

## EOGOAC

February 19, 2019

9:00 a.m. – 4:00 p.m.

Association of Washington School Principals

Theme/Goal: Annual Report and 2019 Meeting Planning

**Members in Attendance:** Bill Kallappa, Governor's Office of Indian Affairs  
Representative Bob McCaslin, House of Representatives  
Fiasili Savusa, Commission on Asian Pacific American Affairs  
Frieda Takamura, Commission on Asian Pacific American Affairs  
Jamila Thomas, alternate for Chris Reykdal  
Julieta Altamirano-Crosby Ph.D., alternate for Alex Ybarra  
Dr. Wanda Billingsly, Commission on African American Affairs

**Staff and Public Attendees:** Heather Rees, Office of Superintendent of Public Instruction  
Madeline Elsen, Office of Superintendent of Public Instruction  
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Callie Greenfield, Issaquah Schools  
Charlie Parker, Professional Educator Standards Board  
Deb Came, Office of Superintendent of Public Instruction  
Emilie Hard, Issaquah Schools  
Harium Marin-Morris, State Board of Education  
Kurt Hatch, Association of Washington School Principals  
Laura Allen, Tacoma Schools  
Liz Ritz, Bellevue Schools  
Randy Spaulding, State Board of Education  
Rebecca Cortes, University of Washington  
Ron Hertel, Office of Superintendent of Public Instruction

**Members Not in Attendance:** Alex Ybarra, Commission on Hispanic Affairs  
Carrie Basas, Office of Education Ombuds  
Superintendent Chris Reykdal, Office of Superintendent of Public Instruction  
Dr. James Smith, alternate for Dr. Wanda Billingsly  
Senator John McCoy, Senate  
Julie Kang, alternate for Frieda Takamura  
Representative Lillian Ortiz-Self, House of Representatives  
Senator Lisa Wellman, Senate  
Mele Aho, alternate for Fiasili Savusa  
Nicole Sutton, alternate for Bill Kallappa  
Representative Sharon Tomiko Santos, House of Representatives  
Yordanos Gebreamlak, Office of Education Ombuds

## Minutes

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Agenda item: Introductions, agenda overview, and approval of meeting minutes

Facilitator: Maddie Elsen, Data and Research Analyst, Title II, Part A and Special Programs, OSPI

Discussion:

- The meeting was called to order at 9:18 a.m.
  - Introductions were made.
  - Announcement: Bill Kallappa has been appointed to the State Board of Education
  - Not enough members present to have a quorum for approving meeting minutes.
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Agenda item: Overview of Social Emotional Learning

Presenter: Maddie Elsen, Data and Research Analyst, Title II, Part A and Special Programs, OSPI

Presentation:

- What is Social and Emotional Learning?
    - understanding and managing emotions,
    - having positive goals,
    - empathy for others,
    - having positive relationships, and
    - making responsible decisions.
  - SEL is NOT a stand alone program or an add-on.
  - Requires a strategic, systemic approach
  - Is implemented at the home, classroom, school and district levels
  - Involves community partners and families
  - What does SEL in the classroom look like?
    - Explicit instruction
    - Modeling behaviors
    - Integrated in curriculum
    - Teacher/student and student/student relationships
    - Strategies for dealing with conflict and discipline
  - Impact of SEL:
    - Increased academic achievement
    - Improved behavior
    - Strong return on investment
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Agenda item: Presentation: SEL Research

Presenter: Rebecca C. Cortes, Ph.D., Research Scientist, College of Education, University of Washington

Presentation:

- Disclaimer: I receive royalties from the sales of the PATHS (Promotion of Alternative Thinking Strategies) curriculum.
- When the research started in the 80s, it was just a theory. They did not have the brain scan and neuroscience evidence to show the role that brain development played on children's learning.
- Emotions underlie thinking and behavior.
- My area of research is early childhood.

**SEL on closing opportunity gaps**

- CASEL (Collaborative for Academic, Social, and Emotional Learning) is aligned with international programs and networks. CASEL has been taking up more issues related to equity but there is not a lot of research done on this topic.
- SEL is contextually based, not top down. It is most effective when bottom up from the culture that students are embedded in.
- EOGOAC: what does this look like when the context is white teachers and administrators?
  - Most of the evidence is from research done by white people determining policy and research. As a research scientist, I think we are not at a place in developmental psychology and education research, and we do not have the money to do the research, on what this research should look like today.
  - There is not a body of research that has looked at SEL for students of color.
  - It's a work in progress.
- Shared graphic that shows how SEL is believed to change outcomes for children. Model of "the prosocial classroom."
- What would happen if teachers embodied the skills that they are teaching?
- We would not hire a teacher that couldn't read or do math, the topics that they are teaching. What about SEL?
- In some cases when SEL has been implemented in classrooms, there has been even more academic achievement than SEL gains. There is no question about the academic impacts.
- Even before SEL there were youth development programs in the 80s. Why not integrate them with SEL, such as afterschool programs? Why invent new programs? How can we leverage what communities already have to extend out of the classroom into community programs.
- We see big disparities in the area of health, but there is not a lot of research on the impact of SEL related to equity.
- Oakland Unified School District made an effort to get all adults trained and ready to teach SEL because teachers need to have these skills themselves.

- I do PATHS training and what I hear teachers say when I come back is, “I did not know that I wasn’t regulating and modeling for the kids.” It became really evident that the adults need these skills.
- Oakland has done the best job supporting adults in this work.
- Dr. Cortes will share any research she has on equity and SEL.

### **Three lenses**

- 1. Bioecological – in western culture we put parent-child relationship in the middle of the framework and think about how it grows in the context, but in other cultures they ask “How does the culture support the student and parent?”
- 2. Teaching and learning – SEL is actually **how** students learn not just supports student learning. What students bring to the environment is the way they learn.
- 3. Developmental – CASEL and other groups are interested in adult SEL. When developing coaching certification, we developed a huge list of 25 things that a good coach does and then mapped them to the 5 SEL competencies. When we ask educators to teach these skills we need to consider that they are also developing these skills as well.
- EOGOAC: I had to learn to be bicultural. There was always a tension. How do we make sure that students can progress without being forced to conform to the majority culture?
  - How does SEL really work? - When we create a culture of SEL in classroom and community, that’s how we teach children to honor all cultures. What happens in a school building that adopts SEL with appropriate developmental focus is that the culture of the building becomes one that honors diversity. When the principal is on board and every part of school that connects with children is on board, children recognize that there is a culture of caring in that building and it is so much easier to help children learn to honor diversity. SEL is not just in the classroom; students have to walk out of the classroom and see it everywhere.
- At the core it is emotional resilience – how do you get there? Self-awareness is first
- That leads to awareness of power dynamics.
- The role of families?
  - Research: When we created SEL programs for parents, there were longer lasting effects of the programs when parents were involved and taught the same skills.
  - To make it sustainable we need to make it consistent; at home as well.

### **Challenges in implementing SEL**

- Leadership must be onboard. Do you have a way to engage the leadership? Does the school district provide leadership to teachers? This is a must to make this sustainable.
- Educators and coaches need to embody the skills.
- Teacher prep programs: There are not many teacher prep programs that teach SEL. Higher education needs to embed SEL, even have a dedicated course. Need to teach what SEL looks like in your endorsement area. How are you bringing SEL to math instruction?
- Need to leverage the research to make this effort more sustainable and more culturally relevant, responsive.

- Context of SEL integration
    - Environment starts with leadership
    - Have to have opportunities to practice
    - Melding Communities that Care program with SEL has not happened yet. It's a framework that already exists on how to get a community on board with an issue. Why can't we adapt the framework to promote SEL?
  - EOGOAC: How does this framework support students that face challenges with the way they relate to their environment that is different from the majority?
    - Rep. Bob McCaslin gave an example of a school he worked at that did home visits and reached out to community to get them onboard. This is an excellent opportunity that anyone can be onboard with.
    - What are barriers to equity? Racism, not individualized approach. A good SEL program should provide opportunities to practice skills that tear down things that create an inequitable system. Not all SEL programs are created equal. Give student leadership opportunities. Recognize them for their contributions. This creates a culture from the ground up to address racism. SEL programs must be adaptable to the culture where it is going to be used.
  - EOGOAC: We need to move the research to the next level to using an equity lens. What can this group do to lift the research?
    - No one has put a specific equity lens on the research. It will look different at each school. The evidence shows that it does affect all student groups.
  - Please tell us any possible policy recommendations
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Agenda item: Presentation: Social Emotional Learning Indicators Workgroup

Presenters: Latifah Phillips, Director, Office of Native Education Director, OSPI  
 Ron Hertel, Program Supervisor Student Mental Health and Wellbeing, Student Support, OSPI

Discussion:

- Workgroup composition
- The core of the work is developing mindsets and relationships
- Preserving relationships, repairing when things go wrong
- History of the work
  - Maria Flores facilitated the first workgroup (SEL Benchmarks Workgroup)
  - Developed professional development modules
  - Addressed how to address implicit bias with SEL
- SEL Indicators Workgroup is part of CASEL's network of states
- Not just teaching on SEL explicitly but embedded in content delivery
- Seven states are using our module – 10 hour course
- Now going back and adding indicators that show students have command of these skills
- That's where it gets complicated

- There is overlap between membership of the benchmarks and indicators workgroup
  - Not very many people of color on the first workgroup
- EOGOAC: Have questions come up about the benchmarks?
  - Yes; taking recommendations and working with contractor to get feedback and to change.
  - EOGOAC: We are concerned about representation and the benchmarks should change if they need to be changed
  - It sounds like the phase they are in is figuring out how to fold in the feedback, not just a checking the box
- The benchmarks are broad. The key is the definition and the implementation that could look different
- Modules are available through Moodle on the website
- We have a lot of outreach to do and we aren't going to get it all done by June. This will be the first iteration and we will have more to do
- What is the term that we put on these? Don't want to imply a deficit but a continuum of development.
- The 6 standard areas:
  - Self-awareness
  - Social awareness
  - Self-management
  - Social management
  - Self-efficacy
  - Social engagement
- Core Principles
  - Equity
  - Cultural responsiveness
  - Trauma informed
  - Universally designed
  - Family and school collaboration
  - Adult SEL – professional learning and development
- At the end of the day, it is the adults that are going to make this effective or not. Everyone needs to have alignment and buy-in.
- It's an ethical obligation for our teachers to have these skills
- The families are the first teacher for these skills
- Work with families to build stability for the child
- Families and communities need to be at the beginning of the process, not telling families this is what you need to do at home. Families are partners at the work. We need to share what it is that we think the impact will be. We need to break down barriers to have them involved. Make sure they are welcome and feel their voices are heard.
- We need to ask the community how we should do this; what should it look like. Co-design process
- EOGOAC: What do equity and cultural responsiveness mean to you?

- We think they are separate.
- Is this in line with CASEL's principles?
- Same language, different dialect

Outreach efforts:

- Going to meet with Commission on Asian Pacific American Affairs. Trying to meet with the other commissions as well
- Key for us right now we need feedback during the month of March
- Doing focus groups with families, staff and students
- Helps to hear individual experiences what can help, what falls short
- Julieta: I can help connection to Skagit community. We have a lot of minority students.
- With changes in ESSA there is a chance to strengthen tribal sovereignty
  - Critical to have the conversation with tribes around SEL
  - It's important that tribal leaders are defining
  - Schools are there to develop community members and for tribes, they are developing their nation's members
  - How do we serve the students not assimilate?
  - Have to see history of why families might not see schools as partners and how to get past that
  - Building positive cultural identity
  - Educate staff on the history, policy, diversity
  - Bill – Nisqually met with local public school to do training for their staff
- Audience question – What about the trauma of teachers and their experience understanding the trauma of student as well?
  - Focus is on supporting the whole child
- Proposed framework:
  - Community based
  - Community wide
- Key partners:
  - Families
  - Early learning
  - Schools
  - After school programs
  - Community based organizations
  - Youth and family supporting agencies
- There is a current bill asking for the continuation of the workgroup
- Dr. Rebecca Cortes: Is there a way to partner with higher ed. to make sure that they know modules exist and to help with the issue of SEL training missing in teacher prep?
  - PESB has a microcredential based on the modules
  - The modules are creative commons and can be edited
  - Standardization would be good because the programs are varied and siloed.
- SEL plays a role in implementation of Since Time Immemorial; should integrate it
- Please forward any comments to Ron

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**Agenda item: Public Comment**

No public comment given

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**Agenda item: Working Lunch: Recap of Recognition Subcommittee Meeting**

**Presenters:** Deb Came, Assistant Superintendent, Student Information, OSPI  
Randy Spaulding, Executive Director, State Board of Education

**Discussion:**

- Currently focused on the Quantitative section of the work

**Growth focused model:**

- Challenge is how to balance growth vs. proficiency
- Gap Reduction:
  - Three or more student groups in top of student growth or graduation rate change and
  - >50% of student groups in the top of student growth and graduation rate
- Gap Closure:
  - Percentage of all student meeting ELA and Math standards and
  - All student groups at or greater than ESSA goal of 90%

**Comprehensive model:**

- Different paths to being recognized
- Achievement – high performance in one or more measures
- Progress or growth one year to the next
- Closing gaps
- Gave examples of measures in each category
  
- EOGOAC: What about feedback from communities and families?
  - Incorporated at the qualitative stage and at the ESD level
- EOGOAC: Closing the gaps really important. Gaps first, then achievement and growth. Shouldn't be an add-on or afterthought.
- Should also look at discipline issues, SEL, number of behavior coaches
- Look at models from other states
- Getting schools to think outside of the box
- School climate data can come at the local data stage
- EOGOAC: SBE has the recognition that we don't. We encourage you to push the envelope. We don't want it to feel like this is the same old thing since that would be really easy to do. We want to recognize the kids who are really trying growing and not just excelling; they are valuable to us as well. Get out of the box.

- Growth model is only subgroups and not ALL students; only subgroups that are reportable though. It is much better on representation than what we have been done in the past. Geographically varied. Differentiated by school size and urban/rural.
- EOGOAC: Size might not get to it as much as geographic. There are different issues between a small school in urban setting and a rural one.
- This is not the “be-all end-all” this year but can be an evolving process. We really want to have them this year.
- Want to work on opportunity to learn index and we are not going to have that this year.
- Want to get it right, do something different. Whatever timing makes sense.

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Agenda item: Q&A: Panel of Districts Implementing SEL

Panelists: Liz Ritz, Director of Curriculum & Instruction, Bellevue School District  
 Callie Greenfield, Assistant Director of Student Interventions—PBSES, Issaquah School District  
 Emilie Hard, Assistant Superintendent, Teaching and Learning Services, Issaquah School District  
 Laura Allen, Director of Whole Child, Tacoma Public Schools

Discussion:

1. Please give us a brief overview of how social emotional learning is integrated at your school/district. (e.g. what does programming entail, what trainings have occurred, what are your goals, when did this initiative start)
  - Bellevue - started in 2011. Curriculum adoption for elementary was part of the 5 year strategic plan.
    - Has really grown since then. In middle school we use the Mind Up curriculum. It's a whole different beast for implementation with how to infuse in separate classes.
    - Started with adults first with training, restorative practice.
    - We have two curriculum developers working on SEL professional development and curriculum adoption.
    - We have a screener for students to figure out how to support them on a scale or tiers.
    - Focused on equity and inclusion in everything we do.
    - Have full day of professional development in March focused on SEL and racial equity. Doing a lot of work with the adults. If they don't have it in place it can do actual damage.
    - All learning is social emotional based.
  - Tacoma Whole Child - have 8 pillars. One of the pillars of the whole child is SEL. Includes integration and infusing, explicit instruction, climate and culture.

- Through PBIS (Positive Behavioral Interventions and Supports), just starting instruction using something like RULER; first step.
  - Working on full adoption of curriculum. The staff, admin and community meet to select curriculum, then piloting in the classroom and teachers will vote on what to adopt. Elementary only.
  - The process is part of the buy-in. Have done 20 trainings already this year. Coaching as well.
  - Issaquah – started systemic equity work at same time as SEL, in 2014-15.
    - Have started with administrators, then required professional development. Been optional for many years. This is not enough.
    - Full curriculum adoption in elementary, then middle school.
    - High school has its own challenges.
    - Trying to show connections between equity and SEL. Strength based. SEL is part of the equity work. Coach position to facilitate and support.
  - EOGOAC: Do you work with the families as well?
    - Bellevue – Working with communities is key. Made sure we were sending a common message. Family work is site based. We have family nights, make family charters. We work with other agencies and community partners, Boys & Girls Clubs, Jubilee REACH, athletes, and provide training to partners.
    - Feedback from families has been really positive. They asked if it was taking away from academics but it actually is the root of all learning in the classroom. Emotions matter and show up in different ways. Have translators available at meetings.
  - Bellevue - Restorative practices: 40% of staff have been trained. Use train the trainer model.
  - Tacoma - Had restorative practices academy
  - EOGOAC: How are you learning to apply it?
    - Bellevue: coaching and job-embedded PD. Were part of the microcredential pilot application to show competency.
  - Tacoma - Use tiers of supports focusing on connectedness. Not one and done.
  - Issaquah - Communicating with families – equity group identifies barriers and makes recommendations. Have family partnership liaisons. Their job is to support and communicate with families; to help them navigate. This position is new this year and ideally we want more of them in each school.
2. Have you communicated with families and the local community regarding your program? And have you received any input or feedback from families and/or the local community regarding your program?
- Issaquah - Held community meetings to pass the equity policy. Have a family partnership team that meets with staff and an incoming parents meetings. It's better to go to parents, not expect them to come to us.
- EOGOAC: How are you ensuring that you have fingers on the pulse of the community?
- Tacoma - We started with district workgroup and then vetted with community groups. Also have community members on all of our teams.

- Bellevue - We work with Eastside Pathways and the group is representative of the community. Focus on bringing in all perspectives. Work in progress. Have family community liaisons and equity specialists and K-5 SEL leads. We have a lot of student groups at the high school and middle school levels playing a new role in curriculum adoptions. For example, looking at the novels used in class.
  - Issaquah – It’s a journey. Our population is changing so fast. Use family partnership liaisons who are all community members of color and speak different languages. We have TOSAs (Teachers on Special Assignment) focused on equity. Just hired director of equity for next year. We are committed to getting more input. Students came to talk to the curriculum adoption group to tell their experience.
3. Have you noticed any evidence of this making an impact on discipline?
- Issaquah – We are not far enough in to have much data. We are looking to get more dynamic information and will be disaggregating everything. Taking a site based approach to look at discipline data and disparities.
4. Challenges
- Bellevue – 6-12 grade implementation is the challenge. Working on it with teachers. Where does this fit in? We want it infused. Providing training, coaching and feedback is really challenging. We measure sense of belonging in student survey. Use that to monitor and look for trends. The foundation funded the adoption; also general fund. Need the adoptions of standards statewide so there’s equity across districts and the funding sources.
  - Tacoma – Our enormous budget short fall is really scary. We don’t want to lose momentum. OPSI pays for Healthy Youth Survey. It costs a lot for the culture survey which is huge for SEL tracking. Would be helpful to be a package and give concrete numbers statewide. Need alignment statewide.
  - Issaquah – We see the impact of social media on students. There is a toll on students. Looking at where to address and how. Funding is always a challenge. Coaches are funded locally. We couldn’t be doing it without those positions. We need time for collaboration. High school is tricky. Middle schools had advisory time to put SEL lessons in. There’s not a lot of choices of what to provide for high school (curriculum). Need to address social media, suicide, depression; don’t see content addressing that.
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Agenda item: Public Comment

No public comments.

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Agenda item: Debrief Presentations and Draft Recommendations

Facilitator: Heather Rees, Admin, Title II, Part A and Special Programs, OSPI

Discussion:

- We need to bring back the recognition workgroup
- We want them to not be in such a hurry
- Lacking – specific models needed to do the work. There is energy to move things forward. We don't have the tools or tangible models. We need to find alternatives, not go with what is familiar. Think outside of the box.
- What other models are used? Look at the Catholic school model and other countries that are not homogenous.
- Importance of community engagement
- Separate by types of school, not school size. Geographic location.

SEL

- Concerns – Asian representative was concerned about the lack of looking at cultural responsiveness and that her voice was not included. Raised it with CAPAA.
  - Jamila: I will make sure that people are at the table and have a voice. I have some work to do. Not sure that members are all attending. Need to figure out how to include them.
  - We want them to meet with all the ethnic commissions
  - Would like to hear how feedback will be included
  - What about all the other ESDs?
  - Need to bring indicators workgroup back
  - We have heard that they are avoiding conversations about racial equity at SELB workgroup
  - Need an update every month until June
  - Ask about what they have found for high school SEL curriculum
  - Keep checking in with them
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Agenda item: 2019 Workplan

Facilitator: Heather Rees, Admin, Title II, Part A and Special Programs, OSPI

Discussion:

- Updates on 1541 pieces – get updates
- Need to brainstorm next big policy piece
- Resend the NCST research study
- Legislative session recap once session is over.
- Potential monthly themes:
  - Foster care – current state and the gap. Working closely with schools
    - On Yakima trip three years ago heard from panel students of color in remote areas
    - Want to hear from DSHS. What are they doing to make sure students are successful academically

- Counselors and nurses –
  - Are worried about giving up support staff for focus on teachers.
  - Budget cuts might impact.
  - Is there a bill on this? Check legislation on allocations for support staff
- Special Education
  - Disproportionality for students of color.
  - Hear from: OSPI, OEO, nonprofit (Joy Sebe), ARC (Snohomish),
- Educator workforce
  - Recruitment of diverse educators
  - Where is the current bill?
  - Initiative 1000
  - Hear from: PESB UW, CW, WSU, HR modules,
- Student/family support
  - Hear research on how best to get feedback from students and families. Changing the culture, recruiting for disposition. Providing a survey statewide of school culture of the school and student beliefs.
- Topic for March: Foster Care
  - Update from DCYF, Ross Hunter?
  - Issue of runaways who end up in to school to prison pipeline
  - What are you doing to ensure foster students of color are being appropriately placed?
  - What are the demographics of children in foster care?
  - Who at OPSI works with foster care folks?

Agenda item: Final Announcements, and Conclude Meeting

- Legislative: this Friday is policy cutoff. Has to be out of policy committee into fiscal committee and then next week is fiscal committee cutoff.
- Bill volume has been amazingly high
- Levy issue is alive and well
- Will see drop off after Friday
- HB 1130 is the language access bill we heard about

Meeting concluded at 3:28 pm.

Minutes Taken By: Heather Rees