

# Practical Strategies for Implementing SEL Standards, Benchmarks, and Indicators – Secondary

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.



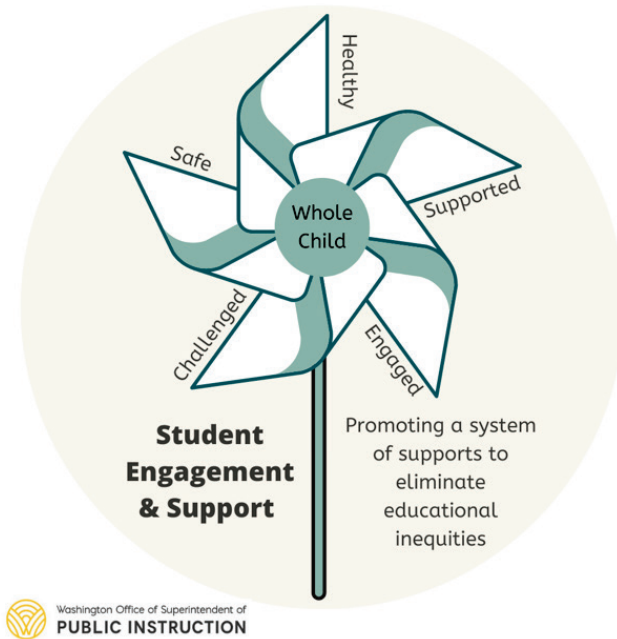
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# ***Tribal Land Acknowledgment***

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



## **Tammy Bolen**

Social Emotional Learning Program Supervisor

## **Debra Parker**

Social Emotional Learning Project Supervisor

## **Anasthasie N. Liberiste-Osirus**

Technical Assistance Consultant

## **Megan Gildin**

Technical Assistance Consultant

## **Sara Wolforth**

Principal Researcher

# 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 secondary level using best practices for promoting SEL within the classroom

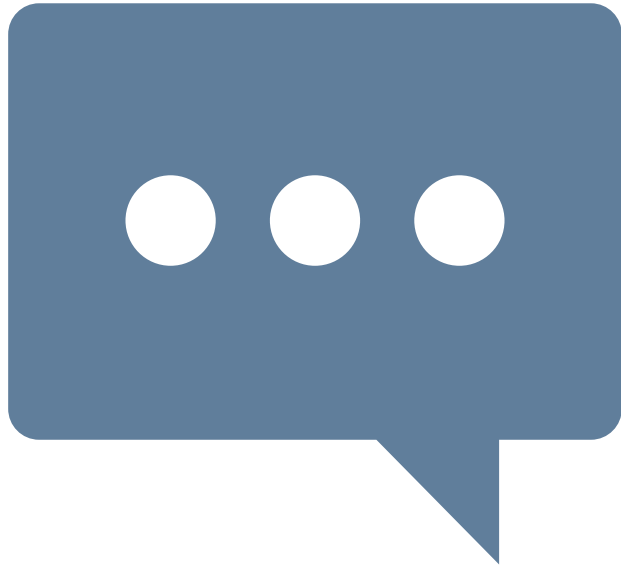


# Agenda

- 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 on 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

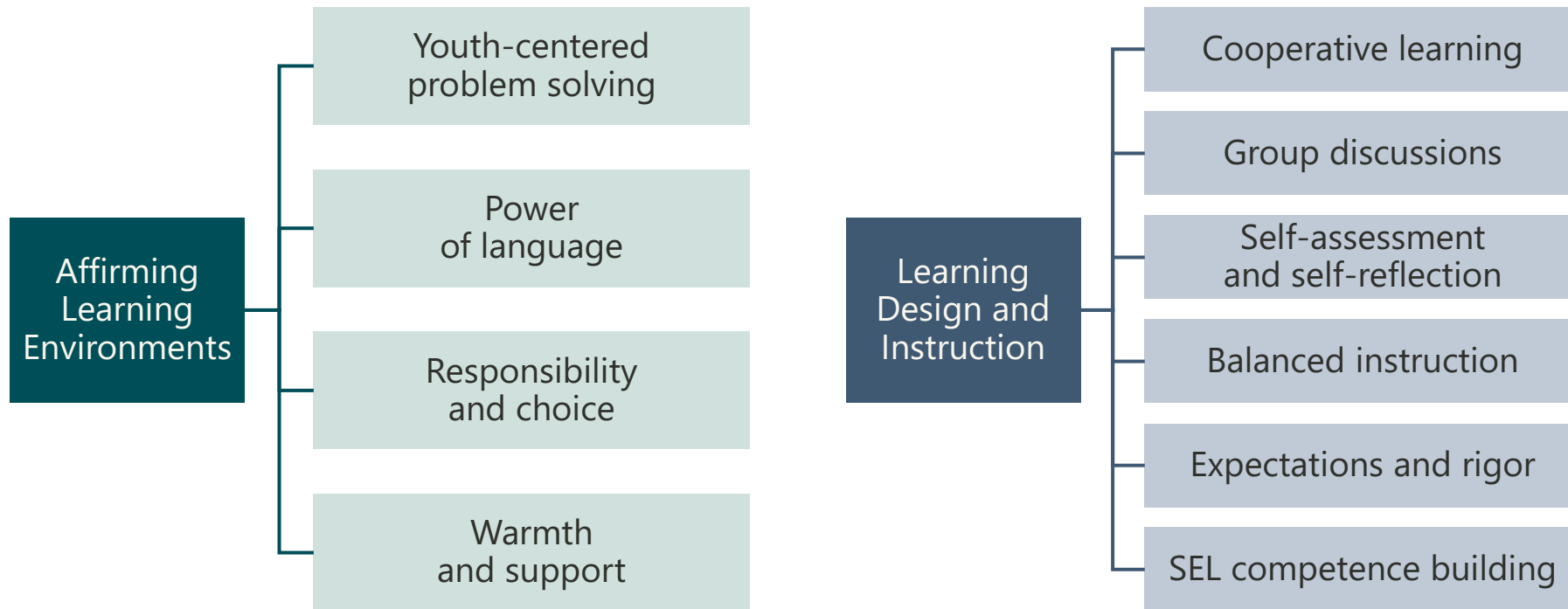
Self-Management

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-Awareness

Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.



## Demonstrates:

- awareness and understanding of one's own emotions and emotions' influence on behavior
- awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.
- self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.



# Self-Awareness



## Snapshot of Indicators in secondary grades include:

- I can demonstrate the ability to analyze the effectiveness of actions I take to deal with my emotions and feelings.
- I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations.
- I can identify safe and constructive school and community resources to help meet my needs.



# Self-Awareness in Practice

## **Standard:**

Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.

## **Environmental and Instructional Condition for Learning:**

Provide students with nurturing settings, curriculum or content, and opportunities to better understand ways that family, school, and community are resources.

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





Educator Voices -  
Caitlin C. , Audra A., Quinn F. , Tessa G.

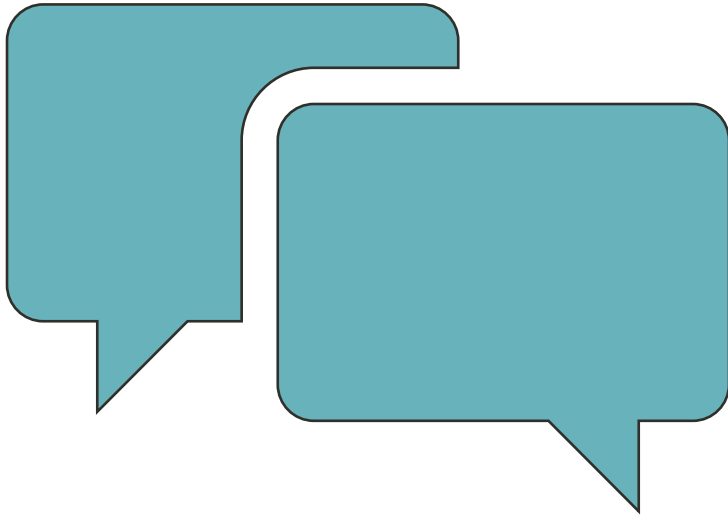


# Breakout Session

# 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



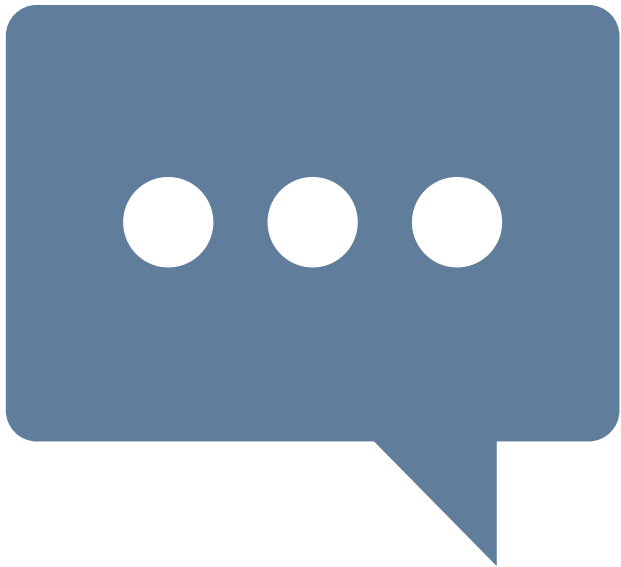
# Upcoming Professional Learning Network Events

**June 27, 2023**  
**8am – 4 pm**

**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!