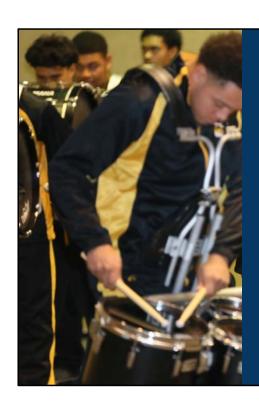






WORKING GROUP: Review of the Commission's Recommendations

September 24, 2018



Welcome Remarks

Photo by Dean Koepfler



Linda Darling-Hammond, President & CEO, Learning Policy Institute; Co-Chair; National Commission on Social, Emotional, & Academic Development

Hugh Price, Former President & CEO, National Urban League; Commissioner, National Commission on Social, Emotional, & Academic Development



Eric Rodriguez, Vice President, Office of Research, Advocacy, & Legislation, UnidosUS



Hal Smith, Senior Vice President for Education, Youth Development, & Health, National Urban League

Linda: Good morning and welcome to the Aspen Institute!

Throughout the Commission's journey, we have sought out the voices of diverse stakeholders to give feedback on the Commission's recommendations. As we approach our final event and culminating Report from the Nation, members of the Commission have been hard at work revising the research, practice, and policy recommendations to bring them to the next level of alignment, precision, and impact.

During this revision process, we wanted to convene this working group to provide further feedback & revisions to the Commission's recommendations, especially with a equity lens, in support of the development of our final report. We also hope to explore the intersections between the work of the Commission and your existing advocacy efforts. In exploring this intersection, we want to have initial conversation about co-developing resources that advocate for the implementation of the Commission's recommendations. We're thrilled to invite UnidosUS and National Urban League as our co-hosts for this event. Hal & Eric, would like to say a few words and walk us through the agenda for the day?

TODAY'S AGENDA	
11:00-11:20 AM	Welcome & Introductions
11:20-11:40 AM	Overview of the Commission & Emerging Recommendations
11:40-12:30 PM	Feedback Session
12:30-1:00 PM	Lunch
1:00-2:00 PM	Continued Feedback Session
2:00-2:30 PM	Advancing Existing Equity & Advocacy Agendas
2:30-2:40 PM	Reflections from the Commission's Honorary Co-Chair
2:40-3:00 PM	Closing Remarks & Next Steps

Hal & Eric to walk through agenda

Please Introduce Yourself!

Name, Organization and a brief description of your work related to social, emotional, and academic development

Hugh to walk through agenda





For almost two years, the Commission has focused on uniting the field. There are a diverse group of stakeholders who have many different terms for the work being done in this field. However, everyone can unite around the goal of having all students be successful in school, career, and life.

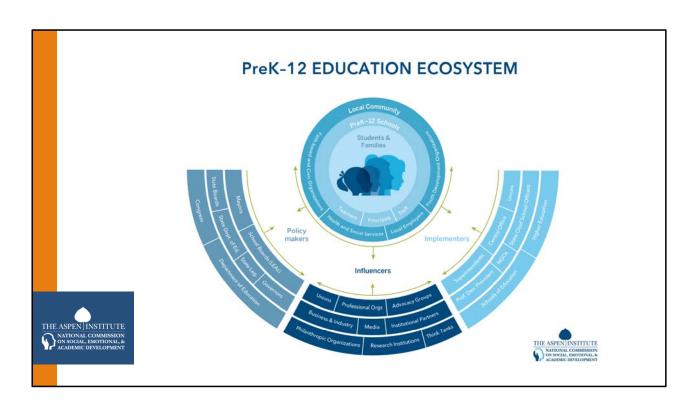


The National Commission on Social, Emotional, and Academic Development aims to unite leaders to re-envision what constitutes success for our young people. With the help of partner organizations, teachers, parents, and young people in communities across the country, the Commission is exploring how communities can fully integrate social, emotional, and academic development to ensure each and every young person becomes successful academically, in the workplace, and engaged in their communities and civic society.

- My fellow Commissioners and I make up diverse voices and perspectives from education, youth development, business, government, policy, business, and the military.
- We are supported by a number of advisory bodies:
 - Research Scientists
 - Educators
 - Young People
 - Parents/Families
 - Funders
 - And you, our partners

We are gone through a year and half of listening, learning, and building consensus. We are developing recommendations and an implementation plan across research,

practice, and policy.



One of the first lessons that we learned as a Commission is that we needed to think more broadly than schools. Thus, the Commission developed this graphic to capture the PreK-12 education ecosystem centered on young people and their families, but references the places and systems that influence how learning happens.

How We Operate: Consensus and Coalition

Establishing a neutral convening space that enables diverse field leaders to collaborate



Breaking down traditional silos by bringing together scientists, educators, youth, commissioners, and partners



Laying the groundwork for a grassroots movement through a "remarkable consensusbuilding coalition"

- The Commission's expanded vision emerged from widespread agreement among the entire Commission team that deliberate efforts to intentionally integrate scientists, educators, youth, commissioners, partners and funders would add immensely to the Commission's ability to work effectively at the intersection of research, policy, and practice.
- Our model has made the commission a positive force for field collaboration and alignment.
- Stakeholders have highlighted the Commission's reputation as neutral space as an explicit advantage for enabling diverse field leaders to collaborate, including our 70 partner organizations.
- The result has been a remarkably impactful consensus-building coalition that lays the groundwork for a national movement that rebalances public education.



The consensus focused coalition has been unbelievably productive, as evidenced by these documents which reflect the momentum and commitment to consensus across and within stakeholder groups: researchers, practitioners, families, and youth.

Guiding Principles for the Commission's Recommendations











Academics are central

Focus on relationships

Youth & educator voice are vital

Prioritize equity

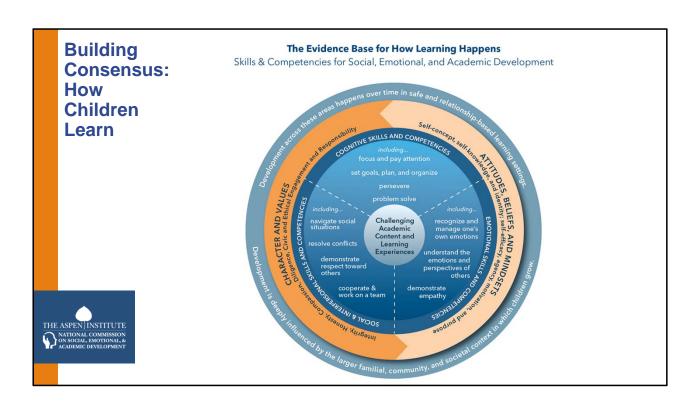
Support local ownership



In January 2019, the Commission will release recommendations stand-alone recommendations across research, practice, and policy, which will be rolled up and aligned in the *Report from the Nation*. Our work over the last two years has been grounded in a five principles:

- Academics are central Integrating social, emotional, and cognitive development in support of academics is the way learning happens and serves as a path to higher achievement. Research reveals that social and emotional skills help to build cognitive skills, and they help students learn academic content and apply their knowledge. Supporting students' social and emotional development produces an 11-percentage point gain in grades and test scores.
- 2. The voices of young people and professionals who work directly with them are critical. That's why the Commission has teachers, administrators, and youth in its core body and why we have been intentional about more deeply hearing from them through the creation and involvement of the youth commission and the council of distinguished educators.
- 3. As young people have told us, our plan for change needs to reflect and model the relationships that we want embodied in classrooms, schools, and youth-development organizations.
- 4. Social, emotional, and academic development can and must be pursued through

- an equity lens that ensures that all students—particularly underserved student subgroups—have access to schools and classrooms as places that enable everyone to participate fully in learning and to understand and ameliorate differences in performance across student subgroups.
- 5. Each community, organization, school district, and school possesses a different context and demographic student body. This means that communities have different entry points into the work, and change efforts need to support local ownership and recognize that no single policy, program, or initiative fits all communities.



Skills and competencies – Though they are interrelated, skills and competencies can be organized into three areas

Cognitive skills and competencies underlie the ability to focus and pay attention; manage distractions; set goals, plan, and organize; and persevere and problem solve. **Emotional skills and competencies** help children and youth recognize and manage their emotions, understand the emotions and perspectives of others, make responsible decisions, and cope with frustration and stress.

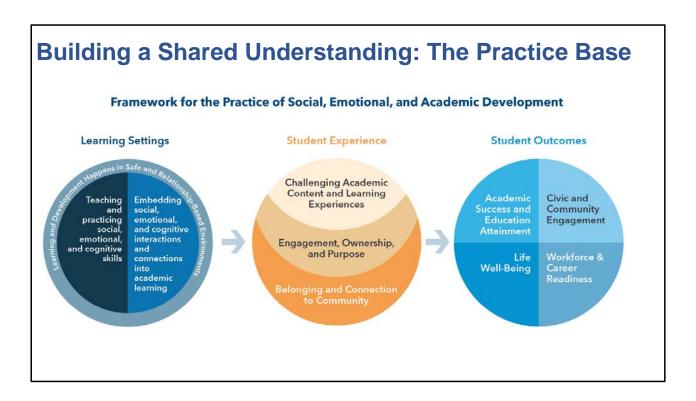
Social and Interpersonal skills and competencies enable children and youth to read social cues and navigate social situations; negotiate and resolve conflict with others; cooperate and work effectively on a team; communicate clearly; engage in positive and respectful relationships; and demonstrate respect and empathy toward others.

Importantly, this set of skills and competencies develop and are used in dynamic interaction with attitudes and values — shown in the second ring in the figure to the right.

Attitudes, Beliefs, and Mindsets include children and youth's attitudes and beliefs about themselves, others, and their own circumstances. Examples include self-concept and identity, agency and self-efficacy, and motivation and purpose. These

types of attitudes and beliefs are a powerful influence on how children and youth interpret and respond to events and interactions throughout their day.

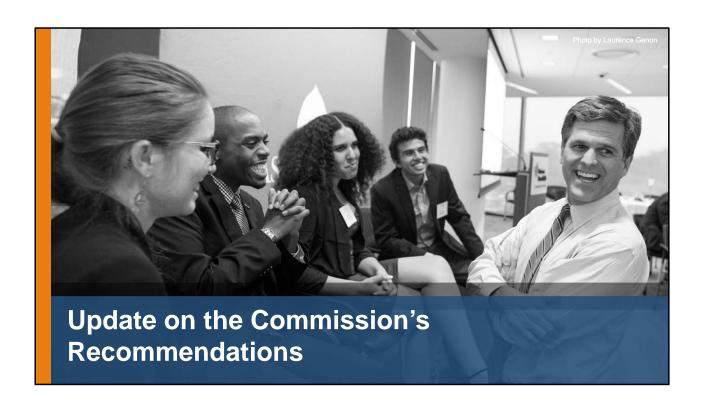
Character and Values represent ways of thinking and habits that support children and youth to work together as friends, family, and community and encompasses understanding, caring about, and acting on core ethical values such as integrity, honesty, compassion, diligence, civic and ethical engagement, and responsibility. When learning environments recognize these skills as mutually reinforcing and central to learning, children are better able to dive into **challenging academic content & learning experiences.** We also know that these skills and competencies grow over time and can be explicitly taught and modeled. When children and youth possess a full array of social, emotional, cognitive, and academic skills, they are best equipped to prosper in the classroom, perform in the workplace, and succeed in life, as contributing and productive members of society.



So what does this look like in learning settings?

What is the consensus from a practitioner point of view: the practice base has three components.

Learning Settings that provide students the opportunity to learn and practice these skills in safe, relationship-based environments. This leads to a student experience where students feel purpose & agency over their learning. Research has indicated that when this happens students obtain academic success, workforce readiness, greater civic & community engagement, and improved life well-being.



As we use the term **educator** throughout our recommendations, we include the following individuals unless otherwise specified: classroom teachers; school administrators and district-level staff; school librarians; paraprofessionals; specialized instructional support personnel (including but not limited to counselors, social workers, psychologists, and other related services personnel); non-instructional school staff members (including but not limited to coaches, custodial staff, cafeteria staff, and school office staff); as well as youth development professionals working in and out of schools.

Additionally, as we use the term **student**, we include children in grade levels PreK-12, spanning all physical, emotional, social, psychological, and cognitive abilities; all socioeconomic, regional, and familial backgrounds; all races, ethnicities, and nationalities; all genders, identities, and orientations; and all religious and spiritual affiliations.

- Feedback from Partners: the term **student** feels limiting to young people in school. So there is a need to evaluate our language when talking about young people throughout the set of the recommendations.

Practice Agenda

Practice Recommendations (slide 1 of 2)

I. Set A Clear Vision

Articulate and prioritize a clear vision that develops the whole child and reflects the interconnected social, emotional, and academic dimensions of learning as the way learning happens

II. Teach Students Social, Emotional, and Cognitive Skills and Use Them to Support Academic Development

Use evidence-based practices that intentionally develop social, emotional, and cognitive competencies in all young people. Provide regular opportunities throughout the day to integrate these competencies with academic content in all areas of the curriculum.

III. Create Supportive Learning Environments in School and Community Settings

Create child- and youth-centered learning environments that are physically and emotionally safe, that respect all cultures and serve people equitably, and that foster meaningful relationships among and between adults and young people.



... So what are the practice recommendations? As you can see, we have developed 5 high-level recommendations, each of which have a subset of recommended strategies to provide guidance for educators.

These include:

- Set a clear vision
- Teacher Students Social, Emotional, and Cognitive Skills and Use them to Support Academic Development
- Create Supportive Learning Environments in School and Community Settings

CLICK TO NEXT SLIDE FOR REMAINING TWO

Practice Agenda

Practice Recommendations (slide 2 of 2)

IV. Allocate Resources to Build Adult Capacity

Provide opportunities for school faculty and staff, families, after-school and youth development professionals, and future professionals still in university pre-service programs to learn to model and teach social, emotional, and academic skills to young people across all learning settings, both during and out of school.

V. Work Together as Advocates and Partners for Student Learning

Continue to embrace families and align community organizations, higher education institutions, and professional associations as partners to create a cohesive PreK-12 education ecosystem that supports students holistically.



- Allocate Resources to Build Adult Capacity
- Work Together as Advocates and Partners for Student Learning

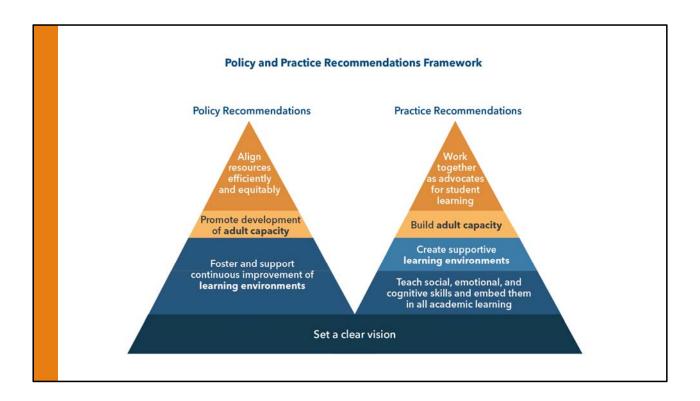
Updates to Practice Recommendations

- Included examples under each strategy
- Continued to strengthen commitment to equity

Changes to be made following feedback:

- Clarity of Language
- Strategies are focused on action steps that focus on practice & conditions created by the learning environments
- Revising practice visuals that reflect that these actions are not sequential but rather that there are multiple entry points

Over the past few months, we have incorporated feedback from various stakeholders. We have continuing to strengthening our commitment to equity by clarifying our language and including exemplars that show how to put the various recommendations into action.



The Commission views its policy recommendation as enablers for practice recommendations. Thus, both documents articulate the need to set a clear vision, develop adult capacity, and align resources. The intended audience of the practice document are educators as well as school, district, and community leaders. Yet the audience for the policy document is state policy-makers and influencers.

RECOMMENDATIONS for a Policy Framework

Four Policy Priority Areas

- Articulate a Clear Vision
- Foster and Support Continuous Improvement of Learning Environments
- Promote Development of Adult Capacity Educators, School Support Personnel, School Leaders and Youth Development Professionals
- Align Resources Efficiently and Equitably



4 priority areas:

I. A Clear Vision – overarching vision of student success

Articulate a **clear vision of students' comprehensive development** that reflects the interconnection of the **social, emotional, and academic dimensions of learning** as the basis for a policy framework that aligns key stakeholders.

II. Learning Environments

Create child- and youth-centered, developmentally-appropriate, personalized learning environments with strong relationships that are aligned across the Prek-12 education ecosystem and reflect the interconnection of the social, emotional, and academic dimensions of learning.

III. Adult Capacity

Prepare and support the adults -- educators, school leaders, and youth development professionals—both in **understanding and modeling the competencies** themselves and in teaching them to their students.

IV. Resources

Align and allocate resources at local, state and federal levels—funding, training,

time, and community capacity—more efficiently and equitably to create a cohesive Prek-12 education ecosystem that can support students holistically.

Updates to Policy Recommendations

- Included examples under each strategy
- Continued to strengthen commitment to equity

Changes to be made following Commissioner feedback:

- Add a strategy to include measures of the quality of learning environments to accountability systems
- Articulate connection between school safety commissions and the opportunity to support a broad range of supports for students, schools, and communities
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- Articulate connection between school safety commissions and the opportunity to support a broad range of supports for students, schools, and communities

Research Agenda for the Next Generation

Beyond deepening and broadening the evidence base, we must address two central challenges:

- Researchers build knowledge, but knowledge and evidence do not reliably inform meaningful changes in school practice or design or in the quality of youth programming;
- Teachers, school leaders, out-of-school time (OST) providers, and district administrators search for guidance, but cannot easily access the information they need in a form that actually helps them.



To this end, we recommend a fundamental paradigm shift that brings in key stakeholders – researchers, school and program leaders, teachers and staff, youth, and policymakers – to engage in collaborative inquiry and learning around:

- How research is conducted;
- How questions are prioritized;
- How knowledge is shared.

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How knowledge is shared.

Research Agenda for the Next Generation

Restructured into three domains:

- Which skills and competencies matter, when over the lifespan, and how do they vary?
 - Skills and competencies;
 - Attitudes, beliefs, and mindsets;
 - Character and values.
- Learning settings:
 - How does embedding social, emotional, and academic learning into learning settings matter?
 - How do schools contribute to holistic student development?
 - What is the role of out-of-school time settings?
- People, systems, and structures:
 - What is the role of adults?
 - What is the role of broader structures and systems, including school districts, communities, and states?
- The research document was structured into 3 domains that ask Which skills and competencies matter, when over the lifespan, and how do they vary? As well as, the role of learning settings, people, systems, and structures.

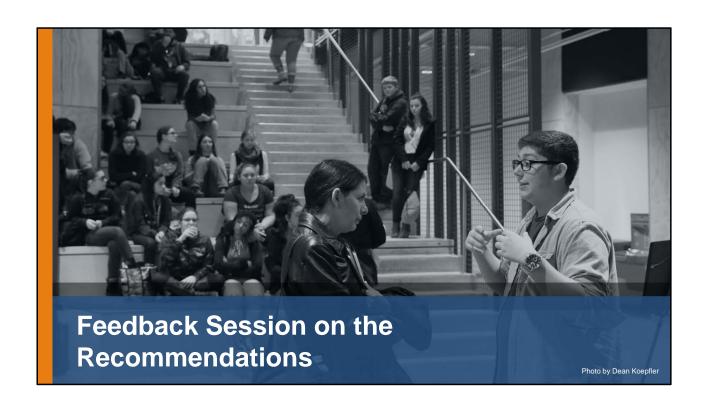


Research Agenda for the Next Generation

The brief summarizes what we know in each domain, as well as identifies major research themes and illustrative research questions that would grow and deepen our understanding (e.g. specific mechanisms, nuances and variations)...

... with the goal of informing and strengthening educators' practice in classrooms, schools, and other learning settings.





The Commission's commitment to equity has been articulated as...

- Achieving equitable outcomes for all students through identify, understand, and reduce disparities in student performance across lines of race and opportunity
- Ensuring access to equitable learning environments in which each and every student can thrive because the educational approach is developmentally appropriate and responsive to their needs, assets, and cultures.
- Aligning and allocating resources—funding, training, time, and community capacity—more efficiently and equitably to create a cohesive PreK-12 education ecosystem that can support all students holistically through ensuring equitable access to opportunity.

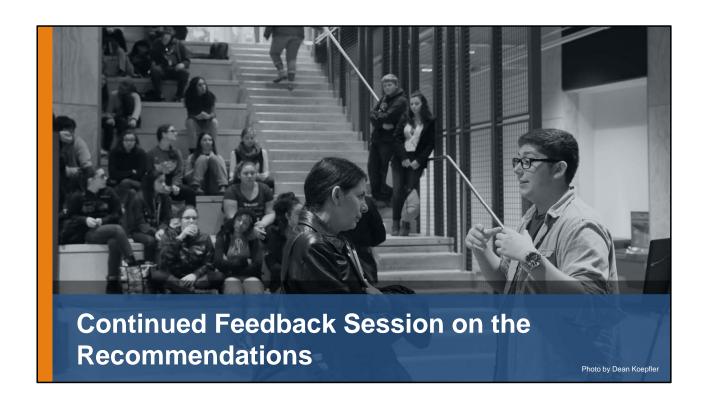


Guiding Questions

- Do these briefs align as a cohesive portfolio of recommendations?
- Do these briefs reflect clear and precise language, and steer clear of platitudes?
- Do these briefs push the envelope and encourage stakeholders to act on a range of entry points?



 Do these briefs reflect an appropriate number of recommendations? Do they strike the right balance of impact and detail?







UNITOS US Eric Rodriguez, Vice President, Office of Research, Advocacy, & Legislation, UnidosUS



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