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Supervision to Support Reflective Practices

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SUPERVISION TO SUPPORT REFLECTIVE PRACTICES

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An Abstract of the Dissertation Presented
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There is immense pressure on school leaders as they grapple with their responsibilities to show constant evidence of school improvement. School improvement describes a process that identifies school changes needed to improve student outcomes and shows how and when the level of student outcomes will be made. There are essential considerations when planning for improvement; specifically, high quality professional development to enhance teacher skills and knowledge, a system that supports reflective practices in order to increase teacher autonomy, and student engagement as a way to improve student outcomes. Student outcomes are identified as academic achievement, civic responsibility, and social-emotional development. This research will explore the attitudes and beliefs that teachers and administrators have for reflective practices, delving into the supervisory actions by administrators that promote or impede the use of those practices in Maine schools by teachers. The findings from this study will provide sensible and transferrable applications for schools.

Keywords: supervision, reflective practice, school improvement

DEDICATION

To educators that understand the importance of relationships and value it's influences on one's growth and development both personally and professionally.

Finally, I would like to thank the educators that participated in this study. During this year of COVID that was especially challenging for educators, so many took the time to participate in this study and I am grateful.

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LIST OF ABBREVIATIONS

NCES: National Center for Educational Statistics

PEPG: Performance Evaluation and Professional Growth

RICO: Resilient Individuals, Communities and Organizations

SLO: Student Learning Objective

CHAPTER 1

THE PROBLEM

School leaders face immense pressure related to their responsibility to show constant evidence of school improvement. School improvement is a multifaceted issue that requires tremendous planning and effort. Integral components of school improvement include high quality professional development to enhance teacher skills and knowledge, reflective practices that support teacher growth and autonomy, and student engagement as a way to improve student outcomes; specifically, academic achievement, civic responsibility, and social-emotional development (Mette et al, 2015, Nettles & Herrington, 2007). How well school leaders communicate and engage with their community are also factors to consider when thinking about school improvement. There is an increasing recognition that the teacher is at the center of any attempt to improve the quality of teaching and learning, and any attempts for school improvement and increased teacher effectiveness rely on professional development (Levine, 2005).

Reflective practices support ongoing professional growth and development for teachers. Reflective practice is defined as the ability to reflect on one's actions in order to engage in a process of continuous learning that aims to enhance one's ability to make informed and balanced decisions (Schon, 1983). In the field of education, reflective practices and action taking have been cornerstones of teacher education and professional development for many decades (Dewey, 1909; Feucht, 2010; Schon, 1987). Tsangaridou and O'Sullivan (1997) describe reflection as:

> Reflection is the act of thinking about, analyzing, and assessing one's teaching moves with the goal of refining and restructuring knowledge and actions to

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inform future practice. Micro reflection informs day-to-day practice while macro

reflection informs practice over time (p.3-4)

Yet the concept of reflective practice and the central role it plays in school improvement

is not clearly understood by school leaders and teachers. Identifying how to facilitate

and support reflective practices will lead to a more consistent understanding of the

concept and its connections to professional growth and positive student outcomes.

Leading and supporting a team of reflective teachers requires a careful balance between

people skills and technical expertise. School leaders must build their capacity of

supervisory practices to include teacher reflection (Pultorak & Young, 2008). Reflection

is the key to successful professional development for teachers as teachers consider their

impact on student learning and strategically take action to restructure their instruction.

Zepeda and Ponticell (2019) identify supervision as the center for improvement of

instruction and describe supervision as the on-going process of engaging teachers in

instructional dialogue for the purpose of enhancing reflection about teaching and student

learning to modify teaching practices aligned with increasing student achievement.

Zepeda, Wood, & O'Hair (1996) go further and describe transformative supervision as the

interactions between the supervisor and teacher in an environment that reduces isolation

and encourages teachers to examine practices. More modern supervision theories stress

the importance of relational work that includes motivation, trust, and team building.

Instructional supervision is a blend of several leadership tasks that include supervision of

the classroom instruction, staff development and curriculum instruction (Zepeda and

Ponticell, 2019). RICO (Resilient Individuals, Communities and Organizations) states

that a critical aspect of supervision lies in its potential to educate and build the capacity

of teachers (Resilient Individuals, Communities and Organizations, 2010).

When reflective practices are common and routinely used by teachers in schools, teachers are empowered to chart their own course as they determine their own professional growth and development needs with the end goal of increasing student success and achievement. Based on these ideas, when supervision supports reflective practices school improvement becomes a reality (Wlodarsky, 2005). This study explored the perceptions of school level administrators and teachers around supervision and reflective practice. Examination of how school leaders support teachers' use of reflective practices through supervisory practices and the specific reflective practices most used by teachers will reveal perceptions of educators.

Statement of Problem

School leaders play a pivotal role in the school improvement process. Schools are challenged to develop appropriate skill-sets in their students as we shift from education to learning, with a focus on developing lifelong learning habits and skills. There is a persistence of using outmoded models of teaching in global compulsory education systems which is a barrier to effective learning (Benade, 2015). In order to improve and transform schools, leaders need to promote the importance of changing minds, not just practices, through the messy process of dialog, debate and reflection (Zmuda et al, 2004). School leaders must be able to provide support in ways that enable teachers to grow by using supervisory techniques that embrace reflective practice.

Public schools are held accountable to create systems in their schools in order to recruit and support highly qualified teachers. Districts received minimal funding from the federal government to be used for just such systems (U.S. Department of Education, 2003). In Maine, requirements were legislated for all districts to develop a performance evaluation and professional growth model that combined both formative and

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summative functions, with an emphasis of summative functions (State of Maine, 2015).

Districts were challenged to address the well-known tensions of role and authority when

supervising and evaluating teachers (Oliva & Pawlas, 2004).

Yet much of the professional development provided to teachers as part of this

process is typically done through in-service and workshop training methods which

generally can be described as one-day or half-day trainings, sometimes referred to as

one and done models.

Table 1.1 Events Leading to Performance Evaluation & Professional Growth Implementation

Date	Level	Action
2002	Federal	*No Child Left Behind Act of 2001* Becomes Law
2012	Maine	LD 1858 become Law, "*An Act to Ensure Effective Teaching and School Leadership*"
2014	Maine	LD 1747 becomes Law, "*Resolve, Regarding Legislative Review of Chapter 180: Performance Evaluation and Professional Growth Systems.*" Chapter 180 Takes Effect June 20th
2015	Maine	LD 692 becomes Law, "*An Act Regarding Educator Effectiveness.*" Chapter 180 Amended
2015	Maine	LD 38 becomes Law, "*An Act to Allow Sufficient Time for Implementation of the Performance Evaluation and Professional Growth System for Educators*"
2015	Federal	*Every Student Succeeds Act* becomes Law
2016	Maine	LD 1459 becomes Law, "*An Act to Clarify the Use of Student Data from the Statewide Assessment Test*"
2017	Maine	T-PEPG System Implementation

Professional development opportunities may be fragmented, lack focus and

relevance, and not measure changes in instructional practices (Joyce & Showers, 2002;

York-Barr et al, 2001). These trainings seldom take into account the level or skill set of the individual teachers involved and tend to lump everyone into the same training (Peixotto & Fager, 1998). Further, trainings often do not provide follow through and teachers may or may not make changes in their practices, with little monitoring from school leaders (Danielson & McGreal, 2000; Littky & Grabelle, 2004).

Fairman & Mette (2017) report that combining professional growth with summative evaluation creates conflict for teachers who instead might benefit from non-evaluative feedback to strengthen their skills and knowledge to improve practice. The confusion by administrators between supervision and evaluation may lead to teachers selecting professional development opportunities that are safe rather than challenging (Mette, et al., 2017). Fullan (2005) states that education needs a radically new mind-set for sustainable reform, suggesting that a deliberate, continual, systemic model for learning is critical in meeting the demands of today's classrooms. Research substantiates that well planned training and professional development, organizational support, and critical reflection create a framework that supports successful systemic change.

As teachers develop skills in reflective practice they begin taking responsibility for their own growth and development. Copper and Boyd (1998) posit that reflection is a method for facilitating teachers sustained change and growth. They argue that teachers must continually work to expand their knowledge in order to provide students with quality instruction and learning opportunities (Danielson, 2002). Reflective practices support teachers in critical self-analysis as they construct their own professional development. This process is critical in shifting from outdated models of teaching to effective instruction that facilitates student learning. There is a persistence of using

outmoded models of teaching in education systems which is a barrier to effective learning (Benade, 2015). Supervision that is connected to evaluation supports this outdated model of teaching, making choices for professional development that are hyper-focused on accountability outcomes and student assessment scores. Instead, what if schools used supervision and reflection as a way for school leaders and teachers to grapple with issues that are pertinent to teacher growth and more accountable to the success of the students and community needs?

School administrators continue to confuse supervisory practices with evaluative practices (Fairman & Mette, 2017). From personal experience as a school principal I recognize the reliance of principals on summative evaluation and directives as a way of shifting teacher practices. Supervision that is partnered with evaluation is usually based upon what principals observe during one or two classroom visits in a three-year period, resulting in a designation or rating on the summative evaluation. Principals may include comments that identify what needs to be improved upon and how teachers may do this; e.g. taking a course, reading a book, attending a workshop, etc. But this process limits teachers from thinking critically about their instructional practices, identifying their needs based on student outcomes and then creating an action plan to address identified issues. The current practice does not allow for teacher autonomy, instead suggesting that principals know best how to fix the problems identified by the principal.

Teacher evaluation can be useful as a way of removing underperforming teachers though a much larger majority of teachers need a system that provides formative feedback which can be used to improve instructional practices (Grissom & Bartanen, 2018; Mette et al. 2017). The confusion between supervision and evaluation interferes

with school leaders' ability to facilitate reflective practices with teachers. There is a gap between school leaders' professional beliefs about supervision and evaluation and state-level mandates that are determined by policymakers (Mette et al. 2020). State evaluation and growth models in Maine continue to connect high-stakes test scores and teacher performance ratings (Mette et al., 2020). In Maine, current PE/PG models require teachers to reflect on practices using self-assessment and written reflection as a way to provide evidence for the summative evaluation. Conversely, administrators must understand how to provide supervision that supports reflective practices for teachers, separate from evaluation strategies, in order to encourage teachers to analyze current practices, consider other actions and be more innovative as they explore new teaching methods to meet student needs. School principals may lack skills needed to support reflective practices in their teachers. Skills such as modeling reflective practices, giving feedback, coaching and mentoring need to become commonly used by every principal. Current supervision and evaluation practices are not meeting the needs of teachers which suggest the importance of identifying what school leaders need to know and do in order to facilitate the use of reflective practices in conjunction with solid supervision practices, but separate from evaluative practices. School leaders who focus their supervisory skills on facilitating reflective practices may have the potential to increase positive school and district cultures for teachers and students.

There is abundant research around reflective practice at the practicum and pre-teacher training level, including a variety of models that have been used as part of the training process (Osterman, 1990; Jay & Johnson, 2000). Research identifies positive impacts of reflection for teachers, students and schools (Osterman, 1990). Lack of

research around the conditions needed in schools shows how this research will provide a greater understanding of reflective practices for veteran and novice teachers.

Purpose

This study provided administrators and teachers the opportunity to examine successes and challenges related to the use of reflective practices as a way to spur improvement in their schools. The findings will allow school leaders to maximize the ongoing and continuous professional potential of their teachers as a way to identify best practices, increase pedagogical practices, increase student engagement and improve student outcomes: academic, civic and social-emotional. Supervisory practices that school administrators should have in place were identified in order to support the use of reflective practices by teachers with an end result of improving instruction, increasing student engagement and creating a culture of teacher autonomy. Reflective practices allow teachers the opportunity to be responsive to their instructional decision making by deliberately creating a self-directed plan of action as part of their own professional development, thereby increasing student engagement. All of these things positively impact the culture of the school, the school district and the larger community. They were explored through the lens of supervision.

The study identified school leader supervisory practices that contribute or impede the use of reflective practices by teachers. Specifically, the study examined administrator's understanding of and perceptions related to supervision, both evaluative and non-evaluative practices that promote the use of reflective practices. Teacher and administrator attitudes were examined to determine whether or not educators will engage in practices related to reflection based on the support given to them by their

administrator. The study also examined what teachers identify as challenges and needs for the practical implementation and application of reflective practices.

Research Questions

The study centered on three primary research questions examining evaluative and non-evaluative supervisory practices that support or impede the use of reflective practices by teachers. It also examined teacher and administrator perceptions as they related to the use of reflective practices:

1. What are the perceptions of school leaders and teachers related to reflective practices?

2. What supervisory factors contribute to school leaders supporting or impeding use of reflective practices to encourage professional growth of teachers and increase student engagement?

3. What connections do school leaders and teachers see between reflective practices and teacher growth?

Reflective Practices Defined

A clear definition of reflective practice based on literature related to supervision and teacher growth is necessary in order to understand the outcomes of this study. According to York-Barr et al. (2001), the method of reflective practice is spiraled in nature. Reflective practices involve continuous learning and improvement requiring participants to think critically about their craft both to refine teaching practices and to grow professionally. Reflecting on different approaches to teaching as a way of understanding past and current experiences can lead to improvement in teaching practices. By implementing a process of reflective practice, teachers will be able to move themselves, and their schools, beyond existing theories into practice.

Reflective practices provide a path to move teachers from their current

knowledge base of distinct skills to a stage in their careers where they are able to

modify their skills to suit specific contexts and situations, and eventually to

invent new strategies (Larrivee, 2000).

Without reflection, teachers may struggle to look objectively at their own actions or take

into account the experiences or consequences of actions that can lead to improvement of

their practice. (Leitch & Day, 2000) The process of reflection holds teachers accountable

to the teaching standards.

Overview of Methodology

In this quantitative study I compare the perceptions of both school principals and

teachers concerning reflective practice as it relates to evaluative and non-evaluative

supervision, while exploring the attitudes and behaviors of both school principals and

teachers through the lens of supervision, adult learning theory and reflective practice

theory. Participants in the study participated in a survey that included Likert scaled

responses and three open-ended response questions related to their attitudes around

reflective practice and supervision.

I collected data during April and May of 2021. The survey responses occurred

during the COVID-19 pandemic when there were a variety of school and learning

options being offered; in-person, remote and hybrid. All participants were asked to

respond to the same question twice; their perceptions before COVID and their

perceptions now. The responses from both administrators and teachers may reflect

differences based on the kind of school operation that was and had been occurring in

their district before and during the period of data collection.

I used the data from the survey to answer the research questions, comparing teacher and administrator responses. In quantitative data analysis, I used descriptive and basic inferential statistics (paired sample t-test, Bonferroni test with post-hoc analysis) to describe teacher and administrator perceptions and to determine if there were significant patterns in these perceptions across roles or based on population identification (where district is located). Open-ended questions were coded to identify emerging themes and to triangulate the perceptions of school principals and teachers concerning how and to what extent reflection occurs based on the kind of supervisory practices used. I present the research findings in a manner organized around the research questions and the conceptual framework.

Positionality

With the goal of school improvement in mind, a major consideration for school districts should be teacher effectiveness through the lens of supervision and reflective practices (Mette, 2017). The literature regarding supervision and evaluation identifies two processes that support school improvement; supervision and identification of best practices (Ponticell & Zepeda, 2004; Eady & Zepeda, 2007; Hazi & Ricinski, 2009). Using supervision, administrators provide non-evaluative feedback such as detailed instructional feedback, collegial dialogue about instruction, collaborative design of instructional plans to support teachers' use of reflective practices that may include. The identification and modeling of excellent instructional practices is a way to drive teacher growth and development, and together with supervision, supports school improvement. Ideally, a skilled supervisor that is not also the teachers' evaluator would provide the support in order to avoid role tensions (Zepeda & Ponticell 2020) but understanding

that is unlikely, supervisors should understand the differences between the roles and responsibilities of evaluators and supervisors (Glickman et al., 2018).

School districts have a lot of work to do, specifically the need to increase the use of reflective practices as a way to support ongoing teacher growth and development, teacher autonomy and efficacy. There are more barriers for the use of reflective practices than supportive factors when school leaders confuse the differences between supervision and evaluation. Often the use of evaluative effectiveness ratings by administrators is used as a way to drive teacher growth. Instead, the use of supervisory practices that include formative feedback should be used in order to allow school leaders the ability to maximize the ongoing and continuous professional potential of their teachers by identifying best practices and increasing pedagogical understanding. Supervisory practices that support the use of reflective practices, as opposed to enforcing high stakes accountability measures often enacted through teacher evaluation systems, have an end result of improving instruction, increasing student engagement and creating a culture of teacher autonomy, which are the key ingredients in school improvement.

Maine's PEPG model combines both professional growth and performance evaluation, but if Maine is truly interested in facilitating school improvement there will have to be more emphasis put on supervisory practices to support reflection and teacher growth and development. The challenge is evident: can Maine school leaders support positive school culture and climate through the use of supervisory practices as an effort to drive school improvement while meeting the desired intent of Maine's PEPG policy or does the intent of the Maine PEPG policy need to shift to include more emphasis on

supervisory practices and less emphasis on evaluative practices to support school improvement? Administrators must undertake this work with a focus on developing teachers by creating healthy school cultures where the use of reflective practices are embedded in daily practice.

CHAPTER 2

LITERATURE REVIEW

In this section I will review the theoretical literature that is relevant to this study, specifically supervision, teacher reflection and adult learning. The literature reviewed in this section addresses major themes in supervision, describing and clarifying the purpose of supervision while exploring the connection between supervision and reflective practices. This exploration is related to the study as there is a direct correlation between the use of reflective practices and supervisory practices.

Supervision is defined by examining various supervision models that illustrate the importance of school leadership in facilitating the professional learning of teachers. It is important to note that choices and values are involved as researchers explore different supervision models. I have chosen to focus on models that focus less on evaluation that is related to supervision.

There are descriptions of the need for purposeful relationships to support quality supervision. Terms such as care, collaboration and well-being are value-laden and sometimes appear in descriptions of supervision. In the literature the terms tend to be connected to school improvement and effective programming, as well as identify instruction, curriculum and staff development as important components of supervision.

Regarding specific aspects of this literature review, three main types of literature are reviewed: supervision, reflective practice models and adult learning. It is important to understand their relationship to one another and how each supports the other. Understanding how supervision is connected to adult learning theory and can support the use of reflective practices by teachers to promote professional growth and

development is the purpose of this study. In the next section I discuss three models of supervision; clinical, humanistic/artistic, and developmental/ reflective.

Supervision and Evaluation

The terms supervision and evaluation are frequently thought of interchangeably. Hazi and Ricinski (2009) recognize tension between both supervision and evaluation found in literature as early as 1920. The role of the administrator has evolved and understanding the distinction between supervision and evaluation is important. Formal evaluation now seems to dominate supervision to the point where the two are forever entangled (Range et al, 2014; Hazi and Ricinski, 2009). Practitioners and lay people often describe supervision as teacher evaluation within the school. Ponticell and Zepeda (2004) found that "for all teachers and for the vast majority of principals, supervision was, quite simply, evaluation" (p. 47). But the purposes of evaluation and supervision are vastly different. Evaluation is to assess the performance and determine job retention while supervision is to provide continual teacher support for professional growth and development. In the following sections I will describe different types of supervision, identifying the necessity of understanding the need for supervision to be quite separate from evaluation, if our goal is to support teacher growth and development.

Supervision. In literature the term supervision is defined in a variety of ways. Supervision may include both formal and informal feedback, conferencing, individual, large and small group activities and trainings, peer observations, data analysis, goal setting and reflection (Glickman et al., 2014, Ponticell & Zepeda, 2004; Eady & Zepeda, 2007; Hazi & Ricinski, 2009). Supervision can be provided by a wide range of people including principals, interventionists, coaches, peers, mentors, professional developers,

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to name a few (Alila, Määttä, & Uusiautti, 2015; Beach & Reinhartz, 1989; Oliva &

Pawlas, 2004; Wiles & Bondi, 2004).

Definitions of Supervision. Franseth (1961) defined supervision as leadership

that encourages a continuous involvement of all school personnel in a cooperative

attempt to achieve the most effective school program. It is the process of engaging

teachers in intentional dialogue that enhances their reflection about instructional

practices and student learning as a way of changing or shifting teaching practices to

increase student success, becoming the center of school improvement (Glanz & Zepeda,

2016; Halim, Buang & Meerah, 2010; Marzano, Frontier & Livingston, 2011;

Sergiovanni, Starratt & Cho, 2013). Within education, supervisors are primarily

responsible for district goals and communicating information considered necessary to

their achievement (Campbell et al. 1980). Tschannen-Moran and Gaeris (2009) define

supervision as an act of care for the well-being of one's charges, the ability to act on

guiding principles within unique or unpredictable situations, to apply expert judgement

in non-routine situations rather than acting on dictums. Oliva (1976) states that

supervisors work from any or all three of the following domains: (a) instructional

development, (b) curriculum development, and (c) staff development. Zepeda and

Ponticell (2019) state:

> There are voluminous amounts of literature that reinforces the view that
>
> supervision is the center for improvement of instruction. Supervision is the on-
>
> going process of engaging teachers in instructional dialogue for the purpose of
>
> enhancing reflection about teaching and student learning to modify teaching
>
> practices aligned with increasing student achievement. (p. 356)

Zepeda, Wood, & O'Hair (1996) specifically discuss transformative supervision as the

interaction in which the supervisor and teacher(s) are active in creating and supporting

a collaborative learning environment focused on reducing isolation and encouraging

teachers to examine and reflect upon their teaching. Instructional supervision is a blend

of several leadership tasks including supervision of the classroom instruction, staff

development and curriculum instruction (Lewis & Fusarelli, 2010; Blasé and Blasé,

2002).

Themes of helping, supporting and promoting teacher growth are common

throughout the literature. While supervision seems to be about the teacher, the ultimate

goal is to improve instruction and support student success. Supervision is directly

related to the needs of the teacher as the supervisor considers the strengths and needs of

the teachers, the organization and individual goals, and the stage of the adult learner.

Supervision Models. RICO (Resilient Individuals, Communities and

Organizations) describes a critical aspect of supervision lies in its potential to educate

and to build the capacity of teachers (2010). Pajak goes further stating there are popular

and lasting approaches to supervision (2000) including clinical supervision (Cogan,

1973; Mosher & Purpel, 1972), humanistic/artistic (Blumberg 1974; Eisner, 1982),

technical/didactic (Acheson and Gall, 2003; Hunter, 1980), and

developmental/reflective models (Costa & Garmston, 2002; Glickman, 1981; Schon,

1987; Smyth, 1989) which will be explored in more detail in this study. Blasé and Blasé ́

(2004) suggest that varied models provide a variety of procedures for observations,

feedback, and perspectives for supervisory interactions with teachers to enhance

teaching and learning.

Clinical supervision was defined by Cogan (1973) as being "focused upon the

improvement of the teacher's classroom instruction. Clinical supervision data includes

records of classroom events: "what the teacher and students do in the classroom during the teaching-learning process" (p. 9). The original model consisted of eight steps and was later condensed into three steps: planning the conference, observing, and evaluating or analyzing the lesson (Mosher & Purpel, 1972). Technical and didactic models of supervision emphasize techniques and hands-on approaches that are part of clinical supervision. Post-observation conferences are also an element of clinical supervision models, with the main purpose being to provide feedback to the teacher about their performance. Using the feedback from their supervision, teachers are able to reflect and analyze their own performance (Glanz & Zepeda, 2016; Oliva, 1993). Hunter (1980) identified six types of supervisory conferences to assist teachers in reflection and analysis; five are instructional conferences and the last is evaluative.

The humanistic approach to supervision was examined by Blumberg (1974), noting the human side of relationships between supervisors and teachers. Blumberg identified problems between teachers and supervisors, stating they were most often related to behavioral conflicts and personality differences. He went further by stating that the school was an organic social system and the norms and values of the school directly affect the relationships between teachers and supervisors. Well-developed relationships between teachers and school leaders suggested positive supervisory systems that lead to teacher growth and development.

Time has produced changes in supervision, specifically a shift from a directed orientation to one that focuses on the relationship between the teacher and the supervisor. Glickman (1981) examined developmental reflective models and suggested that when leaders think about supervision in a developmental manner they interact with

Table 2.1 Types of Supervision

Period	Type of Supervision	Purpose
1950-1975 Instruction reflection	Clinical, Humanistic	Improvement of Classroom Provide feedback that promotes and analysis
1975- 1985 Instruction, reflection	Clinical, Humanistic Artistic, Technical Didactic	Improvement of Classroom Increase Teacher Satisfaction Development of Relationships Provide feedback that promotes and analysis
1985 - Present Instruction Communities reflection	Clinical, Humanistic Artistic, Developmental, Reflective, Directive, Collaborative, Non-Directive, Coaching, Mentoring	Improvement of Classroom Increase Teacher Satisfaction Creation of Learning Expanding Student Engagement Provide feedback that promotes and analysis

staff in more effective ways. He went on to suggest that leaders should select approaches

based on the needs of the teacher with no one approach identified that will meet the

needs of all teachers. Glickman (2014) identified three orientations to supervision based

on purposeful behaviors of listening, clarifying, encouraging, presenting, problem

solving, negotiating, demonstrating, directing, standardizing, and reinforcing (pp. 17-

37). Directive orientation includes the major behaviors of clarifying, presenting,

demonstrating, directing, standardizing, and reinforcing. The final outcome would be an

assignment for the teacher to carry out over a specified period of time (Glickman et al.,

2013). Collaborative orientation includes the major behaviors of listening, presenting,

problem-solving, and negotiating. The end result would be a mutually agreed upon contract by the supervisor and teacher that would delineate the structure, process, and criteria for subsequent instructional improvement. Finally, the major premise of nondirective orientation is that teachers are capable of analyzing and solving their own instructional problems. Only when the individual sees the need for change and takes major responsibility for it will instructional improvement be meaningful and lasting. Therefore, the supervisor acts as a facilitator imposing little formal structure. The supervision style recommended in current literature is a collaborative model focused on reflective practice with teachers as the central actors. The supervision is tailored to the individual, a trusting relationship is developed between the teacher and supervisor and together they assume responsibility for instructional improvement (Zepeda, 2012; Glickman et al., 2013; Zepeda, 2006; Oliva & Pawlas, 2004;). The various supervision models have a singular goal of improving teacher effectiveness though they each have unique ways of accomplishing this goal. Reflection models of supervision allow school leaders and teachers to select an approach that best matches the needs of the teacher.

Challenges in Supervision. With the goal of supervision to create collaborative and trusting relationships to support teacher growth, there is tension when the supervisor is also the evaluator responsible for decisions about resource allocation and employment retention (Mette et al, 2017). Administrators, because of the tremendous list of other responsibilities, may struggle to find the time needed to adequately devote to supporting their teachers, a separate task from evaluation. Administrators may be further challenged as they transition between the roles of supervisor and evaluator. Literature regards supervision as important despite the challenges of school administrators filling dual roles (Oliva and Pawlas, 2004). Zepeda

(2006) suggests that this tension may become even more pronounced as school administrators try to manage a workforce with fewer and fewer qualified applicants as well as high attrition rates.

Reflection

Reflection is defined by a variety of authors in literature. It may include knowledge, contemplation, feelings, and conclusions as a way of looking forward to taking-action. Reflection can happen individually or in small or large groups (Cottrell, 2012; Boud et al, 1985; Schon, 1983, 1987). It is not a new idea. It has been explored through many lenses, and it has power in its ability to transform teaching and learning systems.

Reflection Defined. Reflection is the process for thinking deeply about something so that one can understand it more thoroughly and make sense of our experiences (Cottrell, 2012).

Boud et al (1985) define reflection as a person's response to an event: what he/she thinks, feels, does and concludes as it relates to the event. Schon (1983) proposes that professionals use their knowledge and past experiences as a way to look at new situations, make decisions and take-action. He called this professional artistry, a kind of professional competence that practitioners display in situations of practice. Reflective practice is defined as a practice of naming the things to which we will attend and framing the context in which we will attend to them (Schon, 1987). When teachers begin to understand their teaching practices through individual reflection, reflection in small groups, or as part of a school-wide reflection, they are more likely to improve their effectiveness and increase student achievement levels.

Table 2.2 Outcomes of Reflection

Author	Outcomes of Reflection
Argyris, 1980 methods and	Double-loop learning - thinking deeply to change improve efficiency
Schon (1983)	To look, make decisions and take-action To name, attend and frame the context
Boud (1985)	To think, feel and respond to an event
Cooper & Boyd (1998) collaboratively	Action Research done individually or
Glanz (1999) improvement	Action Research as a framework for school Teacher empowerment
Ferrance (2000) professionally	Systematic examination of own practice to grow
York-Barr (2001) thinking and	Use experiences and data to identify ways of behaving
Downey et al. (2004) common collaboration	Walk-throughs to improve practices as a system, language with follow reflective dialogue, collegial
Osterman and Kottkamp (2004)	Develops great self-awareness
City et al (2009) identifying best practices	Instructional rounds to improve culture,
Cottrell (2012)	To understand and make sense of an experience
Cimer et al. 2013; growth Rahimi & Chabok 2013	Enhances teaching experiences and professional
Biktagirova & Valeeva 2014; Gutierrez 2015	Promotes changes in teaching practices

Reflection and Supervision. Directive supervision does not create opportunities for reflection because of its correlation to controlled corrective supervision. Directive feedback relies on the supervisor to do the heavy lifting by

identifying the problem and then the solution (Glickman, Gordon & Ross-Gordon, 2013). Collaborative supervision provides some opportunity for teacher reflection though the effectiveness of this supervision may be related to the time provided by the supervisor for both the teacher and supervisor to reflect before moving to solution identification and action planning (Glickman, 2013, 1998). Beerens, Middlewood, Porter, Young and Odden (2000) ask the question, wondering if observations and feedback should focus on correction and training, or should they create conditions for reflective dialogue to develop professional competency and retain a career professional. Boud (1985) connects feelings to the process and states that they are essential to reflection. Negative feelings block learning and positive feelings enhance cognition and growth.

Non-directive supervision provides better opportunities for reflection. Teachers are encouraged to consider their perceptions of and feelings about their instruction. The supervisor does not share an opinion but instead, facilitates the teacher in identifying issues, exploring solutions and then creating a plan of action (Gebhard, 1990). The teacher commits to the plan and sets their own criteria for success. Authentic non-directive supervisory behaviors allow for collaboration and teacher leadership. Non-directive feedback encourages teachers to see themselves as agents of their own practice and in charge of the direction of their own learning which is an important aspect of transforming school organizations.

Reflection as Action Research. In the late 1940s, Stephen Corey was among the first to use action research in the field of education (Corey, 1953). Ferrance (2000)

defined action research as, "A process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (p.1). Action research is accomplished with different formats: individual action with reflection, individual action with collaborative reflection, or collaborative action with reflection (Cooper & Boyd, 1998).

The literature indicates that action research is a frame for school improvement; to enhance problem-solving and instructional decision-making; to promote self-assessment and reflection; to instill a commitment to continuous improvement; to create a positive school climate; to impact practice directly; and to encourage teacher empowerment (Cosner, 2009; Glanz, 1999). Glanz contended that action research helps practitioners glean insights into their practice. The process permits teachers to research and reflect on teaching to acquire knowledge and grow professionally (Ferrance, 2000). Action research is a form of reflection-for-action (Killion & Todnem, 1991). Teachers use past experiences, data, and research to identify a future way of behaving or thinking to produce an outcome (York-Barr et al., 2001).

Instructional rounds and classroom walk-throughs are other forms of reflection. The premise of instructional rounds is to build a common language and culture among members in a network while collecting data to inform best practices (Troen & Boles, 2014; City et al., 2009). Schools make a cultural transformation whereby practitioners have a deep understanding of good instruction and best practices. Instructional rounds are seen as a form of reflection-for-action (Killion & Todnem, 1991). The intent of classroom walk-throughs is to improve practices as a system, producing desirable results. Follow-up conversations transpire after the walk-through that is reflective in nature (Downey et al., 2004). The goal of this process is to create a level of collegial

collaboration and reflection toward instructional practices among teachers, which is considered a form of reflection-on-action (Schon, 1983).

The Power to Transform. The use of reflective practices has the potential to drive teacher growth and development, allowing for teacher autonomy as teachers identify and take-action based on their individual needs. Autonomy is essential in creating positive school cultures where teachers feel valued and motivated as they direct their own professional development. Reflection is an essential element in teaching and learning that supports the development of a teachers' ability to critically appraise their instructional practice, analyze assumptions and beliefs about teaching, analyze educational settings and contexts, and reframe their actions to enhance pedagogy (Barton & Ryan, 2014; Brookfield, 2002, 2017; Gutierrez, 2015; Larrivee 2000; Liston & Zeichner, 2013; Loughran, 2002).

Collaborative inquiry is a key component in transforming an organization. There are different ways that teachers can choose to engage in reflective practices. Reflection-on-action occurs after the teaching experience as teachers consider their instruction and student learning. Reflection-in-action allows the instruction and learning to be shaped while the teacher is engaged in the teaching. Critical reflection is based on teachers' positive feelings related to the problem/solution, a belief that they can make a difference, along with a school culture that supports reflection. Teachers are interacting, communicating, and exchanging ideas with each other and their school leader. Teachers collaborate with each other to design lessons that include plans for high-quality teaching and learning. After the lesson teachers discuss observations and data gathered during the lesson to draw out implications for teaching and learning (Lewis & Perry, 2013).

In review of the literature focused on reflection, there are a variety of reflective

models that provide numerous opportunities for teachers to select one that best supports their needs as a way to analyze their own teaching and learning, and create a plan to move forward. There are multiple ways for teachers to work reflectively; individually, with a colleague, in small or large groups or with their school leader, with the goal of building a common school language, examining instruction and identifying best practices (Lewis & Perry, 2013; Troen & Boles, 2014; City et al., 2009, Gersten et al., 2010).When given time and autonomy, teachers and supervisors can transform their school organizations.

Adult Learning

Leithwood, Seashore, Anderson and Wahlstrom (2004) report "that student achievement increases as districts increase adult collaboration in teams." When schools focus on teacher development that includes high levels of perception, complexity and decision-making students consistently are make success in school (Costa & Garmston, 2016). Drago-Severson (2009) states that school leaders struggle to create conditions that support teacher learning. She goes further by stating:

> Principals today are being asked to add leadership of instructional improvement to their managerial responsibilities. To do this they must become primary adult developers and architects of collaborative learning communities. (p. 11)

Drago-Severson (2009) identifies many types of learning but two stand out in their relationship to reflection: informational and transformational learning. Informational learning can be examined in light of traditional professional development; focusing on the increase of knowledge and skills. Transformational learning relates to the development of cognitive, emotional, interpersonal, and intrapersonal capacities that enable a person to manage the complexities of their work. Transformational learning is

associated with an increase in individual developmental capacities which enable a person to have a broader perspective on him- or herself (Cranton, 1996; Kagan, 2000; Merizow, 2000).

Brookfield (1986) contends that adults acquire skills through the process of investigation and exploration, followed by action grounded in the exploration, then reflection on the action, leading to further investigation and exploration. During this process, teachers cycle back and forth between current and new knowledge (Even, 1987). Cooper and Boyd (1998) state that ongoing discussions with time to analyze one's own experiences is the richest source of adult learning.

Table 2.3 Adult Learning

Author	Learning Type
Even, 1987	Cycling between current and new knowledge
Brookfield, 1996	Investigation and exploration of own experiences
Cooper & Boyd, 1998	Discuss and analyze own experiences
Cranton, 1996 Kagan, 2000 Merizow, 2000 Kolb & Kolb, 2009	Transformational - increase capacities to have broader perspective on self
Drago-Severson, 2009	Informational - traditional professional development to increase knowledge and skill
	Transformational - development of cognitive, emotional, interpersonal, and intrapersonal capacities

Teachers function across a continuum making it important for supervisors to understand those ways of knowing in order to support their development (Drago-Severson, 2009). Instrumental knowers have concrete needs and expect directive support. Social knowers value their relationships with others and care what others think

about them. Self-authoring knowers are confident in themselves and their self-direction.

Self-transforming knowers are open to other's ideas. Supervisors must understand what

teachers need and their ways of knowing in order to provide appropriate support for

growth and development. Glickman et al. (2014) suggests that developmental

supervision that is based on teacher levels of need assists teachers' cognitive growth.

Table 2.4 Adult Ways of Knowing

Knower	Ways of Knowing Characteristics
Instrumental Knower	Expect direct support Reliance of rules Rule Orient Self Others are helpers or obstacles Do not think abstractly
Socializing Knower	Other focused self Capable of thinking abstractly Defined by judgement of others, society expectations Approval of others is important Conflict is a threat to self
Self-Authoring Knower attaining	Doing for each other supports each of us in our own goals Reflective self Internal Authority Self can hold contradictory feelings simultaneously
Self-Transforming Knower	Collaboratively reflect on practices and explore alternatives Open to other points of view Accepts and shares feedback to develop a bigger self

(Drago-Severson, 2009)

Creating opportunities for school leaders to engage in reflection on practice is

crucial to a school community (Byrne-Jimenez & Orr, 2007; Donaldson, 2008;

Leithwood & Jantzi, 1998) and as a way of modeling and supporting teachers in the use

of reflection. The National Staff Development Council (2018) states that effective professional development should include opportunities to engage in reflective practices. Osterman and Kottkamp (2004) define reflective practice as a method for developing a greater self-awareness about the nature and influence of leadership. School leaders and theorists have identified reflective practice as a mechanism that supports personal and professional learning and growth in both teachers and administrators (Kagan & Lahey, 2009; York-Barr et al. 2006; Brookfield, 1995). On-going job embedded professional development, such as reflection, leads to increased student success when teachers are given the time and support to identify and try out new strategies, and provided individual support for school leaders to analyze student learning and teacher impact on that learning (Althauser, 2015).

The overall purpose of reflective practices is behavioral change and improved performance (Wang & King, 2008; Posner, 2005; Osterman & Kottkamp, 1993). When teachers better understand their work and the reason behind each decision they make, they will grow as professionals (Gordon & Ross-Gordon, 2014). Huffman and Hipp (2003) believe that when teachers reflect frequently on their practices, assess their effectiveness, study collectively, and make decisions based on needs, they are functioning as a community of professional learners. Osterman (1990) states, "Professional growth often depends not merely on developing new ideas or theories of action, but on eliminating or modifying those old ideas that have been shaping behavior" (p. 135).

The literature does not consistently draw conclusive connections between supervision and reflective practices though there are correlations between supervision and professional development and professional growth and reflection. Reflective

theorists believe that the use of reflective practices by teachers results in productive transformations of both the teacher and the school system. The goal of this study is to focus on the supervisory conditions that support or impede the use of reflective practices by teachers in schools in Maine.

Conceptual Framework

Reflective practice can be a driver of teacher growth and development, allowing educators autonomy to identify specific individual needs in order for professional growth to happen. With the right supervisory supports, teacher autonomy can bolster a positive school culture, highlighting teachers who are motivated and feel valued as they are responsible to direct their own professional growth and development. Additionally, reflection is an essential element in teaching and learning and fosters a teachers' ability to critically analyze their own teaching practices, confront their beliefs about teaching, and reframe their actions to enhance pedagogy (Barton & Ryan 2014; Brookfield 2002, 2017; Gutierrez 2015; Larrivee 2000; Liston & Zeichner 2013; Loughran 2002).

Critical reflection enhances teaching experiences and professional growth of teachers in schools (Cimer et al. 2013; Rahimi & Chabok 2013). Additionally, it promotes changes in teaching practices (Biktagirova & Valeeva 2014; Gutierrez 2015) resulting in school reform by stimulating administrators, teachers and students to look critically to analyze and make a plan to move forward. Self-directed teachers take-action to improve both teaching and learning processes and students are motivated to use their voice to chart their own in their learning journey. Within these supportive environments, administrators seek ways to empower teachers to move beyond current practices as they explore and create new ways of doing. This is supervision at its best.

Reflective practice theory is mainly attributed to Donald Schon, who claimed that the actions of teachers are based on their knowledge and in order to build new knowledge they must look past their current experiences and feelings. Teachers can examine experiences and feelings in two ways; while in action, called reflection-in-action, and after the action, referred to as reflection-on-action. Reflection-in-action occurs when the teacher pauses to consider something that happened while teaching, forcing the teacher to think about the instruction and learning as it is taking place. As a result, teachers become researchers when reflecting-in-action. There are limitations to reflection-in-action. As teachers pause and consider during the lesson, the flow of teaching is slowed. Teachers can also reflect after the instruction in order to discover how their teaching actions impacted learning outcomes resulting in the teacher reshaping their actions (Schön, 1983).

Double-loop learning is the process of thinking more deeply about one's own assumptions and beliefs (Argyris, 1980). Double-loop learning involves changing methods and improving efficiency to obtain established objectives. When compared to double-loop learning, single-loop learning involves doing things right, while double-loop learning focuses on doing the right things and encompasses the methods that describe reflective practices.

A third reflective practice theory was expanded by Killion and Todnem (1991). They suggest that by considering past and present teaching actions, new knowledge is generated that will inform future teaching practices; reflection occurs before the action (teaching) to inform desired outcomes. Additionally, the teacher may engage in reflective practice individually, with a partner, in small groups or as part of a large group. Therefore, the method of reflective practice is a spiral and involves continuous

learning and improvement requiring teachers to think critically about their craft in order to refine their teaching practices and to grow professionally (York-Barr et al., 2001). Figure 2.1 depicts York-Barr's process for reflective practice.

Figure 2.1 Reflective Practice
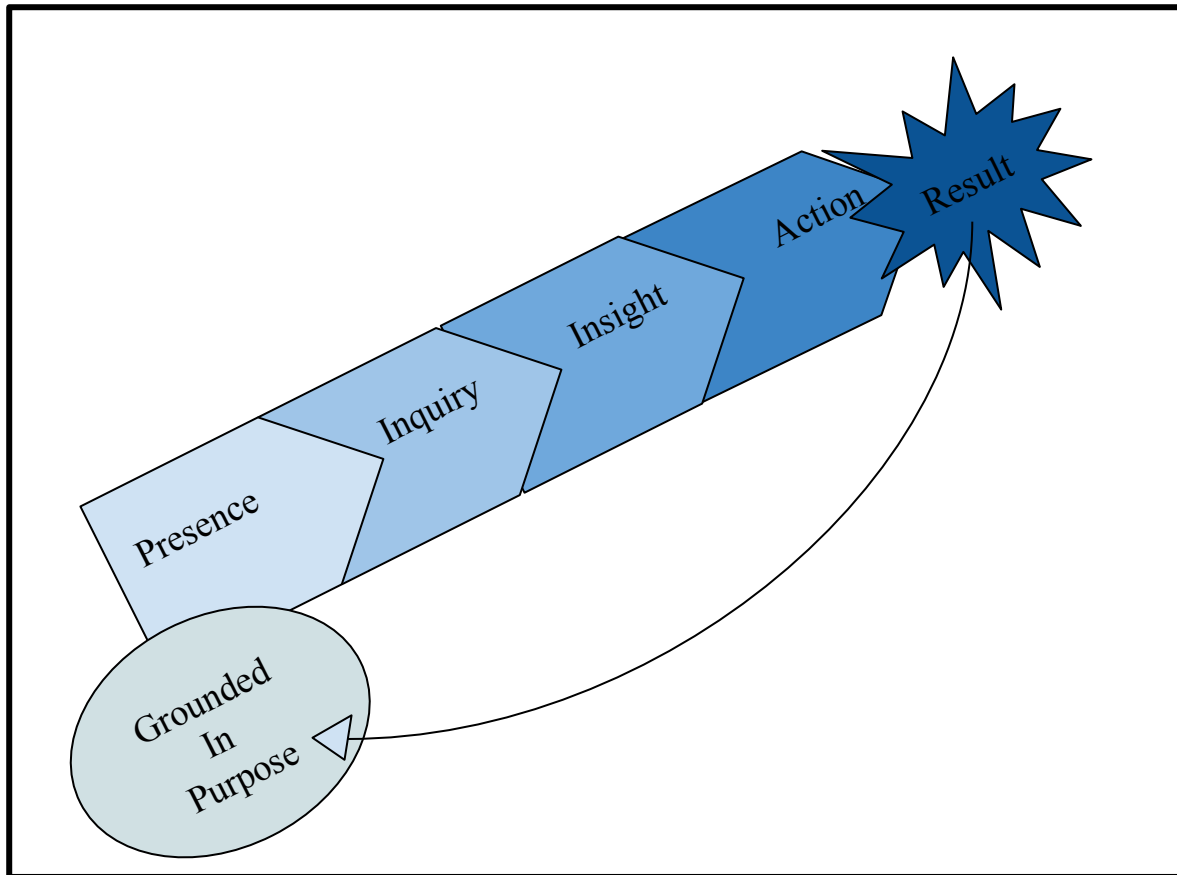
York-Barr, 2001, Reflective Practice for Renewing Schools

Supervision provides multiple opportunities for reflection with school leaders encouraging teachers to consider their perceptions and feelings about instructional events. (Glanz & Zepeda, 2016; Halim, Buang & Meerah, 2010; Marzano, Frontier & Livingston, 2011; Sergiovanni, Starratt, & Cho, 2013). When the process is done well, the school leader does not share opinions but instead, facilitates the teacher in identifying issues, exploring solutions and then creating a plan of action (Gebhard, 1990) with the

teacher setting the criteria for success. These supervisory behaviors create teacher autonomy and a collaborative spirit between the teacher and school leader. Furthermore, supervision that encourages reflective practices allows teachers the opportunity to see themselves as agents of their own practice and in charge of the direction of their own learning which is a critical aspect of school improvement. (Zepeda & Ponticell, 2019)

This study focuses on the supervisory practices by Maine school principals that contribute to the use of reflective practices by teachers. By identifying the factors that influence reflection, school leaders have the ability to create systems in schools that will directly impact school culture and student success. Further, school leaders will need to initiate their own professional development, build upon their own capacity to use and model reflective practices, in order to support the reflective practice needs of their staff. Determining what district and school leaders know and understand about reflective practices uncovers their values as they relate to professional growth of the teacher, supervision, and evaluation. Based on those understandings and perceptions, the study unveiled supervisory practices that are currently in place that both support and impede the use of reflective practices by teachers and its impact on high-quality professional development in order to meet individual teacher needs. Administrators need to consider the tension created in their dual role of evaluator and supervisor, the impact that supervisory practices have on the culture of the school and the direct correlation between those practices and school improvement (Mette et al., 2017). Teacher attitudes toward reflective practices determine whether or not educators will engage in or choose to avoid those practices.

The conceptual framework represents the challenges that school leaders and teachers face related to the use of reflective practices. The analysis of the data is used to answer the research questions, describing what teachers and administrators identified as challenges and needs to support the implementation or continued use of reflective practices. The data obtained from this study can inform district and school leaders of the benefits of reflection to enhance teacher professional growth, improve student outcomes and school improvement. The data can also inform practices related to supervision and its connections to reflective practice. Reflection is a practice that can be used to facilitate sustained change and growth in a teacher (Copper & Boyd, 1998). Teachers must continuously put effort into expanding their knowledge in order to provide students with quality instruction and learning opportunities (Althauser, 2015; Danielson, 2002). This study identifies supervisory processes that can be used by school leaders to reinforce positive student outcomes in their schools as a way of reducing the immense pressure related to school improvement. Ultimately, in describing these factors that support or impede the use of reflective practices, how schools in Maine can adjust the tension between supervision and evaluation as a way of bolstering school culture and improvement is also revealed.

Figure 2.2 Conceptual Framework to Increase the Use of Reflective Practices

Tension Between Supervisor And Evaluator Role

Lack of Professional Understanding about Reflective Practices

Supervisory Practices that Support Reflective Practices

Must have Trusting Relationships between Teacher and Supervisor

Professional Growth and Development of Teachers

Promotes Positive School Culture and Increases Student Success

Reflective Practices

Teachers and Administrators Identify and Use Best Practices

Dept. of Education and Policy Makers Mandates for PE/PG models that emphasize evaluation over supervision

Supervisory Practices that Inhibit Reflective Practices

Training Needed for both Teachers and Administrators

Attitudes about Reflective Practices

High stakes test scores tied to teacher performance

Tensions that Inhibit Reflective Practices
(outside the circle)

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CHAPTER 3

METHOD

Setting and Context

School leaders are responsible to show constant evidence of school growth and improvement. School improvement requires tremendous planning and effort with integral components such as high-quality professional development to enhance teacher skills and knowledge, reflective practices that support teacher autonomy, and student engagement as a way to improve student outcomes, specifically academic achievement, civic responsibility, and social-emotional development (Nettles & Herrington, 2007). There is an increasing recognition that the teacher is at the center of any attempt to improve the quality of teaching and learning, and any attempts for school improvement and teacher effectiveness rely on professional development (Levine, 2005). In order to improve and transform schools, leaders need to promote the importance of changing minds, not just practices, through the messy process of dialog, debate and reflection (Zmuda et al, 2004). School leaders must be able to provide support in ways that enable teachers to grow by using supervisory techniques that embrace and support reflective practices. Zepeda and Ponticell (2019) identify supervision as the center for improvement of instruction and describe supervision as the on-going process of engaging teachers in instructional dialogue for the purpose of enhancing reflection about teaching and student learning to modify teaching practices aligned with increasing student achievement.

Reflective practices support ongoing professional growth and development for teachers. Yet the concept of reflective practice and the central role it plays in school

improvement is not clearly and fully understood by school leaders. Identifying how to facilitate and support the use of reflective practices by teachers can lead to a more consistent understanding of the concept and its connections to professional growth and positive student outcomes, leading to school improvement. Leading and supporting a team of reflective teachers requires a careful balance between people skills and technical expertise. School leaders must build their capacity of supervisory practices to include teacher reflection (Pultorak & Young, 2008). Reflection is the key to successful professional development for teachers as they consider their impact on student learning and strategically take action to restructure their instruction.

In Maine, the performance evaluation and professional growth model (PEPG) has created tension between the roles of supervision and evaluation. The model strongly focuses on the aspect of summative evaluation with little emphasis on supervisory practices. Fairman & Mette (2017) state that combining professional growth with summative evaluation creates conflict for teachers who instead might benefit from non-evaluative feedback to strengthen their skills and knowledge to improve practice. The confusion by administrators between supervision and evaluation may lead to teachers selecting professional development opportunities that are safe rather than challenging (Mette, et al., 2017). Fullan (2005) states that education needs a radically new mindset for sustainable reform, suggesting that a deliberate, continual, systemic model for learning is critical in meeting the demands of today's classrooms. Research substantiates that well-planned training and professional development, organizational support, and critical reflection create a framework that supports successful systemic change.

However, both summative and formative components of the PEPG model can work in harmony by building an understanding of excellent teaching and providing supervisory practices that include non-evaluative feedback. This will support teachers in using reflective practices, allowing teachers to identify their own professional growth. Zepeda (2006) speaks to supervisory needs: "Teachers need support and leaders willing to make supervision a precursor to annual evaluation. The intents behind supervision and evaluation are quite different; however, evaluation without supervision first smacks of professional malpractice" (p. 68).

It is imperative that supervision includes and supports the use of reflective practices by teachers, allowing teachers to engage in critical self-analysis in order to construct their own plan for professional development. This process is critical in shifting from outdated models of teaching to effective instruction that facilitates student learning. There is a persistence of using outmoded models of teaching in education systems which is a barrier to effective learning (Benade, 2015). Supervision that is connected to evaluation supports this outdated model of teaching, pushing teachers to make professional development choices that are hyper-focused on accountability outcomes and student assessment scores instead of on improvement of instruction. By providing supervision that supports reflection, school leaders and teachers are able to grapple with issues that are pertinent to teacher growth and more accountable to the success of the students and school improvement.

As I began my research there were numerous studies to be found in the literature on Maine's PEPG model conducted by the Maine Education Research Policy Institute (MEPRI). The studies included surveys and interviews of school leaders and statewide review of district PEPG plans. While reflection is included in the state model, it is a

small piece of the overall plan. My research builds on the premise that while the PEPG model is a good first step in developing a statewide approach to evaluation, it is missing reflective practice components that support and sustain teacher professional growth. My research builds upon the state concept by (1) identifying the need to emphasize supervision rather than evaluation, (2) focusing on supervisory practices that will support teacher growth through the use of reflective practices, and (3) identifying reflective practices that support teacher growth and have the potential to increase student engagement. In addition to contributing to the literature, I designed my study to inform policymakers about the needed changes to the current PEPG model and to inform school leaders and teachers about successes that can be realized when supervisory practices are separated from evaluation models, and reflective practices become the focus of teacher professional growth.

As described in Chapter 1, the purpose of this study was to examine the use of reflective practices as a way to spur improvement in schools. Specifically, the goals are to describe the perceptions and attitudes of teachers and administrators regarding supervision and its impact on the use of reflective practices and to identify what, if any, reflective practices are currently being used. To fulfill this purpose, I used a mixed method study approach, combining elements of both quantitative and qualitative research to survey both teachers and administrators about supervisory practices that support reflection. It is important to note that the study was conducted during the 2020/2021 school year when Maine schools were enveloped in the COVID pandemic. There were a variety of different teaching and learning styles taking place in Maine; in-person, remote, and hybrid. The survey did ask participants to respond considering their perceptions about reflective practices both now and before COVID. Thus, teacher

responses and administrator responses may vary based on their experiences at the time of the survey. More research is needed in the coming years to accurately gauge perceptions and attitudes about supervision and reflective practices.

In this chapter, I describe the methodology used in this study. I begin with research questions. Next, I describe the study design, including instrumentation, recruitment of participants, data collection, management of data, and analysis of data. I conclude the chapter by describing biases I potentially bring to the study and my efforts to mitigate those biases to yield a trustworthy study.

Research Design

This study used a mixed-methods approach in order to test specific hypotheses, specifically how supervisory practices support or impede the use of reflective practices by teachers. The nature of a mixed-methods study is to combine both quantitative and qualitative data to provide a better understanding of the research problem. Quantitative and qualitative data was gathered through a survey of moderate numbers of respondents that were randomly selected for participation with a projectable result that can be applied to the larger general education population in Maine. This was accomplished through the use of a descriptive rating, Likert-type survey (1- Strongly disagree – 4 Strongly Agree) which was used to collect data from both teachers and administrators throughout Maine. The survey was developed around 4 constructs; evaluative feedback, non-evaluative feedback, practices to change instruction and perceptions of reflective practices. The survey also contained 8 demographic questions to better understand the background characteristics of the participants; for teachers: (1) level of school, (2) current teaching assignment (3) number of students enrolled in

school, (4) average class size, (5) number of years in current position, (6) total number of years teaching, and (7) gender; for administrators: (1) level of school, (2) student enrollment, (3) average class size, (4) years in current position, (5) total number of years as an administrator, and (6) gender. The final section of the survey contained 3 open-ended questions (qualitative) that provide information that may not have been covered in the Likert questions of the survey. The study asked respondents to consider their current perceptions of supervision and reflective practices as well as their perceptions prior to COVID, understanding that there were differences in teaching and learning before and during COVID.

In the approach of this study, a mixed-method survey (see the instrument in Appendix C and D) was used to objectively identify teacher and administrator perceptions using descriptive and inferential statistics to describe supervisory practices that support or impede the use of reflective practices by teachers. Demographic data collected aided in identifying and describing patterns in respondent experiences and perceptions. Qualitative data was gathered through open-ended responses in order to gather more detailed information that may not be available through the survey questions. This data aids in rich description and analysis of perspectives on evaluative feedback, non-evaluative feedback and how reflective practices may and may not be supported through supervision and evaluation practices. Specifically, open-ended responses were coded using valence coding. This valence-based approach entailed the researcher grouping positive and negative emotional responses to questions as a way to identify similar influences of perceptions. Quantitative data was analyzed using descriptive and basic inferential statistics to describe how teachers and administrators

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experience supervision and evaluation as ways of supporting the use of reflective practices.

In the study design, the following sequence was utilized: a pilot survey to randomly selected teachers and administrators, followed by revisions to the mixed method survey instrument based on the data. Again, using randomly selected administrators and teachers (from the NEO Maine education database) based on population percentages from NCES locale codes, the survey was distributed via email to all participants. The number of survey responses were monitored routinely and email reminders were sent to participants that had not completed the survey as a way to generate more survey responses. Finally, data analyses of survey responses were conducted to complete the process.

Research Questions

The study centered on three primary research questions examining evaluative and non-evaluative supervisory practices that support or impede the use of reflective practices by teachers. It also examined teacher and administrator as they related to the use of reflective practices:

1. What are the perceptions of school leaders and teachers related to reflective practices?

2. What reflective practices encourage professional growth of teachers and change instructional practices?

3. What connections do school leaders and teachers see between reflective practices and teacher growth, and student engagement and school culture?

It is important to note that the study was conducted during the 2020/2021 school year, when Maine schools were enveloped in the COVID pandemic. There were a variety of different learning styles taking place in Maine; in-person, remote and hybrid teaching and learning. Some schools were fully in person during this year, others were fully remote, while others offered a hybrid approach. Participants were operating in a new normal and reacting and responding to the stress that was brought on by a pandemic. It should be noted that Maine DOE did not require school districts to follow current PE/PG mandates for supervision and evaluation during this school year. Participants responded to the survey based on their current mode of teaching. Many had not physically been in a school building during the 2020/2021 school year. Therefore, the study that was designed to capture responses related to perceptions now (during the pandemic) and before Covid may only have captured perceptions before Covid.

Methods

Participant Selection. The sample for this quantitative study is teachers and administrators in Maine. Participants were randomly selected from the Maine Education NEO database. At the time of the survey there were 15,761 Maine teachers and 546 principals working in Maine. I used the National Center for Educational Statistics (NCES) to classify district locations by population zones. Districts in Maine were classified into nine population locales. (see Table 3.1 below)

Using these classifications, districts/teachers/administrators were sorted. Then, using a random generator, teachers and administrators were selected to receive an email inviting them to participate in the study. Invitations were emailed to 800 teachers and

444 principals in each zone. The quantitative survey yielded a total of 114 teachers surveys and 100 administrator surveys returned. The return rate for teachers was 14.255% and 22.3% return rate for administrators. The percentages did not meet the projected return rates of 25-30% for either teachers or administrators. Even with three email reminders, it can be hypothesized that educators were under too much stress or pressure to find the time to participate in the survey. During data analysis, 35 teacher and 18 administrator surveys were found to have very few questions answered.

Table 3.1 NCES Locale Codes based on Population

Classification	# of Districts	Percentage
1. City Small	49	8.9%
2. Suburban Midsize	52	9.5%
3. Suburban Small	24	4.4%
4. Town Fringe	18	3.3%
5. Town Distant	39	7.1%
6. Town Remote	24	4.4%
7. Rural Fringe	86	15.7%
8. Rural Distant	169	30.9%
9. Rural Remote	85	15.5%

These surveys were set aside leaving 79 respondents with a 9% response rate for teachers and 82 respondents with a 19.8% response rate for administrators. (see Table 3.2)

Table 3.2 Teacher/Administrator Invitation to Participate based on NCES Locale Code Percentages

Classification Participants	# of Teacher Participants	# of Administrator Participants
City Small	84	39
Suburban Midsize	109	42
Suburban Small	42	20
Town Fringe	34	14
Town Distant	65	32
Town Remote	46	20
Rural Fringe	139	69
Rural Distant	211	139
Rural Remote	70	69

I believe though the response rates are small the results can still be generalized and provide information to the educational field. (see Table 3.3)

Table 3.3 Teacher and Administrator Survey Response Rates

Classification	Teacher	Administrator
Small City	15/18%	12/30.7%
Suburban Midsize	18/16.5%	7/16.6%
Suburban Small	8/19%	8/40%
Town Fringe	12/35%	14/100%
Town Distant	8/12%	1/3%
Town Remote	3/6.5%	2/10%

Table 3.3 Continued

Rural Fringe	29/20.8%	12/17%
Rural Distant	21/10%	30/21.5%
Rural Remote	0/0%	11/15.9%

qData Collection. The data was gathered from separate surveys of both teachers and administrators about their perceptions of the role of supervision and its response to reflective practices through a self-administered online survey using Qualtrics. The survey results were collected and accessed through Qualtrics. After gathering the quantitative data from Qualtrics, the data was organized numerically and analyzed looking for averages and patterns. Gathering perceptions from both teachers and administrators allowed this researcher to cross-check the data and test for the reliability and validity of the measures.

Survey respondents identified themselves as follows:

Table 3.4 Respondents by Grade Level

	Teachers	Administrators
Elementary Level	36/31.5%	40/40%
Middle School Level	16/14%	14/14%
High School Level	34/29.8%	15/15%
Elementary/Middle	3/2%	8/8%
Middle/High	3/2%	3/35
K-12	-	1/1%
Other	-	5/5%
No Response	13/11%	6/6%

Instruments and Protocols. In addition to demographic information, the teacher

mixed methods survey (Appendix C) included item types in four constructs aligned to

the research questions: (1) usefulness of types of evaluative feedback from your

principal to improve teaching performance, (2) usefulness of types of non-evaluative

feedback to support reflective practices to improve instruction, (3) usefulness of actions

to change instructional practices, and (4) feelings about reflection as they relate to

instructional practice. All constructs were measured using a 1 - 4 Likert scale rating (1 =

strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) about the usefulness and

feelings about the reflective practice and supervisory process.   The final section

included three open-ended questions and solicited participant perceptions to yield more

data regarding the following: (1) the support provided by administrators to use reflective

practices, (2) use of reflective practices and its connection to own professional

development, and (3) impact of reflective practices on student engagement and school

culture.

The administrator mixed methods survey (Appendix D) included item types in

four constructs aligned to the research questions: (1) usefulness of providing evaluative

feedback to your teachers to improve their teaching performance, (2) usefulness of

providing non-evaluative feedback to your teachers to improve their teaching

performance, (3) usefulness of teacher actions to change teacher instructional practices,

and (4) feelings about reflection to support reflection by teachers and improve

instructional practices. All constructs were measured using a 1 - 4 Likert scale (1 =

strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) about the usefulness and

feelings about the reflective practice and supervisory process.   The final section

included three open-ended questions and solicited participant perceptions to yield more

data regarding the following: (1) providing support to teachers to use reflective practices, (2) use of reflective practices and its connection to teacher professional development, and (3) use of reflective practices and its connection to student engagement and school culture.

The mixed-methods survey was validated and refined as described above (Appendix C and D). The survey took 10-15 minutes for participants to complete. The survey was created and distributed to participants using Qualtrics, an online survey format. The survey did collect email addresses and that information was used to identify NCES locale codes but responses were not tagged to specific people by their emails. The survey was distributed via email lists of teachers and administrators. The email included a cover letter describing the research project along with the risks and benefits of participation to inform consent. There was also a brief description of the survey once the participant opened the link (Appendix A and B).

Management of the Data. Following quantitative and qualitative data collection, I masked participant names (and other identifying information) in data analysis. The data and key were maintained in a password-protected environment; there were no paper documents. The key and any identifying information will be destroyed within six months of completion and acceptance of this research by the University of Maine Graduate School. SPSS (quantitative analysis software), spreadsheet, and database software were used to aid in analysis.

Piloting and Validation. To enhance the quality of the study, I piloted the mixed method survey, sending out 100 invitations to randomly selected teachers and administrators using NCES (National Center for Educational Statistics) locale codes.

Pilot responses included 50 teachers and 35 administrators. The pilot served two purposes: to use validation strategies to improve the instrument and to review the open-ended responses to ensure those constructs were written to elicit the type of data intended.

On scaled response items (i.e., Strongly Disagree / Disagree / Agree / Strongly Agree), I used Cronbach's alpha to determine the consistency of answers on each construct and to aid in identifying any questions that should be changed or eliminated to increase validity (McMillan & Schumacher, 2010). These results are shown in the tables below. Based on the alpha scores for each construct and the overall total for all items, I retained all items in these constructs. The overall Cronbach alpha for the pilot teacher survey was **.944 (N = 33)**.

Table 3.5 Teacher Construct 1: Usefulness of Types of Evaluative Feedback to Improve Teaching Performance from Pilot Survey

Item **Construct: How useful is receiving the following types of evaluative feedback from your principal in improving your teaching performance?**	Mean	Cronbach Alpha
1. A. Evaluating instructional practices BEFORE COVID	2.90	.703
B. Evaluating instruction practice NOW (DURING)	2.42	
2. A. Evaluating instruction strengths BEFORE COVID	2.87	.771
B. Evaluating instruction strengths NOW(DURING)	2.65	
3. A. Evaluation instructional areas for improvement BEFORE COVID	2.87	.812
B. Evaluation instructional areas for improvement NOW(DURING)	2.45	
4. A. Target professional development based on school goals BEFORE COVID	2.68	.699
B. Target professional development based on school goals NOW (DURING)	2.39	
5. A. Target professional development based on individual goals		

Table 3.5 Continued

	Mean	Cronbach Alpha
BEFORE COVID	2.77	.826
B. Target professional development based on individual goals NOW (DURING)	2.55	
	2.52	
6. A. Providing a summative evaluation rating BEFORE COVID		
	2.10	.652
B. Providing a summative evaluation rating NOW (DURING)		

Notes. Overall Cronbach's alpha for the construct **(N = 31) was .933**. Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

Table 3.6 Teacher Construct 2: Usefulness of Types of Non-Evaluative Feedback to support Reflective Practices from Pilot Survey

Item **Construct: How useful are the following types of non-evaluative reflective practices in providing feedback to improve instruction?**	Mean	Cronbach Alpha
1. A. Reflecting alone about your own teaching; before, during and/or after instruction BEFORE COVID	3.25	.816
B. Reflecting alone about your own teaching; before, during and/or After instruction NOW(DURING)	3.13	
2. A. Reflecting with a colleague about your teaching BEFORE COVID	3.16	.948
B. Reflecting with a colleague about your teaching NOW(DURING)	3.16	
3. A. Reflecting with a colleague about their teaching BEFORE COVID	2.91	.518
B. Reflecting with a colleague about their teaching NOW (DURING)	3.13	
4. A. Reflecting in a group about teaching practices BEFORE COVID	2.97	.801
B. Reflecting in a group about teaching practices NOW (DURING)	2.88	
5. A. Reflecting with your school leader about your teaching BEFORE COVID	2.88	.849
B. Reflecting with your school leader about your teaching NOW (DURING)	2.84	

Notes. Overall Cronbach's alpha for the construct **(N = 32) was .893**. Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

Table 3.7 Teachers Construct 3: Usefulness of the Reflective Actions to Change Instructional Practices from Pilot Survey

Item **Construct: How useful are the following actions in changing your instructional practices?**	Mean	Cronbach Alpha
1. A. Observing another teacher's instruction BEFORE COVID	3.36	.665
B. Observing another teacher's instruction NOW (DURING)	3.04	
2. A. Being observed by another teacher and debriefing after BEFORE COVID	3.16	.413
B. Being observed by another teacher and debriefing after NOW (DURING)	2.92	
3. A. Journaling about your own instruction BEFORE COVID		.
B. Journaling about your own instruction NOW (DURING)	2.56	.900
4. A. Examining student data BEFORE COVID	2.36	
B. Examining student data NOW (DURING)	3.12	.788
5. A. Using social media to gather new instructional ideas BEFORE COVID	2.80	
	2.40	.886
B. Using social media to gather new instructional ideas NOW (DURING)	2.52	
6. A. Reading a book or article for new instructional ideas BEFORE COVID		
	2.96	.677
B. Reading a book or article for new instructional ideas NOW (DURING)	2.84	
7. A. Co-planning a lesson with another teacher BEFORE COVID		
B. Co-planning a lesson with another teacher NOW (DURING)	3.08	.847
	2.92	

Notes. Overall Cronbach's alpha for the construct **(N = 25) was .780**. Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

Table 3.8 Teacher Construct 4: Feelings about Reflection on Instructional Practice from Pilot Survey

Item **Construct: Select a response that best characterizes your feelings about reflection on instructional practice.**	Mean	Cronbach Alpha
1. A. Interesting BEFORE COVID	3.08	.435
B. Interesting NOW (DURING)	2.76	
2. A. Pleasant BEFORE COVID	2.92	.609
B. Pleasant NOW (DURING)	3.08	
3. A. Understandable BEFORE COVID	2.72	.597
B. Understandable NOW (DURING)	2.44	
4. A. Worthwhile BEFORE COVID	3.20	.770
B. Worthwhile NOW (DURING)	2.64	
5. A. Success Promoting BEFORE COVID	2.52	.634
B. Success Promoting NOW (DURING)	2.72	
6. A. Easy BEFORE COVID	2.92	.354
B. Easy NOW(DURING)	2.56	
7. A. Important BEFORE COVID	2.28	.808
B. Important NOW (DURING)	2.92	

Notes. Overall Cronbach's alpha for the construct **(N = 25) was .894**. Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

The overall Cronbach alpha for the pilot administrator survey was **.921 (N = 25)**.

Table 3.9 Administrator Construct 1: Usefulness of Types of Evaluative Feedback to Improve Teaching Performance from Pilot Survey

Item **Construct: How useful is providing the following types of evaluative feedback to your teachers in improving their teaching performance?**	Mean	Cronbach Alpha
1. A. Evaluating their instructional practices BEFORE COVID	3.38	.587

Table 3.9 Continued

B. Evaluating their instructional practices NOW (DURING)	2.91	
		.651
2. A. Evaluating their instructional strengths BEFORE COVID	3.41	
B. Evaluating their instructional strengths NOW (DURING)	3.15	
		.562
3. A. Evaluating their instructional areas for improvement BEFORE COVID	3.32	
B. Evaluating their instructional areas for improvement NOW (DURING)	2.82	
		.575
4. A. Targeting professional development based on school goals BEFORE COVID	3.29	
B. Targeting professional development based on school goals NOW (DURING)	2.59	
		.557
5. A. Targeting professional development based on individual goals BEFORE COVID	3.32	
B. Targeting professional development based on individual goals NOW (DURING)	2.97	
		.632
6. A. Providing a summative evaluation rating BEFORE COVID	3.15	
B. Providing a summative evaluation rating NOW (DURING)	2.50	

Notes. Overall Cronbach's alpha for the construct **(N = 34) was .872.** Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

Table 3.10 Administrator Construct 2: Usefulness of Types of Non-Evaluative Feedback to support Reflective Practices from Pilot Survey

Item **Construct: How useful are the following non-evaluative teacher reflective practices in providing feedback to improve instruction?**	Mean	Cronbach Alpha
1. A. Reflecting alone about their own teaching; before, during and/or after instruction BEFORE COVID	3.44	.698
B. Reflecting alone about their own teaching; before, during and/or after instruction NOW (DURING)	3.06	
2. A. Reflecting with a colleague about their teaching BEFORE COVID	3.53	.512

Table 3.10 Continued

B. Reflecting with a colleague about their teaching NOW (DURING)	3.32	
3. A. Reflecting with a colleague about their colleague's teaching BEFORE COVID	3.44	.668
B. Reflecting with a colleague about their colleague's teaching NOW (DURING)	3.18	
4. A. Reflecting in a group about teaching practices BEFORE COVID	3.35	.493
B. Reflecting in a group about teaching practices NOW (DURING)	3.15	
5. A. Reflecting with their school leader about their teaching BEFORE COVID	3.29	.729
B. Reflecting with their school leader about their teaching NOW (DURING)	3.09	
6. A. Being observed by another teacher and debriefing after BEFORE COVID	3.26	.577
B. Being observed by another teacher and debriefing after NOW (DURING)	2.68	
7. A. Journaling about their own instruction BEFORE COVID	2.74	.876
B. Journaling about their own instruction NOW (DURING)	2.74	
8. A. Examining student data BEFORE COVID	3.53	.521
B. Examining student data NOW (DURING)	3.18	
9. A. Using social media to gather new instructional ideas BEFORE COVID	2.91	.818
B. Using social media to gather new instructional ideas NOW (DURING)	3.09	
10. A. Reading a book or article for new instructional ideas BEFORE COVID	3.06	.718
B. Reading a book or article for new instructional ideas NOW (DURING)	2.85	
11. A. Co-planning a lesson with another teacher BEFORE COVID	3.44	.771
B. Co-planning a lesson with another teacher NOW (DURING)	3.35	

Notes. Overall Cronbach's alpha for the construct **(N = 34) was .920**. Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

Table 3.11 Administrator Construct 3: Usefulness of the Reflective Actions to Change Instructional Practices from Pilot Survey

Item **Construct: How useful are the following actions in changing teacher instructional practices?**	Mean	Cronbach Alpha
1. A. Observing another teacher's instruction BEFORE COVID	3.52	.832
B. Observing another teacher's instruction NOW (DURING)	3.12	
2. A. Being observed by another teacher and debriefing after BEFORE COVID	3.32	.869
B. Being observed by another teacher and debriefing after NOW(DURING)	3.03	
3. A. Journaling about their own instruction BEFORE COVID	2.68	.595
B. Journaling about their own instruction NOW(DURING)	2.76	
4. A. Examining student data BEFORE COVID	3.47	.548
B. Examining student data NOW (DURING)	3.18	
5. A. Using social media to gather new instructional ideas BEFORE COVID	2.85	.875
B. Using social media to gather new instructional ideas NOW (DURING)	3.00	
6. A. Reading a book or article for new instructional ideas BEFORE COVID	3.09	.842
B. Reading a book or article for new instructional ideas NOW(DURING)	2.91	
7. A. Co-planning a lesson with another teacher BEFORE COVID	3.38	.741
B. Co-planning a lesson with another teacher NOW (DURING)	3.35	

Notes. Overall Cronbach's alpha for the construct **(N = 34) was .852**. Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

Table 3.12 Administrator Construct 4: Feelings about Reflection on Instructional Practice from Pilot Survey

Item **Construct: select a response that best characterizes your feelings about support teacher reflection**	Mean	Cronbach Alpha
1. A. Interesting BEFORE COVID	3.15	.627
B. Interesting NOW (DURING)	2.85	
2. A. Pleasant BEFORE COVID	3.18	.687
B. Pleasant NOW (DURING)	3.45	
3. A. Understandable BEFORE COVID	3.24	.833
B. Understandable NOW (DURING)	2.55	
4. A. Worthwhile BEFORE COVID	3.39	.788
B. Worthwhile NOW (DURING)	3.03	
5. A. Success Promoting BEFORE COVID	2.64	.727
B. Success Promoting NOW (DURING)	3.06	
6. A. Easy BEFORE COVID	3.33	.576
B. Easy NOW (DURING)	3.15	
7. A. Important BEFORE COVID	2.52	.728
B. Important NOW (DURING)	3.30	

Notes. Overall Cronbach's alpha for the construct **(N = 33) was .864.** Each item was a Likert scale response (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)

The open-response items were reviewed by response types and then preliminary coding of the sample data was conducted. As a result of using these multiple validation strategies, data gained through use of the mixed methods survey instrument, the survey data is viewed as valid for the purposes of this study. Below, I describe the sample and recruitment of participants. I then discuss the collection and management of data and describe how I analyzed the data to answer the research questions.

Data Analysis

The data was systematically analyzed following the collection of and the initial

management of data in order to answer the research questions. The findings will be

presented in the following chapter that includes descriptive statistics for individual and

group demographics for each survey construct. The descriptive statistics for the data

include frequency tables. Individual questions in each construct were scored, comparing

now/during and before Covid responses, to determine the overall mean of each

construct. Teacher responses were compared to administrator responses and combined

teacher and administrator responses in order to develop a full picture of the data.

Table 3.13 Scoring of Individual Questions

Scale Score	
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

In order to understand the data and further inform analysis, inferential statistics

were used (independent t-test, paired sample t-test, one-way ANOVA, and Bonferroni

post hoc analysis) to determine if construct responses varied significantly based on role

and years of experience, while comparing now and before Covid responses. For all

inferential statistics a Cronbach Alpha significance level of .05 was used. The data

provided answers to the research questions. Additional inferential tests to answer

research questions were not needed .

Using the tools described above as well as database software to organize information, the quantitative data results was organized to generate a comprehensive and rich description of what local educators experience in regards to supervisory practices to support or impede reflective practices. The survey data (Likert responses) was analyzed to identify answers to research questions. The qualitative open-ended responses were also analyzed looking for themes by role, experience, population classification, etc.

The survey consisted of four constructs. The final section included 3 open-ended questions, asking the participants to respond considering their responses now/during and before COVID. The responses were coded using the valence approach to identify key positive and negative comments and categorize them by similar influence or characteristic. Outlier responses were also noted to be used when communicating findings. In order to address the research questions, I grouped responses based on characteristics using a spreadsheet format and then analyzed the data looking for trends.

The presentation of analysis and discussion of the data was organized by research question. The findings were compared and contrasted with concepts from the literature as described in the theoretical framework. Included in the discussion are limitations of the study and emphasis of significant findings and implications for researchers, policymakers, and practitioners.

Study Timeline

This study was conducted during the late winter and spring of 2021 while school districts were grappling with the COVID pandemic. The pilot survey was conducted in

late winter (February and March). The initial survey was sent out to 100 randomly selected teachers and 100 randomly selected administrators using NCES (National Center for Educational Statistics) for locale codes. Three additional reminders were sent to participants to encourage participation in the pilot. Working with adviser Dr. Ian Mette (Professor of Educational Leadership), the pilot survey data was analyzed and revisions were made to the survey to clarify the wording and better match them to the research questions.

The final survey was sent out to 800 randomly selected teachers and 444 administrators in April. Again, three reminder emails followed the original invitation to participate in the survey in late April and early May. The data was analyzed throughout the early summer of 2021.

Positionality, Validity and Trustworthiness

In this study I worked under the supervision of my doctoral committee led by Dr. Ian Mette (Professor of Educational Leadership). Dr. Mette has conducted multiple qualitative and quantitative studies in related areas, has in-depth experience conducting research with human participants and has completed the human subjects training. Through the details I outline below, I sought to maximize trustworthiness of this study and minimize bias.

In my current role as Assistant Superintendent and Director of Curriculum for a district of approximately 1,400 students, I am responsible for many duties that include facilitating administrators in their work supervising teachers and providing needed professional development based on district goals and school generated data. In this role and preceding roles throughout my career, I have had numerous experiences with

teacher supervision. These experiences could have potentially impacted my collection and analysis of data. I briefly discuss those experiences here, along with the plans I implemented to contain my biases.

I have benefited from employment within a school district that has consistently supported teacher growth and professional development. This support encompassed professional goal-setting, financial support for coursework, financial support for conferences and workshops, financial support for increased educational attainment, and a culture that values collaboration, initiative, flexible thinking and strong work ethic. Feedback from both colleagues and supervisors that supports professional growth has been available to me throughout my career.

In preparation relevant to this analysis I successfully completed a variety of coursework related to school and district administration, and coursework in quantitative and qualitative methods and analysis. While I brought a variety of experiences and training to this proposed study, I also brought some biases that may impact the study. As stated above, I believe that understanding the differences between supervision and evaluation is imperative in order to support the growth and development of teachers. In this study this means I anticipated being more aware of responses that indicate lack of supervision that supports reflective practices or evaluation that impedes teacher's use of reflective practices. Another potential bias is related to my values regarding professional work responsibilities for both teachers and administrators. I view all educators as responsible for continued professional growth and development, a responsibility to the students we serve. In this study I anticipated being more sensitive to responses, specifically open-ended responses, that may indicate

lack of responsibility for professional growth. A third possible area of bias I brought to this study stemmed from my view of the state mandated PEPG model. I brought to this study some frustration that districts are mandated to create models that tie both supervision and evaluation with little direction to clarify the difference between the two. An effort was made to be aware of any responses that indicated state policy supporting evaluation over supervision as a way to support teacher growth and development.

I have addressed both known and unknown biases through awareness, analysis, careful design, and documentation. Through awareness, I prompted myself to look even more closely at the data relevant to my biases, and carefully triangulate with all available data. Careful design of instruments helped contain my biases, specifically when aided by work with my chair to create fair and clear survey instruments. Throughout the study, I took notes related to my thoughts and ideas as I examined and reviewed data, and analyzed the data with my chair. Finally, I reviewed the analysis and findings relative to the biases noted above to ensure that I was accurately capturing the data.

CHAPTER 4

FINDING AND RESULTS

The purpose of this study is to examine the use of reflective practices as a way to spur improvement in schools. Specifically, the goals were to describe the perceptions and attitudes of teachers and administrators regarding supervision and its impact on the use of reflective practices and to identify what, if any, reflective practices are currently being used.   Data collection took place during the spring of 2020/2021 school year, capturing perspectives of both teachers and administrators as Maine schools were enveloped in the COVID pandemic. There were a variety of different teaching and learning styles taking place in schools in Maine; in-person, remote and hybrid (both in-person and remote). The survey did ask participants to respond when considering their perceptions both now (during COVID) and before COVID. Thus, responses may vary based on their individual experiences at the time of the survey. More research is needed in the coming years to accurately gauge perceptions and attitudes about supervision and reflective practices. The sample included Maine teacher and administrator participants randomly selected using NCES (National Center for Educational Statistics) locale codes for population. In total 79 usable teacher surveys and 82 usable administrator surveys were received.

In this chapter the findings that emerged from the quantitative and open-ended questions in this study are arranged and presented by research question. I begin by presenting the perceptions of teachers and administrators related to reflective practices. I next describe supervisory factors that contribute to school leaders supporting or impeding the use of reflective practices to encourage professional growth of teachers as

Table 4.1: Overall Number and Mean for Teachers, Administrators and Combined, Before Covid and During

			Teachers	Administrators	Combined
Construct 1 Usefulness of Evaluative Feedback to Improve Teaching Performance	Before Covid	N	77	77	154
		M	2.94	3.34	3.14
	During Covid	N	77	79	156
		M	2.56	3.00	2.78
Construct 2 Usefulness of Non-evaluative Feedback to Support Reflective Practices to Improve Instruction	Before Covid	N	72	76	147
		M	3.09	3.30	3.20
	During Covid	N	71	77	145
		M	2.97	3.21	3.10
Construct 3 Actions that Change Instructional Practices	Before Covid	N	71	73	144
		M	2.99	3.13	3.01
	During Covid	N	69	75	144
		M	2.86	3.13	3.00
Construct 4 Feeling About Reflection as They Relate to Instructional Practices	Before Covid	N	60	71	131
		M	3.14	3.16	3.15
	During Covid	N	59	71	130
		M	2.86	2.97	2.92

a way of increasing student engagement. Finally, I describe the connections school leaders and teachers see between reflective practices and teacher growth. At the conclusion of this chapter I set the stage for discussion of the findings in Chapter 5.

Finding 1:Positionality Matters for Evaluative and Non-evaluative Feedback

The first research question in this study is "What are the perceptions of school leaders and teachers related to reflective practices?" Data from the survey is analyzed quantitatively to present information about evaluative and non-evaluative supervisory feedback to support reflective practices based on teacher perceptions, administrator perceptions and their combined perceptions. Teacher and administrator perceptions were combined in order to identify their perceptions of supervisory practices that support or impede reflection. Responses were also qualitatively analyzed from the open-ended question "How did the principal support teachers' use of reflective practices in order to think about instruction (evaluative and non-evaluative support)?" I will also show differences in responses as both teachers and administrators considered perceptions before and during Covid.

The findings for Construct 1 make it clear that administrators are more positive in their views of providing evaluative feedback to support the use of reflective practices by teachers. The findings also indicate that locale and gender matter when examining the use of evaluative feedback to support reflective practices.

The overall data for Construct 1: Evaluative Feedback to Support Reflective Practices Before Covid and During Covid identifies administrators (M=3.34 before, M=3.00 during) with more positive perceptions of evaluative feedback to support reflective practices than teachers (M=2.94 before, M= 2.56 during). Both administrators

(M= 3.34 before, M=3.00 during) and teachers (M= 2.94 before, M=2.56 during)

perceptions did decrease when comparing perceptions Before Covid to During Covid.

(see Tables 4.2 below).

4.2 Overall Number and Mean for Construct 1 BEFORE and DURING Covid:
Perceptions of Evaluative Feedback to Support Reflective Practices

	Teachers		Administrators		Combined	
	N	*M*	N	*M*	N	M
Overall BEFORE	77	2.94	77	3.34	154	3.14
Overall DURING	77	2.56	79	3.00	156	2.78

When examining teacher responses regarding types of evaluative feedback that

support reflective practices (see Table 4.3 below), descriptive statistics indicate that

providing a summative evaluation rating does not support the use of reflective practices

Before Covid and During Covid (M= 2.66 before, M= 2.23 during) based on lowest mean

in the construct. In comparison, teacher perceptions about evaluative feedback from

principals when focused on identifying instructional strengths (M= 3.05 before, M =2.73

during) do support the use of reflective practices Before Covid and During Covid based

on the highest mean values.

Agreeing with teacher responses, administrator responses to evaluative feedback

both Before Covid and During Covid indicate that providing a summative rating (M=

3.03 before, M= 2.48 during) does not support the use of reflective practices by

teachers, reflecting the lowest means in the construct. Administrator responses indicate

that providing evaluative feedback focused on instructional strengths Before Covid

(M=3.42) and targeting professional development based on school goals During Covid (M=3.39) both support teachers in using reflective practices indicated by the highest means in the construct. All administrator responses to all evaluative feedback strategies both Before Covid and During Covid were more positive than teacher responses based on higher mean scores.

When combining teacher and administrator responses, both teachers and administrators indicate that providing a summative evaluation rating Before Covid and During Covid (M=2.84 before, M= 2.36 during) does not support the use of reflective practices based on the lowest mean scores. Both teacher and administrator combined responses indicate that evaluating instructional practices Before Covid (M=3.24), evaluating instructional strengths Before Covid (M= 3.23) and evaluating areas for improvement Before Covid (M= 3.24) supported the use of reflective practices with the highest mean scores. Combined responses indicated more positive support for evaluative feedback Before Covid when compared to During Covid scores. (see Table 4.3 below)

Inferential statistics were also used to examine the data and identify differences in perceptions of respondents, specifically, multiple comparisons of population centers, class sizes, and years of experience of both teachers and administrators (see Table 4.4 below). Based on a dependent t-test, there is a statistically significant difference between administrator and teacher responses related to their perceptions of evaluative feedback to support reflective practice both Before Covid (p <.001) and During Covid (p <.001). Administrator responses identify evaluative feedback more positively than teachers. There is also a statistically significant difference between administrator and

Table 4.3 Teachers, Administrator and Combined Perceptions of Evaluative Feedback to Support Reflective Practices

Construct 1	Teachers			Administrators			Combined		
	N	*M*	SD	N	*M*	SD	N	M	SD
Evaluating instructional practices BEFORE	77	3.00	.761	77	3.48	.620	159	3.25	.728
Evaluating instructional practices DURING	77	2.55	.940	79	3.05	.749	159	2.79	.879
Evaluating instructional strengths BEFORE	77	3.05	.776	77	3.41	.614	159	3.24	.717
Evaluating instructional strengths DURING	77	2.73	.883	79	3.08	.663	159	2.90	.793
Evaluating instruction for improvement BEFORE	77	3.04	.785	77	3.44	.658	157	3.24	.745
Evaluating instruction for improvement DURING	77	2.62	.960	79	3.02	.715	159	2.82	.860
Targeting Professional Develop based on school goals BEFORE	77	2.94	.767	77	3.35	.644	159	3.16	.743
Targeting Professional Develop based on school goals DURING	77	2.58	.908	79	3.39	3.473	156	2.96	2.55
Targeting Professional Develop based on individual goals BEFORE	77	3.00	.778	77	3.33	.699	158	3.17	.761
Targeting Professional Develop based on individual	77	2.65	.914	79	3.01	.742	158	2.82	.848

Table 4.3 Continued

goals DURING									
Providing a summative evaluation rating BEFORE	77	2.66	.868	77	3.02	.873	159	2.87	.891
Providing a summative evaluation rating DURING	77	2.23	.887	79	2.48	.903	157	2.35	.904

teacher responses based on their perceptions about non-evaluative feedback to support

reflective practice Before Covid (p .025) and During Covid (p .010). Again,

administrators view non-evaluative feedback more positively than teachers.

Table 4.4 Comparing Administrator and Teacher Responses of Evaluative Feedback,
Non- evaluative Feedback, Actions to Change Instruction and Perceptions of Reflective
Practices

		N	M	SD
Evaluative Feedback Before Covid	Administrators	77	**3.34***	.539
	Teachers	77	**2.94***	.659
Evaluative Feedback During Covid	Administrators	79	**3.00***	.076
	Teachers	77	**2.56***	.053
Non-Evaluative Feedback to Improve Instruction Before Covid	Administrators	76	**3.30†**	.670
	Teachers	71	**3.09†**	.451
Non-Evaluative Feedback to Improve Instruction During Covid	Administrators	77	**3.21****	.509
	Teachers	68	**2.97****	.593

Table 4.4 Continued

Actions that Change Instructional Practices Before Covid	Administrators	73	3.13	.499
	Teachers	71	2.99	.491
Actions that Change Instructional Practices During Covid	Administrators	75	**3.12††**	.737
	Teachers	69	**2.86††**	.598
Feelings about Reflection Before Covid	Administrators	71	3.16	.395
	Teachers	60	3.14	.410
Feelings about Reflection During Covid	Administrators	71	2.96	.485
	Teachers	59	2.86	.540

*Note: * - p <.05, †- p = .01,   ** - p =.001,   †† - p= .05*

When analyzing locale codes based on population and proximity to population centers, there is also a statistically significant difference when comparing teachers in cities to teachers in towns (p .034) perceptions as it relates to evaluative feedback During Covid to support reflective practices. Data indicates teachers in cities (larger population centers) are less positive than teachers in towns (smaller population centers) about evaluative feedback During Covid. (see Table 4.5)

Table 4.5 Teacher Responses to Evaluative Feedback Based on Locale Codes

		N	M	SD

Table 4.5 Continued

Evaluative Feedback Before Covid	Teacher/city	15	2.81	.776
	Teacher/sub mid and small	24	3.01	.554
	Teacher/town	28	3.22	.677
	Teacher/rural	87	3.21	.599
Evaluative Feedback During Covid	Teacher/city	15	**2.25***	.689
	Teacher/sub mid and small	23	2.63	.776
	Teacher/town	24	**2.98***	.638
	Teacher/rural	90	2.85	.886

*Note: * - p <.05*

The findings for Construct 2 identify administrators as more positive when compared to teacher responses about providing non-evaluative feedback to support the use of reflective practices by teachers. The findings also indicate that locale and gender also matter when examining the use of non-evaluative feedback to support reflective practices.

The overall data for Construct 2: Perceptions of Non-evaluative Feedback to Support Reflective Practices indicates that administrators (M=3.30 before, M=3.21 during) view non-evaluative feedback more positively than teachers (M= 3.09 before, M= 2.97 during) both Before and During Covid based on higher mean scores.

Table 4.6 Overall Number and Mean for Construct 2 BEFORE and DURING Covid: Perceptions of Non-Evaluative Feedback to Support Reflective Practices

	Teachers	Administrators	Combined

Table 4.6 Continued

	N	*M*	N	*M*	N	M
Overall BEFORE Covid	72	3.09	76	3.30	147	3.20
Overall DURING	71	2.97	77	3.21	145	3.10

When considering non-evaluative feedback, teacher responses identify reflecting with a colleague Before Covid and During Covid (M=3.47 before, M=3.41 during) as a useful reflective practice based on the highest mean score (see Table 4.7 below). Teacher responses also indicate that reflecting with a school leader is a less useful reflective practice Before Covid and During Covid (M=2.92 before, M=2.79 during) based on the lowest mean scores.

When considering non-evaluative feedback Before Covid, administrator responses indicated that using social media to gather new instructional ideas (M=2.68) is not a useful reflective practice supported through non-evaluative feedback and administrator responses also indicated that journaling During Covid (M=2.62) did not support teacher reflective practices based on low mean scores. Administrator responses did indicate that co-planning with another teacher Before Covid (M=3.95) and examining student data During Covid (M=3.47) were both reflective practices that administrators supported through non-evaluative feedback to teachers based on their high mean scores.

When analyzing non-evaluative feedback, the combined responses of teachers and administrators indicate journaling Before Covid and During Covid (M=2.55 before,

M=2.45 during) was not a reflective practice supported by non-evaluative feedback

based on their low mean scores, while co-planning with another teacher Before Covid

(M=3.59) and reflecting with a colleague about their teaching Before Covid (M=3.48)

were practices that are supported through non-evaluative feedback.

Table 4.7 Teacher, Administrator and Combined Perceptions of Non-Evaluative Feedback to Support Reflective Practices

Construct 2	Teachers			Administrators			Combined		
	N	*M*	SD	N	*M*	SD	N	M	SD
Reflecting alone BEFORE Covid	72	3.40	.685	76	3.27	.776	147	3.34	.735
Reflecting alone DURING	71	3.31	.767	77	3.27	.736	145	3.29	.742
Reflecting w/colleague about own teaching BEFORE Covid	72	3.47	.627	76	3.48	.702	147	3.48	.665
Reflecting w/colleague about own teaching DURING	71	3.41	.785	77	3.45	.698	145	3.42	.742
Reflecting w/colleague about their teaching BEFORE Covid	72	3.35	.653	76	3.43	.718	147	3.39	.688
Reflecting w/colleague about their teaching DURING	71	3.17	.810	77	3.37	.726	147	3.27	.777
Reflecting with a group BEFORE Covid	72	3.14	.844	76	3.38	.692	147	3.27	.772
Reflecting with a group DURING	71	3.01	.964	77	3.32	.768	145	3.17	.879
Reflecting w/school leader BEFORE Covid	72	2.92	.746	76	3.36	.649	147	3.14	.734

Table 4.7 Continued

Reflecting w/school leader DURING	71	2.79	.877	77	3.22	.718	145	3.02	.820
Being observed by colleague and debriefing BEFORE Covid	71	3.15	.669	76	3.31	.696	147	3.23	.685
Being observed by colleague and debriefing DURING	69	2.90	.825	77	2.98	.834	145	2.94	.831
Journaling BEFORE Covid	71	2.37	.898	76	2.72	.793	147	2.55	.861
Journaling DURING	69	2.23	.972	77	2.62	.827	145	2.44	.912
Examining data BEFORE Covid	71	3.23	.680	76	3.61	.588	147	3.42	.662
Examining data DURING	69	2.94	.953	77	3.46	.699	145	3.22	.863
Using social media BEFORE Covid	71	2.73	.810	76	2.68	.696	147	2.70	.751
Using social media DURING	69	2.88	.948	77	3.23	3.52	145	3.06	2.647
Reading books/ articles BEFORE Covid	71	3.01	.707	76	3.14	.626	147	3.08	.667
Reading books/ articles DURING	69	2.93	.754	77	3.03	.637	145	2.98	.697
Co-planning BEFORE Covid	71	3.21	.844	76	3.94	4.58	147	3.59	.3.361
Co-planning DURING	69	3.12	.850	77	3.35	.702	145	3.24	.784

When comparing teacher female and male responses and non-evaluative feedback both females and males rank non-evaluative feedback Before Covid (M= 3.24 females, M= 3.14 males) and During Covid (M= 3.17 females, M= 3.03 males) higher as a way of supporting the use of reflective practices. Female and male responses to non-

evaluative feedback were higher than evaluative feedback to support the use of reflective practices both Before and During Covid. (see Table 4.8 below)

Open-ended teacher responses identified a range of themes as they relate to non-evaluative feedback to support the use of reflective practices. Major themes include (1) no support for reflective practices by administrators, (2) support through evaluative measures, (3) non-evaluative feedback, (4) the importance of trust, and (5) professional development as it relates to administrator support for use of reflective practices. (see Table 4.13)

Table 4.8 Comparing Teacher Female and Male Responses to Non-evaluative Feedback to Support Reflective Practices

	Evaluative Feedback to Support Reflective Practices BEFORE COVID		Evaluative Feedback to Support Reflective Practices DURING COVID		Non-Evaluative Feedback to Support Reflective Practices BEFORE COVID		Non-Evaluative Feedback to Support Reflective Practices DURING COVID	
	N	M	N	M	N	M	N	M
Females	58	2.97	59	2.57	54	**3.29***	53	3.17
Males	18	2.85	17	2.54	17	**3.14***	17	3.03

*Note: * p < .01*

No Support for Reflective Practices. There were teacher responses that indicated feeling little to no support for reflective practices from their administrator. Embedded in the variety of responses were feelings of no trust from the administrator, no time provided to commit to reflection, or no support from the administrator. "The reflective practices were used as a way to tell me everything that I was doing wrong."

Support for Reflective Practices through Evaluation System. Other comments identified support from evaluative feedback was connected to their

evaluation system. Teachers reported administrative support for reflective practices was part of pre- and post-evaluative meetings that included conversation, observation, and debrief, which were mandatory but also helpful. Other responses identified a lack of observations, as well as a lack of feedback or support from their administrator as it related to reflective practices. Few responses indicated that feedback only occurred during summative reviews. "She didn't really discuss it other than the documentation required for evaluation."

Non-evaluative Feedback to Support Reflective Practices. When considering non-evaluative feedback from their principal, teacher responses included check-ins and informal observations as ways their administrator supported their use of reflection. Teacher comments During Covid indicated support from their administrator including time to reflect, time to work together to share experiences, and time to work alone. Teacher responses indicated that the PE/PG process and expectations were "toned down" during Covid (now). Teachers identified non-evaluative feedback from principals as helpful support for the use of reflective practices both Before Covid and During. Feedback was also connected to observations, formal and informal, by their principal and peers. "Discussions were productive and helpful when they were encouraging and provided good feedback."

Importance of Trust to Support Reflective Practices. Another theme identified was trust or lack of trust and its connection to teacher reflective practices. Responses indicated that trust supported teacher use of reflective practice to focus on their professional needs. "My principal trusted me as a professional to reflect on my practice and reach out if there's something they could do to support me." Other

responses suggested a lack of trust both Before Covid and During Covid made using reflective practices challenging as administrators did not trust teachers to do what they needed to do in order to improve their instruction.

Table 4.9 Themes from Teacher Open-ended Responses to Principal Support for Use of Reflective Practices

Before Covid	During
- Lack of support or inconsistent support for reflection by administrator	- Lack of support or no support for reflection by administrator
- Reflection valued through goal setting but conflated as part of the evaluation system	- Reflection is only discussed during summative reviews/evaluation
- Supervision (non-evaluative feedback) includes productive discussions that support reflection	- Supervision (non-evaluative feedback) includes informal observations and discussions that support reflection
- Trusting relationships established through giving time to work alone and with other teachers	- Trusting relationships established that included time to reflect and work together to share experiences and time to work alone.
- Professional development is most valued through PLCs and group think tanks and time to work together	Professional development is valued through PLCs and discussion groups

Professional Development to Support Reflective Practices. Finally, teachers identified professional development as support provided by principals as a way to use reflective practices. Teachers commented that PLCs Before Covid and During Covid supported the use of reflective practices, allowing time for teachers to work together to discuss, share ideas and strategize. "She always encouraged us to work together as a team during our common planning time." Another teacher commented, "Before Covid my principal gave us professional development opportunities and time to

complete reflections and participate in reflective practices.

Open-ended administrator responses (see Table 4.10) identified a range of themes related to ways administrators support teacher use of reflective practices. Themes include (1) evaluative, (2) professional development, (3) non-evaluative feedback and (4) providing resources.

Table 4.10 Administrator Open-ended Responses to Supervisory Practices to Support Teacher Use of Reflective Practices

Before Covid	During
- Reflection thought of as a process to be evaluated through the evaluation system	- Reflection thought of as a process to be evaluated through the evaluation system, less time allotted
- Professional development is encouraged through data teams to analyze achievement as well as PLCs and time	- Professional development is encouraged through data teams to analyze achievement, PLCs and group discussions
- Supervision (non-evaluative feedback) conceptualized as coaching, walk throughs, informal discussions	- Supervision (non-evaluative feedback) conceptualized as coaching, walk throughs, informal discussions
- Support provided through mentoring, journaling, providing time, articles	- Support provided through article reviews, surveys, mentorships, providing time

Evaluation to Support Reflective Practices. Administrator responses indicate that the evaluation model is used to support teacher use of reflective practices through feedback related to observations, conference meetings, teacher reflection, self-assessment, and SLOs (Student Learning Objectives). "Teachers are asked to reflect on their practice in order to determine ways to learn and grow and to meet the needs of their students." Administrator responses indicate a narrowed use of evaluation and

feedback During Covid, indicating less time and recognizing the stress that is visible in schools and in their teachers during Covid (now). In some cases, administrators responded to having no expectation for evaluation or reflection during Covid for their teachers.

Providing Professional Development to Support Reflective Practices.
Administrator responses also indicate that providing professional development such as PLCs, data review teams, and time for study group work all are ways to support the use of reflective practices. Professional development was identified as teachers working together in a variety of ways for a variety of reasons. This work encouraged teachers to ask questions, share ideas and plan for instruction.

Non-evaluative Feedback to Support Reflective Practices.
Administrators indicate that using non-evaluative feedback opportunities to talk with teachers about their practices also supports reflection both Before Covid and During Covid. There was not a clear delineation between evaluative and non-evaluative feedback. Many responses used the terms formal and informal to describe their feedback with teachers. "I use informal and formal observations and 'this is what I noticed' conversation with how can you make improvements with____." and "We talk about their practice. I try to support their risk-taking and talk through what they are doing differently in these times." Many administrator responses indicated a lack of understanding of the importance of reflective practices, connecting reflecting to the PE/PG process instead of to practices that are embedded in teacher's daily instruction and planning.

Administrator responses indicate that feedback can be both evaluative and non-evaluative and some administrators consider this a coaching process. Asking questions, giving suggestions, providing articles to read were strategies administrators use to coach their teachers. One administrator commented, "We talk about ways they can reflect." Many responses discussed giving feedback but did not connect their feedback to ways to support teachers in using reflective practices.

Providing Resources to Support Reflective Practices. Providing resources to teachers was another identified theme of administrators. Both Before Covid and During Covid administrators identified resources like providing mentors, sharing articles for review, journaling, using padlets containing a variety of resources, and surveys to identify teacher needs as additional strategies used to support reflective practice by teachers. Time was also an important aspect of this theme as administrators considered time a resource.

Finding 2: Reflection Drives to Changes Instructional Practices

The second research question of this study is "What reflective practices encourage professional growth of teachers and change instructional practices?" I present information about practices that can be used by teachers, and supported by administrators, as a way of shifting instructional practices to enhance student learning and engagement. I also present information about teacher and administrator feelings about reflective practices. Information presented is based on teacher, administrator and combined responses. Further, I present teacher and administrator information from the open-ended question "Describe your use of reflective practices and their connection to professional development." I will explore similarities and

differences in responses as both teachers and administrators considered their perceptions Before and During Covid.

The findings for Construct 3, reflection that drives changes in instructional practices, clearly identified administrator responses, when compared to teacher responses, viewed reflective practices more positively to change instructional practices. The findings also indicate that teachers and administrators agree that while reflective practices are important, they are not easy. Teacher experience levels matter when examining who views the use of reflective practices to change instruction more positively.

The overall data for Construct 3: Perceptions of Reflective Practices to Change Instructional Practices indicates that administrators (M=3.13 before, M=3.13 during) view non-evaluative feedback to support the use of reflective practices more positively than teachers (M= 2.99 before, M= 2.86 during) both Before Covid and During Covid.

Teacher responses Before Covid indicate that being observed by another teacher and then debriefing (M=2.90) and journaling about their own instruction (M=2.23) During Covid were not reflective practices that change their instruction based on low mean scores. Teacher responses also indicate that observing another teacher's instruction Before Covid (M=3.27) is a reflective practice that supports changes to instruction based on the high mean score. Responses During Covid indicate that the reflective practice of co-planning a lesson with another teacher Before Covid (M=3.21) supports changes in instructional practices, identified by the highest mean score. (see Table 4.12 below)

Table 4.11 Overall Number and Mean for Construct 3 BEFORE and DURING Covid:
Perceptions of Reflective Practices to Change Instructional Practices

	Teachers		Administrators		Combined	
	N	M	N	M	N	M
Overall BEFORE Covid	71	2.99	73	3.13	144	3.01
Overall DURING Covid	69	2.86	75	3.13	144	3.00

Administrator responses indicate that Before Covid using social media to gather new ideas (M=2.48) was not a reflective practice that supports changes in instructional practices based on the low mean score, while examining student data Before Covid (M=3.56) is a reflective practice that supports change in teacher instructional practices based on its high mean score. Responses During Covid indicate journaling about their own practices (M=2.63) is not a reflective practice that will change instructional practices based on its low mean score but administrator responses do indicate that co-planning with another teacher Before Covid and During Covid (M=3.33 before, M=3.55 during) is a reflective practice that changes instructional practices based on their high mean scores. (see Table 4.12 below)

When examining the responses of the second research question, teachers and administrators perceived several reflective practices that contribute to changes in instruction. Those reflective practices included: (a) observing another teacher's instruction (Teachers: M=3.27 before, M=3.06 during) (Administrators: M=3.38 before, M=3.16 during), (b) co-planning with another teacher (Teachers: M=3.21 before, M=3.12 during) (Administrators: M=3.33 before, M=3.55 during), and (c) examining

student data (Teachers: M=3.23 before, M=2.94 during) (Administrators: M=3.56

before, M=3.41 during) based on high mean scores.

Teachers and administrators identified the following reflective practices that did

not change instruction: (a) journaling (Teachers: M=2.37 before, M=2.23 during)

(Administrators: M=2.66 before, M=2.63 during), (b) being observed by another

teacher and debriefing (Teachers: M=3.15 before, M=2.90 during) (Administrators:

M=3.34 before, M=3.05 during), and (c) using social media to find new ideas for

teaching (Teachers: M=2.73 before, M=2.88 during) (Administrators: M=2.58 before,

M=2.67 during) based on low mean scores.   When comparing perceptions of reflective

practices to change instructional practices Before Covid and During Covid, most teacher

and administrator responses were higher Before Covid than During Covid. Social

media, reading books and articles and co-planning were all higher during Covid when

compared to before Covid.

Table 4.12 Teacher and Administrator Perceptions of Reflective Practices to Change Instructional Practices

Construct 3	Teachers			Administrators			Combined		
	N	*M*	SD	N	*M*	SD	N	M	SD
Observing another teacher's instruction BEFORE Covid	71	3.27	.716	73	3.38	.637	144	3,32	.677
Observing another teacher's instruction DURING Covid	69	3.06	.889	75	3.16	.735	144	3.11	.811
Being observed by colleague and debriefing BEFORE Covid	71	3.15	.669	73	3.34	.749	144	3.25	.714

Table 4.12 Continued

Being observed by colleague and debriefing DURING Covid	69	2.90	.825	75	3.05	.836	144	2.97	.831
Journaling BEFORE Covid	71	2.37	.898	73	2.65	.767	144	2.51	.844
Journaling DURING Covid	69	2.23	.972	75	2.62	.785	144	2.43	.898
Examining student data BEFORE Covid	71	3.23	.680	73	3.56	.666	144	3.39	.691
Examining student data DURING Covid	69	2.94	.953	75	3.41	.679	144	3.18	.852
Using social media for new ideas BEFORE Covid	71	2.73	.810	73	2.57	.797	144	2.65	.804
Using social media for new ideas DURING Covid	69	2.88	.948	75	2.66	.827	144	2.77	.890
Reading books/ articles for new ideas BEFORE Covid	71	3.01	.707	73	3.08	.618	144	3.04	.661
Reading books/ articles for new ideas DURING Covid	69	2.93	.754	75	3.44	3.63	144	3.19	2.67
Co-planning w/ colleague BEFORE Covid	71	3.21	.844	73	3.32	.688	144	3.27	.768
Co-planning w/colleague DURING Covid	69	3.12	.850	75	3.54	2.38	144	3.34	1.82

The overall data for Construct 4: Feelings about Reflection indicate that both

teacher and administrator responses to feelings about reflection have decreased when

comparing Before Covid (M= 3.14 teacher, M=3.16 administrator) and During Covid

(M=2.86 teacher, M=2.97 administrator). The means of both teachers and

administrators when combined indicate more positive feelings toward reflective

practices Before Covid than During Covid (M=3.15 before, M= 2.92 during).

Table 4.13 Overall Number and Mean for Construct 4 BEFORE and DURING Covid: Feelings about Reflection

	Teachers		Administrators		Combined	
	N	*M*	N	*M*	N	M
Overall Before Covid	60	3.14	71	3.16	131	3.15
Overall During Covid	59	2.86	71	2.97	130	2.92

Teacher and administrator combined responses Before Covid and During Covid

pertaining to their feelings about reflection indicate that reflection is not easy (Teachers:

M=2.55 before, M=2.17 during) (Administrators: M=2.34 before, M=2.13 during) based

on low mean scores. While responding that reflection is not easy, both teacher and

administrator responses Before Covid and During Covid indicate that reflective

practices are important (Teachers: M=3.55 before, M=3.42 during) (Administrators:

M=3.65 before, M=3.46 during) based on high mean scores. (see Table 4.14)

Inferential statistics were also used to examine the data and identify differences

in perceptions of teachers, specifically looking at years of experience and feelings about

reflective practices. When examining teacher feelings about the use of reflective

practices there is a statistically significant difference in teacher perceptions between

those with 0-9 years of experience in current position and teachers with 20-29 years in

current position (p .021) and teachers with 10-19 years in current position and teachers

Table 4.14 Teacher, Administrator and Combined Feelings about Reflection

Construct 4	Teachers			Administrators			Combined		
	N	*M*	SD	N	*M*	SD	N	M	SD
Interesting BEFORE Covid	60	3.12	.715	71	3.21	.583	131	3.16	.646
Interesting DURING Covid	59	3.05	.600	71	3.23	.695	130	3.09	.652
Pleasant BEFORE Covid	60	2.98	.567	71	2.88	.549	131	2.93	.557
Pleasant DURING Covid	59	2.44	.749	71	2.66	.674	130	2.56	.715
Understandable BEFORE Covid	60	3.17	.526	71	3.15	.497	131	3.16	.508
Understandable DURING Covid	59	2.95	.705	71	3.02	.608	130	2.99	.652
Worthwhile BEFORE Covid	60	3.45	.622	71	3.54	.580	131	3.50	.599
Worthwhile DURING Covid	59	3.17	.699	71	3.26	.696	130	3.22	.696
Success Promoting BEFORE Covid	60	3.22	.715	71	3.33	.716	131	3.28	.715
Success Promoting DURING Covid	59	2.83	.894	71	3.11	.766	130	2.98	.835
Easy BEFORE Covid	60	2.55	.769	71	2.33	.695	131	2.43	.734
Easy DURING Covid	59	2.17	.874	71	2.12	.754	130	2.14	.808
Important BEFORE Covid	60	3.55	.534	71	3.64	.563	131	3.60	.550
Important DURING Covid	59	3.42	.700	71	3.46	.672	130	3.44	.682

with 20-29 years of experience in current position (p .049) as it relates to feelings of

reflective practice Before Covid. There is also a statistically significant difference in

teacher perceptions between teachers with 0-9 years of experience in current position

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and teachers with 20-29 years in current position (p .013) as it relates to feelings about reflective practice During Covid. The data indicates that teachers with fewer years of experience in their current position feel more positively about the use of reflective practices both Before Covid and During Covid. (see Table 4.15)

Table 4.15 Comparing Years of Experience based on Teacher Feeling about Reflective Practices

		N	M	SD
Teacher Feelings About Reflective Practices Before Covid	Teacher Years Experience 0-9	93	**3.18***	.390
	Teacher Years Experience 10-19	29	*3.16†*	.362
	Teachers Years Experience 20-29	8	***2.78*†***	.534
Teacher Feelings About Reflective Practices During Covid	Years Experience 0-9	92	**2.94****	.494
	Teacher Years Experience 10-19	29	*2.99†*	.488
	Years Experience 20-29	8	***2.41**†***	.593

Note: * p < .05, † p < .05, ** p < .05

When comparing female and male responses and feelings about reflective practices, female responses indicate more positive feelings about reflective practices both Before Covid and During Covid than males. Both female and male responses were more positive Before Covid than During Covid. (see Table 4.16 below)

Table 4.16 Comparing Females and Male Responses to Feelings about Reflective
Practices Before and During Covid

	Females	Males
Feeling About Reflective Practices BEFORE COVID	3.16	3.10
Feeling About Reflective Practices DURING COVID	2.89	2.80

Finding 3:Reflective Practices are Closely Connected to School Culture, Professional Growth and Student Engagement

The third research question in this study is **"**What connections do school leaders and teachers see between reflective practices and teacher growth, student engagement and school culture?" I present information about teacher and administrator perceptions of the use of reflective practices to inform professional growth based on open-ended responses to the questions "Describe your use of reflective practices and its connection to teacher professional development." and "Describe how your use of reflective practices have impacted student engagement and your school culture." I will show similarities and differences in responses as both teachers and administrators considered perceptions Before Covid and During.

The findings for Construct 4 indicate that reflective practices are closely connected to school culture, professional development and student engagement. The themes differ between teachers and administrators about professional development and its connection to reflective practices. It is also evident that reflective practices have a positive impact on student engagement and school culture.

Teacher responses to reflective practices and their connection to professional development identified 4 general themes; (1) reflection done individually, (2) reflection

done with others, (3) reflection as part of the evaluation process, and (4) reflection not

done at all. (see Table 4.17 below)

Table 4.17   Teacher Open-ended responses to Reflective Practices and it's Connection
To Professional Development

Before Covid	During Covid	Teacher Quotes
<u>Professional Development</u> that provides opportunities to consistently work with colleagues to reflect of practice, analyze data and debrief with a mentor is valued	<u>Professional Development</u> that provides time for PLC work, to reflect, discuss, problem-solve as well as reflecting with students	"I always reflect on my work and tweak things to be better/change as I go. I chose PD that would be helpful to me based on what I wanted to improve."
<u>Professional Development</u> should, but not always is based on individual teacher needs resulting in no reflective practice.	<u>Professional Development</u> is less reflective, professional development is less connected to reflection.	"I always got much more from doing reflective practices by myself or with a colleague than in ANY professional development sessions OR any formal evaluation by principals." "Before Covid, reflective practice and my professional development goals were directly connected. The focus was on individual professional development opportunities."
<u>Professional Development</u> is connected to the evaluation system and goal setting encompasses reflection as part of the process.	<u>Professional Development</u> is connected to the evaluation system and goal setting encompasses reflection as part of the process.	"I was the TEPG leaders so planning for modules helped with my own teaching and reflecting." "Written reflection in connection to TPEPG."

Individual Reflection. Open-ended responses indicate that teachers use

reflection individually, choosing professional development that is specific to their own

needs. "I always reflect on my work and tweak things to be better/change as I go. I chose PD that would be helpful to me based on what I wanted to improve." Another teacher responded, "I always got more from doing reflective practices by myself or with a colleague than in any professional development sessions or any formal evaluations by my principal." Teachers responded indicate they are more autonomous in directing their own growth and development. One teacher draws a connection between reflective practice and their growth as an educator:

> "I have been using reflective practice in my teaching for 5 years. I became interested in reflective practice through course work and evaluative process. Reflective practice has dramatically changed the way I think about teaching and has helped become a better educator.

Teacher responses related to reflection connected to their professional development During Covid also indicates reflection is done individually. "I engage in reflection and learning a lot more since the environment of teaching in person and remote students is very intense." and "My use of reflective practice has remained constant. I believe that without previous understanding of reflective practice prior to Covid that I would have been more challenged to be an effective teacher during the pandemic." Respondents shared: "I believe that reflective practices play a role in how I choose my particular PD." and "I use it as a guide to choose my professional development." One respondent indicated: "Before Covid, reflective practice and my professional development goals were directly connected. The focus was on individual professional development opportunities." Teachers articulate the value of reflection in supporting effective instruction.

Reflecting with Others. Teacher responses indicate that they reflect with others, analyzing data, debriefing with a mentor, participating in PLCs and reflecting

with students both Before Covid and During Covid. "I consistently worked with colleagues to reflect on practice." and "Meetings with co-workers that included debriefing." One teacher response described the use of reflective practices as a way of solving problems:

> "For remote school, we use reflective practices a lot with in depth discussions and problem solving because we are making remote school up as we go along since we have never done it before. We meet at least once a week, and usually more often, to reflect, discuss and problem solve."

Reflection as Part of the Evaluation Process and Professional Development. Teachers identified a connection between reflection, evaluation and professional development noting that written reflection connected to the PE/PG system was then connected to their professional development both Before Covid and During Covid. One response indicated: "Written reflection is connected to TPEG." and "I use them as part of the Marzano reflective self-evaluation." Other teachers connected it to their professional goals: "I create and plan for personal growth goals." Other teachers connect reflection with their self-evaluation in their PE/PG system. "Self-evaluate and reflect on each lesson and focus on smart goals for professional development." Responses indicate the teachers are using reflection to support their professional growth and development.

No Reflection. There were more responses indicating that no reflection was done During Covid when compared to Before Covid. "There is no time to go into anyone's room. The PD is about planning for the next day/week." Another teacher responded, "Non-existent, the school is too isolated for group reflection and teachers do not feel the need to reflect individually." Responses indicated that the pandemic created high levels of stress and teachers put most of their efforts in making it each day. They

did not have time or find it beneficial to use reflective practices. Teachers indicated not participating in reflection or using it minimally Before Covid and During Covid: "I did not reflect because the workload is too intense." and "I am just trying to survive the year." and "I try to make space but it is difficult."

Administrators identified a variety of themes connecting reflective practices and professional development in open-ended responses. Those themes included: (1)based on individual teacher needs, (2) evaluation system and (3) communication. (Table 4.18 below)

Reflection Based on Individual Needs. Administrator responses Before Covid indicate professional development is connected to teacher needs: "PD is designed to be intentional, of interest to teachers based on their needs, wants, and preferences asked for teacher input on next steps for PD." and "I try to look at everyone's individual growth area and choose topics from that." Another administrator responded, "Teacher needs drive professional development time differentiated for teachers based on where they are and develop a plan for training ideas."

Reflection Connected to Evaluation. Administrator responses During Covid indicate limited professional development due to Covid pandemic. Administrators shared: "Less PD focus with emphasis on reflective practices.", "PD has been limited due to COVID." and "We are not providing much training now unless I feel it is small and very relevant."

Administrator responses indicate reflective practices are connected to their evaluation system both Before Covid and During Covid but there were very few responses that made a connection between reflective practice as part of a teacher's

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regular practice. "Reflection writing is a part of our PEPG and it is encouraged as teachers work towards their goals.", "Reflective practice is built in throughout our TPEG system of evaluation." and "Through our teacher evaluation system it is still fairly easy to identify areas for teacher professional development."

Communication to Support Reflective Practices. Administrator responses identify the use of open communication as a way to support teacher's use of reflective practices and its connection to professional development both Before Covid and During Covid.   Administrator responses identified "Open communication and transparency" and "Open door policy" as ways that support teachers using reflective practices and connecting those practices to professional development needs.

Table 4.18 Administrator Open-ended responses to Reflective Practices and Connection to Professional Development

Before Covid	During	Administrator Quotes
- Professional development is connected to individual teacher needs and those needs drive professional development choices	- Professional development is limited and less focused on reflective practices	"PD is designed to be intentional, of interest to teachers based on their needs, wants, and preferences, and used to align to school/district PD needs as a whole, also differentiated for teachers based on where they are."
- Professional development is part of the PEPG system with goal setting driving the professional development	- Professional development is part of the PEPG system with goal setting driving the professional development	" It was a required part of evaluation." "PEPG goal setting was important - twice yearly 1-1 meetings with teachers, peer observations." " Reflective practice is built in throughout our TPEG system of evaluation."

Table 4.18 Continued

– Open communication and transparency with teachers about professional development needs are used to support growth and development	– Open communication and transparency with teachers about professional development needs are used to support growth and development	"I conduct surveys, open door policy, exit tickets, open communication, and transparency."

Teacher responses related to reflective practice and its connection to student engagement and school culture identified many positive factors both Before Covid and During. Responses indicated a connection between their use of reflection to change their instruction, which in turn promoted higher engagement of students resulting in a positive school culture. (see Table 4.19 below)

Positive Connections between Reflective Practices, Student Engagement and School Culture. Teacher responses both Before Covid and During Covid were overwhelmingly positive: "I have a very hands-on classroom. The routines I developed by reflecting on my practice during years of in-person learning led to highly engaged classes of students." and another shared "My personal use of reflective practice had a positive effect on student engagement. I know this through observation and some data collection." and "If an educator made the attempt to reflect and change, student engagement was up. This was a rare occurrence for teachers who had several years of experience." and "My use of reflective practice continues to be useful and promotes student engagement and improves my teaching. These techniques have been supported and enhanced by school wide goals and culture."

Teacher responses indicated confidence in their use of reflection to positively impact instructional practices and school culture. "Reflection helped me make accommodations, identify students who were struggling, resolve conflicts, find new ways to engage kids, bring a calmer, more balanced presence to the classroom, and increase the rigor of my teaching." Another teacher commented that the use of reflective practices supports a strong school culture. "We had a strong group dedicated to filming our own practice and debriefing that film with colleagues. It had a positive effect on creating a culture of sharing ideas, being open to sharing and troubleshooting failures, and collectively figuring how to best implement research-backed instructional practices."

A teacher's response during Covid indicated reflective practices have less impact on student engagement, "Currently, through Covid, reflective practice has a less positive impact on student engagement and culture. Students and teachers both engage and adapt as best they can. Engaging students takes more thought with Covid guidelines." There were very few teacher responses that identified reflective practices in a negative manner.

Administrator open-ended responses identified themes related to the impact of reflective practices on student engagement and school culture. Themes of: (1) data analysis, (2) evaluation and (3) collaboration to impact student engagement and school culture occurred both Before Covid and During Covid. Responses indicate that student engagement is important and when teachers have opportunities to work together to analyze student data. (see Table 4.20 below)

Table 4.19 Teacher Open-ended Responses to Reflective Practices Impact on Student Engagement and School Culture

Before Covid	During	Teacher Quotes
- Teachers use reflection to analyze student needs which helps them to improve and increases student engagement	- Teachers connect reflection to student needs, as teachers improve practices, student engagement increases	"It allows me to step outside of myself and get creative on how I would increase engagement." "I have a very hands-on classroom. The routines I developed by reflecting on my practice during years of in-person learning led to highly engaged classes of students."

Data Analysis. Administrator responses indicated using data as a way to support student engagement and school culture. "We track engagement data on students weekly (attendance, social emotional, and academic). I meet with teams monthly to talk with teachers about student progress. Who is thriving, who do we need to build strengths for in our level of concern meetings." and "If a metric used to determine the level of student engagement includes student academic achievement and impact of PBIS, then the effect on school culture was positive."

Evaluation. Other open-ended responses about student engagement and school culture Before Covid and During were related to evaluation. "Increased student engagement as this was a focus of the observations. Higher levels of student engagement have a positive effect on school culture." and "Through our teacher evaluation system, the areas of student engagement and school culture were discussed at length."

Collaboration. Administrator responses indicate recognizing a connection between collaborative reflection and student engagement and school culture. "I feel

reflective practices are a huge part of skills teachers need to build engagement and culture." Another administrator responds "I think the extent to which reflective practice impacts student engagement (along with learning) has everything to do with individual staff members' willingness to commit to improving their own practice and to being honest about areas for growth." Others suggest "I think the way we do our plc's and team time has helped us to better engage students both before and after Covid." and "When teachers reflect on what they do, teaching improves and students are more engaged." and "Still look at team approach to look at individual and school goals to impact student engagement, but the need to address this area of student engagement is a great need and issue right now." The high number of administrator responses to collaboration among teachers using reflective practices suggests this theme is valuable and promoting student engagement and school culture.

A few similar administrator responses did indicate challenges during Covid, "Not able to have the same level of reflective practice with COVID."

Table 4.20 Administrator Open-ended Responses to Reflective Practices Impact on Student Engagement and School Culture

Before Covid	During	Administrator Quotes
Data Analysis - track student engagement, using data to drive reflective practice	Data Analysis - collaborative experience focused on data and that of colleagues is a powerful instructional change driver that impacts student engagement and school culture	"We track engagement data on students weekly (attendance, social emotional, and academic). I meet with teams monthly to talk with teachers about student progress. Who is thriving, who do we need to build strengths for in our level of concern meetings."

Table 4.20 Continued

Evaluative - connected to evaluation system.	Evaluative - through our teacher evaluation system	"A focus was given to this standard on the teacher evaluation tool. PD could be provided when this area was a deficit."
- Teachers participate in collaborative experiences that focus on data analysis is a powerful instructional change driver that impacts student engagement and school culture	- Teachers participate in collaborative experiences with focus on school goals, not as much time for reflection	"Examination of one's own practice through the analyzation of data, coupled with a collaborative experience focused on your data and that of colleagues, is a powerful instructional change driver. New "learnings" represent that which potentially impacts student engagement and school culture."

Summary of Factors Impacting Supervisory Practices to
Support Teacher Reflection

In the preceding sections, I described participants' perceptions regarding each of the research questions. With regards to the first research question pertaining to teacher and administrator perceptions of reflective practices, teachers and administrators identify numerous evaluative and non-evaluative types of feedback that support the use of reflective practices. Recurrent themes included: (a) evaluating instructional strengths and practices, (b) reflecting with a colleague about teaching, (c) targeting professional development based on school goals, (d) examining student data, and (e) co-planning a lesson with a colleague.

Teachers and administrators also identified evaluative and non-evaluative types of feedback that did not support the use of reflective practices. Recurrent themes included: (a) providing a summative rating, (b) reflecting with a school leader, (c) using

social media to gather new ideas, and (d) journaling about instruction. Overall, participants perceived that both evaluative and non-evaluative feedback were helpful supervisory practices that supported a variety of reflective practices. Responses were also similar when comparing perceptions Before Covid and During Covid.

Overall, teacher mean scores for all constructs were higher Before Covid when compared to During Covid (M=3.08 before, M=2.85 during). Administrator overall mean scores for all constructs were also higher Before Covid when compared to During Covid (M=3.23 before, M=3.09 during).

Open-end teacher and administrator responses revealed that during Covid, there has been less supervision, less evaluative feedback and non-evaluative feedback to support the use of reflective practices. The data shows the administrator mean scores both Before Covid and During Covid are higher when compared to teachers across all constructs, showing evidence that administrator responses were more positive throughout the survey than teacher responses to all research questions. Understanding that a 3.00 on the survey indicates agree, the administrator mean scores range between M=2.97 -M=3.34, indicating they mostly agree with each construct as a way to support reflective practices. Teacher mean scores ranged between M=2.56 - M=3.25. Teacher responses indicate they mostly agree with each construct and their connection to reflective practices Before Covid and During Covid, except for evaluative feedback During Covid, which is roughly halfway between disagree and agree. (see Table 4.21 below)

Table 4.21 Overall Means per Construct for Administrators, Teachers and Combined

	Evaluative Feedback	Non-evaluative Feedback	Changing Instructional Practices	Feelings about Reflective Practices

Table 4.21 Continued

	Before Covid	During	Before Covid	During	Before Covid	During	Before Covid	During
Administrator	3.34	3.00	3.30	3.21	3.13	3.13	3.16	2.97
Teacher	2.94	2.56	3.09	2.97	2.99	2.86	3.14	2.86
Combined	3.14	2.78	3.20	3.10	3.01	3.00	3.15	2.92

Teachers and administrators identified several reflective practices that support changes to instructional practices to answer the second research question. The identified co-planning with a colleague and examining student data as most important in supporting professional growth and changes to instructional practices. Collaborative inquiry is a key component of reflective practices. When teachers are interacting, communicating, and exchanging ideas with each other they are driving their own professional development. This is important because it builds teacher autonomy as a way of driving school improvement.

The final research question examined the connection between reflective practice, student engagement and school culture. Both teachers and administrators reported a direct relationship between teachers collaborating with peers and use of data analysis to increase in student engagement. This work also promotes self-directed learning and professional development of teachers which leads to more positive school cultures.

In the next chapter I will connect the findings to other contributions in literature and the conceptual framework for this study. Finally, in Chapter 6 I will discuss the strengths and limitations of this study and provide recommendations for practitioners, policymakers, and researchers.

Chapter 5

DISCUSSION

The purpose of this study is to examine successes and challenges related to the use of reflective practices as a way to spur improvement in schools. The findings will allow school leaders to maximize the ongoing and continuous professional potential of their teachers as a way to identify best practices, increase pedagogical practices, increase student engagement and improve student outcomes: academic, civic and social-emotional. In this quantitative study I collected and analyzed data from 114 teachers and 100 administrators from districts in each of the NCES locale codes. The data collection took place during the spring of 2021, during the Covid pandemic, when Maine schools were experiencing a variety of teaching and learning experiences; in person, hybrid and remote. Teachers and administrators were asked to consider their perceptions Before Covid and During Covid as they responded to survey questions. Responses may have varied based on their personal experiences at the time of the survey.

The quantitative study approach provides an in-depth look at teacher and administrator perceptions and rich description which may or may not be generalizable. The breadth of data is not what was hoped for. There is limited research in this area, specifically in rural states as it pertains to supervision and reflective practices. The reader should understand that the findings should be viewed as informative and more study is warranted to gauge supervisory practices to support teacher reflection in a potentially new teaching and learning arena based on the educational information gleaned during the 2020/2021 school year. In this chapter of this dissertation, I briefly summarize and state the main points of the study before further discussing each

research question and its connection to literature and the conceptual framework of this study.

This study yielded results addressing all three research questions; (1) the perceptions of school leaders and teachers related to reflective practices, (2) reflective practices that encourage teacher professional growth and change instructional practices, and (3) connections school leaders and teachers identify between reflective practices and teacher growth, student engagement and school culture. To frame the discussion, I return to the theoretical and conceptual framework for this study, in which school districts navigate an evaluation-supervision tension. Glickman, Gordon and Ross-Gordon (2013) refer to this tension in their "Supervision for Successful Schools" model. Their model represents an abundance of literature which focuses on the growth and development of teachers through supervisory practices. The conceptual framework for this study (Figure 5.1 below) illustrates the tensions that inhibit reflective practices based on the evaluation-supervision tension.

Perceptions of School Leaders and Teachers Related to Evaluative and Non-Evaluative Feedback and the Use of Reflective Practices

Based on the data in the first finding, non-evaluative feedback from administrators stood out as the most valuable strategy to promote the use of reflective practices by teachers in this study. Supervision may include both evaluative and non-evaluative feedback, but non-evaluative or informal feedback is feedback provided through discussion, conferencing, small or large group work, trainings, peer observations, data analysis, goal setting, and all components of reflection (Zepeda & Ponticell, 2020; Eady & Zepeda, 2007; Hazi & Ricinski, 2009). The supervisory

practices listed above overlap with and are also considered reflective practices. Reflective practices provide a path to move teachers from their current knowledge base of distinct skills to a stage in their careers where they are able to modify their skills to suit specific contexts and situations, and eventually to invent new strategies (Larrivee, 2000).

The reflective practices identified by teachers in this study as the most helpful were practices that were non-evaluative and informal. Teachers specifically identified reflecting with a colleague as a way to consider their practices and their impact on student learning and engagement, and chart a course for growth and development. Collaborative inquiry is a key component of reflective practices. When teachers are interacting, communicating, and exchanging ideas with each other they are driving their own professional development. This is important because it also drives school improvement, with a direct impact on student success in school.

Zepeda and Ponticell (2019) capture the essence of reflection and its relationship to supervision, noting that voluminous amounts of literature reinforce the idea that supervision, not evaluation, is the center for teacher improvement of instruction. They define supervision as the on-going process of engaging teachers in instructional dialogue for the purpose of enhancing reflection about teaching and student learning as a way to shift teaching practices aligned to increased student achievement (Zepeda and Ponticell, 2019). Contrary to what the literature suggests, teachers in this study identified administrators providing support for reflective practice as part of the evaluation process. Teachers indicate that support for reflection connected to the evaluative process is less effective in supporting the use of reflective practices. Teachers

Figure 5.1 Conceptual Framework (reprinted from Chapter 2)

Tension Between Supervisor And Evaluator Role

Lack of Professional Understanding about Reflective Practices

Supervisory Practices that Support Reflective Practices

Must have Trusting Relationships between Teacher and Supervisor

Professional Growth and Development of Teachers

Promotes Positive School Culture and Increases Student Success

Reflective Practices

Teachers and Administrators Identify and Use Best Practices

Dept. of Education and Policy Makers Mandates for PE/PG models that emphasize evaluation over supervision

Supervisory Practices that Inhibit Reflective Practices

Training Needed for both Teachers and Administrators

Attitudes about Reflective Practices

High stakes test scores tied to teacher performance

Tensions that Inhibit Reflective Practices
(outside the circle)

and administrators reported school leaders most often provide evaluative feedback in their role as an evaluator, instead of providing more effective non-evaluative feedback in their role as a supervisor. Both female and male teacher response means to evaluative feedback are less than 3.00 (agree), suggesting that overall, teachers do not find evaluative feedback helpful in supporting the use of reflective practices. Conversely,

administrators viewed all evaluative actions more positively in promoting reflective practices than teachers with mean scores that were 3.00 and above (agree - strongly agree). Both teachers and administrators agreed that summative rating scores did not promote the use of reflective practices.

While non-evaluative feedback through supervision was most effective, teachers and administrators both identified some evaluative feedback actions that did support their use of reflective practices; feedback about their instructional strengths, feedback about their instructional practices, feedback to inform improvement and feedback that target professional development as the most helpful. Teachers living in rural population locales are more positive about the use of evaluative feedback by their administrator to support reflective practices when compared to teachers in cities/larger population centers. This may suggest that teachers working in smaller rural schools rely more on their administrator to support and direct their professional growth and development while teachers in larger population locales are more proactive in determining their own professional development. The data also revealed that teachers with less teaching experience view evaluative feedback more positively than teachers with more than 20 years of experience. This suggests that more veteran teachers do not rely on evaluative feedback to direct their growth and development. Those teachers may be more confident in identifying their own needs.

Instead of providing evaluative feedback that generally does not support the use of reflective practices, school leaders need to consider the needs and conceptual levels of the teachers they work with. Glickman (2018) suggests that school leaders provide developmental supervision to meet the variety of teacher experience levels in their schools. By identifying teacher experience levels, supervisors can individualize their

supervision to include directive, collaborative or nondirective support that promotes teacher professional growth. Supervision supports the unique needs of individual teachers by creating collaborative and trusting relationships between teachers and administrators as a way of spurring the use of reflective practices. Mette et al (2017) suggest it matters when principals provide differentiated support to teachers based on their experience and ability.

The use of reflective practices allows teachers the ability to participate in their own professional growth and development on a daily basis. Zepeda (2018) states that high quality professional learning should be embedded daily for teachers but most often high-quality professional learning does not engage teachers in opportunities to learn from the work they do in their classrooms. She also promotes the use of transformative supervision, where the supervisor and teacher create and support an active, collaborative learning environment, resulting in reduced teacher isolation and encourages teachers to examine and reflect upon their teaching. In this study teachers and administrators agree that non-evaluative feedback strategies best support reflective practices. Both teachers and administrators identified reflecting with a colleague about teaching, examining data and co-planning with a colleague as the most helpful reflective strategies supported through non-evaluative supervisory practices. When considering the variety of reflective practice strategies, both teachers and administrators identified strategies that allow teachers to collaborate with others as most positive. The data does identify non-evaluative feedback more positively supporting the use of reflective practices when compared to evaluative feedback, but the mean scores were not overwhelmingly different before Covid (evaluative feedback M= 3.14, non-evaluative

feedback M=3.20) though there is a greater spread in scores during Covid (evaluative feedback M= 2.78, non-evaluative feedback M=3.10).

The literature clearly states that supervision is important and the key to teacher growth and development. Without it schools would show little evidence of improvement. Zepeda and Ponticell (2019) state that supervision is the center for improvement of instruction and explain that supervision is the on-going process of engaging teachers in instructional dialogue for the purpose of enhancing reflection about teaching and student learning to modify teaching practices aligned with increasing student achievement. It is imperative that school leaders provide opportunities for dialogue between teachers and themselves as part of the supervisory process. Providing purposeful feedback to teachers supports their use of reflective practices, encouraging them to feel open to discuss their own strengths and weaknesses (Ovando, 2005; Zepeda, 2012). Supervision must be a regular part of a school leader's schedule, providing time for conversation and dialogue, collaboration, discussion, questioning, new strategies and analyzing the results. In order for teachers to comfortably and confidently use reflective practices, administrators must separate their roles of evaluator and supervisor. The tension created by these dual roles are major challenges facing the field of teacher supervision (Ryan & Gottfried, 2012).

Reflective Practices Encourage Professional Growth of Teachers and Change Instructional Practices

Themes of helping, supporting and promoting teacher growth are common throughout the literature as examples of supervisory practices that promote the use of reflection and yields professional growth and changes instruction (Zepeda and Ponticell, 2019). While supervision is directly connected to teacher growth and development, the

ultimate goal is to improve instruction and support student success (Zepeda, 2018).

When supervision is directly related to the needs of the teacher, the supervisor considers the strengths and needs of the teachers, the organization and individual goals, and the stage of the adult learner (Glickman, 2018). A critical aspect of supervision lies in its potential to build the capacity of teachers. Conferencing is an element of supervision, with the main purpose being to provide feedback to the teacher. Mette et al (2015) suggest that post-conferencing is important and considered a highly effective supervisory practice when principals build teacher capacity to self-reflect on instruction. Participants in this study identified discussions with school leaders as supportive of reflective practices. Using the feedback from supervision, teachers are able to reflect and analyze their own performance (Oliva, 1993).

The literature identifies reflection as an integral part of a teacher's growth and development. Without it teachers may struggle to look objectively at their own actions or take into account the consequences of those actions that can lead to improvement of their practice. (Leitch & Day, 2000) Reflective practices are integral to the professional practice of deepening a reflective stance, allowing teachers to hold themselves accountable for their own teaching and personal growth. Findings from both teachers and administrators in this study indicate that reflective practices are important but not easy. Teachers specifically identify observing another teacher's instruction and co-planning a lesson with another teacher as reflective practices that can change their instruction. The findings were clear that there is less supervision that is formative in nature to support the use of reflective practices. What is most prominent is that evaluative processes were not usually successful in promoting professional growth and

changes to instructional practices.

There have been some changes in the role of supervision, specifically a shift from a directed orientation to one that focuses on the relationship between the teacher and the supervisor. In Glickman et al (1981, 2018) examination of developmental reflective models they suggested that when leaders think about supervision in a developmental manner they will interact with staff in more effective ways. They, like Drago-Severson (2009), suggest that leaders should select approaches based on the needs of the teacher. The literature supports what participants in this study identified as important; a recognition that reflection is important and an understanding that collaboration that includes non-evaluative feedback between the teacher and the school leader supports the use of reflection. The use of collaborative supervision increases trusting relationships, promotes a positive school culture and a shared leadership approach that empowers teachers to improve their own instruction, rather than solely exercising power over them in an evaluator role (Mette, 2014). It will be a challenge for school leaders to create school cultures that can make reflective practices easier to use. Principals must be able to guide teachers through a self-reflection process (Memduhoglu, 2012) and that will require time and attention on a regular basis.

Theorists identify non-directive supervision as providing more opportunities for teacher reflection. Teachers are encouraged to consider their perceptions of and feelings about their instruction. The supervisor does not share an opinion but facilitates the teacher in identifying issues, exploring ideas and possible solutions and then creating a plan of action (Gebhard, 1990). Authentic non-directive supervisory behaviors allow for collaboration, teacher autonomy and shared leadership. Non-directive feedback, part of

the coaching model, encourages teachers to see themselves as agents of their own

practice and in charge of the direction of their own learning and is an important aspect

of transforming school organizations. Mette et al (2017) posit that the principal serving

as an instructional coach fosters trusting relationships with teachers and values

feedback from teachers to target school improvement efforts. Both teachers and

administrators in this study reveal that non-evaluative feedback (supervision) best

supports reflective practices, allowing the teacher to work independently or

collaboratively with peers to analyze their instruction and make shifts for improvement.

As identified in the conceptual framework, when administrators are intentional about

recognizing the tensions between evaluation and supervision, they have the ability to

engage in supervision and coaching strategies that ensure the use of reflective practices.

Hazi and Ricinski (2009) and Ponticell and Zepeda (2004) note that over time

evaluation has dominated supervision in educators' minds: "for all teachers and for the

vast majority of principals supervision was, quite simply, evaluation." (p. 47).

Administrator responses in this study indicate a blurring of the lines between

supervision and evaluation. As noted in this study by teacher responses, administrators

most often provide feedback through evaluation and performance ratings and less

through supervisory practices. Administrators viewed both evaluative and non-

evaluative feedback more positively (higher means) than teachers, suggesting that

administrators believe they are effectively providing support for the use of reflective

practices by teachers using both evaluative and non-evaluative feedback. Administrators

state that reflective practices are built into the guidelines for teacher-evaluation systems

and there is an expectation that all teachers engage in the reflection embedded in the

model. Administrators confuse reflection that is embedded in evaluation systems with

reflective practices used regularly to examine teaching practices and student learning. Administrators and teachers both report feedback related to their local PE/PG system (evaluative) as the most common form of feedback used by school leaders to encourage reflection. Administrators need to better understand the different responsibilities related to evaluation and supervision. School systems need to put more emphasis on supervision and reflective practices allowing school leaders and teachers to grapple with issues that are pertinent to best practices and teacher growth. Supervision is one of the most powerful methods to drive school improvement, however, the accountability systems (PE/PG) that are in place now use fear to demand reflection, rather than trust.

Reflection is not a new idea. It has been explored through many lenses, and it has power in its ability to transform teaching and learning systems. Zepeda (2019) suggests that when teachers engage in instructional dialogue they enhance reflection about teaching and student learning in order to modify their teaching practices and increase student achievement. When teachers begin to understand their teaching practices through individual reflection, reflection in small groups, or as part of a school-wide reflection, they are more likely and willing to explore and improve their own effectiveness as a way to increase student achievement levels. When school administrators make it a priority to focus less on evaluation as a way to direct changes in instructional practices, and more on supervision that includes trusting relationships and dialogue that support the use of reflective practices, teachers have the opportunity to explore their instructional practices, identify needs and create action plans as part of their professional growth and development.

Reflective Practices, Student Engagement, and School Culture

Reflective practices involve continuous learning and improvement, asking teachers to think critically about their craft both to refine their teaching practices and to grow professionally. Reflecting on different approaches to teaching as a way of understanding past and current experiences can lead to improvement in teaching practices, increase student engagement and more positive school cultures. Participants in this study agreed that the use of reflection by teachers can and does impact student engagement and school culture. Participants noted that the use of reflective practices done independently or with a colleague supports careful analysis of their craft and student learning as a powerful instructional change driver. These practices directly impact student engagement and school culture. By implementing a process for the use of reflective practices, teachers are able to move themselves, and their schools, beyond existing theories into practice.

Glickman et al. (2013) assert that successful schools must move from a conventional or congenial supervisory model to a collegial supervisory model as a way of improving the success of a school. According to Glickman et al. (2013) the conventional model is characterized by a focus on inspection and attempts to control teacher behavior which results in dependency, hierarchy, and professional isolation. Maine's PEPG model may be an attempt to move schools away from conventional models but it is currently being implemented based on the preferences of the school leader and the model implemented by the district. District models may be characterized by a culture with little professional development matched to the individual needs of teachers, which often results in ineffective practices, inefficient use of time, and professional isolation.

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Teachers and administrators in this study report an emphasis on the evaluative feedback (conventional model) with professional development often chosen by administrators and seldom matched to individual teacher needs. Teachers noted a disconnect between their needs and the professional development offered. There was further disconnect as principals focused on the use of the PEPG model to promote reflection instead of understanding reflective practices as a professional practice used daily by teachers in conjunction with their instruction planning. This model, embedding reflection into the evaluation process, does not support school improvement.

The collegial model, highly supported by Glickman et al. (2013), is distinguished by (1) collaboratively developing and implementing a school/district vision for teaching and learning; (2) purposeful growth-focused collaborative adult interactions improving school wide teaching and learning rather than compliance-focused; (3) quality instructional supervision that minimizes hierarchy and maximizes collegiality; and (4) deliberate development of knowledge, interpersonal skills, and technical skills to support these efforts. Reflective practices are an integral part of this model. Teachers in this study reported using reflective practices individually or collaboratively to examine instructional practices and its impact on student success. The literature indicates that action research (reflective practice) is a framework for school improvement. It enhances problem-solving and instructional decision-making, promotes self-assessment and reflection, instills a commitment to continuous improvement, creates a positive school climate, impacts practice directly, and encourages teacher empowerment (Glanz, 1999). Teacher responses indicate that reflective practices are best supported through non-evaluative feedback which is part of the collegial supervision model.

Instructional rounds and classroom walk-throughs are other forms of reflection that support school improvement. The premise of instructional rounds is to build a common language and culture among members in a network (City et al., 2009). Schools make a cultural transformation when practitioners build a deep understanding of best practices and what good instruction looks like. The intent of classroom walk-throughs is to improve practices as a system by collaborative observation and discussion, to produce desirable results. The follow-up conversations transpire after the walk-throughs are reflective in nature (Downey et al., 2004). The goal of this process is to create a level of collegial collaboration and reflection toward instructional practices among teachers. Responses from participants in this study indicated agreement in using school walk-throughs as a reflective practice that supports positive school culture leading to school improvement.

In review of the literature focused on reflection, there are a variety of reflective models that provide opportunities for teachers to select practices that best support their needs as a way of analyzing their own teaching and learning, and creating a plan for professional growth. There are multiple ways for teachers to reflect; on their own, with a colleague, in small or large groups or with their school leader, with goals that include building a common school language about instructional practices, examining instruction and identifying best practices that yield high student engagement. While teachers in this study indicated in open-ended responses that most of their reflection was done individually, they also indicated that reflection with a colleague was beneficial and while supported by their administrator, little time was provided to engage in these practices. The literature suggests that there is much to be gained from reflecting with colleagues; a school culture that encourages colleagues to identify best practices, share ideas,

problem-solve, and to create common expectations for teaching and learning, to name a few. Administrators in this study promoted teachers working collaboratively as a way of meeting professional development needs and increasing student engagement.

Leithwood, Seashore, Anderson and Wahlstrom (2004) state student achievement increases as districts increase adult collaboration in teams. Creating opportunities for teachers to collaborate with other teachers and with school leaders is essential for teacher growth and development and student success. It is also crucial for school leaders to engage in reflection as a way of moving a school community forward (Byrne-Jimenez & Orr, 2007; Donaldson, 2008; Leithwood & Jantzi, 1998). Responses in this study indicate agreement that when teachers collaborate with other teachers and participate in thought-provoking conversations with their school leader, they feel empowered and energized to move forward in their professional development. Responses also indicate administrators expect teachers to reflect as part of the evaluation process. It is imperative that school leaders participate in collaborative work with their teachers using a supervisory model as a way to support growth for both teachers and school leaders. When given time and autonomy, teachers and supervisors working together can transform their school organization.

Reflective theorists believe that the use of reflective practices by teachers results in productive transformations of both the teacher and the school system. Both teachers and administrators in this study indicated that they did not see a direct connection between the use of reflective practice and their professional development. With the right supervisory supports, teacher autonomy can bolster a positive school culture, highlighting teachers who are motivated and feel valued as they responsibly direct their own professional growth and development. This study indicates the use of teacher

reflection supports student engagement and positive school culture.

Supervision provides multiple opportunities for reflection as school leaders encourage teachers to consider their perceptions and feelings about instructional events. When done well, the school leader does not direct or suggest solutions, but instead supports the teacher as the teacher identifies issues, explores solutions and creates a plan of action (Gebhard, 1990). These supervisory behaviors support a collaborative spirit between the teacher and school leader. Furthermore, supervision that encourages reflective practices allows teachers the opportunity to see themselves as agents of their own practice and in charge of their own learning path which is a critical aspect of school improvement.

Chapter 6

IMPLICATIONS AND CONCLUSIONS

With the goal of school improvement in mind, a major consideration for school districts should be teacher effectiveness through the lens of supervision and reflective practices (Mette, 2017). The literature regarding supervision and evaluation identifies two processes that support school improvement (Ponticell & Zepeda, 2004; Eady & Zepeda, 2007; Hazi & Ricinski, 2009). Using supervision, administrators provide non-evaluative feedback to support teachers' use of reflective practices that may include detailed instructional feedback, collegial dialogue about instruction, collaborative design of instructional plans, and identification and modeling of excellent instructional practices, as a way to drive teacher growth and development. Ideally, a skilled supervisor that is not also the teachers' evaluator would provide the support in order to avoid role tensions (Zepeda & Ponticell 2020) but understanding that is unlikely, supervisors should understand the differences between the roles and responsibilities of evaluators and supervisors (Glickman et al., 2018).

School districts have a lot of work to do, specifically the need to increase the use of reflective practices as a way to support ongoing teacher growth and development. Participants in this study identified more barriers for the use of reflective practices than supportive factors. High on the list of barriers was the use of evaluative effectiveness ratings by administrators as a way to drive teacher growth. Contrary, the positive indicators include observing and debriefing, and co-planning with a colleague. The use of supervisory practices that include formative feedback allow school leaders to maximize the ongoing and continuous professional potential of their teachers by

identifying best practices and increasing pedagogical understanding. Supervisory practices that support the use of reflective practices, as opposed to enforcing high stakes accountability measures often enacted through teacher evaluation systems, have an end result of improving instruction, increasing student engagement and creating a culture of teacher autonomy, which are the key ingredients in school improvement.

Maine's PEPG model combines both professional growth and performance evaluation, but if Maine is truly interested in facilitating school improvement there will have to be more emphasis put on supervisory practices to support reflection and teacher growth and development. There are positive shifts occurring as evidenced by the data in this study but a challenge still remains: how should administrators work to support a culture and climate that sees supervision as an effort to drive school improvement while meeting the desired intent of Maine's PEPG policy? Or does the intent of the Maine PEPG policy need to shift to include more emphasis on supervisory practices to support school improvement? Administrators must undertake this work with a focus on developing teachers by creating healthy school cultures where the use of reflective practices are embedded in daily practice.

Considerations for Scholarly Practitioners

In order to make progress toward the use of reflective practices practitioners need to: (1) understand the differences and separate the roles of evaluator and supervisor, (2) provide supervision that supports the use of reflective practices, and (3) provide time for teachers to use reflective practices as part of their own growth and development.

First, when administrators are able to separate their roles of evaluator and supervisor, there is an increase in overall teacher effectiveness through teacher growth and development. For administrators that means scheduling specific (separate) time for the evaluative components that are part of the PEPG model. The tension between the roles of evaluator and supervisor creates conflict for teachers. The accountability systems we have in place create fear and limit teacher engagement with new strategies rather than build trust and encourage teachers to identify, analyze and solve problems creatively. The role of evaluator is to make judgements about employment. Teachers are confused by the dual role of the administrator and often choose not to explore new ideas for fear of it impacting their evaluation rating. Further, the evaluative process should be streamlined, lessening the amount of paperwork teachers and administrators are required to complete as part of the process. Districts should create models that collect summative information over multiple years so that administrators can allocate their time instead, to meaningful, growth-promoting supervision.

Secondly, for administrators in the supervisory role it is important to provide support for the use of reflective practices which is essential to teacher growth and development. When teachers are provided time to reflect they become the drivers of their own professional development. Administrators support reflective practices by providing opportunities for in-depth dialogue that includes formative feedback. This process supports teacher autonomy, leading to stronger and more positive school cultures. Administrators should be aware that until teachers can trust that supervision will provide support to explore and experiment in the search of best practices, separate from a summative evaluation rating, reflective practices will occur on a limited basis or not at all.

Third, for teachers, this separation between evaluation and supervision means they can trust their administrator to provide both evaluation and supervision, but not at the same time. Teachers can comfortably and confidently embed reflection into daily practice. Teachers need to be encouraged by their administrator to engage in ongoing dialogue that promotes contemplation and further study. Over time school teams can develop common language, identify best instructional practices and create a shared vision for teaching and learning. Supervision that focuses on teacher growth and development becomes a value statement to the teachers in a school; You are important. What you do matters. The impact is far reaching; to teachers, to students and to the community.

For Maine practitioners, it is important to identify the varied approaches to supervision that contribute to or arise as barriers to the use of reflective practices to enhance teacher growth and development as a way of supporting school improvement. Components of the current Teacher Performance Evaluation and Professional Growth (T-PEPG) model must be examined in order to provide perspective about the importance of supervisory practices over evaluative practices in supporting teacher growth and development. Local T-PEPG steering committees need to regularly meet to review and refine their model, with consideration for more emphasis on how reflective practices might play a larger role in the model for teacher growth and development.

Implications for Scholarly Practitioner Policy

Policy makers in Maine have put much emphasis on evaluation through the PE/PG law enacted in 2017. In this model evaluation is used as a pressure tool, placing more value on summative ratings and less on supervision as a way to support teacher

growth and development. There is an opportunity to shift the focus of this document to supervision and embed support for the use of reflective practices for all teachers as a way of driving school improvement.

In order to achieve the goal of improving the schools in Maine the findings indicate policymakers should: (1) adjust expectations by putting less emphasis on evaluation and more emphasis on supervision of the PEPG model, (2) embed more expectations for reflective practice in the Maine PEPG model, and (3) provide financial and training support in order for every district to hire instructional coaches or supervisors (separate from evaluators) to support the use of reflective practices by every teacher.

First, school improvement happens when effective teachers facilitate student engagement and learning and are directly connected to a positive school culture. Effective teachers become and stay effective through the use of supervision rather than summative evaluation ratings. Supervision that promotes the use of reflective practices enhances a teacher's ability to direct their own professional growth. Administrators should spend far more time supervising teachers; asking questions, providing feedback, and time for teachers so that they may identify strengths and weaknesses and create a plan moving forward. Supervision requires a great deal of time and effort on both the teacher and administrator's part. This would require less emphasis on summative evaluation as part of the PE/PG model. The current state model, while referring to professional growth, focuses primarily on performance evaluation. Policy makers should also consider longer periods of time between evaluations for teachers scoring in the

Effective and Distinguished range so that more time can be devoted to supervisory practices.

Second, the PEPG model has many documents for both teachers and administrators to complete. These forms include self-assessments, goal setting, action plan and evidence of goal attainment, pre and post observation (lesson plan and conversation guide) and end of the year reflection. Much time is spent completing documents rather than focusing on the work of improving instruction. Policymakers should consider de-emphasizing performance evaluation and creating a model that supports reflective practices through supervision, allowing teachers to be responsible for identifying their needs and managing their own growth and development. A shift from administrator as the authority and decision maker to a collaboration between teacher and supervisor as they work together to create and implement an action plan values the professionalism of teachers by signaling confidence in their ability to accurately identify their own professional development needs and by providing the time needed to do this important work.

Finally, school improvement requires more than just motivated school teams. Policymakers must consider the value in providing resources to districts to bolster the use of reflective practices by every teacher. Maine policymakers have an opportunity to think differently about the PE/PG model with a major focus on the professional growth of teachers through the lens of supervision and reflection. This can be accomplished by providing statewide training for both teachers and administrators about reflective practice. Teachers require training to better understand the purpose and benefits of reflective practices and how to best implement them. Administrators require training in

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how to provide supervision that best supports the use of reflective practices. Policymakers should also consider providing financial support to districts to hire instructional coaches. The school administrator is stretched in a variety of directions with a multitude of responsibilities. Instructional coaches have the potential to relieve the tension between the roles of evaluator and supervisor by providing non-evaluative support to teachers as they use reflective practices. With training and financial support, policymakers can ensure that all schools in Maine have the ability to improve.

Implications for Scholarly Practitioner Researcher/Theory

There are a number of opportunities for researchers to build upon this research, including: (1) studies to compare new district iterations of the PEPG models in Maine to identify the use of reflection practices and its outcomes, (2) studies that dig more deeply into evaluation and supervision as two separate systems, (3) studies that focus on student growth data and its relationship to teachers and schools that regularly and effectively use reflective practices and (4) studies that look at the use of supervision to drive reflective practices in rural states.

First, district PE/PG models are reviewed and revised regularly by district steering committees. As districts review and revise their models, there is the potential for them to choose to add more applications for reflective practices as part of the goal setting and professional development sections of the model. Follow-up studies could identify districts that have embedded reflective practices in their model and study the impact those practices have on teachers, students, school and the district as a whole. Are the changes made by the steering committee having the impact they were hoping to achieve?

Secondly, the PE/PG model has added to the tension of evaluation and supervision, asking the school leader to do both, supporting the blurring between the two. A follow-up study might look into how Maine, or other states might create a model that clearly separates the two processes. A researcher might explore the benefits of someone outside of the school being responsible to evaluate teachers which would then allow the school administrator to focus only on supervision, employing coaching methods to support teacher growth. As the researcher explored the idea they could dig deeper into the possibility of increased teacher growth and productivity, stronger and more trusting relationships between teachers and school leaders, increased teacher effectiveness and increased student engagement. This research could be a compare and contrast study, looking at school leaders that provide supervision that includes reflective practices or supervision that is more directed and tells teachers what to do and how it should be done.

Third, researchers can add to knowledge through a focused study of reflective practices and its connection to student growth and achievement. This study did not focus on student achievement data, instead looking at student engagement based on teacher perceptions. Follow-up studies could look more deeply into student achievement data and find connections to teachers' use of reflective practices. A researcher could look into grade levels, identifying if certain practices have more impact on students at specific grade levels. They might also explore content areas to determine if certain practices are more effective in supporting student achievement. They might also explore the idea of the importance of student achievement over student success as it relates to reflective practices by teachers.

Fourth, researchers can add to knowledge about supervision and the use of reflective practices that take place in rural states. This study focused only on supervision to support the use of reflective practices in Maine. Further research could delve into supervisory practices and their connection to the use of reflection by studying other rural states. Researchers might explore and identify rural states where reflective practices are more or less prevalent and determine the possible reasons why. Researchers might also explore the size of school districts and their connection to reflective practices to determine if district locale correlates with use or nonuse of supervision to support reflective practice.

Conclusion

As a teacher I received from the many principals I worked with regular evaluations that told me what I was doing well and where I needed to improve. There were seldom conversations that accompanied those evaluations. Evaluations were something that was done to me, not with me. It was only after completing my Masters in Educational Leadership that I began to develop an understanding of the differences between evaluation and supervision, and more specifically, the importance of supervision to promote teacher growth and development.

As a school leader I began to develop supervisory skills and practices and realized the importance of developing relationships that encouraged collaboration between teachers and the school leader. While I began to understand the importance of these informal conversations as teachers asked for advice and shard their thoughts, I still put a lot of emphasis on the evaluation process though I began to see flaws. It was not providing the support from me that teachers were asking for. I began to look for and

learn about different ways to provide supervision that met the needs of my teachers as well as provided information to be used as part of the district's evaluation system. As I developed as a school leader I noticed that teachers that thought deeply about their practices and student outcomes, wanted to discuss their ideas and try new techniques, seemed to be the teachers that were the most satisfied and had strong student data that supported quality instructional practices. Over time our school team began to spend time together discussing curriculum and teaching practices, looking at student data, co-planning and getting into each other's classrooms. We created a school culture that embraced reflective practices though at the time I was not aware of that label. What we were doing was working for our students and for our staff.

Later I moved into a central office position as the curriculum coordinator and was exposed to the school leaders and teachers throughout our district. It was evident that most principals emphasized evaluation over supervision and few recognized the differences between the two. Teachers voiced frustration with the lack of support to engage in reflective practices. That frustration led me to see the importance for research about supervision that supports the use of reflective practices as a way of supporting school improvement. With the implementation of the PE/PG model, Maine was poised for a thorough look what was actually taking place in schools throughout the state.

The goal of educators should be to create situations that allow all students to achieve success; social-emotionally, civically and academically. This research project showed that this can be accomplished by creating schools that support the growth and development for both teachers and their students. This can happen only if educational leaders, policy makers and researchers work together to build deeper knowledge and

understanding of the differences between the evaluation and supervision roles of school leaders. The literature that relates to both supervision and evaluation is more theoretical than empirical, and based more on the perceptions of school administrators in the evaluative role. There needs to be more emphasis on supervision and its ability to transform schools. While the role of evaluation is valuable for job retention, school leaders must recognize that evaluation is a separate process and has a different purpose than supervision.

The implications can be transformational. When the major focus of school leaders becomes providing supervision that supports the use of reflective practices, school improvement will be a positive outcome. When principals spend the majority of their time in classrooms, having rich conversations with teachers about best practices, student data and curriculum, teachers are empowered to identify and direct their own professional growth and development. There continues to be a need for more research that will add to the knowledge of educators that focuses on student learning and success in school, effective teacher growth and development, and the separation of supervision and evaluation so that teachers can confidently explore and experiment with new practices, without worry of reprisal or consequence.

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APPENDICES

APPENDIX A: SAMPLE TEACHER COVER LETTER

Dear Maine Teacher:

Educators face immense pressure related to being responsible for school improvement, professional growth, and positive student outcomes. There is a need to know how schools promote professional growth through practices that improve teaching and learning from the perspective of teachers and administrators in Maine. This survey will ask you to consider reflective practices as a way to enhance teacher growth and development. For the purpose of the survey, **reflective practices are those activities that cause one to think about their teaching. Reflection is the act of analyzing one's actions and their impact on student outcomes.**

The purpose of this survey is to explore the attitudes and beliefs of teachers about reflection practices and the supervision that supports or impedes those practices.. The survey will also gather demographic data to assist in further analysis. The survey should take no more than 30 minutes to complete. There are 25 close-ended questions and 3 open-ended question.

Participation in this survey is strictly voluntary and responses will remain confidential. The close-ended data will be aggregated and the open-ended responses reported by category. A comparison will be made between teachers and administrator's responses. The survey data will be used in partial fulfillment of the researcher's doctoral program at the University of Maine, Orono and may be made available in journal publications or educational conferences.

Clicking on the "Start Survey" box indicates that you consent to participate in the survey. You understand that there are only minimal risks. You may decline to answer any questions that make you uncomfortable. You are aware there are no direct benefits to you as a participant in this study, but the data will expand knowledge of perceptions and professional practice of reflection. You understand there is no financial cost to participate nor will you be compensated in any manner. You have the right to withdraw participation at any time.

By not clicking on the "Start Survey" box, this indicates that you do not consent to participate in the study. You understand this will not affect or benefit you in any way.

Your assistance in completing the survey is greatly appreciated.

Respectfully,

Laura Miller, RSU #71

APPENDIX B: SAMPLE ADMINISTRATOR COVER LETTER

Dear School Administrator:

School leaders face immense pressure related to being responsible for school improvement, high quality professional growth for teachers, and positive student outcomes. There is a need to know how schools promote professional growth through supervisory practices that improve teaching and learning from the perspective of teachers and administrators in Maine. This survey will ask you to consider reflective practices as a way to enhance teacher growth and development. For the purpose of the survey, **reflective practices are those activities that cause one to think about their teaching. Reflection is the act of analyzing one's actions and their impact on student outcomes.**

The purpose of this survey is to explore the attitudes and beliefs of administrators about how teachers reflect as part of their professional growth and how you promote reflective practice through supervisory practices. The survey will also gather demographic data to assist in further analysis. The survey should take no more than 30 minutes to complete. There are 31 closed-ended questions and 3 open-ended questions.

Participation in this survey is strictly voluntary and responses will remain confidential. The close-ended data will be aggregated and the open-ended responses reported by category. A comparison will be made between teachers and administrators. The survey data will be used in partial fulfillment of the researcher's doctoral program at the University of Maine, Orono and may be made available in journal publications or educational conferences.

Clicking on the "Start Survey" box indicates that you consent to participate in the survey. You understand that there are only minimal risks. You may decline to answer any questions that make you uncomfortable. You are aware there are no direct benefits to you as a participant in this study, but the data will expand knowledge of perceptions and professional practice of reflection. You understand there is no financial cost to participate nor will you be compensated in any manner. You have the right to withdraw participation at any time.

By not clicking on the "Start Survey" box, this indicates that you do not consent to participate in the study. You understand this will not affect or benefit you in any way.

Your assistance in completing the survey is greatly appreciated.

Respectfully,

Laura Miller, RSU #71

APPENDIX C: TEACHER ATTITUDES SURVEY ABOUT REFLECTIVE PRACTICES

For the purpose of this study, reflection is defined as the process in which a teacher thinks about their instructional practices.

1. What is your current teaching assignment?
    ○ Elementary
    ○ Middle School
    ○ High School

2. What subject do you teach?

3. How many students are enrolled in your school?

4. What in your average class size?

5. How many year have you taught in your current position?

6. How many total years have you been teaching?

7. What district do you work in?

8. What is your gender?
    ○ Male
    ○ Female
    ○ Transgender female / trans woman (or Male-to-Female (MTF) transgender, transsexual, or on the trans female spectrum)
    ○ Transgender male / trans man (or Female-to-Male (FTM) transgender, transsexual, or on the trans male spectrum)
    ○ Non-binary, genderqueer, or genderfluid
    ○ Gender identity not listed:
    ○ Prefer not to reply

Reflection is defined as a process in which the teacher thinks about his/her instructional practices.

9. How useful is receiving the following types of evaluative feedback from your principal in improving your teaching performance?

    1A. Evaluating your instructional practices Before Covid

    Strongly Disagree   Disagree   Agree   Strongly Agree

1B. Evaluating your instructional practices Now

Strongly Disagree   Disagree   Agree   Strongly Agree

2A. Evaluating instructional strengths Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

2B. Evaluating instructional strengths Now

Strongly Disagree   Disagree   Agree   Strongly Agree

3A. Evaluating instructional areas for improvement Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

3B. Evaluating instructional areas for improvement Now

Strongly Disagree   Disagree   Agree   Strongly Agree

4A. Targeting professional development based on school goals Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

4B. Targeting professional development based on school goals Now

Strongly Disagree   Disagree   Agree   Strongly Agree

5A. Targeting professional development based on individual goals Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

5B. Targeting professional development based on individual goals Now

Strongly Disagree   Disagree   Agree   Strongly Agree

6A. Providing a summative evaluation rating Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

6B. Providing a summative evaluation rating Now

Strongly Disagree   Disagree   Agree   Strongly Agree

10. How useful are the following types of non-evaluative reflective practices in providing feedback to improve instruction?

1A. Reflecting alone about your own teaching; before, during and/or after instruction Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

1B. Reflecting alone about your own teaching; before, during and/or after instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agree

2A. Reflecting with a colleague about your teaching Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

2B. Reflecting with a colleague about your teaching Now

Strongly Disagree   Disagree   Agree   Strongly Agree

3A. Reflecting with a colleague about their teaching Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

3B. Reflecting with a colleague about their teaching Now

Strongly Disagree   Disagree   Agree   Strongly Agree

4A. Reflecting in a group about teaching practices Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

4B. Reflecting in a group about teaching practices Now

Strongly Disagree   Disagree   Agree   Strongly Agree

5A. Reflecting with your school leader about your teaching Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

5B. Reflecting with your school leader about your teaching Now

Strongly Disagree   Disagree   Agree   Strongly Agree

11. **How useful are the following actions in changing your instructional practices?**

1A. Observing another teacher's instruction Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

1B. Observing another teacher's instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agree

2A. Being observed by another teacher and debriefing after Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

2B. Being observed by another teacher and debriefing after Now

Strongly Disagree   Disagree   Agree   Strongly Agree

3A. Journaling about your own instruction Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

3B. Journaling about your own instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agree

4A. Examining student data Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

4B. Examining student data Now

Strongly Disagree   Disagree   Agree   Strongly Agree

5A. Using social media to gather new instructional ideas Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

5B. Using social media to gather new instructional ideas Now

Strongly Disagree   Disagree   Agree   Strongly Agree

6A. Reading a book or article for new instructional ideas Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

6B. Reading a book or article for new instructional ideas Now

Strongly Disagree   Disagree   Agree   Strongly Agree

7A. Co-planning a lesson with another teacher Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

7B. Co-planning a lesson with another teacher Now

Strongly Disagree   Disagree   Agree   Strongly Agree

12. For each word, select a response that best characterizes your feelings about reflection on instructional practice - BEFORE COVID.

1A. Interesting

Strongly Disagree   Disagree   Agree   Strongly Agree

2A. Pleasant

Strongly Disagree   Disagree   Agree   Strongly Agree

3A. Understanding

Strongly Disagree   Disagree   Agree   Strongly Agree

4A. Worthwhile

Strongly Disagree   Disagree   Agree   Strongly Agree

5A. Success Promoting

Strongly Disagree   Disagree   Agree   Strongly Agree

6A. Easy

Strongly Disagree   Disagree   Agree   Strongly Agree

7A. Important

Strongly Disagree   Disagree   Agree   Strongly Agree

13. For each word, select a response that best characterizes your feelings about reflection on instructional practice - <u>NOW</u>.

1B. Interesting

Strongly Disagree   Disagree   Agree   Strongly Agree

2B. Pleasant

Strongly Disagree   Disagree   Agree   Strongly Agree

3B. Understanding

Strongly Disagree   Disagree   Agree   Strongly Agree

4B. Worthwhile

Strongly Disagree   Disagree   Agree   Strongly Agree

5B. Success Promoting

Strongly Disagree   Disagree   Agree   Strongly Agree

6B. Easy

Strongly Disagree   Disagree   Agree   Strongly Agree

7B. Important

Strongly Disagree   Disagree   Agree   Strongly Agree

Open-ended Questions

14.   1A. How did your principal support you in using reflective practices - <u>BEFORE COVID</u>? (evaluative and non-evaluative)

15. 1B. How does your principal support you in using reflective practices
    - <u>NOW</u>? (evaluative and non-evaluative)
16. 2A. Describe your use of reflective practices and their connection to your professional development - <u>BEFORE COVID</u>.

17. 2A. Describe your use of reflective practices and their connection to your professional development - <u>NOW</u>.

18. 3A. Describe how your use of reflective practices impacted student engagement and the culture of your school - <u>BEFORE COVID</u>?

19. 3A. Describe how your use of reflective practices impacted student engagement and the culture of your school - <u>NOW</u>?

We thank you for your time spent taking this survey.

Your response has been recorded.

APPENDIX D: ADMINISTRATOR ATTITUDES SURVEY ABOUT REFLECTIVE PRACTICES

For the purpose of this study, reflection is defined as the process in which a teacher thinks about their instructional practices.

1. What best describes your school?
    - Elementary
    - Middle School
    - High School

2. How many students are enrolled in your school?

3. What is your average class size?

4. How many years have you served in your current administrative position?

5. How many total years have you been an administrator

6. What county is your district located?

    - Androscoggin

    - Aroostook

    - Cumberland

    - Franklin

    - Hancock

    - Kennebec

    - Knox

    - Lincoln

    - Oxford

    - Penobscot

    - Piscataquis

    - Sagadahoc

- ○ Somerset

- ○ Waldo

- ○ Washington

- ○ York

7. What is your gender?
   - ○ Male
   - ○ Female
   - ○ Transgender female / trans woman (or Male-to-Female (MTF) transgender, transsexual, or on the trans female spectrum)
   - ○ Transgender male / trans man (or Female-to-Male (FTM) transgender, transsexual, or on the trans male spectrum)
   - ○ Non-binary, genderqueer, or genderfluid
   - ○ Gender identity not listed:
   - ○ Prefer not to reply

8. **How useful is providing the following types of evaluative feedback to your teachers in improving their teaching performance?**

1A. Evaluating your instructional practices Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

1B. Evaluating your instructional practices Now

Strongly Disagree   Disagree   Agree   Strongly Agree

2A. Evaluating instructional strengths Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

2B. Evaluating instructional strengths Now

Strongly Disagree   Disagree   Agree   Strongly Agree

3A. Evaluating instructional areas for improvement Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

3B. Evaluating instructional areas for improvement Now

Strongly Disagree   Disagree   Agree   Strongly Agree

4A. Targeting professional development based on school goals Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

4B. Targeting professional development based on school goals Now

Strongly Disagree   Disagree   Agree   Strongly Agree

5A. Targeting professional development based on individual goals Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

5B. Targeting professional development based on individual goals Now

Strongly Disagree   Disagree   Agree   Strongly Agree

6A. Providing a summative evaluation rating Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agree

6B. Providing a summative evaluation rating Now

Strongly Disagree   Disagree   Agree   Strongly Agree

9. **How useful are the following non-evaluative teacher reflective practices in providing feedback to improve instruction?**

1A. Reflecting alone about their own teaching; before, during and/or after instruction Before Covid.

Strongly Disagree   Disagree   Agree   Strongly Agee

1B. Reflecting alone about their own teaching; before, during and/or after instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agee

2A. Reflecting with a colleague about their teaching Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

2B. Reflecting with a colleague about their teaching Now.

Strongly Disagree   Disagree   Agree   Strongly Agee

3A. Reflecting with a colleague about their colleague's teaching Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

3B. Reflecting with a colleague about their colleague's teaching Now

Strongly Disagree   Disagree   Agree   Strongly Agee

4A. Reflecting in a group about teaching practices Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

4B. Reflecting in a group about teaching practices Now

Strongly Disagree   Disagree   Agree   Strongly Agee

5A. Reflecting with their school leader about their teaching Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

5B. Reflecting with their school leader about their teaching Now

Strongly Disagree   Disagree   Agree   Strongly Agee

6A. Being observed by another teacher and debriefing after Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

6B. Being observed by another teacher and debriefing after Now

Strongly Disagree   Disagree   Agree   Strongly Agee

7A. Journaling about their own instruction Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

7B. Journaling about their own instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agee

8A. Examining student data Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

8B. Examining student data Now

Strongly Disagree   Disagree   Agree   Strongly Agee

9A. Using social media to gather new instructional ideas Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

9B. Using social media to gather new instructional ideas Now

Strongly Disagree   Disagree   Agree   Strongly Agee

10A. Reading a book or article for new instructional ideas Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

10B. Reading a book or article for new instructional ideas Now

Strongly Disagree   Disagree   Agree   Strongly Agee

11A. Co-planning a lesson with another teacher Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

11B. Co-planning a lesson with another teacher Now

Strongly Disagree   Disagree   Agree   Strongly Agee

10. **How useful are the following actions in changing teacher instructional practices?**

1A. Observing another teacher's instruction Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

1B. Observing another teacher's instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agee

2A. Being observed by another teacher and debriefing after Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

2B. Being observed by another teacher and debriefing after Now

Strongly Disagree   Disagree   Agree   Strongly Agee

3A. Journaling about their own instruction Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

3B. Journaling about their own instruction Now

Strongly Disagree   Disagree   Agree   Strongly Agee

4A. Examining student data Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

4B. Examining student data Now

Strongly Disagree   Disagree   Agree   Strongly Agee

5A. Using social media to gather new instructional ideas Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

5B. Using social media to gather new instructional ideas Now

Strongly Disagree   Disagree   Agree   Strongly Agee

6A. Reading a book or article for new instructional ideas Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

6B. Reading a book or article for new instructional ideas Now

Strongly Disagree   Disagree   Agree   Strongly Agee

7A. Co-planning a lesson with another teacher Before Covid

Strongly Disagree   Disagree   Agree   Strongly Agee

7B. Co-planning a lesson with another teacher Now

Strongly Disagree   Disagree   Agree   Strongly Agee

11. **For each word, select a response that best characterizes your feelings about support teacher reflection - <u>BEFORE COVID</u>.**

1A. Interesting

Strongly Disagree   Disagree   Agree   Strongly Agree

2A. Pleasant

Strongly Disagree   Disagree   Agree   Strongly Agree

3A. Understanding

Strongly Disagree   Disagree   Agree   Strongly Agree

4A. Worthwhile

Strongly Disagree   Disagree   Agree   Strongly Agree

5A. Success Promoting

Strongly Disagree   Disagree   Agree   Strongly Agree

6A. Easy

Strongly Disagree   Disagree   Agree   Strongly Agree

7A. Important

Strongly Disagree   Disagree   Agree   Strongly Agree

12. For each word, select a response that best characterizes your feelings about reflection on instructional practice - <u>NOW</u>.

1B. Interesting

Strongly Disagree   Disagree   Agree   Strongly Agree

2B. Pleasant

Strongly Disagree   Disagree   Agree   Strongly Agree

3B. Understanding

Strongly Disagree   Disagree   Agree   Strongly Agree

4B. Worthwhile

Strongly Disagree   Disagree   Agree   Strongly Agree

5B. Success Promoting

Strongly Disagree   Disagree   Agree   Strongly Agree

6B. Easy

Strongly Disagree   Disagree   Agree   Strongly Agree

7B. Important

Strongly Disagree   Disagree   Agree   Strongly Agee

13. 1A. How did you support teachers in using reflective practices to think about their instruction - <u>BEFORE COVID</u>? (evaluative and non-evaluative)

14. 1B. How did you support teachers in using reflective practices to think about their instruction - <u>Now</u>? (evaluative and non-evaluative)

15. 2A. Describe your use of reflective practices and its connection to teacher professional development - <u>BEFORE COVID</u>.

16. 2B. Describe your use of reflective practices and its connection to teacher professional development - <u>Now</u>.

17. 3A. Describe how the use of reflective practices impacted student engagement and the culture of your school - <u>BEFORE COVID</u>?

18. 3B. Describe how the use of reflective practices impacted student engagement and the culture of your school - <u>Now</u>?

We thank you for your time spent taking this survey.

Your response has been recorded.

BIOGRAPHY OF THE AUTHOR

Laura S. (Morse) Miller was born in Norfolk, Virginia and raised in Belfast, Maine. She graduated from Belfast Area High School in 1979. She pursued post-secondary education at University of Maine at Presque Isle.   At the University of Maine Presque Isle, she earned a Bachelor's Degree in Elementary Education with a minor in Early Childhood and a concentration in History in 1983. She earned a Master's Degree in Educational Leadership in 1999 at University of Maine at Orono. In 2017 she completed a Math Coaching program at the University of Maine at Farmington. Between 2017 - 2019 she completed certification requirements for Curriculum Coordinator and Superintendent.

Professionally, Miller has served RSU 71 (formerly RSU 20 and MSAD 34) in a variety of roles: Kindergarten Teacher, K-2 multi-age Teacher, Grade 1 Teacher/Teaching Principal, Elementary Principal, Director of Curriculum and Instruction, and Assistant Superintendent.

She is a candidate for the Doctor of Education degree in Educational Leadership from The University of Maine in May 2022.