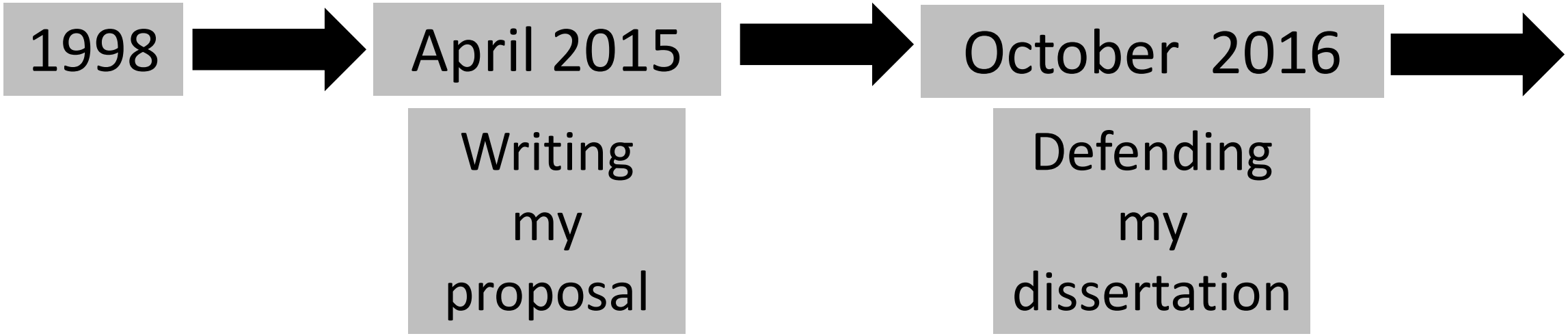
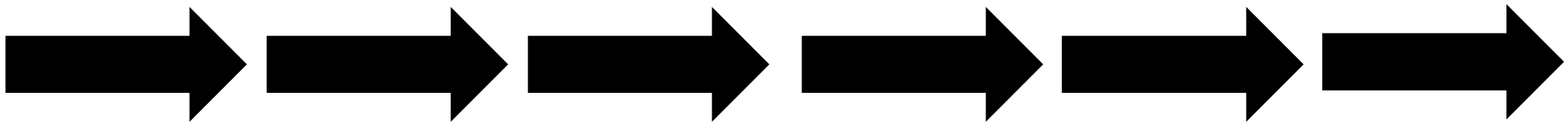
The Story Behind the Study

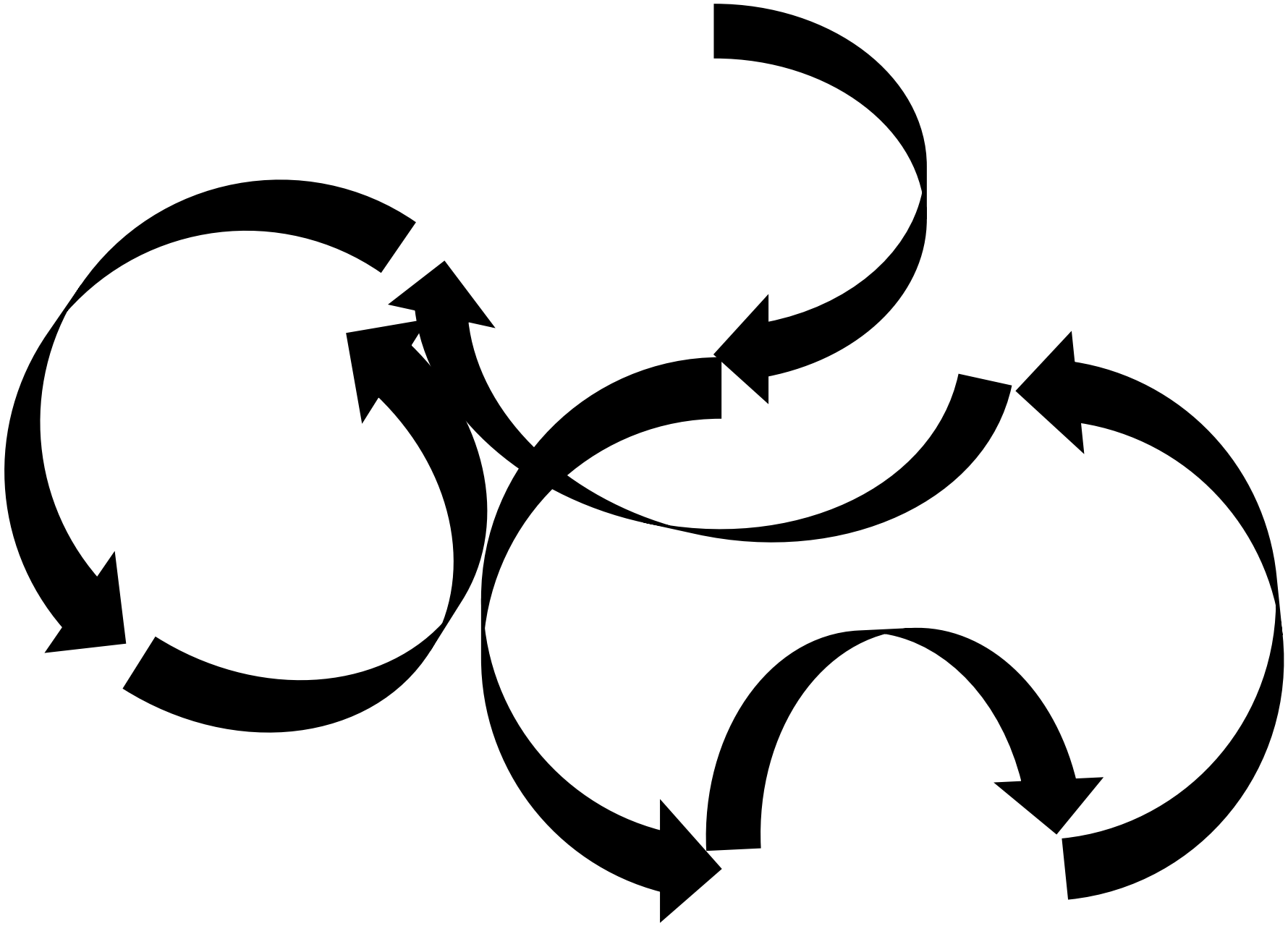
Jennifer Sharples Reichenberg, Ph.D.

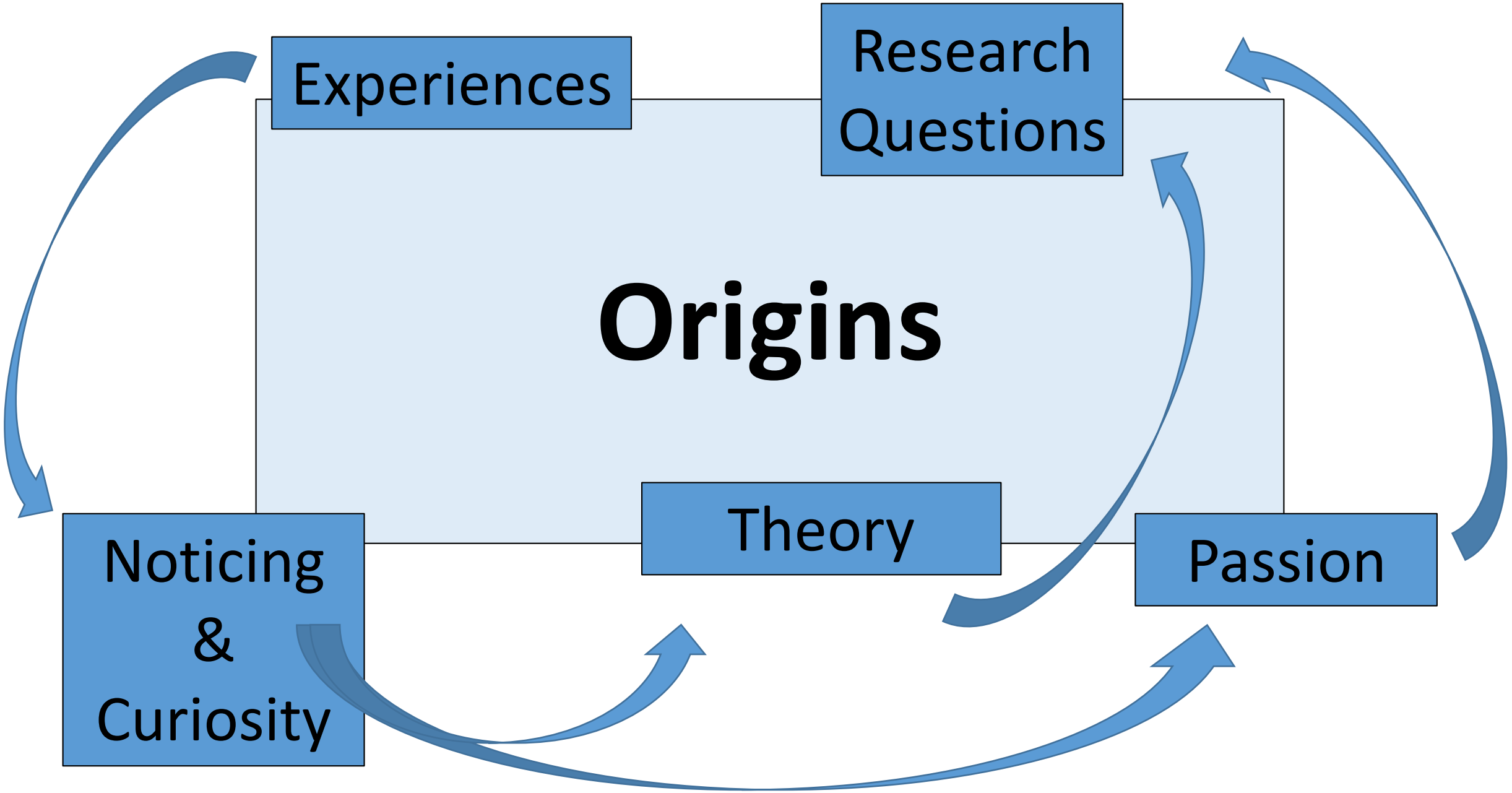
Medaille College

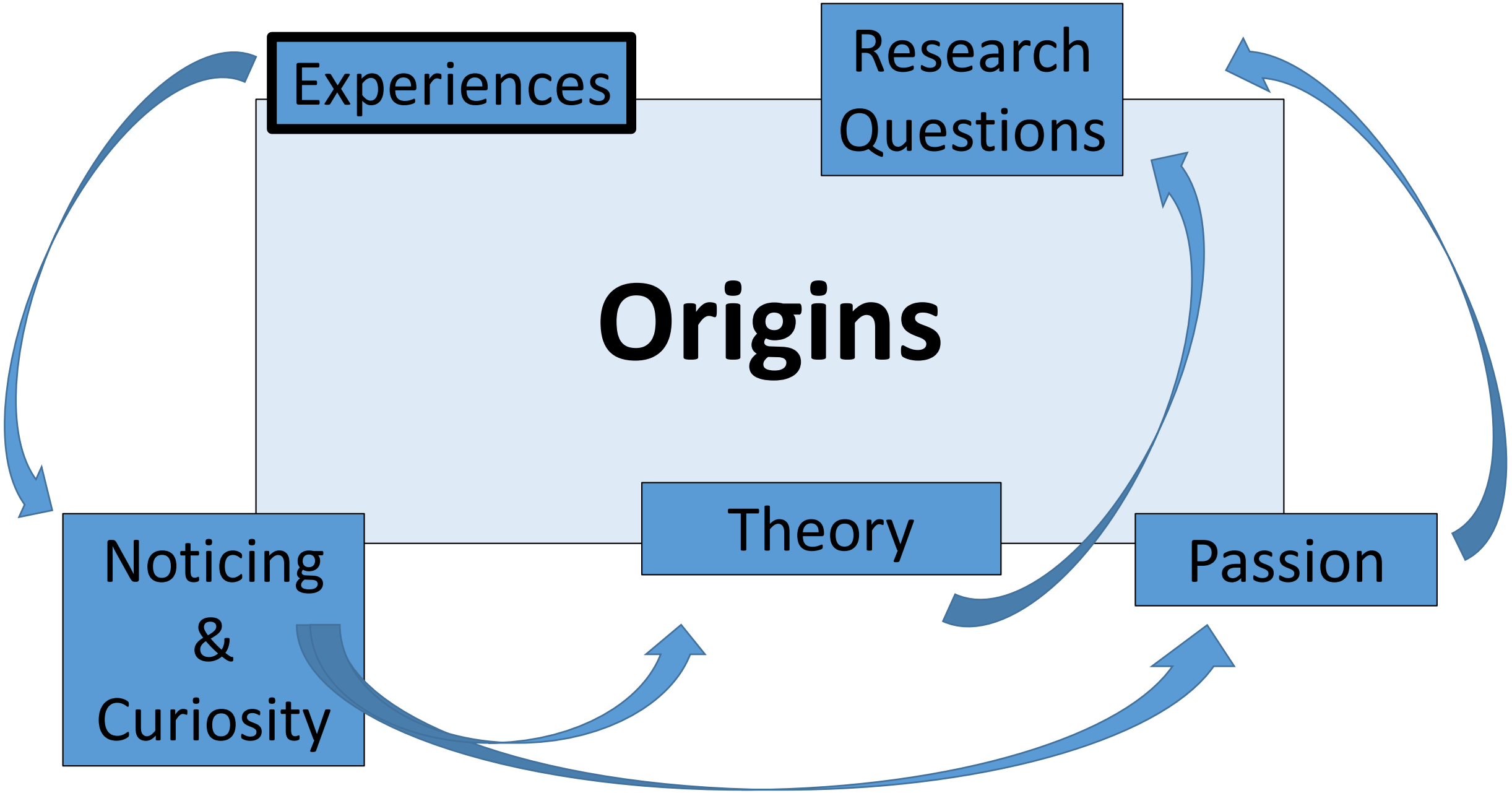
Buffalo, NY


1998
April 2015
Writing my proposal
October 2016
Defending my dissertation






Experiences
Research Questions
Origins
Noticing & Curiosity
Theory
Passion


Experiences
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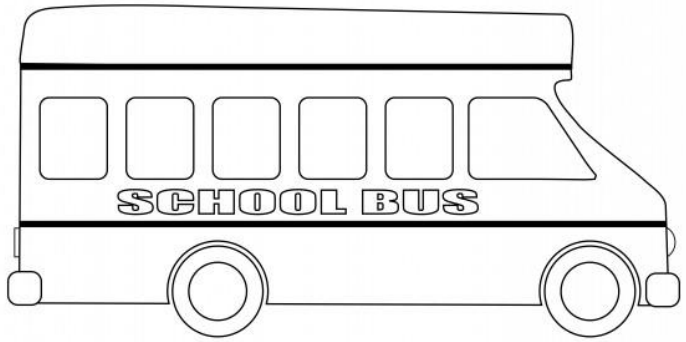
Theory
Passion

Experiences



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Creation of Formative Assessments

Instruction

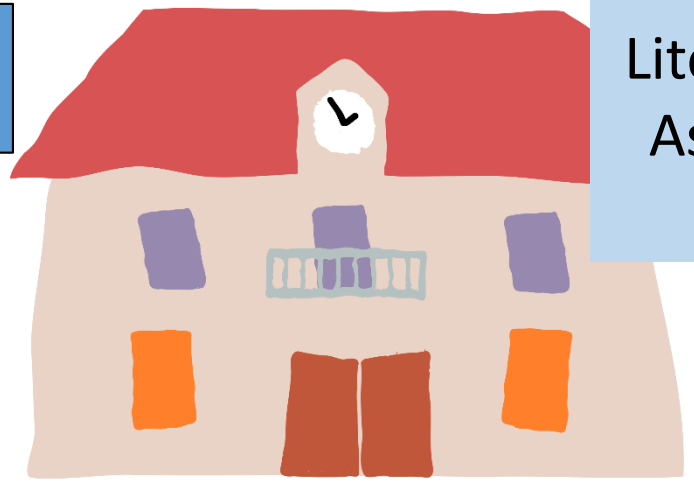
Literacy Specialist
Rural Primary School

Text Complexity

Guided Reading

Running Reading Records: Administration, Analysis, Informing Instruction

Experiences



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Literacy Needs Assessments

Information Sessions for Parents of English Language Learners

Text Complexity

Guided Reading

Book Clubs

Literacy Consultant

Two Urban Schools

Prekindergarten – Grade 6

&

Grades 6 – 8

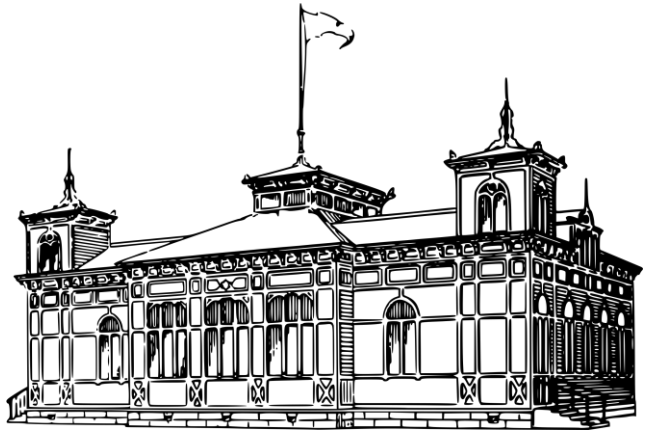
Suburban Elementary School

Kindergarten – Grade 4

Running Reading Records: Administration, Analysis, Informing Instruction

Experiences

Text Complexity and Scaffolding



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Guided Reading

Literacy Coach
Urban High School
Grades 9 – 12

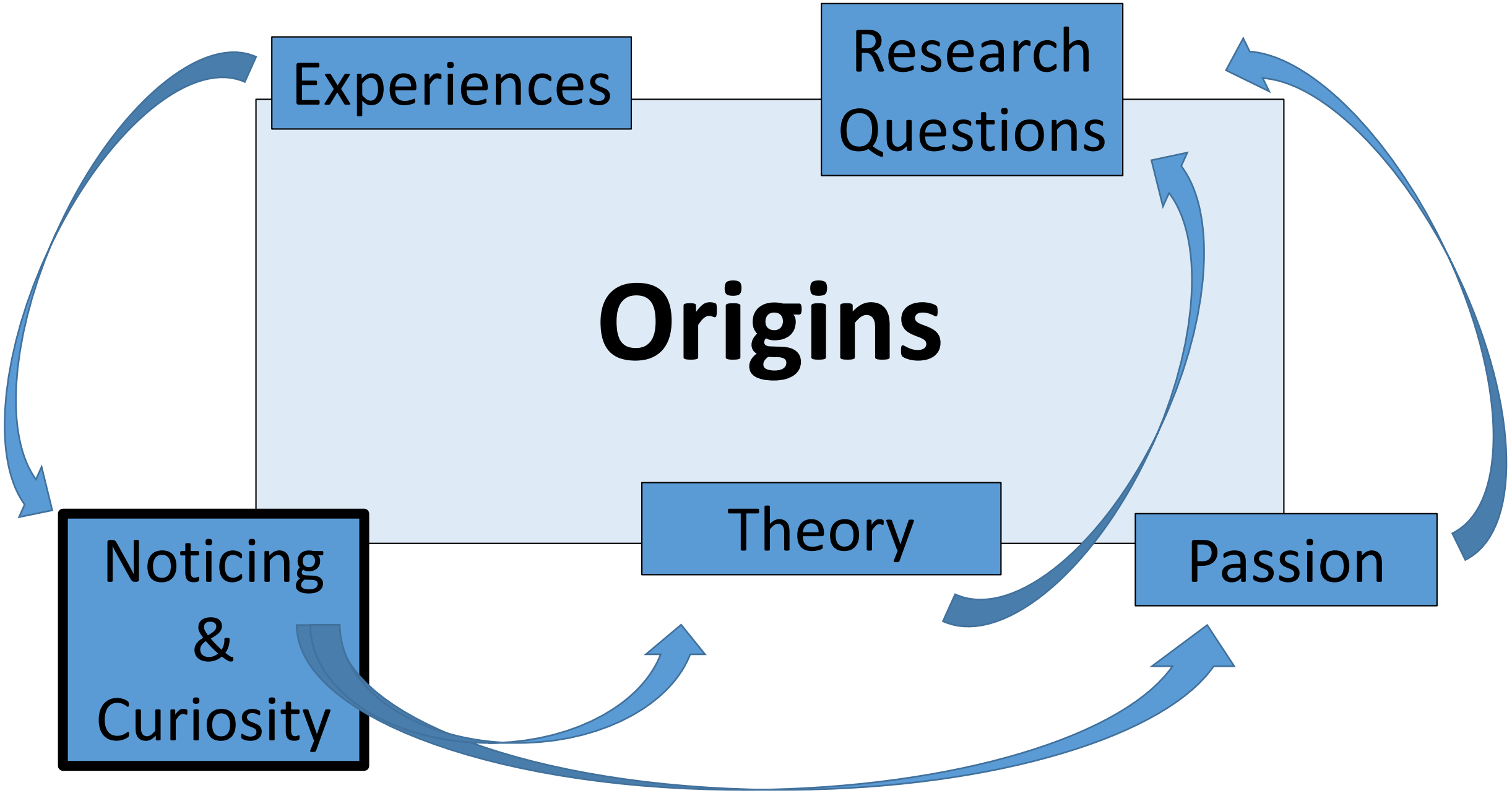
Using Technology to Support Literacy Instruction for ELLs

Literacy Instruction in the Disciplines

Book Clubs

Literacy Instruction for Adolescent English Language Learners (ELLs)

Using Assessment to Inform Instruction


Experiences
Research Questions
Origins
Noticing & Curiosity
Theory
Passion

Noticing & Curiosity

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

Different reactions of teachers to professional development

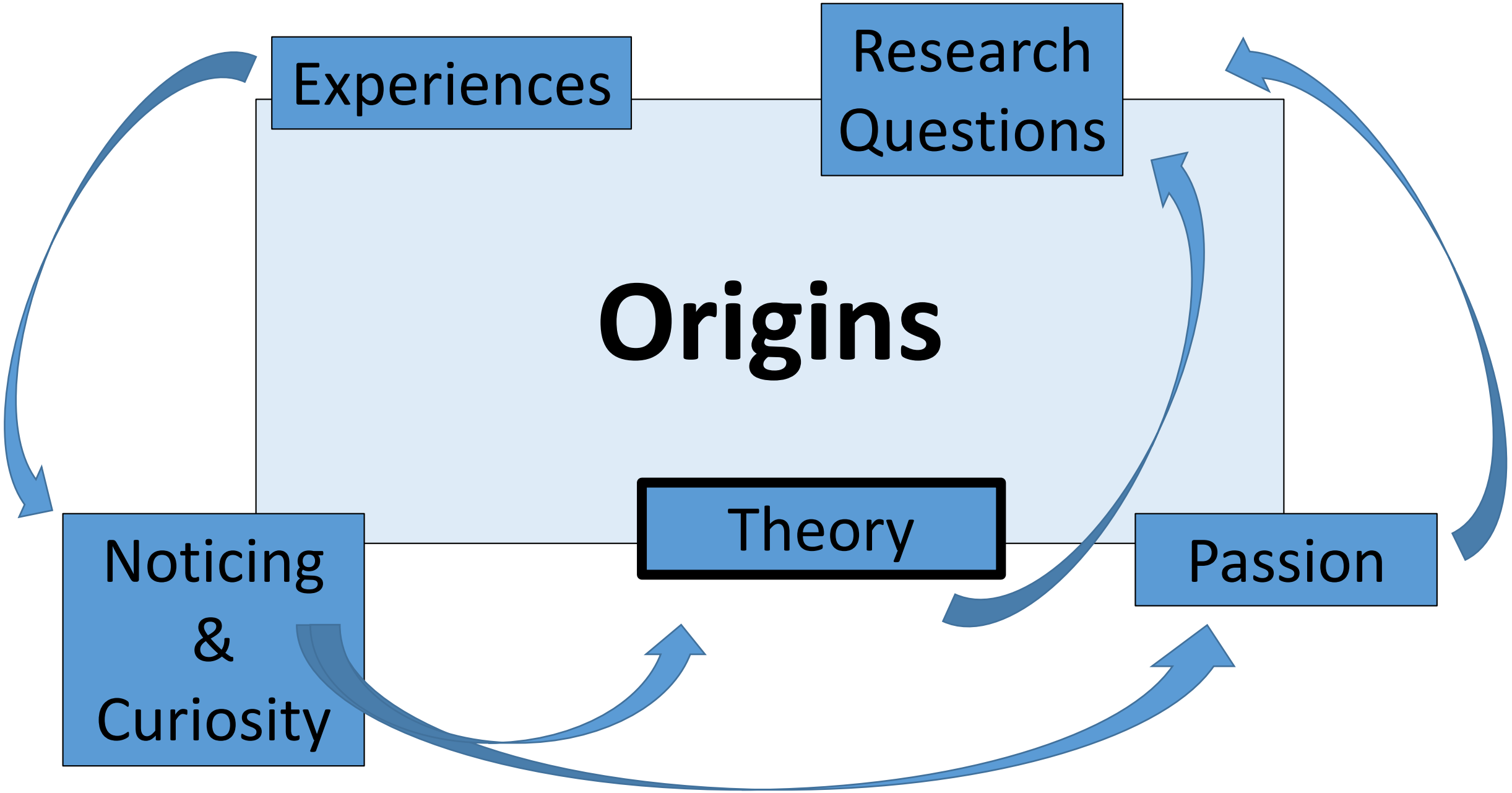
Importance of relationships across contexts

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?


Experiences
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Passion

Theory and Relevant Research

Reflection

Sociocultural Theory

Dialogue / Dissonance

Reflection, Teacher Development, & Literacy Coaching

Reflection

Dewey
Schön
Rodgers
Zeichner

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

Teacher Development

Berliner
Darling-Hammond
Guskey

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.

Bean
Dozier
Ippolito

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

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

Kate
Novice Kindergarten Teacher

Year 1: Fall
Single Case Study: Novice

Site
Suburban primary school

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?

Data Sources: Novice Year

Source	Amount
Transcribed audio recordings from interviews	3 recordings (90 minutes total)
Field notes from classroom observations	13 lessons (4 visits) (6 hours total)

Types of Lessons Taught During Classroom Observations: Novice Year

Date	Type of Lesson	Number of Each Type
December 6	Whole Group	1
	Guided Reading	2
		1
D		1
	– Small Group	
De	Whole Group	
	Guided Reading – Small Grou	
December 13	Whole Group	
	Guided Reading – Small Group	
	Individual	1

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)

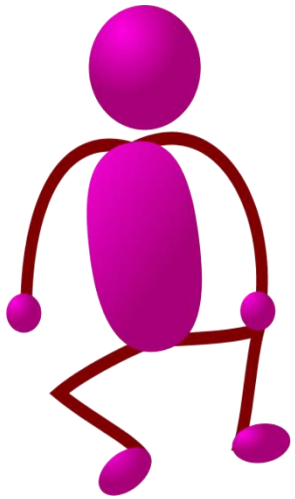
Examples
Text choice
Adjusting children's grouping

Lessons Learned

Conversation between previous studies, theory, and findings

Theory can inform the implementation of the study and the construction of findings

Isabella
10th grade teacher
Social Studies



Year 1
Single Case Study: Coaching for Reflection

Site
Urban secondary school

Year 1: Spring
Single Case Study: Coaching for Reflection

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?

Year 1: Spring

Single Case Study: Coaching for Reflection

Research Questions

Dewey

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**

Vygotsky

- 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?

Rodgers

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

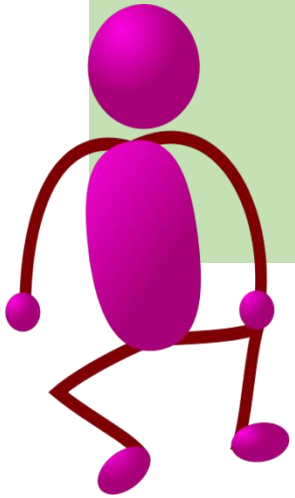
Research Question:
What is the nature of the **teacher's reflection**,
and how does it change, if at all?

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

Year 1 Study

role

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

reflection

Lave & Wenger

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

Site

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

Karen

ESL teacher

4 years of experience

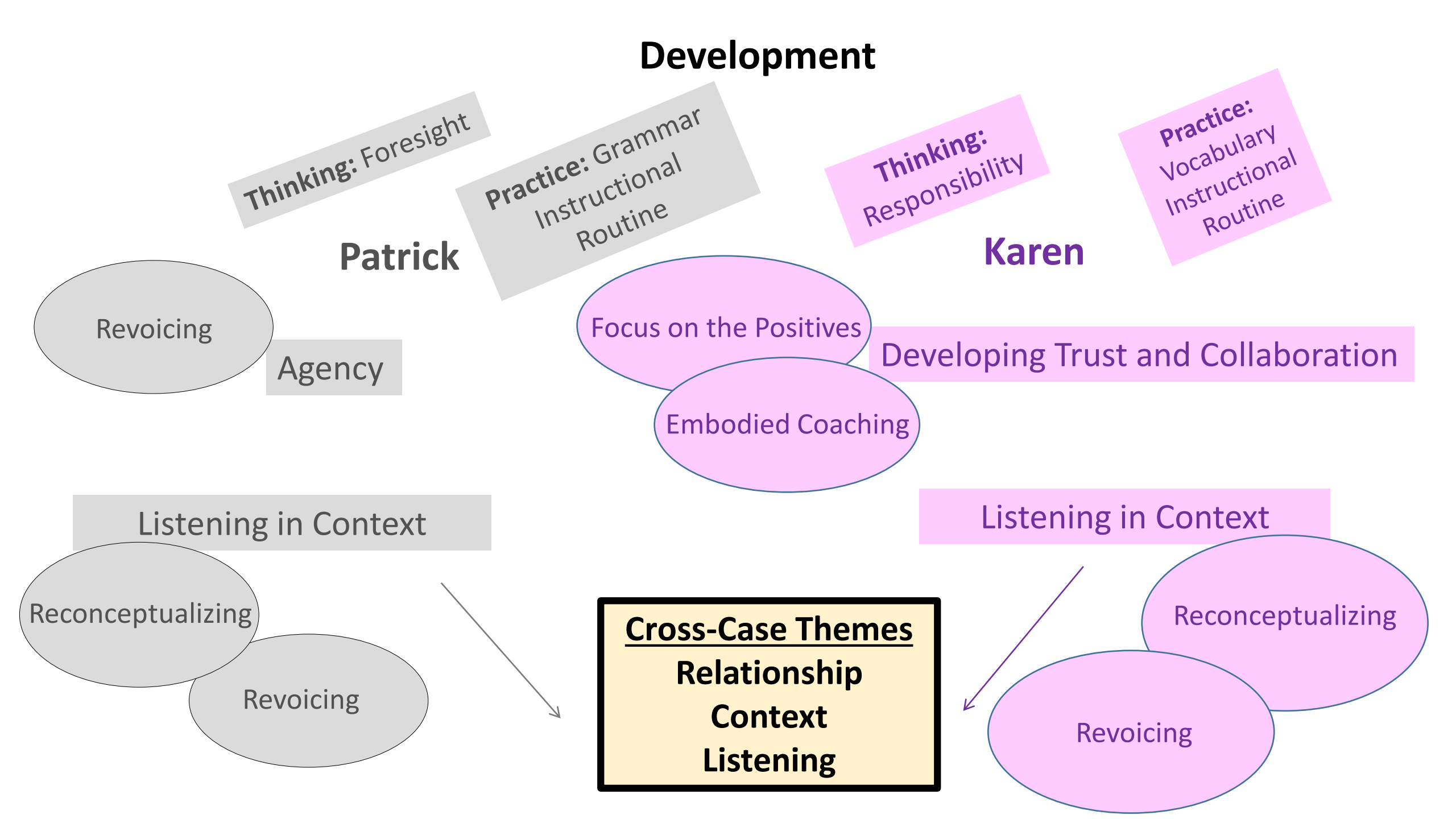
Participants

Patrick

ESL teacher

19 years of experience

Analysis #1


Development
Thinking: Foresight
Practice: Grammar Instructional Routine
Thinking: Responsibility
Practice: Vocabulary Instructional Routine
Patrick
Karen
Revoicing
Agency
Focus on the Positives
Developing Trust and Collaboration
Embodied Coaching
Listening in Context
Listening in Context
Reconceptualizing
Revoicing
Cross-Case Themes
Relationship
Context
Listening
Reconceptualizing
Revoicing

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

Study Design

Single case study

(Merriam, 2001)

Bounded by one teacher in a school

Analysis #2

Participant

Kevin

Social Studies

12 years of experience

Volunteered to work with literacy coach

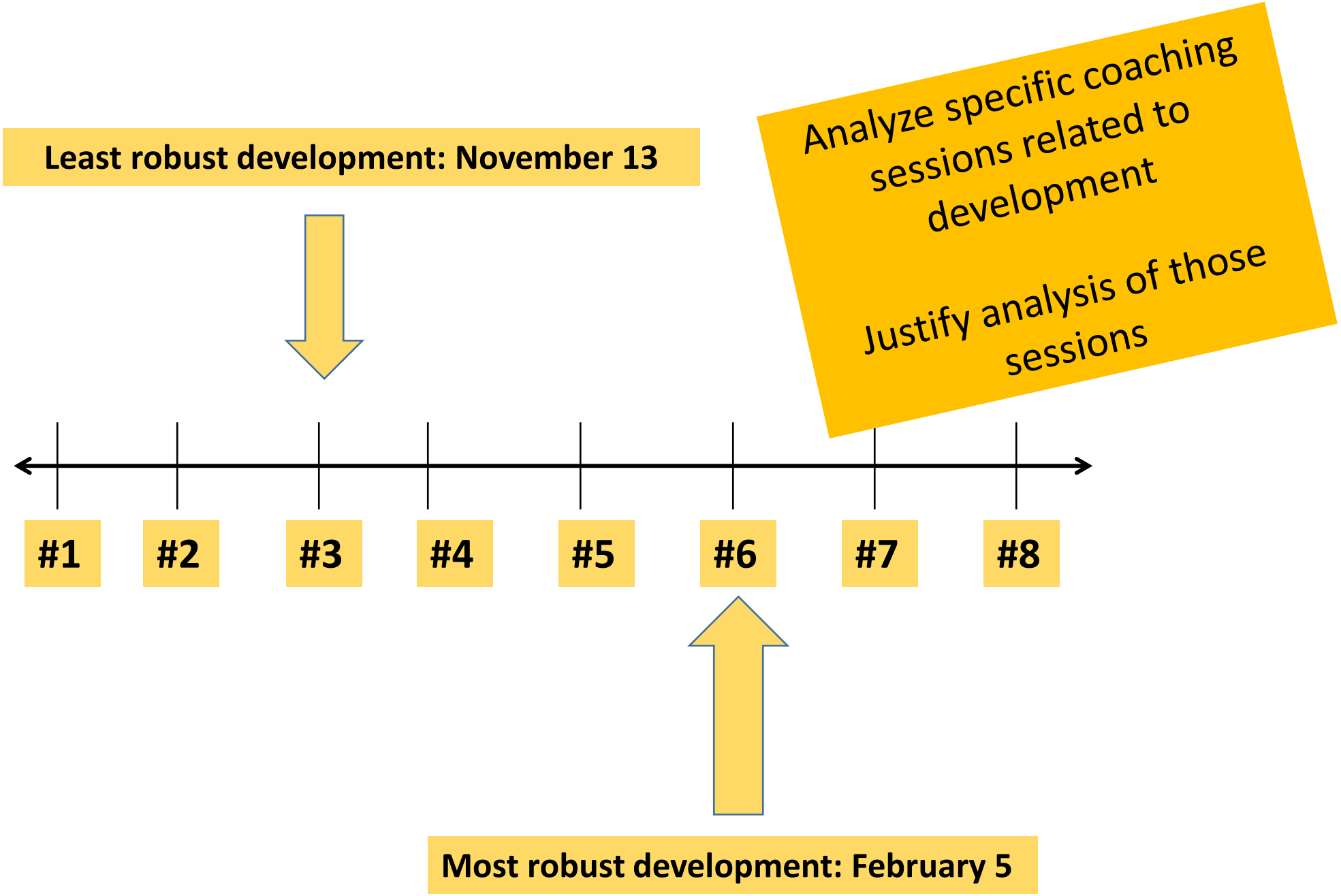
Goal to increase students' authentic talk around social studies content

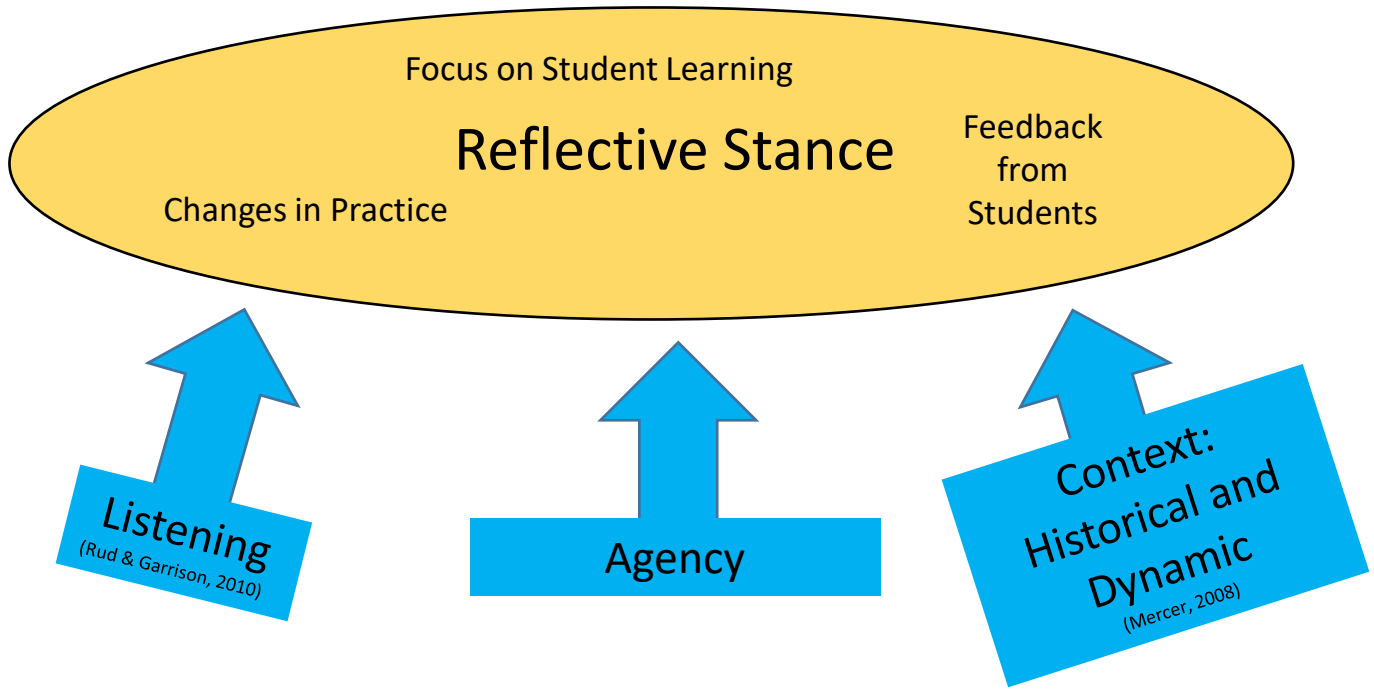
Kevin's Development

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 ELL*s*


Least robust development: November 13
Analyze specific coaching sessions related to development
Justify analysis of those sessions
#1
#2
#3
#4
#5
#6
#7
#8
Most robust development: February 5



Proposal of Intertextual References

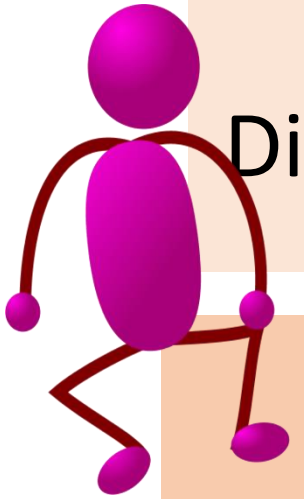
Making Intertextual References Socially Significant

(Bloome & Egan-Robertson, 1993)

Lessons Learned

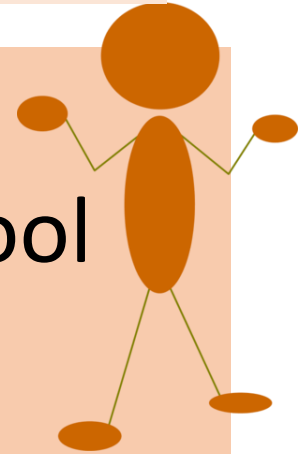
More deeply explore the role of context – both historical and dynamic – in literacy coaching

How to justify the identification of focal coaching sessions for fine-grained analysis of dialogue



Year 3

Dissertation Study – Multiple Case Study of Coaching



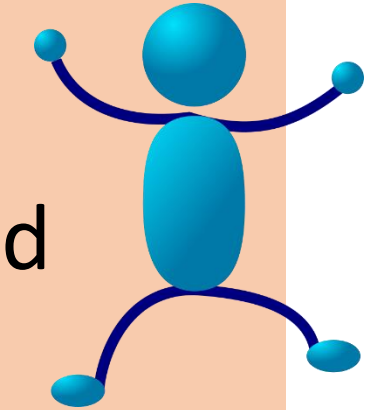
Setting

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

Wertsch

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?

Guskey
Johnson

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

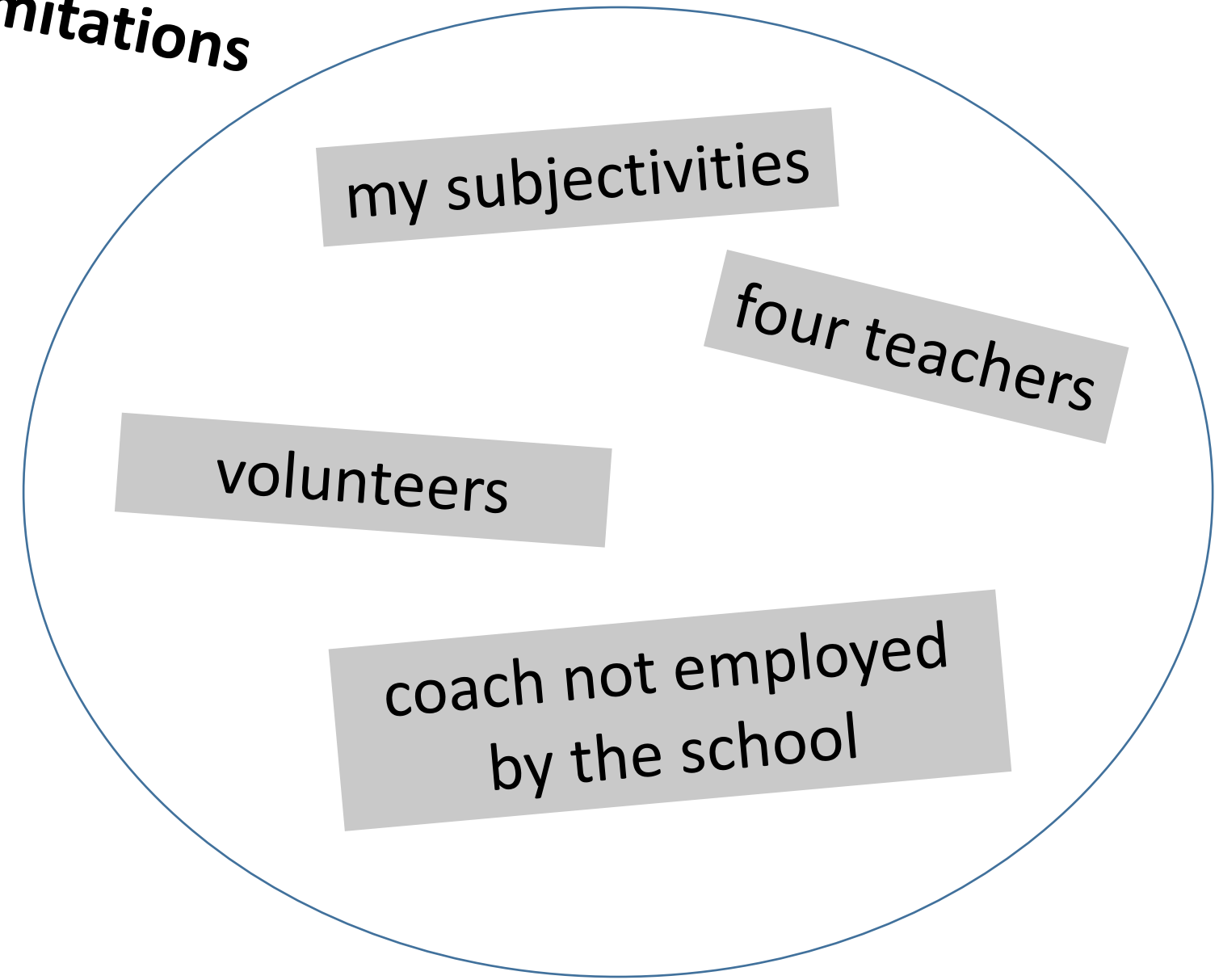
Reflection (as a process) to a Reflective Stance

Context: Dynamic and Historical

Listening

Analysis of Dialogue and Action

Limitations



Trustworthiness

Triangulation

Prolonged engagement

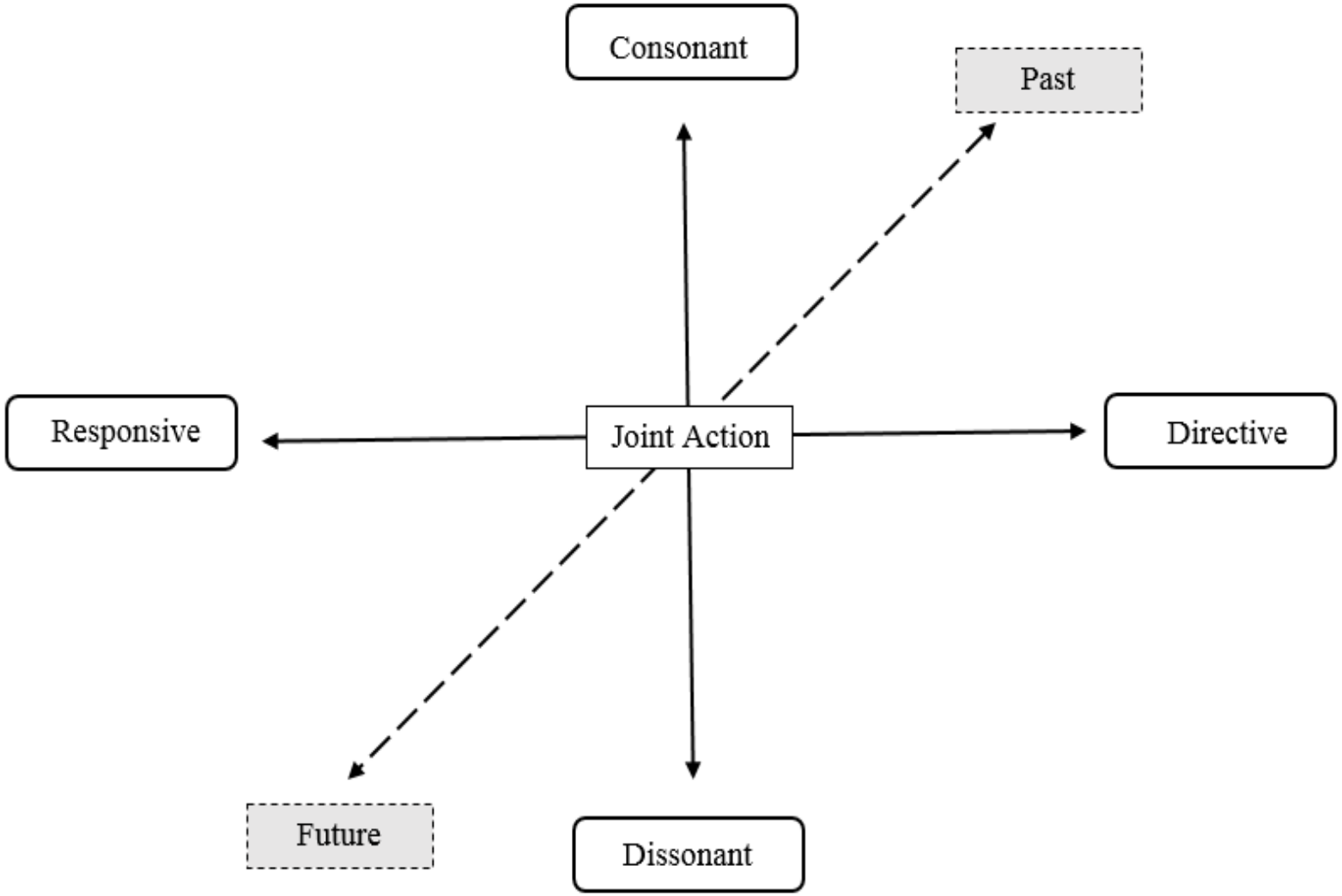
Member-checking

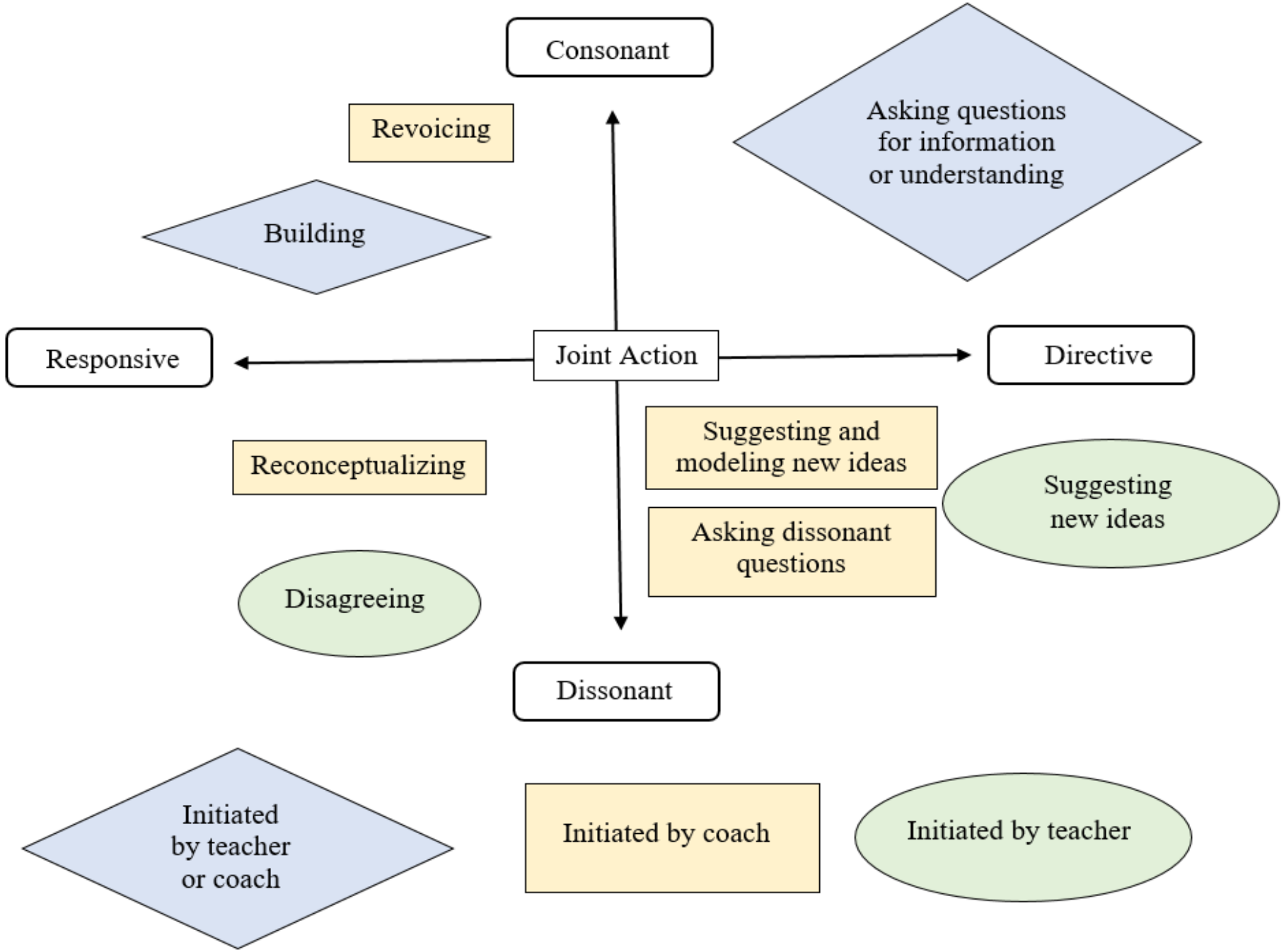
Active awareness of subjectivities

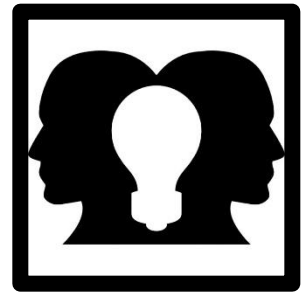
Persistent writing of analytic memos

Participation in a research and writing community

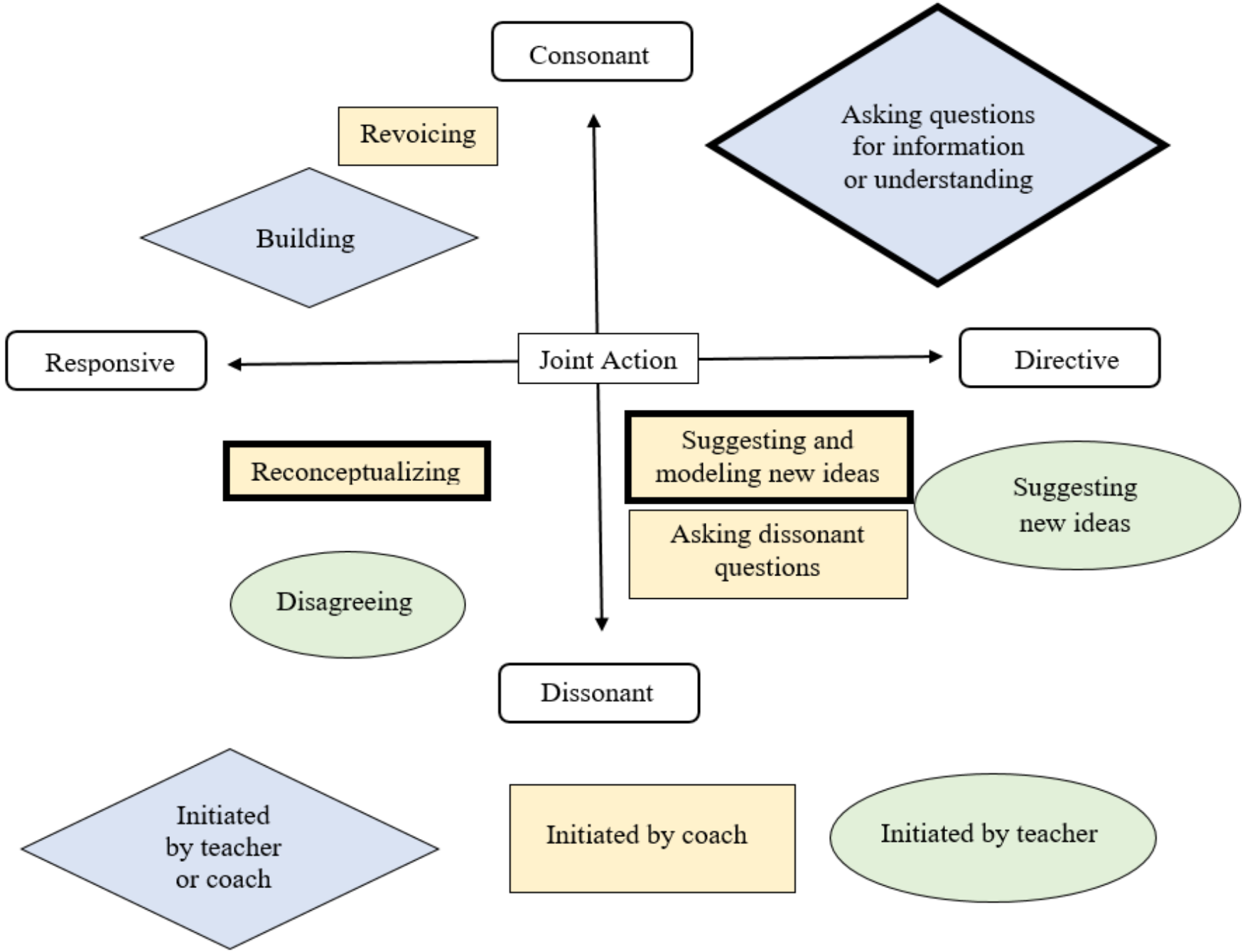
A Model of Joint Action for Literacy Coaching with Video Self-Reflection

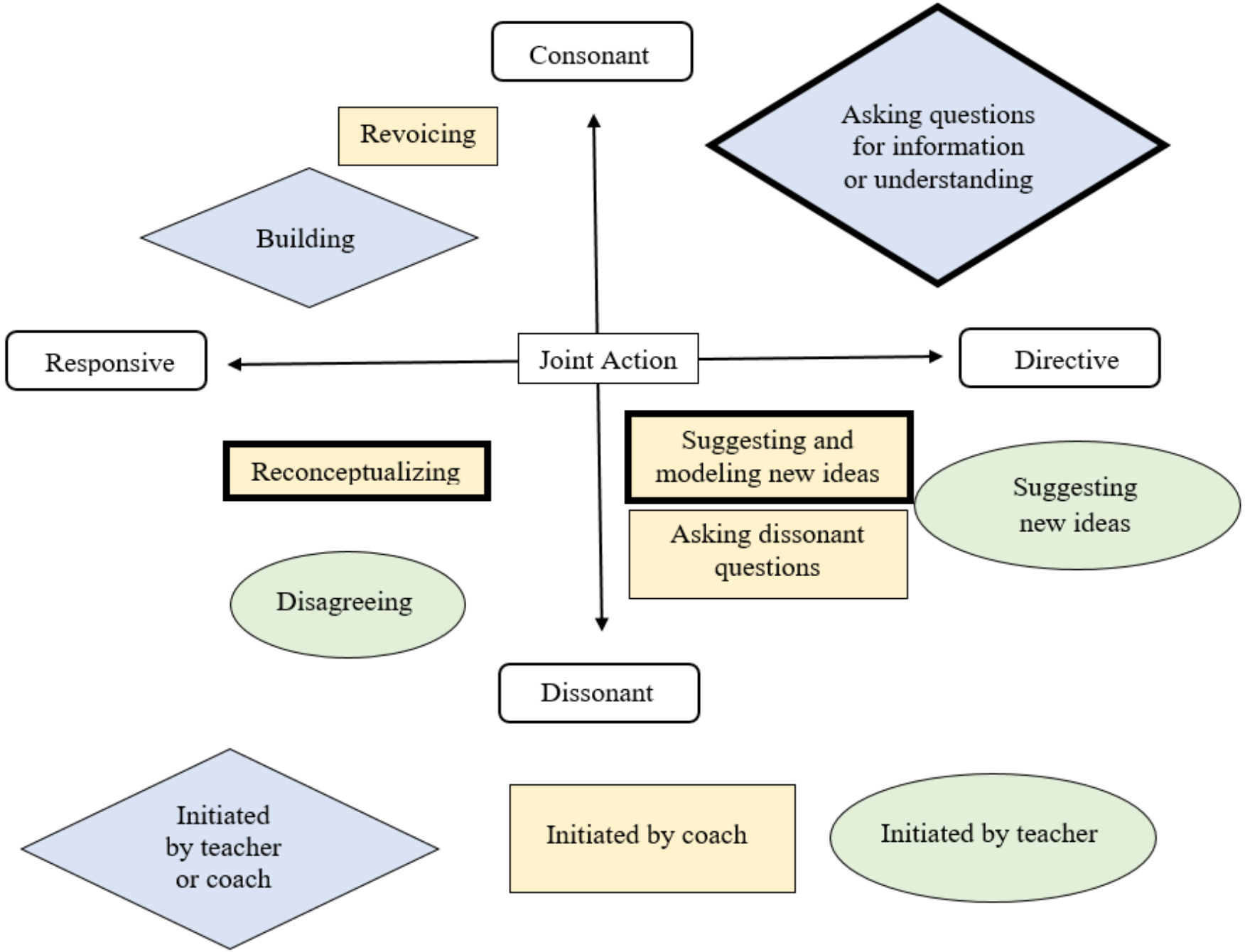



Consonant
Revoicing
Asking questions for information or understanding
Building
Responsive
Joint Action
Directive
Suggesting and modeling new ideas
Reconceptualizing
Suggesting new ideas
Asking dissonant questions
Disagreeing
Dissonant
Initiated by teacher or coach
Initiated by coach
Initiated by teacher



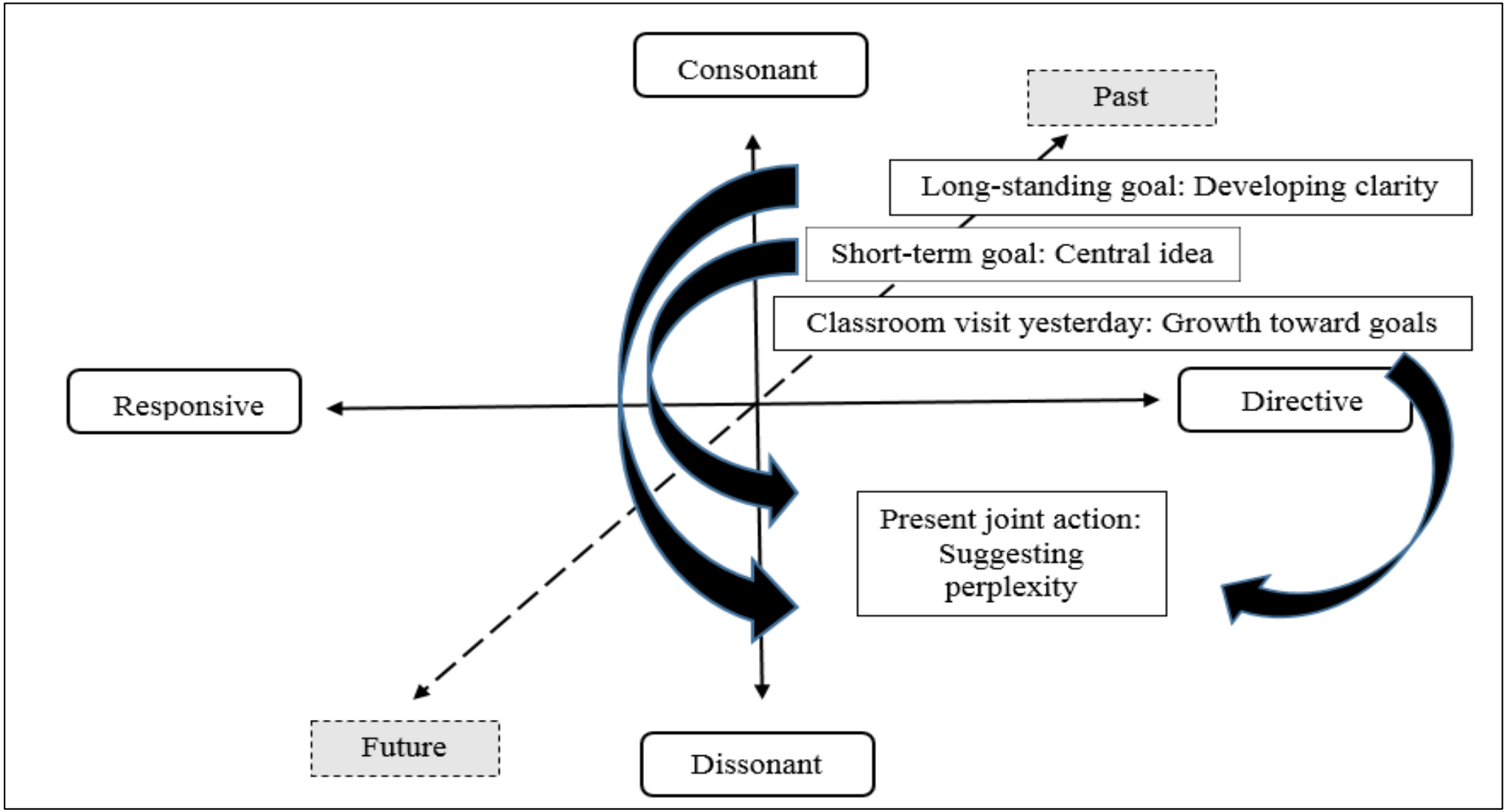
Coaching Sessions





Coaching Sessions

Classroom Visits

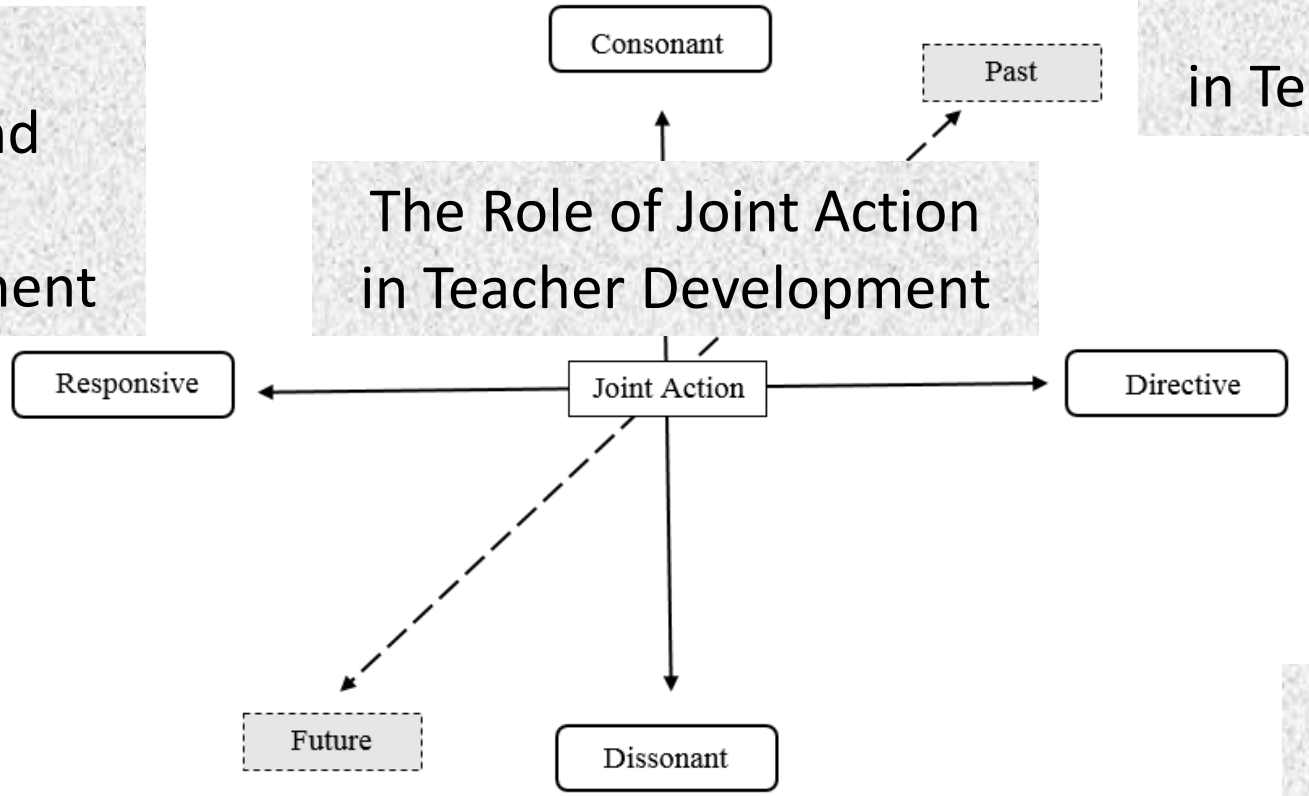

Consonant
Past
Long-standing goal: Developing clarity
Short-term goal: Central idea
Classroom visit yesterday: Growth toward goals
Responsive
Directive
Present joint action: Suggesting perplexity
Future
Dissonant

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

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



THEMES

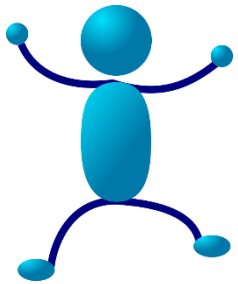
The Role of Joint Action in Teacher Development

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

ning session #1)
no trying involved . . .

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

Modeled guided reading, co-teaching, data analysis, co-planning



Fay

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?