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

Outreach & Coalition-Building Subcommittee
Co-Chairs: General Craig McKinley & Karen Pittman
Aspen staff: Jennifer Brown Lerner & Grace Fisher

Practice & Innovation Subcommittee
Co-Chair: Leticia Guzman-Ingram & Ellen Moir
Aspen staff: Katie Cour & Jackie Jodl

Policy Subcommittee
Co-Chairs: John Bridgeland & Gene Wilhoit
Aspen staff: Jennifer Brown Lerner & Paula Kim

Commission
Dr. Linda Darling-Hammond, co-chair
Governor John Engler, co-chair
Dr. Tim Shriver, co-chair
Dr. James Comer, Honorary co-chair

The Partners Collaborative

The Funders Collaborative

Council of Distinguished Scientists

Council of Distinguished Educators

The Aspen Institute Youth Commission

Parent Advisory Panel
<table>
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<tr>
<th>COMMISSION PURPOSE</th>
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<td><strong>COMMUNITY-DRIVEN MOVEMENT</strong></td>
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<td>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</td>
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<td><strong>SHARED UNDERSTANDING</strong></td>
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<td>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</td>
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<td><strong>CHANGE AGENDA</strong></td>
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<td>3 A comprehensive change agenda that provides clear and compelling recommendations in research, policy, and practice to help achieve the full integration of SEAD</td>
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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.

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

**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.

**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.

**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.

**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.

**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.

**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.

**Convening in Tacoma, Wash.**
Commissioners visit Jason Lee Middle School and the Science and Math Institute (SAM) and explore the district’s community approach to supporting the whole child.

**Interim Report**
The Commission shares its progress, lessons learned, and questions to explore.
“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.”
“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.”
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
• 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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as.pn/commissionsurvey
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