Margaret Vaughn

List of Publications by Year
in descending order

37 papers	612 citations	759233 12 h-index	713466 21 g-index
39 all docs	39 docs citations	39 times ranked	306 citing authors

#	Article	IF	Citations
1	Adaptive teaching in mathematics: a review of the literature. Educational Review, 2022, 74, 298-320.	3.7	17
2	Examining Agency in Children's Nonfiction Picture Books. Children's Literature in Education, 2022, 53, 33.	0.6	8
3	The Portrayal of Characters with Dyslexia in Children's Picture Books. Early Childhood Education Journal, 2022, 50, 731-742.	2.7	5
4	Deconstructing racist structures in K-12 education through SEL starts with the principal. Theory Into Practice, 2022, 61, 145-155.	1.6	4
5	Challenging Scripted Curricula With Adaptive Teaching. Educational Researcher, 2022, 51, 186-196.	5.4	10
6	Understanding literacy adoption policies across contexts: a multi-state examination of literacy curriculum decision-making. Journal of Curriculum Studies, 2021, 53, 333-352.	2.1	8
7	The Role of Visioning in Supporting Equitable Spaces. Peabody Journal of Education, 2021, 96, 483-490.	1.3	4
8	Teacher visioning: A systematic review of the literature. Teaching and Teacher Education, 2021, 108, 103502.	3.2	8
9	Visioning: A Navigational Tool in Schools. Peabody Journal of Education, 2021, 96, 357-359.	1.3	1
10	Evaluating Agency in Literacy Using the Student Agency Profile. Reading Teacher, 2020, 73, 427-441.	0.9	11
11	What is student agency and why is it needed now more than ever?. Theory Into Practice, 2020, 59, 109-118.	1.6	55
12	Affective Dimensions of Student Literacy Learning: Issue 2. Reading Psychology, 2020, 41, 631-632.	1.4	1
13	Student Agency in Literacy: Validation of the Student Agency Profile (StAP). Reading Psychology, 2020, 41, 533-558.	1.4	2
14	Affective Dimensions of Student Literacy Learning: Issue 1. Reading Psychology, 2020, 41, 513-514.	1.4	1
15	Aligning the Science of Reading With Adaptive Teaching. Reading Research Quarterly, 2020, 55, S299.	3.3	18
16	Documenting Adaptive Literacy Instruction: The Adaptive Teaching Observation Protocol (ATOP). Reading Psychology, 2020, 41, 71-86.	1.4	8
17	Student Agency in Literacy: A Systematic Review of the Literature. Reading Psychology, 2020, 41, 712-734.	1.4	13
18	Where to from here: Fostering agency across landscapes. Theory Into Practice, 2020, 59, 234-243.	1.6	8

#	Article	IF	Citations
19	Fostering Critical, Relational Visionaries: Autoethnographic Practices in Teacher Preparation. Action in Teacher Education, 2019, 41, 117-136.	0.7	14
20	Adaptive Teaching During Reading Instruction: A Multi-Case Study. Reading Psychology, 2019, 40, 1-33.	1.4	19
21	Making sense of student agency in the early grades. Phi Delta Kappan, 2018, 99, 62-66.	0.6	29
22	Teachersâ€™ Instructional Adaptations: A Research Synthesis. Review of Educational Research, 2018, 88, 205-242.	7.5	162
23	Envisioning Our Practice: Examining and Interpreting Pedagogical Visions of Four Early Career Teacher Educators. New Educator, 2017, 13, 251-270.	1.4	7
24	The development of teachersâ€™ visions from preservice into their first years teaching: A longitudinal study. Teaching and Teacher Education, 2017, 64, 12-25.	3.2	25
25	A multiple case study of teachersâ€™ visions and reflective practice. Reflective Practice, 2017, 18, 526-539.	1.4	6
26	In Their Own Words: Teachers' Reflections on Adaptability. Theory Into Practice, 2016, 55, 259-266.	1.6	10
27	Toward Adaptability: Where to from Here?. Theory Into Practice, 2016, 55, 267-274.	1.6	17
28	Teachers' Adaptive Instruction Supporting Students' Literacy Learning. Reading Teacher, 2016, 69, 539-547.	0.9	17
29	Re-Envisioning Literacy in a Teacher Inquiry Group in a Native American Context. Literacy Research and Instruction, 2016, 55, 24-47.	1.1	13
30	Young childrenâ€™s identities becoming: Exploring agency in the creation of multimodal literacies. Journal of Early Childhood Literacy, 2015, 15, 433-472.	0.9	35
31	Adaptive teaching: reflective practice of two elementary teachersâ€™ visions and adaptations during literacy instruction. Reflective Practice, 2015, 16, 43-60.	1.4	22
32	Action research as a reflective tool: a multiple case study of eight rural educatorsâ€™ understandings of instructional practice. Reflective Practice, 2014, 15, 634-650.	1.4	5
33	A Longitudinal Study of Literacy Teacher Visioning: Traditional Program Graduates and Teach For America Corps Members. Literacy Research and Instruction, 2014, 53, 134-161.	1.1	16
34	Aligning Visions: Striking a Balance Between Personal Convictions for Teaching and Instructional Goals. Educational Forum, 2014, 78, 305-313.	1.8	7
35	Examining Teacher Agency: Why Did Les Leave the Building?. New Educator, 2013, 9, 119-134.	1.4	20
36	Fostering Hope with Children's Literature. Reading Teacher, 0, , .	0.9	5

#	ARTICLE	IF	CITATIONS
37	Examining pre-service teachersâ€™ critical beliefs: Validation of the Critical Literacy Beliefs Survey (CLBS). Teaching Education, 0, , 1-24.	1.3	1