

Facilitating Pre-Service Teacher Development of Inclusive Practice through Experiential Online Observation and Reflection with Virtual Seminars: Micro-report on ongoing RSPG and ARCC-funded project
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Teaching young children is complex. Experiential learning is essential to prepare preservice teachers with the capacity for navigating this complexity. ECE bachelor degree students complete over 500 field experience hours across 10 courses to address this need. Following the spread of COVID-19 and subsequent shift to online teaching and learning, universities nationwide were forced to consider possibilities for pre-service teacher preparation accessible in an online format. Virtual and online learning experiential learning continues to pose a unique challenge for teacher preparation programs given the vital role of laboratory and field experiences with young children and their families. With the support of RSPG funding, we have piloted a collaborative instructional video library for use in our Early Childhood Education classes out of need for accessible footage to use for online observation and coursework opportunities amidst COVID-19, and as part of our department's ongoing work toward more accessible online and distance learning.

We have developed two primary strands of videos:

1. Classroom footage from our laboratory preschool and kindergarten programs: with RSPG funding, we purchased necessary accessories for our existing camcorders (tripods, SD cards, external microphones, SD card readers) and professional captioning to make our videos more accessible to diverse audiences. Throughout Fall 2020, we have filmed in classrooms across our laboratory school programs with specific attention to the practices (e.g. curriculum planning, approaches to play, guidance strategies, small and large group instruction, children's literacy) featured in our courses, and designed to meet national accreditation standards. At this time, we do not have necessary permission to share classroom footage with the public, however, we are happy to share examples of assignments generated around this footage.

- [Learning Centers Observation Assignment](#)
- [Thinking Lens Observation Assignment](#)
- [Dialogic Reading and Reading-like Behaviors Observation Assignment](#)
- [Small Group Direct Instruction Observation Assignment](#)

2. Interviews and discussions with practitioners and education researchers to supplement our virtual content: We have collaborated with in-service teachers, early childhood coaches, teacher educators, and researchers across fields such as Child Development, Inclusion Education, and Art Education to create videos between 5 and 60 minutes long. These videos have been used during asynchronous course weeks as well as in models similar to a "flipped classroom", where students watch the video in preparation for a live, virtual class discussion. Below are some examples:

- Ilse DeKoeyer-Laros on [parent-child relationships](#)
- Dr. Denisha Jones on ["true play" and anti-racist curriculum](#)
- Dr. Hayon Park on [planning for emergent art experiences](#)
- Sue Stacey on [planning emergent curriculum](#)
- Dr. Clio Stearns on [Social & Emotional Learning](#)
- Dr. Clio Stearns on [approaches to classroom observation](#)

- Dr. Alex Collopy on her [experience and commitments in ECE](#)
- Virtual guest speakers: WSU mentor teachers Letitia Teneau-Sword and Kailey Price on [curriculum planning](#)
- Virtual guest speakers: WSU mentor teachers Letitia Teneau-Sword and Kailey Price on [planning field trips](#)
- Virtual guest speakers: WSU mentor teachers Letitia Teneau-Sword and Kailey Price on [classroom observation](#)
- Virtual guest speakers: WSU mentor teachers Letitia Teneau-Sword and Kailey Price on [incorporating play in preschool and kindergarten classrooms](#)

In addition to hosting our videos on Kaltura, we are working to upload our videos to our [new department YouTube channel](#), so that the seminar and guest speaker-style videos may be broadly available to teacher education programs, and to provide potential students and community partners a glimpse into our work.

We are excited to continue building this library over the next several years to meet the needs of our pre-service teachers and to examine and present creative and inclusive approaches to working with young children, happening in our lab schools.