Abstract:
What do a K-12 school district, a College of Education, and a statewide on-line and field-based teacher education program have in common with each other and in all likelihood with your project as well? They needed to provide effective models of technology integration and to engage teachers in analysis and discussion about these practices. Learn how two distinctly different PT3 projects combined resources, capitalized on strengths, and overcame individual limitations to create a series of video case studies. Neither project had the resources to produce the materials alone. Conference participants will explore collaborative goal setting, resource identification, implementation, and feedback processes. The presenter will discuss the strategies for utilizing these video case studies in diverse learning environments.

Introduction:
In business, industry and law, case studies have long been used as primary teaching tools. Their use in teacher education is more recent, and when paired with traditional classroom observations and student teaching experiences offer some real advantages to pre-service teachers. In a traditional classroom observation, things are happening very quickly and there is typically little opportunity to discuss the strategy used, or to brainstorm about how else the situation could have been handled or the lesson taught. A case study model is an excellent tool to help students gain perspective on ways practicing teachers deal with real-world classroom situations. They serve as natural springboards for discussions between students and with their instructors and they help students reflect on their own teaching.
It is the intention of this series to provide common contexts to be shared by groups of pre-service teachers through which facilitators can highlight incidents and issues associated with classroom practice. It is hoped that through this process, pre-service teachers will better understand the complexity of the classroom, become better observers of classroom interactions, and learn to reflect on their own developing practice. The study questions included in the support guide are designed to reflect the Teacher Performance Expectations (TPEs) as defined by the California Commission for Teacher Credentialing. They are provided as starting points for students’ in-depth analysis and reflection upon the events captured in these classrooms and upon their own practice. In addition to Suggested Discussion Questions, support materials accompanying each multimedia case study include:

- A brief description of the classroom episode
- A complete lesson plan of the episode
- Available handouts provided to the students
- A floorplan of the classroom
- A matrix correlating each discussion question with appropriate TPEs

Each classroom episode contains 15 to 20 minutes of edited video. While joined by the common thread of Technology Integration, students’ ages span the grade levels and academic content addresses a range of disciplines.