



Using Video to Foreground Core Practices for Instructional Scaffolding during Fieldwork: Teacher candidate and mentor teacher perspectives

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Practice-based pedagogies (e.g., Grossman et al., 2009; Kavanagh et al., 2020) have reached the forefront of discussions about preparing and supporting teacher candidates to enact responsive teaching. In this context, many researchers position video as a powerful tool in offering authentic representations of high-quality teaching practices that can be analyzed, decomposed and approximated, both in the context of coursework and fieldwork. While there is a burgeoning body of research on teacher candidates' opportunities to learn from practice-based pedagogies in coursework (e.g., Gotwalt, 2023; Kavanagh et al., 2020), research on such opportunities in fieldwork is still scarce. This paper contributes, in that respect, by reporting on teacher candidates' and mentor teachers' perspectives on a practice-based video innovation in fieldwork

designed to systematically support teacher candidates' abilities to scaffold student literacy learning in language arts. Prior to their fieldwork, the candidates had worked with video representations and decompositions of experienced teachers' strategy instruction, modeling, and feedback – as defined and operationalized by the Protocol for Language Arts Teaching Observation (Grossman, 2015), in coursework in subject didactics of language arts. During fieldwork, the candidates recorded lessons in which they planned to enact any of these three practices for instructional scaffolding and selected and discussed video clips with their mentor teacher and peer. Against this backdrop, this paper aims to identify what factors the teacher candidates and mentor teachers perceived as critical for candidates to use these practices in responsive ways.