

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

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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

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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 text using spoken words, sound, photos, text, and images to explain, supplement 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 claims.
- DEBATE with a partner the proposition that a particular society experienced a Golden Age.
- ENGAGE in AUTHENTIC CONVERSATION with a partner to select images and testimony to build their case for a Golden Age.

The Cold War: Global Studies

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

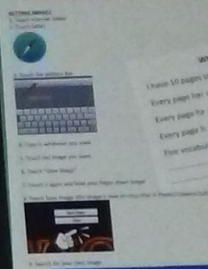
Then - the U.S. started an economic boycott of Cuba, and stopped trading and making goods there. This had a negative effect on Cuba's economy.

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

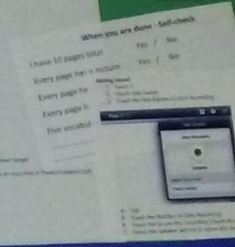
Objectives

- CREATE a digital text with a partner using written text, spoken text, and images to explain important information about the 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 present in the written and spoken text.
- DISCUSS with a partner to select important information to include in a digital text about a Cold War conflict.

Getting Images onto your iPad



Scaffolds



Speaking and Listening Anchor Standards

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. Present information, findings, and supporting evidence such that others can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
3. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
4. Adapt speech for a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.

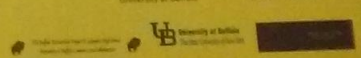
Common Core Standards Across Projects

The Buffalo Fairness 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.

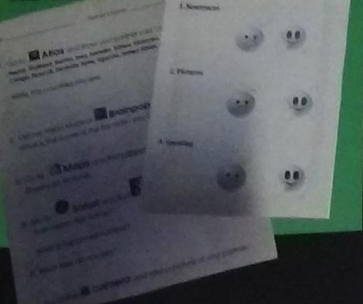
This project uses a BPP developed Instructional Coaching Framework to support teachers and students in their classrooms before, during, and after teaching. BPP works with teachers to deepen their understanding of Common Core Learning Standards, test complexity, language and culture, and technology as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

Dr. Ferris Reed
University of Buffalo

Jennifer Reichenberg
Instructional Coach



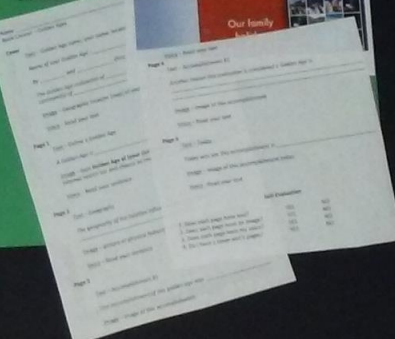
Scaffolds



Scaffolds



Scaffolds



Common Core Standards Across Projects

Reading Anchor Standards

Integration of Knowledge and Ideas

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. 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 vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Anchor Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Common Core Standards Across Projects

Writing Anchor Standards

Text Types and Purposes

1. Write the arguments to support claims in an analysis of substantive topics or texts, 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 content.

Production and Distribution of Writing

1. Use the technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

1. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
2. 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

- 11.3a 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

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



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



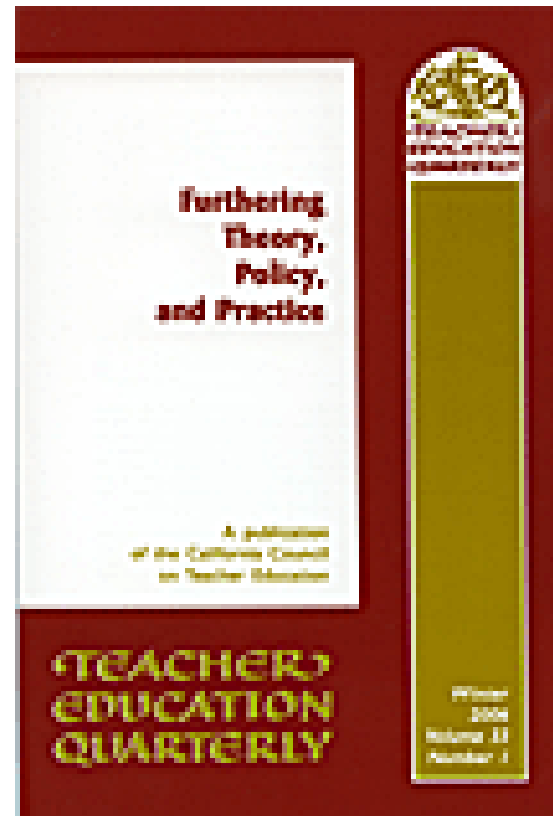
The screenshot shows the homepage of the *Teacher Development* journal. At the top, there is a search bar with the placeholder text "Enter keywords, authors, DOI et". Below the search bar, the journal's logo is displayed, consisting of a green and red square with the text "Teacher Development" inside. To the right of the logo, the text "Journal" is visible, followed by the journal's title "Teacher Development" and its subtitle "An international journal of teachers' professional". Below the title, 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, the section "Aims and scope" is highlighted. Below this section, the text "2015 Impact per publication 0.409 - values from Scopus" is displayed. The main body of the "Aims and scope" section contains a paragraph describing the journal's focus: "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." Below this paragraph, there is a section titled "The Book Reviews Section" which states: "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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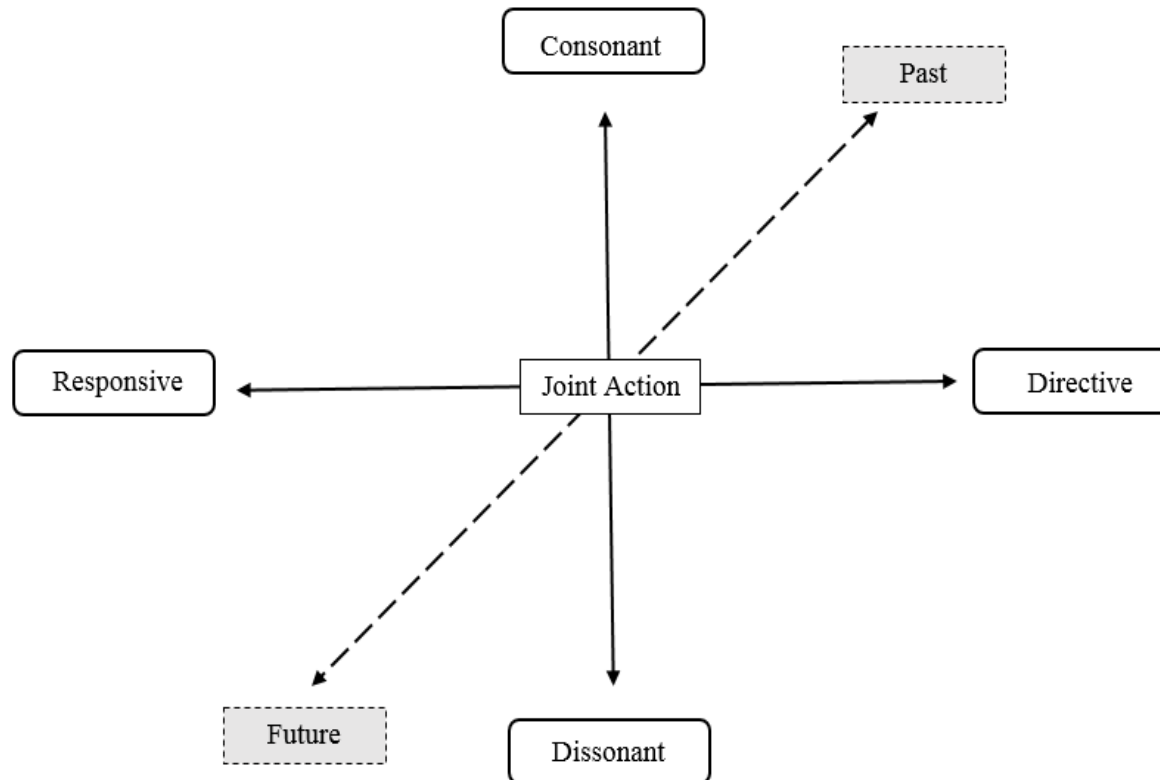
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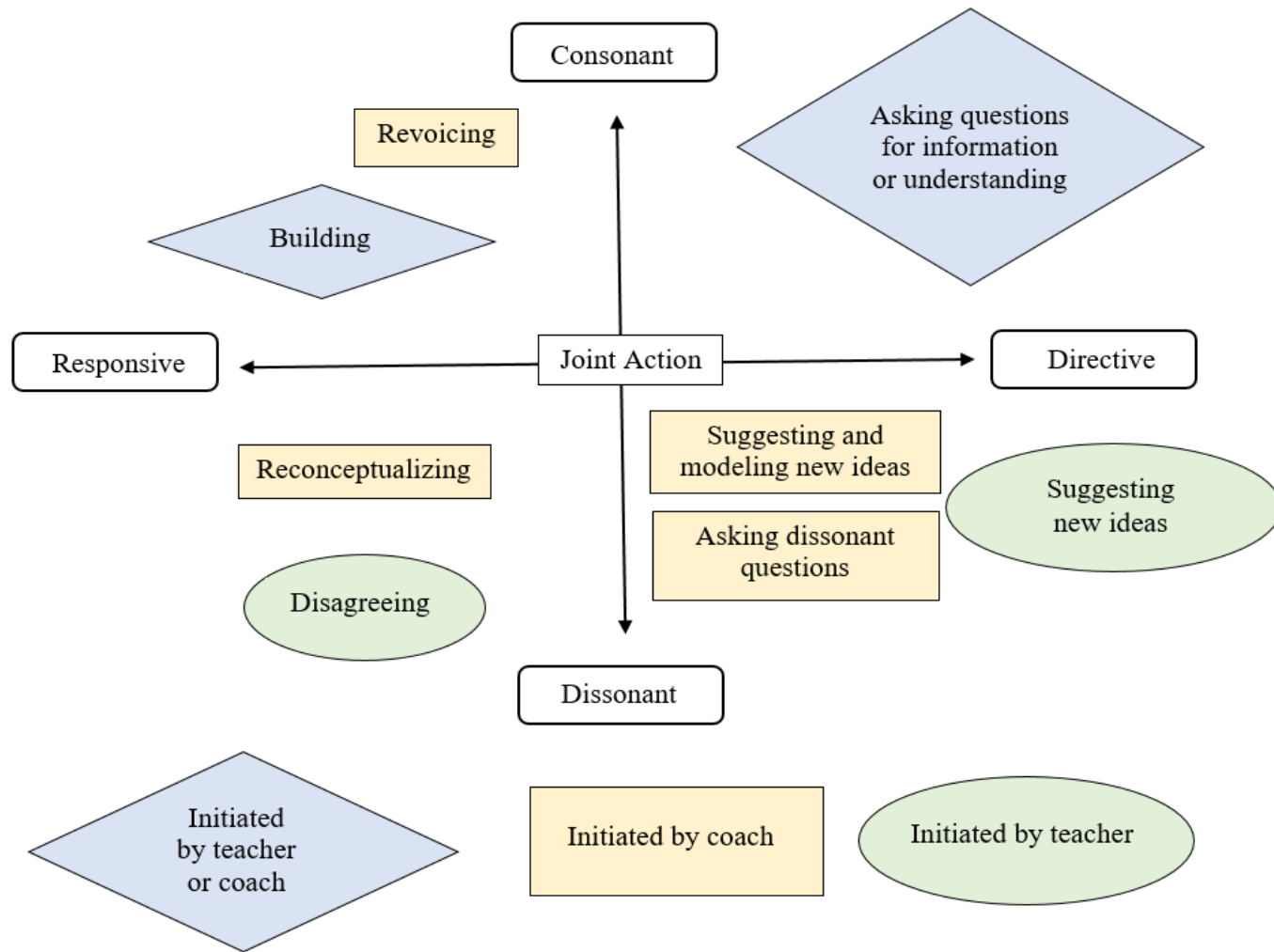
*Anthropology & Education
Quarterly*

A Model of Joint Action for
literacy coaching

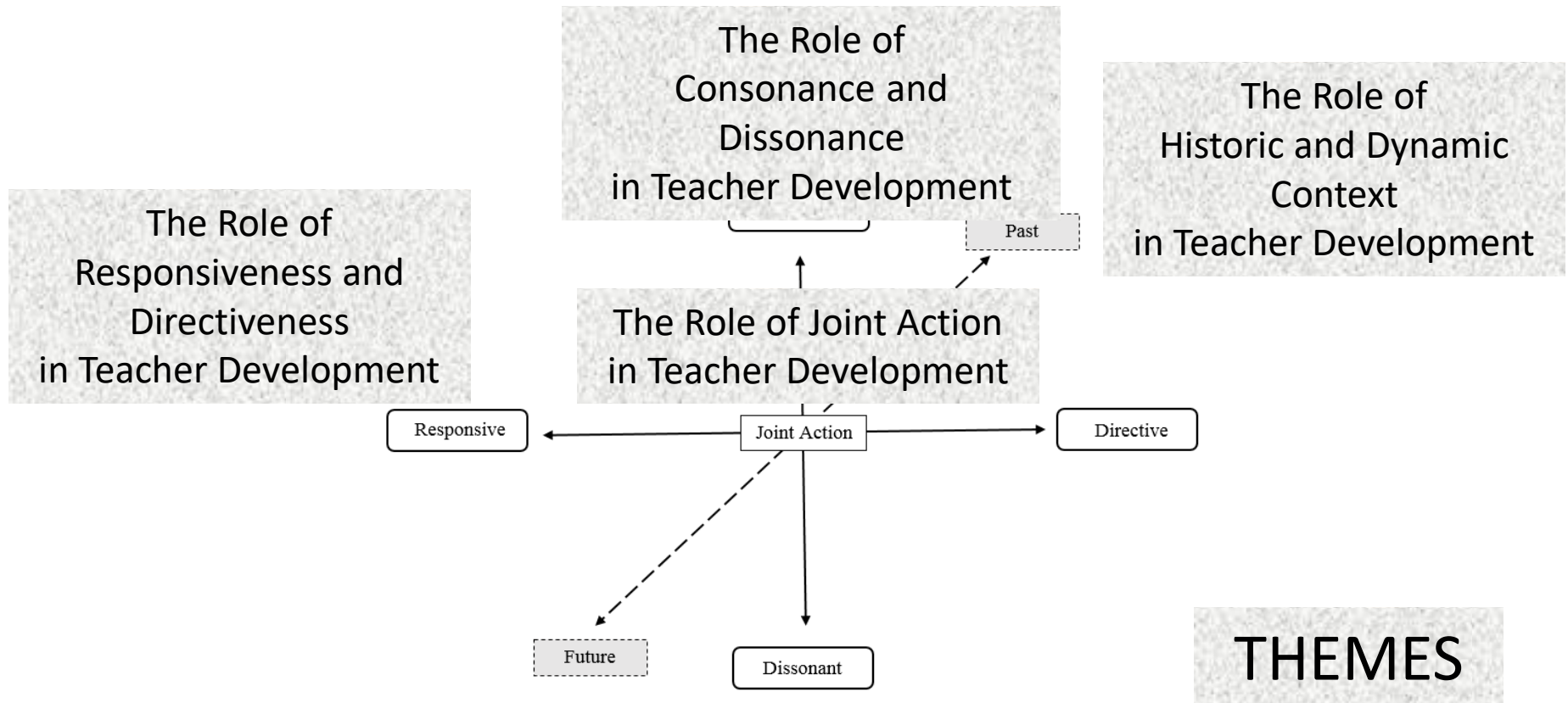
*Journal of Adolescent and Adult
Literacy*

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





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



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Quarterly*

A Model of Joint Action for
literacy coaching

*Journal of Adolescent and Adult
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
		Connection s to kn	Noticing thi	no	Judging the teaching or the activity.
Anna	2				
Fay	February (Coaching			... final interview)	
Isak	Anna: This help with t analogy and help with the vocabulary.		1	Patrick: It's good to see from the perspective of the students . . .	
Patrick	1	2		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.	
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.

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

Model of Joint Action

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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

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This journal



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This journal

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Latest articles





Post-Ph.D. Writing Support
Group

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