

Old Capitol Building
 PO Box 47200
 Olympia, WA 98504-7200



Washington Office of Superintendent of
PUBLIC INSTRUCTION
 Chris Reykdal, Superintendent

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Social Emotional Learning Advisory Committee Meeting Notes
 July 8, 2020
 Via Zoom

Members attended:

Camille Goldy, Tammy Bolen, Cindi Wiek, Laurie Dils, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Jordan Posamentier, Kasey Kates, Laurie Dils, Mallory Schull, Mary Fertakes, Mona Grife, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Heidi Hoblin, John Glenewinkel; Martin Miller; Nita Hill; Sherry Bentley; Shannon Thompson; Bill Kallappa, Laura Allen, Candice Garza

Members absent:

Jen Cole, Porter Eichenlaub, Ric Pilgrim, Leiani Sherwin

Meeting Notes	Action Items
<ul style="list-style-type: none"> • Welcome and Introductions <ul style="list-style-type: none"> ○ Name, Affiliation, Position and Location ○ Notes approved by committee ○ Land Acknowledgement was given • Meeting objectives shared <ul style="list-style-type: none"> ○ Learn about SEL happenings and hear subcommittee updates ○ Vote on co-chairs ○ Work with subcommittees ○ Discuss SEL and equity • 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 	
<p>News and Announcements</p> <ul style="list-style-type: none"> • School’s Out Washington (SOWA) update: We are hearing from childcare and summer program providers that kids are coming back to program with some struggles adapting back to a structured environment and a few serious cases of behavioral challenges that did not exist in the same children prior to 	

<p>COVID. Summer programs are providing a first look into the situation that awaits in the fall.</p> <ul style="list-style-type: none"> • YDEKC's annual SEL symposium registration is open. Check it out- https://ydekc.org/news/selsym2020/ 	
<p>Happening around SEL completed by Tammy Bolen (OSPI)</p> <p>A large amount of collaboration and presentations for SEL:</p> <ul style="list-style-type: none"> • Tribal schools' presentation • Migrant education presentation • Joined multi-state SEL best practices and strategies group • Creating a contract to update SEL modules • Implementation presentation • Communication collaborative work with WestED • OSSI presentations • SSA presentations • CASEL CSI participation • Subcommittee work • Collaborated with OSPI foster care and the alliance around SEL <p>Questions to SEL attendees during Tammy Bolen's presentations to capture SEL information:</p> <p>Questions asked to participants during presentations – N=330 (approximate)</p> <ul style="list-style-type: none"> • Question 1 – Are you familiar with the WA standards and benchmarks? <ul style="list-style-type: none"> ○ 25% - yes ○ 75% - no • Questions 2 – Do you use the WA SEL standards to inform your decisions around SEL? <ul style="list-style-type: none"> ○ 20% - yes ○ 49% - no • Question 3 – Where is your school/district at in the process of SEL implementation? <ul style="list-style-type: none"> ○ Brainstormer - starting to think through the process - 48% (strategize, or thinking about strategies for implementation for the upcoming school year) ○ Strategist 27% / (pilot small programs, group, schools) ○ Pilot 16% / (Began implementation broadly over the last 2 years) ○ Implementor 18% / (provide to school or district in the last 3 years) ○ Savvy 2% / (someone implementing, providing SEL and started to collect data to analyze the effectiveness) ○ Data Collector 2% • Have you created conditions to support SEL (positive climate and culture, infused SEL into policies and practices)? <ul style="list-style-type: none"> ○ 15% - yes 47% - no 38% in progress • Are you working in collaboration with families, communities, youth-serving organizations to design, implement and/or improve SEL? <ul style="list-style-type: none"> ○ 23% - yes ○ 39% - no ○ In progress 38% 	

<ul style="list-style-type: none"> • Are the teachers intentionally embedding SEL into their lessons? <ul style="list-style-type: none"> ○ 31% - yes ○ 69% - no • Is SEL implemented utilizing the MTSS framework? <ul style="list-style-type: none"> ○ 71% - yes ○ 29% - no • Have you built or are you building adult capacity and a readiness to engage one's own social emotional skills to support and relate with all students and create learning environments in which students feel safe enough to stretch their learning? <ul style="list-style-type: none"> ○ 38% - yes ○ 21% - no ○ 41% - in process • Is SEL a priority for leadership <ul style="list-style-type: none"> ○ 94% - yes 	
<p>Transformative SEL</p> <ul style="list-style-type: none"> • Important to revisit SEL and equity given the current climate. • Previous work group had many discussions with research around equity and being culturally responsive. • Term used is “transformative SEL”, defined as: <ul style="list-style-type: none"> • A process where students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems. • Tammy shared article about importance of SEL and being cognizant of how it could be used for further oppression. <p>Team broke into groups to discuss how SEL may hinder or help equity and social justice. The questions considered for the discussion were:</p> <ul style="list-style-type: none"> • What does it mean to provide a great education for underserved students? • What types of discrimination are experienced in the US? What types of disadvantage are experienced by our students? • How do your personal preferences/biases affect how you think about SEL and what our students of color need? <p>Team shared discussion details</p> <ul style="list-style-type: none"> • Need a clear definition for SEL – lack of understanding • Standardize/identify one program to promote/support SEL (e.g. PBIS, MTSS, etc.) • Comprehensive need for SEL to be embedded within MTSS, really everything • SEL is being used for compliance, and compliance is not learning, nor is it helping the children grow • Change focus to individual student, to meet the need of all students, must get to know them and their needs • Look at way to help students, rather than making them compliant • The need for underserved kids became hugely evident in distance learning platform • Tier 1 important for all kids to meet their needs 	

<ul style="list-style-type: none"> • Work group history discussion, talking about previous work identifying cultural responsiveness – the guiding principles are the heart of the equity work • From implementation side, more work to be done to infuse principles, may have missed opportunities to look at, or want to do more • Education system open to changing to meet equity and social justice needs • Think about who is not at the table, who do we need? Reach out for expertise/resources – Have we done enough? • Make sure we are not using SEL to cause harm.... Mitigating that harm • What does SEL implementation look like with equity values embedded? • Highlight classroom, schools doing well with SEL and equity for a model • Educator professional development (PD) is needed; All educators need PD to implement SEL well and ensure we are not weaponizing it. 	
<p>Highlights from Martin</p> <ul style="list-style-type: none"> • Big picture support – Agency issue guidance to School Districts and followed up with Q &A. <ul style="list-style-type: none"> ○ Strong emphasis on SEL and trauma informed practices ○ Focus on student well-being – that framework and emphasis is included in the agency guidance. <ul style="list-style-type: none"> ▪ Delivery support ▪ Content support ▪ PD support ▪ Train workforce, giving them the needed tools ○ District will receive CARE funds, and funds for 20-21 SY • Moving forward for the committee – How do we think about our priorities <ul style="list-style-type: none"> ○ Pay attention to context with needs and interest for SEL with kids and community • Districts need support to implement SEL • Challenge facing school districts are experiencing an unprecedented time that requires a delivery model that is different from the past – Hard to change 	
<p>SEL Advisory Voting Polls Co-chair voting took place –</p> <ul style="list-style-type: none"> • Sarah Butcher and Jordan Posamentier were chosen to be the SEL co-chairs <p>August meeting logistics</p> <ul style="list-style-type: none"> • Team poll decided to hold a zoom meeting from 9am-12pm on 8-17-20 	
<p>Subcommittee Updates <i>Implementation</i></p> <ul style="list-style-type: none"> • Subcommittee wrote a letter to OSPI and other leads, importance of guidance and the need for it during this pandemic • Discussing implementation - looking at rural barriers • Use the lens from guidance that OSPI has provided; 3 plans hybrid. Do we address SEL in those support models? • Ensure we are recommending or asking them to require SEL as part of returning to school • Difference between synchronized compared to live synergized, videos 	<p>PD subcommittee meet with Tammy for guidance</p>

<ul style="list-style-type: none"> • Castle and together implementation SEL structures. Want to make sure district know which will support the SBI that OSPI has created • Implementation is not easy right now, but important during this time. The school setting looks different now, so implementation now is a little different • Give the districts clear direction • Improve strategies to improve coordination. What strategies are out there, what is being used? No consistency or ability to coordinate supports used <p><i>Professional Development</i></p> <ul style="list-style-type: none"> • Determining the PD that districts will be doing • Collaborating with PESB – Looking at micro credential, mini grant ideas • Creating rubric that looks at the 4 guiding principles, and if the PD evaluating will meet the guiding principles • Next Steps <ul style="list-style-type: none"> ○ What is the sub-committee charged with? ○ Can we sit down with PD at ESD and OSPI to research PD in the field <p><i>PESB</i></p> <ul style="list-style-type: none"> • Working on short guidance for teacher education programs – 1-page brief(s) looking at ideas - where to start, mission, framework • Research on best practice for teacher education. Looking into programs available <p><i>Standards</i></p> <ul style="list-style-type: none"> • Primarily working on other state examples to look at other standard alignment • Created and used a template to capture comprehensive alignment. • Don't want to create another huge document, something simpler, at glance usability • Add examples of grade band and what the work might look like • Looked at health standards and English language arts standards • Collaborate with DCYF about early learning guidelines • Looking at national PD standards • Still have a lot of work to do <p><i>Data and Evaluation</i></p> <ul style="list-style-type: none"> • Research what data schools and dist. can collect to eval SEL implementation • New charge considers whose values we are evaluating – must be inclusive and culturally responsive • Promoting educational equity through SEL investment • Possible School wide assessment for SEL • Sub-committee took a pause to stop and reevaluate how they were looking at data, to make sure it is equity focused and adaptable. Have we looked at SEL and how it intersects with racial equity? <ul style="list-style-type: none"> ○ Asked for group feedback ○ Want to make sure everyone is being heard ○ Want to make sure we are meeting the needs of all students 	
<p>Public Comment No Public Comment</p>	

NEXT STEPS AND NEXT MEETING AGENDA <ul style="list-style-type: none">• Committee reviewed a draft agenda and discussed processes for the upcoming August meeting.	
PARKING LOT ITEMS <ul style="list-style-type: none">• No Parking lot items	