SELB Meeting
9:00 AM – 4:00 PM
Renton Technical College, H-102
3000 NE 4th St
Renton, WA 98056

9:00 – 9:30  Introductions, Agenda Overview, and Approval of August Meeting Minutes
9:30 – 10:30 Draft Report Review: Executive Summary and Background
11:30 – 11:45 *Public Comment*
11:45 – 12:00 *Break*
12:00 – 1:00 Working Lunch: Draft Report Review: Recommendations
1:00 – 2:00 Draft Report Review: Finalize Recommendations
2:00 – 2:15 *Break*
2:15 – 3:30 Draft Report Review: Next Steps and Conclusion
3:30 – 3:45 *Public Comment*
3:45 – 4:00 Future Meeting Planning
  - October meeting?
  - Additional SharePoint time?
  - Final approval via email
Addressing Social and Emotional Learning in Washington’s K-12 Public Schools

Report by the Social Emotional Learning Benchmarks Workgroup

October 2016
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EXECUTIVE SUMMARY

This report is the culmination of the work completed by the Social Emotional Learning Benchmarks Workgroup (SELB), containing background information, research, and recommendations regarding social emotional learning (SEL). Final recommendations consist of a state-wide SEL framework (guiding principles, standards, and benchmarks) for K-12 students, as well as actionable next-steps to further develop SEL in Washington.

Social emotional learning is a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports success in school and in life.\(^1\) SEL on a large scale has been shown to support better performing and more positive school communities\(^2\). By defining and incorporating SEL at a systems level, we can build a foundation to support academic and life-long achievement for students. By soliciting wide input and rigorously evaluating the SEL framework to ensure cultural inclusivity, these new standards can support positive, equitable school environments in which all students learn the skills needed to graduate college, career, and community ready.\(^3\)

**evolve language- establish a WA definition of SEL?**

The Social Emotional Learning Benchmarks Workgroup proposes to the legislature a statewide SEL Framework, including standards, benchmarks, and the guiding principles that provide the foundation and the system for effective SEL programming. Standards and benchmarks outline key SEL skills, seeking to develop interpersonal and intrapersonal competencies. Guiding principles ensure SEL in the classroom is culturally competent and inclusive across schools and communities.

The workgroup recommends the following to the Legislature, with the guidance and support of the Office of Superintendent of Public Instruction:

1. Adopt the proposed Social and Emotional Learning Framework, including standards, benchmarks, and guiding principles for K-12 students in Washington state (see recommendations).
2. Continue to fund SELB as a state level advisory committee and expand its expertise through greater family and community representation (see next steps).

When implementing SEL, we recommend schools (1) start by evaluating and building school and classroom environments that are conducive to SEL; (2) incorporate principles of universal design for learning when adopting and/or adapting SEL curricula; (3) emphasize equity in the selection and implementation of curriculum; and (4) take a holistic approach, understanding that each person (child and adult) will start at different places and progress in different ways along an SEL continuum.

Lastly, we suggest SELB continues as a state level advisory committee. More work needs to be done to refine standards and benchmarks to ensure they are reflective of Washington’s unique and diverse cultural heritage, to define more specific indicators within each standard, and to build a library of resources to support districts and schools in the implementation process.

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\(^1\) Collaborative for Academic, Social, and Emotional Learning, 2015; Oakland SEL Briefing Notes, 2016.


\(^3\) CASEL, 2015; OUSD, 2015.
<table>
<thead>
<tr>
<th>SELF</th>
<th>SOCIAL</th>
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<tbody>
<tr>
<td><strong>STANDARD 1</strong></td>
<td><strong>STANDARD 4</strong></td>
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<tr>
<td>SELF-AWARENESS – Individual has the ability to identify and name one’s emotions and their influence on behavior.</td>
<td>SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</td>
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<tr>
<td>1A</td>
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<tr>
<td>Demonstrates awareness and understanding of one’s emotions.</td>
<td>Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.</td>
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<td>1B</td>
<td>4B</td>
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<tr>
<td>Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.</td>
<td>Demonstrates an awareness and respect for one’s similarities and differences with others.</td>
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<tr>
<td>1C</td>
<td>4C</td>
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<tr>
<td>Demonstrates awareness and understanding of family, school, and community resources and supports.</td>
<td>Demonstrates and understanding of the social norms of individual cultures.</td>
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<td><strong>STANDARD 2</strong></td>
<td><strong>STANDARD 5</strong></td>
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<tr>
<td>SELF-MANAGEMENT – Individual develops and demonstrates self-management skills to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.</td>
<td>SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</td>
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<td>2A</td>
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<tr>
<td>Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.</td>
<td>Demonstrates a range of communication and social skills to interact effectively with others.</td>
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<td>2B</td>
<td>5B</td>
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<tr>
<td>Demonstrates constructive decision-making and problem solving skills.</td>
<td>Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</td>
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<td><strong>STANDARD 3</strong></td>
<td><strong>STANDARD 6</strong></td>
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<td>SOCIAL RESPONSIBILITY – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.</td>
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<td>3A</td>
<td>6A</td>
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<td>Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</td>
<td>Demonstrates a sense of social and civic responsibility.</td>
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<td>3B</td>
<td>6B</td>
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<tr>
<td>Demonstrates problem-solving skills to engage responsibly in a variety of situations.</td>
<td>Demonstrates the ability to work with others to set, persevere, and achieve goals.</td>
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<tr>
<td>3C</td>
<td>6C</td>
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<tr>
<td>Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.</td>
<td>Demonstrates effective strategies to advocate for school and community.</td>
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BACKGROUND

Re-arranged Section on workgroup.

Legislation

In Washington state, the legislature intends “to continue to strengthen and modify the structure of the entire K-12 educational system, including non-basic education programmatic elements, in order to build the capacity to anticipate and support potential future enhancements to basic education as the educational needs of our citizens continue to evolve”\(^4\).

In 2012, the Department of Early Learning, Thrive by Five Washington, and the Office of Superintendent of Public Instruction issued the ‘Early Learning and Development Guidelines from birth through third grade’. These guidelines discuss child development at different stages from birth through age 8 in a way that is intended to be culturally inclusive.

In 2015, the Washington State Legislature directed the Office of Superintendent of Public Instruction (OSPI) to convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning (SEL) for grades kindergarten through high school that build upon what has already been done in early learning\(^5\).

Social Emotional Learning Benchmarks Workgroup

The Social Emotional Learning Benchmarks Workgroup (SELB) is comprised of statewide experts who have experiences working with youth, families, education, and social emotional learning (SEL). To the greatest extent possible, the members of the workgroup were selected to reflect the cultural, racial, ethnic, gender, and geographic diversity of Washington state. Members met monthly from October, 2015 through September, 2016 to develop recommendations for comprehensive benchmarks “around developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school”\(^6\).

Workgroup members are strong and unanimous in their agreement that SEL standards are necessary and should be clear and easy to implement across districts statewide, respecting local needs. As Washington’s communities, workplaces and expectations for citizenship grow and change, strong interpersonal and intrapersonal skills are vital for success.

Stakeholder Feedback

Moved details to appendix and took out ‘bias and sensitivity review’

In order to receive the greatest level of feedback possible from this diverse group of stakeholders\(^7\), the Workgroup utilized multiple focus groups, a community forum, and an online feedback form. (See Appendix for more information.)

\(^4\) RCW 28A.150.198
\(^5\) ESSB 6052 Sec 501 (34)
\(^6\) ESSB 6052 Sec 501 (34)
\(^7\) The workgroup identified stakeholder groups to be those which represent key components of the educational system and/or consumers of public education, such as teachers and para-educators, families, students, district administrators, principals, education board members, other school personnel, the Office of Superintendent of Public Instruction (OSPI), education professional associations (school psychologists, school counselors, teachers’ unions, etc.), and community based organizations.
The three primary concerns from stakeholder feedback consisted of the following: (1) the cultural responsiveness of the standards; (2) the risk that SEL standards would be used as another tool to measure (and potentially stigmatize) students; and (3) the lack of cultural competency surrounding detailed indicators with the broader standards and benchmarks. The request from stakeholders was for the state to seek and facilitate further input from stakeholders representing diverse perspectives and different regions of the state as the standards and benchmarks are refined and indicators are developed. Feedback received was used to help guide final recommendations (see table below).

Changed feedback to table format- see appendix for what was written in paragraph form on sharepoint.

<table>
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| Cultural Responsiveness and Competency          | • If not carefully crafted and vetted, SEL standards and benchmarks can inadvertently elevate one set of cultural norms above others  
• feared school values would support one way of approaching inter-and intra-personal skills  
• Stakeholders offered specific feedback on particular language, and the workgroup incorporated that feedback into the recommended standards and benchmarks. (Example??)  
• SEL standards should be framed and guided by principles of equity and inclusion  

The workgroup recommends that SEL standards and benchmarks must be accompanied with guiding principles, including equity and inclusion. As detailed further below, these principles must inform every aspect of the development and implementation of SEL standards. |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A tool for Learning, Not for High Stakes or Stigmatizing Assessment | • Cautioned against having new SEL standards become another tool for assessing students.  
• Feared SEL standards would be used to label or stigmatize students  
• Value of having two-way communication between the school and family on students’ individual progress in developing social emotional skills.  

With the understanding that schools and districts may develop some form of feedback or communication to families about their students’ SEL learning, the workgroup has considered stakeholder feedback and clarified their recommendation that the SEL Framework not be used to develop a new statewide assessment. |
| Culturally Responsive and Developmentally Appropriate Indicators, Aligned with Benchmarks and Standards | In its initial draft, the workgroup included detailed “indicators” for many of the benchmarks. The indicators provide concrete examples of what it might look like for a student to ‘identify and name emotions’ or ‘demonstrate respect for one’s similarities and differences.  

• Stakeholders raised concern that some of the indicators could be used to stigmatize and/or marginalize particular groups of students and also raised questions about whether all indicators were well aligned with benchmarks

Recognizing that the development of detailed indicators that are culturally responsive, inclusive, developmentally appropriate and aligned to benchmarks will require both time and expertise, the workgroup decided to remove them from the current framework and to recommend that the task be supported in the continuation of the work. |
| Continue the Process, Seek Further Stakeholder Input | • Requested the workgroup continue to seek statewide stakeholder feedback, including families that speak other languages.  
• Coordinate/communicate with family and communities on plan for statewide implementation  

The workgroup recommends this legislative committee continues, as more involvement with stakeholder engagement and feedback is needed. |
SOCIAL EMOTIONAL LEARNING

What is Social Emotional Learning?

Added more on CASEL

Social emotional learning (SEL) is a process through which children and adults develop fundamental awareness, understanding, and skills necessary for life effectiveness.\(^8\)

The Collaborative for Academic, Social, and Emotional Learning defines ‘SEL skills’ as five interrelated competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.\(^7\) SEL explicitly teaches these skills that we all need to handle ourselves, our relationships, and our work effectively and ethically.\(^10\)

As an educational approach, SEL recognizes students are complex human beings whose learning and behavior are just as impacted by their emotions — and their control over those emotions — as they are by the quality of instruction and discipline.

Why is Social Emotional Learning Important?

“In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”\(^11\)

Social emotional learning (SEL) develops cognitive social competencies, such as self-awareness, self-management, social awareness, relationship skills, and positive decision making.\(^12\) Developing such skills fosters positive social skills, reduces conduct problems, diminishes emotional stress, and improves academic performance.\(^13\)

Furthermore, when we develop SEL skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. By implementing SEL on a macro-level, we create more equitable, better performing schools and communities. This type of cultural change creates environments in which students graduate college, career, and community ready.\(^14\)

\(^8\) CASEL, 2015; OUSD, 2016
\(^9\) CASEL, 2013
\(^10\) OUSD, 2016
\(^12\) CASEL, 2015
\(^13\) Greenberg et al., 2003; Durlak et al., 2011
\(^14\) Oakland SEL Briefing Notes, 2016
Create a SELB theory of change (see Oakland model)

"Shifts in our organizational practices and culture will change as adults across the system strengthen their SEL skills and competencies. If we...

Increase our ability to effectively build relationships and social awareness, thereby creating a more inclusive, caring environment, decreasing disproportionality, and preparing our students with 21st century skills, then...

Our students will graduate and be successful in college, career, and community." (oakland)

Social Emotional Learning Research

The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness to learn and the ability to benefit from learning opportunities. A team of researchers conducted a comprehensive meta-analysis of school-based universal social-emotional interventions, including 213 schools and 270,034 students ranging from kindergarten through high school.

On average, the researchers found that students receiving an SEL intervention improved significantly compared to those not receiving an SEL intervention: SEL skills, social behaviors, and academic performance increased, attitudes towards self and others were more positive, conduct problems were reduced, and emotional distress lessened.

The most growth was found among students receiving classroom-based interventions administered by their regular classroom teachers. This

Social Emotional Learning Meta-Analysis

SEL interventions improved:

- SEL skills
- Attitudes towards self and others
- Social behaviors
- Academic Performance
- Conduct problems
- Emotional distress

The above findings were, on average, true across all three SEL intervention types, which included the following:

1. Classroom-based interventions administered by regular classroom teacher.
   *highest growth found with this type of intervention.

2. Classroom-based interventions administered by non-school personnel.

3. Multi-component interventions (i.e. classroom intervention with a parent component and/or school-wide initiative).

(Durlak et. Al, 2011)

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15 Interventions targeting all students in classroom and/or school.
16 Durlak et al., 2011
17 SEL skills refers to developing cognitive and social competencies in the following areas: identifying emotions from social cues, goal setting, perspective taking, interpersonal problem solving, conflict resolution, and decision making.
18 Durlak et al., 2011
finding held true across all education levels (elementary, middle, high school), and across urban, suburban, and rural schools\(^ {19}\). These findings are particularly significant in terms of policy, as it suggests SEL does not require outside personnel for effective delivery.

Also important for policy is the potential impact SEL can have on academic achievement. Based on a small subset of studies, the same meta-analysis of interventions found a positive association between SEL programs and academic achievement, seeing an 11 percent gain in academic performance.\(^ {20}\) These results build upon a growing body of research that indicate SEL programming enhances students' connection to school, classroom behavior, and academic achievement.\(^ {21}\)

Social emotional learning interventions strategically develop non-cognitive abilities, such as goal-directed efforts (e.g., perseverance, self-control, growth mindset), healthy social relationships (e.g., gratitude, emotional intelligence, social belonging), and sound judgement and decision making (e.g., curiosity, open-mindedness). Longitudinal research confirms that such qualities can predict academic, economic, social, psychological, and physical well-being.\(^ {22}\)

_Educators and schools can help students develop such skills by intentionally incorporating SEL into the classroom._

**History and Future of SEL**

In the last decade, increasing emphasis has been placed on understanding the many ways that social, emotional, and mental well-being affects learning and child/youth preparedness. Significant progress has been made in the United States in establishing social emotional learning (SEL) as a component of education policy.

On December 10, 2015, President Obama signed the bipartisan _Every Student Succeeds Act_ (ESSA). Several elements of the new law support SEL, such as providing states and school districts with more flexibility to define and assess student success. In addition to providing states and districts with more authority, ESSA revised Title IV, which has been and will continue to be instrumental for developing SEL standards. Part A of Title IV entitled “Student Support and Academic Enrichments Grants” is a flexible grant program, which gives states the authority to allocate funding directly to local education agencies (LEAs).\(^ {23}\) LEAs receiving this type of funding are required to implement comprehensive programs

\(^ {19}\) Note, few SEL studies have been conducted in rural high schools

\(^ {20}\) Durlak et al., 2011

\(^ {21}\) Zins et al., 2004

\(^ {22}\) Almlund, Duckworth, Heckman, & Kautz, 2011; Borghans, Duckworth, Heckman, & ter Weel, 2008; Farrington et al., 2012; J. Jackson, Connolly, Garrison, Levin, & Connolly, 2015; Moffitt et al., 2011; Naemi et al., 2012; Yeager & Walton, 2011

\(^ {23}\) _ESSA_ Section 4015, 2015
targeting the following areas: (1) well-rounded education; (2) safe and healthy schools and students; and (3) personalized learning supported by the use of technology.

Most specific to fostering SEL standards in schools is the second objective, which seeks to “foster safe, healthy, supportive, and drug free environments that support student academic achievement”.24 Under this guidance, a wide range of programs are included that, in different ways, foster SEL skills.

In Washington, like in many peer states, we can choose to define this success as incorporating SEL skills and competences. Other states (Kansas, Pennsylvania, Illinois, etc.), as well as other countries (Singapore) have recognized the need for SEL standards. In 2004, Illinois became the first to adopt state standards for social emotional learning. Since then, several other states have adopted similar policies or are currently considering/developing such policies.25

Students and schools will continue to benefit as awareness, knowledge, and research surrounding SEL grows.

RECOMMENDATIONS
The Social Emotional Learning Benchmarks Group recommends a state-wide Social Emotional Learning Framework adaptable to fit the needs of all schools, classrooms, teachers, and students.

Social and Emotional Learning Framework
The Social Emotional Learning (SEL) Framework includes standards, benchmarks, and guiding principles, which outlines for educators, families, and key stakeholders the awareness, understanding, and skills schools will teach to support the development of interpersonal and intrapersonal competencies.

Standards and benchmarks outline SEL learning objectives, and can be used as a reference point to identify student progress and areas of need. Guiding principles were established to ensure SEL in practice is equitable, culturally competent, and inclusive.

Standards & Benchmarks
Our proposed ‘Social Emotional Learning Standards and Benchmarks’ outline fundamental SEL skills for life effectiveness. Six standards were strategically created using a two-part structure, highlighting the need to develop awareness and understanding of both self and social competencies.

Both standards and benchmarks are aligned on a continuum. Individuals can fall anywhere on this continuum at any point in time.

Moved paragraph from UDL section to here:

Certain circumstances (i.e. life experiences, cultural background, etc.) may affect where a child or adult is on the SEL continuum (i.e. physical or emotional neglect, loss of a parent, complex trauma, secondary trauma and toxic stress). Additionally, stress and anxiety associated with academic demands and school experiences may affect a student’s social emotional learning. These circumstances can be onetime events or chronic, ongoing

24 ESSA Section 4018, 2015
25 CASEL, 2015
realities. All children and adults handle trauma and adversity differently, and students can express different forms of emotional distress after experiencing stressors through different forms of internalizing or externalizing behaviors. Awareness, understanding, and acceptance of the variability among individuals regarding SEL must be at the forefront of implementation.

For this reason, the Social Emotional Learning Standards and Benchmarks should never be used as an assessment tool.

**SELF-AWARENESS**

**Standard 1:** Individual has the ability to identify and name one’s emotions and their influence on behavior.

- *Benchmark 1A* – Demonstrates awareness and understanding of one’s emotions.
- *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, cultural assets, and aspirations.
- *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

**SELF-MANAGEMENT**

**Standard 2:** Individual develops and demonstrates self-management skills to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

Or “…behaviors in different situations”

- *Benchmark 2A* – Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.
- *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

**SELF-EFFICACY**

**Standard 3:** Individual has the ability to motivate oneself, persevere, and see oneself as capable.

- *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

**SOCIAL AWARENESS**

**Standard 4:** Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

- *Benchmark 4A* – Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
- *Benchmark 4B* – Demonstrates an awareness and respect for one’s similarities and differences with others.
- *Benchmark 4C* – Demonstrates an understanding of the social norms of different cultures.

**SOCIAL MANAGEMENT**

**Standard 5:** Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
Benchmark 5A – Demonstrates a range of communication and social skills to interact effectively with others.
Benchmark 5B – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
Benchmark 5C – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

SOCIAL-ENGAGEMENT
Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

Benchmark 6A – Demonstrates a sense of social and community responsibility.
Benchmark 6B – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
Benchmark 6C – Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.

Guiding Principles

PROFESSIONAL LEARNING
In order to foster social and emotional skills, professionals working in the K-12 education system must receive the training necessary to implement this type of learning in the classroom. As with any state-wide learning standard it is essential administrators and educators build a shared understanding, vocabulary, and vision before implementation.26

SCHOOL/FAMILY/COMMUNITY PARTNERSHIPS
Two-way communication with families and community partners about the importance of SEL, how children demonstrate their social emotional skills in different settings, and effective ways to teach and reinforce these skills both in and out of school. As schools work collaboratively with families and communities, educators will be better able to effectively support SEL skill development of each child, and families will be better able to support their children in building and using those skills throughout their lives.

CULTURAL RESPONSIVENESS
Culturally responsive education recognizes that every person, including teachers, principals and district leaders, brings a cultural perspective to bear in the way they interact with others. Recognizing that there is a reflection of culture in any selection and implementation of curriculum requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators and staff that make up communities. By seeking to understand, respecting, and integrating diverse student identities and backgrounds into the curriculum, educators can create optimal learning opportunities for all students. Delivering a culturally responsive

26 OPSI, 2008.
education requires ongoing attention to attitudes, environment, curriculum, teaching strategies and family/community involvement efforts. Applying the SEL framework in a culturally responsive manner should be a foundation for success.

Implementation

Conducive School Culture
If we expect students to develop and reflect on their social and emotional competencies, we must continually strive to create environments conducive to such learning. Proper implementation requires schools to create environments where students can feel comfortable, confident, and supported. The following implementation recommendations (universal design for learning, emphasis on equity, holistic approach) will help create such environments.

Universal Design for Learning
Principles of Universal Design for Learning (UDL) reflect what we all seem to know and observe: different people learn and express themselves in different ways. Although there is a general understanding of this natural variability in how people learn, there is also a tendency to look for a general standard, or an 'average' against which we can measure an individual's growth.

“When curricula are designed to meet the needs of an imaginary “average”, they do not address the reality of learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for ‘average’”

UDL uses multiple means of representation, expression, and engagement to ensure that the what, how, and why of learning is presented in a way that accounts for and expects learner variability.

Because SEL skills and competencies are so personalized, and because they can be affected by events and circumstances that children can encounter at any age, it is particularly important, in the adoption and implementation of SEL standards, that educators are guided by principles of UDL.

There should never be an 'average' in terms of where students 'should be' on the SEL continuum. Variability in SEL is the expectation. Such variation should be recognized and celebrated in a way that elevates strengths (beyond academics) of each student.

Schools and teachers must expect variability among learners, provide flexibility in the ways students learn, process, and engage with SEL, and adapt SEL strategies to fit the needs of the individual student.

ESSA and UDL
ESSA references and endorses Universal Design for Learning throughout the bill.

ESSA defines UDL as a “scientifically valid framework for guiding educational practice that – (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (ESSA, 2015).

States are encouraged to (1) design assessments using UDL principles; (2) award grants to local education agencies (3) adopt technology that aligns with UDL.

27 National Center on Universal Design for Learning, 2014.
28 National Center on Universal Design for Learning, 2013.
29 Ibid.
**Emphasis on Equity**
Social emotional learning requires a shift in the climate and culture of the education system and a deep and equitable engagement with each student.

“Social and Emotional Learning (SEL), brought to scale, can and will play a significant role in shifting our culture of systemic inequality and violence toward a new ethos that values and prioritizes collaboration and partnership.”

Our proposed framework must constantly adapt and evolve at the individual, school, and district level to ensure SEL is equitable for students of all cultures, languages, histories, identities, and abilities.

**Holistic Approach**

*More to this section was added on sharepoint- see appendix for long version*

The need and urgency for a state-wide Social Emotional Learning framework connects with some of our most pressing problems in Washington state—mental health needs, suicide, bullying, chronic absenteeism, and exclusionary discipline. Developing SEL skills is not for one-type of student, but rather universally designed to benefit all students.

*Our proposed SEL framework is an integrated, holistic approach, connecting to all aspects of school life and beyond. SEL should never be ‘just another rubric’ for teachers, but rather a school-wide integrated system of support.*

It is essential schools emphasize the interconnectedness of SEL, and strategically create a collaborative, integrated system of support.

**NEXT STEPS**

With this set of recommendations, the Social Emotional Learning Benchmarks Workgroup (SELB) has laid out a set of proposed standards and benchmarks, as well as foundational groundwork necessary to implement SEL state-wide. The workgroup recommends that the legislature move forward with the adoption of a broad SEL framework and continue developing an implementation and roll-out process for SEL in Washington. To carry this forward, we recommend that the SELB workgroup continues as a state level advisory committee with sufficient funding to support a process for collecting input from educators, families and other stakeholders.

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30 [NoVo Foundation](http://www.novofoundation.org), 2016.
The committee feels strongly about continuing community outreach efforts to ensure recommendations are responsive to and reflective of the great cultural diversity of our school communities. Additionally, the workgroup would like to communicate and work collaboratively with other workgroups and stakeholders to create an integrated, holistic system of support. In terms of incorporating SEL on a macro-level, more work needs to be done on how the state can best assist schools and districts with the implementation process.

Key areas of focus for the future consist of the following:

- Expand family and community engagement and feedback plan to ensure all recommendations are culturally competent.
  - Bias and sensitivity reviews, surveys, community forums, focus groups, surveys, etc.
- Develop SEL to be an integrated system of support.
  - i.e. mental health, suicide prevention, bullying, trauma-informed approaches, etc.
- Identify ways in which the state can support SEL implementation
  - i.e. professional learning communities, resources on best practices, technical support.
- More specified implementation recommendations
  - Define indicators, develop guidance for PLC’s, school districts, ESD’s

CONCLUSION

In summary, the Social Emotional Learning Benchmarks Workgroup proposes to the legislature a statewide Social Emotional Learning Framework, including standards, benchmarks, and guiding principles. Standards and Benchmarks outline key social emotional learning (SEL) competencies necessary for life effectiveness, and the guiding principles ensure SEL will be culturally competent and inclusive.

At the school-level, we highlight the need to create environments that support students’ development of SEL skills. To create such an environment, we urge schools to emphasize equity and use principles of universal design for learning to ensure the needs of all students are met. Additionally, SEL should be strategically developed as an integrated system of support for students.

Lastly, we suggest SELB continues as a state level advisory committee. More work needs to be done to create a successful roll-out plan for implementation of SEL in Washington.

APPENDIX

Appendix 1. Committee Membership

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<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
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<tbody>
<tr>
<td>Annemarie Hutson</td>
<td>Washington Association of School Psychologists</td>
</tr>
<tr>
<td>Lyon Terry</td>
<td>Washington Education Association</td>
</tr>
<tr>
<td>Bethany Rivard (alternate)</td>
<td>Washington Education Association</td>
</tr>
<tr>
<td>Brandon Koenes</td>
<td>Washington Workforce</td>
</tr>
<tr>
<td>Carrie Basas</td>
<td>Office of the Education Ombuds</td>
</tr>
<tr>
<td>Name</td>
<td>Organization</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>Rose Spidell (alternate)</td>
<td>Office of the Education Ombuds</td>
</tr>
<tr>
<td>Dr. Todd Herrenkohl</td>
<td>Higher Education Faculty, University of Washington</td>
</tr>
<tr>
<td>Juanita Hill</td>
<td>Washington School Counselors Association</td>
</tr>
<tr>
<td>Julie Sullenzino</td>
<td>Washington Association of school Social Workers</td>
</tr>
<tr>
<td>Marissa Rathbone</td>
<td>Teaching and Learning, Office of Superintendent of Public Instruction</td>
</tr>
<tr>
<td>Mick Miller</td>
<td>Regional Education Network</td>
</tr>
<tr>
<td>Mike Hickman (alternate)</td>
<td>Regional Education Network</td>
</tr>
<tr>
<td>Ron Hertel</td>
<td>Student Support, Office of Superintendent of Public Instruction</td>
</tr>
<tr>
<td>Sarah Butcher</td>
<td>SEL for Washington</td>
</tr>
<tr>
<td>Senator John McCoy</td>
<td>Educational Opportunity Gap Oversight and Accountability</td>
</tr>
<tr>
<td>Sherry Krainick</td>
<td>Washington State Parent Teacher Association</td>
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<tr>
<td>Susanne Beauchaine</td>
<td>Washington Association of School Administrators</td>
</tr>
<tr>
<td>Veronica Santangelo</td>
<td>Department of Early Learning</td>
</tr>
<tr>
<td>Dr. John Glenewinkal</td>
<td>Rural Schools, Republic School District</td>
</tr>
<tr>
<td>Shauna Schmerer (alternate)</td>
<td>Rural Schools, Almira School District</td>
</tr>
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### Appendix 2. Stakeholder Engagement and Feedback plan

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**FOCUS GROUPS**

Focus group questions and standards, created for community members and stakeholder groups, were formed by SELB. Participants were asked to discuss their likes, dislikes, and questions regarding social emotional learning, as well as SELB’s draft standards and benchmarks. All focus groups were led by a SELB workgroup member. Due to limited workgroup resources, SELB was unable to provide interpretation or translation to reach more families that are Limited English Proficient for feedback, but would seek to do so with the continuation of the workgroup’s charge in the coming year.

<table>
<thead>
<tr>
<th>Participating Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee for Children</td>
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<tr>
<td>UW School of Social Work</td>
</tr>
<tr>
<td>Roadmap SEL Group</td>
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<tr>
<td>Add other Organizations?</td>
</tr>
</tbody>
</table>
COMMUNITY FORUM
SELB held an evening community forum, open to the public, to discuss social emotional learning and SELB’s proposed standards and benchmarks. About 25 public attendees participated in this event, including parents, educators, and community leaders. Participants were broken into small groups and each group discussed a different standard. The event concluded with a whole group reflection and discussion.

SURVEY
An online survey, created by SELB, was posted online and disseminated to identified stakeholder groups. [ADD list of stakeholder groups] It included open text box responses for individuals to provide input. There was a total of 56 respondents; however, not each respondent answered every question. The largest portion (30%) of respondents identified as 'parent/caregiver'. Additionally, many respondents identified as school employees, such as teachers, administrators, and para-educators.

Appendix 3. Key Takeaways from Stakeholder Engagement and Feedback Plan

Cultural Responsiveness/Competency:

Stakeholders shared concerns that echoed conversations within the workgroup that, if not carefully crafted and vetted, SEL standards and benchmarks, can inadvertently elevate one set of cultural norms above others, signaling that a school values and supports one way of approaching inter-and intra-personal skills and devalues others. Stakeholders offered specific feedback on particular language, and the workgroup incorporated that feedback into the revised and recommended standards and benchmarks (for example, [ADD AN EXAMPLE HERE]). Stakeholders also shared more global concerns that the work on defining and implementing of new SEL standards be framed and guided by principles of equity and inclusion. In response to this feedback, which was consistent with recommendations from workgroup members, the workgroup recommends that SEL standards and benchmarks must be accompanied with guiding principles that include equity and inclusion. As detailed further below, these principles must inform every aspect of the development and implementation of SEL standards.

A Tool for Learning, Not for High Stakes or Stigmatizing Assessment

Again echoing a concern much discussed within the workgroup, many stakeholders feared this framework would be used as an assessment tool. Reflecting on the many instances in which students are assessed against learning standards, and the various ways those results are sometimes used to measure or characterize the students and/or their schools, stakeholders caution strongly against having new SEL standards become another tool for assessing, and potentially labeling or stigmatizing students.

As detailed further below, the workgroup understands that educators will want and need tools that can help them discern how to incorporate them effectively when working with individual students or groups of students. The workgroup also heard from education professionals and community members about the value of having some way in which to measure and report to families on individual students’ progress in developing social emotional skills. With the understanding that schools and districts may develop some form of feedback or communication to families about their students’ SEL learning, the workgroup has considered stakeholder feedback and clarified their recommendation that the SEL Framework not be used to develop a new statewide assessment.
In its initial draft, the workgroup included detailed “indicators” for many of the benchmarks. The indicators, which are included in various models from other states and individual districts, provide concrete examples of what it might look like for a student to 'identify and name emotions' or 'demonstrate respect for one’s similarities and differences.' The indicators can also serve as a starting point for educators in thinking about different instructional tools or curricula topics for teaching on the different benchmarks.

As the indicators are more detailed and concrete, workgroup members discussed a risk that they might be read as all-inclusive rather than exemplary. Stakeholders raised concern that some of the indicators could be used to stigmatize and/or marginalize particular groups of students and also raised questions about whether all indicators were well aligned with benchmarks. Recognizing that the development of detailed indicators that are culturally responsive, inclusive, developmentally appropriate and aligned to benchmarks will require both time and expertise, the workgroup decided to remove them from the current framework and to recommend that the task be supported in the continuation of the work. This recommendation is consistent with other states and districts’ work to develop indicators over time thoughtfully through an iterative process of feedback, research, and revision.

Continue the Process, Seek Further Stakeholder Input

Lastly, stakeholders requested that this not be the end of the process. Rather, given the stakes for the state’s students and the impact on education, communities, and the workforce, the workgroup needs to continue to refine the standards and benchmarks, seek statewide stakeholder feedback (inclusive of reaching families that speak other languages), and coordinate the plan for statewide implementation.

Long Version of ‘Holistic Approach’ Section

The need and urgency for a state-wide Social Emotional Learning framework connects with some of our most pressing problems in Washington state- mental health needs, suicide, bullying, chronic absenteeism, and exclusionary discipline. Policy makers, educators, families and community professionals are working to address these issues by improving access to mental health care for children and youth in crisis, shifting the approach to school discipline and working to reengage students who have left or been pushed out of school. Social and emotional learning standards and teaching will not replace the need for these targeted interventions. Rather, SEL will build a stronger foundation for all students upon which other services and supports can be added and integrated.

Similarly, SEL will not erase the need for specially designed instruction in social and emotional skills for some students. It will help more students, with

and without disabilities, build awareness and skills that can support them in meeting the academic and social demands of school and in enjoying positive relationships with their peers.

Finally, SEL standards will not be the only set of learning standards that address aspects of healthy development or goal-directed planning and effort. These skills are also targeted in the state’s health and physical education standards and (are there other WA state standards that address goal-directed planning?).

Our proposed SEL framework is an integrated, (suggest holistic instead of wrap-around) wrap-around approach, connecting to all aspects of school life and beyond. SEL should never be ‘just another rubric’ for teachers, but rather a school-wide integrated system of support. In fact, the SEL framework is not a rubric for
assessments of any kind, but rather, a helpful tool for teachers, families, and communities to understand how to cultivate and support social emotional learning across all stages of development. It is essential schools highlight the interconnectedness of SEL, strategically creating a collaborative, inter-dependent support system.

RESOURCES


http://www.udlcenter.org/aboutudl/whatisudl

http://www.ousd.org/Domain/143


https://drive.google.com/file/d/0B3dJZpHiCcra1A2RnNxeDZyRzQ/view?pref=2&pli=1


https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf


