PREKINDERGARTEN TEACHERS' EXPERIENCES USING JOURNALS TO REFLECT

ON VIDEO RECORDINGS OF THEIR CLASSROOM INSTRUCTION:

A PHENOMENOLOGICAL INVESTIGATION

by

Katherine Orpilla Alvarado-Mirarchi

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The purpose of this transcendental phenomenological study was to explore prekindergarten

teachers' experiences using journals to reflect on video recordings of their classroom instruction

in an eastern Pennsylvania prekindergarten program. Three theories guided this study. Knowles,

Holton, and Swanson's (2015) theory of andragogy framed this study with a focus on the unique

attributes of adult learners. Kolb's (2015) experiential learning theory informed this study with

an emphasis on the importance of workplace experiences for individual development. Dewey

(1967) and Schon's (1987) theory of reflective practice examined the process of reflective

thought that is initiated by uncertainty that challenges one's beliefs. The central question guiding

this study was the following: How do teachers describe their experiences using journals to reflect

on video recordings of their classroom instruction? A purposive sample of thirteen teachers from

an eastern Pennsylvania prekindergarten program was recruited for this investigation. A

transcendental phenomenological approach, which seeks to investigate a phenomenon openly

and recount an episode as it is (Moustakas, 1994), was used to explore teachers' experiences

reflecting on video recordings of their instruction using journals. Participants' instruction was

video-recorded; they viewed the video of their lesson and documented their reflections in a

journal. Next, teachers participated in an interview and a focus group to capture the essence of

their lived experiences. Data was analyzed using Moustakas (1994) transcendental

phenomenological approach. The results of this study may enhance strategies for teacher

reflection, an essential component of teacher improvement (Dewey, 1967; Schon, 1987).

Keywords: self reflection, video reflection, professional development, prekindergarten teachers.

Dedication

This research is dedicated to my family: my parents, my siblings, and my son.

My parents came to America from the Philippines with "two suitcases and a handful of dreams." They dreamed of opportunities for their future family. Mom and Dad, I want to acknowledge the sacrifice you made to give me the opportunity to choose a profession I felt passionate about. I dedicate this to you, our origin.

With the completion of this journey, I finally join my siblings Dr. J. Alvarado & Dr. R. Alvarado. Thank you for your encouragement through this process. I dedicate this to you both, the first generation.

My one and only son Tristen, may you continue to pursue your dreams as I have mine. Make this world a better place with whatever you choose as your life's work. I dedicate this to you, our future.

Acknowledgements

I have been extremely blessed that God has given me a calling: to do what I can to make this world a better place for children. This research supports my calling by helping those who work with children to be the best they can for those they serve. I would not have been able to complete this journey without my dissertation committee members, my mentors, my friends, my co-researchers, and my husband.

I would like to express my deepest appreciation to Dr. Christopher Clark. You have walked with me though this journey offering your expertise and guidance. This process has spanned years, and I appreciate your patience throughout. I must also thank my committee members, Dr. Savage and Dr. Locklear, and my research consultant, Dr. Collins. Your expertise, support and feedback have helped me to refine my work.

With great affection I acknowledge my early childhood mentor, Dr. Marilyn Jackson. You taught me how to teach young children and mentored me as I worked with teachers. Thank you for sharing your knowledge and always believing in me.

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I would like to extend my sincerest appreciation to Dominic Mirarchi, my husband. I met you in the beginning of this process, thank you for being dedicated to making sure I had what I needed to finally complete this journey. Your support will always be remembered.

In closing, I would like to acknowledge the late Dr. Jill Jones. Throughout this process I remembered her words to me: "I hope you prayed today. I am going to ask you to do something tough." Dr. Jones, I wish I had more time to learn from you, but the time I was in your presence changed me forever. You live on in the lives of those you have touched.

"Be strong. Remember, God's got you."

List of Abbreviations

Cognitive Instructional Strategy (4C/ID)

Cooperating Teachers (CT)

Elementary and Secondary Education Act (ESEA)

Every Student Succeeds Act (ESSA)

Evidence-Based Decision Support (EBDS)

Gradual Increase of Responsibility (GIR)

Kindergarten through Grade 12 (K-12)

Learning and Teaching Geometry (LTG)

Local Education Agencies (LEA)

Master of Arts in Teaching (MAT)

National Association for the Education of Young Children (NAEYC)

National Commission on Teaching & America's Future (NCTAF)

No Child Left Behind Act (NCLB)

Problem-Solving Cycle (PSC)

Professional Development (PD)

Situative Instructional Strategy (SL)

Summer Curriculum Writing Institute (SCWI)

Video Analysis Tool (VAT)

Video Supported Zone of Proximal Development (VSZPD)

Table of Contents

CHAPTER ONE: INTRODUCTION

Overview

This chapter outlines the framework to investigate prekindergarten teachers' experiences with reflecting on video of their classroom instruction. The co-researchers in this study were prekindergarten teachers from eastern Pennsylvania private prekindergarten programs who have at least five years of teaching experience. This transcendental phenomenological study examined teachers' experiences using journals to reflect on video recordings of their teaching.

In this chapter, reflection through the use of video in professional development is explored. Current research on video and reflection focuses on the different types of video records used for teachers' professional growth and their impacts on teaching practice (Hollingsworth & Clarke, 2017; Karsenty & Sherin, 2017). Next, I expressed my personal experiences with and motivation for investigating teachers' experiences using journals to reflect on video recordings of their teaching. Then, I identified the problem and purpose statements. Lastly, I discussed the significance of this study and the research question that guided this investigation.

Background

Improving preservice and in-service teacher training with a focus on improving daily practice has been a continual of focus research in teacher education (Korthagen, 2017). In his 1838 report, Horace Mann, the Massachusetts Board of Education's secretary, highlighted the insufficient preparation of teachers and prompted a look at policies related to teaching conditions and teacher training (Gutek, 2005). Mann's efforts influenced teacher education, not just in Massachusetts, but nationally (Gutek, 2005). Directing efforts on improving teacher quality is seen as the key to school improvement (Anonymous, 2016; Gordon, 2007; Greenstone, Looney,

& Shelvin, 2011; McKinsey & Company, 2007), with enhancing reflection as an essential component of continuous daily improvement (Juklova, 2015).

Video-recorded classroom lessons are an increasingly popular tool for teacher development (Fukkink & Tavecchio, 2010; Sydnor, 2016) and have been used as a tool with preservice teachers to provide an opportunity to view their teaching and reflect (Durand, Hopf, & Nunnenmacher, 2016; Rodman, 2010). Through video-recorded classroom observations, teachers are able to view their mannerisms and classroom management, hence improving their awareness of classroom occurrences, aiding in reflection (Snoeyink, 2010), and prompting a teacher response (Hollingsworth & Clarke, 2017). While new teachers do not always recognize their limitations (Gratch, 2001), the use of video has potential to shed light on these limitations so teachers can make changes in their practice (Hollingsworth & Clarke, 2017; Neuman, 2013). Using video for reflection promotes change by fostering self-awareness (Laycock & Bunnag, 1991) and the quality of self-reflections (Chamblin, 2016). This investigation is framed in Kolb's experiential learning theory (2015), Knowles' theory of andragogy (2015), and Dewey (1910) and Schon's (1987) theory of reflection.

Research on video and reflection focuses on the types of video records used for teachers' professional growth and its impacts on teaching (Rodman, 2010; Scott, Kucan, Correnti, & Miller, 2013). This research attempted to fill a gap in the literature by focusing on teachers' descriptions of their experiences using journals to reflect on video recordings of their teaching. Recent research primarily focuses on the development of preservice (Chamblin, 2016; Osmanoglu, 2016) or novice in-service teachers (Kayapinar, 2016). This research targeted teachers with five or more years of experience. Teachers with five or more years of experience were targeted because they reach the maturity stage of teacher development within three to five

years of experience (Katz, 1972). Preservice and in-service teachers, as well as those who mentor and train teachers, may benefit from this research.

Situation to Self

My interest in using journals to reflect on video recordings of classroom instruction stemmed from both personal and professional encounters in teaching over the past two decades. As a preservice teacher, I was required to view and reflect on videos of my teaching. I approached my first experience using video to view my instruction with uncertainty. However, after this initial experience, I was fascinated by how much I learned by watching myself teach. The practice of using video to view my instruction helped me see the details of my work, which prompted immediate change and put continuous improvement at the forefront of my mind in anticipation of what I might see when I played back the video. The process of using video to reflect was beneficial to me as both a preservice teacher and a new teacher, and I still find it helpful today, over 20 years later.

When I transitioned from the role of classroom teacher to an educator of teachers, I continued to use video recordings to guide the teachers with whom I worked. During post-lesson debriefing sessions with preservice and in-service teachers, I noticed that teachers did not always recall lessons as I observed them. I found that utilizing video recordings of teachers' own classroom instruction provided evidence to refer to while discussing their lessons. Having the ability to see, reference, and discuss teacher and student activities and behaviors helped improve teachers' awareness of their teaching and subsequent practice.

My motivation for conducting this study stemmed from my experience using video recordings of teachers' instruction for teacher improvement. The assumptions that I brought to this research were epistemological and axiological in nature. Epistemology is "what counts as

knowledge and how knowledge claims are justified" (Creswell & Poth, 2017, p. 19). An epistemological assumption is described as getting as close as possible to the study participants to understand their experience (Creswell, 2013). My epistemological assumptions were shaped by my former position as an instructional specialist with the study sites and my understanding of the site and classroom cultures. This experience was an advantage because of my familiarity with the structure of the pre-k programs included in this study. This familiarity enabled me to reach out to professionals with information about programs that had teachers that met my participant criteria. Collaborating with participants helps to develop an insider perspective (Creswell, 2013).

Axiological assumptions are researchers' values that are made known in an investigation (Creswell, 2013). My axiological assumptions were my experiences using journals to guide teachers' reflections on video recordings of their teaching. My experiences shaped my belief that using journals can impact video-based teacher reflection. This belief was acknowledged and set aside as I interpreted and analyzed data. According to Moustakas (1994), "the process of searching into the meaning of something involves *epoche* to orient us toward looking before judging, and clearing a space within ourselves so we can actually see what is before us and in us" (p. 60). Husserl (1931) explained that *epoche*, or bracketing of one's beliefs, is to suspend our ideas and revisit a phenomenon from a fresh vantage point. Acknowledging my beliefs allowed me to bracket them while engaging in the data collection and analysis process.

Problem Statement

The problem this study addressed was the lack of research on in-service teachers' self-described experiences using journals to reflect on video recordings of their classroom instruction. Current research focuses on reflection as a professional teacher standard (CCSSO, 2013, McCullagh, 2012) and looks at its impact on professional growth and development

(Hollingsworth & Clarke, 2017; Rodman, 2010; Scott et al., 2013). Research shows that video-recorded lessons promote change by fostering self-awareness and accurate reflections (Chamblin 2016; Laycock & Bunnag, 1991). While research supports using video-recorded lessons as a tool for teacher reflection in preservice and novice in-service classrooms, there is a lack of research giving a voice to experienced teachers' self-described experiences reflecting on video recordings of their teaching. It is hoped this investigation will help to fill this gap in research.

Purpose Statement

The purpose of this transcendental phenomenological study was to explore prekindergarten teachers' experiences using journals to reflect on video recordings of their classroom instruction. Reflection was defined as thinking about one's practice (Dewey, 1910) to improve instruction and student learning (Pehmer, Gröschner, & Seidel, 2015; Zhang, Lundeberg, & Eberhardt, 2010). Reflective practice is the process of intentional collaboration to reflect on one's teaching (Deaton, 2012). Teacher development must be considered when creating experiences that are appropriate yet challenging for students (Obidike & Enemuo, 2013). Just as development is considered when designing learning experiences for young students, the same consideration is essential when providing professional development or training to teachers.

Developing teachers' dispositions towards critical teaching requires talking with them about the context of their work (Neuman, 2013). Reflecting on video recordings of one's classroom instruction using journals may help identify areas that teachers would like to improve and may provide a platform for discussing the challenges they face. Finally, this study may help teacher trainers and teacher educators understand, support, and improve the reflection process. Research on teachers' experiences while reflecting on video recordings of their classroom

instruction using journals may improve practice and add to the existing body of knowledge regarding the use of video-recorded lessons as a tool for reflection.

Significance of the Study

This study is significant because it focused on reflection, an essential component of teacher improvement (Dewey, 1967; Schon, 1987). Osterman & Kottkamp (1993) reported that "reflective practice is viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development" (p. 2). The process of reflection does not come naturally; using video recordings can provide evidence to support teachers' reflections. Research on the impact of video recording on teachers' reflections and its implications for the teacher improvement process can provide support for its use in teachers' daily practice, assessment, professional development, and teacher education programs.

The use of video as an educational tool has been explored in recent research. Video recording instruction has been shown to provide opportunities for learning (Sherin & Dyer, 2017) and improve both teaching practices and student engagement (Gröschner, Schindler, Holzberger, Alles, & Seidel, 2018; Zhang et al., 2010). Video analysis tools, guides (Deaton, 2012), and video models prior to planning and recording lessons (Baecher, Kung, Jewkes, & Rosalia, 2013) have been explored as tools to enhance the self-reflection process. The viewing of teachers' videos by supervisors has also been explored as a promising alternative to classroom observations (Berkey & Conklin, 2016; Wong et al., 2013).

Not only have video-recorded lessons been investigated in conjunction with teacher improvement, teacher attitudes during self-assessment while using video for reflection (Sayin, 2013) and teachers' different emotional responses to viewing video-recorded lessons have also

been investigated (Kleinknecht & Schneider, 2013). The importance of supervisor or peer involvement while using video-recorded lessons as a tool for reflection has also been a target of investigation. The role that supervisors play in facilitating reflection (van Es, Tunney, Goldsmith, & Seago, 2014) and peer debriefing after viewing videos of one's teaching (Dick & Sztajn, White, & Heck, 2018; van Es, 2012) has also been studied.

This investigation has the potential to fill a gap in the research that focuses on teachers' descriptions of their experiences using journals to reflect on video recordings of their instruction and will help to develop an understanding of the reflection process from a teacher's perspective. Knowledge of teachers' journaling experiences will help to improve teacher development activities, which benefit the school environment as a whole.

Research Questions

The purpose of this transcendental phenomenological study was to explore prekindergarten teachers' experiences using journals to reflect on video recordings of their classroom instruction. The research question is grounded in the epistemological position of phenomenology, which focuses on how knowledge is acquired (Ritchie, Lewis, Nicholls, & Ormston, 2014). The research question is also bound by interpretivism. In interpretivism, meaning is derived from participants' perspectives, using their own words (Ritchie et al., 2014).

Central Question

How do teachers describe their experience reflecting on video recordings of their classroom instruction using journals? The central question of this study sought to explore teachers' experiences by examining their reflections of video recordings of their classroom instruction using journals. Research has demonstrated that reflection promotes teacher improvement and provides an opportunity for growth (Hollingsworth & Clarke, 2017; Matthew, 2012). Watching

videos is a beneficial learning tool (Seidel, Sturmer, Blomberg, Kobarg, & Schwindt, 2011; Sherin & Dyer, 2017) that can provide reflective opportunities for teachers (Calandra, Brantley-Dias, Lee, & Fox, 2009; Osmanoglu, 2016) and help them identify areas that need improvement (Durand, Hopf, & Nunnenmacher, 2016; Wright, 2010). Understanding teachers' experiences will support efforts to improve teacher development.

Sub-question 1. How do teachers describe their teaching prior to viewing the video of their instruction? This first sub-question explores teachers' ideas about the pre-experience phase or the first stage of their reflection experience (O'Sullivan & Spangler, 1998). The pre-experience phase of this experience consisted of teachers' initial thoughts about their lesson, prior to viewing the video of their instruction. Reflection-on-action, as described by Schon (1987), is reflection that occurs before or after an event. This sub-question focused on teachers' reflection immediately after teaching their lesson.

Sub-question 2. How do teachers describe their teaching after viewing the video of their instruction? This sub-question targeted teachers' thoughts about viewing and reflecting on the video of their instruction. The experience is identified as the second phase of an experience (O' Sullivan & Spangler, 1998). This sub-question focused on reflection immediately after teaching the lesson.

Sub-question 3. What are teachers' thoughts regarding the use of journals to reflect on video recordings of their instruction? The post-experience is the last phase of an experience (O' Sullivan & Spangler, 1998). The last sub-question targeted teachers' post-experience and elicited their thoughts regarding using journals to reflect on video of their teaching. Dewey (1910) asserted that guidance is necessary during reflection. Video recording of instruction and journals are tools that could help to provide that guidance.

Definitions

1. *Early childhood* – Early childhood is a period of life from birth through age eight. This period is further divided into infants/toddlers, preschool/prekindergarten, and the early primary grades (National Association for the Education of Young Children, 2009).

2. *Prekindergarten Teacher* – A prekindergarten teacher is an early childhood teacher who specializes in working with young children prior to kindergarten. An early childhood teacher is a person who is professionally trained in child development and early education and is responsible for a group of children (National Association for the Education of Young Children, 2009).

3. *Prekindergarten Teacher Assistant* - A teacher assistant focuses on the preparation of the learning environment and supervises and interacts with children (National Association for the Education of Young Children, 2009).

4. *Preschool* – Preschool is an educational program for children prior to kindergarten entry, while *prekindergarten* programs specifically provide educational services for children from three to five (Morrison, 2000).

5. *Preschool Curriculum* – A preschool curriculum focuses on all aspects of child development. The domains of child development are physical, social, emotional, and cognitive development (NAEYC, 2009b).

6. *Video-based reflection* – Video-based reflection is the use of video-recorded lessons to promote critical reflection on one's teaching (Scott et al., 2013).

7. *Whole group time* – Whole group time is a part of the preschool instructional day where all children are expected to do the same thing at one time (Cryer, Harms, & Riley, 2003).

This part of the instructional day is known as *Circle Time* when it is conducted while students are sitting on the floor to receive instruction.

Summary

This chapter outlined this study and briefly discussed the need to investigate using journals to reflect on video recordings of teachers' instruction. Finding successful ways to train teachers has long been a quest for teacher educators, as it is understood that competent teachers positively impact student performance. Reflection is one way that teachers can improve their teaching. My experience as a teacher educator has supported my interest in using video for teacher reflection. This study used a transcendental phenomenological design in order to understand teachers' self-described experiences reflecting on video recordings of their classroom instruction using journals.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter provides an overview of the literature related to teacher development and reflective practice, and how they relate to video use in the classroom. Ideas about teacher development have evolved over the years and reflective practice as a strategy to foster teacher development has become more critical (West, Rich, Shepherd, Recesso, & Hannafin, 2009). This literature review addresses the theoretical framework of this study and the related literature.

Theoretical Framework

The theories that inform this study are Knowles et al.'s (2015) theory of adult learning or andragogy, Kolb's (2015) experiential learning theory, and Dewey (1910) and Schon's (1987) theory of reflective practice. Knowles et al.'s (2015) theory of andragogy acknowledges that adult learners are influenced by their individual experiences (Knowles et al., 2015). In the experiential learning theory, Kolb (2015) articulates that "the work place is a learning environment that can enhance and supplement formal education and can foster personal development" (p. 4). Dewey's (1910) theory of reflective practice frames this study, as teacher's experiences using video for reflection is explored in this study (Schon, 1987).

Theory of Adult Learning

Early theories of learning focused on children and the way they acquired knowledge (Cole & Cole, 1996). Ideas about learning evolved from imparting knowledge to a recipient to the acquisition of knowledge through experiences and the environment (Froebel, 1887; Rousseau, 1763). Later learning theories focused on the impact of community members (Vygotsky, 1978) and the cognitive processes that occur during learning (Dewey, 1910). Education experts have recognized teacher education research as separate from research in

teaching in the past 50 years (Cochran-Smith & Zeichner, 2005). As teacher educators and mentors work with preservice and in-service teachers, it is important to consider the unique characteristics and needs of adult learners.

The theory of adult learning, or andragogy, was founded on the principles that learning is an interactive process that requires the interpretation, integration, and transformation of experiences (Pratt, 1993). According to Knowles et al. (2015), "andragogy is a set of adult learning principles that apply to all adult learning situations" (p. 4). The assumptions of andragogy are (a) the learner's need to know; (b) the learner's self-concept; (c) the learner's prior experiences; (d) the learner's readiness to learn; (e) the learner's orientation to learning; and (f) the learner's motivation to learn (Knowles et al., 1988).

The first assumption of the andragogical model of learning, the learner's need to know, is an adult learner's need to understand the reasons for learning a new task or skill (Knowles et al., 2015). The facilitator of adult learning must be aware of adult learners' need to know and help them to understand the benefit of the learning (Knowles et al., 2015). Providing real or simulated experiences can help raise an adult learner's awareness of actual and desired performance.

The learner's self-concept emphasizes an adult learner's responsibility for and ownership of decisions (Knowles et al., 2015). Knowles et al. (2015) argued that adults have a deep psychological need to believe they are capable of self-direction. However, if it is taken away, they tend to feel resentment and will resist learning that is imposed on them. Giving teachers the opportunity to examine their practice through video-based reflection and select a professional development focus after reflecting on their practice can meet their need to have self-direction in their professional development activities.

Another assumption of andragogy is the role of a learner's experiences. Knowles et al. (2015) explained that individuals within a group of adult learners have a wide variety of experiences, needs, interests, and goals, and different styles and motivations for learning. Discussions and peer activities are the most effective strategies for adult learners because they promote group interactions and access the adult learner's knowledge. While adult learners' experiences can enhance learning, they sometimes also carry undesirable mental habits and biases that may make altering their way of thinking difficult (Knowles et al., 2015). Video-based reflections offer the flexibility to target teachers' different needs based on their knowledge and abilities.

Readiness to learn, another assumption to andragogy, is an adult learner's need for knowledge to manage life situations (Knowles et al., 2015). The timing of learning experiences and the exposure of expected performance through models or simulation exercises can help to promote an adult's readiness to learn.

Orientation to learning is an assumption of andragogy that emphasizes that adults learn most effectively when content is relevant to real-life situations (Knowles et al., 2015). The last assumption of andragogy is a learner's motivation to learn. Knowles et al. (2015) described that motivating factors for adult learning are internal and include job satisfaction, self-esteem, and quality-of-life improvement. An individual's goals, wishes, needs, wants, and desires give life meaning (Lindeman, 1926).

The theory of andragogy framed this research with its emphasis on the unique characteristics of adult learners who are prekindergarten teachers. The assumptions to andragogy are central to adult learning and teacher development and are influenced by an adult's goals and purposes for learning and their individual and situational differences (Knowles et al., 2015). An

approach to adult education must consider that learning occurs throughout the lifetime and experience is the greatest resource in adult education (Lindeman, 1926).

In this study, the learner's need to know was addressed as participants were given information about this investigation. The learner's self-concept focuses on self-direction (Knowles et al., 1988) and allows teachers to take control of their learning through self-reflection and targeting self-identified goals through their reflection. Individual teachers' prior knowledge and experiences impact their reflections (Knowles et al., 1988). The learner's readiness to learn relates to the timing of learning experiences (Knowles et al., 2015). The participants of this study are experienced teachers in the maturity stage of teacher development. Katz (1972) identified that teachers reach the maturity stage within three to five years of teaching. The learner's orientation to learning has practical implications and focuses on a teacher in his or her classroom; reflection applies to a teacher's work. The meeting of an individual's development goals through reflection is a learner's motivation (Knowles et al., 1988).

Experiential Learning Theory

The experiential learning theory "offers the foundation for an approach to education and learning as a lifelong process" (Kolb, 2015, p. 3). This theory provided a natural framework for this study as the education of certified teachers does not cease with the completion of a formal degree and subsequent certification and licensing. The main idea of the experiential learning theory, which focuses on the learning process, is that the workplace is a learning environment that can enhance formal education through meaningful career-related opportunities (Kolb, 2015). Kolb (2015) explained, "The experiential learning model pursues a framework for examining and strengthening the critical linkages among education, work, and personal development" (p. 4).

Kolb's (2015) experiential learning model emphasizes that experience plays a significant role in the learning process and formal education is essential in individual development to reach "full potential as citizens, family members, and human beings" (p. 4). As teachers complete their formal education, the interactions that occur during the school day provide potential learning opportunities for them to improve their teaching practice (Kolb, 2015). Kolb explains that hands-on learning occurs when classroom teachers refine their practice and implement new methods they learned with their students. It is at this point that education and practice go hand in hand to elevate teachers' knowledge from recalling and understanding to application (Anderson et al., 2001).

Reflection is an essential component of the experiential learning theory. In education, knowing when and how to introduce and develop reflective practice with teachers is an important component of teacher improvement (Schon, 1987). Reflection involves the consideration of an action and the way each action impacts an outcome (Dewey, 1910). When performed consciously, reflection can promote growth by causing the individual to change their thinking and attitude about the experience (Husserl, 1999). Research in teacher development emphasizes the importance of reflection in teacher development.

The experiential learning theory frames this study as videotaping provides an opportunity for teachers to make meaningful changes in their practice through the use of video-based reflection. Investigating teacher perceptions of using video-based reflection for the first time during individually planned lessons will add to the existing body of research. Video-recording prekindergarten teachers in the context of their classrooms and using the videos for reflection will be a new experience for each teacher, thus having the potential to impact their work.

Theory of Reflective Practice

Early thoughts on reflection were first conceived by Dewey (1910), with his examination of reflective thought, and later conceptualized and applied to the workplace by Schon (1987), with his inquiries on professional knowledge. The theory of reflective practice, as conceived by Dewey and expanded upon by Schon, is described in the following paragraphs.

Reflection is a process through which an experience is recalled, reexamined, evaluated and becomes a basis for improving actions (Chalikandy, 2014). Dewey (1910) explained that reflection occurs as a sequence of ideas, "an openness that requires teachers to challenge their assumptions and continue to improve skills needed for effective classroom instruction" (Matthew, 2012, p. 209). Every experience impacts the "objective conditions under which future experiences are had" (Dewey, 1938, p. 37), as reflection on past events can indirectly influence future action (Schon, 1987).

Dewey (1910) defined reflective thought as the process of consciously seeking support of a belief that is being scrutinized. In Dewey's words, "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought" (p. 5). Dewey identifies two sub-processes that are part of every reflexive operation: "(a) a state of perplexity, hesitation, doubt; and (b) an act of search or investigation directed toward bringing to light further facts which serve to corroborate or nullify the suggested belief" (Dewey, 1910, p. 7).

The first part of a reflexive operation, uncertainty, interrupts and challenges the mind and makes what is uncertain known, which prompts an investigation or a quest of verification, after which a plan is developed that applies prior experience and knowledge to the seeking of new information (Dewey, 1910). Dewey (1910) explained that suspense during reflective thinking

could be uncomfortable, as judgment is suspended during the inquiry. Because reflection is a process of drawing inferences and conclusions based on evidence, there is a possibility that the correct conclusions may not always be drawn and guidance is necessary.

Thinking does not just happen; it is evoked by a specific event that interrupts impulse and instinct. The act of thinking implies that one has "(a) a certain fund or store of experiences and facts from which suggestions proceed; (b) promptness, flexibility, and fertility of suggestions; and (c) orderliness, consecutiveness, appropriateness in what is suggested" (Dewey, 1910, p. 27). Dewey explains that the "demand for the solution of a perplexity is the steadying and guiding factor in the entire process of reflection" (p. 9). Because it is necessary for a person being taught to take the initiative, training should be concerned with the "proper direction, not with creating them" (Dewey, 1910, p. 27). Guidance during reflection is necessary. According to Dewey (1910), if an individual does not have enough facts to reach a conclusion, their thinking may be irrelevant or crude.

Types of Reflection. Schon (1983), with his investigations in the workplace, explored professional knowledge or knowing-in-action. Knowing-in-action is, as Dewey (1910) described, performing the work of an educator by utilizing a learner's surroundings to shape learning experiences. Knowing-in-action is shared among a community of practitioners who have a distinctive language, media, and tool set (Schon, 1987). For example, an early childhood trained teacher may employ transition strategies when children are moving from one activity to the next because they understand young children's short attention spans, while a secondary trained teacher may expect the same group of students to be able to self-regulate. As Schon (1983) explained, skilled practitioners know more than they articulate: "knowing-in-action is embedded in the socially and institutionally structured context shared by a community of practitioners"

(Schon, 1987, p. 33). Knowing-in-action is a routine response to a situation in which one knows how to do something, to the point that the sequences of an activity can be executed without having to think about it (Schon, 1987). With this knowledge, teachers employ two types of reflection, reflection-in-action and reflection-on-action.

Reflection-in-action. Reflection-in-action can occur while a teacher is teaching, or in action, and the teaching event does not go as usual; the unusual occurrence can cause reflection without interrupting the action (Schon, 1987). During reflection-in-action, one rethinks some part of their knowing-in-action during an incident, which leads to making on-the-spot decisions and experimenting during practice, which then impacts what one decides to do during events as they happen (Schon, 1987; Stemme & Burris, 2005). Reflection-in-action challenges knowing-in-action and brings about experimentation, which may be integrated into one's knowing-in-action (Schon, 1987).

Reflection-on-action. When reflection occurs before or after a teaching event takes place, as opposed to during the event, it is reflection-on-action (Schon, 1987). The knowledge gained from reflection-on-action is proactive, and when used in future action is called reflection-for-action (Stemme & Burris, 2005). Schon (1983) used the example of viewing a video after an incident as a reflection-on-action. Reflection allows teachers to think about their classroom and what needs to be improved and act on their thoughts.

Fostering reflection. While research on reflection emphasizes its benefits, "time and opportunity for development" (Hatton & Smith, 1994, p. 37) is necessary to foster reflection. Dewey (1938) explained that "the future has to be taken into account at every stage of the educational process" (p. 47) because future learning builds on past experiences. As teachers gain experiences in the classroom, it is necessary to provide them the time and opportunity to reflect.

Matthew (2012) explained that critical incidences that provide opportunities for teacher reflection could transfer to other teaching situations. The result of the experience "depends on the quality of the experience which is had" (Dewey, 1938, p. 27).

Being open to experiences is important for reflection. Rogers (1980) explained that embracing negative and positive experiences and the feelings that emerge enriches value process categorization that develops with psychological maturity. The development of one's value by integrating others' values and experiences into one's own is a value process (Rogers, 1980). An infant's value process is initially fluid and flexible; however, with development, the value process becomes firm as the individual observes others' values and "feels profoundly insecure and easily threatened in his values" (Rogers, 1964, p. 163). As an individual continues to mature, the individual again becomes open to experiences and trusts himself (Rogers, 1964).

Rogers (1964) asserted that creating a relationship in which a person is valued and given the freedom to "experience his own feelings and those of others without being threatened in doing so" (Rogers, 1964, p. 165) promotes openness. Through openness, a climate transforms from being rigid to flexible; this growth-promoting climate enables individuals to develop a profound self-trust (Rogers, 1980). Being in touch with themselves enables individuals to be in tune with others.

Rogers (1980) discussed the whole person and experiential knowing, which he describes as knowing at a gut level, or with an individual's visceral feelings and reactions. When an individual communicates with others, both parties are impacted, and their growth is either accelerated and expanded or diminished and stopped (Rogers, 1980). Rogers also described the concept of being in tune with another and finding satisfaction in hearing someone at all levels, their "words, thoughts, the feeling tones, the personal meaning, even the meaning that is below

the conscious intent of the speaker" (Rogers, 1980, p. 196). This building of interpersonal relations is intended to facilitate growth "in which at least one of the parties has the intent of promoting the growth, development, maturity, improve functioning, and improve coping with a life of the other" (Rogers, 1961, p. 40). In his book *On Becoming a Person*, Rogers (1961) stated "the only learning which significantly influences behavior is self-discovered, self-appropriated learning" (p. 276).

Summary of Theoretical Framework

Knowles et al.'s (2015) theory of adult learning, Kolb's (2015) experiential learning theory, and Dewey (1910) and Schon's (1983) theory of reflective practice provided the frame for this investigation. Teachers were adult learners who were investigated within the context of their work environment. They reflected on their work in their classrooms and identified areas they would like to target for improvement.

Related Literature

This section outlines the literature related to the use of video-based reflection in education. A historical overview of the United States' quest to improve teacher quality is presented, followed by literature on the use of video records in education, practice-based teacher development, practice-based self-reflection, practice-based professional development with support, and time needed for professional activities.

Historical Overview on Improving Teacher Quality

Improving teacher quality has been seen as the key to improving the United States educational system (Coalition for Teaching Quality, 2014; Gordon, 2007; Greenstone, Looney, & Shelvin, 2011; McKinsey & Company, 2007), with research showing that good teacher quality has a positive impact on student learning (Se Woong, 2018; Seebruck, 2015) and student

achievement (Coleman, Campbell, McPartland, Mood, Weinfield, & York, 1966). Teacher

quality has been a focus of investigation in education because it is believed that great teachers

and schools can increase Americans' standard of living (Greenstone et al., 2011). Teachers

whose students do well on tests are "more likely to attend college, attend higher-ranked colleges,

earn higher salaries, live in higher SES neighborhoods, and save more for retirement" (Chetty,

Friedman, & Rockoff, 2011, p. 1).

Policy initiatives have targeted teacher improvement through designing professional

standards, strengthening teacher education, and providing more funding for teacher professional

development. "Effective professional development (PD) is needed to help teachers learn and

refine the pedagogies required to teach these skills" (Darling-Hammond, Hyler & Gardner,

2017). The Elementary and Secondary Education Act (ESEA) of 1965, authorized in 1970 and

reauthorized every five to ten years, was initially enacted to support programs for disadvantaged

children through Title 1 but has evolved to include goals specifically for improving teacher

quality (Jefferson-Jenkins & Hill, 2011). A reauthorization of the ESEA, The No Child Left

Behind Act (NCLB) of 2009, under the President George W. Bush administration approved in

2001, required that all teachers be highly qualified (U.S. Department of Education, 2004). Highly

qualified teachers have a bachelor's degree, full state certification, and proof they know the

subject they teach (2004). President Barack Obama signed the most recent authorization of the

Every Student Succeeds Act (ESSA), on December 10, 2015. ESSA targeted the recruitment,

preparation, development, and advancement of effective teachers and principals with the

formation and implementation of the Race to the Top, Redesigning and Reforming NCLB, the

American Recovery and Reinvestment Act, and ConnectEd Initiatives (The White House, n.d.).

Under Title II of the ESSA, local education agencies (LEAs) are qualified for sub-grants that can

be used to support training and professional development for teacher improvement (National Education Association, n.d.).

In addition to the ESEA, the National Commission on Teaching and America's Future (NCTAF) was founded in 1994 with a specific goal of engaging education policymakers and practitioners "to address the entrenched national challenge of recruiting, developing, and retaining great teachers in order to ensure that all students have access to quality teaching in schools organized for success" (National Commission on Teaching & America's Future, 2017, para. 1.). The belief that improving teacher quality will positively impact student outcomes still holds, as Harris and Sass (2011) contended, "teacher quality is a key element in improving elementary and secondary education in the United States" (p. 798), with the quality of a school system resting on the quality of its teachers (McKinsey & Company, 2007).

In 1996, the report *What Matters Most*, a "strategy for achieving America's goals: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools" (National Commission on Teaching & America's Future, 1996, p. 10) was published. The report outlined NCTAF's plan to "provide every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching in schools organized for success" (National Commission on Teaching & America's Future, 1996, p. 10). They recommended making professional development a collaborative process, connecting teachers to work in learning communities to address and find solutions to their problems of practice over time (National Commission on Teaching & America's Future, 1996). NCTAF's report *What Matters Now*, published in 2016, also addressed professional development and recommended that "education leaders should evaluate all professional learning for responsiveness and effectiveness" (National Commission on Teaching and America's Future, 2016, p. 45).

NCTAF (2016) recommended standards-aligned, teacher-led, professional development that is tied to teacher evaluation. NCTAF also endorsed exposing teachers to new ideas and methods and providing opportunities for collaboration, reflection, and project-based learning. Tools used for professional development should be research-based, regularly evaluated, and tracked by cost (National Commission on Teaching and America's Future, 2016).

Teachers can initiate inquiry into their own classroom using video-recorded lessons to identify areas that they wish to target and improve. In addition, video can be used for collaborative work, reflecting on classroom teaching, and discussing new ideas while viewing video of each other's classrooms. Utilizing video-based reflection aligns with all of NCTAF's recommended professional development components.

Many professional organizations recommend standards or guidelines for teacher education and professional development. According to the American Federation of Teachers (n.d.), the most important investment that can be made in the educational system is teacher learning, with professional development being seen as a continuous process of the examination and improvement of practice. The Coalition for Teacher Quality promotes collaboration, feedback, and reflective practice, and believed that continuous professional learning and growth is one way to meet the challenge of preparing and retaining effective educators (Coalition for Teaching Quality, 2014).

The National Association for the Education of Young Children (NAEYC) (1993) outlined the Conceptual Framework for Early Childhood Professional Development to ensure that early childhood teachers receive effective professional development. NAEYC's (1993) framework asserted that professional development should be designed as an ongoing process that is part of a structured and coherent program that links theory and practice. NAEYC also

endorsed the individualization of professional developments (PD) to address a teacher's current teaching context and needs, yet also emphasizes the importance of collaborative experiences, which enable teachers to learn from each other. NAEYC (1993) also recommended planning and implementing PDs teachers can use immediately and reflect on their application in the classroom. NAEYC also endorsed including opportunities for participants to have a role in planning PDs (National Association for the Education of Young Children, 1993).

The National Board for Professional Teaching Standards' (2016) Five Core Propositions, which outlines education's vision for teaching, supports teacher reflection. Within the five propositions is one that targets teacher reflection and development: "Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience" (National Board for Professional Teaching Standards, 2016, p. 30). This proposition expresses that accomplished teachers demonstrate strength and flexibility, as they can reprioritize and modify their instruction based on reflection or feedback (National Board for Professional Teaching Standards, 2016).

Stages of Early Childhood Teacher Development

Teachers go through stages of development (Schon, 1987) that relate to their experiences and concerns as they learn to teach (Stroot et al., 1998). Preservice and in-service teachers have unique needs, with in-service teachers more concerned with student benefit than preservice teachers, whose focus is themselves and their teaching (Fuller, Parsons, & Watkins, 1974). Katz (1972) identified the stages of preschool teacher development: survival, consolidation, renewal, and maturity. Over time, with experience and age (McDevitt & Ormrod, 2004), professional teaching behaviors become more sophisticated (Slentz & Krogh, 2001). As teachers gain more experience in the classroom, their professional development needs change (Katz, 1972).

The first stage of teacher development is the survival stage (Katz, 1972). During this

stage, a teacher may feel overwhelmed by being responsible for an entire class of students, and "support, understanding, encouragement, reassurance, comfort, and guidance" as well as "instruction in specific skills and insight into complex causes of behavior" (Katz, 1972, p. 51) are necessary. Teachers within the first five years of teaching may feel isolated and lack professional confidence (Coulter & Lester, 2011). Around the end of the first year, teachers enter the consolidation stage. During the consolidation stage, the new teacher is ready to take knowledge gained from the survival stage and focus on specific child or classroom issues. This stage is characterized by an openness to working and sharing knowledge with others.

The teacher transitions from the consolidation stage to the renewal stage during the third or fourth year of teaching, when they become tired of doing the same things and desire more educational information or professional development (Katz, 1972). Katz (1972) explained that during the renewal stage, teachers benefit from workshops, reading professional publications, and joining professional organizations, and also from viewing their teaching through video recording as well as visiting other classrooms. The last stage of preschool teacher development is the maturity stage. Katz (1972) explained that teachers could reach this stage within three to five years. During the maturity stage, a teacher "[comes] to terms with herself as a teacher" (Katz, 1972, p. 53) and welcomes professional development.

Teachers in varying stages of development have different PD needs. This investigation focused on teachers with at least five years of teaching experience, those who would have, according to Katz's (1972) stages, reached the renewal or maturity stage of their development. Because mid-career teachers are able to shift their focus of reflection from themselves to their students and others (Coulter & Lester, 2011), the focus of their video-based journal reflections would differ from that of a new teacher.

Video Use in Education

Video is changing the way we view the world and ourselves (Harris, 2016). Heath, Hindmarsh, and Luff (2010) explained that video and other visual media provide opportunities for social science research, as video can capture and document an event as it occurs, including participants' conversations, conduct, interactions, voices, gestures, and facial expressions. Video can be used to document the impact of teachers' interactions "in ways that audio recording, thick observations, or even interviews would not capture" (Harris, 2016, p. 3). Not only can video capture details of an event as it is occurring, but video technology also is cheap, reliable, and enables a researcher to "record naturally occurring activities as they arise in ordinary habitats, such as the home, the workplace, or in the classroom" (Heath et al., p. 2). Video also produces a permanent document of data (Shrum, Duque, & Brown, 2005).

The activities that occur prior to sharing video reflections with others are important. The tasks of recording the video of one's classroom instruction and selecting and sharing clips from their video promotes teacher learning. The act of preparing and recording classroom instruction poses many decisions: the lesson to be recorded, camera and microphone placement, and parts of the lesson that are captured (Sherin & Dyer, 2017). Choosing video clips to watch and share with colleagues is a complex and meaningful task that involves the consideration of student thinking and learning (2017). These two tasks that occur prior to discussing video with colleagues promote teacher awareness.

Video allows participants and researchers to collaborate as they review and discuss video data (Harris, 2016). Heath et al. (2010) explained that using video as a tool for research gives the researcher the ability to play back video to "re-frame, re-focus, and re-evaluate the analytic gaze" (Heath et al., p. 6). Heath et al. (2010) assert that video is a tool for the social sciences, just as a

microscope is a tool in biology. Video is flexible and has an "almost limitless potential for gathering, analyzing, writing up, and disseminating research finding" (Harris, 2016). In this investigation, the impact of viewing video records on reflection was investigated, as video is unique from other methods of data collection in that recordings can repeatedly be examined to analyze detail and can be shared with participants and other researchers as a tool for collaborative work (Harris, 2016; Heath et al., 2010).

Professional Development Centered in Classroom Practice

Research related to andragogy (Knowles et al., 1988), specifically teacher learning, has focused on the importance of centering professional development on classroom practice. While teaching others seems like a natural process, "most adults do not naturally develop the ability to perform the tasks required of teachers. And, the special knowledge, skills, and orientations that underlie and enable the work of teaching are not typically mere by-products of intelligence or of academic talent or success" (Ball & Forzani, 2009, p. 500). Teachers at varying phases in their development have different professional development needs (Katz, 1972). Using video for teacher reflection has implications for practice-based professional development. Video-based reflection can be used during any stage of teacher development, during formal or informal teacher collaboration.

The focus of curriculum for teachers should be on the practice of teaching and not strictly on their knowledge and beliefs (Ball & Forzani, 2009). Ball and Forzani maintained, "This does not mean that knowledge and beliefs do not matter but, rather, that the knowledge that counts for practice is that entailed by the work" (p. 503). A practice-focused curriculum would include foundational knowledge but also focus on the tasks and activities related to the work of teaching (Ball & Forzani, 2009). In an investigation comparing the practice of teachers who had an

opportunity to engage in video reflection and those who did not, Gröschner et al.'s (2018) investigation showed a positive change in the practice of teachers who engaged in video reflection on their practice. This focus on learning in the workplace is related to Kolb's experiential learning theory (Kolb, 2015).

Action research is a type of active learning strategy in which a teacher or teachers engage in research to focus on solving problems of practice in their work (Schwandt, 2001). In a study that explored the use of collaborative action research with preservice and in-service teachers, the use of action research gave teachers an opportunity to explore a mutual focused inquiry (Rock & Levin, 2002). Before the study, participants participated in an action research project to become familiar with the process of action research in their junior year (Rock & Levin, 2001). Five preservice teachers and their on-site teacher educator (OSTE) agreed to participate in an action research study at the beginning of the teachers' yearlong internship. Teachers and their OSTE developed an action research plan, collected and analyzed data, and interpreted and reflected on the findings (Rock & Levin, 2002). Rock and Levin (2002) determined that through action research, teachers clarified their personal theories, explored their teacher self, gained a greater awareness of their students, increased their knowledge of curriculum and instruction, and gained an awareness and appreciation of the professional role of teaching: inquiry, reflection, practice, and change.

Professional development models for teachers have been shown to improve reflective teaching behavior, as evidenced through Kayapinar's (2016) research. In his investigation of 45 randomly assigned in-service English teachers with international certification and 1 to 5 years of teaching experience, reflection abilities for language and reflective teaching behavior improved while participating in the Reflective Practitioner Development Model (RPDM). The RPDM

included measurements of teacher reflection and self-efficacy beliefs, professional development workshops, reflective classroom observations and feedback, focus groups, co-planning, and peer-observations, which were used to understand teachers' reflective abilities for language, sense of self-efficacy for language teaching practices, reflective teaching behavior, and views of the model (Kayapinar, 2016). Teachers in Kayapinar's (2016) study expressed that professional development related to reflective practices helped them to develop skills needed to become a better teacher.

Santagata and Bray's (2016) investigation of four elementary school teachers during a professional development program supported the use of video-based PD to improve teachers' classroom practice. The teachers in this study participated in interviews, observations, and videotaped meetings. In addition, investigators collected lesson plans, instructional materials, meeting documents, and emails. Investigators focused on four processes: "students' mathematical misconceptions as a lever for changing practice; opportunities to review and discuss images of existing and innovative teaching practices; focus on detailing of new practices; and cycles of examination/implementation and feedback/revision" (Santagata & Bray, 2016, p. 551). The investigators concluded that participation in the video-based PD influenced teachers' understandings about their students' learning process and, subsequently, their classroom practices (Santagata & Bray, 2016). Teacher PD, which focuses on an individual's classroom practice, is an example of Kolb's notion of the workplace as a learning environment (Kolb, 2015).

Practice-Based Self-Reflection

Professional teacher education standards in the United States address the use of evidence to evaluate practice to meet the needs of learners (CCSSO, 2013). Videos have been used as a

tool to support self-evaluation (Sayin, 2013) in teacher development (Fukkink & Tavecchio, 2010). Teachers can adjust their practices (Zhang, Lundeberg, & Eberhardt, 2010) through the process of recording and viewing their teaching. This study on using journals to reflect on video of teachers' instruction can add to the existing body of knowledge of using video to support professional development.

Video can be used to self-initiate reflection into practice. In a case study where McCullagh (2012) investigated a mentor teacher's use of video for reflection, he described how "video can empower teachers to take greater control of their progress and [allow] for a more social constructivist approach to professional development" (p. 137). The participant's video was recorded as a model of exemplary teaching to be used with preservice science teachers (McCullagh, 2012). After voluntarily viewing the recording of his inquiry-based science lesson, the participant expressed that viewing the video gave him new insight into his teaching, which prompted him to self-initiate, document, and review those changes through more video recordings. McCullagh explained this gave the teacher the ability to control his teaching progress and alter his practice.

McCullagh explained that "learning is most valuable when it takes place just in advance of development and that it requires some sort of support or scaffolding to mediate this movement across the 'zone of proximal development'" (McCullagh, 2012, p. 144). McCullagh (2012) offers an extension of Vygotsky's zone of proximal development to include video use in the Video Supported Zone of Proximal Development (VSZPD), justifying that a teacher may experience VSZPD after memories of the same teaching event do not align, thus creating a dissonance that initiates teachers' development. VSZPD can also initiate and enrich interaction and communication between teachers (McCullagh, 2012).

Not only has video use been evidenced to promote self-reflection in mentor teachers (McCullagh, 2012), it has also been used for self-reflection and collaboration in teacher education. Tunney and vanEs (2016) investigated the impact of video use on mentor teachers' and university supervisors' mentoring practices and goal alignment with student teachers. Participants described their problems of practice, identified a shared vision of math instruction, and constructed a tool to guide their work with student teachers (Tunney & vanEs, 2016). Tunney and vanEs (2016) found that viewing videos of math instruction revealed a lack of shared vision and language, and enabled mentor teachers and university supervisors to work together to align their vision and language.

In a study of mathematics student teachers, Osmanoglu (2016) investigated preservice teachers' reflections of their video and video of their peers' instruction. During reflection, teachers connected theoretical knowledge to their teaching, addressed issues related to effective teaching, and considered their impact on student learning. While reflecting on the video of their instruction, teachers self-identified their weaknesses and considered how they could improve their practice. Student teachers believed class discussions about their videos provided another perspective on their teaching and helped them to improve their practice.

Scott et al. (2013) investigated the use of video records to develop critical reflection as part of a literacy methods course with 49 Masters of Arts in Teaching certification candidates. Teachers video-recorded their planned literacy lessons and selected two two-minute video clips. Teachers' clips were analyzed by focusing on supporting student learning or what they would have done differently (Scott et al., 2013). The investigators of this study analyzed teachers' reflections and found that teachers' analysis was not just descriptions of their video, but critical reflections of their practice as well. Scott et al. (2013) concluded that the video use promoted

reflection on instruction and learning and supported the development of novice teachers as reflective practitioners.

Rich and Hannafin's (2009) research also supported video-based reflection to improve classroom practices. Investigators examined three preservice teachers' experiences using a web-based video analysis tool (Rich & Hannafin, 2009). Rich and Hannafin (2009) studied how teachers used the tool to examine their practices and the impact the self-analysis had on their instructional decisions. Preservice teachers were instructed to use a video analysis tool (VAT) to identify an area of their practice, record themselves teaching, and interpret their practice. After viewing their first video, teachers chose a course of action and recorded a second video using the same lens (Rich & Hannafin, 2009). Rich and Hannafin (2009) concluded that teachers were able to recognize discrepancies between a video of their teaching and what they perceived occurred during a teaching incident and make appropriate adjustments to their teaching.

The use of guides to reflect on video has been studied in preservice teachers. Chamblin's (2016) study supported the use of the LENS strategy, which enhanced the quality of teachers' written reflection. The steps in LENS are: Learn, Expectations, Needs, and Spoke. During the first step, Learn, teachers reflect on what they learned from watching their video, big ideas and philosophical or theoretical connections that can be made (2016). The second step, Expectations, prompts teachers to analyze how expectations of themselves or students have changed after viewing the video. The third step, Needs, prompts teachers to reflect on the skills, knowledge, attitudes, and beliefs they need to bring to the observed situation. Lastly, Spoke prompts teachers to reflect on a part of the video that was thought-provoking (Chamblin, 2016). Teachers reflecting on video of their instruction using the LENS strategy produced deeper reflections that they related to their personal experiences.

The use of video models can help to improve the accuracy of preservice teachers' reflection. Baecher, Kung, Jewkes, and Rosalia (2013) studied the influence of video models on preservice teachers' self-reflection with two groups of preservice teachers enrolled in a master's degree program. One group was given video models with performance standard evaluation rubrics and the other group was given lesson descriptions and evaluation rubrics. The investigators determined that preservice teachers who viewed video models before using video for self-reflection felt more prepared to self-reflect than teachers who were given written descriptions (Baecher et al., 2013). Also, preservice teachers who viewed video models had self-ratings closely aligned with those of their supervisors. Baecher et al. (2013) concluded that introducing video models to early-stage preservice teachers before allowing them to video-record and reflect on their teaching reduces the inflation of self-evaluation scores.

Reflection does not occur naturally (Chalikandy, 2014) and it must be developed (CCSSO, 2013). Research on how to support teacher reflection is important for understanding how to improve teacher development. Investigating early childhood teachers' experiences with video-based reflection will develop a better understanding of how to support teachers during the video reflection process.

Providing Time for Professional Development Activities

While professional development has been shown to improve classroom instruction, providing time to engage in development activities is critical to teacher improvement. Investigating teacher professional development approaches, Bowe and Gore (2017) determined that teachers need time to collaborate and work together in order to identify and solve their problems.

Stemming from Master of Arts in Teaching (MAT) teachers' desire to reconnect with colleagues, their feelings of ineptness, and concerns regarding time to write curricula, the Summer Curriculum Writing Institute (SCWI) was developed and modified based on participant feedback (Allen, 2013). The goals of SCWI were "curriculum writing, teacher efficacy, connectedness, and teacher retention" (Allen, 2013, p, 78). Data sources were participants, curriculum units, and online sources (Allen, 2013). New teachers reported that having a sustained and focused time to collaborate and write curriculum was beneficial. Allen (2013) concluded, "quality curriculum development requires sustained periods of time when teachers can think deeply about issues of teaching and learning in relation to their own students" (p. 82). During this investigation, teachers were provided with enough time to allow them to fully engage in the process.

It is necessary to provide time for teachers to engage in professional activities. Pena and DeLeon's (2011) study showed teachers' reflections change with time. In groups of four, preservice teachers planned, taught, and video-recorded a lesson within their group. The Kelley-Robinson Rubric for Reflective Thought (Robinson & Kelley, 2007) was used to assess teachers' levels of reflection (Pena & DeLeon, 2011). The preservice teachers reflected on the lesson immediately after the lesson and two weeks after viewing the video clip. Pena and DeLeon (2011) found with the use of video, participants were able to target lesson features that were effective or not effective. They also found that reflecting on a lesson immediately after implementation and reflecting on the same video two weeks later showed that the depth of the reflection remained the same; however, the issues reflected upon were different (Pena & DeLeon, 2011).

Professional Development with Video

Research supports the use of video for reflection in professional development. The use of video cases with teacher pairs (Harford & MacRuairc, 2008; Rook & McDonald, 2012) and collaborative groups (Gonzalez & Skultety, 2018; Lofthouse & Birmingham, 2010; McCullagh, 2012; West et al., 2009) support learning communities (Borko, Jacobs, Eiteljorg, & Pittman, 2008) where teachers can reflect and discuss teaching strategies and student learning (vanEs, 2012).

Video can be used to promote teachers' focus on students' prior knowledge and thinking. Gonzales and Skultety (2018) investigated teacher learning during a two-year professional development program. Five high school geometry teachers from high-needs schools participated in a professional development intervention that utilized lesson studies, video clubs, and animation discussions. The teachers met monthly after school, for a total of 20 three-hour study group sessions. Teachers planned and taught a lesson on a given topic using their materials and materials provided by the research team. While teachers taught their lesson, a member of the research team video-recorded teachers' lessons. Teachers participated in video club discussions that used video clips. The findings showed that professional development facilitators played a large role in initiating and promoting teachers' discussions about student ideas (Gonzales & Skultety, 2018).

While video is used in professional development, an international survey of 208 teacher educators conducted by Christ, Arya, and Chiu (2017) indicated that video was used on average three times in each course. Of the videos used in teacher education courses, half were case studies and the next most frequent types of videos used were videos recorded for self-reflections. Videos used for self-reflection were used less than once per course (Christ et al., 2017). Peer- and professor-led discussions of video were also used (2017). The survey results showed that

teachers rarely created their own videos to use; the majority of the videos used were from the internet. Christ et al. (2018) suggest to encourage teacher educators to use video more often in their classrooms, promote the use of multiple types of videos, provide supports to encourage the use of video, and lighten teacher educator course loads.

Viewing videos of colleagues' teaching allows educators to see other classrooms and promote dialogue about curriculum (vanEs, 2012). Teachers reflect, identify problems of practice, and pursue their interests in video clubs (vanEs, 2012). Video clubs also promote collaboration through viewing videos of each other's teaching and the discussion and analysis of each other's practice (vanEs, 2012). During the analysis of transcripts from a video club that met monthly to review two clips from the teachers' classrooms as they implemented a new curriculum, vanEs (2012) found that, as meetings progressed, participants collaborated around each other's goals. vanEs (2012) determined that the use of video provided a platform to discuss the adoption of the new curriculum and gave participants actual samples of teaching to examine and discuss.

Blomberg, Sherin, Renkl, Glogger, and Seidel's (2014) research supports the use of video-based reflection with preservice teachers. The investigation of two university courses implementing a situative instructional strategy (SL) and cognitive instructional strategy (4C/ID) supports the notion of using specific intentional strategies for video reflection. Blomberg et al. (2014) describe SL as aiming to expose the learner to complex situations from the beginning and focusing on the social processes of learning, while 4C/ID utilizes video as examples of previously taught concepts, thus preventing the overloading of information, and does not emphasize social learning. The analysis of 28 preservice teachers' learning journals revealed that over a three-month period, SL participants were able to sustain their learning and reflection

through indirect guidance and social learning, while 4C/ID participants, who received more direct guidance, initially displayed expert-like reflections; however, those reflections were not sustained over time (Blomberg et al., 2014). The type of instructional strategy should be intentionally chosen to meet program goals and learner needs when reflecting on teaching practice with the use of video.

Utilizing video as a focal point for collaborative exploration in practice-based reflection has been used while exploring PDs. Borko, Koellner, Jacobs, and Seago (2011) found that PD facilitators can effectively guide teachers in examining instruction by selecting and utilizing relevant video clips, posing significant questions, and facilitating discussions. The use of video in PD can improve teacher instruction and enhance student learning by providing "a shared experience and [serving] as a focal point for teachers' collaborative exploration of the central activities of teaching" (Borko et al., 2011, p. 175). Borko et al. (2011) investigated the use of video from two math professional development programs, the Problem-Solving Cycle (PSC) and Learning and Teaching Geometry (LTG), which utilize contrasting approaches to video selection.

PSC is an adaptive math professional development model that utilizes activities that are customized to adapt to the local context. PSC uses video-recorded lessons to explore teacher instruction and student learning (Borko et al., 2011). In contrast, LTG is a highly specified math PD with a predetermined design sequence, learning goals, and commercially available support materials. LTG provides goals, lessons, video clips, and facilitator questions. The videos, which are a core component of LTG, are unscripted and minimally edited clips of classroom teaching that focus on both teachers' and students' experiences (Borko, 2011). Borko et al. (2011) concluded that video episodes must be intentionally selected and activities and discussions

should scaffold and foster the examination of critical portions of the video clips in order to support learning goals. The use of video in PD builds upon teachers' knowledge and fosters their ability to attend to and interpret what students say and do (Borko et al., 2011). This study provides evidence that utilizing video from one's classroom is more motivating than utilizing preselected clips; however, clip selection is limited by the quality of the video and lessons taught, and while preselected clips are high-quality and target specific content, the specific needs of a group may not be addressed (Borko et al., 2011).

Zhang, Lundeberg, and Eberhardt's (2010) investigation also provides support for video-based reflection. Zhang et al. investigated a professional development program for kindergarten through grade twelve (K-12) science teachers in which they were tasked to identify a problem of practice, develop a research plan, collect data for their research on their identified problem, and video-record their lessons to examine their practice. The teachers implemented their research plans in their classrooms and attended monthly small group meetings led by two facilitators to discuss their research (Zhang et al., 2010). Through the investigation, Zhang et al. (2010) found that watching their video multiple times enabled teachers to notice details of their teaching. Also, teachers' research questions about their practice evolved from general to more specific (Zhang et al., 2010). From their research, Zhang et al. (2010) concluded that video-recording their lessons helped teachers to reflect, change their classroom practice, and improve student learning (Zhang et al., 2010).

While viewing one's own or others' video of classroom instruction are both beneficial, research suggests that they have different effects on reflection. Kleinknecht and Schneider's (2013) investigation compared the reactions of 10 eighth-grade mathematics teachers viewing videos of their own and others' teaching through a computer-based environment. The

investigators wanted to determine the cognitive, emotional, and motivational processes involved while teachers were observing videos of their own or others' teaching (Kleinknecht & Schneider, 2013). The teachers in the study were divided into two groups, the Own Video Group and the Other Video Group. Teachers were paired so one teacher viewed his or her own video while a different teacher viewed the same video; both teachers were given the same follow-up questions to respond to. Kleinknecht and Schneider (2013) found that teachers viewing their own videos were less able to reflect on and consider different approaches to their teaching, focusing on describing and evaluating the teaching situations observed in the video. Teacher feedback from the Other Video Group, viewing the same video, contained more reflections and alternate strategies for dealing with perceived negative events (Kleinknecht & Schneider, 2013). Teachers who watched their own videos focused mainly on student actions (Kleinknecht & Schneider, 2013).

Supporting Video-Based Reflections

Professional development norms and facilitator skills are important aspects of professional developments including video. In their investigation of 17 certified elementary teachers who participated in 13 Project AIM Professional Development sessions and 20 whole group discussions, Dick, Sztajin, White, & Heck (2018) investigated professional development norms in mathematics, which can shape teachers' discussions about pedagogy (Dick et al., 2018). Teachers participated in learning tasks, which included watching videos of theirs and others' instruction, analyzing students' solutions to problems, examining classroom scenarios, and engaging in discussion. Teachers were asked to treat teachers sharing their practice with respect, use the videos for analysis and not view them as exemplars, describe what they see prior to evaluating, and provide evidence (Dick et al., 2018). Research by Dick et al. (2018) showed

teachers' discussion was mostly descriptive when discussing the teaching of others; they believed it was result of the norms they were given. Teachers were also more likely to provide teaching examples when discussing others' videos than their own. Dick et al. (2018) believed providing transcripts of others' video utilized in professional development gave teachers the evidence necessary for discussion. It is not easy for teachers to discuss classroom instruction; facilitators' training should focus on getting participants to think critically about what they described (Dick et al., 2018).

Research supports coaches, facilitators, and mentors helping teachers make connections in video-based reflections. Deaton (2012) conducted a yearlong, multi-case study of four elementary teachers' experience with the use of journals, a video of their teaching, the Video Analysis Tool (VAT), and a reflection framework. The goal of the research was to determine how the reflection framework influenced reflective practice (Deaton, 2012). Through her investigation, Deaton (2012) found that intentional engagement and support are needed to collect teaching evidence and develop reflection. Study results indicate that having a framework developed detail in teachers' reflections but did not promote critical engagement in their practice (Deaton, 2012). Teachers did not relate their reflections to content standards. The researcher concluded that teachers need coaching on how to make "connections among their teaching beliefs, their practice and standards for teaching and learning" (Deaton, 2012, p. 16).

Rich and Hannafin's (2008) research indicated that with the use of video reflection and feedback from mentors, preservice teachers can make adjustments to their practice (Rich & Hannafin, 2008). Investigators conducted a case study with 26 student teachers completing their 10-week student teaching cycle, using evidence-based decision support (EBDS) and the video analysis tool (VAT) to examine the impact of reflection tools used and feedback provided by

cooperating teachers (CT). Aspects of teaching to be analyzed and evidence to be collected were identified through a participant-developed plan (Rich & Hannafin, 2008). With the use of VAT, EBDS, and CT's support and feedback, the investigators initially found that student teachers utilized the VAT as they reflected on their teaching through video, but as they assumed more teaching responsibilities they relied more on feedback from their cooperating teachers (Rich & Hannafin, 2008). Preservice teachers reported benefitting most from the feedback of their mentors; however, CTs needed more guidance to provide appropriate direction for teachers (Rich & Hannafin, 2008).

vanEs, Tunney, Goldsmith, and Seago's (2014) investigation of two video-based professional development programs focused on how facilitators support teacher learning. vanEs et al. (2014) used a framework for facilitation of video that outlines four categories for video use: "Orienting the Group to the Video Analysis Task, Sustaining an Inquiry Stance, Maintaining a Focus on the Video and the Mathematics, and Supporting Group Collaboration" (p. 346). Both programs' underlying philosophy was that professional development for teachers should be focused and sustained over a period of time, which gives teachers an opportunity to examine their practice, and that programs should use video to focus on teachers' growing understandings of students' mathematical thinking (vanEs et al., 2014). The first group consisted of fourth- and fifth-grade teachers who participated in a yearlong school video club and met once a month to view segments of video from each other's classroom. The research team recorded and selected 10 math clips, which focused on student learning, to be used during PD in order to plan discussions. The second group consisted of middle and high school teachers who met for eight three-hour sessions over the course of a school year, also focusing on student learning (vanEs et al., 2014). The investigators determined that the framework served as an effective structure for

facilitators to use while guiding teachers with the use of video (vanEs et al., 2014). The investigators concluded that facilitators play an important role in facilitating discussions about video-recorded content and emphasize that simply viewing video-recorded lessons of one's teaching does not guarantee that reflection and learning will occur. Teachers need guidance from facilitators who can help them learn to analyze the content of their video recordings (vanEs et al., 2014).

The way support is offered to teachers during video-based reflection has also been the focus of research. Collet's (2012) examination of the gradual increase of responsibility (GIR) model, with three coaches and 46 pre- and in-service teachers completing literacy certifications over three semesters, supports the gradual tapering off of support. In this investigation, coaches provided support and feedback to teachers and gradually decreased support and feedback with time (Collet, 2012). Collet explained that "by modeling, making recommendations, asking probing questions, affirming teachers' appropriate decisions, and praising, coaches can provide scaffolding, which moves teachers toward interdependence and collaboration" (p. 5). Collet (2012) concluded that, with tapering support, teachers were able to positively alter their practices through the GIR model. Findings from this study show coaches' support and feedback is most effective when given within a teacher's zone of proximal development (Collet, 2012).

Summary

The United States has systems in place to support teacher professional development. Ongoing professional development and reflection are addressed in educational standards, and policy initiatives provide funding for ongoing teacher development. Change in classroom practice occurs when teachers reflect on an experience and are open to understanding the critical teaching incidents (Dewey, 1910), which leads to analyzing the incident, developing context-

specific strategies (Sandholtz, 2011), and implementing change (Neuman, 2013). Research on teachers using video-based reflection has implications for self-initiated or group professional development.

Video-recorded lessons have many uses in education, such as aiding in teacher self-reflections (Deaton, 2012) and supervisor assessments (Wong, et al., 2013). By using the tool of video recording in an intentional and purposeful way, teachers can undergo the process of reflection with the ability to see their actual teaching and provide more information than recalling a lesson without video evidence. Using video in the classroom has the potential to impact teacher reflection, learning, and improvement, which in turn will impact student learning. However, research indicates that time is necessary for reflection efforts to be successful.

CHAPTER THREE: METHODS

Overview

The purpose of this transcendental phenomenological study was to explore prekindergarten teachers' self-described experiences using journals to reflect on video recordings of their classroom instruction through journals, interviews, and focus groups. To do this, I explored prekindergarten teachers' experiences during an identified portion of their instructional time. Teachers planned and implemented lessons that were video- and audio- recorded. Lastly, teachers wrote reflections in a journal before and after watching their video, and I interviewed them about their reflection experience. After all teachers completed the journal reflection and interview process, they engaged in one of three focus group interviews. The following chapter outlines this study's design, research questions, setting, participants, and procedures.

Design

The design of a study is determined by what the researcher is studying and wants to know (Ary, Jacobs, Razavich, & Sorensen, 2006). Ary et al. (2006) explained that qualitative research stems from phenomenology, which emphasizes the importance of human behavior and the meaning those under investigation place on events that occur. A qualitative approach examines participants' social reality in detail. Qualitative research occurs in a natural setting, with the researcher as the instrument who collects data through multiple methods and analyzes the data through emerging themes (Creswell, 2013). Creswell (2013) explained a qualitative design uses a collaborative process of data collection, analysis, and intrepretation. Qualitative research is conducted when the researcher wants to understand participants' stories and perceptions through their voices (Creswell, 2013). The research question that guided this study sought to explore teachers' experiences in their own words: How do teachers describe their experiences using

journals to reflect on video recordings of their classroom instruction? The aim of this study, which aligned with qualitative principles, was to understand prekindergaten teachers' self-described experiences using journals to reflect on video recordings of their classroom instruction.

Phenomenology

To accurately investigate teachers' experiences using journals to reflect on video recordings of their instruction, a phenomenological design was employed. Phenomenology examines structured experiences ranging from perception, memory, and imagination, to emotions, desires, and social activity; these experiences involve a direct engagement with the environment and a participant's consciousness of the experience (Merriam, 2009; Smith, 2015). This transcendental phenomenological study aimed to report teachers' self-described experiences using journals to reflect on video recordings of their classroom instruction. A transcendental phenomenological design is constructed to preserve participants' perspectives by starting with the things themselves and going through the process of eliminating prejudgment in order to reach a transcendental state of openness (Moustakas, 1994).

Phenomenology, the study of a lived experience from the participant's perspective, was a term first used by Husserl (Smith, Flowers, & Larkin, 2009). Husserl explained that "natural knowledge begins with experience (*Erfahrung*) and remains within experience" (Husserl, 1931, p. 8). Phenomenology "involves a return to experience to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portray the essences of the experience" (Moustakas, 1994, p. 12). Husserl (1931) explained that phenomenology relates to all experiences and aims to establish not facts, but knowledge of essences (Husserl, 1931). He (1931) claims essence is what an individual reveals it is (Husserl, 1931). The individual essence

of an entity is concrete and has a spacio-temporal position in the real world (Embree & Nenon, 2012).

The object of essential insight is pure essence, or "eidos" (1931). The pure essence of the individual essence can exist in different places and times (Embree & Nenon, 2012). Husserl (1931) asserts eidos can be demonstrated in the data of experience, perception, and memory. "The individual essence of the individual can be put into idea" (Embree & Nenon, 2012, p. 238). Husserl (1931) explains that the essence of an entity can also exist in another individual. Husserl (1931) described phenomenology as a science that arrives at the essences through epoche/reduction. Phenomenologists start by investigating "the everyday world where people are living through various phenomenon actual situations" (Giorgi, 1985, p. 8).

Research Questions

The quest to obtain teachers' self-described experiences using journals to reflect on video recordings of their classroom instruction determined the central question and sub-questions of this study:

Central Question

How do teachers describe their experiences using journals to reflect on video recordings of their classroom instruction?

Sub-questions

1. How do teachers describe their teaching prior to viewing the video of their instruction?

2. How do teachers describe their teaching after viewing the video of their instruction?

3. What are teachers' thoughts regarding the use of journals to reflect on video recordings of their instruction?

Setting

The study sites in this investigation were prekindergarten classrooms that were part of private preschool programs located in eastern Pennsylvania. These sites were located in a large urban city with a population of 1.567 million people (U.S. Census Bureau, 2015). The programs had individual site directors and state-certified teachers. Each prekindergarten classroom had a maximum ratio of one adult for every ten (1:10) children in the classroom. The programs served an economically diverse population with families who self-pay tuition and qualify for state or federal tuition assistance.

The sites were selected to participate in this study because they had classrooms with state-certified prekindergarten teachers who had at least five years of teaching experience. Four early childhood professionals familiar with the prekindergarten programs recommended a total of eleven sites. I contacted the eleven prekindergarten programs using the Permission to Conduct Research at Study Site Letter (Appendix B). Of the eleven sites, five program directors agreed to allow access to their teachers, three decined to participate, and I received no response from three programs. I sent follow-up emails to the programs who did not reply and still received no response.

Participants

In phenomenology the participants or subjects of the investigation are considered co-researchers (Moustakas, 1994). A purposeful homogenous sample of lead prekindergarten teachers with a minimum of five years of experience was selected to participate in this study. Creswell (2013) explained that a purposeful sample can "inform an understanding of the . . . central phenomenon of the study" (Creswell, 2013, p. 156). Participants of a study should have the ability to offer a rich and personal account of an experience (Smith et al., 2009). A

homogenous sample is a purposful sampling strategy in which cases are selected because they have characteristics in common (Patton, 2015). The participants of this study were selected because of their capacity to share their experiences reflecting on video of their classroom instruction. Because teachers' abilities change (Slentz & Krogh, 2001) as they move through their career (Katz, 1972), I requested participation from state-certified prekindergarten teachers who had at least five years of lead teaching experience. A purposeful sampling procedure was used to identify sites with prekindergarten teachers who met the criteria of being certified with at least five years of lead teaching experience in an Eastern Pennsylvanian city.

A sample of thirteen prekindergarten teachers was selected as participants. Polkinghorne (1989) expressed "the number of subjects selected for phenomenologically based studies varies considerably" (p. 48). Vagle (2016) explained there are no magic numbers of participants; a phenomenon can be explored with one or two participants or 10 to 15. Creswell (2013) recommended a sample size in a phenomenological study range from three to 15 individuals who have experienced the phenomenon.

In order to obtain a minimum of ten participants, I compiled a list of private prekindergarten programs located in an eastern Pennsylvania city with certified prekindergarten teachers. Next, I enlisted the assistance of three instructional specialists and two field coordinators, who had knowledge of the prekindergarten sites and teacher certification status, to help identify study sites. The site directors of the recommended programs were contacted to seek program participation.

Procedures

The procedures for this investigation, which include conducting a field test of the instruments, obtaining IRB clearances and program participation and consent, conducting a pilot study, and conducting participant meetings and initial classroom visits, are described below.

Expert Review Instruments

After the research tools were developed, I conducted an expert review to establish the face validity of the questions contained in the research tools. Expert reviewers helped to identify potential problems with both survey questions and data quality (Olson, 2010). Face vaildity is a content-specific test of validity in which the researcher seeks feedback from those impacted by a research outcome (Gaber, 2012). Olson (2010) described that groups that review instruments can contain as few as two or three experts. The validity of the instruments, the representation of the content, the appropriateness of the instrument to the population, the comprehensiveness of the instrument, and the format of the instrument are all considered in determining validity (Radhakrishna, 2007). Ary et al. (2006) recommended seeking an opinion on whether they foresee any issues with the instrument. I used the expert reviewers' feedback to revise the content of the instruments to ensure face validity.

Changes Made to Instruments as a Result of the Expert Review. A panel of three early childhood experts reviewed and provided feedback on the Journal Reflection Guide, Face-to-Face Interview Guide, and Focus Group Interview Questions. The reviewers were instructional specialists who worked with local early childhood programs within the same district as the study sites.

After examining expert reviewers' feedback on the journal prompts, I made the following changes. One expert reviewer recommended removing journal prompt "What are your feelings

about how the lesson went?" because she felt it would be answered in another question. Instead of removing the question, I added it as a follow up question, in the event it was not answered. One expert reviewer suggested adding the question "What did you teach? How do you know the children were successful?" I added this question because it encouraged participants to reflect on student outcomes. The question "Why do you think it did not go well?" was added as a follow up question to the journal prompt "What are some things that went well? What are some things that did not go well?" To encourage deeper thinking, one expert reviewer suggested adding "Why" to the journal prompt "If you were to teach this lesson again, what would you do differently?" Another expert reviewer suggested collecting the lesson plans because many of them have a reflective component; however, some teachers may not use the reflective component on their lesson plan.

All expert reviewers felt that the interview was too long. One reviewer questioned if the interviewer had access to the journals. Considering this, instead of asking teachers questions repeated from the journal, I referred to the participant's journal and asked them to elaborate specifically on what they wrote, if needed. While this did not shorten the number of interview questions, focusing specifically on what participants wrote would give them an opportunity to elaborate on what they already wrote in their journal instead of repeating everything again. One reviewer suggested adding the question "Is there anything else you would like to add?" in case something was not shared in the journal. Question 14 was changed to "What do you believe would help you reflect more effectively on video of your instruction?" as a result of a reviewer's recommendation.

Expert Reviewer Profiles. The following early childhood professionals were recruited to review the instruments for this study.

Expert reviewer #1 (ER1) earned a B.A. in Psychology and a M.A. in Human Development. ER1 held certification in Early Childhood Education and has 11 years of experience as a PreK Head Start Teacher, one year of experience as a kindergarten teacher, five years as a Head Start Education Coordinator, and four years as an early childhood instructional specialist.

Expert reviewer #2 (ER2) earned a B.S. in Early Childhood Education and a M.A. in Curriculum, Instruction Technology and Education. ER2 has one year of experience as a kindergarten teacher, one year as a 3rd grade teacher, five years as a 1st grade teacher, and nine years as an early childhood instructional specialist.

Expert reviewer #3 (ER3) earned a B.A in Art History, an M.A. in Child Care Administration, and a Masters in Early Childhood Education. ER3 has six years of experience teaching preschool (three-year-old classroom), eight years of experience as a prekindergarten teacher (four-year-old classroom), and four-and-a-half years as a preschool mixed age (three- to five-year-old classroom) teacher. ER3 also has five years of experience as a 4th grade teacher, seven-and-a-half years as a child care center director, and ten years of experience as an early childhood instructional specialist. ER3 also worked for two years as an adjunct professor teaching Creative Arts: Early Childhood Learners.

IRB Permission, Program Participation and Consent

After IRB permission was granted, program Permission to Conduct Research at Study Site and consent were obtained from program directors (Appendix B). I communicated with individual program directors through phone calls, email exchanges, and individual meetings to discuss their questions about the study. The program directors and I identified study participants and developed a plan for data collection. I e-mailed fourteen prospective co-researchers the

recruitment letter (Appendix C) and met with them individually. During meetings with individual teachers, I discussed the study, answered any questions they had, and reviewed and obtained informed consent (Appendix D). I was able to obtain informed consent from thirteen teachers.

Pilot Study

To further establish face validity and reliability of the instruments and the procedure, I conducted a pilot study immediately after IRB approval was obtained. A pilot study was conducted to refine the tools and procedures (Creswell, 2013) that can develop, change, and strengthen quality and validity (Smith et al., 2009). The pilot study was conducted only to refine the tools and procedures for this study. The data from the pilot study was not included in the main investigation.

Two nonparticipant prekindergarten teachers from the participant programs engaged in the research protocol. This pilot test included the completion of consent forms, video recording a lesson, and completing journals, interview, and a review of the focus group interview protocol. After the pilot study was completed, I met with the pilot study participants individually to elicit feedback on the instruments and process. I revised my procedures and instruments based on feedback obtained after the pilot test.

A revision I made was to use the VoiceRecorder app for the interviews after one of my pilot study interview files was corrupted and could not be retrieved. Another revision I made was to only use the GoPro camera to record the classroom instruction after testing the equipment and finding the internal microphone sufficient. I also allowed teachers to operate the camera if requested.

Participant Meetings and Initial Classroom Visits

I met with each individual site director who agreed to allow me to conduct research at their site. After identifying participants that met the criteria of being certified with at least five years of teaching experience, I contacted prospective co-researchers through e-mail and followed up with a phone call to the director to meet with the proposed teacher participants individually.

Sensitivity to the context can be established in the early stages of the research process, putting participants at ease (Smith et al., 2009). Meeting with each individual teacher allowed me to establish a rapport with the participants and answer any questions or concerns they had. During the participant meetings, I discussed the purpose of my study, the data collection procedure, and obtained the teachers' consent to participate (Appendix D). In addition, I reviewed the Instructions for Participating in Video Recording (Appendix E) with each teacher. Initially, I sensed hesitancy from some of the potential participants, but after I explained the purpose of my study, thirteen of fourteen participants I contacted agreed to participate.

Parent Consent and Child Assent

While students' interactions during the lesson were included in the video, teacher instructional delivery was the focus of the video. Parent consent and child assent were not required for this investigation.

After program participation, teacher consent forms, and individual information meetings were conducted, I proceeded with data collection, which consisted of teachers writing reflections in a journal, viewing his or her own video-recorded lesson, writing post-video journal reflection, and participating in a face-to-face and focus group interview. The data collection procedures are described in detail later in this chapter.

The Researcher's Role

In qualitative research, the investigator is the "primary instrument for gathering and analyzing data" (Ary et al., 2006, p. 453). It was important that I engaged in *epoche*, or setting aside my ideas and biases, before beginning the study and during every stage of data collection and analysis. An important part of conducting fieldwork and data collection is the establishment of relationships with the participants (Bogdan & Bilken, 1998). As the primary instrument, I established relationships with the participants by meeting with them before visiting the classroom. I briefly worked with study sites in a non-supervisory capacity as an instructional specialist providing instructional support from the 2008 to 2012 school years and am familiar with the study sites' overall structure. I resigned from my position with the district due to moving out of state for military relocation.

Data Collection

A field-focused inquiry has the goal of descriptive data that give prominence to the participants' perspectives (Bogdan & Bilken, 1998; Fraenkel & Wallen, 2001; Johnson & Christensen, 2004). I video-recorded teachers' classrooms and collected data through multiple methods—a journal, a face-to-face interview, and a focus group interview—to gain an understanding of teachers' self-described experiences reflecting on video recordings of their classroom instruction using journals. Multiple methods of data collection (Johnson & Christensen, 2004; Stake, 1995) allow for the triangulation of the findings (Ary et al., 2006; Patton, 1990). Triangulation is accomplished by "corroborating evidence from different sources to shed light on a theme or perspective" (Creswell, 2013, p. 251). According to Davidson (2004), triangulation occurs when similar classed creatures engage in shared promptings, which can provide a standard against which responses can be checked. Prior to collecting data, a

pseudonym for each participant was assigned for organizing the data and to ensure confidentiality. I was the only person with access to teachers' identities, sites, and corresponding data.

Video Recordings

Video recordings capture events as they occur (Heath, Hindmarsh, & Luff, 2010) and can document details of teaching that audio recordings or interviews cannot capture (Harris, 2016). The first step of data collection was to video-record each teacher's lesson. The videos themselves were not analyzed in this study, but were collected to explore prekindergarten teachers' experiences using journals to reflect on video recordings of their classroom instruction. I used a Guerrilla Video Production technique during this investigation. A Guerrilla Video Production technique can be done either with a person moving around with the video recorder to capture the teacher and interactions, or with a stationary camera that is placed high and to the side of the classroom in order to capture both the teacher and classroom interactions (Fadde & Rich, 2010). The stationary technique was used for this research because I wanted the process of video-recording the lesson to be as discreet as possible. As Fadde and Rich (2010) emphasized, an advantage of recording with an elevated and out-of-the way camera placement is that children whose parents did not grant permission to be recorded can be placed outside of the range of the video, yet still participate in the lesson.

Kilburn's (2014) inquiry on the use of cameras for classroom research identified action cameras as more favorable recording devices than webcams or a digital camcorder because they include options for selecting wider angles to capture a larger group size. The use of an action camera also allowed for more discreet placement because it is smaller than camcorders. Creswell recommended testing all equipment for acoustics (Creswell, 2013). Teachers' classroom

instruction was video-recorded using a GoPro Hero 4 Silver Edition Camcorder. During the pilot study, camera placement and acoustics were tested and an external microphone was not needed.

As a nonparticipant observer, I helped set up the action camcorder 30 minutes prior to the teacher's scheduled lesson, while students were engaged in another activity. Recording was initiated five minutes prior to the planned lesson. Each lesson was planned in conjunction with the program's curriculum and lasted between 20 to 25 minutes in length, including the transitions. After the lesson was recorded, I removed the camera and set up the video to be viewed on a tv screen in a designated room where the journaling and interviews took place. Only teachers had access to view the video recording of their instruction.

Journals

Journals are a source of data, a written representation of the lived experience that can be used as a tool to promote interaction between the participant and researcher (Janesick, 1998). Journaling makes thoughts visible by putting them on paper and provides a "means of describing practice and identifying and clarifying beliefs, perspectives, challenges, and hopes for practice" (York-Barr, Sommers, Ghere, & Montie, 2006, p. 87).

Hatton and Smith (1994) explained that teachers need time and opportunity for reflection development. Teachers should reflect in a quiet place with uninterrupted time to focus (Allen, 2013). An initial journal reflection took place after the teacher completed the instruction of the planned lesson. Participants completed the Journal Reflection Guide after they taught their lesson. After the initial reflection was completed, the participant was instructed to view the video.

The Journal Reflection Guide was developed using the elements of the experiential learning cycle (Gibbs, 1988). The face and content validity of the journal prompts were

strengthened during an expert review of the instruments and pilot study of the entire research process.

Journal Prompts

1. Describe your lesson in detail. What happened during your lesson? What did you teach?

2. Were the children successful? How do you know?

3. What are some things that went well?

4. What are some things that did not go well? Why do you think it did not go well?

5. Is there anything you would like to add about your lesson?

6. If you were to teach this lesson again, what would you do differently? Why?

Journal Question One is classified as an experience and behavior question that is aimed at understanding what the participant has done during the lesson. Experience and behavior question responses express observable activities (Patton, 2015). This question seeks to address the description phase of the experiential learning cycle in which participants basically describe their experience (Gibbs, 1988). An interview should begin with a question that prompts the participant to recall a descriptive experience (Smith et al., 2009). Recalling the lesson helps the participant to focus on the lesson events and sets a timeline so that the participant can then make links in practice (Kolb, 2015) to aid in answering the subsequent questions.

Opinions and values questions "tell us what people think about some experience or issue" (Patton, 2015, p. 444). Journal Questions Two, Three, and Four are opinions and values questions and are aimed at understanding the participant's perceptions about the lesson. This question prompts teachers to express their opinion on their students' success during the lesson and specify strengths or areas needing improvement after viewing their lesson. Journal questions

three and four are part of the evaluation phase of the experiential learning cycle. Gibbs (1988) explained that during evaluation, participants reflect and make value judgments about an experience.

Journal Question Five is an experience and behavior question (Patton, 2015). This question seeks to find out if the participant wishes to add any other details about the experience. This question relates to the conclusion phase of the experiential learning cycle in which participants reflect on what can be determined from the experience (Gibbs, 1988).

Journal Question Six is an opinion and values question (Patton, 2015). This question prompts the participant to share what he or she thinks would change if given the opportunity to teach the lesson again. This question addresses the personal action plan phase of the experiential learning cycle (Gibbs, 1988). Gibbs (1988) explained that the personal action plan phase focuses on steps participants plan on taking to change their practice based on what they learned.

Teacher Views Video of Teaching

After the lesson, each co-researcher individually viewed the video recording of his or her teaching on a television screen in a private room. For privacy reasons, only the co-researcher's individual video was accessible. Paper and a pencil was provided if the teacher wanted to take notes. The Instructions for Reviewing Video Recording (Appendix G) was placed at the end of the journal. The co-researcher was given 30-35 minutes to view his or her video and had an opportunity to replay portions of the video, if needed.

Teacher Writes Post-Video Journal Reflection

Co-researchers added a reflection to their initial journal on a different page after viewing the video of his or her teaching. I instructed them to inform me when finished with the reflection process.

Face-to-Face Interviews

In qualitative research, the credibility of the research is dependent on the skills, competence, and rigor of the researcher who is conducting the fieldwork (Patton, 2015). An interview, the typical method of data collection in a phenomenological investigation, is an informal and interactive process that utilizes open-ended questions (Moustakas, 1994). The researcher may choose to develop questions to evoke the participant's descriptions of the experiences (Moustakas, 1994); however, an interview or topic guide is also appropriate to use, as sometimes participants share the whole experience (Aspers, 2009).

After completing each journal, the co-researcher participated in a face-to-face interview. Before beginning the interviews, I engaged in *epoche*. Each interview started with a social conversation to create a comfortable atmosphere. Moustakas (1994) asserted it is important for the researcher to create a safe and comfortable climate that encourages the co-researcher to respond openly, thoroughly, and honestly. Next, I asked the co-researcher to focus on the experience and then describe it in its entirety. At this point, the co-researcher can discuss any specific moments that were impactful or brought about awareness (Moustakas, 1994).

The interview questions guided, not dictated, the interview. The questions were designed to help prompt responses and allowed teachers to share their experiences. The face and content validity of the interview questions were strengthened during the expert review and pilot study of the entire research process.

Open-Ended Interview Questions

I am going to ask you to describe the process of reflecting on video of your instruction using journals. First, we are going to talk about your experience prior to watching the video of your instruction.

1. Describe what happened during the instruction of your lesson.

2. What were your thoughts or feelings about your lesson prior to watching your video?

3. In your journal you mentioned...went well. Can you tell me more about that?

4. In your journal you mentioned you could have done…differently. Can you tell me more about that?

5. Is there anything else you would like to add about your experience reflecting prior to watching your video?

Next, we are going to talk about your experience watching the video of your instruction.

6. What were your thoughts or feelings as you were watching your video?

7. What did you notice while watching your video that you did not think about or notice before watching your video?

8. What did you find helpful about watching a video of your instruction?

9. How could your experience recording or watching your video have been improved?

10. Is there anything else you would like to add about your experience after watching the video of your instruction?

Last, we are going to discuss your experience using the journal prompts for reflection after viewing your video.

11. Tell me about your experience using the journal prompts for reflection after viewing your video. Have you used journal prompts to guide reflection before?

12. Describe any benefits of using a journal after viewing a video of your instruction.

13. Describe how the process of using a journal while viewing a video of your instruction can be improved.

14. Besides journals, what do you believe would help you reflect more effectively on video of your instruction?

At the beginning of the interview, co-researchers were informed that they would be asked to think about the process of reflection they just experienced during the interview. The interview questions targeted the three stages of an experience: pre-experience, participation, and post-experience (O'Sullivan & Spangler, 1998). After teachers described their experience, if a topic was not covered or more detail was needed, the interview questions were used to obtain clarification.

"The preexperience stage refers to anything and everything involved prior to the actual participation in the experience" (O'Sullivan & Spangler, 1998, p. 25). I identified the pre-experience phase of this process as teachers' descriptions of teaching their lesson prior to watching the video of their instruction. Interview questions Two through Five focus on the pre-experience phase. Experience and behaviors questions focus on what "a person does or has done" (Patton, 2015, p. 444). Question one is an experience and behavior questions aimed at targeting the teacher's description of their lesson and what occurred during instruction.

According to Patton (2015), feelings questions "aim at eliciting emotions- *feelings* responses of people to their experiences and thoughts" (p. 444). Question two is a feelings question aimed at understainding teachers' feelings prior to watching the lesson. Opinions and values questions "tell us what what people think about some experience or issue" (Patton, 2015, p. 444). Questions three and four are opinions and values questions intended to uncover parts of the lesson the teacher felt went well and parts she felt she could have done differently. Question five gives the participant an opportunity to add anything else she would like to mention about the experience.

The second stage of the experience, the actual experience, is participation (O'Sullivan & Spangler, 1998). The participation interview prompts focus on teachers' description of their experience viewing the video of their instruction. Questions six through ten focus on the participation stage of teachers' experience reflecting on a video of their instruction using journals. Question six is a feelings question aimed at understanding the teacher's feelings as they watched the video of their instruction. When asking feelings questions, feeling-level responses or emotional reactions are being sought (Patton, 2015). According to Patton (2015), experience or behavior questions would have been observed if present. Question seven is an experience and behavior question aimed at understanding the teacher's experience watching their video and different elements they noticed about their instruction after viewing their video.

Question eight and nine are opinion and values questions aimed at understanding what teachers found helpful about watching the video of their instruction and how they believe the experience could be improved. Opinions and values questions reveal what a person thinks about an experience or issue (Patton, 2015). Question ten gives the participant an opportunity to add anything else she would like to mention about the experience.

The post-experience interview prompts target co-researchers' experience reflecting on their video-recorded lesson using journals. Interview questions eleven through fourteen target teachers' reflection on their video using their journal. Question eleven is an experience and behavior question designed to understand the teacher's experience using the journal for reflection after viewing the video of their instruction. Questions twelve, thirteen, and fourteen are opinion and values questions developed to understand the teacher's opinion on the benefits of using a journal to reflect, how using a journal can be improved, and what would have supported their reflection process.

I interviewed each co-researcher using a semi-structured interview guide after the participant completed the journal reflections. Participants were given the opportunity to discuss their reflection experience during the interviews. All interviews were audio recorded using the Voice Recorder & Audio Editor app by TapMedia Ltd. on the iPhone5 with an attached Comica CVM-V30 external microphone. A backup recording was made using an EVISTR Digital Voice Recorder L169-8gb. Interview audio data was transcribed. I listened to each audio recording and took notes after each interview. Then I listened to the interview a second time and edited the transcription. Member checks were performed by e-mailing individual interview transcripts to co-researchers to review three weeks after all data was collected. Participants were instructed to review transcripts and offer clarification or feedback. None of the participants offered clarification or feedback.

Focus Group Interviews

After all co-researchers completed their reflection process, they participated in a focus group. Focus groups are one way of gathering qualitative data through an informal discussion with a small group of people (Smith, 2015), where many voices can be heard at one time (Smith et al., 2009) and participants with similarities can offer a range of opinions in a group setting (Krueger & Casey, 2009). Smith (2015) explained that focus groups are guided by a facilitator and focused on a series of questions to engage participants in the discussion. The focus group gave participants an opportunity to elaborate on and discuss their experiences reflecting on video of their instruction using journals.

A good focus group size is four to five participants (Smith et al., 2009). Three focus groups were conducted with four participants in each group. Focus group prompts were modified after reviewing the interview transcripts; I followed up on items that needed clarification. During

the focus group I invited co-researchers to share their thoughts regarding using journals to reflect on video recordings of their instruction. The face and content validity of the focus group interview questions were strengthened during the expert review and pilot study of the entire research process.

Focus Group Interview Questions

1. Tell me about your experience reflecting on a video recording of your classroom instruction.

2. After teaching your lesson, how did you feel about how your lesson went?

3. How did your thoughts or feelings about your lesson change after you viewed the video of your instruction?

4. What tools or support could have made your reflection experience easier or more productive?

5. Would you reflect on video recordings of your lessons in the future? Why or why not?

The focus group questions were designed to allow participants to elaborate on content from the journals and interviews. Experience and behavior questions ask co-researchers to recall what ocurred (Patton, 2015). The first focus group question is an experience and behavior question and aims to initiate a discussion on participants' experience reflecing on video of their instruction. Feelings questions seek emotional responses to an experience (Patton, 2015). The second and third focus group questions are feelings questions. The second question asks participants to share their feelings about the process of reflecting on video of their instruction. The third focus group question aims to understand if and how participants' feelings about their instruction changed after watching their video. Opinions and values questions aim at

understanding what co-researchers think about an experience (Patton, 2015). The fourth and fifth focus group questions are opinions and values questions. The fourth focus group question seeks participants' opinion on the tools or support that have made reflecting on video of their instruction more productive. The fifth focus group question seeks participants' opinion on if they would use video of their instruction for reflection in the future.

Within one week after the last participant completed the video recording/reflection process, I led three focus groups with four participants in each group at a designated location. The focus groups were video-recorded using a GoPro Hero 4 Silver Edition Camcorder with an attached Comica CVM-V30 external microphone. The focus groups were also audio-recorded using the Voice Recorder & Audio Editor app by TapMedia Ltd. on the iPhone5. After the focus groups were conducted, I transcribed the focus group interview data.

Data Analysis

Analyzing data and drawing conclusions are the last steps of conducting a qualitative study (Fraenkel & Wallen, 2001; Wiersma, 1995; Heck, 2004). Rich data has detailed, thick descriptions (Johnson & Christensen, 2004). The data for this study were produced through participant journals, audio-recorded and transcribed interview sessions, and three focus group sessions. The data was organized, reduced, and interpreted by creating a description of the phenomenon within the data's context (Wiersma, 1995).

Transcendental Phenomenological Analysis

Following a phenomenological approach requires *epoche*, the ability to set aside one's knowledge, ideas, and beliefs about the phenomenon (Moustakas, 1994). Moustakas (1994) emphasized that one must be "completely open, receptive and naive in listening to and hearing research participants describe their experience of the phenomenon being investigated" (p. 22).

Epoche, or the bracketing of my ideas, was documented in a Reflective Journal (Appendix J) throughout the research process. The data for this study was analyzed using a phenomenological approach, which involved the following process that was applied to the journals, interview transcripts, and focus group transcripts.

Prior to analysis, I reviewed the data twice. The first review of data commenced immediately after each interview. I listened to each interview after it occurred and wrote notes in my reflective journal to prepare for the focus groups. After I listened to each interview, an initial transcription was created using the Voice Recorder App. The Voice Recorder App does a rough transcription of audio files. The second review of data occurred after completing participant transcriptions.

During the second data review, I reviewed the interview data in sets according to the focus group participation. First, I listened to and transcribed the first focus group; then I listened to the corresponding individual interviews a second time and refined individual participant transcriptions. Individual interview data was sent to each participant for him or her to review and offer feedback. After I reviewed and fully transcribed the data, I added individual focus group responses to the corresponding participant record. I approached the data in three sets in the order I conducted focus groups.

Horizontalization

The first step of analysis was listing and preliminary grouping or horizontalization. During this step, I thoroughly reviewed the interview and focus group transcripts and listed "every expression relevant to the experience" (Moustakas, 1994, p. 120). I initiated this first step of analysis during my third review of the data. I wanted to make sure I did not begin analysis

until teachers had an opportunity to review and provide feedback on the data and that I had a thorough understanding of teachers' experiences. All relevant expressions were taken from the main transcript and listed and preliminary grouped in a separate file.

Reduction and Elimination

The second step of analysis, reduction and elimination, was conducted "to determine the Invariant Constituents" (Moustakas, 1994). The preliminary grouping of each set of interviews and focus group data was reviewed to determine invariant constituents. Each identified expression was tested for two requirements: "a. Does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it? b. Is it possible to abstract and label it? If so, it is a horizon of the experience" (Moustakas, 1994, p. 120). At this phase of analysis, I reviewed and added to my list of potential labels that I determined during my initial focus group review and further reduced the data.

Clustering and Thematizing

Clustering and thematizing the invariant constituents was the third step of analysis. During this step the researcher will "cluster the invariant constituents of the experience that are related into a thematic label" (Moustakas, 1994, p. 121). I first reviewed potential thematic labels from my Reflective Journal. Then I clustered invariant constituents of the experience into a thematic label and identified them as the core themes of the experience.

Validation

The fourth step of analysis is validation or the final identification of the invariant constituents and themes by application. During this step, the invariant constituents and their accompanying themes were compared with the participant's entire record answering the

following questions: "(a) Are they expressed explicitly in the complete transcription? (b) Are they compatible if not explicitly expressed? (c) If they are not explicit or compatible, they are not relevant to the co-researcher's experience and should be deleted" (Moustakas, 1994, p. 120). Individual participant transcripts were reviewed, and invariant constituents and core themes for each individual participant's record were confirmed by answering these questions.

Individual Textural Description

Constructing an individual textural description of the experience with "the relevant, validated invariant constituents and themes" (Moustakas, 1994, p. 120) is the fifth step of analysis. This textural description included examples of direct quotes from the transcribed interviews (Moustakas, 1994). The sixth step of analysis is to create an individual structural description for each co-researcher "based on the Individual textural description and imaginative variation" (Moustakas, 1994, p. 121).

Textural-structural Description of the Experience

The seventh step of analysis was = to construct a "textural-structural description of the meanings and essences of the experience, incorporating the invariant constituents and themes" (Moustakas, 1994, p. 121) for each participant. The invariant constituents and themes will be compiled and a textural-structural description for each participant will be created using their data.

Composite Description

After all individual textural-structural descriptions were completed for each participant, a composite description of the meanings and essences for the experience was also developed to

represent the whole group (Moustakas, 1994, p. 121). All the themes from each co-researcher were studied to describe the experience of the whole group (Moustakas, 1994).

Trustworthiness

Lincoln and Guba (1985) explained that a researcher's ability to convince oneself and the audience that an inquiry's findings are worthy of notice establishes trustworthiness. Lincoln and Guba posit the following questions for investigators attempting to establish trustworthiness in a qualitative inquiry:

(a) "Truth value": How can one establish confidence in the "truth" of the findings of a particular inquiry for the subjects (respondents) with which and the context in which the inquiry was carried out?

(b) Applicability: How can one determine the extent to which the findings of a particular inquiry have applicability in other contexts or with other subjects (respondents)?

(c) Consistency: How can one determine whether the findings of an inquiry would be repeated if the inquiry were replicated with the same (or similar) subjects (respondents) in the same (or similar) context?

(d) Neutrality: How can one establish the degree to which the findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry and not by the biases, motivations, interests, or perspectives of the inquirer? (Lincoln & Guba, 1985, p. 290).

These questions can be addressed and trustworthiness established by ensuring credibility, transferability, dependability, and confirmability of the data (Lincoln & Guba, 1985).

Credibility

Credibility in qualitative research seeks to establish truth-value or confidence in the findings (Krefting, 1991). Lincoln and Guba (1985) suggest that using prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member checking can be used to ensure credible findings. By doing this, "investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented" (Shenton, 2004, p. 63).

Prolonged engagement and persistent observation develops trust between the investigator and participants (Creswell, 2013). This strategy allows the investigator to develop a familiarity with the culture of the participants (Shenton, 2004) in order to strengthen credibility. While I am familiar with the organization and some of the directors and teachers, I had not visited the sites in five years. Prior to actual data collection, I visited each co-researcher's classroom to become familiar with the classroom culture and establish my presence with the teachers and students. This prolonged engagement in the study sites with the participants helped to enhance the credibility of my findings.

Triangulation, or using multiple methods of data collection (Stake, 1995; Johnson & Christensen, 2004) to validate and crosscheck the findings (Patton, 1990), is another method of establishing credibility. Data triangulation (Ary et al., 2006), or investigating data from the three sources, will determine whether or not there is consistency in the findings (Darlington & Scott, 2002; Johnson & Christensen, 2004). In this study, structural corroboration was achieved by using data from co-researchers' journals, interviews, and focus group interviews. The convergence of themes in all sources of data collected in this study will support data credibility (Ary et al., 2006).

Member checking is the practice of providing the descriptions or themes derived from the data to the participants to solicit their views to ensure that their ideas and perceptions are accurately represented (Creswell, 2013). Participants should have an opportunity to expand or clarify what is represented in the data (Ary et al., 2006). At the conclusion of the second face-to-face interview, I allowed participants to clarify the data by providing them with their interview transcripts. It is important to ensure the participants' voices are accurately represented.

Dependability and Confirmability

Dependability refers to the finding's consistency or ability to be replicated under similar contexts (Lincoln & Guba, 1985; Shenton, 2004). The study should be reported in detail so readers will have a thorough understanding of how research was conducted and how the study can be replicated if needed (Shenton, 2004). The overlapping of methods, or using multiple methods of data collection, is a strategy that insures dependability (Shenton, 2004). Dependability can be improved through triangulation (Krefting, 1991). Shenton (2004) suggests developing a thorough understanding of the methods and their effectiveness by thoroughly detailing what was planned and implemented, documenting the details of data collection during fieldwork, and reflecting on the investigation process. While investigating prekindergarten teachers' experiences with the use of video recording for reflection, all planned procedures were detailed. I also documented insights, questions, or comments on the journal, interview transcripts, and focus group transcripts.

Confirmability is the process of taking steps to ensure that the participants' experiences and ideas are accurately represented and not the researchers' preferences (Shenton, 2004). Triangulation supports confirmability by reducing investigator bias; detailed descriptions of the methodology also help with confirmability (Shenton, 2004). During this study, debriefing

sessions and audio recordings were transcribed and reviewed in conjunction with notes taken on themes that emerge during the review process. The investigator conducted member checks to ensure participants' ideas were represented accurately. Keeping a detailed journal also helps to support and ensure credibility, transferability, dependability, and confirmability throughout the process of data collection and analysis.

Transferability

Transferability is the ability to apply the study's findings in other contexts (Lincoln & Guba, 1985). Transferability of findings can be determined when an investigator provides sufficient detail of the fieldwork's context, which enables a reader to decide if a situation or setting is comparable to another situation with which he or she is familiar, and whether the findings can justifiably be applied to the other setting (Shenton, 2004). While thick descriptions (Loh, 2013) of the situation allow comparison of data and determination of transferability (Krefting, 1991), the investigator should not suggest transferability inferences (Shenton, 2004).

I recorded details of the investigation with detailed memo writing. Memo writing is the recording of observer's comments (Ary et al., 2006). Memo writing provides reflection and recording of ideas immediately (Charmaz, 2006) through field notes, code notes, or theoretical notes (Ary et al., 2006). In my field notes, I recorded reflections, ideas, or feelings about the setting. I also took notes while each participant's video was being recorded, while reviewing the participants' journals, during and after each debriefing session, and during and after the focus group.

Ethical Considerations

Measures were taken to ensure confidentiality. In order to ensure video data remained secure, video-recorded lessons and focus groups were recorded and stored on

individual micro sd cards which were kept in a locked safe in the investigator's home office. Audio-recorded interviews and audio-recorded focus groups were stored on a password-protected external hard drive which was locked in a safe in the investigator's home office.

Transcribed journal entries, interview transcripts, and focus group transcripts were stored on a password-protected external hard drive. As per federal regulations, data will be retained for three years upon completion of the study. After three-years, the data will be destroyed by deleting all files from the micro sd cards and password-protected external hard drives. Only the researcher will have access to the data.

In order to ensure confidentiality, pseudonyms were developed for site locations and participants. A codebook with the pseudonyms was stored on a passord-protected profile on the investigator's laptop. While participant names can be deduced from the raw data (before pseudonyms are given), only the researcher knew this information.

Summary

This qualitative study employed a transcendental phenomenological approach, as the goal of this investigation was to reveal teachers' experiences with and perceptions of using video to enhance reflection. Data collected through video-recorded lessons, journals, interviews, and focus groups provided rich data that was analyzed to reveal prekindergarten teachers' experience using journals as a tool to reflect on video-recorded lessons. The results of this study have the potential to support the use of video for teacher development and to aid in the reflection process.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this transcendental phenomenological study was to explore prekindergarten teachers' experiences using journals to reflect on video recordings of their classroom instruction. In this chapter I provide a participant summary, present co-researchers profiles, and report this study's findings by addressing each research question and the themes derived from the journal, interviews, and focus groups.

Participants

Thirteen prekindergarten teachers with at least five years of lead teaching experience agreed to participate in this research. In addition to five years of lead teaching experience, co-researchers were recruited to participate if they held early childhood state certification. Although it is not a requirement to possess early childhood state certification in order to teach in prekindergarten programs in private programs in this state, recruiting certified teachers with at least five years of experience ensured that they possessed a certain level of both experience and training and met state certification standards. I sent a Recruitment Letter to Teachers (Appendix C) and met with fourteen prekindergarten teachers from five different prekindergarten programs within eight locations. Thirteen prekindergarten teachers agreed to participate and signed the Consent Form (Appendix D), and each co-researcher was assigned a pseudonym to ensure confidentiality.

Co-researcher Profiles

Sharon has 23 years of experience teaching high school, middle school, and prekindergarten. She originally taught high school French in Romania. She is state certified in early childhood and has taught at her current program for 13 years. Sharon is very kind, patient

and intentional about her work with her prekindergarten students. Sharon is fluent in French, Romanian, Russian, and English. All the students in Sharon's classroom speak more than one language and her language skills enable her to effectively communicate with her students and assist them in communicating in English. Sharon's positivity and desire to see her students succeed was apparent during my interactions with her. She spoke often of how proud she was of her students and her positive and professional relationship with her partner teacher.

Sheryl holds N-3 state certification and private school and special education certifications. She has been working as a teacher for her current program for 20 years as a pre-k and kindergarten teacher. Sheryl and many of the students in her classroom are multilingual. English is primarily spoken in the classroom; however, Sheryl assists students who are having difficulty expressing themselves in English. Sheryl's students were eager to share what they were doing with me, pointing to their work on the walls or bringing a toy over to me that was related to their animal unit. Sheryl promotes a positive environment and it was apparent as students showed pride in their classroom and their work.

Kathy has been at her current program for one school year; however, she has been teaching infants to pre-k for the past 13 years. She has an associate's degree and a bachelor's degree in early childhood education. She is N-4 state certified. Kathy is very animated; she facilitated class discussions, led songs, and read her story with enthusiasm. During our interview, she shared it was something she has been working on. Kathy was very interested in seeing how her teaching has changed from when she recorded herself five years ago. Kathy talked through her reflection process and considered how she could change her practice immediately.

Rose has been a teacher for 27 years and taught pre-k through high school and religious school. She holds K-6 and N-4 State Certifications and bachelor's degrees in elementary

education and history and master's degrees in elementary education and history. Rose was eager to share her experiences being video- and audio-recorded during her teacher education program and expressed looking forward to seeing herself on video. Rose believes that learning should be exciting and engaging and she plans her lessons to keep students interested and engaged. Rose shared that she enjoyed seeing students' enthusiasm while engaging in her lessons.

Jamea is state certified in N-4 and has taught pre-k and kindergarten for 10 years. She also has experience as a case manager for the Department of Human Services. When I met Jamea she was very welcoming. Jamea was eager to participate in the research and expressed she felt it was an honor and privilege to be considered to participate. Jamea's enthusiasm for her teaching and her students was apparent as she interacted with them and spoke about their work. While she had never been recorded before, she expressed being comfortable because it was the end of the school year and she was confident her students already knew the classroom routines and what was expected for them.

Tristen has been at his current program for 15 years. He holds a master's degree in special education and is state certified in pre-k-4 and special education. Tristen is very passionate about teaching and spoke of his students with a smile. Tristen is very enthusiastic and constantly thinking of ways to make learning fun and engaging for his students. While Tristen had no prior experience viewing a video of his instruction, he was eager to see his teaching and what he could learn from it.

Vicky has 6 years of teaching experience and is state certified in N-4. Vicky is very attentive and responds to her students quickly. She also has a witty sense of humor, telling small jokes and moving students along. While Vicky had never viewed a recording of herself, she was open to participate. When asked to participate she said, "You want to record me? Why not?"

Mark has 10 years of teaching experience and is state certified in N-4. Mark expressed not wanting to participate in my research when he received my initial e-mail. He said he felt nervous because it was something he had never done before. I met Mark during a classroom visit. His classroom was bright and organized and his students were engaged in activities at their tables as I spoke to him. After I met with Mark in person, he changed his mind about participating and expressed that he saw it as an opportunity to see his teaching.

Naomi has 18 years of teaching experience and is state certified in N-4. Naomi is enthusiastic about her teaching. She expressed being excited about planning her lesson and her students engaging in it. Naomi had prior experience using video to reflect on her teaching and she told me she wanted to observe a small group of students and their interaction in the video. Naomi mentioned having a challenging year and was hoping to see if a different strategy would help with some of the challenges. Naomi's pride in her students showed as she spoke of their accomplishments with a smile.

Janna has 6 years of teaching experience and has been with her current program for 2 years. She is state certified in N-4 and K-6 and has a bachelor's in elementary education with a concentration in early childhood and a master's in teaching and learning. Janna is very confident and intentional in her teaching. I could tell by the way Janna talked about her students that she is very organized and always observing and looking for ways to guide them through their interactions with each other.

Lori has been with her current program for 4 years and has 12 years of teaching experience in pre-k programs and 2nd and 4th grade. Lori is very enthusiastic about teaching her students. I could tell that she wanted her students to not only learn the content of her lessons; she

wanted them to enjoy their activity. Lori welcomed being video recorded, although she had never done it before, because she wanted to view her teaching and learn what she could do to improve.

Paulina has 17 years of teaching experience in pre-k classrooms. She is N-4 state certified and has experience in different programs in various communities. Paulina was very inviting and open to participate in my research. She was looking forward to seeing her teaching and what she could do better. Paulina said that if she is engaged with the children it is difficult for her to think about what she is doing. She values reflection and is always trying to find ways to reflect.

Jeanna has been a teacher for 32 years and has taught in a variety of pre-k programs throughout the state. Jeanna is N-4 state certified. Jeanna was nervous about being recorded but said she valued professional development. Jeanna is very passionate about teaching and takes care to prepare the materials she uses in her classroom. Jeanna believes that her lessons should be interesting and engaging. She said that if she is bored, she knows her students are bored also. If her students are bored, they will have a hard time learning, so she tries to keep her classroom engaging and fun.

Results

The first section under results will include a discussion of the themes that were identified from the data and the second section will address the research questions. The themes identified from the data included participants' feelings prior to participating in the study, initial thoughts after watching the recording of their lesson, reflections related to students, reflections related to teacher's practice, environmental distractions, reference to previous videos, journals, and ideas about support needed when using journals to reflect on video of teachers' classroom instruction. All quotes from co-researchers are presented verbatim, which included grammatical errors in speech and writing to more accurately depict participants' voices.

Theme Development

Data from journals, interviews, and focus group transcripts were reviewed and significant expressions were identified. Data was color-coded according to data source to differentiate data from journals, interviews, and focus groups. Expressions related to teachers' experiences using journals to reflect on video-recordings of their classroom instruction were identified in the three data sources and highlighted. After all relevant expressions were identified, they were rechecked for relevancy to the experience. Preliminary groupings identified during an initial review of data consisted of observations of self, ideas about students, and thoughts about classroom instruction (Appendix J, entry 6/13/18).

Preliminary groupings of the data were reduced and data not relevant to the experience was eliminated, leaving the invariant constituents. The invariant constituents were clustered and thematized. Ideas about being recorded, initial ideas about the video of their instruction, observations of students, observations of their practice, change in perspective after watching their video, environmental distractions, reference to previous videos, journals, and how to support the use of journals were the themes that emerged. The themes were then organized by research sub-question, which aligned with the phases of an experience: the pre-experience, experience, and post-experience. These themes are elaborated in the following section.

Prior to Participation. Teacher's thoughts and feelings prior to using journals to reflect on video recordings of their classroom instruction were shared as they discussed their experiences during their interview and focus groups. Only one teacher responded to my initial request to participate in the study. The following paragraphs discuss teachers' initial hesitancy to participate and their thoughts about participating after learning more about the research.

Hesitant to participate, but willing to be recorded after information about the research

was presented. Co-researchers expressed their reactions to being approached about the research

process. Some teachers were open to participating and some were initially hesitant. Out of the

fourteen teachers asked to participate, one declined. Co-researchers had different backgrounds

engaging in the video, journal reflection, and interview process. Eight teachers had no prior

experience being recorded and five participants had prior experience being video recorded while

teaching. Most of the eight participants who had no experience being recorded were hesitant to

engage in the process but were open to participating after our initial meeting.

Mark, who had no prior experience being recorded, had a strong reaction when he first

read the recruitment letter requesting participation in the research study. During the interview

Mark shared,

> I have never even done a recording. This is a first. When I first read the email, my
>
> thought was to almost immediately just put it out of my mind. I was pretty decided
>
> against it because I had never done it before and it made me feel a little nervous. But
>
> after you came and explained it to me, I realized it would be a good professional
>
> opportunity for me... I have never seen the way that I teach before…It seemed like an
>
> obvious and sensible professional step for me to see what I look like because I have never
>
> seen it before.

Thoroughly explaining the process was important to gaining participation. Tristen, who

had no prior experience participating in the video reflection process, said during the interview, "I

have not seen myself on video…I did not know what to expect. But after I read what this was for

I was interested in what it was about." After considering the process, he said, "I wasn't really

nervous about the recording aspect of it. As long as you know what you're doing, it's not an

issue." Jamea also had not recorded her instruction previously, but during the interview she said she immediately welcomed the process: "I was comfortable because it was a review lesson. The children already (knew) the concept of what was being taught and what was going to happen next because it's the end of the year." Being confident in her ability to manage the classroom and her students being used to the classroom procedures and routines impacted her comfort with being recorded. Jamea explained she would have been nervous if I had approached her in September, the beginning of the school year, because the students' ages range from three to five and "they haven't gotten in tune with the routine yet and they haven't been introduced to me and my partner. There would be a different kind of flow."

Rose, who had been recorded as part of her teacher preparation program, said during the interview, "The last time I had any sort of videotaping of myself was many years ago…when we were in training to be a teacher... It was mostly audiotape, but there was at least one videotape." Rose followed up during the focus group that she felt "much more relaxed compared to the original ones when I first started teaching and much more at ease and one with the children and silly with them." Naomi, who had also been recorded, had a different reaction. During the interview she said she initially felt "panic... It's been a challenging year for many different reasons. I've been trying to deal with a lot of stuff going on. Trying to handle stuff that I can't change. It's been a very challenging year. So, panic." Although Naomi had been previously recorded, the challenging behaviors in her classroom made her hesitant about participating.

Useful tool to examine their practice. Although teachers had different backgrounds and experiences participating in the video recording, journal reflection, and interview process, co-researchers expressed they felt it would be a useful tool to examine their practice. Having prior experience watching a video of her instruction, Rose shared during her interview that

participating in this process "would be great opportunity to see how I interact." While it had been over 20 years since Rose watched a video of her instruction, she remembered the things she needed to improve from her video. Rose recalled stumbling her words and saying "um" while she watched her student teaching video. Sharon expressed during the focus group examining practice over time could be done through video recording. Sharon said she would like to record a lesson "at the beginning of the year and record one at the end of the year to compare" how both teachers and students improve or are different.

Paulina had no prior experience being recorded. She expressed feeling intimidated about participating, but she always tries to reflect on her practice. During her interview, Paulina shared about reflecting on her lesson and her teaching: "it's hard if you can't look at it. If I'm engaged in it with them, I'm not on the outside looking. If I'm having it recorded, then I can eventually look and see what could be done better." Paulina "liked being able to reflect on the children and see where I need to change things up." She believed "all of this is going to be really good for me to think about next year and to see how to change things up and keep things fresh." Jeanna, who also had no experience with reflecting on video of her practice, expressed during the interview that "maybe [the video] will be something to help me when I get ready to do the lesson again." While she was initially hesitant, she decided, "I think it is a good tool to reflect on."

Initial thoughts. Teachers' first reaction to watching their video was that the video confirmed some of what they already perceived and shared in their journal. The confirmation was observed in teachers' consistency of responses in both the Lesson Reflection and Video Reflection Journals. Before watching the video, Sharon wrote, "Kids worked well in the group" and after watching the video, she wrote, "Students cooperate *[sic]* well." Tristen recalled in his journal before watching the video, "they were able to ask and answer questions during the story,"

and confirmed in his journal after watching his video, "the children were engaged and eager to learn." Initial ideas about teaching were also expressed during the interview and focus groups. During the interview, Lori talked about already knowing her students because it was the end of the school year and "a lot of what I felt like I already need to change, I noticed it immediately in the video." Jamea also shared during the focus group that she knew what to expect from the kids and was not surprised by their behavior "because the end of the year my children already know the schedule, they already know what's going on, what is expected of them."

During her interview, Sheryl shared that the video "reinforced" her initial perception about the lesson. After watching her video, she suggested how she could improve and shorten her lesson: "I shouldn't concentrate so much on each single child, when I need to teach the lesson." Vickie also felt the video affirmed what she perceived happened. During the interview, Vickie explained,

> When I watched the video, I thought, I was kind of right about that. I guess because I had a little bit of time to reflect before I did this and I knew in my head what went well and what I knew didn't go well, but then I could actually see it in the video. You watch it and think, that's what I have to do differently. That wasn't such a good idea.

Observations related to their students. As teachers went through the process of using journals to reflect on video recordings of their classroom instruction, they focused on their students. Teachers specifically discussed learner characteristics and group dynamics and individual students.

Learner characteristics. After teaching their lesson, co-researchers' descriptions of their experience focused on student behaviors and classroom interaction. Co-researchers described what they said and did during their lesson and how students responded. In addition to describing

their lesson in more detail than before they watched their video, teachers noted students' age and attention span as an explanation for adjustments that needed to be made to their lessons. Most teachers reflected that they should have shortened their lesson or integrated more movement into their lesson because students started to become disruptive or disengaged.

During the focus group, Paulina also talked about children's age and attention. "I have a lot of younger kids in my room and they always seem really fidgety on the carpet." In her journal, Kathy also mentioned her students' attention. Kathy wrote that "[the] children seemed to be getting antsy and needed to move. I feel the lesson may have extended beyond their attention span." In her journal Kathy also reflected on strategies to help improve her teaching: "If I could find a way to get them physically involved, they would be more mentally involved as well." During the interview, Lori said that "the kids were really engaged, but I think I just needed to have more movement on the carpet because some of mine get like a little restless...I have a lot of active children, which can sometimes make whole group carpet activities challenging."

Naomi reflected in her journal, "I don't think it went well because some of the children were talking to each other." During her interview, she recalled her lesson.

When we are reading the story, they seem to enjoy it. It was a funny story and then when it was time to start the activity, they were eager to participate in the beginning. Then everything started to change and I had children talking to each other, one that kept walking away hiding behind the easel. Then it was like little by little, they started to become disengaged. I knew a couple were gonna have a hard time with rhyming, but I think they're really good at rhyming. I'm not really sure why they were so disengaged. I'm not positive I don't know if having colored pictures would have been better or if I should've done a smaller group, that might've been better. I think having a smaller group

would've been better for this activity. Maybe not having as many pictures on the board, like I did. Maybe that was too much of a waiting for them… At the beginning, when I put it all together, I was excited because I thought it was gonna be really fun activity for them. I thought it would help to stay engaged and actually be a part of Circle.

During the focus group, which occurred one week after her video reflection process, Naomi shared her experience with her peers. "I knew I was uptight because the kids were not responding…Some of them started to act up a little... As soon as I was done, I thought, that was awful. I did not want to watch it."

In her journal Sheryl wrote, "I think the lesson should be shorter because children in this age has *[sic]* short attention spans." During her interview, Sheryl elaborated, "For this age, that's always my problem, for three-year olds, 15 minutes is more than enough." She also mentioned success with her strategy to reengage her students during the lesson in her interview. "When I saw that they are *[sic]* losing attention I tried to use more transitional songs and get them involved." She continued, "It went pretty well this time. Some other times it was very hard to redirect them. I was more prepared with the songs and with the different clapping or movement. I will definitely do it more with circle time." Sheryl felt the lesson "went very well because it seemed that they were interested in the topic." She believed that making the lesson shorter by narrowing the focus and working in small groups instead of the whole class would improve student engagement.

While focusing on her students' engagement, Rose reflected on a way to balance students' shorter attention span with being able to meet her lesson objectives. In her journal, Rose wrote that she believed "that they were sitting a bit too long. I was aware of the time but needed to give everyone an opportunity to make a prediction." In her interview, Rose shared that

"a couple of the students started to get a little itchy at that point because they had been still for a little bit." Rose wrote in her journal, if she were to teach the lesson again, "I would shorten the time when I was writing and would have students playing with the ball. Then I would go around and ask them each their thought on what they discovered."

Group dynamics and individual students. Because the co-researchers engaged in the research process during the end of the school year, they were familiar with their students and students were familiar with their regular classroom routines. Viewing the video of their instruction gave teachers the opportunity to look at their group dynamics and individual students. Teachers discussed group dynamics and individual students in their journals, interviews, and focus groups.

Group size was noted as important by most of the co-researchers. Naomi addressed grouping in her journal: "If I did this again, I think I would do small group (3-4 children). Large group (10 children) seemed to be too large for them." In her journal, Sheryl reflected, "Children at this age has *[sic]* a short attention spans" and a strategy for working with her students would be to "work in small groups [instead of] the whole class." During the interview, Sheryl discussed not spending too much time on one activity and moving from one activity to the other. "Read the book from the beginning… transition song… and a transfer to the small group activity."

Jamea explained during the focus group, "Some of my shy children were more interactive with the small group than the large group… because we had fewer students, more of my children interacted than they would in a larger group... Instead of being quiet and timid." Jeanna also had a smaller group than usual because it was a half-day. During the focus group, Jeanna shared, "They looked like they were the perfect group, like I just paid to have a group come in and sit there." She seemed surprised they were attentive "because in my mind they were energetic on the

carpet, but they came right over and sat down… I noticed watching the video, everything went smooth."

Not only did co-researchers address group size, they also talked about individual students. In his journal, Mark wrote about giving "volunteers a little more time to think." Mark wrote in his journal, "This could have given the volunteer a chance to identify their letter on their own other than listening to multiple peers calling out letter." While viewing his video, Mark was also able to observe individual students who normally do not participate. During the interview, Mark said he saw one normally quiet student "raising their hand to participate." Mark said,

I wish I would have seen that because I would have given them the opportunity. It is something I regret. One of them was someone who does not usually participate, but that shows he was interested and I wish I [would] have given him the chance, because when they raise their hand to participate and they don't get called on, that can make them not want to raise their hand in the future.

During the focus group, Kathy shared her strategy for focusing on quiet students and facilitating participation.

I keep a sensory ball sometimes when they are having a hard time focusing… When they have a question and I call them, I give them the sensory ball. It's their time to talk and they all want to hold the sensory ball so they all raise their hands. It even encourages the quiet, shy ones to raise their hands and have something to say because they want to have the sensory ball and because they are holding it, everyone knows they're talking, listening to them and its going to be your turn when we pass it on.

Jamea made an observation of a typically shy child: "This child who don't *[sic]* normally participate, she actually told me the whole story...She can't function more in a bigger group,

when we are all there. But when we are in a small conservative section, then she is responsive."

Vickie reflected on individual children she observed during the lesson. During the interview, she

described a boy who sometimes comes late and did not want to join her group. "He stood there

and walked away and kept coming back. But in the second group, he actually sat down the

second time." Vickie continued during the interview, "He is very quiet, so I have to pull an

answer from him. He just tends to be very quiet. Sometimes he'll give me an answer or

sometimes he will just shake his head for a response."

Some teachers observed group dynamics, others, individual students, and some were

intentional about what they wanted to see and placed chosen students accordingly. During the

interview, Naomi said she was intentional in her student selection for participating in the

recorded activity. "I know circle times I have a tendency to have difficult times with that just

cause I have things in my mind that I want to have specifically happen and sometimes it doesn't

happen. This particular group has been a challenge, so it's been more challenging than others."

As Naomi planned her lesson and grouping, she selected students to participate in her recorded

lesson. During the interview Naomi shared, "I picked some kids that I know typically have a

hard time. I wanted to see what they would do with this activity if it was a little smaller group of

kids." While intentional with her student selection, "They did exactly what they usually do. I was

kind of hoping that would change because it was a smaller group instead of large group, but it

didn't really change anything." In her journal, Naomi documented her observation of her group:

"The children seemed to become disengaged and very distracted." During the focus group Naomi

shared, "I think it was too long." Naomi said she would she change grouping and shorten her

activity. Vickie also addressed intentional grouping in her journal; she reflected, "I would

intentionally pick groups for different responses. I would shorten my time with each group and make sure I get an answer from everyone."

Observations related to their practice. As teachers used journals to reflect on video recordings of their classroom instruction, they focused on their practice. Teachers expressed having a positive view of their teaching after using journals to reflect on video of their classroom practice. Not only did teachers view their teaching more positively, they also expressed having a different perspective of what occurred in the classroom after their reflections. Lastly, teachers noticed things they wanted to change and behaviors they were not aware of.

Positive view of teaching. Whether teachers had positive or negative feelings immediately after teaching their lesson, after watching the video of their instruction, they felt positive about their teaching. Teachers identified parts of their lesson or instruction that were positive in their journals after watching their video and followed up their comments with examples of student behaviors. Teachers expressed their views of their teaching in their journals. Kathy wrote, "Some children were successful and others could use more practice. I know because they were able to retell the story, answer questions, and ask questions." Tristen also identified student success with the lesson in his journal: "I think the children were successful with the lessons. The children recognized sight words and retold parts to the story. During math the children recognized numbers and were able to guess the amount."

Teachers also expressed positive views of their teaching during their interviews and the focus groups. Sharon's reflections on video of her instruction using journals were framed by her prior experience reflecting on videos of her teaching during her undergraduate degree. She shared during her interview that it was difficult for her to watch herself on video the first time. During the focus group, Sharon talked about her first experience viewing herself on video: "I

cried, I wasn't happy at all." Sharon was encouraged after watching her most recent video. During her interview, Sharon said, "Honestly, watching this video made me very proud of me. This is the first time I feel so confident in myself...I'm so happy to see that I grow... This is a great experience for me."

Rose approached her reflection with confidence, as she had already watched a video of herself during her undergraduate degree. Rose shared during the interview, "you see things differently when you're watching it than when you're actually experiencing it." While watching the video of her instruction, Rose also observed the strategies she implemented that were successful. During her interview, Rose said, "I responded to everybody when they had something to say, so I thought that was good." During the focus group, Rose felt positive about her teaching and shared, "I succeeded. I am where I am supposed to be now, so I was happy."

Changes they would like to make to their lesson. As co-researchers reflected on the video of their instruction, they shared changes they wanted to make to their lessons in the journal, interviews, and focus groups. After reflecting on video of their classroom instruction, teachers were prompted to consider specific changes they wanted to make to their practice. Lori believes video recording is a great way to see your teaching. During the interview she said, "If I don't actually see myself teaching the lesson, there are lots of things that I probably missed that I don't get to see." Discussing her video, Lori shared her reflections and her goals.

When I was looking at the lesson as a whole, it just made me think about it, different

things that I was doing. Making sure I am reaching all of the different type of learners

that I have in my classroom and making sure I'm eliminating wait times. I think I gave a

little bit too much wait time when I had each child pass around their object. I thought,

maybe I should've done that in a different way because by the end, I could see that even though they were still engaged, I could see them becoming restless.

Paulina said during her interview she "liked being able to reflect on the children and see where I need to change things up." She believed "all of this is going to be really good for me to think about next year and to see how to change things up and keep things fresh." As addressed earlier, a change teachers wanted to make was the length of their lessons and group size. Sheryl wrote in her journal that she wanted to "make the lesson shorter" and "work in small groups." Another change that co-researchers wanted to address was getting students more engaged and active. In her journal, Rose wrote, "I believe that they were sitting a bit too long." In her journal, Kathy reflected on a solution to students sitting too long, which resulted in them becoming disengaged: "If I could find a way to get them physically involved, they would be more mentally involved as well." Sheryl reflected in her journal after her lesson: "This time I used more transitional songs to redirect children's attention when they were distracted." However, after watching her video she believed a specific change to her lesson would be to integrate singing with movement in her transition activity. During the interview, Sheryl said she believed by singing, "the children [will be] more involved in that so they will be concentrating on the transition… We are going to think of a strategy to get them more…physically engaged and just understand this is a transition and we need to go back to the topic—this is just their break." During the focus group, Tristen discussed using props to capture students' attention.

> One thing had I discussed was adding a puppet… I think they would respect the puppet more than listening to me…Make the puppet the center of that behavior, then the puppet will be there as a visual reminder so that they can respond to the puppet if someone 'calls

out.' I'm still teaching but the puppet is talking over here. I think it reminds them to take turns and not call out. I think props, especially puppets, are amazing to add.

Co-researchers acknowledged the importance of preparation. Jamea wrote in her journal that she did not recall other fruits during the class discussion. Jamea made a note in her journal to prepare "sticky notes" ahead of time with reminders of examples to assist her. After observing her video, Paulina felt she should have had her materials prepared. During the interview, Paulina shared, "I feel like I need to be a little more prepared. Have everything there." She continued, "I wasn't happy that I didn't have my papers ready and I had to get up and get it and come back. I have to work on it." While Jamea and Paulina observed things they did not have prepared prior to their lessons, Jeanna reflected on what she needed to have prepared to ensure her lesson proceeded smoothly. During the focus group, Jeanna shared that she made sure she was prepared for her lesson because it was being recorded. "Sometimes I may forget something. If I have to read a book, my glasses. But yesterday I had everything. Everything went smooth. I prepared for everyone to be there so I had extra pieces."

Teachers' behaviors. Teachers noted several things while watching the video of their instruction: mannerisms, body language, positioning, tone, volume, pacing, and timing. These observations also prompted co-researchers to reflect on their practice and how it impacted student learning.

In her journal, Kathy wrote, "I read the story with enthusiasm… I read the story using different voices, tones, volume levels, gestures, and expression to hold their interest and attention." While Kathy was intentional about her reading strategies to engage students, she discussed in the interview, "Before watching my video, I didn't think of how I appeared to the kids and how that can affect their attention… my hair was covering my face…and I would move

my glasses and fidget a little bit, kind of like they do." She said she asks students to "stop fidgeting, because the kids are moving around a lot, but you don't notice that you're doing it." During the focus group Kathy discussed her position and distractions in the classroom.

> When I was standing at the board, there were couple of kids that were sitting behind me and my back was to them and they couldn't really see the board and I couldn't really see them. So positioning yourself and the way you position your kids make a big difference in how well they pay attention and how much they get out of the lesson… I noticed that the placement of the children made a big deal. They all need to be able to see the board, see the book and the pictures. They need to be able to sit next to children who are not going to distract them. I noticed in the video, when I was teaching, they moved around a lot, and it was distracting to me, but I noticed when I was teaching that I was moving around a lot. I was fixing my glasses, I was moving my hair, I was crossing my legs back and forth. That was probably a distraction to them.

Pacing and timing are professional goals Jamea had identified and was working on. She wrote in her journal, "I felt that I rushed passed children's responses." During the interview, she elaborated, "Sometimes I feel like they say something, and I say okay, let's move on to the next topic… OK you think about it and then we'll come back." She said, "I did see it in the video and I did do it. So, I was like, you think about it and then we will come back to you." Jamea continued, "Sometimes I feel like I'm rushing through circle, so that's why I kind of say that." Other people in the classroom can also affect her lesson pace. During the focus group, Jamea mentioned, "there was *[sic]* people coming to the door and they were peeking in my window… I was in the camera multi-tasking." In the interview, Jamea also talked about how observers can

affect timing. "If someone was there watching, higher up, then I would have to make sure I was in that timeframe because we have to schedule."

In her journal, Janna noted, "More enthusiasm needed." During the interview, she elaborated, "I was thinking and people say this about me, I think I need more expression when I'm teaching." Mark also observed his expressiveness while watching the video of his instruction. During the interview he said, "I was paying attention to a lot of my body language and my facial gestures and the sound of my voice. My voice modulation." He explained during the focus group that his awareness of being recorded may have affected his tone.

> I noticed that some of my mannerisms and body language were a little flat, a little robotic. I think that was partly because I was aware I was being taped. I think I was just focusing on that. It just made me a little hesitant to be who I might usually be when I'm with my children when I'm not being videotaped.

A different perspective. The discovery of students being more engaged than perceived was expressed by many of the co-researchers. This was expressed in the journals, interviews, and focus groups. Viewing video of instruction can reveal parts of teaching that can be misinterpreted during the actual lesson. Naomi wrote in her journal, "I don't think it went well because some of the children were talking to each other, one went behind the easel and others asked if they could go and play instead of finishing our game." After watching her video, Naomi wrote in her journal, "It was more successful than I thought. The children stayed engaged longer than I thought. Although some talked to each other they were still listening." During the interview, Naomi shared an instance where she thought a child was being disruptive.

> It was funny because there was one little girl that turned to the person next to her and I thought she was talking but when I was watching... she was actually making faces about

what was happening in the story. Like surprised face, "wow, I can't believe she did that!" or she was touching him and she was pointing to the book, so I was like "oh, so this whole time I'm thinking she's talking to him about something completely different but she wasn't; she was totally engrossed in the story. I was like, "oh my gosh…" Now I feel bad because at one point I asked her to stop.

Rose also described her perception of her students' engagement before and after watching the video of her instruction during the interview. "I thought that they were a little more off-track when I was teaching it than what I saw in the video. In the video it didn't seem like they were off as much as I thought. It was good where I redirected them." Rose felt they were off-track because students were lying down, but after watching the video of her instruction she shared during her interview "they were still watching and still participating, they were just laying down…. still reading and looking and responding to things." During the interview, Janna shared that she was surprised that students were making more personal connections than she thought. "I thought I should've pointed out the connections more, but it was like all their connections were personal connections. They were making them on their own." During the interview, Tristen shared, "I think that students should be comfortable. I have a taller student who was sitting with one leg out and he started moving. Then it distracts another student. If he was comfortable to begin with, he wouldn't keep moving." Tristen also discussed student engagement during the focus group that "the students were engaged and active. A lot more engaged that I thought." He noted that a lot of time teachers focus on the way students are sitting. There is a belief that if students are sitting cross-legged, they are paying attention.

Mark observed in the video that children he felt were being disruptive were surprisingly engaged in the activity. During the focus group, Mark shared that while he was teaching, he

observed students talking to each other. "I was just focusing on that; I wasn't thinking about what it could be. When I was watching the video, I saw they were pointing to the story. They were reacting and responding to the story." Mark's perception of students' interactions with each other changed after viewing the video of his instruction. During the focus group, Janna also shared that after watching her video, she noticed students were more attentive than she perceived. "In my mind I thought they were moving and crawling over the place, and in the video, they were relaxed and sitting and very attentive. I was surprised by that." Lori shared during the focus group, "I wasn't sure if they were actually paying attention but after watching it, I saw their movement on the carpet doesn't affect their learning at all."

Paulina was surprised by students' engagement. During the interview, she shared, "I always think that I am messing up or not getting the kids engaged and they seemed to be much more engaged I though...It was very surreal. Very, very odd for me to be watching myself." Paulina talked about students' movement on the carpet. "I wasn't sure if they were actually paying attention, but after watching it I saw their movement on the carpet doesn't affect their learning at all." Reflecting on the overall experience: "I think I did really good and that was one of my shorter [lessons] and not in depth because of the situation. It would be interesting to see myself teach when I do a more in-depth circle time."

Environmental distractions. Environmental distractions were noticed as teachers watched the video of their instruction. Many were surprised as they heard the phone ringing or a knock on the door as they watched their videos. Jamea made a note in her journal: "Disturbances in the classroom. Door." During the interview she talked about "the calling on the phone…the knocking of the door. Those are the times when people are trying to figure out the count for lunch." In addition to the regular morning routines, "my partner came to check on me and one of

my therapists came and she wanted one of the kids." While there were many distractions during

the 20-minute video recording session, she made sure they were on task and she was happy she

"did have that capability to do it if I'm by myself. That I can multitask."

Naomi had watched video of her instruction in the past as she was preparing for her

teacher observation. As she watched her video for this process, she became aware of the

numerous distractions that occurred throughout her lesson. In her journal, Naomi noted there

were "a lot of distractions." Naomi wrote that she noticed the phone ringing, children entering

late, other teachers/support staff entering the room. "There were many distractions in the

classroom, so it was difficult for them to completely focus." She continued in her journal, "I

would actually change the amount of distractions in the classroom. Keep door closed so ringing

of the phone was not a distraction." Kathy talked about teaching through classroom distractions

during the interview.

> I didn't realize what Mrs. K [partner teacher] was doing during the story or what was
>
> happening during the story. Watching the video, I was like, "She was there?" Mrs. T
>
> [neighbor teacher] was calling me. I was so into the story. My focus was reading the story
>
> and what the kids were doing. I was oblivious to everything... I didn't pay attention to
>
> the phone.

Lori also shared that things in the environment, like the phone ringing, can distract a

lesson's flow. "Sometimes it is hard … because I am by myself. If they are really engaged in a

lesson and I have to answer my phone, they lose that interest, even if it is 2 seconds." While

there are some distractions that can be minimized, some environmental distractions occur and

still interrupt the flow. Janna noticed that "during the video one of boxes fell in the back of the

room and they all wanted to rush over to it and pick it up … that kind of like threw them off."

The teachers in one focus group agreed that phone calls and others entering the classroom interrupted their instruction. Jamea shared that while she was recording, "There were people coming to the door, knocking on the door, and peeking in the window." Rose added, "I didn't realize how many times the phone rings and someone knocks on the door. There was constant stuff going on." Kathy said, "It's hard to teach a full lesson and keep kid's attention with so many distractions and you have to keep answering the phone or the door or a teacher that needs something." I asked, "Did you ever think about that before?" Kathy said, "No." Tristen said, "I kind of knew before I did it, so I went around every classroom and was like, don't come into my room." Kathy shared, "In the morning meeting from 9 to 10 I put 'please do not disturb' outside my door. It happens all the time, but it shouldn't because they are learning and should be focused."

Reference to previous videos. All co-researchers who had previously been video recorded compared what they recalled from their previous video to the video they watched for this process, often noting how their teaching had changed. Participants expressed seeing improvement in their teaching.

Kathy had previous experience using video recordings to reflect on her practice. As part of her undergraduate degree, she recorded a three-minute video of her teaching. After watching her video, Kathy shared during the focus group, "After watching this, I improved a lot in read alouds, adding expressions, changing my voice, tones, interacting with the kids… I noticed I improved in my teaching…but there are things I can still improve and change, like timing. It makes a big difference."

Rose had experience watching a video of her instruction over 20 years ago and had not viewed another video until this experience. During her interview, Rose shared, "The last time I

had any sort of videotaping of myself was many years ago." Rose mentioned observing her growth by comparing her most recent video with the video she recorded for student teaching. During the focus group she shared:

> The first ones I did when I was student teaching. There was no comparison. The ones I did for student teaching, I was stumbling my words, I said "um" but I did not say that once this time, so I was happy. I was much more relaxed compared to the original ones when I first started teaching and much more at ease and one with the children and silly with them. All the things I remember talking to my professors about. I thought, all right, I succeeded. I am where I am supposed to be now, so I was happy.

Sharon previously recorded video of her instruction as part of her teacher certification program. Sharon shared she was not happy with viewing her first recording. During the focus group she shared, "I had this experience before and I watched my recording. I was crying and closed all the doors." While her first experience watching a video of her instruction was difficult, she agreed to participate in this research and was thankful for the experience because she was able to see growth. During the interview Sharon said, "I could see the big difference. I can see my experience. I think I grew as a teacher, compared to five years ago."

Reflecting on video of their instruction may have occurred only once, as few as five years to over 20 years prior to this experience, but the impact of viewing themselves was lasting. Teachers used their older videos as a reference point to view growth.

Journals. Journals were used to help document teachers' thoughts after they watched the video of their practice. Many teachers had experience writing a reflective journal during their undergraduate degree or teacher certification programs but did not use a reflective journal in their regular teaching practice. Tristen only used journal prompts during his undergraduate

degree for assignments in school, not in his regular practice. During the interview, Tristen mentioned, "This is the first time I used journal prompts to reflect while teaching." Tristen liked the prompts and said, "the journal prompts were helpful because they helped me to notice things I did not think about. They were straightforward and easy to follow and made me think." Jamea said in the interview, the journal "helped me to recall what happened during the lesson…It gave us an opportunity to expand. I would not have been able to write that on my own. It was a helpful guide." Sheryl shared in her interview: "the questions covered everything, it was very helpful."

While Rose did not use written journal reflections in her daily practice, she said during the interview, "It can help you reflect on things that went well and things that didn't go well. Things you can change and what you could improve upon and what you can do differently." Rose's journal after watching her video included more descriptions about students' reactions to the lesson than her initial journal. Rose described that her students were "interested," "excited," "loved participating," "had fun," and "enjoyed doing the actions." Rose referred to her journal during the interview and described her students' interactions during the lesson.

> When we were playing the game with the numbers, I really liked how they were so excited about telling me what all the numbers were. With the balls, I like how excited they were when we actually started predicting. They wanted to move on from predicting just to play with him so, what I said in my notes, instead of going through each of the balls, I could've just let them play and then gone around but that would've been a very different experience.

Sharon shared during the interview that she felt the journal was a useful tool to guide her reflection. She believed that "every single question reflects on everything that is included in the lesson. The questions help you to be specific and think about every single point of the lesson."

When I first discussed this research with Sharon and requested participation, she was concerned about the journal. Being a non-native English speaker, she requested having the option to take the journal home so she could edit her work. After I explained the journal was just to record her ideas and she could elaborate on her lesson during the interview, she seemed more comfortable and agreed to participate. Sharon's journal responses were short and direct; however, she also referred to her journal as she recalled her thoughts during the interview. An example of this was Sharon's response to the journal prompt, 'What are some things that went well?' Sharon wrote in her journal, "Kids worked very well in the group and individual. Kids know the alphabet. Kids know the sounds. Kids can blend syllables." During the interview, Sharon elaborated while using her journal as a guide.

> The students worked very well in the group. I like this because at this age it could be very difficult. I make them feel like a group. A lot of times I work in a group and they work like peers. After that they work well individually, too. I can see they know the letters, the alphabet. They are well prepared. They know sounds. Again, it's very important for the next step. Kids can blend the syllables. This is very important for this age. A few months after they started learning letters and sounds, I worked with them and teach them how to mix together [blend] and feel [the sounds] C-C-Cat they read and they try to put it in a syllable…This is a big step for me. This was my goal from the beginning of the year because I want them to be prepared for next step. They are going to the public school and the teachers are going to know we are here to prepare them well.

Ideas about supporting the use of journals to reflect on video of teachers' classroom instruction. As teachers reflected on the process of using journals to reflect on video of their classroom instruction, they considered elements that would make the process more helpful.

Teachers believed having feedback from others would be helpful. Co-researchers also believed identifying a focus or action steps would help to target their reflections. Lastly, co-researchers believed using journals to reflect on video recordings of their classroom practice more frequently would help teachers to become better at engaging in the process.

Feedback. While considering using journals in their practice, co-researchers agreed that feedback from a co-teacher or coach would be helpful in enhancing reflections. The co-researchers are all assigned a coach from the local school district to offer instructional support, and all but one teacher had an assistant teacher. Jamea shared during the interview, "We normally have coaches from the district. Constructive criticism from someone else. A peer or someone who has been through it. I love people's feedback. It teaches me how to grow and have a better skill." In her journal Jamea made a note: "tone and volume." Jamea elaborated during her interview that her tone and volume was something she had been working on with her district instructional specialist.

> My tone. Sometimes my tone can be harsh. My tone can be hard. My tone was more *[sic]*
> softer, but my tone also changed with the characters… I've been working on my tone
> since the beginning of the year. I can be really loud and really quiet and I can have that
> balance. Sometimes my co-teacher said, "I can hear you all the way in the office." I can
> have a big volume and a soft tone… At the beginning of the year I had the mother's tone.

Janna shared during the interview that she felt feedback from other teachers would be helpful. "It's helpful to have…somebody else's perspective and point of view but not in a critical [way]. Talk about the issues and think about how you would change." Sharon shared in the focus group that during her teacher certification program she worked with a colleague reflecting on her video, and that they "exchanged ideas and helped each other." She insists, "This is very

important, collaboration with between teachers. It is helpful to have the perspective of a professional who knows "what teaching means." Expressing the value of teamwork and working with her partner, during the interview Sharon said, "I think that would actually really help to have more eyes…We've worked together for ten years… I really respect her and we are a good team…If I am a successful teacher, it is a part of our teamwork…We support each other." Sheryl felt that communication with her team member would help in her reflection process. "It is helpful [to have] the other experienced teacher's opinion about the lesson."

During the focus group, Kathy shared, "I don't know how other teachers would feel about this. I would like to watch other teachers teach. To compare and give each other constructive criticism and also use some of the stuff other teachers' do." Kathy continued to share, "There is a lot to be learned by other teachers' watching and talking."

Focus and action steps. When considering how to improve the process of reflecting on video of instruction using journals, co-researchers believed establishing a focus for the recording would help to improve the reflection process. While not explicitly asked, in his journal Mark identified his lesson's focus and student objectives. "The lesson was about upper and lowercase letters. The book *Chicka Chicka Boom Boom* was read and children were encouraged to participate with the reading…Throughout the reading, attention was frequently brought back to upper and lower case letters." In his journal, Mark continued to reflect on his students and their engagement with the activities in relation to the lesson objectives. In his journal he wrote, "Some had a little difficulty identifying certain letters but most were able to differentiate between upper- and lower-case letters." Mark shared during the interview that he believed establishing a lesson focus would help the teacher to think about the lesson and not about how he or she "would appear on the video." During the focus group Mark suggested:

Having a personal goal for the observation. I was focusing on my children, the objectives for my children. I focused on my demeanor, but I didn't have a personal goal in mind for the lesson. If you are having a problem in the classroom, you could focus on that for the recording.

Janna agreed specifying a focus was important. In the focus group she suggested it would be helpful to think about, "When you are watching, what are you going to video tape for?" In her journal, Janna described what she did during the lesson but did not focus on lesson objectives. During the interview, Janna said, "I felt it was overwhelming because there was a lot happening… There's *[sic]* so many different aspects of the lesson. You want to think about how it was, maybe, academically." During the focus group, Janna suggested having a focus for the video: "Watching for socio-emotional [development] or questions or interactions with the kids… I felt it was overwhelming because there was a lot happening. Looking at it through 'no lens' was overwhelming." Janna also felt that establishing an action step after identifying things the teacher would like to change would enhance the teacher development process. During the interview Janna said, "You noticed this about your lesson…This didn't go well. What will be your next steps in future lessons? Not just to talk about, it but to think about how you're going to change it."

Timing. Teachers believed the timing of the journaling and interviews were important to enhancing reflection. Paulina liked reflecting in the journal immediately after her lesson or watching the video. During the focus group, Paulina said, "I feel the timing is important. Because if you have to wait, there is so much going on throughout the day that I know I am not going to remember [certain details]." During the focus group, Lori agreed that "timing is important. It would have to be right after." Jeanna also agreed during the focus group: "I am glad

you gave us the journal right after because I had all the ideas right in my head. If you asked me an hour later, I probably would have said, wait a minute... I felt more clear headed when I talked to you right away." Sharon shared in the focus group that discussing the lesson and video immediately after watching was helpful because she was able to remember "step by step, what the lesson was about and how the kids reacted. This was very helpful for me too. I think it is very important."

Frequency and experience. Teachers believed the frequency of recording, recording at different times of the day and during the school year, and different types of lessons would help them to improve their reflections. Vickie explained during the interview that it would be helpful to record different lessons or record at different times. "At the beginning, middle, and end, and the differences in behavior and interactions. That would be good too." Kathy expressed during the interview that an advantage of having multiple videos is teachers can compare lessons. She also believed more opportunities to use journals to reflect on video of instruction would improve the process for teachers: "I feel like the more you do something, the better you get at it. If I reflected every day or month or week that would improve." Sharon also supported the idea of recording at different times of the school year to specifically view student and teacher growth. During the focus group she said, "I really like the idea to record a lesson at the beginning of the year and record one at the end of the year to compare and see how kids improve and how we are different."

Research Questions Discussion

The central question that guided this study was the following: How do teachers describe their experiences using journals to reflect on video recordings of their classroom instruction? According to O'Sullivan and Spangler (1998), the phases of an experience are the pre-

experience, the experience, and the post-experience. Participants in this study described their experience using these phases. The following paragraphs outline the three themes that emerged from the data: teachers' descriptions and thoughts about themselves, their students, and their instruction. These themes also served to answer the central research question.

Teachers described what they observed about themselves as they engaged in the process of using journals to reflect on video recording of their classroom instruction. During the interview, one of the first things teachers discussed noticing was their facial expressions. Rose expressed during her interview, "You see things differently when you're watching it than when you're actually experiencing it." Kathy shared in the interview, "before watching my video I didn't think of how I appeared to the kids and how that can affect their attention and what they're doing." Kathy elaborated in the focus group, "I never noticed before that my hair was covering my face while I reading the story so my students couldn't see my face or my facial expressions that I was making as I was reading." Tristen also reflected on his facial expression and students' responses to him in his interview. "I think I could relay more in my facial expressions. My body language says a lot, but my face doesn't match… I could also see how students responded to me when my facial expression changed and then theirs does also. I want to do more of that." Naomi expressed in her interview that she felt nervous but was relieved when she saw the video of her instruction. "I did not look anxious which makes me happy."

Teachers also noticed their physical characteristics. Jeanna shared during her interview that she felt self-conscious about being recorded. "I'm glad I was sitting at an angle because every time I caught a glimpse of my face, I was like, ugh." Teachers also made light of seeing themselves on video. Jeanna described in the interview, "the first thing I noticed was my feet were so ashy. I had to look down because they looked like they were so ashy. I said, OK it's just

the camera." During the interview, Rose said, "I didn't like that my gray was showing because I need to touch up." Laughing, Jamea said, "I kept thinking this camera is making me bigger. I was thinking I need to go back to the gym." Tristen also had the same reaction during his interview: "I need to lose weight. (laughs) I need to work out. I have not seen myself on video."

Teachers also noticed their mannerisms, tone, and volume. Mark explained, "it was just a little strange because I never saw myself on video before. I was paying attention to a lot of my body language and my facial gestures and the sound of my voice. My voice modulation." Mark expressed that seeing himself on video "was helpful to see just the way that I appear with the children, how I interact with them. I am always wondering if my interactions with children are positive… helpful." Janna wrote in her journal, "more enthusiasm needed...I was thinking, and people say this about me, I think I need more expression like when I'm teaching. I'm kind of mellow and even…I was just like, OK like show some emotion." Rose said during the focus group, "I thought I was very loud. I am very loud." During the focus group, Jamea expressed she noticed her "tones and volume... changed from a harsh tone to a softer tone." Naomi shared, "As soon as I was done, I though, that was awful. I did not want to watch it. This is gonna be embarrassing. But after I watched it, I thought, it really is not that bad."

Teachers described what students did and said during the recorded lessons. Janna described her perception of student engagement: "I thought they were all over the place, like they were antsy and stuff. But really, they were fine; they were attentive." Tristen said during the interview, "I believe the children were successful because they were able to ask and answer questions. Jeanna shared that "the children seemed like they were actually were really, really engaged and they really liked it." In her journal, Sheryl reflected, "Children were very active they were answering most of the questions being asked."

Teachers also reflected on their instruction and changes they wanted to make to their lesson as they used journals to reflect on video of their instruction. Jamea shared in her interview, "every day I reflect how can we do things… I constantly reflect." Jamea said watching the video allowed her "to see where my strengths and weaknesses are. It allows me to see what my children are doing and if they're engaged." In her journal, Sheryl wrote that she believed the length of her lesson should have been shorter because of students' age and attention spans. She would plan to teach the lesson in "short parts and maybe work in small groups [rather] than the whole class." Jamea said in the focus group, "I noticed a difference between a large group and the small group. Some of my shy children were more interactive with the small group than the large group." Tristen considered students' seating during his interview: "I looked at the children, because nothing drives me more crazy *[sic]* than when they don't sit… So, after I watched the video, I realized that maybe they're uncomfortable." Tristen reflected in his interview that he should allow flexibility with seating. "I realize that it is fine, you can sit on the carpet, you can stretch your legs out. You don't have to sit crisscross applesauce… That is one of the things I did notice." The central question for this study was answered as teachers shared their thoughts about themselves, their students, and their instruction. Next, the sub-questions will be addressed.

The first sub-question explored the pre-experience, or teachers' descriptions of their teaching prior to viewing the video of their instruction. Sub-question two explored teachers' experience, or the viewing of their video and using journals to reflect on their instruction. Sub-question three explored the post-experience, teachers' ideas after participating in video-based reflection. The findings from the data related to the sub-questions are presented.

Sub-question one. How do teachers describe their teaching prior to viewing the video of their instruction? Sub-question one explored teachers' initial journal reflections and interview

responses after teaching their lesson and prior to viewing the video of their instruction. After teaching their lesson, teachers reflected on their instruction using a journal, and then expressed and elaborated on their ideas during their face-to-face interview. As they described their lessons, teachers discussed their lesson objectives and procedures, classroom practice, students' characteristics and behavior, and student learning.

In their journals, co-researchers were instructed to "Describe your lesson in detail. What happened during your lesson? What did you teach?" Teachers' described their lesson by focusing on their lesson objectives and what they planned to do to meet those objectives. An example of this was Rose's journal entry: "My lesson was about different types of balls and how we use them. I taught what helps balls to bounce well through hands on experience." Teachers also shared their reflections on their lessons' success. Paulina reflected in her interview, "I think that the main core of circle time went well… I feel it went well because they all participated, even the younger ones who didn't know. They seemed they were trying."

Teachers also described their teaching by identifying difficulties and successes they were having related to their classroom practice. Naomi shared in her journal, "I know circle, times I have a tendency to have difficult times with that just cause I have things in my mind that I want to have specifically happen and sometimes it doesn't happen." Not only did teachers identify difficulties they were having in their classroom practice, they also reflected on things that went well during their lesson. Kathy shared during her interview, "They seemed very interested in the story, especially with me changing my voices…That held their attention and they seemed to enjoy the story." Lori did not have a teaching partner at the time.

Students' characteristics and behaviors were elaborated on as teachers described their teaching. Classroom dynamics are influenced by students' characteristics and behaviors impact

how a teacher approaches a lesson. Many teachers discussed their students' age and attention span. Janna also noticed that her lesson may have been too long for her students. In her journal, she wrote, "I felt it could've been cut a little bit shorter because there were more pages than there were children. They started to get antsy and they get upset of like somebody has two turns and they only got one." During her interview, Lori shared that she observed her students were learning, although they were moving around. "The kids were really engaged. It's so funny because even when they're all, like, fidgety on the carpet and like moving anywhere, they were really engaged in the activity."

Teachers also shared evidence of student learning that occurred as a result of their lesson. Tristen wrote in his journal, "During the lesson the children were engaged and everyone participated. I believe the children were successful because they were able to ask and answer questions during the story review. During the math activity the children counted and recognized numbers." Jeanna noticed that students also worked cooperatively: "They helped each other. They didn't laugh. One girl, she put her airplane in the water and they were quickly trying to help her."

Sub-question two. How do teachers describe their teaching after viewing the video of their instruction? Sub-question two focused on co-researchers' experiences after viewing the video of their instruction. After viewing their video, teachers reflected in a journal and immediately participated in a face-to-face interview. Within one-week, teachers also participated in a focus group interview. Teachers described lesson objectives and procedures, classroom practice, students' characteristics and behavior, and student learning as they did prior to viewing their video. However, after viewing the video of their instructions, teachers also discussed changes they wanted to make, environmental distractions, and observations that surprised them.

Teachers described their teaching by discussing what they did, what went well, and what changes they wanted to make to their teaching practice as a result of reflecting on video of their classroom instruction. One main change teachers wanted to make based on the reflections of students' engagement was the length of their lesson. Sheryl reflected on the length of her lesson during her interview: "I'm planning to make it shorter. In my opinion, it went too long. For this age… 15 minutes is more than enough." Sheryl said she wanted to make this change because she observed that "they were not concentrating as they are supposed to be, as they were in the beginning." Kathy also talked about student engagement in her journal: "The children seemed to be getting antsy and needed to move. I feel the lesson may have extended beyond their attention span." During the interview, Kathy reflected on what she could do to capture students' focus: "After the story they were already done. They really needed a brain break, a visual aid, or something different." During the focus group, Janna shared that she felt she could be more animated. "It is definitely something I can improve upon. Getting more excited about asking them questions… When I am asking them questions, I am more flat."

After viewing their video, teachers described noticing many environmental distractions occurred while they were teaching. During the interview Jamea shared, "I didn't like a lot of the disturbances." She specified that the phone ringing and people knocking on the door to pull children out of class or to get information were observed in her video. Some teachers anticipated distractions might occur while they were recording. In anticipation of distractions during her morning meeting, Kathy shared, "from 9-10, I put 'please do not disturb' outside my door. It happens all the time, but it shouldn't, they are learning and should be focused."

After viewing the video of their instruction, co-researchers described interactions that surprised them. In her journal, Naomi shared she did not think her lesson went well because there

were "a lot of distractions" and "children were talking to each other." Naomi's view of her teaching changed after viewing her video: "It actually went a lot better than I thought… They were engaged more than I thought they were." In her journal, Janna wrote that she wanted to "encourage text connections." She shared during her interview, "I was surprised. I thought I should have pointed out more but it was like all their connections were personal connections… they were making them on their own." Tristen was surprised when he viewed the video of his instruction. In his interview, Tristen shared, "My body language is expressive, but my face could be more expressive… I wonder why students sometimes don't get my jokes." During the focus group, Tristen shared, "A lot of times the face don't *[sic]* match the body movement. I wondered why sometimes I would make a joke in front of my children and they would look at me, kind of hesitant to smile till I put a big smile and they smile."

Sub-question Three. What are teachers' thoughts regarding the use of journals to reflect on video recordings of their instruction? Sub-question three explored the post-experience, or teachers' thoughts regarding using journals to reflect on video of their teaching. Teachers felt journals were a useful tool for helping them reflect on their practice. Kathy referred to her journal as she recalled her experiences during the interview (Appendix K). After teaching her lesson, Kathy's journal included more detail than her journal after watching her video; however, the journal after watching her video included additional details she did not notice before viewing her video and reflections about what she should have done differently. Kathy reflected on the benefit of using journals during the interview.

> The main benefit of journaling for reflection after watching a video is retaining information because you're thinking of something in the moment and it just goes and doesn't come back to you. So, when you reflect, when you write something down, it is

more likely to stay in your mind and become an action other than just the thought. The

practice of writing it down helps think it and do it rather than to just being a thought and

it goes away- then your lesson improves.

Lori shared during the focus group, "I really liked the journals, especially the prompts,

because I felt I would have just written anything." Vickie shared during the interview, "I

definitely think it's a good learning tool for teachers." While she never chose to do a reflection

on her own, Vickie sees the value in writing a reflective journal. During the interview, Vickie

said, "I think it's helpful... You basically describe the lesson, what did you teach, what went well,

what didn't, what do you want to add, what you would do differently."

Summary

This chapter reported pre-kindergarten teachers' experiences using journals to reflect on a

video of their instruction. This chapter described this study's co-researchers and presented the

findings from their journals, interviews, and focus groups. Themes from the data included

participants' feelings prior to participating in the study, initial thoughts after watching the

recording of their lesson, reflections related to students, reflections related to teacher's practice,

environmental distractions, reference to previous videos, journals, and ideas about support

needed when using journals to reflect on video of classroom instruction. The research questions

were also addressed using co-researchers' voices.

CHAPTER FIVE: CONCLUSION

Overview

Video-recorded lessons support teacher development by helping them develop self-awareness of their teaching practices (Laycock & Bunnag, 1991). Using video improves the accurateness of reflection on teaching practice (Baecher, Kung, Jewkes, & Rosalia, 2013). Reflection positively impacts professional growth and development (Rodman, 2010; Scott et al., 2013) and is a professional teacher standard (CCSSO, 2013, McCullagh, 2012). While research supports using video-recorded lessons as a tool for teacher reflection, there is a lack of research on teachers' self-described experiences reflecting on video recordings of their classroom instruction using journals. This investigation will help to fill this gap in research.

Reflection was defined as thinking about one's practice (Dewey, 1910) to improve instruction and student learning (Zhang, Lundeberg, & Eberhardt, 2010). This study was framed in Kolb's (2015) experiential learning theory, Knowles' (1988) theory of andragogy, and Schon (1987) and Dewey's (1910) theory of reflection.

Data was collected from 13 co-researchers utilizing video recordings, journals, interviews, and focus groups. Teachers identified a time of day and lesson they would like to use for the reflection process. After teachers taught their lesson and watched their videos, they reflected using the Journal Prompts (Appendix E). Interviews were conducted using an open-ended interview guide (Appendix G). Twelve participants attended three focus groups, with four participants each group. Focus groups were conducted using the Focus Group Questions (Appendix H).

The purpose of this transcendental phenomenological study was to explore prekindergarten teachers' experiences using journals to reflect on video recordings of their

classroom instruction. This chapter reports: (a) summary of findings, (b) a discussion of theoretical and empirical literature, (c) theoretical, empirical and practical implications, (d) delimitations and limitations of this study, (e) suggestions for future research, (f) and conclusion. In this chapter, literature on the use of video and reflection are cited as they relate to this study.

Summary of Findings

The analysis of data from journals, face-to-face interviews, and focus groups were reported in Chapter Four. Co-researchers' quoted statements produced the following themes. The first theme related to teachers' experiences prior to reflecting on video of their instruction using journals. Teachers were hesitant to participate but willing to be recorded after information about the research was presented because they believed the process would be a useful tool to examine their practice. The next theme derived from the data was teachers' initial thoughts about their practice after viewing their video. Teachers' reflections related to their students and their practice were discussed. A different perspective on their teaching and environmental distractions were themes that emerged after teachers viewed the video of their instruction. Teachers who had previous experience viewing video of their instruction referenced their previously recorded video while reflecting on what they viewed in their current video. The last theme teachers discussed was their experience using journals to reflect on their video recorded instruction.

The data also provided responses to the central question, which focused on teachers' experiences examining video recordings of their classroom instruction using journals. The first sub-question explored teachers' reflections immediately after teaching their lesson. The ideas expressed in their initial journal entries and interviews Descriptions of lesson objectives, procedures, and students' characteristics and engagement were expressed in initial journal entries and interviews. Sub-question two explored teachers' ideas about their instruction after viewing

their video. In addition to describing their lesson and student engagement in more detail than in the previous interview, teachers emphasized changes they wanted to make as a result of viewing their teaching, environmental distractions, and observations that surprised them. The last sub-question explored teachers' thoughts using journals. Teachers felt journals were a useful tool in helping them reflect on their classroom instruction.

Discussion

The theories that informed this study were Knowles's (2015) theory of adult learning or andragogy, Kolb's (2015) experiential learning theory, and Dewey (1910) and Schon's (1987) theory of reflective practice. Knowles's theory of andragogy addresses the characteristic of the adult learner, which is influenced by an individual's experiences (Knowles, Holton, & Swanson, 2015). In his experiential learning theory, Kolb (2015) acknowledges that learning does not only occur through formal education; important learning experiences occur in the work place. Dewey's (1910) theory of reflective practice frames this study, as teachers' experiences using video for reflection is the investigation of this study (Schon, 1987). These theories in relation to the findings of this study are described in the following paragraphs.

Theoretical Literature

Theory of Adult Learning. The assumptions of andragogy are (a) the learner's need to know, (b) the learner's self-concept, (c) the learner's prior experiences, (d) the learner's readiness to learn, (e) the learner's orientation to learning, and (f) the learner's motivation to learn (Knowles et al., 1988). These principles of andragogy were demonstrated through participants' responses as they described their experiences reflecing on video of their instruction using journals.

The learner's need to know (Knowles et al., 2015), or a co-researchers' need to understand the reasons for learning a new task or skill, was demonstrated as teachers were first approached to participate in the research. Initially, of the fourteen participants contacted through email with the Recruitment Letter to Teachers (Appendix C), only one participant replied to my recruitment letter. Referring to the Reflective Journal (Appendix J), it was not until I met with teachers individually and explained the purpose of the study that I was able to recruit thirteen co-researchers. They expressed interest in participating because they saw that involvement in the research would also provide an opportunity for them to view their teaching and possibly learn something from the experience. This was demonstrated during Mark's interview when he shared, "I have never seen the way I teach before so when you explained it to me, it made very good sense that I should do it. It seemed like an obvious professional step for me to see what I look like because I have never seen it before." Sharon had a similar response: "When you first approached me to record the lesson, I did not feel comfortable, but I am so happy I did so I can compare, I can analyze, I can improve."

The second assumption of andragogy, a learners' self-concept, was also demonstrated throughout the research process. Adult learners' need for self-direction (Knowles et al., 2015) was exhibited in the pre-experience as teachers reflected in their journals. Co-researchers identified parts of their practice they felt needed improvement during their actual experience, viewing and reflecting on the video. After viewing the video of their instruction, during the interview, many teachers shared professional goals they identified for themselves throughout the school year and how they were able to view the progress of their professional goals demonstrated in their video. Rose expressed that watching a video-recorded lesson "can help you reflect on things that went well and things that didn't go well. Things you can change and what you can

improve upon and what you can do differently." Jamea expressed the same sentiment during the focus group: "It was very helpful of what I needed to change and what I am doing correctly." This demonstration of self-direction, as identified by Knowles et al. (2015), was apparent as teachers expressed being pleased that they were able to see their improvement.

The teachers who participated in this study were all certified prekindergarten teachers with at least five years of lead teacher experience; however, their experiences varied in regard to their years of experience, types of programs they worked with, and neighborhood demographics. Co-researchers' prior experience reflecting on video of their classroom instruction could be categorized into two groups: teachers with no experience viewing a video of their instruction and teachers with experience viewing a video of their instruction. This range of experience is acknowledged in the third assumption of andragogy, learner's experiences (Knowles et al., 2015). While the experiences with using video varied, teachers' responses to participation did not. Teachers who had prior experience viewing a video of their instruction were just as hesitant as those who had not previously viewed a video of their instruction. This was evidenced as I reached out to teachers to participate in the study with only one teacher agreeing to participate at first.

Timing of learning experiences is critical for adults. Teachers who participated in this research had at least five years of experience and were in the maturity phase of their teacher development (Katz, 1972). Teachers' readiness to learn, as identified by Knowles et al. (2015), was impacted by their current phase of teacher development. All teachers who participated in this study responded positively when reflecting on their experience. They viewed the experience of participating in the research as a learning opportunity. During the interview, Lori explained, "I love people's feedback. It teaches me how to grow and have a better skill." In the focus group,

Tristen shared, "I wasn't really nervous about the recording aspect of it. As long as you know what you're doing, it's not an issue. I noticed with myself, the body language." Tristen continued to reflect on and share what he could change. This relevancy to teachers' life situations is as Knowles (2015) described as an adult learners' orientation to learning.

Teachers' orientation to learning and the timing of learning experiences were addressed as co-researchers considered how to use video as a tool in their regular classroom practice. Knowles et al. (2015) expressed that adults' orientation to learning is supported when learning is relevant to their real-life situation. Lori mentioned not having a partner at the time she was recorded: "I am working by myself. I found this experience very helpful because I was able to see how I was teaching because I am not able to bounce ideas off of anyone right now." Lori saw watching a recording of herself as an opportunity to reflect on her teaching. Tristen shared about being an experienced teacher during the interview: "If you've been teaching for a long time, it is easy to get in a rut. This helps you to see what you are doing. Children are changing and we have to change too. Sometimes it is difficult." Many teachers discussed using video to record lessons during different times of the day and different parts of the year in order to reflect on their strategies and student growth.

Lastly, teachers' motivation to learn was driven by their desire for job satisfaction, self-esteem, and quality-of-life improvement (Knowles et al., 2015). Co-researchers shared being driven to learn about their teaching by participating in the study. During the interview, Sheryl said, "This was a very good experience for me…the realization came after we discussed the lesson... Honestly, it helped me more to realize parts of my teaching that need to be improved." Jeanna expressed having a positive experience seeing her students' reactions to her lesson. During the interview, Sharon talked about continually learning, even after becoming certified:

"A teacher is a life learner... After you become a certified teacher, you do not stop improving…I keep learning and I keep reading a lot but you have to continue."

Experiential Learning Theory. The workplace is a learning environment that can enhance formal education through meaningful career-related opportunities (Kolb, 2015). Through the act of teaching, teachers put what they know into practice, elevating their knowledge from recall and understanding to application (Anderson et al., 2001). As teachers engaged in the process of reflecting, they examined their classrooms' physical, social, and emotional environments, their students' engagement, and their teaching practice.

In the experiential learning theory, Kolb (2015) emphasized strengthening the link between education and work. Teachers of preschool age children, who are knowledgeable about child development, are able to make predictions about specific age groups (NAEYC, 2009a). Teachers reflected on their instruction immediately after teaching their lesson. During this initial reflection, teachers focused on their students' reactions to their lesson and specifically focused on students' attention span and how they could modify their lessons based on their students' needs. In the journals, teachers' reflections of their students' abilities were evidenced. Vickie wrote in her journal, "I felt some of the students were successful, but not all of them. I could tell by their responses if they understood the concepts of the lesson." Janna shared during the focus group how the video helped her to see if students were attentive: "Seeing the bigger picture helps me to see if more of them are paying attention and are engaged."

Teachers' practices are refined as they recall what they learned in their formal education and apply it to their practice (Kolb, 2015). With their knowledge of child development, teachers reflected on their instruction and students' engagement, which prompted them to identify changes they would like to make to their classroom practice. Kathy shared during the interview,

"it's good to video yourself so you could be aware of [things] you might not have been aware of before and make improvements." Jamea shared during the focus group that viewing the video enhanced her classroom practice: "It was very helpful to see what I needed to change and what I am doing correctly. Or what people have observed me do and I brought it into the classroom." Teachers relied on their knowledge of child development when they discussed students' attention span. During the focus group, Tristen talked about why it is important to capture and maintain students' attention: "When I have all their attention, I can make it even deeper than what I intended it to be." As she taught her lesson, Jeanna thought about strategies to capture one of her younger student's attention, "Let me see how I could keep her attention because she is the youngest."

Theory of Reflective Practice. Reflection on past events can influence future actions (Schon, 1987). The two types of reflection, according to Schon (1983), are reflection-in-action and reflection-on-action. Reflecting on their lesson prior to watching the video of their instruction, many teachers discussed their experiences with reflection-in-action or reflecting while teaching. During the interview, teachers discussed changes they made to their lesson as they were teaching. Evidence of reflection-in-action was documented in Sheryl's journal where she wrote, "I used more transitional songs to redirect children's attention when they were distracted." During the interview, Sheryl elaborated, "This time when I saw that they [the children] are *[sic]* losing attention, I tried to use more transitional songs and get them involved back to the topic." Kathy also mentioned reflection-in-action in her journal and interview. In her journal, Kathy wrote, "The story went well also. I was able to hold children's attention. They continued to look at me and listen to me as I read the story and participate in conversations during the story." Kathy discussed the strategy she used to keep students engaged in the story. "I

feel the story went well. They seemed to be very interested in the story, especially with me changing my voice and…gestures... That held their attention and they seemed to enjoy the story." Kathy's students' engagement was a result of her strategy of changing her story characters' voices to maintain their interest.

Reflection-on-action occurs when teachers act on their thoughts about what needs to be improved in their classrooms (Schon, 1983). The knowledge gained from reflection-on-action that teachers use in future action is known as reflection-for-action (Stemme & Burris, 2005). Teachers discussed changes they would like to make to their practice after viewing their video; however, they did not have an opportunity to implement the changes because the interview and focus groups occurred close to the initial teaching and reflection process. Student seating and how it impacts learning was something Tristen talked about during the interview. Tristen shared in the focus group, "After I watched the video, I realized that they're uncomfortable… I realize that it is fine, you can sit on the carpet, you can still stretch your legs." In the interview, Tristen reflected, "Students could be sitting in any way and be engaged as long as they are not bothering each other." This reflection-on-action can shape Tristen's future view on student seating.

Reflection-on-action was also evidenced in Lori's data. In her journal, Lori wrote, "I feel like I could have incorporated more movement on the carpet over the length of the activity." Lori followed up on this during her interview, "I just needed to have more movement on the carpet because some of mine get like a little restless." Lori described her belief on students' engagement during the interview: "I think that that stuff that didn't go well, it's stuff that needed to change with the lesson and not so much the kids. It was more that I could've provided for them." During the focus group, Lori talked about the importance of understanding the students observed in a lesson: "I feel like when people come in to observe, they don't know

the children, they don't know the behaviors, so when they come in, they have one viewpoint."

Lori described, "It is hard to talk about the lesson and your teaching and your kids based on that

one observation. I feel videotaping is a good way because you're not just getting their viewpoint,

you can see it for yourself." For Lori, reflecting on problems with student engagement results in

the teacher making adjustments to his or her practice to improve student engagement and

outcomes.

Empirical Literature

The following paragraphs outline this study in relation to the empirical literature on

teacher development, reflection, and video-based reflection. I will examine how this

investigation confirms the literature on teacher development and video-based reflection. Next, I

will examine how this study extends previous research. Last, I will express how this research

contributes to what we know about video-based reflection.

Research on teacher development has described experienced teachers as having a desire

for professional development, which includes visiting other classrooms and viewing their

teaching through video recording (Katz, 1972). This research confirms Katz's description of

experienced teachers desiring professional development. The teachers involved in this research

viewed participation as an opportunity for professional development. Only one teacher in this

study initially responded to my e-mail request to participate in this research; however, after I met

teachers in person, they expressed willingness to participate. Many shared that after hearing the

research procedure, they saw the benefit of participating. Paulina expressed during her interview

that initially she felt "a little intimidated because I'm not used to having that [done]." Paulina

continued to explain that after she was approached in person she thought, "I always like to reflect

on things… but it's hard if you can't look at it… If I'm being recorded, then I can eventually

look and see what could be done better." While Paulina had never been recorded before, she

thought participation in the research was also an opportunity to see herself teach. Jeanna also

shared in her interview that she was initially hesitant to participate. "Then I said, down the road,

if I reflect, maybe it will be something to help me be better when I get ready to do the lesson

again." In her interview, Naomi also felt watching her instruction might be beneficial. "I was

thinking OK, this this might be very helpful for me just. I'm not looking forward to watching it,

but maybe I'll learn something from watching. Maybe my body language that I'm not aware of. I

don't know. It'll be interesting to see what I learn from this."

Research suggests that engaging in video-based reflection improves instruction. Research

comparing teachers who engaged in video-based reflection and those who did not showed that

teachers who had the opportunity to view their instruction demonstrated a positive change in

their teaching (Groschner et al., 2018). Kayapinar's (2016) research also displayed that

professional development related to reflective practices helped teachers to develop skills needed

to become a better teacher. This research supports the notion that participation in video-based

reflection can have a positive impact on a teacher's instruction. In this study, teachers who had a

prior opportunity to watch a recording of their teaching recalled the previously recorded video

and how it was different from the video for this investigation. Teachers shared about their prior

video-reflection experience, noting they were looking for evidence of improvement in the video

recorded for this investigation. In the focus group interview, Rose shared, "The last time I had

any sort of videotaping was many years ago… I remember saying, 'um' a lot, which I don't

remember saying this time. That was good." Rose also elaborated on her experience during the

focus group: "I was much more relaxed compared to the original one when I first started

teaching… All the things I remember talking to my professors about of things I should do. I thought, all right, I succeeded."

Kathy also shared in her interview that after she watched a video of herself teaching five years prior to being recorded for this investigation, "I was thinking about all these improvements I could have made and then watching this video I was [thinking] oh wow, I really got this thing down." Kathy shared she wanted to work on her read alouds after she saw her first video. Her expression during her reading was something she noticed right away. Both Rose and Kathy saw an element of their teaching they wanted to improve after watching their first video, adjusted their practice, and looked for evidence of improvement in the video they viewed as part of this investigation. Teachers' prior experience using video-based reflection prompted them to work on improving deficits they saw in their teaching; they used the video for this research as a opportunity to see evidence of improvement. The teachers who participated in this investigation also felt that the experience helped them to grow professionally. During the focus group, Sharon talked about the benefit of viewing her instruction: "I can compare, I can analyze, I can improve, I can reflect. Honestly, this means a lot to me. I am really happy I did this." Jamea shared during her interview she noticed her tone in her video because it was something she had been working on. "Jeanna expressed, "This made me feel like I grew… I really did not want a video of me."

Santagata and Bray's (2016) research showed that participation in video-based PD influenced teachers' understandings about their students and classroom practices. This research supported the idea that viewing a video of one's instruction creates a heightened understanding of students and classroom practices. In the focus group, Jeanna said, "I liked how it was viewing the children and I saw their interactions." Jeanna went into detail later in the interview: "I saw I wasn't showing the book correctly. The speed up. I felt like I was pushing them along, trying to

beat time." Tristen shared in his interview that he noticed both his students and his instruction. Tristen felt his students were "a lot more engaged that I thought. I noticed I did not make a lot of facial expressions… I think I need to work on that."

Video allows teachers to understand and improve their practices. McCullagh (2012) conveyed that reflecting on video could give a teacher the ability to view teaching progress and alter practice. This research supports McCullagh's notion of Video Zone of Proximal Development, the dissonance that is prompted after a video of one's instruction does not align with what was initially perceived (McCullagh, 2012). In her journal, Kathy reflected that her read aloud was successful, but after viewing her video, she realized there were many strategies she could implement to improve her read alouds. While Kathy read with enthusiasm and held her students' interest, she noticed her hair was covering her face and she made a lot of movement while reading. After watching her video, Kathy realized her lesson was too long. "They were engaged in most of it. I started losing them, there were a total of 17 pictures… they got to about the eighth one and that's when they kind of started to lose focus."

This research extends the notion that participation in the video-based PD influenced teachers' understandings about their students and classroom practices (Santagata and Bray, 2016). This research contributes the idea that not only does video influence their understanding of their teaching; it can also change their perception of their teaching. Many of the co-researchers in this study reported that their initial reflections did not always align with what they viewed in their video. Mark shared in the focus group that he felt students talking to each other was disruptive, but when he watched the video of his instruction, he realized they were reacting to the story. Naomi shared the same experience. Naomi reflected in her journal that students were not

engaged; however, after watching the video of her instruction her perception of her students'

engagement changed.

Lastly, this investigation contributes to research on video-based reflection by

emphasizing the importance of how we explain and approach an experienced teacher to engage

in video-based reflection. Research on video-based reflection investigates how video is used in

education and how it impacts teaching, but research on how we get teachers to utilize video to

reflect on their practice is lacking. While teachers did not respond to my initial request to

participate in this research, after talking to them in person, all but one agreed to participate. The

one teacher who did not participate reported having a prior commitment that would prevent her

from fully participating. Teachers expressed feeling more comfortable after speaking to me in

person. Mark expressed in the focus group, "When I saw the e-mail, I immediately was not

onboard with it, I thought I would not do well with it. When you came and explained it, I thought

it might be a good idea." Sheryl explained that the idea of being video recorded made her think

she was being checked on. During her interview, Sheryl expressed, "It's not that someone is

checking up on you with the recording. If you ignore this video recording, you realize that it is

just you regular lesson so you have to be natural. That is what made me more comfortable."

Jeanna shared during her interview that the way she was approached contributed to her agreeing

to participate.

Implications

This investigation viewed prekindergarten teacher's experiences using journals to reflect

on video recordings of their classroom instruction though theoretical, empirical, and practical

lenses. This investigation produced information that could be useful to those who work with the

professional development of experienced teachers. It is essential to recognize prekindergarten

teachers' experiences reflecting on video of their instruction using journals if we want to develop an understanding on how to support them during this process. During this investigation, co-researchers openly shared their thoughts, ideas, and experiences with me. The following paragraphs discuss the theoretical and practical implications of this research in relation to those who work with teachers.

Theoretical Implications

The theories that framed this study were the theory of adult learning (Knowles et al., 2015), the experiential learning theory (Kolb, 2015), and the theory of reflective practice (Schon, 1987). The adult principles of learning—the learner's need to know, the learner's self-concept, the learner's prior experiences, the learner's readiness to learn, the learner's orientation to learning, and the learner's motivation to learn (Knowles et al., 1988)—were apparrent as I conducted this research.

Video recording instruction should be used with experienced teachers for reflection to self-direct professional development. Kolb (2015) explains that learning occurs in the workplace and I believe using video recordings of teachers' instruction can enhance their professional development. Co-researchers in this study were in the maturity phase of teacher development and welcomed professional development. While I initially only received a response from one co-researcher after sending my initial recruitment letter (Appendix C), after I met with potential co-researchers, they shared that they could see the possible professional development opportunities that viewing a video of their practice would create. Paulina did not reply to my recruitment letter, but during our initial meeting I explained my research and what was expected, and she immediately agreed to participate. She said it would be interesting to see herself teach. During the focus group, Paulina expressed, "It was surreal. I never video-taped or saw myself teaching

so it was odd. I actually enjoyed it." Many who had never seen themselves on video were curious about what they would see and learn about themselves, their students, and their teaching. Mark explained during the interview he felt a "little nervous" but "realized it would be a good professional development opportunity."

It is important for those who support teachers to remember that how we approach teachers is important. It is essential to recognize teachers as professional adult learners who are capable of self-directing their professional development (Knowles et al., 2015). In addition, it is important to help learners become receptive and open to the process (Rogers, 1964). Sheryl shared during her interview that she was open to being recorded once she realized it was about her teaching and the "process of recording" was not to check up on her. It can be unnerving when asked to try something new, especially allowing someone to video record their teaching. I approached most of the participants as a stranger, asking them to allow me into their classrooms. An activity like video recording instruction involves trust and vulnerability. Opening up a classroom to observers is not easy and being video recorded can be even more difficult. Many teachers who were initially hesitant were later curious and open after I met with them and information about the study was presented.

The way we approach teachers matters. Jeanna shared during her interview she initially was nervous about being recorded but "when I met you, you were so nice and easy going. You are passionate about this." She continued talking about a support person she did not feel comfortable with. "It was something about her approach… She was supposed to be helping us… It was like she didn't care about you. That is what I felt." We should approach teachers with respect for them as professionals and with the intention of providing support. During the interview, Sheryl described she was open to participate once she realized "It's not someone

[who] is checking on you with video recording... That is what made me more comfortable."
Those who work with teachers should not only be skilled in their subject matter, but they should
also receive training on how to specifically work with adult learners.

Empirical Implications

Empirical research on video-based reflection focused on how video is used in education.
Using video multiple times with teachers helps them to see changes in their teaching. Those who
have used video to reflect on their practice in the past were eager to watch their video and
compare their past teaching with their current teaching. Video-recorded instruction is a tool that
enables teachers to investigate his or her practices (Harris, 2016). When I first met Kathy to
introduce myself, she said she had watched a video of herself teaching during student teaching.
During her interview, Kathy compared her first video reflection with the one recorded for this
research. She explained she watched her first video and thought about "all these improvements I
could've made and then watching this video I was [thinking] oh wow, I really got this teaching
things down. I think I did a really good job." During the focus group, Rose also compared her
teaching. "I was much more relaxed compared to the original ones when I first started teaching
and much more at ease and one with the children."

Research supports using video-based reflection in conjunction with collaboration with
other teachers (Gröschner, et al., 2018; Harris, 2016) or mentoring (Tunney & vanEs, 2016). By
simply participating in this research process, with no coaching, feedback, or guidance, co-
researchers reported learning about their teaching and their students. While talking about
participating in the research process, Mark said, "The entire experience has been helpful. It's
giving me some things to think about with my interactions, the way I come across to the
children, how I appear with them." While I did not provide feedback, teachers shared they would

like to receive feedback from a mentor or their colleagues. Jamea shared during her interview that she welcomed "others' feedback. We normally have coaches from the school district. Constructive criticism from someone else. A peer or someone who has been through it. I love people's feedback. It teaches me how to grow and have a better skill." Paulina shared in her interview the process could have been enhanced by having "someone who can provide feedback. I feel like even though I saw a few things, here or there, that I could improve on, I still would think that someone else would be able to find something else that I could improve on."

Like the mentor teacher in McCullagh's (2012) study, who reflected on his practice after watching a video of his instruction that was used in a PD for pre-service teachers, the co-researchers in this study examined their instruction, classroom dynamics, and individual student interactions while watching the video of their instruction. They observed and reflected on the professional goals they had previously identified for themselves and were working on. As Jamea shared during her interview, tone and volume were teacher dispositions she had been working on and was able to observe the improvement of her practice in her video. Teachers were also able to identify behaviors they were not aware of, such as mannerisms and body position. Kathy shared in the interview her unawareness of her positioning and how it blocked students from being able to see her chart.

This research supports using video to enhance teacher professional development and view students' needs and growth, which impacts how a teacher structures the classroom environment and curriculum. Utilizing video in professional development enables teachers to view students' learning and impact their classroom practices (Santagata & Bray, 2016). Video could be used as a tool to help teachers reflect on the impact of their teaching even if they are the only one to view it. While teachers shared that they believed talking with others would enhance

the process of reflection, this study supports the idea that merely watching a video of their instruction is beneficial.

Practical Implications

This research has practical implications for those who work with teachers. Coaches or instructional specialists who provide instructional and educational support for teachers can use video to improve their practice or help prepare them for their teacher evaluations. Video allows for sharing and collaboration of a teaching episode (Harris, 2016). Jamea discussed during her interview that she and her district instructional support specialist identified her tone and volume as needing improvement and viewing the video of her instruction gave her the opportunity to see her tone was softer. Facilitators play a large role in assisting teacher development (Gonzales & Skultety, 2018).

Video recording lessons should be considered prior to or during formal observations. Video can document teachers' interactions (Harris, 2016) and having a video record would help teachers see what they need to improve upon and would provide a reference point for discussion when reviewing required teacher evaluations. After watching the video of their practice, teachers were able to identify the changes they wanted to make to their instruction immediately. This was evidenced in Kathy's journal; after watching her video, she wrote that she wanted to include vocabulary to help students understand the story better. In her journal, Kathy made a note: "Vocab: embarrassed" after noticing in her video students needed help understanding the new word. During her interview, Vickie also reflected on how she could encourage more interaction. Vickie reflected, "I could have made the groups ahead of time." Lori shared during the focus group.

We do not get observed a lot at our center and I feel like when people come in to observe, they don't know the children, they don't know the behaviors so when they come in, they have one viewpoint and it is hard to talk about the lesson and your teaching and your kids based on that one observation. Video-taping is a good way because you're not just getting their viewpoint, you can see it for yourself.

Reflecting on video of classroom instruction using journals has the potential to make teacher evaluations an opportunity to promote teacher growth by prompting self-reflection and the self-identification of professional development goals.

Lastly, administrators can support teachers' reflections of their instruction using videos by providing the equipment necessary for teachers to record themselves and provide the time needed to view their video and engage in the reflection process. Reflection must be developed (CCSSO, 2013) and teachers need time for professional development (Bowe & Gore, 2017). -

Delimitations and Limitations

The delimitations of a study are the restrictions of a study that are imposed prior to conducting the research (Simon & Goes 2018). The delimitations of this study relate to teachers' certification, years of classroom experience, and type of program. The co-researchers of this study were certified teachers who had at least five years of experience and were considered in the maturity phase of their teacher development. Teachers' certification level and stage of teacher development impacted the awareness of their teaching based on their training and phase of development. This research does not include the experiences of teachers who are not certified or novice teachers. The co-researchers were from five private prekindergarten programs from eight locations within an eastern Pennsylvanian city. Every site location has assigned school district

instructional support but differs in school culture. This research does not include the experiences of public or faith-based programs.

The limitations of a study are identified as potential weaknesses that are out of a researcher's control (Simon & Goes, 2018). The limitations of this study relate to teachers' certification and experience, type of program, time of the year data was collected, and teachers' prior experience using video in their practice. The findings of this study focused on certified, experienced teachers and are limited in their ability to be applied to preservice teachers or new teachers. The study sites were private prekindergarten programs that receive school district support. A limitation of this study is its transference to other types of programs, such as public or faith-based programs, which may have different types of support and program dynamics. Data for this research was collected at the end of the school year. At the end of the school year, teachers know their students and students are familiar with their classroom routines and expectations. This study does not apply to teachers' experiences using journals to reflect on video of their classroom instruction at the beginning or middle of the school year, when teachers and students may be learning routines or each other. Lastly, the co-researchers of this study differed in their experiences using video to reflect on their practice. The findings of this study are limited, as they do not specifically apply to a group that is experienced or not experienced with using video in their practice.

Recommendations for Future Research

There is little research looking at in-service teachers' experiences using journals to reflect on video of their classroom instruction. This study provides support for further investigation in order to effectively assist teachers engaging in using journals as part of the video reflection process.

The teachers who participated in this study could be described as either having experience reflecting on video of their classroom instruction or having no experience reflecting on video of their classroom instruction. While both groups reacted in a similar manner to being approached to participating in this study, investigating the long-term impacts of using journals to reflect on video of their instruction could help provide specific information on how to support the different types of experiences as they engage in this process.

The entire process of engaging teachers in video-based reflection using journals should be investigated further. Research focuses on recording video and preparing clips to share and discuss with others (Sherin & Dyer, 2017), the process of self-reflection (McCullagh, 2012), collaborating (Bowe & Gore, 2017) and mentoring (Tunney & vanEs, 2016); however, research on the way teacher educators or mentors introduce teachers to this process is needed in order to maximize its effectiveness, particularly with preservice or new teachers. Investigating teachers' feelings about participating in the process should be explored in order to address those concerns while introducing the idea of utilizing video-based reflection. While all teachers in this study viewed their experience as positive, one teacher shared that she cried during her first experience viewing a video of her instruction. Investigating the approach would help to create the most effective and positive experience for teachers.

Teachers believed that having the ability to record themselves multiple times, at different times of the day and different times throughout the year, would enhance their reflections of their video. Investigating the impact of viewing multiple recordings on the quality of teachers' reflection would be beneficial for those looking to develop programs using video and journals for teacher reflection.

While viewing the video of their instruction, teachers shared it would be beneficial if they had a focus for their reflection. They believed that being able to target and view progress on their professional goals, lesson objectives, classroom objectives, and individual student objectives could enhance their reflections. Conducting research on the impact of focused and targeted video recording and reflecting sessions would help identify the most beneficial way to target each of these.

Lastly, research on how others could most effectively support the video-based reflection process should be investigated. Teachers shared that having another set of eyes would enhance their reflection. Co-researchers believed having a co-teacher familiar with the classroom dynamics or even another early childhood professional could help them to reflect on their video and determine how to improve their practice.

Summary

This study was designed to investigate prekindergarten teachers' experiences reflecting on video of their classroom instruction using journals in an Eastern Pennsylvania district. Prekindergarten teachers recorded a lesson of their instruction, wrote their reflections in a journal, and participated in interviews and a focus group. The data enabled me to describe teachers' thoughts, feelings, and experiences using their words.

The results of this study support the use of journals to reflect on videos of teachers' instruction to enhance their professional development. Whether formal or informal, teachers should record and reflect on their instruction using journals. While this study indicated that simply watching a video of his or her instruction, without feedback, was beneficial to all teachers, research on how coaches, mentors, and instructional specialists can provide

individualized professional development opportunities for teachers is needed to improve the

process.

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APPENDICES

Appendix A: IRB Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

May 23, 2018

Katherine Mirarchi
IRB Approval 3258.052318: Prekindergarten Teachers' Experiences Using Journals to Reflect on Video of their Classroom Instruction: A Phenomenological Investigation

Dear Katherine Mirarchi,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

LIBERTY
UNIVERSITY.
Liberty University | Training Champions for Christ since 1971

Appendix B: Permission to Conduct Research at Study Site

May 2018

Program Director

Dear Program Director:

As a graduate student in School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The title of my research project is Prekindergarten Teachers' Experiences Using Journals to Reflect on Video of their Classroom Instruction: A Phenomenological Investigation and the purpose of my research is to explore prekindergarten teachers' descriptions of their experiences using journals to reflect on video recordings of their classroom instruction.

I am writing to request your permission to conduct my research at your prekindergarten program. You are being contacted because an early childhood professional, familiar with your program, recommended your site as one that possibly employs a teacher that meets my participant criteria.

The reflection and interview process will take between 2 hours and 5 minutes to 2 hours and 40 minutes. Compensation of $50 per participant teacher will be made in order to provide a substitute teacher while the participant teacher is engaged in the reflection and interview process.

Participants will be asked to contact me to schedule a time for me to visit their classroom. Participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission respond by email to alvarado.mirarchi@gmail.com

Sincerely,

Katherine Mirarchi
Graduate Student

Appendix C: Recruitment Letter to Teacher

May 2018

Teacher

Dear Teacher:

As a graduate student in School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The title of my research project is Prekindergarten Teachers' Experiences Using Journals to Reflect on Video of their Classroom Instruction: A Phenomenological Investigation and the purpose of my research is to explore prekindergarten teachers' descriptions of their experiences reflecting on video recordings of their classroom instruction.

I am writing to invite you to participate in my study.

If you are a certified early childhood teacher with five or more years of teaching experience and are willing to participate, you will be asked to:

   (a) Video Record a 20-25 minute Lesson
   (b) Write a Journal Reflection After Lesson
   (c) View Video of Your Teaching
   (d) Write a Journal Reflection After Viewing Video of your Lesson
   (e) Participate in a Face to Face Interview After Video Viewing and journal Reflections
   (g) Participate in a Focus Group Interview

It should take between 2.5 to 3 hours for you to complete the procedure listed. Your name will be requested as part of your participation, but the information will remain confidential.

To participate please contact me at 757-575-1272 or alvarado.mirarchi@gmail.com to schedule a time for me to visit your classroom and a date to video record your lesson.

A consent form is attached to this letter. The consent document contains additional information about my research, please sign the consent document and return it to me during my classroom visit.

Sincerely,

Katherine Mirarchi
Graduate Student

Appendix D: Consent Letter for Teachers

CONSENT FORM

Prekindergarten Teachers' Experiences Using Journals to Reflect on Video of their
Classroom Instruction: A Phenomenological Investigation
Katherine O. Alvarado Mirarchi
Liberty University
Curriculum and Instruction/School of Education

You are invited to be in a research study to investigate prekindergarten teachers' experiences using video recorded lessons as a tool for reflection on one's teaching. You were selected as a possible participant because you are a certified early childhood teacher with five or more years of teaching experience and are 18 years of age or older. Please read this form and ask any questions you may have before agreeing to be in the study.

Katherine Mirarchi, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this phenomenological study is to explore prekindergarten teachers' self-described experiences reflecting on video recordings of their classroom instruction using journals.

Procedures: If you agree to be in this study, I would ask you to do the following things:
   (a) Video record a 20-25 minute lesson (30 minutes)
   (b) Write a journal reflection after the lesson (20 minutes)
   (c) View the video of your teaching (35 minutes)
   (d) Write a journal reflection after viewing the video of your lesson (20   minutes)
   (e) Participate in a face-to-face interview after video viewing (20 minutes)
   (f) Participate in a focus group interview (30-45 minutes)
   (g) Review interview and focus group transcripts for accuracy (20 minutes)

Risks and Benefits of Participation: The risks involved in this study are minimal, which means they are equal to the risks encountered in everyday life. Participants should not expect to receive a direct benefit from taking part in this study. This research will potentially benefit society by providing insights on the use of journals to reflect on video recordings of teacher instruction in order to improve teacher development activities, all of which impacts the classroom teacher, students, and the school environment.

Compensation: Participants will be compensated for participating in this study with one classroom, age-appropriate book.

Confidentiality: The records of this study will be kept private. In order to ensure your confidentiality, pseudonyms will be developed for site locations and participants. A codebook with the pseudonyms will be stored on a passord protected profile on the investigator's laptop. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies or with other researchers; if I

share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

- I will video record lessons in a way that minimizes disruption to the classroom. Video recording equipment will be set up prior to the beginning of the school day.
- I will conduct the interviews in a location where others will not easily overhear the conversation.
- Video recorded lessons and audio recorded interviews and focus groups will be stored on the investigator's password protected external hard drive. After three years, the recordings will be erased.
- Journal entries, interview transcripts, and focus group transcripts will be stored on the investigator's password protected external hard drive. As per federal regulations, data will be retained for three years upon completion of the study.
- Limits of confidentiality: The researcher cannot assure participants that other members of the focus group will not share what was discussed with persons outside of the group.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or your school. If you decide to participate, you are free to not answer any questions or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, **apart from focus group data**, will be destroyed immediately and will not be included in this study. **Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.**

Contacts and Questions: The researcher conducting this study is Katherine Mirarchi. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 757-575-1272/Alvarado.mirarchi@gmail.com. You may also contact the researcher's faculty advisor, Dr. Christopher Clark, at cclark7@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL
INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS
DOCUMENT.)

☐ The researcher has my permission to video-record me as part of my participation in this study.

_____
Signature of Participant   Date

_____
Signature of Investigator   Date

Appendix E: Instructions for Participating in Video Recording

On your scheduled video recording date, I will need access to your classroom, prior to the arrival of your students, to set up and run a test of the video camera and audio recording equipment. You are not required to be present during the set-up. This set up should take no more than 30 minutes. To capture your entire planned lesson, the recording will begin during the transition into your planned lesson and end after you conclude your lesson and begin transitioning into the next activity. Please teach your lesson as you normally would. In order to minimize distractions, the video recording will be initiated and ended via remote and the equipment will not be removed until students have transitioned into their next planned activity.

Appendix F: Journal Prompts

1. Describe your lesson in detail. What happened during your lesson? What did you teach?

2. Were the children successful? How do you know?

3. What are some things that went well?

4. What are some things that did not go well? Why do you think it did not go well?

5. Is there anything you would like to add about your lesson?

6. If you were to teach this lesson again, what would you do differently? Why?

Appendix G: Instructions for Reviewing Video Recording

Please view the video of your classroom instruction by pressing the play button on the laptop.

Feel free to take notes on the paper provided or replay sections of the video. When you are

finished viewing your video, please complete the Post Video Journal Reflection.

Appendix H: Open-Ended Interview Questions

I am going to ask you to talk about the process of reflecting on your lesson, viewing the video of your instruction, and reflecting using your journal.

First, we are going to talk about your experience prior to watching the video of your instruction.

1. What were your thoughts or feelings about your lesson prior to watching your video.

2. In your journal you mentioned---went welll. Can you tell me more about that?

3. In your journal you mentioned you could have done…. differently. Can you tell me more about that?

4. Is there anything else you would like to add about your experience reflecting prior to watching your video?

Next, we are going to talk about your experience watching the video of your instruction.

5. What were your thoughts or feelings as you were watching your video?

6. What did you notice while watching your video that you did not think about or notice before watching your video?

7. What did you find helpful about watching a video of your instruction?

8. How could your experience recording or watching your video been improved?

9. Is there anything else you would like to add about your experience after watching the video of your instruction?

Last, we are going to discuss your experience using the journal prompts for reflection after viewing your video.

10. Tell me about your experience using the journal prompts for reflection after viewing your video. Have you used journal prompts to guide reflection before?

11. Describe any benefits of using a journal after viewing a video of your instruction.

12. Describe how the process of using a journal while viewing a video of your instruction can be improved.

13. Besides journals, what do you believe would help you reflect more effectively on video of your instruction?

Appendix I: Focus Group Interview Questions

1. Tell me about your experience reflecting on a video recording of your classroom instruction.

2. After teaching your lesson, how did you feel about how your lesson went.

3. How did your thoughts or feelings about your lesson change after you viewed the video of your instruction?

4. What tools or support could have made your reflection experience easier or more productive?

5. Would you reflect on video recordings of your lesson in the future? Why or why not?

Appendix J: Reflective Journal

Date	Entry
11/8/17	GC 11/8/17 6:29 pm Comment (32): Convenience is not a valid reason to select a study site and does not necessarily make a strong research study. Consider how you might broaden your study sites to enhance validity and create a stronger and more rigorous study. I was informed that I should not use my originally identified sites for the study. While I feel that I am able to conduct my research in an unbiased way and I also felt that knowledge of the program would assist in gaining access, but I understand that convenience is not a valid method of sampling.

1/13/18	Phone conference with Dr. Clark. Clarified the research sub question
	    How do teacher's reflections change after viewing the video of their instruction?
	    How do teachers describe their teaching after viewing the video of their instruction?
	    Aligned with sub question 2 with sub question 1
	    And change can be observed when teachers describe their experiences

11/21	I was advised not to use the originally identified site for the pilot study.
1/10/18	"Self-described" recommended added to draft

1/13/18	Phone conference with Dr. Clark. Clarified the research sub question
	    How do teacher's reflections change after viewing the video of their instruction?
	    How do teachers describe their teaching after viewing the video of their instruction?
	    Aligned with sub question 2 with sub question 1
	    And change can be observed when teachers describe their experiences

1/26/18	RC asked to discuss removing the word "self-described" with committee. Removed some in draft but left where transcendental is specifically not indicated.
2/6/18	*3 Instructional specialists- Expert Reviewers (ER1, ER2, ER3) were contacted and given the research tools to review. ER1 made a recommendation for an Ed Coordinator to Consult (EC1) Reached out to EC1 to seek a recommendation of an Ed Coordinator. Recommendation given (EC2). EC2 recommended 2 additional IS that may provide insight for expert review (ER4, ER5)- was given address of EC3. Emailed ER1, ER2, & ER3
2/7/18	EC3 replied with 2 potential expert reviewers (ER 4 & ER 5) I emailed them both.
2/8/18	Received feedback from ER 2 Reached out to an EC1 for site recommendations.

2/9/19	Consult with advisor about seeking recommendations form ERs, if I do not hear from EC1. Confirmed.
2/10/18	ER4 provided feedback via email
2/11/18	Phone conference with ER 3 Review revisions discussed through phone conversation. Informed me that the sites are under federal review. The current lesson plan that teachers are using has a reflective component. R3 recommended collecting the lesson plan for data also. ER 3 recommended 2 programs that I had worked with and two additional programs. I informed ER 3 that I needed to use only sites I have not worked with. R3 posed question, could I use sites if I have not worked with the teachers? For example, the teachers arrived after I left. I will have to consider this. R3 Recommended opening up sites to entire city and may have to sample more than five sites to get participation. I think this is a good idea. NE might be too small of an area. Chat with ER 2 ER2 mentioned that there has been a lot of turnover with the pre k sites and it may be difficult to find teachers with 5 years of experience. ER 2 mentioned A sites and B sites, the same 2 sites ER 3 recommended that I worked with. This also coincided with R3s recommendation to sample sites within the city. Federal review occurring in March After both conversations, I am wondering if I should change sampling to entire city, instead of NE? EC1 returned my message. Set phone conference for 2/13/18 at 6pm.
2/13/18	Phone conversation with EC1. EC1 made 4 site recommendations. Two are the sites I previously worked with. EC1 recommended contacting EC4.
2/14/18	EC3 responded to email, said that he would contact Executive Director (ED) about how to respond to request for assistance.
2/17/18	Discussed the idea of opening up sample to the city instead of the NE with CC.
2/19/18	Received ok from RC open sites to entire city.
2/20/18	I did not hear from EC3, so I reached out to the ED. ED Replied immediately and said I would need to permission from the district's R&E department which would include a budget that would include the cost of reviewing my proposal. I am a little worried because I do not have a budget to pay to have my research reviewed by R&E if this is necessary.
2/26/18	Waited 6 days for reply from ED, so I contacted R&E. I contacted R&E directly and asked for confirmation if permission was needed to conduct research in private sites.
2/27/18	R&E replied and asked for specific site names, which I furnished the same

	day. Spoke with my chair to review my proposal presentation. He mentioned to be sure to consider how the research that frames my study connects with the findings.
2/28/28	R&E confirmed that only site permission needed to be granted and district approval was not needed. During a meeting with committee members, one member asked what I hoped to find with this research. I responded that I would like to understand the process of reflecting on video with journals in order to improve the process for teachers. A question was also posed about how the research connects with my frame. While I have considered this when first writing my proposal, being asked that question again really helped me to refocus and be very aware and sensitive to the teachers who will be my participants. As researcher, I will be going into their classroom and place of work. I must remember to acknowledge teachers as the experts in their classroom and in charge of their learner. I have to continue to emphasize that the only thing I am interested in is their work and their reflection. Their professional development is in their hands.
4/9/18	Reached out to Mr. Matthews (Dissertation Coordinator) to confirm it was okay to use the "Permission to Conduct Research at Study Site" letter as it was written. Mr. Matthews confirmed the next day.
4/16/18	I emailed the contact people for the five recommended programs that I have not worked with.
4/17/18	Heard back from one program director. She sounded positive and told me she would get back to me.
4/18/18	Phone conference with EC 4. EC 4 was asked for site recommendations. EC4 recommended 4 sites, 2 of whom I previously worked with.
4/20/18	I still had not heard from the remaining programs. I called one site and I was told that they are still considering my request. I contacted another site by phone. After talking to the administrative assistant, I was forwarded to the contact person. I was told that their sites are undergoing renovations, and they do not have the budget to have coverage for teachers to participate in my study. In addition, they are participating in a couple of studies that are funded. They would need to have letters translated (their population is Chinese) which would also entail cost. They declined. I was disappointed but understand. My problem is, how can I assist with coverage while teachers are being interviewed?

	Could I ask a former or retired teacher to assist with reading a story to the class or assist with indoor supervision or a planned activity? Who else can I ask? I decided to stop calling until I had a chance to talk to Dr. Clark. Donation vs self-pay to offer funds to hire subs how do I inform directors? Also,
4/21/18	I am feeling a little frustrated and will follow up with the remaining sites at a later date. After some reflection, I am grateful that the site director took the time to talk to me and explain why she chose not to participate in the study. After much reflection, I decided that offering to provide funding to hire a sub was the best way to handle the issue of teacher time away from the classroom to participate in the study. This way a director could hire regular and trusted, subs familiar with the program. I sent Dr. Clark a message to set up a phone conference. I want to discuss the offering of sub funding and the possibility of using the two sites I previously worked with because they were recommended by multiple professionals.
4/25/18	I sent Dr. Clark an email about offering substitute teacher funding for participant sites and how I should handle it with IRB. I also inquired about using sites that were recommended by early childhood professionals that I previously worked with. Dr. Clark forwarded the request to the Research Consultant who replied the same day advising me to submit a Change in Protocol to IRB.
4/27/18	Change in Protocol form submitted to Dr. Clark & forwarded to EDUC Dissertation and IRB.
4/29/18	Draft revised to include changes.
5/9/18	Inquire if permission letter is okay to use with $50 stipend. Confirmation on May 15.
5/15/18	Updated follow up letters sent to 5 original and 5 additional sites.
5/21/18	Permission granted from 4 sites. 3 sites I have worked with and 1 site I have not.
5/23/18	IRB approval.
5/30/18	Meeting at 9:00, Site 1. I have worked with this director and two of the teachers before. Teachers 1 & 2 expressed hesitancy participating in the process. I explained the process and asked them to let me know if they decide they will participate. Teacher 3 expressed wanting to participate but possible difficulty meeting for a focus group. Suggested doing a virtual focus group. Teacher 3 committed to go through the process on Monday (6/4) and signed informed consent. Site 2 the director was very supportive and introduced me to her teachers. All three teachers agreed to participate and I scheduled for all three teachers to go through the process 6/5 with the focus group schedule for 6/6.

	Site 3. I worked with the new director when she was a classroom teacher years ago. She told me about her new yoga program for children and families. She was very supportive of my research and she had already mentioned it to her teacher. I met with the teacher to discuss the study and see if he had any questions. I met the teacher before and scheduled to record on Monday 6/4. Called IS 1 for an additional site recommendation. With the sites I heard from, I will only have 11 potential participants, if two teachers do not agree to participate, I will not have enough teachers to meet the minimum number of participants set by the RC. The IS was able to recommend another site with one possible teacher. After contacting the director, they had 3 possible teachers. Teacher 2 (Site 1) sent me a text agreeing to participate and said she had her informed consent signed and would like to be recorded and go through the process on 6/6.
5/31/18	Assistant will turn on camera- teacher expressed being nervous. I want to keep this into consideration and will give teachers the option for me to be present during the recordings.
6/1/18	GorPro battery not showing as charged even if charged overnight. Need extensions chords for monitor and camera. Extra microphone batteries. Instructions for using the gopro. Reflecting on the pilot study, both teachers who participated shared feeling nervous when being approached about participating in the study. Getting teachers comfortable enough to participate is part of the preexperience that I may need to address during the focus group. I may explore how teachers felt about being asked to participate and under what conditions they would feel comfortable participating in the activity reflecting on video of their instruction using journals.
6/2	Discovered that the GoPro issue was the battery. I ordered replacement/ backup batteries.
6/4	Recorded one teacher this morning. She had an unexpected medical issue and had to leave for an appointment after her recording, but we will go through the process on 6/6. SD card labeled and put aside for viewing. I obtained informed consent from 3 other teachers. Went to afternoon site to record and go through the video, reflection process. SELF: mannerisms, physical appearance, facial expressions, STUDENT: seating, interaction, responses, grouping INSTRUCTION: props, puppets,
6/5	Process for 3 teachers at site 2. Director and teachers were very accommodating. There was a staff development and interviews had to go later than anticipated. Teachers seemed tired. One teacher commented that it would be helpful if the process was broken up into 2 days. It was very difficult recording three teachers in one day, but we worked it

	out. I am glad I purchased an additional camera to use for the recording process. End of the school year, teachers seemed very confident in their teaching and video seemed to reaffirm their practice.
6/6	During focus group teachers mentioned it would be helpful to see video at different times of the day and at different times of the school year.
6/7	Recorded 2 classrooms today. First classroom has many IEPs and behavioral issues. Teacher expressed wanting to record a part of her day she would like to improve with targeted students in her small group. I have worked this teacher in the past and she approached this as an opportunity to help her to observe her strategies and specific students. Teachers seemed surprised that children were more engaged than they thought after watching the video. They noticed that students may not be looking but are providing appropriate feedback. Reflections about teaching and also student engagement. Environmental distractions. Second classroom. Teacher recorded for the first time but is used to observers being in and out of the classroom. She is involved with a local program that focuses on behavioral issues. During the interview she noted that having specific child goals would be helpful while watching her video. She said she could pull so much information while watching the video, depending on the focus.
6/8	Recorded 2 classrooms. First teacher was certain that he would not participate when he received the email. He mentioned becoming open to participating after I stopped by and explained what I aimed to do. Teacher said that asking for a lesson plan with objectives in advance would help to guide the videotaping session and he would be less nervous about being videotaped. Second teacher did a small group lesson. Students were seated at a table in a small group and a couple of students noticed the camera light flashing as it was recording.
6/11	Recorded one teacher. She reported having younger students and difficulty because she has not had a consistent partner.
6/13	Recorded two teachers. First classroom- teacher has over 30 years of experience. She expressed being nervous about seeing herself on video. She has been observed a lot over the years but was never video recorded. During the interview, she thanks me for having her participate in the process. She said it was very helpful for her to see her students. The camera placement was not the best for this video because there was miscommunication about where she would be sitting- but she expressed being more comfortable with not being able to see her face. She said she was self-conscious about viewing herself. Second classroom teacher has also never been recorded. She had a few visiting students in her class so she had to shorten her circle time.

6/14	Morning Focus Group: Four participants, I had to facetime one participant in because she could not get release time to attend based on the distance of the focus group location. I did not plan for this and there was some issue with the audio, but it was okay because the focus group was so small. Afternoon focus: Four participants. Late afternoon focus group was difficult. I could tell teachers were tired after a long day of teaching.
6/25	I am listening to the audio recordings and I did not realize how rewarding this process would be. As a teacher educator, I had to refrain from offering feedback. I had to make sure that my comments were merely clarifications. But I am hearing gratitude in teacher's voices. They were grateful for experiencing this process and I am grateful that they participated, despite it being the end of the school year.
6/28	I could feel myself at times wanting to offer feedback & support when teachers are talking through their reflections. Environmental factors… Phone ringing, teacher interruptions. One teacher mentioned having time to think about lesson before reflecting and another mentioned reflecting immediately. Doing both journaling and talking are important. Process in two days.
7/8	Teacher cried when she first watched her video as a student teacher. Explore student teacher's experiences? Would approach change the experience.
7/13	Reviewing interviews. Making note of theory links, links to research questions. Preliminary grouping/ horizontalization. Number of things mentioned before and after?
8/3	Separating preliminary

Appendix K: Lesson Reflection Journal and Video Reflection Journal

Kathy's Lesson Reflection Journal

Question One: Describe your lesson in detail. What happened during your lesson? What did you teach?

During my lesson I welcomed the children by singing "Hello, How Are You?" and allowing them to move around as we sang. I then transitioned to the read aloud of the day. "The Three Little Pigs." I introduced the book by showing the cover, reading the title, and announcing the author and illustrator and we sang the song "The Author Writes the Words." I asked the children who remembers what this story is about and assisted them in summarizing the story by restating what they said and asking questions to prompt them to recall further information. Next, I read the story with enthusiasm. I paused every so often to recap what has happened and ask questions about the story and characters such as "How do you think that made them feel?" or "Why did that happen?" After I read the book, I transitioned t the KWL chart. I told the children we are reviewing our study of buildings and we are going to create a KWL chart. I reminded them K is for what we know, W is for what we want to know and L is for what we learned. I asked the children to "What do you know about trees" and I repeated what they said as I wrote it down. I told the children we will compute the L section on Friday. Finally, I announced it is time to go to learning centers and my best listeners will get called first. All the children sat in criss-cross applesauce quietly with their hands in their laps. As I called them, they took their picture card and went to the center of their choice.

Question Two: Were the children successful? How do you know?

Yes, some of the children were successful. I know because they were able to answer my questions and give valuable information to their peers. Some children however need more practice in order to be successful. I know this because they were unable to answer my questions or their answers did not relate to the question I was asking.

Question Three: What are some things that went well?

The good morning song went well. All the children got up to dance and sat back down criss-cross applesauce, hands in their laps, quietly. The story went well also. I was able to hold the children's attentions. They continued to look at me and listen to me as I read the story and participate in conversations during the story. The KWL chart went okay for the K part because the listed a variety of things they know about buildings.

Question Four: What are some things that did not go well? Why do you think it did not go well?

The W part of the chart could have gone better. I think because I gave an example question about how long it takes to build a building all the children focused their questions around mine. Next time I should better explain "a question" and give multiple and varied examples. Also, the children seemed to be getting antsy and needed to move. I feel the lesson may have extended beyond their attention span.

Question Five: Is there anything you would like to add about your lesson?

I would like to make the KWL chart more clear and exciting somehow. If I could find a way to get them physically involved they would be more mentally involved as well.

Question Six: If you were to teach this lesson again, what would you do differently? Why?
I would do the KWL chart first or add a brain break in between.

Kathy's Video Reflection Journal

Question One: Describe your lesson in detail. What happened during your lesson? What did you teach?
During my lesson I welcomed the children by singing, "Hello, How are You?" I introduced the story by reading the title, author, and illustrator as I showed the cover. We sang "The author writes the words" and children summarized the story. I read the story using different voices, tones, volume levels, gestures and expression to hold their interest and attention. I paused to recap the story, foreshadow, and ask questions. Finally, I transitioned to the KWL chart. The children told me what they know and want to know about buildings. Afterwards the children went to learning centers.

Question Two: Were the children successful? How do you know?
Yes, some children were successful and other could use more practice. I know because they were able to retell the story, answer questions, and ask questions or not.

Question Three: What are some things that went well?
I feel the good morning song and story went well.

Question Four: What are some things that did not go well? Why do you think it did not go well?
I feel the KWL chart could have gone better. I lost their attention. They needed a brain break or visual to keep them interested and focused.
        I would like to add more visual aids and movement.
Question Five: If you were to teach this lesson again, what would you do differently? Why?
I would ask the children about some vocabulary words such as embarrassed to help them understand the story better. Also, I would do the KWL chart first or add some visuals or brain breaks and better explain questions and give more examples. I would use, "I wonder" to help them ask questions about buildings.

Notes:
"I wonder questions."
Vocab: embarrassed

Mark's Lesson Reflection Journal

Question One: Describe your lesson in detail. What happened during your lesson? What did you teach?
The lesson was about upper and lowercase letters. The book Chicka Chick Boom Boom was read and children were encouraged to participate with the reading. They were asked to help identify letters and read along with certain passages. Throughout the reading, attention was frequently brought back to upper and lower case letters.

Question Two: Were the children successful? How do you know?
Yes, the children were most successful. Some had a little difficulty identifying certain letters but most were able to differentiate between upper- and lower-case letters.

Question Three: What are some things that went well?
Some things that went well were the reading of the story and the letter matching game that followed. Children were engaged with the book because they were encouraged to help with reading. The game was a chance for children to come up and complete a task before their peers, which is something they always enjoy.

Question Four: What are some things that did not go well? Why do you think it did not go well?
Some of the children had a little trouble identifying certain letters. The peers may have been calling out answers before the volunteer asked for help. Additionally, I should have provided some hint to help them identify the letter. Stating to one child who was looking for the letter "E" Letter "E" is the one with three lines on the side. Which letter looks like that? This would have been a more helpful way to help them identify letters.

Question Five: Is there anything you would like to add about your lesson?
I have had a lot of success teaching content to my children using books as teaching sources and encouraging active child participation. This encourages children to become involved in the lesson and helps them understand the content. Encouraging them to help each other has helped them to feel confidents and it has created a sense of cooperation.

Question Six: If you were to teach this lesson again, what would you do differently? Why?
I would look for more opportunities to ask open ended questions such as "What's the difference between upper case and lower case?" or "What letters look the same" I would have also moderated the game portion a little better, allowing volunteers a little more time to think and giving them some hints before peers were allowed to lend their voices.

Mark's Video Reflection Journal

Question One: Describe your lesson in detail. What happened during your lesson? What did you teach?
The lesson focused on Chicka Chika Boom Boom and children were encouraged to participate by identifying letters and reading along with some passages. After each was completed, children participated in a upper case and lower case matching game. The came up to the easel to match letters and they were able to ask their peers for help if they need it.

Question Two: Were the children successful? How do you know?
Yes, the children were successful. They were engaged with the book and the game. They were able to identify most of the letters and they were able to match the letters correctly.

Question Three: What are some things that went well?
The book was read so children could remain engaged by identifying to read some passages. They also enjoyed the matching letter game. They were eager to participate.

Question Four: What are some things that did not go well? Why do you think it did not go well?
During the game, some children had difficulty identifying letters. Their peers were eager to help and they called out the answers quickly, while the volunteer did not have much time to think. Additionally, some children who wanted to come up to participate were not able to due to time restriction.

Question Five: Is there anything you would like to add about your lesson?
I often use books as a teaching source for content. I have found that encouraging children to actively participate increases their understanding. It is also important for children with different levels of understanding to participate as this gives them more confidence. Then they seek help from their peers, this creates a level of cooperation among children.

Question Six: If you were to teach this lesson again, what would you do differently? Why?
If I were to teach this again, I would ask more open-ended questions. A question such as, "how do upper case and lower case make the same sound?" I would also moderate the game to allow volunteers more time to think about what letter they had. I could have had an upper- and lower-case chart ready for children to use as support. This could have given the volunteer a chance to identify their letter on their own other than listening to multiple peers calling out letters.

Appendix L: Sample Interview Transcriptions

Interview with Naomi

Katherine: What were your thoughts or feelings about your lesson prior to watching your video?

Naomi: At the beginning, when I put it all together, I was excited because I thought it was gonna be [a] really fun activity for them. I thought it would help to stay engaged and actually be a part of Circle. When we are reading the story, they seem to enjoy it. It was a funny story and then when it was time to start the activity, they were eager to participate in the beginning. Then everything started to change and I had children talking to each other, one that kept walking away hiding behind the easel. Then it was like little by little, they started to become disengaged. They were asking me if they could leave and go play and we hadn't even finished the activity.

Katherine: You mentioned that you were doing things a little differently today. Do you think that could be why?

Naomi: No. This particular group, I knew, they have a problem with circle time anyway.

Katherine: Is that why you picked this particular group of students?

Naomi: Yes, and I picked some kids that I know typically have a hard time. I wanted to see what they would do with this activity if it was a little smaller group of kids. They did exactly what they usually do. I was kind of hoping that would change because it was a smaller group instead of large group, but it didn't really change anything.

Katherine: Tell me what you did.

Naomi: I chose a rhyming book. We've been doing a lot of rhyming so I thought this would be a good review. We read the story *Mrs. McNosh Hangs Up Her Wash*.

At the beginning, I asked them if they remembered what a rhyming word was. A couple of the kids guessed; they didn't guess correctly. One of them did, so we talked about how words rhyme. Then I said, "OK, we're gonna listen to the story and we're gonna listen for those rhyming words."

So, we read the story and they enjoyed it. With the activity, I have pictures of Mrs. McNosh hanging up her wash. So, she has one pillowcase and it has a picture on it. There's a pillowcase next to Mrs. McNosh with an empty pillowcase. We went through the pictures; we talked about what each picture was because it's in black-and-white. I want to make sure they knew what the pictures were. So we went through all the pictures and then I handed the kids pieces of paper with pictures on it so they could look at the pictures. We talked about what each child had and then when I said the picture that Mrs. McNosh had, I asked them to look at their pictures to find

the rhyming picture so they could come up and add it to the board. I think that's where everything started to fall through.

I knew a couple were gonna have a hard time with rhyming, but I think they're really good at rhyming. I'm not really sure why they were so disengaged. I'm not positive, I don't know if having colored [pictures] would have been better or if I should've done a smaller group; that might've been better.

Katherine: In your journal you mentioned some things that went well. Can you tell me more?

Naomi: The reading of the story—they enjoyed that. A couple of them were able to find their pictures and put it up there pretty well. We had one picture of beans, and they were looking at the pictures and everybody said, "No, I don't have anything that rhymes with beans." I'm thinking, "OK, I know it's out there someplace" and so I just moved on. Then all the sudden, towards the end, one of the kids says, "I have something that rhymes with beans." He was very excited and so he was able to put it up on the board. He was the one that stayed pretty well engaged.

Katherine: In your journal you mentioned you could have done some things differently. Can you tell me more about that?

Naomi: I think having a smaller group would've been better for this activity. Maybe not having as many pictures on the board, like I did. Maybe that was too much of a waiting for them. Before I had handed out the pictures, I had wanted to go through the pictures and do the same thing I did with the pictures on the easel. Make sure they all knew what the pictures were. I totally forgot to do that—I think I would've done that differently. We would've gone through each picture so they would see what everybody had.

Katherine: Then they would have had the sound in their mind?

Naomi: Yes.

Katherine: Is there anything you would like to add about your lesson before watching your video?

Naomi: No. I know circle, times I have a tendency to have difficult times with that just cause I have things in my mind that I want to have specifically happen and sometimes it doesn't happen. This particular group has been a challenge so it's been more challenging than others.

Katherine: What were your thoughts or feelings as you were watching your video?

Naomi: It actually went a lot better than I thought. I think they were engaged more than I thought they were and even though a couple kids in the back we're talking to each other, one of them (at least) were still engaged with the activity—the other one wasn't, but the one was.

The child that kept getting up and going behind the easel, he actually left the circle area completely but came back in. This happened maybe for five times, but he had still been listening because he would come back and he answered some of the questions. So, I'm thinking, "OK, he is still listening even though he's walking away and doing other things." He was still paying attention. So, he obviously, I know he has a hard time sitting, but he is still listening. I was surprised because I didn't think that he was really paying attention to what was happening and I think with him walking around so much and going behind the easel and knowing that I was being taped, I was feeling anxious.

I kept saying, "Well, this isn't going well" because I am anxious, but when I was watching I don't show that I'm anxious. So, I was glad to see that because I don't want them to see that I am getting like that.

But they were engaged in most of it. I start losing them, there was the total of 17 pictures on the easel, and they got to about the eighth one and that's when they started to kind of lose focus a little bit.

At the beginning there was a lot of distractions: the phone was ringing, a parent came in after we had started, and there was a lot of noise in the classroom. So, I think, next time, I will probably close the kitchen door so we wouldn't hear the phone ringing. I would make sure that the other kids in the room, if I did small group, I would have the other kids engaged in a small activity before I started. I think some of them were concerned that they were losing out on playtime. I know [a] couple of the boys that wanted to leave; they love the block area and that's where all the rest [of] the kids were. I think he thought he was not gonna be able to enter the block area and he was losing out. So, I think that was part of the problem, so I would definitely change that.

Katherine: Did you see them looking that way?

Naomi: Yes. But even though they kept looking away, they kept coming back and focusing again on the activity, so it wasn't as bad as I thought.

Katherine: So, they were engaged and were participating although they might not of been sitting still. What did you notice while watching your video that you did not think about or notice before watching your video?

Naomi: Yeah, I think with the one child, with him getting up and walking around. I know that he's been like this the whole year and he has problems with controlling his temper and things, and I constantly have that in the back of my head, so I think I was probably starting to feel anxious that he's going to start acting out. I think I was feeling anxious thinking, "OK."

Katherine: Were you feeling anxious because you were being recorded or did you feel anxious because you know it escalates?

Naomi: I think it was because I was being videotaped and I just wanted everything to work out really well. In my mind it wasn't because there were so many distractions in the room and as I'm

going through the lesson in my head I'm thinking, "OK, I probably should've [changed] this and I could've changed that." It's a learning process.

Katherine: How could your experience recording or watching your video be improved?

Naomi: I think if it wasn't at the very end of the school year, if it had been in the middle of the school year, I think I would've felt like I had more time to put together something a little bit better.

One thing I noticed about myself is once I start putting something together, things escalate and I think, "OK I can do this… this is gonna be really good…" Then I try to perfect it and nothing is ever perfect. I am like that with everything that I do. I'm like that when I write my lesson plans; it takes me a very long time because I want everything to be smooth. I want one thing to be able to connect with something else. As I'm writing, I'm like, "Wait, I can't do this yet because they won't be able to make a connection with anything because I haven't done this yet." I think I would've spent more time on it if I had, but it worked out. I was kind of pleased. I think I might actually videotape something maybe at the beginning of the school year just for myself, just so I can see what's going on.

It was funny because there was one little girl that turned to the person next to her and I thought she was talking but when I was watching, because I couldn't see her face cause I was here, and she turned her face, she was actually making faces about what was happening in the story. Like surprised face, "Wow, I can't believe she did that!" or she was touching him and she was pointing to the book—so I was like, "Oh, so this whole time I'm thinking she's talking to him about something completely different but she wasn't she was totally engrossed in the story. I was like, oh my gosh…" Now I feel bad because at one point I asked her to stop. I think this was a valuable lesson for me. So, thank you. I think I was panicking over nothing because it was actually was very helpful.

Katherine: Last we are going to discuss your experience using the journal prompts for reflection after viewing your video. Do you use journals in your practice or have you ever used journals?

Naomi: For myself? No.

Katherine: In pre-service teaching?

Naomi: Yes.

Katherine: So, you have in pre-service but not in your regular daily practice.

Naomi nods yes.

Katherine: Do you believe there are any benefits of using kinds of journal prompts to help guide reflection?

Naomi: Yes, I do, because as I'm reading this, I'm like, "OK, this would be pretty helpful for me to write down certain things so this way I would remember it if I wanted to do something like that in the next year or just to kind [of] help myself a little bit," I think. I was thinking all these are pretty good questions because it made me think. Made [me] really sit back and think.

Katherine: Besides journals, what do you believe would help you reflect more effectively on video of your instruction?

Naomi: Not that I can think of.

Katherine: We were talking about this earlier—can you share your feelings about participating in this research?

Naomi: Panic. Yeah, panic. Just because time of the year that it is and knowing graduation is right here. It's been a challenging year for many different reasons. I've been trying to deal with a lot of stuff going on. Trying to handle stuff that I can't change it. It's been a very challenging year. So, panic. Then I said, "OK, [it's] Katherine." So, with all the help that you gave me. I thought, "I got to help you out. I'm gonna to do this." But my first thought was complete panic. Then I was thinking, "OK, this this might be very helpful for me just, I'm not looking forward to watching it, but maybe I'll learn something from watching. Maybe my body language that I'm not aware of. I don't know, it'll be interesting to see what I learn from this."

Katherine: Is there anything you'd like to share before we close out?

Naomi: I don't think so, but this was—I thought it would be helping you, but it was also helping me in the process. Thank you once again; you came to the rescue and helped me out.

Interview with Rose

Katherine: Tell me about your lesson.

Rose: My lesson was about balls. We are in week two of balls, from the creative curriculum. There's a story called *Bounce* and it involves things with balls, of course, because it was called *Bounce*. We had to make movements simulating bouncing after the story, but most [of] the children chose to spin or clap because it didn't specify the type of movement, but you had to do it along with a number, so it was reinforcing recognition of numbers and one to one correspondence. That, they were into. They were very into the story. They love participating in listening. Looking at the pictures and telling me what they saw. One of [the things] that came up that was really cool is one of the children said that the pogo stick looked like a jackhammer. That was really interesting.

Another student saw, in the story, a picture of lettuce that the bunny was jumping over. I said, "What do you think this?" One of the students said, "It's lettuce." Another student said, "It's

cabbage. I'm pretty sure it's cabbage." So, I thought that was pretty neat that they were able to go further with that.

I had two boys sitting on the corner that are really good friends. I probably should've separated [them], but I didn't—for a number of reasons. I let them stay together and of course they were a little rowdy, but that's OK. I could've moved them. I did at one point say to them, "Would you like me to separate the two of you?" I said, "But I don't think we need to do this, I think." So every so often, they will get a little silly.

It was a very different dynamic because I was trying not to get their faces to be seen and I had them all sitting in a line, which I never do. With 20 children, they literally go all the way around the rug. Because I had them in one small area in the line because of the way the video is being filmed. In some ways it was good, and some ways it wasn't as good. The space is a lot smaller, so sometimes they were little too close to each other and other times we didn't have as much room to bounce the balls as much. Other than that, I think it was the only way that we could've done it.

One of the boys really couldn't sit still. That's why I had him sitting doing an activity during the lesson because he would have been making faces in the camera the whole time. I could tell that cause I kind of did a pre-test to see how the students would handle it. When he's off, he's off, and he was off and I knew that it wouldn't be a good experience for you or for me or for [the] children if he was sitting there with us, so I gave him something separate to review and that's fine.

Every so often he comes in and checks in with me in the middle video. He'll say, "Look what I found." I'll respond to him and he'll come back out. He responded a total of two times in the video. I knew from the way he came in today that it was going to be a problem. I try because he can make some valuable contributions but he was way too unfocused today to be able to and he will drag everybody out of it. I made the conscious decision to have him do something separate, which he did really well with. He came to me twice and showed me what he found. He pops in twice, while we were in the middle of bouncing the balls. He pops in two times in the middle of the video. I think it was a time that we were bouncing the balls.

The first part was the story, the second part they were doing the action, and the third part we were doing the experimentation with the balls. I was taking out each [ball] and the students were making predictions and I was writing the predictions down. That took a little bit longer. I should've shortened the amount of time I did with that because some of the kids were laying down on the floor. One of the children said, "Are we going to bounce them? Are we going to play with them?" I said, "Of course we will. Once we are done getting all this set up, I will give everybody time to play with the balls."

By the end of the video, you will see them throwing the balls, seeing how high they will go and some of the kids saying, "Woah, look how high that ball went" and stuff like that. They were very engaged and very interested.

I thought that they were a little more off track when I was teaching it, than what I saw in the video. In the video it didn't seem like they were off as much and I thought. It was good where I redirected them. There were only five children on the rug.

With M, the little girl who doesn't speak English, she only started in our class at April. She needs a lot of help with things, so I think she was happy. She sat there and she watched. I had her in the lesson each time. She doesn't know her numbers or letters so I had a student come up to help her each time. She was smiling when she bounced. She's been learning since she walked in the door. She can now say like five or six different words that she could not say when she first got there. She was really happy. The students love helping out other people.

We have other students that have special needs and M is our one that doesn't speak English, and then we have one student who has a lot of therapists come, who has a lot of support. Students also support him in a different way than they support M. M needs support because she just doesn't understand, whereas he needs support because he can't comprehend.

Katherine: What were your thoughts or feelings about your lesson prior to watching your video?

Rose: I thought that they weren't as on task as it could've been, but once I watched it, I was like, "You know, they really weren't so bad." Not that they were bad; I thought that they weren't on task as they could've been, but when I watched it, really the only things they were really doing was sometimes they were laying down, but they were still watching and still participating; they were just laying down. The two children that were friends, that were sitting next to each other, they may have been silly and stuff, but they were still answering questions throughout the lesson. You see things differently when you're watching it than when you're actually experiencing it. When I watched, I could see that even though they were laying down, she was kicking up her feet at one point; she was still reading and looking and responding to things. Let's say you were observing me and giving me a grade on it; I would have thought that some of the stuff they were doing would [lessen] my rating. Now that I've looked at the video, I'm not so sure about that because they were so engaged and that's the important thing.

Katherine: In your journal you mentioned [the] children were excited to share and participate. Can you tell me more about that?

Rose: During the [lesson], they were excited to tell me which of the numbers are which because at one point, Christine said, "I don't want a large number; I want a small number," so I gave her a zero and she said, "Well that's zero; it's nothing; I can't do anything with that." So I said, "OK, do you want a larger number or smaller number?" So she said, "Oh, I want 1 so I can clap once." But before I gave her the one, I showed every number from 1 to 10 so all the kids were all excited at that point. They were like, "1, 3, 5, 6, 9." They were calling them all out as I was showing them because they like to show what they know. They were on it. What they really wanted to do with the balls, they wanted to play with them and to catch them. I don't think they were necessarily thinking about how they held their hands when they were trying to catch the different balls, but I kept pointing it out. Are you holding it the same way when you went to catch the football than you went to throw the football or are you holding it farther?
You could tell which children had played catch because they went "joop" right through.

Katherine: What age do you have? 3 to 5?

Rose: 3 to 5. M is our youngest; she just turned three. Then R, in the one on the end, he just turned 5. C is 4. J is 4. So, the 5-year-olds were on the right, the 4-year-olds were in the middle, and the other 3-year-olds were on the left.

Katherine: Did they self-group?

Rose: Yes. They grouped in age order.

Katherine: In your journal you mentioned you could have had them take turns a little more. Can you tell me more about that?

Rose: When I was throwing the balls, they were so excited they would purposely miss it, and I would keep throwing it to them and they weren't thinking of the people next to them who hadn't [had] a chance yet. They would move their hand so it would fall and they would run to get it because they still wanted me to keep doing it with them and not necessarily with the other person.

Katherine: Could they have thrown it to each other?

Rose: Yes. They could have. Except they kept throwing it back to me and then I was throwing it because I was trying to get [them] to focus on the way their hands were.

Katherine: Next we are going to talk about your experience watching the video of your instruction. What were your thoughts or feelings as you were watching your video?

Rose: Feeling number one is I thought I sounded very loud. Feeling number two is I didn't like that my gray was showing because I need to touch up.

I did like watching how involved the children were in the story and when I was reading the story and hearing all the different things that they mentioned and watching the way I redirected them when they got too silly or when they laid down or something like that. I thought I handled that really well.

When we were playing the game with the numbers, I really liked how they were so excited about telling me what all the numbers were. With the balls, I like how excited they were when we actually started predicting. They wanted to move on from predicting just to play with [them] so, what I said in my notes, instead of going through each of the balls, I could've just let them play and then gone around, but that would've been a very different experience. I don't think he would've been able to see that in the video as well if I went to each child. I wanted to make sure I had all their thoughts on the paper cause I was writing it down on the paper—that's why I had to finish that. So that's why a couple of the students started to get a little itchy at that point because they had been still for a little bit. But sometimes that's the way it is. Sometimes you have to finish before you can move onto the next thing. But if I had to do differently and I would've done it where I would've handed them out so that they could experience it.

Katherine: What did you notice while watching your video that you did not think about or notice before watching your video?

Rose: Other than the sound of my voice, I didn't hear myself saying "um." I did redirect those particular students a number of times, but it wasn't negative or anything like that. When they were blocking the book, I would say, "Can you please stand so that J can see?" or something like that. So, I wasn't being stern and they did respond. They fixed what they were doing; they corrected it. They didn't ignore me and I didn't ignore them. I responded to everybody when they had something to say, so I thought that was good.

Katherine: How could your experience recording or watching your video [have] been improved?

Rose: I don't think so, in my case. Maybe somebody who never experienced it before but since I've already experienced being videotaped and audio taped, all that I was looking at I related from before. I see a big difference between the way I was 20-some odd years ago to the way I am now. I think I'm much more focused on what's going on with the children and what I need to do to help them to learn and to make them happy and have that experience, whereas before I didn't really know what to expect and how to handle all the different situations as well. Now I think I am much better prepared.

Katherine: Anything you would like to add about watching the video?

Rose: When I was just reading a book, I couldn't see the pictures in the video. But that's ok. I couldn't see what I was writing but that's ok. I remember thinking when I was writing it, "Oh the marker is starting to dry out; it's a little light," but you can't see that in the video. In the video it was dark. It didn't show up like that, so it's fine.

Katherine: Last we are going to discuss your experience using the journal prompts for reflection after viewing your video. Have you used journal prompts before?

Rose: Yes. We journal with the students too, except that they're drawing pictures and telling us about them. OK, so it's a little different because they are not necessarily expected [to] write.

Katherine: How about you professionally. Do you use journal prompts?

Rose: Not necessarily journal prompts, but when we were student teaching and doing observations, we always did observations and we always wrote journals and our experiences each day. How things went with this part of the lesson or anything else, so I'm used to that. I mean, I don't need to write [it] down because I can reflect upon it on my own. I don't need to sit there and say, "OK, this is what went well and this is what didn't go well."

Katherine: Is that something that you do?

Rose: All the time, so at this part of the daily process, that's how I knew that T being on the rug wouldn't have been a good idea because of the way he was acting [when] we first came in. I

knew he wouldn't be in. He would've been facing the opposite way the entire time playing towards the camera. That would have distracted all the other children around him from previous experience, whereas I would not have known that if I was an inexperienced teacher or if I had just walked into the classroom. But now, having been there since March 6, I can tell you that today he wasn't gonna be able to do it, but other days he can.

Katherine: Describe any benefits of using a journal after viewing a video of your instruction.

Rose: Yes, it can help you reflect on things that went well and things that didn't go well. Things you can change and what you could improve upon and what you can do differently.

Katherine: Is there anything else that you believe could help with this process?

Rose: Yes, because I have coworkers. I have a co-teacher who is in my room too, so she can tell me, "Oh, you know so-and-so wasn't paying attention" or "so-and-so wasn't of doing this" and "I don't know if you noticed but we are a group of 20 and if you noticed but so-and-so," but when we're doing lessons when I'm doing the lesson normally, I do observations all the time and we have to take photographs of the children so in the photographs I can really see who is really doing what we're doing. It's kind of similar to using the video because I can see it afterwards and I can reflect on it when I'm writing the observation. In a sense, we do that because I'm not the one usually [taking] the photographs and then I'm the one who's writing the observation based upon the lesson and photograph. We work together.

Katherine: Would you engage in this process again?

Rose: Sure. I would do it again because it is a learning experience. I guess it depends on the opportunity and what the situation was.

Katherine: Would you do it on your own?

Rose: On my own, not so much, because I don't feel that I am personally very technological and I will have an issue. I don't like necessarily doing all of the technology, but I always think, I'm not afraid, but I always think I'm not going to get a good picture or something's going to go wrong. I would be worried about if it would record. I would have to put somebody else in charge of it or watching over it. When I was videotaped and when I did it myself, I double-checked to make sure that it was recording it because I didn't know. You need to make sure it goes well. If you're recording a one-time thing, it's only a one-chance thing. If you mess it up, you'll lose it. If it's for your practice it's fine, but if it was for project or something—school or for somebody else—that would be a little more concerned.

Katherine: What were your thoughts when you were first approached?

Rose: When was first approached, I was fine. I thought that it would be great opportunity to see how I interact. Like I said, the last time I had any sort of videotaping of myself was many years ago, so it was interesting to see. When we were in training to be a teacher, years ago, we did a combination. It was mostly audiotape, but there was at least one videotape. I remember in the

audio, in the early days, I remember saying "um" a lot, which I don't remember myself saying this time. That was good, although I thought I sounded very, very loud.

Katherine: We had the microphone, it was attached to it.

Rose: I really need to tone it down but they don't seem to mind.

Appendix M: Sample Focus Group Transcription

Focus Group 1

Katherine: Tell me about your experience.

Sharon: I am teaching from 1995. I taught first high school, I taught French and Romanian. After that I moved to middle school. During these years, I observed my teaching strategy. My teaching method improved a lot. What contributed to this, definitely my experience, definitely my reflection. Every single time, I am looking back, what was well, what didn't work well. What I think contributed to my experience and improve my methods, and my strategy of learning is because I am working very well in a team with my assistant. We are working together for 10 years and we have a very strong [team]. I think this is very important. Teaching is a work team, you have to collaborate, you have to interact with each other. This helps me a lot.

Katherine: Is videotaping something you would use with her?

Sharon: Sure. Five years ago, when we had teaching practice, I used to film her lessons and we exchanged ideas and we helped each other. Every single time she came with something to help me and I came with something to help her. I think this is very important, collaboration between teachers. Not because I am not able to do my lesson but to have extra ideas from somebody who knows what teaching means. This is very important.

Lori: Because I don't have a partner right now and I am working by myself, I found this experience very helpful, because I was able to see how I was teaching because I am not able to bounce ideas off of anybody right now. I was saying that in the future, it would be nice if my center would be able to videotape and we would be able to watch each other and get ideas from other teachers instead of talking. We could see each other and what we do in the classroom.

Katherine: Is this something you are comfortable with, allowing someone to watch your videos?

Paulina: Personally, it would all depend on who it was.

Sharon: I agree with you.

Katherine: So, it's not like, everybody watch this video.

Lori: Not the whole center, but I feel like if it's the teachers that you work really closely with. But even as I was watching, even if I was by myself, I was kind of cringing. I noticed I do that a lot. I mean, people can be really critical of themselves.

Katherine: Is this the first time you've recorded yourself?

Lori: Yes, I have never been recorded before.

Sharon: I have this experience before and I watched my recording. I was crying and closing all the doors. Now, I can compare with five years ago. Now, I don't have any problem to share with my colleagues. But it depends who is going to be there. I cried, I wasn't happy at all. I can observe my mistakes, my grammar mistakes, my teaching mistakes, and after that I tried to do better and better and better. I was ashamed of myself. I felt very strange.

Katherine: No one else saw her video. What was your experience seeing yourself for the first time?

Paulina: It was surreal. I never videotaped or saw myself teaching so it was very odd. I actually enjoyed it.

Jeanna: This was my first time being taped and I started speaking about my appearance. My feet looked ashy and I looked down and said, "OK, it's just the video." K told me I should have had it face me so I could see my facial expression. My board was posted so you could see the side of me, but as I was viewing it, I was more comfortable. I would have been worrying about, what's going on with me. Why am I doing this, but I liked how it was viewing the children and I saw their interactions to what I was doing. I know the one who lose interest. The youngest one, she stayed right over here and the other ones, they had difficulty zeroing in on them. They were really into what we were doing. It would be different if I had more notice, if I had the whole week. I am not sure if I would always like videotaping. If someone was just observing me, which is traumatic for me at times too, but when someone was just observing me, that is a little different, but video, it could go anywhere. Anybody can see it.

Katherine: Confidentiality is important. If you do this in the future, you want to make sure that the data is secure; you don't want anyone to see it. You are right, there is a risk. What are some things you noticed about your students that you did not notice before?

Paulina: They were more engaged than I thought.

Katherine: Did you notice the same thing?

Lori: I did. I have a lot of younger kids in my room and they always seem really fidgety on the carpet. I wasn't sure if they were actually paying attention, but after watching it I saw their movement on the carpet doesn't affect their learning at all. I only had one child who was focused on the camera. He kept asking, "Is that a camera?" but they were really engaged.

Jeanna: I think because it was a smaller group that was a difference also. They looked like they were the perfect group, like I just paid to have a group come in and sit there. It was a surprise to me because in my mind they were energetic on the carpet, but they came right over and sat down and they were facing the opposite way. I was like, wow, that was good.

Paulina: We had M's kids with us and I thought, this is not going to be good because they were younger ones. They may not have gotten extremely into it, but they weren't doing their normal jumping up and down and that normal stuff.

Sharon: I worked with a small group and they were very well engaged. I expected it from them but I was a little worried they would talk on top of each other because they like to call out at this age, but they respect the rules. I was surprised. I know they work hard all year, but I could see they are prepared for kindergarten. They know letters, they know sounds, they could spell the words correctly. They can write by themselves. I was very impressed. You were there and they didn't pay any attention to you. I was impressed. They were very focused on the lesson.

Katherine: Did you notice anything in your environment?

Lori: The phone rings all the time. Sometimes it is hard to get them back because I am by myself. If they are really engaged in a lesson and I have to answer my phone, they lose that interest, even if it is two seconds. I try to wait because they call for the morning count; they call for different things. I try to wait till all those things are taken care of before I start the morning routine. It makes it a little easier.

Paulina: Don't they take it into consideration that it is only you or call later?

Lori: They don't.

Sharon: I noticed someone was late. A girl came with her mother; she was late. They didn't pay any attention. They concentrate on the lesson and it worked very well. I didn't expect, I thought if someone opened the door, the would look there, but they didn't.

Jeanna: I always want to make sure the children are interested. Because if I'm bored, I know the children have to be bored, and sometimes I may forget something—if I have to read a book, my glasses. But yesterday I had everything, and I noticed watching the video, everything went smooth. I had a smaller group, but I had prepared for everyone to be there so at the end I had extra pieces. They were getting ready to leave circle, so I just packed it. It was right on time, I knew when to quit. They were ready to go, and they were moving on.

Paulina: I wasn't happy that I didn't have my one paper ready and I had to get up and get it and come back. I have to work on it. Usually I have 90% of the things there, but it slipped my mind. I was really preparing myself for when they go to circle, they would go wild. That is what I was preparing myself for, but that didn't happen and they did it the way they're supposed to—except for S, she was dancing in front of the camera. So, I just grabbed it before I got there.

I would do this again. It depends on who will view it and as long as it won't be public. I would do it because it gives me an outside view looking in. I think that's good because I have one perception of what's going on as I'm doing it, but if I look at it from outside, I get a different perception.

Lori: I would definitely do it again under certain conditions of who is watching it. I wouldn't want the whole center to watch it. The colleagues I work with directly—I wouldn't mind them seeing it. I would want to use it because we do not get observed a lot at our center and I feel like when people come in to observe, they don't know the children, they don't know the behaviors so when they come in, they have one viewpoint and it is hard to talk about the lesson and your teaching and your kids based on that one observation. I feel videotaping is a good way because you're not just getting their viewpoint, you can see it for yourself, and I also mentioned in our interview that it would be good to do one towards the beginning of the year and more towards the end of the year so you can see your growth.

Katherine: If I approached you at the beginning of the year, with brand new children, will this be something you would be willing to do?

Paulina: I'd be hesitant, but I'd do it. I think it would be good for observations. Cause we can't always [getting] every single child when we are trying to observe for a certain skill, but if we are videoing, we can look back and [see]. I think that would be good for that too.

Katherine: Not just for you to improve your practice, but to see where the students are at.

Jeanna: Probably not the very first week, but I wouldn't mind the beginning because towards the end, everything was a little different.

Lori: I had to transition my kids to centers, but they decided no one was going to come up to relieve me. So, when I turned off the camera, I had to have everyone line up because we had to be split up and I had to put them in different groups and they were upset that they didn't get to go to centers.

Sharon: I really like the idea to record the lesson at the beginning of the year and record one at the end of the year to compare and see how kids improve and how we are different. I like that idea.

Katherine: Would you be open to have others view your video?

Sharon: I think yes, after viewing the video. I can see my improvement and my different approach. When you first approached me to record the lesson, I did not feel comfortable but I am so happy I did it so I can compare, I can analyze, I can improve, I can reflect. Honestly this means a lot to me. I am really happy I did this.

Katherine: Tell me about your experience using journals.

Jeanna: I am glad you gave us the journal right after because I had all the ideas right in my head. If you asked me an hour later, I probably would have said, "Wait a minute." I was able to speak with you and tell you different things. As I was talking to you, different things came to mind. The journals did help. This was my first tine using journals.

Katherine: It would have been a different experience if you had to wait.

Jeanna: Yes, because different things would have been in and out of my mind. I felt more clear-headed when I talked to you right away.

Paulina: I feel the timing is important. Because if you have to wait, there is so much going on throughout the day that I know I am not going to remember [certain details].

Lori: I really liked the journals, especially the prompts, because I felt I would have just written anything. I liked the prompts you used and I think timing is important. It would have to be right after.

Sharon: I really agree with the ladies. We have our discussion right after the video. Having the discussion right after the lesson helped me to stay organized and the discussion helped me to remember step-by-step what the lesson was about and how the kids this was very helpful for me too. I think it is very important, the journal, because my weakness is I am meticulous. I plan too many activities and sometimes I run out of time. To have a journal, I think it is very helpful for me. On the beginning of the lesson, I plan my goal and what the kids will know at the end of the lesson. Every time I assess them and I plan my next step.

Katherine: Identify what the goals for the classroom are and your personal goal. Viewing the video with intention?

Sharon: Yes. For my experience, I would like to go to different centers and teachers and for others to come to my class. So, we can help each other. I am working different from someone else and we can grow together.