

IDEAS TO IMPACT VISUALS CHEAT SHEETS

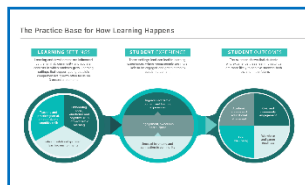
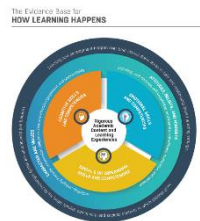
USING THE SEAD COMMISSION'S GRAPHICS TO INFORM CONVERSATIONS ABOUT READINESS, QUALITY, EQUITY AND ENGAGEMENT

The National Commission on Social, Emotional and Academic Development (SEAD Commission) had an ambitious charge: to engage and energize communities in re-envisioning learning to encompass its social, emotional and cognitive dimensions. The Commission staff had an even more ambitious charge. They coordinated multiple work groups, compiled input from hundreds of engaged leaders and produced or co-produced dozens of reports and videos in the span of just two years. Having been deeply involved in the Commission, we freely acknowledge that the Commission's work, like the work of any time-limited group, had hiccups and gaps. Two of the main weak spots – addressing equity and engaging community partners – were serious enough that youth development and social justice organizations that had signed on as Commission partners requested support to provide coordinated critiques and written responses.

Even with these shortfalls, the Commission's work provides an incredibly useful jumping off point for national and local discussions. This is not because these recommendations and frames are definitely "the best." Many of us, the Forum included, will continue to *preference* our and other's frames. The value of the Commission's work lies in the consensus-building processes that deeply engaged a broad range of K-12 stakeholders, including many of those who created other "competing" frames. The resulting consensus documents can serve as *reference* points we can continue to discuss, dissect and improve.

We will be referencing the SEAD Commission's work throughout the meeting. The executive summary of *A Nation at Hope* (included in your conference bags) summarizes the recommendations. The visuals, however, are only in the full report. They speak, to the four seminal ideas that anchor this meeting and ground our work:

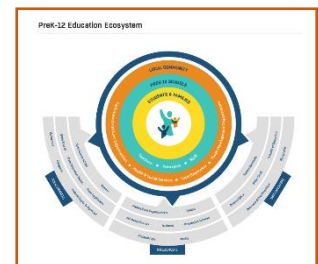
Readiness. The SEAD Council of Distinguished Scientists encourages us to move away from customizing lists of social and emotional skills to putting these skills in context. Specifically, they encourage us to discuss the three broad types of skills and competencies needed for success that are consistent with brain research. They also encourage us to recognize that these skills, while teachable, exist in dynamic interaction with attitudes, values and mindsets and are best practiced in contexts that offer rigorous content and learning experiences.



Quality. The SEAD Council of Distinguished Educators encourages us to think about learning environments, not just learning content, and emphasizes the link between the quality of the learning setting (starting with safe, relationship-based environments) and the depth of the learning experience.

Engagement. In their first meeting, the Commissioners emphasized that, even though the Commission's

charge was to challenge preK-12 system leaders, the reality was that the Commission's goals could not be achieved without the support, wisdom, and contributions of a broader education ecosystem. The Education Ecosystem graphic was created to acknowledge the role of influencers and policy makers while highlighting the range of community organizations and systems that support development and create valuable learning opportunities.

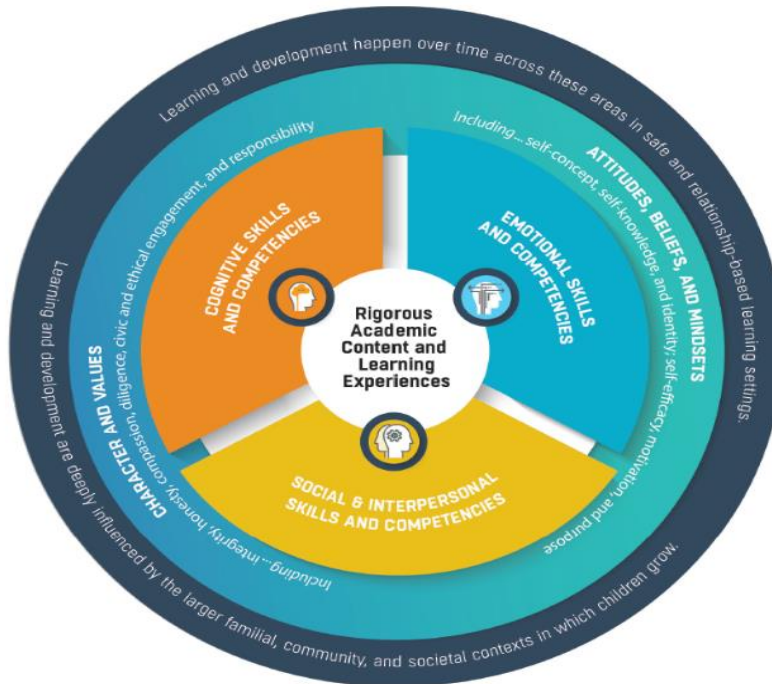


Equity. The ad hoc Youth Development Work Group, created to provide SEAD partners in the "orange ring" of the Education Ecosystem graphic an opportunity to create a coordinated response, focused on one important aspect of equity: *equitable access* to quality learning environments in school and out. The work group advanced a visual to make two points: 1) Non-school personnel and volunteers contribute to learning during the school day, just as school personnel do after school. 2) Opportunities to learn and practice social, emotional and

cognitive skills vary significantly across specific learning settings in school (e.g., classrooms vs. playgrounds) and out of school (e.g., youth organizations vs. libraries).

The visuals and quotes on the pages that follow are pulled from *From a Nation at Risk to a Nation at Hope: recommendations from the National Commission on Social, Emotional & Academic Development*.

The Evidence Base for HOW LEARNING HAPPENS



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:

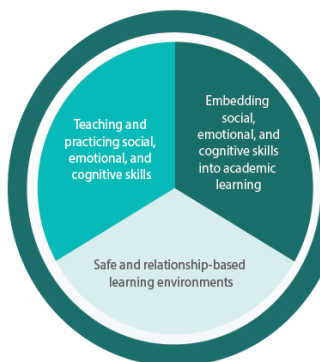
- Navigate social situations
- Resolve conflicts
- Demonstrate respect toward others
- Cooperate and work on a team
- Self-advocacy and agency

“More than two decades of research across a wide range of disciplines—psychology, social science, brain science—demonstrates that learning depends on deep connections across a variety of skills, attitudes, and character traits. These generally fall into three broad categories: (1) skills and competencies; (2) attitudes, beliefs, and mindsets; and (3) character and values.”

The Practice Base for How Learning Happens

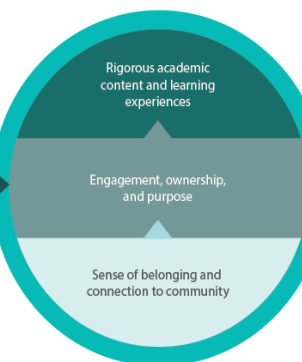
LEARNING SETTINGS

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.



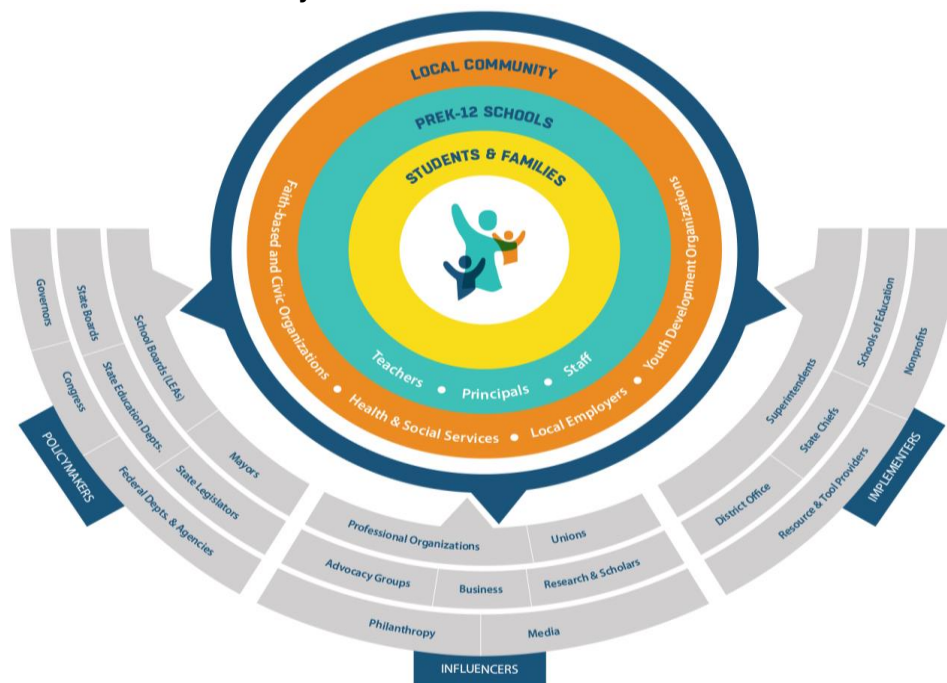
STUDENT OUTCOMES

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



“We’re still stuck in a paradigm that views social and emotional development and mastery of academic content as competing priorities. To create learning environments that support the whole student, educators will need a coherent plan that is supported by policy and research and that fosters the comprehensive development of young people.”

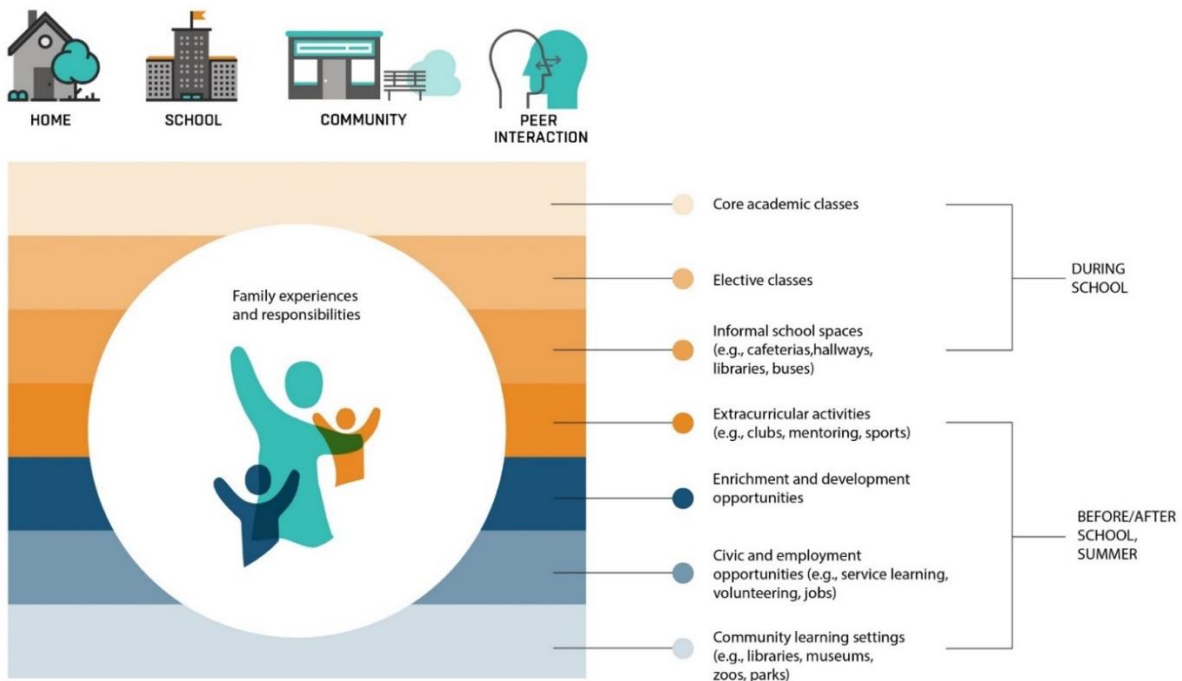
The Pre-K Education Ecosystem



“Supporting students’ comprehensive development requires leveraging partners beyond the schoolhouse—including families; community organizations; employers; faith-based institutions; colleges and universities; health, mental health, and social services; and other public agencies. Ensuring that all students have equitable access to safe and supportive learning environments also requires that policymakers at all levels ensure that resources are used equitably and efficiently, and can be flexible enough to support the needs of individual children and youth.”

Where and When Learning Happens

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

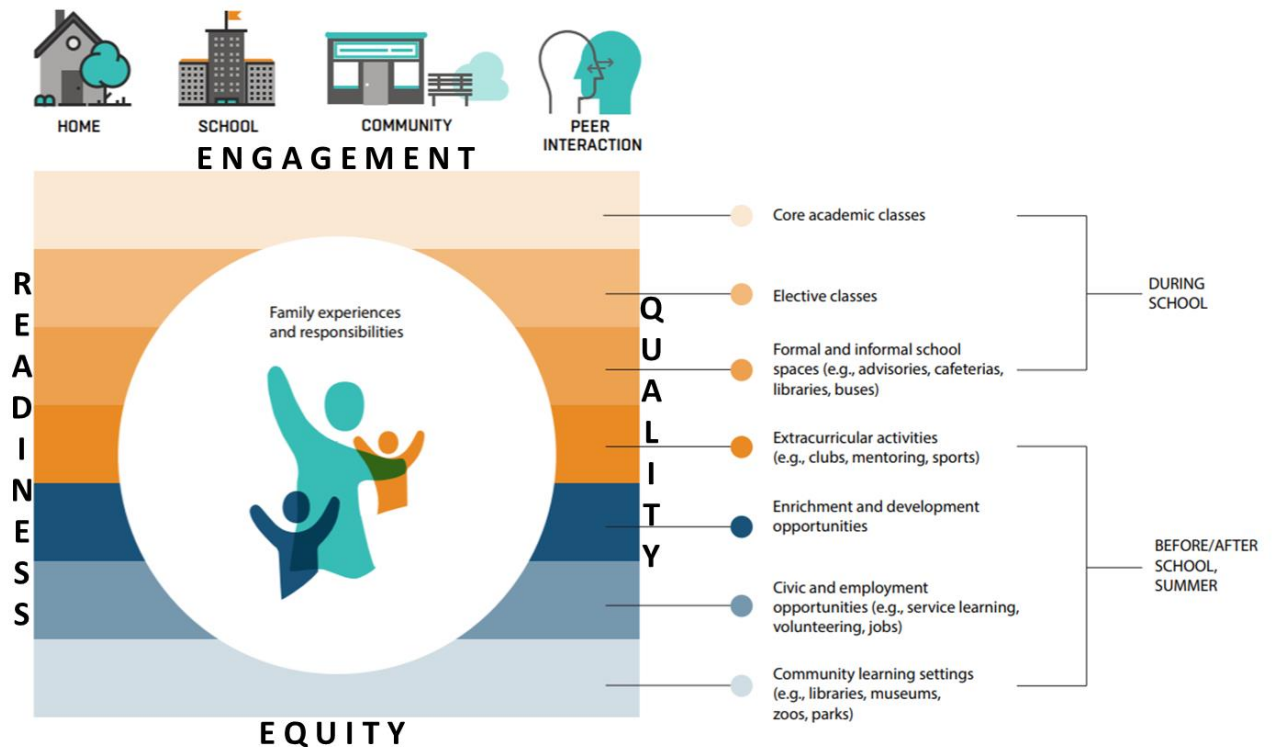


“Expanding the definition of where adults should expect young people to find formal and informal opportunities that support them socially, emotionally, and academically invites families, educators, youth advocates, and policymakers to “name and see” the size of the opportunity gaps in their communities. Helping educators and youth development programs effectively partner to support whole-child development can increase their collective impact.”

Advocating for a Whole Child/Whole Community

Understanding of Equity

The Where and When graphic is already being used by the Forum and others to deepen discussions about what it means to take a whole child/whole community focus and why it is impossible to ensure educational equity without looking at the bigger picture of where learning and development could happen and having more nuanced data on quality and access.



Connecting Readiness, Equity, and Quality to the Where and When Graphic helps

- reinforce the roles that families, communities, peers
- specify the full range of learning environments
- promote consistent standards for all learning environments
- acknowledge that adult educators cross institutional boundaries
- affirm the need for consistent recognition and cross training
- recognize the cumulative impact differences in access and quality across learning environments
- make the case for better and more data, especially data reflecting youth and family experiences
- highlight the need for more and better funded supports and for coordinated partnering

Over the next few months, The Forum will be working with partners to create more formal tools and discussion opportunities to connect the dots between the SEAD Commission frames and others in use (e.g. Science of Learning and Development, Chicago Consortium). We will also map the Commission's recommendations against other related proposals. We created these cheat sheets to make sure Ready by 21 Meeting participants have easy access to the visuals, which have lots of small print.

Contact Laura Jahromi, Big Picture Team Program Manager: Laura@forumfyi.org | 202-250-3138 for more information on how to incorporate these ideas into your work.