

FROM A NATION AT RISK
TO **A NATION**
AT **HOPE**



**“ In every collective human endeavor
there comes a moment. In education
that moment is now. ”**

The Science:

“The power of the **social** brain has been totally underestimated. It’s the driving force in cognition; it’s the gateway to learning.”

Patricia Kuhl
University of Washington

“The process of building knowledge is an inherently **emotionally** connected, deeply subjective experience.”

Mary Helen Immordino-Yang
University of Southern California

The Demand

- 9 out of 10 **teachers** believe social and emotional skills can be taught and benefit students
- More than 90 percent of **parents** think schools have a role in reinforcing the development of these skills.
- At least two-thirds of current and recent high school **students** believe attending a school focused on social and emotional learning would improve their relationships, academic learning, and preparation for life.
- 8 in 10 **employers** say social and emotional skills are the most important to success and yet are also the hardest skills to find.

The Policy Context

“State and local policymakers have a unique opportunity to help prioritize and support the whole learner, particularly in this time of resurgent state and local authority over education.”

***A Policy Agenda in Support of
How Learning Happens***

The National Commission

MEMBERS |

A coalition of more than 200 educators, youth and parent groups, scientists, policymakers, community leaders

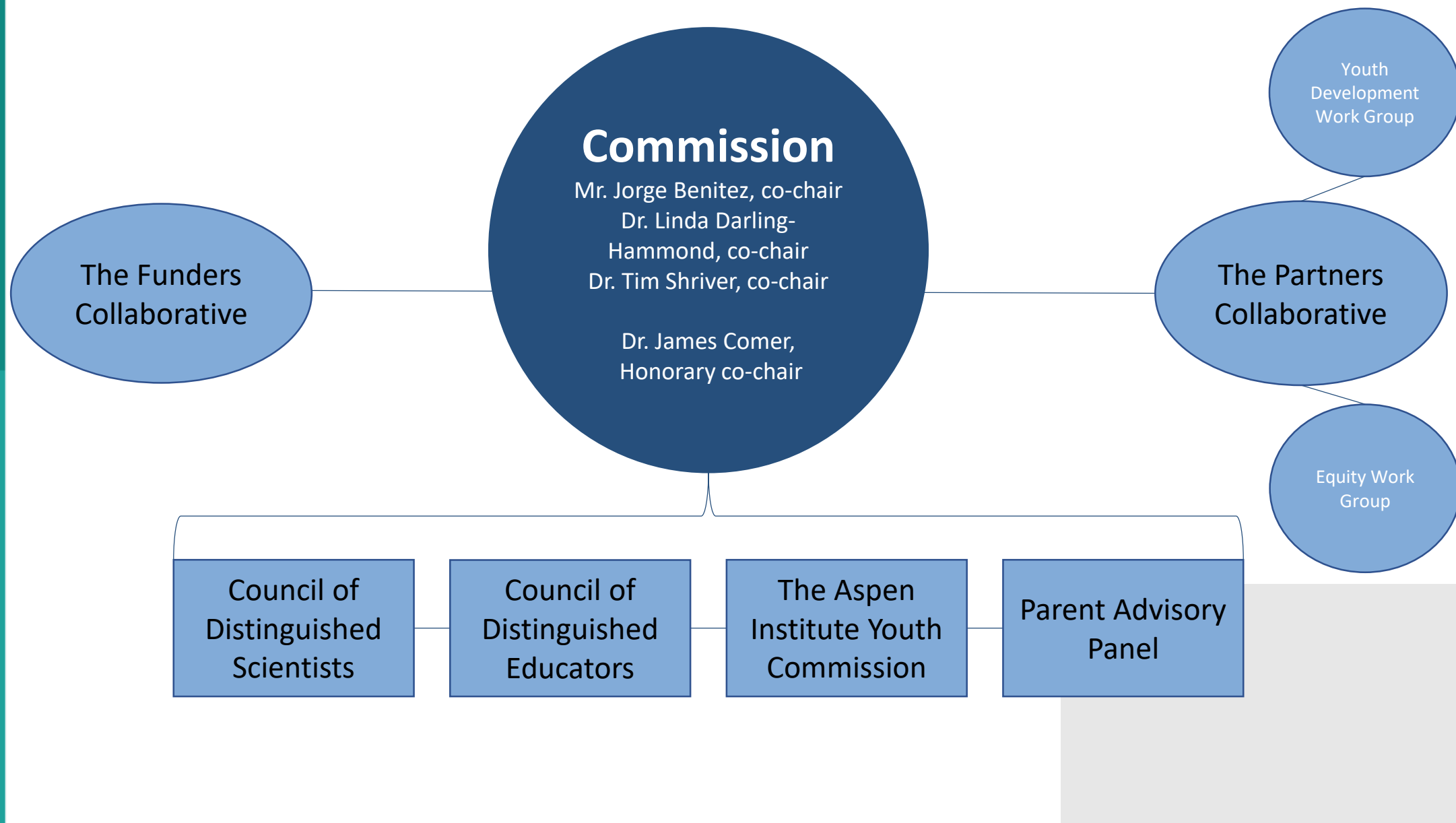
MISSION |

Engage and energize communities in re-envisioning learning to encompass its social, emotional, and academic dimensions so that all children can succeed.

OUTCOMES |

- ❑ Two and a half years of listening, learning, and creating consensus
- ❑ Recommendations and action steps across research, practice, and policy

The National Commission Team



What We Did: Listening & Learning

- Visited four communities engaged in this work (Cleveland, Nashville, Tacoma, Austin).
- Heard from the advisory bodies and partners.

A Youth Development Work Group was created to ensure that the “community” ring had a voice in shaping the final reports and recommendations.

The group also created its own issue brief.



Youth Development Work Group Recommendations

- Include youth development partners in setting a clear vision.
- Strengthen and expand adult capacity.
- Create and support engaging learning settings throughout the day and the year.
- Provide systems and supports to maintain partnerships.
- Leverage resources efficiently and equitably.



An Equity Work Group was created in partnership with UnidosUS and National Urban League to ensure that the final reports and recommendations focused on the needs of each and every student.

Equity Work Group Recommendations

The Equity Work Group coalesced around a commitment to equity that entails:

- **Achieving equitable outcomes for all students** through identifying, understanding, and reducing 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.

What We Did: Creating Consensus

The Practice Base For How We Learn

Supporting Students' Social, Emotional, and Academic Development

Consensus Statements of Practice
From the Council of Distinguished Educators

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

Sheldon Berman with Sydney Chaffee & Julia Sarmento

March 12, 2018



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



IN SUPPORT OF HOW WE LEARN A Youth Call to Action

About this Call to Action
This Call to Action from the National Commission's Youth Commission articulates the urgent need for schools and communities to support students' comprehensive development. It is part of a series of briefs that are being developed by various advisory groups to inform the work of the Commission. The official recommendations of the Commission itself, which will be released in late 2018, will draw from the students' vision of learning.



Students everywhere know the importance of a good education. School is where we learn about ourselves and find our passions. It's where we are presented with challenges and the opportunities to overcome them. At school, we discover new interests, learn new skills, and build new relationships. We find adults who push us to grow as people, help us to build character, and connect us to resources that can act as bridges to new and greater learning experiences.

School also serves as a transition between home and the adult world where we all need to become productive members of society and contributing citizens of our democracy. Because we spend more waking hours at school than

at home, our peers and teachers play significant roles in our social, emotional, and academic growth.

We, members of The Aspen Institute Youth Commission on Social, Emotional, and Academic Development, want to succeed, but we also want to shape how that success is defined. We want and need a foundation of academic skills and knowledge, including the ability to analyze information and to think critically. But to build on our academic strengths, we also recognize that we need interpersonal skills and empathy toward those we encounter.

Learning to work together at school and in our communities will better prepare us to be actively engaged in the world in which we live.

YOUTH

IN SUPPORT OF HOW CHILDREN LEARN A Family Call to Action

About this Call to Action
This Call to Action from the National Commission's Parent Advisory Panel articulates the urgent need for schools and communities to support students' comprehensive development. It is part of a series of briefs that are being developed by various advisory groups to inform the work of the Commission. The official recommendations of the Commission itself, which will be released in late 2018, will draw from the parents' vision of learning.



As parents, we send our children to school each morning with multiple goals in mind. We want our children to be happy and discover passion in their learning. We want them to be safe and secure, growing increasingly comfortable with their place in the world. We expect our children will master the basics—reading, writing, and arithmetic. We embrace K-12 schooling as a path to entering the workforce or pursuing further education. We also see school as an opportunity for our children to encounter and befriend children with different backgrounds and perspectives.

The more we watch our children grow, the clearer it becomes that learning is social, emotional, and

academic and that connecting these skills is integral to achieving these goals and more.

What We Know About How Our Children Learn

As parents, we want our children to develop the array of skills needed to build a solid foundation for a productive life. Skills such as respect, responsibility, self-confidence in the face of adversity, problem solving, kindness, teamwork, and self-control all form a solid foundation for continued personal growth and academic achievement.

Our children learn these important life skills in a variety of settings, including at home, in

FAMILY

What We Did: Spurring Understanding & Change



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

For the past two weeks, that's meant using geometry formulas to determine the area of triangles and consider change as well as the

Making the Case

This publication is the first



High school students hold a mock City Council meeting during the City of Tacoma's Student Government Day.

SCHOOL-COMMUNITY PARTNERSHIPS

Joining forces to support the learning and development of all students.

In 2011, just 55 percent of Tacoma Public School students were graduating from high school. And the district, like many urban

District leaders, together with the University of Washington-Tacoma, decided that to close achievement gaps, they needed to address the

Making the Case

This publication is the third



Supporting the Whole Teacher

Developing educators' social and emotional skills lays the foundation for success with students

Educators can create classroom and school cultures that provide opportunities for students to learn and practice the social and emotional competencies that are

After all, it's difficult for adults to help students acquire these skills if adults themselves do not possess them.

Making the Case

This publication is the second of several reports that will explore practices



CARING COMMUNITIES: LINKING SCHOOL CULTURE AND STUDENT DEVELOPMENT

At Kellison Elementary School in Fenton, Mo., a positive school culture and explicit instruction in social, emotional, and academic skills reinforce each other and children's learning.

"It starts when they walk in the

teaches children specific social, emotional, and cognitive skills—such as how to respect and work well with others, set goals, and focus on a task.

It works to build a strong school culture in which students can

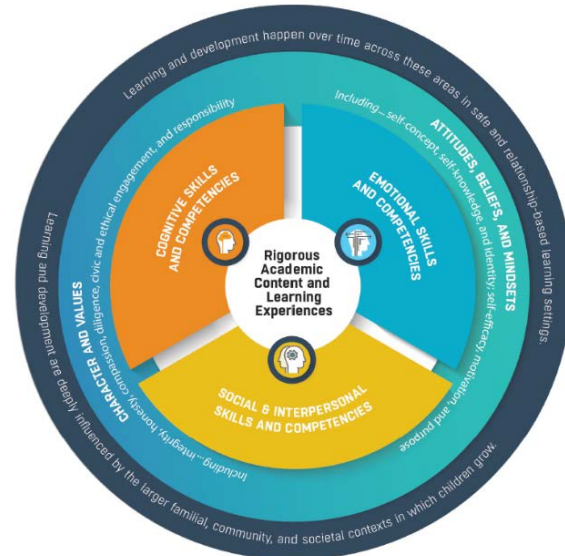
Making the Case

This publication is the fourth in a series of reports that explored promising practices for supporting social,

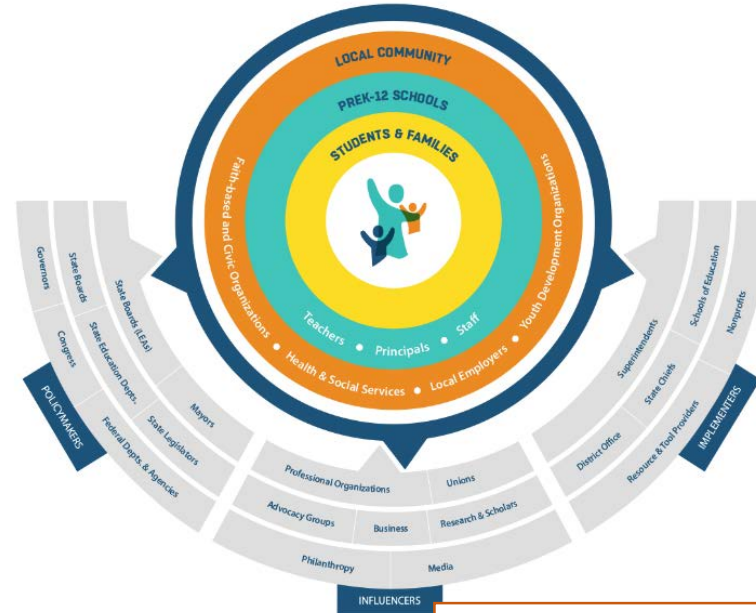


The Four Graphics

The Evidence Base for HOW LEARNING HAPPENS

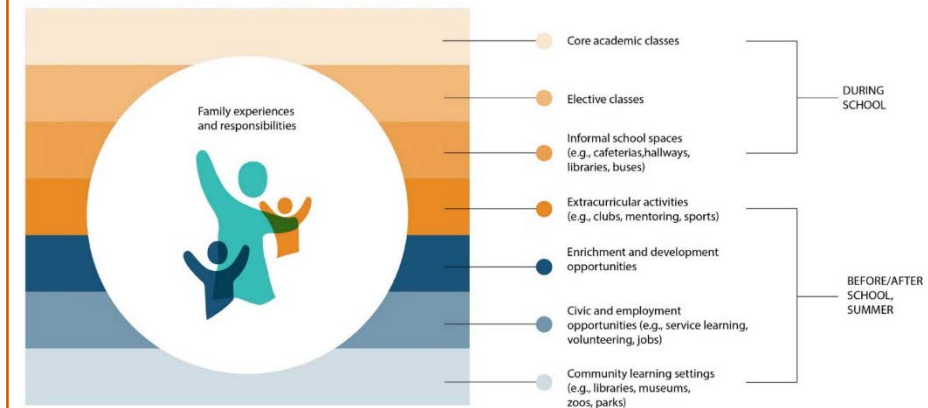


PreK-12 Education Ecosystem

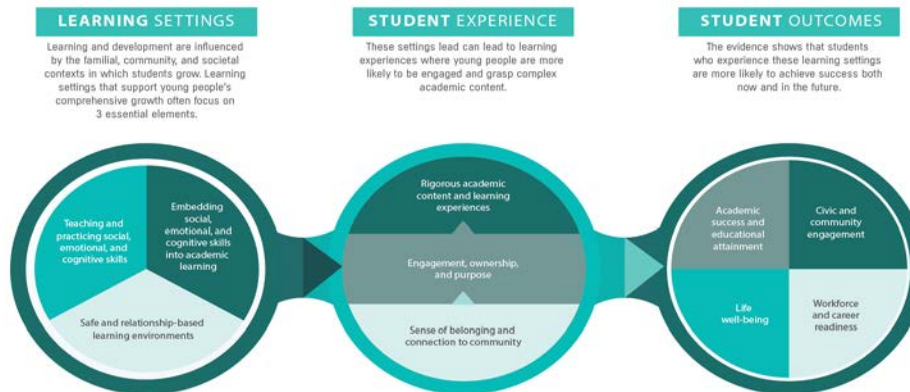


Where and When Learning Happens

Expanding our understanding of all the places and times young people grow and learn



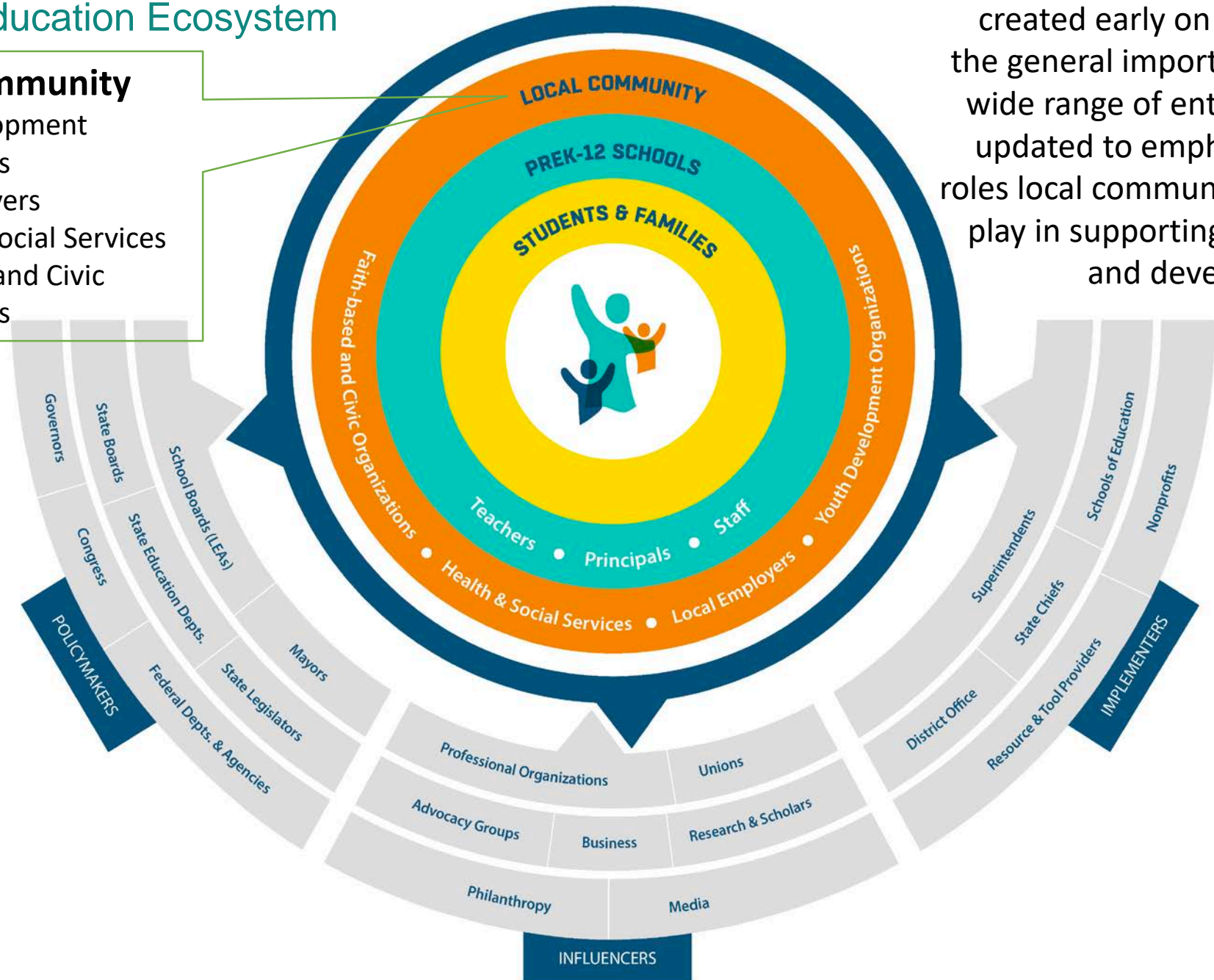
The Practice Base for How Learning Happens



The Education Ecosystem

Local Community

- Youth Development Organizations
- Local employers
- Health and Social Services
- Faith-based and Civic Organizations

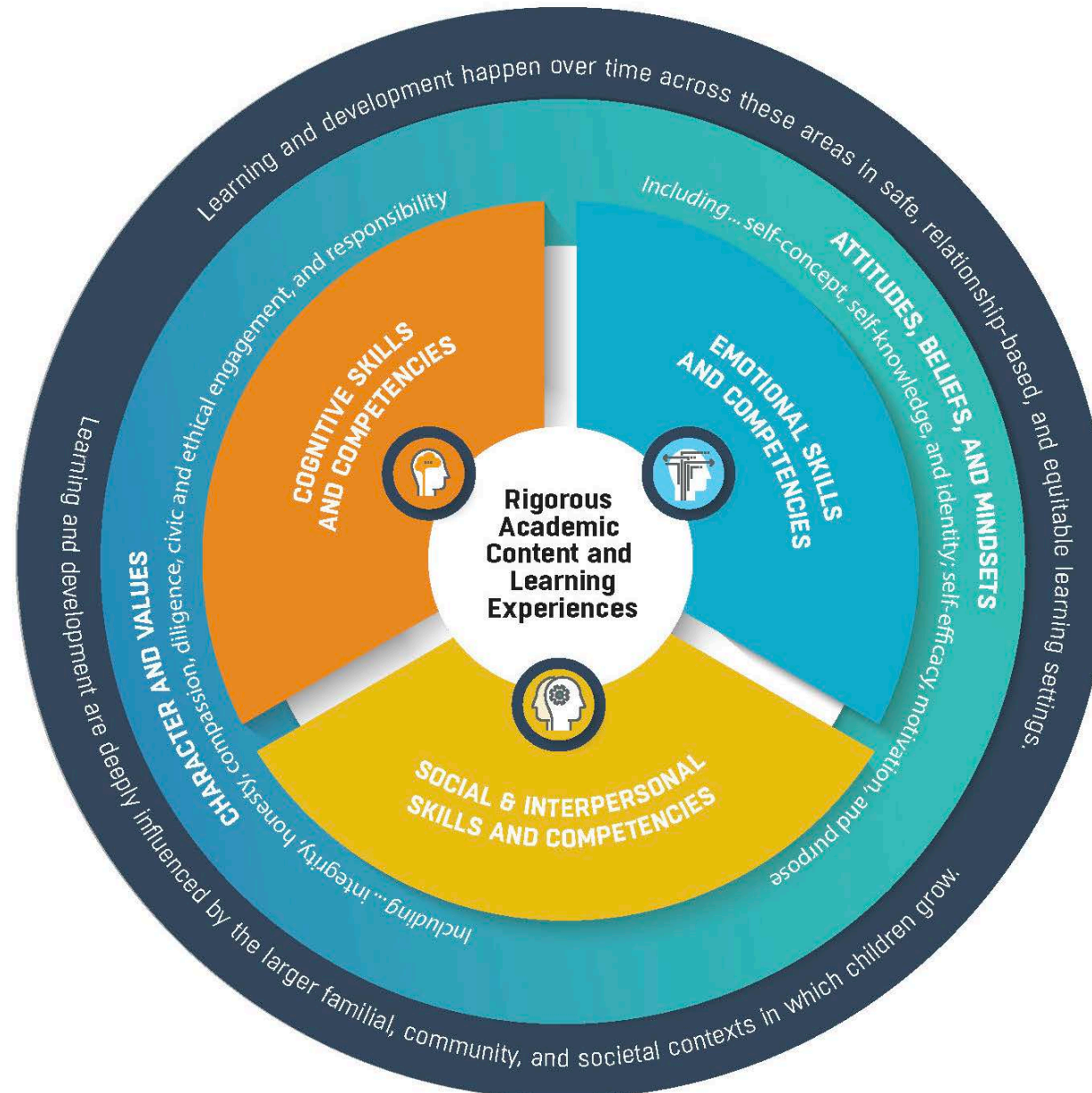


The ecosystem graphic, created early on to reflect the general importance of a wide range of entities, was updated to emphasize the roles local community actors play in supporting learning and development.

The Evidence Base for How Learning Happens

The final graphic summarizing how SEL (or SEAD) can be explained acknowledges the broader competencies, mindsets and values.

It also makes the distinction between cognitive skills and academic content. This was an important win.



COGNITIVE

- Including the ability to:
- Focus and pay attention
 - Set goals
 - Plan and organize
 - Persevere
 - Problem solve



EMOTIONAL

- Including the ability to:
- Recognize and manage one's emotions
 - Understand the emotions and perspectives of others
 - Demonstrate empathy
 - Cope with frustration and stress



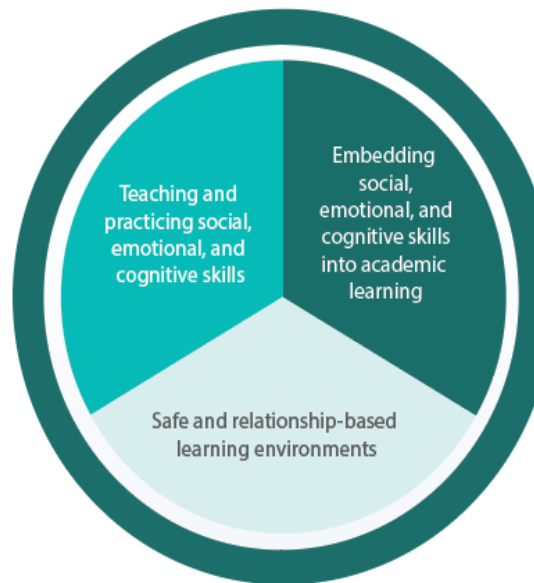
SOCIAL & INTERPERSONAL

- Including the ability to:
- Navigate social situations
 - Resolve conflicts
 - Demonstrate respect toward others
 - Cooperate and work on a team
 - Self-advocacy and agency

The Practice Base for How Learning Happens

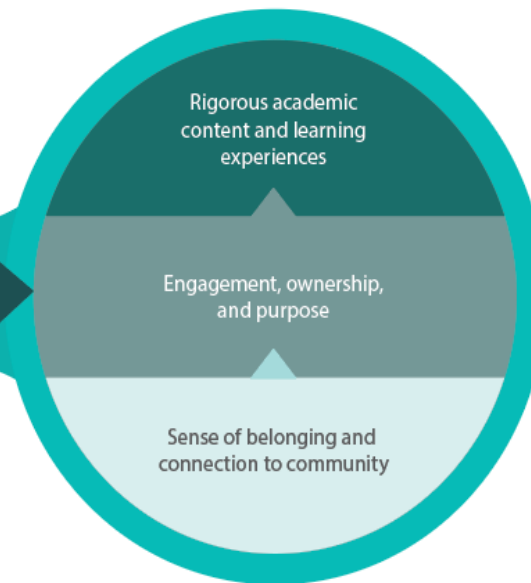
LEARNING SETTINGS

Learning and development are influenced by the familial, community, and societal contexts in which students grow. Learning settings that support young people's comprehensive growth often focus on 3 essential elements.



STUDENT EXPERIENCE

These settings lead can lead to learning experiences where young people are more likely to be engaged and grasp complex academic content.



STUDENT OUTCOMES

The evidence shows that students who experience these learning settings are more likely to achieve success both now and in the future.

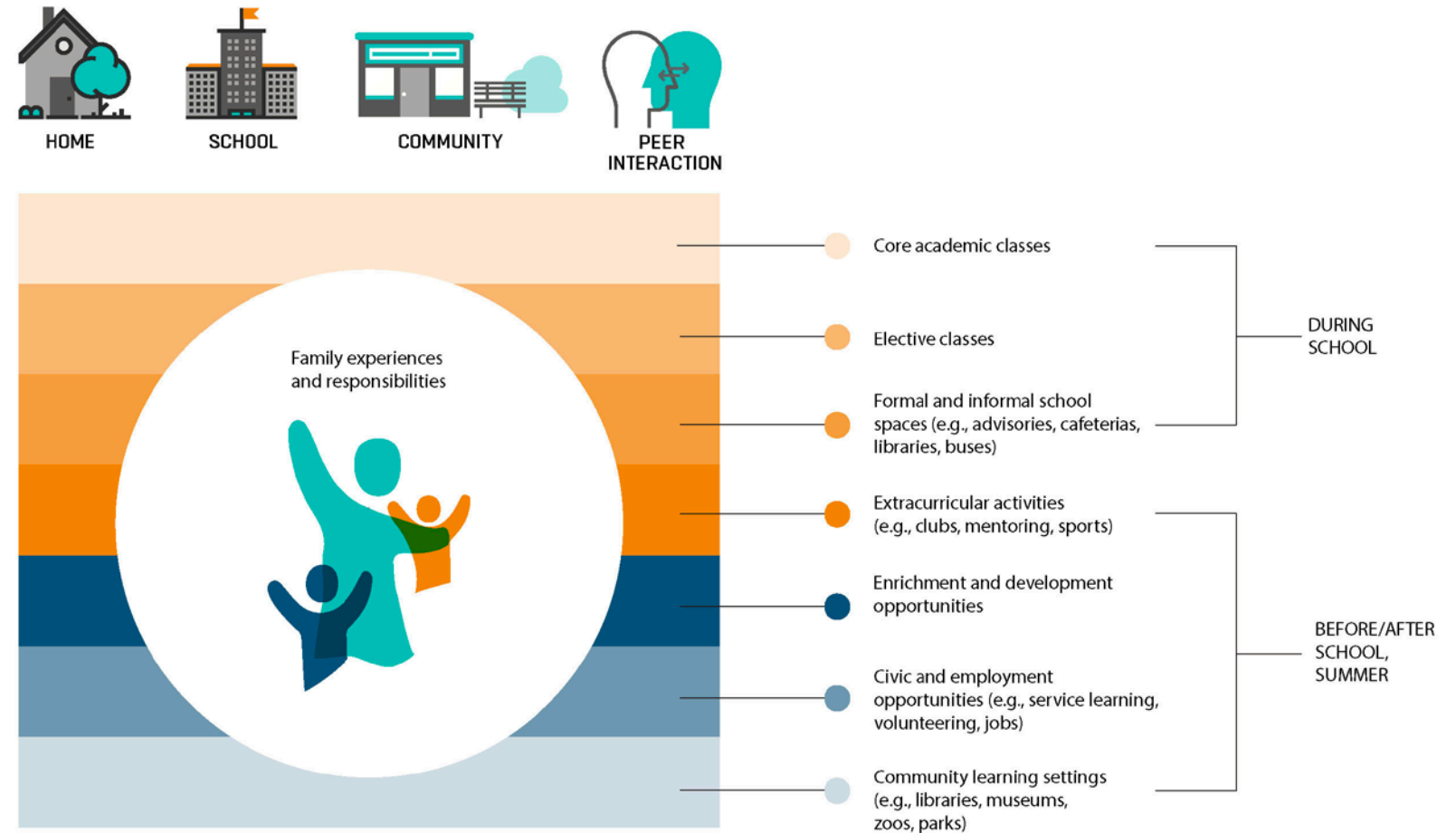


Where and When Learning Happens

Expanding our understanding of all the places and times young people grow and learn

The graphic curated by the YD Work Group offers a more nuanced perspective on where and when learning happens that improved the dialogue with K-12 leaders.

The graphic is included in the research brief and the final report.



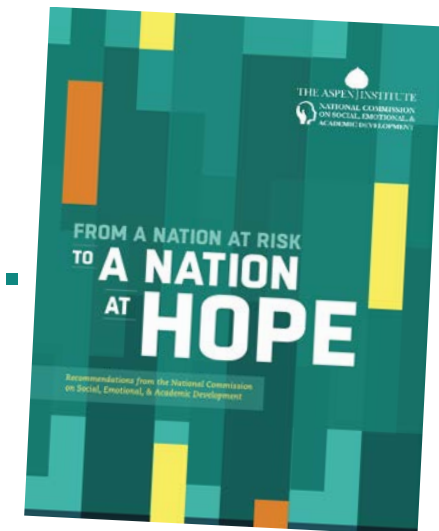
A Nation At Hope



“ A movement dedicated to children’s social, emotional, and academic well-being is reshaping learning and changing lives...On the strength of its remarkable consensus, a nation at risk is finally a NATION AT HOPE. ”

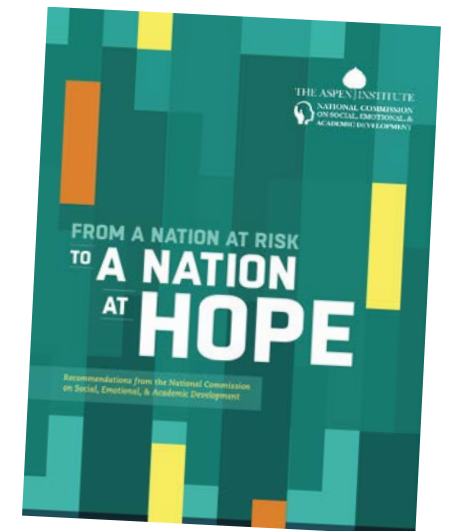
A Nation at Hope: Recommendations

- Set a vision for student success that prioritizes the whole child.
- Transform learning settings so they are physically and emotionally safe and foster strong bonds among students and adults.



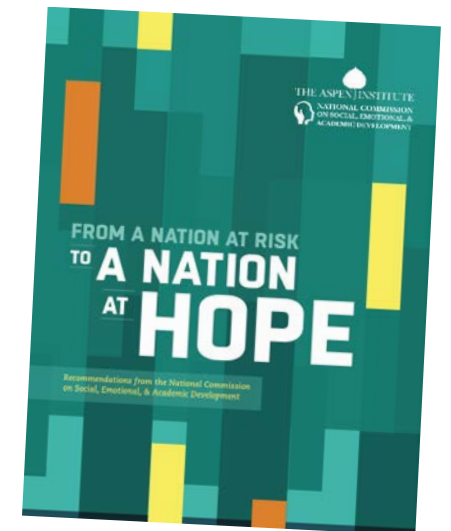
A Nation at Hope: Recommendations

- Change instruction to teach students social, emotional, and cognitive skills. Embed these skills in academics and schoolwide practices.
- Build adult expertise in child and adolescent development.



A Nation at Hope: Recommendations

- Align resources and leverage partnerships across schools, families, communities to address the whole child.
- Shift the research paradigm by forging closer connections between research and practice.



What We Did Well

- Created a broad coalition
- Stayed neutral
- Developed practical resources
- Developed a final report & launch with the right tone and substance

Where We Fell Short

- Engaging and profiling young people
- Addressing equity implications
- Being bold
- Planning post-Commission next steps

The background consists of a complex pattern of vertical and horizontal rectangular blocks in various shades of teal and blue. A single, solid orange rectangle is positioned in the bottom-left corner. The text 'NationAtHope.org' is centered horizontally and vertically in a white, sans-serif font.

NationAtHope.org