coached Teacher Reflection with Video and Reflective Framework

Research Questions

1) What is the nature of mediation by the reflective framework while planning, enacting, and reflecting upon lessons?
2) What is the nature of mediation by the video while planning, enacting, and reflecting upon lessons?
3) What is the nature of mediation by the coach while planning, enacting, and reflecting upon lessons?
4) What is the nature of each teacher’s reflective stance while planning, enacting, and reflecting upon lessons?
5) What changes, if any, are perceived in regard to mediation by the reflective framework, video, and coach and in the reflective stances of the teachers throughout the study?
Additional Aspects of My Dissertation Informed by Earlier Studies

Gradual Release to Mediational Tools

Context: Dynamic and Historical

Reflection (as a process) to a Reflective Stance

Listening

Analysis of Dialogue and Action
Limitations

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

Trustworthiness

Active awareness of subjectivities

Triangulation

Persistent writing of analytic memos

Prolonged engagement

Member-checking
A Model of Joint Action for Literacy Coaching with Video Self-Reflection
Responsive  

Future  

Consonant  

Past  

Long-standing goal: Developing clarity  

Short-term goal: Central idea  

Classroom visit yesterday: Growth toward goals  

Present joint action: Suggesting perplexity  

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

The Role of Consonance and Dissonance in Teacher Development

The Role of Responsiveness and Directiveness in Teacher Development

The Role of Joint Action in Teacher Development

The Role of Historic and Dynamic Context in Teacher Development

THEMES
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.

November 4 (Coaching session #1)
Fay: There is no trying involved . . .

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

How do teachers develop?

How could teachers be supported to develop?

How could teachers continue to develop when support decreases or changes?