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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

September 27, 2022

Via Zoom

Members attended:

David Beard
Tammy Bolen
Xyzlora Brownell
Sarah Butcher
Mary Fertakis
Jen Chong Jewell

Laurie Dils
Brian Freeman
Danielle Harvey
Suzie Henning
Mick Miller
Caryn Park

Terique Scott
Leiani Sherwin
Maria Siguenza
Michelle Sorenson
Angel Williams

Members absent:

Laura Allen
Melissa Caldwell
Laree Foster
Bill Kallappa

Kasey Kates
Bonnie McDaniel
Jenny Morgan
Katherine Seibel

Rayann Silva
Debbie Tully

Staff and Guest Attendees:

Megan Gilden
Jodi Greyeyes, Bethel SD
Larry Kinread
Devin Noel-Harrison, CISL

Debra Parker
Susan Ruby
Diane Stead
Ken Turner

Steven Welliever
Nick Yoder

Meeting Notes:

Land Acknowledgement:

We start today with a land and water acknowledgement. OSPI is here in Olympia, on the traditional territories of the Coast Salish people, specifically the Squaxin Island peoples. Tribal peoples of the South Puget Sound region are signatories of the Treaty of Medicine

Creek, signed under duress in 1854. The employees of the State of Washington participating here today are guided by the Centennial Accord and chapter 43.376 RCW — respecting and affirming tribal sovereignty and working with our tribal governments throughout the state in government-to-government partnership.

Cultural Moment of Silence:

We would like to acknowledge the history of this nation, one fraught with contradictions. For too long, this country has elevated a story of democracy and freedom while minimizing the impact of violence and oppression inflicted upon marginalized communities, communities on whose backs this nation was built.

Today, members of our Black and Asian communities, and other communities of color, continue to experience racism through police brutality, mass incarceration, inequitable education and health services, deportation, and other forms of subjugation. We aim to disrupt the legacy of systemic racism by centering racial equity and justice in our work. This is how we stand with our communities of color.

Before we begin, we want to offer a moment of silence to consider these words and how you might join us in this work.

OSPI Equity Statement:

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring Educational Equity Goes Beyond Equality

It requires education leaders to **examine the ways current policies and practices result in disparate outcomes** for our:

- Students of color,
- Students living in poverty,
- Students receiving special education,
- Students receiving English Learner services,
- Students who identify as LGBTQ+, and
- Highly mobile student populations.

Inclusion & Reimagining

- Educate leaders to develop an understanding of **historical contexts**.
- Engage students, families, and community representatives as **partners in decision-making**.



- Actively **dismantle systemic barriers**, replacing them with **policies and practices that ensure all students have access** to the instruction and support they need to succeed in our schools.

Our Community Agreements:

- Endeavor to be present and engaged.
- Be aware of intent and own your impact.
- Be open to others' experiences.
- Step up, step back. Make room for differing perspectives.
- Listen for understanding and learning, not just to respond.
- Design for the margins—center equity in our work.
- Take care of yourself and take care of the group.
- For comments/questions, raise your hand or use chat in zoom meetings.

Purpose of the SEL Advisory Committee:

- Expand and promote SEL in Washington
- Advise the legislature via our legislative report by identifying:
 - Systemic barriers
 - Needed policies
 - Needed policy changes
 - The state of implementation
 - Advise the field by providing guidance on:
 - best practices
 - lessons learned
 - strategies

Priorities

- SEL and Racial Justice
- Stakeholder Engagement
- ESD and District Implementation



Announcements

Update on SEL Professional Network happenings

Debra Parker

Specialty Endorsements

Susan Ruby

Would like to propose special endorsement through PESB. Have learned about process.

We now know that we need to take a step back. We're recognizing that we need to provide a broad proposal and we want input from the advisory. If approved, the endorsement would be used across universities. Would include the knowledge you would like to see individuals have and the methodologies and professional competencies. At Easter we would like to see not just teachers, but especially teachers to seek that endorsement. We definitely want teachers to seek this as pre-certificate or post-certificate. All professionals would be welcome and could benefit.

How can we create one specialty endorsement that covers so many roles in the schools? We have school counselors, school psych, etc. and would like it to be a nice fit for SEL in the educational setting.

This won't only be for this university. Once it's accepted by PESB, it will be accepted as specialty endorsements for SEL. It's important that it be done well, which is why we're asking for SELAC. There will be a meeting. Meeting is October 3, 2022, 11:00 – 12:00.

EOGOAC Meeting, Tuesday, September 20, 2022

Sarah Butcher

Assessment & Equity is important for connecting and engaging with families.

As a reminder, you can find our meeting agendas and notes on our SEL Advisory SharePoint page and the OSPI webpage. Please let us know if you have trouble accessing this.

Warm Welcome

Nick Yoder

SEL Alignment with Health and PE Standards

Ken Turner and Laurie Dils



SEL Early Elementary (K–3) Standards

- A draft was sent to an expert teacher, and she gave her thoughts.
- Working question: Is this document useful? Is it too granular?
- We have four different documents: K-3, middle school, and high school
- Washington HPE Standards with SEL Alignment
- We led with Health and Physical Education Standards
- The best part of the spreadsheet format is that data can be selected.
- Alignments are in each column with indicators.
- Is it useful to have this sort of crosswalk for teachers, principals and schools?
- Framing of the language should be more inclusive; an example would be “verbally,” which is exclusive of non-verbal students.
- The content will be revised in 2023/2024. We will discuss justice learning and other outcomes.
- Current language is set forth by law, but it can be revisited. There is ableist language baked into the law, but footnotes or notations can be used to call it out.
- Is SEL focus more useful? Or is it better to have the content lead the way?
- Both content areas are disregarded if students need focus on academics and are pulled from PE.
- The data may be too granular. Instead of level 1A, etc., use 1 and the SEL indicator for that. SEL standards aren’t as granular. Not sure classroom teachers would use such granular standards for assessment.
- Laurie and Ken worked with a small group and contracted with one of the best teachers in the state and asked her thoughts. It was presented at a conference last year for further review. We need to show the value of both health and physical education.
- We need to make sure SEL users are accessing the right language to prevent them from doing harm to those who are the most marginalized.

Elevate Localized Examples

- What is the purpose of collecting information from districts, schools and communities?
- What do we (advisory group) want to gather from districts, schools, and communities? What are the topics that we want to gather?
- How do we want to gather information?



- Presentations from districts, schools and communities
- Reaching out to districts, schools and communities
- For on the website to submit examples
- Other?
- What will we do with this information?
- We discussed the importance of not causing harm with SEL
- Focus on community and families with schools as a support role
- If any group could do it differently, it could be this group. Having families & communities lead the conversation is important. These communities may focus more on belonging.
- How we would determine the quality of what we have so that we can provide what we would consider to be the most beneficial examples.

EOGOAC Recap

Sarah Butcher

We had a discussion on certing equity in assessment. How do we ensure that equity is centered within the output/product that we develop?

There's a powerful statement: SEL is such a core for families and communities. The importance of terminology is centering language to connect with cultures and who families and students are. Technical school terms aren't necessarily translatable. When we think about this work when we're talking to communities, we need to keep it accessible. A shared definition of success in assessment and guidance needs a shared definition since the system marginalizes consistently.

How do we ensure that SEL isn't weaponized against students? Assessing SEL should ultimately be about how SEL is implemented and the learning conditions that it is being learned in and ensuring that there is alignment.

There's a strong parallel between elevating localized samples and who decides who will be elevated and those being elevated.

The EOGOAC is a very important partner in this work. There is a deep investment in students of color. The race, disability and socioeconomic framework needs close consideration and collaboration. The branch of behaviorism for students with SEL goals as part of their IEP is important. We would like to see this addressed more than once a year. We expressed to them the desire to form a subgroup to dig into this more deeply.



Assessments

Components of Social and Emotional Learning

Defining SEL

- A child's SEL development is considered an important part of their learning.
- SEL automatically becomes assessment-oriented; therefore, it's important to be clear what we mean by SEL assessment.

Components of effective SEL learning efforts related to assessment

- Universal and targeted social, emotional, and behavioral health diagnostic tools and screeners
- Assessment is what students bring and take.
- We need to distinguish between SEL assessment and definition of components to be considered in assessment
- When we go into this even further, Ready to Assess goes into the components of SEL measurement.
- You have to think of your ability to implement. Can you partner with families and community, etc.?
- Once you have your readiness assessment, you can start thinking about SEL implementation. How are we implementing the program?
- Are we implementing a program that allows kids to present as their actual selves?
- Make sure students are setup to show their authentic selves.
- Who gets to design this? What are those pieces? We need to hear some communities and families as we're designing to get a fuller picture.
- Multiple stakeholders and school climate determines how assessment will look.
- In terms of understanding variability and nuances for how people conceive learning is instructive.
- When should we use an SEL competency assessment? Sometimes there's multiple reasons why.
- Can you implement it? How burdensome is to the community? Are you going to interpret it in a way that best serves everyone needs?

Purpose: information, communication, and accountability

You want to use specific pieces of data, and sometimes that can be done. However, that needs to be weighed. What are students bringing into their setting that we can use so they can understand and name their strengths? Students who need more intensive support may require additional non-SEL assessment.



- SE Competencies
- Student self-report
- Performance-based or direct assessments
- Adult (educator or family) reports
- Report cards
- Peer nominations

Other data sources:

- Attendance (e.g., chronic absenteeism, tardiness)
- GPA
- Discipline (e.g., behavioral incidents)

Distinguishing SE Competencies & Screeners

SE Competency assessment:

- Understand interpersonal and interpersonal knowledge, skills, attitudes
- Can be used formatively or summatively
- It should **not** be used for diagnostic or special education eligibility

Universal SEB Screening

- Assesses early signs of psychological problems, resiliency skills, well-being
- Helps identify strengths and needs across Tier 1, Tier 2, and Tier 3 services
- It is NOT a diagnostic tool for mental health or a clinical evaluation

Types of Data—Conditions and Practices

- Conditions for learning
- Surveys of students, staff and families
- Interviews and focus groups
- Procedural data

Ethics

- Does this assessment align without organizational mission, values and purpose?
- Does the benefit of having the data outweigh the risks to participants of collecting it?



Breakout rooms

The notes from all groups were consistent.

- Are SEL resources being used in ways that are harmful? Might be good to have presenters discuss with us.
- Renton does great work around SEL. Vickie Blakely may be a good resource.
- The climate survey is what Nevada ended up using. Not sure if they did one for SEL.
- Maybe someone from Washoe could come talk to us.

Public Comment

There was no public comment.

Final Thoughts

How does this work avoid being reinforced as "one more thing" and/or competes with other initiatives? How does this get acknowledged as a part of the larger effort to "strengthen the conditions for learning to occur." (MTSS, Inclusive Practices, etc.)

In terms of thinking about assessing the competency is how to break and tease apart the needs of each individual. If you're really bought into a curriculum, how do you use it to really guide decisions? It would take additional support.

Some teachers love it, and some don't, depending on their capacity.

The Jamboard is available here

[Final Reflection Jamboard](#)

Additional Resources:

[Elevate Localized Examples](#)

[SEL Assessment](#)

