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

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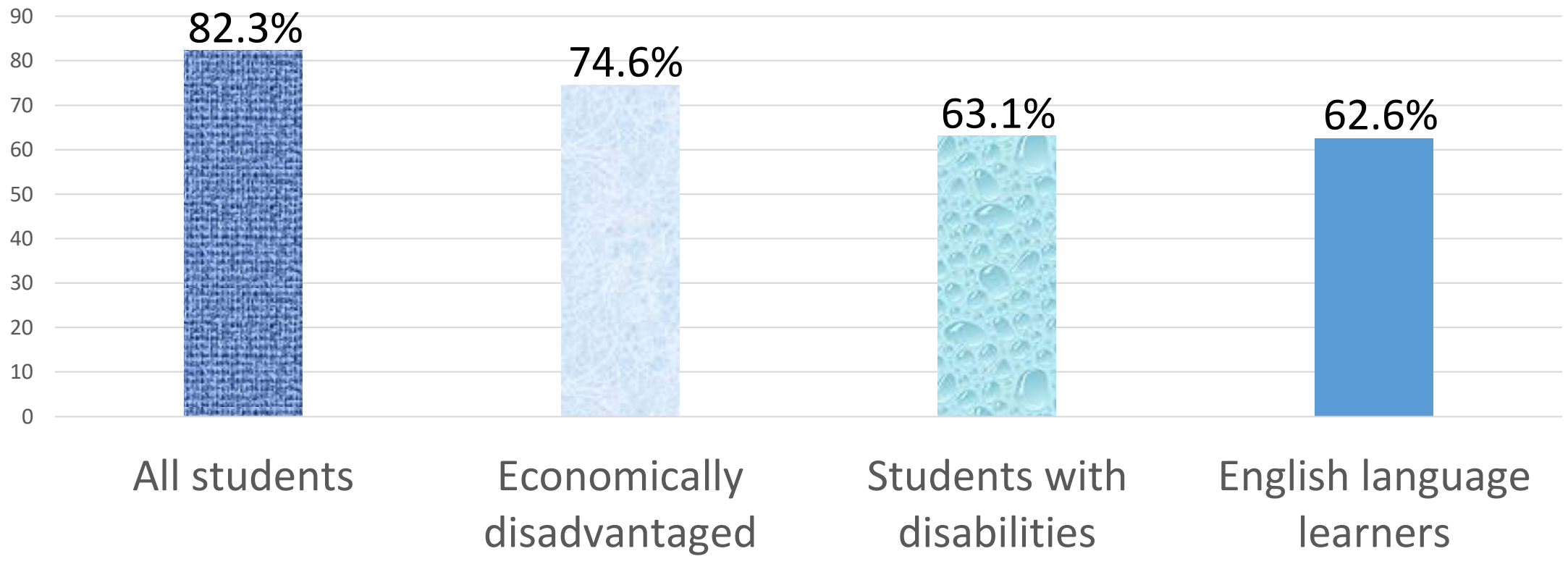
10% increase
in English language learners
(ELLs) over the past decade
in the United States



Accelerated Reader®

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http://www.ubooks.link

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http://visibledreams.net

READ180®
NEXT GENERATION

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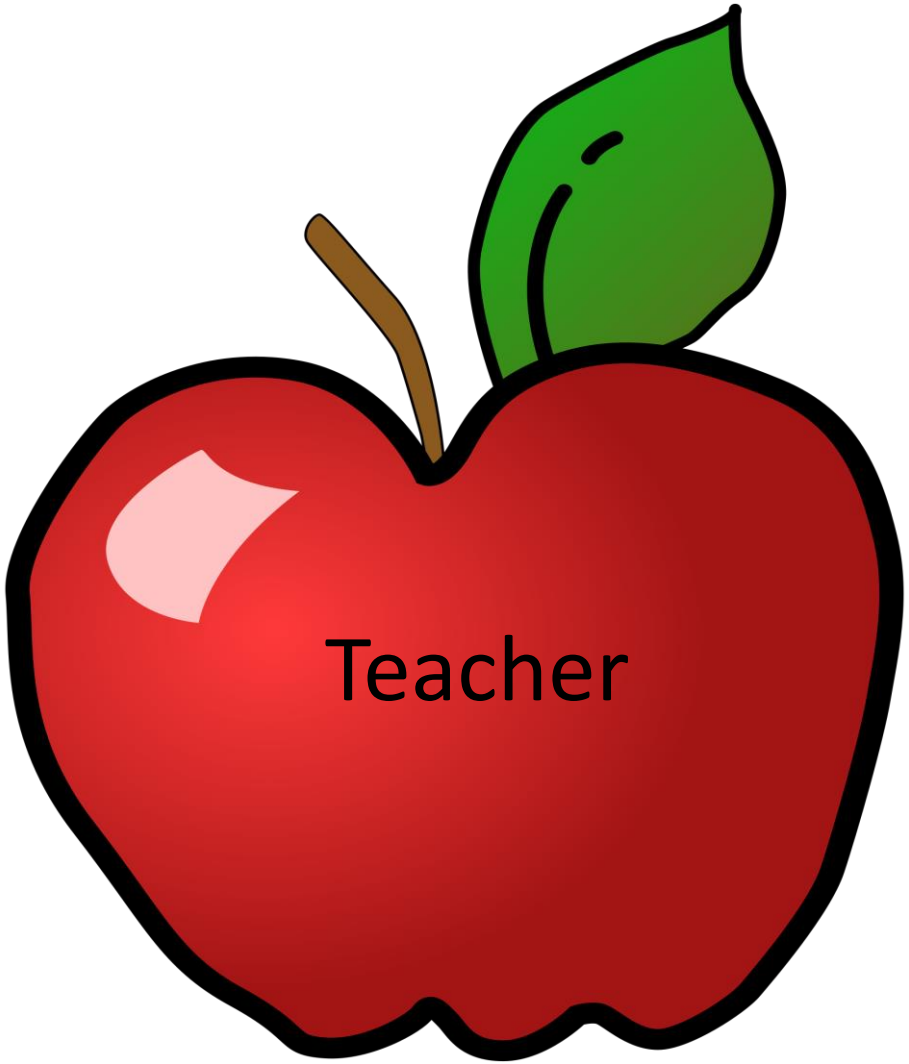
http://dobynslibrary.wikispaces

300 teachers
5 states




“little change in over all teaching practice”
(Porter, Garet, Desimone, Yoon, & Birman, 2000, p. 6)

# Effective Professional Development

## Sustained effort

(Taylor et al., 2002; Yoon, Duncan, Lee, Scarloss, & Shapley, 2008)

## Collaborative

(Gillentine, 2006; Harnett, 2012; Locke, Whitehead, & Dix, 2013; Thibodeau, 2008)

## Addresses underlying beliefs

(Griffin, 2003; Harnett, 2012)

## Integrates reflection

(Brighton & Hertberg, 2004; Carrington, Deppeler, & Moss, 2010; Gillentine, 2006; Hunsacker & Johnston, 1992)

**Purpose**

understand the apprenticeship of a reflective stance
in four teachers of adolescent ELLs
working with a literacy coach
employing video self-reflection and a reflective framework

**Research Questions**

What is the nature of mediation by . . .

the **video** while planning, enacting, and reflecting upon lessons?

Changes over time?

?

the **reflective framework** while planning, enacting, and reflecting upon lessons?

the **coach** while planning, enacting, and reflecting upon lessons?

What is the **nature of each teacher's reflective stance** while planning, enacting, and reflecting upon lessons?

Current research and thinking

- Professional development and literacy coaching
- Reflection and video reflection

Theoretical basis

- Sociocultural theory

Methodology

Model of Joint Action for Literacy Coaching With Video Self-Reflection

- Examples of types of joint action from coaching sessions and classroom visits

Four principles suggested by the model

- Example of each principle at work in the development of a teacher

Implications

**Current Research and Thinking**

# Professional Development and Literacy Coaching

Addresses underlying beliefs
(Griffin, 2003; Harnett, 2012)

Collaboration
(Carrington et al., 2010; Gillentine, 2006; Harnett, 2012; Hunsacker & Johnston, 1992; Locke et al., 2013; Thibodeau, 2008; Vanderburg & Stephens, 2010)

Integrates reflection
(Brighton & Hertberg, 2004; Carrington, Deppeler, & Moss, 2010; Gillentine, 2006; Hunsacker & Johnston, 1992)

Change originates in action
*(Guskey, 2002)*

Sustained efforts
(Lockwood et al., 2010; Marsh et al., 2008)

One-on-one coaching important
(Elish-Piper & Allier, 2011; Marsh et al., 2008)

Combination of directive and responsive approaches
(Ippolito, 2010)

# Current Research and Thinking

**A reflective stance . . .**
A way of thinking, acting, and being
Built on synthesis of skills and attitudes
(Dewey, 1933)

**Skills**
Identifying perplexity
Generating alternatives

**Attitudes**
Open-mindedness
Wholeheartedness
Responsibility

Dewey (1933)

## Reflection

-on action (Dewey, 1933)
-in action (Schön, 1983)
-for action (Thompson & Pascal, 2012)
-embodied reflection (Kinsella, 2007)

# Reflection and Video Reflection

Identify underlying beliefs
(Kim, Lavonen, Juuti, Holbrook, & Rannikmäe, 2013
Video description vague to specific
(Osipova, Prichard, Boardman, Kiely, & Carroll, 2011)
Make tacit knowledge more explicit
(Shanahan & Tochelli, 2014)

**A reflective stance . . .**
Addresses underlying beliefs (Hartnett, 2012; Posner, 2000)
Associated with changes in thinking and practice
(Rich & Hannafin, 2009; Tripp & Rich, 2012)

Framework helpful
(Ajayi, 2011; Hayden & Chiu, 2009; Hayden et al., 2013; Jay & Johnson, 2002)
Framework alone not sufficient
(Ajayi, 2011; Deaton, 2012)
Collaboration
(Tripp & Rich, 2012b)

## Research Gaps

role of mediational tools in reflection
(Edwards & Brunton, 1991)

literacy reflection with video
(Shanahan, Tochelli-Ward, & Rinker, 2015)

secondary level
(Blamey, Meyer, & Walpole, 2008-2009; International Reading Association, 2006; Rush, 2013; Snow et al., 2006)

# Professional Development and Literacy Coaching

# Reflection and Video Reflection

with in-service teachers
(Bean & Stevens, 2002; Ciminelli, 2011; Hayden & Chiu, 2009; Pedro, Abodeeb-Gentile, & Courtney, 2012; Risko, Vukelich, & Roskos, 2009; Rosaen, 2015)

role of the facilitator
(Shanahan, Tochelli-Ward, & Rinker, 2015)

teachers of ELLs
(Russell, 2015)

# Theoretical Basis

# Sociocultural Framework

Listening (Rice & Burbules, 2010; Rud & Garrison, 2010)
Intersubjectivity (Rommetveit, 1979)
Consonance
Dissonance (Bakhtin, 1981/2003)

Apply the zone of proximal development into adulthood
(Eun, 2009; Vygotsky, 1978)

Mediational Tools
Transform activity
Shift power and authority
(Wertsch, 1998)

Learner as agent of activity transforming experience
(Lave & Wenger, 1991)

Apprenticeship into a community of practice
(Lave & Wenger, 1991)

Internalization
- becoming a member (Lave & Wenger, 1991)
- learning to participate (Wertsch, 1998)
- participatory appropriation (Rogoff, 1995)

Context as historic, dynamic, and situated
(Lemke, 2001; Mercer, 2008)

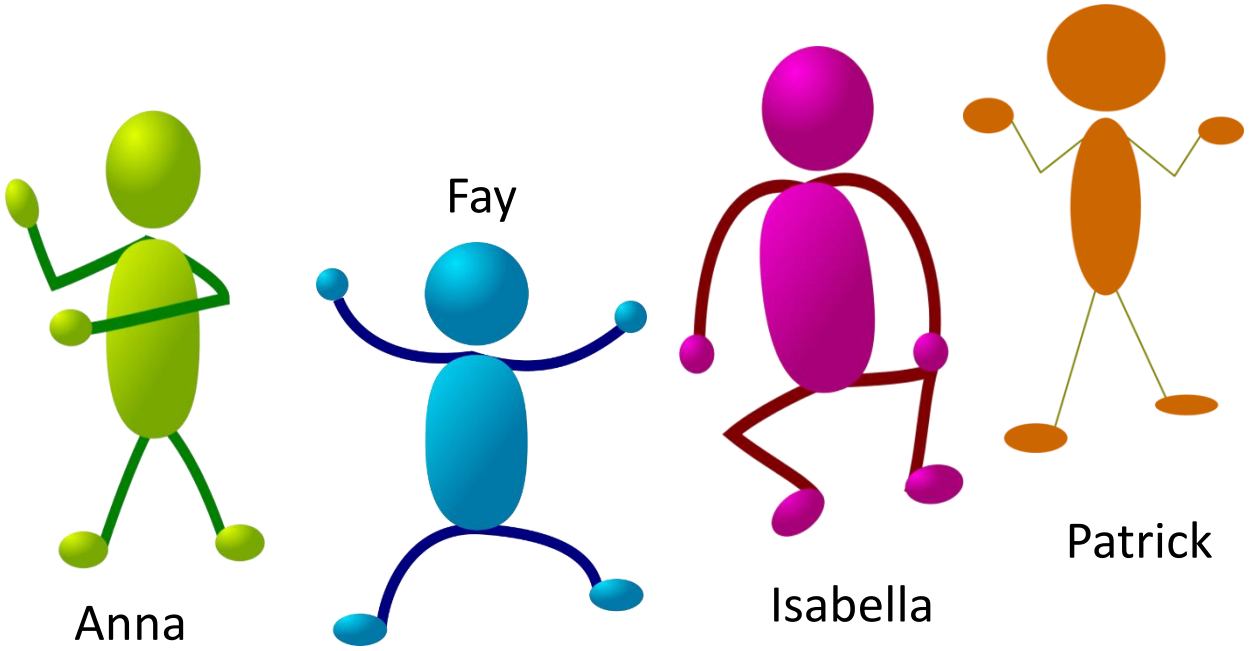
## Study Design

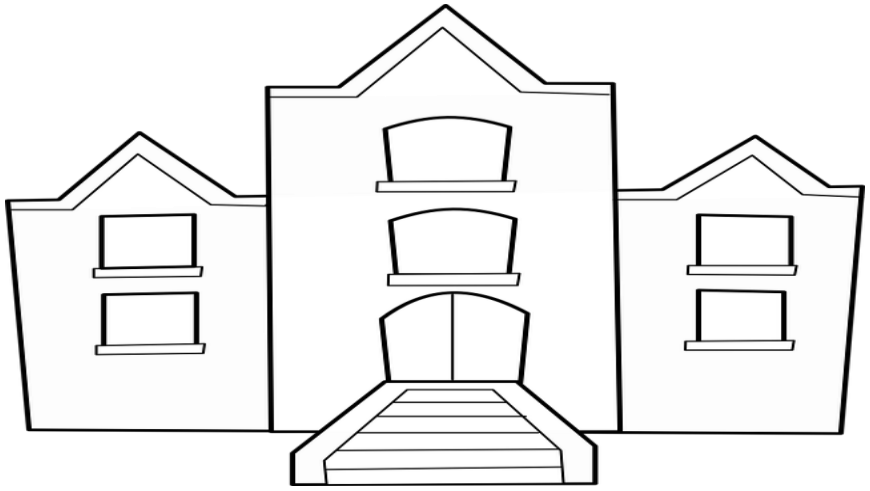
Multiple case study
(Merriam, 2001)

Bounded by four teachers in a school

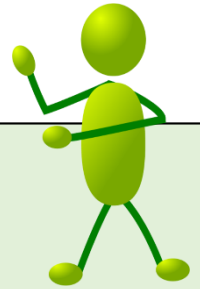
## Site

- Public high school
- Urban
- About 700 students
- About 80% economically disadvantaged
- About 70% ELL
- 40 languages/dialects

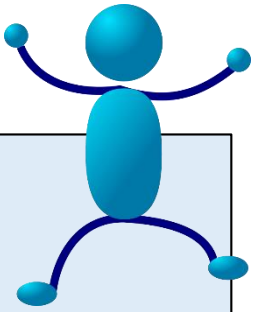


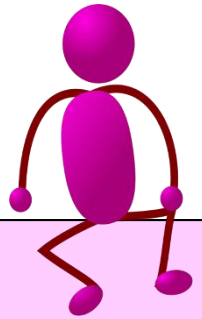
# Participants



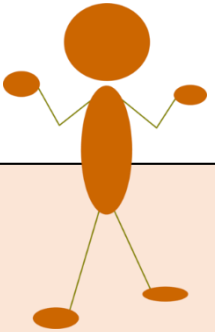
**Anna**
ESL teacher
4 years of experience



**Fay**
ESL teacher
9 years of experience



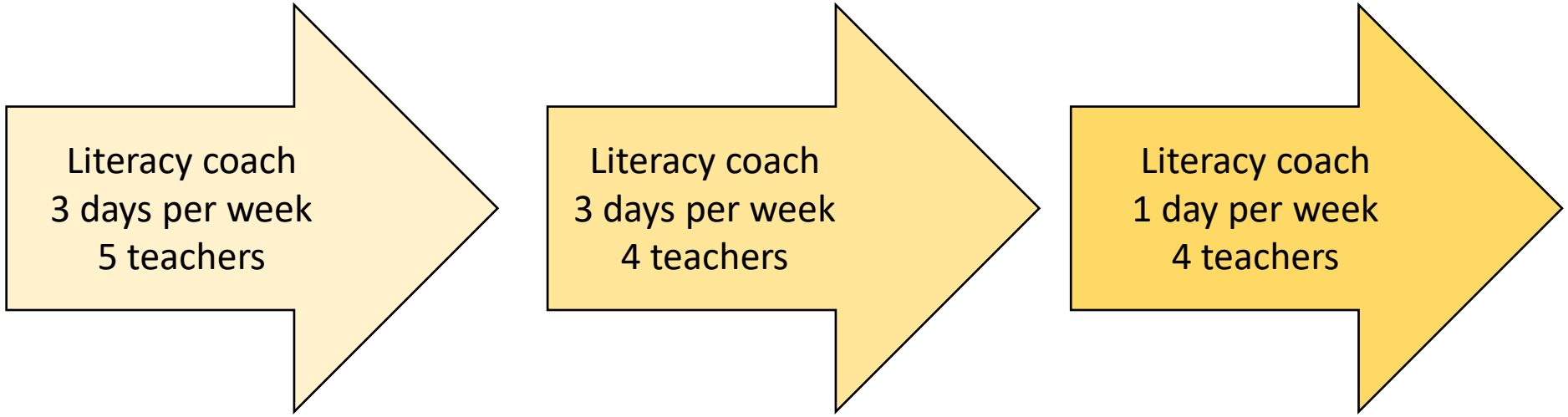
**Isabella**
Social Studies teacher
15 years of experience



**Patrick**
ESL teacher
20 years of experience

# Researcher's Role

Literacy coach
Participant observer with high involvement (Spradley, 1980)
Two years in this role prior to the study

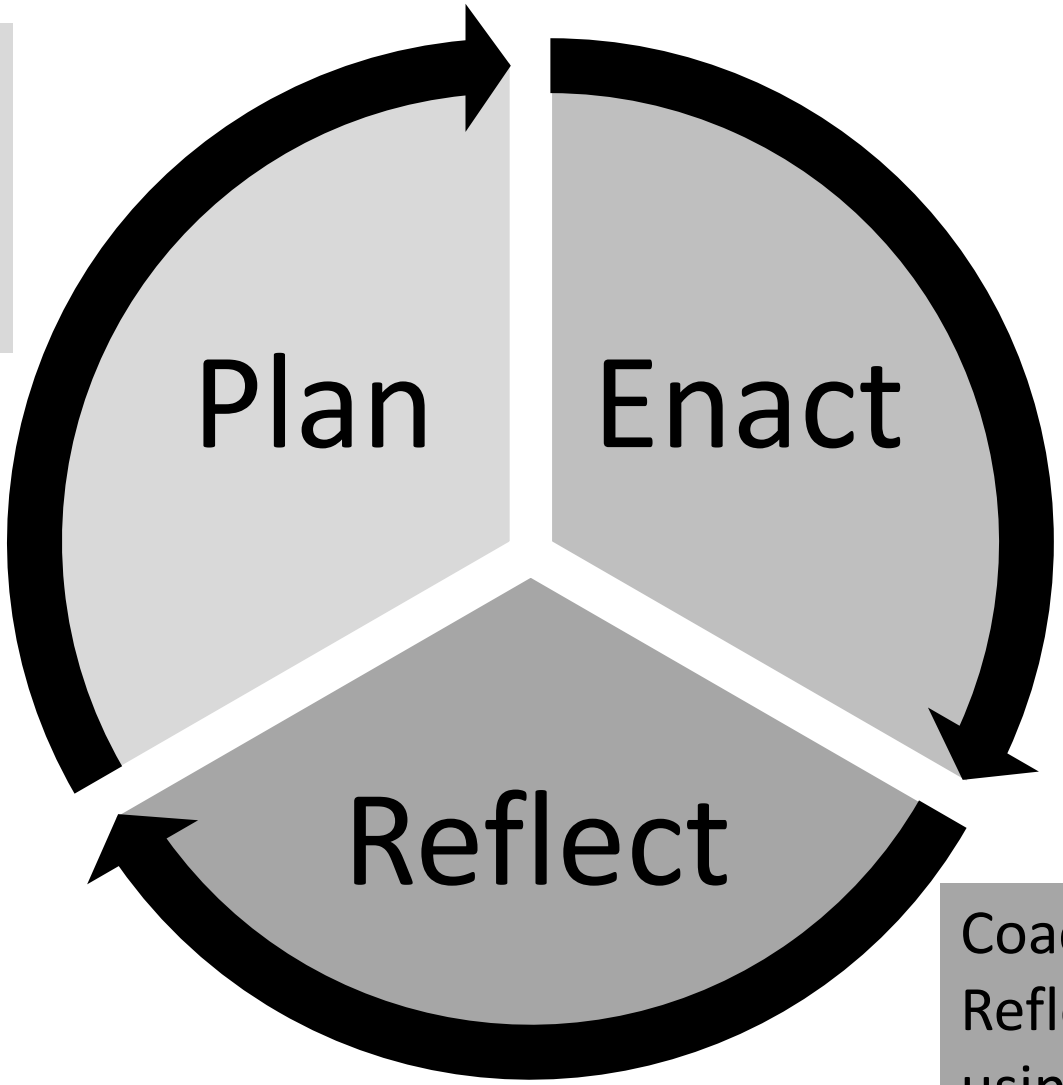



September 2013-May 2014

September 2014-May 2015
PILOT STUDY

September 2015-March 2016
DISSERTATION STUDY

Coaching Session:
Collaboratively planned a lesson for next week




Classroom Visit:
Co-taught
Assisted
Observed
Videotaped

Coaching Session:
Reflect on last week's lesson using
video with reflection framework

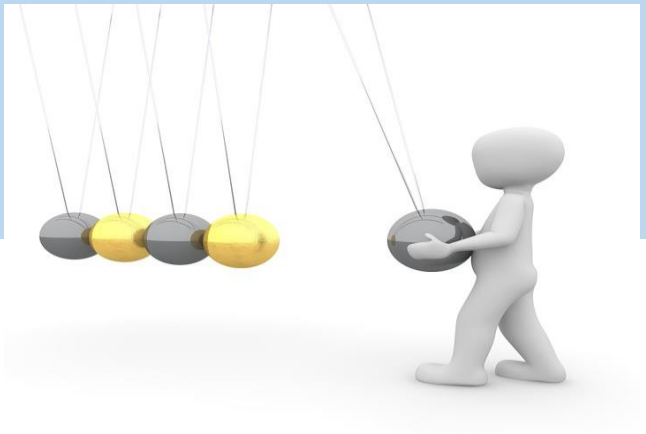
poetanthology.wikispaces.com

stephenjgill.typepad.com

http://www.printactivities.com/ColoringPages/SummerFun/climbing-tree.gif

# Reflective Framework

1) identify perplexity
2) view and describe
3) create a central challenge question
4) generate alternatives
5) choose
6) enact
7) evaluate



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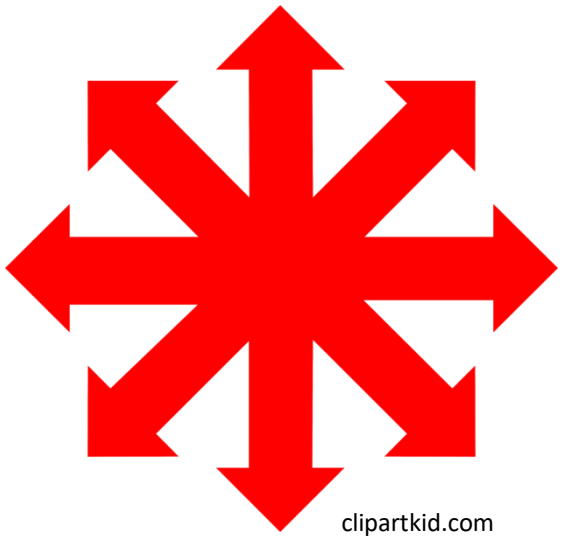

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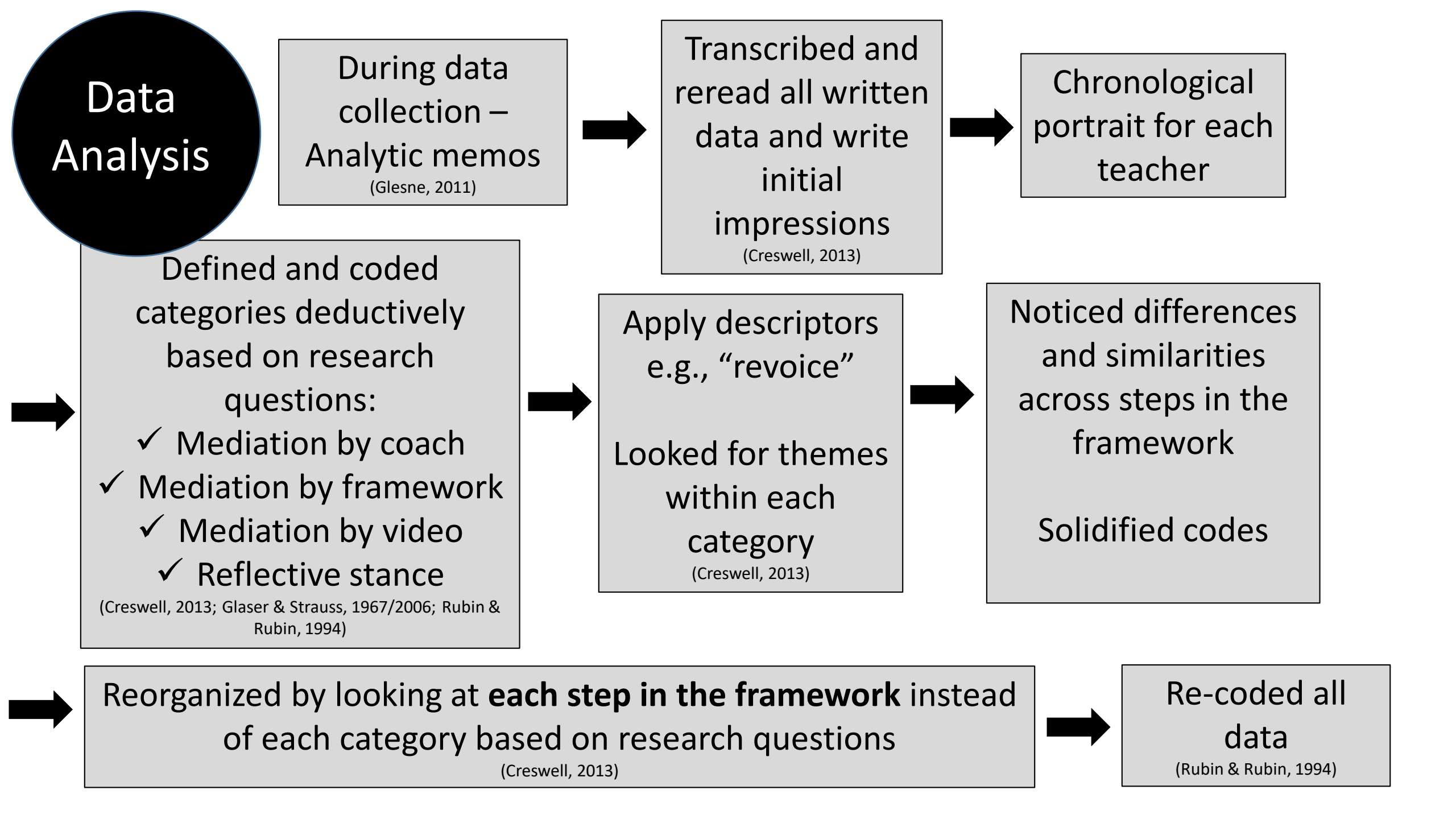
| | **Transcribed coaching session audio** | **Coaching session notes** | **Field notes and videos** | **Classroom artifacts** | **Analytic memos** | **Interviews** |
|---|---|---|---|---|---|---|
| **Anna** | 9 sessions<br>226 minutes total | 9 sets | 7 | 35 | 17 | 2 |
| **Fay** | 10 sessions<br>282 minutes total | 10 sets | 8 | 33 | 19 | 2 |
| **Isabella** | 10 sessions<br>284 minutes total | 10 sets | 12 | 37 | 24 | 2 |
| **Patrick** | 11 sessions<br>290 minutes total | 11 sets | 12 | 48 | 24 | 2 |
| **Totals** | **40 sessions**<br>**1,082 minutes** | **40 sets** | **39** | **153** | **84** | **8** |


Data Analysis
During data collection – Analytic memos
(Glesne, 2011)
Transcribed and reread all written data and write initial impressions
(Creswell, 2013)
Chronological portrait for each teacher
Defined and coded categories deductively based on research questions:
✓ Mediation by coach
✓ Mediation by framework
✓ Mediation by video
✓ Reflective stance
(Creswell, 2013; Glaser & Strauss, 1967/2006; Rubin & Rubin, 1994)
Apply descriptors e.g., "revoice"
Looked for themes within each category
(Creswell, 2013)
Noticed differences and similarities across steps in the framework
Solidified codes
Reorganized by looking at **each step in the framework** instead of each category based on research questions
(Creswell, 2013)
Re-coded all data
(Rubin & Rubin, 1994)

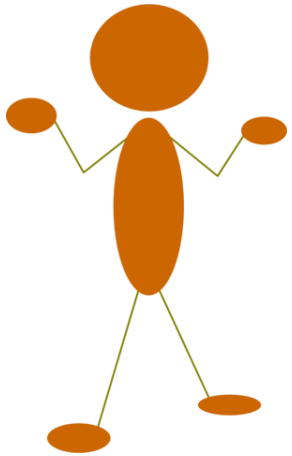
| *Framework Step 1: Identify initial perplexity* | *Framework Step 2: Describe video* | *Framework Step 3: Articulate focused central challenge* | *Framework Steps 4 and 5: Generate alternatives and select* | *Framework Step 6: Enact* |
|---|---|---|---|---|
| Model and suggest | Model | Model and suggest | Model and suggest<br><br>Ask dissonant questions | Model and suggest |
| -- | -- | Reconceptualize | Reconceptualize | |
| -- | | | develop intersubjectivity to inform coaching | |

**Model and Suggest (Coach) (Patrick: Steps 4 and 5)**

March 2 (Coaching session #11)

Jennifer: I'm wondering if you . . . used the rubric to evaluate the model, you could kill two birds with one stone.

**Codes: Types of Joint Actions Initiated by the Coach**



| *Framework Step 1: Identify initial perplexity* | *Framework Step 2: Describe video* | *Framework Step 3: Articulate fo* | *Framework Step* | *Framework Step 6: Enact* |
|---|---|---|---|---|
| -- | | | | -- |
| | | | Disagree | -- |
| | | Build | Build | -- |
| -- | -- | -- | Ask question to develop intersubjectivity (seeking targeted expertise) | Ask question to develop intersubjectivity (seeking targeted expertise) |

**Suggesting New Ideas (Teacher) (Steps 4 and 5)**
November 17 (Coaching session #2)
Anna: Instead of writing, we could've given them a rating sheet.

**Codes: Types of Joint Actions Initiated by the Teacher**

**Joint Action**
Rogoff, 1990
Tharp & Gallimore, 1995
Wenger, 2008
Wertsch, 1998

When? Why?
**Historic and dynamic context**
Lemke, 2001
Mercer, 2008

**Consonance**
**Dissonance**
Bakhtin, 1981/2003
Rommetveit, 1988
Wertsch, 1998

**Categories of Joint Action**
Directive/Dissonant
Responsive/Dissonant
Directive/Consonant
Responsive/Consonant

**Responsive**
**Directive**
Deussen et al., 2007
Dozier, 2006
Ippolito, 2010

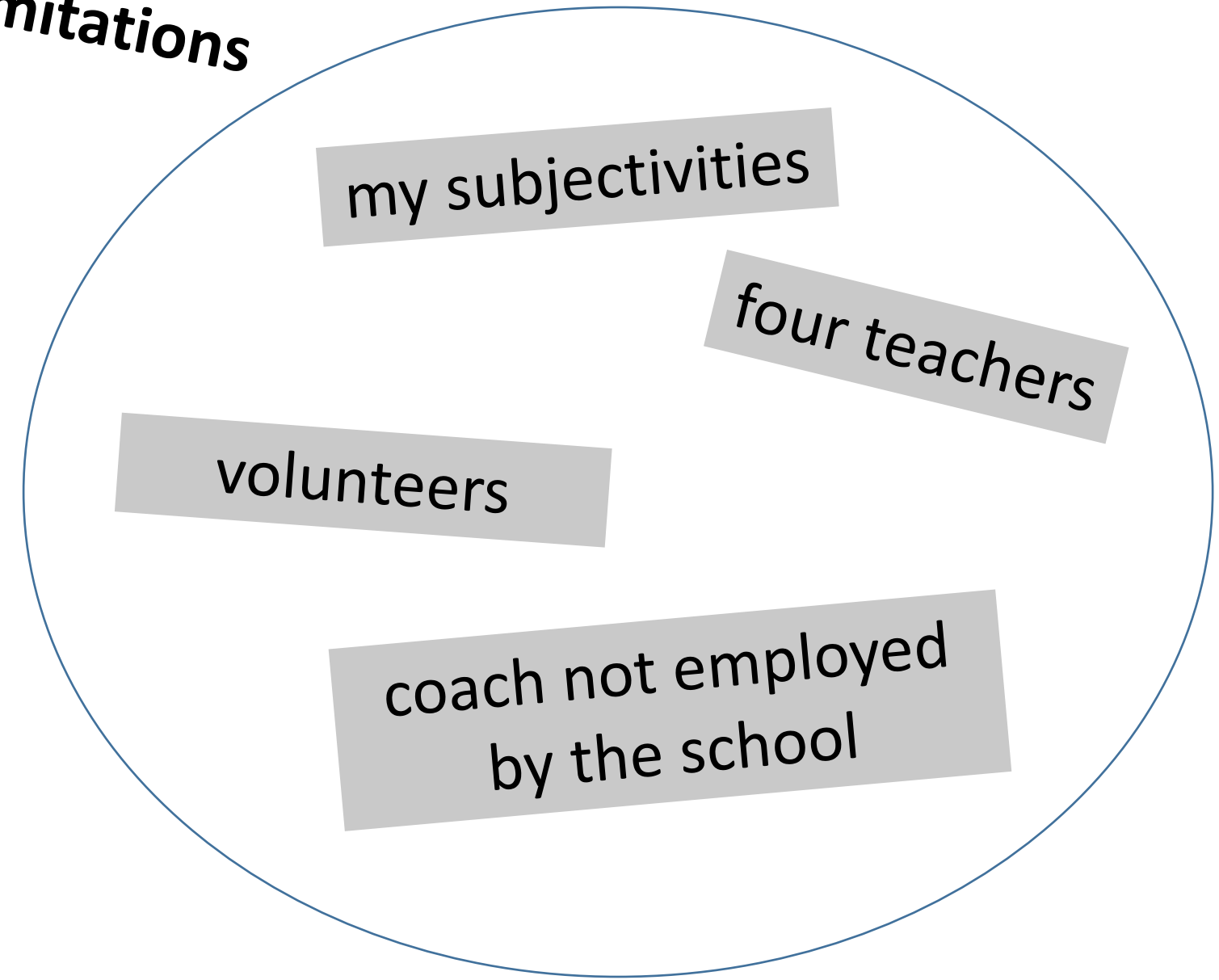
| **Codes: Types of Joint Action** | | | | | **Themes: Categories of Joint Action** |
|---|---|---|---|---|---|
| *Framework Step 1: Identify initial perplexity* | *Framework Step 2: Describe video* | *Framework Step 3: Articulate focused central challenge* | *Framework Steps 4 and 5: Generate alternatives and select* | *Framework Step 6: Enact* | |
| Model and suggest | Model | Model and suggest | Model and suggest<br><br>Ask dissonant questions | Model and suggest | Directive / Dissonant |
| -- | -- | Reconceptualize | Reconceptualize | Reconceptualize | Responsive / Dissonant |
| -- | Build | Revoice<br>Build | Revoice<br>Build | Build | Responsive / Consonant |
| -- | -- | -- | Ask question to develop intersubjectivity to inform coaching | -- | Directive / Consonant |

**Cross-Case Themes for Joint Actions Initiated by the Coach**

| **Codes: Types of Joint Action** | | | | | **Themes: Categories of Joint Action** |
|---|---|---|---|---|---|
| *Framework Step 1: Identify initial perplexity* | *Framework Step 2: Describe video* | *Framework Step 3: Articulate focused central challenge* | *Framework Steps 4 and 5: Generate alternatives and select* | *Framework Step 6: Enact* | |
| -- | -- | -- | Suggest | -- | Directive / Dissonant |
| -- | -- | -- | Disagree | -- | Responsive / Dissonant |
| -- | Build | Build | Build | -- | Responsive / Consonant |
| -- | -- | -- | Ask question to develop intersubjectivity (seeking targeted expertise) | Ask question to develop intersubjectivity (seeking targeted expertise) | Directive / Consonant |

**Cross-Case Themes for Joint Actions Initiated by the Teacher**

**Limitations**



**Trustworthiness**

Triangulation

Prolonged engagement

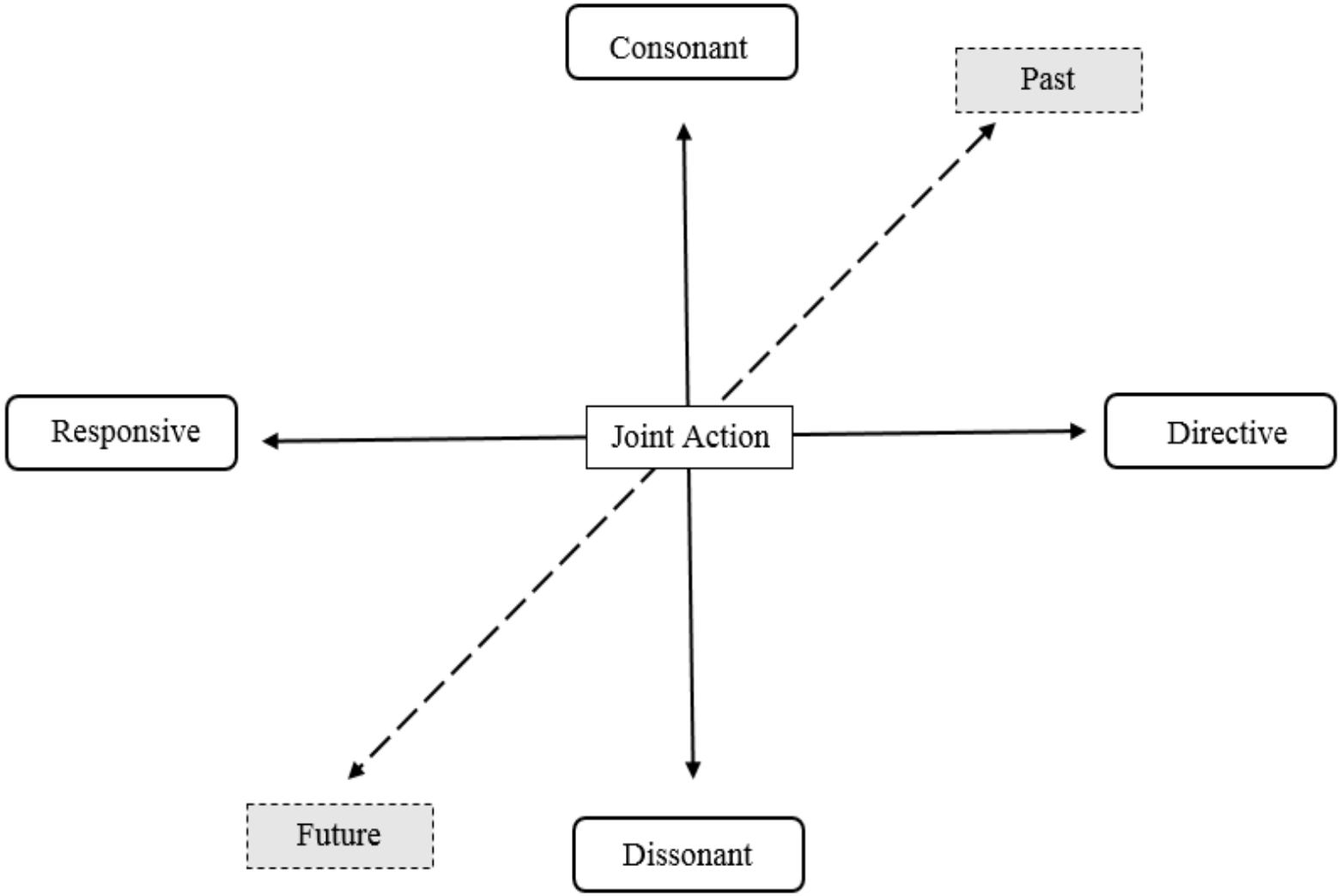
Member-checking

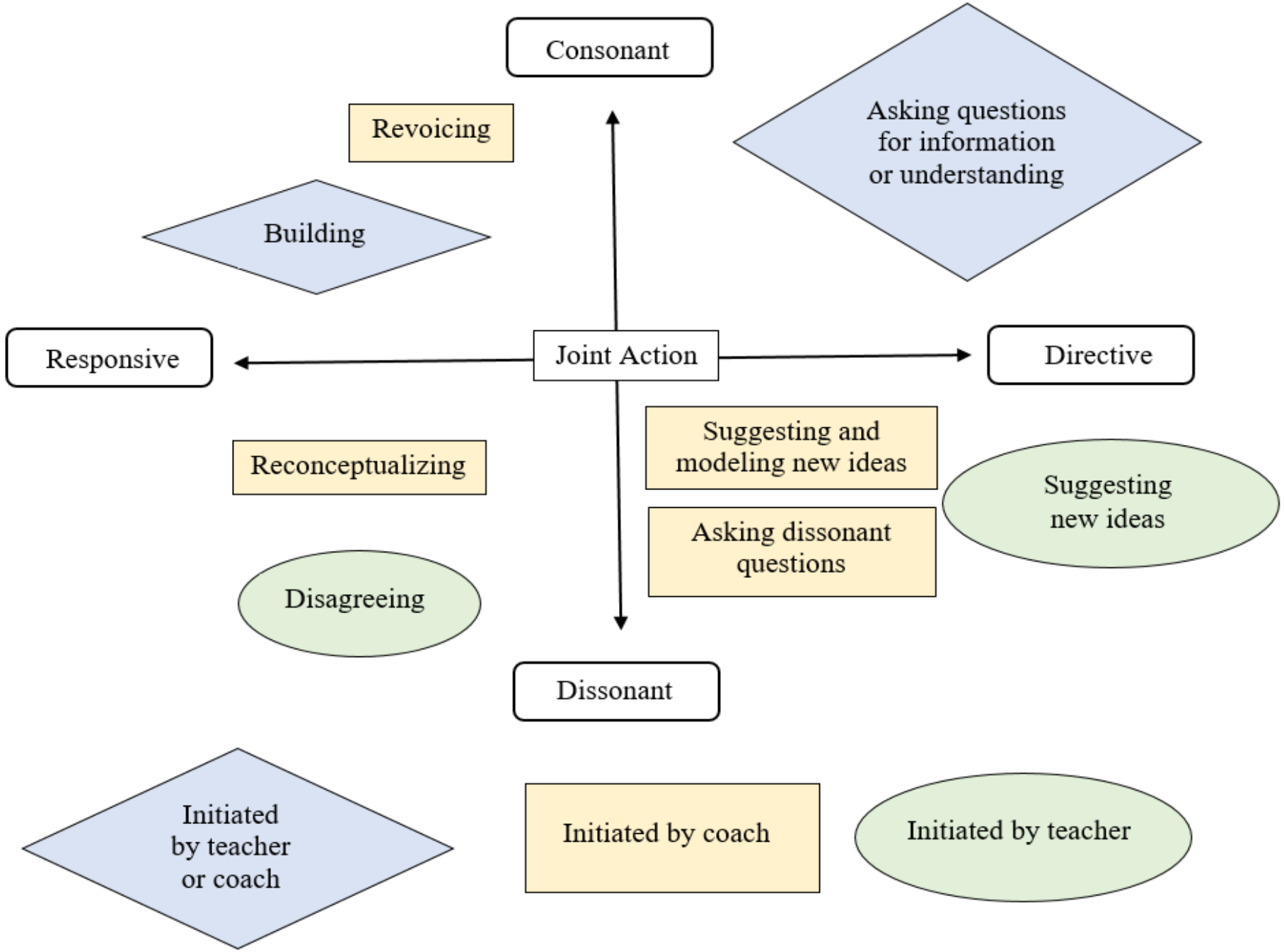
Active awareness of subjectivities

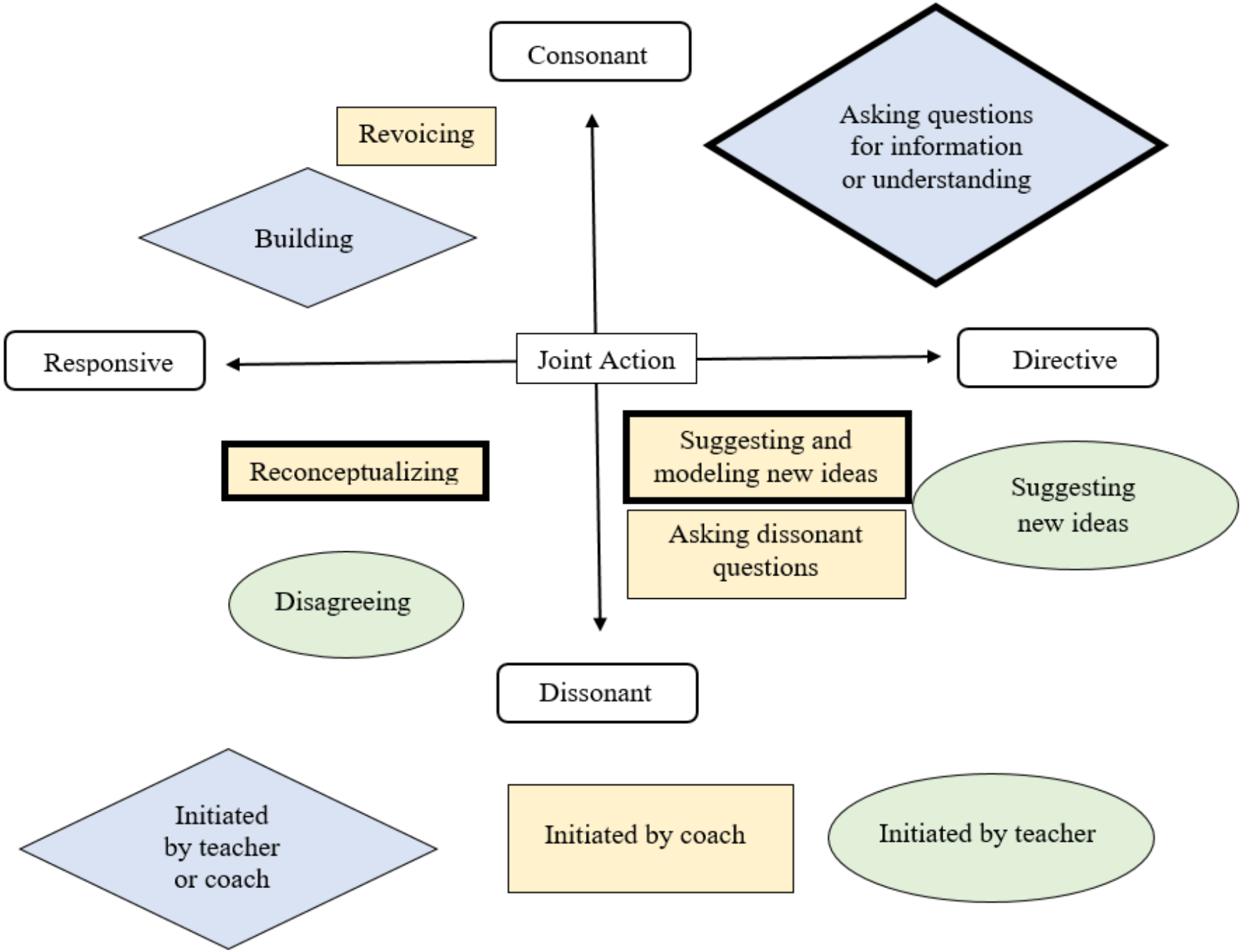
Persistent writing of analytic memos

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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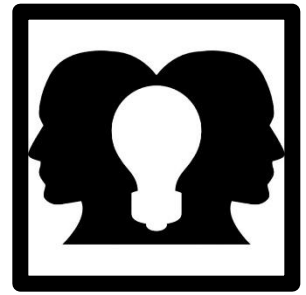
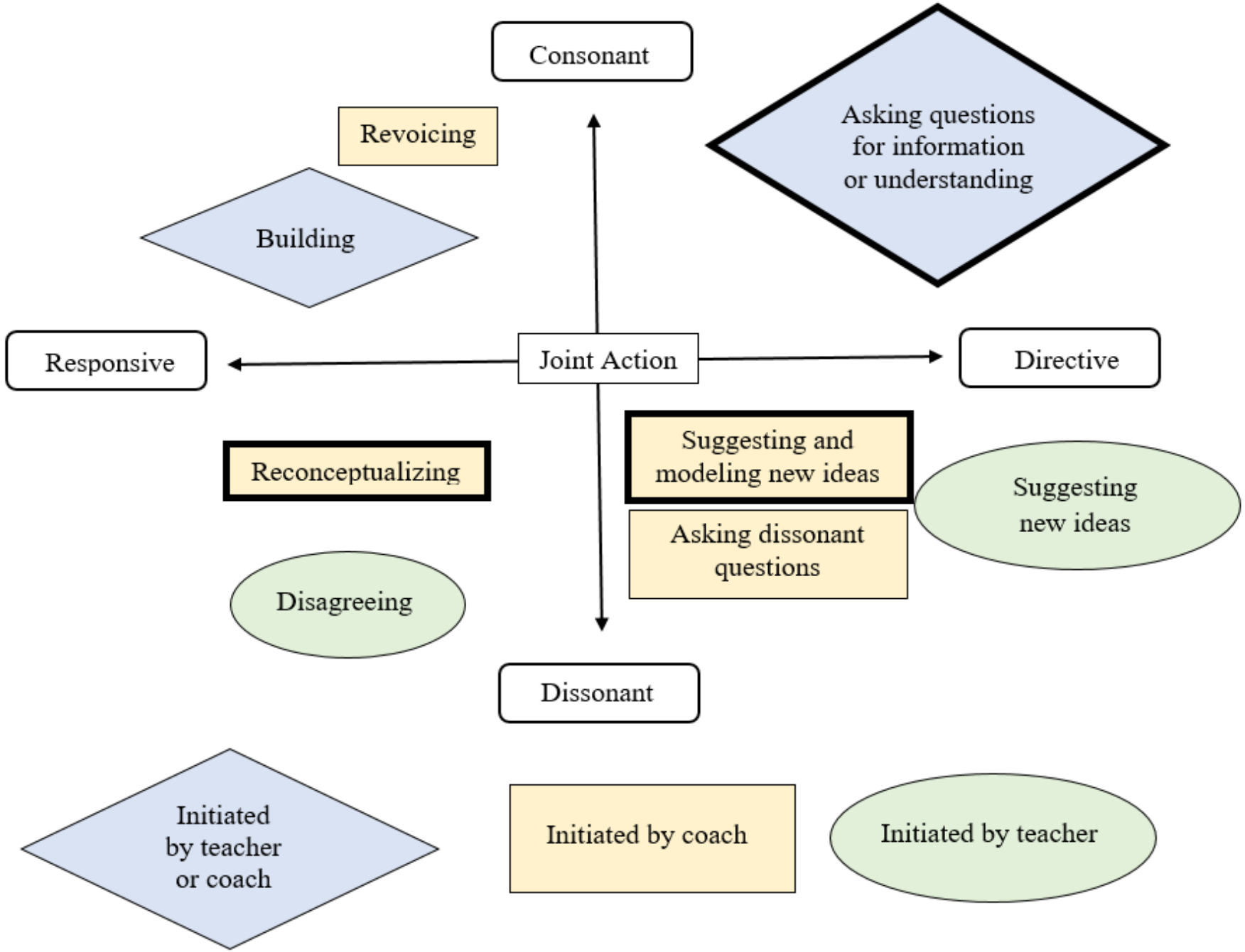
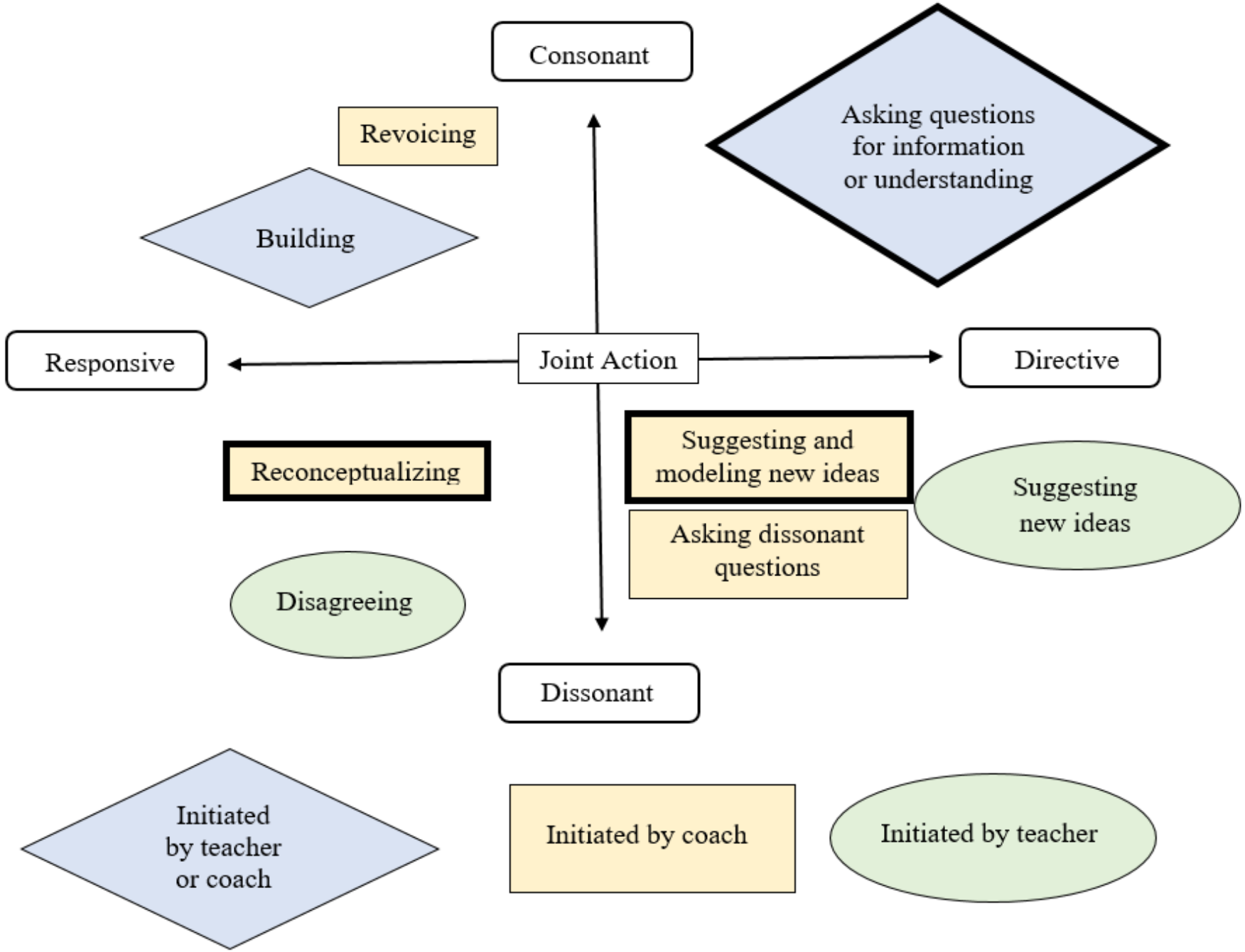
Initiated by teacher



Coaching Sessions





Coaching Sessions

Classroom Visits

# Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

| Teacher | Joint Action | Setting |
|---|---|---|
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Coaching Session |
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Classroom Visit |
| Anna | Suggesting/Modeling | Coaching Session |
| Fay | Suggesting/Modeling | Classroom Visit |

# Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

| **Teacher** | **Joint Action** | **Setting** |
|---|---|---|
| **Fay** | **Asking Questions for Understanding/Seeking Targeted Expertise** | **Coaching Session** |
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Classroom Visit |
| **Anna** | **Suggesting/Modeling** | **Coaching Session** |
| Fay | Suggesting/Modeling | Classroom Visit |

# Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

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| **Fay** | **Asking Questions for Understanding/Seeking Targeted Expertise** | **Classroom Visit** |
| Anna | Suggesting/Modeling | Coaching Session |
| **Fay** | **Suggesting/Modeling** | **Classroom Visit** |

# Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

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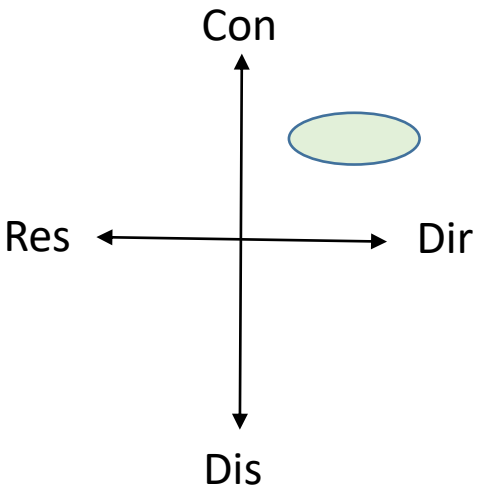
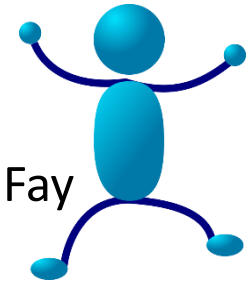
| Fay | Suggesting/Modeling | Classroom Visit |

# Asking questions: Seeking targeted expertise (Type of Joint Action) Directive/Consonant (Category of Joint Action)

Coaching Session





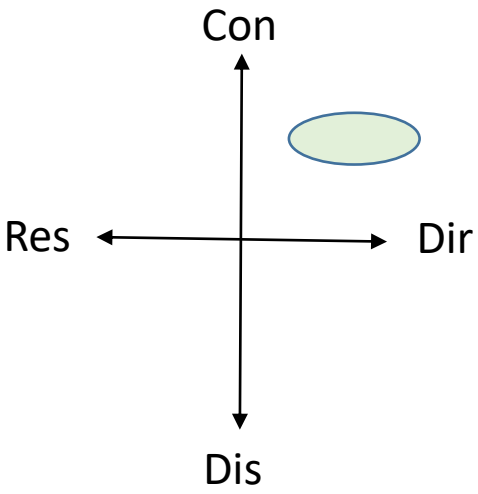




Seeking targeted expertise

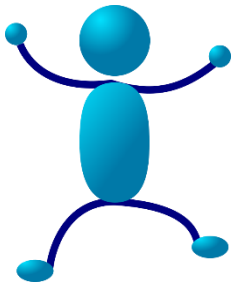
March 9 (Coaching session #10)

Fay: I'm working on prepositions . . . . And then we'll do the gallery walk where all the students will have to answer the questions. **I kind of wanted your help on some different things that will elicit different kinds of responses.**

# Asking questions: Seeking targeted expertise (Type of Joint Action)
# Directive/Consonant (Category of Joint Action)




Classroom Visit



Fay

Seeking targeted expertise

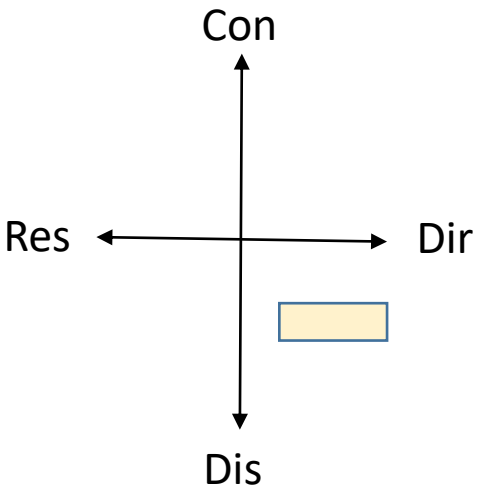
January 6 (Classroom visit #3)
[Fay turns toward Jennifer during a demonstration of the new fluency center.]

**Fay: How much should I read at once?**

# Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

| Teacher | Joint Action | Setting |
|---|---|---|
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Coaching Session |
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Classroom Visit |
| Anna | Suggesting/Modeling | Coaching Session |
| Fay | Suggesting/Modeling | Classroom Visit |

# Suggesting or Modeling by the Coach (Type of Joint Action)
# Directive/Dissonant (Category of Joint Action)




Suggesting

*March 16 (Coaching session # 9)*

Jennifer: Do you have an idea of what you want to look at?

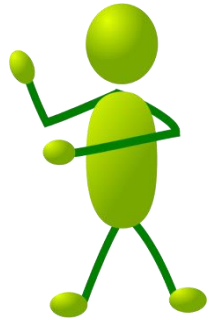
Anna: I don't.

**Jennifer: Okay, so I am wondering, we normally look at the thing you find the most challenging, but I wonder if we maybe looked at this [pointing to one of the events]**

Anna: Sure

**Jennifer: because I also noticed that it went really well.**

Coaching Session



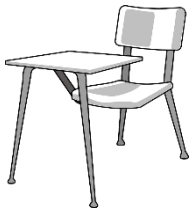
Anna

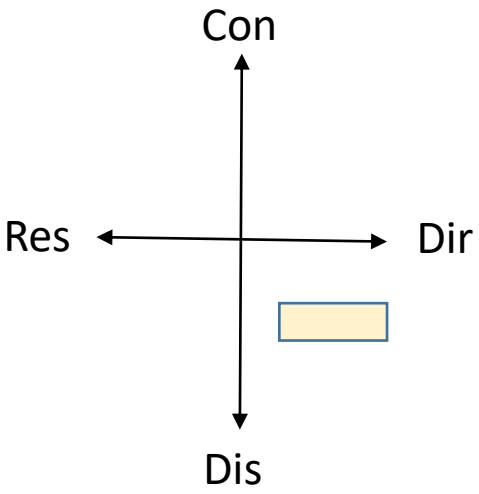
# Examples from the Data to Show Parallels Between Coaching Sessions and Classroom Visits

| Teacher | Joint Action | Setting |
|---|---|---|
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Coaching Session |
| Fay | Asking Questions for Understanding/Seeking Targeted Expertise | Classroom Visit |
| Anna | Suggesting/Modeling | Coaching Session |
| Fay | Suggesting/Modeling | Classroom Visit |

# Suggesting or Modeling by the Coach (Type of Joint Action)
# Directive/Dissonant (Category of Joint Action)

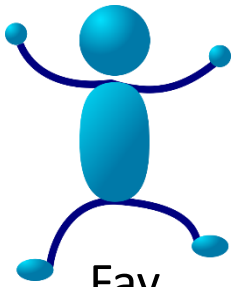
Classroom Visit





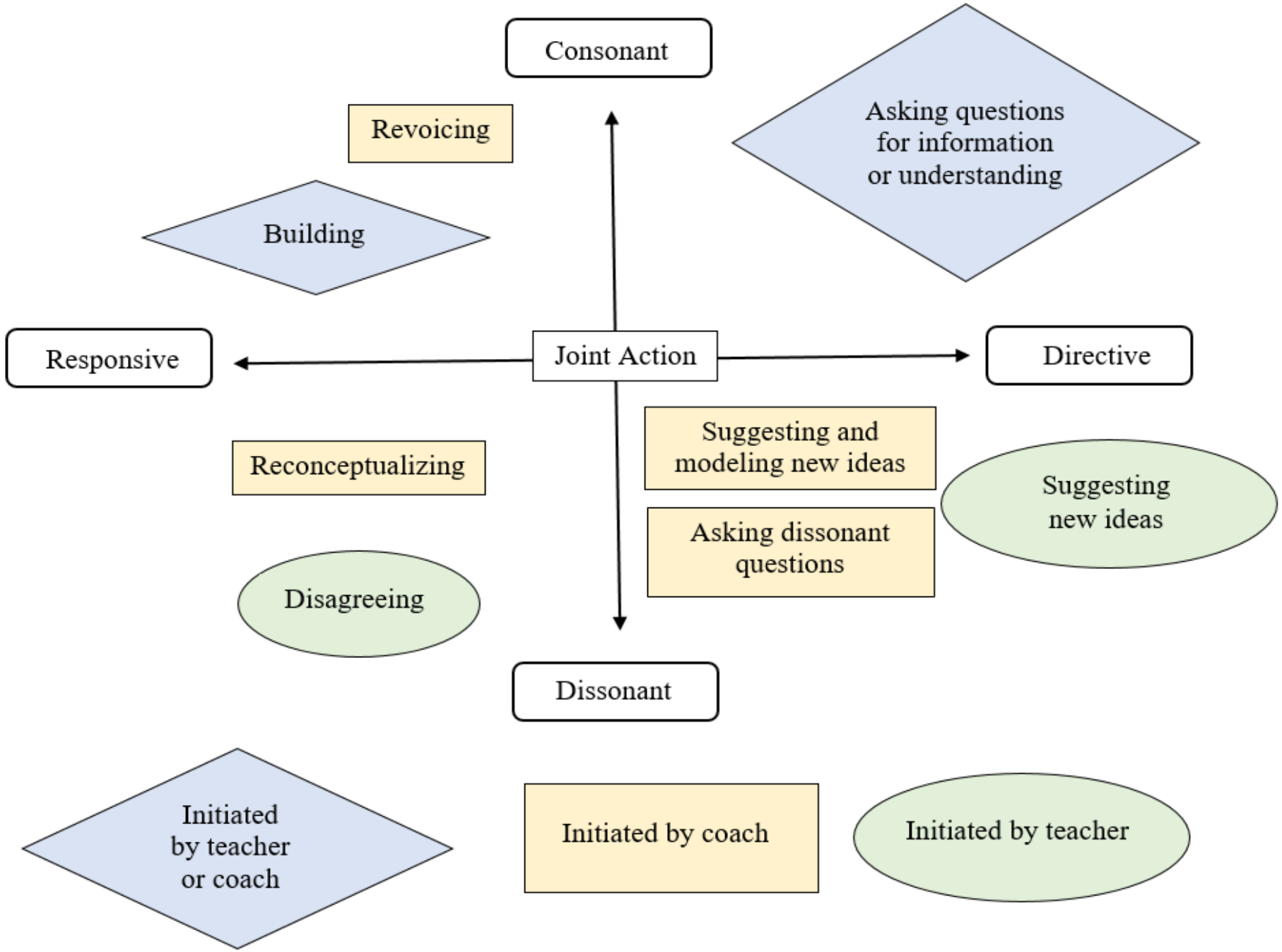

January 20 (Classroom visit #4)
Modeled guided reading lesson

Modeled Guided Reading Lesson



Fay

https://www.google.com/search?q=image+venus+flytrap&rlz=1C1AVNE_enUS652US661&espv=2&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&ved=0ahUKEwis75Cbr7DSAhWW0YMKHeonD1EQ_AUIBigB#q=image+venus+flytrap&tbm=isch&tbs=sur:f&*&imgrc=840lt1wPtfsTzM:

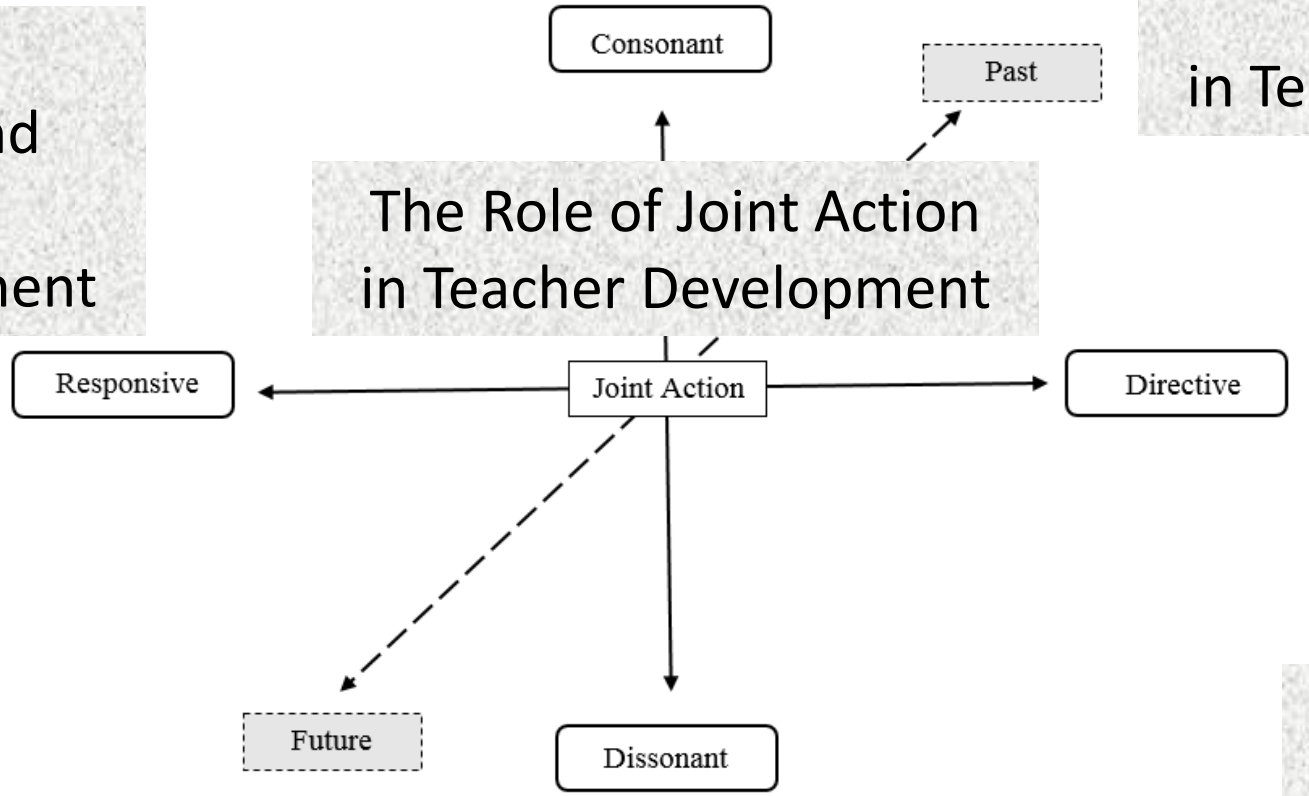

Consonant
Revoicing
Asking questions for information or understanding
Building
Responsive
Joint Action
Directive
Suggesting and modeling new ideas
Reconceptualizing
Suggesting new ideas
Asking dissonant questions
Disagreeing
Dissonant
Initiated by teacher or coach
Initiated by coach
Initiated by teacher

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

The Role of Consonance and Dissonance in Teacher Development

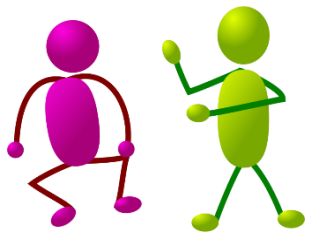
The Role of Historic and Dynamic Context in Teacher Development

The Role of Responsiveness and Directiveness in Teacher Development




THEMES

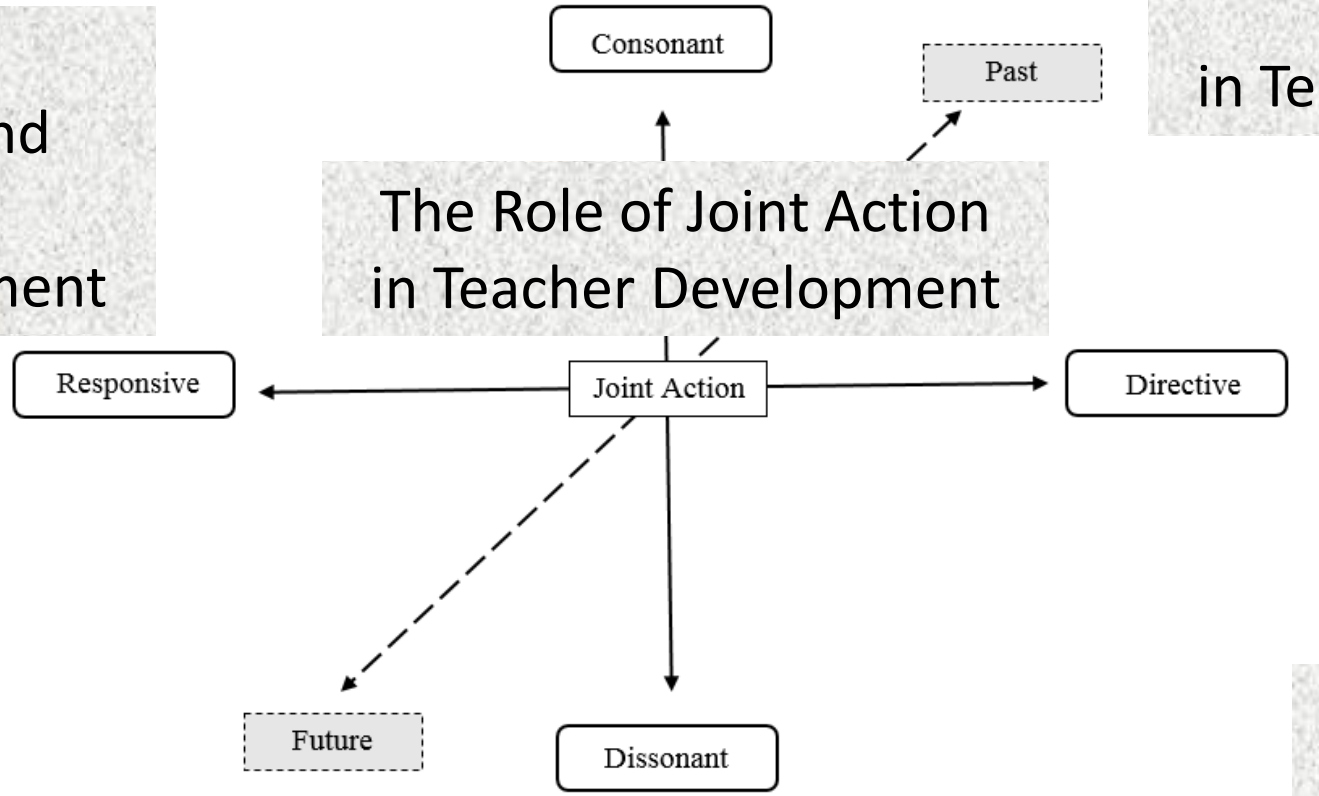
# A Model of Joint Action for Literacy Coaching with Video Self-Reflection




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

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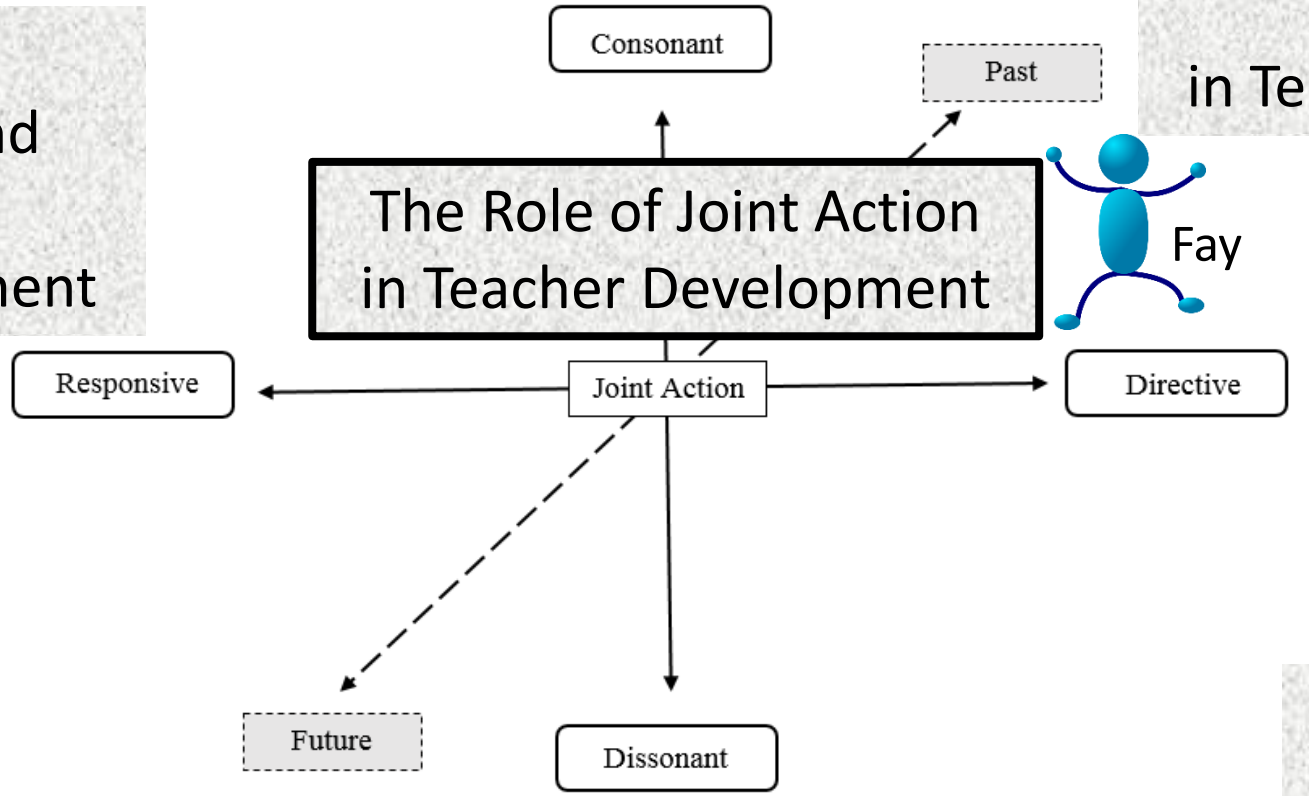


THEMES

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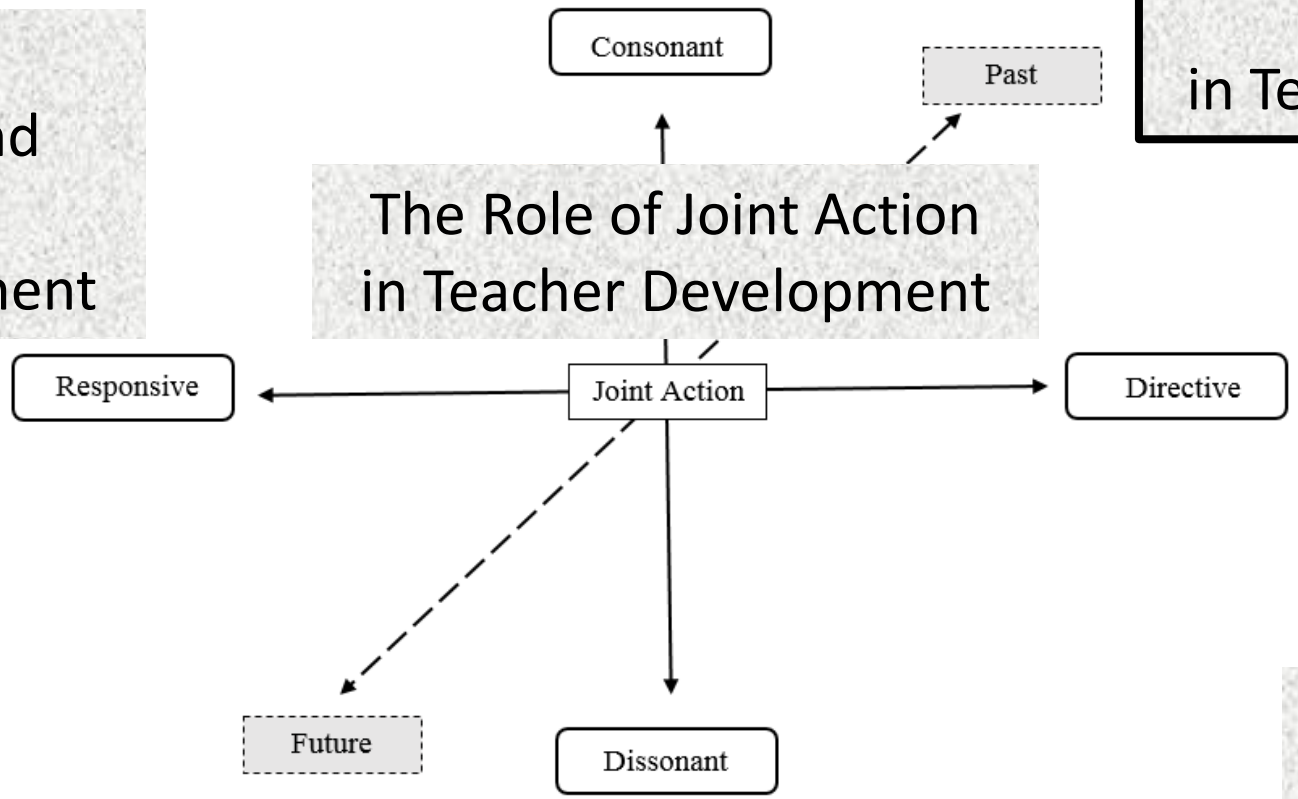


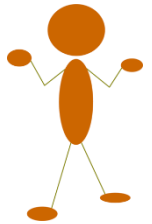

Patrick

THEMES

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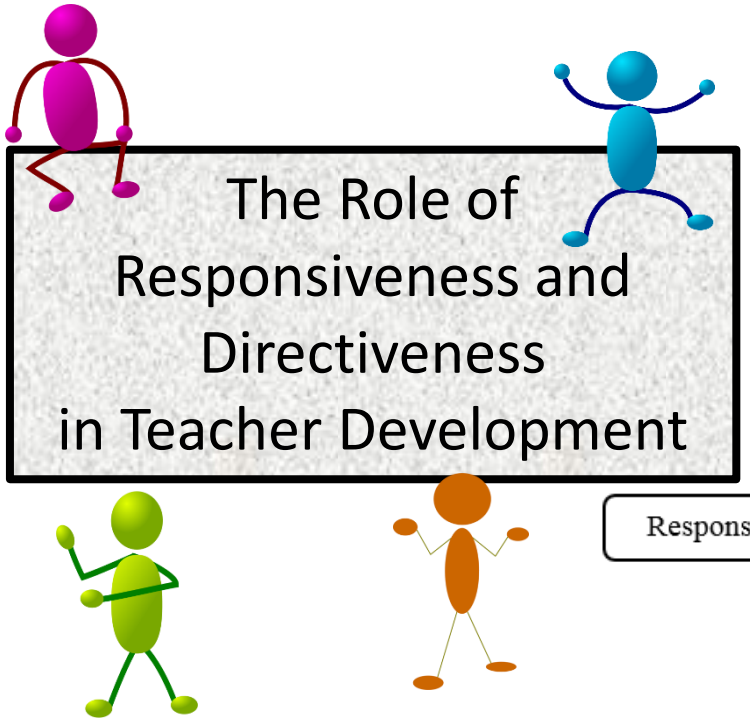
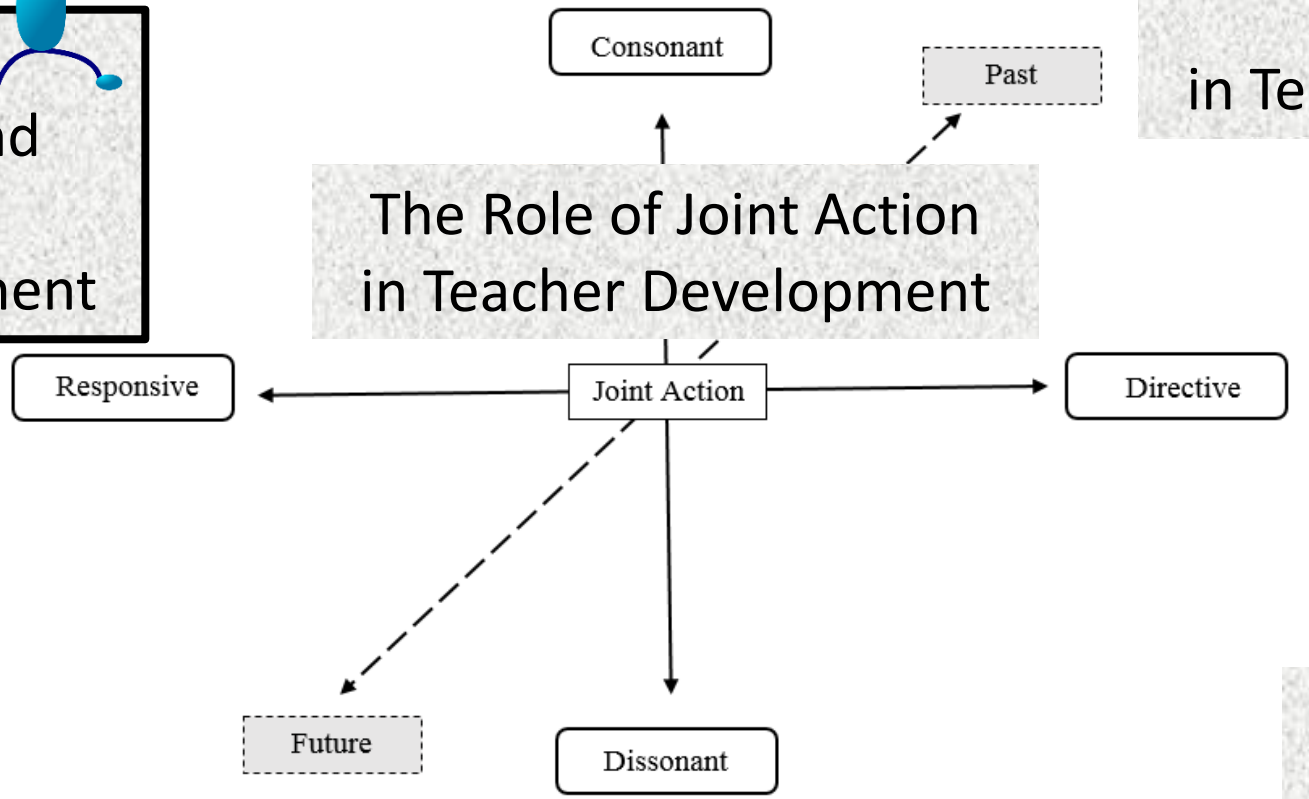
The Role of Consonance and Dissonance in Teacher Development

The Role of Historic and Dynamic Context in Teacher Development



The Role of Responsiveness and Directiveness in Teacher Development



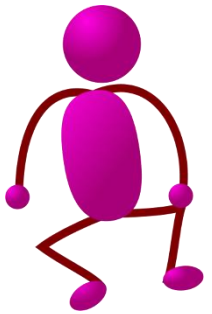

THEMES

# The Role of Consonance and Dissonance in Teacher Development

## Isabella: Dissonance

September 23 (Coaching session #1)

Isabella: No, I'm just sharing it with you.



Isabella

The Role of Consonance and Dissonance in Teacher Development

*Dissonant Joint Action Originating With the Coach*

| | **Number of coaching sessions** | **Reconceptualizing**<br><br>**Steps 3, 4, 5, 6** | **Suggesting**<br><br>**Steps 1, 3, 4, 5** | **Asking dissonant questions**<br><br>**Steps 4, 5** | **Average number of dissonant actions per session** |
|---|---|---|---|---|---|
| **Anna** | 9 | 14 | 16 | 10 | 4.44 |
| **Fay** | 10 | 11 | 28 | 4 | 4.3 |
| **Isabella** | 10 | 15 | 26 | 14 | 5.5 |
| **Patrick** | 11 | 8 | 26 | 7 | 3.73 |

The Role of Consonance and Dissonance in Teacher Development

*Dissonant Joint Action Originating With the Coach*

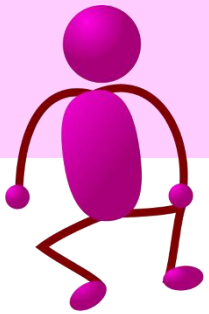
Penlington (2008)
Role of dissonance in reasoning
Hear the voice of another

| | Number of coaching sessions | Reconceptualizing | Suggesting | Asking | Average number of dissonant actions per session |
|---|---|---|---|---|---|
| | | | Steps 1, 3, 4, 5 | Steps 4, 5 | |
| **Anna** | 9 | 14 | 16 | 10 | 4.44 |
| **Fay** | 10 | 11 | 28 | 4 | 4.3 |
| **Isabella** | 10 | 15 | 26 | 14 | 5.5 |
| **Patrick** | 11 | 8 | 26 | 7 | 3.73 |

# The Role of Consonance and Dissonance in Teacher Development

## Isabella: Dissonance

March 2 (Coaching session #10)
Jennifer: You had said to me after the lesson, “I would make two changes.”
Isabella: Yes.
Jennifer: I would have them put away the text before talking, and I would create a word wall that is cumulative.
[Isabella points to her new word wall.]
Isabella: I have already started it.



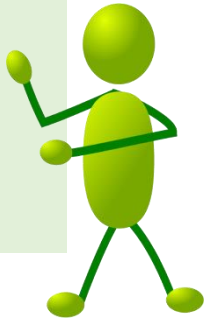
Isabella

# The Role of Consonance and Dissonance in Teacher Development

## Anna: Consonance

October 14 (Initial interview)
Anna: I had to call security for the first time in my whole teaching career.

October 28 (Coaching session #2)
Anna: I have never had a class like this.  I am frustrated every single day.



Anna

The Role of Consonance and Dissonance in Teacher Development

*Consonant Joint Action Originating With the Coach*

| | **Number of coaching sessions** | **Revoicing**<br><br>**Steps 3, 4, 5** | **Asking questions for information and understanding (coach only)**<br><br>**Steps 4, 5, 6** | **Average coach-initiated consonant actions per session** |
|---|---|---|---|---|
| **Anna** | 9 | 16 | 13 | 3.22 |
| **Fay** | 10 | 6 | 22 | 2.8 |
| **Isabella** | 10 | 10 | 18 | 2.8 |
| **Patrick** | 11 | 13 | 20 | 3 |

The Role of Consonance and Dissonance in Teacher Development

*Consonant Joint Action Originating With the Coach*

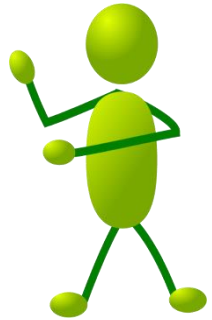
| | Number of coaching se | Revoicing<br><br>Steps 3, 4, 5 | Asking questi<br>understanding<br>(coach only)<br><br>Steps 4, 5, 6 | Average coach-initiated actions per |
|---|---|---|---|---|
| **Anna** | 9 | 16 | 13 | 3.22 |
| **Fay** | 10 | 6 | 22 | 2.8 |
| **Isabella** | 10 | 10 | 18 | 2.8 |
| **Patrick** | 11 | 13 | 20 | 3 |

Waks (2010)
Empathetic listening
Building understanding and trust

# The Role of Consonance and Dissonance in Teacher Development

## Anna: Consonance

March 16 (Final interview)
Anna: You shouldn't ever be really defensive, just like, "Let's talk about it" and "It's normal," and I learned that that was important and I think . . . learning how to implement some of these skills that you and I do with another person.



Anna

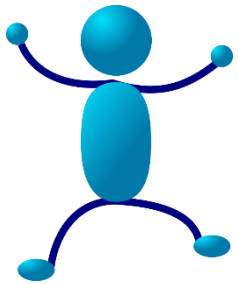
# The Role of Joint Action in Teacher Development

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.

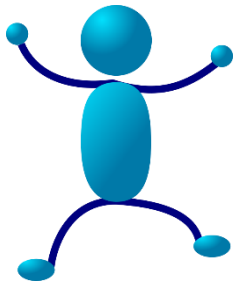
Modeled guided reading, co-teaching, data analysis, co-planning



Fay

# The Role of Joint Action in Teacher Development

March 9 (Coaching session #9)
Fay: That is kind of what I am thinking about . . . . Maybe one read, someone finds the details, and then they switch. **I'm trying to put (the responsibility) more on them.**



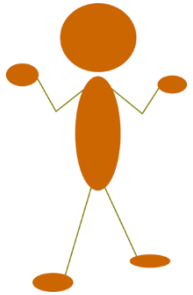
Fay

The Role of
Historic and Dynamic
Context
in Teacher Development

The Role of Directiveness
in Teacher Development

Patrick:
The Role of Historic
and Dynamic Context
and
Directiveness

November 17 (Coaching session #5)
Patrick: I didn't have a totally clear picture in my mind.



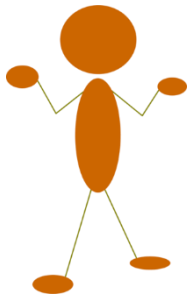
Patrick

December 9 (Coaching session #6)
Patrick: I struggle with trying to teach it all, but teaching it well enough.

The Role of
Historic and Dynamic
Context
in Teacher Development

Patrick: The Role of Historic and Dynamic Context

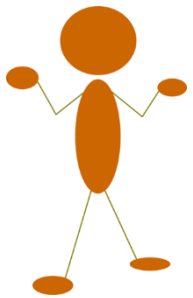
October 21 (Coaching session #3)
Jennifer: I think the thing that you really wanted to look at is how to build understanding of what a central idea is and how to tie the text to that . . . . I actually went through and wrote down all the times when you talked about the central idea. **We could just look at those to see how you talked about it—what kind of language you used . . .**



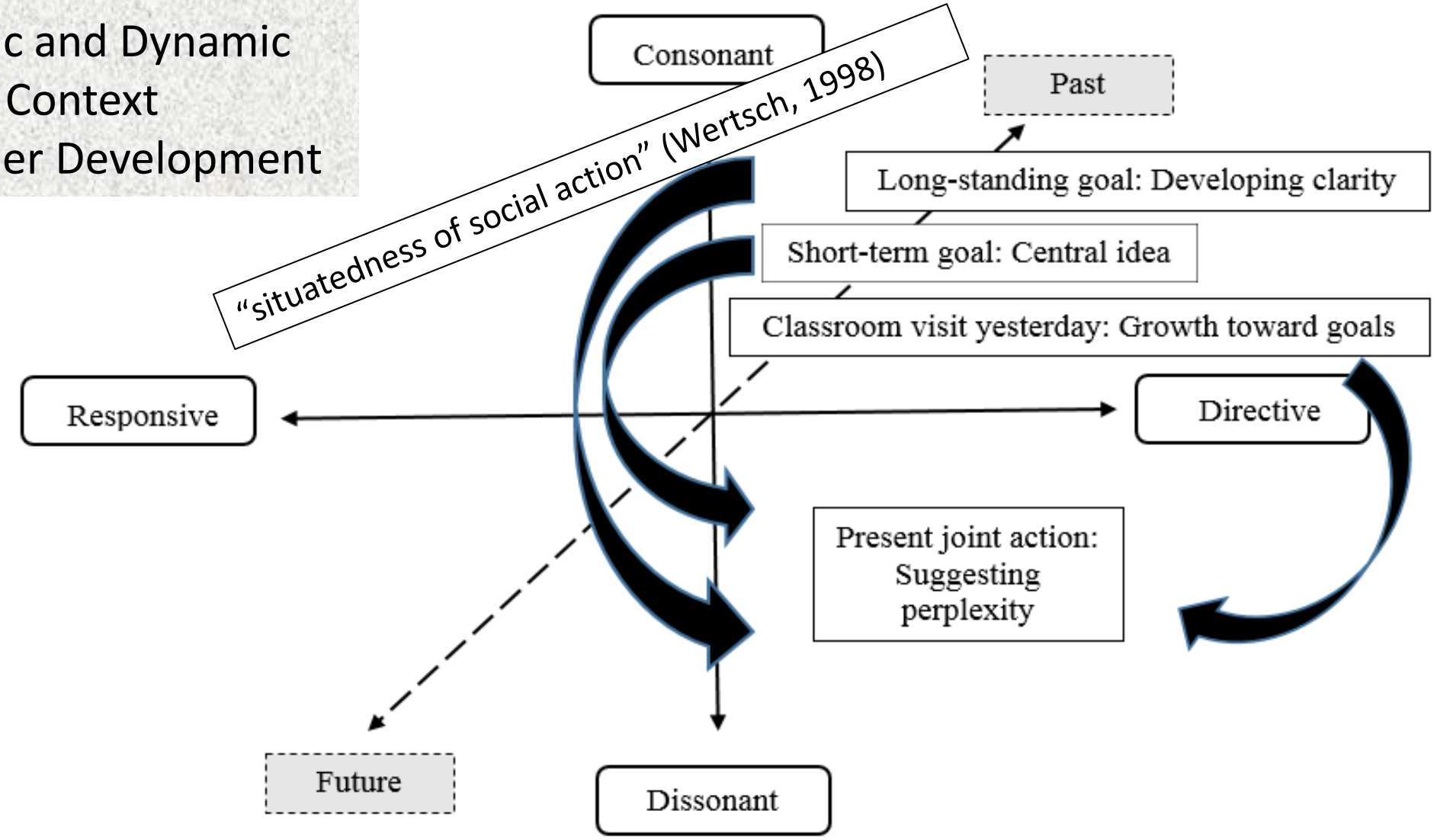
Patrick

Directive / Dissonant Coaching Move:
Suggesting Perplexity

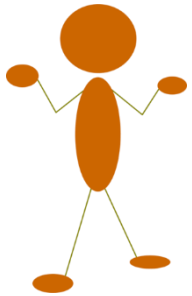
# The Role of Historic and Dynamic Context in Teacher Development



Patrick



The Role of
Historic and Dynamic
Context
in Teacher Development



Patrick

Patrick: The Role of
Historic and
Dynamic Context

November 4 (Coaching session #4)

Patrick: Yeah, it was definitely **much more focused** and with more thought behind it. . . . . So, I simply refer to, “Oh, the yellow sign. What is the central idea?” **I referred to it probably twenty times in the last two lessons, and they are getting it!**

The Role of Directiveness
and
Responsiveness
in Teacher Development

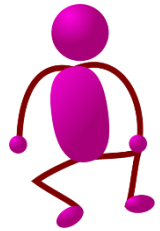
March 16 (Final interview)
Anna: No one likes watching themselves in the video.

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

Responsive: Building

All Teachers

Step 2 Only: Describing the Lesson

Responsive : Directive Ra

1 : 5.6

**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 | | | | 2 |
| Fay | | | | | |
| Isab | | | 1 | | |
| Patrick | 1 | 2 | | | |
| Totals | 4 | 9 | 4 | 1 | 11 |

Connections to

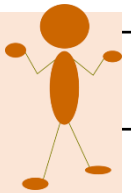
Noticing

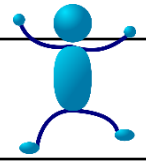
Judging the teaching or the activity.

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.

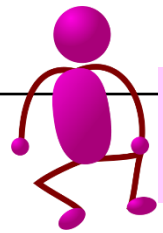
February (Coaching
Anna: This
help with t
analogy anc
help with the vocabulary.

final interview)
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.

# Implications

## Mediational Tools

Video: Disliked, but beneficial

Importance of attending to various types of joint action

## Complexity of Teacher Development

*Individualized*

Embodied

## Apprenticeship Stance

Flexibility in Time

Diversity of Experiences

*Protect 1-1 Time with Coaches*

## Application of the Model of Joint Action

Preparation of Future Coaches

In-Service PD for Current Coaches

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