**Paired Video Viewing Protocol**

Purpose: The purpose of this activity is to critically examine classroom practices to reflect on and plan for **rigorous and intentional science experiences**. We want to think about the **quality** of the experience **as it stands** and think about how we can **use the science framework to dial up the science and infuse more rigor into the experience**.

Teacher Role: Introduce the video to provide any context needed (e.g., why you chose this segment to share, relevant background information on the experience).

MT Role**:** Serve as a thinking partner with the teacher to surface the science already happening and make plans for moving forward. Scaffold the teacher by asking questions, looking for evidence of identified practices/crosscutting concepts/core ideas.

Materials:

* Video clip of teacher and children interacting
* “Looking for Learning” chart
* Early Science Framework
* Optional: CLASS indicators, “Right Questions at the Right Time” one-pager, Gold objectives, etc.

Directions:

1. Watch the video for a general overview
2. Watch the video again using the “Looking for Learning” chart to identify science
3. Discuss the science you identified and the experience as a whole
4. Brainstorm ways to modify the experience and plan for future interactions
5. Reflect and set goals for implementation

**Guiding questions:**

1. What science did you identify in the video?
   1. Discuss each *practice* that was identified and ask:
      1. Were children engaged in the practice or was this primarily teacher modeling? What could the teacher do or say to engage children in this practice?
      2. What does engagement of this practice help children understand? (This is often a crosscutting concept)
      3. Were there practices that did not occur in this video? Could we incorporate this practice into this experience? How?
      4. If not, can we think about a related experience that may be appropriate to engage kids in these missing practices? How might children react to this?
   2. Discuss each *crosscutting concepts* that was identified and ask:
      1. Were children able to begin to understand these concepts? What did the teacher do to help children start to think about these concepts?
      2. Could the teacher do/say something to make these concepts more apparent to children? How might children react to this?
   3. Discuss the *core ideas* (content) that was identified:
      1. Were children interested? How do you know?
      2. Is this valuable information for children to know? Or, is this more about memorization of facts?
      3. Was the engagement in practices intended to develop children’s understanding of these ideas?
      4. What did/could the teacher do or say to help children think more deeply about these concepts? How might children react to this?
2. Purpose:
   1. What is the overall purpose of this experience? What did children ultimately learn?
   2. Did the teacher make the purpose of the experience clear to children? How?
   3. Are children able to ask investigable questions?
   4. If the topic is limiting (difficult to study hands-on) how can we reframe this topic to allow for children to ask (teacher to model) more investigable questions?

Other ideas:

* Reference the “Right Questions” one-pager and think about how different question types may prompt children to engage in practices or think about crosscutting concepts. Anticipate how children might respond the various questions and how teachers can modify their questions accordingly.
* Talk about how integrating the framework into classroom practices can raise the quality of the interactions between teachers and children (using the lens and language of the CLASS)
* Talk about how integrating the framework into classroom practices can provide opportunities for teachers to gather observations of child development across domains (e.g., Gold objectives)