

## **An outline of a theory of change when using practice-based pedagogies to develop teacher candidates' abilities to scaffold student learning**

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Practice-based pedagogies, such as the use of classroom videos in teacher education, have reached the forefront of debates about how to prepare and support teacher candidates for adaptive teaching. At the crux of the debate lies the problem of transfer; whether candidates who have worked with specific teaching practices in coursework will eventually be able to adapt these practices to their future students' needs. The present theoretical paper argues that one possible way of handling the problem of transfer is to be clear about one's theoretical assumptions about how and under which conditions teacher candidates learn and develop. The aim of the paper is to outline a theory of change that makes explicit the underlying assumptions of a practice-based video innovation designed to support teacher candidates' abilities to scaffold student learning. Drawing on theories about professional

competence and transfer, the paper outlines a theory of change that begins with the desired outcome of the video study, and then describes and provides a rationale for preconditions that must be achieved in order to reach the desired outcome, indicators of the type of evidence needed to determine whether the desired outcome has been achieved, and assumptions about how particular interventions will achieve preconditions. This way, the paper sheds light on the potential role of practice-based pedagogies for teacher candidates' learning. The hope is that the paper, although a work in process, can contribute to the ambition of the QUINT conference by spurring conversations about the theoretical assumptions that underpin our professional development initiatives.