

RECOMMENDATIONS

The recommendations that follow seek to accelerate efforts in states and local communities by strengthening six broad categories that impact student outcomes. We do not present the recommendations sequentially or assume communities will pursue every strategy. Illustrative examples are provided for each recommendation.

I. Set a clear vision that broadens the definition of student success to prioritize the whole child.

This begins by articulating the social, emotional, and academic knowledge and skills that high school graduates need to be prepared for success in school, the workforce, and life.

II. Transform learning settings so they are safe and supportive for all young people.

Build settings that are physically and emotionally safe and foster strong bonds among children and adults.

III. Change instruction to teach students social, emotional, and cognitive skills; embed these skills in academics and school-wide practices.

Intentionally teach specific skills and competencies and infuse them in academic content and in all aspects of the school setting (recess, lunchroom, hallways, extracurricular activities), not just in stand alone programs or lessons.

IV. Build adult expertise in child development.

Ensure educators develop expertise in child development and in the science of learning. This will require major changes in educator preparation and in ongoing professional support for the social and emotional learning of teachers and all other adults who work with young people.

V. Align resources and leverage partners in the community to address the whole child.

Build partnerships between schools, families, and community organizations to support healthy learning and development in and out of school. Blend and braid resources to achieve this goal.

VI. Forge closer connections between research and practice by shifting the paradigm for how research gets done.

Bridge the divide between scholarly research and what's actionable in schools and classrooms. Build new structures—and new support—for researchers and educators to work collaboratively and bi-directionally on pressing local problems that have broader implications for the field.