Social Emotional Learning Advisory Committee (SELAC) Meeting Notes

December 6, 2022
Via Zoom

Members attended:

Laura Allen	Danielle Eidenberg	Monika Schuller
David Beard	Mary Fertakis	Katherine Seibel
Sarah Butcher	Brian Freeman	Leiani Sherwin
Jen Chong Jewell	Suzie Henning	Debbie Tully
Laurie Dils	Caryn Park	

Members absent:

Xyzlora Brownell	Bill Kallappa	Terique Scott
Laree Foster	Bonnie McDaniel	Rayann Silva
Danielle Harvey	Mick Miller	Angel Williams

Staff and Guest Attendees:

Tammy Bolen (OSPI)	Megan Gilden (AIR)	David Osher (AIR)
Diane Stead (OSPI)	Mike Gilson (UW)	Andrew Parr (BOE)
Nicole Fossos-Wong (UW)	Mona Halcomb (OSPI)	J. Lee Schultz (BOE)
	Jason Kilmer (UW)	Randy Spaulding (BOE)

Meeting Notes:

Announcements

- Welcome to new SELAC member Monika Schuller
- Specialty Endorsements Subcommittee: We had a well-attended meeting with thoughtful feedback on which data we could collect to show the needs and standards we're really after, by multiple constituents. There is a poll coming out for the next meeting date.

- SEL Assessments Subcommittee: the next meeting is January 12, 12:00 – 1:00.
- SEL Network: [Here is the link to the webinar outline](#).
- Draft comments on the bill: we received comments and changes have been implemented. The SEL Advisory Committee cannot endorse a bill. Hopefully your organization can endorse the bill, or you can advocate for it individually.
- OSPI is currently using some ESSR dollars to contract with AIR for equity centered SEL instruction. Teachers can access it regardless of grade level or content, since we feel it is critical for student reengagement. We're looking to align the materials with the statewide SEL framework. The plan is to develop three modules and the first one has already been drafted for review and input. Part of the modules will be some recorded interviews with educators who have already integrated SEL content. If you know of elementary educators who would work as good models who would be willing to be interviewed, please contact Laurie Dils.
- David Beard will be leaving his position with Schools Out Washington. We are thankful for all the passion and effort David put into working with the SEL Advisory Committee and previous SEL workgroups.

School Climate and Educational System Health
Washington State Board of Education (WA SBE)
[Washington State Board of Education 12.6.2022 School Climate Slide Deck](#)
[Link to the UW report](#)
[School Climate Reflection](#)

Presented by:

Andrew Parr
Research Director, Washington State Board of Education

J. Lee Schultz
Director of Advocacy and Engagement, Washington State Board of Education

Jason Kilmer
Associate Professor of Psychiatry and Behavioral Sciences, University of Washington

Mike Gilson
Acting Assistant Professor, University of Washington

Nicole Fossos-Wong
Research Scientist, University of Washington

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Randy Spaulding
Executive Director, Washington State Board of Education

<u>System Health Redesign goals</u>
- An update on the revised model for the system health, better thought as the conditions for learning
- Connecting a statewide school climate collection to the conditions for learning

<u>School climate survey</u>
An update on the UW final report with recommendations on the statewide collection of school climate survey information.
The role of school climate is accountability and recognition: improve how school recognition is seen – moving towards where students feel like they are well served.

<u>School recognition</u>
Focus of the 2022 recommendations:
- The education systems have historically relied on traditional testing (standardized).
- COVID stopped testing for a while, and then the variables changed, creating waivers on graduation and adaptation.
- The WA SBE took that as an opportunity to pause and see what we are measuring.

<u>Funding & Accountability</u>
- Looking at different ways to assess.
- More actionable and responsible.
- System health is a good umbrella for rethinking the accountability system.
- There is also a need to see how we use the system to move kids through. Create students who are engaged and prepared for civic engagement, rather than English, Math, etc.

The WA SBE has developed a [Profile of a Graduate](#). What are we trying to accomplish?

Goals of basic education and the purpose of the diploma, along with the whole person: In our terminology in the statute is "citizenship," which is limiting. We would like to refocus to make education more well-rounded, so more people stand a greater chance of success post-graduation.

As the WA SBE discusses what is expected of our graduates, we don't monitor them much as they go through school, and we don't measure them before they graduate. This means

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we need to get climate data so we can get a handle on what our graduates are prepared for in critical environments.

Potential Key Elements of the education system

- Six key elements show the conditions that need to exist in schools for students to reach their potential.
- Some students will benefit more than others, but all students need to learn.

Key elements and indicators of an effective, equity-centered K–12 education system in Washington

- We've taken each of the key elements and created indicators as the conditions for learning.
- We're developing indicators to monitor the indicators over time to make sure that they are improving. Not much about testing.

Equitable distribution of funds for the physical building

These can be reviewed at the local, district and state level to make sure they can be funded on a building by building or district by district basis.

Reciprocal accounting system

If anyone is not fulfilling their responsibilities, then the system won't work. There are already inequities that we are trying to bring to light so we can make a change. Equitable distribution of resources is necessary. We're trying not to limit ourselves to today's metrics, noted as something that we want to develop over time.

We can look at the key elements of active engagement: these are things that we don't normally measure. We're addressing these indicators. There is a lot of data available, and we hope to collaborate with orgs that are collecting it.

School climate surveys

- You can't build an equitable environment if you don't know what the environment encompasses.
- We're trying to get the school climate across the state, possibly by modifying the Healthy Youth Survey, although it is a powerful tool.
- We don't want to make any changes to the Healthy Youth Survey and we want to be cautious to make sure our survey doesn't interfere with the Healthy Youth Survey. We don't want to step on toes.

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One of the issues is that most school districts have other surveys and they're all doing something different, which isn't helpful from the state perspective. A statewide survey would be better. We hope for a transition period to state surveys.

Q: Once you find a negative school climate, what supports or remedies do you imagine?

A: We have just begun this work and presented to the board and had some good questions regarding this. We haven't discussed remedies yet, but this would get built out, possibly trainings and webinars at the district level for professional development. We also expect schools and districts to develop improvement strategies. We spoke with one of the supporters in the state and they have training modules for on-site training. Web-based materials would also be available.

Addressing deficits has been discussed with superintendents across the state. Statewide assessment platform create potential for specific deficits or schools can be given reports for addressing.

Q: How are you taking into account accessibility and inclusion both in the actual indicators themselves and in the school climate?

A: Our most marginalized students in Washington, such as students with trauma profiles, students experiencing homelessness, students in foster care, students of color and students with disabilities, are disproportionately excluded from typical classrooms in Washington and often don't receive accommodations consistently.

Q: How will you ensure every student's voice is included and ensure all pockets of the system where we "put" students are captured?

A: In order to have a valid assessment of school climate, we have to reach all populations. There are some developmental considerations where we need to make sure any school climate is available at the developmental level of the student. With young kids that's more engaging. We can make it more concise. We're able to reach a population in their first language. Using an online or web-based survey, we can use audio-assistance. Possibility of implementing a family survey. It's been hard in the past to get parental participation, so we're thinking of having parent nights where we can reach out to them and get their involvement.

We can jump down to 2022 legislative session and we were funding with a budget request to get this work moving forward with a pilot survey.

Development of the School Climate Survey
- UW has been working on this as a team and with the Department of Education.
- Doing such a survey would be a great benefit to the students.
- Something to consider is to, "go to the community" Attending their events may cross a bridge if there is poor school climate.

Basis of the Recommendations
From a school district perspective, we would welcome a statewide climate survey if it's for students, staff and families. Our current climate survey is extremely expensive to implement.

Superintendents tend to move from district to district, and some opportunities are lost with the transitions.

We would like to include a comprehensive survey of what other states are doing, with brief descriptions.

School Climate Domains
Shows some of the school climate domains that show up in the literature.

Engagement Domain
You get a sense of the aspects that we could provide in prompts for students to respond to. We'd like to get more deep-dive information on some of these topics.

Safety Domain
Bullying and cyberbullying tend to be combined, but we would rather separate them. Cyber bullying will be in its own domain.

Environment Domain:
- The age, rating and condition of each building could be provided by OSPI.
- The physical building isn't just a physical problem for the kids. It also sends a message about how much the school cares about its students.
- There should be a strong recommendation that these are co-designed with families that have been not served well. I think this is what the EOGOAC was trying to get at during an earlier presentation.
- Washoe School District in Nevada co-designs their survey with families and students.
- Transportation would be a good indicator to consider.

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- We've also talked about focus groups to get input from community and staff, make sure all voices are being heard and that we can be more responsive.

<u>Superintendent Responses – Examples</u>
The UW team was trying to convey support for school usage. There was some negative feedback:

- It takes away from instructional time.
- We tend to gravitate toward what works for Spokane, Tacoma and Seattle, while ignoring smaller districts outside of the I-5 corridor. We want to make sure they don't get isolated.

<u>Data management</u>
If it is an education record, then parents have the right to see their child's responses. We would prefer an anonymous survey to prevent these levels of complication.

<u>School Climate in Accountability Must be Representative</u>
The survey must be designed to meet federal requirements. Some schools have been including it, while others have kept it at the state level. The finding must be representative of the student population. 100% participation is needed. Lower percentages are less representative, with only some usefulness, but not optimal.

There is an opportunity for the indicators to map onto existing work in Washington state to increase equity, access and inclusion. We have the MTSS work, Integrated Student Supports, Inclusionary Practices, the WA SEL Framework, and an increasing focus on coordinated and responsive systems to support mental and behavioral health. I see opportunities to embed language that better captures centering equity and access. What gets measured is prioritized and students won't reach their full potential without equitable, accessible and inclusive learning environments.

<u>Domain Scores, Composite Scores, and Rank Ordering</u>
As we put this data on the websites, we also need analyses, rather than just data and scores. A composite score for a domain needs to have the questions to make it meaningful and digestible for the community.

<u>A Phased Approach is Essential.</u>

- The survey would be done over a minimum of a three-year period and giving districts a private look at the results before the public sees them.

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- As more time goes on, more data becomes public, we should be better able to discuss it with schools and families.

School Climate & Social Emotional Learning
Presented by:
David Osher
Vice President & Institute Fellow
AIR
Presentation PowerPoint Slide Deck
Thriving Matters: Policies and Assessment that Foster Equity and Thriving
Building Readiness and Capacity
Trauma-Sensitive Schools and Social and Emotional Learning: An Integration

Importance of Both Competencies and Conditions to Learning & Performance
Conditions of support are necessary to realize competency

What are the links between school climate and learning?
In 2017 we had a project that determined the difference between school climate and SEL. We convened 3 meetings of practitioners, people who were school climate researchers and synthesizers. We wrote a paper connecting all of their input. It's a chicken and egg issue

SEL, Climate and Conditions for Learning
If you think about climate, it affects us. What you are experiencing is affected by your circumstances, those around you, etc. Our experience of safety is important, too. The feeling of support and connection are necessary for performance. It involves being in a place or a setting where you feel you are being supported in learning.

Social Emotional Conditions for Engagement, Wellbeing & Performance (Learning, Teaching & Creativity)
We are connected to each other. The inextricable link is clear.

Supporting Student Social Emotional Readiness to Attend and Engage in Learning

The elements that contribute to wellbeing include safety and connectedness before being challenged academically. You can't get to robust equity without equipping people with the ability to act on items that aren't good.

The Prosocial Classroom: A Model of Teach Social Emotional Competence and Classroom and Child Outcomes

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It's possible to assess climate that are the conditions for developing social emotional learning; they're not that hard to develop. If you want to know if there are conditions in place that allow kids to learn, it's there in schools and in parenting. Is it experienced by those who are learning. What are the adults doing and what do the student experience, and how do they act upon what they experience?

The adult in distress: it's important to look at the experience of the teachers. They may not have the time to model stopping and thinking because I'm busy and stressed. We have to enable the adults and provide them with supports.

Social and emotional skills are learned by students from their peers. Once they learn about SEL, they may model off of each other, practice with each other, learn with each other. Are we assessing SEL? Things may not look the same in all parts of the school ecology. One class may not be the same as another. We want to be able to attend to a variety of locations, not one particular class or school or grade. The location for learning SEL is inside the classroom, but it is also practiced in the hallways, lunchroom, etc.

Modeling how a teacher needs to be regulated before they can teach to regulate is an important point. We all have lived through 15-20 years of people's lives being speeded up, but COVID has accelerated that. It's important to recognized that even though teachers are professionals, all of the presses of their lives don't go away when they enter the school. There's a tremendous amount of pressure to perform and a lot of criticism from outside. It's talking cognitive space4 for being a reflective teacher away from them. They want to be great teachers, but they need to have the conditions to achieve that, just as students need it to be great students. It's difficult to do this when you're "on" and managing so many responsibilities. Our school systems require so much of our educators right now.

A lot of teachers are in the yellow or red zones—not in the green zone at all. It's important to acknowledge that, and help educators free up time to decompress, center themselves and plan. We need to work with them: better pay, more teachers, and we need to discuss how we can make teaching more humane.

There is little that can be done at the state level to impact the students' experiences.

Q: What would you recommend that the SELAC do in terms of assessing SEL and focus?

A:

- Supporting student engagement
- Supporting ability of teachers to attend to each student

- Jessie Newman: what to know about assessing SEL
- Address issue of implementation quality – teachers need to be enabled. To attend to the issue of guidance. Make sure SEL is in place. Not just mandating. Enable them to be able to do it successfully. Help them into the green zone.
- COVID has placed everyone at risk. We need to determine what is good enough.
- Make the standards above "good enough." Start at "good enough" and work up. Make sure it is culturally responsive, language sensitive, and can be learned at home. Provide them with the means to continue learning at home.

We need to appreciate what we share in common. What are the elements of SEL that are going to allow people to be the citizens of the future that they need to be? How can we help them go beyond themselves?

Stress uses cognitive capacity.

Q: Cyberbullying: how should teachers respond?

A: You can at least mitigate the consequences of bullying by supporting people. You can help them heal, but it's better to teach them that there's more that they can do to fight back. They need to be able to do something about it.

Also, people are different online as opposed to face-to-face. They may not be as aware of their persona online. We need to address the different ways we can harm each other. How do we enable people to affirm each other, instead of bullying? And how do we stop enabling by the audience via enhancing alienation? Passing it on/retweeting is also harmful by exacerbating and showing support for public humiliation.

Public Comment
There was no public comment.

Follow Up and Next Steps

Jamboard Link
Additional resources:

Are You Ready to Assess Social and Emotional Learning and Development? (Second Edition)

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