

Getting the Word Out!

**Formulating and Enacting a Plan for
Presenting and Publishing Research**

Jennifer Sharples Reichenberg, Ph.D.

Presenting



Reichenberg, J. S., & McVee, M. (2015, April). A novice teacher's development of reflection and adaptive expertise: A study of reflection-in-action.

Poster Session
Chicago, IL
April 2015



The Development of Reflective Practice and Adaptive Expertise in a Novice Teacher

Jennifer Reichenberg and Mary McVee

Abstract

This case study investigated the reflective stance and development of adaptive expertise in the literacy instruction of a novice kindergarten teacher. I analyzed data from classroom observations and interviews, including a fine-grained analysis of the teacher's instructional adaptations in guided reading groups. Findings showed that the teacher reflected more deeply on management adaptations than on instructional adaptations. In addition, although she made more adaptations to instruction in the moment than adjustments between lessons, she had difficulty articulating her reasoning for those moment-to-moment adaptations. Finally, the participant expressed hesitancy to use her judgments to make instructional adjustments between lessons and privileged more formalized testing over her own observational data.

Research Question

What is the nature of reflection and the development of adaptive expertise present in the instruction of a novice teacher?

Participant: Kate

- First year teacher of a kindergarten inclusion classroom
- Possesses a master's degree in literacy education
- Graduate of a university using reflective video pedagogy in a literacy clinic

Methodology

Data Collection

Classroom visits: Six hours across four visits

Semi-structured interviews: Two hours across three interviews

Ethnographic interviews following classroom visits:

“How did you know to do that?”

“Was the adaptation effective?” (Parsons, 2012, p. 165)

Data Analysis

Classroom visits:

Management and instructional adaptations

Typological analysis (Spradley, 1980)

1) Macro- and micro-adaptations (Corno & Snow, 1986)

2) Types of micro-adaptations

Fine-grained analysis of all interactions with one student across multiple lessons

Interview data: Used for triangulation

Findings

A focus on management and survival

- Provides elaborated and nuanced explanations of management decisions
- Possesses a vague notion of the need to pair students with more appropriate books, but admits a lack of time to do so

More instructional micro-adaptations than macro-adaptations

Micro-adaptations present (examples)

- prompt: “Look at the picture” - prompt to point to words
- prompt to break words into parts (e.g. “an” in “animals”)

Findings (continued)

Missing macro-adaptations

- text selection
- text introduction

Assessment

- Lack of reliance on formative assessment
- Privileges formalized testing over judgment

Discussion

Potential exists to transfer reflective stances from procedural routines to deep analysis of student learning and planning.

Reflective adaptations that are not based upon explicit thought (Schön, 1983) could become springboards for deeper reflection through dialogue.

Selected References

- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D.C. Heath and Company.
- Corno, L., & Snow, R. E. (1986). Adapting teaching to individual differences among learners. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 605-629). New York: Macmillan.
- Parsons, S. A. (2012). Adaptive teaching in literacy instruction: Case studies of two teachers. *Journal of Literacy Research*, 44(2), 149-170.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Spradley, J. P. (1980). *Participant observation*. Belmont, CA: Wadsworth, Cengage.

Reichenberg, J. S., & McVee, M. (2015, April). A novice teacher's development of reflection and adaptive expertise: A study of reflection-in-action.

Poster Session
Chicago, IL
April 2015

Benefits of Poster Sessions

Conversations
Answer questions
Informal
Learn to communicate
significance of your research
succinctly

Disadvantages of Poster Sessions

Expense
Transport
Miss out on more
structured dialogue around
a central topic

Reichenberg, J. S., & Boyd, F. B. (2015, December). Secondary teachers' development of a reflective stance toward literacy instruction: Application of instructional coaching, a reflective framework, and an apprenticeship stance.

Paper Session on Coaching
Carlsbad, CA
November 2015
Year 3 of the Ph.D. program



The Development of a Reflective Stance in Teachers Working with an Instructional Coach

Application of an Apprenticeship Stance, a Reflection Framework, and Video Reflection

Jennifer M. Reichenberg and Fenice B. Boyd
University at Buffalo, SUNY
jreichen@buffalo.edu

Reichenberg, J. S., & Boyd, F. B. (2015, December). Secondary teachers' development of a reflective stance toward literacy instruction: Application of instructional coaching, a reflective framework, and an apprenticeship stance.

Benefits of Paper Sessions

Formal, timed presentation experience
Audience who is interested in the topic
Listen to 2-3 other presenters
Engage in dialogue with other presenters and audience
Feedback from a discussant

Disadvantages of Paper Sessions

May get placed with other papers that don't quite fit with yours

Paper Session on Coaching
Carlsbad, CA
November 2015



LRA

Literacy Research Association

Reichenberg, J. S. (2016, April). Intertextuality in instructional coaching: An investigation of video self-reflection.



Round Table on Coaching
Washington, D.C.
April 2016

The Role of Intertextuality in Teacher Development Through Literacy Coaching

Jennifer Sharples Reichenberg
University at Buffalo, SUNY
jreichen@buffalo.edu



Reichenberg, J. S. (2016, April). Intertextuality in instructional coaching: An investigation of video self-reflection.

Benefits of Round Tables

Practice communicating clearly and succinctly because of limited time

Work in progress is acceptable in most

Lots of dialogue and give-and-take
Get to hear about other related studies

Disadvantages of Round Tables

May get placed with a topic where you don't quite fit

May be crowded and hard to hear

May get little to no feedback, depending on conversation



Round Table on Coaching
Washington, D.C.
April 2016



Poster Session
for Graduate Students
Saratoga Springs, NY
November 2015

Reichenberg, J. S., & Boyd, F. B. (2015, November). Creating digital books with English learners in secondary content classes.

Sharing Our Cultures: Newcomer Students

I can speak Karen.

Objectives

- CREATE a digital book using speaker words, sound, photos, text, and images to present important information about their culture.
- CREATE simple sentences in English and in their home language to explain their culture to their classmates.
- USE THE INTERNET to locate images and videos to enhance the meaning of their spoken and written text.

Series and Sequences: Algebra

Figure 3

Objectives

- EXPLAIN a mathematical series or sequence as they display images of that series or sequence.
- CREATE a mathematical series or sequence using digital photos of objects and a table to show growth.
- DETERMINE a FORMULA to express their series or sequence.

Golden Ages of Civilizations: Global Studies

Objectives

- CREATE a digital text with a partner to justify the classification of one civilization as experiencing a Golden Age using the criteria discussed in class.
- SELECT IMAGES to enhance the meaning of their written and spoken text.
- SELECT EVIDENCE to support their claim.
- DEBATE with a partner the proposition that a particular society experienced a Golden Age.
- ENGAGE in AUTHENTIC CONVERSATION with a partner to order images and testimony to build their case for a Golden Age.

The Cold War: Global Studies

Cuba

First - In 1959, Fidel Castro overthrew the dictatorship in Cuba which had been supported by the U.S. Castro made Cuba a communist nation.

Then - the U.S. started an economic boycott of Cuba, and stopped buying and selling goods there. This had a negative effect on Cuba's economy.

Next - In October of 1962, the Cold War came closest to a nuclear conflict. This was when the Cuban Missile Crisis occurred.

Objectives

- CREATE a digital text with a partner using written text, spoken text, and images to explain important information about one Cold War conflict.
- CONDUCT RESEARCH using the Internet to locate information about key events, vocabulary, people, and the resolution of a Cold War conflict and images to enhance the written and spoken text.
- DISCUSS with a partner to select important information to include in a digital book about a Cold War conflict.

Scaffolds

Book Cover Project for Series and Sequences

Page 1 - 1st Figure
Image - Photo of image with 1-7 labels
Text - Describe how you change it
E.g. "We added 3 pixels to the bottom"

Page 2 - 2nd Figure
Image - Photo of image with 1-7 labels
Text - Describe how you change it
E.g. "We added 3 pixels to the bottom"

Page 3 - 3rd Figure
Image - Photo of image with 1-7 labels
Text - Describe how you change it
E.g. "We added 3 pixels to the bottom"

Page 4 - Table showing Growth Factors
Text - Describe how you change it
E.g. "We added 3 pixels to the bottom"

Page 5 - Table showing Growth Factors
Text - Describe how you change it
E.g. "We added 3 pixels to the bottom"

Scaffolds

Scaffolds

Getting Images onto your iPad

When you are done - Self-check

- Every page has a picture?
- Every page has a heading?
- Every page is clear and readable?
- Every page is free of clutter?

Scaffolds

Speaking and Listening Anchor Standards

- Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 2. Analyze a topic or issue, and a situation, using appropriate facts, relevant data, and evidence to make judgments about the topic, issue, or situation, as well as to solve problems or to evaluate solutions.
 3. Analyze a speaker's point of view, purpose, and main ideas and supporting ideas, assessing how well the ideas and supporting ideas are developed and relevant to the topic and the issue.
 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 6. Adapt speech for a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Standards Across Projects

- Reading Anchor Standards**
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Language Anchor Standards**
Conventions of Standards English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 3. Apply editing skills to strengthen writing and meet the goals of the writing process.
 4. Produce clear and coherent writing in which they think, plan, revise, and edit their work.
 5. Use technology, including the Internet, to produce, publish, and present their writing and to collaborate with others.
 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering relevant information from print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
 7. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core Standards Across Projects

- Writing Anchor Standards**
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or issues, using valid reasoning and relevant and sufficient evidence.
 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.
 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-chosen details and words to convey a sense of place and time.
- Production and Distribution of Writing**
4. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 5. Analyze how different media use to create different effects.
- Research to Build and Present Knowledge**
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 7. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ESL Standards: Sharing Our Cultures

4. English for social and classroom interaction
 5. English for cross-cultural knowledge and understanding
- Algebra: Series and Sequences**
Create equations that describe the numbers or relationships.
- Social Studies Framework: Golden Ages**
9.3: A period of peace, prosperity, and cultural achievement can be designated as a Golden Age.
- Social Studies Framework: The Cold War**
11.5a After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.

Content Area Standards

Common Core Standards Across Projects

The Buffalo Partnership Project: A Common Core Collaborative (BPP) between University of Buffalo and Lafayette High School is an educational endeavor with a mission to engage in a collaborative approach to sustainable professional development with teachers and their English learners.

This project uses a BPP developed Instructional Teaching Framework to support teachers and students in their classrooms before, during, and after teaching. BPP works with teachers to deepen their understanding of Common Core Learning Standards, test complexity, language and culture, and technology as a tool for inquiry.

Dr. Ferris Boyd
University of Buffalo

Jennifer Reichenberg
Instructional Coach

Reichenberg, J. S., & Boyd, F. B. (2015, November). Creating digital books with English learners in secondary content classes.

Practitioner Conference

Talk in a different way with teachers about implications of your research

Grounds you in teachers' concerns and realities

Preparation to think about publishing in practitioner journals such as *Reading Teacher* and *Journal of Adolescent and Adult Literacy*

Publishing

October 2016

Dissertation

April 2015



April 2016



LRA

Literacy Research Association

November 2015

Reichenberg, J. S., & McVee, M. (2015, April). A novice teacher's development of reflection and adaptive expertise: A study of reflection-in-action.

Reading Research Quarterly

Reasoning:

Advice of advisor

Accepts longer pieces

Quicker turn around with constructive feedback

Work to be Done for Manuscript

Expand analysis of data from original case study in first year classroom to include data from pre-service experience that was already gathered

Reichenberg, J. S., & Boyd, F. B. (2015, December). Secondary teachers' development of a reflective stance toward literacy instruction: Application of instructional coaching, a reflective framework, and an apprenticeship stance.

Teacher Development

Reasoning:
Aims and Scope
Length
Recent Issues



The screenshot shows the homepage of the journal 'Teacher Development'. At the top left is the journal's logo, a red and green square with the text 'Teacher Development'. To its right, the word 'Journal' is written in small text, followed by 'Teacher Development >' and 'An international journal of teachers' professional'. On the far right, there is a search bar with the placeholder text 'Enter keywords, authors, DOI et'. Below the header, there is a section titled 'This journal' with a list of links: 'Aims and scope', 'Instructions for authors', 'Journal information', 'Editorial board', 'News & offers', and 'Subscribe'. To the right of this list is a section titled 'Aims and scope' with the text '2015 Impact per publication 0.409 - values from Scopus'. Below this is a paragraph describing the journal's focus on teacher development and professional growth. At the bottom, there is a section for 'The Book Reviews Section' which discusses the journal's commitment to reviewing new publications in the field.

Journal
Teacher Development >
An international journal of teachers' professional

Enter keywords, authors, DOI et

This journal

- > Aims and scope
- > Instructions for authors
- > Journal information
- > Editorial board
- > News & offers
- > Subscribe

Aims and scope

2015 Impact per publication 0.409 - values from Scopus

Teacher Development publishes articles on all aspects of teachers' professional development. It acts as a forum for critical and reflective attention to practice in teacher development and aims thereby to contribute to the quality of professional development. The journal takes a 'whole-career' view of teacher development, and work from both international and inter-professional perspectives is welcome. Articles may deal with teacher development in varying political and professional contexts, and may be in a variety of styles, in keeping with the diversity of activity in professional development. The journal carries accounts of personal experience, evaluations of teacher development policies and practices, research reports and theoretical discussions.

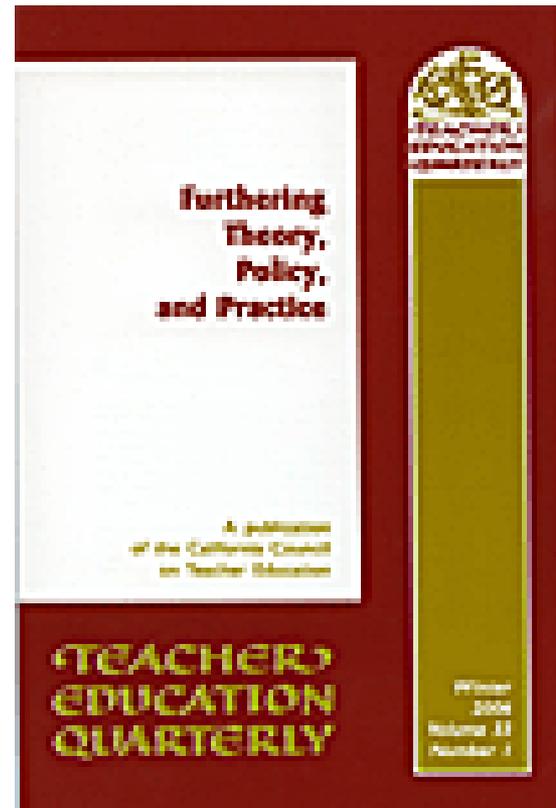
The Book Reviews Section draws attention to important new publications in the field. Review articles (up to 4000 words) discuss major work from a critical perspective. Shorter book reviews (up to 1000 words) bring new work to attention and highlight implications for policy and practice. Review articles and book reviews

Reichenberg, J. S., & Boyd, F. B. (2017). The functions of consonance and dissonance in secondary level literacy coaching. Manuscript submitted for publication.

Reichenberg, J. S. (2016, April). Intertextuality in instructional coaching:
An investigation of video self-reflection.

Teacher Education Quarterly

Reasoning:
Aims and Scope
Length
Recent Issues



Model of Joint Action

Journal of Literacy Research

Reflective
framework

*Reflective
Practice*

Dissertation

Video as a mediational tool

Journal of Teacher Education

Video reflection as part of
secondary literacy coaching

*Journal of Adolescent and Adult
Literacy*

Theory: Listening
Sociocultural Theory
Development of a Stance
Apprenticeship

*Anthropology & Education
Quarterly*

A Model of Joint Action for
literacy coaching

*Journal of Adolescent and Adult
Literacy*

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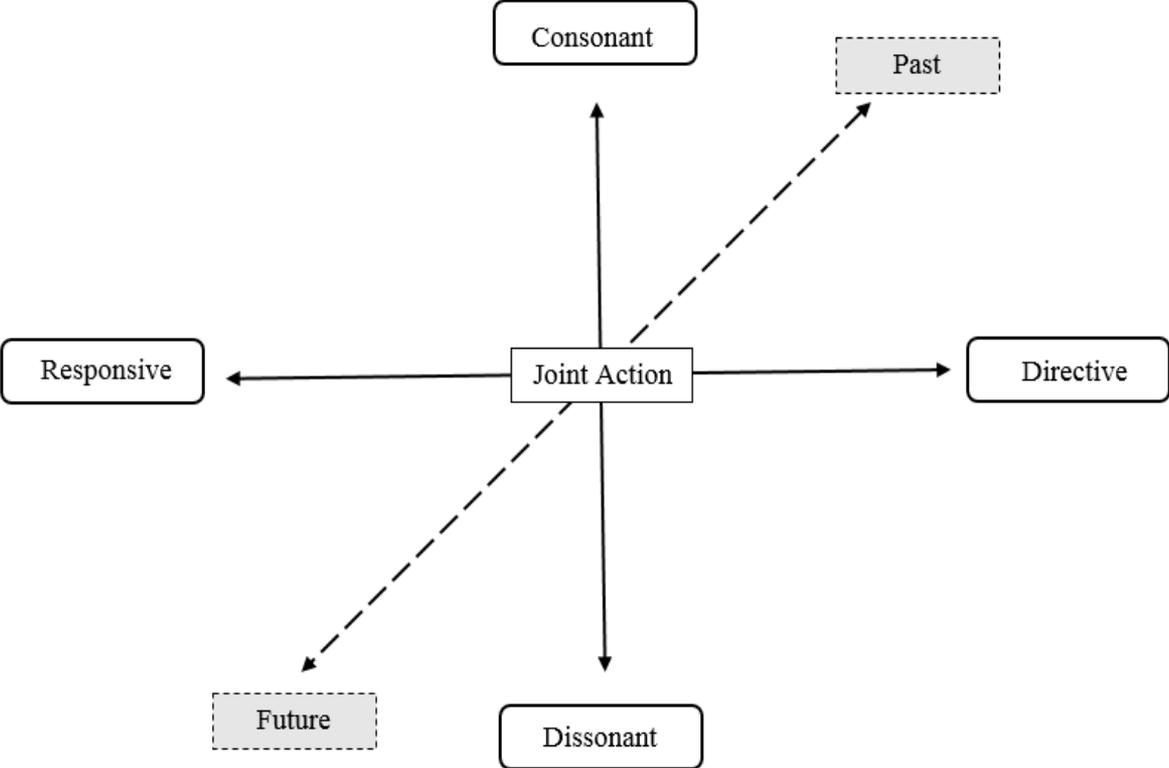
Theory: Listening
Sociocultural Theory
Development of a Stance
Apprenticeship

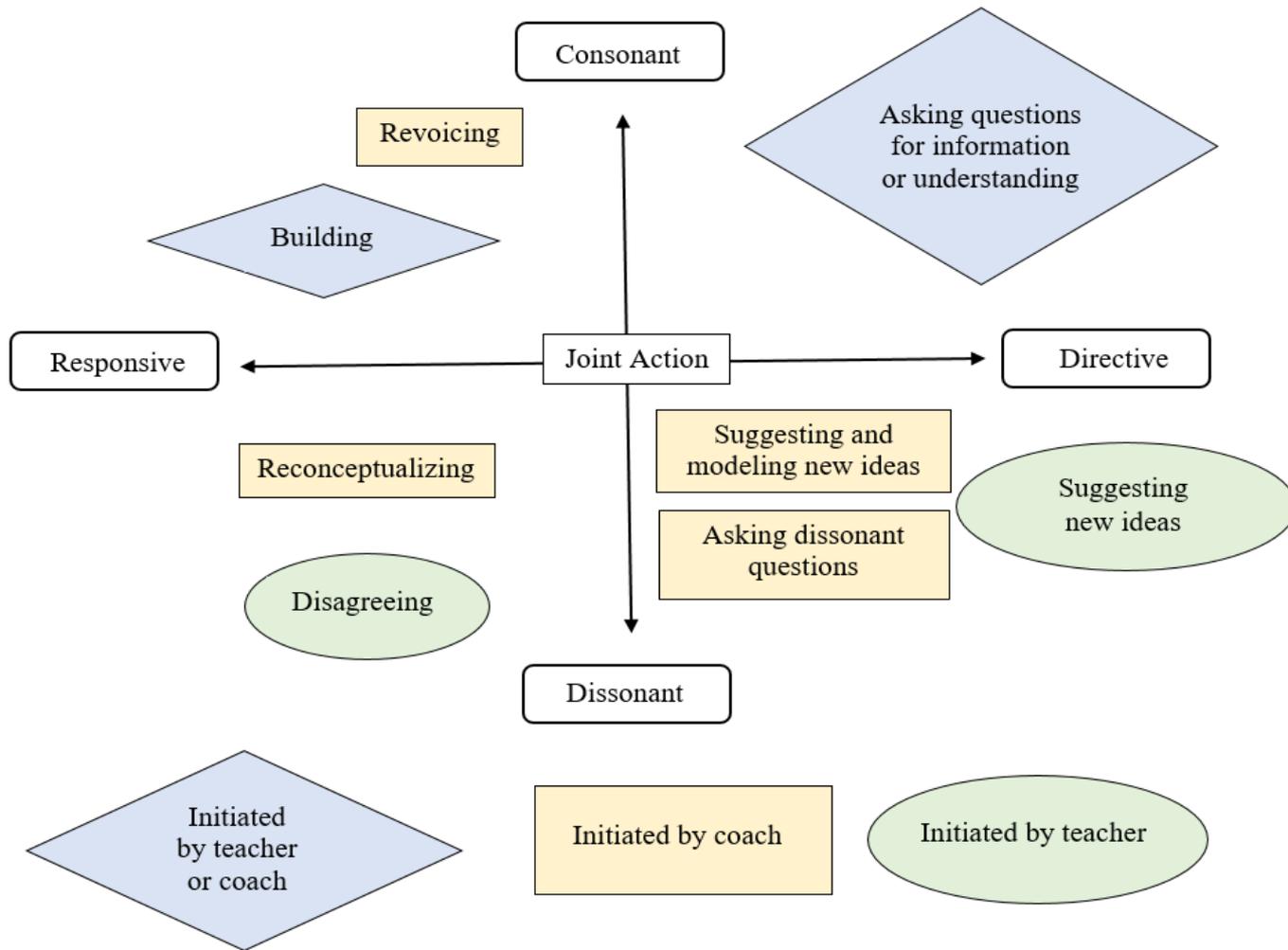
*Anthropology & Education
Quarterly*

A Model of Joint Action for
literacy coaching

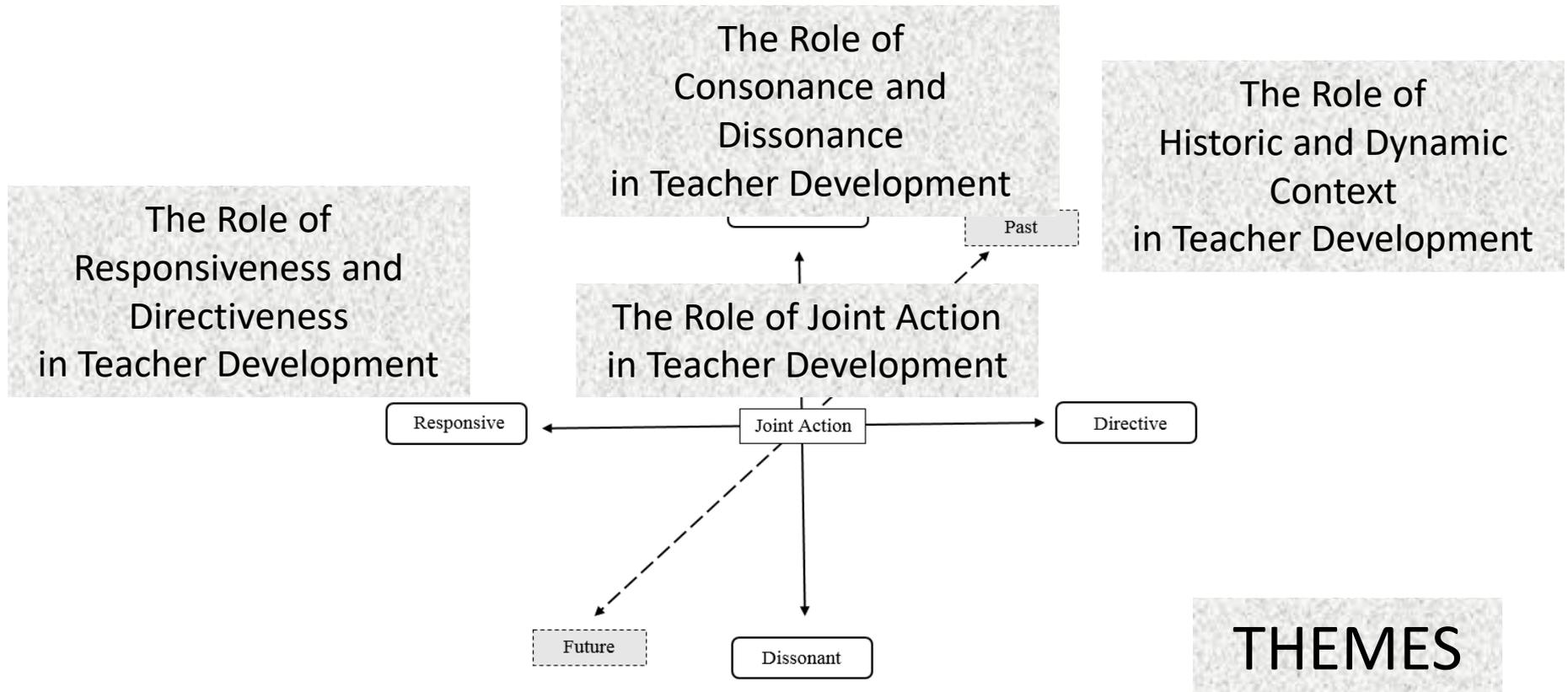
*Journal of Adolescent and Adult
Literacy*

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





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



Model of Joint Action

Journal of Literacy Research

Reflective
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*Reflective
Practice*

Dissertation

Video as a mediational tool

Teacher Education Quarterly

Video reflection as part of
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Literacy*

The Role of Directiveness
and
Responsiveness
in Teacher Development



March 16 (Final interview)

Anna: No one likes watching themselves in the video.



September 30 (Initial interview)

Fay: I hate watching myself on video.

March 9 (Final interview)

Fay: I hate watching myself.



March 2 (Final interview)

Patrick: It's a little difficult at first I think the communication has been more valuable than the watching.

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
1 : 2.4
Responsive : Directive

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

190 Responsive joint actions

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

456 Directive joint actions

All Teachers / All Steps

Responsive : Directive Ratio

1 : 2.4

Directive:
Modeling

Directive:
Prompting with a
Question

All Teachers
Step 2 Only: Describing the Lesson

Responsive : Directive Ratio

1 : 5.6

Responsive:
Building

Missing
Reconceptualizing (R)
Revoicing (R)
Disagreeing (R)
Dissonant questioning (D)

	Teacher initiated description	Teacher initiated connections	Teacher initiated noticing	Teacher initiated consideration of students'	Teacher initiated judgment
Anna	2	1	1	1	1
Fay	1	1	1	1	1
Isabella	1	1	1	1	1
Patrick	1	1	1	1	1
Totals	4	9	4	1	11

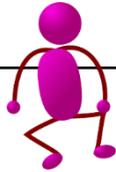
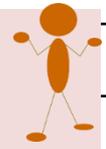
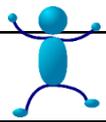
Potential for video to support deeper reflection through connecting, noticing, considering students' perspectives, and judging. This will support more evidence-based evaluations of teaching and learning.

February
 (Coaching session #1)
 Anna: This helped me see the connection between the analogy and the actual activity. It helped with the vocabulary.

Patrick: It's good to see from the perspective of the students . . .

November 4 (Coaching session #1)
 Fay: I can't say I really even realized how much these kids were tuning out but from watching the video.

January 20 (Coaching session #8)
 Isabella: That's not that bad.



Connections to knowledge

Noticing the

perspective

Judging the teaching or the activity.

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Quarterly*

A Model of Joint Action for
literacy coaching

*Journal of Adolescent and Adult
Literacy*

Journal: *Learning and Instruction*

Scope: Learning from childhood through adulthood

Length: 4,500-8,000 including tables, references, & figures

Acceptance Rate: 13%

Impact Factor: 3.6

Reference Style: APA

Notes:

Actions:

Possible Book:

*The Model of Joint Action
for Literacy Coaching:
Six Case Studies
in Secondary Level Literacy
Coaching*



Reviewing

Literacy Research and
Instruction

Call for guest reviewers
through LRA e-mail list



Literacy Research and Instruction

Publish open access in this journal.

This journal



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This journal

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Journal news

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Latest articles





Post-Ph.D. Writing Support
Group

University at Buffalo, SUNY