Getting the Word Out!

Formulating and Enacting a Plan for Presenting and Publishing Research

Jennifer Sharples Reichenberg, Ph.D.
Presenting

AERA 100
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
1916-2016

Literacy Research Association

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

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
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
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

Literacy Research Association
The Role of Intertextuality in Teacher Development Through Literacy Coaching

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

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

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

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

Model of Joint Action

Reflective framework

Dissertation

Reflective Practice

Video as a mediational tool

Video reflection as part of secondary literacy coaching

Journal of Teacher Education

Journal of Adolescent and Adult Literacy

Theory: Listening
Sociocultural Theory
Development of a Stance Apprenticeship

A Model of Joint Action for literacy coaching

Anthropology & Education Quarterly

Journal of Adolescent and Adult Literacy
Dissertation

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Journal of Literacy Research

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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

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

Responsive
Joint Action
Directive
Future
Dissonant

THEMES
Dissertation

Model of Joint Action

*Journal of Literacy Research*

Reflective framework

*Reflective Practice*

Video reflection as part of secondary literacy coaching

*Journal of Adolescent and Adult Literacy*

Video as a mediational tool

*Teacher Education Quarterly*

Video reflection as part of secondary literacy coaching

Theory: Listening

Sociocultural Theory

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*Anthropology & Education Quarterly*

A Model of Joint Action for literacy coaching

*Journal of Adolescent and Adult Literacy*
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*Journal of Literacy Research*

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*Anthropology & Education Quarterly*

A Model of Joint Action for literacy coaching
*Journal of Adolescent and Adult Literacy*
The Role of Directiveness and Responsiveness in Teacher Development

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

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)
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

**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

**Ratio**
1 : 2.4
Responsive : Directive

190 Responsive joint actions
All Teachers / All Steps
Responsive : Directive Ratio
1 : 2.4

All Teachers
Step 2 Only: Describing the Lesson
Responsive : Directive Ratio
1 : 5.6

Directive: Modeling

Directive: Prompting with a Question

Responsive: Building

Missing
Reconceptualizing (R)
Revoicing (R)
Disagreeing (R)
Dissonant questioning (D)
<table>
<thead>
<tr>
<th>Date</th>
<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>January 20 (Coaching session #8)</td>
<td>Teacher initiated description: 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.</td>
<td>Teacher initiated connections:</td>
<td>Teacher initiated noticing:</td>
<td>Teacher initiated consideration of students’ perspectives:</td>
<td>Teacher initiated judgment: Judging the teaching or the activity.</td>
</tr>
<tr>
<td>February 10 (Coaching session #8)</td>
<td>Anna: This group needed help with the concept of analogy and they needed help with the vocabulary.</td>
<td>Patrick: It’s good to see from the perspective of the students...</td>
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<tr>
<td>March 2 (Final interview)</td>
<td>Fay: That’s not that bad.</td>
<td></td>
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<tr>
<td>November 4 (Coaching session #1)</td>
<td>Fay: I can’t say I really even realized how much these kids were tuning out but from watching the video.</td>
<td></td>
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**Totals**

<table>
<thead>
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<th>Teacher initiated description</th>
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<td>4</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>11</td>
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</tbody>
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**Additional Notes**

- Isabella: That’s not that bad.
Model of Joint Action

*Journal of Literacy Research*

Dissertation

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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
Post-Ph.D. Writing Support Group

University at Buffalo, SUNY