Whole Child Policy
Building Adult Capacity and Expertise
WEBINAR SERIES | OCTOBER 2022 - MAY 2023

Transforming State Education Policy Through a Whole Child Approach

WEBINAR | OCTOBER 26, 2022

Whole Child Policy: Putting the Science of Learning and Development Into Practice

Co-Sponsored by AASA, The School Superintendents Association; Science of Learning & Development (SoLD) Alliance; and the Learning Policy Institute

WEBINAR | DECEMBER 7, 2022

Whole Child Policy: Setting a Whole Child Vision

Co-Sponsored by AASA, The School Superintendents Association; National Association of State Boards of Education; Science of Learning & Development Alliance; and the Learning Policy Institute

WEBINAR | JANUARY 18, 2023

Whole Child Policy: Transforming Learning Environments

Co-Sponsored by AASA, The School Superintendents Association; Collaborative for Academic, Social, and Emotional Learning; Science of Learning & Development Alliance; and the Learning Policy Institute
Guiding Principles for Equitable Whole-Child Design

- Transformative
- Integrated Support Systems
- Positive Developmental Relationships
- Culturally Affirming
- Development of Skills, Habits, and Mindsets
- Personalized
- Environments Filled With Safety and Belonging
- Empowering
- Rich Learning Experiences and Knowledge Development
- Healthy Development, Learning, and Thriving
WHOLE CHILD POLICY TOOLKIT

What Is Whole Child Policy?

POLICY ELEMENTS

- Setting a Whole Child Vision
- Transforming Learning Environments
- Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
- Building Adult Capacity and Expertise
- Investing Resources Equitably and Efficiently

RESOURCES & TOOLS

State Policy Library
Resource Library
Related Initiatives
Acknowledgments
About the Whole Child Policy Table

This toolkit is designed to give state policymakers and education leaders the strategies, tools, and resources to advance whole child policy and systems change. A whole child education prioritizes the full scope of a child’s developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic—to ensure that all children are able to reach their full potential. A whole child approach is built on the understanding that students’ education and life outcomes depend on their access to positive relationships inside and outside of school, a safe learning environment, and deeper learning opportunities.

The whole child approach builds on decades of research from the science of learning and development that defines the environments and experiences that children need to thrive. It also draws on the policy agenda set by the National Commission on Social, Emotional, and Academic Development, which brought together leaders from education, policy, research, business, and the military to make recommendations on how to ensure that students’ social, emotional, and cognitive development is centered in schools.

Shifting toward a whole child education has far-reaching implications for our education system, requiring greater integration across the entire system.
Speakers

Marjorie Wechsler
Principal Research Manager, LPI

Maria Hyler
Senior Researcher, LPI; Director, EdPrepLab
Principals matter.
Content

- Instruction
- School improvement
- School conditions
- Staff development
- Meeting students’ needs
Strategies

- Applied learning
- Internships
- Coaching and mentoring
- Cohorts and networks
Predicted Probability of Teacher Retention

- Low-quality preparation: 78%
- High-quality preparation: 89%

Source: Campoli, Darling-Hammond, Podolsky, & Levin, 2022
Projected Gains in English Language Arts (ELA) and Math

Source: Campoli, Darling-Hammond, Podolsky, & Levin, 2022
Student gains in math (points), by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Low-quality PD</th>
<th>High-quality PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist. Underserved Students of Color</td>
<td>17.4</td>
<td>28.7</td>
</tr>
<tr>
<td>White</td>
<td>26.2</td>
<td>31.5</td>
</tr>
<tr>
<td>Asian</td>
<td>40.0</td>
<td>39.7</td>
</tr>
<tr>
<td>Other</td>
<td>23.4</td>
<td>32.2</td>
</tr>
</tbody>
</table>

Source: Campoli, Darling-Hammond, Podolsky, & Levin, 2022
Access to key content in preparation is increasing

Source: National Principal Survey
But fewer principals report access to high-leverage learning opportunities

- Experienced internships with administrative responsibilities and coaching (preparation): 46%
- Experienced peer observation 3 or more times in the previous 3 years (professional development): 33%
- Participated in a principal network 3 or more times in the previous 3 years (professional development): 54%

Source: National Principal Survey
Access differs by school poverty level

- **Leading a schoolwide change process to improve student achievement**
  - High-Poverty Schools: 75%
  - Low-Poverty Schools: 89%

- **Creating collegial and collaborative work environments**
  - High-Poverty Schools: 71%
  - Low-Poverty Schools: 87%

- **Creating a school environment that uses discipline for restorative purposes**
  - High-Poverty Schools: 55%
  - Low-Poverty Schools: 69%

- **Redesigning the school’s organization and structure to support deeper learning**
  - High-Poverty Schools: 58%
  - Low-Poverty Schools: 80%

- **Designing professional learning opportunities for teachers and other staff**
  - High-Poverty Schools: 69%
  - Low-Poverty Schools: 84%

Source: National Principal Survey
Policy changes appear to influence principals’ access to learning about key topics…

(California: before & after reforms)

Source: California Principal Survey
Implications for policy

- Develop and better use state licensing and program approval standards
- Invest in professional learning (e.g. principal academies)
- Encourage greater attention to equity
  - Professional learning content
  - Resources for high-poverty schools
- Build local pipelines
Developing Effective Principals

What Kind of Learning Matters?

Linda Darling-Hammond, Marjorie E. Wechsler, Stephanie Levin, Melanie Leung Gagné, and Steve Tozer

LEARNING POLICY INSTITUTE
Wallace

May 2023
Designing teacher preparation systems for whole child learning and development
Teacher Preparation SoLD Design Principles

▷ Curriculum rooted in a deep understanding of learners, learning, and development
▷ Development of skills, habits, and mindsets of an equitable educator
▷ Rich, experiential learning opportunities
▷ Pedagogical alignment and modeling
▷ Supportive developmental relationships in communities of practice
Ensuring Equitable Access to a Strong, Stable, and Diverse Teacher Workforce

**Broad Access to High-Quality Preparation**
- Support for high-retention preparation pathways (e.g., residencies, Grow Your Own)
- Scholarships and forgivable loans that subsidize preparation
- School-university partnerships that support professional development schools
- Funding and incentives for intensive (or year-long), high-quality clinical training
- Mentoring for candidates and novice teachers tied to career ladder roles for accomplished teachers

**State Systems to Guide High-Quality Practice**
- Standards that reflect what we know about how people learn
- Performance assessments that assess what educators can do in practice
- Accreditation that looks at what programs provide and what candidates learn
- Data reflecting the recruitment, distribution, and retention of qualified educators
- Induction systems that enable accomplished educators to mentor novices
Panel Discussion

MODERATOR
Seth Gerson
Program Director, National Governors Association
@SethPGerson
@NatlGovsAssoc

Joan Johnson
Assistant Superintendent of Teacher Education and Licensure, Virginia Department of Education

Pender Makin
Commissioner of Education, State of Maine
@mdoenews

Patricia Virella
Assistant Professor of Urban Educational Leadership, Montclair State University
@montclairstateu
Thank You!

Please join us for the upcoming webinars in the *Transforming State Education Policy Through a Whole Child Approach* series

▷ April 12 | Investing Resources Equitably and Efficiently
▷ May 24 | Redesigning Curriculum, Instruction, Assessment, and Accountability