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“Ready-Ready” to Teach: The Telling Case of a Reflective Teacher-Practitioner

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Abstract

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Keywords

Qualitative Case Study, Telling Case, Adaptive Teaching Practices, Reflective Stance, Teacher Development

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“Ready-Ready” to Teach: The Telling Case of a Reflective Teacher-Practitioner

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This qualitative telling case study was situated within a broader project, which explored how the research participants modified their teaching after having completed their master’s program. We investigated reflective stance of a teacher-practitioner who was a graduate of a Master’s Literacy Specialist program, which promoted reflective teaching practices using videos of students’ own teaching. The research questions were: (1) How does the participant demonstrate his use of a reflective stance with regard to teaching practices? (2) What are the modifications in teaching practices that were made by the participant after the reflective video pedagogy course used in his graduate practicum? (3) What other elements of his graduate program does the participant describe as being important in his development as a reflective practitioner? (4) Which of these elements does he choose to employ in his classroom? Primary data sources included: classroom observations, participant interviews, and student artifacts. We analysed the data using qualitative methods of open coding, thematic analysis, and triangulation. The research found that the focus-participant reported a series of modifications made by him to his teaching and demonstrated his use of reflective stance on the high mastery level. Keywords: Qualitative Case Study, Telling Case, Adaptive Teaching Practices, Reflective Stance, Teacher Development

Introduction

It is amazing how motivated the students are in Reading class. The “struggling” readers and writers cannot wait to start reading and writing. They love doing what they hated to do before... The bell rings. The class is over. The kids say they want to stay and to finish their work. As the teacher is taking the kids back to their classroom, the whole group keeps talking about their task on the way out of the classroom. (Field notes, 11/08/13)

This excerpt is from field notes written by Olivia while observing three 5th graders receiving Tier II reading intervention at a private Catholic school. Field notes and other data reveal that these children were taught by Evan, a highly motivating and engaging Reading teacher who worked with many levels and ages of children in grades Kindergarten through Grade 5.

It was not unusual for children to express interest in staying and continuing to work on their reading or writing. At the time, Evan was a beginning but dynamic teacher, who had recently completed the Literacy Specialist program at a nearby university where he was engaged in active reflection on his teaching practice. What literacy practices occurred in Evan’s classroom that led children to want to stay, and how did Evan reflect on his own teaching and his learner’s learning? These broad contextual questions frame this article, which presents a

“telling case” (Mitchell, 1984) related to Evan’s teaching, classroom, and students and to Evan’s reflective practices as a Reading teacher.

The Telling Case and Research Focus

Telling cases have their origins in anthropology and ethnography and help make visible grounded understandings of theoretical principles (Dixon & Green, 2009; Rex, 2000). Mitchell writes that telling cases enable researchers “to show how general regularities exist precisely when specific contextual circumstances are taken account” (Mitchell, 1984, p. 239), and telling cases illustrate particular circumstances, which “make previously obscure theoretical relationships suddenly apparent” (Mitchell, 1984, p. 239). Unlike representative cases, which aim to illustrate general patterns and tendencies across a data set, telling cases point to the particular and also theorize about action in context (Putney, Green, Dixon, Duran, & Yeager, 2000).

Evan’s telling case was situated within a larger study that explored video as a tool for reflection on teaching in the context of a clinical, graduate practicum required for Literacy Specialist certification. Students within that program were engaged in collaborative lesson planning, video-recording their teaching with the following self-reflecting and discussing their video-recorded performance with their peers.

Using a telling case approach (Mitchell, 1984), we seek to theorize the reflective stance and adaptive expertise that Evan implemented in his classrooms as a reflective teacher-practitioner. We address the questions: (1) How did Evan demonstrate his use of a reflective stance and adaptive practices with regard to teaching practices? (2) What modifications in teaching practices were reported by Evan after the reflective video pedagogy course in his graduate practicum? (3) What other aspects of his graduate program did Evan consider important in his development as a reflective practitioner? (4) Which of these other aspects did he use in his classroom?

Theoretical Framework and Literature

For our literature review, we focused on the seminal literature and landmark studies, which formed foundation of the field of reflective pedagogy. The significance of becoming a critical reflective teacher-practitioner (Brookfield, 1995) has been discussed for decades. Large numbers of researchers (e.g., Amobi, 2006; Barry, Britten, Barber, Bradley, & Stevenson, 1999; Berghoff, Blackwell, & Wisheart, 2011; Berliner, 1986, 2001; Blintz & Dillard, 2007; Carracelas-Juncal, Bossaller, & Yaoyuneyong, 2009; Del Carlo, Hinkhouse, & Isbell, 2009; Hayden, Moore-Russo, & Marino, 2013; Ostroga, 2006; Roskos, Vukelich, & Risko, 2001) have emphasized the need for more detailed research.

For example, Ostroga (2006) described the way in which teachers developed into reflective practitioners as a long-term process. Her study indicated that, “...reflectivity seems to be grounded on specific epistemic stances that are socially constructed” (Ostroga, 2006, p. 19). As such, reflective pedagogy is closely aligned with socio-cultural views of teaching and learning and is deeply grounded in Vygotskian (1978, 1987) theory.

Blintz and Dillard (2007) as well as Berghoff et al. (2011) examined how being reflective practitioners might affect teachers’ understanding of their teaching methods and lead the teachers to making adjustments in the curriculum they teach. Blintz and Dillard (2007) stated that teachers learn in the same way as students do: they learn by doing, reading, and reflecting (p. 204). Blintz and Dillard’s (2007) three-year-long study found that teachers acting as reflective practitioners do make effective adjustments to the curriculum they teach in order to benefit their students’ learning outcome. The research findings imply “...that if classrooms

are to become a community of learners, then teachers must see themselves and their students as creators of curriculum, as reflective practitioners, and as collaborative inquirers” (Blintz & Dillard, 2007, p. 223). The research conducted in 2009 by Carracelas-Juncal et al. also found that transforming into reflective practitioners leads teachers to systematic improvements of their teaching performances (Carracelas-Juncal et al., 2009).

Del Carlo et al. (2009), scrutinizing reflective pedagogy in depth, explored five different ways “...technical, reflection-in-action and reflection-on-action, deliberative, personalistic, and critical...” (p. 58) in which the teachers’ knowledge guides their practical teaching and involves reflective practices. Del Carlo et al. (2009) stated that “...Participation in an authentic, qualitative research experience in education— outside the framework of action research—supplements course required action research experiences, which better prepares pre-service teachers for the types of reflection necessary in their own classrooms...” (p. 66). In 2011, Berghoff et al. analyzed 51 critical reflection assignments completed by research participants. Their research found that the teachers who were prepared to be critical reflective practitioners were better prepared to make changes in the curricula they taught (Berghoff et al., 2011).

Via the review of literature, the team of researchers identified there is an insufficient amount of research that aims to investigate in what ways reflective video pedagogy assists teachers with their making adaptations to their practical classroom teaching upon their completion of their Literacy Specialist Master’s programs. While broader methods and diverse designs are needed (Roskos et al., 2001), this article makes its contribution through a reflective telling case.

Our research team was highly interested in a deeper investigation of the effects of the reflective video pedagogy because each of us was engaged in reflective practices, though in different capacities. Evan was strongly engaged in reflective teaching during and upon completion of his Literacy Specialist Master’s program, which offered students a course on Reflective Teaching. Olivia was a doctoral student and an adjunct instructor with strong interest in reflective teaching practices in her college classroom. Maria was a professor and a researcher who studied the field of Reflective Video Pedagogy in depth.

Methodology

Method

We selected the qualitative case study method for this research because we aimed to hear from the participant his perceptions and contemplations about his reflective teaching practices. We were also eager to observe which adaptations and modifications this teacher would make to his classroom instruction. For these purposes, we chose Mitchell’s (1984) reflective telling case method.

Participant and Site

Evan was a Reading teacher and Reading Department Chair at St. Aibert Catholic school (pseudonyms are used for all site names) where he began teaching after having completed his undergraduate degree and certification in elementary education. Evan’s first full year of teaching was also his first year of studying in the Literacy Specialist Master’s program. He chose to attend University of Metrocity (UM) because of his growing interest in teaching reading, influenced by Miller’s (2013) *Reading with Meaning*, and also because UM offered an advanced graduate certificate in Teaching and Leading for Diversity. The latter was Evan’s area of high interest. At the time of data collection, Evan was in his fourth year of teaching.

Because he was nearing the end of his coursework at UM, he had also just completed a literacy teaching practicum using video reflection through Center for Literacy, Teaching, and Learning (CLTAL) at UM. During the recruitment period, several UM graduates, who held teaching positions at the schools within close proximity from UM, thus were reachable for in-person interviews and observations within this study, were contacted via e-mail. Evan was the one who chose to participate in this research.

Data Collection and Analysis

Olivia collected the data with guidance from Maria. As the primary investigator, Maria took care of all Institutional Review Board (IRB) processes starting of the larger project, which included this current telling case as a part of the greater research. Olivia conducted three extended interviews (Seidman, 2013), two “grand tour observations” (Spradley, 1980, p. 77) to the school, and made a series of photographs and video-recordings of the school, Evan’s classroom, and the teaching and learning materials, developed by the participant. Students were not photographed nor video-recorded, as it was their teacher in the focus of this study. Some of the major topics discussed during interviews with Evan were the adaptations and modifications, made by this teacher to his teaching practices upon reflecting on his classroom teaching with the help of video recordings, his self-reflective “aha” moments when viewing video-recordings of self and discussing them with his peers and professor, and the new practices adopted from this participant’s Literacy Specialist Program. Interviews were about 45-50 minutes long.

Olivia observed and wrote field notes on five of Evan’s lessons with children in Grades 2-5 in small group settings (3 to 8 children each) and collected literacy artifacts from students (e.g., products of teacher-student hands-on activities, students’ writing during Reading class). Each observation lasted during the whole class time for each group of students. These periods ranged from 20 to 50 minutes, depending on the students’ needs as identified by the school curriculum developers and student support team. Olivia wrote analytic memos (Creswell, 2007) while writing up field notes and transcribing and conducting first levels of analysis to construct themes related to the interviews and the field notes. These themes were shared in a community of research peers who provided feedback and questions under Maria’s guidance.

Themes and data were revisited and re-analyzed during preliminary writing and theorizing through a recursive and iterative process grounded in the data (Glesne, 2015; Rubin & Rubin, 2012; Seidman, 2013; Spradley, 1980). Drafts of findings were then shared with the research team, which included Evan, offering the opportunity to check the data for accuracy (Saldaña, 2013). A final step in the analysis included revisiting interviews and field notes to re-analyze these data and theorize elements of reflection to complete the telling case based on Evan’s reflections on his learning and on his classroom practices.

Researcher’s Roles and Trustworthiness

To minimize bias and increase trustworthiness (Glesne, 2015, p. 49), the research team engaged in peer review with their university colleagues and audiences at a national conference. Several components helped protect against positive biases and subjectivities (Peshkin, 1988). As a newcomer to the community and university prior to undertaking the research study, Olivia had no prior knowledge of the school where Evan taught and no vested interest in the Literacy Specialist program at UM since she had completed her Master’s degree in Reading Education out-of-state. Maria was a literacy faculty member at UM but was not the instructor for the clinical practicum, which used video for reflective teaching-in-action. She knew Evan as a student since he had taken one required course (Language, Literacy, and Culture) with her.

Maria had not observed Evan's teaching in person at his school, and Maria was not the instructor for the clinical practicum where Evan video recorded his teaching. Additionally, Olivia and Maria identified initial findings and later shared these findings and contextual information with Evan for corrections and input using an iterative process of member checking (Saldaña, 2013).

Findings

Evan: So, one of the things that really changed my thinking was the Clinical... It was **one** session but you had to address four different components: you had to do the writing, and the word study, and comprehension, and fluency. I always thought, "Oh, that would be **too much**, you know, it's a lot to plan for it." I didn't think you can squeeze everything in. And now, that I have done the Clinical, I see that you **can** do it. And you can have some very nice lessons: four different, distinctly different lessons in that short time. So, it really pushed me professionally this year to try that out in my classroom. (Interview 2, lines 255-262)

Using the data from multiple sources, that is, audio-recorded and transcribed interviews with the participating teacher, video-recordings of the site, field notes, observation notes, memos, photographs of the artifacts, such as teacher-created instructional materials and student works, we aimed to gain understanding of how our research participant developed and used his reflective stance in his teaching practices. We were also interested to see what modifications to his instruction this participant made upon his completion of the reflective video pedagogy course. It was also important for us to know what other elements learned in his graduate program this teacher considered important in his development as a reflective practitioner, and which of them he chose to employ in his classroom. We aimed to report our findings based on the data in the two categories. First category included the data, which was reported by the participant. The second category included the observable and audible evidence from the classroom practices observations. We found that the data in both categories are strongly intertwined.

Growing as a Reflective Practitioner

Evan: I did feel prepared after my undergraduate work to start to teach Reading, but I...I don't think I was like **ready-ready** to teach Reading until I went through my graduate work in Literacy. (Interview 1, line 35)

In this section, we discuss the ways in which Evan demonstrated his stance as a reflective practitioner who made adaptations to his teaching. Having attended a well-respected undergraduate certification program, Evan acknowledged that after obtaining his certification, he was prepared to teach, but in his words, he wasn't "ready-ready" until he had completed his graduate coursework. In his words, the graduate coursework, and, in particular, the literacy practicum where he had video-recorded his teaching and reflected upon it, helped him see patterns in his teaching that needed improvement and helped him become a "more intentional decision-maker." In interviews, he also acknowledged that originally, he had not wanted a full-time teaching position during graduate school because he had wanted to concentrate on his studies. Yet, teaching full time allowed him to try out things even more of what he was learning.

Evan described the university, his instructors, and fellow students as "resources" and the clinical practicum where he had discussed his video-recorded teaching as a safe space with

“a lot of collaboration” where he and fellow graduate students “brought things to the table” to discuss and problem-solve. Watching his own teaching helped Evan take a step back and ask of his Reading lessons, “How am I modeling?” or “What is my guided practice like?” or “Am I giving a student enough time to process?”

Evan mentioned that lack of movement was very noticeable in the videotaped lessons completed in the literacy center during his graduate studies. As he observed, “video does not lie” but shows what needs to be changed. Static nature of the clinical setting made Evan aware of the need to include more movement for students in his lessons. Observations and interview data confirmed that Evan implemented strategies and approaches gleaned from his professors and coursework at UM, and he demonstrated his use of a reflective stance and adaptive teaching practices.

An Overview of Evan’s Room and Lessons: Multimodality and Movement

As a teacher in a Catholic school, Evan started each of his lessons with a prayer, read the agenda for his students, and moved quickly to use the 20-30 minutes allotted for each group of students. On some days, Evan gave about 10 lessons.

Since Evan’s students were in need of scaffolded instruction, this teacher relied heavily on visual learning aids to keep their attention. At times, the children stopped participating in the learning process for several seconds. Students’ faces would show an “absent” look—with relaxed facial features, wide-open eyes looking through the space. During these moments, Evan used objects (e.g., toys, books, or seasonal decorations) and movements to refocus the children and gain their attention. For example, he offered the children to move from their tables and sit down on the mat. Evan asked his students to come to the ABC’s poster and check the “Bb” and “Dd” letters every time when the students were making reversals. This teacher often grouped and re-grouped his students inviting them to collaborate with new partners. All these activities helped students stay attentive and focused.

Evan skillfully used ordinary things as learning objects to facilitate students understanding. He largely employed visual resources of multimodality.

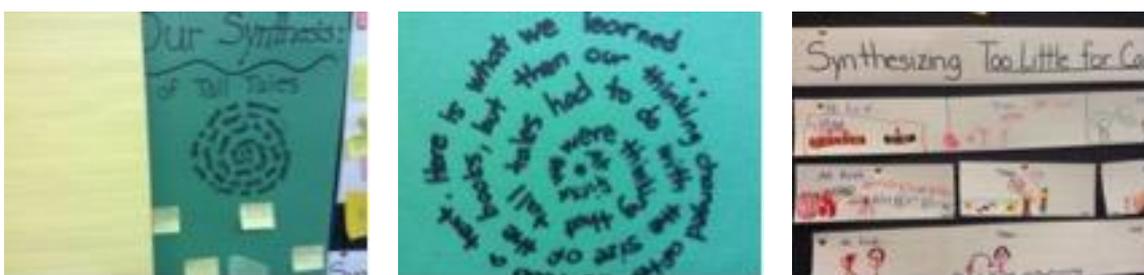


Figure 1. Teaching synthesizing information

Despite incorporation of movement and learning objects, the content of Evan’s lessons was often quite complicated. For example, *Figure 1* above, shows teacher-made visuals Evan created to teach his students synthesizing information. Evan tried to incorporate in his teaching diverse modes, such as visual, sensory, special, and auditory. The teacher prompted children to write, read, and pronounce the written word sorts in several ways, “Check it with your eyes, then stretch it out, and check it with your ears.” This practice allowed children to verify their newly acquired knowledge through multiple channels while employing multiple modes.

Evan was required to use workbooks and a commercial Reading program as a part of his Reading instruction. The Reading instruction was a pull-out service and the commercial Reading program bridged the students’ classroom experience to their intervention one. Evan worked to negotiate his learning at his college to use high-quality leveled texts to scaffold

readers with the requirement to use the intervention workbook component of the commercial Reading program by seeking opportunities to enhance reader engagement.

To help children maintain focus, Evan offered them to use Wikki Stix® (see *Figure 2* below) in their workbooks. Using pliable, wax-covered sticks, students circled evidence to support their answers to test questions. Children appeared to enjoy this activity. Evan shared that he found the “wikki” - technique in a professional journal that he read during his graduate program at UM where he developed the habit of reading for professional development purposes on a regular basis.

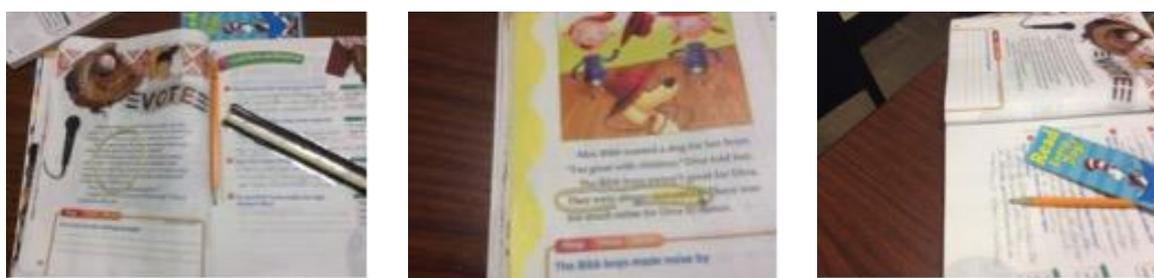


Figure 2. Using “wikki”- technique to mark evidence

Checking student-produced artifacts, researchers noticed that when using the Wikki Stix®, all children completed their classwork with remarkable productivity, which means that every student timely completed the given assignment, regardless of the fact that each of them was allowed to work at his/her own pace. When students were busy working with the Wikki Stix®, the teacher was in constant movement: equally attentive and caring, Evan attended to every child’s questions, concerns, and needs.

Use of a Reflective Stance

According to Hayden and Chiu, “Novices must learn ways adaptive experts link reflection and action, because reflective practice is more than acquiring skill sets or possessing certain dispositions. It involves integrating specific activities with analysis in order to develop new habits of mind” (2015, p. 135). Evan confessed he was determined to reach the above objectives. With this purpose, he scrutinized every video recording of his own lessons when in his Literacy Specialist program at UM.

During his interviews, Evan persistently talked about “thinking time.” While watching videos of himself teaching at CLTAL at UM, besides some small, easy fix type of flaws, such as facial expressions or postural positions, Evan noticed he had not given enough of thinking time to his students after asking a question. During observation sessions, Evan asked his students questions and let them think. He counted up to three (seconds) before he paraphrased his question or addressed it to another student, in case the first child could not answer the question. When students could not answer some comprehension questions to the texts they read, for example, the ones about the main characters in the story or their actions, etc., this teacher prompted them to return for “evidence” to the book.

From Master’s Program into Classroom Teaching

Olivia: If someone said to you that you are now a “Literacy expert” because you have earned a Literacy related Master’s degree, what would you say?

Evan: I know. That is crazy. And I know like **I AM**. Because I really am...Because I am a learner, and I don’t know if I ever had that feeling, like,

“I’VE GOT IT! I AM A MASTER!” (laughs). It’s not my personality. I have so many questions, which is good ‘cause I think I am getting better. But I think that is one of my strength. I do not try to be super-super, I am trying to be who I **AM**. I am **very, very** reflective. And so, I am asking myself all the time. I really genuinely wanna be as good as I can be for them [for the students]! (Interview 3, lines 266-279)

While observing vocabulary acquisition, Olivia noticed that Evan employed his own technique. First, this teacher introduced students to a new word, then, he asked whether they knew its meaning. After that, Evan provided definitions and several examples of possible usage of each word. He also offered students to practice and suggest their own examples of how each new word could be used. At the end of the class, this teacher devotedly returned to re-checking the new vocabulary. Observation results showed that students were able to recollect meanings of the new words; they could also use them correctly in sentences.

In his interviews, Evan reflected on vocabulary acquisition strategies he studied in his graduate program. He mentioned his professor was especially focused on this topic. Evan considered vocabulary acquisition one of the highest priorities. Before every class, during transition times, he sorted words by grade level and placed word cards on the word wall (see *Figure 3* below).

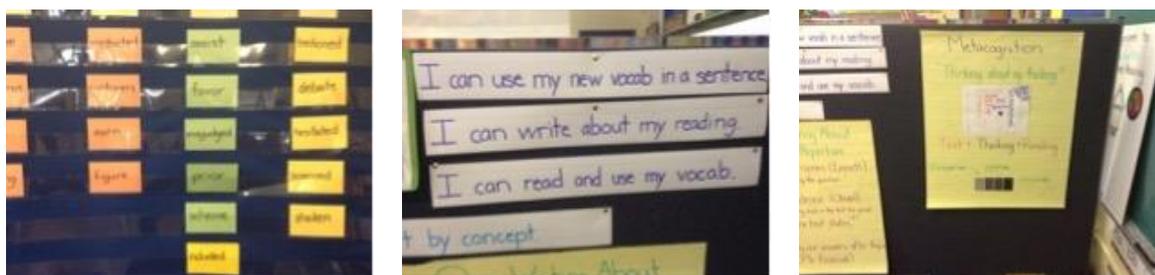


Figure 3. Interactive word wall in Evan’s classroom

Evan successfully demonstrated one of his innovative strategies “Changing Gears.” This teacher kept a picture of a human brain with gears working inside on the screen of his classroom computer. Evan prompted students to think critically and practice switching codes and thinking styles when moving from one task to another. Prior to transitioning to his next planned activity, this teacher showed to his students this picture and announced, “Now, are you ready to change gears?” Evan proceeded to the next task after he received the approving responses or nods from each of his learners. This strategy appeared to be highly effective in helping students maintain sharp focus.

Olivia: What experiences in the clinic stand out to you as important now that you are in the field?

Evan: I love the field, and I **love** what we do. And it is such a question for me. That’s why I think I am gonna miss UM because I really like talking about teaching, (laugh) a lot. I really liked the sessions when we brought things to the table, really good things and then concerns. Um, and then, we could just help each other. And I think there was a lot of collaboration. (Interview 1, lines 421-429)

Evan embedded in his instruction classical methods of teaching students reading skills via collaboration. He largely employed read-alouds. During this activity, the teacher and all students simultaneously read passages from texts in chorus. It was remarkable that children

participated in this activity willingly. Their genuine interest and excitement showed in their facial expressions, gazes, and postures. Evan taught his students to collaborate with each other. This practice helped to improve fluency in the children who were placed in this reading support class for the reason of having multiple reading problems, including but not limited to mechanics of reading. This strategy sounded almost like choral singing practice, where every “singer,” aka every reader, was helped by the teacher-leader and other group members to keep the rhythm to not fall behind.

Multimodal Modifications

Olivia: What is your strength in regard to literacy practices?

Evan: Well... (thinking). My greatest strength as a Literacy teacher, as a Literacy Specialist... Gosh! (laughs). This is always the hardest question to talk about (thinking). My greatest strength (almost whispering), well, I do not know how to say this professionally, but I am always ready to get it go. I am always willing to **TRY** new things. (Interview 3, lines 287-296)

Evan implemented technology in his teaching. In the age of multimodality, teachers have multiple opportunities to support texts with visual and auditory representations of content. Evan used animated classics to help students visualize the stories they read. This teacher did not simply “show movies” to his students. He taught content in connection to the visual demonstration on the screen. Evan and his students participated in vivid discussions while watching; they discussed the essence of the lesson supplementing it with the visual images and auditory effects. This kind of simultaneous watching and discussing the content was strikingly similar to the watching-discussing practices Evan had engaged in with his peers in the CLTAL at UM during his Master’s program.

Evan’s students steadily demonstrated high levels of engagement and willingness to cooperate with their teacher. Evan skillfully used mini white-boards to allow his students to provide their responses to his questions in written form without yelling the answer out with excitement. Evan found a working way to avoid loud behaviors in children while giving all students the chance to provide their answers in writing.

Improvisation as Adaptive Practices

In order to help his students to stay on task, Evan often improvised on the go and reinforced the strategies, which his student found appealing. For example, this teacher elaborated signal words and sounds, for example, “Ding! Turn the page!” These words worked as special effects to remind students to move to the next page. Improvisation on the go, along with well-established routine were found major distinguishing features in Evan’s unique approach to teaching.

Evan got the solid knowledge of technology at CLTAL at UM. He used his cell phone for multiple teaching purposes. For example, prior to reading a text about a playground, Evan used his cell phone for making pictures of the playground at St. Aibert’s. He asked students to suggest improvements to be made to their own school playground. This real-life task made reading activities on that day extremely motivating for children.

Evan combined pre-discussion, making predictions, and anticipating activities using technology with the purpose to help students visualize the topics of their conversation. Having learned about the power of image at UM, in his reflective video pedagogy class, Evan learned how to apply those aspects in his practical teaching. He assumed what worked with the elder learners might work with the younger ones.

Teacher's Role-Modeling

Evan: I think, I think after watching the videos, it just made me more conscious... Um, and I think, it really pushed me to be more intentional, too... Teachers are decision-makers, and their **pattern** matters, as well. (Interview 1, lines 476-480)

Besides rigorous content teaching, Evan educated his students while serving as a role model and a good example to follow. He employed nice manners at all times and kept encouraging and praising his students for their employment of nice manners. Books and pictures of this school's mascot, the knights, were placed by the teacher so that the students, when in his class, had the reminder of the noblemen of the past and their exquisite manners (see *Figure 4* below).



Figure 4. Learning objects for character education

Character education was a “brand feature” in Evan’s classroom. This teacher reflected on student – professor relationships recollecting that many university educators treated their students with respect. When former students become teachers, many of them implement what they learned from their professors in their own teaching manner. Evan demonstrated best manners when communicating with his students. Children did not want to leave the classroom at the end of his classes. Young students could not help expressing their emotions: their facial expressions and postures demonstrated their desire to stay and keep reading, listening, writing, and discussing their ideas. The fact that Evan’s students desired to stay in his class after the bell served as the evidence of this teacher’s success.

Discussion and Conclusion

Upon completion of the data analysis, the team of researchers came to the conclusion that reflective video pedagogy helped the focus research participant make significant modifications in his teaching practices. Evan implemented in his practical work multiple aspects of the knowledge he had absorbed from his professors at UM, as well as his peers at the university. This finding strongly corresponds with Vygotskian (1978, 1987) socio-cultural constructivism theory. This teacher demonstrated his use of reflective stance (Ostroga, 2006) with regard to his adaptive teaching practices on high mastery level. Evan successfully demonstrated his professional development as a reflective adaptive practitioner, which supports findings by Del Carlo et al. (2009).

The teacher in the focus of the project thoughtfully made multiple adaptations and modifications to his teaching practices. He reported feeling well prepared to making those changes, which supports findings by Berghoff et al. (2011). The series of observations served as evidence in support of Evan’s interview statements. Multiple innovations brought by this teacher from the UM Reflective Video Pedagogy course into his classroom confirm the idea of

significant on-going professional growth of this new Literacy specialist, which supports findings by Carracelas-Juncal et al. (2009).

The findings of the current research imply that, based on the positive results found in this study with one participant, this project team recognize that this was an absolutely unique case of a UM graduate becoming an outstanding reflective teacher-practitioner. Yet, the researchers assume that reflective video-pedagogy has the potential to assist Literacy Specialists nation-wide with developing a reflective stance and becoming reflective teachers-practitioners. The findings of this research also imply that UM Literacy Specialist program is highly effective and serves its purpose for pre-service and in-service teachers at its best. This study participant noticed that many of his former classmates, UM graduates perceived themselves well prepared to be reflective adaptive teachers-practitioners. The data collected in the form of series of observations support the data collected from the interviews: the teacher in the focus of this study has made significant improvements and adjustments in his practical classroom teaching. Further research in the field of reflective teaching and adaptive expertise is needed to explore the questions posed in this study.

Limitations

One limitation of this study is that classroom observation data were recorded with only field notes due to the limited permissions related to video and audio recording in the private school setting. Audio and video recordings would add to trustworthiness and rigor of the research through corroboration with field notes and interview data. As the telling case focused around one teacher's teaching and reflective practice, the findings are not designed to allow generalization to other graduate students or their reflective teaching practices.

Significance and Implications

Significance of this study underpins the fact that millions of graduates of educational colleges yearly come to teach children at schools worldwide. The quality of education provided to the future teachers by university programs needs to be high. The findings of the current study showed that the research participant successfully embedded in his teaching the strategies studied at UM. The teacher in the focus of this study provided his students with high quality instruction based on UM course in reflective video pedagogy.

Evan reported feeling well prepared to adapt and modify his practical teaching in multiple ways due to the wide range of innovative knowledge and skills obtained at UM. He successfully demonstrated the modifications and adaptations in his teaching that he had identified in interviews as being acquired at UM where he studied reflective video pedagogy. Evan demonstrated his deep knowledge of reflective teaching practices. In the reflective interviews, he discussed and, later, in his classroom, he showed how he adapted his lessons for children. Evan demonstrated the hallmarks of a reflective practitioner who was constantly learning.

In sum, Evan's telling case points to the ways in which preservice and in-service teachers can benefit from reflective practices and use of video to reflect on their teaching. Video reflection is used widely in literacy teacher education, but teacher educators often do not have the time or resources to follow teachers out into the field and observe teaching practices in context. Evan's telling case points to the power and possibilities for reflection in the context of teacher education and the ways that this literacy reflection can bridge into everyday school settings.

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