



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Social Emotional Learning in Washington State

2022

Authorizing Legislation: [RCW 28A.300.477](#)

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EXECUTIVE SUMMARY

In 2019, the Legislature passed Senate Bill 5082 (SB 5082), which directed Office of Superintendent of Public Instruction (OSPI) to establish a Social Emotional Learning (SEL) Committee to build upon the work of the previous Social Emotional Learning Indicators (SELI) Workgroup. The purpose of the SEL Advisory Committee (or “the Committee”) is to promote and expand SEL implementation in a manner that helps students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.

The Committee met regularly over the course of the 2021–22 school year to promote and expand social emotional learning. As a result of these discussions, the Committee proposed the following six recommendations to the Legislature:

1. Build Statewide Infrastructure for Equitable Social Emotional Learning
2. Build Cross-Community and Cross-Agency Alignment
3. Build Adult Capacity
4. Develop Partnerships for Creating Safe and Supportive Environments through SEL
5. Develop Safe-Guards around Assessing SEL
6. Increase Capacity of the Social Emotional Learning Advisory Committee

The order in which the recommendations are presented in this report does not imply a hierarchy of priority or a sequence of steps, but instead they are interconnected in both priority and necessity. Consistent with Washington’s SEL Framework, the Committee has made recommendations representing a whole-child approach toward providing SEL implementation that is equitable, trauma-informed, culturally sustaining, and universally designed. See Recommendations section of this report for a full description and funding requests.

BACKGROUND

The Washington Social Emotional Learning Committee (referred to in this report as “the Committee” and “Committee”) was established in 2019 through Senate Bill (SB) 5082 to address the growing body of evidence that shows the need for improving not only a student’s academic abilities, but also their social and emotional competencies which are critical to every child’s development. SB 5082—codified in Revised Code of Washington (RCW) 28A.300.477—requires the Committee to submit a progress report to the legislature annually beginning June 1, 2021. The progress report must include accomplishments, state-level data regarding implementation of SEL, and the identification of systemic barriers or policy changes necessary to promote and expand SEL.

This report references Washington’s SEL Framework which outlines a shared, statewide approach to implementing SEL at the district and school level. The SEL framework, which is part of the Washington State Social Emotional Learning Implementation Guide, offers this shared vision through four guiding principles and three essential elements for successful SEL implementation.

The framework commits to four guiding principles:

- 1. Equity:** Ensure each child receives what they need to develop to their full academic and social potential.
- 2. Cultural Responsiveness:** Draw upon students’ unique strengths and experiences while orienting learning in relation to individuals’ cultural context.
- 3. Universal Design:** Provide a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.
- 4. Trauma-Informed Practices:** Recognize the unique strengths and challenges of children and youth considering the adversities they face. (Washington State Social Emotional Learning Implementation Guide, 2019).

The framework has the following three essential elements:

- 1. Create conditions to support students’ SEL** by creating a positive school climate and culture; linking SEL to existing school policies and practices; focusing on classroom-based approaches that promote SEL; selecting and implementing evidence-based SEL practices; and using data for continuous improvement.
- 2. Collaborate with families, communities, and expanded learning opportunity providers** in the design, implementation, and review of local plans to integrate SEL in schools and communities.
- 3. Build adult capacity** and adult SEL competencies that can be demonstrated and modeled. Creating a SEL leadership team, developing a vision statement, conducting a needs and readiness assessment, and creating an implementation plan will ensure that professional learning is targeted and will support meeting the needs of all students. (Washington State Social Emotional Learning Implementation Guide, 2019).

Letter from Committee Co-Chairs to Members of the Legislature

June 1, 2022

This legislative report comes during a crucial moment in the history of public schools in our state. Although most students were able to return fully to in-person learning last fall after spending an unprecedented year and a half in remote schooling, there was a strong sense that this was not a "return to normal." As a committee and as a community, we have learned a great deal about teaching, learning, and living during the COVID-19 pandemic. We have learned the incredible importance of Social Emotional Learning (SEL) and how it can facilitate both students' ability to engage in academic learning and to become effective members of the communities to which they belong. We have also learned how adult SEL is needed to support educators in their ability to build strong relationships with students and families and maintain their own well-being during times of hardship. We have more to learn, however, because many of the lessons learned have yet to be translated into better systems and structures that support all students, all families, and all educators.

Now is the time to invest in building strong systems and support structures that will facilitate the implementation of SEL in schools across our state in ways that advance educational equity. These systems must be built in collaboration with community partners, educators, families, and students to be sustainable for those charged with implementation and sustaining for the identities and cultural assets of every student.

There are many challenges in the work ahead. We are hearing of teacher burnout, escalation in student behaviors, and students who are experiencing difficulties transitioning back into the demands of the school day. These are all signs of a highly stressed system and individuals in need of relational safety and support. Now is the time when we need to prioritize relationships, connection, and healing most. Social emotional learning gives us all the shared language and shared skills to do that work.

The Social Emotional Learning Advisory Committee appreciates the Legislature's continued commitment to social emotional learning. It will take all of us listening, reflecting, and working together to build an equitable, inclusive, and accessible education system that is responsive to every student's academic, social, and emotional needs. We look forward to continuing our part in that work.

Respectfully submitted,

Committee Co-Chair Sarah Butcher: Founder and Director, Roots of Inclusion

Committee Co-Chair Caryn Park Core Faculty, School of Education, Antioch University,
Commission on Asian Pacific American Affairs

Governance and Structure

This year, the Committee authored and adopted operating protocols in the form of a Charter. The Charter outlines the policies and procedures of the Committee related to membership, decision making protocols, meeting conduct, and communications. The Charter was adopted by a vote of the Committee on November 18, 2021, and may be found on [the OSPI SEL webpage](#).

Committee Membership

RCW 28A.300.477 set minimum Committee membership. A complete list of current Committee members, the Co-chairs, subcommittee members, and OSPI staff can be found in Appendix B.

Committee Co-Chairs: Section 7 of RCW 28A.300.477 (section 6) states the chair or co-chairs of the Committee shall be selected by the members of the Committee. The elected Committee Co-Chairs are Sarah Butcher and Caryn Park.

SEL Advisory Committee Meetings

The Committee met monthly during 2021–22. Meeting agendas and notes may be found on the OSPI SEL webpage. The Committee meetings are open to the public to attend and public comment time is allotted. To gather more public comment, a [public comment form](#) was added to the OSPI SEL webpage for anyone to access and submit at any time.

In addition to the Committee meetings, there is an annual joint meeting with the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC).

Three subcommittees work on the specific tasks identified in the legislation. Members may volunteer to serve on the following subcommittees which meet virtually via Zoom monthly or as needed to complete their specific tasks:

- K–12 Standards Alignment.
- Education Preparation Programs.
- SEL and Equity.

The SEL and Equity subcommittee invites all members to participate on this subcommittee every meeting. The SEL and Equity subcommittee meets as needed for specific work that is determined during the Committee meetings, such as reviewing the recommendations utilizing the adopted equity tool. The subcommittee discusses content for the whole group Committee meeting and drafts documents such as the Committee Charter that are then taken back to the Committee to discuss, edit, and finalize. This subcommittee also met to review equity training plans with Education Northwest which provided training to the entire Committee to ensure a common understanding, common language, and that equitable practices are infused into all the work the Committee does.

Process for Recommendations

As work was being done to accomplish the tasks presented in RCW 28A.300.477, the Committee discussed potential recommendations based on systemic barriers, needed policy changes, or needed policy development. Discussion to identify the recommendations took place in whole committee discussions that were open to the public and open for public comment. The SEL and Equity subcommittee met to draft recommendations. The Committee reviewed and edited the draft. The [Puget Sound Education Service District \(PSESD\) Racial Equity tool](#) was used to incorporate racial equity analysis into the recommendations and decision-making process.

UPDATE STATUS

Community Engagement

The Committee seeks opportunities to authentically engage with families and communities across Washington since elevating student, family, and community voice is paramount to SEL work.

Due to COVID-19 safety concerns, the Committee was unable to make visits in-person to different areas of the state. Instead, they utilized the online format to open meetings to attendees from anywhere in the state.

SEL Advisory Committee/EOGOAC Joint Community Forum

On November 4, 2021, the Committee and the EOGOAC jointly hosted a virtual family and community forum. The overarching goal of the forum was to discuss how Washington public schools should work with families and communities of color to create equitable opportunities for positive social and emotional learning. During the forum, the Committee and EOGOAC gave brief introductions about the purpose of their respective groups and the definition and purpose of SEL. Then, participants moved into one of nine breakout rooms led by facilitators from the Committee and EOGOAC to continue conversation on the following discussion questions:

1. What helps you feel safe, supported, and welcomed in your school community?
2. What cultural strengths do you want to see recognized in Social Emotional Learning?
3. What do you want your role or the community's role to be in designing, implementing, and evaluating Social Emotional Learning?
4. What questions or concerns do you have about Social Emotional Learning?
5. What do you feel are essential skills and traits teachers and staff should know to help students feel safe and included?

The SEL Advisory Committee and EOGOAC appreciate forum participants for their honest and open discussions. Insights from the forum informed the Committee's recommendations.

SEL: An Interdisciplinary Approach

Social Emotional Learning requires an interdisciplinary and collaborative approach to fully support students' social, emotional, and academic strengths and needs.

During the 2021–22 school year, the SEL Program Supervisor, in partnership with the Committee and other agencies, strengthened the connection and coordination of SEL across many different content areas and projects including, but not limited to:

- [Early Learning Resources | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)
- [Project Aware](#)
- [Multi-Tiered System of Supports \(MTSS\) | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

- [SEL Curriculum Grants](#)
- [SEL Professional Learning Network](#)
- [Connecting The Arts to Social Emotional Learning](#)
- [Engrossed Second Substitute House Bill \(ESSHB\) 1295 \(2021\)](#)

OSPI's SEL Program Supervisor continues to serve on multiple committees and has engaged with the following groups to collaborate around SEL efforts. These efforts are shared with the Committee where documents may be reviewed and edited, or topics identified for discussion or research.

- [School Safety and Student Well-Being Advisory Committee](#): The purpose of the School Safety and Student Well-Being Advisory Committee (SS-SWAC) is to advise the superintendent, OSPI's School Safety Center, Regional Safety Centers, school districts, and public and private schools on all matters related to comprehensive school safety and student well-being.
- [Tribal Leaders Congress on Education](#): TLCE creates a collective voice of tribal leaders, citizens and staff working in collaboration with WA State agencies, institutions, and organizations to advocate for legislative policy and research efforts that increase educational opportunities available for Native peoples that further the healing and enrichment of Indian Tribes and Nations.
- [State-Tribal Education Compact Schools \(STECs\)](#): STECs are schools that are the subjects of state-tribal education compacts and exempt from all existing state statutes and rules regarding school districts and district boards of directors.
- Circles of Reflection is a framework for facilitating meaningful conversations about equity, the opportunities that exist for Native education, and how an SEA (State Education Agency) can advance teaching and learning for American Indian (AI) and Alaskan Native (AN) students in ways that put culturally responsive ideas into practice towards improving student outcomes. This group is led by members of the [Washington State Native American Education Advisory Committee](#).
- School districts and Education Service Districts (ESDs) specifically worked with staff focused on student engagement and SEL.
- MTSS Implementation Leadership Team worked on initiatives to implement [Multi-Tiered System of Supports \(MTSS\)](#) that has SEL embedded within this tiered system of supports.
- House Bill 1363 (HB 1363) Leadership Team, [Workforce Secondary Traumatic Stress](#): This legislation acknowledges the significant toll secondary traumatic stress (STS) has on educators, and subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being.

Statewide Coordination and Partnerships

Washington Teacher Licensure Collaborative Team

Collaborating with the Learning Policy Institute, national organizations and 14 other states, the [Teacher Licensure Collaborative](#) aims to provide support in revising teacher licensure and certification standards to incorporate whole child practices, social and emotional learning, and ensure alignment with the science of learning and development. Research from the field points to important transformations in teaching practice that are needed to ensure that all children experience secure relationships, skillful teaching, and personalized supports that enable healthy development and successful lives.

EOGOAC Joint Committee Meeting

In addition to regular meetings, the Committee held a joint meeting with the EOGOAC on October 19, 2021. The EOGOAC and the Committee worked together to finalize the joint Community forum plans and questions as well as finalized planning for this event.

SEL Professional Learning Network

With funding provided by the Elementary and Secondary School Emergency Relief (ESSER) in March 2022, OSPI launched work on a new SEL Professional Learning Network to provide Washington’s education professionals with SEL-related learning opportunities. The SEL Professional Learning Network will include teams from local education agencies (LEAs), including districts, ESDs, State-Tribal Education Compact Schools, and charter schools. The Network will bring LEA teams together to learn about new research, resources, and strategies that align with the Washington State SEL Implementation Guide—including the Guiding Principles and the Essential Elements.

Network members will have the opportunity to participate with and learn from content experts and peers to work through implementation challenges, wherever they are in their implementation journey. The SEL Professional Learning Network will provide LEA teams with a range of learning opportunities through September 2023 including webinars, peer-to-peer exchanges, direct technical assistance, and a capstone event.

OSPI, in partnership with American Institutes for Research (AIR), the lead contractor on the Network, will engage the Committee throughout this work. To date, OSPI has invited the Committee to review and comment on needs assessment activities. This included a survey administered to points of contact for SEL and a plan for community listening sessions. Committee members will be invited to participate in a collaborative data analysis process to review needs assessment data and identify priorities for the Network. OSPI will continue to update the Committee on the plans and progress of the Network as they begin to design and implement professional learning activities.

Collaborative States Initiative

Washington is a member of the Collaborative States Initiative (CSI) led by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Partnering since 2016, their purpose is to work

with states to help ensure that preschool to high school students are fully prepared—academically, socially, and emotionally—to succeed in school, at work, and in life (CASEL, Collaborating States Initiative, 2021).

CASEL helps Washington by:

- Sharing research findings, information about best practices, resources, and tools such as guidance on how to integrate SEL into English language arts, mathematics, and social studies.
- Facilitating connections and sharing examples and resources across states.
- Providing technical assistance.
- Documenting how states, districts, and schools are implementing these policies and practices.

SEL in Education Preparation Programs

The priority for the Education Preparation Programs subcommittee continues to be the development of practical guidelines and resources for preparation programs that incorporate Washington’s SEL framework. Based on research and feedback detailed in the *2021 Social Emotional Learning in Washington State* report to the legislature, the subcommittee published the final version of the two briefs it had drafted:

- [The Washington State principal preparation program SEL implementation brief](#)
- [The Washington State teacher preparation program SEL implementation brief](#)

The respective briefs were presented in their final version at the Washington Association for Colleges of Teacher Education (WACTE) and the Washington Council of Education Administration Programs (WCEAP) conferences in 2021.

In addition, the Education Preparation Programs subcommittee continues to collaborate with WACTE and WCEAP to understand preparation program needs for support in integrating Social Emotional Learning into their programs. As a result, the subcommittee hosted two “book tastings” with Dr. Nancy Markowitz, co-author of *Teaching with a Social, Emotional and Cultural Lens*, for interested teacher and principal preparation programs. Attendees found these events meaningful and felt prepared to launch into the next phase of learning.

Based on the outcome of the book tastings, the subcommittee began a discussion with the [Center for Reaching and Teaching the Whole Child](#) (CRTWC), of which Dr. Markowitz is the Executive Director, about the possibility of hosting one of the [year-long educator institutes](#) that would be tailored to Washington’s educator preparation programs. The CRTWC year-long institutes provide training using their framework of teaching with a social, emotional, and cultural lens. While the interest from Washington’s teacher and principal preparation programs has been high, many programs anticipate it would be cost-prohibitive for their faculty to participate. The subcommittee will continue to research how best to support bringing this training to Washington’s educator preparation programs.

Finally, the subcommittee is working to establish a Social Emotional Learning Educator Preparation Program Collaborative within the next year to coordinate and expand SEL best practices in educator preparation programs. The subcommittee is currently in the preliminary stage of gathering contact information of interested preparation program representatives, with plans to begin meetings in the fall of 2022.

Standards Alignment

The K–12 Standards Alignment subcommittee leads the work to align the SEL standards and benchmarks with other relevant standards and guidelines, including K–12 health and physical education learning standards and the early learning and development guidelines at a minimum (RCW 28A.300.477: Section 2C).

The subcommittee held monthly meetings through August 2021 to provide input and guidance on alignment work being done by OSPI staff and district educators, and periodic communication through spring 2022. Subcommittee members represented the Kent School District; Washington Health Care Authority; Washington Department of Children, Youth and Families; and OSPI content leads for Health, Physical Education, and the Arts. The subcommittee also consulted with related professional education associations, ESD 112, and OSPI content leads from Early Learning and World Languages.

Health and Physical Education K–12 Learning Standards

- Alignment templates were developed last year and refined this year, as ongoing work and educator feedback led to more effective ways of displaying the alignment with SEL Standards and Benchmarks.
- OSPI Health and Physical Education content leads completed the alignment work begun earlier and contracted with an experienced district educator to review the draft alignment document.

Early Learning Guidelines

- There is a contract developed with ESD 112 to create an alignment document connecting the SEL Standards and Benchmarks with the Washington State Early Learning and Development Guidelines and Teaching Strategies Gold® Objectives for Development & Learning.
- The [OSPI Social Emotional Learning Standards Alignment](#) document was completed and posted on OSPI's website.

The Arts K–12 Learning Standards

OSPI's Arts content lead worked with the Standards Alignment Subcommittee and the Washington Arts Education Collaborative to create a "framing document," [Connecting The Arts to Social Emotional Learning](#), showing connections between Arts Standards and SEL Standards. It is posted on OSPI's website. Thirteen school districts and eight arts organizations were involved in this work.

State of Implementation of SEL

A recent survey that OSPI sent out to identified school district SEL points of contact showed that responding districts were focused on the following three stages of implementation:

1. Strengthening SEL adult competencies and capacity through professional learning
2. Identifying/selecting evidence-based programs and/or strategies based on needs and available resources for all grades
3. Building SEL shared vision and support plan

The top four SEL professional development needs identified from the survey were as follows:

1. Integrating SEL into academic instruction
2. Integrating SEL within the Multi-Tiered System of Support (MTSS)
3. Trauma-Informed SEL practices
4. Culturally responsive and sustaining SEL practices

The Committee continues to consider data around identifying and understanding the state of SEL Implementation in Washington.

RECOMMENDATIONS

1. Build Statewide Infrastructure for Equitable Social Emotional Learning

Washington's public school students deserve to be educated in places of equity, inclusion, safety, and learning where they receive the academic, social, and emotional support that meet their individual needs so they are successful in school and in life. The Washington education system must contain infrastructure to ensure that educators are prepared for the education system they are working in and to ensure that students get what they need, when they need it, by design.

Currently Washington has multiple projects and system change efforts underway for MTSS, Inclusive Practices, mental health and well-being, social emotional learning, and other equity-based school practices. Each is essential to uphold Equity, Access, and Inclusion for students. However, if they are left separated and do not have intentional coordination and connection, these projects can feel like competing priorities and create confusion and redundancy for local education agencies.

The Technical Assistance system in Washington is decentralized and leverages the ESD network for regional technical assistance tailored to local community needs. While regional technical assistance is crucial to address the wide diversity of community needs across Washington, MTSS, Inclusive Practices, mental health and well-being, and equity-based school practices are core foundational components that must be implemented with fidelity in every public school. Expanding the Technical Assistance system in Washington to include a centralized Technical Assistance Center focused on MTSS, Inclusive Practices, Mental Health and Wellbeing efforts and Equity Based School Practices will lead to:

- Clear alignment around the purpose and goals of equity, access, and inclusion work in schools.
- Increased connection and coordination across projects.
- Equitable access to no fee technical assistance and coaching.
- Increased buy-in from educators, administrators, and communities.
- Improved efficiency and fidelity in implementation.
- Eliminating confusion and redundancy.

The Committee recommends that the legislature:

1A. Invest in a centralized technical assistance center to support local education agencies with implementation of MTSS, Inclusive Practices, Social Emotional Learning, Behavioral Health Supports, and equity-based school practices. The technical assistance center should leverage the expertise that exists within OSPI and with community partners across the state.

1B. Provide grant funding for teacher and education leader preparation programs to implement SEL that integrates and aligns with other standards and these core foundational components:

- Cultural Competency
- Diversity, Equity, and Inclusion Standards
- MTSS
- Inclusive Practices
- Social Emotional Learning
- Behavioral Health Supports

Coordination is needed to ensure new educators and leaders are prepared to engage in the ongoing work in schools across the state to implement these Cultural Competency, Diversity, Equity, and Inclusion Standards, MTSS, Inclusive Practices, Washington Integrated Student Supports Protocol, Social Emotional Learning, and Behavioral Health Supports.

1C. Promote supporting students' social emotional wellbeing by providing dedicated and equitable funding for staffing for social emotional learning as a part of state basic education allotment to schools.

2. Cross-Community and Cross-Agency Alignment

The Washington State SEL Framework was intentionally designed to be equitable, culturally responsive, universally designed, and trauma informed. In addition, meaningful implementation of equitable SEL calls for a partnership with families, students, and community partners. Collaboration across agencies including local education agencies is needed to implement a culturally responsive communication and community engagement plan for local education agencies, families, students, educators, and out of school providers that adheres to the principles of community co-design.

The Committee recommends that the Legislature:

2A. Provide increased and ongoing funding for OSPI through the Student Engagement and Support division to further support the crucial work of this committee which will further coordination and engagement across education partners and agencies to support implementation of Washington State SEL standards, framework, and tools developed to support student wellbeing and communities of belonging. Funding will also support increased technical assistance around specific laws, policies, guidance, implementation tools, and increased state level supports that are available through OSPI and other state agencies related to WA State Social Emotional Learning Framework. Increased workload is assumed to reflect an additional 1.0 full-time equivalent (FTE) within OSPI to develop and implement a statewide plan for implementation.

3. Build Adult Capacity

Stress, trauma, and burnout are pervasively impacting the educator workforce across Washington. Students, families, and educators are still reeling from the impact of COVID, ongoing racial

injustices, and living and learning in systems not designed to be equitable and accessible. Now more than ever, everyone must work together to build a system that centers anti-racism, anti-ableism, equity, access, and inclusion.

All educators across the system must be afforded time to focus on building their own capacity to engage in SEL work. SEL professional development and coaching must be anchored in culturally sustaining pedagogy, equity, and inclusion.

The Committee recommends the Legislature:

3A. Make grant funding available to ensure that out of school time providers, community organizations, and families are included in SEL learning opportunities.

4. Develop Partnerships for Creating Safe and Supportive Learning Environments through SEL

A safe and supportive learning environment requires SEL implementation that recognizes the cultural strengths of every student, family, and intergenerational relationship. Families are the experts on their children, students are the experts on their lived experiences, and community partners hold deep relationships with families and students. Schools and districts must prioritize meaningful family and community engagement, especially with those families who are most marginalized and impacted by inequities in the education system.

In addition, a learning environment and the policies and practices involved should not cause harm or perpetuate inequities in students. Discipline, attendance, restraint, and isolation policies and practices continue to disproportionately harm students of color, students in foster care, students experiencing homelessness, and students with disabilities. There should be an examination that spans the education system to eliminate policies that harm and exclude students and negatively impact relational safety.

The Committee recommends the Legislature:

4A. Provide targeted funding for OSPI through the Office of Native Education to collaborate with the Committee and in collaboration with tribal partners, to develop and disseminate tools and guidance to school districts on effective partnerships with local tribes on Social Emotional Learning implementation and family and community engagement centering the lens of indigenized self and community care.

4B. Fund a study to investigate policies and funding streams that support, incentivize, and/or require school-community partnership and engagement to meet student SEL needs. Explore adding state-level accountability measures addressing authentic family, student, and community engagement focused on the most underserved students with persistent opportunity gaps. Accountability measures should not be punitive but instead drive engagement, technical assistance, coaching, and support.

4C. Continue and increase SEL Curriculum grant funds to include access to culturally sustaining, equity focused SEL implementation, professional development, and curriculum development.

5. Develop Safe-Guards Around Assessing SEL

The education system in Washington was not designed with equity, access, and inclusion as a central focus. While there is important work being done to eliminate barriers and rebuild systems centering equity, access and inclusion, there is still much work to be done. Given this context, care, attention, and oversight is imperative in any usage of tools and screeners for identifying social emotional needs of students. Educational staff are usually not trained to know how SEL assessment results map onto instructional practice. As well, schools do not typically measure school climate or prioritize time for systematic review and discussion of data related to SEL or school culture.

The Washington SEL framework includes three essential elements for implementation. The first of these is to create conditions to support students' SEL: Creating a positive school climate and culture, linking SEL to existing school policies and practices, selecting and implementing evidence based SEL practices, and using data for continuous improvement sets up the success for SEL implementation. It is imperative that schools "ensure that SEL is delivered in ways that benefit all students; promote safe and inclusive learning environments; support educators to examine and challenge biases in their teaching practice; and work towards respect, equality, and justice." (Navigating SEL from the Inside Out, 2021).

A recent nationally representative survey of more than 800 school principals revealed that while there was great support for SEL (95%), there was far more uncertainty about how to assess student's SEL competencies. Only 17% reported they were aware of which assessments of students' SEL competencies were available to use and only 16% believed their teachers knew how to use data from these measures. (DePaoli, Atwell, & Bridgeland, 2017).

The Committee recommends the Legislature:

5A. Fund OSPI to work with the Committee and the EOGOAC to develop a research brief on SEL, Equity and Assessment including research and community voices in guiding the direction for assessments in SEL.

5B. Ask Washington State School Directors' Association (WSSDA) to create a model policy for education professionals using observational SEL assessments to receive professional development and coaching on anti-bias, culturally responsive practices, and trauma informed practices.

5C. Direct OSPI to engage in a process to update the Washington School Improvement Framework (WSIF) to include a measure of school climate.

5D. OSPI to develop a list of valid and reliable SEL implementation measurement tools that incorporate a meaningful assessment of family, student, and community engagement in SEL implementation.

6. Increase Capacity of the Social Emotional Learning Advisory Committee

As the students, educators, and families continue to recover from the disruption of COVID, the Committee sees a need for additional tools to support schools in supporting the social emotional

wellbeing of their students. One of the most powerful ways to ensure SEL work in schools remains equitable is to provide culturally responsive and equitable access to participating in the work of the Committee and co-design tools and resources with communities who are most marginalized in the education system.

The Committee recommends the legislature increase funding to allow for:

6A. Providing stipends of up to \$200 per day to individuals with lived experience who participate on the Committee. These individuals may participate in the meetings virtually or in person. They may join for one meeting or on an ongoing basis as long as the individual does not receive compensation, including paid leave, from the individual's employer or contactor for participation in the meeting.

6B. Engaging and co-designing tools and resources with diverse community partners that align with Washington's SEL guiding principles (culturally responsive, equity, universal design, and trauma-informed practices).

6C. Partnering with OSPI and the EOGOAC to develop materials for educators on how the SEL standards, benchmarks, and indicators show up in different cultures and how to engage students in a culturally responsive way.

The Committee recommends the legislature:

6D. Change reporting from an annual to a biennial legislative report to allow the Committee to focus on the tasks outlined in RCW 28A.300.477 and provide deeper community and partner engagement.

CONCLUSION AND NEXT STEPS

The work of this Committee is ongoing and will continue into the 2022–23 school year.

The Committee has identified the following future work that it wants to consider prioritizing:

- Guidance around assessing SEL
- The intersection of MTSS, Inclusionary Practices Project, and Center for the Improvement of Student Learning (CISL) with SEL
- SEL work with the [Office of Native Education](#)
- SEL and trauma-informed practices: Intergenerational trauma experiences by Native children
- Spotighting promising practices: Examples of student voice, equity, family school partnerships, and partnerships with out-of-school providers
- Early learning work: Strengthening connections
- Completing the review of Completed Health and Physical Education/SEL alignment documents and posting them to OSPI's website
- Contracting with national organization in fiscal year 2023 using federal Emergency funds to create an online toolkit of resources to support integrating SEL into six content areas: Health, Physical Education, The Arts, World Languages, Computer Science, and Social Studies
- The Committee's continued discussion and work around data to determine the state of implementation of SEL in Washington

ACKNOWLEDGEMENTS

OSPI would like to thank and recognize the tireless efforts of the Committee Co-chairs:

- Sarah Butcher, SEL for Washington
- Caryn Park, Commission on Asian Pacific American Affairs

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APPENDICES

Appendix A: SEL Advisory Committee Membership

Organization	Member
The Commission on African American Affairs	Vacant
Commission on Hispanic Affairs	Maria Siguenza
Commission on Asian Pacific American Affairs	Caryn Park
Educational Opportunity Gap Oversight Accountability Committee	Bill Kallappa Danielle Eidenberg (Alternate)
Tribal Representation—East	Angel Williams
Tribal Representation—West	Pending
Department of Children, Youth, and Families	Xyzlora Brownell
Office of Superintendent of Public Instruction	Tammy Bolen
Office of Superintendent of Public Instruction	Jon Claymore
Office of Superintendent of Public Instruction	Laurie Dils
Professional Educator Standards Board	Leiani Sherwin
Governor’s Office of Education Ombuds	Jen Chong Jewell
State Board of Education	Mary Fertakis
Healthcare Authority – Behavioral Health and Recovery	Kasey Kates
Washington Association of Colleges for Teacher Education	Debbie Tully
Washington Education Association	Melissa Caldwell
Washington Association of School Administrators	Laura Allen

Organization	Member
Washington Association of School Psychologists	Laree Foster Katrice Thabet-Chapin (Alternate)
Washington Association of School Social Workers	Michelle Sorenson
Washington School Counselor Association	Jenny Morgan
School Nurse Association of Washington	Rebecca Norem
Washington Mental Health Counselors Association	Shannon Thompson
Washington State Parent Teacher Association	Bonnie McDaniel
Rural Alliance	John Glenewinkel
Washington Association of Educational Service Districts	Mick Miller
School's Out Washington	David Beard
SEL for Washington	Sarah Butcher Jennifer Karls (Alternate)
Committee for Children	Jordan Posamentier
Youth Development Executives of King County	Vacant

Subcommittees

- SEL and Equity. All members of the Committee are invited to attend. Regular members are Laura Allen, David Beard, Sarah Butcher, Mary Fertakis, Caryn Park, Jordan Posamentier
- Education Preparation Programs: Leiani Sherwin, Bonnie McDaniel, Debbie Tully, Caryn Park, Jisu Ryu
- K–12 Standards Alignment: Xyzlora Brownell, Laurie Dils, Janet Hayakawa, Karma Hugo, Kasey Kates, Ken Turner, Christopher White

Appendix B: Glossary

Adult Capacity refers to the process of helping educators build their own skills and competencies around Social Emotional Learning.

Community Partner refers to anyone who is invested in the welfare and success of a school and its students. Community partners can include families, educators, community-based organizations, and tribal representatives.

Competency refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today's world.

Co-design is an approach to design attempting to actively involve all community partners in the design process to help ensure the result meets their needs and is usable. The term is used in a variety of fields as a way of creating environments that are more responsive and appropriate to the users' cultural, emotional, social, and practical needs.

Culturally Responsive teaching and learning addresses existing issues of power and privilege and can empower all students in ways that respect and honor their intersecting cultural influences. Culturally responsive approaches draw upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural contexts.

Delivering a culturally responsive education requires ongoing attention to attitudes, environments, curricula, teaching strategies, and family/community involvement efforts.

Culture is a product of relationships among and between individuals and community partner groups, a school's social norms (what is considered acceptable and unacceptable behavior within the school community), and the expectations individuals have for themselves and for others. School culture encompasses issues directly related to equity, such as the physical and emotional safety of students, the orderliness and welcoming nature of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic, and cultural diversity.

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) was established by the legislature in 2009 to recommend policies and strategies to close the achievement gap for students throughout the state.

Educators are people who provide instruction. They can be school day teachers, school staff, afterschool teachers, community partners, or other people who contribute to the educational culture of a school.

Equity is achieved in a system in which each child receives what they need to develop their full academic and social potential.

Expanded Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses. Framework outlines a shared, statewide approach to implementing SEL at the district and school level. The SEL framework, which is included in the

Washington SEL Implementation Guide, offers this shared vision through four guiding principles, and establishes three essential elements for successful SEL implementation.

Inclusive refers to an intentional approach to creating learning environments and experiences that support all students.

Washington Inclusionary Practices Project (IPP) is an initiative that provides professional development to move Washington towards a more robust and self-sustaining system of inclusion.

Indicator is a measure of growth. In the Washington SEL framework, indicators are the smallest and most precise metric for quantifying growth in social emotional skills.

Multi-Tiered Systems of Support (MTSS) is a framework which relies on evidence-based practices matched to student needs to improve outcomes for all students.

Out of School Time (OST) providers are supervised programs that young people regularly attend when school is not in session. This can include before- and after- school programs on a school campus or facilities that provide an array of activities.

Relational Safety refers to providing an emotionally safe and trusting environment and relationships.

School Climate stems from peoples' experiences of school life and can be thought of as the collective "mood" of the school. Climate can vary based on events and changes in the school environment. It both influences and is influenced by school culture.

Skills refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today's world.

Social Emotional Learning is the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.

Trauma-Informed Practices are approaches to human care built on an awareness of the deep and lasting impact that trauma can have on individuals and communities. In Washington's approach to SEL, a trauma-informed approach recognizes the unique strengths and challenges of children and youth considering the adversities they face. The Centers for Disease Control and Prevention (CDC) outline six guiding principles for a trauma-informed approach: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment voice and choice; and cultural, historical, and gender issues.

Universal Design refers to a "set of principles for curriculum development that give all individuals equal opportunities to learn. [Universal Design] provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution, but instead flexible approaches that can be customized and adjusted for individual needs."

Whole Child Approach refers to an educational approach which considers all aspects of a child's development in instructional design and includes both social emotional and academic learning.

Washington Integrated Student Supports Protocol (WISSP) is an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State’s Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, and integration within the school.

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