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Discussion Questions for Videos

Aligned to SoLD Educator Preparation Design

Design Principle No. 1

Curriculum Rooted in a Deep Understanding of Learners, Learning, and Development

- ◆ How does the teacher educator's understanding of the interconnectedness of various developmental domains (physical, cognitive, affective) contribute to the design of effective learning environments? How are new teachers learning to leverage this knowledge in their curriculum planning?
- ◆ How do the teacher educators guide prospective teachers in recognizing the influences of contexts and relationships on brain development? In what ways do the teacher educators effectively create supportive environments for exploration, inquiry, and connections? Consider specific strategies and examples from the videos that can be incorporated into teacher education programs to enhance this understanding.
- ◆ In what ways do emotions and social contexts manifest in the video segments, and how can teacher educators help prospective teachers recognize and address these influences on the learning process? What types of feedback and guidance might candidates need?
- ◆ As observed in the videos, how do the teacher educators model considerations for neurodiversity? How do they facilitate discussions and activities that help prospective teachers understand developmental processes and the diversity of learners? How do the instructors guide candidates in modifying and adapting instructional materials to accommodate the diverse needs of individual students?
- ◆ How are the teacher educators integrating cultural, experiential, and relational elements into their coursework and lessons? How might an asset-based approach to understanding candidates' backgrounds, as seen in these videos, contribute to fostering a sense of agency and efficacy in new teachers?
- ◆ As shown in these videos, how are teacher educators helping aspiring teachers become more aware of their own positionality and biases? In what ways do the instructors connect an appreciation for diverse cultural backgrounds and experiences with curriculum development?



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- ◆ In what ways do the teacher educators demonstrate an understanding of trauma’s impact on learners? How are they assisting future teachers in developing responsive practices, creating calming spaces, and integrating social-emotional skills into their teaching to address trauma? How might these practices help to prevent punitive responses in schools?
- ◆ How are the teacher educators in these videos facilitating the development of pedagogical content knowledge among pre-service teachers, ensuring that they build strong connections between clinical experiences and coursework? What specific pedagogical strategies and reflective activities are being incorporated to enhance an effective integration of subject matter with funds of knowledge and prior experiences?
- ◆ How are the teacher educators in these video segments ensuring that pre-service teachers develop a comprehensive understanding of language development and the role of multilingualism in cognitive and literacy development? What strategies are employed to foster the preservation and use of native languages within the classroom context?
- ◆ In what ways are the teacher educators incorporating authentic assessment experiences, such as well-scaffolded projects and performance tasks, to support the development of a growth mindset, and how are they guiding future teachers in designing such assessments?