



Jacqueline Jodl

### ***Jacqueline Jodl, Director, National Commission on Social, Emotional, and Academic Development***

*Before taking on her current role, Jacqueline Jodl worked at Unilever PLC in marketing management and at the National Governors Association. She earned her MBA from the Booth School of Business at the University of Chicago; a master's degree in politics and education from Teachers College; and a doctorate in education policy and social analysis from Columbia University. She recently discussed the Commission's work and its implications for the field.*

### **The major takeaways from the interim report released this week**

We had four goals with this report: (1) capture all of the learning we've amassed from the field, (2) offer a progress report on the Commission's work to date, (3) share questions we're still considering, and (4) invite people to provide additional input that will help shape our final recommendations, to be released next fall.

The three big takeaways to date: First, learning *is* social and emotional. You can't separate academic learning from social and emotional development. Second, these interconnections need to be woven into every aspect of schooling — climate, environment, teacher training, and students' learning experiences (both inside and outside school). Third, local communities need to drive and shape the process of implementing the policies and practices that promote these competencies.

### **The Commission's ultimate goal**

We want local communities to prioritize the integration of social, emotional, and academic development into the learning opportunities they provide their young people. Our final report will include recommendations in practice, policy, and research along with implementation ideas for how the recommendations can be translated from vision to action. For any of this to take root, it has to be embraced and shaped by the many adults who support young people.

#### **Commission Groups**

- [Commissioners](#)
- [Council of Distinguished Educators](#)
- [Council of Distinguished Scientists](#)
- [Partners Collaborative](#)
- [Parent Advisory Panel](#)
- [Youth Commission](#)
- [Funders Collaborative](#)

## **Why the Commission’s final report will be a report *from* the nation, not *to* the nation**

We’ve taken to heart that this has to be driven by local communities. The last thing we want is a report with top-down recommendations. Instead, our role has been to capture expertise and knowledge from the front lines—from students and their families as well as the people who are working directly with young people in districts, schools, and communities. The final report will make recommendations based on what we heard.

## **The role of examples and models**

We learned early on that we had to describe the work in terms of illustrations and examples, pointing to good work that’s out there. There’s obviously no one way to go about integrating social, emotional, and academic learning. For instance, we’ve come away from each of our three site visits with different primary takeaways. In [Cleveland](#), we were struck by the level of collaboration between the district’s central office and teachers’ union. In [Tacoma](#), by the impressive school-community partnerships. And in Nashville, by the focus on supporting adults’ own social and emotional development and the thoughtful integration of social, emotional, and academic development with trauma-informed practice.

## **The impact on classroom teachers, school counselors, and others in the field**

That’s the challenge of education reform overall. Best practices have to reach the classroom and be embraced throughout the system. That drives our thinking about all of the work—practice, research, and policy.

One of our biggest challenges has been bridging the gap between research and practice. Last summer we had a fascinating series of conversations between researchers and practitioners. The practitioners didn’t hold back. They were very clear about what they needed to know from the research to help them in their schools and classrooms. The views of the practitioners shaped in large part what the scientists identified as key areas for further research. That’s a big shift for the scientists, digging deep into what educators need to change their practice.

## **How practitioners can weigh in**

We’ve been gathering input throughout the past year—during our site visits, through our case studies and briefs, and from our [Council of Distinguished Educators](#). Most immediately, teachers, counselors, and others can provide their input by answering our [three questions](#) at the end of the interim report: (1) What key actions related to social, emotional, and academic development are you or your school pursuing? (2) As you think about your or your school’s social, emotional, and academic development efforts this year and beyond, what do you/your school leaders need for success? (3) What would your top recommendations be to help schools and communities across the nation support students’ social, emotional, and academic development?

### **The biggest challenge going forward**

Creating a roadmap for implementation that can be scaled community by community. We won't just be releasing a report. We will be providing a roadmap that turns our collective vision into action. As we engage in these conversations, I suspect we can learn a lot from Co-Chair Linda Darling-Hammond [who led a very successful effort to implement recommendations from the [National Commission on Teaching and America's Future](#) in a few dozen states] and the many other seasoned experts who are advising the Commission's work.

Our extensive [Partners Collaborative](#) has been actively participating in Commission meetings and shaping the work. We'll be relying on them to inform, energize, and mobilize the field once we've developed the final recommendations. We have nearly 50 members of that collaborative now, and that number will grow as we continue to engage the field.

### **Biggest “aha” moment**

During the Commission's first meeting, a conversation unfolded across the Commission's many members [including the two Councils of Distinguished Educators and Scientists, the Partners Collaborative, and the Youth Commission] that made it clear to us that we needed to expand our scope beyond just schools to the broader community and the many places where students learn.

### **Most pleasant surprise to date**

It's been far easier to bring diverse groups together than we anticipated. Practitioners, researchers, and our partners have been talking about what they're doing, what needs to be looked at, how to use research to advance practice in the classroom, and the role of policy. When we bring groups together, it's clear we're all in this for the same reason: we want to do a better job for kids.

## **RESOURCES**

### **Commission Publications**

[“The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development.”](#) This research brief affirms the interconnectedness of social, emotional, and academic development as central to the learning process.

[“Putting It All Together.”](#) The commission's first case study examines how schools and districts across the country are fully integrating social, emotional and academic development into their K-12 classroom curricula.

[“Supporting the Whole Teacher.”](#) The commission's second case study highlights the need for teacher preparation and professional learning.

[“How Learning Happens: Supporting Students’ Social, Emotional, and Academic Development.”](#) The commission’s interim report.

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Meeting summaries from the Commission’s May 2017 convening in [Cleveland](#) and the November 2017 convening in [Tacoma](#).

### **To come**

- Videos created in collaboration with Edutopia will illustrate real-world social, emotional, and academic development practices in three Nashville schools (winter 2018).
- A case study focused on school-community partnerships that support the whole student (spring 2018).
- A case study focused on school climate that promotes students’ social, emotional, and academic development (summer 2018).
- Research briefs on key topics related to social, emotional, and academic development (spring and summer 2018).
- The commission’s final report (late fall 2018).

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