WEBINAR SERIES | REDESIGNING HIGH SCHOOL

Preparing Educators and Ensuring Essential Supports

Learning Policy Institute Center for School and System Redesign



john w. gardner center for youth and their communities



Center for Community Schooling

April 10, 2025

Opening Remarks



Cheryl Jones-Walker

Director, Center for School and System Redesign Learning Policy Institute

LEARNING POLICY INSTITUTE | Center for School and System Redesign

Today's Agenda

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

LEARNING POLICY INSTITUTE





Redesigning High Schools

10 Features for Success

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

POLICY

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

REGISTER FOR UPCOMING & WATCH PREVIOUS WEBINARS AT learningpolicyinstitute.org/hs-redesign-series

LEARNING POLICY INSTITUTE | Center for School and System Redesign

MARCH 2024

Positive developmental relationships

Safe, inclusive school climate

Culturally responsive and sustaining teaching

Deeper learning curriculum

Student-centered pedagogy

Authentic assessment

Well-prepared and well-supported teachers

Authentic family engagement

Community connections and integrated student supports

Shared decision-making and leadership

 \square

9

LEARNING POLICY INSTITUTE | Center for School and System Redesign

Research Presentation



Maria E. Hyler

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

LEARNING POLICY INSTITUTE | Center for School and System Redesign

How Teacher Learning Happens



EVERYTHING STUDENTS NEED FOR THEIR LEARNING, TEACHERS NEED



Preparing and Supporting Teachers

Linda Darling-Hammond Jeannie Oakes



PREPARING TEACHERS FOR DEEPER LEARNING



Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza



JUNE 2017







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

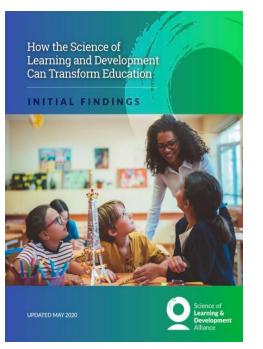
The brain is malleable and always developing Variability in development is the norm

Learning is social, emotional, and academic Relationships catalyze development and learning

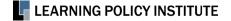
Adversity affects development and learning Children construct knowledge based on their experiences, relationships, and social contexts



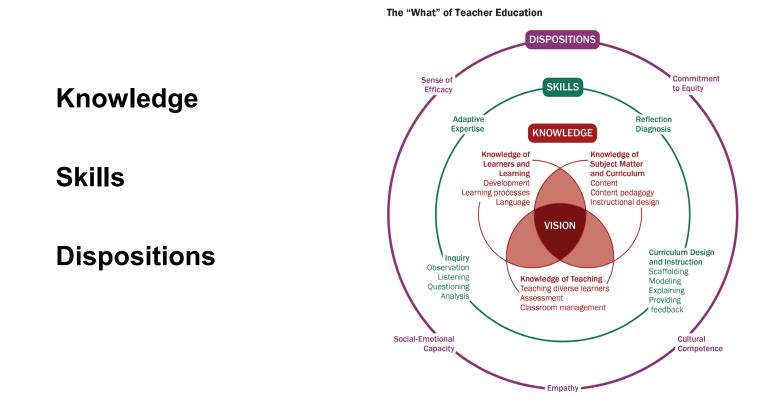
SoLD Alliance and Whole Child Principles







The "What of Teacher Education"



Design Principles for Teacher Preparation



LEARNING POLICY INSTITUTE

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 performancebased 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

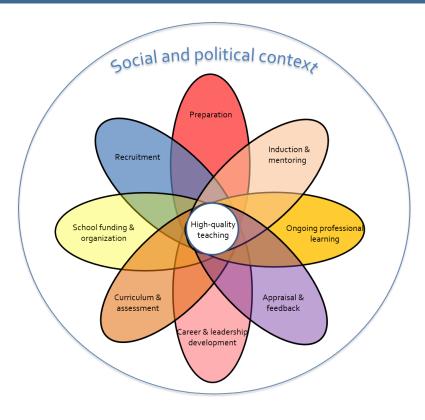


Supportive Developmental Relationships in Communities of Practice

- 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

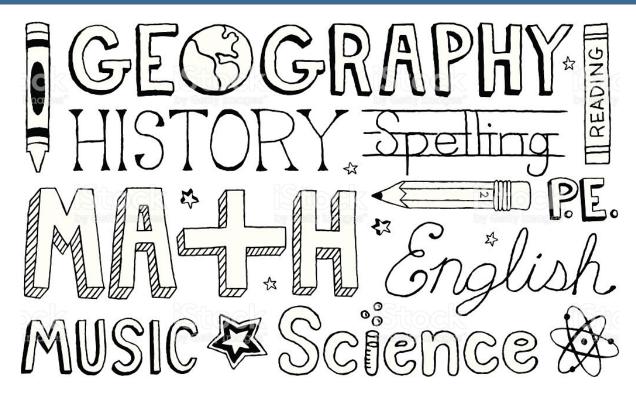






Elements of Effective Professional Development

Content Focus





Active Learning



Collaboration



Models of Effective Practice

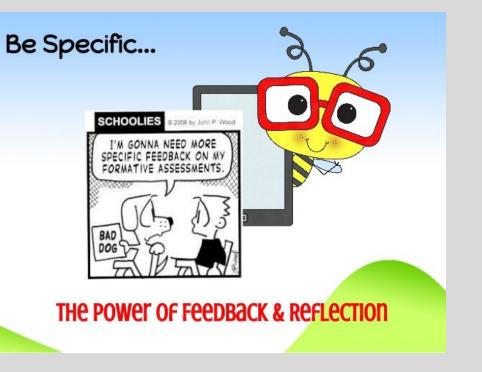
- lesson plans
- unit plans
- sample student work
- observations of peer teachers
- video or written cases of teaching

Coaching and Expert Support





Feedback and Reflection



Sustained Duration





Creating Conditions for Effective Professional Development

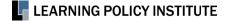
Challenges to Effective PD

School level

- Inadequate resources
- No opportunity for implementation
- School culture

System level

- Lack of shared vision for highquality 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



Carolyne 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 <u>Coherently</u>





Home > Projects

There is a growing consensus around the need to redesign schools from the standardized factory model we have inherited to one that can enable powerful learning and thriting for esch and every student. Redesigning schools for deeper and more equitable learning requires systemic approaches that cultivate strong, supportive relationships and positive climate, enable inch, engaging, studentcentrered learning implement meaningful family and community engagement, and maintail integrated student supports that enable health and well-being for the growing number of children who experience the effects of trausus, povery, discrimitation, and other adverse conditions. Such schools exist, but they are exceptions rather than the norm, and they contend with a policy environment that is not set up to enable or scale their work.

LPPS Center for School and System Redesign supports research, practice initiatives, and policy strategies that can transform educational systems to respond to the needs of young people for an equitable and empowering education in our rapidly changing world. This work aims to enable practitioners, policymaters, families, and community organizations to understand and use the science on how young people grow and learn to develop schools and systems that facilitate meaningful learning in a carring community.

MORE~

Related Topics

Community Schools

Science of Learning and Development

Social and Emotional Learning

Whole Child Education

For more information



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



Sign up for updates, blogs, publications and news from CSSR

Contact Cheryl Jones-Walker, Director, Center for School and System Redesign cjoneswalker@learningpolicyinstitute.org

LEARNING POLICY INSTITUTE | Center for School and System Redesign



Redesigning High Schools

10 Features for Success

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

POLICY

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

REGISTER FOR UPCOMING & WATCH PREVIOUS WEBINARS AT learningpolicyinstitute.org/hs-redesign-series

LEARNING POLICY INSTITUTE | Center for School and System Redesign

MARCH 2024



WEBINAR

Redesigning High School: Preparing Educators and Ensuring Essential Supports