



Partners Collaborative Meeting

September 18, 2018



THE ASPEN INSTITUTE



NATIONAL COMMISSION
ON SOCIAL, EMOTIONAL, &
ACADEMIC DEVELOPMENT

Welcome Remarks

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

TODAY'S AGENDA

8:30-8:45 AM

Welcome Remarks

8:45-9:30 AM

Communications Playbook

9:30-9:45 AM

Update on the Commission's Ongoing Work Streams

9:45-10:30 AM

Feedback on the Recommendations

10:30-10:45 PM

Overview of the Final Report

10:45-11:00 AM

Closing Remarks

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



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Communications Playbook



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ALIGNING & SUPPORTING THE FIELD

Playbook Goals:

- Help engage in conversation with multiple audiences (especially families, educators, and youth-serving leaders) about the development of social, emotional, and cognitive skills in children.
- Raise awareness and deepen understanding about the value of an integrated approach to learning and development.
- Help the adults who support children find shared language for talking about this work.
- Generate support for the efforts of the many organizations, institutions, and communities that are working to support the whole student.

Communications Playbook

How do we talk about the skills and competencies that help our young people learn and grow in a way that's intuitive and actionable? This became the call to action that led the National Commission and Learning Heroes to collaborate in developing a suite of communications resources to help partners address this challenge. [Read more](#)



Translated Research

Tools to help educators, youth-development leaders, and community partners communicate with families and parents about social, emotional, and academic development.



How Learning Happens: Creative Assets

Tools that tap into science and intuition to convey what we know about how learning happens.

CASE STUDIES: COMING SOON

Coming Soon: Case Studies

Takeaways and lessons learned from partners that have used these resources in real-world settings.

Available at as.pn/communicationsplaybook and <https://bealearninghero.org/parent-mindsets/>

HOW LEARNING HAPPENS: CREATIVE ASSETS

- Learning Is About Video
- Family and Caregiver Conversation Tool
- How Learning Happens Fact Suite
- All of the Above Multiple Choice Series

WHEN I GROW UP,
I WANT TO BE...



A. A doctor
 B. A good friend
 C. A basketball player
 D. All of the above

Think about the skills that help you learn and grow as an adult everyday -
the ones that help you think, relate and act responsibly.

Let's make sure we teach these skills to our children!

[#HowLearningHappens](#)

TIPS FOR USE

Asset type: *Foundational/Promotional*

Purpose: This video introduces the fundamentals of How Learning Happens, presenting some of the key principles of social, emotional and academic development (e.g. relationships, respect, responsibility, and teamwork). It's a great way to spark a conversation with your constituents and members or colleagues. A link to the video would also be useful in newsletters and on your website.

Ideas for Use by Families and Educators:

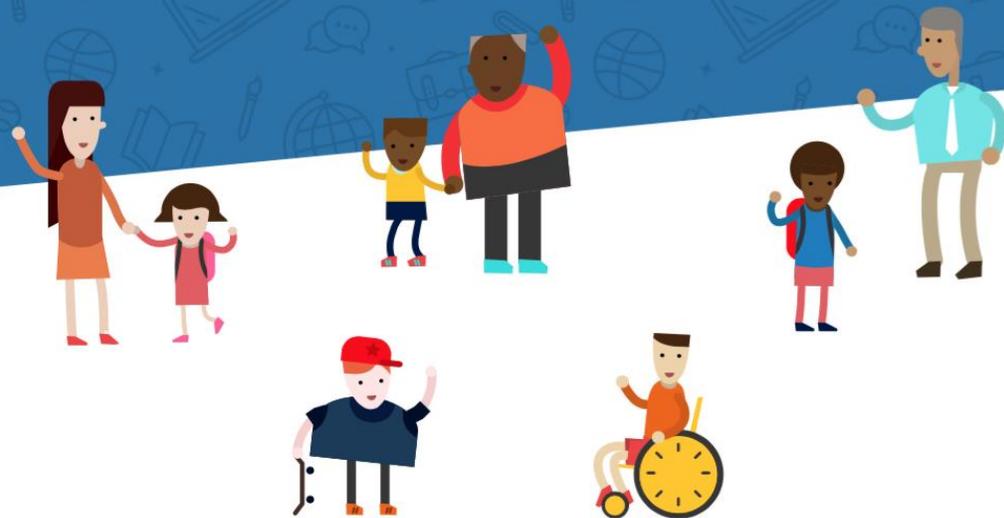
- As an orientation tool for any program, initiative, or effort that encourages social, emotional, and academic development
- In professional learning opportunities for instructional leaders and teachers

Translated Research Pillar

- Informed by the Developing Life Skills study, these tools help educators, youth-development leaders, and community partners communicate with families and parents about the integration of social, emotional, and academic learning in the context of local communities.
- Available at bealearninghero.org/parent-mindsets/
Tools include:
 - Developing Life Skills in Children: A Roadmap for Communicating with Parents study and presentation deck
 - Infographic
 - Parent Perspectives Workshop Facilitator's Guide
 - Q & A

Developing Life Skills:

Parent Perspectives Workshop Facilitator's Guide



Welcome

Dear Organization Leader,

Research shows, and as you know working with children and families each day, the development of social, emotional, cognitive, and academic skills are deeply intertwined, like the strands of a rope, and come together to form successful adults. Schools and community programs like yours have always taught skills like respect, getting along well with others and problem-solving. But there is now greater awareness and acceptance of the need to integrate the social and emotional, cognitive and academic aspects of learning.

Parents refer to social, emotional, cognitive, and academic skills as “life skills,” and play an integral role in their child’s development of these behaviors. Parents also understand that there are many reasons why life skills are beneficial, such as helping their child learn, being a good community member, preparing them for the workforce and countering the effects of peer pressure and bullying. Parents expect a dialogue with schools and communities about these skills, if framed as helping their child succeed academically and in the larger world.

The Developing Life Skills: Parent Perspectives Workshop was designed to help you facilitate an honest and productive conversation with parents, guardians and educators, eliciting their ideas and feedback on which life skills they see as most important and what it looks like to support children’s development of these skills in your local community.

By bringing parents’ voices to the table and validating their important role, you can best work together with families to support student success in and out of school.

Thank you for all you do.



Workshop Framework: Introductions

Introductions (5-10 MINUTES)

- *Introduce yourself, the notetaker and your respective roles for the workshop.*
- *Model the self-introduction first, and then invite participants to introduce themselves around the circle.*

Please share your name; how many children you have (ages / grades); and name one emotion you feel about being here today – happy, curious, nervous, excited, stressed, etc.

Opening Discussion (10 MINUTES)

- We're here today to talk about a topic that you may or may not have heard much about called developing life skills. Life skills are relevant to your child, your role as a parent and to [\[insert name of your school / organization here\]](#), because they impact how children learn. You are the expert on your child and know what motivates them as a learner, so we want your ideas and feedback about supporting their development of these life skills. To help guide the conversation, I have some questions and short activities to get your feedback about which life skills you think are important for your child.
1. When you think about life skills, which ones are the most important for your child to develop?
 2. Why is it important that your child develops life skills?
 3. How does your child develop life skills? Can life skills be taught?
 4. When and how did you develop life skills?

Facilitator Note:

- *Consider writing the discussion questions on large poster paper so participants can both read and hear the questions as a way to support different types of learners.*
- *If participants need help getting the conversation started, consider showing several examples of life skills using the Gallery Walk words.*
- *The notetaker may write participants' responses on large poster paper for reference during Activity 1.*

Workshop Framework: Activity 1

Gallery Walk of Life Skills (10 MINUTES)

- We're going to get up and move now! Around the room, you will see words or phrases that have been used to describe the life skills or qualities we're talking about today.
- As you walk around the room:
 - Put a plus sign (+) on the words that are most important to you.
 - Put a minus sign (-) on the words that sound negative or not important to you.
 - Put a question mark (?) on the words that sound confusing.
- *To get parents started, it may be helpful for the facilitator to walk around the room reading the words and phrases aloud before asking them to begin the Gallery Walk.*

Facilitator Note: Activity 1 Alternatives

- *Instead of having participants write directly on the word sheets, participants each receive a small set of sticky notes. Participants write a plus, minus or question mark on an individual sticky note, sticking it on the word sheets as they walk around the room.*
- *Hand out the Activity 1 worksheet (see appendix). Give participants 8-10 minutes to complete it independently before starting the discussion.*
- *Hand out the Activity 1 worksheet (see appendix). Slowly read the words and phrases aloud. Participants write a plus, minus or question mark next to the words as you read them aloud.*
- *If the families you're working with have low-literacy levels, you can read the words aloud. Participants can identify whether the skill is important to them by raising their hand. (For confidentiality, you may ask participants to close their eyes).*

Partner Case Studies

- Document how a few organizations integrate and adapt the Communication Playbook resources in their local settings and within diverse contexts.
- Share their implementation models, resulting takeaways and lessons learned.
- To date, these partners include UnidosUS and Higher Achievement.



Jose L. Rodriguez, Regional Director of Education for Texas and the Southwest Region, UnidosUS



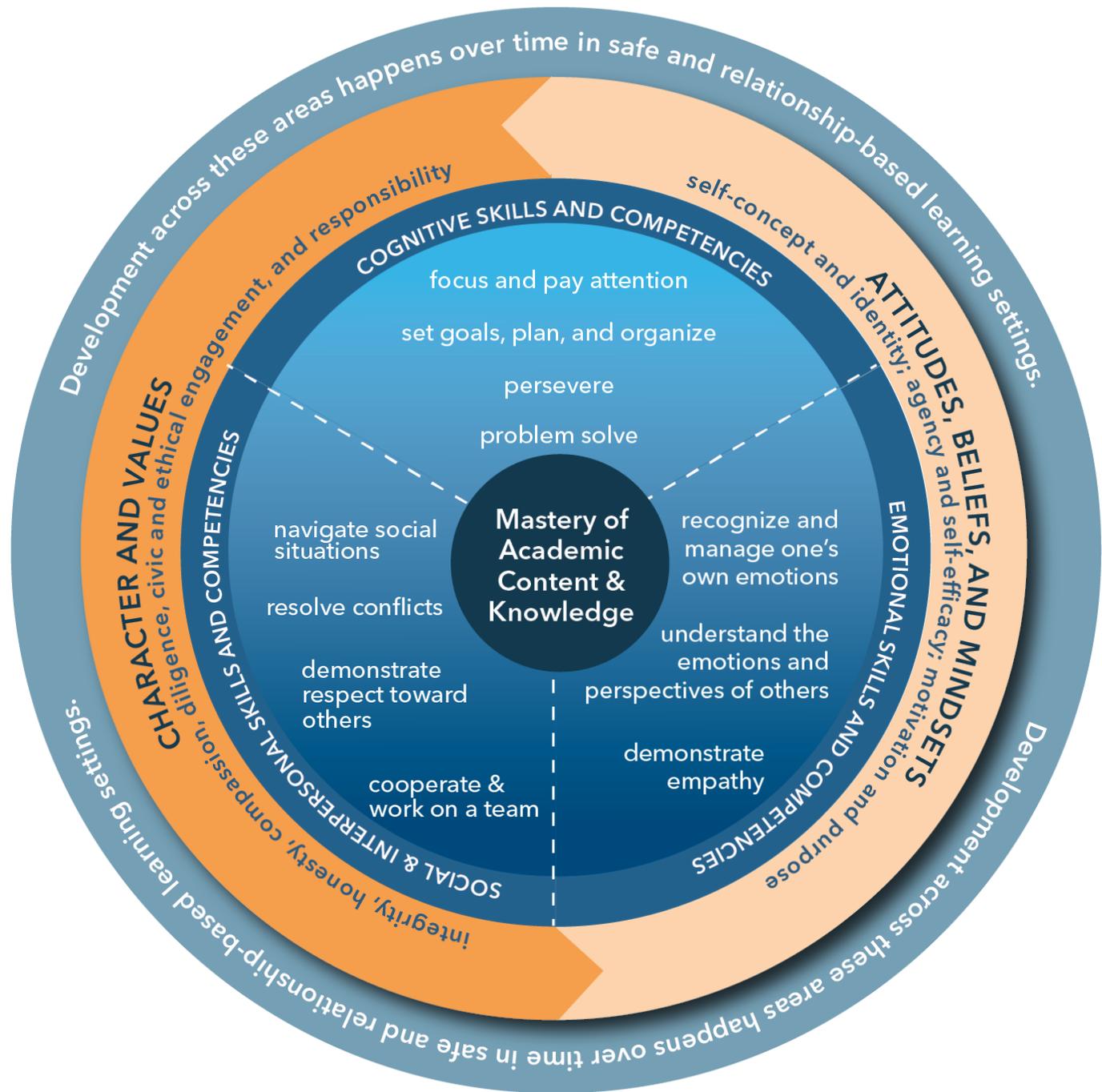
Lynsey Wood Jeffries, CEO, Higher Achievement
Mike Di Marco, Chief of Strategy, Higher Achievement

Next Steps

- Engage a partner in the K-12 education space to participate in a case study
- Add to the resources: research synthesis, social media copy, additional formats, case studies
- Solicit your ideas and plans for use
- Officially launch on the Report from the Nation website



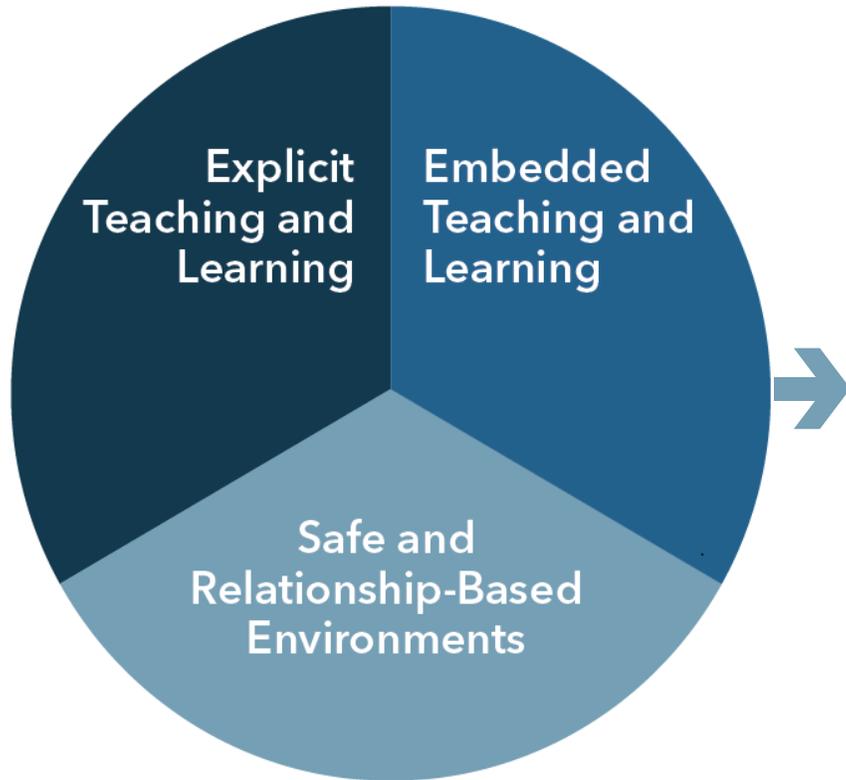
Update on the Commission's Ongoing Work Streams



Building a Shared Understanding: The Practice Base

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

Learning Settings



Student Experience



Student Outcomes



Policy and Practice Recommendations Framework

Policy Recommendations

Align resources efficiently and equitably

Promote development of adult capacity

Foster and support continuous improvement of learning environments

Practice Recommendations

Work together as advocates for student learning

Build adult capacity

Create supportive learning environments

Teach social, emotional, and cognitive skills and embed them in all academic learning

Set a clear vision

Updates to Policy Recommendations

- Defined the term educator and student
- 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

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.

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.

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 **classroom 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**?

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.

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.

Practice Agenda

Practice Recommendations (slide 2 of 2)

IV. Allocate Resources to Build Adult Capacity

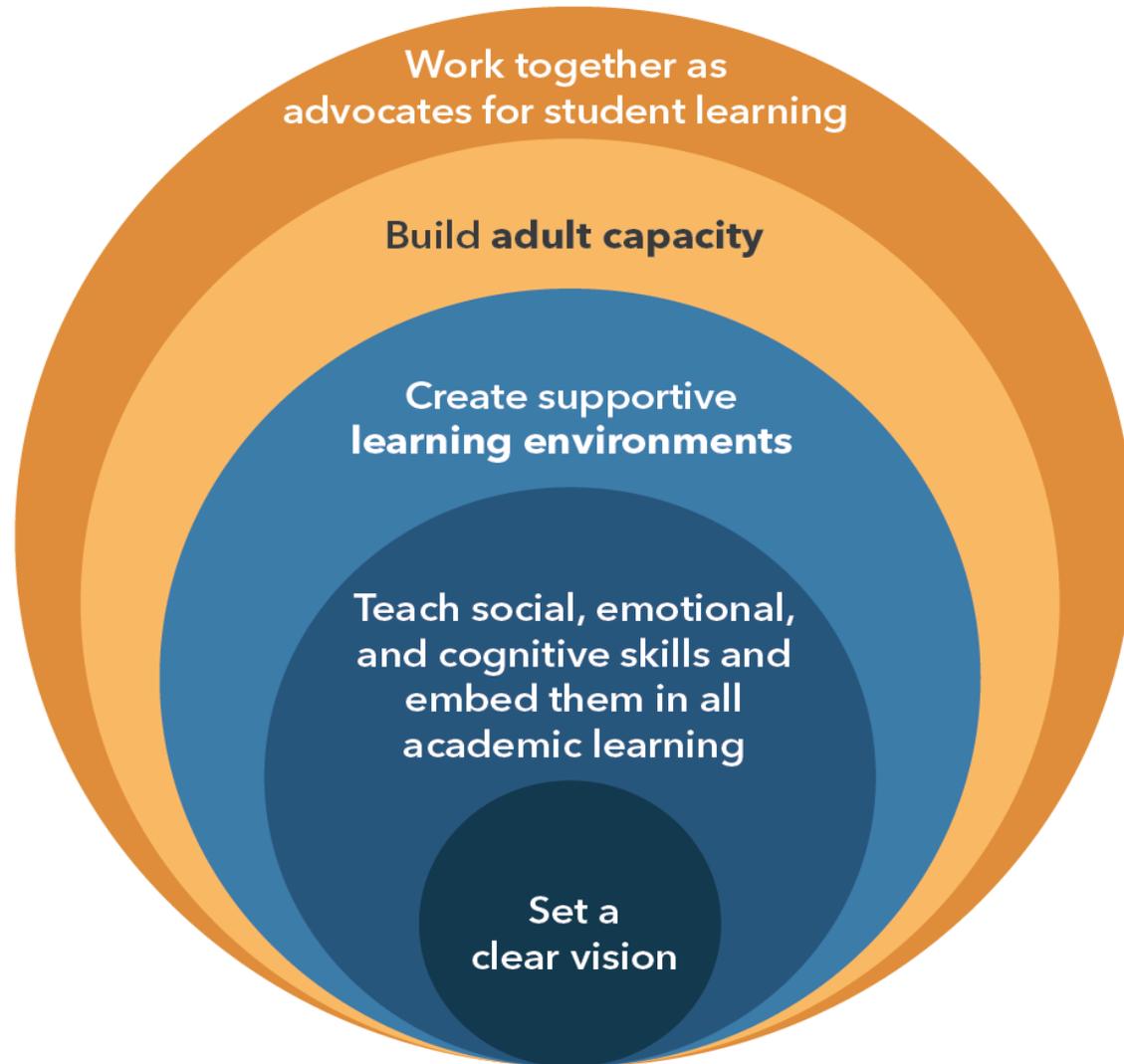
Provide opportunities for school faculty and staff, families, after-school and youth development professionals, and future professionals still in university pre-service programs to learn to model and teach social, emotional, and academic skills to young people across all learning settings, both during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

PRACTICE AGENDA for How Learning Happens:

Supporting a Shared Vision for Students'
Social, Emotional, and Academic Development





Feedback on the Recommendations

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?



Overview of the Final Report

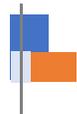
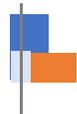
Table of Contents

- Foreword/Introduction
- Chapter One: How Learning Happens
- Chapter Two: Recommendations for Action
- Chapter Three: Accelerating Our Efforts
- Conclusion

Chapter One: How Learning Happens

- What do students, families, educators, and business leaders all want from our schools?
- What do we know about learning that we didn't know 25 years ago (and why does it matter)?
- What does it look like to educate the whole student?
- How does this relate to parents' biggest concerns: the safety and wellbeing of their children?
- Isn't this yet another burden for teachers?
- How can we help schools do this work?
- Is this yet another fad that's going to come and go?

Chapter Two: Recommendations for Action

-  **Recommendation One:** Set a Clear Vision.
-  **Recommendation Two:** Teach Students Social, Emotional, and Cognitive Skills Explicitly and Embed in All Academic Learning.
-  **Recommendation Three:** Create Safe and Supportive Learning Environments and Ensure Continuous Improvement.
-  **Recommendation Four:** Build Adult Capacity to Support How Learning Happens.
-  **Recommendation Five:** Create a Cohesive PreK-12 Ecosystem: Align Resources and Leverage Partnerships.
-  **Recommendation Six:** Learn as We Go.

Chapter Three: Accelerating Our Efforts

- Shares **essential levers** (identified via the Commission's landscape analysis and change agenda work) that are necessary to accomplish and sustain the report's recommendations.
- Emphasizes **the opportunity** for each of us to focus on what needs to be focused on: our children and their education.
- Includes **calls to action or suggested steps** for various groups of stakeholders.

Themes

- Report *from* the Nation *to* the Nation
- The importance of local leadership: and the obligation and opportunity that comes with it.
- Profound hope



Photo by CMSD News Bureau

Closing Remarks



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Photo by Laurence Genon



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