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Discussion Questions for Videos

Aligned to SoLD Educator Preparation Design

Design Principle No. 5

Supportive, Developmental Relationships in Communities of Practice

- ◆ How are these teacher educators creating and nurturing professional learning communities that promote active, interactive, and constructive learning among teacher candidates?
- ◆ How do the teacher educators in these videos demonstrate the presence of a shared mission within their collaborative communities?
- ◆ Reflect on how the teachers in these examples might ensure clinical placements that align with candidates' learning and program commitments. How can teacher preparation programs establish strong, reciprocal relationships with PreK–12 schools?
- ◆ In what ways do these videos show the importance of authentic learning communities that are expansive and include various members of the school community, families, and community organizations? How can programs acknowledge and rely on the expertise within these broader contexts to support the growth and learning of new teachers?
- ◆ How do the teacher educators in these videos showcase the integration of structures that facilitate deep, collaborative learning? In what ways can teacher preparation programs use structures such as cohorts with teaching teams or a teacher residency model to promote collaborative learning, planning, and problem-solving?
- ◆ What are instances of professional development structures apparent in these videos? How might the Professional Development School (PDS) model contribute to ongoing professional learning, collaborative inquiry, and problem-solving among teacher candidates, clinical teachers, university faculty, and school staff? How can it foster continuous improvement in the field of education?
- ◆ In what ways do these videos demonstrate how strong school-university partnerships are important to teacher candidates? How can programs improve alignment between clinical placements and teacher candidates' coursework, and how can these partnerships prevent potential disconnects between educational theories and classroom practices?
- ◆ In what ways do these videos show aligned commitments to a vision of equity and social justice? What is the impact of such commitments on relationships with schools, districts,



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and communities? What is the work for teacher preparation programs to create and sustain diversity representation within specific community contexts?

- ◆ What evidence is there that these teacher educators are acknowledging the expertise of PreK–12 faculty and staff in supporting the growth and learning of new teachers? What shifts in traditional hierarchies and roles might be required to establish authentic, reciprocal learning communities?
- ◆ How might teacher preparation programs shift their approach to participate in mutually accountable and supportive partnerships?