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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning Advisory Committee Meeting Notes

April 26, 2022

Via Zoom

Members attended:

David Beard
Tammy Bolen
Xyzlora Brownell
Sarah Butcher
Jen Chong Jewell
Laurie Dils

Mary Fertakis
Megan Gildin
Bonnie McDaniel
Caryn Park
Leiani Sherwin

Katherine Siebel for
Jordan Posamentier
Katrice Thabet-Chapin
Debbie Tully
Nick Yoder

Members absent:

Laura Allen
Melissa Caldwell
Laree Foster
John Glenewinkel

Bill Kallappa
Kasey Kates
Jenny Morgan
Rebecca Norem

Maria Siguenza
Michelle Sorenson
Shannon Thompson

Staff and Guest Attendees:

Ressie Brown
(Guest Speaker)
Stefanie Cady

Reggie Dillard, Jr.
(Guest Speaker)
Dhoua Kha

Debra Parker
Kiva Parkhurst
Diane Stead

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

- SEL Benchmarks work with the Office of Native Education—please reach out if you would like to be a part of the SEL/Benchmark Crosswalk work (debra.parker@k12.wa.us)
- Share Our Voices, Hear Our Stories webinar—Please share with your networks
- Community Listening Sessions to identify SEL Professional Learning needs will occur in mid-May



- Welcome to our two new members:
 - Angel Williams
 - Mick Miller

As a reminder, you can find our meeting agendas and notes on our [SEL Advisory SharePoint page](#) and the OSPI webpage. Let us know if you have trouble accessing this.

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?



Subcommittee Updates

Presented by:

Laurie Dils

Associate Director

Associate Director—Content, Health and Sexual Health Education
Secondary Education and Pathway Preparation

Leiani Sherwin

Program Manager

Program Manager for Professional Learning Assignment and Program Support
PESB Preparation and Credentialing

Standards Alignment Subcommittee

Align standards and benchmarks for SEL with other relevant standards and guidelines

Early Learning Guidelines Alignment

- Realized this in an incredibly complex task because there is not a set of standards and two sets of guidelines (Washington State Early Learning and Development Guidelines and Teaching Strategies Gold Objectives for Development and Learning).
- Decided to develop contract with ESD 112 to create the [Social Emotional Learning Pathways](#) alignment document posted on OSPI's website

The Arts K–12 Learning Standards

- Worked with Washington Arts Education Collaborative
- Created [Connecting The Arts to Social Emotional Learning](#) framing document, showing connections between Arts Standards and SEL Standards
 - Encourages arts educators to make clear connections to SEL and make the process easy

Health and Physical Education K–12 Learning Standards

- Subcommittee developed and refined alignment template
- Created 4 documents, one for each SEL grade band. SEL Standards and Benchmarks aligned with HPE Standards and grade-level outcomes.
 - Currently with an educator to edit and finalize
 - The finished product will be available in summer 2022
- If you have questions, follow up with Laurie Dils (laurie.dils@k12.wa.us)
- Education Preparation Program Subcommittee Update



- PESB (Professional Educator Standards Boards) providing SEL implementation guidance and resources for teacher and principal preparation programs. Engaging with partners and seeking feedback
- Finalized SEL Implementation Briefs for Teacher and Principal Preparation programs. Presented to WACTE and WCEAP and continue to collaborate with them.
- Hosted two “book taskings” with co-author Nancy Markowitz, PhD, and Executive Director of the [Center for Reaching and Teaching the Whole Child](#)
 - Looks at SEL through a cultural lens
 - Received positive feedback from attendees
- Next steps: Establish a SEL Educator Preparation Program (SEL EPP) Collaborative in Washington State. For educators, program faculty, administrators, and staff to share best practice. Will happen in summer or fall 2022
- If you have questions, follow up with [Leiani Sherwin](#).
 - Will this be open to all or selective? It would be nice to be able to coordinate with other initiatives.
 - Yes—this will be open to all. Leiani Sherwin and Sarah Butcher to connect to discuss further

Educator Perspectives on Supporting Students' Social and Emotional Learning Through the Pandemic and Beyond

Presented by:

Cleressa Brown—Working with students who are in transition or experiencing homelessness. Serve students in afterschool program through project-based learning

Reggie Dillard—School Counselor for Sylvester Middle School. Serve on PBIS Tier 1 team as lead facilitator. Contribute to MTSS program. Lead counselor for 6th grade

Andrea Victoria—7th grade ELA teacher and mom of 4 kids (shared video reflection)

- What has it been like to support student SEL and Academic learning through the years?
 - Reggie:
 - Students with barriers continue to have barriers.
 - The wider the digital divide, ability to use virtual tools, the bigger the divide between schools and students
 - Students were excited to be back in schools. Students displayed difficult behaviors. This could be due to the cognitive load



- In virtual space, students were missing the social emotional feedback. Coming back in person, noticed “virtual space” behaviors like speaking
- Students would benefit from guidance and skill building
- Cleressa:
 - Teaching during pandemic was both difficult and rewarding. Difficult in sense of having to support SEL and academics and expectation to be thoughtful and patient with what students are going through, while educators were also going through the same thing. Rewarding in the sense that both virtually and hybrid, had the ability to give students grace and be there for students, putting academics to the side. Able to build rapport with students and families.
 - The goal for support students needs to change. Students experience trauma from covid and outside of covid.
- How have educators been doing during covid?
 - Cleressa:
 - Personally, it felt hopeless. Educators were exhausted and tired. There was outside pressure/attacks from community and sometime from families around the expectation for what teachers should be doing and ready to deal with (navigating virtual learning, then navigating health expectation during hybrid, navigating a shift in environment and expectations). It was overwhelming and frustrating—SEL, academics, and health and safety all at once. Educators could see the storm coming, and there was not enough action around preparation—helping students adjust to being in the classroom again.
 - It’s hard to get students engaged in academics without first addressing students’ needs (SEL, financial, etc.)
 - Reggie:
 - For educators, the ability to foster learning partnerships, developing a connection with students, has been a struggle, especially when students display behaviors that interfere with learning
 - Educators being able to support students in processing complex social situations and being able to resolve conflict without causing further harm has been a challenge. As a society as a whole, we have been exposed to a variety of ideologies
 - Positive impact for educators and counselors – opportunity for innovation from virtual learning. Some have been able to adapt well and bring that into the building



- Biggest challenge is meeting the developmental needs of all students. The counseling caseload surpasses what is recommended. Tools like google classroom and an understanding of how students use the virtual space have made it easier to meet students' needs. Students are used to interacting in the virtual space.
- What are the biggest challenges or barriers to getting your work done? Are students getting their work done? In light of those challenges, what advice would you give to Advisory for where to focus energy?
 - Reggie:
 - Barriers: Implementing Equitable SEL—if I look at my educator, and they can't understand the student, and if the student can't see a mirror to look to in their educator, it makes it difficult to support SEL development. If an educator can't understand students' context and social realities, they can't engage in introspection to adjust and support students.
 - Advice: The Advisory Committee can advocate for explicitly including SEL in the evaluation process. Explicit SEL in PD cycles. Teacher prep programs to include cultural context and its influence on child development. Closing the digital gap between students and educators.
 - Cleressa:
 - Barriers:
 - Time. Teachers were thrown a lot of things to do for SEL but had no time to process or prepare lessons to make sure it fit their students.
 - Investment in SEL. It's hard when you have educators that lack SEL skills or don't believe in it. How can you teach mindfulness practices if you don't know and understand them?
 - Educator Burnout
 - Educators lacking the skills to build authentic relationships—whether virtually or in person
 - Advice:
 - Have meaningful training—follow through and accountability after PD was missing.
 - There would be so much growth to include SEL and mental health support staff. Have that be an elective for students in additional having it be infused in academics—invest money,



- time, and effort to make this a reality. Especially with the struggles students are facing now, this is needed.
- Refocus on what the goal is for our students
 - Questions/Comments:
 - Really appreciate drawing attention to the impact of ongoing stress on both the students and the adults
 - Hear the sense of urgency that kids need help. This impacts how we respond in an appropriate way
 - What would be helpful for educators in preparation/in-service?
 - What does an academic lesson look like with SEL included? Practice for that.
 - Participatory projects—ingrains learning and puts the educator in context when it comes to being able to serve any population.
 - What type of PD would be helpful for educators around SEL?
 - Reassess what child development looks like.
 - Students have so much more access to information. Consider the impact of technology and how that has accelerated development.
 - What types of messaging would you suggest/recommend for responding to the individuals and groups who are against SEL practice/skill development happening in schools?
 - Resources shared:
 - Dr. Gholdy Muhammed’s Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy
 - [Instructional Practices that Integrate Equity-Centered SEL](#)
 - Bettina L. Love—culturally responsive SEL
 - Notes on a Nervous Planet Book by Matt Haig
 - [Video from](#) Andrea Victoria
 - A lot of fighting in schools. Wonder if this is a cry for help from students
 - Impact on teachers of not being in proximity with students and with each other. Then entering a workplace where you may not feel safe or if you have everything you need to say healthy in the school building. On top of that, they feel worry for students that do not feel safe. Educators are not okay, which is not easy to say. There is this idea that you always have to know what to do and are focused on taking care of everyone else. This leaves little room to take care of you.
 - Teachers need to hear from admin that they have permission to do what they think is best.



- If you really want to know what is going to work, ask the stakeholder directly. Ask students what they need.
- In order to do something well, there has to be buy in from everybody. Sometimes that means having a financial incentive or investment attached to it. Work with labor unions to find ways to impact bargaining language so teachers can engage in this work.

Legislative Report Recommendations Discussion

Facilitated by:

Caryn Park

Sarah Butcher

- Four Breakout Groups to review designated sections of Legislative Report
- [Group 1](#):
 - Hope that urgency for educators and students and the need are emphasized
 - Areas that were a little vague and needed to be explained more. Be more specific (ex: centralized TTA center—what that is, who does it include)
 - Avoiding language that encourages adding a mandate with support and funding.
 - A few terms that may need to be defined in glossary. We may know what we are talking about, but legislators may not. Direct folks to glossary for new terms.
 - Be mindful of terms that are being weaponized—consider adding to glossary or changing to terms that are less charged in the political climate.
- [Group 2](#):
 - Need to remember that behind every student that is in crisis, there is a family that is in crisis. Think globally about our services.
 - Shifting frame to shared responsibility and ownership of communities.
 - Emphasize that SEL and DEI aren't add-ons or pilots – where grant funds are mentioned, we need to make it clear that there needs to be continuous funding
 - Ensure accountability measures are not enforced punitively—that they come with support
- [Group 3](#):
 - Wonder how the first sentence will be received by legislators—will folks stop reading given the current context? Can we add historical context or shift language?
 - Ensure assessments are not used punitively or to make folks feel inadequate when they don't have the tools they need
 - Can we add trauma-informed and culturally-response to anti-bias training?



- Are there currently measures developed or do we need to add something to speak to how they are developed?
- Highlight the WHY behind lived experience
- Land acknowledgements and Black labor acknowledgements. Important to acknowledge the voices of marginalized groups. That's a start—need to also compensate.
- Group 4: Anything else to tweak or clarify?
 - Formatting will be done once the document is in its final form
 - p. 9: Sample callout—what quote should go in there?
 - Quote from presentation we heard today
 - P. 21: language from bill about stipends
 - More framing language for future work
 - Make sure the chart at the top is aligned with narrative. Make sure language is clean at the top—some of it reads a little clunky without the narrative.
 - Sarah and Caryn to complete letter—this can go towards beginning before executive summary
 - Caryn/Sarah will send letter to Tammy/Diane on Wednesday 4/27. Diane will add to report right before executive summary.

Future Work Discussion

Facilitated by:

Megan Gildin

Advisory members were broken into groups to discuss the following questions:

- What work have we been doing that we want to continue or build upon?
- What work should we be doing that aligns with the recommendations in the legislative report?
- What work should we consider doing that may fall outside the recommendations in the legislative report?

Whole group discussion after breakout rooms:

- Be specific in recommendations
- Avoid language that encourages mandate without funding
- Add student support protocols to glossary of legislative report and add definitions (see glossary)
- Some terms have been weaponized. Strive to include non-weaponized language.
- Reminder: Behind every student in crisis is a family in crisis.



- Recommendation to the legislature: grant funding should be to support SEL & DEI—general funding; not add-ins or pilots.
- Rec #4: Require accountability measures—make sure they're not punitive.
- SEL is a shared responsibility: not just on teachers. Include students, families and communities.
- Require anti-bias & trauma-informed training in schools.
- Stipends—very important.

Public Comment

There was no public comment.

