

The CUBE: A Snapshot of Reflective Practice

Emily Tracy

Kathy Wilson and Kristi Clark

OJ Neighbours Elementary School, Wabash City Schools

tracye@apaches.k12.in.us

Feed “back” or Feed “forward”?

Reflective practice looks different for different teachers. It also looks different for different administrators. How can we move past traditional feedback, or the lack thereof, and provide an innovative avenue to empower professionals to practice self-reflection and do something with it? And . . . take care of some observations along the way . . . The CUBE!

Purpose:

Self Reflective Practice



With this purpose, we wondered if teachers recording their own lessons and practicing self reflection would have a positive impact on their instructional delivery and increase teacher effectiveness?

Our Questions



- Do teachers have the appropriate equipment and will it be manageable for the teachers?
- Are teachers willing to step outside their comfort zones to learn this specific self reflective strategy?
- Do teachers find value in watching themselves teach?
- Should this process replace the required walkthroughs or long observation processes?
- How will the evaluator provide feedback through this process?

Our Actions

- Pilot Team: Veterans, First Year, Highly Effective, Effective, Needs Improvement
- Google survey of initial perspectives
- Consideration of technology: CUBE, Go Pro, Ipad, Iphone
- Scheduling of lessons and reflective meetings
- Teacher Effectiveness Rubrics: Self Assessments vs. Administrative Assessment
- Administrative self reflection
- End of Cycle Google survey of final perspectives



<https://forms.gle/ZZFeTL9tnDEkDtb56>

Data Collection

- Baseline survey (How do teachers currently feel about their self reflective practice, answers to the subquestions, initial fears)
- Actual taped lessons and self reflection from pilot teachers (Narrative)
- Official walkthroughs after lessons to see if practices reflected upon have change
- Principal self reflection of process
- End of AR survey (Baseline survey administered at the end of the cycle to note changes)

OJN Action Research 2018-2019

Your email address (tracye@apaches.k12.in.us) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Do you believe we have the appropriate technology and equipment for teachers to record their lessons on demand? *

Yes

No

Other: _____

Do you believe this process will be manageable for the teachers or just another "thing" added to their plate?

The Data

Baseline Survey/End of Cycle Survey

Recorded Lessons

Narratives/Teacher Lightbulb Moments

Principal Reflection

Our Discoveries



1. Using recorded lessons for teacher self-reflection should not be utilized in conjunction with the evaluation process.
 2. Self-reflection occurred with every teacher, both positive and opportunity based. However, a plan for follow up is vital to sustainability of practice.
 3. All teachers can discover an opportunity for growth. It is up to the instructional leader to foster that growth.
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Where We Are Headed

Non Evaluative -- We will not use this to take the place of being physically in the classroom for the evaluation process.

All Teachers -- All teachers will utilize this strategy to practice self-reflection.

Self Assessment -- Teachers will be able to self assess where they are throughout the reflection process, multiple times throughout the year.

Quarterly -- Teachers will record lessons, at least, quarterly in same or different content areas and meet with the administrator for reflection reviews.

Goal Setting -- Teachers will identify domain specific, instructional goals to focus upon from first video.

Notes From The Instructional Leader

Evolving Action Research

Failing Forward

Focus for Mission

Intentionality

Authenticity

“The ultimate goal is growth and improvement in the instructional delivery of teachers. When we can truly take a step outside of our comfort zone and intentionally look at how we can become better tomorrow than we were today, we will witness even greater student successes.”



The CUBE: A Snapshot of Reflective Practice

Principal Name: Emily Tracy

School Name: OJ Neighbours Elementary School

Team Members' Names: Kathy Wilson and Kristi Clark

Principal's Email Contact: tracye@apaches.k12.in.us

Background Leading to Our Inquiry (Slide 2)

Reflective practice looks different for different teachers. It also looks different for different administrators. How can we move past traditional feedback, or the lack thereof, and provide an innovative avenue to empower professionals to practice self-reflection and do something with it? And . . . take care of some observations along the way . . . The CUBE!

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of this project was to empower self reflective practice among teachers. Teachers in our district are only required one formal, planned observation and a handful of walkthrough observations. Often these observations are planned to the date, time and content area. The administrator sits in and takes notes. The teacher may or may not reflect upon the observation and a score is given on the teacher effectiveness rubric. If teachers are empowered to begin recording their lessons and then practice self reflection routinely, they will observe pieces of their instructional delivery to improve upon rather than the administrator stating what is effective and what is ineffective from one long observation. Once teachers are custom to self reflecting in this manner, an increase in teacher effectiveness is bound to naturally occur.

Our Wondering (Slide 4)

With this purpose, we wondered if teachers recording their own lessons and practicing self reflection would have a positive impact on their instructional delivery and increase teacher effectiveness?

Our Actions (Slide 6)

We chose a variety of teachers to participate in the pilot team; one highly effective veteran teacher, one needs improvement veteran teacher, three new teachers, and three average, effective teachers. A google survey was sent to the pilot team with various questions gauging initial perspectives and fears of the process. We met to discuss what type of technology would be utilized and narrowed it down to the CUBE due to pricing. We set up a Team Drive and created folders for each pilot teacher to upload their lessons and reflections. We made the decision that the teachers would come to the collaborative meetings with a self assessment of the RISE rubric after each lesson and the administrator would also have viewed the lesson and completed the rubric. The meeting would consist of both parties reflecting over the lesson and

discussing the ratings on the rubric. At the end of the research cycle, the administrator completed a self reflection of the process. The pilot team then completed an end of cycle google form survey resurfacing those initial fears and perspectives on self reflective practice.

Data Collection (Slide 7)

Baseline survey (How do teachers currently feel about their self reflective practice, answers to the subquestions, initial fears)

Actual taped lessons and self reflection from pilot teachers (Narrative)

Official walkthroughs after lessons to see if practices reflected upon have change
Principal self reflection of process

End of AR survey (Baseline survey administered at the end of the cycle to note changes)

Our Data (Slide 8)

End of Cycle Survey -- Post google form survey gauging learned experiences from this research process. Teacher lightbulbs moments, value in the process, and next steps.

Recorded Lessons -- This folder has all of the lessons the teacher recorded during the action research process.

Narratives -- Teacher reflections on their recorded lessons and the research process.

Lightbulb Moments -- The ah-has and insights the teachers collected as they completed the process of recording their lessons, meeting with the instructional leader and connecting meaning along the way.

Principal Reflection -- This is the narrative from the instructional leader throughout the process. These are the findings throughout the research. What went wrong and what went well and how will we can make this process a part of the culture at our school after the process is complete.

Our Discoveries (Slide 9)

- Using recorded lessons for teacher self-reflection should not be utilized in conjunction with the evaluation process.
- Self-reflection occurred with every teacher, both positive and opportunity based. However, a plan for follow up is vital to sustainability of practice.
- All teachers can discover an opportunity for growth. It is up to the instructional leader to foster that growth.

Using recorded lessons for teacher self reflection should not be utilized in conjunction with the evaluation process. Probably the biggest mistake I made was having this action research have a

piece in the evaluation process. I initially thought a few recorded lessons would take the place of a long observation and the walkthroughs, leaving more physical time in the day to get to all the other teachers. It would allow me to view the recorded lessons at night, we would meet, reflect and complete the rubric together. I was wrong. All this did was take me out of those classrooms, away from those kids. I did not get the feedback to these teachers in a timely manner and therefore -- I did a huge disservice to these teachers. And to think of those first year teachers. It makes me sick, really. I feel like I need a whole new "first year" with those teachers. A year they truly deserve. This process should never take the place of evaluations. There is just too much to lose by not being a physical body in those classrooms.

Self reflection occurred with every teacher, both positive and opportunity based. To speak of the positives of our action research, I am proud to say that we did accomplish the main goal, self reflective practice to improve instructional delivery. Just reading the lightbulb moments from the pilot teachers shows evidence of growth. The narratives and reflective meetings with each teacher were powerful discussions. I was afraid I was going to have to lead these meetings, but I was wrong. Each teacher came to the meeting ready to talk about everything they thought they could improve upon all while still recognizing the validation of their strengths. Even my most veteran teacher, who is in current needs improvement, was astonished at the level of student engagement, lack of rigor involved, and teacher talk versus student talk. Growth is evident even with the presence of these statements and questions from the teachers.

All teachers can discover an opportunity for growth. It is up to the instructional leader to foster that growth. Action research is always evolving. I begin every project with the intent to make it perfect. I begin with ideas and rationale that I feel pretty confident where it will lead. Each and every time, I'm taken back at how much the action research evolves through the process. I was wrong about many things with this one and when the end cycle is near, I am always amazed at how much I learned and where we end up. Failing forward hits close to my heart simply because of the evolving action research. I failed in many steps of this specific project and by failing forward, I didn't really fail, I learned. I learned how to make it better, impactful, powerful. If I gave up with every little fail, I easily would've quit and we wouldn't be practicing this very strategy of self reflective practice. For this action research to go beyond the timeline for IPLI and truly have an impact, the instructional leader must make the focus on our mission. This project is all about improving teacher effectiveness. It embraces an innovative strategy for teachers to practice self reflection. The instructional leader must ensure there is a focus on mission with each and every collaborative discussion with the teacher. Intentionality must be present as this was a movement for our teachers and the growth of their development of self reflective practice. The instructional leader must make this an intentional practice in order to keep momentum moving in the right direction. We learned it wasn't enough to do it two times and to wait on feedback and then wait some more on meeting times. When we plan with intentionality and a focus on mission, we foster that growth and development. Authenticity is vital to this project moving forward. Relevance and meaning must be at the heart of this practice. We cannot do it just to say we are doing it. We have to do it and learn from it and be better for our students, period. Without authenticity, that does not happen.

Where We Are Headed Next (Slide 10)

1. Action research is always evolving. I begin every project with the intent to make it perfect. I begin with ideas and rationale that I feel pretty confident where it will lead. Each and every time, I taken back at how much the action research evolves through the process. I was wrong about many things with this one and when the end cycle is near, I am always amazed at how much I learned and where we end up.
2. Failing forward -- this hits close to my heart simply because of the evolving action research. I failed in many steps of this specific project and by failing forward, I didn't really fail --I learned. I learned how to make it better, impactful, powerful. If I gave up with every little fail, I easily would've quit and we wouldn't be practicing this very strategy of self reflective practice.
3. Focus on Mission -- For this action research to go beyond the timeline for IPLI and truly have an impact, the instructional leader must make the focus on our mission. This project is all about improving teacher effectiveness. It embraces an innovative strategy for teachers to practice self reflection. The instructional leader must ensure there is a focus on mission with each and every collaborative discussion with the teacher.
4. Intentionality -- This was a movement for our teachers and the growth of their development of self reflective practice. The instructional leader must make this an intentional practice in order to keep momentum moving in the right direction. We learned it wasn't enough to do it two times and to wait on feedback and then wait some more on meeting times. When we plan with intentionality and a focus on mission, we foster that growth and development.
5. Authenticity -- Relevance and meaning must be at the heart of this practice. We cannot do it just to say we are doing it. We have to do it and learn from it and be better for our students, period. Without authenticity, that does not happen.

Citing Your Presentation and Publication

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