

Social Emotional Learning Advisory Committee

Meeting Notes

January 14, 2020

Meeting Notes	Action Items
Welcome and Introductions were given <ul style="list-style-type: none"> • Name, Affiliation, Position and Location 	
Being Intentional Group Activity	
<p>PROCESS DISCUSSION</p> <ul style="list-style-type: none"> • Schedule change <ul style="list-style-type: none"> ○ Shared updated schedule with the committee • Norms <ul style="list-style-type: none"> ○ Being Focused – Staying on mission ○ Open to constructive criticism ○ Enforce the norms ○ Proactively managing tensions through a trusted process/structure ○ Honoring diverse learning styles ○ Assume best intent, ask questions <ul style="list-style-type: none"> ▪ If unsure about intent, making space for checking cultural input, or feedback ○ Ensure there are processes for all voices to be heard ○ Move toward actions and decision – Timelines and decisions ○ OSPI equity statement on materials • Decision-making Process <ul style="list-style-type: none"> ○ Thumbs up - you support the item ○ Thumbs to the side - you are willing to support, but may want more information or discussion ○ Thumbs down - you do not support the item • Communications Process <ul style="list-style-type: none"> ○ Attendees represent constituents – Be the voice of constituents and bring the information back to them ○ GovDelivery – in development as a platform to share information to constituents ○ Cindi Wiek- reach out with questions on: 	<p>Doodle Poll – Cindi</p> <p>Finalize Norms</p> <p>Finalize Decision-making process</p>



<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Meeting logistics ▪ Meeting notes ▪ Resources available on the SEL website ○ Tammy Bolen- reach out with questions on: <ul style="list-style-type: none"> ▪ Meeting content ● OSPI Staff Expectations <ul style="list-style-type: none"> ○ Facilitate advisory meetings ○ Present Policy research as it pertains to the work ○ Organize and communicate logistics of meetings and work plan ○ Write and submit required reports to legislature ○ Ensure expectations are clear ● Member Expectations <ul style="list-style-type: none"> ○ Pre-read assigned and relevant materials ahead of time ○ Missed meetings – Reach out read minutes and material, then ask questions if needed ○ RSVP and report alternate to Cindi Wiek ○ Meet assigned deadlines ○ Allow enough time for others to respond 	<p>Address expectations for virtual meetings</p> <p>SEL Standard Adoption event logistics will be reported</p>
<p>SSB 5082 OVERVIEW</p> <ul style="list-style-type: none"> ● Senate Bill 5082’s purpose is to promote and expand social emotional learning ● An overview and history of past work was given, which included efforts and support that went into the process <ul style="list-style-type: none"> ▪ Senator McCoy and Rep Senn sponsored the bill ▪ Districts are required to provide one day of state funded PD on SEL topics beginning in 2021 and every other year after that 	<p>Define SEL Terms</p>
<p>HISTORY OF SEL WORKGROUPS PANEL</p> <p>Previous workgroup members shared experience of the creation of Standards, Benchmarks and Indicators</p> <ul style="list-style-type: none"> ● Comments for the workgroup members: <ul style="list-style-type: none"> ○ Proud of the work created and confident in its value 	



- Spent a lot of time on cultural sustaining practices and equity- we were able to talk about implicit bias
- Resource briefs were tailored to a specific audience to help guide the work in the field
- Committee grappled with what is the right way, or how do we implement in the current K-12 system
- Important to make sure SEL principles are infused in the work
- Several groups/stakeholders were asked for feedback along the way
- How do we get the resources created to the field?
- Important to group to create culturally responsive resources
- Culturally responsive training may be beneficial for this committee. Important lens from which to look
- Kept in mind: race, culture, and other demographics. Wanted to create resources to implement in a way that supports as many kids as possible
- Workgroup didn't call out samples or examples for indicators. It is the professional responsibility to turn indicators into framework that works for their demographic needs
- SEL work must be community connected and integrated
- Used CASEL as a resource for language and best practice
- Questions for previous Workgroup members
 - **Q** – To what degree was student voice represented?
 - **A** – Focus groups captured some voice, but could always use more
 - **Q** – How do we get capacity and funding to do the work?

Would like more stakeholder feedback



<ul style="list-style-type: none"> ▪ A – Hear that a lot, need a better designed system to support implementation ○ Q – How can this group intentionally seek to change the constraints and barriers <ul style="list-style-type: none"> ▪ A – That is a good question, important to keep topic on the forefront ○ Q – What did other states look like? <ul style="list-style-type: none"> ▪ A – We were able to crosswalk, Nick Yoder, from CASEL helped, but there was a lot of variation. 	
<p>STAKEHOLDER FEEDBACK</p> <ul style="list-style-type: none"> • Move to February meeting if possible 	<p>Sarah Pierce from NW REL/Tammy to coordinate</p>
<p>REVIEW OF SSB 5082 REQUIRED WORK</p> <ul style="list-style-type: none"> • Team reviewed and prioritized required work listed below: <ul style="list-style-type: none"> ○ Engage with stakeholders and seek feedback. ○ Identify best practices or guidance for schools implementing the standards, benchmarks, and developmental indicators for social emotional learning. ○ Developing and implementing a framework for SEL that is trauma-informed, culturally sustaining, and developmentally appropriate. ○ Identifying SEL strategies to improve coordination between early learning, K–12 education, youth-serving community partners, culturally-based provider. ○ Align standards and benchmarks for SEL with other relevant standards and guidelines including K–12 health and physical education learning standards and early learning development guidelines. ○ Reviewing and updating as needed the SEL standards, benchmarks and indicators and confirm they are evidence-based. 	<p>Revisit the prioritization of these tasks</p>



- In addition to other meetings, the committee shall have a joint meeting once a year with the educational opportunity gap oversight and accountability.
- The Professional Educator Standards Board (PESB) was asked in SB 5082 to integrate SEL standards into certification standards for pre-service and in-service teachers and principals, and into the standards of practice for paraeducators. While this is the purview of PESD, the SEL committee will have the opportunity to provide input on resources and practices.
- Considering systems for collecting data about SEL and monitoring implementation efforts.
- Identify professional development opportunities for teachers and educational staff and review, update, and align as needed the social-emotional learning.
- Subject to the availability of amounts appropriated for this specific purpose, OSPI must create and publish on its website a list of resources available.
- The committee shall provide a progress report, in compliance with RCW 43.01.036, to the governor and appropriate committees of the legislature beginning.

PESB INFORMATION

- **SB 5082, Sections 3(c)**

- By January 1, 2020, in order to ensure that teachers can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support...PESB shall incorporate along the entire continuum the social-emotional learning standards and benchmarks recommended by the social emotional learning benchmarks work group in its October 1, 2016, final report...

Leiani Sherwin –
Contact for PESB
information



- In incorporating the social-emotional learning standards and benchmarks, the Washington professional educator standards board must include related competencies, such as trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, anti-bullying strategies, and culturally sustaining practices.
- **SB 5082 Section 4 and Section 5 (2)**
 - SB 5082 Sections 4 and 5 (2) (respectively) gives PESB the same directive in order to ensure that principals and paraeducators can recognize the same signs in students and appropriately refer them for assistance and support.
- **Standards designed for students**
 - It is important to note that the SEL standards, benchmarks, and indicators recommended by the social emotional learning benchmarks work group are designed for students, and educators can use these standards to inform their instruction and guide the development of their students.
- **November 2019 board meeting PESB approved an amendment to WAC 181-78A-232 to add subsection (3)(g)**
 - Providers ensure that teacher and principal candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support. The guidance provided to candidates must include the social-emotional learning standards, benchmarks, and related competencies described in RCW 28A.410.270.
- **ACTIONS**
 - November 2019 board meeting PESB approved:
 - adding Criteria 9 to Standard 1 in teacher standards-based benchmarks and intentionally reviewing this integration



- when the benchmarks are reviewed (anticipate review 2020-2021)
- incorporating SEL language into principal benchmarks standard two, strand 2, and reviewing this integration when the benchmarks are reviewed
 - The certification standards and benchmarks for [teachers](#) and [principals](#) are found on [PESB's website](#).
- January 2020 Paraeducator board meeting amendment to WAC 179-07-040 will be presented for approval:
- Add the following to Section 3 Supporting a positive and safe learning environment:
 - (a)(iv) Knowledge of how to consider the well-being of others and a desire to contribute and support students, school and community
 - (b)(v) Demonstrate an awareness of student emotion, and the skill to help direct and express a student's emotions, thoughts, impulses, and stress in constructive ways
- January 2020 Board meeting amendment to WAC 179-07-040 will be presented to the Board for approval:
- Add the following to Section 3 Supporting a positive and safe learning environment:
 - (b)(vi) Demonstrate the ability to assist students to access family, school, and community resources of support; and
 - (b)(vii) Demonstrate the ability to assist in the development of a student's sense of social and community responsibility.
 - The [Paraeducator standards of practice](#) are found on [PESB's website](#)

PUBLIC COMMENT



<ul style="list-style-type: none">• No Public Comment	
<p>NEXT STEPS AND NEXT MEETING AGENDA</p> <ul style="list-style-type: none">• Committee reviewed a draft agenda with items to consider for February SEL meeting, then gave feedback• Team to review SBI/implementation guide for familiarity and to inform the work plan	

