

# Discussion Questions for Videos

## Aligned to SoLD Educator Preparation Design

### Design Principle No. 2

#### Development of Skills, Habits, and Mindsets of an Equitable Educator

- ◆ As observed in these videos, how are teacher educators preparing pre-service teachers to cultivate warm, caring, and supportive relationships with students? How are they guiding future teachers to connect classroom activities to students' cultural contexts and experiences and create an identity-safe environment that reinforces value and belonging? How does this contribute to equitable learning opportunities?
- ◆ How do these teacher educators exemplify mindsets and essential dispositions, such as empathy and social, emotional, and cognitive skills, that facilitate learning, cultural competence, and the capacity to nurture children's healthy identity development?
- ◆ Consider the role of self-awareness and inquiry skills in the development of an equitable educator. How are the teacher educators in the videos cultivating these attributes in teacher candidates in order to promote a deep understanding of children's experiences, strengths, and needs?
- ◆ How do these teacher educators integrate culturally responsive forms of social and emotional learning into their teaching practices? How are they helping aspiring teachers develop the dispositions and skills necessary to create emotionally and psychologically safe learning environments in which all students can learn?
- ◆ In these videos, how are the teacher educators helping future teachers develop the pedagogical knowledge and skills to create and scaffold rich, meaningful tasks that are accessible to all students and implemented in ways that develop persistence, resilience, and problem-solving abilities?
- ◆ How are these teacher educators developing candidates who understand the national, local, historical, economic, and political contexts of schooling and the impact of these contexts on students' experiences and learning? How are they equipping candidates to comprehend and navigate school policies with a focus on achieving equitable outcomes?
- ◆ Where is there evidence that these teacher educators are modeling ways to build strong partnerships with families, communities, and other educators in order to teach from an asset-based, culturally responsive stance?



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- ◆ Where are these instructors infusing social, emotional, and cognitive skills development into their coursework and lessons? How can teacher educators effectively support future teachers in adapting their practices to meet the varied needs of students, especially within multilingual learner populations and those who have experienced trauma?
- ◆ As demonstrated in these videos, how can teacher educators model and teach future educators to implement and advocate for restorative policies? Consider the importance of allowing teacher candidates to experience restorative practices firsthand and how such experiences would contribute to their understanding and effective application in diverse classroom settings.
- ◆ What strategies are being employed in these video examples that address biases in beliefs and practices and promote an equitable learning environment? Reflect on how teacher education faculty and candidates can collaboratively address biases embedded in curriculum materials to promote more inclusive classrooms.