



Putting It All Together

Curriculum that addresses the social and emotional dimensions of learning helps all students thrive academically and prepare for challenges beyond school.

Sixth-grade teacher Samantha Clark asks for a volunteer to join her at the front of the class, where the overhead projector and screen stand at the ready. Virtually every student, clustered at four-seat tables throughout the room, wants in on the action.

Brandon is eager to get Clark's feedback on his city plan. The 21 students in the class have been working, individually and in groups, to use geometric shapes to produce blueprints that depict their cities' buildings, green spaces, and transportation routes.

For the past two weeks, that's meant using geometry formulas to determine the area of triangles and complex shapes as well as the volume of rectangular prisms.

Clark has asked Brandon to help her model a tightly scripted "peer critique" protocol that the students will use to give and get feedback on their blueprints. The protocol requires students to be "kind, specific, and helpful." Remember, Clark says, "You're assessing the math that's being used, not the person, not that person's artistic ability. Be specific."

Making the Case

This publication is the first of several reports that will explore promising practices for integrating social, emotional, and academic development so that all students reach their potential.



“A strong social curriculum—where kids are learning how to interact with one another, share with one another, be a part of a community, take their work seriously, and have a sense of purpose—makes their academic learning richer.”

*—Karen Dresden, head
Capital City Public Charter School*

Why is getting feedback important? “Because it helps to have a second set of eyes—a second, third, fourth set of eyes—on your math so that, when you’re doing your final drafts, you don’t make the same mistakes over and over again.”

Students at the nearly 1,000-student [Capital City Public Charter School](#) in Washington, D.C., a member of the EL Education network, are accustomed to this type of classroom dialogue. (See [page 3](#).) The school focuses not only on the content students need to understand and use to complete their tasks, but also on social and emotional skills and techniques that can enhance their learning.

“A strong social curriculum—where kids are learning how to interact with one another, share with one another, be a part of a community, take their work seriously, and have a sense of purpose—makes their

academic learning richer, more possible,” says Karen Dresden, the head of school. “I’m not sure if our approach captures everything, but I feel like trying to separate them is what trips people up. They really do work in tandem.”

First, Brandon takes a minute with the overhead projector to describe the math he’s used so far to create his still-evolving blueprint; he says he wants feedback on figuring out the area of complex shapes. “I’ve been struggling with that,” he admits.

Next, Clark asks some “clarifying questions,” and then she shares her feedback. First, the positive (“I like that you separated out the area of each shape so it’s clear how you got the total area of your complex shapes”) and then feedback designed to provide helpful guidance (“One thing I see is that you’ve written out the

formula for some of your shapes but not for others; maybe, if you’re not totally sure about the math for your complex shapes, you could write out the formulas for each shape so you can be totally sure you followed that formula correctly”).

Brandon then gets a chance to respond. He likes the idea of showing formulas for each shape. Every student in the class appears engaged and genuinely interested in the unfolding lesson.

The students turn their attention to their four-person groups, and the chatter begins immediately as they share feedback that will ultimately be incorporated into their revised plans. There’s no downtime in this class.

“The point is that it’s equally about teaching mathematical-practice and life skills as it is the actual

PROFILE: CAPITAL CITY PUBLIC CHARTER SCHOOL

Founded as an Expeditionary Learning school in 2000, Capital City Public Charter School in Washington, D.C., now serves nearly 1,000 students from pre-kindergarten through grade 12.

Expeditionary Learning, now called [EL Education](#), is a network of nearly 170 U.S. public district and public charter schools that was born in 1992 out of a collaboration between the Harvard Graduate School of Education and Outward Bound USA. EL Education's vision of student achievement has three dimensions: mastery of academic skills and content, high-quality work, and character. EL also produces open resources for teachers that unite academic learning with character growth, including publications, videos, models of student work, and a K–8 literacy curriculum.

Capital City was named a “mentor school” for the EL Education network in 2011. Its students, who are chosen through a citywide lottery, reflect a broad range of ethnic and socioeconomic backgrounds: 50 percent are Hispanic, 37 percent African-American, 7 percent white, and 6 percent Asian, multi-racial, or other ethnicities. During the 2016–17 school year, 72 percent were eligible for free or reduced-price school meals, 14 percent received special-education services, and 19 percent were identified as having limited English-language proficiency.

Since the school's first graduating class in 2012, 100 percent of graduating seniors—in 2017, there were 64 graduates—have been accepted to college. In 2016, the latest year for which results are available, Capital City saw growth in student proficiency in both English language arts and math from 2015 as measured by scores for the PARCC, or Partnership for Assessment of Readiness for College and Careers, assessment. The school's growth outpaced that for the overall district.

Student scores in 2016 were also generally better than the district's. On the ELA assessment, 47 percent of lower school students (compared with 51 percent in the district), 58 percent of middle school students (compared with 52 percent), and 57 percent of high school students (compared with 37 percent) were approaching readiness (scoring at least at level 3 on PARCC) and poised to meet the standard. In math, the comparable “readiness” numbers were 59 percent for the lower school (compared with 58 percent for the district); 45 percent for the middle school (compared with 46 percent); and 43 percent for the high school (compared with 29 percent).

School Head Karen Dresden acknowledges that the school's math performance in middle and high school needs attention. In a letter to parents last fall, she reported that Capital City students did better than their district peers in mathematical reasoning but that they were weaker in content. As a result, she added, administrators and teachers worked on the school's math curriculum “to ensure more time will be spent on major math content clusters.”

“It's always a balance,” Dresden says. “We want our kids to be able to show what they know on the test. But we're not a test-prep school, not a test-driven school. ...It's not easy. Our job is much broader than preparing kids for a test; we're preparing kids to do well in college, in careers, and in life. We want to make sure that they have all those skills.”





geometry content skills,” Clark says of the project. “My job is to build them as people.”

So, what are the life skills Clark is working to develop? “Definitely independence; definitely the ability to work collaboratively; definitely perseverance.” When students are faced with a challenge, “We want them to think about what they can do to help themselves before giving up and asking us for help. But we also want them to know that working with their peers can be helpful to accomplishing a task.”

Camille A. Farrington, a senior research associate and managing director at the University of

Chicago Consortium on School Research, lauds EL Education for its intentional approach to social and emotional development alongside academic knowledge and skills. “EL thoughtfully marries SEL and academic curricula with the goal of helping young people succeed in school and beyond,” says Farrington, a national expert on academic mindsets and the measurement of psychosocial factors.

Integration is Essential

More than ever, educators, policymakers, and community members are championing the need to ensure that young people graduate from high school ready

to succeed in college, the rapidly changing workforce, and civic and family life. What’s new is the explicit and growing recognition that students need to develop skills not traditionally considered a part of the academic curriculum that is taught and tested. These include the ability to think critically and solve problems, communicate effectively, collaborate and resolve conflict, and become lifelong learners. These are also outcomes that many families embrace as key for life success.

The Aspen Institute’s [National Commission on Social, Emotional, and Academic Development](#) views the integration of all these skills as essential. When academic, social, and emotional components are effectively woven into the fabric of a school, students develop skills to manage and take care of themselves; to get along and work well within their learning communities; to successfully engage in academic learning; and to serve as responsible and participating members of their communities.

In the same vein, the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL)—a partner to the Aspen Commission and a longtime promoter of social and emotional learning—has developed a framework that promotes intrapersonal, interpersonal, and cognitive competence across five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

“It’s important to recognize that schools have no choice about

teaching students these types of skills,” says Ron Berger, the chief academic officer for EL Education and a member of the Commission’s Council of Distinguished Educators. “The very experience of being in school shapes student dispositions and habits. The key is to be intentional about doing this well.” He adds, “When social and emotional learning is done well and is integrated into academic work, learning is elevated in both realms.”

Schools that intentionally address students’ social and emotional development in the curriculum typically do it in two ways. The first approach—which employs explicit instruction via stand-alone programs and freestanding classroom lessons focused on the development of social skills and competencies—has gained currency over the past couple of decades. But it’s the second approach—which pursues integrated curricular approaches that simultaneously build social and academic skills—that many believe holds the greatest promise for helping young people to achieve their potential.

A growing body of research, drawn from the brain sciences and child development, shows that these integrated curricular approaches are consistent with how brains take in and process information. What’s more, such approaches have been shown to improve student performance and outcomes. Indeed, researchers agree, learning by its very nature involves social, emotional, and cognitive capabilities that are fundamentally intertwined.

“A narrow focus on content knowledge in isolation from other foundational components undermines learning and development,” says Farrington, a member of the Aspen Commission. There may be conceptual reasons to distinguish between cognitive and noncognitive factors, she writes, but the distinction has little functional meaning. “Adults will make little headway if they target only one particular component or subcomponent in isolation.”

Approaches that integrate social and emotional development with academic learning span grade

levels and can be found in both traditional and charter schools. While the general sentiment is that it’s easier to integrate academic and social skills development in English and social studies classes, increasing attention is being paid to such efforts in math and science curricula and cross-disciplinary learning opportunities.

Think about Clark’s math lesson that combined the goals, pedagogies, and assessments for teaching geometric formulas while explicitly weaving in strategies for developing social skills like giving and receiving feedback.

Integrated curricular approaches that build social, emotional, and academic skills are consistent with how brains take in and process information.





TAKING A COMPREHENSIVE APPROACH:

Teachers, schools, and districts are embracing curriculum that integrates the development of students' academic, social, and emotional skills.

1

In [San Francisco Unified School District](#), the pre-K–12 math curriculum is taught using principles of “growth mindset,” a concept developed by Carol Dweck, the well-regarded Stanford University psychologist. Students are helped to expect and embrace mistakes as learning opportunities; they are given time to reflect on their mistakes and try again; and they are encouraged to learn from one another. “The goal is to help students stay motivated in the face of challenging work,” says Lizzy Hull Barnes, the district’s math administrator. “The Common Core has provided all of us a precious window to reframe the question, ‘What does it mean to be ‘good at math?’”

The district’s math curriculum, in use for four years, centers on the vision that “all students will make sense of rigorous mathematics in ways that are creative, interactive, and relevant.” Barnes explains that the units that make up each grade’s “scope and sequence” are built around rich math tasks designed to spur students’ conceptual understanding, problem-solving skills, and procedural fluency. These take time to solve and require collaboration, multiple perspectives, and opportunities for students to communicate their reasoning.

Practically speaking, she continues, the tasks—similar to Clark’s geometry unit at Capital City—are designed to allow for divergent ways of thinking and support students’ “productive struggle.” “Math is notorious for being one of the subjects that turns kids off to school,” she says. “If we can promote the idea that ‘mistakes are gifts’ and that you can learn from your mistakes, we can counter that outcome. It should be like we think of the process of revising writing in English class.”

2

The nonprofit organization [Facing History and Ourselves](#) seeks through its curriculum to engage students of diverse backgrounds in an examination of racism, prejudice, and religious intolerance in order “to promote the development of a more humane and informed citizenry.” Created in 1976 by educators who believed that instilling intellectual vigor and curiosity goes hand-in-hand with teaching facts and figures, Facing History is in use today in more than 15,000 U.S. middle and high schools. It combines historical analysis, literature, and the study of human behavior to help students make the essential connection between history and the moral choices they confront in their own lives.

“One of the explicit goals of Facing History,” says Dennis Barr, Facing History’s director of evaluation, “is to help students gain a greater understanding of their roles and responsibilities in a democracy. There’s nothing for-sure about democracy. Helping young people understand their world more deeply makes a difference in their civic participation. It makes it clear that they can make a difference.”

Through its integrated curriculum, Facing History seeks to foster empathy and reflection, improve students’ academic performance, reinvigorate teachers, and build safe and inclusive schools. Not only do teachers seek to promote students’ historical understanding through the program’s approach to pedagogy and classroom resources, but they also seek to develop their critical thinking and social-emotional skills.

Each Facing History course begins with an exploration of individual and group behavior. Students then apply the concepts related to individual and group behavior to study history or a piece of literature and its historical context. As students move from thought to judgment, they discuss questions of good and evil, guilt and responsibility, prevention and punishment. The journey then returns to themes developed earlier in the course, as students explore the ways we remember the past, and how those memories shape the present. The unit ends with stories of individuals who have made a difference in their community and nation, delving into the choices of those who have had an impact in large and small ways.



A LOOK AT FOUR EXAMPLES

3

Seeking to spur comprehensive school change, **New Tech Network (NTN)** works with nearly 200 districts and schools to, among other goals, inspire and engage all students by offering relevant and authentic learning experiences in all subjects. Through project-based learning, teachers become curriculum designers, and students learn to be collaborative problem-solvers, Jim May, the network's chief schools officer, says.

In NTN's approach to project-based learning, May explains, students start each new unit of study with a complex and authentic task to complete. Learning often occurs in interdisciplinary courses, like English and science, where students collaborate with their peers to investigate a real-world problem. (For instance, May says, one high school project last year tackled the task of designing a prosthesis for an injured dog.) "Not only does the curriculum demand mastery of subject-matter content," May adds, "but it also puts an emphasis on student agency, and seeks to develop students' critical-thinking, problem-solving, and communications skills."

Baked into NTN's school model is the idea that outcomes matter. For each outcome, a rubric, or set of rubrics, has been developed to help ensure that students are being provided with regular feedback on their growth and needs in each of these areas. The network's learning outcomes measure "knowledge and thinking," or, as May explains, the integration of content knowledge and critical thinking, collaboration, written and oral communication, and the development of student responsibility for their own learning.

"People get why students need to collaborate, why students need to have opportunities to think critically and creatively," May says. "But how you do that on a day-to-day basis...how you make the changes necessary to make that systemic, that's really difficult. That's the tough nut we've tried to crack."

4

At the core of the **Center for the Collaborative Classroom's** reason for being is the belief that "how we teach matters as much as what we teach." The nonprofit's goal, says Kelly Stuart, the vice president for dissemination and implementation, is to provide continuous learning for teachers and curricula that support the academic, ethical, and social development of children. Its literacy programs, for example—in use in nearly 25,000 K–6 classrooms, including district-wide in Seattle—are designed to help children appreciate the ideas and opinions of others, learn to agree and disagree respectfully, think critically about big ideas, and become responsible citizens of the world.

By incorporating authentic ways for learners to collaborate, equipping students with the social skills needed to support classroom discourse, and ensuring deep content knowledge, Stuart explains, students are spurred to extend their own thinking and expand on the thinking of their peers. "The very success of our instruction hinges on students being able to work together and push each other," says Stuart. Collaborative Classroom's integrated curriculum is not only designed to foster meaningful learning, but also to develop "a sense of connectedness." "We know from research that when students develop these social skills," Stuart adds, "they are more capable of seeking help when needed, managing their own emotions, and problem-solving in difficult situations."

"We believe that relationships are fundamental, that a sense of community is essential to healthy development and intellectual growth," Stuart says. "Undergirding our pedagogy is the belief that literacy, and a sense of connectedness, are two foundational elements upon which all other learning builds."

Lyon Terry, a fourth-grade teacher at Lawton Elementary School in the Seattle Public School District, and a member of the Commission's Council of Distinguished Educators, says the curriculum prompted him to make small changes in his teaching that really matter. "I now know to ask, 'What questions do you have?' instead of 'Does anyone have any questions?' The first recognizes that questions are a necessary part of learning. The second can close down inquiry and conversation."

Curricula that integrate academic content with social and emotional skills development are attractive because they are less apt to be considered an add-on that can be crowded out of the school day.

States' college- and career-ready standards, including the Common Core State Standards, also provide a prod to pursue an integrated curricular approach. They make explicit the need to develop the ability to work with diverse groups, provide and accept critical feedback, and have civil debates and disagreements.

In Clark's sixth grade class at Capital City, for instance, the city blueprint project addresses the Common Core math standard that requires students to develop expertise "to solve real-world and mathematical problems involving area, surface area, and volume."

Clark says she works purposely to develop students' proficiency related to the "mathematical practices" incorporated into the standards.

Among the eight practices, she points to helping students develop skills to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others. "I don't see social and academic skills separately at all," Clark says. "I don't think first about designing a lesson and then think next about how to develop students' social-emotional skills. It's all one."

Meaningful Work

In a word, Capital City's approach to its integrated curriculum is "intentional."

"It is essential that students care about the work they are doing and see their work as meaningful," says Dresden, the head of school. "What kids are learning isn't only important for later in life; it's important for now. They can make a difference in their world now, and I think our kids need that sense of agency. It's really empowering for them."

The goal of the curriculum, as articulated in the school's mission statement, is to "graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility."

Core to the school's curriculum is the belief that learning should prepare students for success in college and careers ("deeper learning" skills are emphasized), that learning should educate the whole child (arts and health/wellness programs are stressed), and that learning should be equitable and tailored to the needs of individual students (differentiated and culturally responsive teaching is supported).

Portfolio projects and "learning expeditions" that put an emphasis on high-quality student work are embedded in the curriculum of each class and grade and are natural opportunities for students to practice and apply social, emotional, and academic skills.

Class assignments and tasks are designed to push students to apply knowledge and analyze source materials; to revise and produce multiple drafts of their work; and to connect with the



“Teachers talk less; students talk more. Learning targets in each class are explicit, and students know they own them and share responsibility for achieving them.”

*—Jacob Fishbein
director of instruction
Capital City Public Charter School*

world beyond the school through fieldwork, expert collaborators, and service learning.

Among other strategies, Capital City intentionally works to develop students’ social skills and attitudes by fostering a culture where students feel they can take risks, and by building in opportunities for students to present their learning and their work.

Dedicated “crew” or “advisory” time is built into middle and high schoolers’ schedules, and ensures that students have a chance—outside of their academic classes—to practice their social skills in groups of their peers and a teacher. In the lower school, each day begins with a morning meeting. “We make a lot of time for student talk,” Dresden says.

Commitment to the development of its students’ academic skills—and its explicit cross-walking with the need to develop students’

social skills—can be seen in the school’s curriculum design and maps, including efforts to ensure they are aligned with standards; its commitment to literacy across the curriculum; and its approach to teacher-designed assessments.

A research-skills curriculum and a program of technology instruction are integrated into students’ coursework to prepare them for college success. And data are used by both teachers and students to track progress toward learning goals.

Teachers have dedicated planning time each day and week, and instructional coaches are paired with teachers to help develop and revise curricular units and pedagogical approaches with an eye to honing its integrated curricular approach. And nearly weekly professional development sessions bring together teachers in each school (lower, middle, and high) to address curricular



and programmatic issues of shared concern.

Jacob Fishbein, the school’s director of instruction, says Capital City puts a high premium on student-engagement strategies and activities that serve to differentiate instruction and maintain high expectations for all students. “Teachers talk less; students talk more. Learning targets in each class are explicit, and students know they own them and share responsibility for achieving them.”

In particular, Fishbein says, EL schools are known for their learning expeditions. These are designed to be age appropriate and serve as vehicles to learn grade-specific academic content and skills, while at the same time giving students an opportunity to produce high—quality work and stretch their social muscles. For example, in recent expeditions at Capital City:

- Kindergarten students explored their neighborhood and city by studying “modes of movement.” Fieldwork focused on exploring the “engineering of going,” and students built a three-dimensional city and produced original stories about it.
- Third and fourth graders compared Washington’s “temperate forest” to tropical rainforests in Central and South America. Fieldwork included trips to the National Zoo and a local park.
- Students in the sixth grade learned about human impact on natural disasters and climate change. They studied Hurricane Katrina, earthquakes in Haiti and Chile, and energy sources used in Washington. They created data displays about global warming and wrote nonfiction essays arguing about whether humans are “masters of disaster” and how individuals can positively affect their local environments.
- And, ninth-grade students studied local fish ecology. They investigated why habitat preservation is important for any organism, how humans interfere with the survival of local fish populations, and restoration efforts that can remediate negative effects.

“We learn about our world; we learn about our community. We see how we, as students, can get involved and be leaders,” says



Eric, who finished eighth grade in June 2017.

Dona, a recent graduate who attended Capital City for seven years, adds: “You really get a lot of opportunities to grow. I’m really different than I was when I first arrived here, and that’s a good thing.”

Barriers to Change

Most school leaders and teachers would say that they aim to teach the “whole child,” and that academic and social and emotional learning are intertwined. Helping students develop empathy, believe in themselves, feel that they are in charge of their own learning, and work collaboratively and productively with peers are all outcomes that most educators would say are key aspects

of schooling. Still, the real world of classrooms and schools brings challenges. Whatever educators’ intentions and beliefs, they say, their success in helping children advance socially and emotionally in school depends on a curriculum that explicitly embeds such goals in academically rigorous lessons.

Without such a curriculum, social and emotional learning can become a mere add-on, a few exercises or activities each week disconnected from what students perceive to really matter, such as mastering multiplication facts or understanding the process of photosynthesis.

Teachers must feel ownership of the curriculum and be given time to plan and collaborate on lessons that are designed to develop students’ social skills

and are aligned with academic standards. Teachers need time to try out lessons and then work with peers to refine and improve them, and they should have a chance to observe other teachers, and to learn from them, as well as to provide their peers with feedback.

Even as educator-preparation programs must improve their program offerings, attention must be paid to providing well-designed in-service professional learning opportunities. Specifically, teachers benefit from working with peer coaches or instructional leaders who have experience writing curriculum that integrates social and academic learning.

Professional learning opportunities should be designed around the curriculum and teaching methods aligned with it—including how to conduct group discussions, ask open-ended questions, and differentiate instruction for students—and put a focus on actual student work. In addition to instructional changes, this new, more comprehensive

definition of student success also necessitates a more evolved and sophisticated approach to assessments and accountability. Work by districts, schools, and teachers to incorporate student surveys, teacher observations, and performance assessments of students' social competencies, as well as the work to redesign classroom tests, is complex and in an early stage.

Perhaps most important is the need to make integrated curriculum a systemic priority for all schools, not just the relatively few deemed to be model efforts. At the local level, schools and districts need to incorporate their commitment to social and academic skills development into their vision and mission statements, and the capacity of district and school leaders to lead and manage such approaches must be supported.

Acknowledging the challenges of working authentically to engage parents and others, many experts emphasize that districts and

schools need to redouble their efforts to involve the community in the rollout and use of integrated curricular approaches.

Tim Shriver chairs the Aspen Institute's National Commission on Social, Emotional, and Academic Development with Linda Darling Hammond, the president and CEO of the Learning Policy Institute, and John Engler, a former governor of Michigan and a former president of the Business Roundtable. Shriver, the chairman of the board of Special Olympics and the chair of CASEL, argues that nothing short of a transformation in schools' approach to student learning and development is needed. The good news, says Shriver, is that the nation is in the midst of a fundamental shift in how it views teaching and learning.

"We've arrived at a huge moment of leverage, and we need to seize the opportunity we have," he says. "A curriculum that develops the whole child, in the hands of a high-quality teacher, is the secret sauce."

Integrated curriculum must be a systemwide priority.



About the Series

Future reports will explore these topics:

Ensuring that teachers are prepared to promote an integrated approach to students' development. We will explore efforts to attend to educators' own social and emotional skills and reduce stress, examine the importance of professional development, and consider how social, emotional, and academic learning can be integrated into teacher education, induction and ongoing mentoring programs.

Promoting a positive school climate and culture.

Educators and students agree that a positive school climate and culture fosters student engagement and improves student learning. And research has confirmed that schools where students feel safe, engaged, and connected to their teachers have narrower achievement gaps between low-income children and their wealthier peers. We will explore efforts to improve school climate by developing students' social, emotional, and academic skills.

Working in collaboration with the broader community

to promote healthy student development. Community engagement is essential to spurring meaningful change and key to efforts to ensure equity for all students. We will examine the need to generate grassroots awareness and demand for social, emotional, and academic development; the need to unite local leaders across sectors to fully integrate students' development in schools and in the community; and the need to be smart about the use of community resources.

About the Editorial Director

Virginia B. Edwards, the author of this report, is the editorial director of the National Commission on Social, Emotional, and Academic Development. She was editor-in-chief of *Education Week* from 1989 to 2016 and CEO of Editorial Projects in Education, the nonprofit that publishes *Education Week* and *edweek.org*, from 1997 until she stepped down in 2017. Edwards now devotes her time to a portfolio of communications and organizational-development projects.

Photo Credit:

All images courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action.

The National Commission on Social, Emotional, and Academic Development

The Aspen Institute's National Commission on Social, Emotional, and Academic Development is engaging and energizing communities to re-envision what constitutes success in our schools. With the help of educators, families, local leaders, community organizations, employers, and partners, the Commission is exploring how to fully integrate social, emotional, and academic development in K-12 education. Along the way, the Commission is unearthing challenges and opportunities as well as crucial lessons learned from those engaged in this work. Ultimately, the Commission will compile and release a *Report From the Nation* with specific action steps for building and sustaining a new era of education that supports the full development of our students.

Contact Us

Please visit our [website](#), sign up for our [newsletter](#), follow us on Twitter at [@AspenSEAD](#), and email us with questions at aspensead@aspeninstitute.org

