

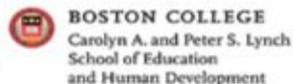
# Educator Preparation Laboratory (EdPrepLab)

August 30, 2021

Legislative Education Committee



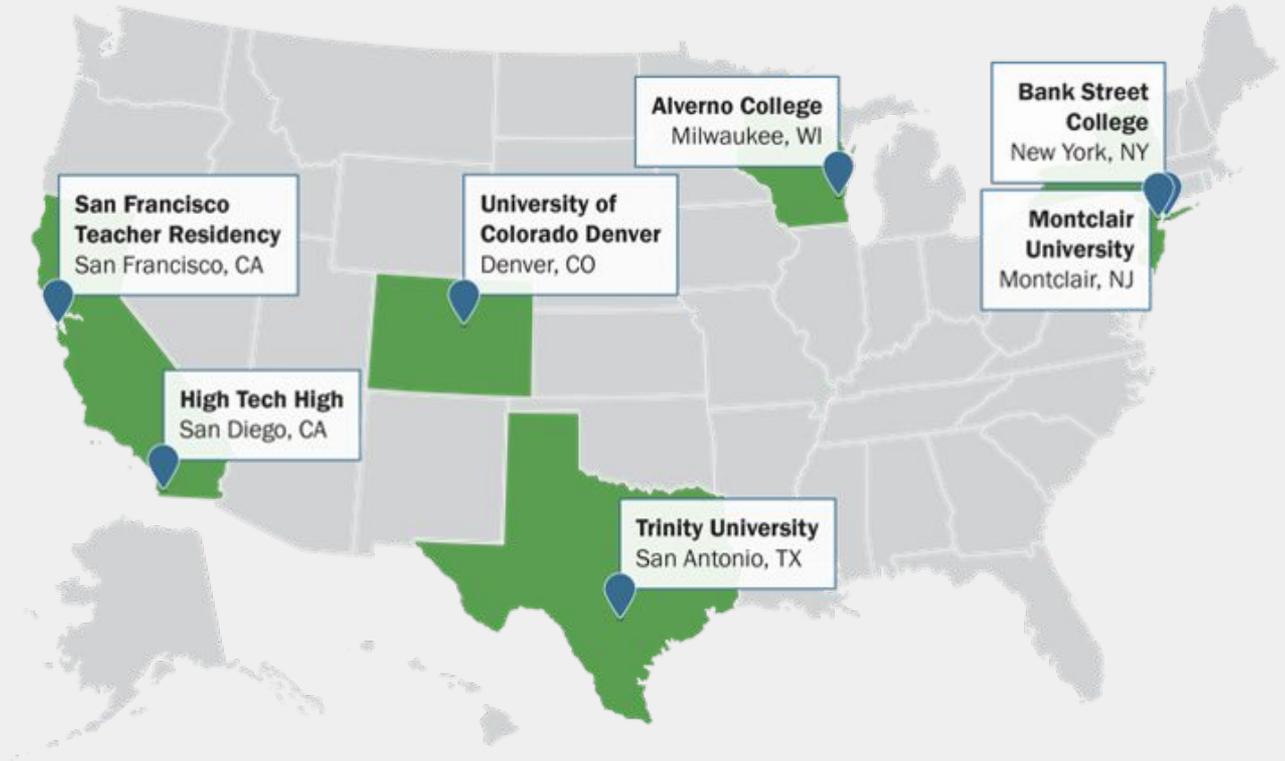
EDPREPLAB NETWORK



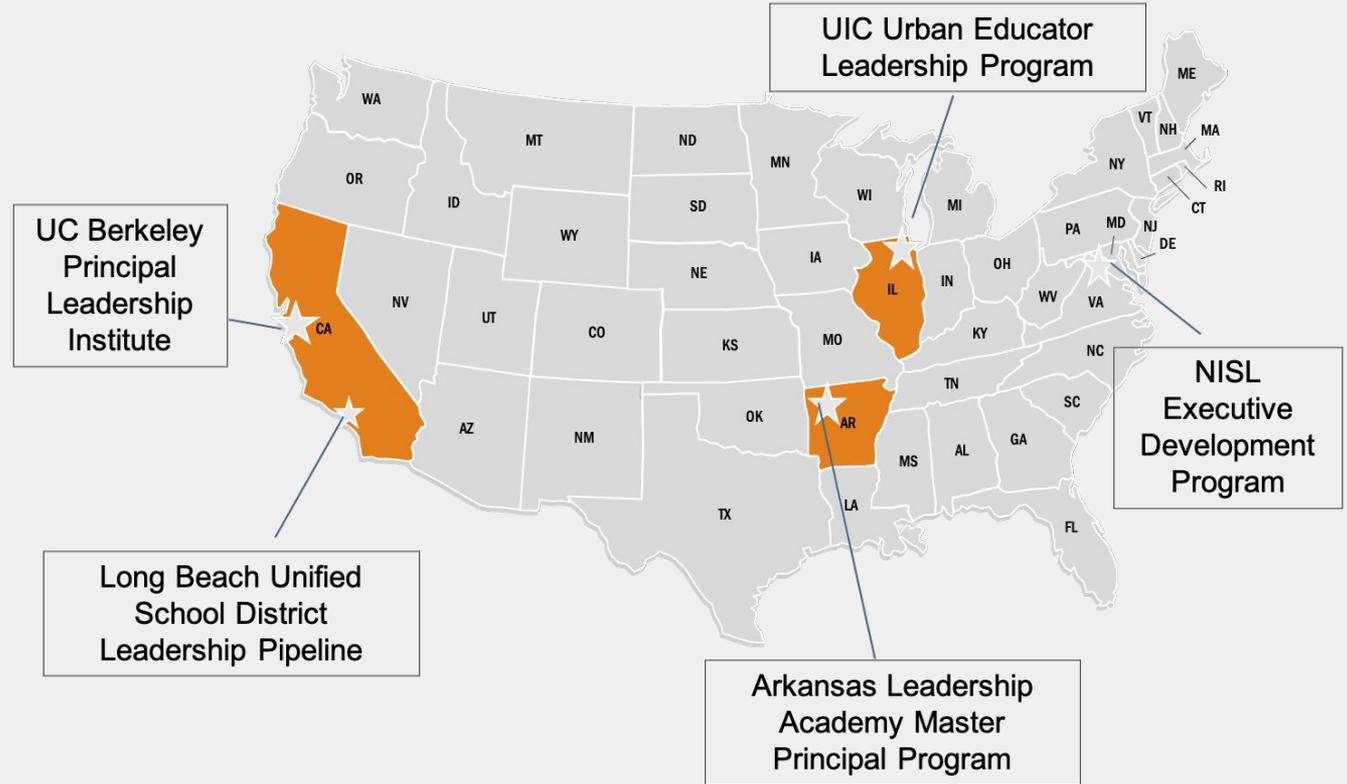


**Grounded  
in Research**

# Preparing Teachers for Deeper Learning



# Preparing Leaders for Deeper Learning



# Ongoing Research Opportunities

- Research reports and briefs
- Website repository [EdPrepLab.com](https://EdPrepLab.com)
- Cross institutional research projects
- Science of Learning and Development Principles for Educator Preparation

# Conference Presentations

***EdPrepLab and EdPrepLab Member Presentations at:***

American Association of Colleges for Teacher Education  
2020, 2021

American Education Research Association  
2020, 2021

University Council of Education Administration  
2019, 2020



**A Community  
Of Practice**



## EdPrepLab is a Learning Community

# Inquiry and Working Groups

1. Deeper Learning for Equity and Antiracism Across Teacher and Leadership Preparation (MSU, UCB, UCLA)
2. Faculty Development for Anti-racism (BSC, Alverno, HTH, SFTR)
3. Equity Dimensions for Deeper Learning (CUB, UCB, UTEP)
4. Mapping Deeper Learning in Teacher Preparation (CUD, UNC, Trinity)
5. Mapping Deeper Learning in Leadership Preparation (CUD, UIC, UNC)
6. Analyzing Racial Bias in Performance Assessment Scoring (Vanderbilt)
7. Racial Justice Working Group

## Reflections on Developing a Cross-Institutional Inquiry Project

### About EdPrepLab

Educator Preparation Laboratory (EdPrepLab), an initiative of the Learning Policy Institute and Bank Street Graduate School of Education, aims to strengthen educator preparation in the United States by building the collaborative capacity of preparation programs, school districts, and state policymakers. Linking research, policy, and practice, EdPrepLab supports preparation programs that are equity-focused, student-centered, and grounded in the science of learning and development and seeks to expand these approaches nationwide. This brief describes a portion of inquiry-based work between three members of the EdPrepLab network: Montclair State University, University of California, Los Angeles (UCLA), and University of California, Berkeley (UC Berkeley).

### Acknowledgements

We are deeply grateful to Montclair State University, University of California, Los Angeles (UCLA), and University of California, Berkeley (UC Berkeley) for supporting the documentation of their collaborative work. These materials were created from interviews with Rebecca Cheung, Director of the Principal Leadership Institute at the University of California, Berkeley, and Jennifer Robinson, Executive Director of the Center for Pedagogy at Montclair State University. They were authored by Rebecca Rufo-Tepper with assistance from Jessica Charles, Director of Scholarship on Educator Practice, Bank Street Graduate School of Education and Director, Educator Preparation Network, Educator Preparation Laboratory.

[edpreplab.org](http://edpreplab.org)



### Introduction

Jennifer Robinson, Executive Director of the Center for Pedagogy at Montclair State University and Rebecca Cheung, Director of the Principal Leadership Institute at the University of California, Berkeley, are helping to lead a collaborative inquiry group comprised of three different institutions: Montclair State University, University of California, Los Angeles (UCLA), and University of California, Berkeley (UC Berkeley). This brief captures protocols and processes they used to support effective collaboration in the design of their inquiry project proposal.

### Reflections

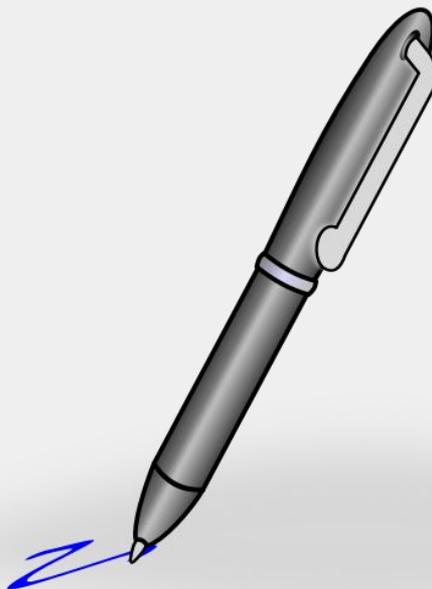
**It can be very hard to coordinate schedules to get everyone to a meeting. How do you handle that?**

With a large inquiry team, it can be challenging to get everyone together multiple times in a short span of time. This project involves three teams on two coasts, so full group meetings are held virtually. Rebecca and Jennifer do not require every participant to attend every meeting, but have set a goal for the majority of participants to be present (~80 percent) in order to conduct a meeting. Some participants from the same institution are rotating on and off meetings. This allows for flexibility but also ensures that voices from each institution are present and people who missed the meeting can be filled in by teammate. In addition, Rebecca and Jennifer speak to individuals and groups at their institutions separately to ensure everyone's voice is heard and is kept up to date on the project.

**How do you ensure that everyone's voice is heard while also being efficient about the use of meeting time?**

Jennifer and Rebecca do pre-work with their team members to honor people's time and make their meetings meaningful and efficient. They prepare participants for meetings in advance by having conversations with

# Writing about Practice



# Learning Cafes



*How New Visions for Partnership Can Help Fund Teacher Residencies, Bank Street College*

*Simulations for Deeper Learning, Vanderbilt University*

*Social Emotional Learning in a Virtual Environment, Alverno College*

*Our Journey Towards Disrupting the Impact of Colonization of the “Curriculum” with Students and Faculty, High Tech High*

*Preparing Teacher Education Scholars and Practitioners Through Doctoral Education, University of Colorado, Boulder*

*What’s Whiteness Got to Do with It?: Racial Identity Development in the Lives of Deeper Learning Teach Educators, High Tech High*

**Impact  
through Policy**



# EdPrepLab Policy Activities

- **Policy Activities**

- **Connecting** EdPrepLab leaders and faculty, policymakers, and policy organizations
- **Engaging** EdPrepLab leaders and faculty in connecting practice to policy
- **Advancing** local, state, and federal policies to strengthen educator preparation

- **Guiding Questions**

- Which policies **enable or incentivize** the transformation of educator preparation?
- Which policies **hinder or work against** the transformation of educator preparation?

# Early Policy Activities

## Preparing Wisconsin Teachers

Opportunities in Licensure and Program Approval



## Preparing West Virginia's Teachers

Opportunities in Teacher Licensure and Program Approval

## Educator Preparation in California

Taking Stock of a Systemic Transformation

## Social and Emotional Learning, Cultural Competence, and Equity in Teacher Preparation

November 14, 2019



## Preparing Educators During COVID-19: Lessons Learned and New Challenges for Fall 2020

Tamara Lucas, Dean



## Questions and Discussion



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# 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 yearlong), 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

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# Q&A