VIDEOTAPING FOR SELF-EVALUATION OF

TEACHING BEHAVIORS

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CHAPTER I

INTRODUCTION

The act of teaching is a procedure or process that involves many conscious and unconscious behaviors on the part of the teacher. Researchers have tried to develop or identify a specific set of characteristics or competencies related to teacher effectiveness; however, these attempts have generally proven to be unsuccessful because controversy exists as to whether teaching should be considered a science, an art, or both. For example, some researchers regard teaching as a form of student achievement that can be empirically measured, while others view teaching as a set of acts performed by teachers in their attempt to foster learning (Eisner, 1985). In addition, some researchers view teaching on a continuum that has teaching as labor at one extreme and as art on the other extreme.

Teaching as a science encompasses procedures such as the standardization of techniques, standards of practice, and mathematical calculations of student outcomes. Adovcates of teaching as art suggest that a set of personal resources are involved in teaching that are unique to each individual according to his or her personality and collective interactions with the students. In many respects, however, teaching is a combination of both art and science.

The act of teaching involves a complex array of behaviors on the part of the teacher. It is also influenced by many organizational and

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social system variables that interact and affect teacher performance, student behaviors, and student learning.

The artistic aspects of teaching are difficult to evaluate but are necessary for effective teaching. Eisner (1985) suggested four artistic qualities of effective teaching: (1) type of relationships teachers establish with their classes, (2) clarity of teachers' explanations, (3) level of enthusiasm displayed, and (4) kinds of questions teachers raise. The opportunity to examine one's teaching style and interactions with students could be an effective way to focus on some artistic aspects of teaching such as these four, and to assess one's perceptions of teaching behaviors. A self-evaluation would allow a teacher to examine his or her strengths and weaknesses and to compare them with personal and organizational standards to reinforce a teacher's professionalism and self-concept.

Purpose of the Study

The major purpose of this study was to ascertain if a change in perception of one's teaching would take place when teachers are given the opportunity to self-evaluate their teaching from a videotape of their instruction. The self-evaluation focused on Eisner's (1985) four qualities, as stated above. The specific question tested was: Would a self-evaluation of a videotape of one's teaching affect one's perception of his or her teaching with regard to (1) type of relationships teachers establish with their classes, (2) clarity of teachers' explanations and adequacy of classroom procedures, (3) level of enthusiasm displayed, and (4) kinds of questions teachers raise?

Justification for the Study

Self-evaluation is an appropriate method of assessment and an important factor in self-improvement, especially when the activity is as personalized and creative as the art of teaching. Self-evaluation typically includes three steps. First, current teaching behavior must be accurately identified. Teachers must be aware of what they are doing, both verbally and nonverbally, in the classroom. Many teachers perceive their performances as very different from reality. Thus, it is critical in self-evaluation that they become aware of their actual teaching behavior to make improvements. Second, problem areas must be identified and improved, strengths acknowledged and maintained, and new behaviors practiced. Third, new behaviors should be subjected to further evaluation to determine their effectiveness, and the whole process begins again. Videotaping actual classroom teaching can help provide the necessary information to accomplish these three steps. Because of the following reasons, videotaping for self-evaluation purposes was selected for this study:

1. Teacher effectiveness is a constant objective.

2. A method must be found to improve teacher effectiveness without being threatening to teachers.

3. Improvement of teachers' perceptions should influence them to become better teachers.

4. The method for data collection must be simplistic and of limited expense.

5. The feedback to teachers should be immediate and focused.

Definition of Terms

To discuss the issue of self-evaluation through videotaping, the following terms and definitions were used:

Classroom Teaching. A set of acts performed by teachers in their attempts to foster learning with a group of students.

Perception of Teaching. An awareness of the elements of teaching as a result of one's experiences, observations, and knowledge.

Self-Evaluation. Collecting and using information to judge the worth of one's teaching behaviors.

Special Service Teachers. Teachers who are responsible for the curriculum areas beyond the regular classroom instruction, such as counseling, physical education, learning disabilities, remedial reading, music, library, and speech therapy.

General Description of the Study

The study was conducted in an elementary school consisting of grades kindergarten through fifth. Ten teachers participated in the study, which was conducted during the second semester of the school year.

The data were collected for each of the participants through the use of a pretest, posttest, and an interview with the researcher. The test used was the Instructor Self-Evaluation Form, a forced-choice self-evaluation instrument that incorporated concepts of teaching such as Eisner's (1985) four qualities of teaching in the subscales: (1) Adequacy of Classroom Procedures, (2) Enthusiasm for Teaching and Knowledge of Subject Matter, (3) Stimulation of Cognitive and Affective Gains in Students, and (4) Relations With Students. The pretest was completed approximately three weeks before the videotaping was conducted in the

individual classrooms. Immediately after the videotaping, a set of focus questions was given to the teacher to review before viewing the videotape and to use as the tape was viewed. After the videotape viewing, the posttest was completed. Care was taken to provide anonymity on the test instrument by the use of personally chosen identification numbers.

Finally, an interview was conducted with each of the participants by the researcher. Seven questions were asked and the responses were recorded verbatim. Results of the pre-posttests and the interviews were analyzed to ascertain if any changes occurred in the teachers' perceptions of their teaching and if the videotaping process was deemed as a credible source of information for self-evaluation purposes.

Limitations of the Study

There were limitations to the use of self-evaluation, just as there are limitations with the use of any single evaluation method. However, self-evaluation is an important component in the total evaluation process. It is only one part in an evaluation process that should involve more than a single entity or method of assessment. Some concerns with self-evaluation were summarized by Stier (1986):

1. Research on self-evaluation is limited and inconclusive. However, many studies revealed a significant gulf in two ways: (a) student evaluations of a teacher versus the teacher's self-evaluation, and (b) peer teachers' evaluations of a teacher and the teacher's self-evaluation.

2. A lack of confidence exists in the accuracy and reliability of self-evaluation.

3. Some educators believe that many teachers rate themselves too high and are not honest in evaluating themselves.

4. Incompetent teachers may try to use the self-evaluation to justify their unsatisfactory methods of teaching.

5. Some research has found that superior teachers are more accurate in the self-evaluation process than mediocre teachers.

Despite these and other limitations, self-evaluation can be an effective method of helping to improve the instructional process through perceptual changes that will hopefully cause attitudinal and ultimately behavioral changes in classroom instruction. Use of videotaping in the self-evaluation process can be a means to control for some of the limitations listed above because actual behaviors are recorded.

Finally, the research focused on the artistic elements of teaching and not on any standard procedure of lesson preparation and delivery as taught in teacher education programs. The techniques of teaching were viewed only by the respondents and perceptions recorded were based on the statements of the respondents. No attempt was made to compare respondents' answers in a standardized manner, but rather to determine if teachers perceived that their performances could be improved.

Summary

Videotaping teaching behaviors can be an important source of information for assessing teaching performance. A process of self-evaluation through the use of videotaping could help effect needed changes in one's teaching behavior. Such a process can be helpful in analyzing one's perceptions of teaching, interactions with students, enthusiasm for teaching, knowledge of subject matter, classroom procedures, and techniques for stimulating learning in students. The major goal of this study was to ascertain if a change in perception of one's teaching would

take place when teachers are given the opportunity to self-evaluate their teaching from a videotape of their instruction.

CHAPTER II

REVIEW OF THE LITERATURE

Teaching involves many behaviors on the part of the teacher. Some of these behaviors can be taught in educational methods classes and some are artistic elements that cannot be taught. Koetting (1985) stated:

> Inherent in a teacher's personal philosophy are assumptions about the purposes of schooling, the nature of knowledge, a view of society, and the person's position within that society. These views have an effect on what a teacher does in the classroom. How teachers organize curriculum, evaluate students, interact with students, and view themselves within the teaching-learning context are all affected by the basic philosophical orientation they bring to the classroom (p. 8).

Darling-Hammond, Wise, and Pease (1983, p. 293) suggested, "The more variable or unpredictable one views the teaching environment as being, the more one is impelled toward a conception of teaching as a profession or art." Gage (1978, p. 17) suggested that ". . . the science of teaching is unattainable because it implies that good teaching will some day be attainable by closely following rigorous laws that yield high predictability and control."

Teaching as a science encompasses procedures such as the standardization of techniques, standards of practice, and mathematical calculations of student outcomes. On the other hand, as Gage (1978, p. 15) explained, the teaching art involves ". . . a process that calls for intuition, creativity, improvisation, and expressiveness--a process that leaves room for departures from what is implied by rules, formulas, and algorithms." This view suggests that a set of personal resources are

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involved in teaching that are unique to each individual according to his or her personality and collective interactions with the students.

Artistic Qualities of Teaching

Eisner (1985) suggested four qualities of teaching that are relevant in evaluating teaching, but they have not been empirically researched for use in evaluating effective teaching. These four qualities include the following:

1. type of relationships teachers establish with their classes

2. clarity of teachers' explanations

3. level of enthusiasm displayed

4. kinds of questions teachers raise

First, the relationship or rapport that a teacher establishes with the students appears to make a difference in the attitudes that the students develop toward learning in the classroom. If the teacher displays a sincere feeling of caring and encouragement of achievement, the students will respond with a desire to do well. Affective education with teachers can prompt attitudinal change, thus making teachers more aware of students' academic and personal/emotional needs (Buffington and Stilwell, 1981). Buffington and Stilwell stated:

> . . . as teachers become more cognizant of their students from a 'feeling' perspective, behavior becomes more understandable. As a result, their attitudes toward students change. One explanation is that affective education prompts teacher attitudinal change, thus making the teacher more aware of students' personal needs. Students likely respond, thus prompting a cycle of increased awareness and better rapport (p. 181).

Even nonverbal behaviors by the teacher can influence the cooperative learning effort between teacher and students. These behaviors play an important role in communicating the teacher's expectations to the students (Woolfolk and Galloway, 1985). Various social cues from teachers

can have a great impact on students. As Graham (1984, p. 92) stated: "What teachers feel toward their students and how the expression of these feelings might influence student thought is a neglected topic of classroom research, although clearly it is of major concern."

Second, the ways in which the teacher explains directions and gives instructions affect the learning of the students. The teacher should utilize varied explanations that meet the individual needs of the students in the classroom. Follow-up procedures should be used to assure that the students have a thorough understanding of what is expected. Effective teaching includes direct explanations of the task at hand. Blair (1984) stated:

> Without direct explanation by the teacher, instruction may be relegated to the materials themselves, and this is not teaching. In addition, the probability of students being actively engaged in learning is not favorable. Direct instruction promotes academic engaged time (p. 140).

The third relevant area of effective teaching deals with teacher enthusiasm. Students are able to perceive differences in teacher enthusiasm and prefer higher levels of teacher enthusiasm. In addition, higher levels of teacher enthusiasm tend to produce higher levels of student achievement (McKinney and Larkins, 1982). Dokecki's (1984) summary of effective teaching strategies concluded that the way tasks are arranged in the classroom and the teacher's accompanying management system are critical in insuring student learning. In addition, however, the presentational style of the effective teachers included high levels of enthusiasm. Dokecki stated:

> Specifically, teachers who command greater student attention are characterized by (a) rapid uplifting and varied vocal delivery; (b) dancing, wide-open eyes; (c) frequent demonstrative gestures; (d) varied and dramatic body movements; (e) varied emotive facial expressions; (f) varied selection of words; (g) ready acceptance of ideas and feelings; and (h) exhuberant energy levels (p. 22).

Fourth, the kinds of questions and the ways in which teachers ask questions have been directly related to the comprehension level of the student. Using higher order questions in a logical sequence appears to help students organize and interpret new information (Lange, 1982). Also, modes of questioning should be considered, depending upon the type of classroom interaction taking place. Dillon (1981) pointed out that the use of questions during a classroom discussion is critical to the success of the discussion. He stated that classroom discussion ". . . involves a special kind of questioning behavior. It excludes recitation-type interactions" (p. 51). Dillon believed that the three types of questions allowable in discussion are: (1) those asked only when you personally are perplexed and need information in answer (this signals students that it is all right to not understand); (2) those asked to define the issue (posing the question for discussion); and (3) those asked to regain control of the class to elicit attention, direct effort, specify content, and to demand response, for example.

The four relevant teaching qualities described above can be considered artistic qualities that can be observed, identified, labeled, and acquired, but cannot be predictably taught or quantified. However, they should be encouraged by some type of an evaluation process. One manner of encouraging these four qualities or teaching behaviors in teachers could be through the use of a self-evaluation program that allows teachers to critically analyze their teaching behaviors, possibly modifying their behaviors and influencing their attitudes and perceptions toward teaching.

Self-Evaluation

Self-evaluation can involve several processes such as the gathering

of quantitative and/or qualitative information, depending upon the design of the self-evaluation program. The data may be obtained through use of student ratings, colleague ratings, measures of student achievement, etc. Each technique may be used alone, but in practice an actual self-evaluation often uses a combination of methods. The following are some of the methods that may be used for a self-evaluation program:

1. Videotape or Audiotape Feedback. The recording of a live teaching episode for later critical review by the evaluatee.

1. Self-Rating Form. A written instrument that requires the teacher to rank or grade him or herself on a variety of teaching skills.

3. Self-Reports. These are similar to rating forms in that the teacher writes about him or herself, but different in that the questions are usually open-ended.

4. Self-Study Materials. A program designed so that one may individually assess his or her teaching style, as well as investigate alternative teaching techniques and materials.

5. Modeling. The observation of high quality or expert teachers for purposes of imitation.

6. Observation by an Objective Outsider. The observer uses a highly controlled and closely directed observation form to objectively record specific teaching behaviors without interpreting this data.

7. Questionnaires. Questionnaires are typically given to students and serve as another source of data to be interpreted by the evaluatee.

8. Interviews. Interviews are similar to questionnaires and are usually conducted with current and former students. They also can be used as a source of data for self-evaluation.

9. Use of a Consultant or Expert. The consultant does not perform the evaluation, but merely aids in its development and implementation.

10. <u>Comparison to Standards</u>. A teacher measures his or her performance against such standards as his or her job description and previously stated goals.

In an effort to help gather quantitative data in a self-evaluation program, Batista and Brandenburg (1978) developed the "Instructor Self-Evaluation Form" (ISEF). This instrument is an ipsative (scores sum to a constant), forced-choice, faculty self-evaluation questionnaire that was validated by comparing instructor self-evaluation scores to student rating scores and by comparing "superior" and "nonsuperior" instructors on the basis of student ratings. The student ratings were obtained from results on the "Illinois Course Evaluation Questionnaire" (CEQ), a student rating of instruction form that identifies faculty as being superior or nonsuperior.

The main focus of the development of the ISEF instrument was to provide feedback to teachers for self-evaluation and improvement in the formative process. The authors cautioned against the use of this instrument for any administrative or summative decisions.

Self-Evaluation and Videotaping

Self-evaluation is an appropriate method of assessment and an important factor in self-improvement, especially when the activity is as personalized and creative as the art of teaching. As Darling-Hammond, Wise, and Pease (1983) stated:

> Because teaching viewed as an art encompasses elements of personal insight (as well as theoretically grounded professional insight), the teacher as artist is expected to exercise considerable autonomy in the performance of her or her work. Evaluation involves both self-assessment and critical assessment by others (p. 292).

Darling-Hammon, Wise, and Pease (1983) viewed self-evaluation as an important source of information and motivation for teachers. They also agreed with Redfern (1980) and Manatt, Palmer, and Hidlebaugh (1976) that self-evaluation is an essential component of evaluation, but should not be used for accountability decisions. Self-evaluation should be considered for staff development to promote goal-setting, self-reflection, change, and growth. As Koetting (1985) stated:

> Microteaching and the Reflective-Teaching Model . . . are able to provide the tools for the refinement of and an analysis of these skills. Yet, the humanistic and person-centered paradigm for studying teaching effectiveness identify a more complex array of variables that do not lend themselves to statistical analysis. Hence, the need for alternative means of looking at the teaching-learning process. . . . To arrive at an interpretive or critical understanding schooling (epistemological issues), we need to question (pose as problematic) our common-sense notions of schooling. This can be done through an extensive use of videotaping within actual classroom settings (p. 9).

This notion of self-evaluation through videotaping has the potential to be a very powerful form of self-assessment because it provides the opportunity to ". . . see ourselves as others see us" (Carroll, 1981, p. 180). An ERIC search on videotaping and teaching revealed very little research in this area. Videotaping has been used in classrooms, but generally in a limited, unresearched manner. In addition, much of the use of videotaping in teaching has dealt with the preservice teacher education and not inservice teacher education. However, videotaping could provide the means through which teachers would be able to analyze critically and evaluate their teaching techniques, receiving additional feedback, if desired. This process of self-evaluation through videotaping could result in changes in teaching behaviors, if necessary. A systematic procedure of videotaping teaching behaviors could provide a

means to effect positive changes in the instructional processes. According to Koetting (1985):

> This videotaping process constitutes Freire's notion of codification (1970). Codification consists of re-presenting the object of reflection (in this case, the classroom teaching experience) to the subjects (teachers/students) in a form identifiable to them, and related to their experience (pp. 9-10).

Hernan (1972) participated in "Project Insight" at the Community College of Philadelphia. Project Insight was a program developed to explore the use of videotaping in the classroom for the purpose of allowing teachers to see exactly what they do in the classroom, to elicit professional responses from colleagues, and to foster an openness in exchanging classroom experiences to promote self-improvement. Hernan concluded that, "The videotape of a class can be a much more effective training device than any abstract description of what ought to be" (p. 24). Also, Goldfaden (1971) reported very positive reactions from teachers in Liverpool, New York, when he videotaped classes for teacher self-evaluation. Goldfaden was the instructional television coordinator for the Liverpool Central Schools. The teachers were taped only upon request and viewed the tape directly afterwards with the department chairman, subject supervisor, or a fellow member of a teaching team. The teachers felt that the critique via the videotape was more acceptable and less debatable, since the teachers were supervising their own performances. Goldfaden concluded that "The combination of self-viewing and positive critique by other objective viewers has been found most valuable for all concerned" (p. 15).

Fuller and Manning (1973) suggested some practical guidelines for effective use of videotaping. A listing of some of these guidelines is as follows:

1. The recording setting should be typical rather than unusual.

2. The playback setting should be psychologically safe (e.g., (confidential).

3. There should be prior agreement on the goals and behaviors to be focused on.

4. Optimum results are most likely with instructors who

    a. are genuinely interested in participating

    b. have personal concerns or goals related to teaching

    c. have relatively good self-esteem

    d. are open to change and have the capacity for it

    e. are able to describe some deficiencies before playback

    f. are able to identify discrepancies between observed and expected performance.

5. The feedback provided should be

    a. clearly focused on discrepancies that are moderate, rather than large or small

    b. unambiguous, trustworthy, informative

    c. accepted by the instructor as accurate

    d. balanced in terms of identifying strengths and weaknesses

    e. presented in a context in which treatments are available for establishing new behaviors

6. The persons serving as focusers should

    a. have previously been videotaped themselves

    b. communicate authenticity, positive regard, and empathy

    c. negotiate the goals of the video playback

    d. confront the instructor with moderate discrepancies

    e. be nonjudgmental toward the instructor.

Self-Evaluation, Perception, and

Changing Behavior

Fuller and Manning (1973) concluded that goal setting and focused feedback were key elements for achieving significant changes in teaching behavior. They stated that:

> Change is said to require not only the presence of facilitative conditions such as acceptance and empathy, but also 'confrontation,' i.e., identification of a discrepancy between the person's view of reality and that of some observer. One possibility is that the teacher will not benefit from seeing her videotape alone since there is no confrontation, but will change only when focus is provided by a supervisor, a peer, or some instructions. The other possibility is that solitary playback is most beneficial on the assumption that it is a lower threat situation.
>
> The literature almost unanimously supports the view that confrontation, or at least some focus, is necessary. Feedback that is not accompanied by some focus has been found to change behavior little, if at all (p. 493).

Changing a teacher's behavior requires the cooperation and motivation of that person. In addition, guidance should be provided to help effect the needed improvement. This guidance can come from an evaluation program that includes self-evaluation. According to Darling-Hammond, Wise, and Pease (1983) change relies on the development of two important conditions within the individual. These conditions consist of "knowledge that a course of action is the correct one and a sense of empowerment or efficacy; that is, a perception that pursuing a given course of action is both worthwhile and possible" (Darling-Hammond, Wise, and Pease, 1983, p. 314). In addition, Allport (1955) stated, "We do not always have perception, then will, then action; there may be a pre-established attitude that determines what is to be perceived and how one shall react" (p. 84).

Teacher evaluation typically addresses the identification of what constitutes effective teaching rather than going a step further to

consider how to actually change behavior. An assumption is made that the identification of the elements of effective teaching will automatically be followed by any needed changes in teaching behaviors. However, a listing of effective teaching behaviors is external to the individual, and as Fenstermacher (1978) suggested, "If our purpose and intent are to change the practice of those who teach, it is necessary to come to grips with the subjectively reasonable beliefs of teachers" (p. 174). Therefore, a teacher must internalize the knowledge rather than merely be acquainted with a set of rules or guidelines for effective teaching behavior.

Research suggested that a process that encourages teachers to internalize knowledge assumes that teachers will then assess their behavior and make any needed changes. Such a process also assumes that teachers are rational professional who make judgments and carry out decisions in an uncertain, complex environment, and that teachers' behaviors are guided by their thoughts, judgments, and decisions (Shavelson and Stern, 1981).

Research in the areas of changing behavior encompasses the notion of self-efficacy. Self-efficacy can be defined here as the production of the desired effect (teaching behavior) by oneself. Perceptions of self-efficacy are important to the link between knowledge and behavior. As Bandura (1982) stated:

> Knowledge, transformational operations, and component skills are necessary but insufficient for accomplished performances. Indeed, people often do not behave optimally, even though they know full well what to do. This is because self-referent thought also mediates the relationship between knowledge and action. . . . Self-appraisals of operative capabilities function as one set of proximal determinants of how people behave, their thought patterns, and the emotional reactions they experience. . . . Social environments may place constraints on what people do or may aid them to behave optimally. Whether

their endeavors are socially impeded or supported will depend, in part, on how efficacious they are perceived to be (pp. 122-123).

Research on self-efficacy indicated that perceived self-efficacy better predicts subsequent behaviors than does actual performance attainment, and that it influences coping behaviors, self-regulation or refractory behaviors, perseverance, responses to failure experiences, growth of intrinsic interest and motivation, achievement strivings, and career pursuits (Bandura, 1982; Bandura and Schunk, 1981; Bandura et al., 1980; Betz and Hackett, 1981; Brown and Inouye, 1978; Kazdin, 1979; Collins, 1986; DiClemete, 1981).

Studies have shown that teachers' self-perceptions of efficacy are relevant to their performances. Perceptual theory, according to Allport (1955, p. 85), includes a "predetermining, dynamic component, the attitude of the subject. This feature can vary with the situation, and even with the personality of the subject." For example, studies by Armor et al. (1976), Brookover (1977), and Rutter et al. (1979) showed a positive relationship between a teacher's sense of self-efficacy and student achievement. This relationship exceeded elements such as teacher education, experience, or other background characteristics. A study by Berman and McLaughlin (1977) on the implementation of innovative projects showed a stronger positive relationship between a teacher's sense of efficacy and percentage of project goals achieved, amount of teacher change, and improved student performance, than between the self-efficacy perception and teacher experience and verbal ability. Self-efficacy and motivation can be influenced by self-evaluation and reflective thinking of performance. Self-evaluation is an important aspect of teacher evaluation. As Bandura (1982) stated:

> In social learning theory an important cognitively based source
> of motivation operates through the intervening processes of
> goal setting and self-evaluative reactions. This form of self-
> motivation, which involves internal comparison processes,
> requires personal standards against which to evaluate perfor-
> mance (p. 134).

Videotaping can be a means for providing teachers with the opportunities
for self-evaluating and assessing their perceptions of their teaching by
being able to see themselves in actual teaching situations. Through this
process, the teachers can think about their actions and behaviors and
have the control to make any needed changes.

Summary

In summary, one can see from the information which has been pre-
sented how videotaping and specific, critical self-evaluation could be an
instrumental part of the total evaluation process. The use of self-eval-
uation could help bring a change in teaching behaviors and attitudes that
would ultimately provide better instruction and learning in the class-
room. The four qualities of teaching identified by Eisner (1985) could
be incorporated into the suggestions above regarding the effective use of
videotaping and self-evaluation. An observer instrument could be de-
signed that would focus attention on various teaching behaviors. In this
manner, the teacher and supervisor, if desired, could evaluate the teach-
ing behavior as related to some specific areas of interest. The main
concern of the educational process is successful learner outcome, and a
way to achieve this is through effective, quality instruction. Videotap-
ing and self-evaluation can be a means to help achieve this end.

CHAPTER III

RESEARCH METHOD

Introduction

Self-evaluation through use of videotaping can be an instrumental part of the total evaluation process. Videotaping provides an accurate account of one's teaching behavior with consideration given to the limitations of the camera's view. While viewing a videotape, a teacher can make judgments about how his or her perceptions of teaching correspond to their behavior on the videotape. Self-evaluation through the use of videotaping was used as the basis for this study because it can be a powerful means of data collection for evaluation purposes. This study permitted teachers to videotape their classroom teaching and to self-evaluate their teaching behavior.

Population and Sample

The population of teachers in the school used for this study consisted of 16 regular classroom teachers, 5 full-time special service teachers, and 5 part-time special service teachers. From that population, a sample was chosen for the study that consisted of 10 teachers who were invited by the researcher to participate. The researcher believed that these teachers would provide the study with as much variety of experience and areas of expertise as could be found within a medium-sized elementary school environment.

The participants were seven regular classroom teachers, the counselor, the librarian, and the learning disabilities teachers. Two regular classroom teachers represented the first, third, and fifth grades; one was a second grade teacher. Originally, two second grade teachers were to participate, but because of illness, one was unable to complete a videotaping of her instruction. Kindergarten teachers were not included because of the difficulty in setting up the camera and equipment in a manner that could properly focus on the typical activities in a kindergarten class. The movement of the teacher throughout the room was too wide-ranging and diverse for a single camera to film adequately.

Instrumentation

The ISEF, used as a pretest-posttest, was selected because the subscales focused on areas of teaching most closely related to Eisner's (1985) four qualities of effective teaching:

1. Type of relationships teachers establish with their classes--Subscale 4, Relations With Students.

2. Clarity of teachers' explanations--Subscale 3, Stimulation of Cognitive and Affective Gains in Students; Subscale 2, Enthusiasm for Teaching and Knowledge of Subject Matter.

3. Level of enthusiasm displayed--Subscale 2, Enthusiasm for Teaching and Knowledge of Subject Matter.

4. Kinds of questions teachers raise--Subscale 3, Stimulation of Cognitive and Affective Gains in Students.

The ISEF is a forced-choice, self-evaluation scale yielding ipsative scores (scores which sum to a constant). The instrument was developed for use in college classes to provide feedback to the instructors in the areas of adequacy of classroom procedures, enthusiasm and knowledge of

teaching, stimulation of cognitive and affective gains in students, and relationships with students (Appendix A). As an instrument developed for use in formative evaluation:

> The main focus on the reporting of results to faculty members should be that of facilitating instructional improvement. The profile with careful interpretation should allow interested faculty members to begin to identify self-perceived instructional strengths and weaknesses. As an initial step in instructional improvement, results on the ISEF may point to areas where the instructor may start working to rectify weaknesses; the instructor may thus become motivated to seek more systematic information with respect to improving performance. As a first step in a teaching development program, self-evaluation has the advantage of offering lower resistance to hesitant or refractory faculty members (Batista and Brandenburg, 1978, p. 330).

The researcher discussed the use of this instrument with its authors and found that it could be recommended for use in an elementary school setting because of the ipsative structure. However, as with any individualized testing instrument, Batista and Brandenburg (1978) stated:

> . . . caution should be exercised in interpreting differences among ipsative scores; such measures yield relative positioning of the traits within a person and it is entirely possible that an instructor having a lower score than someone else on a given subscale may, in absolute terms, have more of the particular quality than that measured by the subscale (p. 329).

The ISEF has four subscales: (1) Adequacy of Classroom Procedures, (2) Enthusiasm for Teaching and Knowledge of Subject Matter, (3) Stimulation of Cognitive and Affective Gains in Students, and (4) Relations With Students. The test consists of 11 tetrads. One statement in each is associated with one of the subscales. The respondent is forced to rank the statements in each tetrad on a scale of one to four, with number one being the highest rank. The scoring is determined by first reversing the ranks given to each statement within a tetrad (rank of 1 = 4), and then by adding the reversed numbers across the 11 tetrads. A listing by tetrad was provided to determine which statements belong to each

subscale. After the individual scores were tallied, it was possible to determine which subscale was perceived as the most important by the respondent, as that subscale had the largest total.

The reliability and validity were based on a comparison of the ISEF scores to scores on the CEQ (a student rating of instruction form). The reliability coefficients (intraclass correlations stepped up by Spearman-Brown) were calculated from the obtained tetrad rankings for each of the four subscales separately and yielded the following values: .93 for adequacy of classroom procedures, .85 for enthusiasm and knowledge of teaching, .92 for stimulation of cognitive and affective gains in students, and .89 for relations with students.

The validity measures yielded an average rank-order correlation of .33 when comparing the intraperson subscales of the ISEF and the CEQ. Batista and Brandenburg (1978) substantiated this valdity score by stating:

> The average rank-order correlation of .33 found from intraperson comparisons of ISEF and CEQ subscales is modest, but since correlations among CEQ subscales (and items, for that matter) are generally quite high (.75 - .90), the CEQ is substantially a unidimensional measure. Another student rating instrument that would permit greater discrimination among subareas could yield more positive results.

> . . . consistent positive correlations between all CEQ scores occur with the 'enthusiasm' and 'gains' subcales on the ISEF. Conversely, consistent negative correlations appear with the ISEF subscales on 'procedures' and 'relations.' Additionally, from the discriminant analysis, 'superior' faculty members generally were found to score higher on the 'enthusiasm' and 'gains' scales than 'nonsuperior' faculty members. Thus, we hypothesize that 'superior' instructors perceive the enthusiasm dimension and the facilitation of learning as somewhat more important in their teaching and that adequacy of classroom procedures and relations with students may be perceived as by-products of being interested in teaching and in helping students learn (p. 330).

Interview questions were developed by the researcher which focused on the videotaping procedure. Care was taken to use questions that would

not make the teachers feel that they were being judged or evaluated regarding their teaching behaviors or their resulting self-evaluation. The responses were recorded verbatim during the interview. The questions consisted of the following:

1. How did you feel about the taping process?

2. What would you have done differently regarding the taping?

3. Overall, did the whole taping process make a difference in how you felt about your instruction? Why or why not?

4. Would you videotape your instruction again? Why or why not?

5. In your opinion, would a videotaping process such as you did be an effective method of evaluating one's instruction? If so, should it be more widely utilized within a school district?

6. In light of the above question, what is your opinion of using the videotape with a supervisor present to assist in the self-evaluation process?

7. Did the focus questions help in viewing your tape? If so, how?

Research indicated that, for a self-evaluation process using videotaping to be effective, the viewing should be focused and specific. Therefore, a set of focus questions was selected for use during the individual viewing sessions. These questions and statements were selected from the "Instructor and Course Evaluation System Item Catalog," published at the University of Illinois. The "Instructor and Course Evaluation System" (ICES) is a computer-based system for obtaining student ratings of instructors and courses. The catalog contains over 400 items for use in evaluating an instructor or course with regard to various teaching situations.

The items chosen were those that were most closely related to Eisner's (1985) four qualities of effective teaching. The 62 items

(Appendix   B) selected were chosen from the following sections of the ICES catalog:

1. Communication Skills (26 items)

    a. General Concept (4 items)

    b. Enthusiastic/Dynamic (8 items)

    c. Clarity of Presentation (10 items)

    d. Personality (4 items)

2. Stimulation of Thinking (14 items)

    a. General Concept (1 item)

    b. Specific (13 items)

3. Warmth and Concern for Students (20 items)

    a. General Concept (7 items)

    b. Specific (3 items)

4. Social Climate (2 items)

    a. Instructor-Student Interaction (2 items)

School Setting of the Study

The study was conducted in an elementary school consisting of grades kindergarten through fifth. The school contained an enrollment of approximately 360 students. The physical facility was built with two levels of classrooms opening around a center library. Therefore, the library was on the ground level in the center of the main part of the school and was considered a mezzanine level compared to the classrooms. The lower level of classrooms housed the primary grades and the upper level housed the fourth and fifth grades. The lower level was somewhat more enclosed because there were walls between the rooms. The missing fourth wall of the rooms was the side that opened to the stairs leading up to the library area. The upper level had no walls between the

individual classrooms. Instead, coatracks and cabinets divided the rooms. Between each two upper level classrooms was a set of boys' and girls' restrooms. There were six of these classrooms on the upper level. On the lower level, the classrooms were in groups of three, with a set of restrooms between each group.

Also housed on the lower level was the reading and learning disabilities laboratory in a self-contained area, with a glassed fourth wall that provided more privacy to that area than existed in the regular classrooms. There was a computer laboratory on the lower level that was a mainframe set-up, with 30 terminals, two of which were housed in the adjoining reading and learning disabilities laboratory.

Four additional classrooms were added to the original school building five years after the building was opened. Two of these classrooms were for the kindergarten classes and two were first grade classrooms. These classrooms were on the south end of the building on the ground level. They were built with one side opening to the hallway to maintain the open contact, as was the main part of the building. However, the four teachers in this area placed cabinets that partitioned off half of the opening into their rooms. Therefore, it was more like the space of an open doorway that remained to enter the rooms.

The faculty consisted of 16 regular classroom teachers, one physical education teacher, one learning disabilities teacher, one remedial reading teacher, one librarian, one counselor, one half-time music teacher, one half-time enrichment teacher for fourth and fifth grades, one one-fifth time teacher for first, second, and third grade enrichment, one half-time speech therapist, and one one-fifth time orchestra teacher for fifth grade. The experience of the certificated personnel ranged from a first-year (entry-year) teacher to one with 26 years of completed

service. The school staff also consisted of a principal, secretary, library aide, office aide, three custodians, and two cooks. This school was selected because the researcher also served as principal.

Procedure

Stage I (Pretest)

The teachers were asked to complete the ISEF at least three weeks prior to the actual videotaping in their classrooms. The three-week time span was to allow sufficient time for them to forget the items on the instrument and how they ranked the statements.

A concerted effort was made by the researcher to remove any situations that might pose a threat to the participants. The participants devised their own identification numbers which were the same on both the pre and posttests. After completion, the instruments were placed in a folder in the secretary's office without the knowledge of the researcher.

Stage II (Videotaping)

The individual videotaping session was scheduled by the teacher and the researcher after each teacher individually completed the pretest. If requested, suggestions were made by the researcher to help the teacher select classroom situations to be taped. However, the teacher was given total control in selecting the time and activity to be taped. For example, the researcher might suggest to a teacher that he or she consider viewing small group instruction and whole class instruction to get an overview of how he or she related to students in these different situations. A special services teacher such as the counselor might have wanted to see the differences between how he or she related to primary

grade classes and upper grade classes. Therefore, the videotaping included instruction in several grade level classes.

The teachers also had control of the camera in their classrooms. The camera was set up in the classrooms by the researcher or the media aide, so that all the teachers had to do was push one button to start or stop the camera. After finishing the taping, the camera and equipment were removed from their rooms by the researcher or the media aide and the tape was given to them to view at their convenience. Most of the teachers wished to view the tape at home. When they finished their viewing, the tape was erased either by them or by the media aide. The participants also had the option to provide a blank tape if they wanted to keep a copy of the tape for themselves.

Stage III (Focus Questions and Videotape Viewing

After the videotaping sessions and prior to the viewing of the tapes, the participants were given a list of 62 focus questions that they were to review. These questions were also to be used during the viewing to help the teacher focus on the activities and events that he or she should be looking for in the video. The focus questions included items on communication, stimulation of thinking in the student, and warmth and concern for students (Appendix B).

The teachers were asked to view and critique the tape as soon as possible, erase it, and return it to the office. The focus questions were for their personal use and did not need to be returned.

Stage IV (Posttest)

The teachers were instructed to complete the posttest immediately

after the viewing and critique. The same personal identification number as the pretest was used and the test was placed in the same folder on the secretary's desk with the pretest.

Stage V (Interview)

Following the participants' videotape viewing, self-evaluation, and posttest completion, the researcher conducted an interview with each participant. The interview consisted of seven questions (Appendix C) and focused on the taping process itself in order to eliminate any suspicion on the part of the participant that the researcher was evaluating the teacher. The interview questions were designed by the researcher to provide teachers with the opportunity to contribute as much information as possible regarding their impressions and feelings about the video-taping process.

The responses of the teachers were recorded verbatim by the researcher during the interview. The researcher tried to encourage the teachers to elaborate on their answers so that as much information as possible could be recorded.

Stage VI (Follow-Up)

Approximately three weeks after the initial interview, the teachers were informally asked by the researcher if they still used any of the information gleaned from their videotapes in their instruction procedures. The purpose of this question was to ascertain if any instructional behavior changes took place as a result of the self-evaluation.

Analysis of Data

The results of the pretests and posttests were tallied for each

teacher and differences (positive or negative) between the two scores were noted. Individual teacher profiles were drawn to discover any changes that might have occurred between the pretest and posttest responses, and a combined profile was drawn to compare the total responses on the pretests and posttests. Averages and ranges of scores were calculated for all the pretest and posttest scores in each of the subtest areas.

The 11 tetrads design of the ISEF instrument allowed for a possible total score of 44 on each of the subtests. Any variation in a ranking of one of the statements resulted in a change of rank with one or more of the others. Therefore, the sum of the differences of the pretest and posttest scores across all four subtests equaled zero. This was calculated as a check for accuracy in tallying the individual scores.

Comparisons were also made between the scores of teachers with 0-10 years of experience and those with 10 or more years of experience to discover if the more experienced teachers would rank the four subscales any differently than would the less experienced teachers. Any differences (positive or negative) were noted for each of the subscales with these two groups of teachers.

The interview responses were analyzed by tallying the positive and negative answers for each of the seven questions. In addition, the researcher listed any additional comments and suggestions that the teachers made regarding each question.

Summary

The analysis of the results of the pretests, posttests, and interviews provided the researcher with information to better understand the use and effectiveness of videotaping for self-evaluation purposes.

Self-evaluation is important for effective teaching and the use of a videotape analysis of one's teaching behaviors can be a means for providing an accurate account for the self-evaluation.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

The participants in the study consisted of 10 teachers in a kinder-garten through fifth grade elementary school. The school, with a student population of 360, was located in the upper middle-class area of the city. The students were predominately from white-collar and professional families.

The participating teachers represented grades one, two, three, and five, and also the special service areas of learning disabilities, coun-seling, and library. The teachers' experience ranged from an entry-year (first year) teacher to a teacher with 25 years of completed service. One teacher was recently on a plan of improvement for unsatisfactory performance, and another teacher was in her second year of teaching after having been out of the profession for 10 years. Two of the teachers conducted highly structured classroom environments. One of these two teachers tended to be somewhat harsh at times with the students when maintaining the structure and control; the other teacher maintained con-trol and structure with a very serious, yet caring demeanor. Another of the teachers was young, energetic, and enthusiastic, competent in dealing with the instructional processes and other problems that can occur. The lack of experience did not appear to be a factor with her ability to be effective and knowledgeable.

The other teachers who participated had varying styles in their classrooms. Two were considered to be very "low key." They talked slowly and softly and had slow and calm body movements. They exmplified the caring, loving, "mother-type" teacher. Another of the teachers was also unique. This teacher was an actress in many ways. She utilized her body language, facial expressions, and voice inflections to accomplish a great deal with her students. For example, if a student misbehaved, she dramatically informed the student how upset she was with his or her behavior and caused the student to realize the implications of the misbehavior. She was quite animated in many of her explanations in class, which is effective in keeping the attention of the students. The final teacher/participant to be described was unique also. This teacher was rather solemn and reserved. From an outsider's point of view, she did not appear to relate well to the students; however, quite the opposite was true. She was highly respected and liked by the students. She was able to command an allegiance and performance level from the students which was commendable, especially considering the fact that this was her first year of teaching.

Results of Pretests and Posttests

The teachers were assigned two-digit identification numbers by the researcher. Table I lists the totals of the pretests and posttests for each of the four subscales. The subscales were: 1 = Adequacy of Classroom Procedures, 2 = Enthusiasm for Teaching and Knowledge of Subject Matter, 3 = Stimulation of Cognitive and Affective Gains in Students, and 4 = Relations With Students.

TABLE I

ANALYSIS OF PRETESTS AND POSTTESTS

ID #	subscale 1 pre/post		subscale 2 pre/post		subscale 3 pre/post		subscale 4 pre/post	
00	28 / 32	+4	25 / 21	−4	28 / 22	−6	29 / 35	+6
01	32 / 34	+2	25 / 31	+6	28 / 21	−7	25 / 24	−1
02	22 / 23	+1	30 / 28	−2	18 / 20	+2	40 / 39	−1
03	27 / 29	+2	24 / 29	+5	30 / 21	−9	29 / 31	+2
04	21 / 24	+3	33 / 31	−2	23 / 20	−3	33 / 35	+2
05	37 / 38	+1	23 / 19	−4	17 / 23	+6	33 / 30	−3
06	31 / 27	−4	22 / 30	+8	35 / 33	−2	22 / 20	−2
07	26 / 23	−3	29 / 35	+6	22 / 28	+6	33 / 24	−9
08	28 / 28	0	28 / 28	0	20 / 23	+3	34 / 31	−3
09	31 / 24	−7	22 / 29	+7	32 / 30	−2	25 / 27	+2

Avg.   28.3/28.2   26.1/28.1   25.3/24.1   30.3/29.6

Total Gains   −1   +20   −12   −7

Pretest

Range 21−37 (16) 22−33 (11) 17−35 (18) 22−40 (18)

Posttest

Range 23−38 (15) 19−35 (16) 20−33 (13) 20−39 (19)

Range

Differences   −1   +5   −5   +1

Averages grouped by years experience:

0−10 26/28.4   27.4/28   25.4/20.8   31.2/32.8

12−25 30.6/28   24.8/28.2   25.2/27.4   29.4/26.4

Summary of Pretests and Posttests

Using the ISEF as a pretest and posttest did not indicate any major discrepancies among the teachers' responses as a whole. The consistency in pretest and posttest scores is apparent when the combined profiles are examined (Appendixes D and E). The largest gain in subscale scores was in the posttest score of the second subscale (Enthusiasm for Teaching and Knowledge of Subject Matter). This subscale received a net gain of 20 points, which increased the overall average on this subscale by two points. The researcher concluded that this increase indicated that the teachers viewed this subscale to be more important after having viewed their videotapes. Since the scores on the ISEF sum to a constant, this increase in Subscale 2 must naturally affect the scores on the other three subscales by showing a decrease in some of them. The largest decrease in total points occurred in Subscale 3 (Stimulation of Cognitive and Affective Gains in Students). This subscale decreased by 12 points, which lowered the overall average by 1.2 points. Subscale 1 decreased in total average by only .1, while Subscale 4 decreased by .7 in total average.

Individually, some of the teachers showed a shift in their perceived rankings of importance of several subscales, and as a result of the change in the posttest scores, the overall rankings of the four subscales for that teacher was changed. The teachers' individual profiles are displayed in Figures 1 through 10 (Appendix C). As can be seen from the profiles, seven teachers had differences of more than five points between the pretest and posttest scores. The five-point difference was arbitrarily chosen by the researcher because it indicated more of a substan-

tial difference in the pretest and posttest scores than a difference of one to four. These results are listed in Table II.

TABLE II

DIFFERENCES IN PRETEST AND POSTTEST SCORES
GREATER THAN FOUR

Teacher:	Subtest 1:	Subtest 2:	Subtest 3:	Subtest 4:
00	+4	−4	−6	+6
01	+2	+6	−7	−1
03	+2	+5	−9	+2
05	+1	−4	+6	−3
06	−4	+8	−2	−2
07	−3	+6	+6	−9
09	−7	+7	−2	+2

The teachers expressed great frustration in completing the pretests and posttests. They stated that they viewed all four subscale areas as being highly important in teaching and felt perplexed in being forced to rank them. The researcher concluded that because of their feeling strongly about the importance of each of the subscale areas, the rankings did not change significantly overall. However, the high standards the teachers set for themselves had an affect on their self-evaluations of the videotapes.

Results of Interviews

The interviews that followed the self-evaluations provided more information regarding the videotaping procedure than did the pretests and posttests. All of the teachers expressed a positive feeling about the experience and felt that they would like to repeat it as a means of gathering more information about their teaching behaviors. Responses to the questions were as follows:

1. How did you feel about the taping process?

First Grade Teacher #1: "I felt good. I liked it and didn't feel nervous. I would have liked to have had my student teacher watch. There were things she could have learned from watching the things that happened, and we could have talked about them--things than an experienced teacher does that we don't think about."

First Grade Teacher #2: "I felt nervous because it was somewhat of an intrusion. But, I learned from it. Next time would be easier."

Second Grade Teacher: "Positive overall. I learned about technique of taping because the small group had too much surface noise. I knew what I said, so I could understand the tape. The large group was more effective. I should have had the camera closer for the small group."

Third Grade Teacher #1: "I thought, 'yuk,' at first. Skeptical. Like--'oh, my, that camera will pick up little things.' When I saw it, I saw the kids, and I thought maybe I need to be peppier and more exciting. After all, we're competing with TV, and we need to be more exciting. I thought I was doing this, but after viewing it, I saw that I need to move around more, be more exciting and interact more with the kids--be more fun. I decided that I need to take a different approach. I should not

start out so serious. I should change and play around with the review assignment, and then introduce the assignment."

"In looking at the faces on the tape, I saw that the kids showed they looked at assignments as what we have to do. I need to show them that these things we're doing are things that are important for later. I noticed my wait-time was not sufficient. I must feel comfortable with not rushing through things to get everything done. I need to relate to students, be happier. Wow! A lot of these kids are really thinking about something else. I need to relate to those students and see what's going on. Get those students deep in thought to relate to what's going on. I need to call on those students that are not paying attention and those that can do the work, but need to feel more a part of what's going on."

"I saw three groups of students--those that can get the assignments, those that can't, and those that can do, but are somewhere else, not quite with me. I hadn't noticed them before, and I really need to look at my students differently."

"Communication is more important than being creative and worrying about challenging when you really don't have their attention. It was an awakening to see how they really look at me. Some eyes were saying, 'I'm not even really here, and she's not really talking to me.'"

"I think we're really more critical of ourselves. You get caught up in routine, and we need to not be so set in a pattern. The kids need to relax and enjoy being there. I would have been crushed if you had told me that I was not enthusiastic and reaching all the kids. But, seeing it myself was enlightening!"

Third Grade Teacher #2: "It didn't bother me."

Fifth Grade Teacher #1: "I felt positive, interested to see how I presented myself and how I did. It did not change my classes' actions. It didn't bother me. I thought it went well."

Fifth Grade Teacher #2: "I liked it. I used to do this."

Librarian: "I enjoyed it. It was fun."

Learning Disabilities Teacher: "Initially, it was uncomfortable during the taping because it's like being observed. You're facing up to what you actually do. Later, it was okay. Viewing it was good. It made me aware of things I do. I could laugh at myself. It was insightful."

Counselor: "At first, I felt kind of funny, but after viewing I felt really good about it. Especially, listening to what I said and how the students reacted. I'd never seen myself on tape before."

2. What would you have done differently regarding the taping?

First Grade Teacher #1: "I would have taped more."

First Grade Teacher #2: "Mechanicswise, the camera needed to be closer to me for the sound in the reading group. But, then I couldn't have gotten the rest of the room visually."

Second Grade Teacher: "I liked my choices of activities used. The large group was a narrower subject, so it gave me limitations and boundaries. I liked the guidelines of the subject area I used. It was one of those lessons that followed the steps all the way through closure. It was a good sequence."

Third Grade Teacher #1: "I would have had someone there to move the camera. It only viewed a certain area. I would start it with the closing of one assignment and go into another to see the transition between subjects. We don't realize what the students are doing between one subject and the next. Both times of assignments are important. I would like to focus on all students."

Third Grade Teacher #2: "I would set up to see the entire room, not just me. I couldn't see me respond with the kids out of range of the camera."

Fifth Grade Teacher #1: "I would do other subjects not covered this first time to learn from--how I presented the lessons. I would not change anything mechanical."

Fifth Grade Teacher #2: "I would have had someone monitor the camera so I could move and not go off the screen. It's more informal without someone, but it would be better."

Librarian: "I would not change this lesson."

Learning Disabilities Teacher: "I might have told the kids about it beforehand. It would have been great with a hidden camera."

Counselor: "Maybe talk louder. I move around a lot, and I don't want to stand in the same place because I see things differently from different angles. I liked the camera in the back of the class better than on the side, as we did in one class. I liked the full front view better."

3. Overall, did the videotaping make a difference in how you felt about your instruction? Why or why not?

First Grade Teacher #1: "No, but I felt real secure in what I was doing."

First Grade Teacher #2: "Yes, I picked up on things that I was and was not doing."

Second Grade Teacher: "It confirmed what I already believed about my instruction."

Third Grade Teacher #1: "Most definitely!"

Third Grade Teacher #2: "Yes, it made me feel good. From our evaluation conference--the closure aspect--I've improved."

Fifth Grade Teacher #1: "Yes, I saw many mannerisms, presentations. The kids' responses made me respond differently. I felt that I covered everything--very interesting to see how I did everything. If I did it everyday, it could make a difference. It made me aware of how I respond to each child."

Fifth Grade Teacher #2: "Not really. It was interesting to see, but I knew what it would look like, probably because I have done it before when I taped music programs years ago."

Librarian: "Yes, I felt better about the things I brought out and got across to the students."

Learning Disabilities Teacher: "Yes, I became aware of things not known before. It gave me a better perspective of my rapport with the kids in the different situations."

Counselor: "I think it made me feel good about what I do. When I'm up there talking, I go different directions according to how the kids relate. It helped give me an objective view and realize that I responded well to questions brought up and their responses. You can see from more than one point of view because you can follow yourself. I realized how many kids had their hands up, when during the teaching, I am usually trying to concentrate on calling on different kids. I saw things I normally see, but I don't really think about at the time."

4. Would you videotape your instruction again? Why or why not?

First Grade Teacher #1: "Sure, as an aid for others to see things I do from having learned the 'hard way.' I could have taped more things to see."

First Grade Teacher #2: "Yes, to learn from it. I could do it over and over and still learn."

Second Grade Teacher: "Sure, because the next time I'd be willing to take more risks with the content areas."

Third Grade Teacher #1: "Yes, I would like to do it again, but be able to compare with a previous taping to see if I made changes from the first time. I would also like to talk into a tape recorded to tape changes as I see them needed as I'm reviewing the videotape. But, I want to see if I make those changes."

Third Grade Teacher #2: "Certainly! It didn't bother me because we film all the time at home, so I'm more at ease. There's nothing I do in my classroom that I don't feel good enough about to film. I feel decent about everything I'm doing."

Fifth Grade Teacher #1: "Yes, to open my eyes in areas that need work would just help, not hurt in improving my teaching."

Fifth Grade Teacher #2: "Yes, I'd like to see how it would be if someone was manning the camera."

Librarian: "Yes, because I got good responses from the children, and they seemed to grasp what I was doing."

Learning Disabilities Teacher: "Yes, I like to have self-evaluations and know what I need to change--to sit back and critique yourself is a good opportunity."

Counselor: "Yes, it'd be interesting to see different classes and different subject matter to compare teaching and responses, particularly presenting a brand new unit. It would give more immediate feedback."

5. In your opinion, would a videotaping process such as you did be an effective method of evaluating one's instruction? If so, should it be more widely utilized within a school district?

First Grade Teacher #1: "I like it as a self-evaluation. Inside your own self, you can see things your own way and the way others see you. This helps you see yourself more objectively."

First Grade Teacher #2: "Yes."

Second Grade Teacher: "Yes, if it were more widely used and people became more comfortable with it, it would be more widely used. It helps confirm what you're doing."

Third Grade Teacher #1: "Yes, because we are more critical of ourselves. It should be more widely used. It shows so much more than you realize. The total environment of the classroom is made for one to view."

Third Grade Teacher #2: "Evaluating oneself would be fine. I'm comfortable with what I do, but 10 years ago I would have wanted a supervisor, not a camera. Videotaping can be abused because the children react differently with a camera. But, a person evaluating would not cause as much disruption."

Fifth Grade Teacher #1: "We probably would not see some things because we're planning for the taping. It's not spontaneous, which could take some away from the true picture."

Fifth Grade Teacher #2: "Yes, it would be beneficial for student teachers as well, but you need movement. But, how do you get the informality with someone there running the camera? I wonder how much you should move around. Does it both students? Yes, it should be more widely used."

Librarian: "Yes, I could pick up little things that I could do differently--things I didn't know I was doing. It would make a better teacher."

Learning Disabilities Teacher: "Yes, yes."

Counselor: "Yes, very effective, especially starting out teaching. Yes, it should be used more. It's more effective to see what you've done yourself--things that someone else wouldn't see."

6. In light of the previous question, what is your opinion of using the videotape with a supervisor present to assist in the self-evaluation process?

First Grade Teacher #1: "It wouldn't bother me, but I would like to see it myself first. It would put a lot of pressure on some people, especially if they felt they would be criticized. The supervisor must take human nature into consideration. There's a trust factor here too, that you're the only one who will see it and not have it shown to others."

First Grade Teacher #2: "I felt better being by myself, because I could concentrate better by not worrying about what someone else was thinking."

Second Grade Teacher: "Yes, I would always welcome some other ex-pertise. Others can provide things and see a new dimension. You really do forget about the taping after the first few minutes. You get caught up in what you're doing."

Third Grade Teacher #1: "I wouldn't have any problems in having someone view with me. It's a growing process and we all see things dif-ferently. Maybe have a team person view with you--this is teamwork. With the principal there with you, it should be more on a counselor's level. The principal should listen to the teachers talk about their views and needed changes. An evaluation should help the teachers see how to improve from what they're actually doing. You should see the tape with the principal and discuss changes. The tape will let them see a more relaxed way of doing things and making changes. The tape helps give

a view of the whole classroom, not just a few, as you do when you're teaching. This should be done at the beginning and end of the year to see how you're doing."

Third Grade Teacher #2: "I would think that would be good. But, not as an entry-year teacher. I think years of experience have made a difference in my attitude. I feel positive now, but would have been threatened earlier in my career. TESA helped me feel better about it."

Fifth Grade Teacher #1: "I don't see why not. I would like an objective opinion from a caring, concerned person who will really work with you, not tear you apart. I'm not going to be totally objective, and that could provide more information."

Fifth Grade Teacher #2: "I don't think it matters. You should have an agreement beforehand to have then there to critique and talk about things, but, not there to shred you to pieces."

Librarian: "It would be all right, but it might make teachers anxious. But, if it is for improvement, it would be good. I watched it with my daughter, who enjoyed it. I didn't want her to see it until I had, but I felt okay about it."

Learning Disabilities Teacher: "It would be good, but make sure the viewing would be done 'with' me. The supervisor should have a dialogue with me. The taping is more effective than a supervisor in the classroom because that affects the kids more than the camera does."

Counselor: "It would be good to get feedback from another point of view."

7. Did the focus questions help in viewing your tape? If so, how?

First Grade Teacher #1: "I liked them. They were right on target. They had you think about what you did. Overall, the taping was not as traumatic as I thought it would be. I liked it."

First Grade Teacher #2: "Yes, I liked the focus questions. Overall, I did not like the ranking questionnaire. It would probably have not made any difference, regardless of the taping."

Second Grade Teacher: "I liked some of the questions. Some of the questions were not applicable and were asked in different ways. It made a difference in how the questions were asked for the large and small group instruction."

Third Grade Teacher #1: "Yes."

Third Grade Teacher #2: "Yes, they helped me focus on specific things. It helped that I've been in the business a long time. Overall, I think the videotaping should be used only for self-evaluation because it would be a 'show' if scheduled ahead for a principal or supervisor."

Fifth Grade Teacher #1: "They made me look at different areas that I probably wouldn't have. Yes, they definitely helped. I think you need those to view your own tape. I especially enjoyed taping being new."

Fifth Grade Teacher #2: "I thought they were right on target. They helped focus on specific areas. They would be an excellent guide as to what to watch for with a student teacher."

Librarian: "Yes, they were helpful. Some were confusing, due to not being applicable in my position. I had to go back five or six times to reread directions to make sure I was answering them correctly. It was interesting to see things I hadn't noticed while I was teaching. It really is a good deal to use the taping, especially with a difficult class, to help stop problems or use with a problem with some specific kids. It could help parents see exactly what their kids are doing in class if they're problem kids."

Learning Disabilities Teacher: "They gave a framework for viewing the tape--things to think about. Overall, I think the taping would be more effective if done several times throughout the year."

Counselor: "It was good to have them. They helped me think about what to look for when viewing the tape. Overall, I was surprised with the taping. I wasn't sure that I was going to like it. My husband said, 'You look very professional.' It's pretty neat!"

Summary of Interviews

A summary of the teachers' responses are listed as follows:

1. How did you feel about the taping process?

All teachers felt positively, with four adding that they were nervous at first.

2. What would you have done differently regarding the taping?

Three teachers indicated that they would also tape other subjects, three wanted to see the entire room, two wanted someone to operate the camera, and one wanted a hidden camera.

3. Overall, did the videotaping make a difference in how you felt about your instruction? Why or why not?

Seven teachers answered positively, one negatively, and two answered that the viewing of the tape confirmed what they already thought about their teaching.

4. Would you videotape your instruction again? Why or why not?

All teachers answered positively. Four added that they wanted to learn more about themselves and one wanted to tape for the purpose of helping others learn from watching her teaching behaviors.

5. In your opinion, would a videotape process such as you did be an effective method of evaluating one's instruction? If so, should it be more widely utilized within a school district?

All teachers answered positively, but one added that she had reservations because she felt that a scheduled taping might take away some of the spontaneity. The reasons the teachers gave for using a videotaping procedure in a school district were as follows:

    a. To see oneself more objectively

    b. To help confirm what you are doing

    c. To analyze themselves more critically than someone else would

    d. To benefit student teachers

    e. To help make a better teacher

    f. To help first-year teachers

6. In light of the previous question, what is your opinion of using the videotape with a supervisor present to assist in the self-evaluation process?

Nine of the teachers stated that they thought having a supervisor present would be agreeable. One of the teachers said that she would rather view the tape by herself. From those who agreed to having a supervisor present, the following suggestions were made:

    a. View the tape by oneself first

    b. Make sure that the supervisor takes human nature into account so as not to be too critical of the teacher

    c. Get the supervisor's perspective and expertise in the analysis

    d. Use a team member as the other person

e. Have the supervisor operate on a counselor's level to advise and work with you, not against you

f. Use only with experienced teachers and not with first-year teachers

7. Did the focus questions help in viewing your tape? If so, how? All teachers answered positively and added reasons, such as:

a. They helped you think about what you were doing

b. They helped you look at different areas that you might not have noticed

c. They would be good for use with student teachers

The responses of the teachers in the interviews helped the researcher make several conclusions regarding self-evaluation by videotaping one's instruction. The first conclusion was that the responses of the teachers showed that they felt positively about the videotaping experience and would want to do it again. They expressed a desire to videotape again, not only to learn more about themselves, but also to let others learn from their videotape. They focused on the ways the subject content was presented, the responses of the students, their levels of enthusiasm, and their questioning techniques, as was hoped for by the researcher.

Overall, the teachers wanted a larger view of their instruction and the class, both in the physical aspect of seeing more of the room and in the amount and kinds of subject areas covered. This would point to conducting longer taping sessions and possibly several tapings for their viewing throughout the school year.

Another conclusion of the researcher was that the viewing process seemed to help build confidence. Several of the teachers commented that it confirmed what they were doing in their classrooms. One teacher

related it to an earlier evaluation conference and noted that she had improved in an area that had been discussed at that conference.

The teachers saw things that they sometimes do not see going on in the classroom and they saw things that they have seen, but had never really focused on or thought about at the time. The videotape helped them get a broader perspective of the actual classroom behavior of the students.

A conclusion drawn from the teachers' responses to the question regarding having a supervisor view the tape with them showed that their overall feeling was positive, but with some restrictions. They felt that the critique of the tape should be used only for formative evaluation, not summative evaluation of any kind. They preferred considerate, constructive criticisms from someone that they felt good about and trusted. There appeared to be an underlying fear of being hurt and embarrassed unless the situation were handled properly, which, in their case, meant that the supervisor would talk with them--not at or against them.

As the literature indicated, the self-evaluation of one's instruction by videotape should be focused, not general. The focus questions provided to the teachers seemed to fill this need. All of the teachers expressed that they felt good about the focus questions and that the use of the questions kept them on target as they viewed their tapes.

<div align="center">Discussion of Individual Pretests, Posttests,

and Interviews</div>

Teacher #00

Overall, this teacher indicated that she liked the videotaping process and would do it again for improvement purposes. Her profiles were

quite different between the pretest and posttest, with the "classroom procedures" and the "relations" subscales on the posttest showing the gains in scores. These gains correlated to her responses to the interview questions, indicating that she looked closely at her lesson presentation and interactions with the students.

Teacher #01

Although she was nervous during the videotaping process, teacher #01 stated that she learned from the experience and would like to do it again to increase her awareness of what she does in the classroom. Her greatest differences on the posttest scores were an increase on the "enthusiasm" subscale and a decrease on the "cognitive and affective gains" subscale. The researcher concluded that her nervousness caused her to focus more on her personality, voice, and body movements during teaching and that she would probably look at other aspects of teaching (such as subject matter and questioning techniques, for example) on subsequent tapings.

Teacher #02

Teacher #02 found the taping process to be very insightful. She felt that it helped her gain a better perspective of her rapport with her students and she enjoyed critiquing herself and looking for ways to make improvements. Her profiles were basically the same on both the pretest and posttest. The researcher concluded that this teacher felt confident about herself and what she does in the classroom.

Teacher #03

This teacher expressed nervousness and skepticism about videotaping

herself. However, after completing the process, she felt strongly about doing it again and saw benefits of having it used systemwide for teacher improvement purposes. She concentrated most on the ways that she interacted with her students and their reactions and presence in her classroom in general. Her posttest scores were higher on all subscales, except for the "gains" subscale, which was nine points lower. The greatest increase was the "enthusiasm" subscale. This increase was not surprising to the researcher because her responses to the interview questions indicated that she felt that she did not show enough enthusiasm to motivate the students sufficiently.

Teacher #04

Believing that the taping process confirmed what she does in her classroom, teacher #04 indicated that she would like to tape again to take more risks and see more variety in her teaching techniques and procedures. She also stated that she would welcome constructive criticisms by having a supervisor view her tape with her. She had a similar profile on both the pretest and posttest, which the researcher felt supported the fact that she feels good about what she does and has firm convictions concerning various aspects of teaching.

Teacher #05

Teacher #05 stated in the interview that the taping process helped her think about things that she had not considered before and that it helped give her an objective view of her teaching. In addition, she stated that she felt good about what she does and viewing the tape helped confirm her feelings. Her pretest and posttest profiles were similar, with the greatest difference being a gain of six points on the "gains"

subscale. Her gain in this area was correlated to her interview response that she gave concerted attention in her videotape viewing to her questioning techniques and to the subsequent student responses.

Teacher #06

This teacher indicated from her interview responses that she focused on the lesson presented during the taping. She felt good about the lesson and how the students responded. She felt that the taping process would be beneficial to a school district for teacher improvement and would support having a supervisor view the tape with her. The pretest and posttest profiles for this teacher were somewhat similar, except for an eight-point gain on the "enthusiasm" subscale. In the interview, she also expressed a need for increasing her enthusiasm with her students.

Teacher #07

Seeing herself on tape did not surprise teacher #07 because she had been videotaped before earlier in her career. However, the previous tapings were not for self-evaluation purposes, but rather for program presentations with students. She indicated that she learned from critiquing herself and would like to do it again to see what other changes she might need to make. Her posttest showed a gain on the "enthusiasm" and "gains" subscales and a decrease on "classroom procedures" and "relations" subscales. The researcher concluded that although the teacher considers her rapport with students to be important, she likes to concentrate on her lesson presentation and questioning techniques when viewing the tape. Her interview responses indicated that she might regard the lesson presentation to be of primary concern and that a positive rapport

with the students will be a logical consequence of a lesson well presented.

Teacher #08

This teacher stated that she felt very secure in what she does in the classroom. She also indicated that she would like to videotape for the purpose of having others learn from her tapes. She enjoyed seeing herself from an objective point of view and would like to have another person provide constructive criticism. Her pretest and posttest profiles were similar, with the "classroom procedures" and "enthusiasm" subscales having the same scores on both. Her similar profiles and comments on the questions indicated to the researcher that she felt confident in her teaching.

Teacher #09

This teacher felt that her experience in teaching made the taping process easier and more beneficial to her now as opposed to having done it in the early years of her career. She felt very strongly about using the videotaping process for self-evaluation purposes only. She showed more emphasis on the "enthusiasm" subscale on the posttest by an increase of seven points. The "classroom procedures" subscale showed the greatest decrease by a seven-point drop on the posttest. Overall, the researcher concluded that this teacher felt somewhat uneasy about the taping process and was concerned that it might be used for administrative purposes if developed for systemwide use.

Summary

The teachers indicated that they enjoyed the taping process and

believed it to be beneficial in the teaching improvement process. The researcher concluded that the teachers viewed the videotaping process as a means of helping to build confidence, increasing the level of awareness of what they do in their classrooms, providing another dimension in the formative evaluation process, and providing an objective way to focus on specific areas of teaching behaviors.

Overall, the researcher perceived the videotaping process with the 10 teachers to be successful. The researcher concluded that the teachers participated in a conscientious manner and provided adequate, appropriate input regarding their feelings and reactions to the videotaping process.

CHAPTER V

FINDINGS AND CONCLUSIONS, IMPLICATIONS,

RECOMMENDATIONS, AND FUTURE RESEARCH

Introduction

Many characteristics or competencies are involved in teaching. The purpose of this study was to ascertain if a change in perception of one's teaching would take place when teachers were given the opportunity to self-evaluate their teaching from a videotape of their instruction.

Videotaping one's teaching behaviors can be an important component of self-evaluation, a process of examining one's relations with the students, clarity of explanations, level of enthusiasm, and questioning techniques. Needed improvements in these areas can occur when one has the opportunity to view and analyze these behaviors from a videotape.

Findings and Conclusions

The ISEF scores, when considered as a group, did not vary greatly from the pretest to the posttest. However, a few of the individual teachers showed a significant change in their rankings of the subscales from the pretest to the posttest by giving higher rankings to the subscale, Enthusiasm for Teaching and Knowledge of Subject Matter, on the posttest. Overall, the subscale, Relations With Students, was given the highest ranking on both the pretest and posttest.

Since the ISEF sums to a constant, the increase in the score on the "enthusiasm" subscale was associated with a decreased score on one or

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more of the other subscales. The greatest decrease occurred in Subscale 3, Stimulation of Cognitive and Affective Gains in Students.

The results of the interviews indicated that the teachers felt positively about videotaping, even though some were nervous or anxious about it beforehand. A majority of the teachers stated that the videotaping process made a difference in how they felt about their teaching, and they all said that they would like to tape again. All the teachers said that the videotaping process would be an effective method of evaluating one's instruction, and believed that the process should be used throughout a school district.

As stated in Chapter II of this study, Fuller and Manning (1973) advocated the use of some kind of confrontation when viewing one's videotape. The method of confrontation in the study was the use of the 62 focus questions. All of the teachers found the focus questions to be helpful, and 9 of the 10 teachers said that having a supervisor view and critique the tape with them would also be agreeable. However, these teachers felt that guidelines would need to be established for a joint viewing so that the teacher would not feel threatened or uncomfortable.

The major conclusions determined by the researcher from the process of videotaping for self-evaluation resulted in the following:

1. The teachers' relations with students was considered the most important among the four areas of: (a) adequacy of classroom procedures, (b) enthusiasm for teaching and knowledge of subject matter, (c) stimulation of cognitive and affective gains in students, and (d) relations with students.

2. Enthusiasm for teaching and knowledge of subject matter increases in importance after teachers view a videotape of their teaching.

3. The teachers enjoy videotaping their teaching and feel that the process should be used more frequently during the year and throughout a school district to help effect improvements in teaching in the district.

4. The process of self-evaluation through videotaping provides a less threatening form of evaluation.

5. The process of self-evaluation through videotaping can help build confidence in the individual teacher.

6. Providing a focus for the viewing of one's videotape as Fuller and Manning (1973) suggested is important to the self-evaluation of the teaching behaviors. This focus can be as nonthreatening as a set of focus questions.

Overall, the score on the ISEF subscale, Relations With Students, was ranked the highest on both the pretests and posttests. This indicated to the researcher that they watched their interactions with the students and deemed this relationship as being important in the teaching process. As reported in Chapter II of this study, Buffington and Stilwell (1981) regarded this relationship as important in maintaining a cycle of increased awareness and better rapport, which can ultimately influence the learning outcomes.

In addition, even though the total average was less than the average of the subscale, Relations With Students, the subscale, Enthusiasm for Teaching and Knowledge of Subject Matter, gained an overall 20 points on the posttest score. This increase indicated to the researcher that the teachers saw a need to show more enthusiasm and knowledge in the ways that they presented their lessons. Several of the teachers even stated to the researcher that they discovered how monotone they sounded from viewing their tapes and that they wanted to show more enthusiasm through their voices, facial expressions, and other physical responses to the

students. This reaction from the teachers supported Dokecki (1984) in his suggestion that showing enthusiasm for teaching would command greater student attention.

The teachers expressed to the researcher that they saw a need for such an evaluation program to be used throughout the school district because the process of videotaping provided them with the opportunity to critically analyze what they were doing in the classroom. They felt that all teachers could benefit from having the experience and that it could ultimately help bring about improvements in teaching throughout the district. Such a self-evaluation process could provide an important source of information and motivation, as suggested by Darling-Hammond, Wise, and Pease (1983) and Koetting (1985).

The teachers did not feel threatened by the process, even though some expressed nervousness beforehand. The teacher who had previously been on a plan of improvement asked the researcher on three occasions what she needed to tape "for the researcher." The researcher repeated each time that the taping was for the teacher herself. She was to get as much information on the tape as necessary to make an adequate self-evaluation of her instruction. She appeared to be experiencing some insecurity about taping herself and doing it correctly for the researcher. However, after the whole process was completed, the teacher stated that she felt very positive about it, thought that it had helped her, and would do it again. The researcher concluded that a process of self-evaluation through videotaping that is predominantly controlled by the individual teacher can provide an effective means of causing teachers to take time to analyze their teaching behaviors without a fear of its being a negative experience and something to avoid. This conclusion supported one of Fuller and Manning's (1973) suggested guidelines for

videotaping--the playback setting should be psychologically safe (e.g., confidential).

The process of seeing one's actual teaching performance can also be a means of confidence building. Many teachers wonder how they are really interacting with their students. The ability to see oneself in action with students can provide the necessary feedback to teachers to help see all the things that they are doing correctly. As several of the teachers commented, they were able to confirm that what they were doing was effective, and they felt positive about themselves as a result of such knowledge.

As Fuller and Manning (1973) suggested, the self-evaluation process is most effective in facilitating change when a confrontation is provided to the teachers. The confrontation or focus was provided in this study by the use of 62 focus questions. The teachers expressed that they used the focus questions to help them analyze their tapes. The questions helped them focus on specific areas that they might not have noticed otherwise. The focus questions kept them from viewing the tape superficially, rather than analytically.

Implications

The main idea of the researcher for this study was to determine if teachers' perceptions of their teaching behaviors would change after participating in a self-evaluation process using videotaping. The ultimate goal of such a self-evaluation process would be to help effect improvements in teaching. However, the implications of using an analysis of a videotape can go beyond the teachers' behaviors and can include an analysis of the students and the classroom itself.

The implications of the use of videotaping in a classroom on a regular basis could be significant to the total teaching process. The teachers could not only evaluate their teaching behaviors, but also could see the behaviors of the individual students from a different perspective. The use of a camera that could film the whole classroom would give the teacher the opportunity to see the actions of students during and after lesson presentations. Many actions and behaviors of students take place without the knowledge of the teacher because the areas of direct attention of the teacher are limited at any one time. The ability to review a class period could help a teacher become more aware of how students acted and reacted. Through the analysis of the students' behaviors, the teacher could develop plans and methods of eliminating discipline problems, monitoring social behavior among various students, targeting students with special needs, and interacting more effectively with specific students. These analyses could have positive effects on the students' learning outcomes.

In addition, the videotape would provide a means for the teacher to view the use of the physical space in the classroom. The teacher can see the placement of furniture with the students present, the traffic flow about the room, the use of walls and bulletin boards, and the lighting in the room. Efficient use of the classroom area is important in maintaining student control, stimulating interest in learning, providing effective movement among the students, and enhancing the learning environment.

Recommendations

The results of this study indicated that videotaping for self-evaluation is an effective means of having teachers critically analyze their teaching behaviors. A school system should implement such a

program with teachers as a means of improving the quality of teaching. The following recommendations are listed as a result of this study:

1. School systems should implement a program of self-evaluation through videotaping at all grade levels. The videotaping should occur as frequently as possible throughout the year for each teacher.

2. The focus for each videotaping and subsequent viewing should be clearly defined and should vary on a systematic basis. For example, the first taping could require the teacher to focus on the questioning techniques used during lesson discussions. A second taping could require the teacher to check for improvements in the questioning techniques and analyze the area of enthusiasm for teaching. The subsequent tapings would then follow this pattern of evaluating for improvement of certain areas and would focus on a new area each time.

3. Teachers should be required to tape various kinds of activities and lessons to get a total picture of their teaching behaviors.

Future Research

The wide use of videotaping in a school system would require research in the area of videotaping equipment. Some of the teachers in this study indicated that they would have preferred having a camera that would allow them to move freely about the room. This freedom of movement would be especially necessary in a kindergarten classroom where the students worked in several groups at the same time, with the teacher moving among them. One teacher mentioned the idea of having a hidden camera. Further researcher with the use of the videotaping equipment could help resolve some of these concerns and could make the process more efficient.

Another area of further research could be in studying the affects of the self-evaluation through videotaping with the poor to mediocre

performing teacher. Would this process be effective in helping a poor teacher improve to an above average level? In addition, one might study the effects of this process with the experienced (over 10 years) teachers in helping to motivate those who continue to want to teach the same way year after year. Would seeing themselves on videotape help to stimulate an interest in trying new ideas and processes with their students?

Summary

The process of self-evaluation through videotaping an individual's teaching behaviors proved to be successful with the 10 teachers in this study. The differences in the pretest and posttest scores showed that they focused on their relations with students and on their enthusiasm for teaching and knowledge of subject matter, as was hoped by the researcher. The change in their perceptions in these two areas was also confirmed by the comments documented in the interviews with each of the teachers. They stated that they had not realized prior to viewing their videotape that the students responded in many of the ways that they saw on the tape, and that they were now more aware of how they interacted with the students. Several of the teachers also stated that they needed to show more enthusiasm in their teaching to help motivate the students, and that the videotapes helped them get a better mindset for the areas they evaluated for improvement. Therefore, they were able to make needed changes in their teaching behaviors and were less likely to forget or return to their original, less desirable behaviors.

The teachers expressed a desire to participate in videotaping their teaching on a regular basis. They felt positive about the experience and thought it would be beneficial for the entire school district.

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APPENDIXES

APPENDIX A

INSTRUCTOR SELF-EVALUATION FORM

ID #_____   Years Taught_____

DIRECTIONS

Following are a number of statements describing some aspects of college teaching. These statements are listed in sets of four. We would like you to examine the items in each set and rank them from $\underline{1}$ to $\underline{4}$ as to the degree to which they apply to you and your course.

In responding, first examine the set and find the item that describes you or your course MOST and assign a rank of $\underline{1}$ to that statement. Then decide which statement describes you or your own course second best, and assign a rank of $\underline{2}$ to that item. Do likewise with the two remaining statements, assigning to them the ranks of $\underline{3}$ and $\underline{4}$, depending upon their degree of applicability to you or to your own course.

If you find some items difficult to rank, please show what your choices would be if you have to choose. It is important that you assign a different rank to each item.

Here is an example:

   $\underline{1}$ a.   I present ideas clearly in class.

   $\underline{3}$ b.   I enjoy teaching my own course.

   $\underline{2}$ c.   I stimulate students' interest in the subject.

   $\underline{4}$ d.   I am fair and impartial in dealing with students.

The person responding to that set indicated that item $\underline{a}$ was most descriptive of him (rank 1), while item $\underline{c}$ was thought to be the second most descriptive (rank $\underline{2}$). Items $\underline{b}$ and $\underline{d}$ were given ranks of $\underline{3}$ and $\underline{4}$, respectively, as they applied least to that instructor. You may wish to respond to the questionnaire having in mind one particular course or the totality of the courses that you teach.

SET 1

    ___a. I present thought-provoking ideas.

    ___b. I am sympathetic toward and considerate of students.

    ___c. I assist students in appreciating things they did not appreciate before.

    ___d. I am interested in and concerned with the quality of my teaching.

SET 2

    ___a. My students feel efforts made by them in the course are worthwhile.

    ___b. I am aware of students' needs.

    ___c. I raise challenging questions or problems in class.

    ___d. I make every effort to improve the quality of students' achievement in my course.

SET 3

    ___a. I encourage students to share in class their knowledge, opinions, and experiences.

    ___b. I help students become aware of the implications of the course's subject matter in their lives.

    ___c. I remind students to come to me for help whenever it is needed.

    ___d. I analyze previous classroom experiences to improve my teaching.

SET 4

    ___a. I take an active, personal interest in improving my instruction.

    ___b. I stimulate and answer questions in class.

    ___c. I relate to students easily.

    ___d. I help students to develop the ability to marshal or identify main points or central issues.

SET 5

    ___a. I organize my course well.

    ___b. I am knowledgeable about related areas aside from my own.

___c. I stimulate students' appreciation for the subject.

___d. I get along well with students.

SET 6

___a. I restate questions or comments to clarify for the entire class.

___b. I try to make every course the best every time.

___c. I am sensitive to students' feelings.

___d. I promote students' satisfaction in learning the subject matter.

SET 7

___a. My students gain new viewpoints and appreciation.

___b. I have zest and enthusiasm for teaching.

___c. I develop a sense of mutual respect with students.

___d. I present clear and relevant examples in class.

SET 8

___a. I find teaching intellectually stimulating.

___b. I make students feel at ease in conversations with me.

___c. I stimulate students' interest in the subject.

___d. I answer questions as thoroughly and precisely as possible.

SET 9

___a. I coordinate different activities of my course well.

___b. I look forward to class meetings.

___c. I enjoy having students come to me for cnsultation.

___d. My students feel that they can recognize good and poor reasoning or arguments in the field.

SET 10

___a. I try to function creatively in teaching my course.

___b. I encourage students to participate in class.

    ___c. I actively help students who are having difficulties.

    ___d. I stimulate students' intellectual curiosity.

SET 11

    ___a. I meet with students informally out of class when necessary.

    ___b. I make the objectives of the course clear.

    ___c. I try to make every course the best every time.

    ___d. My students become motivated to study and learn.

SCORING THE INSTRUCTOR SELF-EVALUATION
FORM (ISEF)

The ISEF has four subscales:

1. Adequacy of Classroom Procedures
2. Enthusiasm for Teaching and Knowledge of Subject Matter
3. Stimulation of Cognitive and Affective Gains in Students
4. Relations With Students

One statement from each of the 11 tetrads is associated with each subscale. Scoring is determined by first reversing the ranks given to each statement within a tetrad (e.g., rank of 1 = 4), and then adding the reversed numbers across the 11 tetrads. The statements belonging to each subscale by tetrad are as follows:

SET 1	SET 4	SET 7	SET 10
a. 1	a. 2	a. 3	a. 2
b. 4	b. 1	b. 2	b. 1
c. 3	c. 4	c. 4	c. 4
d. 2	d. 3	d. 1	d. 3

SET 2	SET 5	SET 8	SET 11
a. 3	a. 1	a. 2	a. 4
b. 4	b. 2	b. 4	b. 1
c. 1	c. 3	c. 3	c. 2
d. 2	d. 4	d. 1	d. 3

SET 3	SET 6	SET 9
a. 1	a. 1	a. 1
b. 3	b. 2	b. 2
c. 4	c. 4	c. 4
d. 2	d. 3	d. 3

For illustration, suppose the ranks assigned for Set 1 were as follows:

Statement	Rank	Score
a	4	1
b	2	3
c	1	4
d	3	2

Statement "a" belongs to Subscale 1 and was given a rank of 4. Reversing the rank yields a score of 1 to be added to the Subscale #1 total. Statement "b" belongs to Subscale 4 and is given a rank of 2, etc. Adding across all 11 tetrads yields a maximum score of 44 for a given subscale, or a minimum of 11. A score of 44 would mean that each statement in the tetrad was assigned the highest priority by that individual. Further information about the ISEF may be obtained by contacting Dale C. Brandenburg, Coordinator of Instructor and Course Evaluation, Measurement and Research Division, 307 Engineering Hall, University of Illinois, Urbana, Illinois, 61801.

APPENDIX B

FOCUS QUESTIONS FOR VIDEOTAPE

SELF-EVALUATION

DIRECTIONS

Review the questions before viewing the videotape to familiarize yourself with the types of items to be addressed. Try to go beyond the specific questions to critically analyze your instructional process. Make note of any additional thoughts, comments, observations, etc. as you proceed through the questions along with the videotape viewing. You may want to reflect on the self-evaluation process and write a brief summary at the end of the questionnaire.

As soon as possible after your videotape viewing and analyzing, please complete the post-assessment.

The following questions are to help focus your attention on the aspects of the instructional process involving student-teacher rapport, clarify of instructions, teacher enthusiasm, and questioning techniques. Think in terms of a rating scale from 1 to 5, with 1 being the lowest, most disagreeable, smallest, least occurring, etc. ranking and 5 being the superior, most agreeable, most frequent, most helpful, etc. ranking. The questions are categorized as to various aspects of instructor characteristics and style.

COMMUNICATION SKILLS

General Concept

1. The instructor's knowledge of subject was excellent.

2. Was the instructor enthusiastic about teaching?

3. Did the instructor seem to enjoy teaching?

4. The instructor was a creative teacher.

Enthusiastic/Dynamic

5. How interesting were the instructor's presentations?

6. Did the instructor make good use of examples and illustrations?

7. The instructor emphasized important points by raising voice, repeating, etc.

8. The instructor made efforts to show the interesting nature of the topics.

9. It was easy to hear and understand the instructor.

10. The instructor made use of alternative explanations when needed.

11. The instructor used humor effectively.

12. Was the instructor easily frustrated?

Clarify of Presentations

13. The instructor presented material at a level appropriate for the student.

14. Was the instructor's use of the blackboard and other materials (including handouts) effective?

15. The instructor summarized material presented in each class.

16. The instructor generally talked: too fast or too slow?

17. The instructor gave explanations/examples that were clearly to the point.

18. The instructor explained new ideas by relating them to familiar concepts.

19. The instructor was able to answer questions clearly and concisely.

20. How much detail did the instructor provide in his/her explanations?

21. The instructor did not synthesize, integrate, or summarize effectively.

22. The instructor spoke in a monotone, rarely showing expression in voice.

Personality

23. The instructor looked at the class while speaking.

24. The instructor had high academic standards.

25. The instructor was open-minded.

26. The instructor exhibited professional dignity and bearing in the classroom.

STIMULATION OF THINKING

General Concept

27. The instructor motivated the students to do their best work.

Specific

28. Did the instructor raise challenging questions in class?

29. Questions presented to the class to generate discussion were generally too specific.

30. The instructor initiated fruitful and relevant discussions.

31. The instructor asked open-ended questions.

32. The instructor encouraged development of new viewpoints and appreciations.

33. The instructor was receptive to different viewpoints or opinions.

34. The instructor encouraged the students to express their opinions or experiences.

35. Did the instructor encourage the students to develop their ideas and approaches to problems?

36. Did the instructor clarify student ideas by inflection (e.g., saying, "Do you mean . . .")?

37. The instructor encouraged the students to think for themselves.

38. The instructor pointed out what was important to learn in each class session.

39. During presentations, did the instructor check on students' understanding?

40. The instructor emphasized learning rather than tests or grades.

WARMTH AND CONCERN FOR STUDENTS

General Concept

41. The instructor was sensitive to student needs.

42. Did the instructor treat the students with respect?

43. What was the instructor's attitude in dealing with the students? (e.g., fair and impartial or unfair and disdainful?)

44. The instructor listened attentively to what class members had to say.

45. The instructor was skillful in observing student reactions.

46. The instructor was fair to students.

47. The instructor seemed to be too lenient versus too strict.

Specific

48. The instructor could sense when an idea had not been clear to the students.

49. Was the instructor willing to spend extra time with the students on an individual basis?

50. The instructor seemed to sense when students did not understand.

51. The instructor recognized students' difficulties in understanding new material.

52. The instructor thoroughly answered students' questions.

53. How often did the instructor give up on students when they did not understand?

54. The instructor praised student behavior.

55. Evaluations of the students' work were made in a constructive manner.

56. The instructor made the students afraid to make mistakes.

57. Did the instructor intimidate the students?

58. Was the instructor cynical and sarcastic?

59. The instructor was condescending toward the students.

60. Was a good balance of student participation and instructor contribution achieved?

Instructor-Student Interaction

61. The instructor maintained professional standards in creating rapport with students.

62. The instructor attempted to involve all students in classroom activities.

APPENDIX C

PRETEST AND POSTTEST INDIVIDUAL

TEACHER PROFILES

SUBSCALE 1 — ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 — ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 — STIMULATION OF COGNITIVE AND AFFECTIVE
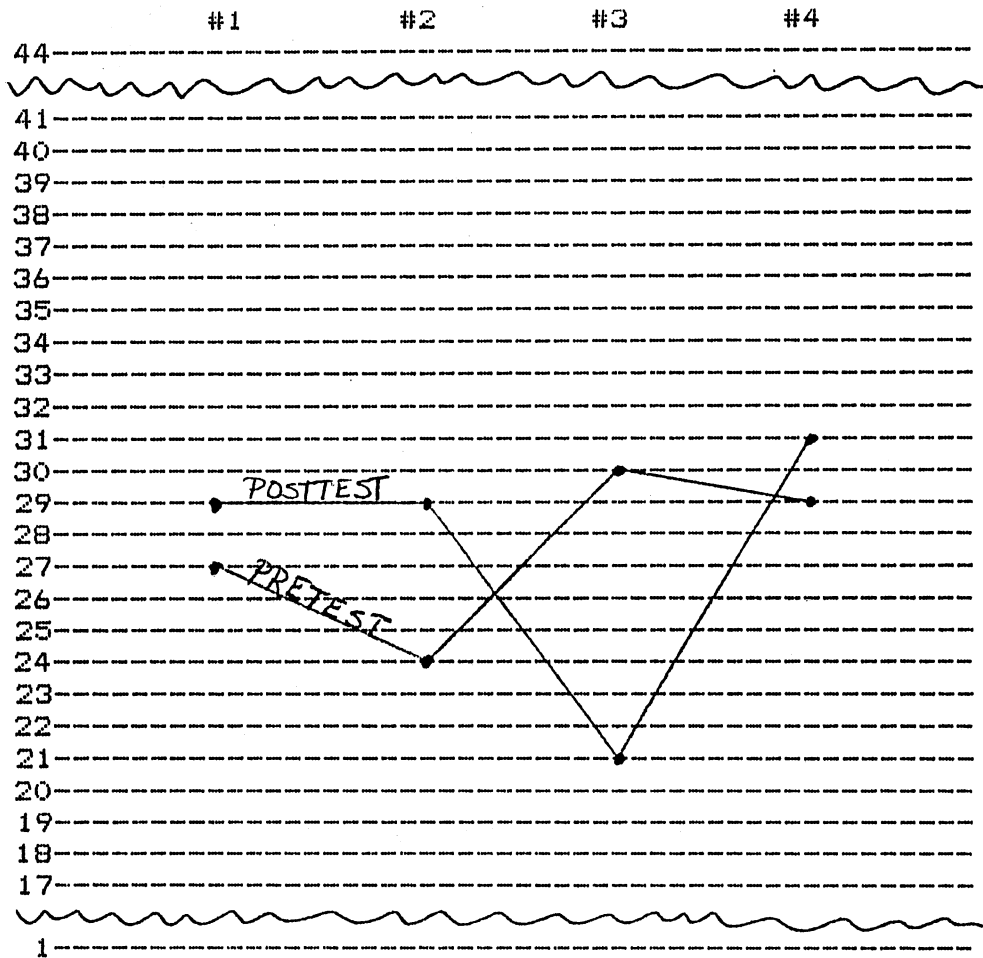   GAINS IN STUDENTS
SUBSCALE 4 — RELATIONS WITH STUDENTS
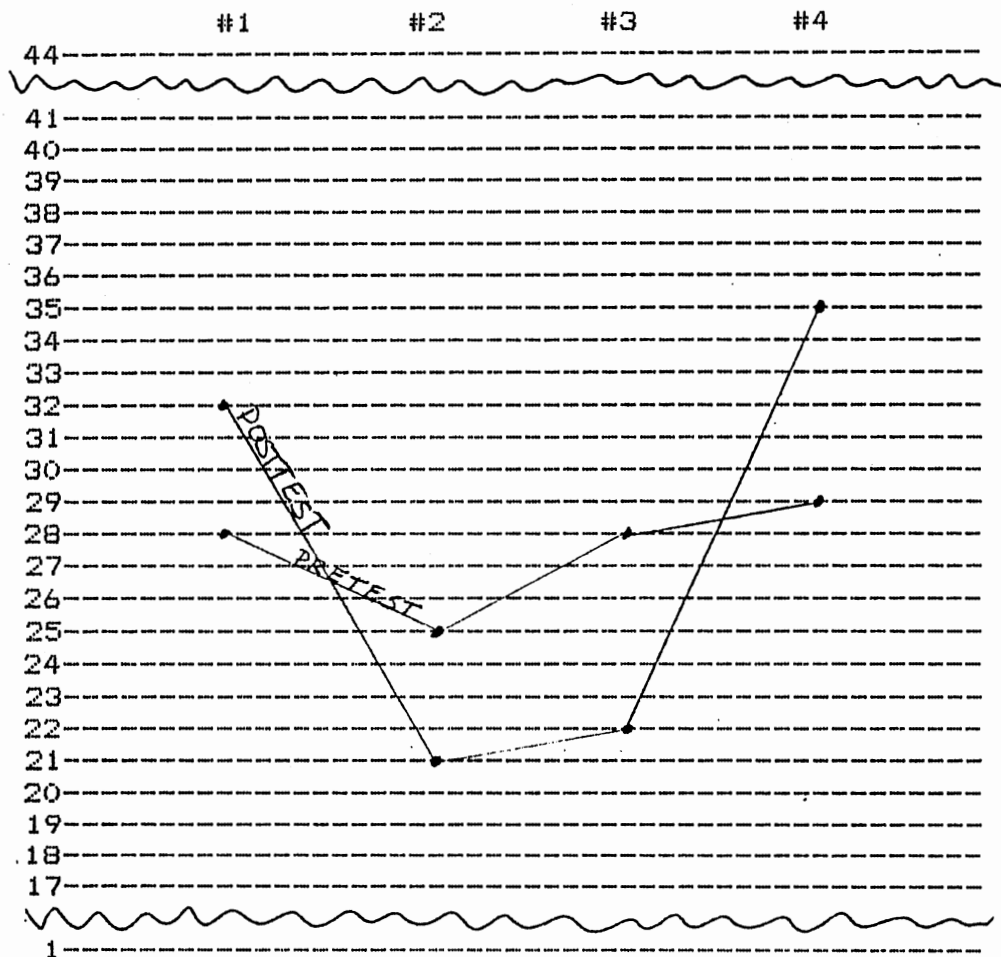
Figure 1. Teacher Profile ID# 00

SUBSCALE 1 — ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 — ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
SUBJECT MATTER
SUBSCALE 3 — STIMULATION OF COGNITIVE AND AFFECTIVE
GAINS IN STUDENTS
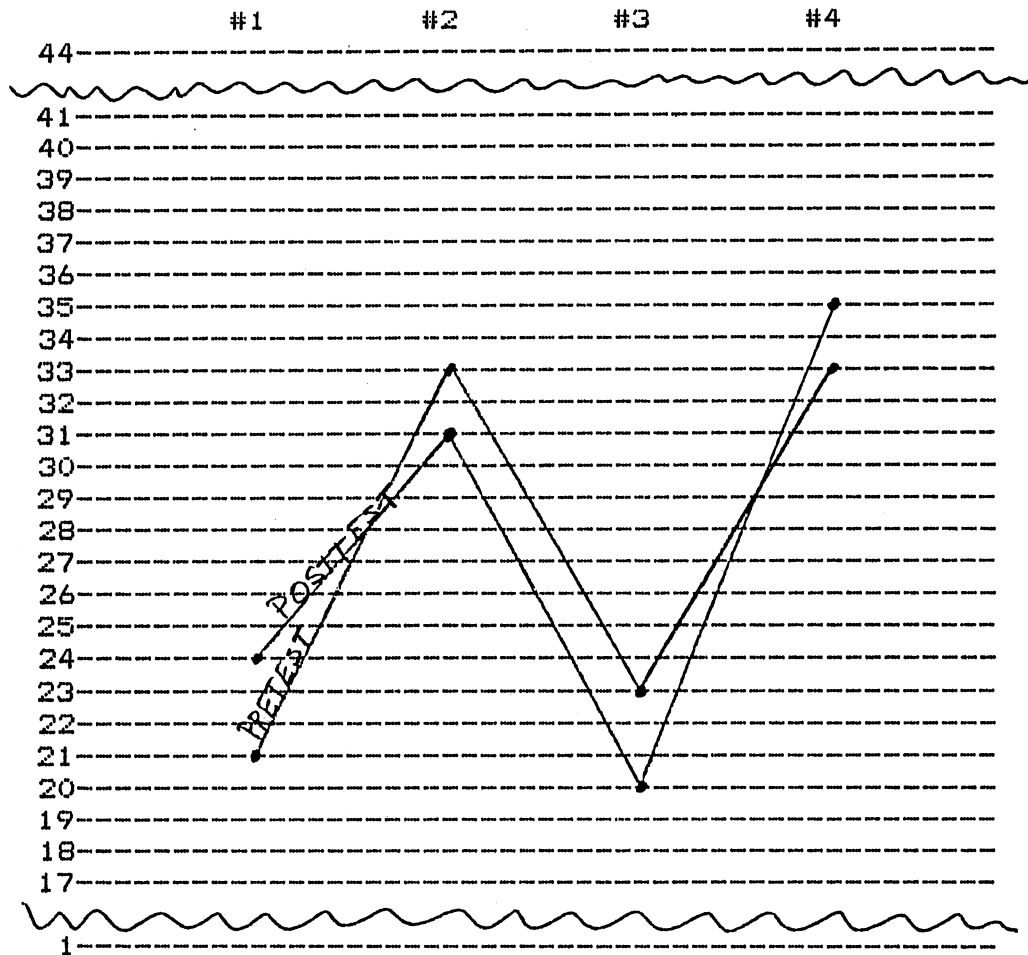SUBSCALE 4 — RELATIONS WITH STUDENTS
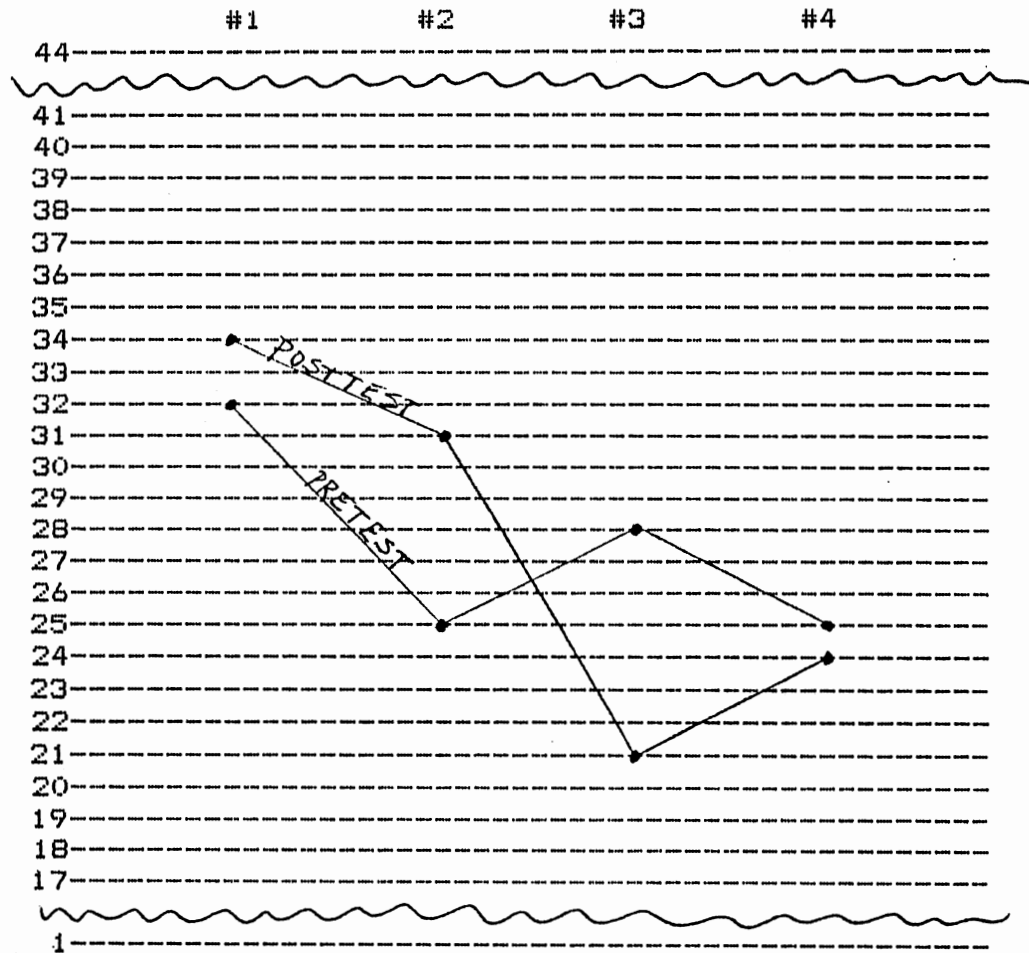
Figure 2. Teacher Profile ID# 01

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
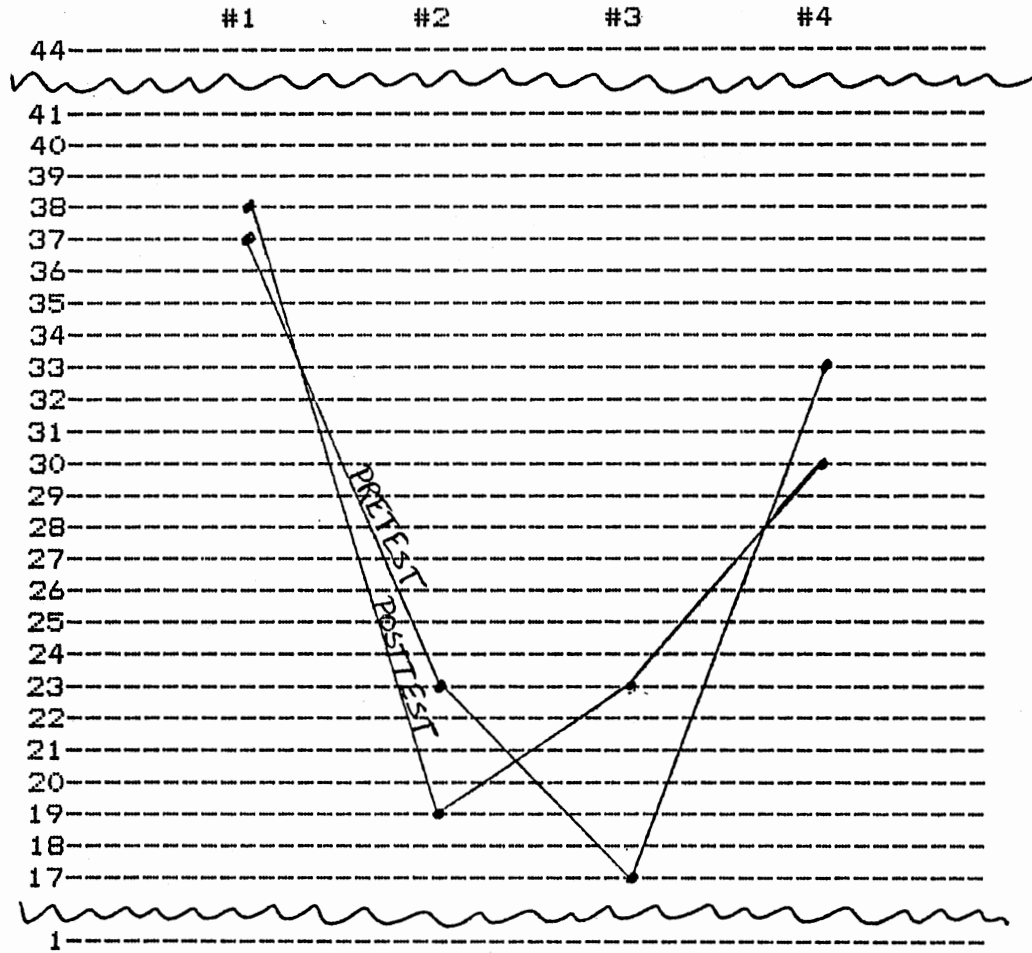   GAINS IN STUDENTS
SUBSCALE 4 - RELATIONS WITH STUDENTS
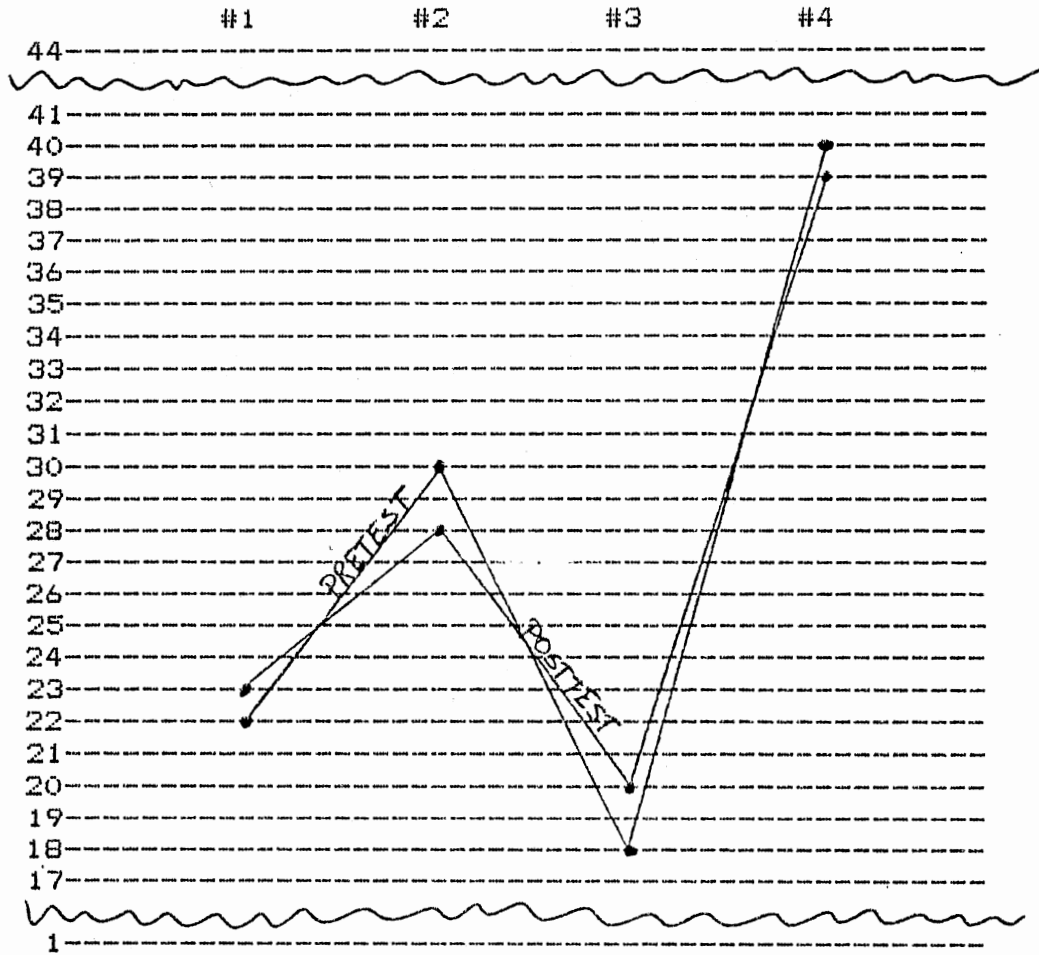
Figure 3.   Teacher Profile ID# 02

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
            GAINS IN STUDENTS
SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 4. Teacher Profile ID# 03

SUBSCALE 1 — ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 — ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 — STIMULATION OF COGNITIVE AND AFFECTIVE
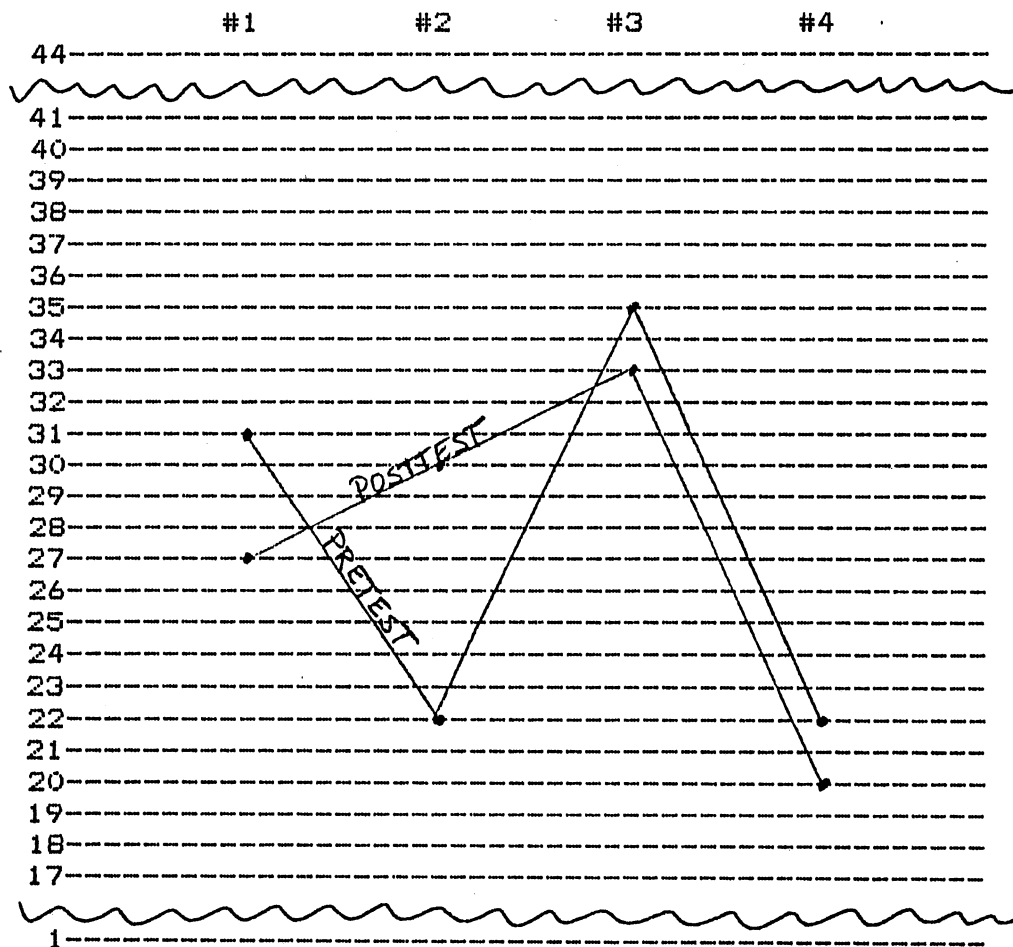   GAINS IN STUDENTS
SUBSCALE 4 — RELATIONS WITH STUDENTS

Figure 5.   Teacher Profile ID# 04

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
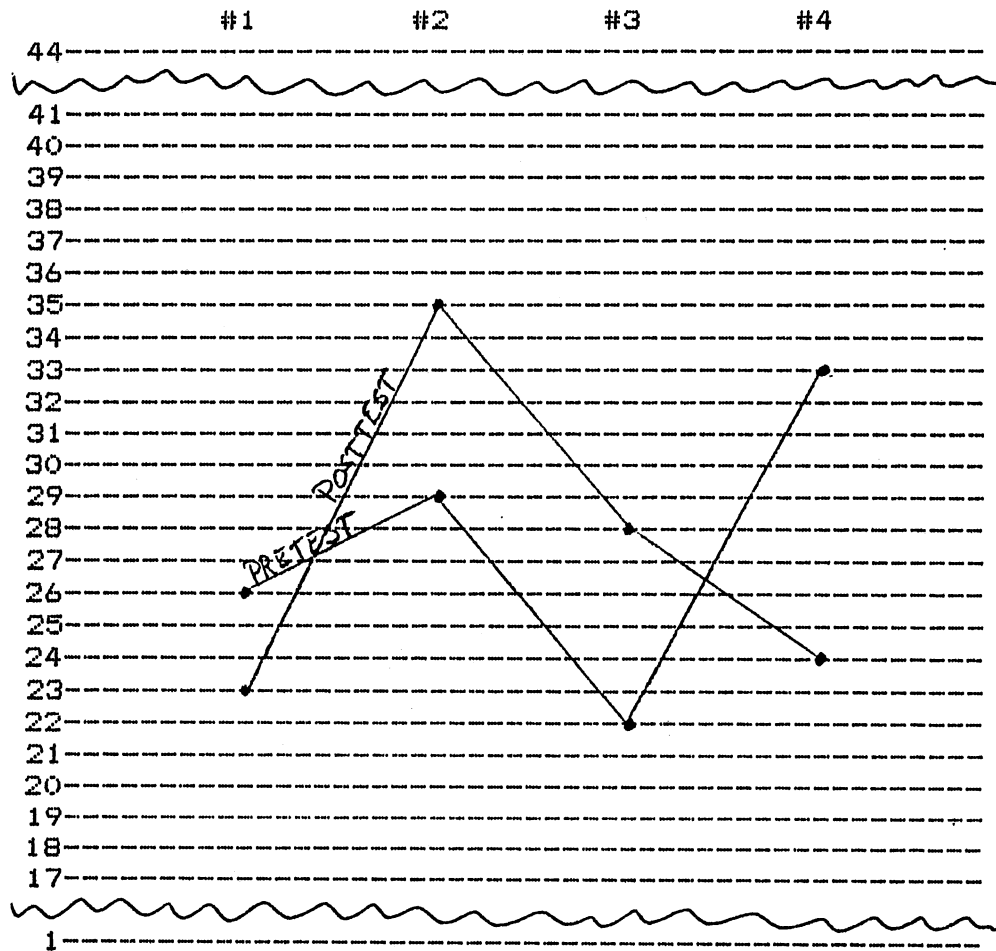   GAINS IN STUDENTS
SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 6. Teacher Profile ID# 05

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
            GAINS IN STUDENTS
SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 7. Teacher Profile ID# 06

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
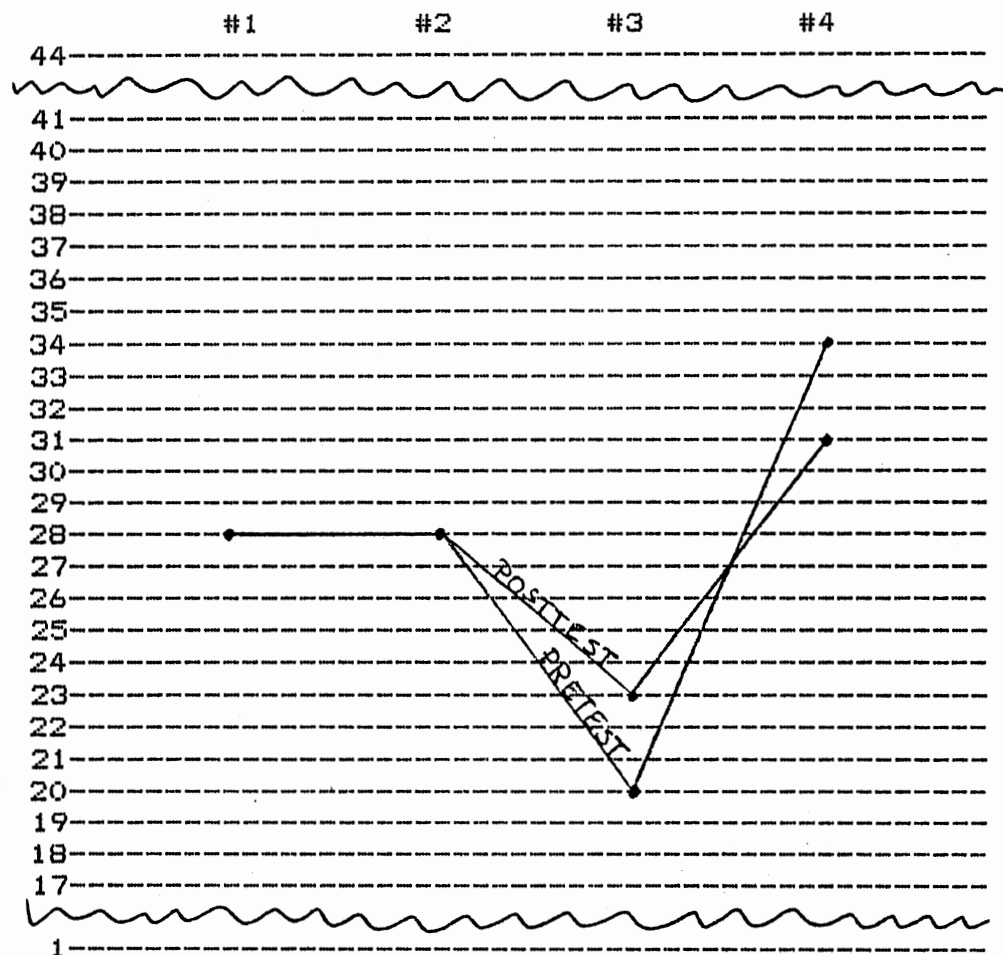   GAINS IN STUDENTS
SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 8. Teacher Profile ID# 07

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
            GAINS IN STUDENTS
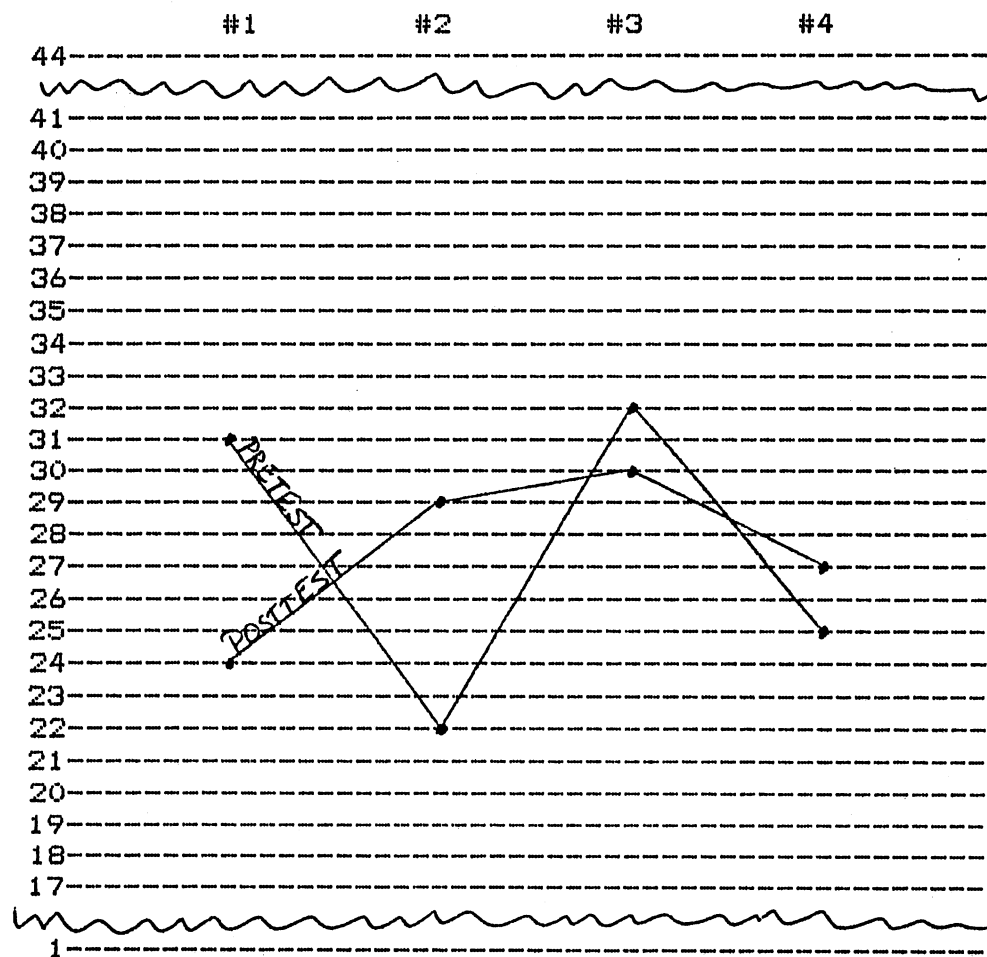SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 9.   Teacher Profile ID# 08

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
            GAINS IN STUDENTS
SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 10. Teacher Profile ID# 09

APPENDIX D

COMBINED PRETEST TEACHER PROFILES

SUBSCALE 1 — ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 — ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 — STIMULATION OF COGNITIVE AND AFFECTIVE
            GAINS IN STUDENTS
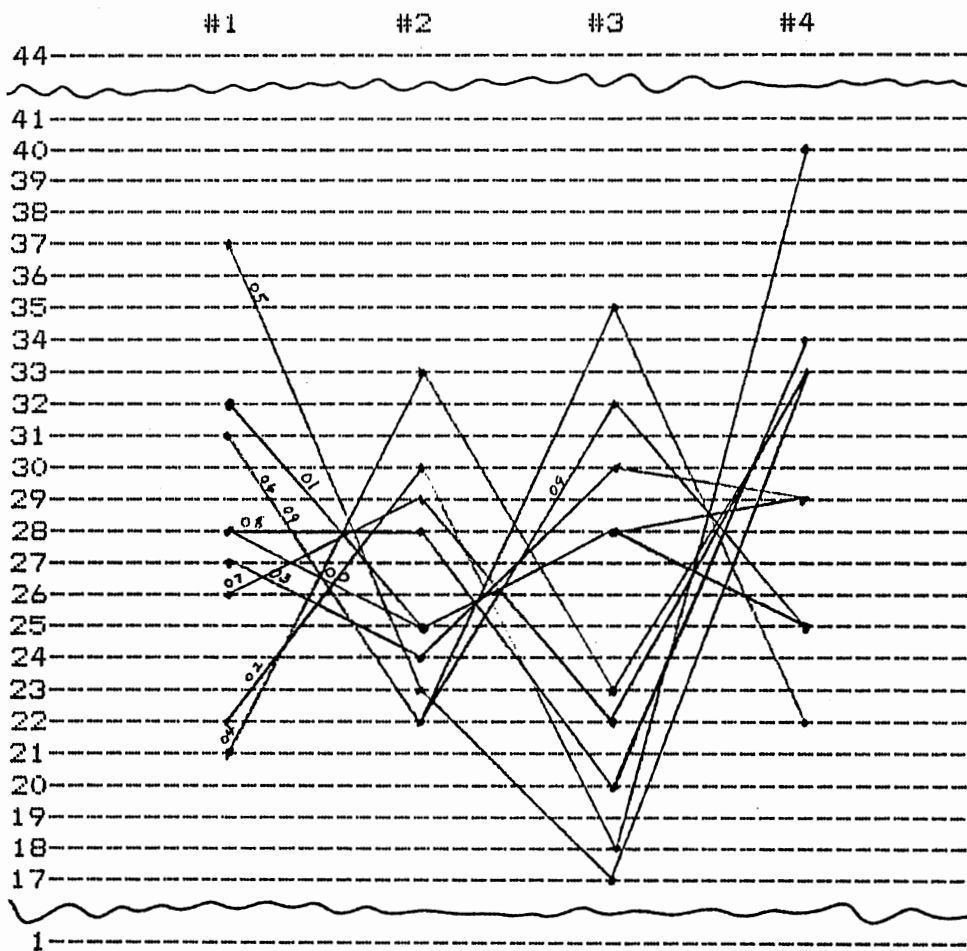SUBSCALE 4 — RELATIONS WITH STUDENTS

Figure 11.   Combined Pretest Teacher Profiles

APPENDIX E

COMBINED POSTTEST TEACHER PROFILES

SUBSCALE 1 - ADEQUACY OF CLASSROOM PROCEDURES
SUBSCALE 2 - ENTHUSIASM FOR TEACHING AND KNOWLEDGE OF
            SUBJECT MATTER
SUBSCALE 3 - STIMULATION OF COGNITIVE AND AFFECTIVE
            GAINS IN STUDENTS
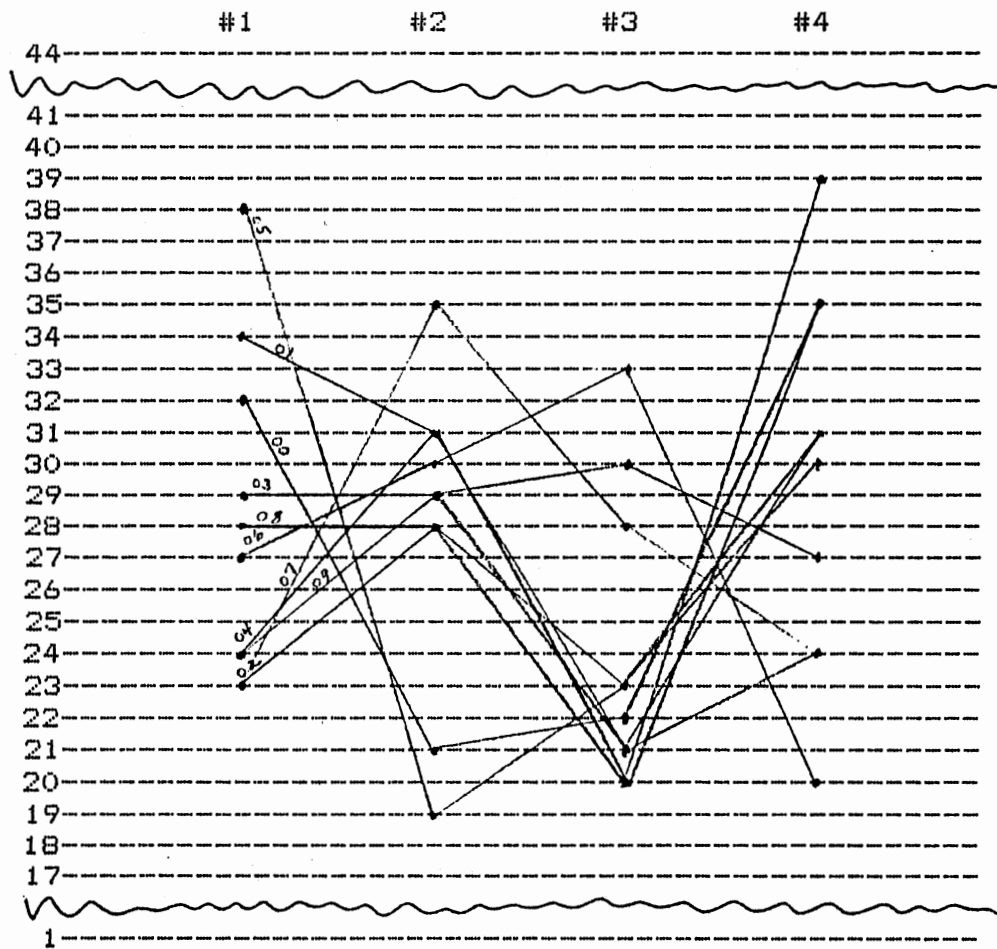SUBSCALE 4 - RELATIONS WITH STUDENTS

Figure 12. Combined Posttest Teacher Profiles

VITA

Karen Ann White

Candidate for the Degree of

Doctor of Education

Thesis: VIDEOTAPING FOR SELF-EVALUATION OF TEACHING BEHAVIORS

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