

Washington SEL Professional Learning Network: Washington SEL Network Exchange Event Summary

The [Washington SEL Professional Learning Network](#) provides Washington state education professionals with social emotional learning (SEL)–related learning opportunities to support local educational agencies (LEAs) around the state in building the conditions, supports, and community partnerships that allow students to develop and apply social emotional skills. The Washington SEL Network Exchange brought close to 100 education professionals and community partners together in person from across Washington to share valuable insights, exchange resources, and discuss further directions of SEL implementation.

The SEL Network Exchange was a huge success, with participants asking if it could become an annual event. Throughout the day, common themes, including building adult capacity, equity-centered SEL, integrating SEL into daily instruction, and connecting SEL with mental and behavioral health, arose as high priorities for supporting effective SEL implementation and sustainability.

Additionally, members from the [SEL Advisory Committee](#) were in attendance. They engaged in the day’s sessions as participants and, during the SEL Peer Exchange, provided guidance related to the committee’s legislative report recommendations. They also held their monthly meeting and engaged in a final reflection session to connect what they learned to future directions for the committee.

The following section provides summaries and accompanying resources from the SEL Network Exchange to support LEAs in continuing to build the conditions, supports, and community partnerships that allow students to develop and apply social emotional skills.

Session Summaries and Resources

Opening Session

Presenters

- **Tammy Bolen**, SEL Program Supervisor, Washington Office of Superintendent of Public Instruction
- **Megan Gildin**, Technical Assistance Consultant, American Institutes for Research
- **Debra Parker**, SEL Project Supervisor, Washington Office of Superintendent of Public Instruction



Summary

During this session, participants engaged in an activity that invited them to connect with their peers and reflect on their own well-being or social emotional needs. To further frame the day, participants learned about the history of SEL in Washington, including the Washington SEL Professional Learning Network, and had the opportunity to share SEL successes from this past year.

Resources

- [Office of Superintendent of Public Instruction \(OSPI\) Social Emotional Learning Webpage](#)
- [Washington SEL Professional Learning Network Webpage](#)

Panel Discussion: Current SEL Implementation Practices

Presenters

- Moderator: **Sarah Pierce**, Leader, Equitable Learning Environments, Education Northwest
- Panelists:
 - **Danielle Harvey**, School Nurse, Richland School District
 - **Tana Peterson**, Social Emotional Learning Facilitator, Renton School District
 - **Mary Ziegert**, Fourth-Grade Teacher, Evergreen Forest Elementary, North Thurston

Summary

Participants had the opportunity to gain valuable insights from Washington practitioners about their current SEL implementation practices. Panelists shared their successes, as well as how they are supporting SEL integration and adult SEL. Danielle Harvey, from Richland School District, talked about building a committee of more than 60 people, including educators, leaders, and community members, to explore Richland's community needs and values before identifying and piloting a K–12 SEL program. She also shared that Richland is focusing on student mental health in response to multiple student suicide attempts and completion. Richland is engaging a district team to connect a multi-tiered system of supports (MTSS) and mental health with the University of Washington Smart Center. Tana Peterson, from Renton School District, talked about districtwide connections to engage educators and leaders. The Renton SEL team meets often and celebrates SEL stars by giving them t-shirts, which recipients wear proudly. Mary Zeigert, from Evergreen Forest Elementary, discussed using anchor texts as a community to read and discuss and teach SEL skills. She also shared that students and families call her the best teacher because she focuses on SEL first. She models trying her best, and the students see that and try to be their best selves, too.

Resources

- [Washington State Social Emotional Learning Implementation Guide](#)
- [Social Emotional Learning in Washington State Schools: Building Foundations and Strategies Module](#)



Indigenous Social Emotional Developmental Perspectives & Educational Practice

Presenter

Arlie Neskahi, Member of the Diné Nation, Native Education Consultant

Summary

Arlie led participants on a journey of understanding and acknowledgement that has the potential to enhance the social emotional development of our students, and educators. Participants learned about the effects of historical and current trauma experienced by Indigenous communities and how these traumatic experiences and effects can be mitigated with Indigenous Social Emotional Development. Arlie shared examples of work being done in Washington schools, as well as crucial considerations of culturally sustaining practices. The rich and fundamental Life Teachings, experiences & science of our Indigenous Peoples can nurture and help sustain; belonging, character building, decision-making, healthy relationships, personal visioning, hope and healthier school communities.

Resources

- [Presentation Resources](#)
- [Native Education Collaborative Resources](#)
- [Critical Orientations for Indigenous Studies Curriculum](#)
- [Culturally Responsive Instruction for Native American Students](#)

Academic Learning Is Social and Emotional: Resources to Support Washington Educators in Integrating Equity-Centered Social, Emotional, and Academic Learning

Presenters

- **Kellie Anderson**, Senior Technical Project Manager, American Institutes for Research
- **Laurie Dils**, Associate Director, Health & Sexual Health Education, Washington Office of Superintendent of Public Instruction
- **Ken Turner**, Associate Director, Health and Physical Education, Washington Office of Superintendent of Public Instruction
- **Dr. Angela Ward**, Founder and CEO, 2Ward Equity Consulting
- **Sara Wolforth**, Managing Director, American Institutes for Research

Summary

OSPI will soon be releasing a set of training materials to help Washington educators integrate social emotional learning into their academic instruction to support students in building the skills, knowledge, and mindsets that facilitate healing, relationship building, and engagement in



academic learning. These training materials are based in part on a [2021 research brief](#) that describes 10 educator practices any teacher in any subject area can use to support students' social, emotional, and academic development. In this session, participants heard from the OSPI team members and their partners on this project as they previewed the training materials that include interactive modules, practitioner videos, and practical tools.

Resources

- [Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning](#)
- Links to the training materials will be shared when they are live!

SEL Peer Exchange

Presenters

- **Tammy Bolen**, SEL Program Supervisor, Washington Office of Superintendent of Public Instruction
- **Debra Parker**, SEL Project Supervisor, Washington Office of Superintendent of Public Instruction

Summary

This engaging open-format session invited participants to explore nine SEL-related topics to support their current SEL efforts, identify and discuss the challenges, and collectively brainstorm needed supports. To facilitate meaningful discussions, subject matter experts were present for each topic area, ready to address questions, guide conversations, and document valuable insights gained during discussions. The table that follows is a summary of some of the key discussion points for the different topic areas.

Topic Area	Discussion Points
Building Adult Capacity	<p>Strategies and Resources</p> <ul style="list-style-type: none"> • Fostering buy-in by building a shared vision, language, and practices • Providing professional learning on standards, practices, and integration; using teacher mentors and team teaching • Relationship mapping with students, teachers, and district leadership • Communication with families through newsletters and events <p>Challenges and Needs</p> <ul style="list-style-type: none"> • Identifying ways to pay staff after hours • Navigating language barriers with families • Buy-in

Topic Area	Discussion Points
<p>Conditions to Support SEL</p>	<p>Strategies and Resources</p> <ul style="list-style-type: none"> • Educator training on building the conditions to support SEL <p>Challenges and Needs</p> <ul style="list-style-type: none"> • Time constraints • Teacher buy-in • Constraints of chosen SEL curriculum
<p>Collaboration With Families and Communities</p>	<p>Strategies and Resources</p> <ul style="list-style-type: none"> • Providing training opportunities for families that incorporate SEL, mental health, and behavioral health • Prevention programs that support or complement SEL • Community Conversation Toolkit <p>Challenges and Needs</p> <ul style="list-style-type: none"> • Lack of trust • Depleted resources • Examples and template on how and when to engage and access student and family voice • For rural communities, a need to identify possible partners and access additional support
<p>Equity-Centered and Culturally Sustaining SEL</p>	<p>Strategies and Resources</p> <ul style="list-style-type: none"> • 6P's – Lelani Sabzalian (place, presence, power, perspectives, partnerships, political nationhood) • Youth benefit when their home language is used in school • Leverage resources within communities to bridge the gap • Reach parents in their language to understand experiences • Getting adults involved in mental health support • Teacher training <p>Challenges and Needs</p> <ul style="list-style-type: none"> • Finding educators who speak languages of students and families • Funding to support teacher training • Misunderstanding traumas



Topic Area	Discussion Points
Integrating SEL Curriculum	<p>Strategies and Resources</p> <ul style="list-style-type: none"> • Conducting a comprehensive needs assessment first • Use place-based inquiry • Bring in student and family perspectives <p>Challenges and Needs</p> <ul style="list-style-type: none"> • Encouraging family input in needs assessment • Evaluating needs and choosing the correct curriculum • Funding for curriculum and for training educators • Making SEL curriculum culturally responsive
SEL, Mental Health, and Suicide Prevention	<p>Strategies and Resources</p> <ul style="list-style-type: none"> • SEL as Tier 1 mental health support • Adult well-being using SEL practices • Staff wellness is a key foundation of SEL and MTSS support • Pierce County gives out free mental health resources for students <p>Challenges and Needs</p> <ul style="list-style-type: none"> • High number of dysregulated students with difficulty socializing • Procedures to respond to sexualized behaviors in elementary school • Suicide prevention and intervention protocols, language, and support specifically for elementary students • Responsible digital citizenship and SEL integration

Resources

Building Adult Capacity

- [Washington State Social Emotional Learning Implementation Guide](#)
- [Social Emotional Learning in Washington State Schools: Building Foundations and Strategies Module](#)

Conditions to Support SEL

- [School Climate and Social Emotional Learning: The Integration of Two Approaches](#)
- [Transforming Learning Environments: Whole Child Policy Toolkit](#)
- [School Climate Improvement Action Guide](#)

Collaboration With Families and Communities

- [Building Authentic School–Family Partnerships Through the Lens of Social and Emotional Learning](#)
- [Social and Emotional Learning Activities for Families and Educators](#)

- Washington SEL Implementation Brief: For Community and Youth Development Organizations in [English](#), [Spanish](#), and [Simplified Chinese](#)
- Washington SEL Implementation Brief: For Parents and Families in [English](#), [Spanish](#), and [Simplified Chinese](#)
- [What Every Educator Wants to Know About Engaging Families for Equity & Student Achievement](#)

Equity-Centered and Culturally Sustaining SEL

- Culturally Responsive SEL in [English](#), [Spanish](#), and [Simplified Chinese](#)
- SEL Equity Brief in [English](#), [Spanish](#), and [Simplified Chinese](#)
- [Native Education Collaborative Resources](#)
- [Critical Orientations for Indigenous Studies Curriculum](#)
- [Culturally Responsive Instruction for Native American Students](#)

Integrating SEL Curriculum

- [CASEL Program Guide](#)
- [Navigating SEL from the Inside Out: Preschool and Elementary Focus](#)
- [Navigating SEL from the Inside Out: Middle and High School Focus](#)
- [Washington SEL Standards, Benchmarks, and Indicators \(full\)](#)
- Washington SEL Standards, Benchmarks, and Indicators (one pager) in [English](#), [Spanish](#), and [Simplified Chinese](#)

Integrating SEL Within MTSS

- [Integrating Social and Emotional Learning Within a Multi-Tiered System of Supports to Advance Equity: SEL MTSS Toolkit for State and District Leaders](#)
- [OSPI Multi-Tiered System of Supports \(MTSS\)](#)

SEL Advisory Committee Recommendations

- [SEL Advisory Committee Webpage](#)

SEL and Academic Integration

- [Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning](#)

SEL, Mental Health, and Suicide Prevention

- [OSPI Mental, Social, and Behavioral Health Webpage](#)
- [OSPI Workforce Secondary Traumatic Stress in K–12 Webpage](#)

State-Wide Collaboration: Culturally Responsive SEL for Educators

Presenters

- **Dr. Caryn Park**, Core Faculty, Antioch University Seattle School of Education



- **Dr. Jisu Ryu**, Associate Director, Preparation and Credentialing, Professional Educator Standards Board
- **Leiani Sherwin**, Program Director, Educator Preparation, Professional Educator Standards Board
- **Dr. Deborah Tully**, Associate Professor, Whitworth University School of Education

Summary

Integrating culturally responsive social emotional learning into the classroom is much more than implementing a specific curriculum. During this session, participants engaged in envisioning a state-wide collaboration to prepare and support educators in teaching with a social, emotional, and cultural lens to meet the needs of all students.

Resources

- [Center for Reaching & Teaching the Whole Child](#)
- [Teaching with a Social, Emotional, and Cultural Lens: A Framework for Educators and Teacher Educators](#)
- [CASEL Leaders as Learners: Cultivating the Community \(Four-Part Series\)](#)
- [Presentation Slides](#)
- [Video: Writing and Drawing Bat Lesson](#)

Defining Next Steps

Presenters

- **Megan Gildin**, Technical Assistance Consultant, American Institutes for Research
- **Debra Parker**, SEL Project Supervisor, Washington Office of Superintendent of Public Instruction

Summary

To close the SEL Network Exchange, participants had the opportunity to work collaboratively with peers to identify next steps to improve their SEL implementation. Participants also learned about available OSPI resources to support implementation and created a vision of what they hope to accomplish in the coming year.

Resources

- [OSPI Social Emotional Learning Webpage](#)
- [Social Emotional Learning in Washington State Schools: Building Foundations and Strategies Module](#)
- [Washington-Developed SEL Resources](#)
- [Washington SEL Professional Learning Network Webpage](#)
- [Financial Education Public–Private Partnership](#)

