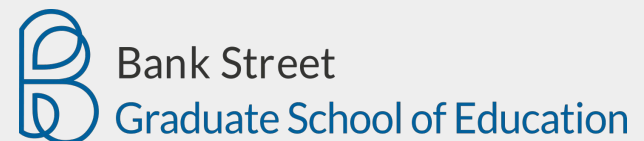
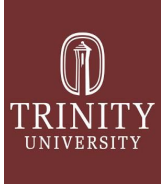




Fall Forum 2024

Revisiting SoLD: An Educator Preparation
Framework for the Current Moment





Funder Acknowledgements

Carnegie Corporation of New York

W. Clement & Jessie V. Stone Foundation

Skyline Foundation

Our Time Together

1. Welcome
2. Framing Today's "Town Hall"-Style Fall Forum
3. 2024-2025 EPL Preview & Policy Connections
4. The Science of Learning and Development (SoLD): Overview & Updates
5. Member Presentations of SoLD-Aligned, Cross-Institutional Research
6. Breakout Discussions & Planning: SoLD as a Framework for the Current Moment
7. Whole-Group Sharing

The “Why” of Today’s Framing & Intentions

- Center EPL theory of action & members’ eagerness to connect (“Town Hall”-style)
- Overview happenings in the network
- Share SoLD updates, applications, resources, and opportunities (build common language for practice, advocacy)
- Think together about pressing, shared challenges in the field
- Learn with and from one another, and lay the groundwork for ongoing and/or future collaboration

2024-2025 Programming

November 2024

World Café (Nov 12)

UCEA Dinner (Nov 21)

MARK YOUR CALENDARS!

February 2025

5th Annual Policy Summit

World Café (Feb 12)

AACTE In-Person Gathering

April 2025

AERA Policy-Focused Site Visit (April 22) & Learning Café

May 2025

World Café (May 21)

June 2025

Spring Convening

**We will also be facilitating regular
Steering Committee & Deans Group meetings*

Science of Learning and Development (SoLD)

The science of learning and development refers to the emerging and growing body of knowledge illuminating how young people best learn and develop. It brings together leading scientists and education experts from a variety of fields –including **neuroscience, epigenetics, learning science, social and emotional learning, early childhood development, the science of adversity, and human development**—to identify and articulate essential insights that can inform how best to transform education systems so that all young people thrive.

[SoLD Allies](#)

Science of Learning and Development (SoLD)

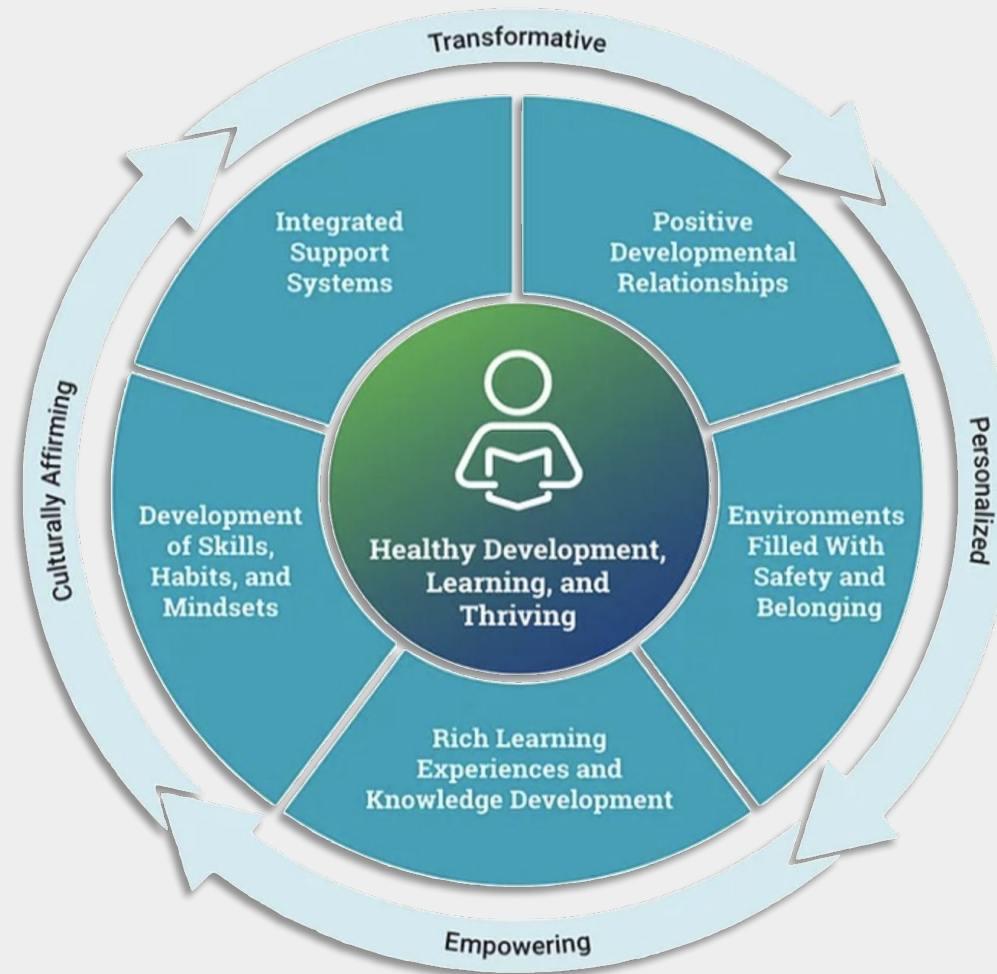


Linda Darling-Hammond
Pamela Cantor
Bethany Little
Scott Palmer

David Osher
Karen Pittman
Todd Rose
Brigid Ahern

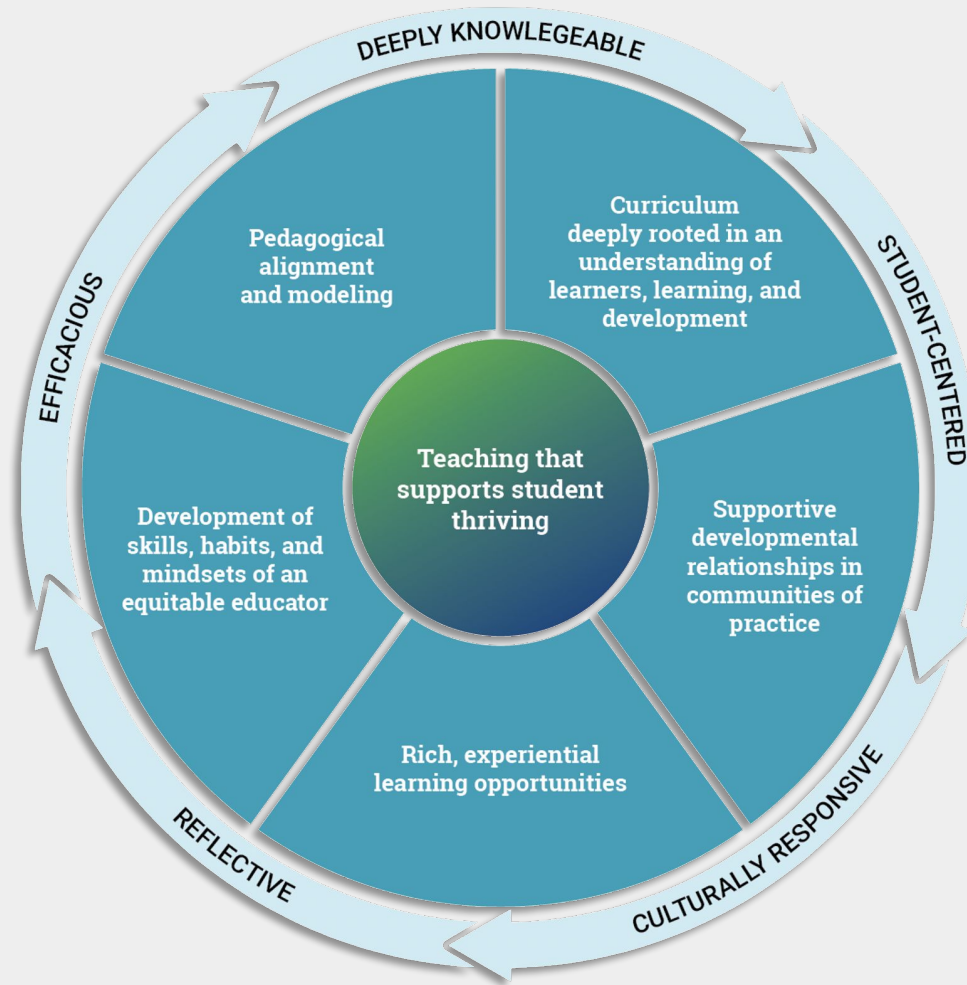
SoLD Advisory Committee

Science of Learning and Development (SoLD)



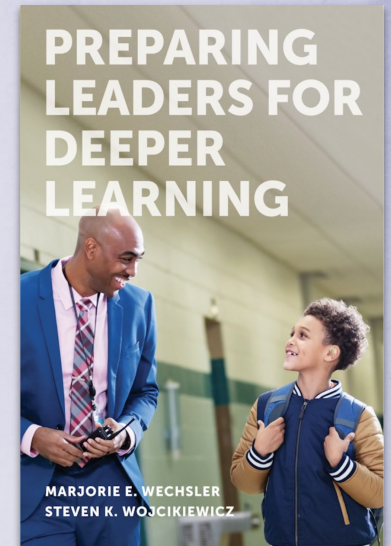
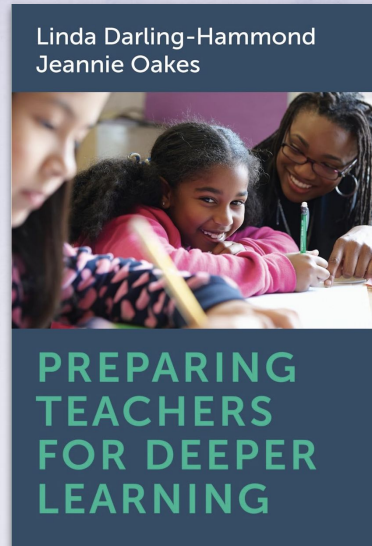
Essential Guiding Principles for Equitable Whole-Child Design

Science of Learning and Development (SoLD)



Teaching That Supports Student Thriving

Synergistic Layers of SoLD




SoLD Resources

Toward a common language for advocacy...

How the Science of Learning and Development Can Transform Education

INITIAL FINDINGS



UPDATED MAY 2020

Science of Learning & Development Alliance

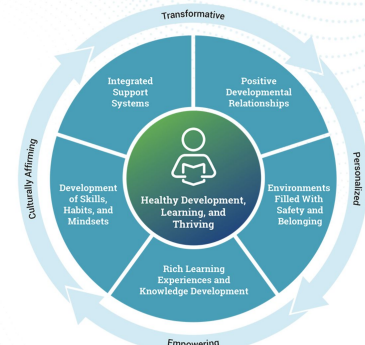
Design Principles for Schools

Putting the Science of Learning and Development Into Action

Environments and life experiences help shape our brains, which are changing and growing throughout our lives. A growing body of science supports the implications for education—that if we are able to create the right conditions for learning, we can help every student learn and thrive. Researchers can use this emerging knowledge to redesign a system in which all students have high-quality learning opportunities that ignite their curiosity and nurture their development.


This playbook points to principles to nurture innovations and effective school models that advance this change. It provides a framework—shown to the right—to guide the transformation of K-12 settings, illustrating how practitioners can implement structures and practices that support learning and development through its five components. These design principles do not suggest a single design or model for change, but rather illuminate the multiple ways that schools can be redesigned to support all learners.

Explore the playbook, or hover over a principle in the pictured framework.



Guiding Principles for Equitable Whole Child Design

Table of Contents



Educator Learning to Enact the Science of Learning and Development

Linda Darling-Hammond, Lisa Flook, Abby Schachner, and Steven Wojcikiewicz
in collaboration with Pamela Cantor and David Osher
and in association with the SoLD Alliance

LEARNING POLICY INSTITUTE

JANUARY 2022

SoLD Resources

EdPrepLab Resource Library

The screenshot shows the EdPrepLab Resource Library website. At the top, there is a dark blue navigation bar with links for ABOUT, NEWS & EVENTS, and CONTACT. Below this is a white header area containing the EdPrepLab logo, a dropdown menu for BROWSE RESOURCES, and other navigation links: ALL TOPICS, RESEARCH, POLICY, and PRACTICE. A search icon is located on the right side of the header. Below the header, there is a breadcrumb trail: Home / Resource Library. The main content area features a large heading for 'Resource Library' and a search bar with the placeholder text 'Enter keywords here' and a 'Search' button. Below the search bar, there is a paragraph of text: 'Our one-of-a-kind resource library is a repository of research, artifacts, and materials that illustrate educator preparation for deeper learning and equity. Resources in our library come from EdPrepLab member institutions, the Learning Policy Institute, and the field at large. Resources are meant to inform practitioners, researchers, policymakers, and the broader community interested in transforming educator preparation.' Below this text is a section titled 'Browse by Focus Area' with three image thumbnails showing people in educational settings.

ABOUT NEWS & EVENTS CONTACT

EdPrepLab BROWSE RESOURCES ALL TOPICS RESEARCH POLICY PRACTICE


Home / Resource Library

Resource Library

Enter keywords here Search

Our one-of-a-kind resource library is a repository of research, artifacts, and materials that illustrate educator preparation for deeper learning and equity. Resources in our library come from EdPrepLab member institutions, the Learning Policy Institute, and the field at large. Resources are meant to inform practitioners, researchers, policymakers, and the broader community interested in transforming educator preparation.

Browse by Focus Area



SoLD Resources

Video Library

The screenshot shows the EdPrepLab website interface. At the top right, there are navigation links for 'ABOUT', 'NEWS & EVENTS', and 'CONTACT'. Below the EdPrepLab logo, there are menu items: 'BROWSE RESOURCES', 'ALL TOPICS', 'RESEARCH', 'POLICY', and 'PRACTICE'. A search icon is located on the right side. The main content area features the heading 'SoLD Video Library for Educator Prep' and a paragraph describing the library's purpose. To the right of the text is a circular diagram illustrating the SoLD framework.

Home

SoLD Video Library for Educator Prep

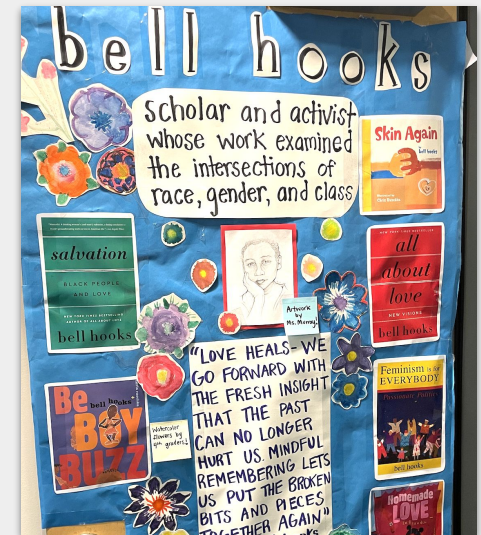
The SoLD Video Library is a repository created to share and disseminate videos and resources that demonstrate the educator preparation [design principles](#). This library provides resources to help educator preparation programs incorporate the science of learning and development (SoLD) and support implementation with guidance and examples from the *Design Principles for Teacher Preparation*. The SoLD-aligned teacher preparation practices demonstrated in these videos offer insight into the ways in which teacher educators both instantiate SoLD in their programs and prepare PreK-12 teachers to align their instruction to the SoLD principles.

Follow Us On Social Media!



The Power of a Shared Research Base, Pedagogical Alignment, Parallel Practice

- Building a shared language
- Honoring, refining, and making visible and explicit the good work you are doing
- Elevating – and leveraging in policy – the expertise and rich practice of our members
- How might we be proactive as well as responsive?



Connecting To Your Practice

How do – or could – the SoLD principles connect to YOUR work (e.g., teaching, leadership, research, higher ed admin, advocacy, policy engagement)?

Fall Forum 2024
Please use this Padlet to capture reflections on your practice and its connections to the SoLD principles. You are welcome -- but not required -- to include your name/affiliation in the post, as well as links to programs, resources, and/or ideas that you think would be illustrative and helpful for the group.

PRINCIPLE 1: Curriculum deeply rooted in an understanding of learners, learning, and development

PRINCIPLE 2: Development of skills, habits, and mindsets of an equitable educator

PRINCIPLE 3: Rich, experiential learning opportunities

PRINCIPLE 4: Pedagogical alignment and modeling

PRINCIPLE 5: Supportive developmental relationships in communities of practice

[Summary of Educator Prep SoLD Principles](#)

Call for Briefs!

EdPrepLab invites members to join in co-authoring an 8-10 page brief on **Culturally Responsive & Sustaining Pedagogy** (CRSP). Brief topics will highlight exemplar programs that demonstrate a deep commitment to CRSP in their coursework and clinical settings and model and scaffold development of CRSP for candidates. **Proposals** requested by December 30.

Spotlighting Published Briefs

UDC—[Grow Your Own](#)

Trinity—[Wellbeing in Teacher Education](#)

HTH—[Restructuring for Equity](#)

LPI—[Relationship Centered Schools](#)

Cross-Institutional Research Seed Grants

EdPrepLab awarded one \$5,000 and four \$10,000 seed grants to support cross-institutional, SoLD-aligned research across the network. Congratulations to all the awardees!



Seed Grant 1 Sharing

ELLA | Social Justice Leadership in International Contexts

Project Research Questions

How is social justice leadership conceptualized by scholars in diverse sociopolitical and cultural contexts?

How do international scholars interpret and integrate SoLD principles into social justice leadership within diverse education settings?

Berkeley
UNIVERSITY OF CALIFORNIA

6

Seed Grant 1 Sharing

ELLA | Social Justice Leadership in International Contexts

Project Team



Seed Grant 1 Sharing

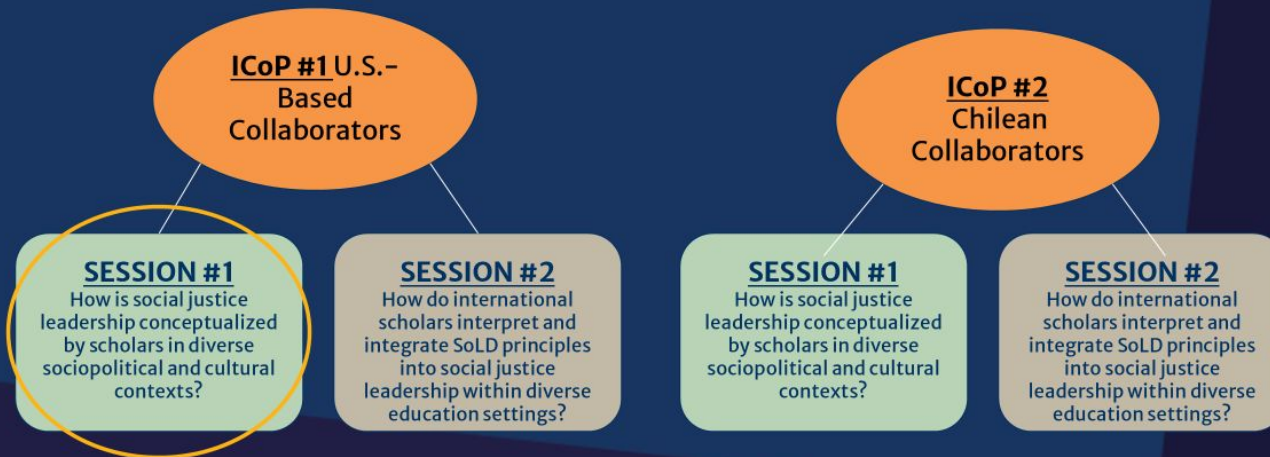


Seed Grant 1 Sharing

ELLA | Social Justice Leadership in International Contexts

Structure of Project

- Facilitate TWO distinct international communities of practice (ICoPs)
- Each ICoP meets for TWO 2–hour sessions
- Each session focuses on ONE of the 2 research questions



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Seed Grant 1 Sharing

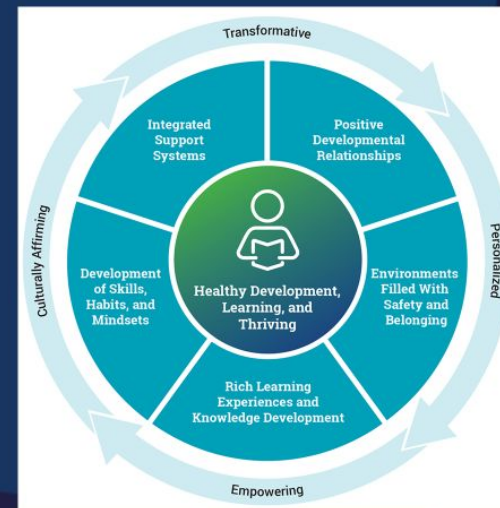
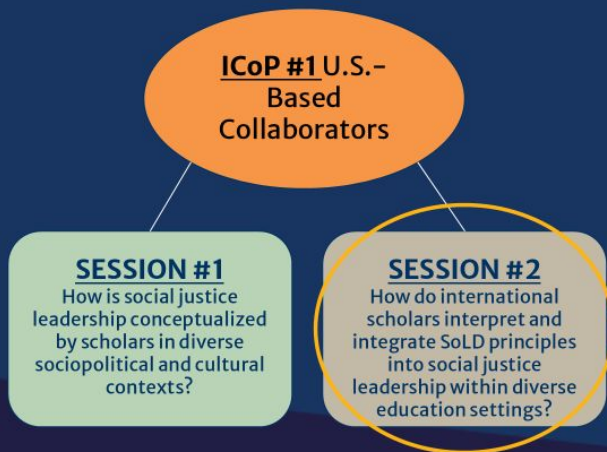


Seed Grant 1 Sharing

ELLA | Social Justice Leadership in International Contexts

Next Steps

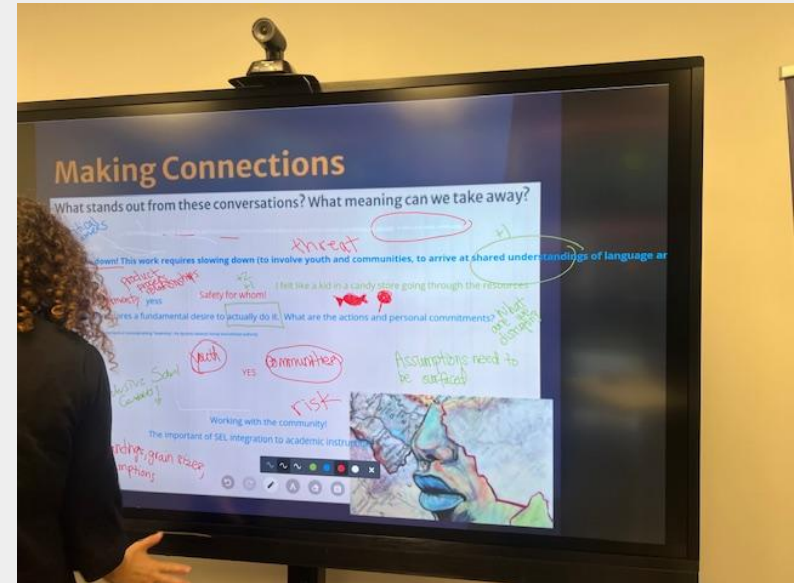
- Second and final ICoP session scheduled for October 10 from 10am-12pm Pacific (same time as today)
- Focus on RQ 2 and the SoLD principles



Science of Learning and Development (SoLD) Framework

Berkeley
UNIVERSITY OF CALIFORNIA

Seed Grant 1 Sharing



Seed Grant 2 Sharing

Strengthening Equity-Centered School Leader
Preparation by Integrating Principles of the
Science of Learning and Development
(SoLD)

MONTCLAIR
STATE UNIVERSITY



Seed Grant 2 Sharing

Strengthening Equity-Centered School Leader Preparation by Integrating Principles of the Science of Learning and Development (SoLD)

Racial Equity is being produced when...Leadership, policies, practices, etc. ...

1. Disrupt racialized systems and patterns that position white people, white norms and culture, and whiteness as superior to students of color, Latinx students, Black students. AND
2. Create more expansive opportunities, access and outcomes for Black and Brown students that ultimately (3.) transforms people's' sense of what is possible for themselves and people with whom they share racial affinities.

Seed Grant 2 Sharing

Equity Leadership in SoLD Principles and Alignment to Project:

- Continuously improve program systems and routines to ensure the achievement of a collaboratively established vision for equity-centered leadership. Provide for continuous learning and development for staff and partners.
- Examine systemic approaches to continuous improvement within a program, personnel should expect that the challenge of preparing equity centered leaders is a long-term learning challenge to all faculty, staff, and partners

Seed Grant 2 Sharing

Project Research Question

How can principal preparation programs in different contexts refine programs to improve preparation of equity-centered principals who are able to lead schools effectively aligned with SoLD principles?

Approach: Network of Improvement (NIC)



Seed Grant 2 Sharing

Equity Leadership and SoLD Leader Preparation

- How can principal preparation programs in different contexts refine programs to improve preparation of equity-centered principals who are able to lead schools effectively aligned with SoLD principles?

Seed Grant 2 Sharing

Developing a Continuum of Anti-Racist Orientation for Leader/Principal Preparation Programs: A Networked Improvement Community (NIC)



Seed Grant 3 Sharing:

Transforming Teacher Education as a Learning Challenge:

How do Equity- and Justice-Focused Teacher Preparation Practices Spread Across Organizational and Institutional Contexts?

Jamy Stillman, PhD, University of Colorado Boulder

Our Collective

Name and Title	Institution
Jessica Charles, Associate Dean, Research and Innovation	Bank Street College
Kay Fujiyoshi, Instructor and Advisor	University of Chicago
Betina Hseih, Boeing Professor of Teacher Education	University of Washington
Margarita Jimenez-Silva, Professor	University of California, Davis
Thomas M. Philip, Professor Faculty Director of Teacher Education	University of California, Berkeley
Jamy Stillman, Associate Professor	University of Colorado, Boulder
Manka Varghese, Professor	University of Washington

The Challenge of Meaningful Programmatic Change

- Growing consensus that teacher education (TE) has failed to prepare teachers “to offer diverse students a strong and culturally responsive education” (Sleeter, 2017, p. 157) and must be transformed.
- In response, many teacher educators are reshaping university TE programs toward equity and justice.

Yet, questions remain about TE’s capacity to prepare teachers for minoritized students. ***This relates to tendencies for equity- and justice-centered teacher education (EJTE) to occur within individual courses or activities, rather than at the program level.***

Why Does EJTE Struggle to Take Root Programmatically?

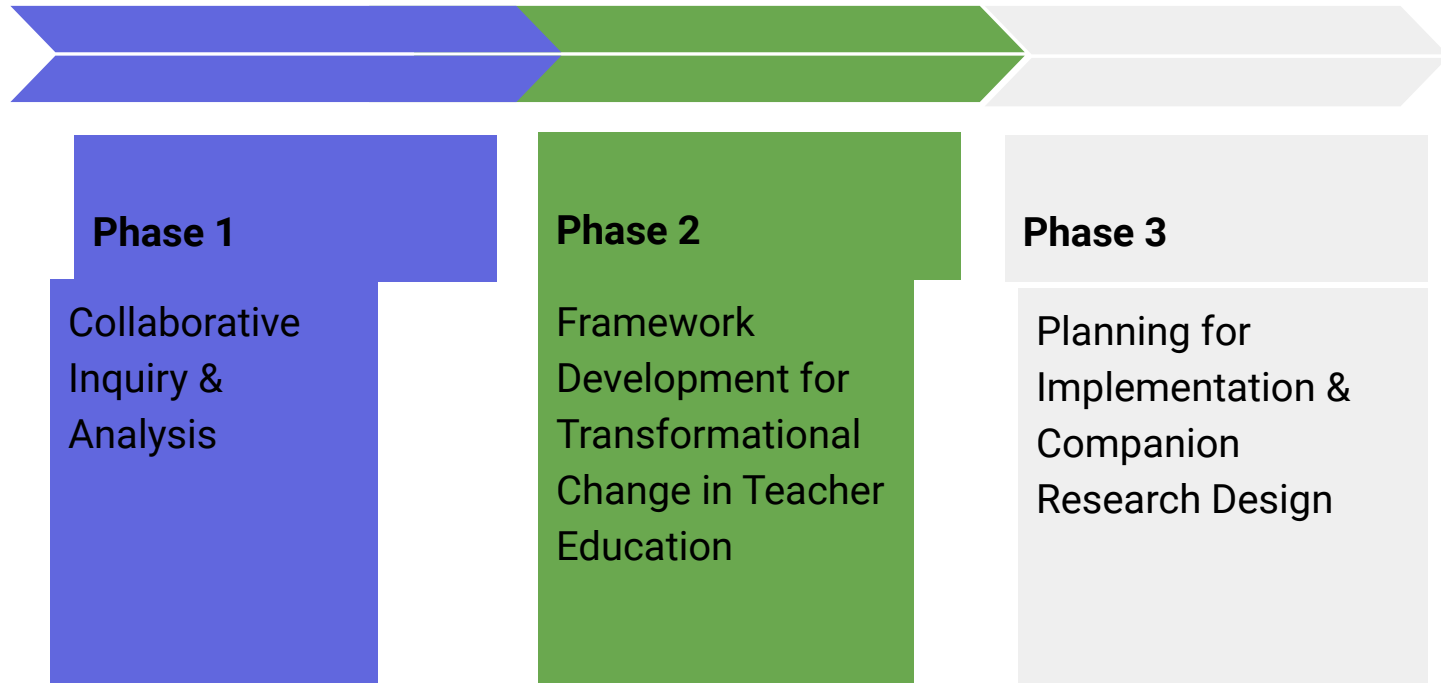
- ***University Teacher Education is complex.***
 - Multiple components
 - Many stakeholders
 - Resource intensive
 - Bound by a complex array of forces that actively challenge or inadvertently undermine EJTE
- ***Teacher Education scholarship typically focuses on individual courses and instructors.***
 - There remains limited empirical evidence of the specific ways that social, political and institutional contexts mediate instantiations of equity- and justice-centered teacher education.
 - When innovations are reported, limited contextual information is provided.
- ***Programmatic change presents a learning challenge.***
 - The field has also struggled to figure out how to “spread” (Coburn, 2003) innovations and ideas across institutions, in contextually sensitive ways that go beyond technical, one-size-fits-all recommendations.

Our Project

In light of this problem, *our work aims to:*

- a. **generate understandings about the institutional/contextual factors that shape the degree to which and how equity- and justice-centered teacher education can take hold (or not) at the programmatic level**
- b. develop a framework for facilitating contextually-sensitive cross-institutional “spread” of equity- and justice-centered teacher education
- c. engage the framework with an even wider range of institutions, particularly those with larger teacher education program enrollments, and conduct research on cross-institutional learning and processes

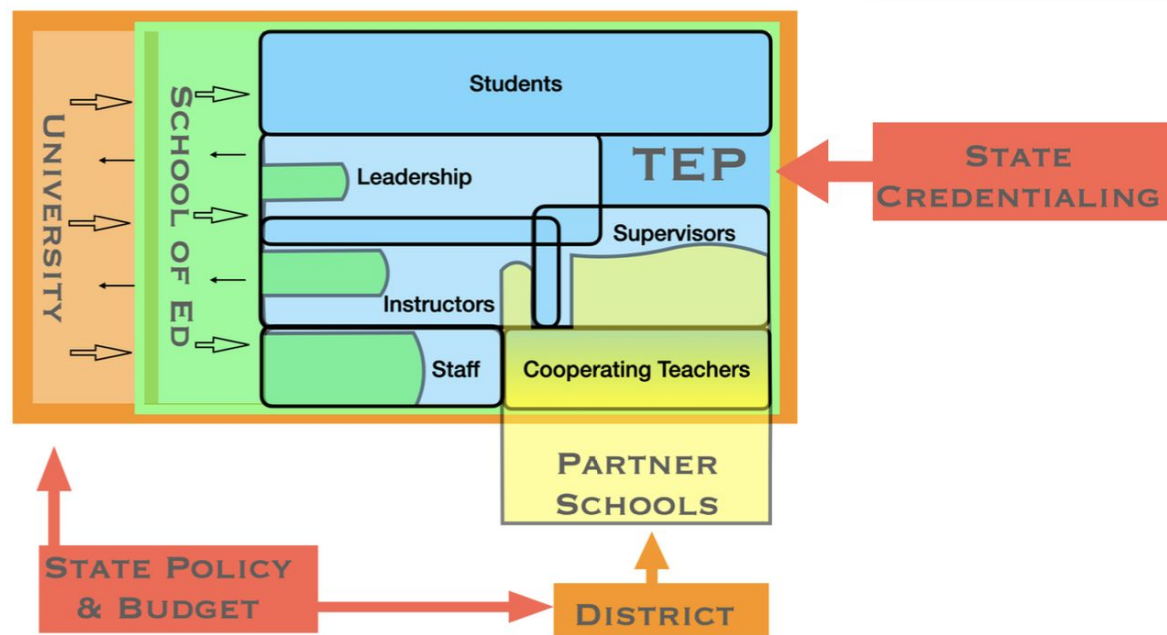
What We've Done and Where We're Going



Theoretical Framework

For example, Philip and colleagues' (2022) analysis of their TE program's redesign illustrates the importance of *context* and *collective process* in facilitating values-driven change at the program level—both of which do not easily “travel” from one program to another.

Figure 1. An Example of the Organization of a University-Based Teacher Education Program



Philip, T., Patel, S., Beckham, K., Wetzel De Cediell, N., Disston, J., Salasin, E., & Altschul, S. R. (2022). Program redesign toward democratic teacher education. *Teachers College Record*, 124(3) 89-114.

Descriptive processes: Unearthing the complexities of “the everyday”



“I rely on the animating power of story to connect your story with mine, and both of ours to larger public stories... in sum, stories of how humanness happens in the making, unmaking, and remaking of it.”

-Patricia Carini

Descriptive Processes as a Window into the Day-to-Day: The Practice of Recollection

- ***The aim of recollection is to use specific and well-developed examples to cast light on an issue and to move the dialogue away from generalities.***
- Recollecting is an exercise of describing, of recalling and sharing experiences that have shaped our individual understandings, our ways of being in the world, and/or connected us with certain values. In our case, recollection can alert us to the inner worlds of our teacher education lives and contexts.
- ***The practice aims to democratize and humanize learning, and to expand and hone our capacities for observation.***

Focusing our recollections

Prepare a recollection about a **challenge in your (day-to-day) work**, in which you're trying to move a practice forward that is **connected to your notion of equity- and- justice-centered teacher education**.

Prepare to tell a story, paying particular attention to these elements:

1. What were/are you trying to achieve?
2. What are some challenges you encountered?
3. How would you classify those challenges or problems? For example, did they emerge from the department? The institution? The students? A policy? Something else? A combination?

Breakout Rooms: SoLD, An Educator Preparation Framework for the Current Moment

Connecting to your institution and context:

What are some ways you are connecting – or could connect – SoLD to your work in relation to practice, research, and/or policy? What ideas were sparked by the SEED grant presentations?

Working through a question:

How might EPL leverage SoLD as a connective tool to help the network address pressing, current issues in the field? Which topics/issues are front-of-mind for you?

Generating next steps:

What ideas do you have for cross institutional inquiry, collaboration, or advocacy? What current projects are you engaged in that might be a good fit for cross-institutional collaboration? How could EdPrepLab support next steps?

[Note Catcher](#)

“Town Hall” Share Space

What are some ways you are connecting – or could connect – SoLD to your work in relation to practice, research, and/or policy?

How might EPL leverage SoLD as a connective tool to help the network address pressing, current issues in the field? Which topics/issues are front-of-mind for you?

What ideas do you have for cross institutional inquiry, collaboration, or advocacy? What current projects are you engaged in that might be a good fit for cross-institutional collaboration? How could EdPrepLab support next steps?

[Contact List](#)

[Feedback Form](#)



Thank YOU for your contributions!

