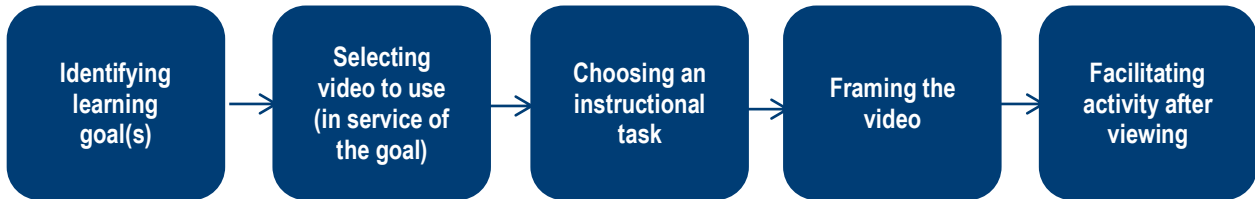


## How does using video to practice practice work?

Using video to practice practice involves careful planning and enactment on the part of the teacher educator. A framework for teacher educators developed by Garcia, Shaughnessy, and Ball (Shaughnessy & Garcia, 2018; Ball, Shaughnessy, & Garcia, 2017) can guide the design and enactment of activities. The framework identifies the areas of teacher educator work.



### Designing and preparing to use video to practice practice

In order to support novices to practice practice, teacher educators must engage in careful planning. Some planning considerations and examples are outlined below.

1. Choose a clear learning goal. For example:
  - Novices will be able to restate student ideas and ask a question to confirm the accuracy of their restatement.
  - Novices will be able to conclude a discussion by naming the key takeaways from the discussion.
  - Novices will be able to respond to a student's incorrect contribution to a discussion in a way that positions them to their classmates as capable.
2. Select a video that aligns with the stated learning goal. Some considerations may include:
  - Does the video contain enough talk to sufficiently support the learning goal?
  - Does the subject matter of the video allow novices to develop content knowledge for teaching about high-leverage content and teaching practice?
  - How does the context of the classroom compare to the contexts in which clinical experiences take place? How will this matter for how the task is framed or designed?
  - How "real" does the video feel? How might this impact novices practice?
  - Are there features of the video that may distract novices from the intended work?
  - How much of the video do novices need to see to meet the instructional goal?
3. Determine the instructional task that will support the learning goal. For example:
  - Rehearse the conclusion to a discussion that names key takeaways.
  - Pose a follow-up question to a student's thinking.
4. Consider the framing necessary to focus the work. Some considerations include:
  - What context will novices need in order to make sense of the video?

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- What do novices need to know about the instructional goals of the teacher?
  - What do novices need to know about the content or tasks in which students and the teacher are engaged? How much of the content or task will need to be unpacked?
  - What might be distracting for novices watching the video and how might you intervene in this during the framing?
5. Design the activity that will be used after viewing the video and practicing. Examples include:
- Name the affordances and constraints of the probing questions that were asked during practice.
  - Analyzing the decision-making involved in implementing the practice.

### Engaging in using video to practice practice

Following careful planning of the activity, teacher educators facilitate the work with novice teachers. Whether the work takes place in class or outside of class, teacher educators must do work to:

- *Frame the video and activity*, including providing relevant detail about the video to minimize questions and distractions while viewing the video. It may include having novices do preliminary work to understand the content better or to prime their thinking about potential teaching moves.
- *Guide the video-based activity*, including providing feedback to a rehearsing novice and/or a viewing tool for peer observations.
- *Create a follow-up activity*, providing an opportunity for novices to share their observations and thinking and to receive feedback from their instructor and/or peers.

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