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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

January 25, 2022

Via Zoom

Members attended:

David Beard	Maria Jacob	Jisu Ryu
Tammy Bolen	Jen Chong Jewell	Leiani Sherwin
Xyzlora Brownell	Kasey Kates	Maria Siguenza
Sarah Butcher	Bonnie McDaniel	Michelle Sorenson
Laurie Dils	Jenny Morgan	Diane Stead
Laree Foster	Caryn Park	Debbie Tully
John Glenewinkel	Jordan Posamentier	

Members absent:

Laura Allen	Mary Fertakis	Bonnie McDaniel
David Beard	Maria Flores	Rebecca Norem
Melissa Caldwell	Fahren Johnson	Shannon Thompson

Guest Attendees:

Ben Everett	Julie Petrokubi	Teresa Vance
Debra Parker	Sara Piers	

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

- We are still seeking nominations for Chair/co-chair of the committee



Meeting Roles

- Facilitator(s): leads through agenda, calls decision points, leads end of meeting reflection and one-word check out.
- Gracious Space: conducts Gracious Space at the beginning of the meeting.
- Notetaker: documents action items, parking lot items, and items that need follow-up.
- Timekeeper: helps facilitator on task and aware of time allotted to each agenda item.
- Observer: Observes the group discussion and dynamics, provides feedback on what was noticed during the meeting.

**BREAKOUTS: Review and discuss OSPI district survey questions JamBoard.
This survey is OSPI work to build a SEL Local Education Agency Professional Learning Network.**

Choose someone from the group to share in the whole group when we come back together.

Questions to consider:

- In your group, look over the questions. Feel free to add to them and make comments.
- Think about the purpose. Is this a question for the district survey to understand professional learning needs or is this something we would want to ask in a focus group?
- What would we do with the information once we get it (if not for the purpose of the Professional Learning Network)?

Discussion:

- Consider how asking the question can identify multiple initiatives to break down silos and make connections.
- Think about the timing and capacity of the districts to respond to the survey.
- Are we making assumptions about PD needs?



Revised Specialty Endorsement Processes

Professional Educator Standards Board (PESB)

Presented by:

Leiani Sherwin

Program Manager

Professional Learning & Program Support

Jisu Ryu

Program Manager

Educator Assessment Policy and Data Analysis

Slide deck:

https://docs.google.com/presentation/d/1wq_vASP-0fWKz7g5hf6RJ8H58veGt3UJ9VddiiXrJYM/edit?usp=sharing

PESB specialty endorsement webpage:

<https://www.pesb.wa.gov/preparation-programs/approval/propose-a-new-specialty-endorsement/>

Specialty endorsements are now available.

We currently do not have SEL specialty endorsements. We are proposing a new specialty endorsement in SEL to the State. All interested parties need to submit a pre-proposal to the board.

Q: How does this work with the former SEL micro-credential?

A: We have more detail later, but the major difference is specialty appears on certificate, while micro-credentialing does not.

Specialty endorsements are not like learning endorsement; they have more flexibility and opportunities for specialized input.

Whenever the essential learnings are proposed, they must be piloted with educators. In the data need to show how the educators meet those competencies.

[refer to slides]

Q: Is there a suggested timeline for the pre-proposal?

A: Should be submitted 60 days before the board meeting. Board meeting dates are on PESB website. Next meeting is March 18. The earliest would be on May 13. You have the option to re-submit at a later time. If you are going to propose a pilot, that could be up to a year or more.

Q: Will we end up with multiple endorsements with multiple learnings?

A: It will require collaboration. Would encourage or let whoever is offering know that others are proposing as well and recommend collaboration. There will not be multiple learning endorsements.



Q: Requirements for rigor & research. How strict will the adherence be with this committee with state standards. What quality control standards will be used?

A: We are aware of what Washington State has already done and this will be considered. Cultural responsiveness will be top priority. There are always questions and heavy review. We do ask for works cited. Standards and review for best practice will be weighted. The board has the option to say there should be a workgroup if there are concerns and they can direct the staff to do that.

There is a section about cultural competencies/standards. It has already been incorporated into SEL standards. It's an important component for review.

Sarah Butcher noted that it is not explicitly stated—simple communication for the board to see. If there is a need for more formal communication from SEL AC or the board, it should be considered.

This presentation was recorded and can be provided upon request.

Public Comment

There was no public comment.

Follow Up and Next Steps

- OSPI team: Draft next questions and email them out.
- Next step: Sarah Butcher will track PESB specialty endorsements.
- New endorsement proposals: Determine what makes sense strategy-wise and re-address at next meeting.

