



## Video Research in Disciplinary Literacies

Three Durable Practices for Approaching Video as a Reflective Tool: From Siloed to Connected Cultures in Educator Preparation

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# THREE DURABLE PRACTICES FOR APPROACHING VIDEO AS A REFLECTIVE TOOL: FROM SILOED TO CONNECTED CULTURES IN EDUCATOR PREPARATION

Ralph A. Córdoba, Ann Taylor, Michelle Whitacre, Nancy Singer, Karen Cummings and Stephanie Koscielski

## ABSTRACT

*Purpose – University methods instructors emerging from disciplinary silos (art, English, mathematics, science, and foreign language) co-created a seminar to support candidates' using video reflection. They explored how the Inquiry into My Practice protocol (IMP) could be used as a vehicle to surface Three Durable Practices critical for educators: intentional collaboration, instruction, and reflection.*

*Methodology/approach – Grounded in an interactional ethnographic perspective, this analysis draws on two telling cases to examine how the faculty team and teacher candidates co-constructed an intentional*

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*ethnographic learning community using physical and video-based practices (TeachingChannel.org).*

*Findings – Three Durable Practices came to life in the IMP, and through this shared and coherent conceptual approach, candidates made visible their process for bridging the disconnected worlds of theory and practice as they took up video analysis of their teaching.*

*Practical implications – Orienting across disciplinary boundaries to a shared conceptual language with associated protocols, faculty and candidates are afforded approaches to navigate their face-to-face and virtual worlds of practice.*

**Keywords:** Durable practices; teacher education; methods; student teaching; inquiry into my practice; interdisciplinary

## INTRODUCTION

In the last five decades we have seen the field of educator preparation evolve, shaped by epistemological shifts responding to each era's dominant conceptual base for what constitutes teaching and learning (McDonald, Kazemi, & Schneider-Kavanagh, 2013). Largely thanks to the robustness of empirical research, in the present era we find ourselves navigating a known terrain with various maps to guide us (Anderson-Levitt, 2002; Cochran-Smith & Lytle, 1993; Darling-Hammond & Bransford, 2007; Ladson-Billings, 2001; Zeichner, 2010). Whether it is Ball's "high-leverage teaching and learning practices" ([teachingworks.org](http://teachingworks.org)) or the "core practices" for the educator preparation programs of McDonald et al. (2013), all argue for nurturing the creation of intentional learning communities centered around conceptually and pedagogically coherent practices. If the destination is clear, as a field we have yet to name and adopt a common language and acceptance of the practices that will get us there. Educator preparation remains largely a landscape of disconnected tribes, each with its own conceptual language of practice, most unable to communicate with one another. While some may have more theorized and articulated understandings of how their conceptual grammars work to shape members' understandings of teaching and learning processes, others exist with little or no articulated language. We find ourselves within an epistemological, pedagogical, and theoretical Tower of Babel with no translator to help us understand one another. How are we, then, to develop these practice-centric, intentional learning communities for our teacher candidates?

At the institutional level, our educator preparation program is not unlike many across the United States. We work mostly as individuals in isolation, our insights siloed within structures that do not facilitate collaboration among faculty, let alone among teacher candidates. Ironically, this isolation coincides with an unprecedented explosion of rapidly developing digital technologies: we live in an era where digital tools push the boundaries of social networking and connectivity among those with shared interests. The present day is one in which we can create and utilize connected learning cultures, yet we fall sadly short in harnessing digital video tools for co-constructing intentional learning communities. Scholars of video research in the learning sciences (Goldman, Pea, Barron, & Derry, 2007; Green, Skukauskaite, Dixon, & Córdova, 2007) help us understand that video records are human-constructed artifacts and as such we require conceptual approaches to interpret them. We propose that any technology is inert and its usefulness is shaped by the values and belief systems of the community members who use it.

The journey we report here arose from a leap of faith. A group of six teacher educators came out of our individual silos and embarked on a collaborative journey to communicate across our seemingly disparate disciplines. In our shared commitment to transform our educator preparation program, we made spaces to develop shared understanding. By doing so, we transformed what had been a disconnected, mostly isolated, practicum seminar into a coherent system that enabled candidates to bridge the *Three Durable Practices* (all italicized terms are defined in the appendix) and video-based work at the university with their field-based practicum. To assist us with this bridge, we chose to partner with Teaching Channel ([teachingchannel.org](http://teachingchannel.org)), recognizing its strength lay in its design that allows for users to convene and communicate around a shared video record.

Why do candidates from different academic fields need common Durable Practices? If we look at the experiences of teacher candidates, we see that their preparation programs have traditionally exacerbated the insular and isolating nature of how and where candidates learn to teach by sending them to far-flung school buildings, which often leads to less than ideal on-site support and feedback. While we may have provided teacher candidates with a collection of strategies in our university-based methods classes, we have largely not afforded them enough conceptually grounded, systemic experiences in identifying and using the kinds of practices that are durable to both their immediate and long-term practice. Practices are durable when centered on intentional collaborating, intentional instructing, and intentional critically reflecting. We call them “durable” because this set

of three mutually informing practices must have an epistemological, ontological, and pedagogical integrity and adaptability for teacher candidates to connect disjunctures between university coursework and practicum experiences and to help them navigate the rocky road of education careers.

In this chapter we report findings from our shared work to transform the experiences of our teacher candidates' preparation into a digitally connected, practice-centric landscape. In the process this also became a journey of transformation for us as faculty, moving from siloed disconnections into a collaborative, connected, and interdisciplinary landscape. Two central questions drive our inquiry:

- (1) How did the seminar, conceived as a culture-in-the-making, reveal the *Inquiry into My Practice* protocol as the vehicle for manifesting the Three Durable Practices?
- (2) What kind of teacher candidates emerge from using Three Durable Practices and how do they approach video as a reflection tool?

## CHAPTER OVERVIEW

We begin by describing the background and setting followed by a discussion of the conceptual understandings that drive our study. We focus on two parts within our conceptual system: Three Durable Practices and *Inquiry into My Practice* (IMP). We then present two telling cases to elucidate the ways in which the Durable Practices and the IMP were enacted within the context of practicum seminars and its influence on how teacher candidates approached their practicum work. We conclude by discussing our works' significance.

## BACKGROUND AND SETTING

Our college of education, a state institution in the Midwestern United States prepares 300 new teachers each year. Like many other programs, traditionally ours provided our candidates with compartmentalized courses and an isolated portfolio where students were asked to "reflect" on their teaching practice. Typically, candidates explained how their lessons exemplified state standards or impacted P-12 student learning. Routinely, the prompts they followed were perfunctory: demonstrate, describe, and state. Candidates also saw, read about, or perhaps tried teaching practices in

simulated environments during their coursework (e.g., micro-teaching). During the latter phase of their learning, they were placed in a classroom (e.g., student teaching) for the purpose of deepening their ability to become practitioners. They were expected to observe practices in context and to draw on learning from earlier semesters; however, what they saw in schools often did not correspond to the approaches espoused in their university coursework.

Between 2010 and 2013, our faculty made powerful shifts to innovate our program structure and practices: a required, common introductory course; early clinical experience working in community agencies; more integrated special education and/or English Language Learners capacities; advanced courses with more integrated school opportunities; a standards-based developmental assessment system to document candidates' growth; and a final year-long practicum in one of 28 partnering Studio Schools replacing the age-old semester of student teaching alone in a school. In spring 2014, our College of Education became the first in the United States to partner as a "Team" with Teaching Channel, a web-based digital video recording archiving platform. Teaching Channel includes a searchable, public, curated collection of videos of P-12 educators teaching high-quality lessons sorted across content, grade level, pedagogies, and curricular standards. We joined the subscription only "Team" space, which is a private curation for video footage that only members can upload, view, share, and comment on.

With this long list of innovations, we chose the final practicum seminar as our research focus, where we might break from our siloed spaces to experience these Three Durable Practices ourselves. During their final semester, teacher candidates formerly met weekly, organized by discipline/certification area, and taught by solo faculty members. While teacher candidates were well-supported in content-area expertise, they often did not identify themselves as educators with common goals. In fall 2013, a new, joint student teaching seminar was first offered with just English and social studies teacher candidates. Then, in spring 2014, five other faculty members joined the new collaboration (see Table 1). Coming out of our silos, we realized there had been an underused and undertheorized nexus in the final practicum sequence – one that could connect candidates' practicum with the university. In our new iteration, we named for ourselves – and then for our students – the durable practices that could be found in *all* great teaching. We conceptualized this seminar as a space where teacher candidates from all disciplines became intentional collaborators, instructors, and reflective practitioners.

**Table 1.** Seminar Participants.

Discipline	Facilitator	Teacher Candidates
English and speech/theater	Nancy Singer	13 and 1
World languages	Ralph Córdova	9
Social studies	Nancy Singer	14
Art	Karen Cummings	14
Science and math	Michelle Whitacre	6 and 4
Clinical experiences directors	Stephanie Koscielski	
Associate dean for school and community partnerships	Ann Taylor	

## THE DNA OF A SHARED COHERENT CONCEPTUAL MODEL

Rather than doing ethnography, we take up an interactional ethnographic perspective (Green & Bloome, 1997; Santa Barbara Classroom Discourse Group, 1995) to understand everyday life inside of our seminars, to examine what comes to count as teaching in the moment and over time, and to observe the kinds of professionals our teaching candidates become. An ethnographic perspective enables us as teacher-researchers to understand how disciplinary knowledge and practices of science, literacy, and art, for example, are the result of actions and how those actions are “taken up” across disciplines. We complement our interactive ethnographic perspective by drawing on approaches from the field of anthropology in order to account for the ways a cultural group constructs language as a meaning-making system (Gumperz & Cook-Gumperz, 1986) with patterned production and interpretations (Spradley, 1980). Additionally, we examine how language patterns become discourses which members inhabit (Fairclough, 1992; Frake, 1977) and referential systems (Bloome, Carter, Christian, Otto, & Shuart-Faris, 2005) members use to interpret everyday life (Bloome & Theodorou, 1988).

Across these theoretical traditions there exists, at a granular level, particular discipline-specific epistemologies or ways of interacting with and learning observable phenomena. Yet, when we take a broader view across these disciplines (see Fig. 1), we argue that although seemingly different from one another, they share what we term elsewhere as a particular DNA a practice-centric approach (Córdova, Kumpulainen, & Hudson,





Fig. 1. Theoretical DNA That Informs Our Work.

2012). When applied to learning settings, DNA enables the users to deeply dive into and document classroom life; engage in analytic processes of noticing and naming patterns of interaction and language; and then make these insights visible and public to themselves and others in collegial, reflective spaces. This DNA construct worked for us as we sought conceptual integrity within and across our disciplines. Although we each drew on discipline-specific traditions (e.g., art and design, science, and social studies), we quickly realized our disciplines share this DNA.

## INQUIRY INTO MY PRACTICE

We intentionally designed the four seminars to unfold Three Durable Practices (see Fig. 2): *intentional collaborating* to bridge the disconnect among disciplines, settings, and the theory-practice divide; *intentional instructing* to ground teaching in theory and research; and *intentional critically reflecting* to promote self-efficacy and growth.

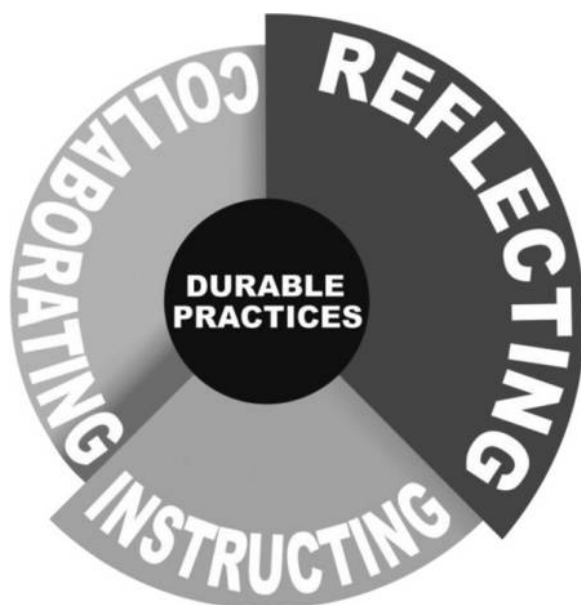


Fig. 2. Three Durable Practices for Continued Professional Learning.

### *The Three Durable Practices*

In order for our candidates to harness these Three Durable Practices, we drew on the protocols developed for the (IMP). This approach grew out of work by two of the authors, Córdoba and Taylor (Córdoba et al., 2012, 2014), and was well-tested and deeply rooted in the theoretical framework outlined above. The coherent theory of action that fuels and brings integrity to the IMP and Three Durable Practices is ResponsiveDesign, which equips the candidates to immediately perform in their practicum sites (see Córdoba et al., 2012, 2014). While providing grounding ideas, an in-depth discussion of ResponsiveDesign is outside the scope of this chapter.

The three-part structure of the IMP is formed when a teaching episode is nested within a carefully guided public conversation with a colleague, the Prebrief prior to teaching and the Debrief after teaching (see Fig. 3). The teacher becomes an IMPer when he or she agrees to move through this structure with the support and attention of a Thinking Partner who will follow a careful, three-question protocol to guide the IMPer's thinking about his or her teaching before and after the lesson.



Fig. 3. Inquiry into My Practice (IMP).

Q1. *What do you want to EXPLORE in terms of content and pedagogy?*

The IMPer shares his or her thinking about an area of content to be taught. Issues around disciplinary knowledge, curricular sequencing and goals, and intellectual challenge may emerge. The sub question around content and pedagogy opens a dialogical relationship.

Q2. *How do you ENVISION the lesson unfolding at the beginning, middle and end?*

The IMPer imagines the sequencing, the consequential progressions, and the connections running within and through the lesson. The role of teacher and students may also be addressed.

Q3. *When the lesson is ENACTED, what do you want your learners to walk away knowing and thinking, and how will you know they know it?*

The final question asks the IMPer to consider his or her goals after articulating the unfolding of the lesson. It opens possibilities for comments around purpose, alignment, assessment, and coherence.

In the Prebrief each question invites the IMPer to paint a picture of the envisioned lesson which is still a potential event, open to shaping. In the Debrief, the Thinking Partner reprises the three questions and responses and asks the IMPer to comment in light of the enactment of the lesson. These questions, along with the Thinking Partner's role as an active listener, reflect back the IMPer's thoughts and offers to the IMPer the opportunity to understand and see his or her own language and ideas about the lesson and develop insights into future changes.

## METHODOLOGICAL DECISIONS AND SCOPE OF STUDY

We narrow our analytic focus by constructing two telling cases which Mitchell (1984, p. 222) argues is a form of ethnographic inquiry that focuses on particular chains of human activity and events in order to make theoretical inferences; a telling case is a particular kind of case study that makes visible something that may not have been previously known. Using an interactional ethnographic perspective, we use our telling cases to show how we (teacher educators along with teacher candidates) co-constructed what counts as Three Durable Practices. Our data record across both cases include: seminar plans (written and audio-recorded), video records of some seminars, handouts, field notes by faculty participants, candidates' written artifacts, and digital records (text and video) on Teaching Channel.

In telling case 1, we analyze how the faculty's collaborative efforts built a shared conceptual framework that supports teacher candidates to become intentional practitioners using video as a reflection tool. To accomplish this, we progressively unfold the ways in which our conceptual DNA shaped the ways we discursively constructed opportunities for learning within and across each of the four seminars. We make visible the ways in which the Three Durable Practices of *intentional collaborating*, *intentional instructing* and *intentional critically reflecting* manifested themselves within the IMP process as teacher candidates learned to harness Teaching Channel as a professional learning tool.

Building on the first case, in telling case 2 we examine how candidates collaboratively enacted their own IMPs within their practicum sites thereby harnessing the Three Durable Practices. By looking at the layers of this work – in the larger collective and in individual field placements – we reveal the kind of intentional learning community our teacher education

programs transformed itself into when all members oriented to and harnessed the IMP as the vehicle for manifesting the Three Durable Practices.

### *Telling Case 1: Intentional Learning Community*

We present each of the four collaborative seminar days in the form of structured event maps (Spradley, 1980) to provide an over-time and moment-to-moment view of the semester-long context of our work (see Fig. 4). The shaded subevents within each seminar meeting highlight a new practice that was introduced to the group. On Day 1, the IMP process was introduced, whereas on Day 2, the Collaborative Assessment Conversation was introduced. Then on Day 3, the candidates led their own Collaborative Assessment Conversations, whereas on Day 4, candidates presented their findings from collaborative IMPs across the semester.

On the first day of the seminar, candidates were introduced to the IMP where the focus was on descriptive noticing and interpreting based on evidence. The faculty foreshadowed the future use of Teaching Channel and this first day served to establish the importance of observing and interrogating work from an ethnographic perspective. The left column of Fig. 5 represents a structuration map for the entirety of Day 1 and its eight subevents identified as a–h. The day began with a welcome and quick-write (a and b) followed by revisiting ResponsiveDesign as a theory of action (c) as a platform for introducing the *Inquiry into My Practice* (d) protocol. After the break (e) Teaching Channel was introduced (f), that led to the day's conclusion with an introduction to the IMP Practicum Assignment (g) and other practicum due dates (h).

To make deeper theoretical inferences, we narrowed our focus to one part within the first seminar, when two salient practices were concurrently enacted: the IMP and learning to observe from an ethnographic perspective. This process asked the teacher candidates to attend on two levels. At an *etic*, or outsider level, the IMP's focus asked the teacher candidates to attend to how two educators cast a lesson as an IMP. At the *emic*, or insider level, the lesson's focus asked the teacher candidates to learn how to observe ethnographically. This *etic* and *emic* way of looking would influence how candidates viewed videos on Teaching Channel.

Two faculty members modeled an IMP for the students where one of them acted as the lead teacher and the other played the role of Thinking Partner. As an educator (Ralph) taught a lesson with the support of a Thinking Partner (Ann), teacher candidates witnessed for the first time

# Spring 2014 Semester Secondary Seminars

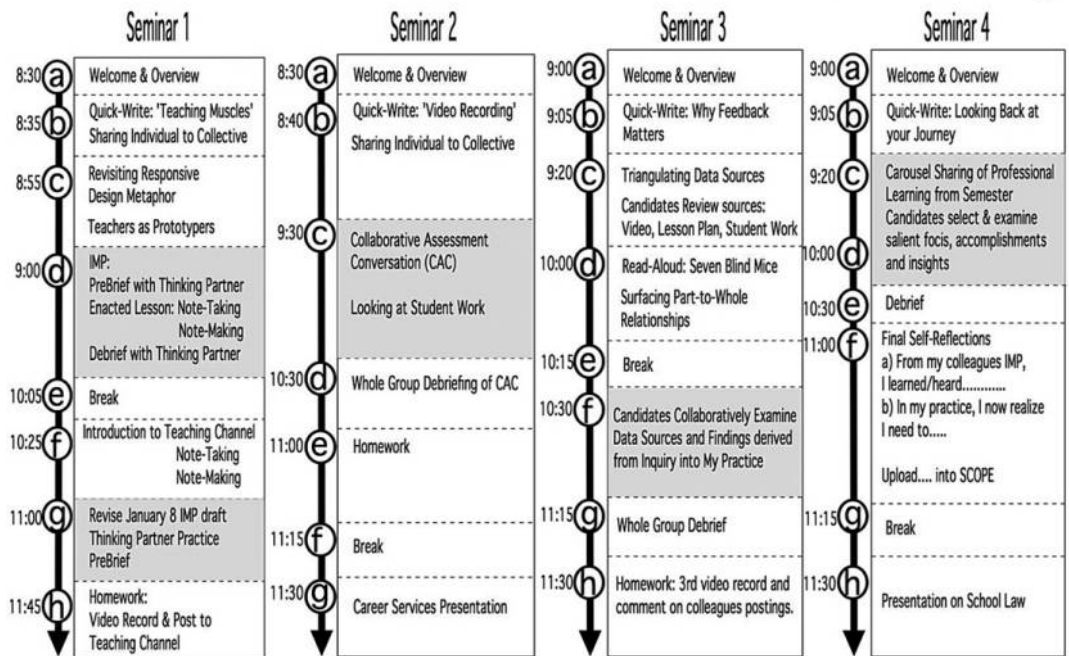


Fig. 4. Structuration Map of Seminars.

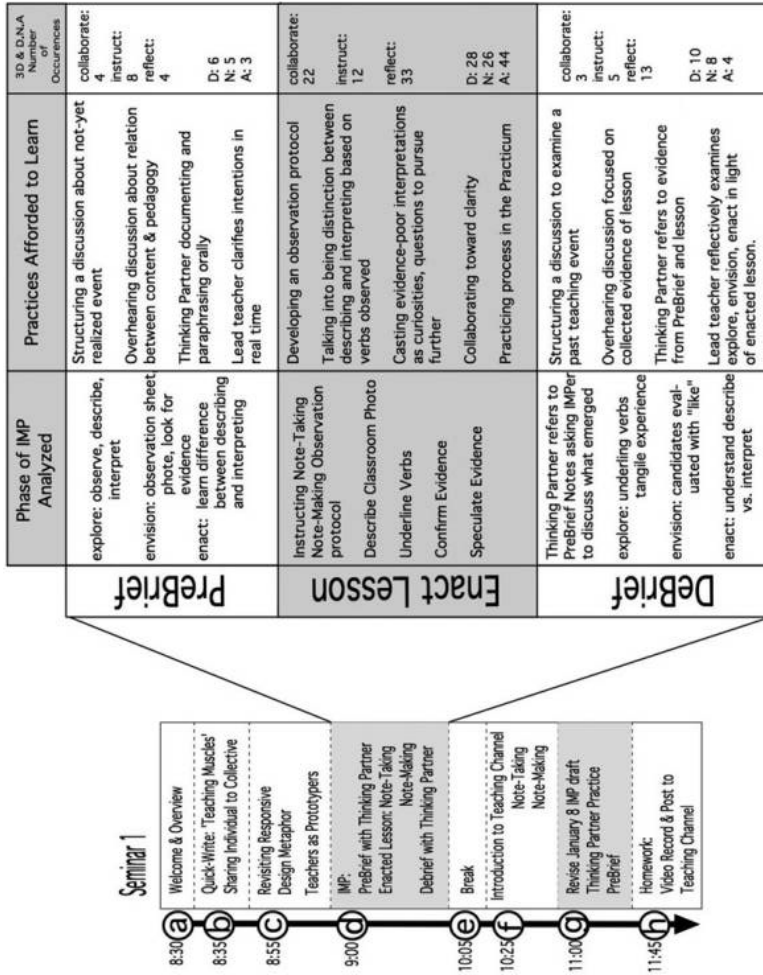


Fig. 5. Evidence of Three Durable Practices and DNA.

how to observe from an ethnographic perspective. The focus of Ralph's IMP was how to use the two-column observation protocol called Note-Taking/Note-Making in order to prepare teacher candidates with a way to observe in their practicum placements. While projecting an image of an elementary classroom on the screen, one with youngsters oriented to a pile of books on the floor, the candidates were asked to record their observations on the Note-Taking side of their observation sheet. Next, they were asked to consider if they had enough evidence to support their statement. They were then shown how to reformulate their interpretative observations into questions, moving the observation to the Note-Making side. Here students were introduced to the practice of intentional planning for instruction with particular emphasis on the need to use evidence when drawing conclusions.

On the right side of Fig. 5, a swing-out chart analyzes the practices that Ralph and Ann afforded the candidates to learn via the IMP and instances of the DNA and Three Durable Practices in action. Practices afforded range from structuring collaborative discussions and clarifying intentions to distinguishing between describing and interpreting. Instances of DNA are 14 in the Prebrief, 98 in the Enactment and 22 in the Debrief. Instances of Three Durable Practices are 16 in the Prebrief, 67 in the Enactment, and 21 in the Debrief. From this analysis, we could see that during the first seminar day, the DNA and Three Durable Practices were visible in the work accomplished. We conclude this first telling case with findings from across the three subsequent seminars (see Fig. 1) that reveal the salient protocols particular to those days, the practices candidates were afforded to learn, and evidence of the Three Durable Practices and the conceptual DNA.

The second seminar centered around teaching candidates to use the Collaborative Assessment Conference (CAC), originally developed by Steve Seidel and Project Zero Colleagues (widely available through internet search). This protocol has seven stages: *Getting started*, *Describing the work*, *Raising questions*, *Speculating*, *Hearing*, *Discussing insights*, and *Reflecting on the conference*. The CAC became a principled process enabling candidates to move from the *etic* perspective toward an *emic* one. This principled process built upon Day 1's Note-Taking & Note-Making and also afforded the candidates a process they would use later in the third seminar when they applied the CAC to their own students' work.

During the third seminar, candidates triangulated three separate data sources from one lesson. These were a video clip from Teaching Channel



(analyzed in telling case 2), the lesson plan, and artifacts of student work. Candidates first made independent observations of their data sources and then looked for relationships and connections among them. This phase encouraged candidates to become intentional about their instruction as they sought evidence for the influence of their teaching on student outcomes. After independently triangulating their data, candidates from different content areas came together in groups of three to examine each other's data using the CAC protocol. This gave candidates the opportunity to collaborate with peers outside of their content area, a practice which affords differing perspectives and insights.

The final seminar, Seminar 4, afforded the candidates a new process called carousel sharing, a way to take stock of their work across the three prior seminars as it gave candidates the opportunity to share their final reflections of their experiences. Each candidate chose three salient insights from his or her final reflections to share with their group, and then listened to responses where participants first affirmed the sharer by articulating particular noticings. This culminating process was intentionally collaborative and reflective centered on making visible their intentional instruction.

### *Telling Case 2: Teacher Candidates Leading IMPs*

In telling case 2, we examine the use of Teaching Channel as a platform for teacher candidates and faculty to bridge the IMP process learned in the university seminars with candidates' work at their school sites. We present an analysis of the kind of candidates that our seminar afforded them by examining the work of Jake as a representative sample. In doing so, this telling case makes visible the ways in which candidates harnessed the IMP and Three Durable Practices to collaboratively develop and observe each other using Teaching Channel.

As a capstone experience, each teacher candidate prepared an IMP which was enacted and recorded in their practicum and uploaded to Teaching Channel. The final assignment involved teacher candidates triangulating three data sources from their enacted IMP (described in detail in telling case 1): a video record of the lesson, student work, and their lesson plan. Fig. 6 is a screenshot of Jake's work from Teaching Channel. Jake's video recording of his IMP focused on teaching high school students commands and directions in Spanish.



Fig. 6. Jake's IMP on Spanish Commands.

Jake uses the IMP protocol to explore in his Spanish lesson, how he envisions it unfolding, and what he wants the students to walk away with once enacted. Jake's text reads:

*What is the IMP's Overall Lesson Context?*

The lesson that I taught was for a block period that lasted about 90 minutes, so I'll just upload the PreBrief, DeBrief, and video clips from the main parts. Feel free to watch all of them, but the most interesting parts were the Post-it activity and football field activity. The group map activity is mostly just students working.

*Explore: What is the content and pedagogy you set out to explore?*

The content that I wanted to explore with my students was giving, receiving, and mapping directions in Spanish. Vocabulary was introduced with visuals and pronunciation practice before students applied the vocab to TL maps in a small group activity. A speaking and listening group activity was also part of the lesson.

*Envision: How do you envision the lesson unfolding (beginning, middle, and end)?*

1. Beginning – Do-Now question that asks students about the skills they would need when traveling in another country. This led to a discussion and explanation of the daily agenda and objectives. Then I introduced the vocabulary words para, camina, derecho, izquierda with a post-it note activity that asked students to predict the meaning of words based on visuals, which was followed by modeling of pronunciation and guiding the teacher around the classroom.

2. Middle – Map activity in which small groups followed written directions on a map from the target culture. We first practiced together on a map of the school

neighborhood before each group used a map of a Chilean city. Students then wrote their own Spanish directions using the map.

3. End – Football field activity. A blindfolded student is guided along a yarn path with only verbal directions from group members. Students were given directions in the classroom before moving outside to practice for 5–10 minutes. Finally, groups took turns “racing” against each other along the yarn paths before we debriefed to review the daily objectives.

*Enact: When you enact it, what did you want your students to know? What did you want to learn from this experience?*

Students will be able to identify Spanish vocab in written and spoken directions, as well as apply the vocab to a map and giving verbal directions.

This experience helped me learn how students benefit from interacting with the language in multiple ways. While it was a little exhausting after 5 Spanish II classes of about 26 students, all but a few students were engaged in both navigating the map and directing a partner on the football field. I have plenty of room for improvement when redirecting a class during transitions.

In Jake’s writing, we see how he took the IMP process as a conceptual base for planning for and enacting instruction. He makes visible the content of the lesson (giving and receiving directions in Spanish) and the group activities as pedagogical meaning-making processes. Furthermore, when Jake articulates how he envisions his IMP will unfold, he engages in a process of making present something that is not yet reality, thereby exercising the ability to imagine a future learning experience. Last, when he articulates that he wants his students to identify Spanish vocabulary in spoken and written directions, he identifies the salient practices he wants his students to be able to do.

The IMP process enabled Jake to make his thinking visible across three audiences: to himself, to his colleagues, and to his professors. And as such, teacher knowledge of practice – often occurring in isolation and inaccessible to others – becomes a resource for professional learning for Jake and his colleagues. Insights from the learning sciences provide evidence for this as Ericsson states, “self-explanations have been found to change (actually, improve) participants’ comprehension, memory, and learning” (2006, p. 228). Because Jake and his colleagues had learned the IMP process as a shared way to live out the Three Durable Practices, the Teaching Channel became a mechanism to extend their emergent practices. The Teaching Channel became a space where candidates took knowledge first formulated (Vygotsky, 1987) and co-constructed in the physical settings of the seminars, allowing them to be later reformulated and appropriated within a digital medium. Here we see the Three

Durable Practices as Jake transports them to a new setting, manifesting them within his local teaching context.

Barry, a fellow teacher candidate played the role of the Thinking Partner and responded to Jake's IMP overview in the dialogue box within the Teaching Channel:

A connection I made is that it helps the students know that there is purpose in their learning by connecting it to upcoming material and real-world application.

This is important because the students never want to feel like what they are learning is useless. If we continually build each thing onto the next, it becomes one cohesive process instead of several separate ones.

Upon closer look at Barry's comments to Jake, he makes visible three aspects he witnessed in Jake's post. The first concerns making a rationale explicit to students so that they know there "is a purpose in learning." The second involves Barry articulating two trajectories in how the lesson connects to "upcoming material" and "real-world application." The third is seen by Barry as he names the disjointed nature of school learning for many students, and he identifies how Jake is showing him and others how to construct cohesive learning experiences, "if we continually build each thing onto the next." The principled ways in which Jake and Barry interacted around a shared video record, and their derived insights, were made possible because they participated in the university seminars which afforded them a structured way to learn those very practices.

In addition to receiving feedback from their peers, faculty also viewed and responded to the video record. Here, we see Jake's professor, Ralph, respond:

"Para, para! Derecha! Para!" [Stop, stop! Right! Stop!]

Students give directions ... you say "Spanish only" (in English).

Question: What sort of message do you implicitly send when you break into English when the goal is to practice the target language?

Ralph's feedback pertains to the need to use the target language more often if Jake is to nurture fluent Spanish speakers. Ralph also asks Jake to consider the implicit messages instructors send to their students about the value of the learning they experience. Teaching Channel became a way for the instructor to observe his students enact lessons they developed in his course, thus making a tighter connection between university and school settings.

## DISCUSSION AND CONCLUSION

Our study began when we emerged from our siloed faculty existence with a goal to create a particular culture-in-the-making, orienting ourselves to a common cross-disciplinary conceptual framework of Deep Dive and Document, Notice and Name, and Analyze and Announce. Specifically, we designed a world in which the Three Durable Practices were systematically and intentionally constructed across the series of four seminars associated with candidates' final practicum. The protocol we introduced to candidates, the *Inquiry into My Practice*, both opened up their understanding of observation and interpreting practices, and also oriented them to examine their own videos using Teaching Channel.

As we examined our data records, we became interested in two specific questions from an interactional ethnographic perspective. The first concerned the ways the *Inquiry into My Practice* protocol and the Three Durable Practices supported candidates to become intentional practitioners using video as a reflective tool. The second was a curiosity about the kinds of candidates who emerged and how they approached teaching and learning in their practicum settings.

In our two telling cases, we made visible the principled ways that the faculty used to transform a previously undertheorized university-based practicum seminar into a powerful nexus that connected the university and practicum sites through the *Inquiry into My Practice* and Three Durable Practices. The IMP and Durable Practices became a shared conceptual language that candidates harnessed to bridge the disconnected worlds of theory and practice. The analyses also revealed how the DNA of our epistemological bases manifested as the faculty co-created the seminars and in the ways the teacher candidates appropriated that DNA for video reflection.

Our findings are consonant with what some educator preparation scholars tell us: that identifying salient practices and a coherent theoretical language is necessary. Our study goes beyond, however, in that we have shown how drawing on those practices within a coherent framework constructs a culture for candidates where they can begin to take up these practices using video as a reflection tool.

If we are to realize the potential that video holds for reflective practice, the kind of learning culture we create matters. When a community orients to a shared conceptual language and structured protocols – ones that help its members navigate face-to-face and virtual spaces – candidates are

afforded approaches to succeed in their preparation program and continue into their teaching careers.

## NEW RESEARCH DIRECTIONS

Given our study, we are not curious about how the Three Durable Practices manifest themselves in the teacher candidates' first three years of teaching. What would it take for the processes and structures that were afforded the teacher candidates to take hold into their first years teaching? Related to this question, we are also cognizant of the emotional and intellectual work involved in becoming an interdisciplinary teacher-educator team, and thus wonder how we might expand our team to involve more methods faculty and also adjunct methods instructors.

## DIFFICULTIES EXPERIENCED

Our willingness to explore, build, and collaborate eclipsed any difficulty we may have experienced. Because we were driven by principles that oriented our work, ones that explained the work, what arose from our shared efforts was the intellectual journey of action presented in this chapter. We learned to document along the way, harnessing digital tools (iPad). We learned to build on successes and communicate those to colleagues, candidates, and schools. We do have some reminders, and there is now way around them. This work takes time with an abundance of trial and error. And collaboratively planning the arc of the semester-long seminars in a conceptual base matters. What happens, then, is in the over-time work the team moves from solely individual knowledge toward co-constructed a shared language for the work.

### *Terminology*

1. IMP: Inquiry into My Practice
2. Durable Practices: Intentional Collaborating, Intentional Instructing, Intentional Critically Reflecting
3. DNA: Deep Dive & Document, Notice and Name, Analyze and Announce

4. ResponsiveDesign: A human and design-centric theory of action
5. Thinking Partner: Assists the lead teacher in the PreBrief and DeBrief
6. Teaching Channel: Online video analysis platform
7. Studio Schools: University of Missouri St. Louis teacher preparation model
8. Clinical Educators: University liaison who observes candidate and provides feedback
9. Teacher Candidates: preservice teachers
10. Interactional Ethnography: The conceptual base undergirding our educator program
11. Telling Cases: The methodological construct to examine, analyze and present data sources.

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