



THE ASPEN INSTITUTE



NATIONAL COMMISSION
ON SOCIAL, EMOTIONAL, &
ACADEMIC DEVELOPMENT

Webinar: Lessons Learned & Questions Moving Forward

February 27, 2018

Moderated by:



Gen. Craig McKinley

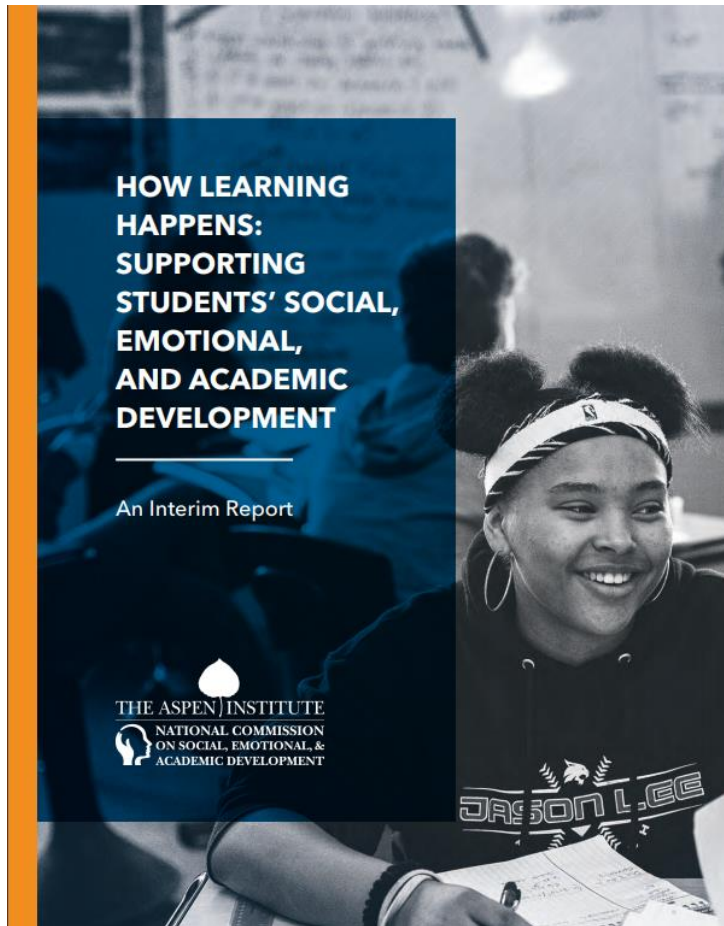
Commissioner; Four-Star Air Force General (Ret.); Former President and CEO, National Defense Industrial Association



Karen Pittman

Commissioner; President, CEO, and Co-Founder, The Forum for Youth Investment

Interim Report

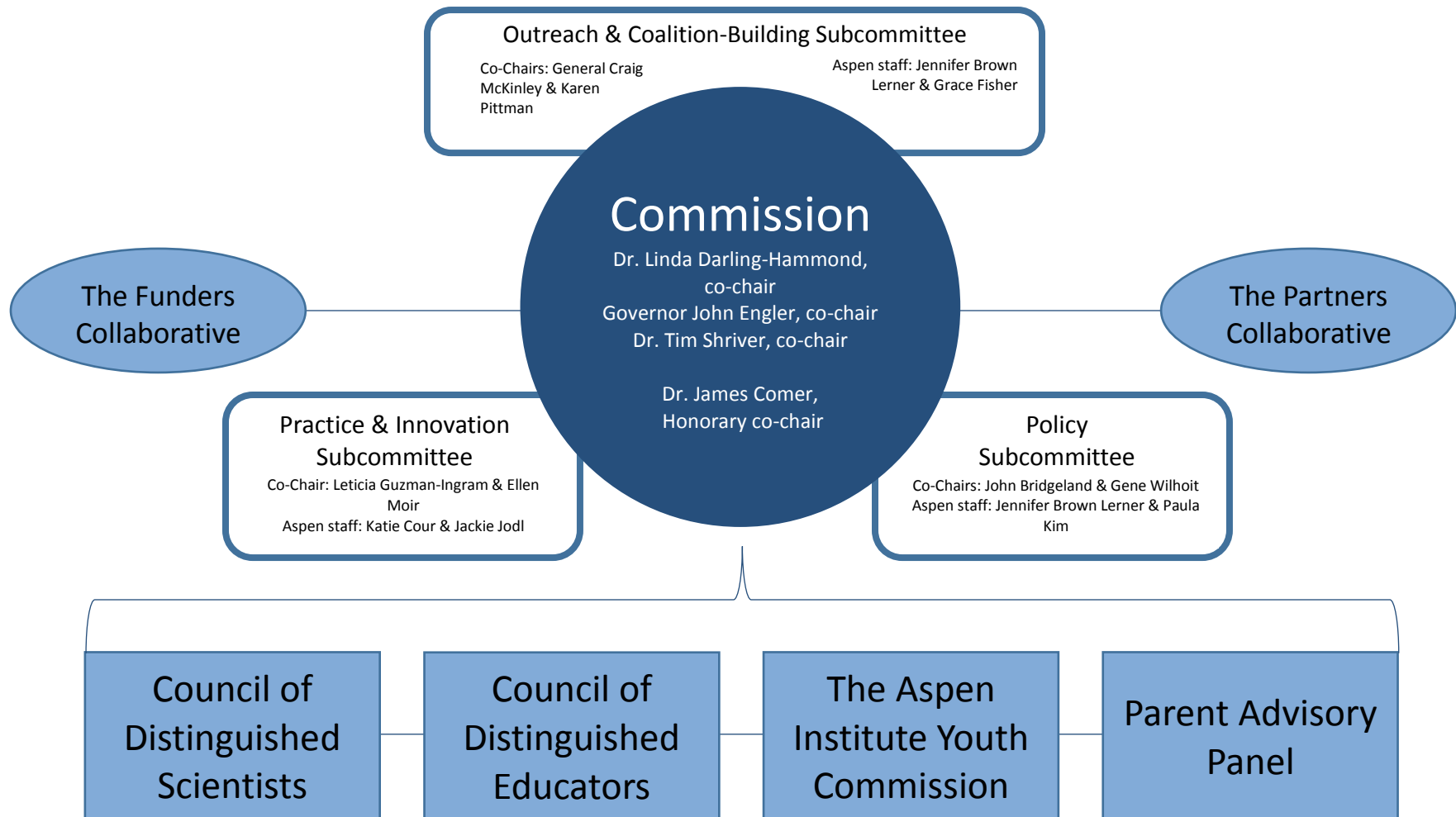


Please provide your responses
to the interim report's survey
by the end of March:

as.pn/commissionsurvey

Website: **as.pn/interimreport**

The National Commission Team



COMMISSION PURPOSE

COMMUNITY- DRIVEN MOVEMENT

1

A movement that acknowledges the central role of communities in SEAD integration and galvanizes support among educators, families, out-of-school providers, and others

SHARED UNDERSTANDING

2

A clear and shared understanding of what integrated social, emotional, and academic development in K-12 education means and looks like as well as why it is important

CHANGE AGENDA

3

A comprehensive change agenda that provides clear and compelling recommendations in research, policy, and practice to help achieve the full integration of SEAD

aspensead.org

National Commission Milestones



INAUGURAL CONVENING

Commissioners, Scientists, Educators, Youth Commissioners, Partners, and Funders meet as a full team to examine lessons from research, practice, and policy.

NOVEMBER 2-3



SUBCOMMITTEE CREATION

The Commission creates three subcommittees—Practice & Innovation, Policy, and Partnership & Coalition Building—to drive work in their respective areas.

APRIL



CASE STUDY: "PUTTING IT ALL TOGETHER"

The first Commission case study features examples of how schools and districts across the country are fully integrating social, emotional, and academic development into their K-12 classroom curricula.

AUGUST 24



RELEASE OF THE "EVIDENCE BASE FOR HOW WE LEARN"

The research brief from the Council of Distinguished Scientists articulates a scientific consensus affirming the interconnectedness of social, emotional, and academic development as central to learning.

SEPTEMBER 13



CASE STUDY: "SUPPORTING THE WHOLE TEACHER"

The second Commission case study focuses on the need for teachers to have opportunities to develop their own social and emotional skills.

DECEMBER 14

2016

2017

2018

SEPTEMBER 20

OFFICIAL LAUNCH

The Commission launches with the goal of engaging and energizing communities to fully integrate the social, emotional, and academic dimensions of learning in K-12 education so that all students are prepared for school, career, and life.

FEBRUARY 15

VIRTUAL MEETING

The Commission explores social and emotional skills in the workplace and discusses the many stakeholders that play a role in supporting students' comprehensive development.

MAY 1-2

CONVENING IN CLEVELAND

Commissioners visit Wade Park Elementary School and Facing History New Tech High School and hold field hearings on the role of school-community partnerships and state and local leadership in supporting social, emotional, and academic development.

SEPTEMBER 6

VIRTUAL MEETING

Commissioners see social, emotional, and academic development in action at three schools in Nashville: Fall-Hamilton Elementary, Valor Collegiate Academies, and Pearl-Cohn Entertainment Magnet High School.

NOVEMBER 7-9

CONVENING IN TACOMA, WASH.

Commissioners visit Jason Lee Middle School and the Science and Math Institute (SAMI) and explore the district's community approach to supporting the whole child.

JANUARY

INTERIM REPORT

The Commission shares its progress, lessons learned, and questions to explore.



The Evidence Base for How We Learn

Consensus Statements of Evidence from the Council of Distinguished Scientists

“Decades of research... have illuminated that major domains of human development—social, emotional, cognitive, linguistic, academic—are deeply intertwined in the brain and in behavior.”

The Evidence Base for How We Learn

Supporting Students’
Social, Emotional, and
Academic Development

Consensus Statements of Evidence
From the Council of Distinguished Scientists

National Commission on Social, Emotional, and Academic Development
The Aspen Institute

Stephanie M. Jones & Jennifer Kahn

September 13, 2017

The Practice Base for How We Learn

Consensus Statements of Practice from the Council of Distinguished Educators

“When social, emotional, and academic development are deliberately and thoughtfully interconnected, students benefit from learning experiences that enrich their understanding of academic content and strengthen their critical thinking skills.”

***Public Release: March 12, 2018 at the
Aspen Institute’s headquarters in Washington, DC***

The Practice Base for How We Learn

Supporting Students’
Social, Emotional, and
Academic Development

Consensus Statements of Evidence
From the Council of Distinguished Educators

National Commission on Social, Emotional, and Academic Development
The Aspen Institute

Sheldon Berman with Sydney Chaffee & Julia Sarmiento

March 12, 2018

Panel Discussion:



Facilitated by **Karen Pittman**

Commissioner; President, CEO, and Co-Founder,
The Forum for Youth Investment



Pamela Moran, Ed.D.

CDE member; Superintendent of Albemarle County
Public Schools (Charlottesville, Virginia)



Christopher Poulos

CDE member; Spanish Teacher & Instructional
Leader for the Humanities, Joel Barlow High School
& Connecticut's 2007 Teacher of the Year



Jonathan Raymond

CDE member; President, Stuart Foundation

Interim Report: Lessons Learned

- Learning **is** social and emotional.
- Supporting students' social and emotional development encompasses a **range of instructional approaches** that must be implemented intentionally.
- The **interconnectedness** of social, emotional, and academic development must be reflected in all aspects of schooling, including afterschool and out of school.
- Effective social and emotional development creates **learning environments** that support each student's individual needs.
- **Educators'** social and emotional competence is crucial to this work.
- **Local communities** need to shape and drive the process of supporting students.



Interim Report: Questions

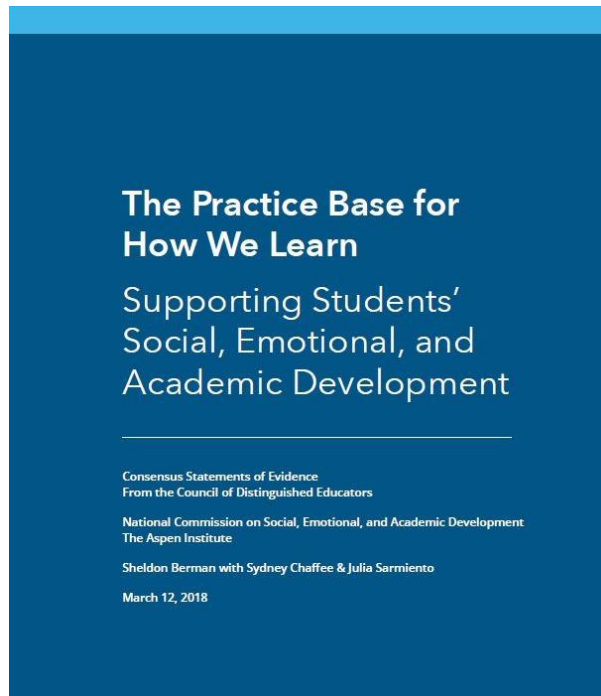
- How can we close the gap between what we know and what do?
- What questions still need to be answered in order to effectively support student learning?
- What are the most effective and efficient ways to build the capacity of teachers and other youth-serving professionals to support students' social, emotional, and academic learning and growth?
- How do schools support the social, emotional, and academic development of all students while addressing equity considerations that affect specific groups of students?
- How can policy embrace and encourage this integrated approach to learning without creating a mandate for compliance or dampening local efforts and enthusiasm?
- How can the field coalesce to build a movement for sustained improvement?

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Upcoming Events

Monday, March 12: public release of CDE consensus statements



Friday, April 6: public release of Youth and Family Call to Action documents



New Resources

- See videos co-produced by the Commission and Edutopia that show social, emotional, and academic practices in action at edut.to/2oeSMdR
- Be on the lookout for the Commission's forthcoming blog, *Learning is Social and Emotional*, on edweek.org
- Look for the Commission's third case study on school-community partnerships
- Check out the Commission's first two case studies as well as other resources at as.pn/edresources