

Reflective Practice in Pre-Service Educational Leaders: An Analysis of Video-Based Learning and Peer Feedback

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ABSTRACT

Providing opportunities for future school leaders to reflect and assess their communicative skills, their data leadership, and their ability to adjust and grow is critical to the development of strong school leaders. While the need for reflection is often linked to excellence in teaching (Schon, 1983), the building of professional competence and excellence in related educational roles, such as leadership, can also be linked to reflective practices. In recognition of the landscape of diverse schools and communities across the United States, cultivating leaders who stand ready to serve as reflective practitioners may be more critical now than ever before (Roberts, 2008). In addition, online programs, while often criticized for a lack of opportunity to practice speaking skills, stand in a good position to lead the integration of needed skills into reflective experiences. This study focused on such an opportunity within an entirely asynchronous online leadership program, and explored student perceptions on the impact of their leadership growth and the potential of reflective practice while using video capture and peer feedback.

1. Introduction

Reflective practice is often considered to represent many things, but at its core it is one thing: deep thinking (Ersozlu, 2016). Leaders who engage in this practice work as models for their educational colleagues as they learn and grow from the experiences related to reflective practice. Through a self-driven assessment of their actions and improvements, even leadership candidates are able to gain new understanding about their leadership potential and their potential impact on others (Bleach, 2014).

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Schon's work (1983) emphasizes the leader's growth through a continuous improvement of actions, both during and after activities have taken place. The more passive learning of past decades of educator preparation may have relegated student learning to content driven papers and regurgitated summaries, but with a newfound appreciation for the power of reflection-driven leaders, educator preparation programs are now growing more cognizant of the value of deep reflective practice.

But how is this reflection cultivated, and how is its value and effectiveness perceived by the very candidates involved in EPPs? Those questions, as well as questions surrounding the impact of video capture within online leader preparation programs, are explored through this study.

2. Literature Review

This study and review examined the role of reflective practice in pre-service educational leaders' training, focusing on two critical pedagogical tools: video-based learning and peer feedback. Reflective practice involves critically analyzing one's actions and decisions to improve future performance, which is pivotal in enhancing leadership skills. Integrating video-based learning and peer feedback provides innovative avenues for facilitating reflective processes.

2.1 Conceptual Framework

In a 2017 article, Tekkumru-Kisa and Stein proposes a comprehensive Five Practices Framework designed to enhance the effectiveness of video-based professional development (PD) for educators. While their work is built upon an extension of Lesseig et al. (2016), a framework for leader professional development focused on mathematical discussions, Tekkumru-Kisa and Stein extends this work by adapting their own framework to assist professional development (PD) facilitators in their work with teachers, utilizing video-based practice and discussions. The five practices suggested in this work include anticipating, sequencing, monitoring, selecting and connecting.

Within this framework, reflection serves as an effective tool for professional learning by providing concrete examples of educator actions, with several critical components addressed. First, high-quality video content is paramount, including a direct alignment of the content to the educational context and goals of the professional learning task. The framework also includes a specific and structured approach to professional development and the design of that learning, leading educators through reflection of their own learning and discussion of how it may be applied. All of this, it is recommended, is carried out in a supportive environment provided by the leader, where critiques of the video content may be carried out with confidence. To support this process, Tekkumru-Kisa and Stein suggest structured discussion prompts and questions to move the learning and reflection along in helpful directions.

Feedback is also critical within this framework. Tekkumru-Kisa and Stein outline the use of constructive and actionable feedback by professional development facilitators based on observable discussions and decisions. This feedback should align with overarching goals for improvement, and should be specific enough to drive educator growth moving forward.

Overall, this conceptual framework — one that argues that video capture as a component of professional development can lead to sustained teacher improvement, when presented against the backdrop of critical analysis and reflective practice — is a promising one for teachers and school leaders alike. Thus, utilizing this conceptual framework as a model, this study moved forward in implementing its major tenets while adjusting others to fit the premise of this research, one that is focused on educational leader development. Framework practices that

were fully utilized include anticipating, sequencing, monitoring, selecting and connecting, and framework components that were fully utilized include the use of video capture, the use of reflective practice, the integration of peer feedback, and the supportive environment needed to allow candidates to feel comfortable in analyzing their own video presence. Even with these adjustments, this study, along with the original framework, contributes to the field of school leader preparation by offering a way to leverage video capture technology and reflective practice in school leadership development programs.

2.2 Reflective Practice and Educational Leadership

As conceptualized by Schön (1983), reflective practice involves a cycle of reflection, both on a particular action and while engaging in that action. Schön's work emphasizes the critical nature of adapting in the professional setting based on growth through self-reflection. For educational leaders, reflective practice is essential for developing decision-making, problem-solving, and interpersonal communication (Bolton, 2010). Without the willingness and know-how to critically analyze one's own progress in these areas and others, a true fostering of continuous improvement is difficult.

Educational leadership programs have increasingly incorporated reflective practice to prepare future leaders for the complexities of their roles. While the framework presented by Tekkumru-Kisa and Stein concluded that practice-based video PD can be a powerful tool for teacher learning, there is reason to believe that this could be transferable to leadership learning. Research on this evolution highlights that reflective practice helps pre-service leaders develop a deeper understanding of their leadership style and its impact on their schools as well as models the eternal educational goal of lifelong learning (Finsterwald et al., 2013; Korthagen & Vasalos, 2005).

2.3 Video-Based Learning in Reflective Practice

Video-based learning is a contemporary tool that enhances reflective practice by allowing pre-service educational leaders to review and analyze their teaching and leadership behaviors. Utilizing any one of a variety of tools (personal cell phones or laptops, school-based equipment, university-owned video-capture tools), educational leadership candidates are able to record themselves in prompted scenarios and then watch their skills and leadership in action while potentially receiving feedback and other guidance. Research indicates that video-based experiences allow individuals to observe and critique their actions in a way that written or verbal feedback alone cannot (Sherin & Van Es, 2009), thus adding to the suite of self-awareness and growth tools that help to form and guide the development of effective teachers and school leaders. Also in their work, Van Es and Sherin (2000) determined that pre-service teachers who engaged in video-capture reflection developed a deeper understanding of instructional strategies than those who did not. Applying this assumption to educational leaders, video-based learning can provide a clear record of decisions and interactions, as well as more nuanced learning such as comprehension of presentation skills and time management. Bloomberg (2014) described this potential in terms of providing opportunities for pre-service school leaders to more objectively and structurally reflect on their growth within the leadership skill set.

As referenced in the conceptual framework highlighted previously (Tekkumru-Kisa & Stein, 2017), quality video recordings are paramount in this reflective work, as are opportunities for critical analysis (Ginns & Ellis, 2007). Video-based learning should be integrated organically and logically into leadership coursework or training in order to work most effectively in the development of effective leadership qualities.

2.4 Peer Feedback in Reflective Practice

The use of peer feedback in video-based learning is one that adds additional collegial perspective on leadership candidate performance. These critiques, whether positive affirmations or constructive suggestions for improvement, can enhance the reflective growth process by incorporating varying life experiences and professional viewpoints (Ghaye, 2011). According to Crans et al. (2022) the use of peer feedback can also bolster the support of colleagues within the learning environment, building mutual trust and collegial dialogue and networking.

In examining whether peer feedback might have a more profound impact than the traditional instructor feedback on its own, two studies in particular may be of use. Cavanagh (2011) found that, when it comes to teacher development, peer feedback sessions brought about more improvement in actual teaching practice than with instructor feedback exclusively. Applying this same assumption to leadership development, Dutton (2012) found that peer feedback resulted in a more comprehensive understanding of key professional knowledge and leadership styles than without.

Two elements of peer feedback appear to be vital in the level of effectiveness it may hold, with those being the community of collegiality (one built on trust and respect) and the presence of clear guidelines and prompts to ensure that the feedback is delivered in a constructive, positive manner (Hattie & Timperley, 2007). This integration of peer feedback into the reflective work itself must be carefully designed and facilitated, but as demonstrated through numerous studies, the impact can be profound and positive.

2.5 Integrating Video-Based Learning and Peer Feedback

Video-based learning combined with feedback from peers holds the potential to enhance the entire practice of reflective learning and growth. By combining these two powerful strategies, pre-service educational leaders may have the opportunity to observe the visual archive of their leadership actions (such as presenting data in front of a professional learning community) while also receiving feedback from the varying experiences and perspectives of their peers. These types of discussions may then lead to suggestions for improvement that were not previously identified. In applying this assumption to teacher development, the work of Kocoglu and Bozhurt (2018) established that pre-service teachers engaging in both video-based reflection and peer feedback demonstrated self-awareness and improvements in instruction at rates higher than those who were only engaging with one tool or the other. How this approach may translate into leadership development was one of the topics explored in the study at hand.

2.6 Reflective Practice as a Learned Skill

In the pursuit of the development of effective school leaders for our nation's schools, educational leader preparation programs are often eager to seek out meaningful ways to build leadership skills, knowledge and competence through reflective practice. In the 20th century, this was often accomplished in the traditional face-to-face classroom, but now, with more programs delivered through online modalities, varying strategies may be utilized to accomplish the same general goals.

While growing in popularity as a “go-to” educational modality for busy 21st century graduate students, online learning is not without its challenges. One such difficulty, as identified through online graduates in a study conducted by Robinson and Hullinder (2008) and highlighted by Abernathy (2020) is in regard to presentation and speaking skills. Often, opportunities to practice such skills are lacking in online modalities. As stated in Abernathy's work: “The research of Robinson and Hullinger (2008) is quite compelling when considered in terms of course design. Conducted with over 200 online graduate students, the conclusions suggested

that online students generally view the online learning format as one that allows for effective collaboration and higher-order analytical learning, but falls short in terms of development of speaking skills. This can be especially challenging in asynchronous online courses (ones in which teaching and learning are never ‘live’)) (p. 14). Thus, deliberate in the design of educational leadership courses, and specifically online courses, should be a focus on building presentation skills, along with other critical leadership competencies. Carlton (2021, p. 1) recommends that “if the idea of speaking makes you nervous, start small,” therefore, activities similar to the one featured in this study, in which candidates are practicing presentation to PLCs while also utilizing reflection and peer feedback, is a small step that, when compounded throughout multiple courses, holds the potential for lasting impact.

On the front lines of education, the use of reflective practice is often emphasized and prioritized. Professional educators are expected to use such within their own professional growth experience, often engaging in reflective practices as part of evaluative processes. Within the pre-service realm, however, reflective learning is not always quite as evident. It is essential, however, that future leaders engage in self-reflection as they progress toward greater understanding of leadership principles (Aviles, 2021).

How does this reflection occur, and how is it perceived by the candidates themselves in terms of effectiveness and value? These questions and more may be answered through careful study. It begins with a deliberate articulation of exactly what is meant by “leader reflection” and how this might be simulated at the pre-service level. As stated by Roberts, “Leadership is learning – at both the individual and group levels. The ability to reflect, however, is not necessarily an inherent attribute, but it must be cultivated over time” (2008, p. 125). Aviles adds to this definition: “Through the process of reflection, leaders can reinforce the school’s vision and core values. Leaders gain insights about their practices that can foster enhancement of leadership skill sets and competencies that can transform the school” (Aviles, 2021, p. 1). Out of several ways in which this might occur, Sellers identifies working with peers and journaling one’s own ideas and perspectives as options (2017). Aviles adds that the benefit of peer interaction includes the ability to “discuss questions, observations, concerns and challenges to gain insights” (2021, p. 1).

As the instructional expert in the school, leaders are charged with the challenge of constant growth and advancement. New curricular models, brain research, and instructional strategies must be considered. In addition, standards, both at the national level as well as the state, may push the envelope in the preparation of instructional leaders (Bengston et al., 2020; Pashmformoosh, 2023). Twenty-first century standards may require EPPs (Educational Preparation Programs) to go beyond the more traditional ways in which instructional leaders are taught, resulting in leaders who are more aptly able to deeply question their instincts or actions and consider how to grow, even in making mistakes.

Reflective practice is vital for the development of effective educational leaders. Video-based learning and peer feedback are complementary tools that enhance this process by providing opportunities for detailed self-analysis and constructive critique. While each tool has strengths, their integration offers a comprehensive approach to reflective practice. Future research should explore best practices for combining these tools in leadership training programs and examining their long-term impacts on leadership development.

3. Methods and Materials

The methodology for this study was designed to measure the perceptions of graduate students in an educational leadership preparation program, specifically in regard to video capture, reflection, peer feedback, and the impact on leadership development of these specific instructional strategies. Related to these three themes, four specific questions emerged upon which this topic was studied.

3.1 Research Questions

This study sought to explore the following questions related to prospective school leaders and the use of video capture, reflection and peer feedback in their growth and development.

- 1) Can the use of video capture lead to increased awareness and deeper reflections of leadership styles and effectiveness?
- 2) Can peer feedback in regard to video capture be beneficial in gaining insights into leadership?
- 3) Can video capture serve as a useful tool in evaluating the impact of leadership on the growth of individuals or groups, such as a PLC?
- 4) Does a pre-reflection and a post-reflection lead to increased awareness of details regarding the highlighted presentation?

The null hypothesis for this study was that all four questions would be answered in the affirmative, with video capture, reflective practice, and peer feedback generally seen as a positive tool within the suite of tools utilized in the development of future school leaders.

3.2 Participants


Participants in this study included 202 educational leadership candidates in their fourth course of their 11-course graduate program experience. These students engaged in the voluntary survey as part of a multi-component assignment that required each of them to act as a leader in a simulated professional learning community (PLC).

3.3 The Pre-Survey Activity

The multi-step activity designed for this study is one titled “Leading a Team of Leaders”, which is featured in the course titled *Professional Learning Communities*, the fourth course in the 11-course online and asynchronous Master of Arts in Educational Leadership program at a small private university in the southeast. Candidates completed the activity steps, and then were allowed the option to complete the survey in assessing their experience.

The first element to the “Leading a Team of Leaders” activity was an introduction to the work, which is also described as a PBLA, or Project-Based Learning Activity. The introduction allowed candidates to see in advance the three parts of the work that would be involved in the weeks spent on this learning, as well as the preliminary work required as candidates are asked to define leadership (Figure 1).

Project-Based Learning Activity (PBLA) – Leading a Team of Leaders



Introduction to Project-Based Learning Activity (PBLA) - Leading a Team of Leaders

As part of your learning for this course, you will be completing a multi-week individual project that allows you to drive your own learning through the Project Based Learning Activity (PBLA). This activity is designed to encourage interactive, flexible, self-paced learning that focuses on research, and produces a project that reflects and demonstrates your knowledge and skills acquired through the steps of the PBLA. The Peer Feedback given can assist in improving your presentations and leadership skills overall.

By completing this multi-step PBLA, you are modeling this learning method for your staff and teachers so they can use this method with their students. You may consider the PBLA as a method of life-long learning to enhance your professional skills and knowledge.


Upon completion of this assignment, you will be able to:

- Evaluate the principal's perceptions of his or her role in professional learning communities.
- Investigate the importance of socializing principals into their new roles as site leaders.

This project will consist of multiple parts designed to be conducted and completed over several weeks of the course at the student's own pace while meeting each deliverable deadline.

- Preliminary Work: Your Definition of Leadership
- Part 1: Video Presentation
- Part 2: Video Presentation Peer Review
- Part 3: Reflection and Team of Leaders Chart

Throughout this project, you will be asked to document information in the Team of Leaders Chart to reflect on your experience with this project. Please download and save the following document to use as you work throughout each separate part of this project.

- [Team of Leaders Chart](#) 

Important:

- **Schools on Summer Vacation:** As you begin to work on your PBLA assignment, if your school is on summer vacation and people are not available to meet, you may record a **video simulation** of you leading a meeting as described in Part I. If this applies to your situation, please inform your instructor **prior** to completing this assignment.
- **School with A Year-Round Schedule:** If your school is in session during the summer and personnel are available to you, you are to lead a live group.

Preliminary Work: Your Definition of Leadership

Please read the entire Part 1 instructions **in full** prior to beginning your preliminary work.

For your preliminary work, think about the meaning of leadership as it relates to the learning community. In a brief video (no more than 2 minutes), discuss the following:

- How do you define the meaning of leadership?
- Share your idea of your video presentation topic for Part 1 of the PBLA.

Figure 1. PBLA Introduction

Part 1 of the activity was centered around a video presentation. In this presentation, candidates were asked to lead a Professional Learning Community discussion (to a simulated group), one based on data or curricular or instructional needs or initiatives. The candidate was asked to video capture this presentation and was even given video presentation tips to assist with this (Figure 2).

Part 1: Video Presentation

Please read the entire Part 1 instructions **in full** prior to recording your video presentation.

For Part 1 of this assignment, you are to engage in an opportunity to lead a Professional Learning Community in your school. This group could be in the form of a formal grade level or content area PLC, a traditional grade level or departmental team, a school committee or focus group, a leadership team, etc.

Step 1. Present a PLC Topic

You will utilize **video** capture technology of your choice to **record yourself as you present** a PLC topic of discussion that is based on new or relevant educational research, best practices, current formative data, or other topics of interest for your PLC.

Your video presentation should include the following:

- Introduction
 - Begin your presentation with an introduction stating the purpose or forum (Ex: *My name is John Smith and this morning I look forward to leading our 4th grade PLC discussion on the topic of student challenges with understanding fractions, using our current data, and discussing possible support for struggling students. As I begin this assignment as your leader, I would like to present my definition of effective leadership for our school* (Then briefly define and reflect on what it means to you to be an effective leader.)
- Discussion
 - Lead the discussion on the targeted PLC Topic
 - In your discussion, incorporate a professional development component such as new research for the team to consider or an untried strategy that may prove effective.
 - Plan for a discussion that, in its totality, **does not exceed ten minutes**.
- Conclusion
 - Highlight what may be concluded, the potential next steps, and/or instructional implications.

In your presentation, be sure to consider what you have learned throughout Weeks 1-4 of this course, particularly in regard to the principal's role in improving instruction and changing school climate. Try to keep your complete video, in its totality, under 15 minutes.

Video Presentation Tips:

- Pay attention to the video set-up in your location – make sure you are only capturing yourself on video (it is acceptable for the backs of the heads of other participants to be in view).
- Also take great care that no identifying data or information will be mentioned in your video as part of the discussion (no student names, teacher names, identifiable data, etc).

Figure 2. Video Presentation

Prior to and concurrent with this work, candidates had learned about and were learning about the concept and application of Professional Learning Communities, specifically from the work of Dufour and others. In the case of the Professional Learning Community setting for this activity, candidates were asked to simulate a grade level or discipline-focused teacher group in their own schools.

Upon completion of the video presentation, candidates were asked to reflect and respond to a series of questions *before* viewing the video of their presentation. After these questions were initially addressed, candidates were asked to view their video and then answer the same

questions. Candidates were also asked to note the contrast in light of their perceived effectiveness before viewing as compared to their perceived effectiveness after viewing (Figures 3 & 4).

Step 2. Post-Presentation Reflection (to be completed BEFORE watching your presentation)

You will use the [Team of Leaders Chart](#) throughout this project. Before you view your recorded video presentation, complete Column #2 of the Team of Leaders Chart, the Post-Presentation Reflection. Please remember this step is to be completed **directly after the presentation** before you view your video.

Step 3. Post-Video Reflection (to be completed AFTER watching your presentation)

Next, you will watch your video presentation and then complete Column #3 of the Team of Leaders Chart.

Step 4. Upload your Video Presentation

Finally, your video presentation is to be uploaded to the Week5 Progress Check - PBLA Part 1: Video Presentation discussion board. You will not be able to see other presentations until you upload and post your own.

Figure 3. Post Presentation Reflection

EDU 646 PBLA: TEAM OF LEADERS CHART

You will use this chart as a running document throughout your PBLA: Leading a Team of Leaders assignment. Answer the Guiding Prompt questions in the space provided in the Post-Presentation and Post-Video Reflection columns.

Remember, answer the questions for Column #2 (post-presentation reflection) **BEFORE** you watch your video and answer the questions for Column #3 (post-video reflection) **AFTER** you've watched your recorded video presentation.

You will use Column #4 to record the feedback you provided to your peers. In this column:

- Insert the names of the students for which you provided feedback.
- Copy and Paste the feedback you provided to each student for each question.
- Note: Failure to complete this column correctly may result in loss of points.

At the end of this document, you will be asked to verify that you've completed and submitted the Reflection Survey located in the course.

GUIDING PROMPTS FOR REFLECTION	POST-PRESENTATION REFLECTION	POST-VIDEO REFLECTION	PEER FEEDBACK
<p>Cite specific examples from the presentation plan or execution to support your analysis.</p>	<p>What else did you notice? Cite specific examples from the video to support your analysis.</p>	<p>Copy and paste both of your classmates responses to the areas provided below.</p>	<p>Beyond addressing the assignment requirements, what was your purpose or what were your objectives for your presentation?</p> <p>Do you believe you met these objectives or goals?</p>
			<p>What appears to be the objective of this candidate as he/she leads this discussion? Does this objective appear to have been met? Why or why not?</p>

			<p>Feedback for Student #1 (INSERT NAME):</p> <p>Feedback for Student #2 (INSERT NAME):</p>
<p>How well do you think the others involved in this discussion understood your points or your sharing of information?</p> <p>Were there any barriers or challenges to this understanding?</p>			<p>Was the presentation easily understandable? What appears to be the level of understanding by those involved? Were there any challenges to this that were under the control of the candidate?</p> <p>Feedback for Student #1 (INSERT NAME):</p> <p>Feedback for Student #2 (INSERT NAME):</p>
<p>How did you use data to support your questions or ideas?</p> <p>Was your analysis or interpretation of data clear to the audience?</p>			<p>Did the candidate use data effectively in presenting to this PLC? Cite an example to support your feedback.</p> <p>Feedback for Student #1 (INSERT NAME):</p> <p>Feedback for Student #2 (INSERT NAME):</p>

<p>How did you engage others in the analysis of how this data may lead to changes or considerations for instruction?</p>			<p>To what extent did the candidate engage others in the discussion? To what extent and with what degree of effectiveness was the PLC empowered to address the topic presented?</p> <p>Feedback for Student #1 (INSERT NAME):</p> <p>Feedback for Student #2 (INSERT NAME):</p>
<p>How confident were you in sharing this information and/or leading this discussion? Where there parts of the presentation during which you felt unprepared or ineffective?</p>			<p>Did the candidate exhibit professional confidence in leading this discussion? How did this confidence – or the lack of such – impact the overall effectiveness of the discussion?</p> <p>Feedback for Student #1 (INSERT NAME):</p> <p>Feedback for Student #2 (INSERT NAME):</p>
<p>What would you change to enhance this presentation in the future?</p>			<p>What was the leadership or presentation characteristic that stood out or was most impressive in this session? Are</p>

			<p>there any suggestions for improvement?</p> <p>Feedback for Student #1 (INSERT NAME):</p> <p>Feedback for Student #2 (INSERT NAME):</p>
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Reflection Survey Confirmation

In this space you will verify that you have completed and submitted your anonymous reflection survey. Please type your name as directed to confirm you've completed this part of the assignment. Please remember that you are under the umbrella of our Honor Code.

Figure 4. Reflective Questions

Following these two reflections, candidates were asked to upload their video into the course portal.

Part 2 of the activity then began, as peers were invited to view the leadership video and to provide feedback to the candidate via the same questions originally used for reflection (Figure 5).

Part 2 - Video Presentation Peer Review

Now that your presentation has been uploaded, you will review and provide constructive feedback for **two videos** posted by your classmates. When reviewing, **please attempt to choose videos that have not received any feedback comments yet**. For example, if you see a video that has one feedback post already, select a different video to review that doesn't have any feedback yet. The goal is to have each video have at least one comment from their peers.

IMPORTANT: If you select a video to review, complete your review, and then as you are posting your review you notice that the video now has one or two feedback comments, **that is OK**. You do not need to re-do your feedback for another video, go ahead, and post the feedback you have already worked on.

Use Column #4 from your Team of Leaders Chart to guide your feedback to your classmates. When providing your peer review feedback comments keep in mind the following:

- You may copy and paste these prompts directly into the comments section for the video and respond to each accordingly or write summary comments that address these informally. **Be sure to address each prompt.**
- Please be professional but honest – giving specific praise and suggestions for improvement or opportunities for growth.
- Also, keep in mind that the Honor Code of Queens University of Charlotte holds you to confidentiality as you view and react to these videos. No part of the content of these videos may be shared or discussed outside of our course.

Once you have given feedback to at least two of your peers, copy the feedback you provided for each student and insert it into Column #4 of your Team of Leaders Chart.

Figure 5. Peer Review

Part 3 of the activity was the final element, as candidates were asked to anonymously participate in the study survey and to reflect on the impact of the reflective activity and leadership opportunity in terms of informing their own leadership style and growing their leadership skills (Figure 6).

Part 3 - Reflection and Team of Leaders Chart

This is the final part of your PBLA: Leading a Team of Leaders. This final part of your project will consist of two parts:

- Reflection Survey
- Team of Leaders Chart

Reflection Survey

Complete the [Reflection Survey](#). While the survey is anonymous, at the end of your Team of Leaders chart you will be asked to verify that you've completed and submitted the Reflection Survey.

Please remember that you are under the umbrella of our **Honor Code**.

Team of Leaders Chart

Ensure your Team of Leaders Chart has all aspects required from Part I through Part III and you have added the peer feedback comments in Column #4. Don't forget to verify on your chart that you have completed and submitted your reflection survey. Failure to accurately complete your Team of Leaders chart may result in loss of points. You will upload your completed chart to the course.

Figure 6. Survey Instructions

3.4 The Survey

The survey included eight multiple choice questions, four of which were designed specifically for the research questions featured in this study. Participation in the survey required the participant to choose on a Likert scale of strongly disagree, disagree, neutral, agree and strongly agree, as well as two open-ended questions. The survey is included under Appendices. The survey distribution began in the fall of 2022, and continued to the spring of 2024. This group of participants were eligible to complete the survey because they were well into their graduate program work and therefore had accumulated a wide range of learning experiences. There were 202 total participants who engaged in the completion of the survey, and it is their perspectives that are analyzed here.

4. Results

In analyzing the responses from the survey data collection, frequencies were measured for the eight quantitative multiple-choice questions, and the Theme and Pattern Coding approaches were utilized for the two open-ended question responses. While Theme and Pattern Coding are often used for cognitive interviewing, in this case, they were applied to the open-ended responses to demonstrative similar topics that were noted among participant perspectives (Meadows, 2021). According to Caulfield (2019): “Thematic analysis is a good approach to research where you’re trying to find out something about people’s views, opinions, knowledge, experiences or values from a set of qualitative data – for example, [interview transcripts](#), social media profiles, or [survey responses](#)” (p.1).

Using a semantic approach, in which the open-ended responses were analyzed separately and explicitly (Caulfield, 2019), key patterns were first assigned, based on the thorough review of each response using a coding system. A Grounded Theory approach was then implemented, in which codes emerged and were noted from the data, as outlined by Kara. (2020). Themes were then identified and hierarchies built within the patterns, as suggested through the work of Miller et al. (2014). Thus, using a Grounded Theory approach, the analysis was “grounded” within the responses themselves without any presumed theme or direction by the researcher (Caulfield, 2019). This theoretical approach to the data followed the common six-step process: a review of the responses, the establishment of a coding system based on the data, development of themes from the data patterns, a defining and naming of each, a development of a hierarchy, and, finally, a written conclusion and significance.

4.1 Quantitative Data

Research question 1 was as follows: Can the use of video capture lead to increased awareness and deeper reflections of leadership styles and effectiveness? A Likert scale of five responses was provided, with “1” representing strongly agree and “5” representing strongly disagree. Frequency counts and statistical analyses of responses showed a mean of 1.77 and over 89% of candidates answering in the affirmative (strongly agree, agree) that the use of the video capture of the presentation, with opportunities to view afterwards after initial reflections, led to a deep reflection of leadership effectiveness. This is an important skillset for any school leader, recognizing their own effectiveness in a leadership capacity and how this leadership is impacting those they lead (Figure 7).

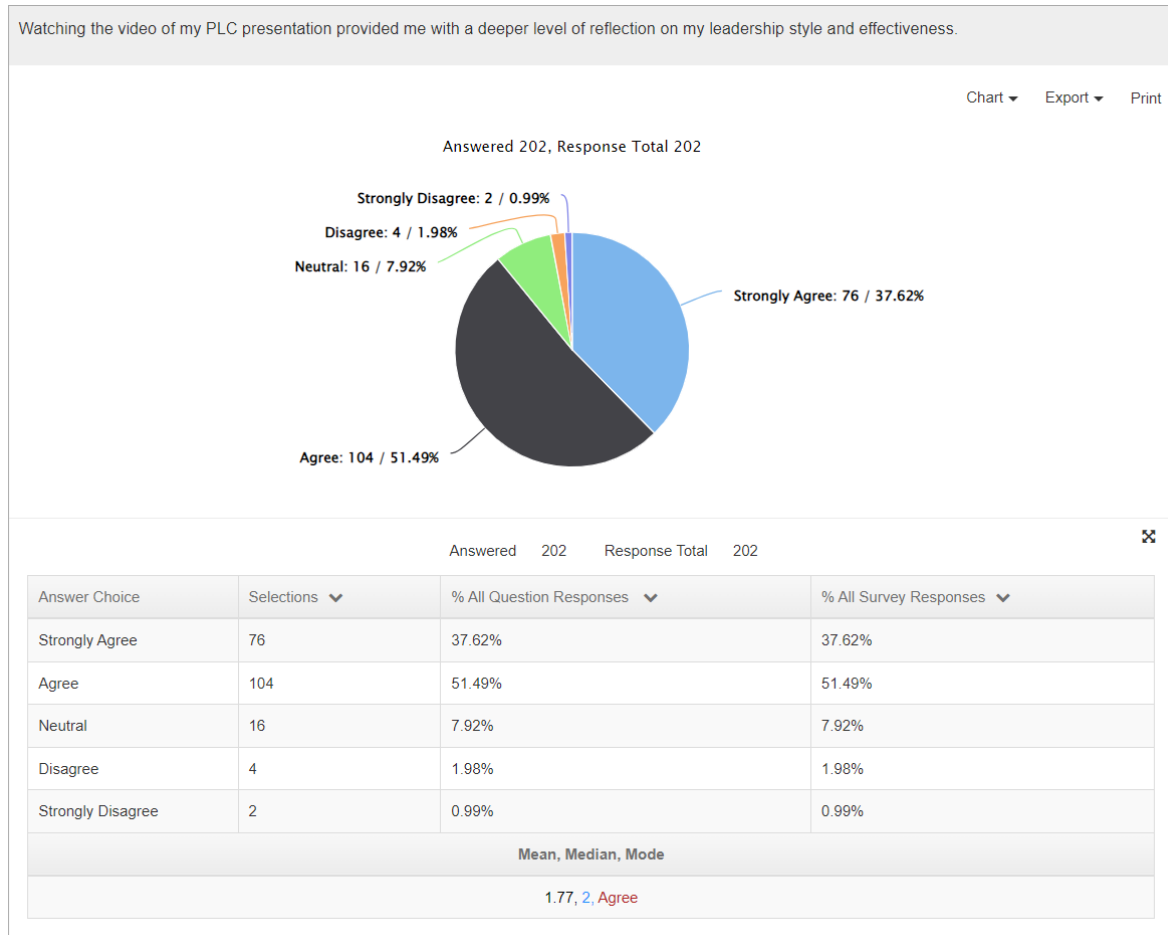


Figure 7. Research Question 1 Likert Scale Responses

Research question 2 was stated as follows: Can peer feedback in regard to video capture be beneficial in gaining insights into leadership? With a mean of 1.68, over 90% of candidates answered in the affirmative (strongly agree, agree) that the inclusion of peer feedback led toward greater insight into leadership effectiveness. This was designed specifically in alignment to the Conceptual Framework utilized for this study and to delve into how the degree to which graduate candidates consider the use of peer feedback to be effective in their development as future school leaders (Figure 8).

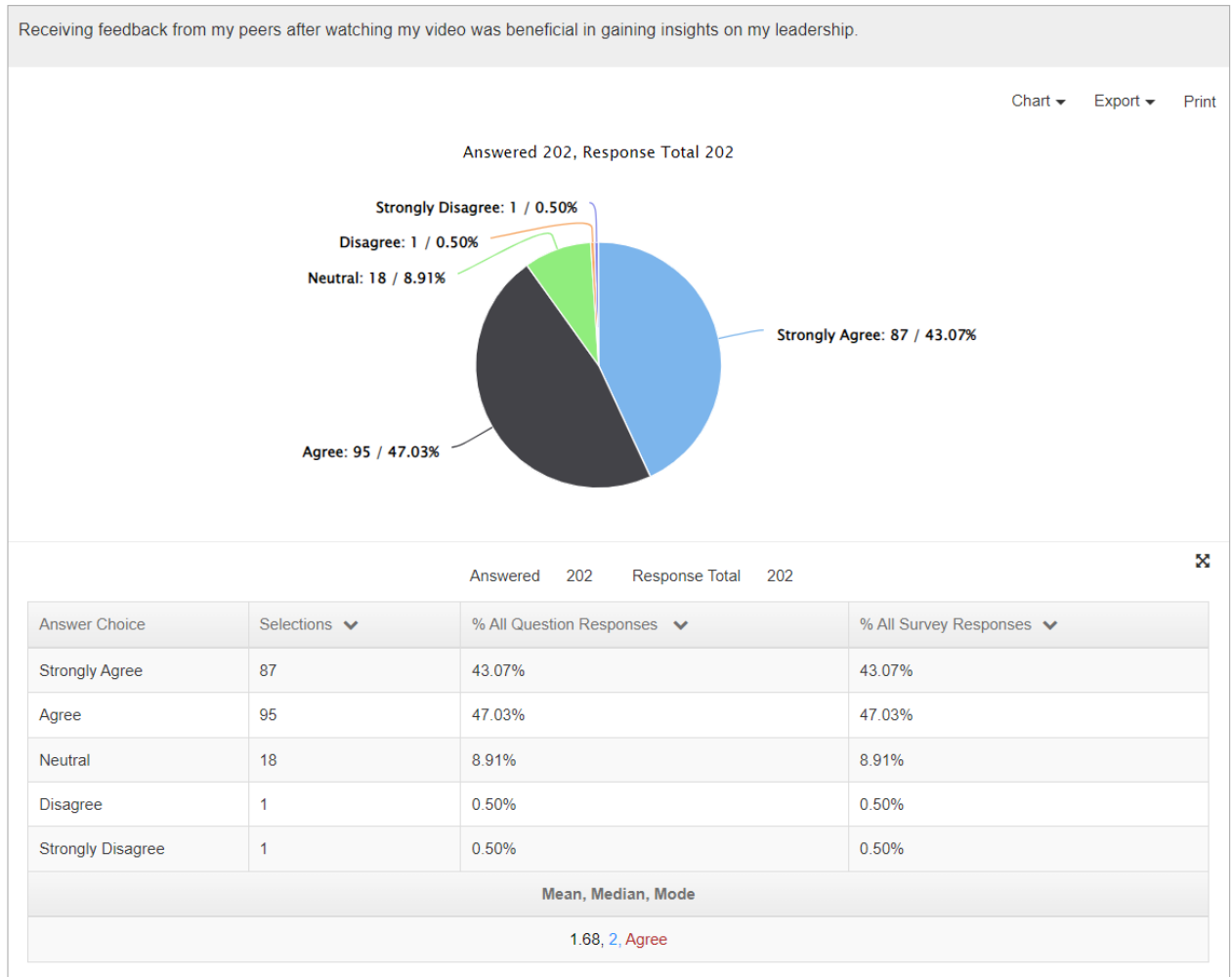


Figure 8. Research Question 2 Likert Scale Responses

As we examine research question 3, which was stated as “Can video capture serve as a useful tool in evaluating the impact of leadership on the growth of individuals or groups, such as a PLC?”, we find similar positive responses. With a mean of 1.86, over 81% of candidates answered in the affirmative (strongly agree, agree) that the video capture included could lead to greater positive impact on groups such as PLCs. This is important in that the school leader skill set must include the ability to impact, persuade, and inspire others to act in ways that lead to an increase in student achievement and success (Figure 9).

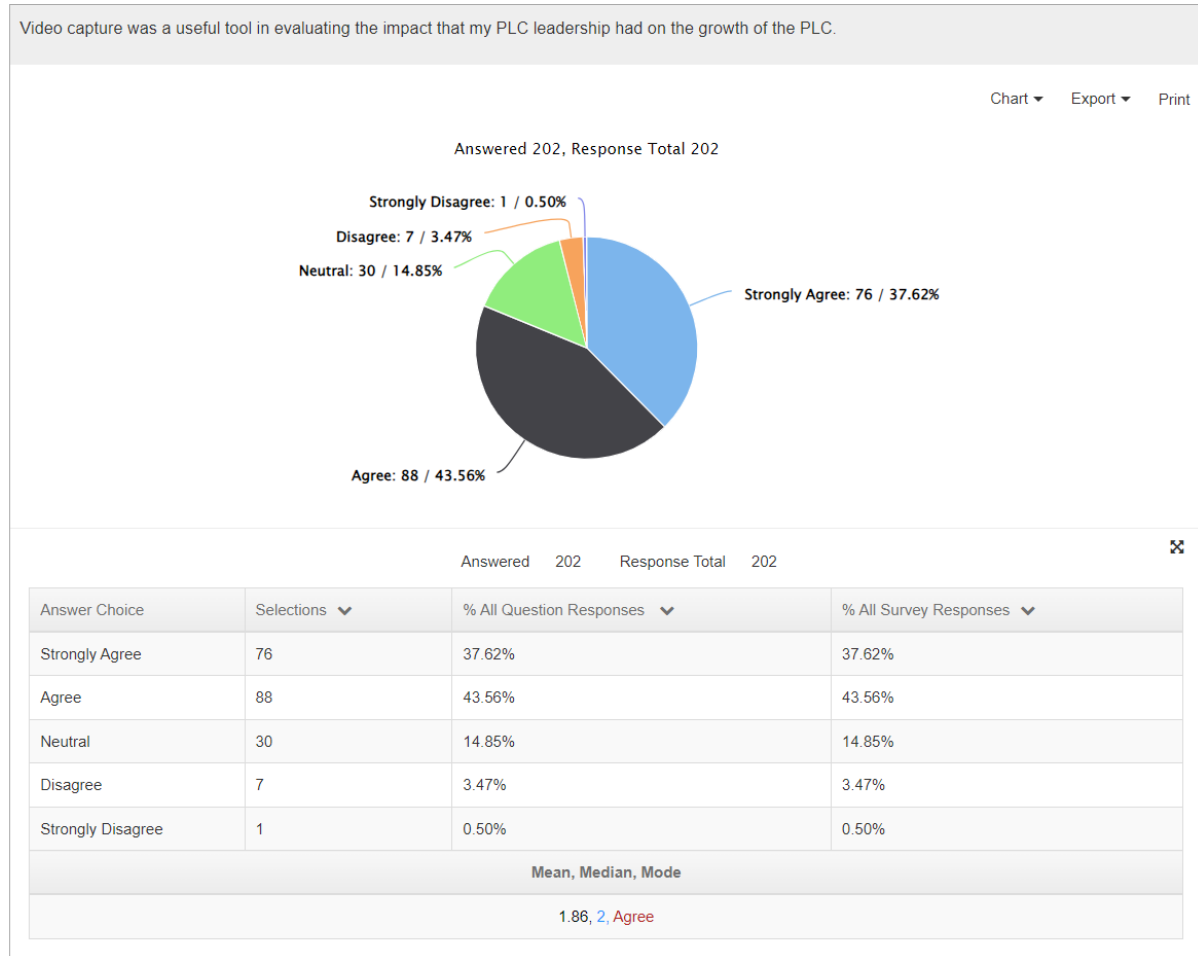


Figure 9. Research Question 3 Likert Scale Responses

In examining research question 4, “Does a pre-reflection and a post-reflection lead to increased awareness of details regarding the highlighted presentation?”, the following data was examined (Figure 10). With a mean of 1.80, over 87% of candidates answered in the affirmative (strongly agree, agree) that the additional opportunity to view the video after initially reflecting allowed the candidate to notice details that had been missed before. This is important data to consider, as it drives to the heart of reflective practice, which, in its most effective form, is not a singular step but one that is ongoing. The candidates involved in this study recognized the advantage to their own learning and growth of a pre- and post- series of reflections (Figure 10).

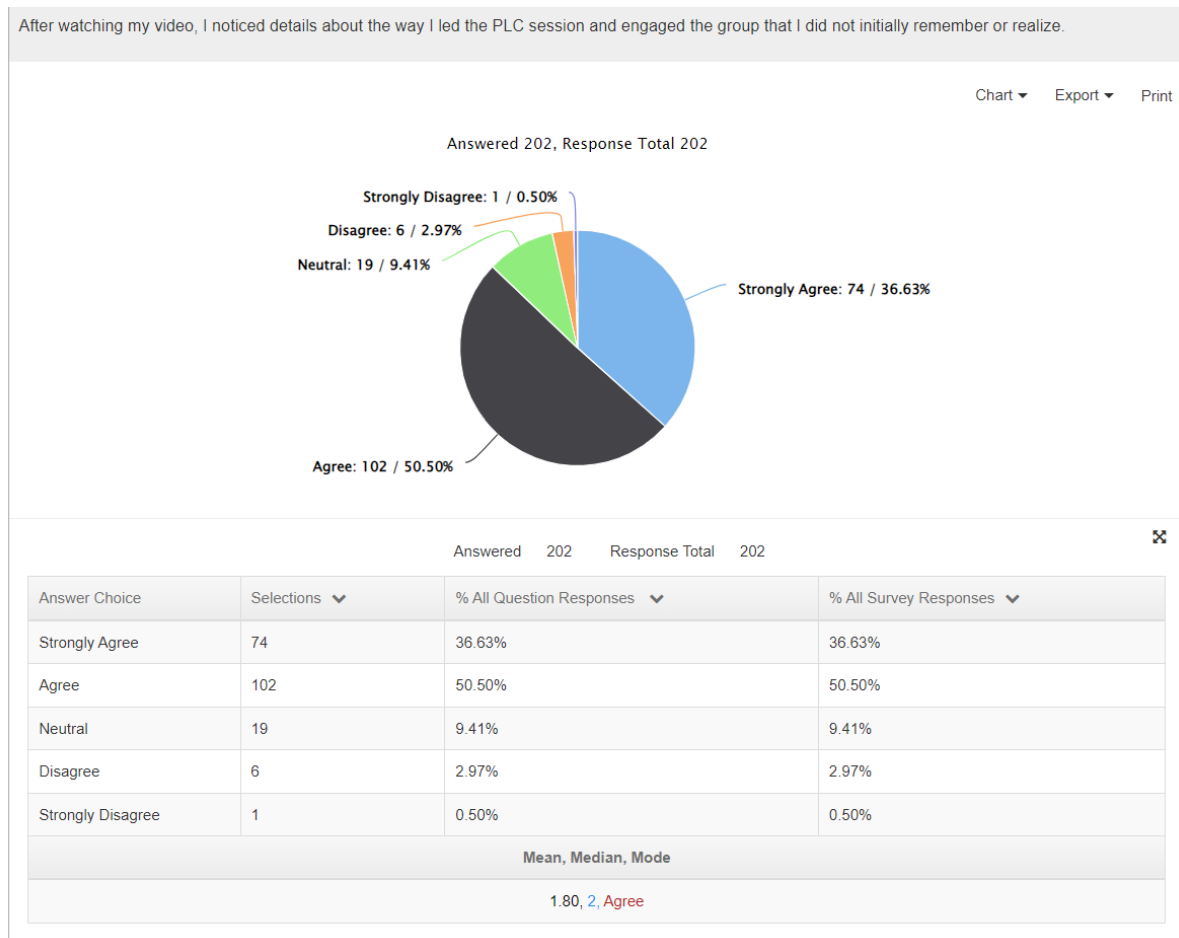


Figure 10. Research Question 4 Likert Scale Responses

4.2 Qualitative Data

In adding depth and context to the responses given to the multiple choice, Likert-scale options, two open-ended questions were provided. Participants had the option to complete these, and several who did conclude that their response was “No Answer” or “N/A” (interpreted as “no answer” or “not applicable”). For those that did answer in a specific manner, the Theme and Pattern Coding process referenced earlier was utilized.

Both of these questions were designed to study the contextual thoughts or perspectives behind reflective practice, and the role that video capture might take in this growth experience. The first open-ended question was: “Please describe the benefits, if any, to using video capture as a way to deepen reflective practice for school administrators.” The second of the open-ended questions was: “Please describe the difficulties, if any, to using video capture as a way to deepen reflective practice for school administrators.”

Below is an examination of the responses and conclusions gleaned from these open-ended survey opportunities.

4.2.1 Open-ended Question 1: Please describe the benefits, if any, to Using Video Capture as a Way to Deepen Reflective Practice for School Administrators

Participants had the ability to write their reaction or thoughts regarding the question of “Please describe the benefits, if any, to using video capture as a way to deepen reflective practice for school administrators.” Before analyzing through Theme and Pattern Coding, a review of examples for each of the preliminary categories identified is in order.

Presentation Style –

- a. This helped to reflect on my tone, and speed when presenting. I can now make the changes necessary to further my craft when presenting.
- b. Allows leaders to evaluate the presentation style and information being provided. Allows to reflect on what can be improved and what needs to be changed to ensure that information conveyed was easy to understand.
- c. I got to see how I spoke and what my speech “sounded” like.
- d. When we speak, we aren’t able to pick up on the mannerisms that we have, the pauses we make while speaking, the words we choose to repeat, the “ums” and the “ands” and the “sos” that we used as fillers.
- e. Using video capture has helped me see where I need to improve when presenting. For example, I say “um” frequently when I am trying to cover for “dead space”. I also have noticed I talk fast and can make hard facial expressions.

See Myself as Participants Would –

- a. I think the video is such a great way to see yourself ‘as others see you’. I remember doing this for my NYS teachers certification and it is very beneficial to watch yourself because it provides a tangible source for reflection.
- b. I think that one of the best things that it does is show us exactly what we look like, what we say, and how we sound to others.
- c. Seeing yourself on video gives you the perspective of the viewer. Seeing what your hands do along with what you “go-to” may be will help to make appropriate changes.

Executive Presence –

- a. Watching the video allowed me to assess my executive presence. I was able to see whether or not I was comfortable.

Improvement in Leading –

- a. It allowed me to reflect on my own practice. With video, I am able to go back and figure out which aspects of my performance I want to improve. I can actually set goals based on the video experience.
- b. Video capture allows reflection in a way that is not evident in the present. It can be reviewed and rewound to capture nuances that cannot be seen upon a “first take”.
- c. The video helped me to improve my practice. At times, we all get “tunnel vision” and it helped me to see areas for growth when leading PLCs.

No benefit –

- a. I don’t see the benefit. People get nervous when they know they are being recorded. It also changes at least for me, how I interact and present. I would prefer recording the talking points with the visual.

Technology –

- a. Using video capture made me very nervous, but it allowed me to utilize a new technology platform.

Accountability Awareness –

- a. Videos provide the ability for us to really reflect on what we said and how it was delivered. This holds us truly accountable.

This first open-ended question on the survey, *please describe the benefits, if any, to using video capture as a way to deepen reflective practice for school administrators*, generated an

interesting range of responses, from those heralding the benefits to those outlining the lack of such. After becoming familiar with the responses and then using the explicit wording to drive the coding process, the following patterns were detected:

Pattern Code 1: Led to improvement in leading

Pattern Code 2: Gained awareness into executive presence

Pattern Code 3: Added another data tool to the toolkit

Pattern Code 4: Allowed insight into presentation style

Pattern Code 5: Provided the opportunity to see oneself as others would

Pattern Code 6: This technique did not hold any benefit

Pattern Code 7. Increased awareness of accountability

Pattern Code 8. Provided an enjoyable learning experience

Pattern Code 9. Improved comfort with technology

These are further represented in Table 1, which demonstrates the frequency counts of the participants in the first open-ended question and the categories of their responses, and Figure 11, which represents these counts in graph form and on scale.

Table 1. Category Count, Open-Ended Question 1

Categories	Count
Another Data Tool	2
Enjoyable Experience	2
Awareness of Accountability	2
Comfort with Technology	5
Not Helpful	6
No Answer/N/A	8
Presence as Executive	14
See as Others Will	28
Presentation Style	45
Improvement in Leading	78
Grand Total	190

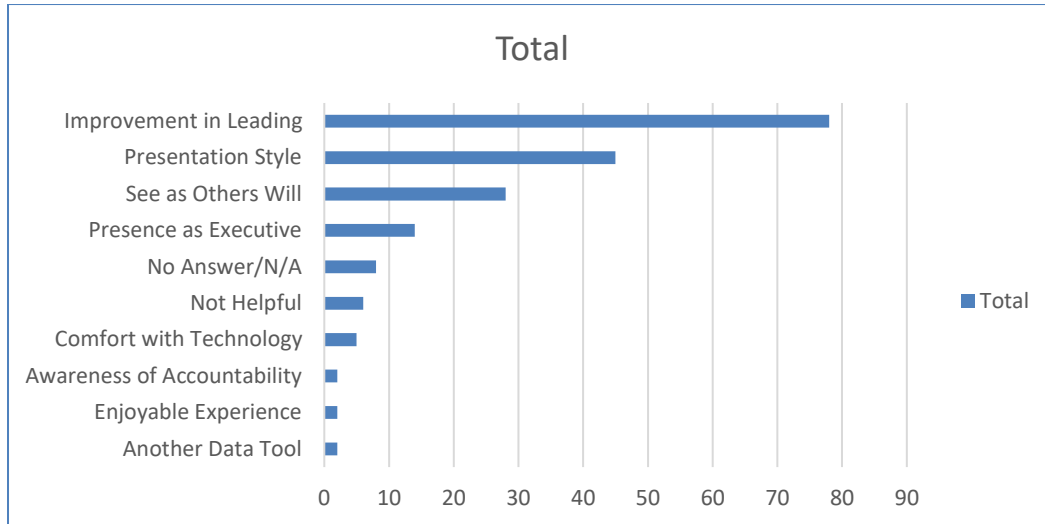


Figure 11. Category Frequency Chart, Open-Ended Question 1

Using the work of Miller et al. as a guide (2014), two themes that encompassed the patterns of this question then emerged (Figures 1 and 2):

- I: Leadership Expertise and Knowledge (1, 2, 4)
- II: Impact on Overall Educator Growth (3, 5, 7, 9))

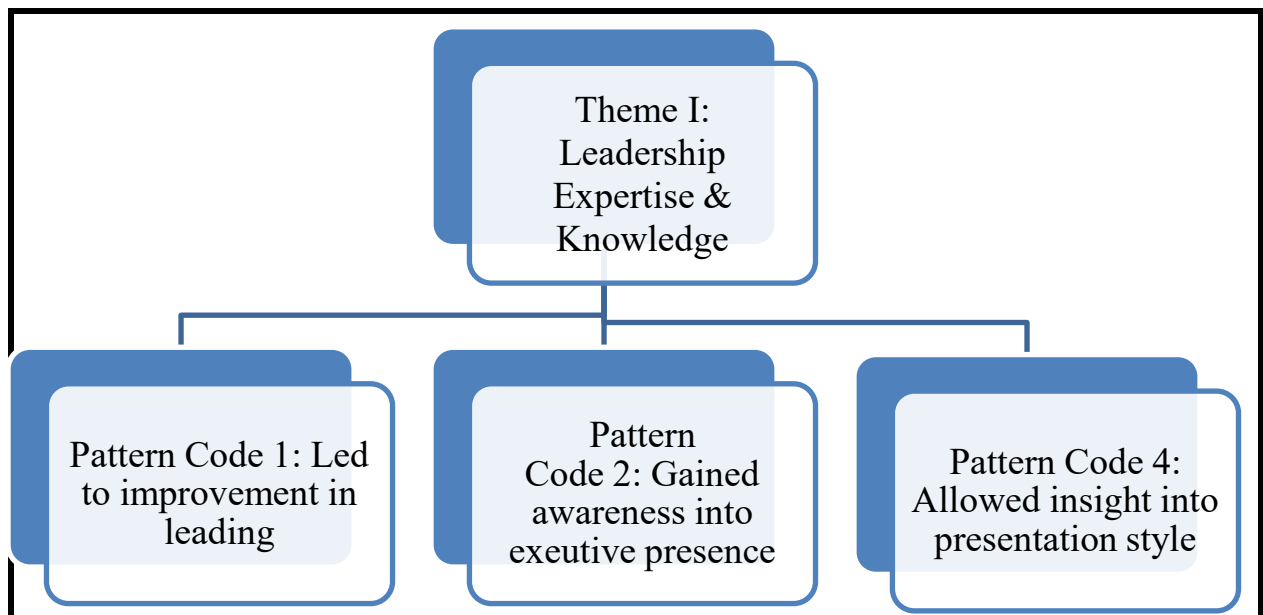


Figure 12. Pattern and Theme Hierarchy for Open Ended Question 1, Theme I.

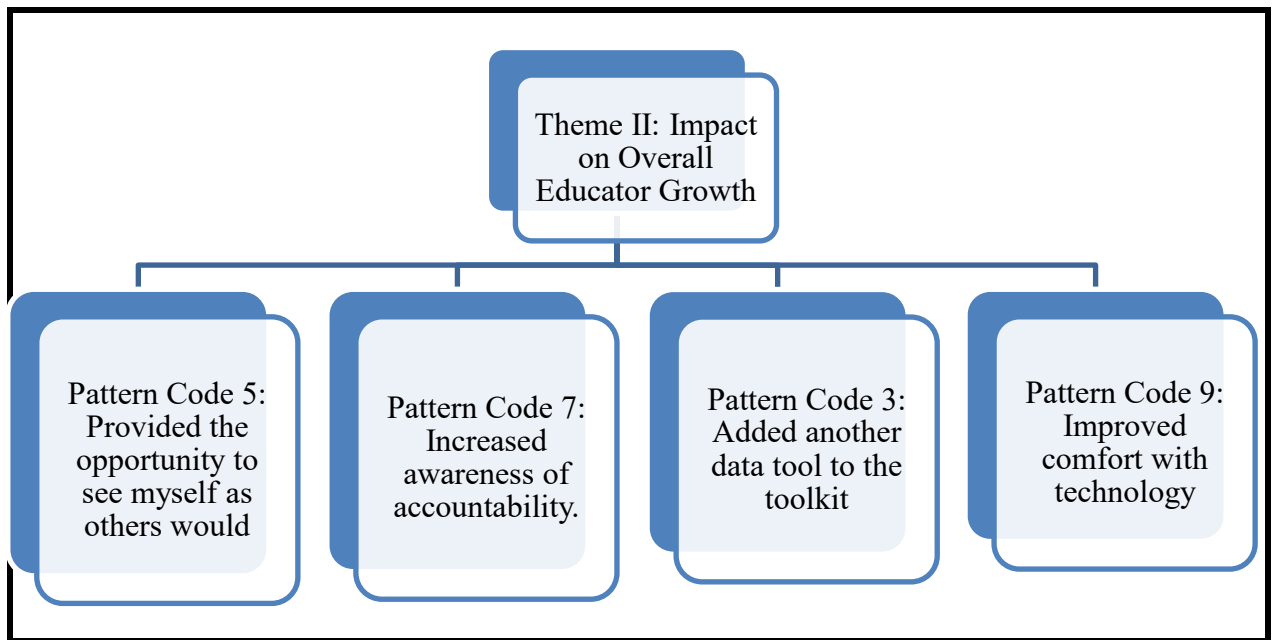


Figure 13. Pattern and Theme Hierarchy for Open Ended Question 1 Theme II.

The frequency with which patterns and themes were offered by the candidates were as follows, in order of prevalence:

- Theme I, Pattern 1: Led to Improvement in Leading (78 entrants)
- Theme 1, Pattern 2: Gained awareness into executive presence. (14 entrants)
- Theme I, Pattern 4: Allowed insight into presentation style (45 entrants)
- Theme II, Pattern 5: Provided the opportunity to see myself as others would (28 entrants)
- Theme II, Pattern 7: Increased awareness of accountability (2 entrants)
- Theme II, Pattern 3: Added another data tool to the toolkit (2 entrants)
- Theme II, Pattern 9: Improved comfort with technology (5 entrants)

While six respondents noted that they found this video capture and peer feedback strategy of no benefit, eight responded with “no answer”, and two responded with a general statement of how much fun the activity was, these responses were not included in the Theme and Pattern Coding analysis.

4.2.2 Open-ended Question 2: Please describe the difficulties, if any, to using video capture as a way to deepen reflective practice for school administrators

Participants had the ability to write their reaction or thoughts regarding the second open-ended question of “Please describe the benefits, if any, to using video capture as a way to deepen reflective practice for school administrators.” Before analyzing through Theme and Pattern Coding, a review of examples for each of the preliminary categories identified is in order.

Technology

- a. The only difficulty I had was the quality of the screen share. That is something I can work on with the schools’ technology department.

- b. During my video capture I lost internet as part of my image left, but my voice still continued. I did not notice this until watching it back after. I realized there is always going to be some kind of technical problem.

Discomfort with Self

- a. It can be uncomfortable to film yourself. It can be even harder to rewatch yourself. Some may be stuck in their old ways.
- b. It was sometimes awkward to feel as if I was performing for the recording versus being my most nature self.
- c. It made me feel nervous.

Time

- a. Organizing time to record a group of people can be hard.

Participants

- a. It makes things a little awkward for the other people who are being videoed, even if they aren't in it. My PLC was quieter than usual, and I feel as though they didn't interact with me and as much as they usually do.
- b. I felt like people clamed up a little bit when sharing because they were aware of the video camera.
- c. Some members did not feel comfortable with the video capture and were not as vocal as usual.

No Difficulties

- a. I did not feel that there were any difficulties, especially after coming off a year of having to video myself to present

Not practical

- a. The requirement of this activity is not real life applicable, during a PLC especially with the wide variety of schools that people work in. I think it is a tedious activity.

This second open-ended question on the survey, *please describe the benefits, if any, to using video capture as a way to deepen reflective practice for school administrators*, generated an equally compelling range of responses, from those citing minor challenges to those who highlighted the sometime unpredictable experience of working with technology and groups. After becoming familiar with the responses and then using the explicit wording to drive the coding process, the following patterns were detected:

1. Pattern Code 1: Challenges associated with other participants involved
2. Pattern Code 2: Technology difficulties
3. Pattern Code 3: Challenges associated with the environment
4. Pattern Code 4: Time constraints and issues
5. Pattern Code 5: No difficulties were experienced
6. Pattern Code 6: No answer
7. Pattern Code 7. Discomfort watching oneself on video
8. Pattern Code 8. Challenges associated with confidentiality
9. Pattern Code 9. Unpractical, counter productive
10. Pattern Code 10: Feedback unclear

These are further represented in Table 2, which demonstrates the frequency counts of the participants in the second open-ended question and the categories of their responses, and Figure 14, which represents these counts in graph form and on scale.

Table 2. Category Count, Open-Ended Question 2

Categories	Count of Q 10
Feedback	1
Confidentiality	4
Environment	7
Not Practical	9
Participants	15
Time Issues	17
Discomfort with Self	20
N/A	26
No Difficulties	44
Technology	47
Grand Total	190

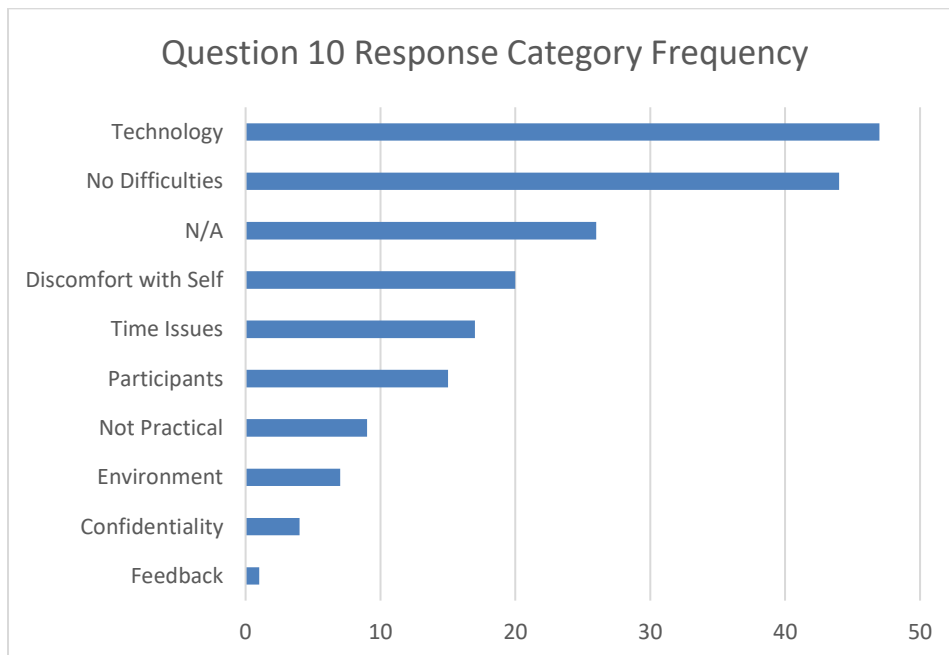


Figure 14. Category Frequency Chart, Open-Ended Question 2

Using the work of Miller et al. as a guide (2014), two themes that encompassed the patterns of this question then emerged (Figures 15, 16 and 17):

- I: Logistical Challenges (2, 3, 4)
- II: Inter- or Intra-Personal Challenges (1, 7)
- III: Miscellaneous Related Challenges (

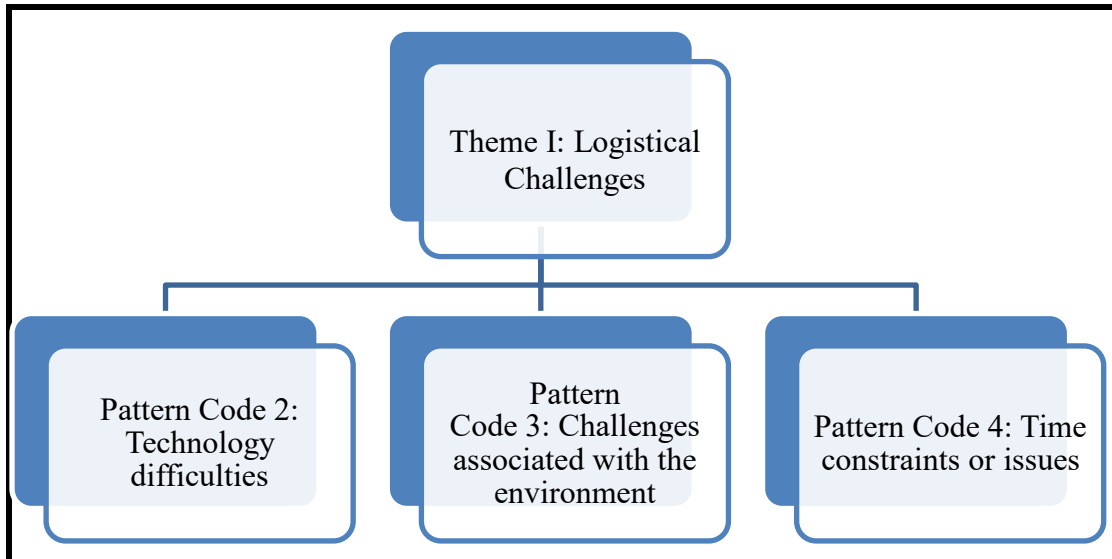


Figure 15. Pattern and Theme Coding Hierarchy for Question 2, Theme I.

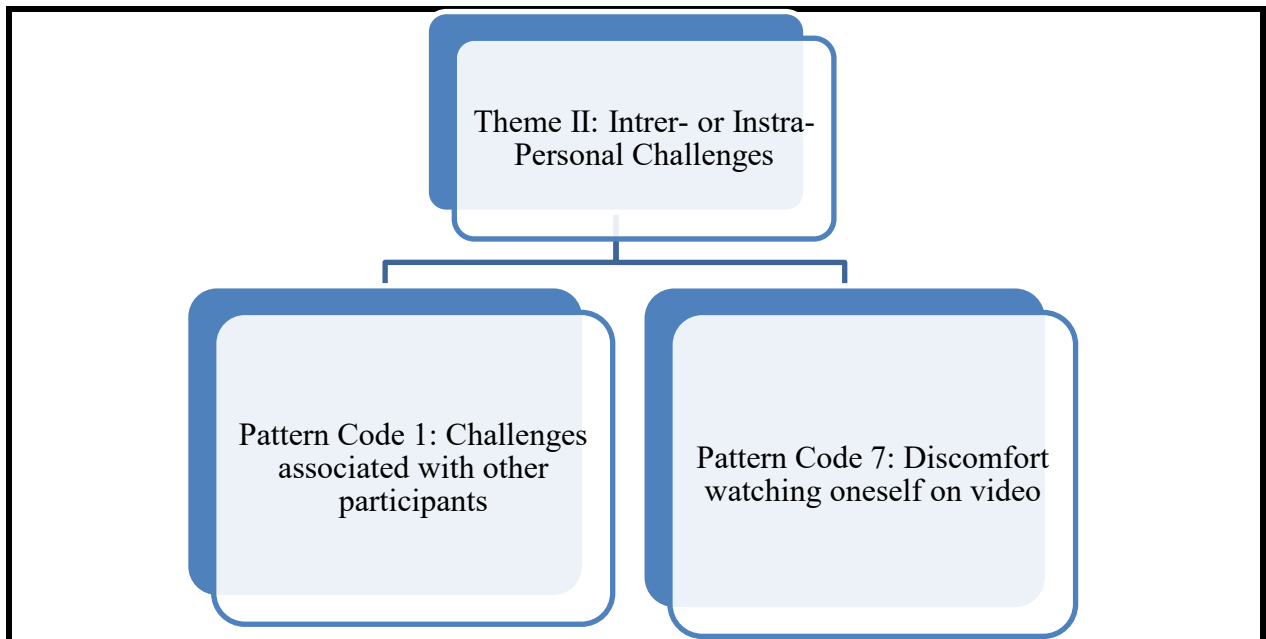


Figure 16. Pattern and Theme Coding Hierarchy for Question 2, Theme II.

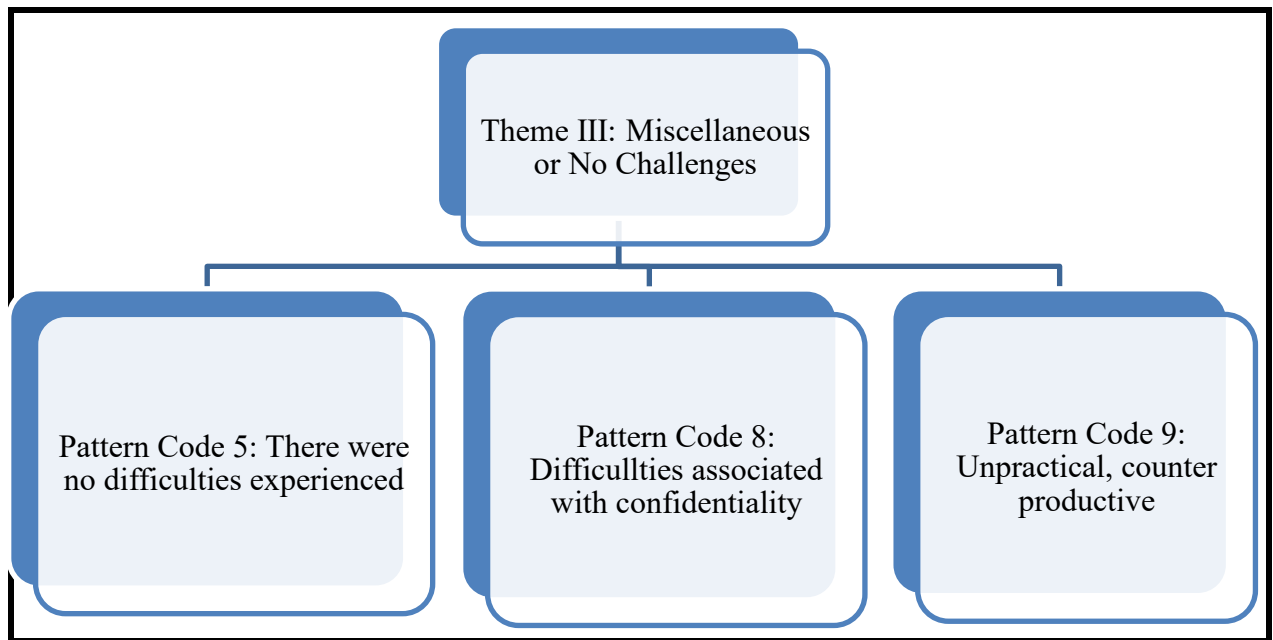


Figure 17. Pattern and Theme Coding Hierarchy for Question 2, Theme III

The frequency with which patterns and themes were offered by the candidates were as follows, in order of prevalence:

- Theme I, Pattern 2: Technology Difficulties (47 entrants)
- Theme III, Pattern 5: No difficulties experienced. (44 entrants)
- Theme II, Pattern 7: Discomfort with oneself on video (20 entrants)
- Theme I, Pattern 4: Time constraints or issues (17 entrants)
- Theme II, Pattern 1: Challenges associated with other participant involved (15 entrants)
- Theme III, Pattern 9: Unpractical, counterproductive (9 entrants)
- Theme I, Pattern 3: Challenges associated with the environment (7 entrants)
- Theme III, Pattern 8: Difficulties associated with confidentiality (4 entrants)

While twenty-six respondents noted “no answer” as their response, and one responded with a statement regarding the difficulty of understanding the peer feedback, these responses were not included in the Theme and Pattern Coding analysis.

5. Discussion

This study highlighted the exploration of video capture, reflective practice and peer feedback in the development of future schools leaders. Using an embedded activity within an educational leadership program, the study presented perceptions of pre-service school leaders of the effectiveness of these strategies. Several compelling conclusions may be reached from this work.

This study sought to explore the following four questions related to prospective school leaders and the use of video capture, reflection and peer feedback in their growth and development.

1. Can the use of video capture lead to increased awareness and deeper reflections of leadership styles and effectiveness?
2. Can peer feedback in regard to video capture be beneficial in gaining insights into leadership?
3. Can video capture serve as a useful tool in evaluating the impact of leadership on the growth of individuals or groups, such as a PLC?
4. Does a pre-reflection and a post-reflection lead to increased awareness of details regarding the highlighted presentation?

In regard to each of these questions, over 80% of respondents selected a positive response (strongly agree or agree) to each of these four questions, signifying an overall general affirmative response to each of these. Question 2 received the highest positive rating (the effectiveness of peer feedback). With over 90% of respondents answering that question in the affirmative, this result could indicate that peer feedback in a graduate school leadership program holds great potential when using video capture tools and reflective practice.

There were five themes and fifteen patterns that garnered the most responses from participants, with the theme of “Leadership Expertise and Knowledge” as the predominant focus of the benefits of the reflective exercise and “Logistical Challenges” as the predominant focus of the challenges. For the benefits, candidates cited “led to improvement in leading” and “allowed exposure to presentation style” and the most frequently acknowledged benefits, while “technology difficulties” was the most frequently reference challenge.

5.1 Implications and Recommendations for Future Research

The implications for this work are vast. A more-prepared school leader cohort of future principals and assistant principals, leaders who are able to reflect deeply on their own growth and to utilize peer feedback in this learning, will benefit not only teachers but students as well. Future research opportunities could extend to other pre-service development, such as teacher development and superintendent development, and could include a plethora of presentation opportunities for video capture, such as faculty presentations or Board presentations. The factor of peer feedback or reflective elements could be isolated to study more in depth, as could the pursuit of several of the themes and patterns that emerged in this study, including:

- The discomfort that pre-service leaders often feel in seeing themselves on video.
- The intricacies involved in presenting when other participants and their reactions or engagement cannot be predicted.
- Confidentiality issues involved in video capture.

6. Conclusions

The sharing of this work is important to the ever-evolving work of school leader development and the preparation of future school leaders. For the School of Education featured in this work, this will not be the conclusion of this study, as data collection on candidate perceptions will continue and the most effective school leadership development strategies honed and perfected. Specific recommendations for other school leadership programs, based on this study’s finding would include:

- Implementation of reflective practice activities, including those that embed video capture.
- Clear directives and planning that avoid technological issues.
- Inclusion of peer feedback elements.

- Include pre- and post-viewing opportunities for reflection.
- Specific directives that lead the candidate to reflect on presentation style and

Regardless of the country, state, or school, students cannot be successful with strong school leadership. In that vein, it is imperative that the work of school leader development continue to garner research priority as we seek to develop an outstanding generation of future school leaders.

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Appendix

EDU 646 - Leading a Team of Leaders

Created by dixieabernathy ▼

As part of your **Leading a Team of Leaders** assignment, please complete the following survey. Once completed, please verify on your assignment chart that you have completed this required portion of your work. This survey and all of your responses are anonymous.

* Answer is required

* My experience with video capturing my PLC leadership increased my confidence in using new technology as an administrator.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Video capture was a useful tool in evaluating the impact that my PLC leadership had on the growth of the PLC.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* I became more aware of my leadership style and effectiveness by using video capture technology.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* After using video capture technology for this assignment, I believe that using technology as an administrator is beneficial.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* After watching my video, I noticed details about the way I led the PLC session and engaged the group that I did not initially remember or realize.

*After watching my video, I noticed details about the way I led the PLC session and engaged the group that I did not initially remember or realize.

Strongly Agree
☐

Agree
☐

Neutral
☐

Disagree
☐

Strongly Disagree
☐

*Watching the video of my PLC presentation provided me with a deeper level of reflection on my leadership style and effectiveness.

Strongly Agree
☐

Agree
☐

Neutral
☐

Disagree
☐

Strongly Disagree
☐

*The specific question prompts used in the assignment helped deepen my level of reflection.

Strongly Agree
☐

Agree
☐

Neutral
☐

Disagree
☐

Strongly Disagree
☐

*Receiving feedback from my peers after watching my video was beneficial in gaining insights on my leadership.

Strongly Agree
☐

Agree
☐

Neutral
☐

Disagree
☐

Strongly Disagree
☐

Next

Never provide passwords to any survey.

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Page

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* Answer is required

9

Edit ? Drag & Move ? Delete ? Duplicate ? Rule ▼ ?

Please describe the benefits, if any, to using video capture as a way to deepen reflective practice for school administrators.

10

Edit ? Drag & Move ? Delete ? Duplicate ? Rule ▼ ?

Please describe the difficulties, if any, to using video capture as a way to deepen reflective practice for school administrators.