Empowering Teachers Through Reflective Practice
Using Video-Taping to Enhance Decision-Making

Dawn Stiegert - UALR - October 17, 2017

Purpose

1. Connect reflective practice with action research
2. To share the journey of PCL and mindful, reflective practice at the elementary schools in Belleville, WI
3. Present our next steps to enhance our PCL practice through action research
4. Share ideas and receive feedback from the audience

Through self-reflection, teachers can proactively take control of their professional lives. Self-reflection is an analytical process that engages higher level functions and stimulates intellectual growth. Through self-reflection, teachers begin to locate themselves within their profession and take more responsibility for shaping their practice.

~Linda Dorn
"Developing Reflective Teachers" (PowerPoint)

Our Journey
Up and Down but Sure

2014-15: Language Workshop and Thoughtful Logs
2015-16: Writing Workshop and Reading Workshop
2016-17: Small Group Instruction
2017-18: Continue SG Instruction
Develop Units of Study using the Understanding by Design process
Reflective Practice in Belleville

2015
Second Year in the model, we began with reflective journals during PD and Grade Level Team Meetings

UALR Literacy Coach Training

Mindfulness
Mindful Practice
Reflective Practice
It’s about being present with your work

York-Barr et al, 2006
Reflective Practice to Improve Schools: A Reflective Guide for Educators

Levels of Reflection
Farrell, 2004: Reflective practice in action: 80 Reflective Breaks for Busy Teachers

Level 1:
Analyzing actions and behaviors

Level 2:
Analyzing theories and beliefs and why action was taken

Level 3:
Justification of our work through ethics and morals

Formats for Reflective Practice

1. Observers of reflection in action in everyday life and in education
2. Reflective practice in action - Analyzing data in grade level teams
3. Professional book study
4. Teacher book club
5. Professional Development
6. Action Research

Professional Book Study
Teacher Book Club

So, Why Action Research Around Videotaping?

2014-16: Exemplars only
1. Model Classroom Teachers

2017-18: Critical Instructional Analysis
1. Strengthen reflective practice
2. Improve student outcomes
3. Build collaboration and collegiality

Action Research Format
A good teacher knows why she does what she does.

- Introduction: Purpose and Goals
- Questions
- Supportive Theory and Research
- Data Sources and Analysis

Guiding Questions
1. How can teachers overcome their self-consciousness with videotaping to better their practice?
2. How will critical analysis of videotaped lessons improve teacher efficacy and lead to student outcomes?
3. What process will enable authentic reflective practice to increase teacher’s knowledge and ability to maneuver in and out of levels of support and scaffolding language to impact student growth?
4. How will video analysis during grade level team meetings (PCLs) challenge our practice and enhance collaboration and collegiality?

Supportive Theory and Research
Dorn, et al., 2015
Developing Teacher Expertise

“Individuals must develop their knowledge and teaching expertise if they are to improve the achievement of the students they teach… Yet, despite the movement to data teams or professional learning communities, it is still not common for members of these groups to closely examine each other’s practices and invest in the hard work of improving those practices” (Dorn, et al., 2015, p.8). Elmore (2009, as quoted in Dorn, et al., 2015) further states that networks of learning communities that “feel safe but are not challenged to look at their practice and learn won’t help scale up systems to support high quality teaching and learning.”

York- Barr et al, 2006
Reflective Practice

Small Group Reflection:
- Risk and impact increase as you move out of the spiral
- Safety is critical for vulnerability and reflection
- Face to face reflective times is the most valuable source for teacher learning and the most impact on “school renewal and student learning” (p. 146)

Farrell, 2004

Farrell (2004) describes “critical friendships” where colleagues analyze themselves teaching using technology and then share their lessons with colleagues for constructive feedback. Farrell goes on to describe a process of using videotaping. Taping can feel threatening to teachers and students, and although discomfort might never totally ease, there are ways to gradually lessen the impact. He suggests starting with audiotaping first. Then, simply place a video camera in a classroom for two weeks - just to get use it its presence - before actual taping.

Dorn & Jones, 2012; Meichenbaum & Biemiller, 1998
Scaffolding Theory

Scaffolding language and maneuvering in and out of levels of scaffolding support provides students the necessary structures to accomplish tasks successfully, gradually releasing them to independence.

Degrees of Teacher Scaffolding - page 24 of AIL

Fullan & Hargreaves, 2012
Social Investment and Transparency

Educators need to break down their walls of isolation; we can build our personal human capital through social investment and capital. Our practice and effectiveness lifts when

Furthermore: “Elmore describes the norm of transparency (i.e., observing teaching in order to improve practice) as being essential for literacy improvement.” (Elmore, 2002 as found in Dorn et al., 2015)
Data Sources and Analysis

Reflective Practice and Videotaping Survey
A Likert Scale

I feel comfortable having lessons I teach videotaped.

Analyzing videotaped lessons is a good use of collaborative team time to improve small group instruction.
Next Steps:
Collecting Data, Professional Development, and Analysis
- Collecting and Transcribing Videos
- Professional Development on Scaffolding Language
- Video Viewing Protocols
- Viewing Videos and Reflective, Critical Analysis
- Anecdotal Notes
- On-going Assessments

References

Thank you
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