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Date June 9, 1977

THE DEVELOPMENT OF A VIDEOTAPE TO AID IN THE IMPROVEMENT
OF INSTRUCTION OF TEACHERS THROUGH INSERVICE TRAINING
AND SUPERVISION

by

CURTIS LEE BAKER

A professional paper submitted in partial fulfillment
of the requirements for the degree

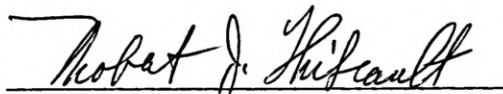
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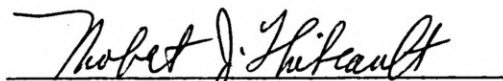
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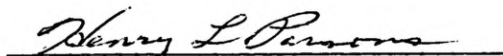
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ABSTRACT

Educational research on the issue of effective teaching clearly indicates three broad areas that are common to good teachers: good teaching utilizes the maximal involvement of the student in direct experiential situations, good teaching encourages maximal "freedom" for the student, and good teachers tend to exhibit identifiable personal traits broadly characterized by warmth, democratic attitude, affective awareness, and a personal concern for students.

The goal of this paper was to develop a videotape to aid in the identification of the above characteristics and to help teachers recognize and identify their own abilities and inabilities. Therefore, a major question was, "Does a relationship exist between what research reveals to be good teaching and what actually happens in the classroom?"

After a selection process, three teachers, one elementary, one junior high and one high school teacher, were videotaped. The writer then analyzed their teaching in the light of research and found a definite relationship between actual classroom experiences and research findings. The analysis is part of the videotape described in Chapter 4.

Based upon the experience of producing and analyzing the videotape, the writer makes the following recommendations to administrators, supervisors, or teachers interested in improving the instructional process:

- (1) Positive gains may be made in supervision by providing a model that exhibits good teaching traits. Imitation or teaching by example can be effective.
- (2) Emphasis on the positive or effective characteristics may help overcome negative teacher attitudes toward supervision.
- (3) The videotape may be used as one of the methods employed by those responsible for supervision. It is not recommended as the only instrument to be used.
- (4) Teachers may be encouraged to use the videotape in their own classroom, thereby analyzing their own teaching skills.

Chapter 1

INTRODUCTION

Paramount in the problem dealt with by schools is the issue of supervision of instruction. A historical review of supervision reveals changes ranging from community citizen visits to supervisor observation of affective teacher behavior. Whatever approach used by the school, history reflects the needed emphasis and improvement that has been placed upon supervision of instruction.

This paper has been concerned with the improvement of instruction. Although this process under investigation is not totally new to the study of supervision, the development of an effective means of helping teachers improve their teaching abilities and skills is significant.

There certainly is no one method of improving instruction that is a panacea for all problems. But, anytime we can find new or additional means of supervising and improving instruction, then we should take those necessary steps. Obviously, not all agree on what should be done; therefore, this paper offers another possible means of working with teachers to improve instruction. Perhaps this idea combined with other equally worthwhile methods will work in the direction of providing the kinds of materials we need to draw from in supervision of instruction.

Statement of the Problem

The problem of this study was to develop a videotape to demonstrate characteristics of good teaching and to aid in the improvement of instruction of teachers through inservice training and supervision.

Need for the Study

Some teachers have and will possess negative attitudes toward supervision by administrators. The problem may lie in the methods used to supervise. Assuming the reality of teacher accountability for effective teaching, this writer proposed equal responsibility for effective supervision by the school administrators. If a method can be developed to help alleviate negative teacher attitudes toward supervision of instruction and provide administrators with another effective means of helping teachers improve instruction, then positive gains have been made.

This, therefore, was the goal of this study.

Questions to be Answered

The questions answered by this study were: What is effective teaching? How do schools overcome negative teacher attitudes and initiate instructional improvements to achieve and encourage good teaching? Does a relationship exist between what research reveals to be good teaching and what actually happens in the classroom?

Will a videotape evaluation process aid in the improvement of supervision of instruction?

General Procedure

One teacher from the elementary, Mrs. Dorothy Kern, 2nd grade, Irving School; one junior high teacher, Mr. Lance Johnson, 7th grade math, Bozeman Junior High School; and one senior high teacher, Mr. Bill Franks, Psychology, Bozeman Senior High School, were selected to participate in developing a videotape. These three teachers are all school staff members of Bozeman Public Schools, Bozeman, Montana. They were videotaped in an actual classroom situation. Selection of teachers was based on belief that outstanding faculty members would exhibit characteristics of good teaching as found in the literature.

After videotaping the teachers, the writer analyzed each performance and developed a critical analysis as part of the videotape.

Limitations

Due to the tape limit of sixty minutes, three teachers were videotaped for approximately fifteen minutes each. The project utilized one tape. Three grade levels were used: elementary, junior high and senior high. The purpose was to provide a supervisory device to aid in the improvement of instruction of teachers through inservice training and supervision.

Summary

In an attempt to help improve attitudes and the processes of supervision of instruction in public school (K-12), this paper examined a method of improvement of instruction by administrators using a videotaping procedure.

In the interest of improving instruction, recommendations have been made regarding videotaping as a viable process for teacher supervision of instruction.

Chapter 2

REVIEW OF LITERATURE

One of the major issues in education today, as in the past, is how does a school system evaluate effective teaching and encourage teachers to respond and change accordingly? Although the methods vary, there seems to be a few basic approaches that have been used in the public schools. This chapter will be concerned with a brief historical view of observation procedures and practices and a current review of the question, "What is effective teaching?" Also, some current studies using the videotape procedure will be reviewed and summarized.

History of Supervision

The first practices of supervision were for the purpose of control and inspection conducted by leading community citizens. But, as communities and schools grew, head teachers assumed the responsibility.

By the 1800s, the principal and/or superintendent began fulfilling an administrative responsibility of supervision of teachers with an emphasis on inspection and control.

Eventually, the supervisor's position was created emphasizing expertise in the various fields of teaching. This resulted in expanding the role of evaluation beyond control and inspection.

Classroom behavior of both students and teachers, by the 20th century, was the major purpose for observation.

By the 1920s, rating scales to evaluate efficiency of teaching were used widely which included the teacher's purposes and plans for accomplishing them. The evaluator would rank the performance on a scale ranging from superior to poor and hand written notes of observation to the teacher before leaving.

In the late 1930s and early 1940s, researchers devised supervision instruments to aid them in describing teacher and pupil behavior. Items emphasized were sociometric techniques, dominative and integrative behavior, health habit of students, and small group interaction. The most far-reaching method was devised by Neal A. Flanders called the Flanders System of Interaction Analysis. It was developed to measure aspect of teachers indirect and direct influence upon pupils.

The year, 1957, saw rating scales, checklists, and written reports following classroom visits being used frequently. During the 1950s and 1960s, emphasis was placed upon evaluation before hiring, observation by guidance personnel, free response instruments, tabulation instruments, checklist instruments and rating instruments.

In the revised, 1970, two-volume series, edited by Simon and Boyer, on observation instruments, 700 references dealing with

observation of student and teacher were reported. Among the research work cited, two new thrusts appeared to be emerging: observation of affective teacher behavior and the development of instruments to assess teacher behaviors within the open classroom.

Research reveals other approaches found in current literature: utilization of performance-based observation guidelines in assessing teacher competency, reexamination of the potential use of interaction-analysis instruments in assessing classroom behavior patterns and examination of videotape techniques.¹

What is Effective Teaching?

Improvement of instruction requires an answer to this question, "What is effective teaching?" Research indicates an emphasis on basic principles common to all teachers.

Forshay gives these conditions as prerequisites for effective teaching. Drive or motive: the student has to want something. Cue or Stimulus: the student has to notice something. Response: the student has to do something. Reward: the student has to get something.²

¹Lamb, Morris and Kevin Swick, "A Historical Overview of Classroom Teacher Observation," The Educational Forum, 39 (Jan. 75), 239-247.

²Foshey, Arthur, "Teaching Tactics and Teaching Strategy," Educational Leadership, 32 (Mar. 75), 373.

Grace maintains that modification of teacher behavior will result in change of behavior, attitudes, achievement of pupils and that meeting the emotional needs of children will result in their greater academic success. She measured classroom effectiveness by an instrument developed by Teachers College, Columbia University. The instrument presented forty criteria of quality teaching including such items as knowledge of pupils, time for thinking, physical arrangements, patience and pupil problems. The criteria are concerned with students emotional and physical well-being as well as academic progress.

Based on her research and findings, Grace concluded,

"I believe that children at some psychological level know or feel what they require educationally and seek their own level. I further believe that if children are allowed to play out this role or acquire particular skill, which they desire, they will be more willing to cooperate with adults. I am intrigued by my discovery that children, if allowed a free rein, will guide the instructor as to what to teach or expose them to or how to present some materials or information."³

Saunders and Wright's study revealed the following results.

Students want teachers that are: (1) Fair in grading, know the subject and explain thoroughly; (2) Friendly, dependable and inform them of errors; and (3) are clean and neat, energetic, and participate in

³ Grace, Alyce, "A New Teacher Again - After Ten Years," Journal of Education, 156 (Feb. 74), 29.

student activities.⁴

Sandefur's list of good teaching traits presents an excellent summary of these findings.

1. Good teaching utilizes the maximal involvement of the student in direct experiential situations
 - a. Good teachers attempt to foster problem oriented, self-directed, actively inquiring patterns of learning behavior in their students.
 - b. Good teachers elicit pupil initiated talk and allow more pupil initiated exploration and trial solutions.
 - c. Good teachers elicit independent thinking from their students.
 - d. Good teachers involve students in decision-making processes in active, self-directing ways.
 - e. Teachers who are interested in student involvements are less prone to dominate the classroom with lecture and other teacher activities.
2. Good teaching encourages maximal "freedom" for the student.
 - a. Good teachers use significantly more praise and encouragement for their students.

⁴ Saunders, Jack, and Robert Wright, Good Teachers - Loud and Clear, National Association of Secondary School Principals, 58 (Dec, 74), 42.

- b. They accept, use and clarify students' ideas.
 - c. They give fewer directions, less criticism, less justification of the teacher's authority and less negative feedback.
 - d. They use a relaxed, conversational teaching style.
 - e. They use more divergent questions, do more probing, and are less procedural.
 - f. They are more inclined to recognize the "affective climate" on the classroom and are responsive to student feelings.
 - g. Teachers with low dogmatism score are more likely to use indirect methods than those with more close-minded attitudes.
3. Good teachers tend to exhibit identifiable personal traits broadly characterized by warmth, democratic attitude, affective awareness, and a personal concern for students.
- a. Good teachers exhibit characteristics of fairness and democratic behavior.
 - b. They are responsive, understanding, and kindly.
 - c. They are stimulating and original in their teaching.
 - d. They are responsible and systematic.
 - e. They are poised, confident, and emotionally self-

controlled.

- f. They are adaptable and optimistic.
- g. They are well-versed in subject matter and give evidence of a broad cultural background.⁵

Rationale for Videotaping

When administrators and supervisors are faced with the realities concerning how in-class teaching skills are initially learned by beginning teachers and improved upon by experienced teachers, they become aware of the need for the teacher to view the teaching skill in use.

The last few years have seen a considerable growth in the use of the videotape in schools. The development of the videotape has opened up a new educational medium and resource.

A number of factors support advantage of videotape over film. There is no need to dispatch film stock for processing. It is also cheaper and re-usable.

The hardware is expensive. However, this expense-per capita may be no more than a 16mm system and is potentially far more versatile.

⁵ Sandefur, J. T., "An Evaluation of Teaching: An Interim Research Report," Journal of Teacher Education, 27 (Sp. 76), 75-76.

The videotape provides the means of critical self-evaluation skills not only of teachers but also students. As a training tool, the videotape is a valuable contribution to "multi-media literacy." Pupils skilled in its use will be much better able to cope with the intricacies of a technological age. It is a working tool and a means of enrichment. It is there to meet the teacher's needs.⁶

Microteaching, teaching a short lesson to a small number of students, has provided an effective setting for the beginning teacher to practice one or more of the teaching skills. The teacher is given immediate feedback through the process of videotape playback and critique. Here is a sample of the Microteaching procedure: (1) Seeing the skill which was to be learned and developed. (2) Developing a short lesson which includes the teaching skill observed in step one of the procedure. (3) Teaching the lesson to a small class for a short period of time during which the lesson is videotaped. (4) Viewing the videotaped lesson with a critique from the instructor or his peers.⁷ The teacher may then make revisions and reteach the lesson.

⁶ Smith, L. Carrick, "V.T.R.: Use and Uses." Time Educational Supplement, 3112 (Jan. 75.), 58.

⁷ Garten, Ted and James Hudson, "A Self Instructional Strategy: Learning Teaching Skills Through Videotape," Educational Technology, 15 (Oct. 75), 50-51.

Videotaping also has important applications in other areas such as nonverbal behavior of the teacher.

In Loss' study the research attempted to determine the effect of nonverbal behavior of teachers and students in 17 Philadelphia junior high school home economics classes from seven schools in that city. The study examined the notion that certain teaching styles create a climate which promotes self-directed learning, while other styles may thwart such self-direction. The study hypothesized that the teacher's nonverbal behavior in the classroom reliably described real feelings and attitudes.

The author listed observable nonverbal forms of communication which took place during the process of teaching and learning. Positive: teacher relates to students through physical contact with an individual or group of students. The contact is intended to convey the feeling of concern, sympathy, affection, confidence, encouragement, respect, help, or guidance. Approach: teacher stands close to students; leans over students or student's work. Action suggests a positive physical contact. Middle: teacher keeps a middle distance from the student. Rejecting: teacher seems to stay as far away as possible from student or students. Action threatens or suggests a negative physical contact. Negative: teacher engages in physical contact which characterizes attack and the intention to

control, discourage, or hinder behavior.

Here are the conclusions reached by the author: Selected non-verbal components of the classroom can be consistently and reliably recorded by trained classroom observers. The preference claimed by teachers for particular teaching style is frequently inconsistent with their observed teaching style. There is a high degree of agreement between the nonverbal behavior of teachers and those of students.

What are the implications for teachers? Teachers confronted with these findings and other research on teacher-pupil nonverbal behavior want to know: What can I do? How can I improve my nonverbal communication?

There is, however, no exact prescription for every teacher. Teachers must learn what they are communicating to their students and why it is being communicated. This process beginning with self-awareness, leads to self-discovery and self-development.

Teachers can be videotaped while teaching, thereby gaining feedback from a supervisor and/or colleague; then they can analyze their own behavior patterns. All of these means can be helpful to a teacher as he seeks to improve his teaching skills.⁸

⁸Loss, Suzanne, "Nonverbal Behavior of Teachers and Students," American Vocational Journal, 48 (Dec. 73), 23-24.

A study conducted by Webster and Mandro concluded two conditions must exist before videotaping can successfully take place. Teachers in eight matched schools, four experimental and four control, were videotaped to examine the effects of a staff development program that emphasized knowledge of objectives and immediate videotape feedback to modify the behavior of classroom teachers.

Two conditions were found to exist before teachers accept the need to make appropriate behavioral changes: (1) the receiver of the information must know what behaviors are expected of him, and therefore, can look for deviations of his behavior from that expected, and (2) the receiver must adopt these expectations for desirable behavior and must be ready to modify his behavior to make it agree with those expectations.

The experiment concluded that evidence was presented to support the hypothesis that positive changes in teachers can be achieved if specific knowledge of objectives and immediate videotape feedback is used.

Characteristics contributing to positive behavioral changes were dissatisfaction with perceived effectiveness, teaching experience, recency of latest degree, teacher attitude toward students and student

achievement.⁹

Another study by Wilson revealed the videotape as an asset in analyzing the teaching process.

The Hempstead School District in New York initiated a diagnosis of the learning needs of each elementary student and prescribed a learning experience for each student based on his determined needs. The staff was experienced in individualization and the standard scores of the students indicated that instructional progress was indeed being achieved. However, they had no data to indicate the quality of instruction in each classroom. To determine this they used a teaching survey instrument and videotaped the lessons of the teachers.

Realizing the limitations from examining the teaching survey instrument, they believed that videotape provided a much more definitive basis for analyzing the teaching process. By utilizing videotape in assessing the strengths and weaknesses of the teachers they could circumvent some of the bias of single-surveyor interpretation.

An added advantage of the videotaping was the fact that teachers would have the opportunity to analyze their own actions. The "observed" often has a different interpretation of his behavior than the "observer." Videotape solves these problems. It presents all

⁹ Webster, William J. and Robert L. Mandro, "The Effect of a Videotape Feedback System on Classroom Teacher Behavior," Journal of School Psychology, 12 (Fall, 74), 189.

who view the tape with the same record of teaching and learning activities. Videotape permits unlimited reruns so that self-evaluation may be continued by teachers. They can observe their own professional growth.

Once the taping had taken place, a consultation was held with each teacher to identify instructional strengths and weaknesses, classroom management and the process of individualization. A major aspect of these conferences was to illicit reactions from each teacher often observing himself in action.

Many Hampstead teachers used the videotape experience as an opportunity for real corrective analysis. The self-corrective value of the recordings was praised by the participant who found that viewing herself on the tape "made me more aware of how I appear from another person's point of view. It helped me view my own difficulties and made it easier for me to correct the problems."

After viewing the tape another staff member said, "I realized the noise level and organizational planning needed corrective changes."

Although the videotaping was viewed initially by staff as a threatening and unnecessary invasion of privacy, the humanistic and helpful tones established during the conferences convinced the teachers

of the positive value of the program.¹⁰

Videotaping has the same impact upon the viewer that the tape recorder has upon the listener. It reveals insights and exposes information not normally encountered without the aids. Even experienced teachers are surprised at their findings upon viewing a videotaped playback of their class. Not only are weaknesses apparent but also strengths are observed and can be readily capitalized upon by the teacher.

Summary

The history of supervision pictures a sweeping change from emphasis on control and inspection to videotaping techniques of non-verbal messages.

Effective teaching emphasizes not only student involvement and freedom, teacher response to the development of emotional and physical well-being as well as academic, but also fairness, friendliness and knowledge.

The rationale for videotaping involves an awareness of the need for teachers to view their teaching skills. The nonverbal-affective

¹⁰ Wilson, Laval S., "Assessing Teacher Skills, Necessary Component of Individualization," Phi Delta Kappan, 56 (Nov. 74), 207.

sensitivity aspect of the classroom can effectively be taught by the videotape process.

Chapter 3

PROCEDURES

Introduction

The problem of this paper was the development of a videotape to aid in the improvement of instruction of teachers through inservice training and supervision. This chapter describes the procedures followed in developing the videotape. The writer will describe the method used to select teachers, explain the method of videotaping, explain the procedure in producing the script, propose hypotheses, and present a summary at the end.

Selection of Teachers

Three teachers, one each from elementary, junior high and senior high, were selected to be videotaped. The teachers were selected upon the basis of their qualifications as a good teacher as seen by administrators, supervisors, other teachers and students.

Selection of the teachers was based on belief that outstanding faculty members would exhibit characteristics of good teaching as found in the literature. Informal interviews were conducted in the above groups to select potential teachers. These teachers were then interviewed as to their interest in participating in this study. They were made aware of the purpose and use the videotape would have.

Method of Videotaping

A specific date was scheduled for the videotaping. Each teacher was taped for fifteen minutes in an actual classroom situation without any previous arrangement as to content. The goal was to capture a typical classroom scene from each teacher. Each class was encouraged by the teacher to ignore the equipment and proceed as usual.

Producing the Script

The videotapes were then viewed to determine which research characteristics of effective teaching were exhibited by the teachers. A script was then written to explain and illustrate the findings.

Hypotheses

This writer proposed to find a close relationship between research findings on characteristics of teaching and actual classroom demonstrations of these characteristics. This hypotheses will be discussed as part of the script.

Summary

Producing this videotape of three public school teachers involved a process of selecting one elementary, one junior high, and one senior high teacher by informal interviews of administrators, supervisors, teachers and students. The major area of investigation was - do research findings on good teaching agree with what actually happens

in the classroom?

The goal of the videotape was to capture a typical classroom scene for fifteen minutes from each teacher and write a script to illustrate the results. The writer proposed to find a close relationship between what research indicated as good teaching characteristics and what the three teachers actually did in the classroom.

Chapter 4

RESULTS

Introduction

The videotape is the essence of this chapter. It is on file in the Department of Educational Services, College of Education, Montana State University, Bozeman, Montana. Included in this chapter is a copy of the script that contains the introduction and analysis of the three teachers' presentations.

Script

Introduction of the interviewer: Hello, my name is Curt Baker. I am a teacher at Bozeman Senior High School. This videotape has been made under the direction of Montana State University, College of Graduate Studies. It is part of a professional project in Secondary Administration. The filming was done by Mr. Paul Marsh of the Secondary Education Department and the videotape project is under the direction of Dr. Robert Thibeault, Chairman, Department of Educational Services and Chairman of my Graduate Committee.

Purpose of the videotape: The purpose of this tape is to demonstrate characteristics of good teaching. Various grade levels as well as a variety of approaches will be seen as these teachers demonstrate their skills.

Setting and Personnel: On May 17, 1977, the following teachers

willingly allowed their classes to be videotaped:

- A. Mrs. Dorothy Kern: 3rd grade, Bozeman Irving Elementary School. The class was studying a unit on characteristics of birds.
- B. Mr. Lance Johnson: 7th grade Math, Bozeman Junior High School. The class was studying a unit on measurement.
- C. Mr. Bill Franks: 11th and 12th grade Psychology, Bozeman Senior High School. The class was studying a unit on introduction to Abnormal Psychology.

Teaching Styles and Approaches: Varying teaching styles and approaches were used by each teacher. Let me briefly summarize the style before viewing the classroom scene and set the stage for each teacher.

- A. Mrs. Kern used visual and audio aids throughout her lesson. She combined these with a visual book review incorporating questions and answers from the students. This was followed-up with student self-directed research in source books.
- B. Mr. Johnson used a chalk-board summary of student responses to his questions. It involved a process of searching for specific information and eliminating unnecessary data. This was followed-up with fifteen station experiments throughout the room for pupil exploration and trial using the information

on the board.

C. Mr. Franks used the lecture method. He combined chalk-board notation and volunteer question-answer. The class was encouraged to take careful notes and respond when uncertain.

Limitations to the videotape: There are some built-in limitations to the tape. There was not any preplanning as to content or outcome. The goal was to capture a typical classroom scene.

The time limit of 15 minutes per teacher misses the broad picture of introduction and follow-up experiences, but we believe the tape demonstrates effective teaching. After viewing the three teachers we will discuss those characteristics of good teaching.

Post-Taping Discussion: For our discussion of these three teachers we will consider those characteristics that seem to make them effective.

In Mrs. Kern's second grade class, she encouraged independent thinking on the part of her students by appealing to their knowledge in recognizing various bird sounds and asking open-ended questions like, "What would you like to know and find out about birds?"

The students in the class were often praised and encouraged by Mrs. Kern as she responded with "fantastic idea", "very good", and "you wrote a fantastic paper on eagles, Curt." We saw no criticism, negative feedback or teacher domination as Mrs. Kern enthusiastically

sought to sincerely reward verbally and involve the students.

Another feature of this class was the eager awareness and concern for students. Mrs. Kern made sure all students could see and watched them carefully for reactions and questions. She exhibited warmth and certainly presented a stimulating and original lesson.

The use of visual and audio aids helped make the lesson interesting and her method of initiating the research part of the lesson was delightful and orderly.

It is apparent that the teacher enjoys and is excited about the lesson. Therefore, her students also share this energetic, seeking unit on birds.

Mr. Johnson's math class is getting into a unit in measuring. Instead of presenting the material he aids the class in "thinking-out" the desired information. This approach results in a maximal involvement of the students as they, by trial and error, explore the topic. By asking key and divergent questions, Mr. Johnson accepts, uses and clarifies the students' responses. This results in fewer teacher directions and a relaxed conversation style of teaching, yet an exciting and appealing one.

This probing style causes students to think. They are not as concerned about procedure as they are understanding the concepts being sought for. This democratic approach allows for equal and fair

response from all students and Mr. Johnson was getting a wide number of participants.

Another interesting feature of this teacher is his movement and contact with the class. He involves all by moving to both sides and encourages individuality by close eye contact and frequent use of student's names.

Mr. Johnson is a human! He doesn't remember every little detail and needs help in spelling. I feel this helps students to identify with him.

He also dealt effectively with minor disturbances with the brief quip, "Hey, guys," and "You guys mind?"

In the last teaching session, Mr. Franks is beginning a study of Abnormal Psychology. He uses the most difficult teaching style - the lecture. Since a teacher cannot always avoid this method, notice some of his techniques.

First, he began with a report on an interesting experiment conducted by doctors and researchers concerning placement and reaction in a mental institution. This gained student interest and led into a decision-making process of arriving at an understanding of the difficulties of definition of the problem.

The students seemed responsive and willing to listen until they had enough insight to ask questions. Mr. Franks also probed with

questions like, "Do you see any problems with this definition?"

To avoid boredom he used the board. To reaffirm the lecture, he established rapport by reaching out with vocal and visual expressiveness. He also exhibited real concern that the class was able and interested in taking notes on the crucial items.

There seemed to be little challenge of authority as Mr. Franks was well prepared and well versed in the subject matter.

Mr. Franks exhibited responsiveness to questions, understanding of hesitation on students' part and he was friendly, thereby encouraging the class. We see poise, confidence and self-control as effective characteristics in the classroom.

In this discussion we have emphasized the positive characteristics of these classes. Obviously not everything done was without fault, but overall we believe the tape was an effective example of good teaching.

May we encourage you to take critical use of this videotape. Apply the principles in your classrooms or experiment with these and other teaching techniques.

Above all, we encourage your personal use of the videotape recorder as an excellent means of self-evaluation. Tape an actual classroom session of yours or practice teaching a lesson without your students for critical analysis.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

Educational research on the issue of effective teaching clearly indicates three broad areas that are common to good teachers: good teaching utilizes the maximal involvement of the student in direct experimental situations, good teaching encourages maximal "freedom" for the student, and good teachers tend to exhibit identifiable personal traits broadly characterized by warmth, democratic attitude, affective awareness, and a personal concern for students.

The goal of this paper was to develop a videotape to aid in the identification of the above characteristics and to help teachers recognize and identify their own abilities and inabilities. Therefore, a major question was, "Does a relationship exist between what research reveals to be good teaching and what actually happens in the classroom?"

After a selection process, three teachers, one elementary, one junior high and one high school teacher, were videotaped. The writer then analyzed their teaching in the light of research and found a definite relationship between actual classroom experiences and research findings. The analysis is part of the video tape described in Chapter 4.

Recommendations

Based upon the experience of producing and analyzing the video tape, the writer makes the following recommendations to administrators, supervisors, or teachers interested in improving the instructional process:

(1) Positive gains may be made in supervision by providing a model that exhibits good teaching traits. Imitation or teaching by example can be effective.

(2) Emphasis on the positive or effective characteristics may help overcome negative teacher attitudes toward supervision.

(3) The videotape may be used as one of the methods employed by those responsible for supervision. It is not recommended as the only instrument to be used.

(4) Teachers may be encouraged to use the videotape in their own classroom, thereby analyzing their own teaching skills.

Finally, a vital step in the future would be to do research to determine teachers' effectiveness after using the videotape as part of their supervisory process.

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