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Discussion Questions for Videos

Aligned to SoLD Educator Preparation Design

Design Principle No. 3

Rich, Experiential Learning Opportunities

- ◆ In what ways are the faculty members in these videos creating opportunities for joyful, compelling, and authentic learning experiences that support the development, identity, and expertise of new teachers?
- ◆ Which methods have these teacher educators employed to craft learning experiences that focus on students' existing knowledge, the conceptual organization of knowledge, and the cultivation of metacognitive approaches, thereby ensuring the incorporation of these principles into effective teaching practices?
- ◆ In what ways are these teacher educators structuring learning experiences that provide diverse opportunities for connecting knowledge to personally relevant topics and lived experiences? In what ways are they acknowledging the complexity of the candidates' own cultural backgrounds and the diverse contexts in which they will teach?
- ◆ Where is there evidence that these teacher educators have coordinated coursework and fieldwork to provide active learning opportunities for teacher candidates? How are candidates being prepared to bring into their classrooms the personalized, project-based pedagogies they have experienced in their preparation courses?
- ◆ Given the intricate demands of teaching, how are these teacher educators promoting continuous inquiry and modeling reflection to ensure that candidates can navigate the challenges inherent in the teaching profession?
- ◆ How are these teacher educators integrating experiential learning opportunities that emphasize personalized, project-based pedagogies? In what ways are they providing teacher candidates with dedicated time and support for self-assessment and reflection to further develop their understanding of teaching practices?
- ◆ In what ways do these teacher educators strategically integrate pedagogical activities such as teacher candidate inquiry and cycles of reflection to foster the intentional development of flexible understanding and adaptive expertise? How might these cycles be organized to expedite learning and offer opportunities for authentic practice, constructive feedback, and targeted reflection?



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- ◆ In these videos, how are the teacher educators providing opportunities for candidates to gain meaningful experiences in the racially, ethnically, culturally, and linguistically diverse communities in which they will teach? How are the future teachers encouraged to expand their range of experiences by seeing students, families, and communities as a part of their learning communities?
- ◆ In what ways have these teacher educators designed learning experiences that explicitly cultivate the capacity, mindsets, and attitudes associated with teacher effectiveness and an asset-based orientation toward communities, families, and students?
- ◆ How can the integration of authentic and performance-based assessments, such as regular evaluations, demonstrations of skills, and capstone portfolios, serve as a way to evaluate teacher candidates and support their continuous learning and development? How might the teacher educators in these videos do this?