

SEL Advisory Committee

Meeting Notes

8:30 AM – 10:30 AM
 February 27, 2024
 Zoom

Attendee List

Members

- Farheen Al-Mishari
- Anna Armstrong
- Tammy Bolen
- Carola Brenes
- Xyzlora Brownell
- Sarah Butcher
- Lauren Day
- Laurie Dils
- Danielle Eidenberg
- Mary Fertakis
- Brian Freeman
- Danielle Harvey
- Mona Halcomb
- Mona Johnson
- Josh Lane
- Scott Lehrman

- Lauren Macdonald
- Caryn Park
- Heather Rees
- Emily Santiago
- Monika Schuller
- Terique Scott
- Leiani Sherwin
- Rayann Silva
- Anna Smith
- Michelle Sorenson
- Nigar Suleman
- Debbie Tully
- Liliana Uribe
- Maddy Vonhoff

Alternates

- Maxine Alex
- Kris Harper

- Suzie Henning
- Jennifer Karls
- Susan Mosby
- Liz Pray
- Rachel Ray
- Jisu Ryu
- Anita Valdez

OSPI Staff

- Debra Parker – SEL
- Emme Williamson – SEL

Guests

- Makenzie Dyer – PESB
- Bonnie McDaniel

Warm Welcome

Xyzlora Brownell

The OSPI SEL would like to highlight some responses from SEL Advisory Committee members in the daily newsflashes we will be sending out during SEL Week (March 4-8). Questions included “why are you passionate about SEL?” and “how does SEL integrate into your work?”

Announcements & SELebrations

Tammy Bolen & Debra Parker

Emme Williamson is now supporting the SEL Advisory Committee administratively (360-725-6078). Upcoming subcommittee meetings are below. If you are interested in joining

a subcommittee, please reach out to tammy.bolen@k12.wa.us or emme.williamson@k12.wa.us.

Implementation Evaluation Subcommittee: Monday, March 4, 10-11AM
Educator Prep Program Subcommittee: Thursday, March 7, 11AM-12PM and
Thursday, March 21, 11AM-12PM*

*The educator prep program subcommittee may be changing their regular meeting dates/times and Leiani Sherwin will update as these dates are established.

In-Person Meeting & Advocacy Day Debrief

Xyzlora Brownell, Sarah Butcher, Mary Fertakis, Caryn Park, Emily Santiago, Rayann Silva, Nigar Suleman, Debbie Tully, Maddy Vonhoff

SELAC Members who attended our in-person January SELAC meeting and who attended the advocacy day organized by Committee for Children, shared some reflections of meeting with legislators about SEL. Emily Santiago shared about meeting with a legislator who did not have a background understanding of SEL. Maddy Vonhoff shared that their advocacy day had around 25 attendees, met with 31 offices, and had 16 meetings with lawmakers directly.

Legislative Updates

Tammy Bolen

Both bills that we were tracking—[2SHB 2239](#) (Supporting student well-being through instruction in social-emotional skills) and [E4SHB 1479](#) (Concerning restraint or isolation of students in public schools and educational programs)—did not pass.

Recommendations Discussion

[2023 Report to the Legislature, Update: Social Emotional Learning in Washington State](#)

Tammy Bolen and Caryn Park

We spent time reading through the 2023 SELAC recommendations to the legislature (begins on page 15 of the linked PDF) and did a “temperature check” poll to see if the committee would like to keep the same recommendations, edit the current recommendations and make small changes, or add new recommendations/make major changes. The results were mixed between those three options. We then opened for discussion on the recommendations and on the results of the poll.

There was discussion around current recommendations and the lack of traction they have received legislatively. There have been thoughts around highlighting SEL in terms of workforce development. For those who were interested in keeping the same recommendations with minor edits, language choice was at the forefront. There is an opportunity to make sure we are talking about SEL and the recommendations of this committee in ways that work best for the audience of our legislative report. There was discussion on the impact of wording— “social emotional learning” versus “social emotional skills,” for instance. Mary Fertakis shared two resources on polling SEL and the language used related to SEL: [How to Sell SEL: Parents and the Politics of Social Emotional Learning](#) (August 2021) and [Parents Differ Sharply by Party Over What Their K-12 Children Should Learn in School](#) (October 2022).

Some members voiced concerns about the length of the report and felt the recommendations looked more like a strategic plan than recommendations on how comprehensive SEL could play out and should play out. The topic of prioritization emerged as a way to focus the recommendations, or highlighting first steps/actions. The idea of a 2-3 recommendation maximum was brought up. Caryn Park shared her thoughts around clarifying the committee’s asks, simplifying/trimming down overall, and SELAC advocacy around bringing attention to the committee’s recommendations moving forward. Caryn suggested a subcommittee could come together to work on actual edits, once SELAC has had a chance to discuss further. Moving forward, SELAC will dedicate a significant portion of time in the next meeting to continue the conversation around recommendations, followed by an SEL & Equity subcommittee meeting.

SELAC Travel Information

Tammy Bolen

Please fill out the short Smartsheet form to help Emme prepare travel arrangements for future in-person SELAC meetings.

Statewide Collaboration: Culturally Responsive SEL for Educators

[Slide Deck: State-Wide Collaboration: Culturally Responsive SEL for Educators](#)

[SEL 3 Signature Practices \(CASEL\)](#)

[PESB: SEL Requirements](#)

[Washington State Principal Preparation Programs: SEL Implementation Brief](#)

[CASEL 3 Signature Practices Playbook](#)

[PESB Curriculum and Instruction Review FAQ](#)

[PESB Curriculum Review Team Member Interest Form](#)

Makenzie Dyer, Debbie Tully, Suzie Henning, Bonnie McDaniel, Caryn Park, Jisu Ryu

The Educator Preparation subcommittee and staff from the Professional Educator Standards Board (PESB) gave a presentation on State-Wide Collaboration: Culturally Responsive SEL for Educators. Makenzie Dyer, Suzie Henning, Bonnie McDaniel, Caryn Park, Jisu Ryu, and Debbie Tully lead this presentation on the work of this SELAC subcommittee.

The presentation began with a “Fist to Five” check-in, practicing the “inclusive welcome” from the [SEL signature practices](#), followed by an overview of the Educator Preparation subcommittee. PESB is responsible for oversight of Washington’s educator preparation, certification, assignment, and professional growth systems. SEL is a teacher and principal preparation requirement. The goal of this subcommittee is to provide SEL implementation resources and guidance for Washington’s teacher and principal preparation programs, and the work includes implementation briefs, book studies, presentations, and the Center for Reaching & Teaching the Whole Child (CRTWC) teacher education institute. More information on the preparation programs and SEL is available on the [PESB website](#). The presentation shared what they had learned through this CRTWC work, including a year-long professional development cohort of WA state educator prep program faculty, meeting monthly between August 2022-May 2023, and learning the framework and sharing about SEL implementation with their programs.

The presentation explored a comparison between the CRTWC Anchor Competencies Framework and the Washington state SEL framework. Nancy Markowitz and Suzanne Bouffard’s book [Teaching with a Social, Emotional, and Cultural Lens](#) (2022) lists seven “Anchor Competencies.” The examples beneath each competencies are not meant to encapsulate all of the “teacher moves.”

Anchor Competencies

1. Building Trusting Relationships* (the “super anchor”)
 - Develop rapport, engage families, practice reciprocal vulnerability, employ trauma informed practices
2. Foster Self-reflection
 - Recognize and manage emotional reactions, examine biases, explore identity
3. Foster Growth Mindset

- Articulate affirming counter-narratives, shift to positive self-talk, connect learning to the brain
- 4. Cultivate Perseverance
 - Provide asset-based formative feedback, set and monitor goals, embrace productive struggles
- 5. Create Community
 - Attend to status issues, foster individual voice, culture of engagement, affirm each other's assets
- 6. Promote Collaborative Learning
 - Practice building consensus, reflective listening, engage in structured academic and social conversations
- 7. Respond constructively across differences
 - Practice restorative justice, build capacity to make amends, identify and interrupt micro-aggressions

Washington state SEL is shaped by a commitment to the following four guiding principles: Equity, Culturally Responsive, Trauma Informed, Universal Design

The following alignments were discussed between the Washington SEL standards and the Anchor Competencies.

Building Trusting Relationships: Self-Awareness

Foster Self-reflection: Self-Management

Foster Growth Mindset: Self-Efficacy

Cultivate Perseverance: Social Awareness

Create Community: Social Management

Promote Collaborative Learning: Social Engagement

Respond Constructively Across Differences: Social Engagement

The Importance of Adult SEL

If we adopt the curriculum but don't have the skills and understanding, it will not be credible in the eye of students. Language matters. Self-work needs to happen before we can do this work with our students. Building adult SEL capacity is integral to implementing SEL in schools. By building their SEL capacity, adults can: better understand their own values and assess what needs to be learned, understand strengths and goals for growth, find support, model self-work for educator candidates, and examine social positionality of self and others.

Developing Trusting Relationships: The Super Anchor

The presenters shared an example from one university, that based on their data from

faculty and staff members, they identified that many were suffering from second-hand trauma due to post-pandemic effects, high staff mobility, and budgetary concerns. A CARE committee was launched to focus on self-care issues through community care measures. They felt they couldn't address the other needed skills such as conflict management and cooperative teaming until headway was made in the area of trust. When discussing SEL curriculum and standards during the listening tour, they were seen as adding one more thing, not a way to approach what was already on their plate. The focus on adult SEL capacity building provided venues and activities to develop personal SEL skills and gain a deeper understanding of their benefits for humans of all ages.

Developing and Modeling Skills

From examples at multiple universities, some patterns were identified. Faculty members are starting to make explicit and intentional how they are integrating SEL practices, as they have to teach them as embedded within academic lessons and part of the learning community. This can look like reflecting at the end of the lesson: how is this an example of SEL? What skills did you need to be successful in this lesson?

Individually:

- Include SEL standards and anchor competencies in lesson plans - Plan explicitly for SEL connections to content or process (group work)
- Identify and expand *teacher moves* in own instructional practices - Metacognition regarding anchor competencies
- Incorporate proven practices - Mood Meter, Class Meetings, CASEL 3 signature practices playbook - welcoming/Inclusion Activities, Engaging Strategies (brain breaks, transitions), Optimistic closures

As a team:

- Identify in-house SEL cheerleaders - To lead, facilitate and support, one EPP said that they use SEL experts to dance from course to course as guest lecturers
- Integrate SEL standards and anchor competencies across coursework ...and among content areas - Content areas often connect more seamlessly with some SEL standards and Teacher Moves over others. Knowledge, understanding and skill development does not occur in a linear fashion but should be addresses in a developmentally appropriate way
- Create time and space for discourse - This not only promotes new learning, it also encourages collaboration and develops community

Highlight *teacher moves* in observations and evaluations - Talk about it, provide formative feedback.

A sample teacher candidate lesson plan for reading was reviewed and connections to the SEL benchmarks were discussed. Many programs start this SEL work with language arts and literature, but there is a focus now of including in science, technology, engineering, math (STEM). Integrating SEL into field experience, observations, lesson plans, and what field supervisors are looking for when they go out to observe a candidate.

What Educator Prep Programs are Doing

Grad students were choosing SEL for their research or their master's thesis project. They are engaging in "train-the-trainers" professional development, creating scope and sequence matrices, training faculty/supervisors/adjuncts, partnering across disciplines at the institution, engaging grad students in SEL action research, and partnering with local educators on grant work. Looking at a systems level. These things are happening simultaneously, not cyclically.



Looking at a Washington SEL EPP Collaborative to share resources, talk about what we're doing. This is a focus for the Educator Prep subcommittee moving forward: to have university and teacher preparation partners collaborating.

State Level Support

In order to ensure that all educators are equipped with the competencies needed to implement SEL instruction in all Washington state schools, PESB and OSPI hope to develop Educator SEL standards. Educator standards would describe what teachers

should know and be able to do to ensure that students are meeting the goal for the student standards. PESB and OSPI are developing a legislative request to fund the development of educator SEL standards. PESB is looking for members of the education community who have experience in SEL and cultural responsive practices to be on the review team to review Ed Prep Programs. If interested contact makenzie.dyer@k12.wa.us, Jisu.Ryu@k12.wa.us, Leiani.Sherwin@k12.wa.us, or fill out the [PESB Curriculum Review Team Member Interest Form](#). Background information on the curriculum and instruction review [is available here](#).

The following connections were made between the SEL and Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) standards:

- Understanding Self and Others: understanding self and others, responsiveness.
- Student, Family, and Community Engagement: relationships, communication, service.
- Learning Partnerships: shared expertise, collaboration, shared decision-making.
- Leading for Educational Equity: self-reflection, commitment, advocacy.

The presenters discussed collaborations with Washington Association of Colleges of Teacher Education (WACTE) and Washington Coalition of Education Administration Programs (WCEAP).

WACTE: surveys around SEL needs, co-developing SEL implementation materials, presentations, collaboratively integrating SEL into their presentations and discussions, collaboratively integrating SEL into program review.

WCEAP: surveys around SEL needs, presentations, co-developing SEL implementation materials, collaboratively integrating SEL into program review.

The Educator Preparation team is looking for subcommittee members. It meets monthly. If you'd like to participate in those events moving forward, please reach out to Jisu.Ryu@k12.wa.us or Leiani.Sherwin@k12.wa.us.

Discussion

After the presentation, the floor was opened for discussion. It was noted that educators may enter systems that may not value SEL. In those situations, how does one build relational safety when there may be practices in use that cause trauma and harm to our students? Adult SEL capacity building is a large part of addressing this when it comes to listening well, self-management, and emotional regulation as they navigate difficult conversations This adult capacity building may also address educator burnout which is of great concern. Anna Armstrong made a connection to the work of Rebecca Purser, the Native Educator Cultivation Program Supervisor for the Office of Native Education at

OSPI. Leiani works with her too on Since Time Immemorial.

Public Comment

[Public Comment Submission Link](#)

Tammy Bolen

No public comment was received.

SEL Assessment & Screeners

Caryn Park and Debra Parker

This conversation was postponed due to time constraints and will be rescheduled for a future SELAC meeting.

Next Steps and Reflections

Tammy Bolen

Thank you for attending our first of two in-person meetings for the 2024 year. Travel reimbursement information for committee members will be emailed out. If you have questions, please reach out to Emme.Williamson@k12.wa.us.

Additional Materials

[Washington Tribes Map](#)

[SEL Advisory Committee Web Page](#)