

Whole Child Policy

Building Adult Capacity and Expertise



March 1, 2023

Transforming State Education Policy Through a Whole Child Approach



WEBINAR | OCTOBER 26, 2022

Whole Child Policy: Putting the Science of Learning and Development Into Practice

Co-Sponsored by AASA, The School Superintendents Association; Science of Learning & Development (SoLD) Alliance; and the Learning Policy Institute



WEBINAR | DECEMBER 7, 2022

Whole Child Policy: Setting a Whole Child Vision

Co-Sponsored by AASA, The School Superintendents Association; National Association of State Boards of Education; Science of Learning & Development Alliance; and the Learning Policy Institute



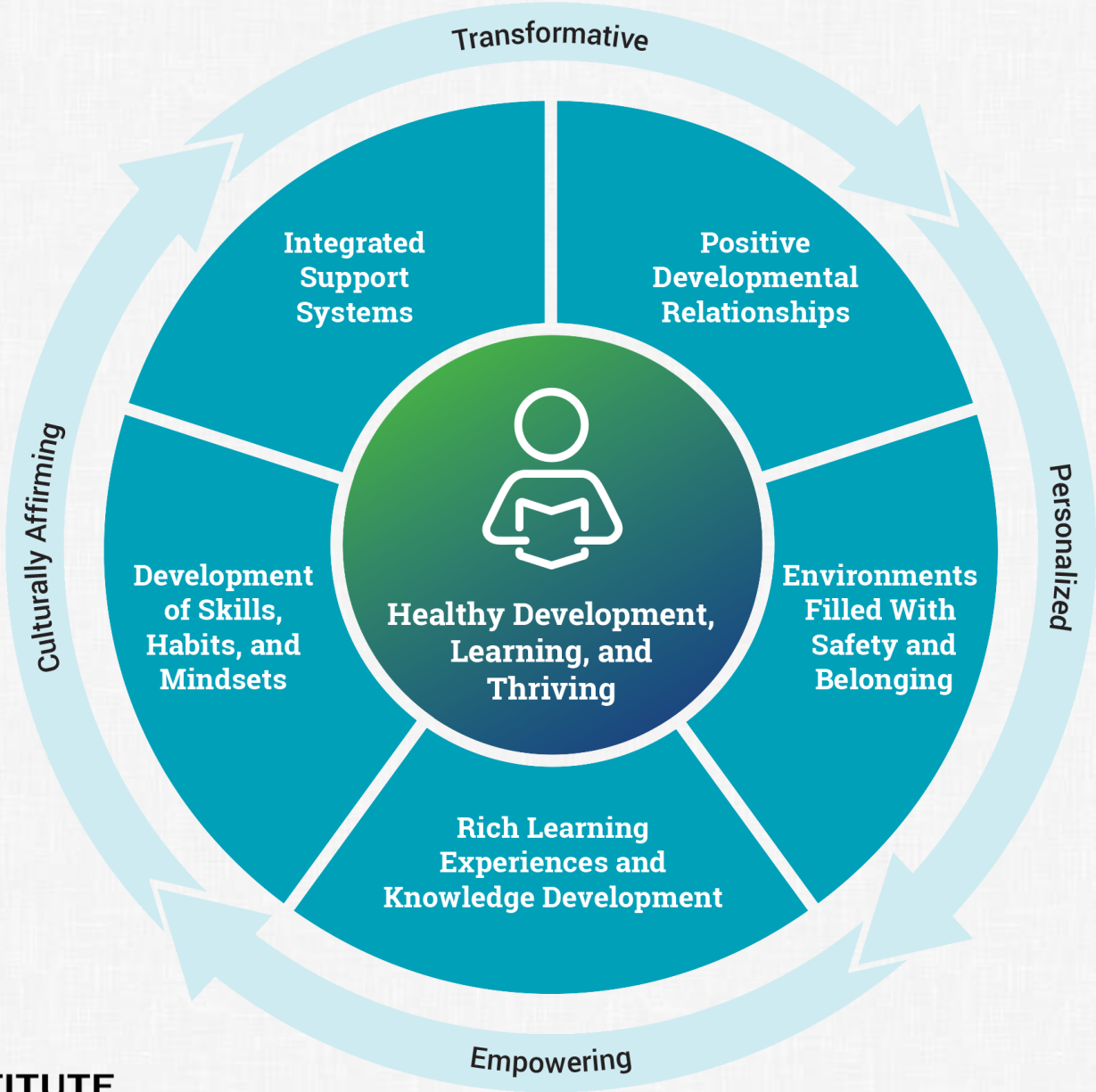
WEBINAR | JANUARY 18, 2023

Whole Child Policy: Transforming Learning Environments

Co-Sponsored by AASA, The School Superintendents Association; Collaborative for Academic, Social, and Emotional Learning; Science of Learning & Development Alliance; and the Learning Policy Institute



Guiding Principles for Equitable Whole-Child Design





WHOLE CHILD POLICY TOOLKIT

What Is Whole Child Policy?

POLICY ELEMENTS

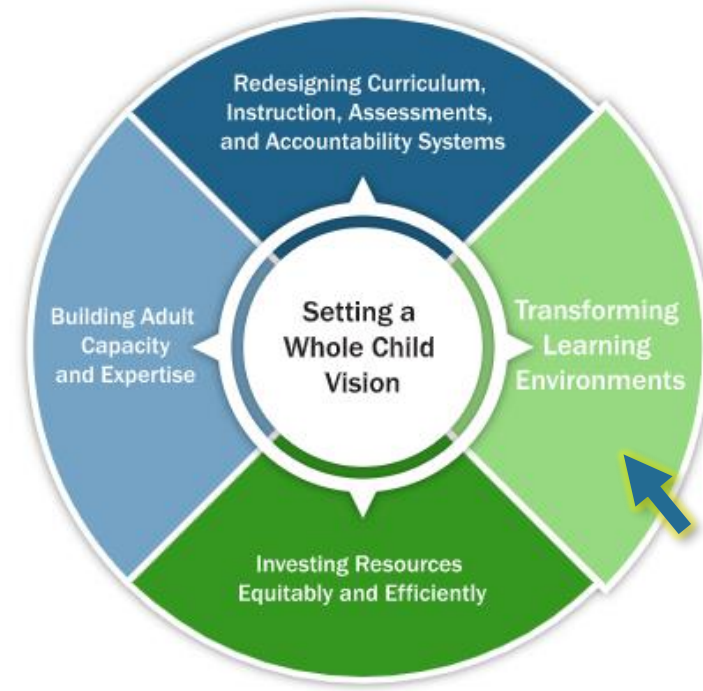
- ▶ Setting a Whole Child Vision
- ▶ Transforming Learning Environments
- ▶ Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
- ▶ Building Adult Capacity and Expertise
- ▶ Investing Resources Equitably and Efficiently

RESOURCES & TOOLS

- State Policy Library
- Resource Library
- Related Initiatives
- Acknowledgments
- About the Whole Child Policy Table

This toolkit is designed to give state policymakers and education leaders the strategies, tools, and resources to advance whole child policy and systems change. A whole child education prioritizes the full scope of a child’s developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic—to ensure that all children are able to reach their full potential. A whole child approach is built on the understanding that students’ education and life outcomes depend on their access to positive relationships inside and outside of school, a safe learning environment, and deeper learning opportunities.

The whole child approach builds on decades of research from the [science of learning and development](#) that defines the environments and experiences that children need to thrive. It also draws on the [policy agenda](#) set by the [National Commission on Social, Emotional, and Academic Development](#), which brought together leaders from education, policy, research, business, and the military to make recommendations on how to ensure that students’ social, emotional, and cognitive development is centered in schools.



Shifting toward a whole child education has far-reaching implications for our education system, requiring greater

Speakers



Marjorie Wechsler
Principal Research Manager, LPI



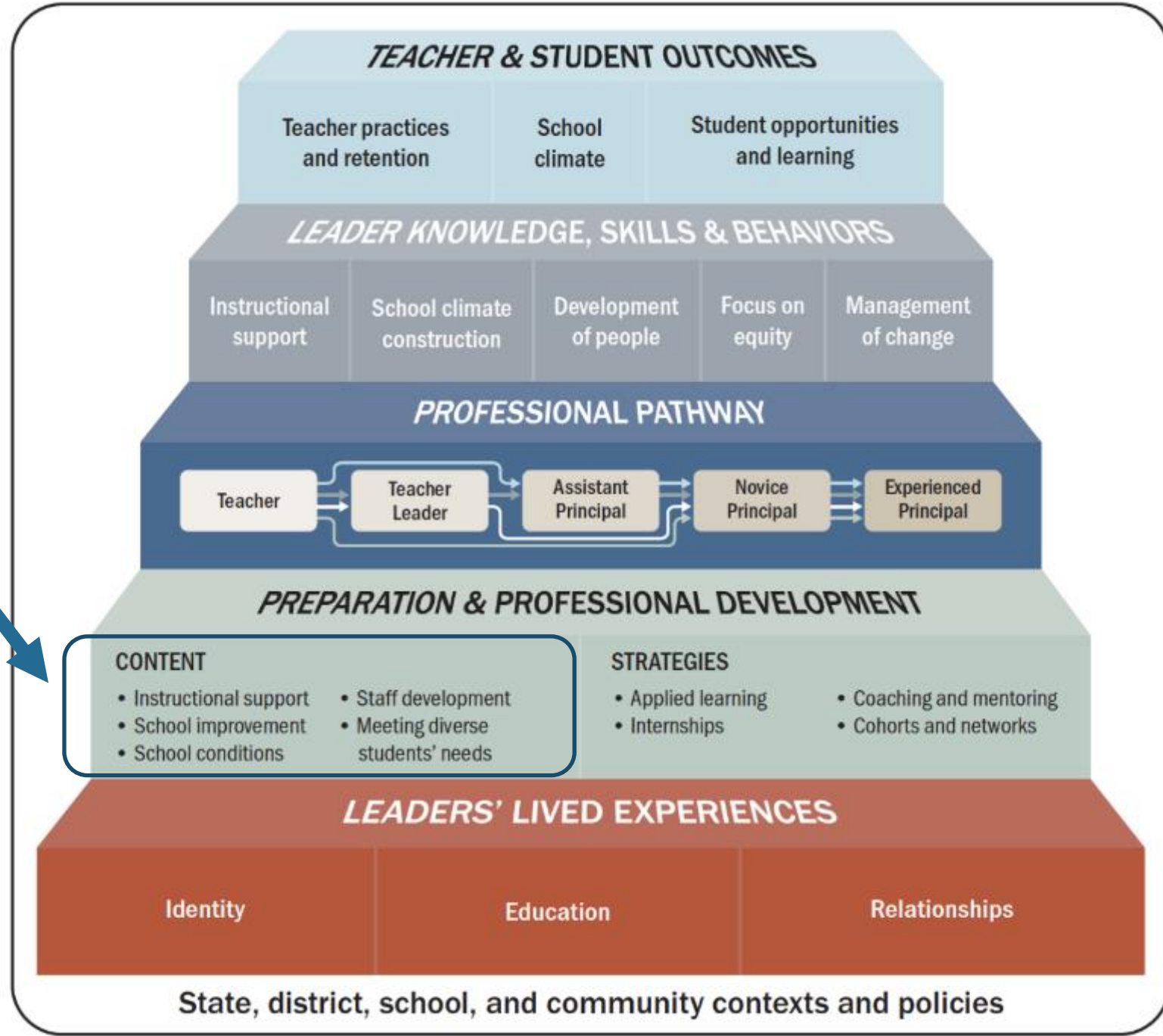
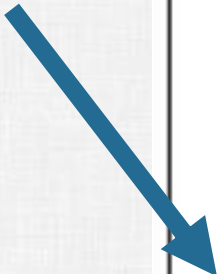
Maria Hylar
Senior Researcher, LPI; Director, EdPrepLab

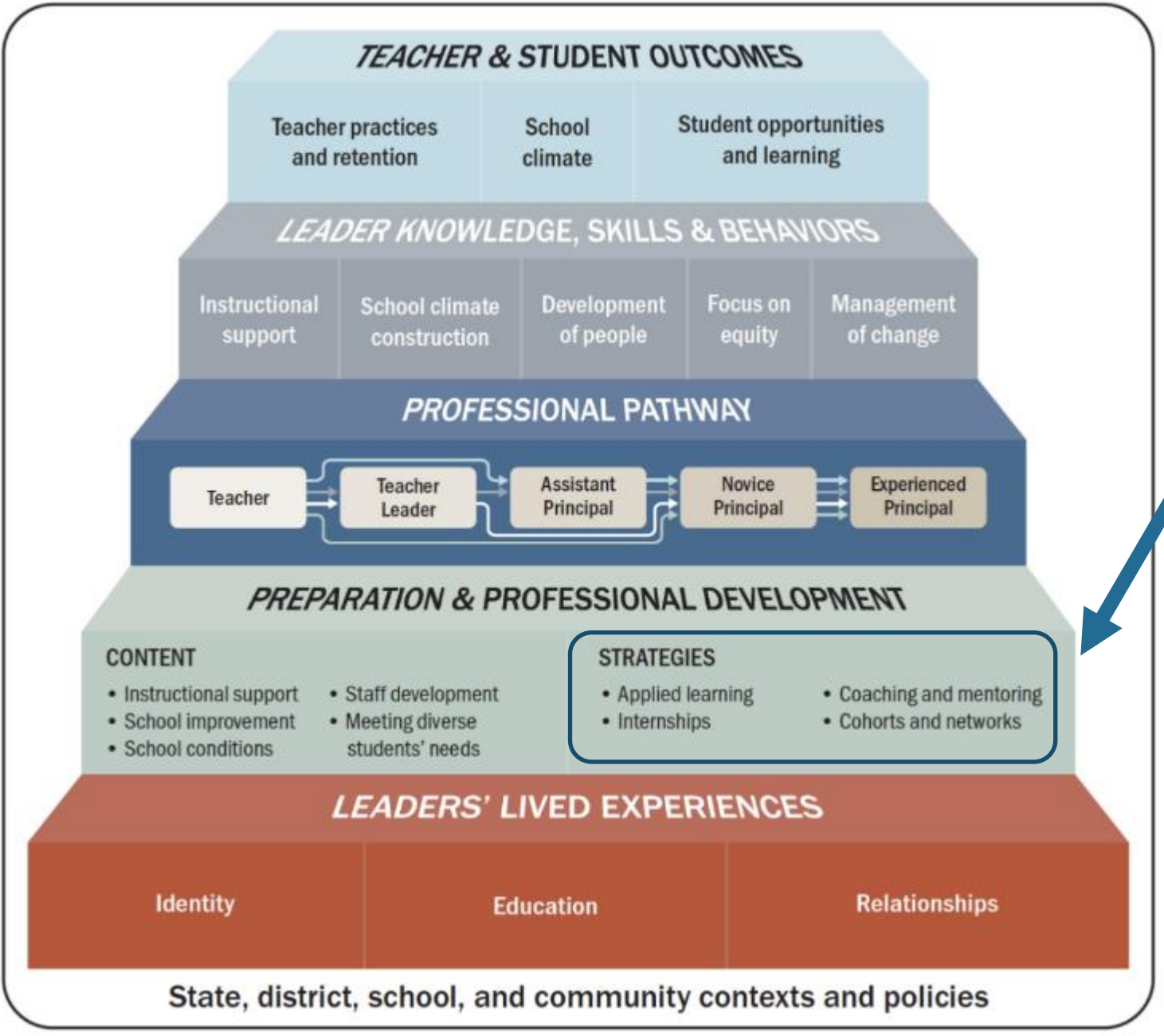
Principals matter.



Content

- ▷ Instruction
- ▷ School improvement
- ▷ School conditions
- ▷ Staff development
- ▷ Meeting students' needs

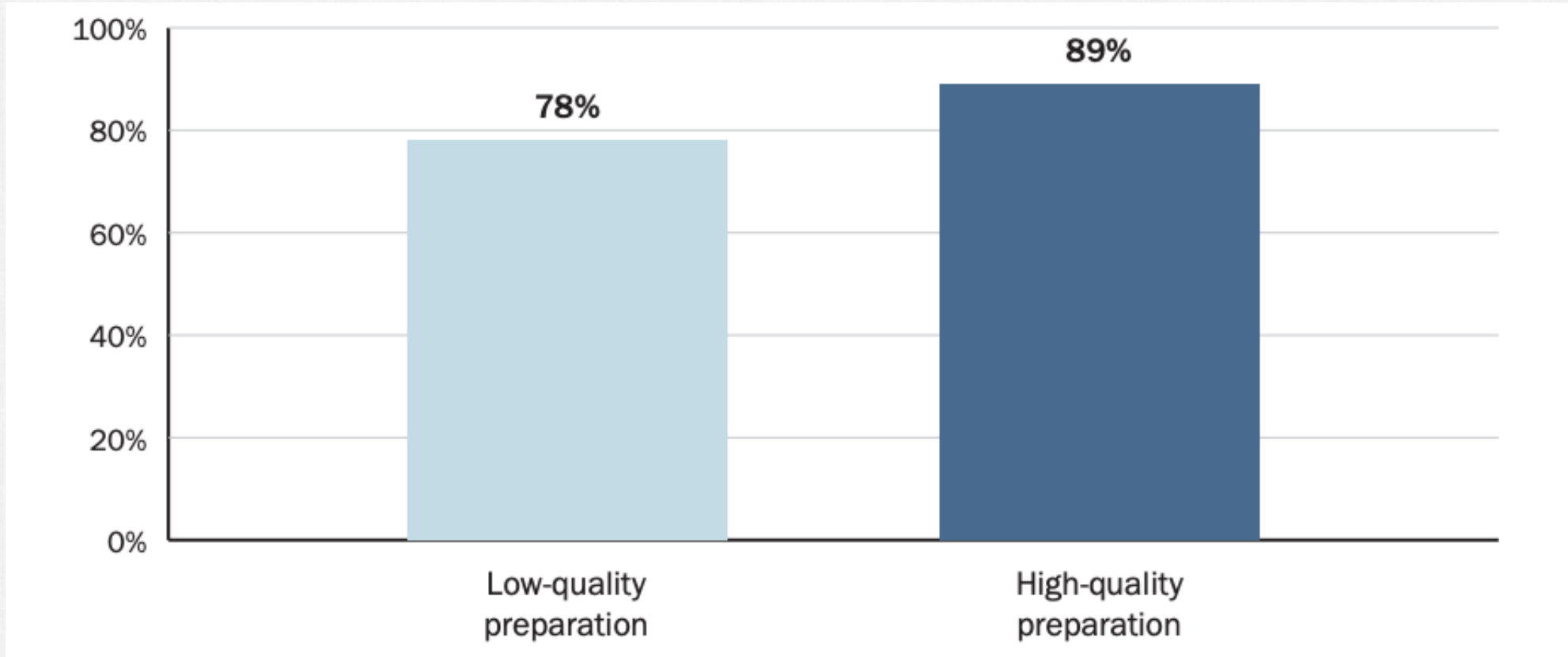




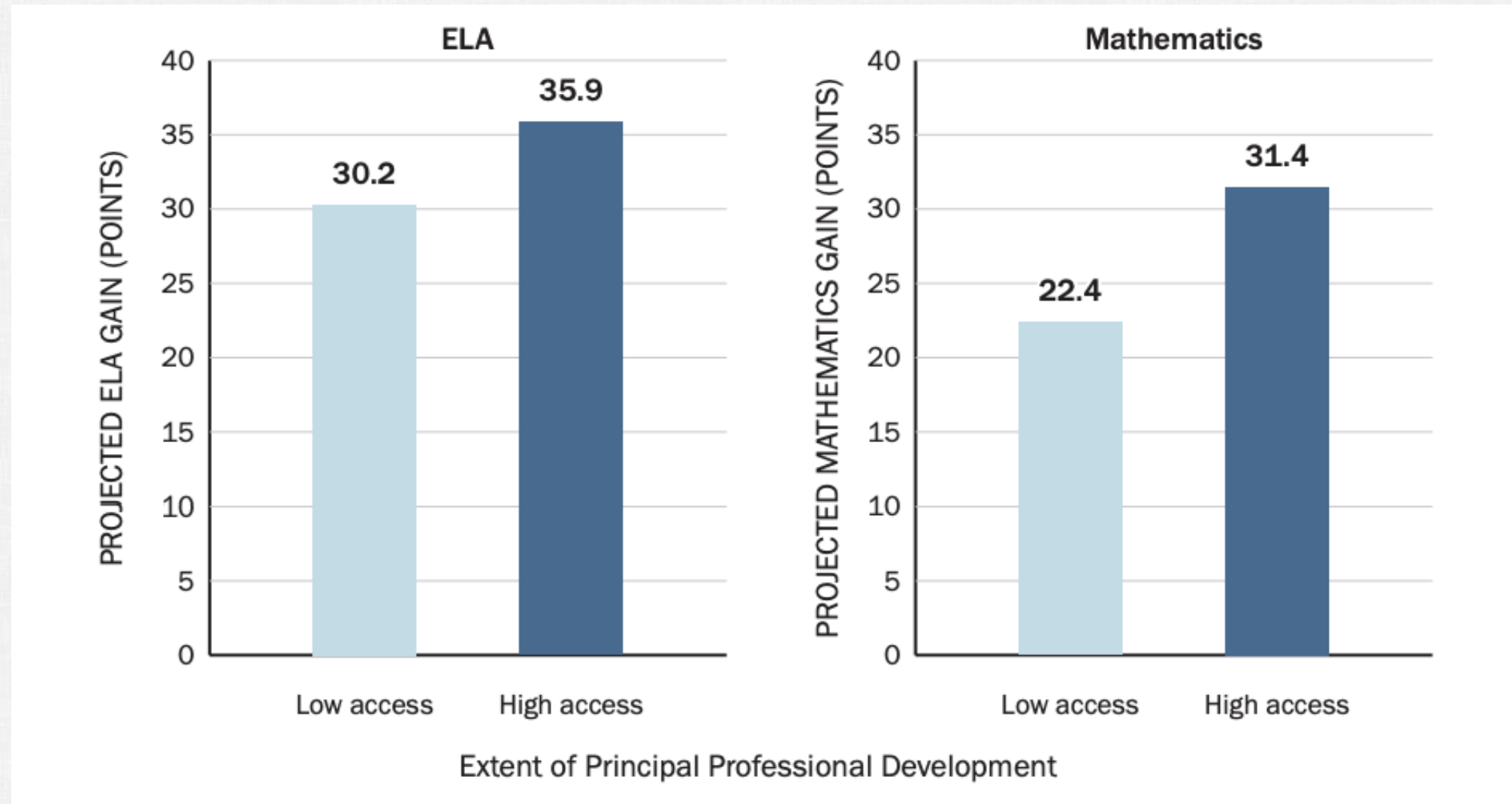
Strategies

- ▷ Applied learning
- ▷ Internships
- ▷ Coaching and mentoring
- ▷ Cohorts and networks

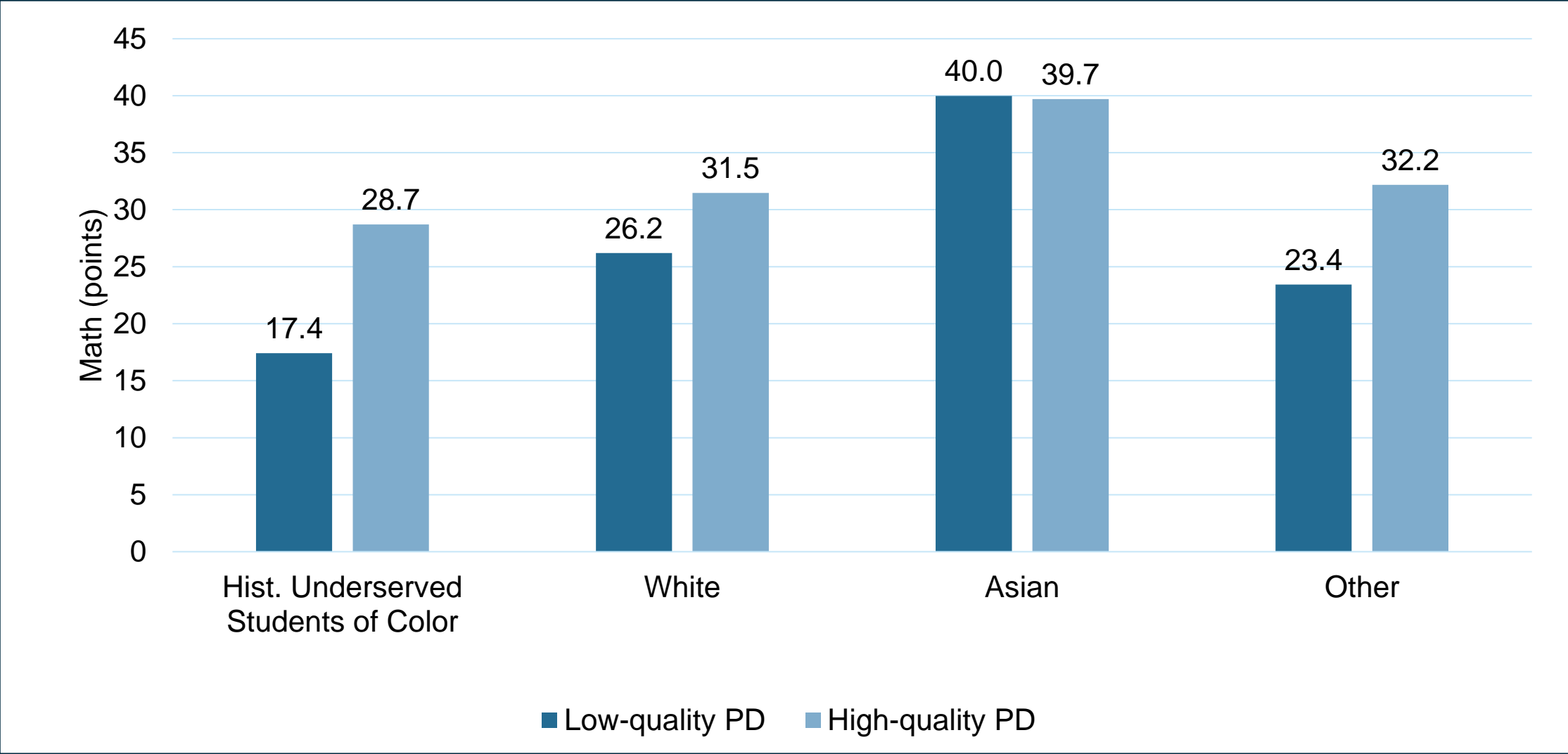
Predicted Probability of Teacher Retention



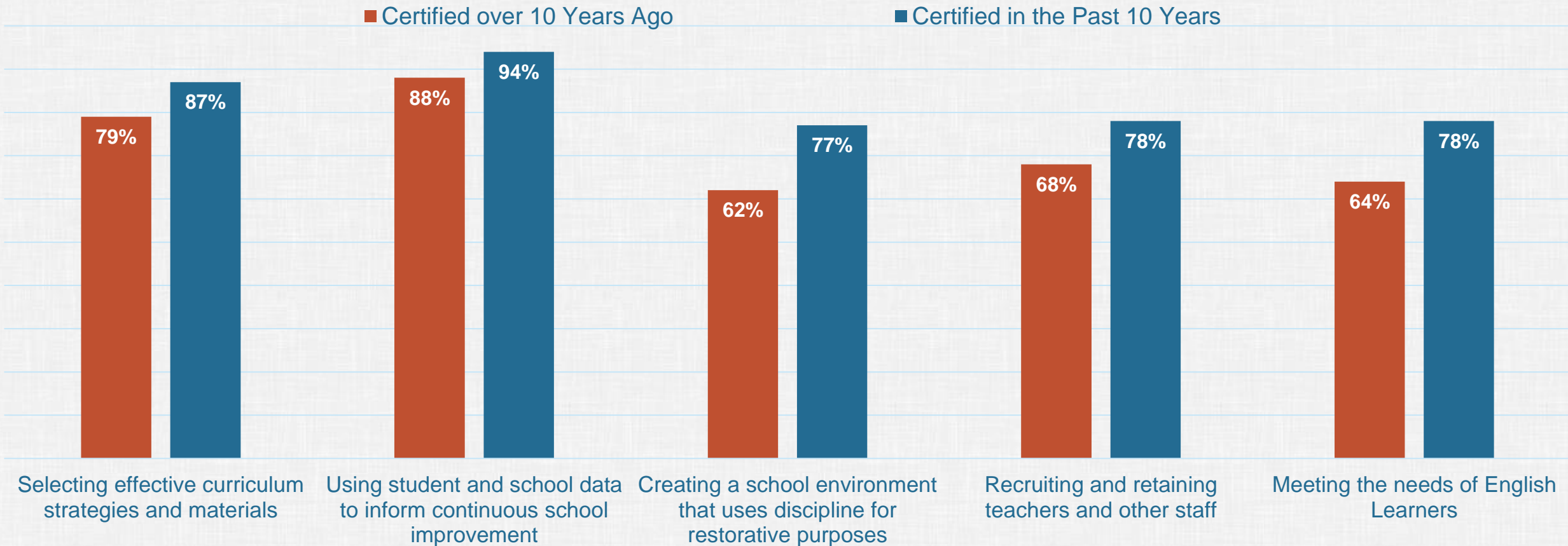
Projected Gains in English Language Arts (ELA) and Math



Student gains in math (points), by race/ethnicity

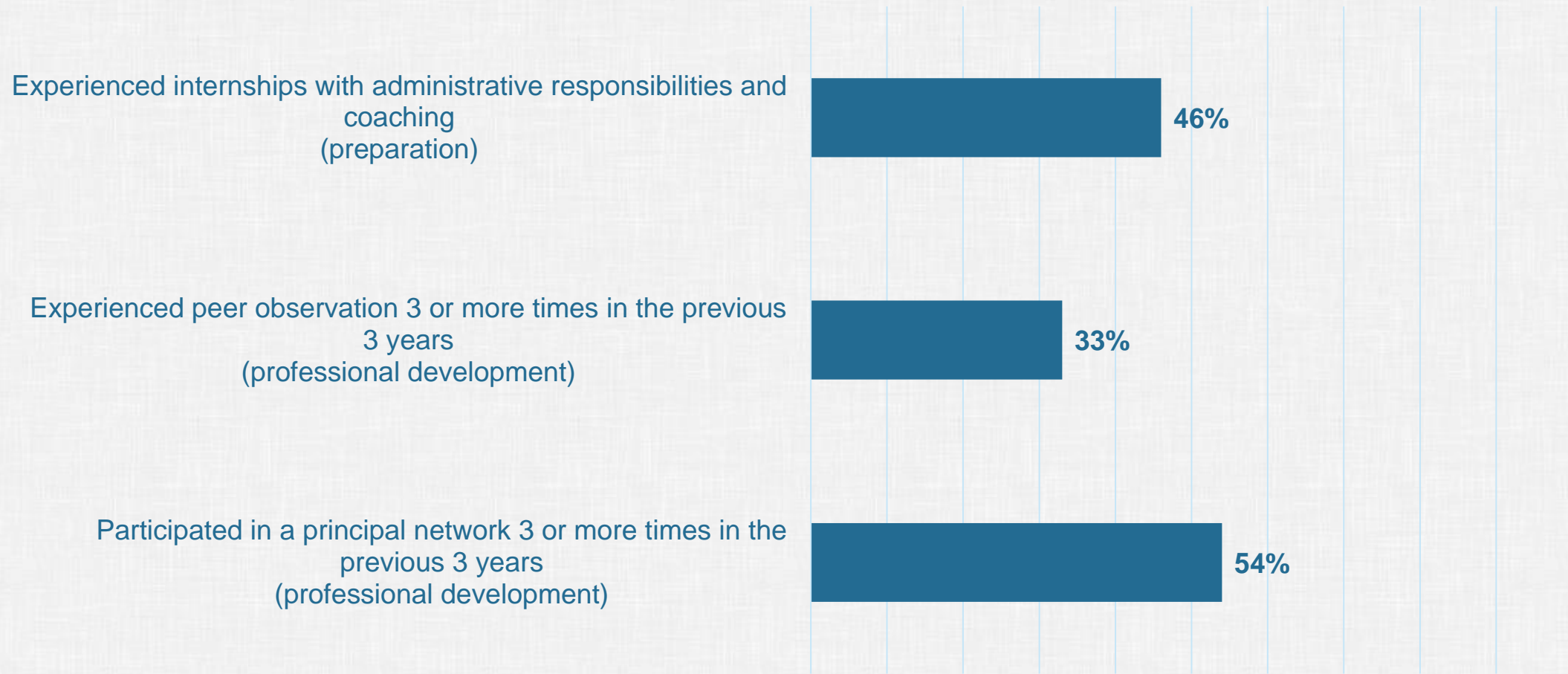


Access to key content in preparation is increasing

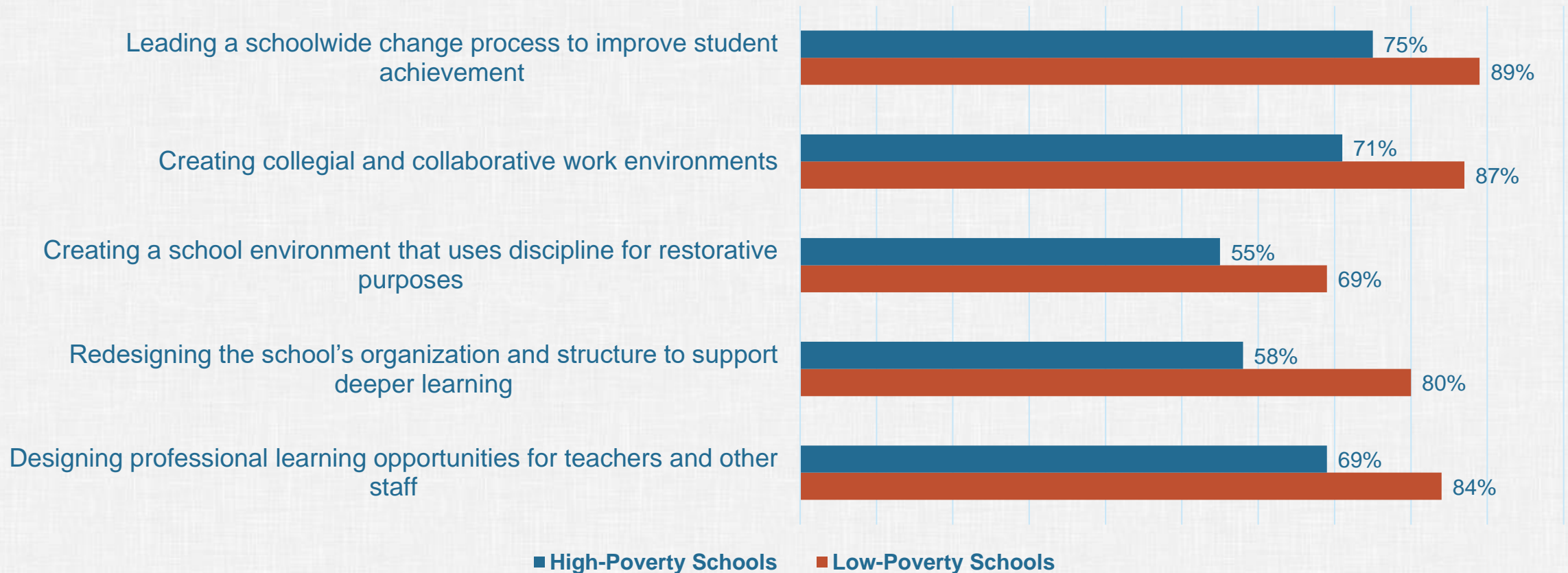


Source: National Principal Survey

But fewer principals report access to high-leverage learning opportunities



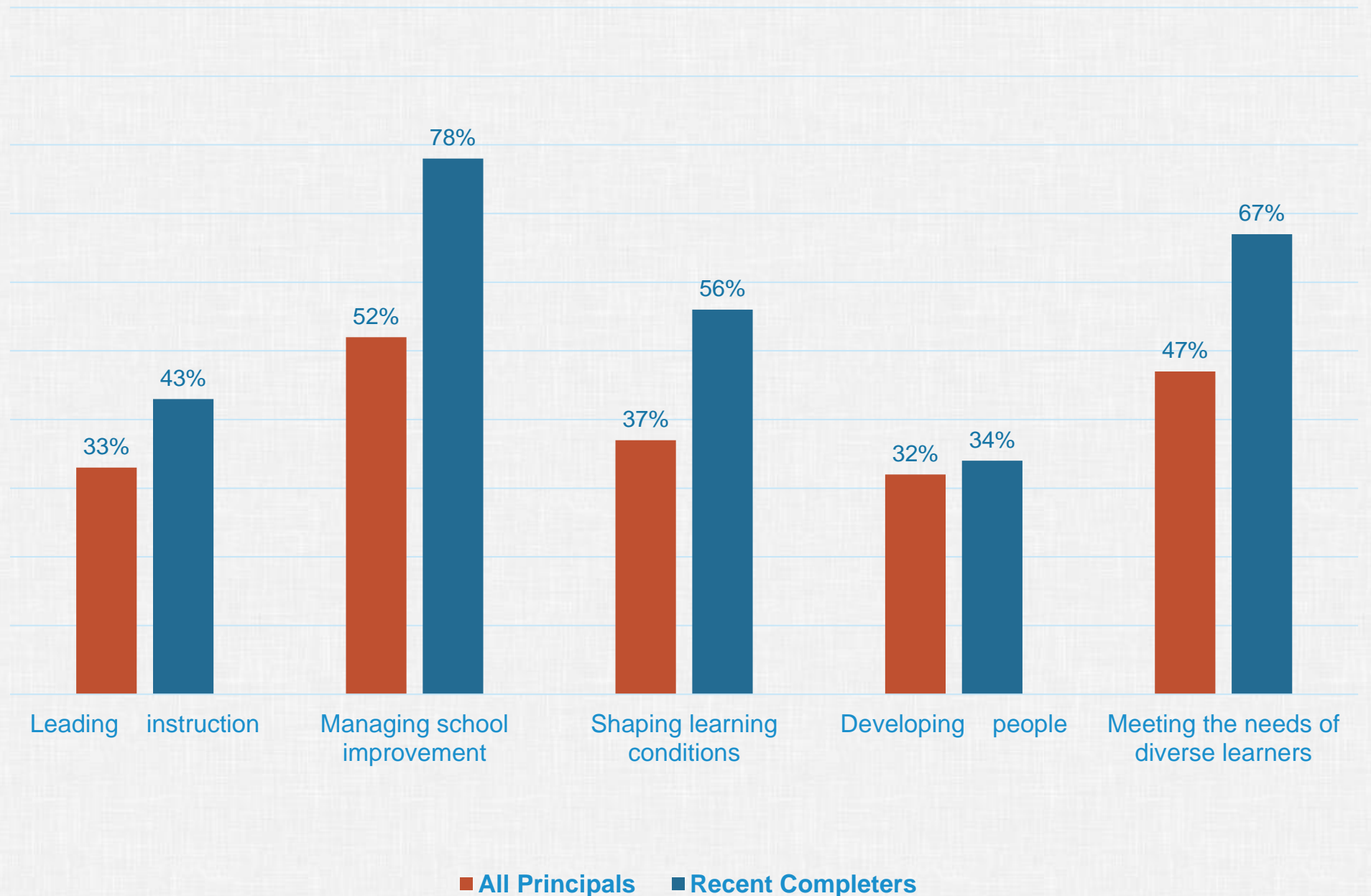
Access differs by school poverty level



Source: National Principal Survey

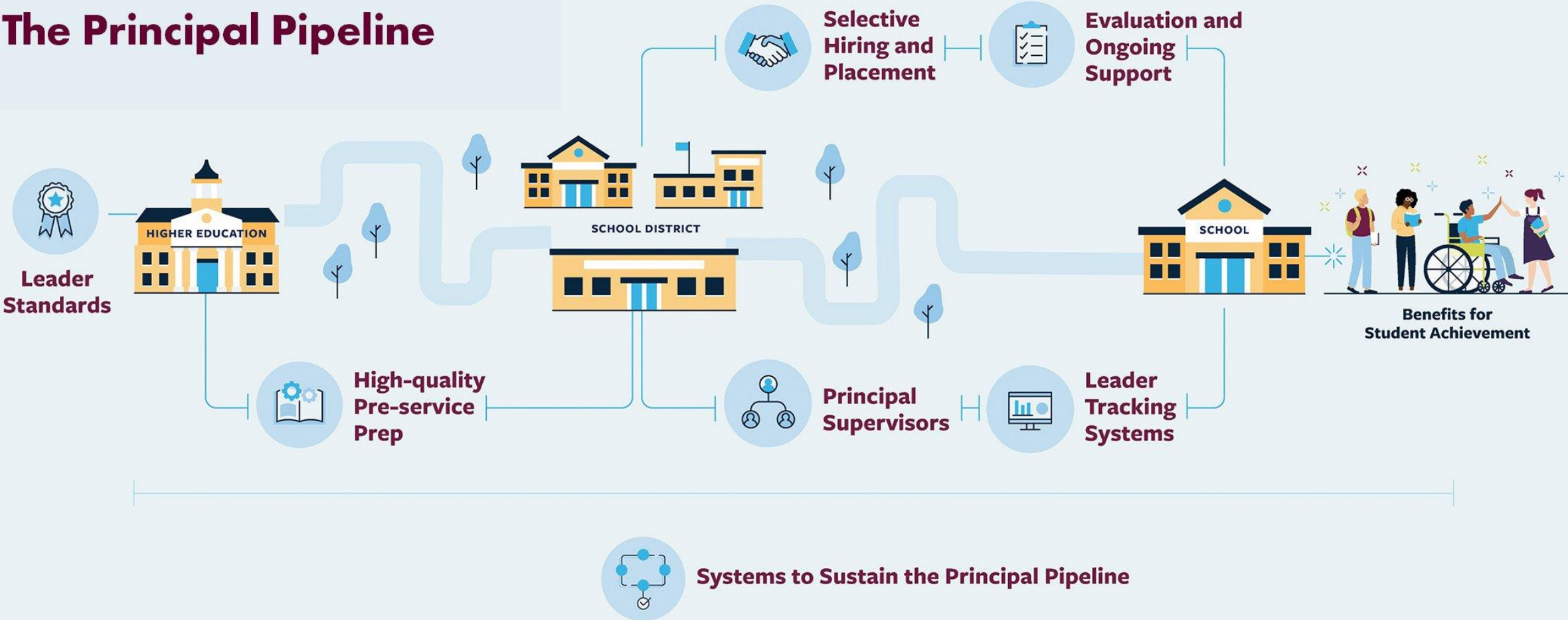
Policy changes appear to influence principals' access to learning about key topics...

(California: before & after reforms)



Principal Pipeline Project

The Principal Pipeline



Implications for policy

- ▶ Develop and better use state licensing and program approval standards
- ▶ Invest in professional learning (e.g. principal academies)
- ▶ Encourage greater attention to equity
 - Professional learning content
 - Resources for high-poverty schools
- ▶ Build local pipelines



Developing Effective Principals

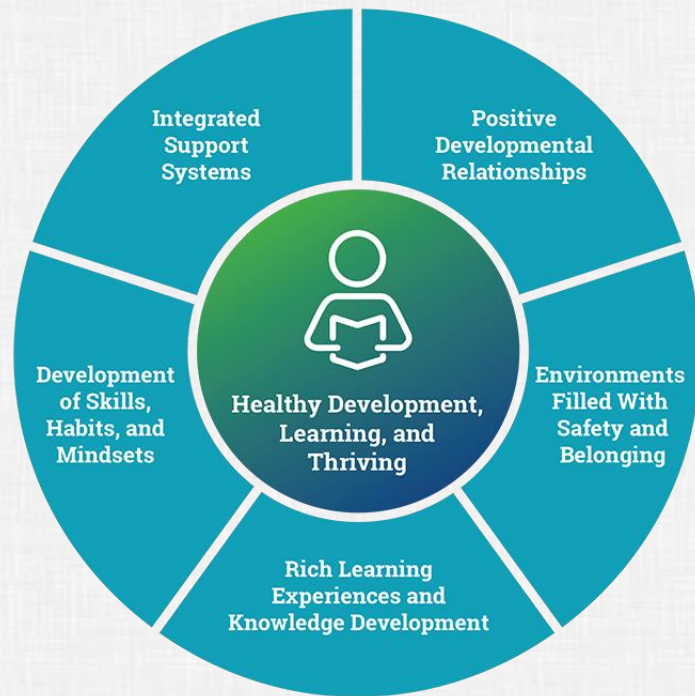
What Kind of Learning Matters?

Linda Darling-Hammond, Marjorie E. Wechsler, Stephanie Levin,
Melanie Leung-Gagné, and Steve Tozer



MAY 2022

Designing teacher preparation systems for whole child learning and development



Teacher Preparation SoLD Design Principles

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

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

- Standards that reflect what we know about how people learn
- 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
- Induction systems that enable accomplished educators to mentor novices

Panel Discussion



MODERATOR

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Patricia Virella
Assistant Professor of
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Thank You!

Please join us for the upcoming webinars in the ***Transforming State Education Policy Through a Whole Child Approach*** series

- ▷ April 12 | Investing Resources Equitably and Efficiently
- ▷ May 24 | Redesigning Curriculum, Instruction, Assessment, and Accountability

