

Social Emotional Learning Advisory Committee

Meeting Notes

March 17, 2020

Members attended:

Camille Goldy, Tammy Bolen, Cindi Wiek, Laurie Dils, Bonnie McDaniel, Brian Moreno, Caryn Park, David Beard, Debbie Tully, Jordan Posameter, Kasey Kates, Laurie Dils, Leiani Sherwin, Mallory Schull, Mary Fertakes, Mona Grife, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Tracy Pennington, Heidi Hoblin

Members absent:

Senator John McCoy, Bill Kallappa, Cicly McNeal, DeAnn Dillon, Janell Jordan, Jen Cole, Laura Allen, Nita Hill, Porter Eichenlaub, Ric Pilgrim, Shannon Thompson

Meeting Notes	Action Items
<ul style="list-style-type: none"> • Welcome and Introductions were given <ul style="list-style-type: none"> ○ Name, Affiliation, Position and Location ○ Notes approved by committee • Meeting objectives shared <ul style="list-style-type: none"> ○ Clarify expectations, voting process ○ Discuss Committee goals ○ Receive work update from and provide feedback to Subcommittees • Review of Norms <ul style="list-style-type: none"> ○ Be present ○ Be focused – Stay on mission ○ Assume best intent, ask clarifying questions ○ For comments/questions, turn nameplate on the side ○ Provide positive feedback ○ Be respectful ○ Be open to others’ experiences ○ Make room for all voices ○ 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 ○ Plan the EOGOAC joint meeting 	
<p>Expectations, Voting Process & Chair Discussion</p> <ul style="list-style-type: none"> • Review of Member Expectations <ul style="list-style-type: none"> ○ Pre-read assigned and relevant materials ahead of time 	



<ul style="list-style-type: none"> ○ Missed meetings – Read minutes and materials, ask questions if needed ○ Let Cindi Wiek know if you will NOT be attending an advisory meeting ○ Meet assigned deadlines ○ Allow enough time for others to respond ● Review of OSPI Expectations <ul style="list-style-type: none"> ○ Co-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 ○ Plan the EOGOAC joint meeting ● Finalize 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 ○ Voting will be done at the in-person meetings. Must be present to vote. <ul style="list-style-type: none"> ▪ Team agreed to final decision- making process ● Chair Discussion <ul style="list-style-type: none"> ○ The Chair/Co-chair nomination will be postponed until we have a more complete group to ensure an equitable nomination and we are all more familiar with the Advisory work. 	
<p>Goal Discussion</p> <ul style="list-style-type: none"> ● SEL Advisory Committee Goals <ul style="list-style-type: none"> ○ Successfully and efficiently complete the legislatively mandated tasks. ○ Give our Washington communities the tools to build effective social emotional learning skills to benefit all students. 	
<p>PESB Subcommittee Update</p> <ul style="list-style-type: none"> ● Subcommittee Overall Goal <ul style="list-style-type: none"> ○ Provide guidance and resources for teacher and principal preparation programs to assist them in preparing their candidates to support SEL implementation in classrooms and schools. ● Current Task/Work <ul style="list-style-type: none"> ○ Gather resources; contact WACTE and WCEAP to ask for input; contact previous SEL committee members for input; work with the professional development subcommittee to share applicable resources; review the INTASC/SEL crosswalk and the NELP/SEL crosswalk; 	



<ul style="list-style-type: none"> • Date and Progress since last update <ul style="list-style-type: none"> ○ *Reached out to previous SEL committee members; Connection with university reps at April WACTE meeting planned but up in the air due to current health situation will propose online conversation • Next Steps and Deadlines (s) <ul style="list-style-type: none"> ○ Create workgroup/focus group with prep program stakeholders • Research Needed <ul style="list-style-type: none"> ○ What guidance or resources have other states provided to preparation programs? What was previously done in this area by OSPI SEL committee? What type of guidance/resources do prep programs need? What are prep programs currently doing /what resources have been created re SEL instruction? • Assistance needed from OSPI <ul style="list-style-type: none"> ○ Research regarding what other states have done; drafts of SBIs that include environmental and instructional context. Assistance creating focus group, and providing place to meet, resources to do work if needed. 	<p>Tammy will reach out to CASEL to see if they may be able to provide us with what other states have or are doing.</p> <p>Focus groups on hold for now due to the pandemic.</p>
<p>K-12 Standards Alignment Update:</p> <ul style="list-style-type: none"> • Subcommittee Lead: <ul style="list-style-type: none"> ○ Laurie Dils • Subcommittee Members <ul style="list-style-type: none"> ○ Heidi Hoblin ○ Sharon Shadwell • Goal for the Subcommittee <ul style="list-style-type: none"> ○ At a minimum, align SEL Standards with Health Education Standards and Early Learning Guidelines; additional content areas as possible • Considerations: <ul style="list-style-type: none"> ○ What are other states doing for SEL? Examples (e.g. Wisconsin) ○ Community/stakeholder engagement - plan forum ○ Proposal: focus groups, possibilities for surveys if needed, follow-up with community forums for feedback on recommendations ○ DCYF – ask for someone from early learning division to sit on subcommittee ○ Wait to see who else volunteers and fill any gaps for membership • Focused Research Topics: <ul style="list-style-type: none"> ○ Early Learning – what standards exist? (contact Karma; Sharon – DCYF guidelines) ○ Wisconsin – what have they already done with standards alignment? ○ Other states doing alignment? (contact CCSSO) ○ Other content – any alignment already done? (Heidi will begin looking at ELA) 	
<p>Implementation & Collaboration Subcommittee Update</p>	



- SEL Subcommittee Leader
 - Tessa McIlraith, BSN, RN
- This subcommittee is tasked with addressing the following:
 - Implementation/Collaboration
- Current Members:
 - Chair: Tessa McIlraith, BSN, RN
 - Jen Cole
 - Laura Allen
 - Jordan Posamentier
 - Sara Butcher
 - John Glenewinkel
 - Bonnie McDaniel
 - David Beard
 - Mona Grife
- Current State:
 - Develop strategic plan for implementation and collaboration tools with the current model
 - Examine the use of these tools in current practice (if any) within WA state.
- Goal:
 - Curate resources.
 - Is their equitable access?
 - Universal Design?
 - Trauma-Informed Approaches
 - Concise toolkit.
 - CASEL
 - (committee to create SMART goal with these focuses)
- Mission:
 - “Transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families and communities”

Task related to 2SSB 5082:

- Tasks related to 2SSB 5082
 - Develop and implement a statewide framework for SEL that is Trauma-informed and Culturally Responsive
 - Related Theme: SEL should be community connected and adapted
 - Identify strategies to improve coordination between early learning, K-12, youth serving organizations, community partners and culturally based providers and higher education
 - Related Theme: Stakeholders define SEL in a variety of ways, including but not limited to, student skills.
 - Identify best practices or guidance for schools to implement



<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Related Theme: Schools need guidance on SEL integration and alignment • Future Goals: <ul style="list-style-type: none"> ○ Access to multiple languages of the SEL Brief for families and community ○ Complete briefs for the remaining guiding principles • For our SB5082 charge around implementing the SEL framework <ul style="list-style-type: none"> ○ Hold at least 3 district stakeholder engagements ○ Hold targeted phone interviews ○ Generate script (e.g. core interview questions) ○ OSPI could provide logistics help, light refreshments for in-person engagements ○ Committee can review, solicit feedback, and consider revisions on current materials • For our SB5082 charge to offer strategies for coordination <ul style="list-style-type: none"> ○ OSPI could map out existing initiatives in OSPI that can connect ○ We need names of folks in DCYF and OSPI to connect with to build a stakeholder list (examples of relevant folks include Ordway, Williams, Flores, Justyn Poulos - MTSS OSPI, Karma Hugo, Director of Early Learning, OSPI, Val Arnold, Deputy Administrator Early Support for Infants and Toddlers Program (used to work at OSPI)) <ul style="list-style-type: none"> ▪ We'll work with SOWA and others re CBOs ▪ OSPI could help with a list of culturally based providers as well ○ We need to brainstorm strategy 	
<p>Professional Development Subcommittee Update</p> <p>GOALS: Identify PD opportunities for teachers and educational staff. Review, update, and align as needed, the online learning modules. Create and publish on the website a list of resources available for PD:</p> <p>1. Social Emotional Learning</p> <p>Social and Emotional Learning Studies have directly correlated educator competency in SEL and Social Emotional competency with student SEL competency. Here are a few of the positive steps that are recommended to help teachers/staff on their journeys to improve their own mastery of Social Emotional Learning:</p> <ul style="list-style-type: none"> • The American Institutes for Research have created this SEL competency self-assessment. That should give you an idea of where you're at with each of the 5 SEL competencies. • Review and plan ideas to implement some of the Ten Teaching Practices that promote SEL. <p>2. Trauma -Informed Practices</p> <p><i>"Using a trauma-informed approach our staff: Realizes the widespread impact of trauma and understands potential paths for recovery; Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; Responds by fully integrating knowledge about</i></p>	



trauma into policies, procedures, and practices; Seeks to actively resist re-traumatization." – SAMHSA.org

- ACEs Practices-
<https://traumasensitiveschools.org/research/>

Some of the best resources available for those who may want to learn more about Trauma-Sensitive Practices include:

[Trauma Sensitive School Checklist](#) (Assessment tool for trauma-informed schools)

[Trauma-Informed Practices Benefit All Students](#)

3. Recognition and Response to Emotional or Behavioral Distress

- Cognitive Behavioral Therapy
 - Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
<https://cbitsprogram.org/>

 [CBT Simple Thought Record.pdf](#)

 [CBT Recommended Resources.docx](#)

- Tiered Responses such as:
 - Check-In, Check-Out
 - Check and Connect

- District Safety Plans

- Distress Assessments

4. Mental Health Literacy

- Mental Health & High School Curriculum Guide

<http://teenmentalhealth.org/product/mental-health-high-school-curriculum/>

- Mindfulness

<https://www.mindfulschools.org/about-mindfulness/research-on-mindfulness/>

- Mental Health First Aid

<https://www.mentalhealthfirstaid.org/>

5. Antibullying Strategies

- <https://www.stopbullying.gov/>

6. Culturally Sustaining Practices

"Restorative practices will use proactive informal and formal processes that build relationships and a sense of community to prevent conflict, reduce bullying, strengthen civil society, provide effective leadership, restore relationships, and repair harm" – IIRP

- Community Building Circles
- Repairing Harm Questions
- Affective Statements

-  [Definitions of Restorative Justice.pptx](#)

-  [RJ Definition.docx](#)

-  [Definitions of Restorative Justice.pptx](#)

-  [Conflict Styles Thomas Kilman.docx](#)

-  [Restorative Language.pdf](#)

BRAINSTORM DISTRICT 1 DAY TRAININGS:



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- Pre-training with PSEB
- ACEs
- Social Justice
- Restorative Practices
- Mental Health First Aid
- Mental Health & High School
- Check & Connect

Data and Evaluation

This subcommittee will consider what data to collect to gauge school and district SEL implementation

GOAL: Recommend measures of system level approaches demonstrating causal/correlation effect of SEL implementation within schools.

RESOURCES:

- [Measuring SEL \(CASEL\)](#)
- [Second Step Assessment Menu](#)
- *Assessing Students' Social and Emotional Learning: A Guide to Meaningful Measurement (SEL Solutions Series) (Social and Emotional Learning Solutions) 1st Edition* by [Clark McKown](#), ISBN-13: 978-0393713350, ISBN-10: 0393713350

Perceptual data tools:

- Youth Truth Survey
- Healthy Youth Survey
- Panorama
- Discipline data
- CEE survey
- Family perception data from Youth Truth, Panorama, etc.
- School Climate Surveys
- DESSA (strength assessment tool)
- [CASEL Assessment Guide](#) - menu of various assessment types (student self-report, teacher/staff, performance measure, family, peer)

Self-Reporting Tools:

- [Emotional Intelligence Assessment](#) (K-3)

Implementation/Fidelity Tools:

- [Self-Assessing Social and Emotional Instruction and Competencies](#)

General Evaluation Programs

- <https://casel.org/guide/programs/>
- <https://xsel-labs.com/blog/evaluating-social-emotional-learning-sel-program-impact/>
- <https://easel.gse.harvard.edu/sel-analysis-project>
- <https://sel.lab.uic.edu/current-sel-projects/>
- ** https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2020010.pdf
- <https://measuringcel.casel.org/>

Executive function mapping project



- <https://easel.gse.harvard.edu/executive-function-mapping-project>

CASEL email reply:

Thank you for your inquiry to CASEL. There are several resources we would recommend.

- The first, given your location, is the OSPI [website](#) from Washington state. Take a look at implementation guide and check out the online modules - data collection processes are mentioned throughout, especially module 2.
- On CASEL's Schoolwide Guide to SEL, we recommend the [rubric](#), walkthrough protocol, and surveys. <https://schoolguide.casel.org/focus-area-4/continuously-improve-schoolwide-sel-implementation/>
- Additionally, CASEL recommends checking out:
 - [SEL Assessment Guide](#): Spearheaded by CASEL, the SEL Assessment Work Group (AWG) created an online tool that offers guidance to educators on how to choose and use assessments of students' SEL competencies, specifically interpersonal and intrapersonal knowledge, skills, attitudes, and mindsets. The SEL Assessment Guide focuses on measures currently used in practice and will expand over time as more are nominated.
 - [Are You Ready to Assess Social and Emotional Development?:](#) Including a brief, decision tree and an index of available SEL assessments, this suite of tools from the American Institutes for Research (AIR) was published in December of 2015 and was intended to help education leaders, practitioners, and policymakers decide whether and how to assess social and emotional development.
 - [School Climate Survey Compendia](#): The National Center on Safe Supportive Learning Environments (NCSSLE) – from the American Institutes for Research (AIR) – maintains a compendium of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning.

We also wanted to highlight that as the country and the world respond to the coronavirus (COVID-19), we are all feeling a range of emotions – fear, anxiety, stress, and uncertainty. At CASEL, we understand how important it is to attend to the social and emotional needs that arise during stressful times like these. CASEL is committed to our vision of disseminating high-quality SEL research and best practices – and we are more determined now than ever. Please feel free to access these [resources](#) which are designed to support educators, parents, and anyone who works with children.

One concern that was brought up during our webinar last week was around sensitivities to folks thinking we are assessing individual students on their SEL skills and capacities. This was a historical concern from previous workgroups. We will primarily want to focus on the Program Evaluation piece and ensure that we aren't demonstrating ways to collect data on individual students. We are considering



offering districts a menu of options, should they choose to utilize a screener to help identify tiered intervention needs.

Questions for Tammy:

- What is the timeline for our work on this project?
- Do you have specific goals in mind for this project?

Tammy to have meeting with group in next couple weeks.

NEXT STEPS AND NEXT MEETING AGENDA

- Committee reviewed a draft agenda and discussed processes for the upcoming May meeting taking place via Zoom.

PARKING LOT ITEMS

- No Parking lot items

