Pros and Cons of In-Service Teacher Professional Development via Observation of Filmed Classes

Oren Cohen Zada [1], Ángeles Bueno Villaverde [2]

[1] Talpiot College of Education, Israel
[2] Camilo José Cela University, Spain

KEY WORDS	ABSTRACT
	Filming lessons is one of the most common and effective tools in teacher professional improvement and development. In-depth interviews with 60 teachers in Israel Southern District reveal their experience with filmed lessons in professional development. This qualitative constructivist study showed that the main reason for teachers' objection to lesson filming is that the camera affects the processes occurring in the classroom. The study further demonstrated that filmed lessons significantly enhance insights into processes of learning and instruction and advance teachers' reflection on their practice.

GLOBAL KNOWLEDGE
ACADEMICS

> The camera's rendering of reality must always hide more than it discloses.
>
> -Susan Sontag, *On Photography*

Introduction

In recent years, the usage of filmed lessons for teachers' learning purposes has increased significantly. Different models of teacher learning integrate lesson videos to show the work of teaching (Borko et al., 2011). School teachers across the world routinely film themselves teaching. It enables them to follow their processes of teaching and learning.

Lesson filming is integrated into the teaching practice because the teacher cannot observe each occurrence in class, as they are busy responding to students in real-time and focus on the lesson. However, teachers can watch the filmed classroom lesson at leisure and reflect on it; observe the students and themselves, and examine how their chosen teaching approach impacted their students.

The Significance of Lesson Filming in Teacher-Training and Professional Development

The use of filmed lessons in teacher training and professional development has advanced significantly since the 1960s (Sherin, 2004). Many original methods of this medium are still employed, often adapted to developments in theory and research and the insights on teacher learning. Many of those insights are based on theory and research into learning and instruction for all types of learners (Quinn et al., 2011).

Teachers' professional development can take place in a single school community. Many schools routinely film lessons as part of their teacher community's professional development. There are three types of filmed lesson observation: watching one's own lessons for independent work, according to a specific indicator or assisted by a guidance counselor; group viewing of filmed teaching – school colleagues' or peer subject teachers' - that allows for feedback and deeper understanding of the thinking patterns behind the pedagogical practices, and, finally, viewing of lessons held by unfamiliar teachers who do not teach at the school (Sherin, 2004; Zhang et al., 2011).

Lesson filming as a source of feedback, peer learning, lesson analysis, and extraction of pedagogical principles can be very effective. Nowadays, one of the most prominent ideas in world education is the concept of *opening up the classroom doors* - i.e., providing teachers with an opportunity to observe their colleagues' open lessons and learn from them. This practice is not that simple to realize, as many teachers are overburdened with responsibilities and experience tension between commitments (Gov, 2014).

Lesson filming allows teaching staff to open up the classroom doors effectively; skilled and experienced teachers film themselves teaching and upload their favorite lessons to a shared computer folder. Through this medium, novice and student teachers, teachers who feel they lack knowledge in a specific discipline, can observe and learn from colleagues (Bolam et al., 2005).

Professional teacher community members watch together a filmed lesson by a teacher from the same or a different group and then discuss the used teaching methods, students' state of mind, dilemmas, and questions emerging from the lesson. Teachers engage in discussions and share what was traditionally considered individual: goals, strategies, materials, questions, concerns, and outcomes (DuFour, 2004; DuFour et al., 2006); observe their peers' lessons; provide feedback and discuss common professional issues (Bolam et al., 2005).

The use of filmed lessons in teacher-professional analysis holds tremendous potential. Many principals implement this tool to improve teaching and learning. Filmed lessons are a great source of information on the work of teaching that allows advancing pedagogical discussion in teacher learning. Lesson video is one of the most effective tools for presenting teaching, and as such, they can offer learning opportunities for teachers (Borko, 2004).

Educated and efficient use of lesson videos is evident, for example, in the *Flipped Classroom* program built on the method different from the customary in most schools (Baker, 2012; Bergmann & Sams, 2012; Khan, 2011).

Advantages of Lesson Filming

One of the unique features of filming is the record it provides of the occurrence in the classroom: the material for the teacher to work with, in a dynamic and educated way, e.g., watch the video repeatedly, each time focusing on a different aspect (student interaction, teacher-student interaction, the whiteboard, peer learning), pause the video and hold a discussion, rewind, compare students' and teachers' responses in each of the lesson parts, etc. (Shulman, 1998; 2004). The digital camera allows recording, reflecting, and evaluating the filmed product (Shrum et al., 2005).

Shrum et al. (2005) claim that the camera is also a controllable means easy to work with and thus engage in a dynamic learning process (Golam & Baron-Cohen, 2006; Moore et al., 2000). Another feature is the possibility of collecting video clips and reorganizing them in a different format. These features enable the creation of various methods to analyze teaching and learning and foster reflection among teaching staff. In discussions on filmed lessons, videos provide the discourse with a concrete point of reference, not colored by the experience of an individual teacher who projects their personal experience onto the observation (Clarke & Hollingsworth, 2000). These discussions help the teacher discern classroom interactions, understand and interpret them (Sherin & van Es, 2009).

Discussions on filmed lessons help teachers build intervention programs. Ultimately, these programs get adapted to the level of the entire class, group, or individual student, providing differential responses suitable for students (Borko et al., 2011). Moreover, studies show that lesson videos foster teachers' sense of their capability; teachers utilize them to promote organizational change within team workshops where teachers discuss specific challenges they face every day (Talanker, 2013).

However, academic literature points to numerous considerations, deliberations, and disagreements among education researchers regarding the advantages and shortcomings of a filmed lesson in teacher learning and professional development.

Thus, different studies from recent years indicate the feasibility of using filmed lessons for instruction improvement, while also specifying its considerable limitations and even risks in advancement, development, and facilitation of teaching and learning processes (Clarke & Hollingsworth, 2000; Golan & Baron-Cohen, 2006; Sherin & van Es, 2009).

The Study's Objectives and Procedure

The study's objective was to explore teachers' attitudes toward using lesson videos in learning and professional development. The questions posed to them were:

1. What was the teachers' position toward lesson filming for learning and professional development?

2. How can we mobilize a school community of practice to participate in lesson filming intended for learning and professional development?

Method

The original study was conducted per the qualitative-constructivist paradigm, characterized by a holistic approach to the researched phenomenon that allows researchers to understand phenomena and situations as whole entities (Shkedi, 2003).

Sample

The sample comprised 60 elementary school teachers from the Israel Southern District. The location was chosen due to the schools' accessibility to the researcher. The research sample represented three sectors of the state education system in Israel: state schools, state religious schools, and the Bedouin Sector schools. Schools participating in the study were formally recognized by the Education System and affiliated with the Southern District.

The researchers sampled participants according to a nonprobability sampling method, according to the availability of participants in the research field.

The teacher population included 38 female and 22 male teachers who had at least three years of experience in education, at least two

years working at school. All teachers held B. Ed and a teaching certificate. Their age ranged from 30 to 62.

Instruments

The central research instrument in the study was a semi-structured open-ended interview. It enables the researcher to pose uniform questions to all respondents per interview outline and, if the issues emerging in the interview warrant it, ask additional follow-up questions (Merriam, 1998). We chose an interview as a principal tool because it enabled us to gather direct information from the study participants (Fontana & Frey, 2000) and understand how other people viewed and interpreted their own experiences (Shkedi, 2003).

The researchers designed the interviews to reveal the teachers' attitude to using lesson videos in learning and professional development. Also, the researchers used the interviews to explore ways to encourage a school teacher community to take part in lesson filming for learning and professional development. Below are example questions posed to the participant teachers:

What is your opinion on the filmed lesson? Were you asked to host and film a class? What, in your opinion, are the benefits and the shortcomings of a lesson video? Should teaching staff be obligated to film their lessons? How can we incentivize the teaching staff to participate in lesson filming for learning and professional development?

Teachers' 90 minute-interviews took place in Pisgah (professional development for in-service teachers) Centers; principals participated in 30-to-60-minute-long interviews at their schools. The researcher recorded and transcribed the interviews using *oTranscribe* software. Data collection proceeded so long as the participants provided new information.

The researchers sampled the participants using a purposeful sampling method. They looked for participants with specific characteristics who could represent all of the phenomena in the research population and who could offer insights into the studied phenomenon (Mason, 1996; Shkedi, 2003). Hence, the researchers needed to include participants who represented the most inclusive possible variety of perspectives within the range determined in the study's objectives (Higginbottom, 2004).

Procedure and Research Ethics:

Teachers received a detailed explanation about the study, gave their consent to participate in the study, and could cancel their participation at any time. The teachers chose the locations for interviews, and most of the interviews took place in Pisgah Centers after work hours. Five teachers requested to be interviewed at the schools where they taught. Each teacher participated in one meeting.

The researchers consolidated and refined interviews into central themes focusing on the teachers' experience of lessons filmed for learning and professional development. The interviews comprise a complex picture of the usage of lesson videos as perceived by the participant teachers.

Results

Theme I: "The camera made me into a more professional teacher..."

Some participants mentioned the benefits of using the camera in pedagogical practice. They stated that the camera significantly refined their insights regarding their attitude toward passive students in class, improved their classroom practice, and fostered meaningful reflectiveness regarding teaching and learning processes. The following examples present their statements:

Participant 1:

> Filming lessons helped me understand to what extent *the quiet wave* in the classroom is detached from the class. I realized how important it is for me as a teacher to engage students in discussion and involve them as much as possible in expressing their opinions or participating in different assignments, especially the students who need to be encouraged and reinforced for various reasons. Thanks to lesson filming, today I give a broader response to all the students in the class.

Participant 2:

> Videotaping my lessons taught me to develop and foster pedagogical discourse with the learners. I found I needed to take my practice in discussion up a notch. My attention to students was not full, and neither was my attitude. Thanks to my filmed lessons, I learned to expand a discussion, ask guiding questions to inspire students' engagement in the discourse. I rectified many aspects in my practice. The camera made me more professional.

Participant 3:

> Filming lessons made me into a more reflective teacher. I can say that owning to my lesson video recordings, I learned to observe my teaching and various occurrences in the classroom.

Theme II: "The camera turns the classroom into a different mirror image…"

The interviewed teachers voiced an explicit refusal to host lessons that are filmed for analysis and extraction of pedagogical principles on a team level. The interviews exposed the teachers' apparent tension regarding lesson-filming for teaching assessment and professional development. Teachers expressly objected to lesson filming; they believed the camera influenced the processes occurring in the classroom, including teaching and learning processes. Teachers expressed disapproval of their peers who consented to cooperate in the matter, as emerged from the following interview excerpts:

Participant 4:

> I don't understand the need to bring the camera into the classroom. Camera into the classroom might impact what occurs within it and, at times, even disrupt learning processes. Suddenly, students behave differently; curiosity changes their behavior. Their performance changes and the camera makes for a different image of the class and the teacher. Quite unnecessary, in my opinion.

Participant 5:

> Once the camera is in the classroom, students' reactions change, and, consequently, so do the teacher's reactions. Any conversations, discussions, and interactions with the children – they all look and sound artificial and unauthentic.

Participant 6:

> The camera affects the lesson negatively. Children behave differently. Some are embarrassed and hesitate to participate in a discussion, while others turn to inappropriate behavior. It is not a lesson that would subsequently yield pedagogical principles. The camera creates a different classroom reality.

Participant 7:

> There are teachers in the team who will love to host an open lesson and will even agree to it being recorded. I don't understand it. The moment a single teacher consents, the administration expects more teachers to agree to it. I will not give permission to be filmed.

Participant 8:

> Some of our colleagues prefer to please the administration and consent to filming their lessons. That leads the administration to believe that they can ask any of us to consent to lesson recording. We pay the price because of a few teachers…

Theme III: "Unfair public judgment"

Alongside this objection, other reasons for participants' opposition to lesson filming became apparent. They raised the ethical dilemmas of lesson filming and their impact on the school teacher community. The teachers expressed fear, not of the assessment per se, but unfair public judgment in the wake of lesson filming. They disclosed that they did not watch their filmed lesson. Moreover, it was disseminated without their consent. They received a low evaluation for the filmed lesson - not because of its quality, but rather due to the flawed focus of filming. Furthermore, the lesson video was also distributed in the communities not covered by the teacher's consent, thus violating the teacher's

privacy. It is evident in the four following examples:

Participant 9:

A filmed lesson becomes a collective property in no time. It exposes both your strengths and your weaknesses. Your mistakes become a public record. In an instant, you turn into that teacher from the filmed lesson. And everyone recognizes you.

Participant 10:

Before each filming, numerous problems would arise. Filming and the underlying factors challenged us all. Protection of teachers' privacy is essential for maintaining their trust. That means each video of the teacher's lesson must be guaranteed to get solely into the hands of the people they trust.

Participant 11:

Before videotaping in class, the decision must be taken whether to use stationary or professional camera operator's services and whom to focus on, the teacher or the students? It's clear to all that either choice will influence the end-product. The choice of the focus is supposed to reflect the purpose of the recording. For example, when the goal is professional development, the focus must be aligned with that goal. When the goal is the identification of student behavioral patterns, the camera must focus on them. When the goal is to enhance the teacher's ability to present ideas, the focus must be on the teacher. If the purpose is an improvement of student-teacher interaction, the focus must be on both. The camera operator might film the teacher and the students unprofessionally; thus, whoever watches the video afterward might be misled in their assessment, depending on the angles of videotaping.

Participant 12:

The recording entity's ethical responsibility is to show the filmed material to the teacher and obtain their consent to distribute the video among entities who do not appear on the list of the teacher's allowed recipients before recording. These measures are not always implemented. The teacher is not familiar with the final product; it gets distributed to all. And then there is no way back.

Discussion

Some participant teachers referred to the advantages of the camera in the advancement and development of applied practice. They stated the camera granted them an accurate picture of their real-time response to passive students, disconnected from the learning process (covert dropout). It also helped them gain practical ideas about methods to improve applied performance in the classroom and facilitate a meaningful reflection on learning and instruction processes. There is congruence between other studies on filmed lessons in teacher learning and this study's findings. Studies indicate the existence of a large consensus that the context of the work of teaching is vital in teacher learning. Filmed lessons are one of the most effective tools to demonstrate the work of teaching and can, therefore, offer opportunities for teacher learning (Shrum et al., 2005; Shulman, 2004).

Today, in the era of accessibility and widespread expansion of video technology, also in Israel, following the coronavirus pandemic crisis and intensive distance learning *in-between lockdowns*, there are still teachers who have never seen themselves teaching. They are unaware of the problems easily discoverable in filmed classes, such as selectively asking specific groups of students for answers (gifted students or underachievers), ignoring or *screening out* specific students for various reasons (sometimes, unintentionally).

Lesson filming is a tool that serves the teacher's process of reflection. A review of research literature on the use of filmed lessons by teachers for developing and fostering personal and professional reflection reveals that other studies' findings are consistent with this study's. A lesson video enables the teachers to base their reflection on a more reliable source than their memory alone. Filming presents the lesson as a fact, as it occurred in collaboration between the teacher and the students. Nevertheless, not every reflection is productive: occasionally, teachers see what they *want* to see and are incapable of criticism toward the object of reflection (Brophy, 2010). Reflective examination constitutes part of the professional learning community's inquiry process - into itself

and its achievements (Louis et al., 1996; Louis & Marks, 1998) - and part of its professional development. Interaction between teachers of different knowledge and experience provides opportunities for learning and reflection (Greene, 2007) that generate viable, practical knowledge. Lesson observation, its analysis, and applicable conclusions about teaching are examples of practice types and learning through action.

In collaboration, teachers assume shared responsibility and seek creative solutions to problems. Integration of learning generates cohesion between the learning group members, and learning becomes more exciting and collaborative (Sharon et al., 2019).

In a learning community group, active and engaging learning is a considerable advantage, both for the individual and the group. Learners get exposed to perspectives, thoughts, and feelings other than their own; they listen to others and acknowledge them. Teachers share and expand knowledge with colleagues. The fusion of knowledge, meaning and interpretation emerges in the process of determining mutual goals and intentionality (Sharon et al., 2019). Parsons and Taylor (2011) emphasized that teachers' involvement in learning enhances its emotional quality because learners view positively the opportunity to initiate activities and implement programs.

Evaluation based on concrete evidence is more precise than evaluation without evidentiary support. The human and technological components are synergistically intertwined. Hence, filmed lessons can facilitate a more objective and more accurate assessment of teaching and learning processes and create opportunities for professional development.

The massive use of filming can guarantee validation of an evaluation instrument, thus minimizing the subjectivity of the principals' evaluation (Talanker, 2013).

The study confirmed these positive aspects; our participant teachers, however, also mentioned their objections and sometimes rejection to lesson filming due to several problems arising from it. In collaboration, teachers assume shared responsibility and seek creative solutions to problems. Integration of

learning generates cohesion between the learning group members, and, consequently, learning becomes more exciting and collaborative (Sharon et al., 2019).

The interviewed teachers stated their categorical refusal to host filmed lessons for further analysis and extraction of pedagogical principles at the team level. The tension associated with the use of lesson videos for instruction assessment and professional development was evident in the interviews. In the teachers' opinion, the camera impacted the processes occurring in the classroom and even interfered with the learning process. Lesson filming infringed on their privacy in the community. The teachers also expressed resentment against peer teachers' consent to collaborate on filming and defined said consent as a "disgrace." A survey of literature on the research into the use of filmed lessons in teacher training shows that the present study's findings are comparable with other research findings. Literature refers to numerous teachers' objections to the filming of their lessons. Also, it dwells extensively on the limitations of lesson filming and even its inherent dangers. The camera inside the classroom might impact the processes occurring in it and, at times, even interfere with learning (Zhang et al., 2011). It has been found that children tend to treat the video camera as a game. They detect the camera and immediately launch into play (Wadmani, 2017). Moreover, the camera inspired students' ability to take the initiative and encouraged them to participate in the lesson, whereas usually, they refrained from doing so (Corbett & Abduliah, 2005; Quill, 2000).

Challenging students respond differently to the camera. They become active, control their impulses and speak in an organized manner, openly and aware of their problematic conduct (Wadmani, 2017). In classes without the camera, the students reverted to their old ways, whereas in sessions with the camera present, they demonstrated positive social abilities for communication (Hutchby et al., 2012; Wadmani, 2017).

The research literature on filming teachers' lessons for learning purposes and its shortcomings shows that this study's findings

are comparable to other studies. Literature focused on two separate ethical questions: (a) The filmed individuals' privacy – both the teacher and their students have a right to privacy; lesson filming might infringe upon it. An additional aspect mentioned in the professional literature is videos of less successful lessons. In a smaller teacher community, teachers are easily identifiable. Some of the teachers who had volunteered to have their teaching filmed described feeling disgraced. (b) Teacher evaluation. According to Nasser-Abu Alhija (2010), many teachers experienced evaluation as harsh and offensive from the very beginning of their teaching career. Most teachers' early experiences in the classroom, while still in the process of learning their trade, were highly distressing and, worse yet, occurred in the presence of principals, pedagogical counselors, inspectors, and mentors. Novice teachers reported that help was tainted with judgment and, at times, appeared as help in disguise. The regular evaluation process generates irritability and anxiety among teachers, making it harder to admit their mistakes and learn from them (Nasser-Abu Alhija, 2010).

The researchers agree on the main effects of anxiety on the individual's development and performance level (Bendas & Friedman, 1993; Karmon-Kolet, 2005). Anxiety includes four components: stress, worrying, irrelevant thoughts, and physical responses. Evaluation induced anxiety constitutes a bias that might distort evaluation results (Birenbaum, 1997; Nasser Abu-Alhija, 2010).

Additional arguments against feedback on teaching state that it tends to be inaccurate, shallow, often done in a bad atmosphere, and lacking empathy or support (Frase, 1992). Most teacher evaluations rely on single-lesson observations taken out of context (Noakes, 2009). Many teachers consider such observations to be a stressful experience, and they fear the "I have got you" feeling of the moment when the principal, who seldom observes a routine classroom process, makes a sweeping judgment of their teaching abilities (Guterman, 2014).

Thus, many teaching communities perceive a filmed lesson as a situation wherein, on the one hand, teachers receive help, and on the other, get hurt. Even when well-intentioned, assistance to the teacher preparing for their open lesson is experienced as patronizing, as help "packaged in power". Objection to, or avoidance of, a lesson filming is a defense against prying and intervention in the teacher's work (Fullan & Hargreaves, 2017).

Furthermore, although observations provide ample opportunities for a nurturing pedagogical discourse (Guterman, 2010) that can foster teachers' improvement, most evaluation processes do not emphasize this aspect. Teachers consider observations a tool in the checklist: the collected data used to fill out an evaluation form, with no chance for a meaningful discourse or professional growth (Almy, 2011). Anast-May et al. (2011) support this finding in their assertion that teachers rarely experience regular and lengthy observations and engage in structured and systematic feedback, facilitating a reflective process on their teaching performance.

According to Lortie (1975), teachers' opposition to open lesson hosting, filmed or not, is not rooted in arrogance and self-confidence; rather, it stems from fear and hesitancy. Lack of confidence stems from fear of negative evaluation. As stated, lack of confidence on the part of the teacher community is one of the factors in teachers' need for self-preservation (Lortie, 1975).

Lesson filming and evaluation, especially risk-prone summative evaluation, can harm the teacher's self-confidence and authority - two components essential for quality instruction (Talanker, 2013). Hence, the central aspect of this ethical issue is trust in teachers. Any damage to the confidence in teachers is an ethical violation; it is also counterproductive, both in the short and long term (van Swol, 2003).

So, So, how can a school teacher community be incentivized to participate in lesson filming aimed at learning and professional development? Is it possible to do so without compulsion and obligation but by mobilizing them for the mission? How can teachers be empowered and encouraged to lead this process at their schools, minimize excessive objections through empowerment and collaboration, and even create team mobilization?

Ajzen and Fishbein's (2005) continuity theory asserts that the individual's perceptions, attitudes, and behavior are interrelated. In the organizational context, it is safe to say that the employee's positive perceptions of the organization that employs them lead to positive attitudes and the best possible efficient performance, whereas negative perceptions result in a negative attitude and a performance that might be damaging to the organization (Ajzen, 2012; Ajzen & Fishbein, 2005).

The concept of *empowerment* means allowing employees to develop attitudes that can influence organizational processes. Menon (2001) presented three approaches to empowerment: granting power and authority in decision-making (a structural approach), encouragement toward experiences of power and strength (motivational approach), and providing the employee with a possibility to take part in the process of change occurring in the organization (leadership approach). Menon adds the integrative psychological approach, according to which the principal sets goals for employees, and they assess and internalize their value so that a central component is created in the psychological experience of empowerment toward initiative, autonomy, and empathy. The factors prone to affect the employee's sense of empowerment are collaborative organizational climate, understanding of the senior management's goals and vision, openness and teamwork, good communication with superiors, and clear job description (Collinson et al., 2009).

Empowerment processes might foster the employees' sense of autonomy, initiative, decision-making freedom, and effect on strategic and practicable outcomes in work, that could directly impact efficiency and innovativeness in the organization; optimal work performance, capability, and creation of organizational "esprit de corps" (Spreitzer, 1995).

The stronger the sense of psychological empowerment is in both domains – influence and decision-making, and personal significance and capability-, the higher the incidence of citizenship behavior is. The parameter of influence and decision-making freedom was found to be a more dominant mediator than the psychological empowerment of meaning and self-efficacy (Tzemach & Shapira-Lishchinsky, 2016).

Also, empowered employees feel satisfied at work, and, thus, their organizational citizenship behavior improves (Dalal, 2005). Moreover, ethical leaders are supposed to treat their employees with respect, not as means to their gains. Respect for the individual's value manifests itself in the employees' strong sense of significance in their work (a metric in measuring psychological empowerment) (Bandura, 2001).

By considering teachers' need for empowerment, authentic principals will allow for teachers' growth and confidence in the work skills and, in doing so, will give them autonomy and seek opportunities to support and train them to make difficult moral decisions at work.

According to Rosse and Hulin's adaptive strategy (1985), the more severe the employee's perceived violation of the psychological contract (the belief in the employee's and the administration's mutual commitment) is, the more extreme their withdrawal behavior will be. Initially, the employee will resort to being late, then to absenteeism – even to a tendency to leave, until they feel the congruence between the perceived degree of injury to them, via psychological contract violation, and the chosen withdrawal behavior (Tzemach & Shapira-Lishchinsky, 2016).

Academic literature indicates that the teacher should receive information about the assessment criteria, procedure, and the assessment and classroom filming schedule. When assessment or filming for professional development is at issue, any effort is pointless if the teacher has no faith in the process. It is necessary to protect teachers' privacy to maintain their trust. That means the teacher should receive an assurance that the filmed lesson will be accessed solely by the people they trust, whether it is the teacher themselves, their mentor, or the teacher community.

Ethically, the filming entity is responsible for showing the teacher before filming, the filmed material and obtaining permission to disseminate the film among the teacher's approved recipients.

The use of inaccurate evaluation tools, particularly nonvalidated tools, can indeed lead

to erroneous assessments of teachers' work. An assessment tool is supposed to be balanced by the principal's direct observation, and the teacher must participate in the assessment process. In this case, filming, accompanied by rigorous definitions of assessment criteria, benefits the teacher who feels they have the evidence of their practice being praiseworthy.

The findings of this study highlighted compromise and adaptation as significant values concerning teachers reluctant to participate in lesson filming but who recognize this method as an essential learning tool. Teachers' learning does not have to focus on their teaching. Other teachers' lesson videos can present ample learning opportunities for them. Indeed, we find support for this finding in the literature. Sherin (2004) and Zhang et al. (2011) describe various frameworks in which teachers can learn from filmed lessons; they do not necessarily revolve around the teachers' own lessons.

As a rule, learning processes within such frameworks, are based not only on lesson videos but also on additional materials related to instruction and learning – records of practice – such as student work samples, lesson planning, study materials, etc. Such materials allow teachers to learn about their own and other teachers' practices and students' learning without being physically present in the classroom. They can, for instance, examine instruction strategies and discuss ways to improve them (Borko et al., 2008; Kazemi & Franke, 2004; Little et al., 2003).

This study focused on three types of filmed lesson observation as a path to compromise and adaptation –values essential for the school: watching one's lessons for independent work according to a specific indicator or assisted by a guidance counselor; group viewing of filmed lessons, taught by school colleagues or peer subject teachers, and viewing of unfamiliar teachers' lessons, to enrich the repertoire of instruction techniques, examine teachers' decisions as reflected in the course of the class taught, consider and substantiate possible alternatives (Sherin, 2004; Zhang et al., 2011).

Compromise in a heterogeneous teacher community is contingent on trust among its members, with the principal leading and facilitating it. Trust will encourage open, broad, and accurate communication and enhance collaboration among the school teaching community members. It will also improve collective decision-making processes in the discourse shared by the teachers and the principal. Teachers' trust in peers will strengthen their feeling that teaching is a profession, and they are professionals. The level of trust and autonomy that the school principal awards to the teachers will mitigate forced and contrived teamwork, prevent compulsory lesson filming and a rigid, contrived format of an open lesson assessment, as well as integrate processes of compromise and adaptation in teamwork types at the school, in collaboration with the entire teaching community.

By empowering teachers, principals can mobilize them for diverse missions that otherwise evoke aversion and objection, such as lesson filming.

Empowerment will turn the teacher community into a highly motivated, active team, truly capable of tackling the tasks they would previously oppose or decline to perform.

Empowerment will result in building a consolidated team, focused on growth structuring the tasks about which the team members previously failed to reach an agreement, such as lesson filming geared toward teacher community's learning and professional development.

It would be interesting to explore in future research whether the study's results characterize teachers in additional districts in Israel as well, and, in addition, examine the principals' positions regarding lesson filming for purposes of learning and professional development. Hence, follow-up research is necessary to validate and expand the findings regarding this population. It is also possible to broaden the research to exploring high school principals in Israel.

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