

Practical Strategies for Implementing SEL Standards, Benchmarks, and Indicators – Elementary

Social Emotional Learning Professional Learning Network

- **Add your role and LEA behind your name**
- **Take a few minutes for you** - Stretch, move, breathe, or anything you need!



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

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

Ensuring educational equity:

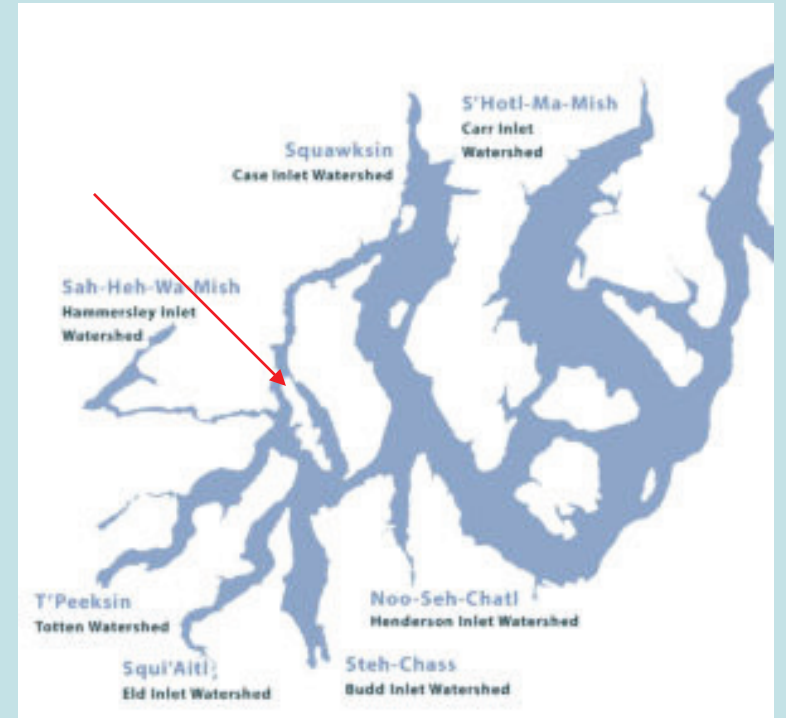
- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and 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.



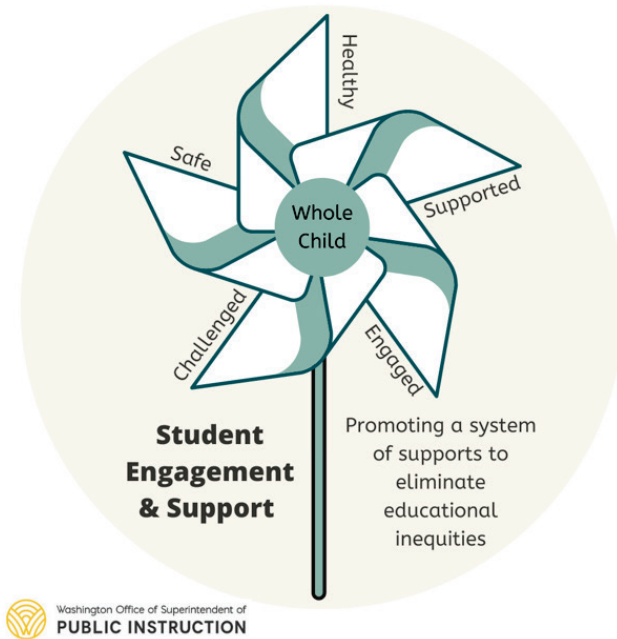
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Tribal Land Acknowledgment

I would like to take a moment to honor the Native Peoples and the land we inhabit. I am grateful to live and work on the traditional lands of the maritime people, those native to South Puget Sound. The Squaxin Island Tribe was created by combining seven bands of indigenous peoples of the watershed inlets. Those seven bands were originally placed on a small reservation in 1854 when the lands were relinquished to the US government in the Treaty of Medicine Creek. Today, traditional hunting, fishing, and shellfish gathering on Squaxin Island continue to bond the people; past, present, and future.



Partners and Facilitators



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SEL Professional Learning Network



Learn about new research, resources, and strategies



Develop and refine SEL implementation plans



Engage with content experts and peers to work through implementation challenges



Access individualized supports, including coaching

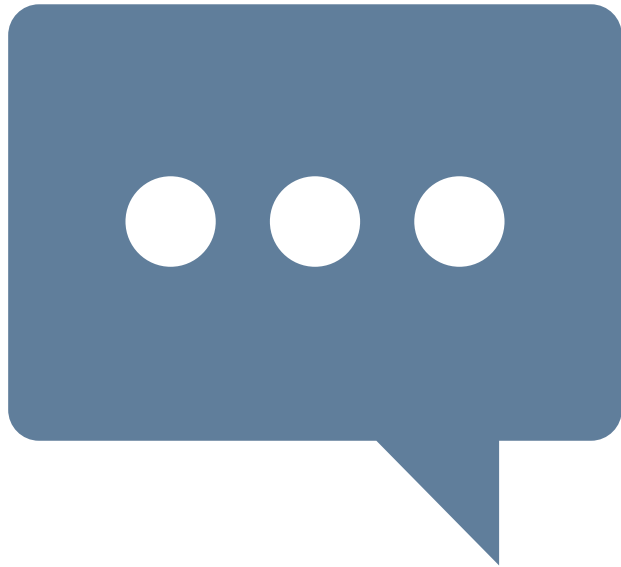
Objectives

- **Review** Washington SEL standards, benchmarks, and indicators
- **Explore** practical teaching practices that support/align with SEL standards, benchmarks, and indicators
- **Practice** using SEL standards, benchmarks, and indicators as a guide to SEL implementation
- **Connect** with educators to share ideas relating to successful SEL alignment
- **Propose** solutions to challenges educators face when implementing SEL standards at the elementary level using best practices for promoting SEL within the classroom

Agenda

- Overview of Washington SEL Standards
- Educator voices
- Breakout session
- Share out
- Closure

Warm Welcome



Share in the chat:

Who was your silent hero this month? Give kudos to the heroes in your team!

Jamboard Capture

Use the Jamboard to note questions, comments, and highlight strategies that would support SEL integration.





Overview of Washington SEL Standards

Washington SEL

What is SEL?

- A process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.
- It supports education equity for all.

Washington SEL Standards

Self Awareness

Social Awareness

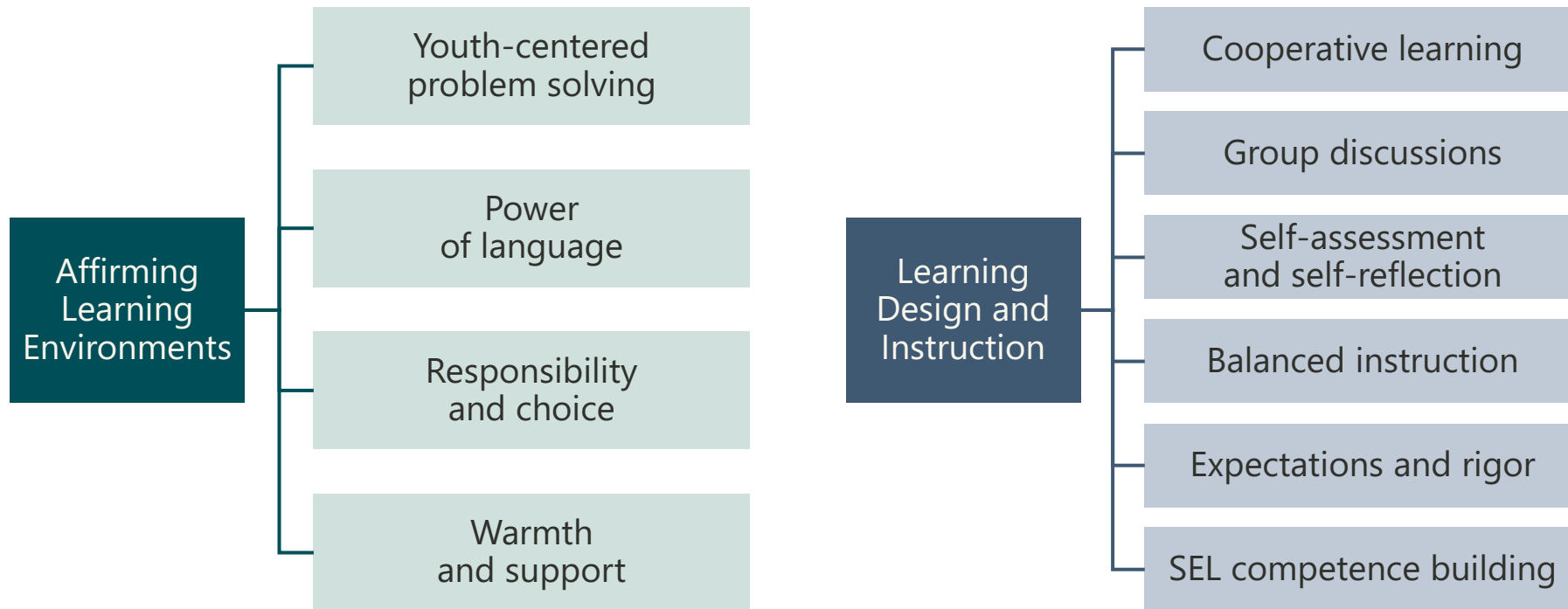
Self-Management

Social Management

Self-Efficacy

Social Engagement

Practices to Integrate SEL in Instruction



Yoder, N., Ward, A., & Wolforth, S. (2021). *Teaching the whole child: Instructional practices that integrate equity-centered social, emotional, and academic learning*. American Institutes for Research. <https://www.air.org/sites/default/files/2021-12/Social-Emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf>



Self-Management

Individual can regulate emotions, thoughts, and behaviors



Demonstrates:

- skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.
- responsible decision-making and problem-solving skills.



Self-Management



Snapshot of Indicators in elementary grades can include:

- With adult assistance, I can demonstrate understanding about classroom expectations and procedures and the reasons for them.
- I can identify positive and negative consequences of actions and pause before acting.
- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.

Self-Management in Practice

Standard:

Individual can regulate emotions, thoughts, and behaviors.

Environmental and Instructional Condition for Learning:

Provide students with nurturing settings, curriculum or content, and opportunities to practice expressing their emotions and thoughts and controlling impulses

Question to consider: What are strategies for intentionally practicing and nurturing self-management?



Educator Voice – Hannah Sidel

Practical Ideas to Integrate SEL

Self-Management & Social Management

- Math games
 - First priority is to learn; second priority is to have fun.
 - What will we do/say to make sure this review game stays fun?
 - What can we say if you win but your partner loses?
 - What might we say if you lose but your partner wins?

Social Engagement

- Fair process → choose new table layout
 - Engagement: Let *all* students have a voice, share ideas and concerns.
 - Explanation: Discuss why a change is necessary, options to decide on
 - Expectation Clarity: What will happen if we *don't* meet these expectations?





Educator Voice – Mary Ziegert



SEL as a standalone subject.



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Social Emotional Learning can be done as a stand alone subject, but it is my opinion that this is something that needs to be done on an ongoing basis throughout the day. I start each day with a morning routine which includes a morning meeting where we greet each other, discuss the upcoming day, our concerns, our goals and allow a brief sharing of ideas or questions. Two days a week I formally focus on the skill for the week, but I incorporate all previous skills as well throughout the day. The children love the lessons provided in the SEL curriculum.



Incorporating SEL across the curriculum

- Why? SEL is the basis of everything we teach. It starts with the objectives and learning targets and continues through success criteria and beyond.
- When? Any time is a teaching and incorporating moment. This is an opportunity to make learning meaningful and connections strong.
- Where? In all subject areas, SEL is the tool that makes learning powerful and keeps the students involved and connected.
- How? Perspectives, opportunity, consequences, real-life relations. Wherever we want to make a meaningful connection that can be applied to other areas.

SEL in Since Time Immemorial (STI)

STI is taught all year and intermixed with whatever we are teaching at the time. In our reading program, we are learning about Celilo Falls and the impact the drowning of the falls had on the Native tribes across the nation. In this clip, I am talking to the children about taking responsibility for our own actions. It was a natural fit.



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What does SEL look like?

- Student involvement is not just an act, it is meaningful and thought provoking.
- Student understanding is based on making connections between what they are learning and how they will use that information of skill going forward.
- Student identification is the key to making SEL skills meaningful. Students must see how what they are learning is valuing their individuality, culture, learning abilities , and applicable to their immediate situations and opportunities.

SEL in Social Studies

Reinforcing the skill that are the SEL focus in all content areas is important. It helps students develop an understanding of the content beyond what is presented to students. In this video, I am connecting SEL skills of problem solving, STI objectives to our Lewis and Clark studies.



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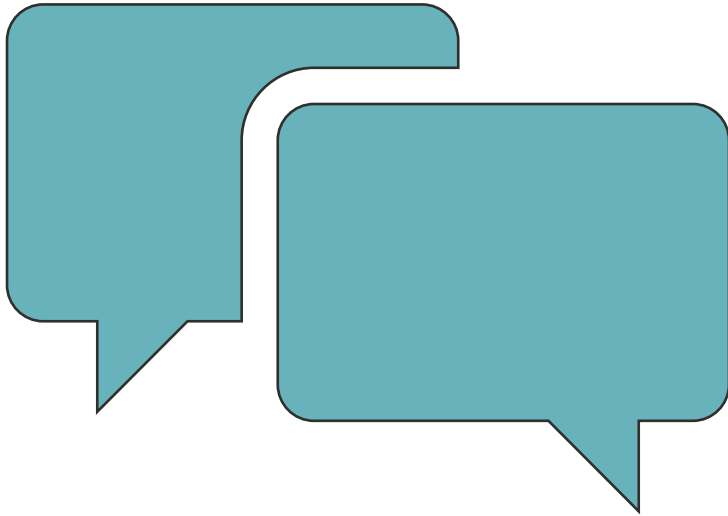


Breakout Session

Breakout Session

- Choose your breakout based on your role – Educator, Counselor, School Leader, or District Leader
- In breakout session:
 - Quick Introductions
 - Pick an SEL Standard
 - Share strategies for how to intentionally practice or nurture the SEL standard in your school community
 - Pick one or two strategies to share with the group

Share Out



Pick one or two strategies to share with the group

Next Steps

- Complete feedback survey
- Register for clock hours

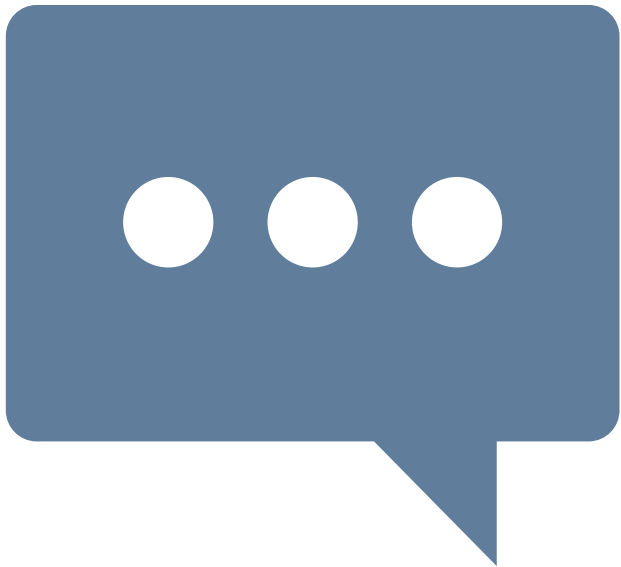


Upcoming Professional Learning Network Events

June 27, 2023

**WA SEL Professional Learning
Network SELebration and Exchange**

Optimistic Closure



Share in the chat:

One way you plan to incorporate the SEL Standards, Benchmarks, and Indicators



Thank you!