

WEBINAR SERIES | REDESIGNING HIGH SCHOOL

Preparing Educators and Ensuring Essential Supports

Learning Policy Institute
Center for School and System Redesign

Opening Remarks



Cheryl Jones-Walker

Director, Center for School and System Redesign
Learning Policy Institute

Today's Agenda

- ▶ Opening Remarks
- ▶ Research Presentation
- ▶ Panel Discussion and Q&A
- ▶ Closing





Redesigning High Schools

10 Features for Success

Linda Darling-Hammond, Matt Alexander, and Laura E. Hernández



MARCH 2024

WEBINAR SERIES

Reimagining Education: Transforming High School for Powerful Learning

May 8, 2025

Authentic Strategies for Engaging Communities

Previous Webinars

Systemic Implementation of the 10 Features

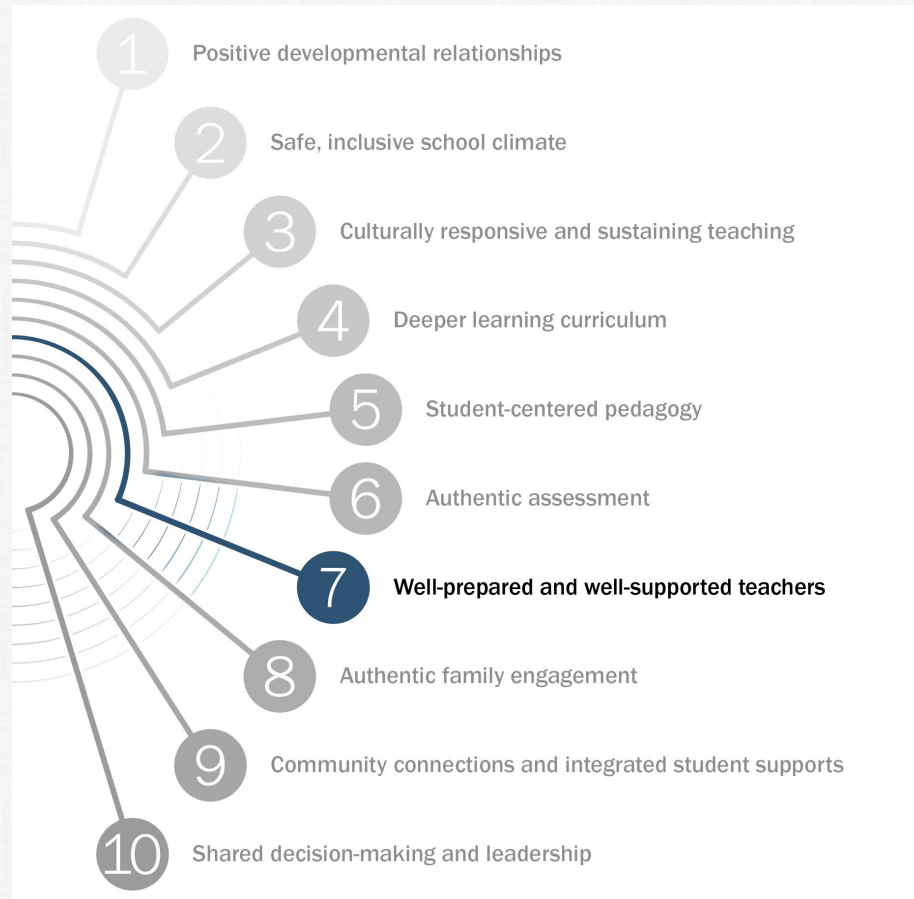
Relationship-Centered Approaches That Matter

Student-Centered and Culturally Responsive Pedagogy

Authentic Curriculum and Assessment

Centering Students and Families

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Research Presentation



Maria E. Hyler

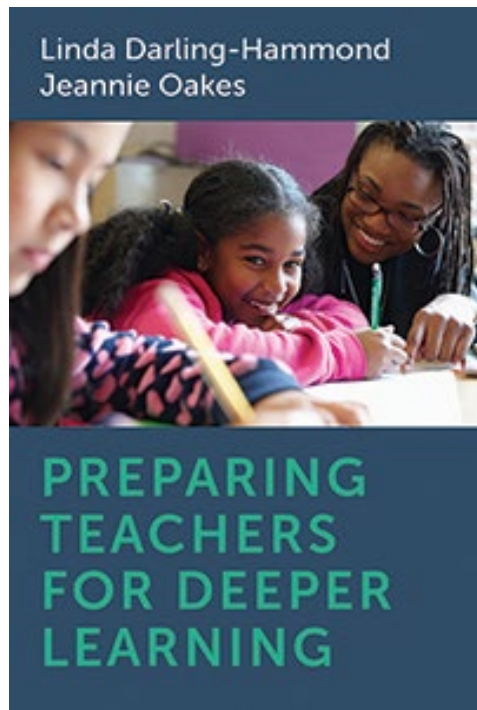
Director, Washington, DC Office and Senior Researcher
Learning Policy Institute

How Teacher Learning Happens



**EVERYTHING STUDENTS NEED FOR THEIR LEARNING,
TEACHERS NEED**

Preparing and Supporting Teachers





WELCOME TO EDPREPLAB

EdPrepLab's Goals, Strategies, and Activities

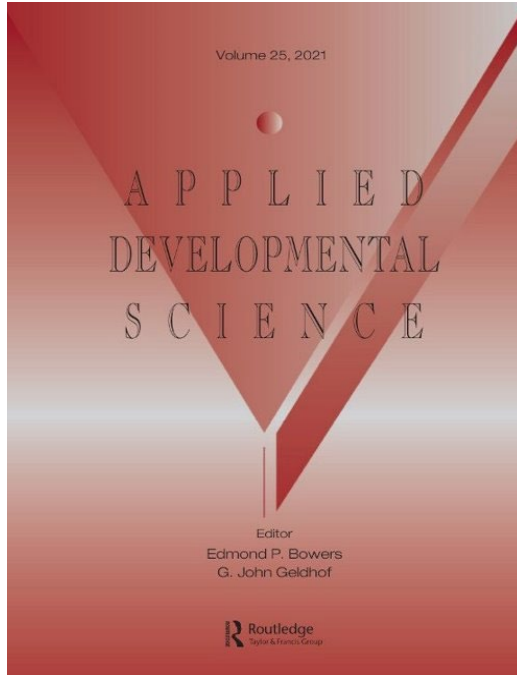
EdPrepLab's signature three-prong strategy aligns practice, policy, and research toward the transformation of educator preparation across the country. This strategy includes:

1. Creating a **network of preparation programs** working to develop models for preparing educators for deeper learning.
2. Conducting **research and outreach about these models** to build a deepening knowledge base and grow an ever-widening circle of programs learning about and innovating toward these goals.
3. **Engaging with policymakers to shape licensing and accreditation policies and incentives** to support programs as they transform the field.



[Learn more about EdPrepLab](#)

The Science of Learning and Development



Malleability, plasticity, and individuality: How children learn and develop in context

Pamela Cantor, David Osher, Juliette Berg, Lily Steyer & Todd Rose

Drivers of human development: How relationships and context shape learning and development

David Osher, Pamela Cantor, Juliette Berg, Lily Steyer & Todd Rose

Implications for Practice of the Science of Learning and Development

Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron, & David Osher

What We Know from the Science of Learning and Development

The brain is malleable and always developing

Variability in development is the norm

Learning is social, emotional, and academic

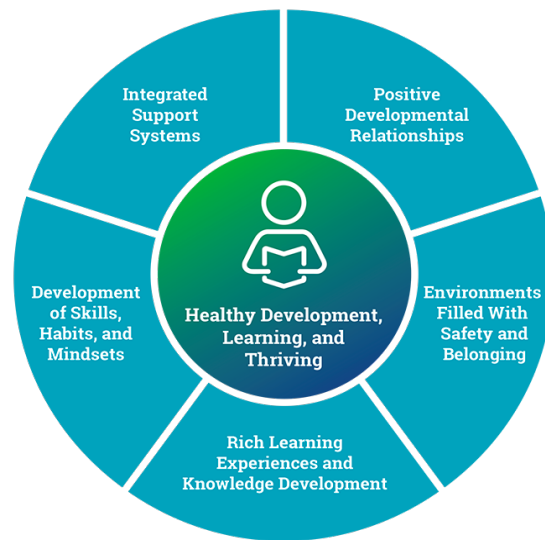
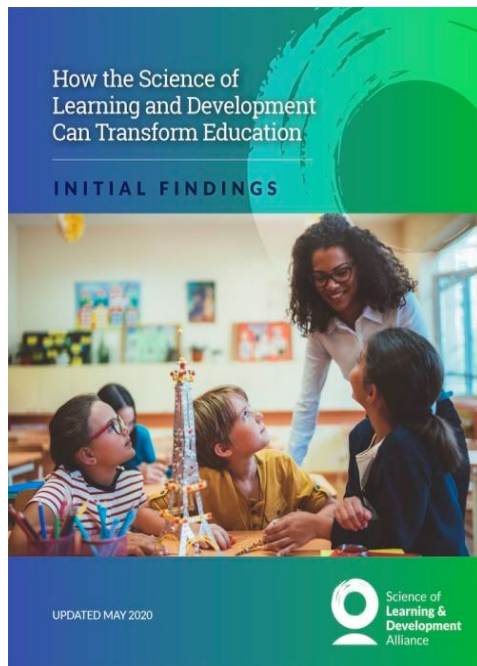
Relationships catalyze development and learning

Adversity affects development and learning

Children construct knowledge based on their experiences, relationships, and social contexts



SoLD Alliance and Whole Child Principles



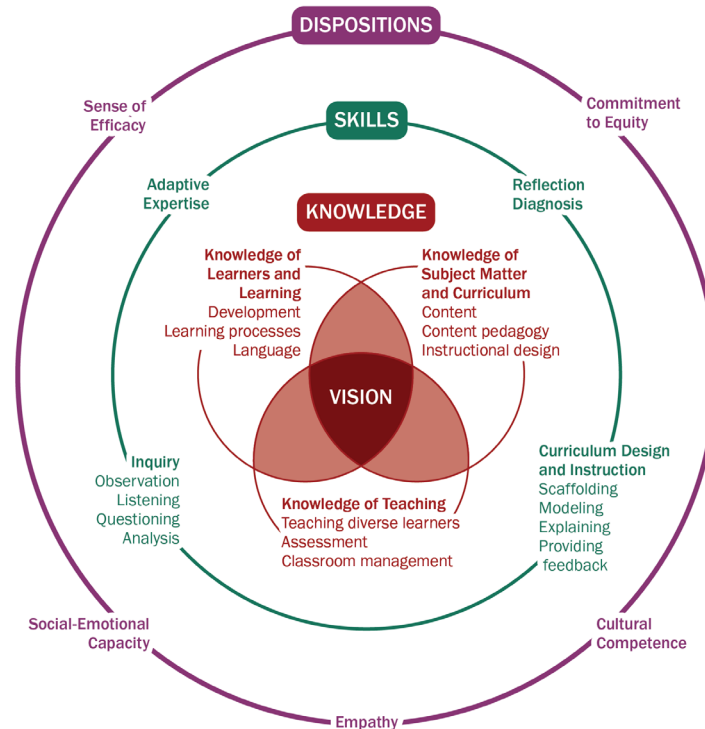
The “What of Teacher Education”

Knowledge

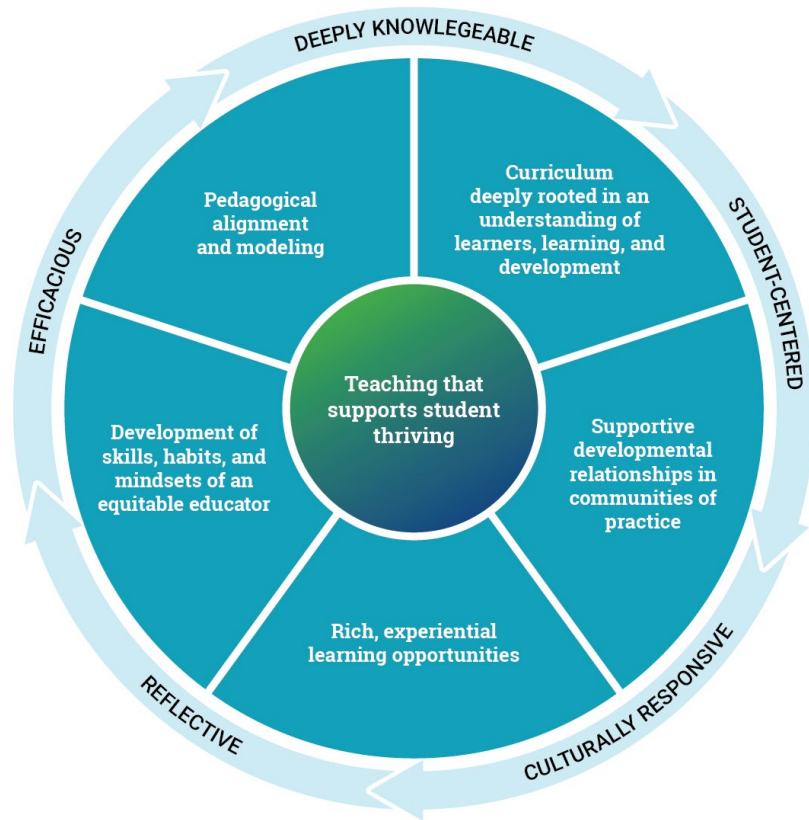
Skills

Dispositions

The “What” of Teacher Education



Design Principles for Teacher Preparation



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

- Prepares educators who can effectively address the complex ways in which children learn and develop
- Models learning that is rooted in culture, experience, and relationships
- Equips educators with the understanding of the conditions necessary for optimal brain development in children and adolescents
- Connects subject matter with an asset-based approach to learning about students' backgrounds, families, and community
- Creates curriculum and assessments that allow students to learn deeply and authentically, engaging in inquiry that is relevant to their lives



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



- Develops educators with mindsets that support all students well and equitably
- Models empathy, approaches to social and emotional learning and cultural competence, and restorative practices
- Builds partnerships with families, community members, and other educators while focusing on children's learning needs
- Understands how contextual realities impact the experiences of their students, their understanding of themselves, their perceptions of social identities
- Understands how to negotiate school policies towards equitable ends

Rich, Experiential Learning Opportunities

- Includes authentic and performance-based assessments
- Models a full range of learning experiences, including practice, feedback, skill development, growth in understanding, and expansion of capacity for adaptive expertise
- Uses pedagogical activities that promote inquiry and cycles of reflection
- Purposeful analysis of teaching, learning, and reasoning through complex practice situations



Pedagogical Alignment and Modeling



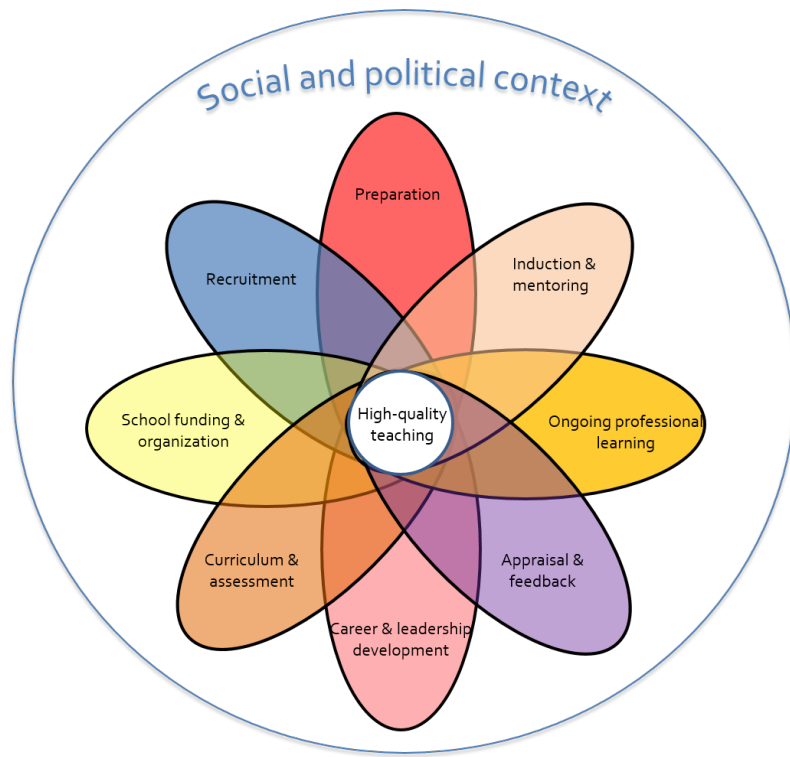
- Programs should be designed around a coherent vision of whole child development, learning, and teaching
- Instructors, supervisors, and cooperating teachers enact and unpack approaches they expect teacher candidates to use in practice
- Integration of theory and practice around a SoLD-aligned vision
 - Shapes preparation programs and clinical experience
 - Results in close partnerships between programs, schools, and districts

Supportive Developmental Relationships in Communities of Practice

- Give time and space to the development of professional communities of practice that promote active, interactive, constructive, and iterative learning
- Develop strong, reciprocal relationships with PK-12 schools
- Model how to create authentic, trusting learning communities that are expansive and inclusive
- Create opportunities where educators observe one another, share practices, develop plans together, and solve problems collectively
 - Ex: teacher residencies, cohorts, and clinical teaching teams



Preparing and Supporting Teachers



A Paradigm Change

FROM:

Sit and get

Drive-by

One size fits all

**Disconnected from
teachers' classroom and
students**

TO:

Content-focused

Active

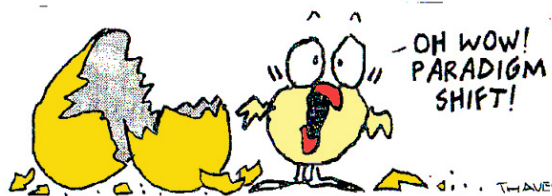
Collaborative

Using models & modeling

Coaching

Feedback and reflection

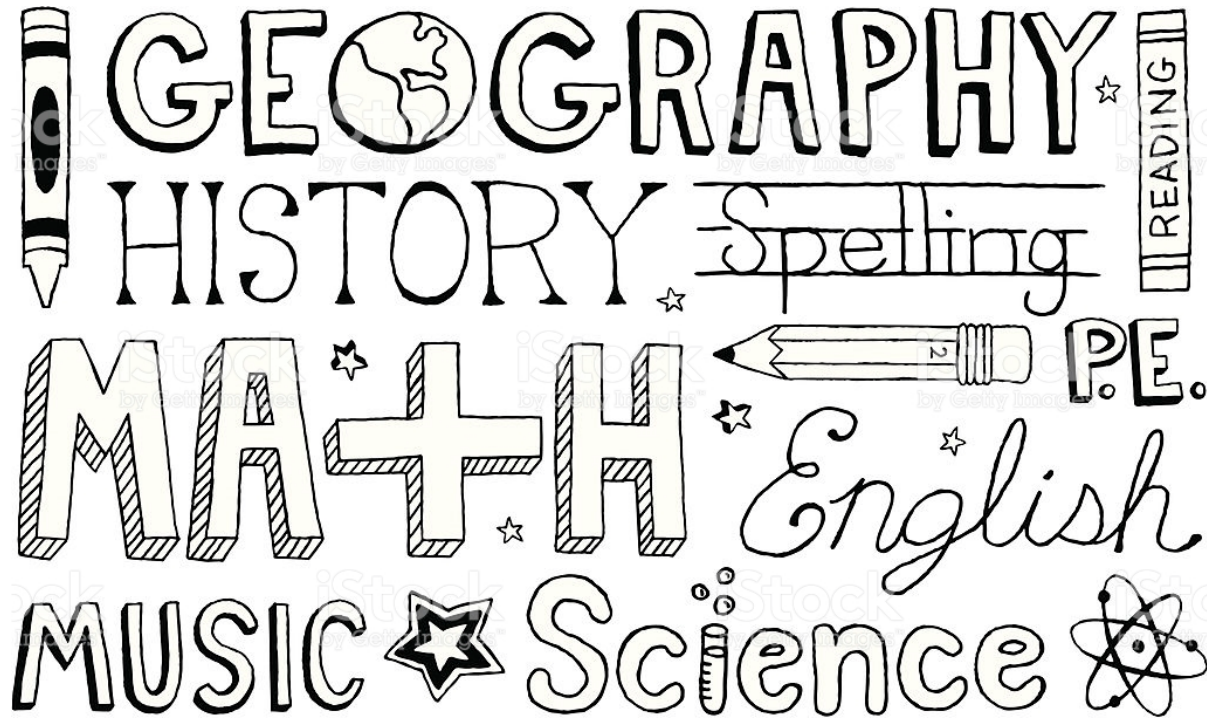
Sustained over time





Elements of Effective Professional Development

Content Focus



Active Learning



[illegible]

Models of Effective Practice

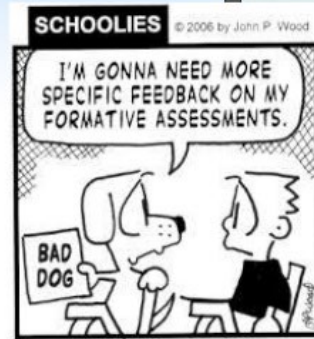
- **lesson plans**
- **unit plans**
- **sample student work**
- **observations of peer teachers**
- **video or written cases of teaching**

Coaching and Expert Support



Feedback and Reflection

Be Specific...



THE POWER OF FEEDBACK & REFLECTION

Sustained Duration





Creating Conditions for Effective Professional Development

Challenges to Effective PD

School level

- Inadequate resources
- No opportunity for implementation
- School culture

System level

- Lack of shared vision for high-quality instruction
- Poor alignment between state and local policies
- Inability to track and assess PD quality

Implications for Practice



- **Plan for common obstacles**
- **Address specific needs of educators and learners**
- **Develop a comprehensive system of teaching and learning**

Thank You!

For more information: mhyler@learningpolicyinstitute.org



Moderator



Carolyn Quintana

Strategic Education Leader and Consultant

Former Deputy Chancellor New York City
Public Schools

Panelists



Kristen Ferris

Partner, Education
Resource Strategies



Sarah Fine

Assistant Professor of
Education Studies,
University of California,
San Diego



Maria E. Hyler

Director, Washington,
DC Office and Senior
Researcher, Learning
Policy Institute



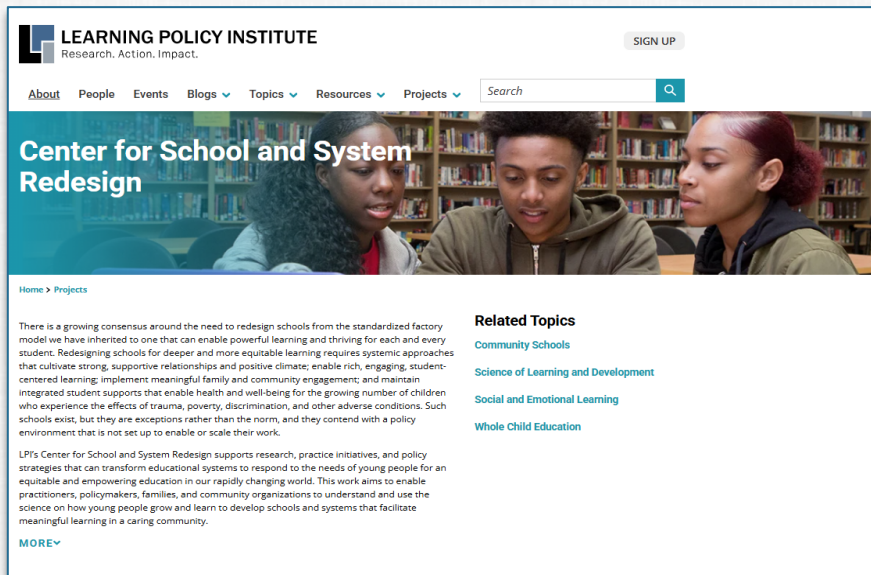
Jal Mehta

Professor of Education,
Harvard Graduate School
of Education

“Build Toward” Models for Reimagining the Teaching Job

Braid Together Multiple Strategies Coherently

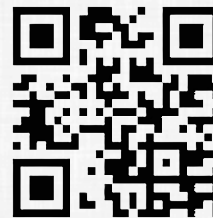




For more information



Scan the QR code to visit LPI's Center for School and System Redesign webpage



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Contact Cheryl Jones-Walker,
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