

		<b>Observing MEES Standards</b>	<b>Developing MEES Standards</b>	<b>Demonstrating MEES Standards</b>
<b>Types of Videos</b>	<a href="#"><u>Interviews with Students</u></a> <sup>1</sup> (p. 136-137)	Standard 2	Standard 7	Standard 7 (If student understanding from the interview is then used as evidence to plan possible future instruction)
	<a href="#"><u>Videos of Classroom Lessons</u></a> <sup>1</sup> (p. 137) ( <a href="#"><u>Unedited, full-length videos</u></a> <sup>2</sup> – p. 343 - that provide a more authentic experience of normal instructional routines and show how elements of the classroom are inter-related)	Standards 1, 2, 3, 4, 5, 6, and 7 depending on the focus		
	<a href="#"><u>Pre-Service Teacher Selected Videos</u></a> <sup>1</sup> (p. 137) (Having pre-service teachers find examples of strategies for visible student thinking and effective questioning)	Provides opportunities for standards 1, 2, 3, 4, 5, 6, and 7 through searching for and watching videos	Standard 1 and Standard 2 (By exposing pre-service teachers to more strategies to implement) Standard 4 Standard 8	Standard 4 (If selecting videos that show effective strategies for visible student thinking or videos that show effective questioning) Standard 8
<b>Video Selection Criteria</b>	<a href="#"><u>Focus on the Content Portrayed</u></a> <sup>1</sup> (p. 137-139) (Including a variety of subjects, instructional strategies, procedures, and student activities)	Standard 1 Standard 3	Standard 1 Standard 3	
	<a href="#"><u>Teaching that Makes Student Thinking Visible</u></a> <sup>1</sup> (p. 137-139) (Including clear audio of teacher-student or student-student interactions or clear images of student work)	Standard 4 Standard 5	Standard 4 Standard 7	Standard 7 (If student learning is used to monitor student progress then as evidence to plan possible future instruction) Standard 8 (If student thinking is used to reflect on the effectiveness of the lesson)
	<a href="#"><u>A Diversity in the Backgrounds of the Students and Teachers</u></a> <sup>1</sup> (p. 137-139) (A variety of SES and ethnic backgrounds)	Standard 2 Standard 6	Standard 2 Standard 6	

<b>Watching Process</b>	<p><a href="#">Shared Viewing</a><sup>3</sup> (Pre-service teachers and instructors viewing lessons at the same time and following them with collaboration, discussion, and critical reflection)</p>	Standard 9	Standard 8 Standard 9	Standard 8 Standard 9
	<p><a href="#">Pre-Service Teachers Deriving Information About the Classroom</a><sup>2</sup> (p.339) (Rather than being told the information ahead of time – ex.: being told to look for the rules while observing rather than being given the rules beforehand – more effective at promoting reflective thinking)</p>	Standards 1, 2, 3, 4, 5, 6, and 7 depending on the focus	Standard 2 (Noticing and inferencing differentiations based on students' needs and interests) Standard 5 (Noticing and identifying proactive classroom management strategies)	
	<p><a href="#">Worksheets to Guide Observations</a><sup>2</sup> (p.342) (Cognitively prepares pre-service teachers by developing observation skills with the guidance of an instructor<sup>4</sup> – p. 298)</p>	Standards 1, 3, 4, 5, 6, and 7 depending on the focus of the observation tasks	Standard 1 Standard 2 Standard 3 Standard 4 (For the standards above: evidence shows that pre-service teachers are able to focus more on student learning, engagement, and critical thinking after developing observation skills <sup>2 4</sup> ) Standard 8	Standard 8 (If used to then discuss the lesson and reflect on the effectiveness of the observed tasks)
	<p><a href="#">Recording Instructional Methods or Techniques and their Positive and Negative Effects</a><sup>2</sup> (p. 342 &amp; 348) (Provides a more targeted approach to early observations and practice reflecting on the effectiveness of different methods)</p>	Standards 1, 3, 4, 5, 6, and 7 depending on the focus	Standards 1, 2, 4, and 6 depending on the methods recorded and critiqued Standard 7 Standard 8	Standard 7 (If critiques to the used methods and their outcomes on student learning are then used to plan possible alternative instruction) Standard 8
	<p><a href="#">Text Chat Features During Observations</a><sup>3</sup> (p. 429-430) (including the pre-service teachers and instructors)</p>	Standard 8 Standard 9	Standard 8 Standard 9	Standard 8 Standard 9

<b>Lesson Analysis Framework</b>	<b><u>Lesson Analysis Framework</u></b> <a href="#">(Santagata &amp; Guarino: “Using Video to Teach Future Teachers to Learn From Teaching”)</a> <sup>1</sup>			
	1. Identifying Lesson Learning Goals	Standard 3	Standard 3	Standard 3
	2. Analyzing Student Thinking and Learning (Through visible student learning or student work examples)	Standard 4	Standard 7	Standard 7
	3. Constructing Hypotheses About the Effects of Teaching on Students’ Learning	Standards 1, 2, 3, 4, 5, and 6 depending on the lesson observed	Standard 2 Standard 7 Standard 8	Standard 7 Standard 8
	4. Using Analysis to Propose Improvements in Teaching	Standard 2 Standard 3 Standard 4	Standard 2 Standard 3 Standard 4 Standard 7 Standard 8	Standard 2 Standard 3 Standard 4 Standard 7 Standard 8
<b>Post-Watching Activities</b>	<a href="#">Ongoing Discussion Threads Among Pre-Service Teachers, Instructors, and In-Service Mentor Teachers</a> <sup>3</sup> (p. 429-430)	Standard 8 Standard 9	Standard 8 Standard 9	Standard 8 Standard 9
	<a href="#">Small-Group then Whole-Group Debriefs</a> <sup>2</sup> (p. 343) (where lessons are reinterpreted to <u>make inferences about the complexity of planned classroom instruction</u> )	Standards 1, 4, 5, and 6 depending on the focus	Standard 2 (Inferencing differentiations based on students’ needs and interests) Standard 3 (Recognizing the importance of long-range planning and curriculum development) Standard 8	Standard 8

<sup>1</sup> Santagata, R., Guarino, J. Using video to teach future teachers to learn from teaching. *ZDM Mathematics Education* **43**, 133–145 (2011). <https://doi.org/10.1007/s11858-010-0292-3>  
Great resource for all levels of field experiences and includes the lesson analysis framework

<sup>2</sup> Salajan, F., & Duffield, S. (2019) Enhancing Pre-service Teachers’ Professional Practice Through Reflection on the Action of Others: The Development of the Heterospective Reflection Framework Informed by Virtual Field Experiences, *The Teacher Educator*, 54:4, 333 358. <https://doi.org/10.1080/08878730.2018.1557309>

Includes a lot of information on guiding beginning field experiences and developing observation skills

<sup>3</sup> Heafner, T., & Plaisance, M. (2012). Shared viewing as an approach to transforming early field experiences. *Contemporary Issues in Technology and Teacher Education*, 12(4).

Retrieved from <https://citejournal.org/volume-12/issue-4-12/current-practice/shared-viewing-as-an-approach-to-transforming-early-field-experiences/>

Presents ideas that are more similar to culminating field experiences that include professional collaboration and reflection

<sup>4</sup> Hixon, E. & So, H.J. (2009). Technology's Role in Field Experiences for Preservice Teacher Training. *Journal of Educational Technology & Society*, 12(4), 294-304. Retrieved June 23, 2020 from <https://www.learntechlib.org/p/74980/>.

Reviews the pros and cons of both traditional and virtual field experiences and provides research and evidence for cognitively preparing pre-service teachers to benefit more from observations