

## **Can Videotaped Credentials Revolutionize Teacher Placement?**

**GERALD DOUGLASS BAILEY**

SCHOOL administrators commonly expect that, as a professional educator, you will have a well-prepared and current professional profile. The difference between being selected for the position from a group of candidates and not being selected may very well be the image of yourself which your profile portrays.<sup>1</sup>

**T**HIS admonishment to prospective job seekers suggests that teacher placement is fast becoming one of the major problems for college graduates throughout the United States. While the present employment scene projects a gloomy picture of personnel glut<sup>2</sup> and curtailed operating budgets,<sup>3</sup> few alternatives are currently being explored to find new ways of packaging teacher credential profiles. Recent experimentation with video materials in the creden-

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*Initial use of video credential profiles indicates both advantages and disadvantages in teacher placement.*

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tial profile, however, portends a new and exciting method for helping place teachers in the field.

While early research results concerning the use of video materials in the credential profile are inconclusive, data gathered at the University of Nebraska<sup>4</sup> and Kansas State University<sup>5</sup> tend to point to the following findings:

1. Hiring officials desire to broaden their data base when employing new faculty.
2. Hiring officials believe the data base can be broadened by incorporating video materials in the credential profile.

<sup>4</sup> Several graduate students at the University of Nebraska, including the author, incorporated a variety of video materials in their credential profiles. These video materials were compiled as supplemental data to the regular written credential profile.

<sup>5</sup> Current formal research efforts of the author include an exploratory study of video credentials in the undergraduate teacher credential profile.

<sup>1</sup> Richard L. Estadt. "Placement . . . Your Career Development Center." *Association for School, College and University Staffing, 1972 Annual*. p. 14.

<sup>2</sup> Lewis B. Mayhew. *Graduate and Professional Education, 1980*. New York: McGraw-Hill Book Company, 1970.

<sup>3</sup> Earl F. Cheit. *The New Depression in Higher Education*. New York: McGraw-Hill Book Company, 1971.

3. Teacher candidates believe that video credential profiles provide a more accurate and objective description of their qualifications.

### **Video Credential Format**

A number of video formats have been employed in the two investigations dealing with video credential profiles. Presently, no satisfactory information exists which would indicate that one format is superior or more appropriate than the others. One of the original video formats offered by teacher candidates included a videotaped personal interview of the candidate with college or university personnel. When teachers were asked to supply credential profile information, the videotaped personal interview was mailed with the regular written credentials to the hiring official (provided the necessary video equipment was accessible). Hiring officials indicated a favorable attitude toward viewing the candidate's performance in this selected video setting.

A second video format projected a wide variety of videotaped micro-demonstrations of the candidate's previous teaching performances. Segments of the specific micro-demonstrations included set, closure, questioning, and reinforcement skills. Only those competencies which were thought to be germane to the teaching-learning act were included in the video profile.

A later video format contained micro-

teaching episodes 8 to 10 minutes in length. A majority of the teachers indicated that this shortened form of teaching performance was more beneficial and lucrative than other formats. Hiring officials have also supported the concept of brevity in the video profile since lengthy video profiles lead to boredom and repetition of material.

Thus far, the style and content of the video profile format have been bound by the limits of human creativity. Further experimentation with a variety of formats should continue until a particular form is found which provides maximum assistance to both teacher candidate and hiring official.

### **Advantages**

Both teacher candidate and hiring official agree that the merits of the video credential profile are multitudinous. What follows is a nonprioritized summary of those advantages most often cited by the participants:

1. Video materials depicting teacher competencies offer the hiring official additional objective data in the credential profile.
2. Video credential profiles allow several faculty members to view the teacher's actual performance. This permits a measure of comprehensive assessment by the staff which was heretofore impossible with written credentials or personal interviews.



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3. Video credential profiles offer a permanent visual record of the candidate's qualifications. Those hiring officials who desire to carefully weigh differences between and among job applicants have the opportunity to play the video tapes as often as needed and desired.

4. The combination of a video and written profile allows the hiring official to establish credibility between what has been written about the teacher and the actual performance of that teacher.

5. The video credential profile maximizes the opportunity for the teacher to be judged on demonstrated competencies rather than on a subjective written credential or personal interview.

6. The video credential profile has the potential of being used by the hiring institution as baseline data by which achievements and progress can be measured during the teacher's period of employment.

7. Hiring institutions may use the video credential profile as a screening device to select the most qualified candidates. Those candidates selected could then be issued invitations for personal interviews.

## Disadvantages

While initial reaction to video credential profiles appears to be quite positive, a number of disadvantages have been noted by teachers and hiring officials. The following statements indicate a nonprioritized summary of those points:

1. The initial cost of purchasing videotapes for the credential profile will be one of the difficulties encountered by teachers and participating institutions.

2. The legality of incorporating video materials in the credential profile will undoubtedly be challenged by individuals and concerned interest groups.

3. Incorporating video materials in the credential profile indicates that more time will be needed to review the teacher's quali-

fications. Whether the majority of hiring officials have time to consider both written and video profiles is subject to question.

4. Teacher fear and apprehension of the video credential profile may not be unfounded since the video medium may adversely affect employment possibilities of below average or mediocre teacher candidates.

5. The time and effort needed to produce and edit video materials for the credential profile will be considerable. Whether teacher candidates and placement services desire to invest this time remains in doubt.

6. Guidelines as to who will compile the video profile have not been established. The validity of the credential profile could be severely jeopardized if the candidate is solely responsible for compiling the video materials.

7. Accessibility and compatibility of videotaping equipment among participating institutions will continue to be a source of aggravation and may discourage many institutions from implementing the services of video credential profiles.

## Future and Direction

Hiring officials and prospective teachers have long lamented the limited and nebulous nature of written credential profiles. The potential of the video credential profile does not lie in replacing the written profile but in freeing it from previous inadequacies and limitations. The advantages far outweigh the disadvantages and those obstacles associated with the video credential profile should not be considered to be insurmountable. The need for making placement practices more systematic which results in wise hiring decisions and satisfied employees has never been more critical than at the present time. With careful and insightful management, video credential profiles could be the genesis of a revolutionary era in teacher placement.

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