

**STAKEHOLDER FEEDBACK AND COMMUNITY OUTREACH
SUMMARY**

SOCIAL EMOTIONAL LEARNING INDICATOR DEVELOPMENT

WASHINGTON STATE

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Introduction

Washington State Senate Bill 5883 (2017) directed the Office of Superintendent of Public Instruction (OSPI) to convene a workgroup to build upon the work of the Social Emotional Learning Benchmarks Workgroup previously established in 2015.

It was expected that the workgroup must identify and articulate developmental indicators for each grade level for each of the social emotional learning benchmarks, solicit feedback from stakeholders, and develop a model of best practices or guidance for schools on implementing the benchmarks and indicators.

This summary focuses on the feedback that was solicited from stakeholders, the methods utilized, and the emerging themes. Stakeholder feedback was used to inform the development of the Washington State Social Emotional Standards, Benchmarks, and indicators and of the Washington SEL Implementation Guide produced by the Workgroup.

Background

The Washington State Social Emotional Learning Indicators (SELI) Workgroup brought together families, students, educators, and community partners in a series of sessions to help communities better understand social emotional learning and gather their feedback and guidance on the work of Washington State. The goals of the sessions were to:

1. Share Information about the SEL work happening in the SELI Workgroup.
2. Discuss and understand the importance of this work to schools and communities.
3. Collect feedback regarding the development of guiding documents for implementation.
4. Gather advice on what is needed going forward.

Method and Emergent Themes

The workgroup was tasked to engage in community and stakeholder input to guide the process of developing indicators and a guidance document. Workgroup members intentionally conducted community outreach sessions and gathered both input and feedback from diverse stakeholders through a multilayered process that included **facilitated conversations, feedback on draft documents, public comment, and a statewide survey** at multiple points during the development. It was important to the

workgroup to learn from the stakeholders what was important to them in designing a successful SEL Implementation Guide for Washington State.

Facilitated Conversations

A team from the Regional Educational Laboratory (REL) Northwest supported workgroup members in designing specific questions to frame the conversation, assisting in recording feedback, and identifying themes relevant for their work.

Facilitated conversations focused primarily on (1) how various stakeholders (e.g., teachers, families, Expanded Learning Opportunity [ELO] providers, administrators) think about SEL, (2) considerations in the development of statewide guidance to support SEL in schools, and (3) sharing recommendations for ensuring that this work is culturally responsive. The stakeholder engagement sessions included families, educators, youth workers, and administrators. A sample protocol can be found in the appendix to this summary. Table 1 includes a list of the groups that participated:

Table 1. Stakeholder Engagement Groups and Meeting Dates

Stakeholder Group and Location	Date of Meeting
1. Partners Advancing Character Education (PACE) Educators Workshop, Spokane, WA	June 21, 2018
2. Affiliated Tribes of Northwest Indians, Coeur d'Alene, ID	September 18, 2018
3. Diversity, Inclusion and Belonging Conference, Bellevue, WA	September 30, 2018
4. Whitworth University and Spokane Public School District Educator Collaboration Workshop, Spokane, WA	October 17, 2018
5. State Board of Education—Conference Focus Group, Vancouver, WA	November 6, 2018
6. Washington Expanded Learning Opportunities Network, Seattle, WA	November 17, 2018
7. Washington State School Directors' Association (WSSDA) Conference, Spokane, WA	November 19, 2018

Stakeholder Group and Location	Date of Meeting
8. Tribal Leaders Congress, Seattle, WA	December 5, 2018
9. OSPI Offices of Curriculum, School Improvement, Migrant Education, Native Education, Federal Programs, Student Support Staff, and so on, Olympia, WA	December 19, 2018
10. Eastside Pathways, Bellevue, WA	January 25, 2019
11. North Thurston School District and Community, Lacey, WA	January 30, 2019
12. Olympia School District, Tacoma, WA	February 1, 2019
13. Yelm School District, Tacoma, WA	February 1, 2019
14. Quincy families, students, and school staff (in English and Spanish), Quincy, WA	February 2, 2019
15. Native Education Advisory Committee, SeaTac, WA	February 14, 2019
16. Arc of Snohomish County (In Spanish), Everett, WA	February 15, 2019
17. Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), Olympia, WA	February 19, 2019
18. Rural School Association, Spokane, WA	February 24, 2019
19. Snoqualmie Valley Community Network, Carnation, WA	March 11, 2019

Themes

The following themes and recommendations emerged from the facilitated conversations conducted by workgroup members with support from REL Northwest.

1. Continued engagement with local stakeholders (both inside and outside the school) is essential to build buy-in, and tailor to local cultures and context. Schools need technical assistance, support, and resources to carry out such engagement. This theme was

especially prevalent for noneducators (e.g., parents, ELOs, culturally specific organizations).

Feedback and input for the workgroup’s products:

- Help schools **improve relationships with parents/families**, especially those from traditionally underserved groups. Families must be partners with schools in this work. Patience and persistence will be needed to build trust with parents/families. (“Teachers and parents in constant communication for mutual support above all of the student;” “Never give up on parents;” “Visit the community; leave the comfort zone of the school.”)
- Help schools **improve their relationship with tribes**. Schools must engage in Tribal consultation about SEL, family engagement, history, and healing from trauma.
- Help schools **address bias** (especially implicit bias) at the system and individual levels. Intentional work must continue to increase diversity in recruitment, retention, and promotion in schools and districts to ensure that there are people of color with positions of authority in schools. Every educator in every school must receive anti-bias training, and schools must have access to resources to support and guide them in that work.
- Help schools understand how to partner with **community-based organizations**. Schools cannot do this work alone, and community-based organizations can strengthen and help provide supports offered to students and families. In addition, collaboration on implementing SEL helps ensure there is common language for SEL across homes, schools, and communities (including mental health and health providers) as well as across early learning, K–12, and postsecondary education.

2. Schools need guidance, resources, and technical assistance to implement SEL that begins by changing adult mindsets and behaviors. This is important not only because adults in school communities need training to learn SEL and its nuances, but also to address systems of exclusion and oppression that exist in many schools. This theme was especially prevalent for noneducators (e.g., parents, ELOs, culturally specific organizations).

Feedback and input for the workgroup’s documents:

- **Caution against blaming students** who struggle within the school system or assuming that schools are already “safe spaces” for traditionally underserved and

systemically marginalized students. Instead, the system/environment needs to be examined and redesigned with the needs of every learner in mind.

- **Caution against bias/assumptions about students when they are struggling at school;** students may need individualized plans for supporting their SEL development/healing/mental health.
- **Acknowledge that SEL is not just about skills** but also about values and beliefs, which vary from culture to culture. Families need to be able to discuss their values and have them honored.

3. Make state- and district-level system changes to ease the integration of SEL into schools supported by funding and resource allocations.

Feedback and input for the workgroup's documents:

- **Acknowledge that all students and adults need SEL supports by integrating SEL into classrooms and content areas** (SEL strategies versus curriculum); having free-standing SEL supports, such as SEL classes; supports for mental health/wellness for adults and students in schools.

4. Schools need a wide range of guidance, resources, and/or flexibility to implement in ways consistent with the local context. A key part of implementation is integrating SEL with other practices already going on in schools.

Feedback and input for the workgroup's documents:

- **Set schoolwide expectations** that integrate SEL, e.g., into discipline practices, positive behavioral interventions and supports (PBIS), multi-tiered systems of support [MTSS], health, safety, and shift school culture/climate to make having a safe, welcoming, student-centered, strengths-focused space a fundamental priority. Do not allow SEL to be in a "silo" or just "one more thing." Bring teachers, counselors, nurses, different content area educators, paraeducators, support staff, and administrators together to create a climate that supports SEL development.
- **Help schools change the dynamic of implementation to be flexible and based on local needs.** Teachers, parents, counselors, community-based organizations (CBOs), ELOs, tribes, students, and community members should all be involved as codesigners in the planning and implementation of initiatives. Acknowledge teachers' struggles in their classrooms and help them address those in a manner that creates a positive learning environment. ("need to be open to conversations, people come on board when there is dialogue.")

5. Stakeholders define SEL in different ways. A few examples are:

- Feeling connection, belonging, respect, and inclusion; being known as fully human regardless of personal history, background, or ability (being seen as valuable outside of school); truly feeling part of the classroom, school, and place in which the community is located
- Connection, kindness, empathy, communication, collaboration, humility, and compassion across students, teachers, families, communities, and cultures.
- Open and approachable leadership in schools and districts.
- Awareness and understanding of emotions; regulating emotions; self-awareness.
- Managing conflicts/differences of opinion.
- Learning to navigate interpersonal/social skills.

6. Stakeholders view SEL as important in and of itself and linked to important student and adult outcomes. A few examples of feedback are:

- Students with SEL capacities are empowered problem solvers who get engaged in their schools and communities; they also know when to ask for help; they set goals.
- SEL supports well-being, mental health, stress reduction, suicide prevention, coping, resilience, and healing from trauma; each of these is a pressing need in schools.
- SEL supports career readiness and success.
- Those working with students also benefit when their own SEL development is supported. (“We need SEL skills in order to teach SEL.”)
- Parents and students feel more trusting and connected to school and the people there when SEL is supported [or perhaps used as mechanism to build trust and belonging].
- Schools become more collaborative/there is more teamwork.

7. Stakeholders named several barriers and challenges to SEL-related work; they recommended the state take action (e.g., providing funding, technical assistance, and resources) to ameliorate these issues. A few feedback examples are:

- Not enough resources, including money, time, and staff to implement, especially at the secondary level.
- Educators need additional training.

- Educators and parents need buy-in.
- Some educators themselves need help with their own SEL competencies.
- Deficit-based assumptions about students leads to a negative mindset.
- Current structures and systems are too inflexible, such as accountability pressures directed at math and English language arts (ELA) that stymie SEL implementation.
- Culturally responsive SEL is challenging.

Review of Draft Documents

Stakeholders provided feedback on draft documents through online review, presentations at related workshops, and conversations with SEL workgroup members. The documents were presented to individuals for feedback in face-to-face sessions, via shared Google Docs or shared directly with individual groups for collective feedback.

Table 2 shows the following groups, which were involved in reviewing the SEL Implementation Guide and the Standards, Benchmarks, and Indicators draft documents.

Table 2. Stakeholder Engagement Groups for Document Review

Stakeholder Group, Type of Interaction, and Location	Date of Meeting
1. Affiliated Tribes of Northwest Indians, face to face in Portland, OR	January 27, 2019
2. Olympia School District, face to face in Tacoma, WA	February 1, 2019
3. Yelm School District, face to face in Tacoma, WA	February 1, 2019
4. Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), face to face in Olympia, WA	February 19, 2019
5. Rural School Association, face to face in Spokane, WA	February 24, 2019
6. Commission on Asian Pacific American Affairs, conference call	February 26, 2019

Stakeholder Group, Type of Interaction, and Location	Date of Meeting
7. Washington School Counselor Association, feedback via Google Docs	February 28–March 5, 2019
8. The Collaborative for Academic and Social Emotional Learning (CASEL), phone contact and direct exchange of documents	March 21, 2019
9. Whitworth University education graduate students, face to face in Spokane, WA	April 10, 2019
10. Washington State Commission on Hispanic Affairs, direct contact via e-mail and exchange of documents	April 15, 2019
11. Black Education Strategy Roundtable, telephone and e-mail exchange	April 17, 2019

Reviews were done in sequence, and feedback was incorporated in succession. During the review process, questions were provided to help focus their review. To help make the indicators document clearer and more understandable, the following questions guided their review:

1. Are any indicators unclear? If so, what is unclear? If possible, please suggest clearer wording for the indicator.
2. Do you notice any specific indicators that are out of line with cultural appropriateness? If so, please suggest revisions to make the indicators appropriate.
3. Are there indicators that you feel are missing? If so, please provide suggestions.
4. What could make the indicators more useful? Please provide any ideas you have to make the document as useful as possible.

Each layer of feedback was integrated and vetted by a subcommittee of individuals from the SELI Workgroup who were responsible for developing the Washington State Standards, Benchmarks, and Indicators.

Public Comment During Monthly Meetings

Monthly meetings of the SELI Workgroup were open to anyone, and public notification of place and time was routinely provided. Twice during each meeting, the public was invited to share their thoughts and observations. Workgroup members did not respond, and public members could request follow-up on comments after the meetings.

Themes that came up during public comments were:

Parent Engagement

- Family voice is important.
- Consider parent consent for individual students.
- Would like to see parents/guardians notified of data collection and use.
- Would like communication to parent/guardians translated into as many languages as possible to inform multiple populations.

Use of Data

- Concern with personally identifiable information being tied to student when evaluation results are published.
- Would like to see that any data collected will be protected.

Standards, Benchmarks, and Indicators

- Indicators hold power and need to be utilized with great care.
- Indicators need to be tied to academic content area.

Evaluation of SEL

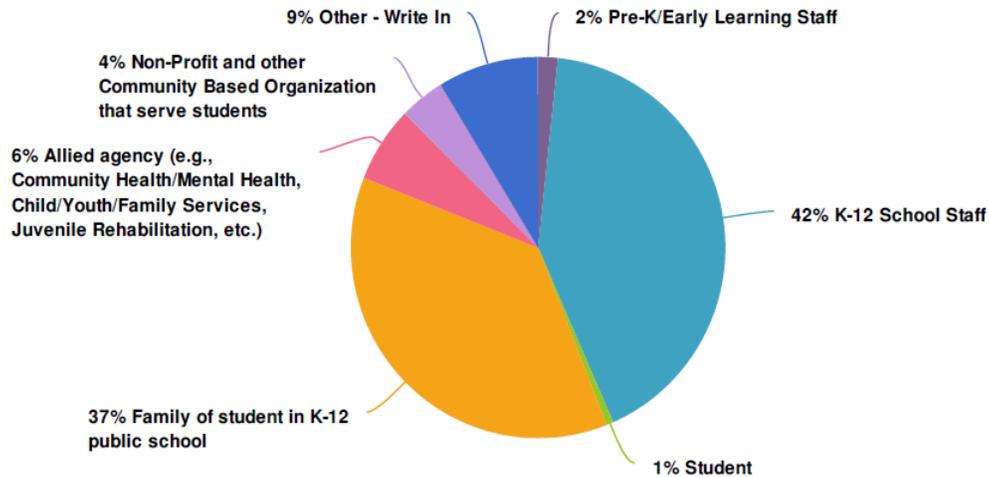
- Assessing kids via SEL can be perceived as judgment.
- Evaluation and assessment may affect children in the future as potential results from testing or the evaluation of new SEL indicators are implemented.

Online Statewide Survey

In addition to face-to-face opportunities, an online statewide survey was conducted to reach a larger audience. The survey was located on the OSPI SEL website and available to the general public. Preliminary information was captured in themes and presented to the workgroup.

The online survey was launched in both English and Spanish. There were a total of 529 respondents, including educators, family members, allied agencies, early learning staff, students, and others. Figure 1 illustrates the breakout of respondents.

Figure 1. Statewide Survey Respondent Affiliation with Schools



Sample Questions

The following questions were included on the survey:

1. What role do you believe districts and school-based programs should play in helping students develop their social and emotional skills?
2. Do you have any concerns regarding the implementation of SEL in schools and districts?
3. What ideas do you have about engaging students and families to make their voices central in SEL efforts?
4. What recommendations do you have for ensuring that SEL is adaptable to various cultures?
5. What recommendations do you have for making SEL resources available and for providing training to schools and communities?
6. What supports do you believe educators themselves need to enhance their own social and emotional skills?
7. Do you have any other thoughts related to SEL you would like to share with us?

Themes

The following themes were repeated throughout the survey and helped build an understanding of what was important to respondents.

Schools 'Role in Teaching SEL

SEL should be a priority and part of the curriculum.

Several respondents thought it was equal to or more important than academics.

A few thought schools should not teach SEL—it was the parents' responsibility.

Canned lessons and covering SEL skills isn't adequate.

Time to Teach

The burden of what schools are expected to teach continues to grow.

SEL needs to be integrated as part of the regular day, not a special activity.

Educator Skills

Educators need good SEL skills themselves.

SEL instruction needs trained and qualified staff.

If teachers don't believe in SEL, they will not implement it.

There is a need to understand SEL is a process.

Need training in cultural competency and biases.

Costs

There needs to be specific teaching/planning/implementation time.

There is a lack of funding and resources for training.

Implementation Fidelity

Families do not want data collection of SEL measures for their children.

There needs to be an assessment tool to help guide staff in delivering SEL.

SEL needs to be whole school effort with more involvement in creating a positive classroom environment.

Diversity of Families and Students

SEL resources need to be in multiple languages.

There needs to be diversity experts involved in development of SEL instruction and resources.

Celebration of diversity is key concept.

Specific cultures identified as part of the learning concepts.

Family Training and Learning

Home visits would enhance SEL instruction for students.

Families need to be Involved in workshops and workgroups.

Families should be recognized/empowered to be the first teachers of SEL.

Families should be informed by the school, especially if the student needs help.

Families need to have input for program development.

Overarching Impact of Stakeholder Feedback

The impact of the feedback gathered during the course of this development has guided the process of developing the tools that make up Washington State’s SEL guide. Without this feedback, the workgroup would not have benefited from the guidance we received from the people who will be most impacted, students and their families and school staff who will be utilizing these resources for implementation purposes.

The feedback the workgroup received from stakeholders articulated emerging themes that were shared with members of the workgroup, either directly (face to face), through summarized reports of facilitated conversations, or from survey responses. The themes, as they emerged, were discussed among members during the monthly workgroup meetings, incorporated into the ongoing work and influenced final recommendations.

The indicators developed by the Standards, Benchmarks, and Indicators Subcommittee are backed by research and were reviewed by several stakeholders for clarity, consistency, application, and developmental appropriateness. In addition, they were reviewed for cultural responsiveness and student empowerment. Each of the Washington State ethnic commissions were engaged in the process, along with teachers, counselors, school administrators, and school psychologists, many of whom also are parents. The emphasis for this review was on those individuals who would be directly responsible for implementing SEL in their schools. Each round of feedback on the document was incorporated sequentially and continued to build upon the previous iterations of feedback.

Summary of Considerations for Ongoing Development

School- and Classroom-Based SEL Practices

- **Provide training/professional development (and funding) on SEL** Develop training on culture and cultural responsiveness, trauma/healing-centered practice (including historical and intergenerational trauma), inclusion, race, gender, intersectionality, and systems influence and impact. Such training is essential to ensure that SEL indicators are not used in ways that further marginalize traditionally underserved students.
- **Create a workbook for administrators** to help support staff in implementing SEL and to create a platform for developing their own SEL competencies.
- **Guidance on SEL is needed in specific content areas, including guidance** for students receiving special education services and students who have experienced trauma.
- **Identify specific times in the school day for SEL** planning, integration into academics, collaboration with other school staff, and implementation (not making it just “one more thing” to squeeze in to an already full schedule).
- **Make policy/requirements for pre-service SEL education** and then SEL training for recertification of teachers and administrators. Support SEL microcredentialing. Provide pre-service learning and training for teachers-to-be, then coaching, supports, and reflective supervision once in the classroom.
- **Provide funding for additional staff to work on SEL** (including counselors, social workers, SEL coaches/specialists, and others).
- **Develop policy that allows specified time for instruction at the secondary level for SEL to occur.** SEL currently has a bigger presence in elementary school.

SEL in the School and Community

- **Provide policy/requirements for making stronger connections between counselors, social workers, and mental health professionals, and teachers in schools.**
- **Offer guidance on culture and culturally responsive practice**, including guidance for dominant culture members who may not have had experience in understanding or working with other cultures. Encourage inquiry, empathy, and thoughtfulness in the adaptation of SEL curricula/resources to reflect and

represent nondominant cultures within the local context (be concrete but not prescriptive). Provide training on overarching culturally response practice.

- **Deliver guidance and supports for integrating SEL with everything else going on in the school and community**, ranging from antibullying efforts and academics to connecting to cultural supports, such as Tribal elders and the local environment. Ensure that SEL isn't "one more thing" but instead is woven into the fabric of the community. Provide training on this integration.

SEL in Communities and for Families

- **Gather additional feedback from more diverse stakeholders** beyond current workgroup members, including families of students who are systemically marginalized and underserved.
- **Provide materials for parents**, in their home languages and graphic-based, to help answer their questions.
- **Use tools for building relationships with parents** and provide a training/toolkit for families.
- **Provide resources to prioritize community/parent engagement**, which could inform school interpretation of indicators and implementation, and help teachers/parents support SEL. Envision parents and schools as working in partnership/as a team with the common goal of supporting children. Support the development of positive relationships between teachers and students/families (including supports for translation and translated materials for non-English-speaking parents) rather than blaming families for not being engaged enough. Acknowledge that some parents have higher barriers to building relationships with schools given their backgrounds and histories (e.g., intergenerational trauma, newcomers to the United States, unfamiliar with the school system, low socioeconomic status), and accept them "where they are." Parents are "the base" to supporting SEL and need to learn SEL language and approaches from schools.
- **Provide resources to prioritize Tribal consultation and representation** about SEL practices and implementation, being sure to acknowledge Tribal sovereignty, history, place, and language. Use SEL as an opportunity to connect to cultural supports such as elders. Do not expect individual teachers, parents, or students to speak for/represent their tribes; do not expect all Native individuals to be equally connected to their tribes or heritage language.

Summary of Themes

The following is a summary of the most common overarching themes from all feedback modalities:

- SEL should be community connected and adapted. By collaborating closely with families, community-based organizations, and tribes, schools can design, plan, and implement SEL approaches that fit the local culture and context. Multilanguage SEL materials for families is one resource to support this work.
- SEL involves adult learning and unlearning. Effective SEL requires adults to shift their mindsets, skills, and behaviors to model SEL and promote equity and inclusion for all students. Schools need resources and guidance on this, so that SEL efforts do not perpetuate inequalities, and staff need support for their own learning and wellness.
- Quality SEL requires investments of training and time, yet schools are juggling competing priorities and limited resources. Schools and districts need to ensure that staff receive pre-service training and ongoing, job-embedded professional learning related to SEL; adequate time to plan, teach, and integrate SEL; and time to collaborate across roles (e.g., counselors and teachers) to better support students. Key training needs include culturally responsive SEL, SEL for secondary students, and engaging families in SEL.
- Schools need guidance on SEL integration and alignment. This includes integration and alignment of SEL with academics, school policies (e.g., student-centered and restorative approaches to discipline), and practices (e.g., trauma-informed practices). SEL should be woven throughout the school and supported by diverse staff members. Resources, examples, and tools are needed.
- Stakeholders define SEL in a variety of ways, including, but not limited to, skills. Stakeholders described both interpersonal (e.g., conflict resolution, communication) and intrapersonal (e.g., identity, belonging) aspects of development within the context of supportive environments (e.g., student-teacher relationships). They viewed SEL as important, and identified multiple benefits of SEL for students, adults, and communities. Many stakeholders emphasized the diversity of SEL expression and experiences across individuals and groups. They indicated mixed opinions related to whether and how to assess SEL in schools, with some stakeholders expressing concerns.

Appendix: Protocol for Community Feedback (In Spanish and English)

Esfuerzos del aprendizaje social y emocional en el estado de Washington -Necesitamos su opinión

Encuesta sobre el aprendizaje social y emocional

Necesitamos su opinión

Lo invitamos a darnos su opinión sobre la implementación del aprendizaje social y emocional en el estado de Washington

Información adicional aquí – [SEL ONE PAGER](#) [SEL FAQ](#)

Esfuerzos del aprendizaje social y emocional en el estado de Washington

El aprendizaje social y emocional (SEL, por sus siglas en inglés) es un proceso en el que la gente desarrolla conocimiento y habilidades en manejar emociones, establecer metas, desarrollar relaciones, y tomar decisiones importantes. El aprendizaje social y emocional apoya el éxito en la escuela y en la vida de una manera que respeta culturas y honra la diversidad. El aprendizaje social y emocional reconoce que los estudiantes son humanos complejos, cuyo comportamiento es impactado por sus emociones.

La oficina del superintendente de instrucción pública (OSPI, por sus siglas en inglés) y el comité estatal sobre el aprendizaje social y emocional han sido encargados por la legislatura para desarrollar recursos para las escuelas y comunidades del estado de Washington. Los recursos se basarán en recomendaciones hechas en el reporte para la legislatura publicado en 2016: <http://www.k12.wa.us/Workgroups/SELB-Meetings/BenchmarksWorkgroup.aspx>

Nuestras metas son:

- Identificar y explicar indicadores (comportamiento observable) para los puntos de referencia recomendadas
- Pedir comentarios de gente afectada
- Desarrollar una guía de mejores prácticas para las escuelas que están implementando el aprendizaje social y emocional
- Proveer recomendaciones para el comité de educación de la legislatura y para la oficina del gobierno antes del 30 de junio del 2019

Para más información acerca del comité estatal sobre el aprendizaje social y emocional, use este enlace: (Link)

Estaremos agradecidos si puede responder cualquier número de las siguientes preguntas

1. ¿Cuál es su ocupación?
 - a. Empleado de un programa preescolar
 - b. Empleado de una escuela primaria, secundaria o preparatoria
 - c. Estudiante
 - d. Empleado de una agencia aliada
 - e. Empleado de una organización sin fines de lucro o una organización comunitaria que apoya estudiantes
 - f. Otro: _____
2. ¿Qué papel cree que el distrito o los programas en las escuelas tienen en desarrollar el aprendizaje social y emocional de los estudiantes?
3. ¿Tiene alguna preocupación sobre la implementación del aprendizaje social y emocional en las escuelas o en el distrito?
4. ¿Tiene alguna idea para involucrar a los estudiantes y sus familias para asegurarse de que sus voces sean centrales en los esfuerzos del aprendizaje social y emocional?
5. ¿Qué recomendaciones tiene para asegurar que el aprendizaje social y emocional sea apropiado para diferentes culturas?
6. ¿Qué recomendaciones tiene para hacer que los recursos sobre el aprendizaje social y emocional estén disponibles para las escuelas y comunidades, y para proveer entrenamiento adecuado para lograrlo?
7. ¿Qué apoyos piensa que los maestros necesitan para mejorar sus propias habilidades sociales y emocionales?
8. ¿Tiene algunas otras ideas acerca del aprendizaje social y emocional que quiera compartir?

SEL Indicators Focus Group Protocol: Educators and other Practitioners

How to use this protocol

Focus group: This protocol is designed to use in facilitating a focus group conversation with 4-8 participants, usually at a conference or event. Pose one question at a time, being sure to provide several minutes for participants to chime in with their responses. Rather than asking each person to answer each question, allow participants to speak up when they're comfortable. Document as much of the conversation as possible in your notes. To help with documentation, consider having participants reflect individually and jot down their ideas on index cards or sticky notes so that you can collect them and type them up later.

Table activity: This protocol could also be adapted to be a table-talk activity as part of a larger presentation you are doing at an event. In that case, we recommend having the group document their conversation on chart paper for you to collect and type up. If you have time, have the groups share out their ideas with the larger group and document this instead.

What do to with the information you gather

- Type up notes, including:
 - Name of event
 - Date
 - Brief description of participants (e.g., elementary teachers, parents)

Materials checklist

Focus group

- Introductory handouts (one-pager and/or FAQ)
- Laptop (fully charged and with charging cable) for taking notes

Table activity

- Introductory handouts (one-pager and/or FAQ)
- Laptop (fully charged and with charging cable) for projecting slides
- Laptop (fully charged and with charging cable) or notebook for taking notes
- Presentation slides (saved to laptop)
- Projector with cables to connect to laptop (if not provided by event)
- Chart paper (enough for 3-4 pages per table)
- Markers (enough for 2-3 markers per table)

Introduction

- Introduce SEL with handouts (one-pager and/or FAQ) and slides (if needed):
 - “SEL is broadly understood as 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.” (From OSPI FAQ)
- Our workgroup is currently working on the following projects and needs your feedback:
 - A framework describing how statewide SEL efforts support learning
 - Implementation guides with strategies for adults to use in promoting SEL
 - Indicators of SEL skills and behaviors across K-12
- Direct participants to the survey on the OSPI website if they would like to give additional feedback.

Discussion Questions

1. How do you think SEL relates to your work as an educator [or insert other role(s)]?
2. What, if any, challenges do you experience in your work related to SEL?
3. What resources, tools, or support do you need to support young people in SEL?
4. What recommendations or concerns do you have related to OSPI’s efforts to create statewide guidance to support SEL?
5. What recommendations do you have to ensure that OSPI’s statewide SEL work is culturally relevant, responsive, and respectful?

Be sure to provide your contact information to participants so they can follow up with additional ideas.

SEL Indicators Conversation Protocol: Families

How to use this protocol

Focus group: This protocol is designed to use in facilitating a focus group conversation with 4-8 participants, usually at a conference or event. Pose one question at a time, being sure to provide several minutes for participants to chime in with their responses. Rather than asking each person to answer each question, allow participants to speak up when they're comfortable. Document as much of the conversation as possible in your notes. To help with documentation, consider having participants reflect individually and jot down their ideas on index cards or sticky notes so that you can collect them and type them up later.

Table activity: This protocol could also be adapted to be a table-talk activity as part of a larger presentation you are doing at an event. In that case, we recommend having the group document their conversation on chart paper for you to collect and type up. If you have time, have the groups share out their ideas with the larger group and document this instead.

What do to with the information you gather

- Type up notes, including:
 - Name of event
 - Date
 - Brief description of participants (e.g., elementary teachers, parents)

Materials checklist

Focus group

- Introductory handouts (one-pager and/or FAQ)
- Laptop (fully charged and with charging cable) for taking notes

Table activity

- Introductory handouts (one-pager and/or FAQ)
- Laptop (fully charged and with charging cable) for projecting slides
- Laptop (fully charged and with charging cable) or notebook for taking notes
- Presentation slides (saved to laptop)
- Projector with cables to connect to laptop (if not provided by event)
- Chart paper (enough for 3-4 pages per table)
- Markers (enough for 2-3 markers per table)

Introduction

- Introduce SEL and handout one-pager and FAQ:
 - “SEL is broadly understood as 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.” (From OSPI FAQ)
- Our workgroup is currently working on the following projects and needs your feedback:
 - A framework describing how statewide SEL efforts support learning
 - Implementation guides with strategies for adults to use in promoting SEL
 - Indicators of SEL skills and behaviors across K-12

Discussion Questions

1. What do you see as the most important social and emotional skills for your child?
2. What do you think is needed to support your child’s healthy social and emotional development in school and in their afterschool activities?
3. What recommendations or concerns do you have related to OSPI’s efforts to create statewide guidance to support SEL?
4. What recommendations do you have for OSPI or schools when they work on social emotional learning?
5. What recommendations do you have to ensure that OSPI’s statewide SEL work is culturally relevant, responsive, and respectful?

Be sure to provide your contact information to participants so they can follow up with additional ideas.

SEL Framework Subcommittee Co-Design Protocol

This protocol is designed to elicit input from a diverse group of stakeholders (e.g., students, families, community partners, educators and support staff) to inform the development of the statewide SEL framework. The statewide SEL framework will have three sections: (1) statewide vision for SEL and why it matters for students and communities (web visual), (2) SEL framework for K-12 public schools, and (3) recommendations for future work. Ideally, we will convene one in-person meeting (2 hours) with the stakeholders to generate ideas (an) and respond to draft framework elements.

Goals

The co-design sessions create opportunities for stakeholders to reflect on:

1. Role of SEL in helping young people to develop as learners, employees, and community members
2. How SEL can be supported within families, schools, and communities

Planning Considerations

- Recruiting participants
- Identifying facilitators
- Translation and interpretation
- Materials needed- poster paper, sticky notes, markers,
- Printed materials also made available in large print
- Any displayed materials (i.e. PowerPoint) use strong contrast in text and background
- Accessible Location
- Accessible date and time

Facilitation Strategies

- Setting up the space
 - a. Consider accessibility, as well as how the space looks and feels
 - b. Who is attending. If mixed roles in education assign people to tables to ensure diversity of realities represented
- Establishing norms and creating safe space (especially in groups with power imbalances)
 - a. Gracious space question: (Sarah and Jennifer can work to develop this)
 - b. Present norms. Ask if anything needs to be added.
- Creating opportunities for interactivity and multiple modes of engagement accessible to diverse participants- individual reflection, small group discussion, large group discussion, integrate learning - Diamond Pattern of Interaction (*Lipton/Wellman*) *allow people to participate verbally, through writing, and drawing.*
- Having each table assign a notetaker, observer, reporter etc...
- Ensuring there are clear opportunities for follow-up (e.g., e-mails, next meeting, OSPI survey)

Facilitation Plan

1. Welcome and framing

- a. Review meeting goals and plan for today's session
 - i. Share information about work happening statewide
 - ii. Discuss what this means to you
 - iii. Get your advice
- b. *Individual reflection and discussion with elbow partners:*
 - i. Think about your own experience in elementary, middle, or high school
 1. Who are some of the most important people in your life during this time?
 2. How did they help your learning?
 3. How did they help you get ready for your next step in life?
 - ii. Ask volunteers share highlights from their conversation

2. Share information about statewide work related to SEL (use slide deck Rose is working on)

- a. Definition of SEL
- b. WA SEL benchmarks and standards
- c. Why SEL matters

3. Small group discussion at tables

- a. *What does this mean to you?*
- b. *Why is this important?*

4. Share information about how SEL happens in schools/community vision (use slide deck Rose is working on)

5. Small group discussion at tables

- a. *What does it look like, sound like, feel like in communities when everyone shares responsibility for supporting social and emotional learning and development?*
- b. Groups work at tables to use markers and chart paper to draw settings that support students in becoming connected and ready for learning, working, and being a community member. They are encouraged to use both words and visuals in this activity

6. Gallery walk to review posters, followed by a group discussion of common themes

- a. *What resonates with you?*

7. Closure, thank you, and next steps