Transforming Supervision:
Using Video Elicitation to Support Preservice Teacher-Directed Reflective Conversations

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An essential, yet sometimes underplayed, factor in an effective teacher preparation program involves the quality of encounters that occur between supervisors and preservice novice teachers throughout the field experience component (Feiman-Nemser, 2001, 2001a; Westerman & Smith, 1993; Whipp, 2003). When working with their assigned novice teachers (NTs), supervisors need to ensure that any approaches they choose to employ are relevant, effective, and efficient for both parties. Relevance and effectiveness are obvious considerations; anything less endangers progress towards the dual goal of creating a quality teacher and achieving quality teaching. Efficiency, on the other hand, is rarely addressed in discussions concerning this relationship, yet is an equally important consideration and can even be the one element that constrains or compromises an otherwise successful supervisor/NT experience.

Supervisors are frequently involved in other endeavors as part of their work in a credentialing program, especially in a program that employs those supervisors in instructional and/or administrative roles in addition to their supervisory tasks; hence, their "free time" for supervision is often less open than one might assume. Similarly, novice teachers are also working under a variety of pressures, handling the multiple demands of their fieldwork placements along with the demands of uni-

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versity coursework required as part of both the credentialing program and state mandates.

Therefore, since constraints on time, resources, and even energy often come into play in finding opportunities for meaningful discussions about pedagogy between the NT and the supervisor, post-lesson conversations at the school site can often be brief, superficial, lacking reflective self-analysis, narrow in focus, interrupted, or even impossible. Although traditional on-site supervisor observations and debriefings of lessons taught by the NT are certainly highly desirable in providing experienced mentorship and focused progress for the NT, given the present educational climate, they are increasingly insufficient on their own toward improving the depth and breadth of pedagogical growth that can potentially be achieved through the addition of alternative forms of supplemental supervisory support.

This is particularly true in the era of No Child Left Behind (NCLB), with its mandate for "highly qualified" teachers putting extra pressure on NTs and their teacher preparation programs alike. Although demands have increased, the timeframe remains the same for meeting them, which necessitates "thinking outside the box" to find meaningful supplementary approaches to supervision that may help in the quest for preparing highly-qualified teachers, as defined not only by NCLB, but by the state and the teacher preparation program as well. The study described here outlines one such approach to supplement the traditional on-site observation and debriefing approach, which may assist in developing more effective, reflective practitioners within the existing format and resources of a teacher preparation program.

Theoretical Background

This study was guided by theories relating to teacher preparation in general, and to reflective practice, pedagogical development, and expert-novice relationships in particular. Additionally, the use of technology, which has played an increasingly notable role in each of these areas of study in recent years, comprised an important component of the study's research design.

Perhaps no name is more cited in the research on reflective practice and pedagogical development than that of Donald Schön (1983; 1987). In his view, "reflection-in-action," that is, the ability to reflect before taking action in cases where straightforward answers and scientific theories do not apply, and "reflection-on-action," that is, critically reflecting upon the experience after the fact, should therefore be developed and enhanced throughout the professional career. Related to this point, Byra (1994) suggested that:

> …once preservice teachers complete their teacher preparation program and enter the 'real' world of teaching, they are often on their own. Any changes that they make to their teaching and/or have about their thoughts regarding what ought to be taught and why it ought to be taught will probably be the result of self-reflection. If preservice teachers do not experience tasks that necessitate them to reflect on the act of teaching and the world in which they teach, they will likely make few changes as teachers. (p. 11)

Loughran (2002) provided some cautionary notes, however, when he pointed out a distinction between reflection that in some cases is merely "rationalization" and what he referred to as "effective reflective practice." "To teach about reflection requires contextual anchors to make learning episodes meaningful," he argued. "Simply being encouraged to reflect is likely to be as meaningful as a lecture on cooperative group work" (p. 33).

As such, the process of reflecting can end up being little more than reviewing or retelling unless novice teachers are provided with appropriate and effective support by experts such as supervisors, mentors, or other support personnel. The concepts of mentoring (Feiman-Nemser, 2001, 2001a; Norman & Feiman-Nemser, 2005) and guided practice (Feiman-Nemser & Rosean, 1997; Jennings, Peasley, & Rosaen, 1997) have provided approaches and models that influenced the ways in which teacher preparation programs and school districts attempted to meet the needs of their teacher candidates as they progressed through what Fuller (1969) described as "stages of concern," a predictable progression novices tend to follow over the course of their beginning teaching experiences that moves from concerns about self to concerns about task and finally to concerns about students.

However, as opposed to the role of support providers who serve beginning teachers in teacher preparation or induction programs, supervisors deal with an additional challenge in that they play a dual role; they not only serve as mentors or guides for these beginning teachers, they also serve as evaluators. Considering that the very term "supervisor" carries with it the connotation of a hierarchical relationship between the expert and novice, the relationship between advisor and advisee has the potential of being constrained in areas such as trust, openness, and willingness to be as honest and straightforward as possible.

Self-reflective tools have been one attempt to help novice teachers gain perspective and emotional distance regarding their own teaching, which can then also serve to help the advisor or supervisor caught in the precarious position of being "both nurturing and candid" (Friedus, 2002). By viewing their own pedagogy through another lens, beyond

receiving feedback only from an outside "expert," novices are encouraged to analyze their teaching in a more objective light, potentially seeing their "teaching selves" as others see them. In recent years, technology has played an increasingly significant role in attempting to advance that process.

One area of technology prevalent in the research of teacher preparation used videotaped lessons to encourage and deepen reflective practice. Moore (1988), in one of the earliest studies incorporating video technology with teacher supervision, used videotaped lessons of a student teacher's classroom as a tool for debriefing between the teacher and supervisor, and concluded that it is imperative that the lesson be cooperatively analyzed by both parties—that is, viewed, analyzed, and reflected upon together—in order to be an effective tool for pedagogical development. In addition to allowing for more focused discussion of the lesson implementation, since the novice teacher is able to actually view specific details of his or her teaching, Moore also noted that using videotaping for teaching and supervision allows the supervisor to observe more often than is feasible with site observations, a point which becomes more important as teacher education programs add more distance learning opportunities to their courses.

Similarly, other studies using video-supported reflection, such as those by Beck, King, and Marshall (2002), Sherin and Van Es (2005), Wang and Hartley (2003), and Westerman and Smith (1993), have concluded that both novice and experienced teachers benefit when they observe and analyze videotaped lessons of their own or another's teaching. "The participants' ability to identify, interpret, and analyze evidence of exemplary teaching" was enhanced (Beck et al., p. 345) and produced responses from teachers that significantly outperformed those who did not incorporate video observation in the reflective process.

This study considered how using video-elicited reflection (VER), in addition to traditional observation-based debriefing (OBD), affected the development of novice teachers working towards the goal of becoming qualified, "effective, reflective practitioners" (Loughran, 2002). In particular, the guiding question for the part of the study reported here asked: How do video-elicited reflective debriefings contribute to the reflective communication of novice teachers?

Method

Eight novice preservice intern teachers participated in this study, seven females and one male, each of whom were in the process of earning California single subject (secondary) teaching credentials in English. Each

of the novice teachers (NTs) had already completed a full year of foundational education courses at the university. The group was fairly diverse, representing a variety of ethnic, racial, and socioeconomic backgrounds. Teaching assignments among the participants varied among middle and high school levels at two secondary sites, with some NTs assigned to both levels, and from traditional English classes to supplemental English "workshop" classes designed primarily to provide extra instructional time in order for students to improve on standardized tests.

A convenience sample of participants was initially selected because they were already accepted into the single subject credential program at the university. Although a pool of 34 secondary interns were available for selection for this study, the cluster sample included only those in the secondary English group in order to control the variable presented by varied teaching assignments across content areas.

The primary data collection method for this study centered on audiotaped supervisor/novice teacher debriefings focusing on lessons taught by each of the NTs,[1] two taped debriefings per NT, with field notes and pre-and-post interviews providing additional data. Each NT participated in one audiotaped debriefing with the supervisor within a traditional observation-based structure—that is, the supervisor observed a 30-45 minute lesson planned and implemented by the NT, then a debriefing was conducted following the lesson segment based primarily upon notes taken by the supervisor and recollections made by the NT. The same eight NTs participated in one audiotaped debriefing within a video-elicited reflection (VER) setting —that is, the supervisor and NT viewed a segment of a lesson planned, implemented, and videotaped by the NT, and during the debriefing the NT started and stopped the tape as desired to comment in a "think-aloud" fashion on whatever he or she noticed. The one-on-one VER-based debriefings focused on 15-minute lesson segments chosen in advance by the NT. It is important to note that the researcher, when in the role of supervisor, had no prior knowledge of the lesson being taught nor of the lesson segment taped by the NT. She also had not viewed these 15-minute video segments prior to the debriefing session, either as a supervisor or researcher.

In both types of debriefings, whether VER or OBD, the novice teachers were first given an opportunity to offer their thoughts, observations, questions, or whatever might come to mind about the lesson under discussion before the debriefing continued. For example, both types of debriefing sessions began with such questions as, "So is there anything you'd like to tell me about this lesson before we get started?" This approach allowed the NTs to offer commentary on their own without further prompting from me, which was taken into account during

the data analysis process. The significance of this opportunity will be discussed in the findings.

The eight participants were randomly assigned to one of the types of debriefings: one half of the novice teachers (Group A) experienced their first interaction with the supervisor in a traditional observation-based debriefing; the other half (Group B) experienced a video-elicited reflective debriefing with the supervisor. For the next debriefing, this order was switched for each group. The study was carried out over the course of the first half of the school year, just as the NTs were beginning their first experiences as intern teachers in classrooms of their own. As such, although new teachers often progress substantially in their pedagogy during this time, this study captures only the beginning portion of the total amount of growth each participant experienced over the course of the entire school year.

The eight audiotaped debriefings of four focus NTs—one VER and one OBD each—were transcribed and coded using *HyperResearch*. Coded transcripts were compared between VER and OBD sessions using a constant comparison analysis to determine patterns of concern and focus within each type of conversation and how they were similar to or different from the conversations resulting from the alternate approach.

During the coding of the debriefing transcripts, the code of "Reflection" was used somewhat broadly, to tie into the notion of "reflection-on-action" (Schön, 1987), or reflecting on the teaching episode after the fact. The use of the term in this case included a variety of metacognitive comments that involved more than simple description or explanation, which emerged as another code, on the part of either the supervisor or the novice teacher. For example, if the novice teacher pointed out a student in the videotape and said, "He is new to the class," that comment was coded as Descriptive-Explanatory. On the other hand, if the NT stated, "I don't think he understood what I was trying to say even though I rephrased the directions," that comment was coded as Reflection. Because reflective commentary was coded in broad terms in this study, a variety of levels of reflection emerged, from superficial to much broader and deeper commentary, another distinction that will be discussed in the findings.

Of the total of eight novice teachers (NTs) who participated in this study, responses from a subgroup of four focus participants were selected for closer analysis. Two of the four focus NTs were chosen from Group A and two others from Group B. Each set of two was chosen to represent two levels of apparent skill and potential as initially determined by the supervisor at the beginning of the teaching year; one set (given the pseudonyms Connie and Delia) were selected because of their ap-

parent advanced development related to expectations for new teacher performance, and the other set (given the pseudonyms Emmett and Ginny) were selected because of apparent lesser development related to those expectations. Of the four, Ginny gave the impression of being the most timid and nervous about her new role, yet her positive attitude and willingness to give it her best was obvious, and the support available to her seemed to reassure her. On the other end of the spectrum, Connie was by far the most verbal of the four. She spoke her thoughts easily and without prompting, yet without overpowering others in the conversation. As with the other focus NTs, she was intelligent, capable, articulate, and had ample prior classroom experience to prepare her for her intern teaching assignment. However, Connie's preparedness and strength as a teacher appeared to be particularly high compared to the others; only Delia came close to Connie in her apparent teaching capabilities and confidence at the outset of the year. Emmett was next in line. He gave the impression that he entered his intern experience at a mid-range point of what would be considered a beginning teacher performance level. Ginny entered her internship at what was judged to be the lower end of the beginning performance level. These initial impressions played a role in the data analysis and outcomes, discussed further in the findings.

Findings

The analysis of the data from the supervisor/novice teacher interactions related to the issue of reflective practice revealed three interesting, and perhaps even surprising, findings.

### *Comparing Reflective Communication in OBD and VER Interactions*

One particularly interesting finding from this study indicated that the most reflective participant, that is, either novice teacher or supervisor, varied depending on the mode used for debriefing. In the VER debriefings, the novice teachers contributed the majority of the reflective commentary; however, in the OBD interactions, the majority of the reflective comments typically came from the supervisor. That is to say, OBD as implemented in this study actually appeared to promote more reflective communication *on the part of the supervisor* than for the novice teacher. In VER, the reverse is true. To demonstrate how OBD and VER differ in terms of occurrences of reflective commentary as well as in the person dominating that commentary, Figure 1 compares the percentage of reflective comments made by the focus NTs in their OBD

debriefings to the percentage of their reflective comments in their VER debriefings, out of the total percentage of reflective comments made by both supervisor and NT in each debriefing interaction.

In each case, the percentage of NT reflective comments made by the focus NTs was significantly increased in each of the VER interactions as compared to the percentage of NT reflective comments made in each of the OBD interactions. In terms of supervisor reflective comments, that pattern was reversed. Based on patterns that emerged across the focus NT debriefings (a total of eight interactions), during the OBD interaction the supervisor contributed approximately one-half to nearly two-thirds (51-63%) of the reflective comments during the OBD interaction. In turn, the percentage of reflective commentary by the supervisor in the VER debriefing dropped dramatically, accounting for at most 24% of the total reflective comments and, as seen in Emmett's case, for none at all.

In contrast, the percentage of reflective commentary made by the NT in each of the VER debriefings sharply increased when compared to the percentage of reflective commentary in each of the OBD interactions. In the OBD interactions, NT reflective commentary accounted for 37% to 48% of the total reflective commentary, whereas in the VER debriefings, NT reflective commentary accounted for 76% to 100%. In short, in OBD interactions, the supervisor was the dominant reflective

Figure 1:

Comparison of the Percent of Reflective Comments by Supervisor and Novice Teachers During OBD and VER Debriefings
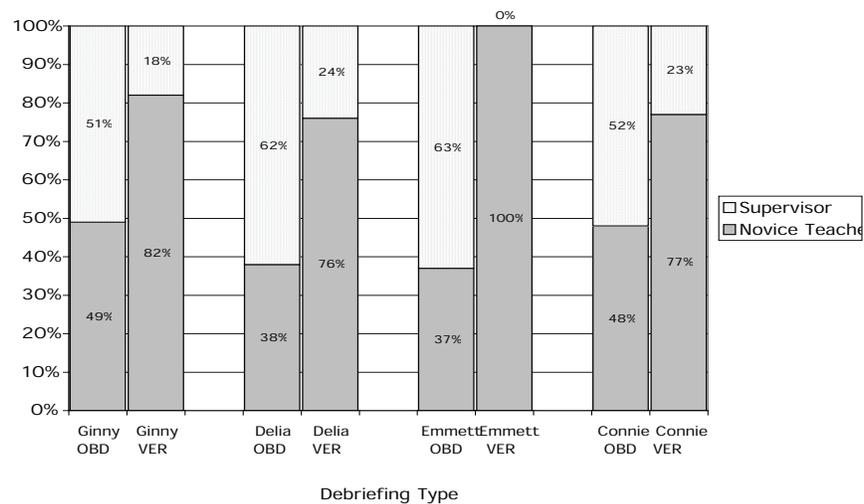
voice, but in VER debriefings, the novice became the dominant reflective voice in the conversation.

During analysis of the OBD and VER debriefings, it became apparent that VER, as carried out in this study, greatly increased the opportunities for NTs to communicate their reflective thoughts while also promoting more depth and breadth in the type of reflective comments they made. On the other hand, although reflective commentary by the NTs did occur in OBD, it was far less in quantity and also largely more superficial when compared to VER. In that setting, the supervisor offered the more substantive reflective commentary. Responses such as those shown below illustrate some typical reflective comments made by the novice teachers in their observation-based debriefings:

• I skipped an essential step.

• What was strange is that I usually give them five minutes to clean up… I usually give too much time.

• I'm tired of doing that [paired timed rereadings of text]; it's a mandated activity.

• I think I gave up at that moment. They were refusing to listen to me.

• I was thinking, "Oh, I just want to do the lesson"… I just wanted to get through it.

In contrast, the nature of the reflective comments contributed by the focus NTs in their VER interactions differed significantly in both depth and breadth from those typically made in their OBD sessions, as illustrated by these examples:

• I've noticed that it takes a lot of time to ask them to speak up louder, and some of the kids are just way too shy, and if I do that, it shuts them down. So even though I know certain kids are shy and I've been taught, people have taught me to try to make them be louder… I've noticed that it shuts them down. So I actually, now my thing is, when somebody says something…I'll pick up the salient points and just restate it out loud again for the whole class to hear.

• You know how when you (the supervisor) teach us (in class), you point out, "Oh, you're using your prior knowledge"… but I don't know if in this situation that was something I should have been doing (as well).

• I'm trying really hard not to engage with him…because I remember reading that classroom management book (you assigned for one of the credential courses)… I love that book!

• So Alan just asked (on the videotape), "What are we doing?" which is good, it made the class laugh. You know, in a way it's like testing me,

like you're not explaining this in a way I can understand it, that's what I got from it. And the class is like, yeah, you're not explaining this in a way we can understand it… He (Alan) actually asked me, "What are we doing?" (and) to me that's great. That tells me that he cares about what we're doing. Before he wouldn't have cared.

• A lot of my behavior toward them is calculated, but why I joke with them… I think joking is fun and at the same time, I think I have a good sense about what's crossing the line and what I shouldn't be joking about… I need to honor their need to laugh and take a breather…we don't cross the line in this classroom. I try to make it fun and hopefully it crosses over into their work… (I remember) on Inside the Actor's Studio, how Martin Lawrence's teacher allowed him to entertain the class for the last five minutes of class. I want to honor their need to laugh and stay engaged by laughing.

These examples represent a common phenomenon that occurred for all four focus novice teachers. The commentary they offered in the OBD interaction, which typically centered on a 30 to 45-minute lesson segment, was often very brief and could barely be considered reflection, certainly not the sort of reflection that allows much if any insight by the supervisor into the NT's pedagogical thinking. At the opposite end of the spectrum was the commentary by the NTs that arose in the VER debriefings, which centered on only a 15-minute excerpt taken from the videotaped lesson, and in some cases, the hour-long debriefing ended before the entire 15 minutes had been viewed. With little prompting, the NTs verbalized their thoughts freely and at length, often making connections to outside topics or issues, such as course readings or experiences, instructional strategies, and personal philosophies. They also offered ample commentary reflecting upon pedagogical decisions outside of the lesson as well as those included on the videotaped lesson segment itself.

Since the supervisor's main contribution to the interaction was to elicit commentary from the NTs for elaboration or clarification purposes, asking questions such as, "How much time were they given?" "So what did you do?" "So that was your intention?" or "Anything else you can think of?", the novice teacher therefore provided not only the most dominant voice in the VER interaction, but also the most reflective.

### *The Impact of the "Artifact" on Reflective Commentary*

The second finding indicates that the tool or "artifact" upon which the discussion was based influenced the nature of the reflective commentary in both quality and quantity, sometimes to a very large degree. In the case of OBD, the artifact was the set of observational notes taken

by the supervisor; in VER, the artifact was the self-videotaped lesson segment by the NT.

An example of this impact can be seen in Connie's OBD interaction. As mentioned earlier, the NTs were first offered an opportunity to share their thoughts about the lesson the supervisor had just observed prior to the observational notes being introduced into the debriefing. During this initial sharing out opportunity, the NTs were free to spend as much time as they wished sharing their thoughts prior to the discussion of the supervisor's notes.

Except for Connie, each of the NTs typically spent only a few minutes during this initial sharing out time to discuss their thoughts on the observed lesson prior to the introduction of the supervisor's observational notes. However, Connie spent a full 28 minutes of the entire 50-minute debriefing sharing her thoughts prior to the notes being introduced, comprising over half of the total VER debriefing time. In contrast, Ginny spent less than 8 minutes of her 63-minute debriefing sharing her thoughts prior to the notes being introduced into the conversation. A detailed analysis of the reflective commentary by the four focus NTs in the OBD debriefings broke down the total NT reflective commentary into that which occurred after the introduction of the observational notes to the conversation and that which occurred before the observational notes were introduced. Figure 2 illustrates the percentages of total NT

Figure 2:
Comparison of Novice Teacher Total Reflective Commentary
and Reflective Commentary after Observational Notes Introduced
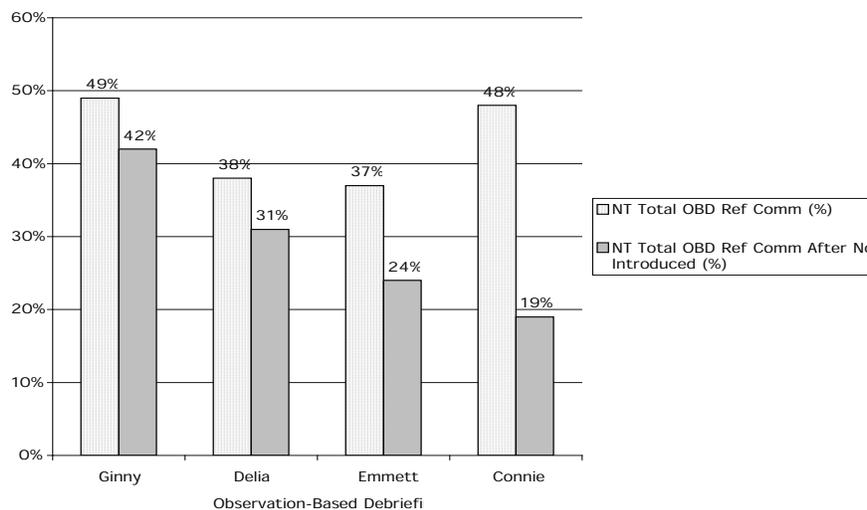
reflective commentary that occurred during the OBD interactions and the portion that occurred after the introduction of the supervisor's notes.

Of Ginny's 49% share of the total reflective commentary time with the supervisor, only 7% of that occurred prior to the observational notes being introduced. In other words, Ginny offered very little initial reflective commentary on her own, even when given the opportunity. Delia and Emmett also offered little of their reflective commentary in their respective OBD interactions prior to the observational notes being introduced. In contrast, Connie's initial sharing prior to the notes being introduced into the conversation accounted for nearly one-third of her share of the total reflective commentary made by both her and the supervisor during the OBD interaction. Yet, once the notes were introduced into the conversation, Connie's contribution to the total reflective commentary dropped sharply, from 48% to 19%. The introduction of the notes, in effect, seemed to actually *discourage* Connie from sharing her reflective thoughts and, instead, the supervisor offered the most reflective commentary from that point on, 81% of the total time, once the notes were introduced into the conversation.

With a novice teacher like Connie, who was so willing to share her reflective thoughts with very little prompting, it seemed that the addition of the notes to the conversation not only slowed down but actually shut down her reflective contributions and nearly silenced her reflective voice. This pattern repeated itself across all four focus NTs, although it was most significant in Connie's case. As such, the difference between OBD and VER reflective commentary offered by the NTs was even wider than was initially apparent (as depicted in Figure 1) and, in Connie's case, by a substantial degree.

Quality and Quantity of Reflection in OBD and VER Debriefings

Because the supervisor's observational notes drove the discussion in OBD, and since the supervisor created those notes, she "owns" and therefore becomes the "expert" for that artifact. Since the novice teacher had not previously seen the notes nor known of the thinking behind them, she could only play the part of the recipient in those conversations and was thereby assigned a more passive role in the interaction. However, in the VER setting, the artifact is the self-videotaped lesson by the NT, thus making her the "owner" of and therefore the "expert" for that artifact. Since the supervisor had not previously viewed the videotape or the lesson itself, she could only play the part of the recipient in the conversation and therefore the one most in control of the VER debrief-

ing was the novice teacher. In VER, the novice teacher was given the opportunity to voice her thoughts as they came to her while watching the videotaped segment, allowing the supervisor to understand the NT's pedagogical knowledge, skills, and abilities, as well the thinking behind them, in a natural and non-threatening manner. As implemented in this study, the supervisor-driven "top-down" dynamic found in traditional OBD interactions (Byra, 1994) does not exist in VER conversations. The dynamic instead became "bottom up," that is, constructed and driven by the novice teacher.

This is an important point to consider in that many current credentialing programs, and even some state mandates, require a candidate to demonstrate reflective practice skills in order to be recommended for a teaching credential. Unless the NT is given ample opportunity to demonstrate such skills, and the supervisor has a method for substantiating the NT's capabilities in that respect, a candidate could potentially be deprived of a teaching credential even if the NT does in fact possess such skills. The quality and quantity of NT reflective commentary therefore becomes an important consideration in supervisor-novice teacher interactions.

The novice-driven dynamic revealed the third finding from this study. In addition to promoting more reflective commentary overall, VER also appeared to promote deeper reflective insights such that what initially began as descriptive or explanatory commentary by the novice developed into deeper reflective commentary over the course of the debriefing. Through the process of the supervisor prompting the NT for clarification or elaboration in a VER debriefing, the NT's comments gave more reflective commentary in combination with the descriptions or explanations given over the course of the conversation, and eventually became mostly if not entirely reflective in nature.

Without the artifact of the self-videotaped lesson serving as a visual impetus for eliciting the NT's thoughts, as is the case in OBD, the task of surfacing reflective commentary on the part of the novice teacher becomes more challenging for the supervisor. As the only record of the lesson, the supervisor's observational notes not only seemed to impede reflection but also inhibited even rudimentary description or explanation, as was evidenced in the following interaction with Ginny, the least vocal of the NTs, in her OBD conversation. In this excerpt, the supervisor was explaining her notes about one student who was out of his seat and distracting others while Ginny was reading aloud from a text.

Supervisor: (paraphrasing from notes)… He was out of his seat… while you were reading out loud.

Ginny: I thought he'd gone out to the bathroom.

Supervisor: Yeah, he was wandering around while you read
             out loud.

Ginny: I never saw that.

Supervisor: You were over by his table, but you were reading so
             you never saw it. And I'm not putting you down for that.
             It's really easy for that to happen, so now you know (to)
             watch (him). [Continues offering personal reflections
             and guidance for how to deal with similar situations
             should they arise].

In this conversation, Ginny shares only two comments: one that explains what she thought the student was doing and another that explains and at best only superficially reflects on why he was allowed to be wandering around during the lesson (because she never saw him). Due to the brevity as well as the lack of depth of Ginny's comments, the supervisor had nothing to build the conversation upon. Since Ginny didn't notice anything, she in turn had nothing upon which to elaborate and, any reflection that might have resulted from this interaction was restricted at best. The supervisor had little to work with at this point, so she reflected on her own experiences and offered guidance for how to deal with the student should a similar situation arise in the future. Therefore, the "ownership" of the conversation that began with the supervisor and her notes stayed there; Ginny was not in a position to take over the ownership or control of the conversation simply because the artifact created by the supervisor, that is, the supervisor's notes, were driving the discussion.

On the other hand, had this same lesson segment been viewed on videotape, especially a lesson segment taped without the supervisor present, it would have been difficult for Ginny not to notice the student out of his seat and distracting others, and she likely would have done so without the supervisor having to say anything. Then the supervisor could have built upon Ginny's volunteered commentary by eliciting more information, and she could have done so without putting Ginny on the defensive or causing her to feel embarrassed or insecure about her teaching development. In this way, Ginny would have been taking charge not only of the conversation but also of her pedagogical development, an important goal in teacher preparation programs and another benefit that VER seems to promote.

Such a situation occurred in the VER interaction with Ginny. In the videotaped segment, Ginny is approximately eight minutes into the taped class session, which depicted Ginny getting the class started at the beginning of the class period. The classroom she taught in was on the

far edge of the campus, approximately a five-to-ten minute walk from the main campus, and she was required to walk her seventh graders from the main campus to her classroom each day. In this segment of the conversation, Ginny is explaining her start-up routine for the class to the supervisor as they watch the videotape together.

Supervisor: When do you take roll?

Ginny: Sometimes I don't get to it (right away) because of the distance from the main campus. And I have the agenda on the board. I don't do that always.

Supervisor: Why not?

Ginny: I would like to… unfortunately, mornings are kind of hectic.

Supervisor: And this class starts at 7:30?

Ginny: Yeah. But I do notice a difference when everything is done ahead of time. It definitely goes a lot more smoothly.

Supervisor: Why do you think that is?

Ginny: Because they see right away that we have specific things we're going to be working on in class, it's clear to them that I've come prepared, that even the lights being on in the classroom.

Supervisor: Isn't it funny? …So you do notice a difference?

Ginny: I do notice a difference.

Supervisor: How often do you have the agenda up?

Ginny: About once a week [per class—she sees this class three times a week].

Supervisor: Is there any way you could have the agenda written up the night before?

Ginny: Possibly. Also having copies ready the day before would help… That's one of my goals during the break (to get better prepared for the next semester). I'm thinking more that I want to introduce more units… I'm going to work on that over the break…portfolios, different strategies, writer's workshop…

In this conversation, Ginny begins with a simple description of the challenge of taking roll while getting students settled after the walk from the main campus, which then becomes a larger discussion of how her hectic mornings make it difficult for her to be completely prepared

prior to walking the students down to class. She begins to discuss the difference it makes when the classroom is ready for the students and how that sends a message to them that she is fully prepared. Through only brief elicitation on the supervisor's part, Ginny then begins to discuss her larger goals for being better prepared the next semester, not only in terms of having copies made ahead of time, but also in the type of curricular and instructional approaches she wants to implement after the winter break. What began as a simple explanation about taking roll became a much deeper and broader reflection on her own pedagogy that lasted nearly 10 minutes.

Because Ginny "owned" the artifact presented in the VER debriefing, that is, her self-videotaped lesson segment, she was in primary control of the conversation, which made the supervisor's role one of simply eliciting more information to build upon topics *introduced by Ginny*. Even though Ginny was pointing out something in the videotape that she should have been doing, just as the supervisor was doing in the OBD interaction, her self-initiated comments based on what she noticed in her video built towards a broader and deeper discussion which ultimately encompassed instruction, curriculum, and planning for the following semester.

In contrast, in Ginny's OBD debriefing, the supervisor's comments did not help further the discussion and, since Ginny had no visual impetus to help her see the distraction that was occurring while she was teaching, she had nothing further to offer. The supervisor's notes not only did not lead to reflective commentary or even more elaboration on Ginny's part, they actually *could* not lead to it to the extent offered by the VER approach.

Novice Teacher Debriefing Preferences

It is important to note that, when asked for a preference between OBD and VER, all of the novice teachers consistently stated that *both* OBD and VER approaches were helpful, yet in different ways, and provided insights into their teaching that they believed they would not have been able to achieve if only one approach had been employed. Whereas OBD provides the NT with an experience in which an "outsider", in this case the supervisor, served as knowledgeable advisor and the NT's role was primarily to listen, the VER setting reversed that dynamic. As Delia shared in her exit interview,

> …[VER] gives me a chance to explain everything that I'm doing and everything that's going on in my environment… I think that's one thing we're paranoid about when teachers come in and observe us; we don't get a chance to say "Well, that's why this kid was out of his seat," or "That's

why this was going on", whereas this way, it gives us the opportunity
to explain that and justify, if need be, certain behaviors.

Although the supervisor clearly takes a more dominant role in OBD, all participants agreed that there is still an important place for OBD in teacher preparation and, tying into Feiman-Nemser's (2001, 2001a) work in mentoring and guided practice and Schon's (1987) theories on reflective practice and coaching, provided an interaction of which they would not want to be deprived. According to Emmett,

> They're both really helpful…but the video helped me because it gave me a chance to reflect before I brought it in to reflect with you. So a double reflection, whereas in the first one (OBD)… we get to reflect on it together after it already happened. And it's like oh wow, she saw it this way, I didn't see it that way at all, and I saw it that way and she didn't see it that way….

As Emmett further stated, OBD is "from the outside in"; VER is "from the inside out," and the participants unanimously appreciated having the chance for both approaches to inform their pedagogical development in different but equally valuable ways.

Generalizing the Study

In order to determine conclusively the ways in which video-elicited reflection expands upon traditional methods for supporting teachers, more studies would need to be conducted that address the following issues:

Timeframe. Had this study encompassed an entire school year, it is reasonable to believe that the NTs in this study, who were all new to their school sites and to independent teaching, would have become more accustomed to their new roles and the conversations around their teaching may well have become more varied and in depth. The only way to ascertain if this would prove true would have been to conduct a study over an entire academic year, with more debriefings of both observation-based and video-based lesson segments.

Participants. Generalizing the specific VER approach in this study to a larger population of teachers across more school sites would possibly provide more substantive evidence for determining the extent to which the methods described here were more or less supportive for teachers, particularly at various points in their careers. Additionally, other programs could be studied using this approach to determine its effectiveness across broader populations, such as in mentor and beginning teacher support programs or in distance learning situations.

Experimental and Control Group. This study intentionally included only an experimental group. Given that the pilot data showed promise of VER supporting NTs in new and different ways, as opposed to traditional OBDs alone, it was determined that it would be unethical to deny any of the NTs the possibility of an enhanced experience in the program. For those who prefer experimental research designs, the study could therefore be broadened to include experimental and control groups, perhaps across teacher education programs, to determine more conclusively the effects of the VER approach as a supplement to traditional OBDs.

Video-Elicitation Design. This study focused the video-elicitation portion on videotaped lessons that were not observed by the supervisor, which may have brought about different results than had the supervisor been present. To generalize the findings, two approaches to video-elicited reflective debriefings could be conducted; one in which the supervisor was present and the other without the supervisor seeing the lesson firsthand.

Researcher/Supervisor Role. In this study, the author served as both supervisor and researcher with the participants. Tying into the video-elicitation work done by Sherin and Van Es (2005), it would be interesting to see how the results of the approach used in this study compare to those by an outside researcher using the same approach, one who has no role with the participants or the program in which they are enrolled, Additionally, it would be helpful to test the approaches used in this study across supervisors, which might also provide more evidence by incorporating different personalities and interactional styles than could be included here.

The Artistry Of Good Coaching

Schön's work (1983, 1987) was based on the belief that, through a continual "feedback loop" of experience, learning, and practice, we are better able to improve our own work and more likely to become reflective practitioners. The study outlined in this paper was an attempt to support and assist novice teachers by offering them a different tool for that feedback loop and thus expand upon their pedagogical recollections toward true reflective practice. Schön also believed that with "freedom to learn by doing in a setting relatively low in risk, with access to coaches who ... help (novices) ... to see on their own behalf and in their own way what they need most to see," students will be better able to learn and practice the "art" of teaching. "We ought, then, to study the experience of learning by doing and the artistry of good coaching" (1987, p. 17).

Given the different dynamics of the OBD and VER approaches, particularly because VER as used in this study was based on lesson segments not previously seen by the supervisor, different speakers were therefore privileged in the interaction depending on the approach used. In order to provide more opportunities for novice teachers to better articulate and reflect upon the reasons and beliefs behind their teaching actions, as well as to provide more opportunities for supervisors and mentors to gain better insights into those reasons and beliefs and therefore become more "artful coaches," it appears that video-elicited reflective debriefing *by its very nature* offers an effective as well as efficient approach more conducive toward these ends than traditional observation-based debriefing alone.

Note

[1] The author was involved in this study as an active-member researcher (Adler and Adler, 1994); that is, serving as both instructor and supervisor for the eight preservice novice teachers who served as study participants.

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