**Social Emotional Learning Indicators Workgroup**

Friday, February 1, 2019, 9:00 – 4:00 PM

Tacoma School District Professional Development Center – Room #8

6501 N 23rd St, Tacoma, WA

9:00 – 9:30 Welcome and warm up – Marjorie James

* Announcements/Appreciations/Group Norms/Review/approve minutes from 1/4/2019 meeting
* New Resource/deliverables – **Ron**
	+ Expansion of the Annotated Bibliography from AIR
	+ Washington State Scan from EdNW

9:30 – 10:00 Welcome Olympia School District OSD Staff – Large Group Fish Bowl – **REL**

* How do you think SEL relates to your work as an educator?
* What, if any, challenges do you experience in your work related to SEL?
* What are some ways that the set of resources developed by this workgroup may support your SEL efforts? What is the overarching value added?

10:00 – 11:30 Small Group Discussion with OSD by Subcommittee based on School Staff review of documents – Question prompts to guide discussion (questions are on the agenda)

**Frameworks Subcommittee**- This subcommittee is primarily responsible to align the components of our SEL development as a unified body of work (including the already developed module). This group will develop a high-level visual, logic model, or guiding framework that align the components of this work to achieve the overall goal of an SEL system that also includes dissemination and professional development. It should have a focus on preparing adults to operationalize the work. (Rose, Liz, Alex, Sarah, Jordan, and Cara)

Guiding Questions for the discussion with the Frameworks Subcommittee:

1. How would adoption of a set of statewide SEL standards influence your work at the local level?
2. If a SEL workgroup or workgroups are to continue, what issues or products do you think would be most important for the group to focus on? What kind of expertise do you think should be represented on that group?
3. What do you think of the idea of a SEL Framework that is “community-based and community-wide”? [Community-based meaning that each community works collaboratively to identify priorities in SEL and implementation plans that reflect and respect the diversity of their community; and community-wide meaning that communities understand that SEL does and should happen at home, at school and in out-of-school settings and supporting students’ social emotional learning is a shared responsibility among families, schools and community.]
4. What questions would you like us to be asking of stakeholders as we continue to present on this work?

**Implementation Best Practices Guidelines Subcommittee** - This subcommittee is primarily responsible for making recommendations for the development of the Implementation/Best Practices Guide (called out as one of our legislative mandates) to articulate adult practices, determine content, overall formatting, intended audience, and overall structure of Washington’s SEL “system.” (Senator McCoy, Timmie, Marjory, Caryn, Bonnie, Jessica/Mona G., and Porter)

Guiding Questions for the discussion with the Implementation Guide Subcommittee:

1. If you were interested in implementing SEL in your school and somebody gave you this manual, would you feel confident that you knew how to implement quality SEL supports? Why or why not?
2. What is missing? What do you feel like you should know or would want to know regarding SEL implementation that is not addressed here?
3. Does the language used in the Implementation Guide make sense for schools?
4. What stands out to you as you read through this draft?

**Indicators Subcommittee** - This subcommittee is primarily responsible for recommendations pertaining to the development of indicators that provides observable indications of skills students possess that demonstrates their competency. It expands specifically on the work completed by the previous Benchmarks workgroup. (Denisha, John G, Mick, Debbie, Janet, Ron, and Annemarie)

Guiding Questions for the discussion with the Indicators Subcommittee:

1. How could this resource be useful for your teachers and other relevant staff?

2. What could make this resource more useful?

3. What recommendations do you have for this document to ensure that it’s culturally relevant, responsive, and respectful?

4. At present, we look at the higher elementary and think they would be amazing goals for our high school students. Is this planning that as students progress through the benchmarks they will be able to realize these goals or are we planning to implement a rollout that involves staggering so we can address students where their SEL levels currently are?

11:30 - 11:45 Stakeholder out-reach reports:

* + Latifah Phillips – ATNI
	+ Liz Nelson – North Thurston
	+ Sarah Butcher – Bellevue

11:45 – 12:00 Public Comment

12:00 – 1:00 Working Lunch – Subcommittees to meet to finalize drafts of respective work for cross committee work at the March 1 meeting. Meet with other subcommittees as needed to determine how the work of your subcommittee aligns with the work of the other subcommittees as you formulate your draft.

1:00 – 3:00 Continued work in small groups

3:00 – 3:30 Report out on today’s work

* + - What were you able to accomplish for the day
		- What are your plans for future development
		- What do you need to accomplish to meet the timeline for March 1

3:30 – 3:45 Public Comment

3:45 – 4:00 Wrap up

* + - EOGOAC meeting on February 19, 2019 – Planning/who’s planning to attend/present
		- Reminder of the overarching time line –
			* March and April – Revision and feedback from the whole Workgroup on all the documents.
			* May 4 – Final review and ready for submission to OSPI Administration.

4:00 PM Adjourn

**Next meeting: March 1, 2019, Tacoma Professional Development Center, Room 8.**