

Engaged, Empathetic Citizens: A Virtual Conversation to Explore the Intersection of Social, Emotional and Academic Development and Civics Education

Wednesday, August 22, 2018

AGENDA

Part I: Welcome and Introductions

Part II: Understanding Social, Emotional, and Academic Development and Civics Education

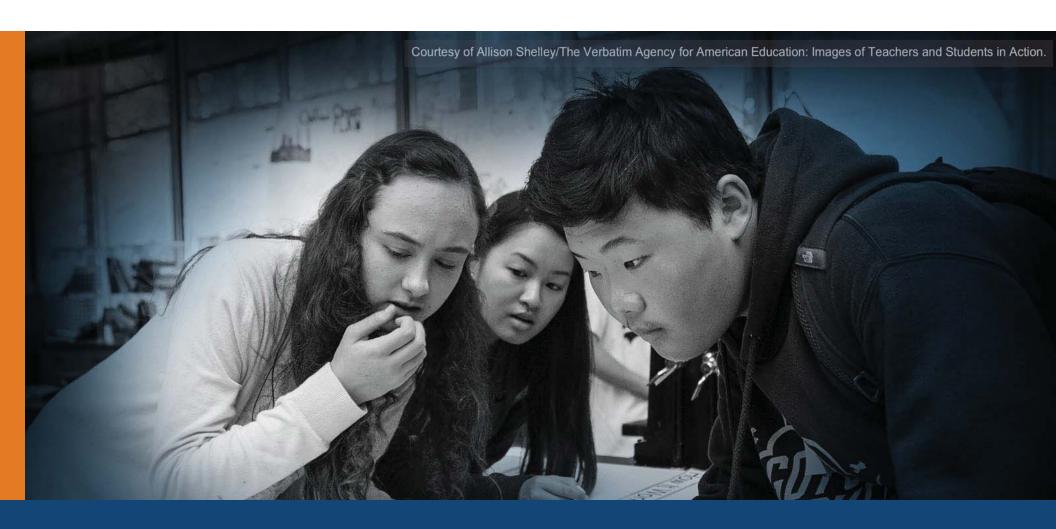
Part III: Open Discussion

Part IV: Conclusion and Looking Ahead



Part I: Welcome and Introductions





Overview of the National Commission & Generation Citizen

NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT



WHO WE ARE

A coalition of more than 100 leaders in education, youth development, research, policy, business, health, and the military as well as parents and youth.

MISSION

Engage and energize communities to support a more comprehensive preK-12 education system that reflects the integrated nature of the **social**, **emotional**, and **academic** dimensions of learning

OUTCOMES

- We have gone through a year and a half of listening, learning, and creating consensus.
- We are developing recommendations and an implementation plan across research, practice, and policy that are aligned and de-siloed.
- We are developing a **change agenda** that will be a roadmap for how this work will be implemented.

Framework for the Practice of Social, Emotional, and Academic Development





Learning is Social and Emotional

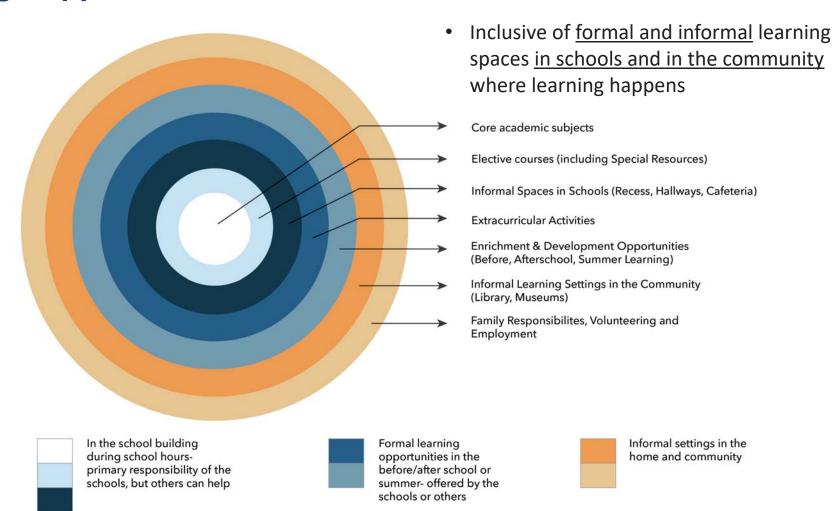
It is important for learning settings to take an interconnected and systemic approach to promoting development in these areas:

- **Social and interpersonal skills** that enable one to *read social cues and navigate social situations, work effectively in teams, cooperate with others,* and *demonstrate respect, compassion and empathy* toward others;
- Emotional competencies including the ability to cope with frustration, recognize and manage emotions, understand others' emotions and perspectives, make responsible decisions, maintain self-control, and persevere in the face of difficulty or uncertainty; and
- Cognitive skills including the ability to focus attention, think critically and flexibly, manipulate ideas, ignore distractions, retain short-term memory, and use organization skills.

Learning across these three domains is foundational to the development of attitudes, beliefs, and mindsets. These, in turn, inform one's identity as a learner and sense of self, including development of character and values such as integrity, honesty, and work ethic.



Learning Happens Inside and Outside of School







Generation Citizen works to ensure that every student in the United States receives an effective action civics education, which provides them with the knowledge and skills necessary to participate in our democracy as active citizens.



We envision a country of young people working as active and effective citizens to collectively strengthen our American democracy.

Action Civics

Student learn how democracy works by utilizing government to take action on important community issues.

- Facilitated either by teachers themselves or in partnership with college volunteer "Democracy Coaches"
- Twice-weekly class, one semester
 - GC-provided curricula, student handbooks, training, ongoing support
- Student-centered
- Action-based



Students debate and build consensus around an issue that personally affects them e.g. gang violence, public transit, teen jobs, etc.



02

Students research and analyze the root causes of their issue, and develop an action plan



03

Students put their plans into action by meeting with legislators, writing opinion pieces, creating petitions, and informing policy



04

Students present their action plans to community leaders and fellow classmates at Gvics Day



05

Back in the classroom, students reflect and explore concrete ways to remain active, politically engaged citizens



Students are prepared & motivated for long-term political engagement





- · The constitutional framework and founding principles of American democracy
- . The structure, powers, and processes associated with branches of government, including at the local level
- · Current elected and appointed officials representing one's community
- · The various interpretations of the role of government in addressing public problems
- · The rights, roles, and responsibilities of citizenship, including mechanisms for participating in the political process and influencing public opinion



AN ACTIVE, INFORMED, AND ENGAGED CITIZEN



FOLLOWS THE NEWS AND CURRENT and local elections EVENTS, reflects on diverse points of view, and continually reassesses beliefs based on new information



VOTES in national

IN COMMUNITY **GROUPS** including attending community meetings and being a member of local organizations



PARTICIPANTS

ENGAGES IN CIVIL DIALOGUE with lellow community members and elected officials to address public challenges



- · Reflect and think critically about the opportunities and challenges facing their communities
- · Gather, evaluate, and utilize evidence to analyze problems
- · Empathize with different perspectives of their fellow citizens
- · Collaborate with others to work to solve community problems
- · Communicate persuasively, both orally and through written work, to mobilize others





- . Appreciation for the role of government, and its limitations
- · A sense of belonging to a group or community
- · Recognition of personal powerand agency
- · A responsibility to balance individual interests with broader collective aims
- · Tolerance, respect, and appreciation of difference





OUR FOOTPRINT







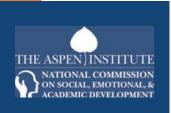
Part II: Structured Discussion with Experts

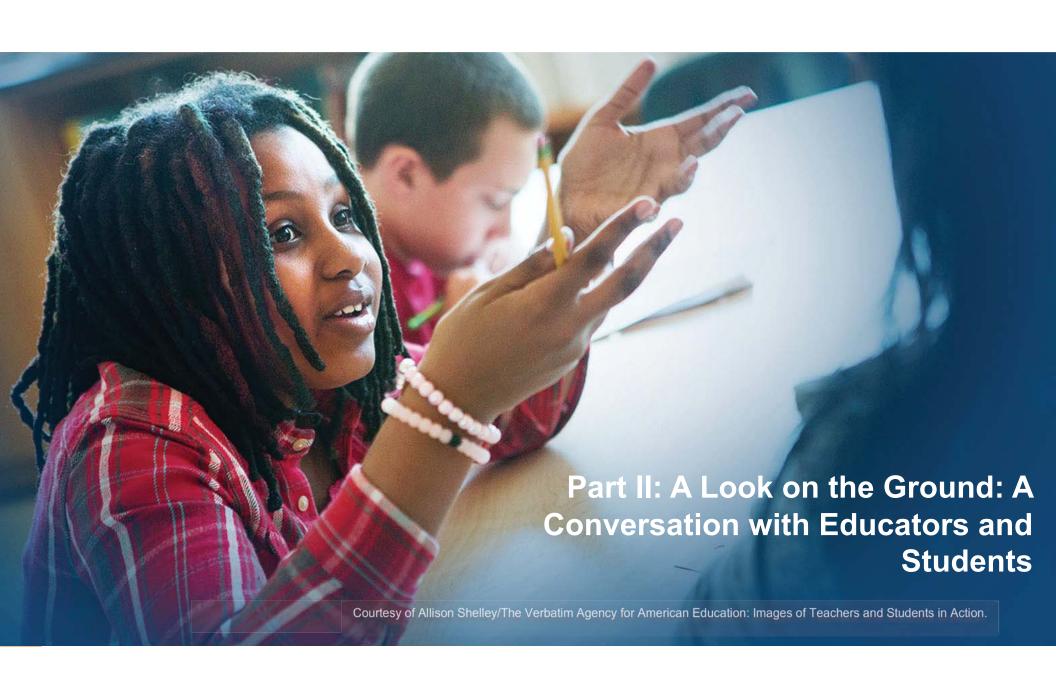
Maurice Elias, Professor of Psychology, Rutgers University; Director, Rutgers Social-Emotional Learning and Character Development Lab

Marshall Croddy, President, Constitutional Rights Foundation Ben Kirshner, Professor of Education, University of Colorado; Director, CU Engage: Center for Civic Learning and Public Research Kei Kawashima-Ginsberg, Director, The Center for Information & Research

on Civic Learning and Engagement, Tufts University

Janice Lombardo, Director of Membership Engagement, Philanthropy
for Active Civic Engagement



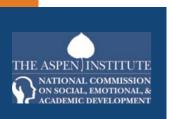


David Adams, *Director of Social-Emotional Learning, The Urban Assembly*

Chris Harried, Master's of Science Candidate, the John's Hopkins

School of Education; Commissioner, National Commission on Social, Emotional and Academic Development

Milagros de Souza, National Commission Youth Commissioner Molly McKay Bryson, Teacher, Dearborn STEM Academy, Boston Karla Modesto, Program Associate and Former Democracy Coach, Generation Citizen





Part III: Open Discussion



Part IV: Conclusion and Looking Ahead



Synthesis

Kirsten Baesler, Superintendent of Public Instruction, North Dakota Department of Public Instruction

NORTH DAKOTA DEPARTMENT OF

PUBLIC INSTRUCTION



Looking Ahead and Next Steps



Ross Wiener, Vice President and Executive Director, Education and Society, The Aspen Institute; Commissioner, National Commission on Social, Emotional and Academic Development



Scott Warren, CEO, Generation Citizen



