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Influence of Expert Teachers' Videos on Preservice Teachers' Noticings and Thinking about Practice

A Research Study in Collaboration with Rhodes College's

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EXECUTIVE SUMMARY

This study examines the teacher candidate field experience within the Department of Educational Studies at Rhodes College, a liberal arts and science focused school with an enrollment of approximately 2,500 students in Memphis, Tennessee. Rhodes's Department of Educational Studies was established only six years prior to the start of this study. The College prioritized intentionally addressing teaching methods through extended field experience for preservice teachers, formatting teacher candidate schedules so that they could spend three to four semesters placed in K-12 schools under the guidance of master teachers. Like other colleges and universities affected by the COVID-19 pandemic in 2020, Rhodes was challenged to adjust their calendar, means of course access for students, and field experience placements. To address these challenges, both the college and its partner school district utilized a virtual format, with field experience students participating in K-12 classrooms online.

To assist clinical field experience students in gaining access to master teaching while placed virtually, Rhodes's educational studies department made use of the Accomplished Teaching, Learning, and Schools (ATLAS) platform's repository of master teacher video case studies. ATLAS provides a look inside national board-certified teachers' classrooms along with lesson commentary (<https://atlas.nbpts.org/>). Field experience students had access to thousands of videos across all grade levels and subjects. Assignments, reflecting upon ATLAS videos, were also incorporated into the clinical field experience course. Understanding how ATLAS video usage shaped preservice teachers' thinking about teaching and learning became vital in order for Rhodes's educational studies department to assess the effectiveness of expert teachers' videos and plan for future field experience placements. To support their assessment of the use of videos

in teacher candidate training, the findings of Hougan et al. (2018) along with the various work of van Es, Sherin and Blomberg (2002, 2005, 2011, 2013, 2014, 2015 & 2017) on the topic of “noticing” offer an additional framework for thinking about the use of videos in teacher preparation and reflection.

Two research questions were established, pulling together the context, problem, literature, and framework. First, what are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment? Second, what value do teacher candidates perceive in the integration of the ATLAS video platform in their clinical field experience?

To investigate these questions, a mixed methods convergent design approach was used. Qualitative and quantitative data were concurrently collected from a teacher candidate perception survey. For quantitative data, survey responses were analyzed for candidate perception of ATLAS's influence on their thinking about planning, instruction, and assessment. Qualitative data from two-way open-ended response questions were analyzed using inductive thematic coding to assess teacher candidates' perceptions of the ATLAS video platform in terms of its overall usefulness and its effect on the way that they think about teaching. The survey was distributed in a Zoom meeting for both sections of online course participants. All survey collection took place through an online Qualtrics portal.

The following were the findings that emerged from an investigation of these questions:

Finding 1: Overall, teacher candidates' perceptions were that ATLAS had a positive influence on their thinking about planning, instruction, and assessment. However, teacher candidates' perceptions were that ATLAS had more of an influence on planning and instruction than it did on assessment.

Survey results show that preservice teachers believe that ATLAS videos generally influence their perceptions related to teaching and instruction. In fact, there were no teacher candidates who rated ATLAS activities as having no effect, while 83% of teacher candidates rated ATLAS as having a moderate or major effect on their thinking about planning. Additional survey results show that no preservice teachers rated ATLAS activities as having no effect on their thinking about instruction, whereas 67% of teacher candidates rated ATLAS as having a moderate or major effect on their thinking about instruction.

Finding 2: Preservice teachers who responded attributed value to ATLAS in areas related to planning and instruction. Other areas of being a classroom teacher and supporting students' needs also arose as trends.

Survey results reveal that some teacher candidates saw more than one value in their ATLAS experiences and only one candidate shared that they found little value in the ATLAS videos, expressing that the video captures should be longer to boost engagement. Still, trends in the data show that, overall, participating teacher candidates perceived ATLAS to have the most value in informing their instruction. Preservice teachers perceived value in the integration of ATLAS videos and their clinical experience on their approach to planning, instruction, assessment, and reflection.

Based on these two primary findings, four recommendations were made to Rhodes College's Department of Educational Studies to encourage continued use of the ATLAS platform by teacher candidates during the clinical field experience.

Recommendation 1: Master teacher videos and analysis should continue to be used in the clinical field experience course.

The College incorporated ATLAS into its field experience course as a means to add master teacher classroom instructional exposure while preservice teachers participated in their

course and field placement virtually. However, the College's library services purchased a contract with ATLAS for the 2020-2021 school year only, meaning the College must decide whether to extend this contract. This recommendation to continue the use of ATLAS for teacher candidate training purposes stems from the survey results showing that teacher candidates found immense value in ATLAS videos. Preservice teachers felt that ATLAS impacted their thinking in all three areas, especially in the areas of planning and instruction. Additionally, ATLAS benefitted teacher candidates in areas that expand beyond planning, instruction, and assessment. As such, it is recommended that Rhodes College continues utilizing the ATLAS platform in the 2021-2022 school year and considers making it a resource accessible to future education students.

Recommendation 2: Incorporating master teacher videos throughout other courses in the teacher preparation program could improve teacher candidate pedagogical practice.

Building preservice teacher capacity by incorporating the ATLAS platform throughout the degree program would promote consistency and expand programming in ways that support teacher candidates' growth. Shared norms and interdependence amongst teacher candidates would foster a consistent focus on common resources in the curriculum and pedagogy. Teacher candidates would also benefit by learning from each other's views and reflections.

Recommendation 3: In methods courses, align specific videos with practices for in-depth analysis and learning.

It is recommended that teacher candidate assignments in ATLAS progress to specific, assigned video studies for better analysis and improved application and understanding of concepts. Finding 2 imparted that preservice teachers attributed value in areas related to planning and instruction. Other areas of being a classroom teacher and supporting students' needs also arose as trends. These findings confirm that Rhodes's teacher candidates not only found value in

using ATLAS videos to shape their thinking about planning, instruction, and assessment but also appreciated how ATLAS videos allowed them to reflect on other valuable areas of instruction and student support. Participant responses that were individualized and personal may reflect the need to utilize ATLAS assignments to expand teacher candidates' knowledge on areas of social emotional learning and student individual needs.

Recommendation 4: The partner organization should share and expand upon this study with similar and nearby colleges and universities.

As this academic year was the first year ATLAS was used during the clinical field experience at Rhodes, it is recommended that findings are shared with the college administration as well as other colleges and universities in proximity to Rhodes. Sharing implementation strategies, successes and challenges from this past year, and ideas for sustainability planning could enrich the dialogue between Rhodes and other colleges, presenting opportunities to improve clinical placements and fill a gap in relation to preservice teachers' learning needs. Together, colleges utilizing the ATLAS platform could enhance learning experiences for their students by defining what it means to enrich quality instructional opportunities for preservice teachers.

INTRODUCTION

The preservice training process is essential to influencing those who will become teachers in the future. As teachers have widely become regarded as the most crucial component to student achievement and success, teacher candidates need more meaningful opportunities to learn to teach. As explained by Cochran-Smith and Villegas (2015), pre-professional preparation lays the foundation for the complex, demanding intellectual work of learning to teach. Research on teacher placement and attrition patterns in preparation programs shows that the persistence of program effects on graduates from the most and least effective teacher preparation programs proved important to predicting the impact that these teachers had on student achievement (Goldhaber & Cowan, 2014).

Successful preparation programs increase teacher ability and confidence to provide numerous instructional strategies, building their adaptability within diverse classroom settings. Indicators of progress in teacher preparation programs should not exclusively focus on predicting teacher candidates' future performance as teachers. Rather, teacher preparation programs should continuously measure candidates' strengths and needs while they are learning and adjust programming as needed. Ongoing program reform allows for innovative instructional approaches and adaptability while helping program directors to know if candidates are actually learning. Within the teacher education programs that foster continuous improvement, it is easier to measure whether preservice teachers put what they have learned into practice in the classroom and the degree to which their classroom practices contribute to student learning (Henry, et al., 2013).

Preparation programs must also connect practice with content, pedagogy, and theory. One of the ways that this goal is accomplished is through clinical field experiences—a key

component to successful teacher preparation (Goldhaber, Krieg, & Theobald, 2014). Teacher candidates use the experience gained in their clinical placements to develop professionally, practice connecting theory to practice, and gain skills that prepare them to work in the classroom (Chalias et al., 2010).

By utilizing videos of classroom lessons during clinical field experience, preservice teachers broaden their instructional techniques and content knowledge while increasing their reflective practice of teaching and learning (Blomberg et al., 2013). Teacher candidates need access to a large menu of videos to observe expert teachers and their students, gaining knowledge of instructional context and a greater awareness of teacher rationale for making decisions in the classroom (Hougan et. al., 2018). To foster improved practice, teacher preparation programs should give teacher candidates exposure to video resources that allow access to practicing teachers' thinking.

Additionally, how preservice teachers “notice” and interpret classroom interactions through video use is important to understanding how to tailor instruction based on student needs (van Es & Sherin, 2002). By using the noticings framework, preservice teachers learn to identify what is important in classroom situations, make connections between broader principles of teaching and learning and specific classroom interactions, and use context to reason about classroom exchanges.

ORGANIZATIONAL CONTEXT

The focal organization for this study is the Department of Educational Studies at Rhodes College. Rhodes College, established in 1848, is a liberal arts college in Memphis, Tennessee with an undergraduate student population of just over 2,000 students. Though the College has a long history, its educational studies department has a much more recent history, having been developed in 2014. Dr. Zachary Casey, the lead and only full-time professor at the time, launched the department in response to student interest in an education major and the community's request for the College to be more involved in PreK-Grade 12 education.

Three tracks were created, including Teaching and Learning, Community and Social Change, and Policy and Reform. In the article "Teaching and Becoming: Teacher Education, Praxis and/in the Liberal Arts" (2017), Casey shared that he and his colleagues wanted the tracks in the department to incorporate "critical commitments to humanizing socially just education in the urban context" in which the College was situated. This commitment is evident in the department's teacher preparation program (Teaching and Learning Track of the major) which has several distinct goals, including offering teacher candidates a "wealth of educational content" by deliberately addressing teaching methods through extended field experience for preservice teachers. Instead of completing methods coursework, preservice teachers spend at least three semesters participating in a field experience at a K-12 school under the guidance of a mentor teacher. In addition, courses are designed to help students be proficient urban educators.

For the purposes of this capstone, field experience that specifically incorporates a library of master teacher instruction was studied. According to the clinical field experience course syllabus, observations and first-hand experience within the school setting should provide candidates with information and tools that complement classroom study and assist in the

development of the pedagogical skills, knowledge, and dispositions necessary for effective teaching. Field experiences are also designed to expand and challenge personal and professional attitudes while providing growth opportunities for prospective teachers (Evans, 2020).

Due to the pandemic, both Rhodes College and its partner school system for field placements operated through distance learning for most of the 2020-2021 school year. Teacher candidates instructed students virtually using the TEAMS platform and received virtual guidance from mentor teachers. However, in order to offer teacher candidates more exposure to master teaching and improve the virtual field placement experience, Rhodes College's teacher preparation program decided in fall 2020 to offer preservice teachers electronic access to the ATLAS digital platform video library of National Board Certified Teachers (NBCT). In addition, the department elected to supplement field experience with video classroom observations through the ATLAS platform.

ATLAS is a library of authentic video cases showing National Board Certified Teachers at work in the classroom across all content areas (<https://www.nbpts.org/atlas>). ATLAS videos were used to supplement methods-centered instruction. Field experience students interacted with their clinical classroom teachers and K-12 students and ATLAS was used for classroom assignments in a related course.

Problem of Practice

This capstone project seeks to understand to what extent the ATLAS video database of classroom lessons informs Rhodes College's preservice teachers' practice and understanding of teaching and learning. The College is looking to learn how the recent incorporation of ATLAS during the clinical field experience assisted in teacher candidates' development of pedagogical skills, knowledge, and dispositions necessary for effective teaching (Evans, 2020). To gain a greater understanding of the impact of the ATLAS platform on teacher candidates' preparation, this study posed the following research questions:

1. What value do teacher candidates perceive in the integration of the ATLAS video platform in their clinical field experience?
2. What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?

LITERATURE REVIEW

Preservice Teacher Preparation

Teacher Preparation Programs

Though components of Teacher Preparation Programs (TPPs) differ by university and college program and from state to state, it is widely touted that the successful academic preparation of teacher candidates is essential to the future success of new teachers. In recent years, trends in teacher preparation programs have focused more on questions of what teacher quality and accountability looks like, how learning takes place and what is considered essential learning to prepare students to work in society, and how diverse populations experience inequity within school systems (Cochran-Smith & Villegas, 2015). To address this shift, many teacher preparation programs have begun to train preservice teachers through a collaborative relationship with a partnering district where students are placed in real K-12 classrooms. Through these field experiences, teacher candidates learn from sharing decision-making about practices in the classroom and have access to effective instructional resources like mentorship from a master teacher.

Collaborative learning methods and opportunities to reflect upon practice allow preservice teachers to generate new instructional ideas and mirror practices that lead to skill-building (Holen & Yunk, 2015). Teacher candidates also report that having access to competent teachers gives them better opportunities for high-quality feedback, coaching, and collaborative sessions. Access to a master teacher also leads to greater competency for the partnered preservice teacher. (Goldhaber et al., 2018). In the teaching domains of instruction, preparation, and planning, professional responsibilities, and classroom environment, preservice teacher

preparedness evaluations reflect accurately how well the teacher candidates will perform during their initial years of teaching and their impact on student achievement (Ronfeldt et al., 2018).

Teacher preparation programs designed or redesigned to meet updated state competency standards give preservice teachers additional instructional opportunities, including through collaborative inquiry. Collaborative inquiry is considered a strong strategy to build teaching and learning. Though sometimes difficult to implement, when done with fidelity, collaboration allows preservice teachers and master teachers to effectively work in partnership so that the teacher candidate can build a reflective practice and positive classroom culture (Smith et al., 2019). Teacher preparation programs that allow preservice teachers to practice collaborative inquiry and experience early clinical field placement within their first few weeks of the academic term, enable teacher candidates to work with diverse groups of students and implement best practices informed by theory.

Additionally, it appears that preservice teachers' field experiences give them a propensity towards choosing to begin teaching in a school similar to their clinical placement because of a perceived advantage (Krieg et al., 2015). In other words, how teacher candidates characterize and reflect upon their clinical field experience and preparation relates to how preservice teachers feel they have developed subject matter knowledge, interpersonal skills, and an understanding of teacher and student roles, all of which are important to successful instructional practice. By completing a field placement experience, teacher candidates learn how to teach within their community of practice (Cochran-Smith et al., 2015).

Teacher candidates' perception of their preparation experience can influence their teaching outcomes, including student achievement, once they enter the profession. How preservice teachers perceive the influence of their field experience on their teaching pedagogy is

also important to measuring the effectiveness of the teacher preparation program itself or determining the need for reform (Bastain et al., 2019). Teacher candidates' confidence in their ability to implement effective instruction and to acquire knowledge and skills convey perceptions of their own teaching performance, which translates to alignment with teacher effectiveness measure frameworks (Danielson, 2007). Consequently, teacher preparation programs should consider preservice teacher preparedness perceptions in their continuous improvement and strategic planning cycles to ensure the best quality of teacher education. (Goldhaber, 2019). Specifically, a strong clinical practice experience is a key component to teacher preparation (Ronfeldt & Reininger, 2012).

Clinical Field Experience

Early philosophies on teacher education stressed clinical field experience as an important opportunity for teacher candidates to learn by doing (Cruickshank & Armaline, 1986). Currently, field experience provides an avenue for preservice teachers to be paired with a master teacher to learn best practices and engage in reflection (Posner, 2005). The literature is comprised of differing viewpoints and competing theories on the most essential components of the field experience to fostering preservice teacher success. Factors prevalent in the literature such as mentorship/a cooperating clinical teacher, placement settings, and the ability to connect coursework pedagogy to classroom instruction have been shown to influence post-field experience success in the classroom.

Furthermore, field experience in a school with a stable and experienced faculty is a significant factor in new teacher retention and effectiveness. Research shows that among early career teachers, those who had their field experience in schools with more stable populations of master teachers (higher stay ratio) were more likely to continue in the teaching field (Ronfeldt,

2012). Field experience placements where teaching faculty are more equipped to mentor preservice teachers offer mastery level teaching experiences for teacher candidates to observe, reflect upon, and practice (Ronfeldt, 2012). These experiences are regarded as important training methods that correlate with value-added estimates of teacher effectiveness (Henry et al., 2013).

Field experiences profoundly shape preservice teachers' approach to the classroom. For example, clinical field experience can change how preservice teachers view their ability to make an impact on their students. Field experience also helps preservice teachers become more aware of the diversity of student experiences and cultures as well as learn how to diversify their instructional practices accordingly (Smith et al., 2019). Furthermore, innovation in the field experience curriculum greatly impacts preservice teachers' professionalism and sense of preparation. Reflecting on their experiences, teacher candidates were better able to make meaning, grasp instructional content, and adjust their perceptions about teaching as a result of their field placement experience. Ultimately, field experiences work to promote best practices among preservice teachers, helping them to establish their approach to teaching before launching their careers.

Field placements benefit preservice teachers' practice, efficacy, preparedness, beliefs, and retention (Ronfeldt & Reininger, 2012). According to the research, increasing exposure to master teaching and time spent participating in a clinical field experience are trends seen both nationally and internationally with teacher preparation programs. This is because preservice teachers who had extensive exposure to master teaching rated themselves as feeling better prepared to manage classroom routines, manage student behavior, and take over the classroom full-time as a result of that exposure. A correlation between high quality and longer student

teaching experiences and teacher candidates' feelings of preparedness also exists (Ronfeldt & Reininger, 2012).

Video Technology Use in Clinical Field Experience

Many teacher preparation programs have benefited from the use of video lessons in teacher candidate preparation (Sharpe et al., 2003). Within some programs, preservice teachers use videos for reflective practice. They also use video captures of their own teaching to share with their instructors and peers to receive feedback. This experience allows teacher candidates the opportunity to not only receive timely feedback but also to share ideas and teaching resources with a larger audience than would otherwise be available during a regular observation at the field placement site. Dyman and Bentz (2006) substantiate the case for the need to further utilize digital videos as a tool for theory application and confidence-building. As digital video access has been utilized in other fields for many years, there is still a need to expand the use of video technology to the education sector and teacher preparation programs specifically. For instance, using digital videos to highlight best practices can provide preservice teachers with a common set of experiences to draw from. How preservice teachers utilize what is learned from the videos is key to informing their own instructional practices and strengthening their pedagogy, which, in turn, affects student outcomes (Brouwer, 2011).

Technology has been used to supplement field experience in three varying ways: 1) direct and real experiences, 2) indirect real experiences, and 3) abstract, modeled experiences (Hixon & So, 2009). Existing frameworks for using videos for teacher preparation involve using videos to give feedback on preservice teachers' performance during lessons. Preservice teachers' micropractices and instructional moves while using videos illustrate ways in which aspiring teachers can quickly understand practices and learn from putting those practices into place

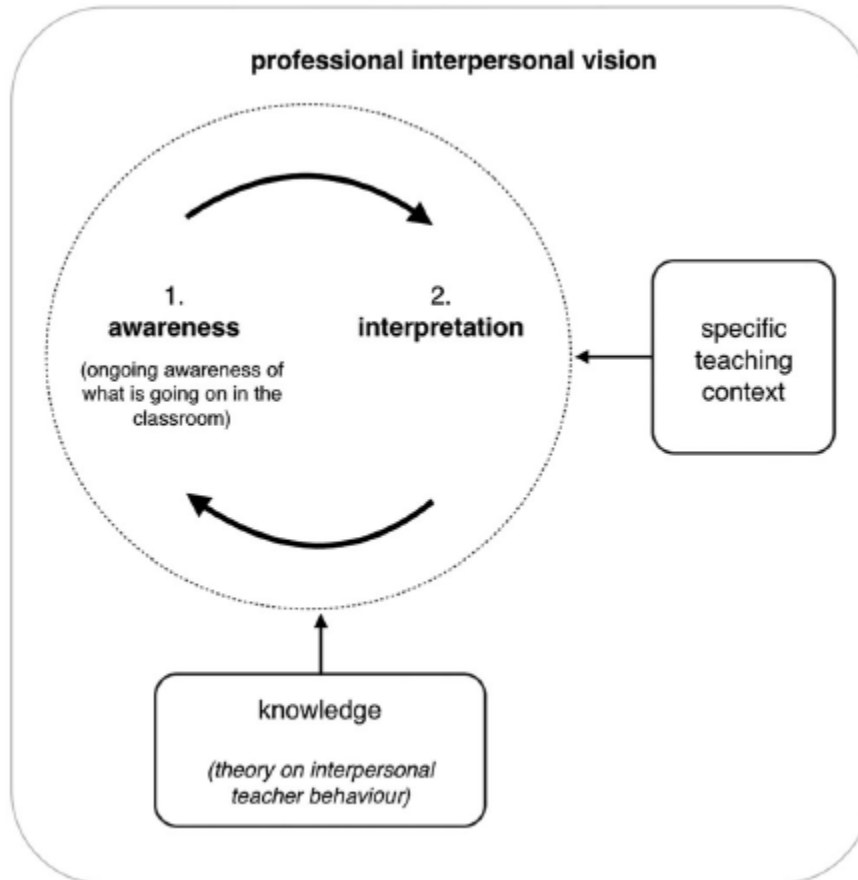
themselves. Preservice teachers are then able to set goals for themselves and, following the review of the video, facilitate feedback and conversation with peers and other professionals (Zhai, 2019). According to current research, video feedback can benefit teacher candidates in several ways. Teacher videos can be used to solicit peer feedback so that teacher candidates can reflect upon their own classroom practices, comparing their view of their performance with those of their peers to develop a better understanding of their true strengths and weaknesses. Videos also serve as a source of peer modeling, as teacher candidates have the opportunity to observe how their peers led activities and put feedback into practice. Blomberg et al. (2013) suggest that by utilizing videos, preservice teachers broaden their instructional techniques and content knowledge while increasing their reflective knowledge of teaching and learning. Preservice teachers may also find classroom videos motivating and compelling resources that help them to bridge the gap between complex theory and practice, strengthening their ability to interpret complex classroom situations and apply what they have learned.

Drawing upon the noticings framework's view of teacher videos and the framework's notion that professional vision (ways of seeing and understanding events) yields insight into teacher expertise, Xu and Widjaja's 2018 study discussed to what extent and in what ways video use gives insight into teacher professional noticing. Their research looked at teachers who used recorded videos of math and science lessons to reflect upon classroom events within their own and peer classrooms and engage in dialogue with other teachers and the researchers. Xu and Widjaja found that observing videos of other teachers facilitated more time for noticing incidents in the classroom. Using videos to observe and notice fellow teachers' classroom lessons also allowed teachers to comment more on students' actions and affirmed in-the-moment teacher noticings.

The noticings framework can also be applied to teacher preparation programs. As noted in Figure 1, preservice teachers using 360-video classroom simulations to supplement their coursework were found to have increased noticings of classroom events. In addition, preservice teachers who can apply theory to the video lessons and recorded interactions develop greater insight into their interpersonal teaching techniques (Theelen et al., 2019). Videos can also be helpful to teacher candidates' ability to articulate and execute their professional interpersonal vision. Their professional interpersonal vision illustrates how teachers use classroom awareness and interpretation of happenings with the application of theory and teaching context to gain insight into teacher-student relationships, teaching styles, and classroom events. Through the observation of video interactions, preservice teachers can practice connecting theory to practice.

Figure 1

Professional Interpersonal Vision Illustrated based on Using 360-degree Videos in Teacher Education to Improve Preservice Teachers' Professional Interpersonal Vision (2019)



Developing Noticings

The construct of teacher noticing allows for the responsive examination and characterization of teacher practices (Fisher et al., 2018). Teacher noticing consists of two components: attending to specific events in the instructional setting and making sense of those events (Sherin et al., 2011). Noticing involves the teacher understanding how to reason about a given situation using what they know about the specific teaching context. Giving preservice teachers access to classroom interactions outside of regular instructional time through recorded videos enables them to practice applying the noticings framework. By being able to view the

videos multiple times, preservice teachers have the time to deepen their understanding and more robustly reflect on what has occurred (Sherin and van Es, 2005).

According to Sherin and Dyer (2017), while viewing the recorded videos, teachers should ask, “What is happening and why is this happening?” as a cue to pay close attention to classroom interactions and rely on their professional interpersonal vision. Professional interpersonal vision is important for teachers to be able to make sense of phenomena within the discipline and think deeply and quickly about happenings. With a professional vision as the goal, teachers can use videos to become more adaptable to happenings while moving the lesson forward. Furthermore, utilizing videos allows space and time for reflection before teachers decide upon an action or a change in their approach. If what is observed is unclear to the viewing teacher, they can practice reflective questioning about what is taking place to uncover student ideas and understanding of a given topic.

Noticing involves making connections between specific classroom interactions and the broader principles and concepts of teaching and learning (Sherin and van Es, 2005). Specifically, noticing prepares teachers to decide what a particular interaction exemplifies in terms of its relationship to one of the teaching and learning domains. As teachers identify what is important in a situation and the broader principle that the situation represents, they should utilize the knowledge of their school, students, and subject matter for situational sensemaking (Fisher et al., 2018). Teachers should also ask themselves questions about what ideas their students have and which students are interacting with what particular content. By asking these questions, teachers can quickly experience a shift in what they notice because they have moved beyond noting what students do and do not understand to unpacking student ideas on what they are learning as these

ideas evolve. Through repeated video observations, teachers can uncover the complex thinking processes of their students and better formulate lesson plans to address any gaps.

Teachers should also engage in perspective-taking by looking at how students are responding to the lesson at hand and reflecting on what they as teachers could do next to improve the lesson. In addition, through repeated video observations teachers can begin to unpack complex student thinking processes, including how students may have come by specific ideas and how student points are related. This may lead to designing new instructional practices through reflecting and dialoguing upon explanations of student engagement in lessons (Sherin & Dyer, 2017).

Professional Noticing and Video Reflection

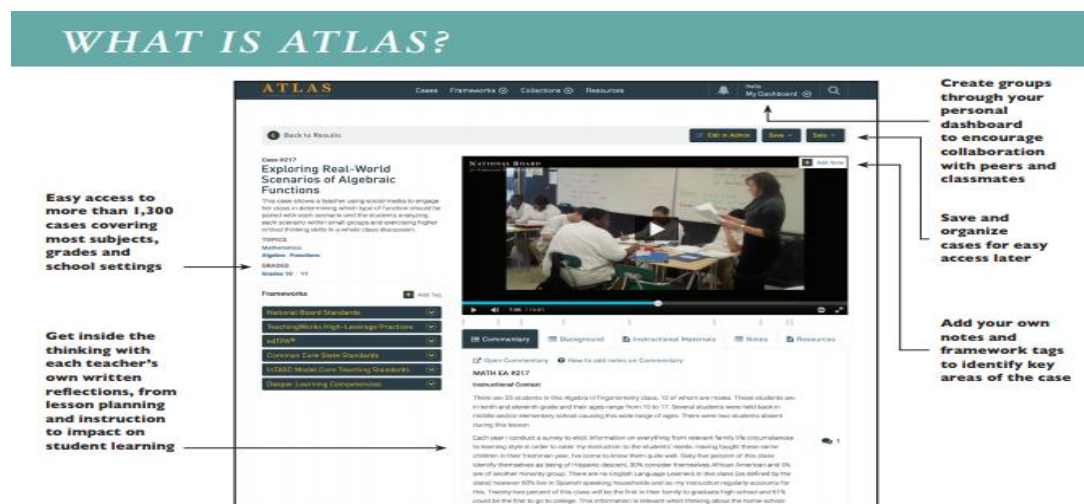
Professional noticing of student learning consists of attending to the strategies that children apply while learning, interpreting students' understanding, and allowing students' understanding to shape how the teacher responds (Fisher et al., 2018). These three skills, attending (focusing on student actions and utterances), interpreting (analyzing the student activities and words), and deciding (using interpretation to plan instructional movement and strategy) are interrelated and shape the progression of responsive teaching practices. By applying professional noticing, teachers experience growth and change over time. Key to this growth is a shift in what teachers notice and how they interpret classroom events. Supporting this idea, Rosaen et al. (2008) found that using video reflection and professional noticing resulted in 1) more specific teaching reflection versus generalized reflection, 2) a shift to deeper reflection on classroom content versus classroom management issues, and 3) teacher candidates focusing less on their own actions and more on students. In other words, by engaging in professional noticing, preservice teachers begin to shift their actions to reflect, notice, and examine classroom

engagement and meaningful discussions in ways that improve their overall teaching effectiveness (McDuffie et al., 2013).

Video Reflection and the ATLAS Platform

The Accomplished Teaching, Learning, and Schools (ATLAS) platform, provided by the National Board for Professional Teaching Standards, is a video library of National Board Certified teachers demonstrating their instructional and classroom approaches. All videos take place in real classroom settings with teacher instructional resources, reflection, and analysis. Expert teacher commentary accompanying each video delves into lesson planning and instruction strategies, and the impact of such strategies on student learning outcomes (National Board for Professional Teaching Standards, n.d.). As noted in Figure 2, preservice teachers have access to a unique dashboard for collaboration and organizing by topic, the ability to annotate and organize by framework and classroom teacher commentary when viewing videos on ATLAS.

Figure 2
ATLAS Platform



The National Board for Professional Teaching Standards shares on their website that students must have teachers who are continuously reflective and improving upon their practice. Aspiring teachers can utilize ATLAS to accomplish this goal by viewing effective teaching practices in varying settings, grade levels, and subject areas. The ATLAS platform also offers aspiring teachers high leverage teaching practices through a common framework in the areas of deeper learning, next-generation science standards, the C3 Framework for social studies, and common core state standards (National Board for Professional Teaching Standards, n.d.).

Another useful feature of the ATLAS platform is a dashboard where teacher candidates can add their own notes and personal reflections and partner with classmates to share their learning. Through the use of this feature, teacher candidates can collaboratively analyze accomplished teachers' decision-making, interactions with students, and teaching practices. Undergirding the availability of videos and analysis tools is the National Board's belief that, "when teachers understand and embrace what accomplished teaching looks like, they're better prepared to significantly improve student learning," (National Board for Professional Teaching Standards, n.d.). Acknowledging that master teachers help improve student learning and schools, the National Board wants ATLAS to be utilized by teacher candidates to not only understand what accomplished teaching looks like but also to align their practices to meet the high-quality standard that master teachers exemplify.

The National Board points to California State University (CSU) and Northwestern State University, where ATLAS has been used in teacher preparation since 2013, as model programs for the implementation of this resource. CSU has a large teacher candidate population across numerous campuses and implemented ATLAS to build teacher candidates' skills, knowledge, and ability to form equitable and innovative instruction. At Northwestern State University,

teacher preparation program leaders use ATLAS to fulfill field observation requirements, giving preservice teachers the opportunity to understand and reflect upon specific teaching strategies and interactions between master teachers and students. Given the location of the University, the use of ATLAS was necessary to expanding clinical field experience options for its students (National Board for Professional Teaching Standards, n.d). ATLAS's use in other TPPs and school districts for professional development are useful examples that can inform Rhodes College's implementation strategy with ATLAS, especially in circumstances where in-person clinical field experience placements are limited and unforeseen circumstances arise, such as the pandemic experienced during the 2020-2021 school year.

Exploratory research by Hougan et al (2018) paired the noticings framework with understanding ATLAS's influence on preservice teacher thinking about planning, instruction and assessment. ATLAS proved to have a moderate to major effect on teacher candidate planning instruction and assessment and 93% of candidates found ATLAS helpful to inform instruction through assessment. Teacher commentary helped facilitate changes in thinking that helped candidates develop a great understanding of master teaching within the classroom (Hougan et. al., 2018).

Teacher preparation programs prepare teacher candidates through developing their understanding of practice and essential learning concepts and outcomes (Cochran-Smith & Villegas, 2015). Through clinical field experiences, preservice teacher candidates learn to make informed decisions about classroom and instructional. Field experiences in which videos of master teachers are incorporated allow preservice teachers the opportunity develop pedagogical skills that help them notice what is significant in classroom occurrences and understand their thinking about planning, instruction and assessment.

CONCEPTUAL FRAMEWORK

This study utilizes the noticings conceptual framework, developed by van Es and Sherin (2002) to specifically use with teacher videos, whether through a self and peer-directed video club analysis process, as van Es, in 2002, first employed for reflection on math and science classroom instruction, or teacher candidates' analysis using a video platform. The noticings framework is underpinned by the claim that teacher preparation programs should support teachers in learning to notice, including noticing aspects of teaching and learning that are important to educational reform (van Es & Sherin, 2002). Noticing is characterized by learning to identify what is noteworthy in complex teaching and learning activities and attending to what students are doing and saying, how students are thinking, and the experiences that provide students with opportunities to engage with their learning.

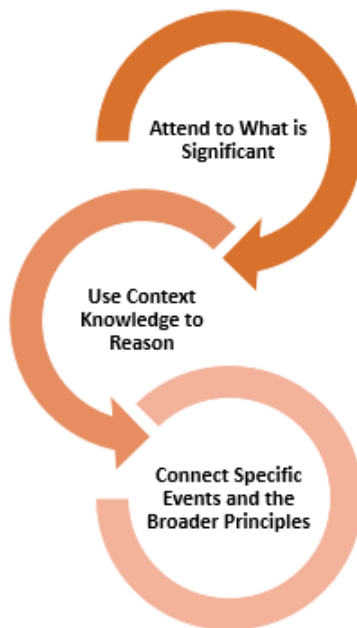
There are three key aspects of noticings: a) identifying what is important and noteworthy about a classroom situation, b) making connections between specific classroom interactions and the broader principles of teaching and learning that they represent, and c) using what one knows about the context to reason about classroom interactions. Video analysis exercises help teacher candidates to learn how to analyze their classroom practices and begin reflective growth (Hougan et al., 2018). Utilizing videos of classroom lessons also allows teacher candidates to broaden their instructional techniques and content knowledge (Blomberg et al., 2013). The ATLAS platform is a useful tool for teachers and teacher candidates to reflect on how their instruction and decision-making can be best informed by pedagogy.

Three key concepts form the foundation of this investigation. The first concept important to teacher preparation is developing the ability to discern what is significant and make decisions about where to direct one's attention in complex situations. Second, when utilizing noticings,

teachers must use context to reason about notable events, as the more familiar a teacher is with a specific type of situation, the better they are able to analyze similar situations. A third and final concept that is relevant to this investigation is the idea that noticings relate to the ability to make connections between specific events and the greater principle that the event signifies (van Es & Sherin, 2010). Figure 3 illustrates the interconnectivity of the noticings concepts.

Figure 3

Illustration of Interconnectivity of Noticings Concepts (van Es & Sherin, 2010)



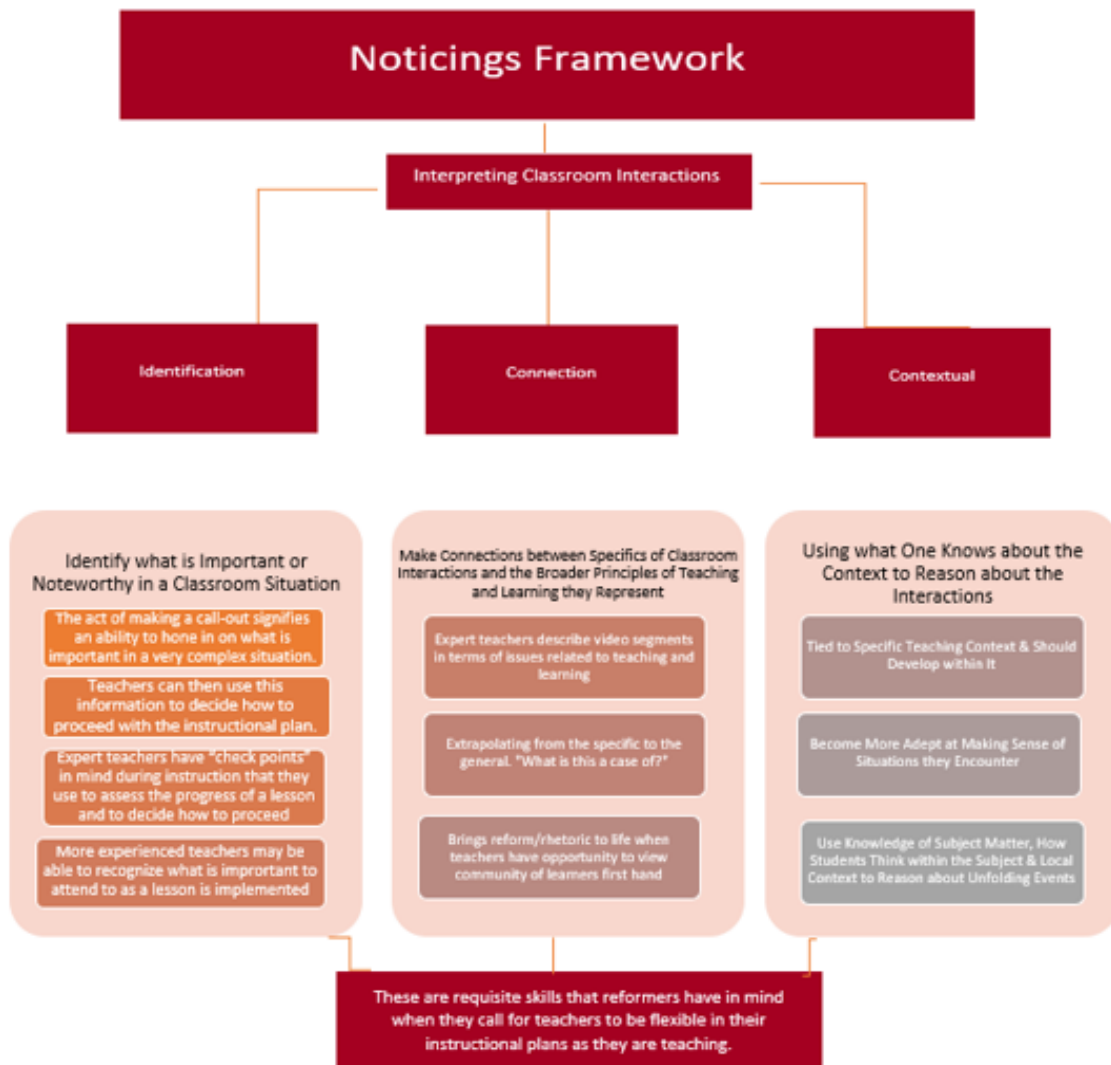
The ability to notice classroom interactions is an essential skill in expert teachers. Noticing helps teachers to make pedagogical decisions in the midst of complex instructional situations. It allows them to “see” what is happening in the classroom, pay close attention to how events develop, and adjust their instruction accordingly to progress the lesson forward. These shifts may be due to the teacher noticing positive or negative student responses to or engagement with the lesson, for example. As teachers develop their expertise, they become more adept at

attending to new aspects of classroom dynamics, moving from an automated and surface-level response to being better able to recognize situational complexities. Noticing in expert teachers requires that they can understand meaningful patterns and distinguish essential issues from non-essential issues (Sherin & van Es, 2005). Figure 4 details how noticing allows new teachers to interpret classroom interactions.

Figure 4

Noticings Framework

Illustrated based on van Es and Sherin (2002), Learning to Notice: Scaffolding New Teachers' Interpretations of Classroom Interaction



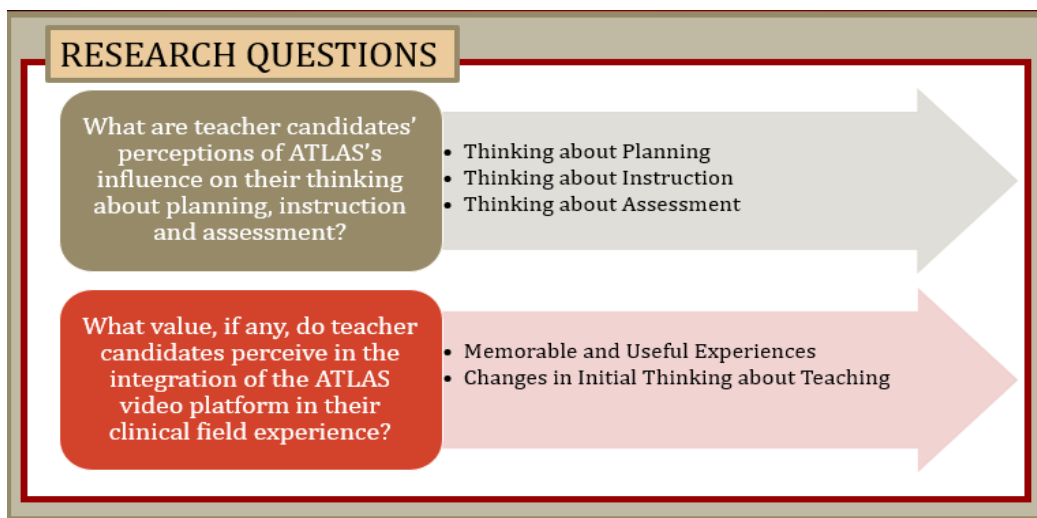
RESEARCH QUESTIONS

Two research questions were established to guide an investigation into the influence of master teachers' videos on teacher candidates' teaching. The first question was developed to explore teacher candidates' thinking about the pedagogical concepts. This question seeks to understand teacher candidates' perception of ATLAS's influence on their thinking about planning, instruction, and assessment based on their experience viewing ATLAS videos and/or completing related methods course assignments over the semester.

The second question was developed to ascertain experiential outcomes and changes in ways of thinking. Specifically, this question explores the changes that happen in teacher candidates' thought processes by viewing ATLAS master teacher videos during their clinical field experiences. Figure 5 shows each research question and how the concepts and variables align to each question.

Figure 5

Research Question Alignment to Concepts



STUDY METHODS

This capstone study seeks to understand to what extent the ATLAS video database of classroom lessons informs Rhodes College's preservice teachers' practice and understanding of teaching and learning. The College is looking to learn how the recent incorporation of ATLAS during clinical field experiences assists in teacher candidate development of pedagogical skills, knowledge, and dispositions necessary for effective teaching (Evans, 2020). The study was designed to explore the following project questions:

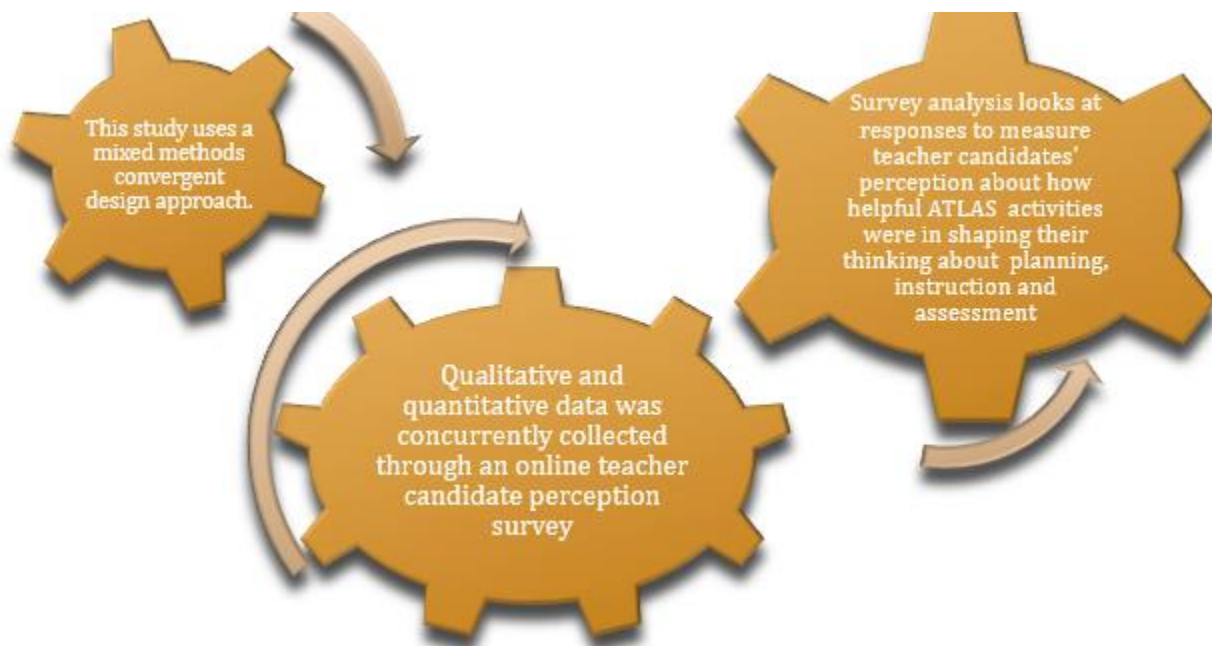
1. What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
2. What value do teacher candidates perceive in the integration of the ATLAS video platform in their clinical field experience?

This study uses a mixed methods convergent design approach. Qualitative and quantitative data were concurrently collected through an online teacher candidate perception survey (adapted from Hougan et al.'s 2018 survey) using Qualtrics software and subsequently analyzed. The survey was shared over Zoom through an online link administered on the last day of the preservice teachers' clinical field experience course during the spring 2021 term. Twenty-four (24) teacher candidates participated in the survey, which represents 100% participation of students enrolled in the two sections of the clinical field experience course. The quantitative and qualitative data collected concurrently from the survey gave insight into how expert teacher video cases influence teacher candidates' thinking about practice (Creswell & Clark, 2011). The survey also offered a greater understanding of teacher candidates' perceived value of integrating expert teacher videos into their coursework.

Analysis of quantitative survey data specifically involved measuring teacher candidates' perceptions of how helpful the ATLAS activities were in shaping their thinking about planning, instruction, and assessment. Inductive thematic coding was used to find topical trends in the responses to two open-ended questions about the usefulness of the platform and changes to their thinking about teaching over time as a result of their use of the platform. Finally, two questions were developed to gain an understanding of the demographics of preservice teacher participants with regard to the number of field experience placements in which they took part and their focused area of study and endorsement in the K-12 setting. Figure 6 shows how the mixed methods convergent design is applied within the study.

Figure 6

Study Methods



The research questions that guided this study were developed to facilitate analysis based on gaps in the literature on the use of ATLAS videos in teacher candidate training. Figures 7 and

8 show how each study question connects to teaching pedagogical components in the noticings framework.

Figure 7

Research Question One and Connecting Noticings Teaching Pedagogical Components

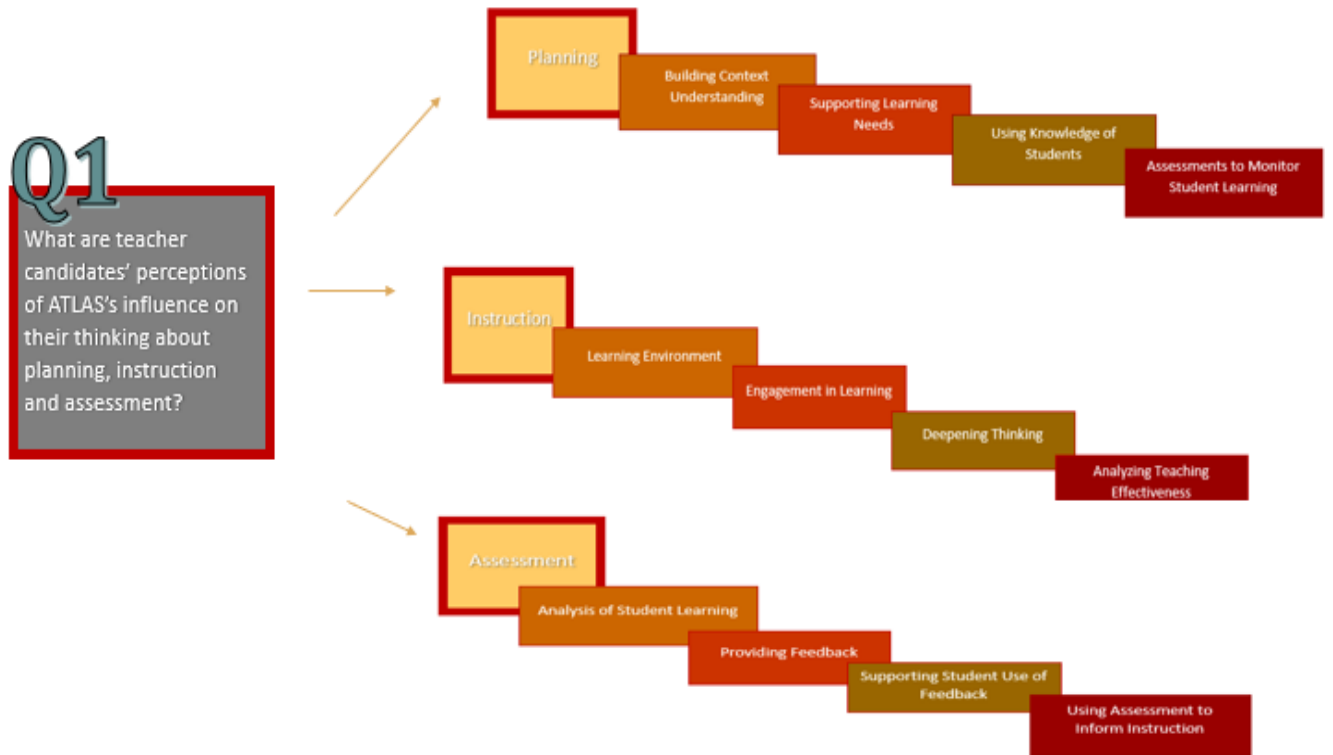
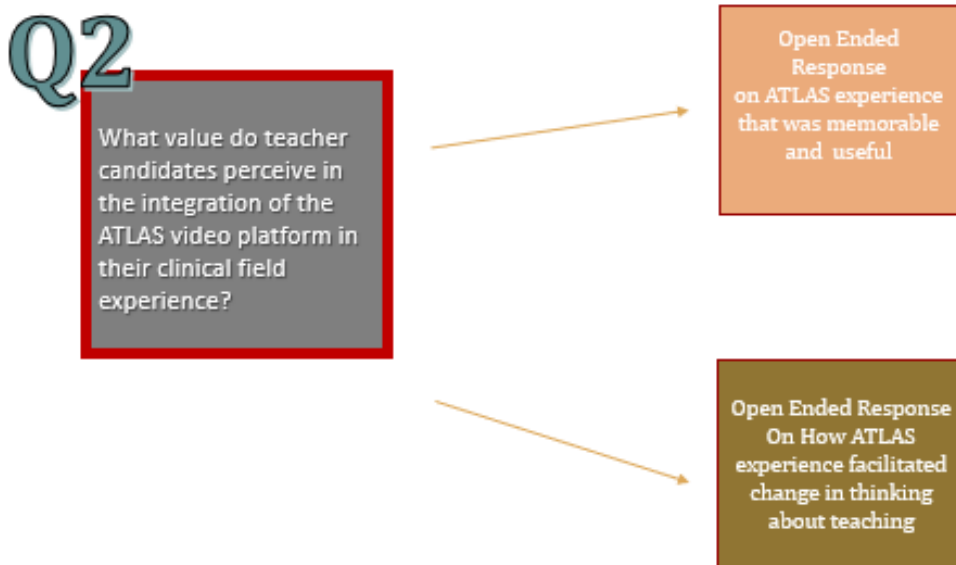


Figure 8

Research Question One and Connecting Noticings Teaching Pedagogical Components



Qualitative and Quantitative Data Collection

Preservice teachers participating in the Field Experience course completed three (3) ATLAS assignments by selecting videos of their choice and engaging in specific activities to reflect upon the instructional and classroom practices observed during the ATLAS videos. Teacher candidates also viewed ATLAS videos outside of class on their own. An additional journal entry option regarding ATLAS was included in the course syllabus as well. Table 1 details the ATLAS assignments. Table 2 includes the survey questions administered to students during the final class of the Field Experience course.

Table 1

EDUC 360 Clinical Field Experience Course Assignments Related to ATLAS Videos*

Term Date	ATLAS Assignment	Activity
March 16	ATLAS* Assignment #1	Observe a teaching episode (#1) in ATLAS. Identify the case number, title of lesson, content, number of students, and grade level in a header. Give your (best) description of the classroom space. <i>Respond to:</i> <ul style="list-style-type: none"> • Identify the purpose of the lesson and the lesson's hook/anticipatory set* • Describe how the teacher engages the learners and maintains lesson momentum; • Identify the positive language that the teacher uses *Strategies that the teacher uses to engage students and get them interested in/excited about the lesson
March 30	ATLAS** Assignment #2	Observe a teaching episode (#2) in ATLAS. Identify the case number, title of lesson, content, number of students, and grade level in a header. Give your (best) description of the classroom space. <i>Respond to:</i> What is the teacher teaching and how do you know that learners/students are learning it?
April 6	ATLAS** Assignment #3	Observe a teaching episode (#3) in ATLAS. Provide a description of the classroom space; number of students; grade level and content. <i>Respond to:</i> <ul style="list-style-type: none"> • Strategies I would use to present the lesson in a different way
April 20	Observations of classroom dynamics and instruction (ATLAS)	Break out room conversations; Whole class participation and discussion
April 27	What have we learned about teaching and learning in <i>general</i> and in a virtual environment <i>specifically</i> ? o Complete Atlas survey	Break out room conversations Whole class share-out Whole class

Table 2

Survey Questions and Related Study Questions and Context Adapted from Hougan et al.'s 2018 Survey

Survey Question	Related Study Question
Q1 - Use the slider to estimate how many ATLAS cases you interacted with (view videos, read the commentary, etc.) through structured classroom activities (from all your courses) and on your own (not directly related to a classroom assignment).	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q2 - Use the slider to estimate how many ATLAS cases you interacted with (view videos, read the commentary, etc.) on your own (not directly related to a classroom assignment).	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q3 - To what extent did the ATLAS activities from this term impact your thinking about teacher PLANNING (supporting learning needs, using knowledge of students, etc.)? Click all that apply.	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q4 - Identify any specific area(s) that ATLAS impacted your thinking. Click all that apply.	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q5 - To what extent did the ATLAS activities from this term impact your thinking about teacher INSTRUCTION (learning environment, engagement in learning, deepening thinking, etc.)?	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q6 - Identify any specific area(s) in which ATLAS impacted your thinking. Click all that apply.	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q7 - To what extent did the ATLAS activities from this term impact your thinking about teacher ASSESSMENT (analysis of student learning, providing feedback, supporting student use of feedback, using assessment to inform instruction, etc.)?	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q8 - Identify any specific area(s) in which ATLAS impacted your thinking.	SQ 1 What are teacher candidates' perceptions of ATLAS's influence on their thinking about planning, instruction, and assessment?
Q9 - In thinking about the entirety of your ATLAS experience and with your previous responses in mind, please describe a particular ATLAS experience (structured classroom activity, discussion, viewing the	SQ 2 What value, if any, do teacher candidates perceive in the integration of the ATLAS video platform in their clinical field experience?

case, reading the commentary, reflecting, etc.) that was particularly helpful to you. Please explain WHY that experience was memorable and useful.	
Q10 - Depending on your term in the teacher education program, you may have had specific presumptions when entering the program that may remain or differ now. Describe what changes in your thinking about teaching (“ah-ha moments”), if any, that occurred from interacting with ATLAS.	SQ 2 What value, if any, do teacher candidates perceive in the integration of the ATLAS video platform in their clinical field experience?
Q11 - Please select your current clinical field experience placement.	Course Participant Demographic Placement Information Collection
Q12 - Please identify the primary area in which you will be endorsed following program completion.	Course Participant Demographic Area of Study Information Collection

The survey was distributed to all 24 teacher candidates enrolled in the two clinical field experience classes via survey link shared in the Zoom platform chat box. Though time was allotted during the class for survey completion, the survey was open for a response period of ten days. The return rate of the 24 participants who fully completed the 12-question survey is 100%. Survey questions Q11 and Q12 asked preservice teachers to identify how many clinical field experiences placements they had participated in as well as report their certification endorsement focus and the results are shown in Table 3.

Table 3

Description of Participants and ATLAS Interactions

<p>Description of participants clinical field experience</p>	<p>24 elementary and secondary education majors in varying semesters of their teacher education program 6 in the first field experience placement 8 in the second field experience placement 6 in the third field experience placement 4 in the fourth field experience placement</p>
<p>Description of participant endorsement focus</p>	<p>Primary area of endorsement upon program completion 11 K-5 ELA (reading) endorsements 2 K-5 Math endorsements 1 K-5 SPED (special education) endorsements 2 K-5 Music/Art/PE endorsements 3 6-12 ELA (reading) endorsements 2 6-12 STEM endorsements 3 9-12 History endorsements 0 9-12 Spanish endorsements</p>
<p>ATLAS Interactions</p>	<p>On average, participants engaged in nine ATLAS interactions during the course</p>

FINDINGS

Research Question 1

The first research question sought to understand what teacher candidates' perceptions are of ATLAS's influence on their thinking about planning, instruction, and assessment.

Finding 1: Overall, teacher candidates' perceptions were that ATLAS had a positive influence on their thinking about planning, instruction, and assessment. However, teacher candidates' perception was that ATLAS had more of an influence on planning and instruction than it did on assessment.

The findings show that preservice teachers believe that ATLAS videos generally have an effect on their perceptions related to teaching and instruction. The survey used a Likert scale to assess their thinking on planning, instruction, and assessment with the ratings of 1-No effect, 2-Minor effect, 3-Neutral, 4-Moderate effect, and 5-Major effect. The mean response for preservice teachers when asked to what extent ATLAS activities impacted their thinking about planning was 3.44. No teacher candidate rated ATLAS activities as having no effect on their thinking about planning. Four (4) preservice teachers rated ATLAS as having a minor effect, seven (7) rated ATLAS as having a neutral effect, thirteen (13) rated ATLAS as having a moderate effect, and one (1) preservice teacher rated ATLAS as having a major effect on their thinking about planning. Table 4 shares survey response rates and Table 5 shows the survey responses in regards to ATLAS's impact on teacher candidates' thinking about planning.

Table 4

ATLAS Activities' Impact on Thinking about Teacher Planning and Response Rates*

	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Variance</u>
To what extent did the ATLAS activities from this term impact your thinking about teacher planning	25	3.44	0.80	0.65

*24 respondents completed the survey. One respondent completed this question twice, causing the data to show an additional response.

Table 5

Preservice Teacher Response Rates on ATLAS Activities' Impact on Thinking about Teacher Planning

	<u>N</u>	<u>Responses</u>				
		<u>1-No Effect</u>	<u>2-Minor Effect</u>	<u>3-Neutral</u>	<u>4-Moderate Effect</u>	<u>5-Major Effect</u>
Planning	25	0	4	7	13	1

If participants responded that ATLAS videos had a moderate or major effect on their thinking about planning, a skip logic design was used to have teacher candidates identify all specific areas of planning where their thinking was impacted. These areas included building content understanding, supporting learning needs, using knowledge of students, and assessments to monitor students. Table 6 illustrates teacher candidate's responses on specific areas of planning that were impacted. The greatest percentage of teacher candidates (31.75%) shared that ATLAS videos helped them to support learning needs, followed by the second greatest share of teacher candidates (26.98%) which reported that ATLAS videos helped them to build content understanding.

Table 6**Ways Teacher Candidates Report ATLAS Supported their Thinking about Planning**

		Percentage	Respondents (n=24)
Planning			
	Building Content Understanding	26.98%	17
	Supporting Learning Needs	31.75%	20
	Using Knowledge of Students	25.40%	16
	Assessments to Monitor Student Learning	15.87%	10

The mean response for preservice teachers on the extent that ATLAS activities impacted their thinking about instruction was 3.75%, the highest mean of the three measured areas. No preservice teacher rated ATLAS activities as having no effect on their thinking about instruction. Three (3) preservice teachers rated ATLAS as having a minor effect, four (4) rated ATLAS as having a neutral effect, thirteen (13) rated ATLAS as having a moderate effect, and four (4) preservice teachers rated ATLAS as having a major effect on their thinking about instruction. These response rates are shown in Table 7

Table 7**ATLAS Activities Impact on Thinking about Teacher Instruction and Response Rates**

	N	Responses				
		<u>1-No Effect</u>	<u>2-Minor Effect</u>	<u>3-Neutral</u>	<u>4-Moderate Effect</u>	<u>5-Major Effect</u>
Instruction	24	0	3	4	13	4

If participants responded that ATLAS videos had a moderate or major effect on their thinking about instruction, a skip logic design was used to have teacher candidates identify all specific areas of instruction where their thinking was impacted. These areas included learning

environment, engagement in learning, deepening thinking, and analyzing teaching effectiveness. The greatest percentage of teacher candidates (30.43%) shared that ATLAS videos helped them to support engagement in learning, followed by the second greatest percentage of teacher candidates (28.99%) which expressed that ATLAS videos helped them to support the learning environment. Within Table 8 are response rates for each area of thinking about instruction that was impacted by ATLAS.

Table 8

Preservice Teacher Response Rates on ATLAS Activities Impact on Thinking about Teacher Instruction

		Percentage	Respondents (n=24)
Instruction			
	Learning Environment	28.99%	20
	Engagement in Learning	30.43%	21
	Deepening Thinking	15.94%	11
	Analyzing Teaching Effectiveness	24.64%	17

The mean response for preservice teachers on the extent that ATLAS activities impacted their thinking about assessment was 3.00, the lowest rating of the three areas. Subsequently, more teacher candidates rated ATLAS activities in the lower levels of the Likert scale as noted in Table 9. One (1) teacher candidate rated ATLAS activities as having no effect on their thinking about assessment. Seven (7) preservice teachers rated ATLAS as having a minor effect, eight (8) rated ATLAS as having a neutral effect, seven (7) rated ATLAS as having a moderate effect, and one (1) preservice teacher rated ATLAS as having a major effect on their thinking about assessment.

Table 9**ATLAS Activities Impact on Thinking about Teacher Assessment and Response Rates**

	N	Responses				
		<u>1-No Effect</u>	<u>2-Minor Effect</u>	<u>3-Neutral</u>	<u>4-Moderate Effect</u>	<u>5-Major Effect</u>
Assessment	24	1	7	8	7	1

Table 10 reflects response rates on ATLAS activities impact on thinking about teacher assessment. If participants responded that ATLAS videos had a moderate or major effect on their thinking about assessment, a skip logic design was used to have teacher candidates identify all specific areas of assessment where their thinking was impacted. These areas included analysis of student learning, providing feedback, and supporting student use of feedback. The greatest percentage of teacher candidates (34.55%) shared that ATLAS videos helped them with providing feedback, followed by the second greatest percentage of teacher candidates (27.27%) which reported that ATLAS videos helped them to support student use of feedback.

Table 10**Preservice Teacher Response Rates on ATLAS Activities Impact on Thinking about Teacher Assessment**

		Percentage	Respondents (n=24)
Assessment	Analysis of Student Learning	21.82%	12
	Providing Feedback	34.55%	19
	Supporting Student Use of Feedback	27.27%	15

Research Question 2

The second research question explored what value teacher candidates perceived in the integration of the ATLAS video platform in their clinical field experience.

Finding 2: Preservice teachers who responded attributed value in areas related to planning and instruction. Other areas of being a classroom teacher and supporting student needs also arose as trends.

13 participants responded to the qualitative open-ended Question 8 and 11 participants responded to open-ended Question 9. In analyzing the qualitative data, the open-ended item responses were considered after reading responses in entirety to recognize patterns. Coding was aligned with planning, instruction, assessment, and reflection categories as found in Hougan et. al (2018) from which the survey was also adapted. In addition, the reflection category included several aspects of teaching and student support that showed emerging themes.

Some teacher candidates selected more than one value area from the ATLAS experience in their response to Question 8 and only one candidate shared that they found little value in the ATLAS videos. The participant who found little value in ATLAS videos provided an instructional example, claiming that ATLAS videos were too limited in length to capture enough information about teaching. As seen in Table 11, participating teacher candidates perceived ATLAS to have the most value in informing their instruction, with the breakdown being 4 responses indicating a perceived value for planning, 13 responses indicating a perceived value for instruction, 2 responses indicating a perceived value for assessment, and 9 responses indicating a perceived value for reflection. Table 12 shares each responder's specific remark.

Table 11

Value Teacher Candidates Perceive in the Integration of the ATLAS video platform

Area	Recorded Responses
Planning	4
Instruction	13
Assessment	2
Reflection	9

Table 12

Teacher Candidate Open Ended Responses on Helpful ATLAS Experiences

<p>In thinking about the entirety of your ATLAS experience and with your previous responses in mind, please describe a particular ATLAS experience (structured classroom activity, discussion, viewing the case, reading the commentary, reflecting, etc.) that was particularly helpful to you. Please explain WHY that experience was memorable and useful.</p>	
<p>Two cases stand out to me as especially impactful. The first is largely because of content; case #66. It was special education classroom in which the teacher walked her students through a lesson about how to regulate their emotions, specifically anger. It was memorable because I don't think I'd ever seen that type of affirmation of emotions in a kindergarten classroom setting before, when it should be commonplace. She facilitated an activity that was exciting for students, of which there were just three, in which she asked them to categorize responses to feeling anger as either good or bad. One such behavior was simply "taking a walk," which I would not have been allowed to do in my public high school for simply feeling angry, much less in my elementary school. The activity emphasized choice in dealing with emotion and that specific option communicated that her students knew what they needed best, and that they should have the autonomy to make choices based on what they need to healthily deal with their emotions. The second case, #2013, stood out for similar reasons, because the teacher was so intently trying to model great communication skills. He would remind students to speak louder, or prompt them about the meaning of teamwork, look them in the eyes sometimes in an obvious manner, all while giving positive feedback and being supportive of them as individuals. He also encouraged movement and</p>	<p>Watching the videos of a structured classroom activity was very helpful. The variety in videos provided a wide variety of different lesson plans.</p>

<p>peer interaction across groups, which contributed to the unified, exploratory, and caring feel of the classroom space.</p>	
<p>Reading the description for one of the videos was memorable to me because it helped me better understand the class, students, and material.</p>	<p>The experience was memorable because the interaction of the educators helped to structure the lesson</p>
<p>I found the viewing of social studies classroom discussions useful because the prospect of integrating current/cultural events into an elementary school classroom can be very intimidating. It was helpful to see how successfully or unsuccessfully educators were able to exercise their students voices and perspectives.</p>	<p>I can't remember any particular memorable ATLAS experience. Most of them seemed to be very similar in structure of teaching a lesson in whole or small groups, then individual students or students in group work on the assignment--with the educator scaffolding--and then a whole group share out. There was one video, however, where the kindergarten teacher in an ESL class sat with his students and drew/wrote with them and shared with students--positioning himself as a student. This was really interesting and seemed to be appreciated by his students.</p>
<p>One time, I was watching an ATLAS video that skipped forward and the activity in the video completely changed. I was very confused, so I was grateful that the commentary was provided so I could figure out what happened/the purpose behind it.</p>	<p>There was one ATLAS video I viewed of an elementary science lesson in which the students were spilt in groups. The teacher went around to each group asking how they were approaching the lesson, and giving them scaffolding support. He would tell them to get ideas from other groups, this impacted my learning because I saw how group work can be used to advantage students in deepening their thinking</p>
<p>One atlas experience I found particularly informative related to a teacher that was quite effective in creating a lesson plan that engaged students and made them think about the history topic they were learning in connection with modern day life</p>	<p>There was one ATLAS video that I watched where the teacher facilitated group learning and encouraged the students to work together to come to a conclusion. I appreciated watching how she dedicated her time between groups and how she guided students in working together, and scaffolding to help students build upon one another's answers.</p>
<p>I enjoyed watching a classroom debate lead by students because it presented student autonomy in the classroom.</p>	<p>Using a classroom observation to code behaviors for child development in regards to socioemotional learning</p>
<p>I think that ATLAS is a useful tool, but it struggles at times to truly recreate the classroom environment. The job it does is to show a snippet from the lesson being taught, and the student-teacher interactions that come from the classroom, yet ATLAS does not give the whole classroom experience to the viewer.</p>	

Similar to the trends seen in the survey quantitative data, preservice teachers found the most value in learning about instruction through ATLAS videos. Additionally, teacher candidates' perceived value in all of the following areas: reflection, sharing comments on regulating emotions, affirming emotions, social emotional learning, exploring feelings, child development, reflecting through using ATLAS descriptions and commentary, students exercising voice and perspective, student autonomy, and interactions amongst teachers.

In comments shared in response to Question 9, preservice teachers described changes in their thinking about teaching (“Aha moments”) that occurred from interacting with ATLAS. As shown in Figure 9, the 11 responses to this question revealed that what was impactful and important in creating a change in their thinking was personal and individualized. Table 13 details specific responses of teacher candidates’ “Aha moments” or changes in their thinking during program duration.

Figure 9

Areas of Change in Preservice Teachers' Thinking

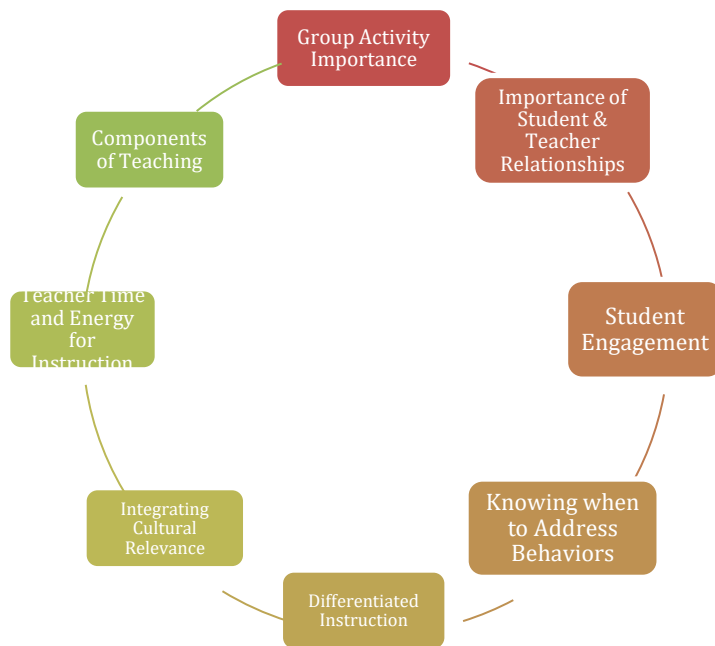


Table 13

Survey Question 9 Teacher Candidate Open Ended Responses on ATLAS Experiences that Changed their Thinking about Teaching

Depending on your term in the teacher education program, you may have had specific presumptions when entering the program that may remain or differ now. Describe what changes in your thinking about teaching ("ah-ha moments"), if any, that occurred from interacting with ATLAS.	
The importance of using group activities.	The main thing I gleaned from doing CFE through Atlas was how important student and teacher relationships are to being able to effectively teach. I found myself with so many questions about the choices the teachers made that I could not ask them, but could only assume were informed by their relationship with and knowledge of the student themself.
How to keep students engaged throughout a lesson, different methods	Ignoring the students when they interrupt decreases the chance they will interrupt again.
I don't think there have been any changes in my thinking from ATLAS.	I didn't have too many, as most of the ATLAS videos accomplished the same thing and what I had seen before. I think the biggest thing was seeing how to bring in culturally relevant tools in the classroom and reflect students' identities.
An aha moment I felt while interacting with atlas came from the ability to see different classroom perspectives and understanding how students remain engaged or how they become distracted	The amount of energy that is needed to dedicate to students. In each video, the teacher was pretty much running around or constantly repeating themselves to engage students. This change in my thinking is also reflective of my field experience
Atlas has only affirmed what I thought the job of a teacher would entail.	Encourage students and allow them time to answer their own questions

RECOMMENDATIONS

This study began with broad queries that supported gaining an understanding of the importance of teacher preparation and the extended field experience approach to methods courses at Rhodes College. As the study developed, the focus and study questions were guided by program changes that brought about the integration of the ATLAS platform of master teacher videos and activities to supplement teacher candidates' understanding and thinking about teacher planning, instruction, and assessment.

The recommendations that emerged as a result of this inquiry are based on what was revealed through quantitative and qualitative data analyses of teacher candidate survey feedback and are made in light of the implications for Rhodes College's Department of Educational Studies' future use of ATLAS to support preservice teachers' growth and learning in their teacher education program. The following recommendations outline proposed changes to systems and practices that would need to be developed to align with the organizational goals and mission of the department around teacher preparation.

Recommendation 1: Master teacher videos and analysis should continue to be used in the clinical field experience course.

Finding 1 showed that preservice teachers who responded to the survey indicated that their thinking about teacher planning, instruction, and assessment was influenced positively by the incorporation of the ATLAS master teacher videos into their field experience. Teacher candidates found value in the expertise shown by master teachers' actions in the classroom, interactions with students, instruction planning, and assessment and evaluation of student learning needs. Engaging with master teacher videos through ATLAS incorporates the features

of teaching in context and noticings that are important components of what teachers attend to, how teachers analyze instruction, and how teachers choose to respond to students.

Keeping these components in mind, the Department of Educational Studies can begin crafting a plan to formalize their vision for systematically and meaningfully continuing to incorporate ATLAS videos and teacher candidate reflections in the field experience for students. The process of developing this vision should take into consideration the framework for noticing skills to support preservice teachers in reaching the highest sophistication level of noticing. Table 12 describes the levels of sophistication in the 3 areas of noticing. The continued use of the ATLAS platform can encourage teacher candidates to engage in reflecting upon the content of classroom lessons and teacher and student engagement throughout the duration of their field experience.

Table 12

Levels of Sophistication for Noticing Skills (Barnhart and van Es, 2015)

Skill	Low Sophistication	Medium Sophistication	High Sophistication
Attending	Highlights classroom events, teacher pedagogy, student behavior, and/or classroom climate. No attention to student thinking.	Highlights student thinking with respect to the collection of data from a scientific inquiry (science procedural focus).	<i>Highlights student thinking with respect to the collection, analysis, and interpretation of data from a scientific inquiry (science conceptual focus).</i>
Analyzing	Little or no sense-making of highlighted events; mostly descriptions. No elaboration or analysis of interactions and classroom events; little or no use of	Begins to make sense of highlighted events. Some use of evidence to support claims.	<i>Consistently makes sense of highlighted events. Consistent use of evidence to support claims.</i>

	evidence to support claims.		
Responding	Does not identify or describe acting on specific student ideas as topics of discussion; offers disconnected or vague ideas of what to do differently next time.	Identifies and describes acting on a specific student idea during the lesson; offers ideas about what to do differently next time.	<i>Identifies and describes acting on a specific student idea during the lesson and offers specific ideas of what to do differently next time in response to evidence; makes logical connections between teaching and learning.</i>

Recommendation 2: Incorporating master teacher videos throughout other courses in the teacher preparation program could increase teacher candidate pedagogical practice.

Recommendation 2 aligns with Rhodes College’s Department of Educational Studies’ philosophy that coursework should be intentionally designed to support students by making connections “across content, contexts, and the lived realities” of educational studies students (Casey, 2017). PreK-12 school professional communities also extend beyond subject matter courses to provide a robust teacher learning and growth experience, building connections amongst school members that enrich the experience of novice teachers (Cook, 2002). Building preservice teacher capacity through the incorporation of ATLAS from the start of their first education course allows for consistency and expansion in programming that supports teacher candidates’ growth over the four-year period. Essential components of professional communities like socialization, shared values and norms, interdependence of teacher candidates to focus on curriculum and pedagogy, along with being able to benefit from each other’s views and

reflections, can easily be applied when incorporating ATLAS across the teacher preparation curricula.

Incorporating the ATLAS platform consistently throughout the teacher preparation degree program begins the process of embedding shared experiences and teacher candidate professional culture within the department. Preservice teachers can carry forward what they learn from their initial engagement with the ATLAS platform and apply it in subsequent coursework with familiarity and ownership (Everitt & Tefft, 2018). Teacher candidates will also have the opportunity to actively use sensemaking to reason, interpret, and apply reflections from ATLAS videos, engaging in discussions with upper- and lower-level classmates to form a shared understanding of the practice or elaborate on perceived differences in interpretation. Additionally, this approach would align the department's curricula with the National Board's vision of a strong teaching career continuum through preparatory coursework, clinical placement, and residencies (National Board for Professional Teaching Standards, n.d).

Recommendation 3: In methods courses, align specific videos with practices for in-depth analysis and learning.

Teacher candidates' assignments in ATLAS can progress to specific video studies for better analysis and improved application and understanding of concepts. Accomplished and proven teaching practices on the platform establish what teachers should know and be able to do (National Board for Professional Teaching Standards, n.d). Finding 2 conveys that preservice teachers attributed value to areas related to planning and instruction. Other areas of being a classroom teacher and supporting student needs also arose as trends. These findings confirm that Rhodes's teacher candidates not only found value in using the ATLAS platform to shape their thinking about planning, instruction, and assessment but also appreciated that ATLAS videos

allowed them to reflect on other valuable areas of instruction and supporting students, including helping students regulate emotions, affirming student emotions, social emotional learning, child development, exploring feelings, students exercising voices perspective, and student autonomy.

Participant responses that were individualized and personal may reflect the need to utilize ATLAS assignments to expand teacher candidates' knowledge on areas of social emotional learning and student individual needs. Teachers' social-emotional competence helps students to develop skills in this area (Holder, 2020). Developing broader instructional strategies and exposure to classroom contexts in targeted areas of need for diverse learners gives teacher candidates instructional context in their assignments. Unpacking specific, relevant lessons can further aid preservice teachers to meet their students' needs. Figure 9 lists the ways in which ATLAS enables preservice teachers to utilize videos and commentary in their teaching and learning practices.

Figure 9

ATLAS Preservice Teacher Use



Recommendation 4: The partner organization should share and expand upon this study with similar and nearby colleges and universities.

Rhodes College enhanced its approach to clinical field experience during the 2020-2021 academic year due to the effects of the pandemic and virtual learning on both the College and its partnering school district. In response to these challenges, the Department of Educational Studies afforded students the opportunity to utilize the ATLAS master teacher video platform in place of in-person field experience assignments. Calendar changes and restrictions on face-to-face interactions caused the Director of Teacher Licensure, Dr. Kathy Evans, to extensively research resources that would align with program goals and meet state requirements for adjusted field experiences. Findings from this study support the continued use of ATLAS in Rhodes's teacher preparation program as it is beneficial to student thinking and reflection around planning, instruction, and assessment.

Further research on the ATLAS website reveals that universities and school districts in Rhodes's nearby vicinities have adopted the ATLAS platform for use in their teacher preparation and professional development programs. Two state universities have adopted ATLAS videos to enhance preclinical coursework, prepare teacher candidates for the edTPA teacher certification exam, and embed case studies into pre-residency coursework and clinical experiences. Sharing implementation strategies, successes and challenges from this past year, and ideas for sustainability planning could enrich the dialogue between Rhodes and other colleges and school districts, presenting opportunities to improve clinical placements and fill a gap in relation to preservice teachers' learning needs.

The literature is rich in terms of existing research on university and school district partnerships, but a gap exists in research on university education department partnerships for teacher preparation. However, there is evidence of the kind of positive results that are possible when schools and universities partner with this aim. University partnerships to improve teacher preparation can help address the growing concern of teacher effectiveness through a shared collaborative culture, extending learning experiences to students and defining together how to enrich quality learning opportunities (Cozza & Blessinger, 2017).

DISCUSSION

This quality improvement project sought to understand to what extent the ATLAS video database platform of classroom lessons informs Rhodes College's preservice teachers' practice and understanding of teaching and learning. The investigation included ways in which ATLAS influenced teacher candidate thinking about planning, instruction, and assessment. Major findings revealed that preservice teachers believe that ATLAS's videos generally have an effect on their perceptions related to teaching and instruction. More preservice teachers felt ATLAS had a moderate or major effect on their thinking about planning and instruction than it did on their thinking about assessment.

In the area of planning, the greatest percentage of teacher candidates shared that ATLAS videos helped them the most with supporting learning needs and building content understanding. Pertaining to the area of instruction, ATLAS videos helped preservice teachers the most with supporting engagement in learning and supporting the learning environment. Though teacher candidates felt ATLAS supported them the most with providing feedback and student use of feedback in the area of assessment, only 33% of candidates believed that ATLAS had a moderate or major effect on their thinking about assessment. Preservice teachers did, however, feel that ATLAS influenced their thinking in several other areas of teaching and learning. Therefore, recommendations that were developed in response to these findings involve the continued and strengthen implementation of ATLAS master teacher video use.

Because Rhodes has prioritized teacher candidates' involvement in extended field experience, implementing accessible and diverse access to master teachers through ATLAS's video platform should continue to be prioritized, methodically and strategically. Successfully implementing an alternate field experience model at the College has implications for the future

of the teacher preparation program (Simons et al., 2020), giving teacher candidates the advantage of having more than one approach to elevating their competency in teaching and learning. It also gives an advantage to teacher candidate development during pandemic responses.

LIMITATIONS

In the spring of 2020, the world faced the spread of COVID-19 and colleges and universities along with businesses, communities, and families braced for its impact. Many societal changes had to occur for the health, safety, and well-being of all. In the fall of that year, Rhodes College solidified changes to its 2020-2021 calendar and classes continued to be conducted in an all-virtual format. This presented challenges for this study as the researcher was not able to travel to the campus to get to know the community better in person. The researcher also collected all data using online platforms for safety reasons.

Other limitations include the survey sample size. Though one hundred percent of course participants completed the survey, the sample size was limited to 24 students who were enrolled in the course. Study findings should be generalized based on survey results and considered for similar colleges and teacher preparation programs.

A final limitation of this study is that the researcher attended Rhodes College for undergraduate studies. The department was not in existence during the researcher's undergraduate studies and no current faculty were employed during the researcher's time at the College. However, having worked within the local school district, the researcher had knowledge of the existence of the program and that field experience placement occurred within the district.

CONCLUSION

The findings of this study are aligned with the current literature regarding video usage in teacher preparation programs, specifically during the clinical field experience. Overall, the findings confirm that the use of master teacher videos during the clinical field experience is beneficial for teacher candidate knowledge acquisition about teaching and learning in K-12 settings. Master teacher videos impacted the thinking of teacher candidates in the areas of planning, instruction, and assessment as well as other classroom and instructional concepts.

The study's recommendations were informed by the findings and best practices for use of videos for teacher preparation as discussed in the literature. Rhodes College aims to engage its teacher candidates in field experiences that focus on teaching from the start of the academic year, by placing preservice teachers in their clinical settings when schools begin in the fall. The College's philosophy that extended field experience outweighs methods courses in isolation gives their students the best opportunity to have hands-on learning at the beginning of their careers.

In conclusion, Rhodes College has the structures in place to maintain its exceptional program and field experience placements and should continue to integrate the ATLAS platform as part of that field experience. Continued incorporation of ATLAS will help to give all teacher candidates a variety of exposure to diverse avenues of learning from master teachers. This is especially true in light of this study's findings and preservice teacher survey results.

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APPENDIX A SURVEY INSTRUMENT

Dear Field Experience Student,

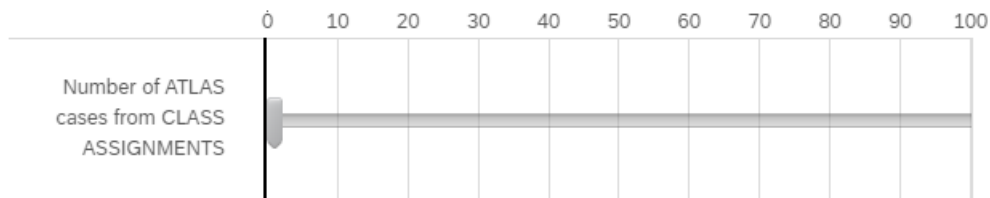
Rhodes College is committed to providing students with the best clinical field experience during your preservice teacher preparation in the education studies department. Your professor and members of the department want to be sure that you are exposed to master teaching during this school year when adjustments were required to both the school district's and college's schedule.

Your participation in this survey will help us understand to what extent the ATLAS video database platform of classroom lessons informs your practice and understanding of teaching and learning.

1. This online survey should take about [7-10] minutes to complete. Participation is voluntary, and responses will be kept anonymous and secured through Qualtrics.
2. You have the option to not respond to any questions that you choose. Participation or nonparticipation will not impact your relationship with Rhodes College. Submission of the survey will be interpreted as your informed consent to participate and that you affirm that you are at least 18 years of age.

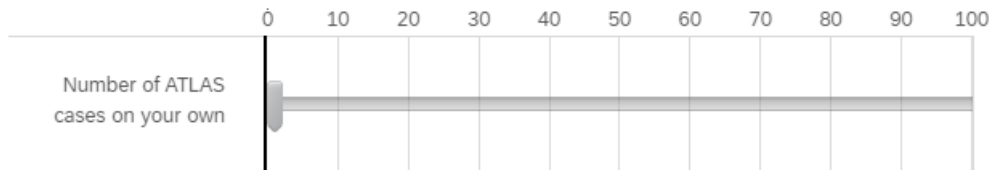
Q1

Use the slider to estimate how many ATLAS cases you interacted with (view videos, read the commentary, etc.) through structured classroom activities (from all your courses) and on your own (not directly related to a classroom assignment).



Q2

Use the slider to estimate how many ATLAS cases you interacted with (view videos, read the commentary, etc.) on your own (not directly related to a classroom assignment).



Q2

▼ Skip to

Identify any specific area(s) that AT... if 4-Moderate Effect Is Selected

▼ Skip to

Identify any specific area(s) that AT... if 5-Major Effect Is Selected

To what extent did the ATLAS activities from this term impact your thinking about teacher PLANNING (supporting learning needs, using knowledge of students, etc.)? Click all that apply.

- 1-No Effect
- 2-Minor Effect
- 3-Neutral
- 4-Moderate Effect
- 5-Major Effect

Q3

Skip destination

[Go to skip origin](#)

Skip destination

[Go to skip origin](#)

Identify any specific area(s) that ATLAS impacted your thinking. Click all that apply.

- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Students
- Assessments to Monitor Student Learning

Q4

▼  Skip to

Identify any specific area(s) in whic... if 4-Moderate Effect Is Selected

▼  Skip to

Identify any specific area(s) in whic... if 5-Major Effect Is Selected

To what extent did the ATLAS activities from this term impact your thinking about teacher INSTRUCTION (learning environment, engagement in learning, deepening thinking, etc.)?

- 1-No Effect
- 2-Minor Effect
- 3-Neutral
- 4-Moderate Effect
- 5-Major Effect

Q5

 Skip destination

[Go to skip origin](#)

 Skip destination

[Go to skip origin](#)

Identify any specific area(s) in which ATLAS impacted your thinking. Click all that apply.

- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Analyzing Teaching Effectiveness

Q6

 Skip to

Identify any specific area(s) in which... if 4-Moderate Effect Is Selected


 Skip to

Identify any specific area(s) in which... if 5-Major Effect Is Selected

To what extent did the ATLAS activities from this term impact your thinking about teacher ASSESSMENT (analysis of student learning, providing feedback, supporting student use of feedback, using assessment to inform instruction, etc.)?

- 1-No Effect
 2-Minor Effect
 3-Neutral
 4-Moderate Effect
 5-Major Effect

Q7

 Skip destination

[Go to skip origin](#)
 Skip destination

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Identify any specific area(s) in which ATLAS impacted your thinking.

- Analysis of Student Learning
 Providing Feedback
 Supporting Student Use of Feedback
 Using Assessment to Inform Instruction

Q8

iQ

In thinking about the entirety of your ATLAS experience and with your previous responses in mind, please describe a particular ATLAS experience (structured classroom activity, discussion, viewing the case, reading the commentary, reflecting, etc.) that was particularly helpful to you. Please explain WHY that experience was memorable and useful.

Q9



Depending on your term in the teacher education program, you may have had specific presumptions when entering the program that may remain or differ now.

Describe what changes in your thinking about teaching ("ah-ha moments"), if any, that occurred from interacting with ATLAS.

Q10

Please select your current clinical field experience placement.

- 1-My first field experience placement
- 2-My second field experience placement
- 3-My third field experience placement
- 4-My fourth or more field experience placement

Q11

Please identify the primary area in which you will be endorsed following program completion.

- K-5 ELA
- K-5 Math
- K-5 SPED
- K-5 Art/Music/PE
- 6-12 ELA
- 6-12 STEM
- 9-12 History
- 9-12 Spanish

APPENDIX B Clinical Field Experience Fall Syllabus

EDUC 360: Clinical Field Experience in Education

Fall 2020 (Remote Delivery)

Professor of Record: Dr. Kathy D. Evans

Tuesday, 8:00 a.m. - 9:15 a.m.

Tuesday, 3:30 p.m. - 4:45 p.m.

Office: 109 West Campus

Virtual Office Hours: *By appointment*

Phone: 901.843-3306 (o); 731.431.7647 (m)

Email: evansk@rhodes.edu

360. Clinical Field Experience in Education

Fall, Spring. Credits: 1.000 TO 4.000 Credit hours

Degree Requirements: F11

Field experiences are designed to give students guided and controlled experiences with professionals in elementary and secondary schools, and in some cases with community partners. They are also designed to expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective teachers and other professionals in education. Observation and first-hand experience within P-12 settings provide candidates with information and tools that complement classroom study and assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective teaching. Secondary licensure candidates must complete three one-credit field placements; elementary candidates must complete four one-credit placements. Students in the non-licensure tracks will complete three one-credit field placements. Students will be required to attend class regularly and complete all course requirements. Students will earn grades in this course.

Prerequisites: Education 201, Educational Studies majors only, and permission from the Director of Licensure and Field Placements. All field placements must be approved and finalized in the semester prior to enrollment.

A. Purpose

The Educational Studies *Clinical Field Experience in Education* course is intended to help you integrate theoretical and research coursework with practice in a Shelby County Schools classroom and reflect on your own development as educators and professionals. All students are required to be fingerprinted and to submit the results of a criminal background check (CBC) prior to beginning the clinical field experience (CFE).

B. Course Requirements/Assignments

1. Clinical Field Experience (60 + points)

Each student will complete a clinical field experience at a classroom within the Shelby County Schools district. The total number of hours spent in the classroom per semester is dependent on the number of registered credits. One credit is the equivalent of 60 hours for the semester which averages to approximately 5 hours/week based on a 12-semester week. Two credits are the equivalent of 84 hours for the semester which averages to approximately 7 hours/week based on a 12-semester week. Three credits are the equivalent of 108 hours for the semester which averages to approximately 9 hours/week based on a 12-semester week. Four credits are the equivalent of 132 hours for the semester which averages to approximately 11 hours/week based on a 12-semester week. A criminal background check (cbc) must be completed before the clinical field experience begins. Students must also complete and submit the *Volunteer and Employee Criminal History (VECHS) System* form from the Tennessee Bureau of Investigation (TBI). This form will be electronically mailed to you and you can find it on the Educational Studies website.

N.B. Shelby County Schools (SCS) is currently delivering instruction remotely. Teachers have been given the option of *teaching from home* or *teaching from their classroom*. The first day of school for SCS was August 31, 2020. The dates of the clinical field experience are September 21 – December 4 which total 9 weeks. This date is subject to change and is subject to approval of student placement in schools. Visit the link below to view the SCS student calendar:

<http://www.scsk12.org/communications/files/2020/Student-2020-21-UPDATED-Calendar-ENGLISH.pdf>

2. E-journal reflections (4 @ 50 points each)

Each student will submit 5 reflections in the form of an *electronic journal*, or *e-journal*. The e-journal provides an opportunity to reflect on the impact of your presence in the virtual classroom, and to assess your effectiveness as a “classroom teacher.” Each e-journal reflection must be double-spaced and a minimum of **500** words. The e-journal reflections are *open* which means that you are able to express general thoughts regarding the clinical field experience. All *open* reflections e-journals must be critical and in-depth. Making statements such as “Everything went well” or “I learned a lot” without expanding on the “why” of the statement is unacceptable. Do not use the actual names of the school, teachers, or students. Each e-journal will include the dates and times of all of your virtual classroom interactions from one due date to the next. You will describe your involvement in the classroom for each visit as it relates to the description of the phases of classroom involvement and interaction in the TEAMS virtual classroom environment. Each episode must be labeled with the date and time of the classroom visit. Each e-journal will include a critical and in-depth *reflective* narrative that summarizes each episode of classroom visits. **The e-journals are due by 8:00 p.m. on the following dates: October 2; October 30; November 20; December 4.** The following naming convention must be used for each e-journal: LastNameFirstInitial-J1 (Example: EvansK_J1). E-journals should be composed in word doc format and attached to email. E-journal reflections received after the due date will receive a score of zero.

3. Course documents (3 @ 25 points each)

Documents requiring a signature (federal laws and acts, candidate time sheet, and clinical field experience contract) must be submitted by their designated due dates. The due date for the *federal laws and acts* document is due no later than Friday, September 4. The *candidate time sheet* is due by Monday, December 7. The *clinical field experience* (cfe) contract is due on or before September 25. The signed VECHS form is a Tennessee Bureau of Investigation (TBI) requirement. A total of 50 points will be deducted for failure to sign and submit this document that was sent prior to the first day of class. This does not apply to students who already have a signed VECHS form.

4. Participation (400+ points)

These are the virtual class meeting dates: **September 1, 15, 29; October 13 and 27; November 10 and 17; December 1.** **These dates can be subject to change.** Remote class instruction will be delivered through the Zoom platform. The meeting IDs for each section are indicated below:

EDUC 360-01 946 2508 1221

EDUC 360-02 935 0724 4273

Students are expected to attend all class sessions. Students are also expected to make regular contributions during class, based on the topic of the day. This is primarily a field-based course, and much of the insight about practice is enhanced through the sharing of clinical experiences in assigned classrooms. We will use the virtual platform ATLAS to enhance knowledge about classroom teaching and learning. Specific assignments from ATLAS will be required throughout the semester. Your contributions during class conversations are extremely valuable, and therefore necessary for shaping pedagogical perspectives and dispositions. Points will be deducted for an unexcused absence.

5. Midterm and Final Appraisals (1 @ 75 points; 1 @ 100 points)

The clinical educator will conduct a midterm appraisal (75 points) and a final appraisal (100 points) of the student's performance. Students completing music, art, and physical education placements will be evaluated during the last week of each placement (total of 3 @ 75 pts. each).

6. Evaluation

Student performance is based on feedback from clinical educators as evidenced on the evaluation forms, participation in conversations during class sessions, timely completion of assignments, and quality of submitted assignments. Students will be evaluated on the number of points for each of the assignments described herein. The final grade will be based on the following percent of points earned:

Grading Scale

A: 93 – 100

B: 85 – 92.99

C: 75 – 84.99

D: 65 – 74.99

Assignments that violate guidelines will be subject to a 5-point deduction

C. Readings

TBA for specific class sessions

D. Class Policies

1. Students are expected to arrive to class on time, to attend each scheduled virtual class session, and to actively participate in class activities and discussions.
2. Your effort to submit assignments by their due dates is appreciated. Late assignments will receive a grade of zero.
3. This course is undergirded by the honor system.
4. Use of electronic devices such as cell phones is strictly prohibited during class time unless they are required for an in-class activity.
5. If you have an urgent matter you are welcome to contact me through my cell phone at 731.431.7647. Be sure to include your name if you send a text message. I will make an effort to respond to emails and texts ASAP but within a 12-hour period.
6. To maintain the highest levels of engagement and community in this course, we need everyone to approach our time together with the same rigor and excitement for discovery and dialogue as we do for on-campus learning. Please be flexible, as the course will change as needed, in order to assure we always function as a community of scholars.
7. Treat Zoom sessions as regular classrooms. Be prepared for class with course materials ready before logging in, be appropriately dressed, be mindful of your space (ideally a quiet, distraction-free space with good lighting and appropriate background).
8. Mute your microphone when you are not speaking. To prevent background noise, feedback, or other audio distractions, it is best to stay muted unless you are speaking or otherwise engaging in the conversation.
9. Use the "Raise Hand" button (at the bottom of the Participants list) if you have a question or something to say in class. If you raise your hand on your camera, I may not see you, but Zoom alerts me when you use the Raise Hand button.

10. Our class meetings on Zoom will be recorded. These recordings will be only for students enrolled in the class who are unable to attend or who experience technical problems that prevent them from attending the entire class session. They will not be posted publicly nor will they be kept after the semester.
11. If you lose your internet connection during class, try reconnecting through Zoom. If you are unable to reconnect, send me a text message explaining your situation. I will do everything I can to accommodate anyone with technical or other interruptions. If I lose power or internet connection during class, I will send instructions through text message on how to proceed.
12. Display your first and last names in the zoom window. Identify your preferred name (the name you wish to be called) parenthetically.
13. Enable your camera for all class sessions.
14. Attend class appropriately dressed. Be present in a space that is void of potential distractions.
15. Avoid eating during class. Drinking water/coffee is acceptable.
16. Pets are not allowed to participate in class.
17. **Unauthorized Recording or Distribution of Classroom Proceedings:** Students are not permitted to record or distribute classroom lectures or discussions without either the express written approval of the faculty member teaching the course or an accommodation through Student Accessibility Services. Qualified students with disabilities that impact their ability to take or read notes should have already received an accommodation through Student Accessibility Services that permits them to record lectures. If Student Accessibility Services has determined that recording lectures and classroom discussions is an appropriate accommodation, the recording may be used only for personal academic purposes. Authorized student-initiated recording must not be made available to anyone outside of the students enrolled in the class in any fashion, including posting online, sending by email, or distributing through other media without the express written consent of the faculty member responsible for the course. Unauthorized recording or dissemination of recorded classroom proceedings, including distribution for compensation, is strictly prohibited and is a violation of the Rhodes Honor Code.

E. Educational Studies Climate Statement

The Educational Studies Program at Rhodes College is committed to creating an academic climate that is sage, respectful, and appreciative of all students, staff, and faculty regardless of race, ethnicity, sexual orientation, gender identity, age, size, socioeconomic background, religion spirituality, physical ability, mental ability, or any other aspect of one's identity. We believe that a climate of mutual respect allows us to ask difficult questions and to participate in honest discussions about difficult issues, even in the context of strong disagreement.

F. Honor Code

"As a member of the Rhodes community, I pledge I will not lie, cheat, or steal, and that I will report any such violation that I may witness."

<http://www.rhodes.edu/content/rhodes-honor-system>

G. Title IX Statement

Rhodes is committed to ensuring a safe learning environment that supports the dignity of all members of the Rhodes community. Rhodes prohibits and will not tolerate sexual misconduct, which includes, but is not limited to, dating/domestic violence, sexual assault, sexual exploitation, stalking, sexual harassment and sex/gender discrimination. Rhodes strongly encourages members of the Rhodes community to report instances of sexual misconduct immediately. All Rhodes faculty, staff, Peer Advocates, and Resident Assistants are Mandatory Reporters (exceptions are confidential resources: Counseling Center- 901-843-3128, Chaplain Beatrix Weil- 901-843-3822, and Student Health Center- 901-843-3895) and are

required by the College to report any knowledge they receive of possible violations of this policy to the Interim Title IX Coordinator, Inez Warner. If you choose to share information related to sexual misconduct with me I will report it to the Interim Title IX Coordinator; however, you are not required to pursue a formal claim. The goal is to make you aware of the range of options and resources that are available to you. For more information about Rhodes' sexual misconduct policy or to make a report please see www.rhodes.edu/titleix.

H. Social Media Policy

The classroom experience is strictly for your personal education. You MAY NOT share anything from class (pictures, text, voice recording, PowerPoint slides, etc.) to any website or social media vehicle whatsoever without written permission from the instructor.

I. Access and Accommodations

Your experience in this class is important to me. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so we can discuss options. If you have already established accommodations with Student Accessibility Services (SAS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Students with disabilities will be offered appropriate academic accommodation. Requests should be made during the first two weeks of the semester through the office of Student Accessibility Services.

J. Statement of commitment

We are exploring uncharted territory this semester. We have been forced to (re)imagine teaching and learning in a virtual environment. Let's embark on this adventure with a positive mindset, encouragement, and freedom to try new things. There will/may be changes in the course as presented. Let's commit to being flexible during this time.

N. B. The professor of record reserves the right to modify this syllabus, the addendum, its assignments, and its contents as well as class meetings as deemed necessary.

APPENDIX C Clinical Field Experience Spring Syllabus

EDUC 360: Clinical Field Experience in Education (REVISED)

Spring 2021 (Remote Delivery)

Professor of Record: Dr. Kathy D. Evans

Tuesday, 8:00 a.m. - 9:15 a.m.

Tuesday, 3:30 p.m. – 4:45 p.m.

Office: 109 West Campus
Virtual Office Hours: *By appointment*

Phone: 901.843-3306 (o); 731.431.7647 (m)
Email: evansk@rhodes.edu

360. Clinical Field Experience in Education
Fall, Spring. Credits: 1.000 TO 4.000 Credit hours

Degree Requirements: F11

Field experiences are designed to give students guided and controlled experiences with professionals in elementary and secondary schools, and in some cases with community partners. They are also designed to expand and challenge personal and professional attitudes while providing personal and professional growth opportunities for prospective teachers and other professionals in education. Observation and first-hand experience within P-12 settings provide candidates with information and tools that complement classroom study and assist in the development of pedagogical skills, knowledge, and dispositions necessary for effective teaching. Secondary licensure candidates must complete three one-credit field placements; elementary candidates must complete four one-credit placements. Students in the non-licensure tracks will complete three one-credit field placements. Students will be required to attend class regularly and complete all course requirements. Students will earn grades in this course.

Prerequisites: Education 201, Educational Studies majors only, and permission from the Director of Licensure and Field Placements. All field placements must be approved and finalized in the semester prior to enrollment.

A. Purpose

The Educational Studies *Clinical Field Experience in Education* course is intended to help you integrate theoretical and research coursework with practice in a Shelby County Schools classroom and reflect on your own development as educators and professionals. All students are required to be fingerprinted and to submit the results of a criminal background check (CBC) prior to beginning the clinical field experience (CFE).

B. Course Requirements/Assignments

1. Clinical Field Experience (60 + points)

Each student will complete a clinical field experience at a classroom within the Shelby County Schools district or at one of two partner charter schools (Aurora Collegiate Academy or Memphis Rise Academy). The total number of hours spent in the classroom per semester is dependent on the number of registered credits. One credit is the equivalent of 60 hours for the semester which averages to approximately 5 hours/week based on a 12-week semester. Two credits are the equivalent of 84 hours for the semester which averages to approximately 7 hours/week based on a 12-week semester. Three credits are the equivalent of 108 hours for the semester which averages to approximately 9 hours/week based on a 12-semester week. Four credits are the equivalent of 132 hours for the semester which averages to approximately 11 hours/week based on a 12-semester week. Since the situation with the pandemic is fluid, modification of the required hours may be modified. The dates of the clinical field experience (cfe) are February 17 – April 30. Each student will receive a letter that details information regarding the

classroom placement prior to February 17. During February 17 -19, students will complete introductory contact with the clinical educator (classroom teacher) and set their weekly schedule for observation and participation. The first week of observation and participation begins the week of February 22. **The dates are flexible and can change based on the timeliness of placement assignments and situations beyond my control.** If you are unable to contact the clinical educator during the introductory phase, notify the professor of record immediately. The criminal background check (cbc) must be completed before the clinical field experience begins. Request for a cfe cannot be submitted without the results of the cbc. Students must also complete and submit the *Volunteer and Employee Criminal History (VECHS) System* form from the Tennessee Bureau of Investigation (TBI). This form will be electronically mailed to you and you can find it on the Educational Studies website.

N.B. Partner schools are currently delivering instruction remotely. Visit the links below to learn more:

Shelby County Schools (SCS) <http://sck12.org/>

Aurora Collegiate Academy <https://auroracollegiate.org/en>

Memphis Rise Academy Charter School <https://memphisrise.org/>

2. E-journal reflections (3 @ 100 points each)

Each student will submit 3 reflections in the form of an *electronic journal*, or *e-journal*. The e-journal provides an opportunity to reflect on the impact of your presence in the virtual classroom, and to assess your effectiveness as a "classroom teacher." Each e-journal reflection must be double-spaced and a minimum of 500 words. The e-journal reflections are *open* which means that you are able to express general thoughts regarding the clinical field experience. All *open* reflections e-journals must be critical and in-depth. Making statements such as "Everything went well" or "I learned a lot" without expanding on the "why" of the statement is unacceptable. Do not use the actual names of the school, teachers, or students. Each e-journal will include the dates and times of all of your virtual classroom interactions from one due date to the next. You will describe your involvement in the classroom for each visit as it relates to the description of the phases of classroom involvement and interaction in the TEAMS or ZOOM virtual classroom environments. Each episode must be labeled with the date and time of the classroom visit. Each e-journal will include a critical and in-depth *reflective* narrative that summarizes each episode of classroom visits. Cfe hours completed must be subtotaled for each week, and totaled at the end of the reflective narrative. The e-journals are due by 11:59 p.m. on the following dates: **March 19** (February 22 – March 12); April 9 (March 15 – April 9); April 30 (April 12 – April 30). The following naming convention must be used for each e-journal: LastNameFirstInitial_J1 (Example: EvansK_J1). E-journals should be composed in word doc format and attached to email. E-journal reflections received after the due date will receive a score of zero.

3. Course documents (125 points [25 points each for the cfe contract and FLAA documents; 25 points each for including the time sub- and totals on each of the journals - 75 points])

Documents requiring a signature (federal laws and acts, candidate time sheet (included with the e-journals), and clinical field experience contract) must be submitted by their designated due dates. The due date for the *federal laws and acts* document is due no later than Friday, February 5. **THE TOTAL NUMBER OF HOURS MUST BE INDICATED AT THE END OF THE NARRATIVE SUMMARY FOR EACH E-JOURNAL.** The *clinical field experience* (cfe) contract is due on or before March 26. The signed VECHS form is a Tennessee Bureau of Investigation (TBI) requirement. A total of 50 points will be deducted for failure to sign and submit this document. This does not apply to students who already have a signed VECHS form.

4. Participation (400+ points)

These are the virtual class meeting dates **February 2, 9, 16; March 23; April 13, 20, and 27.** These dates can be subject to change. Remote class instruction will be delivered through the Zoom platform. The meeting IDs for each section are indicated below:

E

DUC 360-01: [992 2497 4157](#)

EDUC 360-02: [920 9832 0122](#)

Students are expected to attend all class sessions. Students are also expected to make regular contributions during class, based on the topic of the day. This is primarily a field-based course, and much of the insight about practice is enhanced through the sharing of clinical experiences in assigned classrooms. We will use the virtual platform ATLAS to enhance knowledge about classroom teaching and learning. Specific assignments from ATLAS will be required throughout the semester. Your contributions during class conversations are extremely valuable, and therefore necessary for shaping pedagogical perspectives and dispositions. Points will be deducted for an unexcused absence.

5. ATLAS Assignments (150 points @ 50 pts. each)

Assignments based on the ATLAS videos will be due at various times during the semester. Each student is expected to complete 3 assignments related to ATLAS.

<https://relay.rhodes.edu/login?url=https://atlas.nbpts.org/cases/> (Links to an external site.)

Access: Our subscription has a maximum of 100 simultaneous users. No ATLAS usernames or passwords are needed for access. Off-campus users must, however, use the direct link above and their Rhodes credentials for OneLogin. A link to ATLAS is included in the [Educational Studies \(Links to an external site.\)](#) subject guide as well.

- o **Atlas survey (50 points) to be completed on the last day of class.**

6. Midterm and Final Appraisals (1 @ 75 points; 1 @ 100 points)

The clinical educator will conduct a midterm appraisal (75 points) and a final appraisal (100 points) of the student's performance. Students completing music, art, and physical education placements will be evaluated during the last week of each placement (total of 3 @ 75 pts. each).

7. Evaluation

Student performance is based on feedback from clinical educators as evidenced on the evaluation forms, participation in conversations during class sessions, timely completion of assignments, and quality of submitted assignments. Students will be evaluated on the number of points for each of the assignments described herein. The final grade will be based on the following percent of points earned:

Grading Scale

A: 93 – 100

B: 85 – 92.99

C: 75 – 84.99

D: 65 – 74.99

Assignments that violate guidelines will be subject to a 5-point deduction

C. Readings

TBA for specific class sessions

D. Class Policies

1. Students are expected to arrive to class on time, to attend each scheduled virtual class session, and to actively participate in class activities and discussions.
2. Your effort to submit assignments by their due dates is appreciated. Late assignments will receive a grade of zero.
3. This course is undergirded by the honor system.
4. Use of electronic devices such as cell phones is strictly prohibited during class time unless they are required for an in-class activity.

5. If you have an urgent matter you are welcome to contact me through my cell phone at 731.431.7647. Be sure to include your name if you send a text message. I will make an effort to respond to emails and texts ASAP but within a 12-hour period.
 6. To maintain the highest levels of engagement and community in this course, we need everyone to approach our time together with the same rigor and excitement for discovery and dialogue as we do for on-campus learning. Please be flexible, as the course will change as needed, in order to assure we always function as a community of scholars.
 7. Treat Zoom sessions as regular classrooms. Be prepared for class with course materials ready before logging in, be appropriately dressed, be mindful of your space (ideally a quiet, distraction-free space with good lighting and appropriate background).
 8. Mute your microphone when you are not speaking. To prevent background noise, feedback, or other audio distractions, it is best to stay muted unless you are speaking or otherwise engaging in the conversation.
 9. Use the "Raise Hand" button (at the bottom of the Participants list) if you have a question or something to say in class. If you raise your hand on your camera, I may not see you, but Zoom alerts me when you use the Raise Hand button.
 10. Our class meetings on Zoom may be recorded. These recordings will be only for students enrolled in the class who are unable to attend or who experience technical problems that prevent them from attending the entire class session. They will not be posted publicly nor will they be kept after the semester.
 11. If you lose your internet connection during class, try reconnecting through Zoom. If you are unable to reconnect, send me a text message explaining your situation. I will do everything I can to accommodate anyone with technical or other interruptions. If I lose power or internet connection during class, I will send instructions through text message on how to proceed.
 12. Display your first and last names in the zoom window. Identify your preferred name (the name you wish to be called) parenthetically as well as your preferred pronoun.
 13. Enable your camera for all class sessions.
 14. Attend class appropriately dressed. Be present in a space that is void of potential distractions.
 15. Avoid eating during class. Drinking water/coffee is acceptable.
 16. Pets are not allowed to participate in class.
 17. Unauthorized Recording or Distribution of Classroom Proceedings: Students are not permitted to record or distribute classroom lectures or discussions without either the express written approval of the faculty member teaching the course or an accommodation through Student Accessibility Services. Qualified students with disabilities that impact their ability to take or read notes should have already received an accommodation through Student Accessibility Services that permits them to record lectures. If Student Accessibility Services has determined that recording lectures and classroom discussions is an appropriate accommodation, the recording may be used only for personal academic purposes. Authorized student-initiated recording must not be made available to anyone outside of the students enrolled in the class in any fashion, including posting online, sending by email, or distributing through other media without the express written consent of the faculty member responsible for the course. Unauthorized recording or dissemination of recorded classroom proceedings, including distribution for compensation, is strictly prohibited and is a violation of the Rhodes Honor Code.
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APPENDIX D Clinical Field Experience Spring Syllabus Addendum

EDUC 360_Syllabus Addendum **(REVISED)**
 SPRING, 2021

Highlighted areas indicate class meeting dates

Due Dates for e-journals

Date	Topic	Assignment/Due Date
February 2	Overview of EDUC 360	N.B. Signed confidentiality statement due by end of the week
February 9	The Masai Model: Kasserian ingera (How are the children?)	Breakout rooms: Two Questions to Ponder..... <ul style="list-style-type: none"> • In your opinion, and based on your general knowledge, what is the state of P-12 children in the United States? • Identify one small task you can perform to help learners be their best selves? Share-out
February 16	Detailed overview of requirements of the clinical field experience (cfe)	Review <i>cfe</i> documents <ul style="list-style-type: none"> • Placement letter and contents • Contract • Calendar • Progression levels in the virtual classroom
March 9	NO CLASS	EDUC 360-01 students (8 a – 9:15 a) Use the class period to visit your assigned virtual classroom, or add an hour to your <i>cfe</i> this week. Provide reflections of the experience in J1. EDUC 360-01 students (3:30 p – 4:45 p) Include an additional hour this week in your assigned virtual classroom. Identify the <i>additional hour</i> when writing the first journal reflections.
March 16	ATLAS* Assignment #1	Observe a teaching episode (#1) in ATLAS. Identify the case number, title of lesson, content, number of students, and grade level in a header. Give your (best) description of the classroom space. <i>Respond to:</i> <ul style="list-style-type: none"> • Identify the purpose of the lesson and the lesson's hook/anticipatory set* • Describe how the teacher engages the learners and maintains lesson momentum; • Identify the positive language that the teacher uses Submit assignment by 11:59 p.m. *Strategies that the teacher uses to engage students and get them interested in/excited about the lesson

March 19	<i>E-journal reflections #1</i>	<i>E-journal reflections #1 due by 11:59 p.m. Refer to main syllabus for guidelines; see e-journal naming convention</i>
March 23	<i>Typologies for Effectiveness: Characteristics of Effective Teachers in Urban Learning Environments (Robinson and Lewis, 2017)</i>	Read and be prepared for conversation about the Robinson and Lewis (2017) article https://files.eric.ed.gov/fulltext/EJ1150198.pdf
March 30	ATLAS** Assignment #2	Observe a teaching episode (#2) in ATLAS. Identify the case number, title of lesson, content, number of students, and grade level in a header. Give your (best) description of the classroom space. <i>Respond to:</i> What is the teacher teaching and how do you know that learners/students are learning it? Submit assignment by 11:59 p.m.
April 6	ATLAS** Assignment #3	Observe a teaching episode (#3) in ATLAS. Provide a description of the classroom space; number of students; grade level and content. <i>Respond to:</i> <ul style="list-style-type: none"> Strategies I would use to present the lesson in a different way Submit assignment by 11:59 p.m.
April 9	<i>E-journal reflections #2</i>	<i>E-journal reflections #2 due by 11:59 p.m. Refer to main syllabus for guidelines; see e-journal naming convention</i>
April 13	Let's talk about..... the CFE (e.g. school climate and culture; share the "good things" happening at your assigned school and the positive impact on teachers and students, etc.)
April 20	Observations of classroom dynamics and instruction (ATLAS)	Break out room conversations; Whole class participation and discussion
April 27	What have we learned about teaching and learning in <i>general</i> and in a virtual environment <i>specifically</i> ? <ul style="list-style-type: none"> Complete Atlas survey 	Break out room conversations Whole class share-out Whole class
April 30	<i>E-journal reflections #3</i>	<i>E-journal reflections #3 due by 11:59 p.m. Refer to main syllabus for guidelines; see e-journal naming convention</i>

** <https://atlas-nbpts-org.relay.rhodes.edu/cases/>