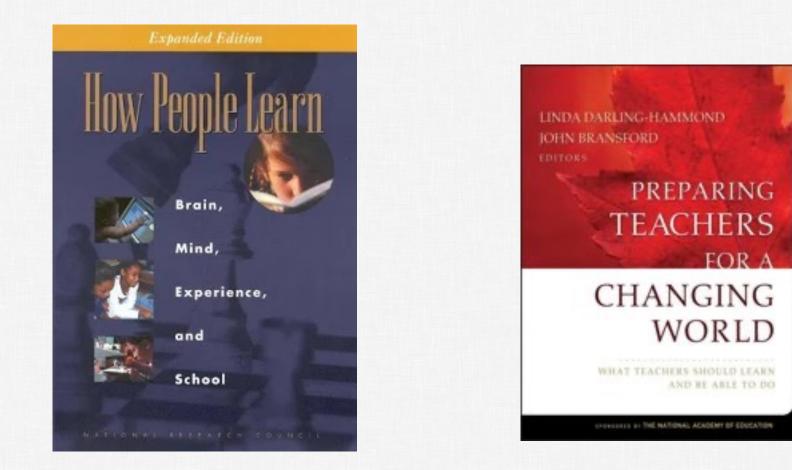
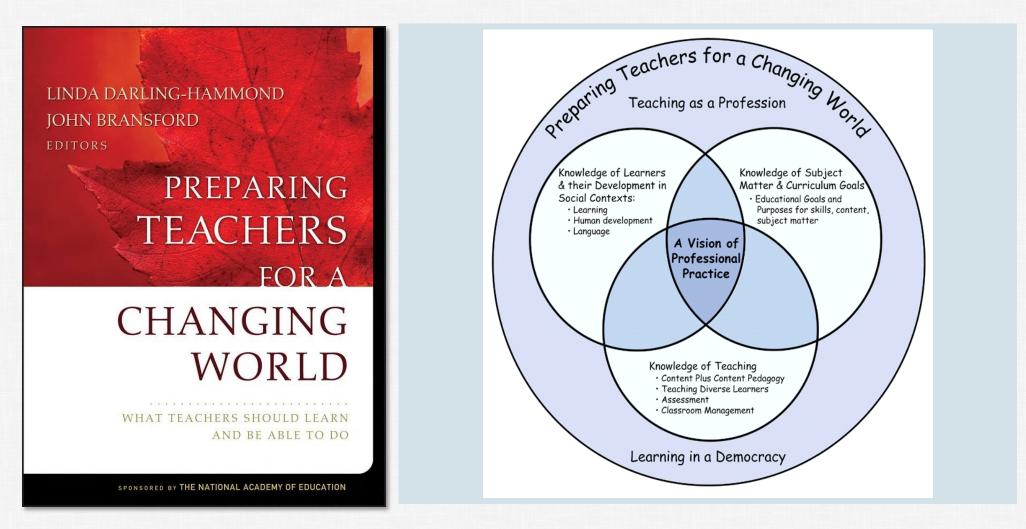
Design Principles for Teacher Preparation Grounded in the Science of Learning and Development

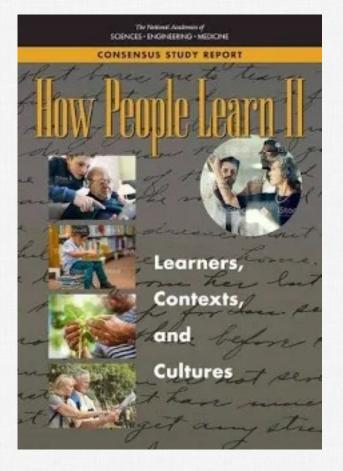
Continuing A Line of Inquiry and Implementation (2000-2010)



Re-envisioning Educator Preparation



That Has Grown Deeper Over Time (2010-2020)



Linda Darling-Hammond Jeannie Oakes



PREPARING TEACHERS FOR DEEPER LEARNING







What We Know from the Science of Learning and Development



- The brain and the development of intelligences and capacities are **malleable** across the lifespan.
- Relationships and experiences determine development. The kinds of experience matter greatly for development and learning.
- Learning relies on **emotional safety and trust** and **on connections** – across neurons & with experiences and cultural contexts.
- Learning is social, emotional, and academic.
- Deep learning is a product of scaffolded inquiry, application, and experience.

What Kind of Schools are Needed?



Drawing out the Implications for Schools



Design Principles for Schools

Putting the Science of Learning and Development Into Action

Learning Policy Institute and Turnaround for Children in partnership with the Forum for Youth Investment and in association with the SoLD Alliance

JUNE 2021

Essential Guiding **Principles for** Equitable Whole-Child



Transformative

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Design Principles for Educator Preparation

Taking the next step in bringing SoLD to educator practice

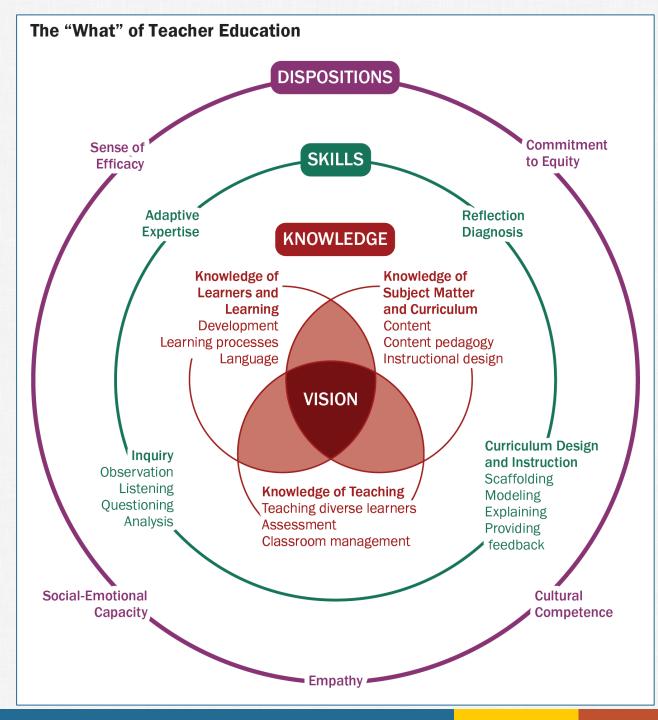
The Design Principles Advisory Committee

- Travis Bristol, Associate Professor of Teacher Education and Education Policy, UC Berkeley
- Megan Franke, Professor, UCLA
- Kay Fujiyoshi, Foundations Year Instructor and Advisor, UTEP
- **Cindy Gutierrez**, Director of Partnerships, Urban Community Teacher Education, CU Denver
- Jenny Langer-Osuna, Professor, Stanford
- Violet Jiminez Sims, former Associate Director, Teacher Education, UConn
- Susan Keesey, Interim Director, Associate Professor in Special Education, Western Kentucky University
- Gloria Ladson-Billings, Kellner Family Chair in Urban Education, UW Madison
- Jeannie Oakes, Senior Fellow in Residence, LPI
- Jabari Mahiri, Professor and William and Mary Jane Brinton Family Chair in Urban Teaching, UC Berkeley
- Gilda Martinez-Alba, Assistant Dean and Professor, Towson University
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- Na'ilah Nasir, President, Spencer Foundation
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- Shael Polakow-Suransky, President, Bank Street College
- Jennifer Robinson, Executive Director, Center for Pedagogy, Montclair State University
- Misty Sato, Associate Professor, University of Canterbury
- Kathy Schultz, Dean, CU Boulder
- Ken Zeichner, Professor Emeritus, University of Washington
- Kimberly Schonert-Reichl, Professor, University of Illinois Chicago
- Lee Schulman, Professor Emeritus, Stanford University
- Carol Lee, Senior Research Fellow, LPI
- Jacqueline Rodriguez, Vice President, Research, Policy, and Advocacy, AACTE
- Dyan Smiley, Associate Director, Educational Issues, AFT
- Blake West, Senior Policy Analyst, Center for Great Public Schools, NEA
- **Rebecca Cheung**, Assistant Dean, Leadership Programs, UC Berkeley (leadership preparation liaison)
- Steve Tozer, Senior Research Fellow, LPI (leadership preparation liaison)

The "What" of Teacher Education:

Knowledge Skills Dispositions



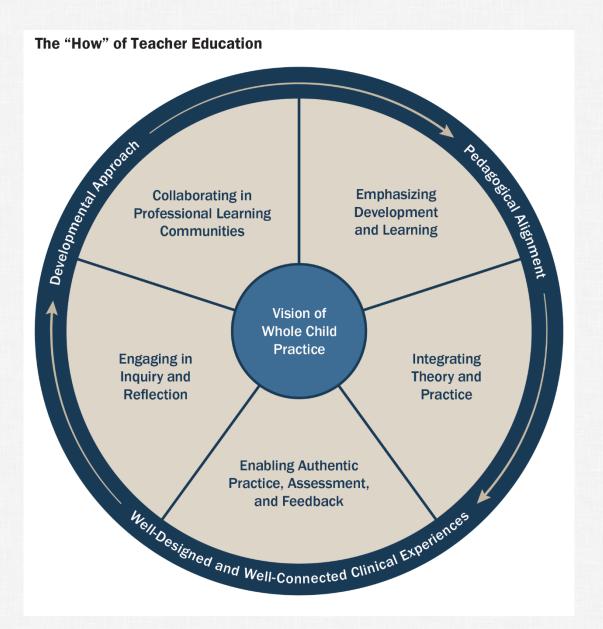
How Teacher Learning Happens



CREATE HANDS-ON EXPERIENCES

MODEL, MENTOR, AND PROVIDE FEEDBACK CREATE COMMUNITIES OF PRACTICE

EVERYTHING STUDENTS NEED FOR THEIR LEARNING, TEACHERS NEED



The "How" of Teacher Education

- Emphasis on Development and Learning as the Foundation of Teaching Decisions and Methods
- Integration of Theory and Practice
- Authentic Practice, Assessment, & Feedback
- Ongoing Inquiry & Reflection
- Collaboration in Professional Learning Communities

DEEPLY KNOWLEGEABLE

Curriculum STUDENT-CENTERED deeply rooted in an Pedagogical understanding of alignment EFFICACIOUS learners, learning, and and modeling development **Teaching that** supports student Supportive **Development of** thriving developmental skills, habits, and relationships in mindsets of an communities of equitable educator practice CULTURALLY RESPONSIVE Rich, experiential learning opportunities REFLECTIVE

Design Principles for Educator Preparation

- 1. Curriculum rooted in a deep understanding of learners, learning, and development
- 2. Development of skills, habits, and mindsets of an equitable educator
- 3. Rich, experiential learning opportunities
- 4. Pedagogical alignment and modeling
- 5. Supportive developmental relationships in communities of practice

Curriculum rooted in a deep understanding of learners, learning, and development

This curriculum fosters knowledge of:

- a. Child, adolescent, and adult development across domains (cognitive, social, emotional, moral, ethical, physical, psychological)
- b. The learning process as it unfolds in sociocultural context
- c. Brain development, neurodiversity, effects of trauma, and how these should inform designs for learning and teaching
- d. Language and literacy development
- e. Content pedagogy and its implications for structuring instruction, representing ideas, and designing disciplinary inquiries
- f. Authentic curriculum and assessment that builds on students' knowledge and experiences
- g. Culturally and linguistically responsive pedagogy using asset-based instruction

Development of skills, habits, and mindsets of an equitable educator – Part 1

Explicit development of "equity-minded dispositions and mindsets" so that candidates develop the:

- a. Capacity to 'see' students fully and come to know them well through an asset-oriented lens.
- b. Diagnostic skills for evaluating, understanding, and addressing students' strengths and needs
- c. Ability to use research and critical equity lenses in engaging all aspects of teaching (planning, design of instruction, analyzing student learning, etc.)
- d. Authentic curiosity about oneself and others, and a positive disposition about learning and equity that supports compassion, care, and elimination of biases
- e. Skills in conceptualizing and translating knowledge of children and curriculum into rich tasks with appropriate scaffolding and supports

Development of skills, habits, and mindsets of an equitable educator – Part 2

Explicit development (including "equity-minded dispositions and mindsets") so that candidates develop the:

- a. Dispositions to support all students well and equitably, including empathy, social and emotional skills, cultural competence, and ability to support children's healthy identity development as well as a professional teaching identity rooted in these capacities
- b. Ability to negotiate school policies toward equitable ends
- c. Communication skills for representing ideas in teaching and for engaging in productive discussions with colleagues and parents
- d. Dispositions and skills for engaging in trauma-informed, healing-oriented practice
- e. Capacity to organize, collaborate, and build partnerships with families and other educators around children's learning needs
- f. Self-awareness and skills of inquiry and reflection to guide continuous learning

Rich, experiential learning opportunities

- a. Immersion in settings that support cultural and pedagogical learning that supports effective and equitable practice for diverse learners
- b. Opportunities for joyful, engaging, compelling, authentic, collaborative learning experiences for candidates, so that they can create the same for students
- c. Use of cases, action research, and inquiry to support purposeful analysis, reasoning through complex practice situations, and reflection on teaching and learning
- d. Support of candidates' motivation, efficacy, purpose, self-direction
- e. Authentic performance-based assessments

These should be part of a scope and sequence for teacher preparation that allows for learning, practice, feedback, skill development, and more practice that grows the capacity for adaptive expertise on behalf of the whole child.

Pedagogical alignment and modeling

- a. Coherent SOLD-aligned vision of learning and development across all university courses and clinical settings
- b. Experiences in both courses and clinical settings that model equitable, culturally responsive, and empowering practice
- c. Integration of theory and practice around a holistic vision for practice as well as the elements of practice
- d. Intentional opportunities to connect learning across courses and clinical settings and to understand how each experience supports their development
- e. Close relationships with PK-12 schools and districts with aligned commitments, a shared vision of practice, and sufficient training for mentor teachers that teacher candidates can observe, practice, receive feedback, and continually grow toward that vision throughout the clinical experience

Supportive developmental relationships in communities of practice

- a. Close "whole-school" partnerships that are focused on development of teachers and teaching, as well as learning, with support for pre- and in-service teachers through professional learning communities, ongoing professional development, and attention to social-emotional learning and wellness
- b. Ongoing consultation, collaboration, and feedback among faculty, mentors, and candidates to support inquiry and growth (ability to provide and use feedback, pose problems and think through solutions together, plan lessons/units, and share insights, strategies, and challenges)
- c. Engagement in shared research and reflection about practice

Other program elements include:

Clear values and resources to support them

Recruitment of diverse candidates and faculty, enabling cultural learning and sharing

Full-year of clinical practice in a partnership school

Ensuring Equitable Access to a Strong, Stable, and Diverse Teacher Workforce

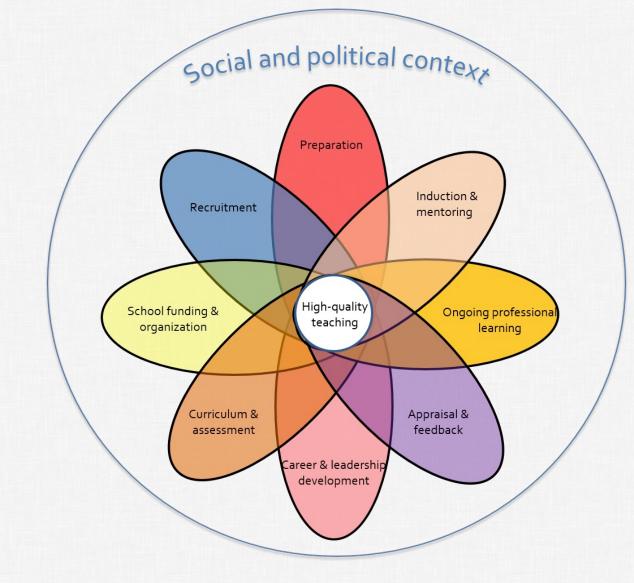
Broad Access to High-Quality Preparation

- 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

- - 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

Developing a System for Quality Teaching



LINDA DARLING-HAMMOND

DION BURNS - CARDL CAMPBELL - A. LIN GOODBIN KARDN HAMMERNESS - EE LING LOW - ANN MUNTYRE MISTURA SATO - RENNETH ZEICHNER

EMPOWERED EDUCATORS

HOW HIGH-PERFORMING SYSTEMS SHAPE TEACHING QUALITY AROUND THE WORLD

