

## **Celebrating Diversity in Every Classroom: Culturally Responsive Perspectives on Video Analysis for Teacher Development**

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### **Abstract**

Teacher education programs and professional learning programs have increasingly offered opportunities for educators to engage in video analysis using pre-recorded video clips of teachers using instructional strategies. Teachers were only able to access online learning and teaching due to the inability to watch live classrooms in real time during the COVID-19 lockdown. The authors advocate for the continued and intentional use of video observations of expert or master teachers that promote culturally responsive teaching (CRT). Integrating video observation and debriefs into teacher education programs for both preservice and in-service educators demonstrates the application of instructional strategies being taught but also deliberately showcases diverse master teachers and content areas in an effort to dismantle existing barriers to equitable education. Diversifying the teaching workforce may be accomplished through authentic and intentional efforts that ensure underrepresented preservice and in-service teachers are reflected authentically and consistently throughout teacher preparation programs and curricula.

**Keywords:** teacher education, preservice teachers, video analysis, culturally responsive teaching

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We have no known conflict of interest to disclose.

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## **Celebrating Diversity in Every Classroom: Culturally Responsive Perspectives on Video Analysis for Teacher Development**

The primary aim of our paper is to explore viable ways that professional learning activities focused on video analysis promote culturally responsive pedagogical practices for both preservice and in-service teachers. Utilizing resources for video analysis in teacher education has been around since the 1970s (Baecher et al., 2018). For alternative route programs that typically span one year, preservice teachers are often placed in a classroom from the beginning of their program and have the chance to observe expert teachers firsthand while also taking coursework. For more traditional teacher education programs, preservice teachers typically take coursework during the first year of the program, whether that is fully online, traditionally (face-to-face), or hybrid. Year two of a traditional program is when they tend to complete their student teaching or internship. Teacher education programs oftentimes offer opportunities for students to engage in shorter practicums or classroom observations aligned to the learning topics prior to a full-time internship.

For in-service teachers, instructional coaches might facilitate professional learning using classroom observations if possible, but this can create logistical challenges due to the need for substitutes and schedule alignment. Classroom observations via asynchronous video allow educators the flexibility to showcase classrooms with diverse teachers and students that may even exist outside of the walls of their school and district. Professional learning facilitators who are facilitating these opportunities might also take into consideration the purpose of using the videos as they design the structures and approaches they use to support analysis of such classroom observations (Baecher et al., 2018; Blomberg et al., 2013).

Engaging teachers in video analysis is one way for them to learn how to disrupt patterns of inequity to ensure each child flourishes, through the lens of culturally responsive teaching. As

student demographics shift, the teaching population has not shifted in the same way. Aronson and Meyers refer to this as the “demographic divide” (2022, p. 32), as the primarily White teaching force educates a progressively more diverse student population. The majority of new teachers are still White, monolingual females. Yet this population also experiences greater attrition than their persistently underrepresented counterparts in their early career (Guarino et al., 2006). This fact signifies a need for integrating culturally responsive approaches to engage both preservice and in-service teachers in learning equitable practices to ensure teachers are prepared when they exit their teacher preparation programs. Specific attention to supporting early career teachers may also be helpful for the purposes of teacher retention.

### **Purposes of Culturally Responsive Teaching in Instructional Practices**

Teacher educators are obliged to consider ways in which they facilitate opportunities to promote culturally responsive teaching practices through examining both the content they are providing and their own methods of facilitation. (Note that in this article, “teacher educators” will refer to those who prepare preservice teachers as well as those who may serve in the roles of instructional coaches, mentors, and facilitators of professional learning to in-service teachers.) Culturally responsive teaching (CRT) is not simply an isolated event, lesson, or unit that conveys “culture” into a curriculum, but a comprehensive approach to teaching that seeks to address and overcome intrinsic bias and inequitable teaching practices (Gay, 2018; Samuels, 2018; Warren, 2018).

We wanted to also note that the scope of this article serves to highlight the importance of culturally responsive teacher preparation as a pedagogical approach as compared to the critical race theoretical framework which critiques power structures inherent in certain groups (Aronson & Meyers, 2022). Similar pedagogical and curricular design implications may arise from the

tenets of critical race theory, including the overuse of Eurocentric curriculum, but for the purpose of this article, we chose to focus more broadly on implications for culturally responsive teaching as a pedagogical approach.

Muhammad (2020, p. 57–58) proposed an equity framework called Historically Responsive Literacy that addresses four pursuits to create a responsive education model: (a) literacy as identity meaning-making: making sense of one’s self through coming together to read, write, and think; (b) literacy as skills: developing one’s proficiencies in the content one is learning; (c) literacy as intellect: gaining new concepts and knowledge in the world; and d) literacy as criticality: understanding power, authority, and anti-oppression through the reading of texts and media. Educators can utilize this framework as they audit their own teacher preparation courses. Further, preservice and in-service educators may see this framework as a way to analyze their own teaching practices and the facilitation of learning for students. While this overview is certainly not meant to be an exhaustive literature review on CRT, it is useful to understand the ways in which teacher educators may learn how to effectively create opportunities to prepare teachers to disrupt cycles of oppression. Preservice, novice, and veteran teachers need to be given the opportunity to understand their own practices to seek out ways in which they counter or perpetuate bias within the classroom in order to promote a more equitable classroom (Samuels, 2018). In fact, a recent study (Mellom et al., 2018) revealed that many teachers’ cultural assumptions and prejudices do have a strong influence on their attitudes towards emerging bilingual students, while training in culturally responsive pedagogy may in fact reduce these negative perceptions over time.

### **Roles of Video Analysis in Promoting Culturally Responsive Teaching**

It is critical that teacher educators consider the literacy materials they are using to promote CRT, including texts, articles, and other multimedia resources to engage their students and colleagues. Utilizing instructional videos to evaluate and analyze culturally responsive teaching practices reflecting the diversity of teachers, classrooms, and spaces across the world is a way to encourage CRT practices.

Decades of research on the use of video analysis as learning and training opportunities in teacher education have clearly shown the wealth of benefits it has (Gamoran Sherin & van Es, 2009; Nagro et al., 2016). Most prior studies conducted on culturally responsive video analysis examined how teachers viewed videos of themselves or colleagues as a means to develop appropriate instructional practices (Baecher et al., 2018; Blomberg et al., 2013; Fullam, 2017; Rosaen, 2015), while extremely limited studies focused on the use of videos as a heuristic approach to comprehensive teacher education, utilizing video exemplars of those outside of their professional networks as a means to engage in CRT.

### **Uses of Video Analysis in Teacher Education: Preservice Teachers**

Teaching and learning shifted to fully online in both higher education and K-12 during the COVID-19 lockdown, and the fundamental opportunities to conduct classroom observations in person were all but eliminated. Preservice teachers' internship experiences consisted solely of online teaching and learning. In-service teachers focused on ensuring high-quality online education, and preservice teachers had few opportunities to engage in what education might look like once they eventually returned to more traditional face-to-face methods of teaching. Teacher education program faculty relied heavily on pre-recorded classroom videos to showcase examples of quality instruction. In short, an entire cohort of teacher education students had little practical experience observing or teaching within the walls of a physical classroom before

earning their teaching certificates and launching into their first year of teaching. Most of this cohort of first-year teachers were expected to teach students face-to-face in what was quite possibly the most difficult year of teaching in recent history, with hardly any traditional (face-to-face) teaching experiences within a physical classroom.

The opportunity encased within this challenge was to provide preservice teachers ways to see their future selves by offering them new systems see fellow teachers, who look like them, teaching their content areas. Thus, they were able to identify with the role models shown them. One way to compensate for a lack of practical classroom experience was to engage preservice teachers in analyzing master or expert teachers through video observations of previously recorded footage. As Kang and van Es wrote, “Video can capture images of possibilities in teaching” (2019, p. 238). For the first time in history, the use of video observations was the primary way in which preservice teachers could visualize themselves teaching students within the walls of a physical classroom.

Indeed, video observation has always been an effective way of professional learning and increasing one’s self-efficacy in teaching (Mongillo, 2016; Sancar-Tokmak, 2013). Johnson et al. (2019) advocated for the use of the Presence + Experience (P + E) framework and suggested a high tech plus high touch experience that draws from the use of video observations of classrooms as a powerful mechanism for learning. Many resources have already been available to allow preservice teachers a glimpse into the classroom. Online platforms such as The Teaching Channel (<https://www.teachingchannel.com>), Annenberg Learner (<https://www.learner.org>), and YouTube (<https://www.youtube.com>) enable users to examine pre-uploaded videos by searching for a content area, topic, or theme of interest. The videos held within these platforms are not necessarily all perfectly executed classroom instruction exemplars but instead offer a real

glimpse into a variety of classrooms, diverse in both instructional strategies and topics and in student and teacher populations. Many of the videos include reflections and debriefs by the students and teachers involved in the creation of the clips that provide additional insights into the decisions being made within the teaching and learning sessions. Utilizing online video-streaming platforms to engage in video analysis is an example of differentiation at its best.

If preservice teachers were given the flexibility to select a variety of video clips that exhibited a specific instructional strategy from a multitude of diverse classrooms, they might fully engage in those videos where they saw their future selves. One challenge to creating a culturally responsive teacher educator program is that programs often claim to be promoting diversity, when in actuality, inserting a CRT course within a program in isolation from the rest of the curriculum or including a couple of additional readings into a course is a typical practice (Sleeter, 2017). A transformational approach in teacher education programs is needed, one that ensures classroom instructional videos are selected and used meaningfully with intention. This approach will be more likely to create future teachers armed with the knowledge and resources to engage in *ongoing* professional learning through the lens of equity and social justice for all students.

For novice and veteran teachers learning new skills, analyzing and sharing video clips of teaching strategies has been a common part of professional development (Marsh & Mitchell, 2014). This same practice can be extremely beneficial for preservice teachers. During the COVID-19 lockdown, teacher educators relied on the use of video observations even more because they realized that might be the only opportunity for preservice teachers to see classroom examples of the theories they were learning. In essence, video observation and analysis truly constructed the tenuous bridge that connected theory of instruction to practice. Video analysis

became less of a supplemental activity that helped make the course experience more dynamic and more of a call to action to ensure that all preservice teachers, regardless of race, culture, or background experiences, were able to see themselves as the teachers shown in the videos.

Teacher educators may continue to see the tremendous asset that this type of instructional and professional growth opportunity is for preservice teachers and continue to use video analysis as a tool for learning about instructional strategies. With this also comes a plea to encourage video-streaming platforms to continue to diversify their video collections, enabling all types of educators to see themselves within the expert educators they are viewing online. Taking this one essential step further, it is central to the conversation that teachers analyzing videos need substantial experiences linked to different reflective approaches that disrupt dominant cultural ideologies and translate pedagogical theories into practices.

Whether the program is an accelerated program where preservice teachers are fully immersed in the classroom or a more traditional, two-year program where preservice teachers are in classrooms part-time, video analysis of instructional strategies as an integral learning experience can be beneficial. This endeavor requires teacher education institutions to promote the use of video observation through the lens of diversity, equity, and inclusion and as an embedded programmatic design within their curriculum. Video-streaming organizations that continue to maintain diversity in both the content of their videos and the students and teachers being showcased to the greatest extent possible may also help support video observation of authentic classroom learning environments.

One practical benefit to engaging in regular video observation is that preservice teachers are no longer learning from one or two master teachers, but rather they get to choose from a variety of master teachers they now have access to at their fingertips. Preservice teachers can



showcase directly what they are teaching through sharing video content of field experts.

Preservice teachers are enabled to critically analyze these videos in a safe space, which is equally beneficial. This “safe space” refers to the opportunity for preservice teachers to engage with their peers through the critical examination of teaching without the concern for interpersonal issues that might arise if they were critiquing their mentor teachers or peers. Due to power structures inherent in the mentor teacher/student teacher relationship, it may be difficult to utilize this dynamic as a method for engaging in a critical analysis of a teaching observation (Yoon & Larkin, 2018). Preservice teachers will increase their own self-efficacy, confidence, and ability to discern effective instruction when given the chance to be critical consumers of teaching strategies (Mongillo, 2016). Video-based observation resources create an opening for critical dialogue to occur.

A pressing priority for teacher education due to the increasingly diverse population of students is to help preservice teachers foster and execute culturally inclusive practices within a rigorous curriculum. Recent studies about preservice teachers’ perceptions of culturally responsive teaching reveal that participants reported low self-efficacy in implementing specific culturally responsive techniques in instructional materials (Cruz et al., 2020). Participants in another study noted “insufficient opportunities to observe and execute the practices associated with culturally responsive teaching” with the authors noting that this “was a result of a disconnect between coursework and field experiences” (Siwatu et al., 2016, p. 289). Video observations on culturally responsive strategies enacted in real-life contexts can enrich preservice teachers’ knowledge and engagement in planning appropriate pedagogical approaches for supporting diverse students.

Integrating video observation is meant, in equal measures, to inform preservice teachers of what high-quality instruction looks like as well as to promote and nurture a teacher-as-researcher stance. As teacher educators, promoting a teacher-as-researcher stance also lays a firm foundation for future professional learning opportunities that these preservice teacher graduates-turned-practitioners can adapt within their own educational environments (Bulgar, 2007). Teacher educators can provide their students with opportunities to analyze classroom videos individually but also collaboratively, offering them different protocols and ways to engage in productive dialogue around a video clip (Barth-Cohen et al., 2018). Both ways of engaging with classroom videos will provide preservice teachers with a background of knowledge and experiences regarding what effective professional learning and collaboration look like before they even enter their first year of teaching (Yadav, 2008). At the very least, it provides preservice teachers with a firm understanding of areas of their own teaching skillset which they can self-identify as either effective or in need of improvements that are within their grasp to attain (i.e., attainable goal) when set alongside an exemplar (Bulgar, 2007; Moreno & Valdez, 2007).

### **Uses of Video Analysis in Professional Development: In-Service Teachers**

The benefits of utilizing videos for ongoing professional learning for in-service teachers, both novice and veteran, are evident through integrating video into new teacher training programs, and they include inclusion within teacher evaluation framework professional development and the disruption of threats to justice within the classrooms of any teacher, regardless of the demographics of students and teachers. Video observation-based activities promoted with in-service educators may serve as a way for teachers to transform their own teaching and learning as they see themselves capable of enacting such changes (Ball, 2019; Fullan, 2017; Gamoran Sherin & van Es, 2009).

In 2011, all states adopted a revised teacher evaluation process requiring the use of a framework as directed by the federal government aligned with the Every Student Succeeds Act (ESSA). The two primary frameworks selected were The Danielson Group’s Framework for Teaching and the Marzano Causal Teacher Evaluation Model (Close et al., 2019; Learning Sciences Marzano Center, 2013; The Danielson Group, n.d.) with many states allowing individual districts to choose which framework to use. Resources accompanying these frameworks typically included materials for teachers’ professional growth and reflection, not solely for evaluative purposes. These supplemental materials accompanied the evaluation frameworks to help facilitate opportunities for reflection and evidence related to CRT. Considering ways in which teacher educators might further engage in learning CRT through the lens of the educator’s respective evaluation framework is a valuable opportunity and can also account for the district’s unique context, including teacher and student demographics. Using video observation analyses can be a powerful way for teachers to bridge theory to practice, increasing one’s self-efficacy and effective use of CRT practices (Baecher et al., 2018). Considering the ways the teacher evaluation framework(s) can be used to support the use of CRT may help teacher educators create an integrated and meaningful approach to ongoing professional learning. Ball (2019) argued that many normalized practices dominate values and beliefs within schools and continue to be of White-centered perspectives. For example, teachers who want to “fix” problems of students assume *everyone* is the same in their eyes regardless of racial identities and home cultures. Therefore, the debriefing protocols used in video analysis during professional learning can be valuable if they are centered on the dismantling of racial bias, not continuing the White-centered narrative that so often, albeit oftentimes unknowingly, occurs.

This consideration, along with the strategic use of instructional videos to demonstrate the desired teaching strategies highlighted, has immense potential. Blomberg et al. proposed five research-based heuristics that frame a learning opportunity using videos, which are as follows: (a) consideration of learning goals; (b) designing an activity aligned to the identified learning goal; (c) selecting appropriate video materials that align with the goals; (d) awareness of the strengths and limitations that the video presents; and (e) aligning assessment with the goals and activity (2013, p. 95). Blomberg et al. (2013) also noted under activity three, the selection of videos, that decisions regarding the *content* of the video and *who* is being showcased in the video need to be carefully considered. The Teaching Channel, Annenberg Learner, and YouTube were previously referenced as online video resources to support preservice teachers. These resources can also be powerful tools for in-service teachers. However, these may not necessarily be tied to a specific framework and may be difficult and time-consuming to navigate if someone is attempting to search for a very specific resource aligned to a framework indicator or domain to showcase. Knowles (1970) outlined in his theory of adult learning that adults desire learning that is both timely and relevant. The School District of Philadelphia created the Exemplary Teaching Video Library (<https://www.philasd.org/etvl/>) that exemplifies the connection between using classroom instruction videos to promote the teaching practices they wish to highlight and creating learning opportunities both timely and relevant. These videos are categorized by The Danielson Group's Framework for Teaching (n.d), their district's selected evaluation tool. By simply clicking on a video, the educator is shown the domain connection to the framework, a video of the strategy in action, probing questions to consider, and additional resources such as teacher interviews. The Massachusetts Department of Elementary and Secondary Education (DESE) similarly utilizes a library of videos aligned with their evaluation framework

(<https://www.doe.mass.edu/edeval/resources/calibration/videos.html>). Materials such as video observation protocols, including the Culturally Responsive Teaching Rubric (<https://www.doe.mass.edu/edeffectiveness/prof-learning/crt-videos/rubric.docx>) to engage in collective reflection and calibration of teaching practices, are available. They also offer resources that include protocols for engaging in professional learning using teaching observation rubrics and other calibration tools and resources.

Utilizing video analysis in teacher training can also be a powerful tool as teachers seek out specific ways in which they themselves determine their professional learning needs that extend beyond the lens of the teacher evaluation frameworks. Video analysis can be a bridge for engaging in ongoing learning as new teachers settle into their unique teaching and learning context that will inevitably differ from their teacher preparation program's environment (Bulgar, 2007). Video analysis can be used as part of new teacher support programs for the induction and retention of new teachers (Nagro et al., 2020). For novice and veteran teachers alike, video analysis can also be used as a method to change teacher beliefs regarding their ability to transform their teaching and shift their pedagogical practices towards a culturally responsive, asset-focused approach (Fullam, 2017).

Although approximately half of Americans identify as persons of color, 80% of current teachers are White. Students of color will be unlikely to have a teacher who they can identify with (Ball, 2022). Likewise, current White teachers may not have had a teacher of color when they were students themselves. Because of the lack of representation in the teacher workforce and the whitewashing of preservice teacher education that prevails, the lack of diverse representation of teachers is likely to perpetuate. Thus, it is crucial to create support systems that retain teachers of color within the teacher workforce by examining the methods by which

professional learning is designed and implemented. However, it is not enough to seek out videos that showcase teachers and students of color (Sleeter, 2017). To encourage teachers' efforts to shift toward CRT pedagogies, ensuring an asset-oriented mindset regarding the students and teachers shown in videos is a critical element. This shift is accomplished through designing meaningful dialogue during video analysis debriefs. In a dynamic keynote, Ball (2019) shared ways in which teachers are confronted with their own biases by having them examine a video of a student conversation focused on a common student misconception of a mathematical concept. During this address, Ball (2019) shed light on the typical assumptions many teachers have and how these assumptions are communicated unknowingly to students in the classroom. She then suggested alternative methods for debriefing the video that encourage the teachers to learn culturally responsive practices that aim to dismantle threats to equitable teaching. Ball (2019) also referred to the term "discretionary spaces" that allow teachers to pause and reflect on the moments within a classroom, demonstrating that the teacher has the choice to make an instructional decision and respond to a student's thinking while watching the classroom video. This opportunity to engage in the discretionary spaces and to see the nuances of the classroom environment and collective teacher and student reactions is lost if teachers are simply reading a case study or a transcript of a lesson (Moreno & Valdez, 2007). Viewing video clips that allow teachers to also experience students' reactions in the classroom is invaluable. As Fullman wrote, "This use of instructional video is powerful because people often need to see transformations in teaching and learning before they can believe such transformations are possible" (2017, p. 133). Teachers are better able to examine the ways in which the teacher in the video responds to their students while at the same time engaging in conversations to dissect teachers' preconceptions that allows for transformative teaching and learning.

### **Transforming Video Analysis Practices**

It is essential for preservice and in-service teachers to be prepared to implement instructional strategies holistically to support their students. Integrating video observations offers a multitude of perspectives not otherwise witnessed and/or yet experienced. Baecher et al. (2018) noted in their meta-analysis that the effectiveness of video analysis as part of teacher education rests on how the facilitation of this process is implemented in teacher educators and instructional coaches.

### **Culturally Responsive Protocols for Video Analysis**

Carefully selecting classroom video clips that align with the teachers' learning outcomes through examining both the *what* (content being presented) and the *how* (pedagogy) is an important consideration for the productive use of video observation (Baecher et al., 2018). Kang and van Es suggested an integrated framework specifying the six decision-making criteria, namely (a) articulating goals of preservice teacher learning, (b) setting specific learning objectives, (c) selecting a clip, (d) designing a task, (e) selecting a tool, and (f) facilitating conversation (2019, p. 242). Teacher educators want to be intentional about the videos they choose to use for instruction to ensure that the teachers and students being showcased reflect and acknowledge diverse representations. This intentionality considers whether the protocols being used to debrief the videos include specific reflection questions and prompts that engage preservice teachers in discourses surrounding issues such as social justice and equitable access to educational opportunities. If the goal, for example, is to examine a particular instructional strategy or relational interactions, or perhaps to consider the experiences of the preservice teacher within the program, the video selected should clearly reflect the specified aim. Differentiated protocols or debrief processes used should be in alignment to the videos chosen,

according to the learning outcomes. While prior research suggested observation protocols for culturally responsive instruction such as the Culturally Responsive Instruction Observation Protocol (Powell et al., 2017) and the Growing Awareness Inventory for Science and Mathematics Classrooms (Brown & Crippen, 2016), only a handful of publications designed the protocols or video analysis tools to specifically aim at analyzing and promoting culturally responsive practices within the classroom (see Table 1). Insufficient literature is available regarding the validation and accessibility of the instructional video analysis tools specific to culturally responsive teaching.

**Table 1**

*Video Analysis Protocols through Culturally Responsive Pedagogical Approaches*

Protocol	Author, Year	Outline of Protocol
The Mindful Reflection Protocol	Ready4Rigor.com, adapted from Gudykunst & Kim (2003).	A protocol for checking unconscious bias through examining description, interpretation, and evaluation.
Culturally Responsive Mathematics Teaching (CRMT)	Aguirre and del Rosario Zavala (2013).	The CRMT Lesson Analysis Tool is designed to promote intentional teaching discussions and critical reflection on mathematics lessons with a combined focus on children's mathematical thinking and equity.
Studying Culturally Responsive Teaching Through the Video Calibration Library	Massachusetts Department of Elementary and Secondary Education (2021).	A protocol for discussion and reflection on culturally responsive teaching using classroom instruction videos from the DESE Video Calibration Library.



### **Equal Access**

A step toward improving the use of culturally responsive pedagogy through video analysis is to ensure that an equitable and accessible distribution of videos is available to authentically represent the demographics of teachers of color. “Teacher preparation programs work against teacher diversity initiatives when students of color are only presented with a ‘window’ (Bishop, 1990) into the teaching profession but never see themselves reflected in the teacher education classroom or their student teaching placements” (Haddix, 2017, p. 146). Selecting online video streaming platforms that produce videos and resources for preservice and in-service teachers that are diverse in both content and in whom they represent is a key consideration of teacher educators. Preservice teachers desire opportunities to see themselves in videos that are shared with them during their coursework to promote a sense of identity and belonging within the teaching profession. If the vision is to promote interdisciplinary educational spaces that welcome all teachers, then it is important to have open access to a myriad of videos so that searching for diversity within the classroom videos is effortless.

### **Opportunities for Future Research**

Researchers can further investigate existing video observation resources to determine who and what is being primarily showcased. Determining the gaps in representation has the potential to bring awareness of the videos being used frequently to inform sites such as The Teaching Channel, Annenberg Learner, and YouTube, and other video observation platforms, including district-specific video libraries. This may help to ensure inclusion of a broader and more authentic representation of students and teachers in videos. Districts who construct their own banks of videos for use in professional learning can examine this content through the lens of promoting CRT with their teachers to ensure their videos represent their community

demographics. As Fullam (2017) also stated, it is essential to ensure that the protocols be responsive to the needs of the students and teachers within a district. A promising next step is to learn how to adapt protocols through seeking out the voice of the district yet maintaining the priority of closing the opportunity gap.

While there may be an abundance of tools available for educators wishing to improve teaching practices through video observation-based activities, there are very few protocols that specifically focus on analyzing the use of CRT. Furthermore, oftentimes the video protocols focus on teachers examining their own teaching or the teaching of their peers rather than an exemplar. For these reasons, further research on specific protocols for analyzing CRT practices through video analysis is desirable in order to determine which methods most effectively transform teaching practices from deficit-based to asset-based approaches. A promising direction is to replicate studies that aimed at finding significant differences in transforming teaching and learning, comparing those who engaged in a video analysis protocol using CRT and those who did not use a specific protocol focused on CRT. Research comparing groups of teachers who analyze videos to those who only analyze transcripts may also be valuable to better understand what impact evaluating the “discretionary spaces” (Ball, 2019) makes on teachers’ learning.

### **Conclusion**

Teacher educators frequently audit courses within their program through the lens of diversity, equity, and inclusion, yet do they also take into consideration the frequency with which diverse videos are being used in meaningful ways? Oftentimes videos are inconsistently used throughout the program, used heavily in some courses and not at all in others. Aronson and Meyers (2022) argue that teacher education programs must commit to the consistent use of culturally responsive pedagogy throughout programs. Encouraging a culture of authentic video

analysis that helps to promote CRT throughout a preservice teacher education program or existing professional learning program within a district will equip teachers with a sense that professional learning starts with observing others and oneself and engaging in reflection and analysis. Developing CRT through video analysis allows for a greater depth of understanding and pedagogical effectiveness specific to underrepresented student and teacher populations. It is important for preservice teachers to master this disposition during their preservice experiences. When preservice teachers complete their programs and move into the workforce, they can continue to nurture a sense of lifelong professional learning through critical analysis as they become veteran teachers, perhaps even instructional coaches, themselves.

Let us not easily forget the opportunities we had during the COVID-19 lockdown that reminded us of the potential video observation had on teacher education, both preservice and continuing professional learning. This practice has the potential to promote authentic, safe, and relevant learning opportunities for all educators. The momentous changes in 2020-2021 created a remarkable opportunity to unpack the positive impact of having hundreds of classroom spaces available to teachers and teacher educators with only a few clicks. If we want to venture into the ongoing journey towards educational equity and teaching excellence, let us continue to pave the way for teacher education programs that include access to diverse expert teachers through flattening the classroom walls for all educators, present and future.

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