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*"Being a reflective practitioner means thinking critically and deeply on the many processes of teaching. It means considering a day's lesson plan and asking myself what went well, what didn't go well and how can I fix it. It means thinking about how you relate to students as a group and individually and what is in individual histories that inform and direct those relationships. It means identifying a problem, its possible sources and potential solutions. It means actively seeking and experimenting with solutions to problems you face as a teacher and continually examining the effect it has on my practice. As such, reflection will be the most important factor in my growth as a teacher. Without it, I will not change my practices or my underlying beliefs." - Katie, May 2006*

## NCEPR Cohort 1: Report Focusing on Two Aspects of Project – 1) Research Findings, and 2) Evidence for the Findings

Research Findings (in progress)

- The electronic portfolio experience does affect student identity as a beginning teacher in that it helps them define themselves more explicitly as a beginning English teacher.

- More explicit coaching towards incorporating an identity-based focus in terms of design has improved the quality of students' electronic portfolios. It has also improved students' ability to situate themselves within the profession with regard to beliefs, philosophy of teaching and learning, knowledge of the field, and their practice.

- More explicit coaching towards developing critical consciousness and critical reflection has improved the quality of students' electronic portfolios. Students have developed the ability to look and look again, to move beyond surface descriptions of artifacts and experiences to critical reflections representing their abilities as reflective practitioners who are able to use higher level thinking skills, critique experiences, and pose informed ideas for change, revision, and improvement.
  - o These two findings are evident and have become more explicit in the portfolio designs students have created, especially with regard to theme and design choices (e.g., text, image, and layout choices to reflect their theme).
  - o Portfolio Examples: Nugent - > Roberts -> Liles -> Duty -> F05-S06 Cohort
    http://www.tandl.vt.edu/english/index.htm

- Providing students with multiple opportunities to revisit a particular item for reflection, to revise an initial reflection at various points in a program, facilitates much more explicit and critical reflection [e.g., for my students, definitions and perceptions of a) literacy and b) technology throughout the program at key points (beginning, middle, key projects, and end); also a final reflection included in their portfolio (along with the versions composed along the way) in which they examine their definitions and views and how they have evolved over time, as well as considering what this will mean in terms of their future practice as a teacher.]

<u>Evidence for Findings</u>

- Students' MAED English Education Electronic Portfolios
    - Design evolution – especially in terms of making the transition from standards driven design to design supported by standards (e.g., students developing their own choices for categories for outer layer of portfolio along with a visual design and theme reflecting who they are as a person and as a beginning teacher of ELA)
    - Portfolio Presentations (live and archived online in conjunction with the portfolios)
    - Portfolio Evaluations (student and instructor)
    - Student Reflections on the MAED English Education Electronic Portfolio Experience (Culminating reflection on the whole process and experience)*

- In Common Electronic Portfolio Artifacts and Reflections  (two required)
    - Literacy Definitions/Statements (Completed at the beginning, midpoint, and end of program)
        - Reflection on the evolution of this definition/statement
    - Technology Survey Responses Definition/Perceptions of Technology] (Completed at the beginning, midpoint, and end of program)
        - Reflection on the evolution of their responses (definition/perceptions)

- Individual Electronic Portfolio Artifacts and Reflections (Connections made not only to their outer layer of categories, but also to INTASC and IRA/NCTE Standards)


*<u>Evidence Highlight</u>: Student Reflections on the MAED English Education Electronic Portfolio Experience with a focus** on *how their portfolio serves as a tool for reflection.*  [**Note: I say focus here as their reflections address more than this one specific focus.]

- *The electronic portfolio is based entirely upon reflection.  …  The experience of working on this portfolio has been eye-opening. The growth I have made as a person and as an individual have been tremendous. I was also able to see some changes I would like to make in some of my lessons and projects for my future classes. I have also come to value to the need for reflection, both formal and informal methods, as a tool for not only effective teaching but effective learning as well. If students are able to accurately assess the quality of their own work and the ways in which they have met requirements, then they are more likely to produce quality, thoughtful products. [SA]*

- *I believe my EP as a whole serves as a tool for reflection. I believe this for a number of reasons. First, I believe the theme of my EP speaks towards reflection. I know that I am not an outstanding and or veteran English teacher (yet ☺); therefore, it was important for me to understand where I was coming from as a future English Educator. I have been built from the ground-up when it comes to teaching English; therefore, I found it necessary to choose the theme "under construction" for my EP. I also believe my EP serves as a tool for reflection because it shows all of the decisions I have made as pre-service English Educator. When I look at my EP, I see decisions that I have made that I agree with and decisions that I have made that I would change if faced with the same situations again. With this in mind, I believe my EP serves as an ever-lasting tool of reflection for now and for years to come.  [SB]*

- *The efolio is an excellent means of reflection, if for no other means than convenience. I have created several portfolios in my day and they all sit nicely on the bottom of my bookshelf with nary a reader. The first reflection with the efolio was in its creation and that was a highly valuable tool. Not only did I need to reflect on what I put in to the efolio, but also what I chose to leave out. I wish I would have had the courage to include a few lessons that didn't work out so well, but I haven't gained that level of public confidence. I do however keep all of the lesson plans that I use and return to (reflect upon) those less successful lessons from time to time in hopes that they will now work the way I initially intended. [SC (inservice v. preservice teacher – preservice teachers didn't exhibit this reluctance to share lessons that didn't work well…] [SC]*

- *My electronic portfolio allowed me to bring together all of what seemed to be discrete pieces from all of my courses and field experiences and to connect them to my growth as a teacher. It was really rewarding to me to look at my growth and my potential in creating my portfolio (once I got past the technology "moments" and the long hours at the computer). I think I'll continue to work on it as I continue to grow as a teacher. I don't think my portfolio is completed any more than I am as a teacher. [SD]*

- *The portfolio served as a way for me to channel my reflective efforts throughout the program. By zeroing in on specific artifacts, I was able to paint a picture of the entire year, and reflect on specific moments through the artifacts. It was as if I was making an organized collage, or a time line. As I went along the timeline, I was able to further examine my own examinations of artifacts, and see why I made the decisions I did. [SI]*

- *I believe my electronic portfolio serves as a tool for reflection [in that] it provided an opportunity to look back at what I have done from the start of my graduate career. I was able to look over work I did before I set foot in the schools and see how much I have grown. My portfolio contains reflections on experiences as well as reflection of how my artifacts have met the national standards. Compiling all of the artifacts was interesting. It was great to think back over what I have accomplished. I realized that I am often too hard on myself and doubt my ability. I learned a lot about myself as a new teacher while putting the portfolio together. [SJ]*

## NCEPR Cohort 1: Report on Next Steps for Project

- Finish analysis of current data and publish findings. Pursue opportunities with cohort on presentations/publications.

- Consider collaborative presentation/publication – Tale of Two Cities: Lincoln & Blacksburg (i.e., very different experiences with ep's in two teacher education programs)

- Even more explicit coaching and expectations in terms of making the ep experience a reflection of how students see themselves as a person and a beginning teacher of the English language arts  (i.e., starting with the self v. the standards; looking at how standards can support identity rather than becoming it or inhibiting it)

- Continue to research the effects of varying the portfolio presentation experience to include more reflection (e.g., digital videotaping presentations included as a companion to online portfolios; reflection letter /exit survey, and/or interview, etc.)

- Begin process of implementing an informed electronic portfolio program at my new institution…

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# NCEPR Cohort 1: Complete Record of Presentations and Publications Completed / In Progress over the Life of the Cohort *(Cohort I: 2004—2006)*

## Presentations

**International Conferences**

Young, C. A., & Taylor, B.  (2007, May).  *The Multigenre Reading Project: Reading for Emotion, Writing with Significance.*  Invited Presenter: Pre-Conference Institute on Using Alternative Text Types to Engage "Struggling" Adolescent Learners.  International Reading Association, Toronto, Canada.

Nichols, W.D., & Young, C. A.  (2006, May).  *Exploring the Effects of Professional Development in the Area of Enhancing Middle School Teachers and Students Application of Literacy Strategies.*  Invited Panel Presentation. International Reading Association, Chicago, IL.

Bell, L., Berson, M., Hicks, D., Lee, J., Young, C. A., et al.  (2006, March).  *Writing for Publication in an Online Journal.*  Society for Information Technology and Teacher Education, Annual International Conference, Orlando, FL.

Firdyiwek, Y., Young, C. A., Davis, W., & Prickett, R.  (2005, July).  *Teacher-Centered Technology: Working Towards More Authentic and Effective Technology Integration.*  Syllabus Educational Technology Annual Conference, Los Angeles, CA.

Young, C. A., Firdyiwek, Y., Davis, W., & Prickett, R.  (2005, March).  *Teacher-Centered Technology: Working Towards More Authentic and Effective Technology Integration.*  Society for Information Technology and Teacher Education, Annual International Conference, Phoenix, AZ.

Young, C. A.,
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-   Young, A. B., Frazier, H., & Frazier, D.  (2004, May).
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*(Re)Contextualizing Literature Circles: Facilitating Effective Student-Teacher Partnerships in Class Discussions.* International Reading Association, Reno, NV.

Young, C. A. & Bush, J. (2004, March). *Teaching the English Language Arts with Technology: A Critical Approach and Pedagogical Framework.* Society for Information Technology and Teacher Education, Annual International Conference, Atlanta, GA.

## National Conferences

Young, C. A., Prickett, R., Bixby, V., Dysinger Walters, K., Matthiessen, P., & Woods, D. (2006, Nov.). *Critical Media Literacy, Popular Culture, and English Education: Working Towards a More Compleat Connection.* National Council of Teachers of English, Annual Conference, Nashville, TN.

Young, C. A., & Pope, C. (2006, Nov). *Applications of Literary Theory for Teaching The Outsiders.* Invited Participant: Eight Great Novels Round Table Facilitator. National Council of Teachers of English, Annual Conference, Nashville, TN.

## National Conferences (Continued)

Rickards, W., Cambridge, B., Yancey, K. B., Cambridge, D., Ehley, L., Patton, J., Reynolds, C., Labissier, Y., Chen, H., & Young, C. A. (2006, April). *Studying the Roads We Make: The National Coalition for Electronic Portfolio Research.* American Educational Research Association Annual Meeting, San Francisco, CA.

Young, C. A. (2005, Nov.). *What Pre-Service English Teachers Can Teach Us About Effective Technology Preparation & Integration.* Invited CEE Panel Participant. National Council of Teachers of English, Annual Conference, Pittsburgh, PA.

Young, C. A. (2005, Nov.). *Applications of Literary Theory for Teaching Fitzgerald's The Great Gatsby.* Invited Participant: Round Table Facilitator. National Council of Teachers of English, Annual Conference, Pittsburgh, PA.

Young, C. A., Young, A. B., & Pope, C. (2004, Nov.). *The Multigenre Reading Project: Reading for Emotion, Writing with Significance.* National Council of Teachers of English, Annual Conference, Indianapolis, IN.

## State and Regional Conferences and Workshops

Young, C. A., et al. (2005, Oct.). Many Voices, Multiple Perspectives: The Multigenre Research Project as a 21st Century Alternative to the Traditional Research Paper. Virginia Association of Teachers of English Annual Conference, Roanoke, VA.

Young, C. A. (2005, June 23). *Reading Like A Writer: Sentence Composing Strategies for Stronger Writing.* James Madison University SOL Content/Teaching Academy, Harrisonburg, VA. [Invited Presenter / Sponsored Workshop Facilitator]

Young, C. A., et al. (2004, Oct.). *Curiosity Counts: Inquiry-Based Learning Strategies that Matter.* Virginia Association of Teachers of English Annual Conference, Fredericksburg, VA.

Williams, R., & Young, C. A. (2004, Oct.). Co-Chair. *Second Annual Round Table Discussion on SOLs Sponsored by Virginia Conference on English Education (VCEE).* Virginia Association of Teachers of English Annual Conference, Fredericksburg, VA.

Young, C. A. (2004, June 23). *Curiosity Counts: Searches, Quests, Stations, and Other Inquiry-Based Learning and Literacy Strategies That Matter.* James Madison University SOL Content/Teaching Academy, Harrisonburg, VA. [Invited Presenter / Sponsored Workshop Facilitator]

## Publications

Nichols, W. D., Young, C. A., & Rickelman, R. J. (In press). Improving Middle School Professional Development by Examining Middle School Teachers' Application of Literacy Strategies and Instructional Design. *Reading Psychology.*

Swenson, J., Young, C. A., McGrail, E., Rozema, R., & Whitin, P. (2006). Extending the Conversation: New Technologies, New Literacies, and English Education. *English Education, 38* (4), 351-369.

## Publications (continued)

Nichols, W. D., Zellner, L. J., Rupley, W. H., Willson, V. L., Kim, Y., Mergen, S., & Young, C. A. (2006). What Affects Instructional Choice? Profiles of K-2 Teachers' Use of Reading Instructional Strategies and Methods. *Journal of Literacy Research, 37* (4), 437-460.

Doolittle, P. E., Hicks, D., Triplett, C., Nichols, W. D., & Young, C. A. (2006). Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering Deeper Understanding of Texts. *International Journal on Teaching and Learning in Higher Education, 17* (2), 106-118.

Swenson, J., Rozema, R., Young, C. A., McGrail, E., & Whitin, P. (2005). Beliefs about technology and the preparation of English teachers: Beginning the conversation. *Contemporary Issues in Technology and Teacher Education, 5*(3/4), 210-236.

Young, C. A. & Young, A. B. (2004). "Living the Story" Through Symbol: Motivating High School Students' Engaged Reading of Hawthorne's *The Scarlet Letter. Language Arts Journal of Michigan, 20* (2), 19-22.

Young, C. A. (2004). Conversation as Curriculum: Learning to Teach English in Rural America. *English Journal, 93* (6), 82-88.

Young, C. A. & Bush, J. (2004). Teaching the English Language Arts with Technology: A Critical Approach and Pedagogical Framework. *Contemporary Issues in Technology and Teacher Education, 4* (1), 1-22.

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