

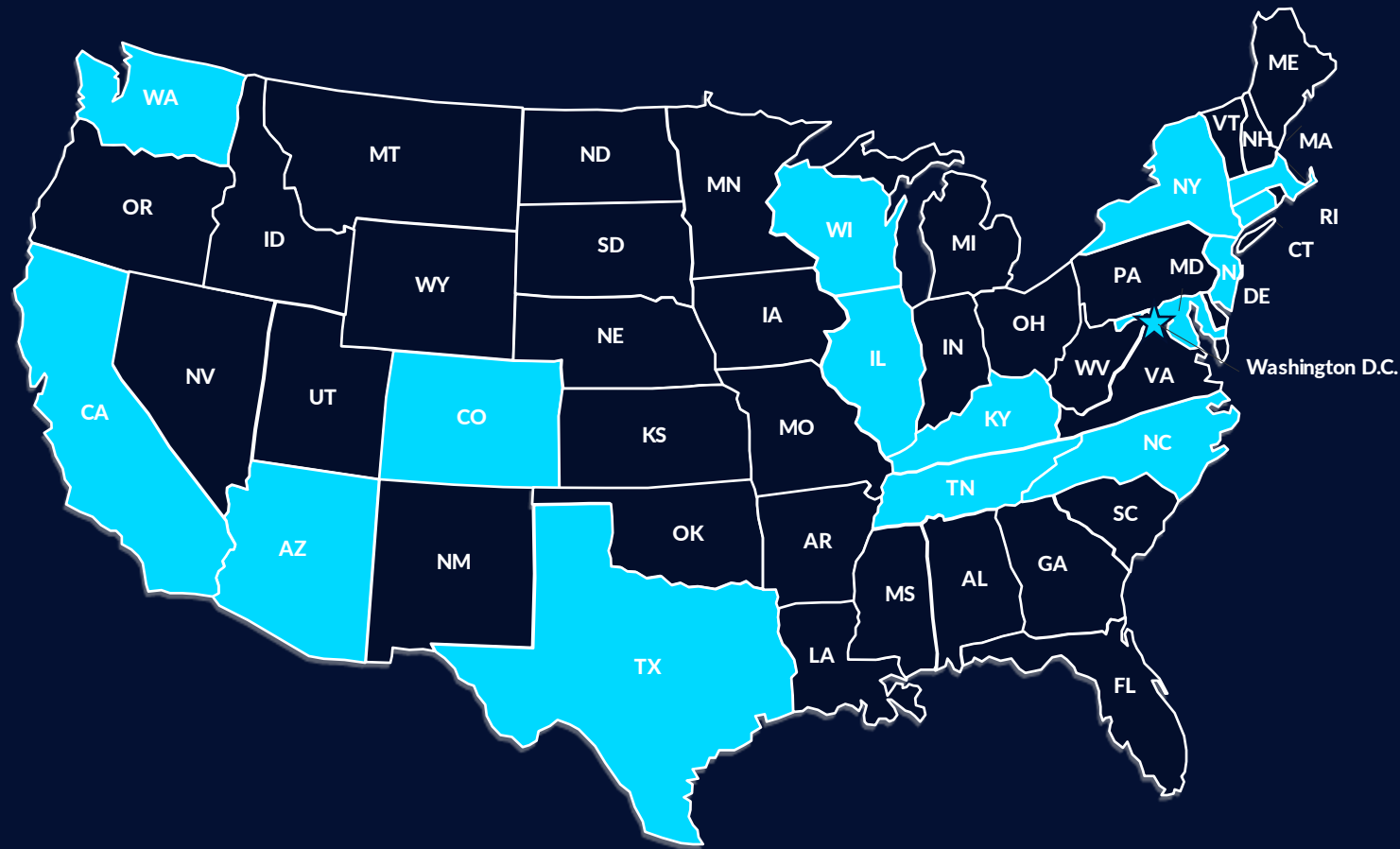
Fifth Annual EdPrepLab Policy Summit

Equipping Educators for Redesigned Schools: Scaling Effective Preparation Models in a Post-ESSER World

Agenda

- Welcome and Introduction
- Presentation
- Panel Discussion
- Q & A
- Upcoming Events and Closing

EdPrepLab - A Nationwide Network



Special thanks to...

Carnegie Corporation of New York
W. Clement & Jessie V. Stone Foundation
Skyline Foundation

•

For information, resources, and events: www.edpreplab.org

[ABOUT](#) [NEWS & EVENTS](#) [CONTACT](#)



[BROWSE RESOURCES](#) [ALL TOPICS](#) [RESEARCH](#) [POLICY](#) [PRACTICE](#)



Transforming Educator Preparation

Changing the landscape of teacher and leader preparation by supporting and guiding the collaboration of preparation programs, school districts, and policymakers.

[SEARCH SYLLABI](#), [COURSE MATERIALS](#), [RESEARCH](#), AND [OTHER MATERIALS](#)



Search

FOCUS AREAS



[Research >](#)



[Policy >](#)



[Practice >](#)

Keynote Presentation



Linda Darling-Hammond

President & CEO
Learning Policy Institute

Transforming Schools and Educator Preparation

Linda Darling-Hammond,
Learning Policy Institute



We have experienced
A public health crisis
An economic crisis
A climate crisis and
A civil rights crisis

**All of which have highlighted longstanding inequalities
in our society and education system**

And public
education
is deeply
threatened

Declining enrollments

Flight to pods, microschools, home schooling

Disengagement and Chronic absenteeism

Slow academic recovery

Growing achievement gaps

Expansion of vouchers for private schools

As is Teacher Education

In most states alternate routes and backdoor avenues are growing as shortages grow

In Texas, most districts can now hire teachers without certification

Growing costs and declining financial aid for preparation are putting traditional programs out of reach for many debt-ridden students, disproportionately teachers of color

Recent events are threatening the core principles of student-centered, culturally responsive preparation for inclusive classroom practices

In Human
History,
Such
Moments
often Lead to
Generational
Social
Changes



But The System We Inherited Still Impedes Transformation at Scale

“One cannot understand the history of education during the 20th century unless one realizes that E.L. Thorndyke won, and John Dewey lost.”

-- Ellen Condliffe Lagemann, *An Elusive Science: The Troubling History of Education Research*

REPORT OF THE COMMITTEE
OF TEN ON SECONDARY
SCHOOL STUDIES • WITH THE
REPORTS OF THE CONFERENCES
ARRANGED BY THE
COMMITTEE

1894



100



FURNISHED FOR THE NATIONAL EDUCATIONAL
ASSOCIATION BY THE AMERICAN BOOK
COMPANY • NEW YORK, CINCINNATI, CHICAGO
M D CCC XC IV

Most of our Curriculum Was
Designed in 1892



Schools Designed in the Early 1900s Adopted the Factory Model

- Large schools were designed to pass students along an efficient assembly line
- Scientific managers adopted the Prussian “age-grading” system and the “platoon” system to create efficient processing of students
- Teachers were placed as individual workers on the assembly line to plan & teach alone
- Curriculum was prescribed based on time and motion studies and focused on rote learning
- Tracking was designed to create different conveyer belts for students by race & class
- Schools were explicitly designed to “select and sort” rather than to develop talent

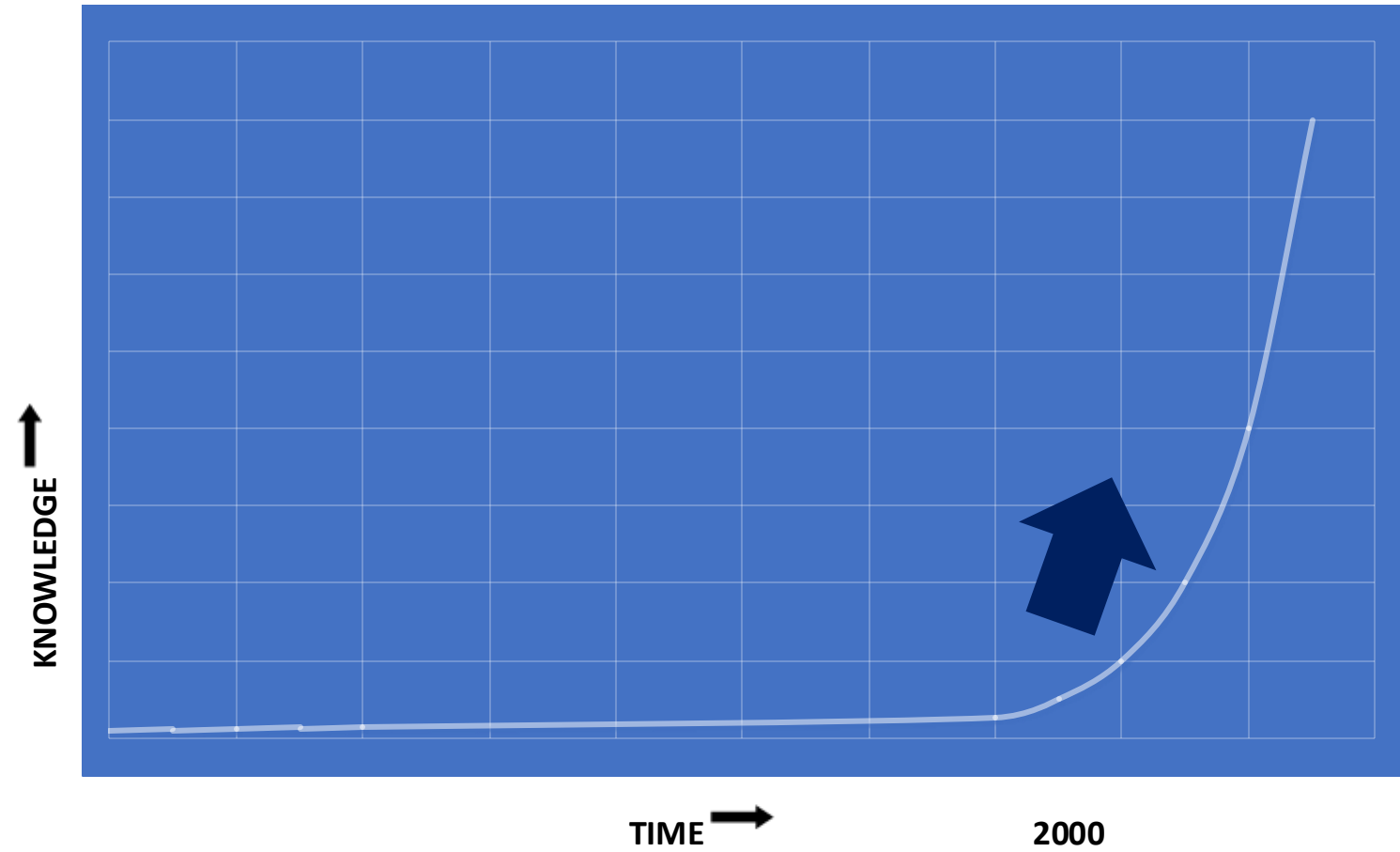


(Tyack, *The One Best System*; Callahan, *The Cult of Efficiency*)

Meanwhile, the world has changed
dramatically

Knowledge is Growing Exponentially

The advent of AI is accelerating this growth: Forecasts predict that 30% of current jobs will disappear or be radically redesigned by 2030 due to AI.





Teaching for Learning Ability



- The abilities to:
- Find and apply knowledge
- Analyze, evaluate, integrate
- Communicate and collaborate
- Take initiative
- Find and use resources
- Plan and implement
- Self-manage and improve
- Learn to learn

And We Know More about Learning: Principles from the Science of Learning and Development

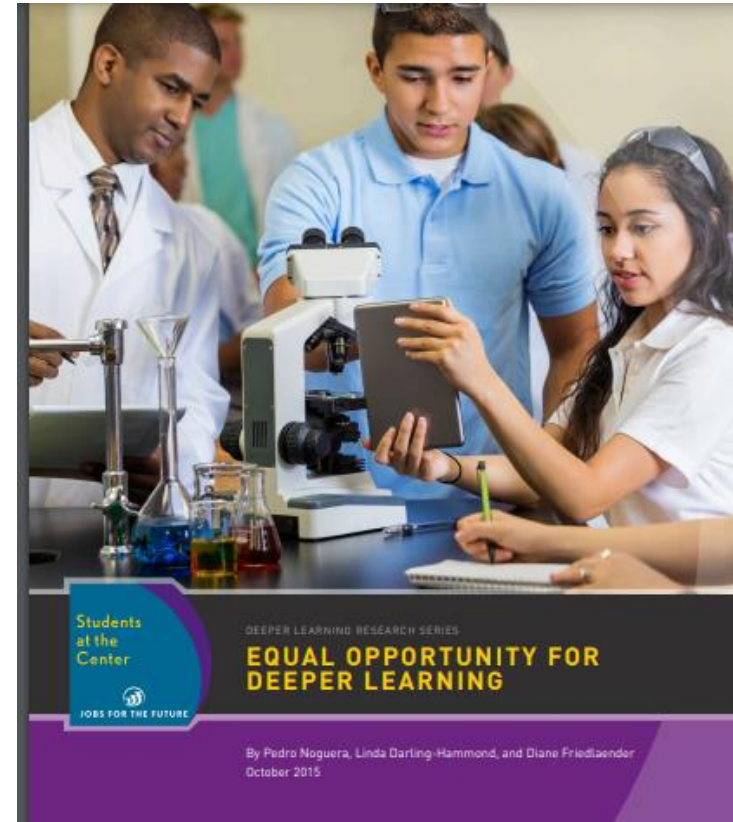
- The brain is *always* developing as a product of relationships and experiences. ***The quality of those relationships and experiences matters greatly.***
- Learning is social, emotional, and academic.
- Variability is the norm. The “average” represents almost no one.
- Students’ perceptions of their own ability influence learning.
- Trauma and adversity affect learning. Relationships are key for healing.
- A child’s best performance occurs under conditions of low threat and high support in settings where they are accepted, respected, and enabled.

What Kind of Schools Do We Need?

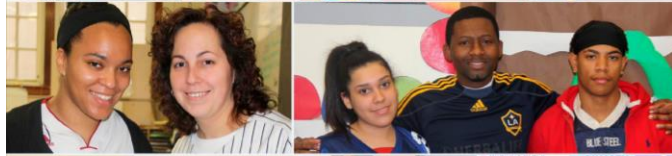


Common Features of Successfully Redesigned Schools

1. Small learning communities
2. Personalization through advisories and teaching teams
3. Authentic community-connected curriculum focused on deeper learning
4. Performance assessments & exhibitions
5. Adaptive, culturally responsive pedagogy
6. Restorative practices
7. Student supports (routinely available)
8. Family engagement
9. Expert teachers with time for collaborative planning and learning
10. Enlightened and skillful leaders



Yet these schools still live at the margins of most systems



Teaching the Way Students Learn Best Lessons from Bronxdale High School

Jacqueline Ancess, Bethany Rogers, DeAnna Duncan Grand,
and Linda Darling-Hammond

• learningpolicyinstitute.org



Social Justice Humanitas Academy

A Community School Approach
to Whole Child Education

Marisa Saunders, Lorea Martínez, Lisa Flook, and Laura E. Hernández



MAY 2021



Teaching for Powerful Learning

Lessons From Gateway Public Schools

Channa M. Cook-Harvey, Lisa Flook, Emily Efland,
and Linda Darling-Hammond



OCTOBER 2020

What Are the Implications for Educator Preparation?



Mutual Transformation is Essential



Partnerships with redesigned and redesigning schools

Support for the redesign process

Openness to feedback & change on behalf of learners' success



Shared commitment to mutual transformation, including:

Reimagining the teaching role

Redesigning school structures for personalization and greater equity

Focus on deeper learning and community connections



New relationships with districts, unions, and communities

Residencies

Grow Your Own Programs

Apprenticeships

Teaching academies

High-Quality Learning Opportunities

- Practice-based, scaffolded coursework
- Intensive, supported, year-long clinical experiences

Candidate Supports

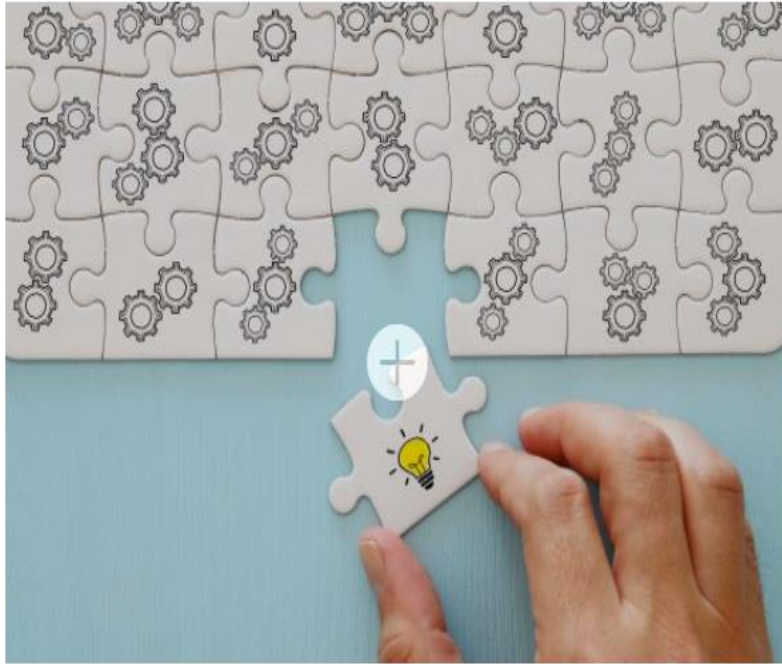
- Paid stipends for living expenses
- Advisory and exam supports

Essential Infrastructure

- District-EPP partnerships, operating with shared program governance
- Strategic Staffing
- Experienced, trained mentors in co-teaching classroom settings
- Clinical faculty site coordinators
- Embedded, reflective improvement practices

Texas Residency Design

The Elements of Mutual Transformation



Redesign Educator Preparation in Partnership with Redesigned Schools

Reorganize Schools and EPPs for Relationships and Responsiveness

Leverage Experiential Learning Opportunities for Students & Candidates

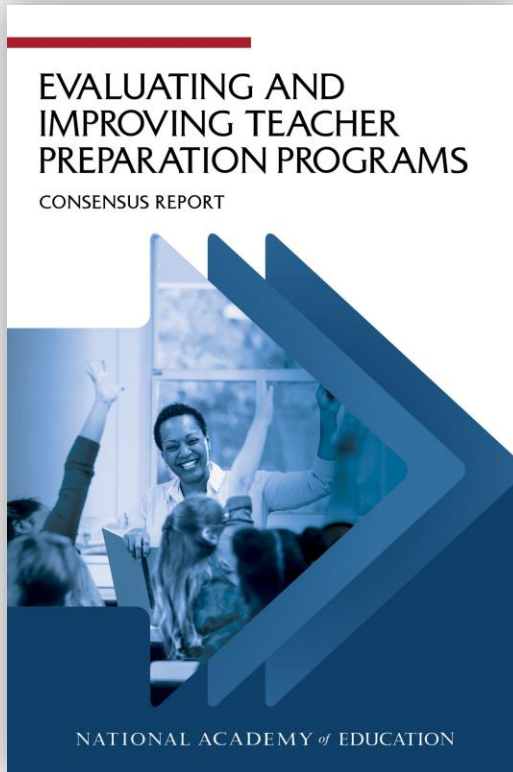
Rethink Staffing Patterns and Collaboration Strategies for Adults

Reform Curriculum & Assessment to Support the Development of Learning Ability

Strengthen Coherent, Clinical Preparation for Student-centered Practice

What Policies are Needed to Enable Systemic Progress at Scale?

POLICY FACTORS



A critical educational goal — one in which teacher preparation programs (TPPs) play a vital role — is to recruit, prepare, and retain a qualified and diverse teacher workforce, generating a supply of teachers that is responsive to demand to ensure that all students are taught by well-prepared, culturally responsive teachers.

TPP Factors

- Recruit teacher candidates
- Prepare teacher candidates to teach in diverse communities
- Evaluate and improve TPP programming to meet the goals of educating students

Policy and Contextual Factors

- Incentives for teaching (compensation, working conditions, respect for the profession, etc.)
- Affordable access to TPPs (forgivable loans, scholarships, paid student teaching, etc.)
- Teacher entry policies (whether candidates can or cannot teach on emergency permits)
- Funding and resources that influence teaching conditions
- Social policies and practices that reduce or exacerbate inequities impacting the education of prospective teachers

How Can We Change the Policy Context?



Local Initiatives

Program and district / school innovations

Partnerships with local governments & organization



State Initiatives

Residencies, GYO programs, apprenticeships

New approaches to licensure and accreditation informed by the profession



Federal Initiatives

?????

TBD

Transformation Requires Struggle

“Power concedes nothing without a demand. It never has, and it never will. If there is no struggle, there is no progress. Those who profess to favor freedom, and yet deprecate agitation are men who want crops without plowing the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its waters.”

-- Frederick Douglass

Panel Discussion



Cheryl Holcomb-McCoy

President and CEO,
AACTE



Brent Maddin

Executive
Director, Next
Generation
Workforce
Initiative, Arizona
State University,
Mary Lou Fulton
Teachers College



Jessica McLoughlin

Associate
Commissioner,
Department of
Educator
Preparation,
Certification, and
Enforcement, Texas
Education Agency



Susan Tancock

Associate Dean for
Undergraduate and
Graduate Studies,
Teachers College,
Ball State
University



Claudia Martinez

Associate Vice
Provost of
Educator
Programs,
University of
California, Office
of the President

Upcoming Events

February 22, 2025

EdPrepLab Reception at AACTE

March 3, 2025

**Syllabus Workshop/Practitioner Inquiry Space
(EPL members only)**

April 22, 2025

EdPrepLab Policy Exchange: Research, Practice, and Policy in Dialogue

May 15, 2025

World Cafe 4

**Developing the Equitable Educator:
Pre-service and In-service Early Career Support**

members, check your email for invitations and registration links

Thank You

EdPrepLab

edpreplab.org

Learning Policy Institute

learningpolicyinstitute.org

Bank Street Graduate School of Education

graduate.bankstreet.edu

Stay Informed

[Linkedin](#)

[Facebook](#)

[Email](#)

bit.ly/LPlupdates

EdPrepLab is supported by the Carnegie Corporation of New York, Ibis Group, Skyline Foundation, Spencer Foundation, W. Clement & Jessie V. Stone Foundation, and Yidan Prize Foundation.