



We are recording to post
this on YouTube later
today!

We should be **starting in
a few minutes!**

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Graduation
Equity
Webinar
Series

Setting Up Your School & Classroom for Belonging



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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.

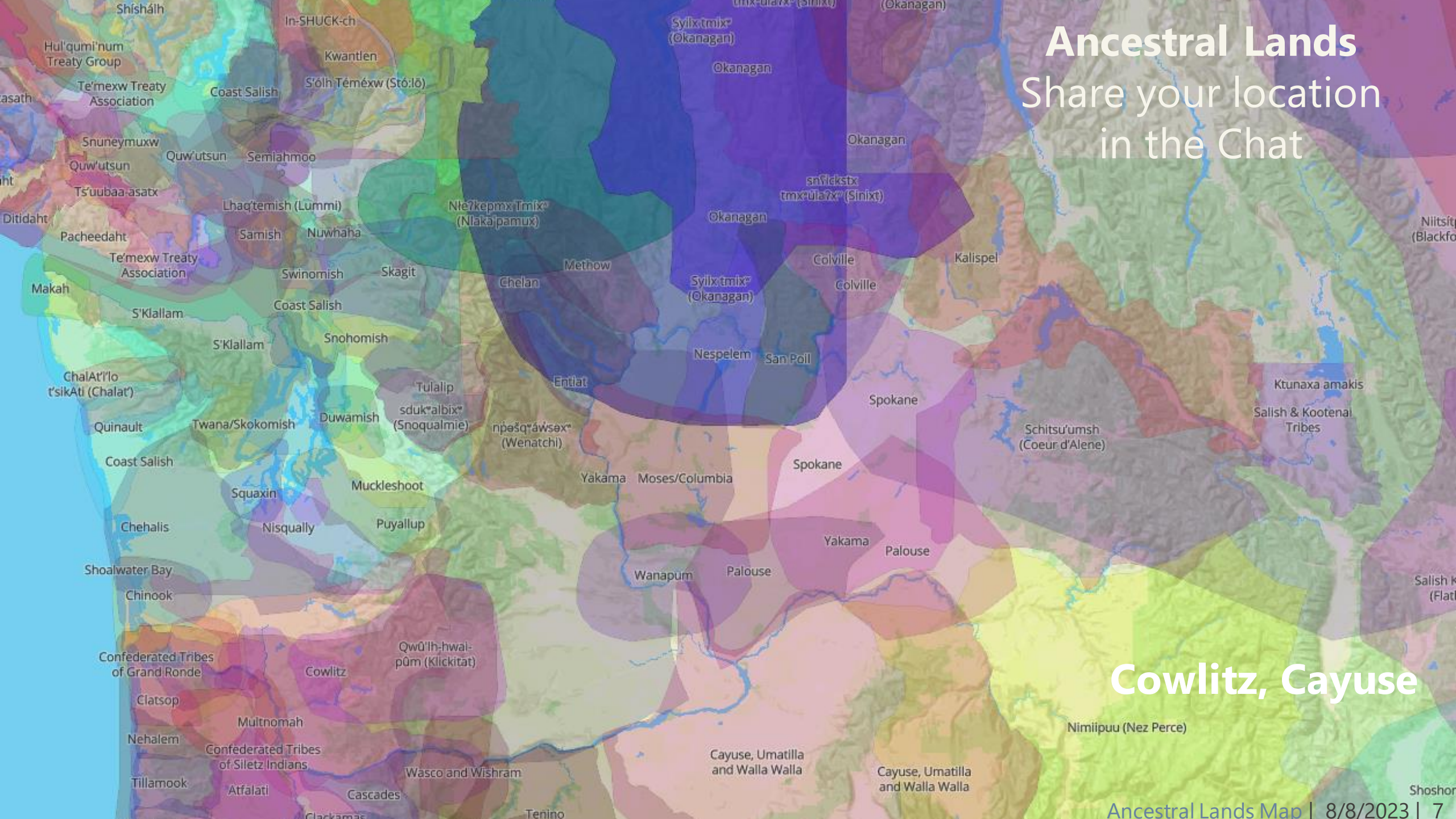
Ensuring educational equity:

- 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.



Washington Office of Superintendent of
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Ancestral Lands
Share your location
in the Chat

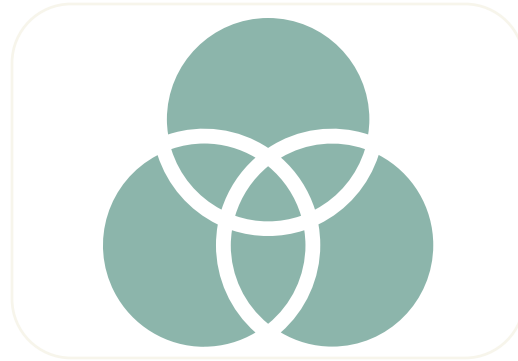


Cowlitz, Cayuse

Equity Pause



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?



Objectives

- Get ideas to inspire your practice of building classroom belonging from day one
- Learn from a teaching coach educator about what's been working for them as they start a new year
- Learn how social emotional learning and creating a sense of belonging are connected.
- Get resources to get started



Presenters



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MPA, MSW**

Student Engagement
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Principal Policy &
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Consultant

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Questions & Polling 1



Who's here?

- Administrator
- Counselor/
Counselor/Psych/Community
Liaison/Attendance Liaison / Grad
Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community
Member/Community Based
Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or
Teaching Coach
- Other

What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

How familiar are you with our topic?

- Very
- Somewhat
- It's new!



How OSPI Supports This Work



What is School Climate?

What is School Climate?

“the ***quality and character*** of school life”

-National School Climate Council

“a broad concept that involves many aspects of the student’s ***educational experience***”

-US Dept. of Education

“the ***feelings and attitudes*** that are elicited by a ***school’s environment***”

-National Association of Elementary School Principals

What is School Climate?

How the school's environment is experienced by members of the school community.

The quality of those experiences.

The factors that shape them.

Why Does School Climate Matter?

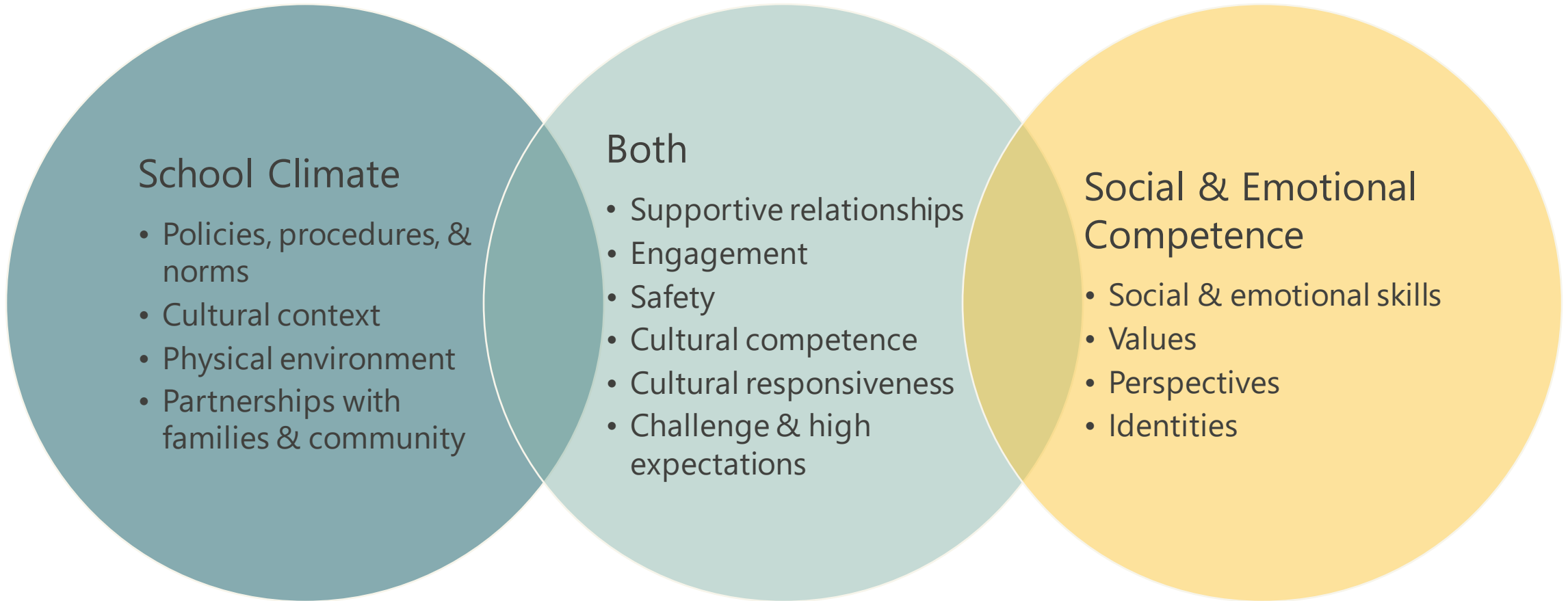
- “Positive school climate has beneficial effects on a wide range of adjustment variables in youth, including... ***mental health, school attendance, and graduation***” (Kearney et al., 2020)
- “Positive school climate is predictive of improved ***health, academic performance, and prosocial attitudes and behavior*** over time” (Durlak et al., 2011)
- School climate improvement initiatives “***lower rates of student suspensions and discipline issues*** in general” (Lee et al., 2011)

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- School climate improvement initiatives “lower rates of student suspensions and discipline issues in general” (Lee et al., 2011)
- “Positive school climate... can improve attendance, achievement, and retention and even rates of graduation” (NCSSLE, 2022)
- Dramatic decrease in risky behaviors (Catalano, Haggerty, Oesterie, Fleming, & Hawkins, 2004)
- Lower rates of student suspensions and discipline issues in general (Lee, T., Cornell, D., Gregory, A., & Fan, X. 2011)
- Physical, social, and emotional benefits (Devine & Cohen, 2007)
- The effect of positive school climate contributes to improved academic outcomes among diverse groups of students (Astor, Benbenisty, & Estrada, 2009; Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009)
- The effect of positive school climate seems to persist for years (Kerr, Ireland, Lopes, Craig, & Cleaver, 2004)
- Higher graduation rates (L. Ma, Phelps, Lerner, & Lerner, 2009)
- Powerful correlation between improved school climate and increased motivation to learn (K. B., & Pachan, M. 2008)
- Positive school climate is correlated with decreased student absenteeism in middle school and high school (T. Lee, Cornell, Gregory, & Fan, 2011; Wu, Pink, Crain, & Moles, 1982)
- Lower rates of student suspension in high school (Gottfredson & Gottfredson, 1989; Rumberger, 1987; deJung & Duckworth, 1986; Sommer, 1985; Purkey & Smith, 1983; Reid, 1982)
- School connectedness is a powerful predictor of and is associated with adolescent health and academic outcomes (Whitlock, 2006)
- Improved staff morale (Vezzuto, 2011)
- In schools where students perceive a better structured-school, fair discipline practices, and more positive student-teacher relationships, the “probability and frequency of subsequent behavioral problems” is lower (M. C. Wang, Selman, Dishion, & Stormshak, 2010)
- Safe, caring, participatory, and responsive school climate fosters greater attachment to school and provides the optimal foundation for social, emotional, and academic learning (Blum, McNeely, & Rinehart, 2002; Osterman, 2000)
- “Schools that measured strong in most supports were 10 times as likely as schools with one or two strengths to show substantial gains in reading and mathematics.” (NCSSLE, 2008)
- “The findings revealed that administrators’ leadership style, teachers’ relationship with fellow teachers and students influences academic staff efficacy positively.” (Takwate, 2022)
- “Positive school climate is tied to high or improving attendance rates, test scores, promotion rates, and graduation rates” (NCSSLE, 2020)

School Climate and Social Emotional Learning

A model of the distinct and overlapping elements of school climate and social and emotional competence with illustrative components



Social Emotional Learning is:

- The explicit instruction of SEL skills to ALL students
- Ideally by classroom teachers intentionally embedding SEL into their instructional content
- Adults modeling SEL skills



Hundreds of independent studies **consistently** show Social emotional learning benefits students.

SEL programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning.”

Academics

Mental
Health

Increased
Skills

School Climate

Social Emotional Learning Online Modules

The [SEL Online Modules](#) are a great source of information that include practical strategies on:

- Embedding SEL Schoolwide
- Creating a Professional Culture Based on SEL
- Integrating SEL into Culturally Responsive Classrooms



Starting the Year Off with Social Emotional Learning & Academic Integration

Nick Yoder, PhD

Emotion Check-In: Poll

What emotion do you generally feel when you think about the start of the school year:

- Excitement
- Anxious
- Worried
- Inquisitive
- Energized
- Other





Start with the Adults

Educator Well-Being Framework: Defining Well-Being

Well-being is:

Multi-dimensional

- Including physical, mental, emotional, psychological, spiritual, cognitive, social, environmental, and economic.

Contextually dependent

- Wellbeing may manifest differently at work, at home, and in the community

Resource dependent

- Influenced by the degree to which one has the necessary personal, social, and systemic resources needed to meet the challenges within one's context.

Objective

- e.g., physical health, number of relationships, and economic resources.

Subjective

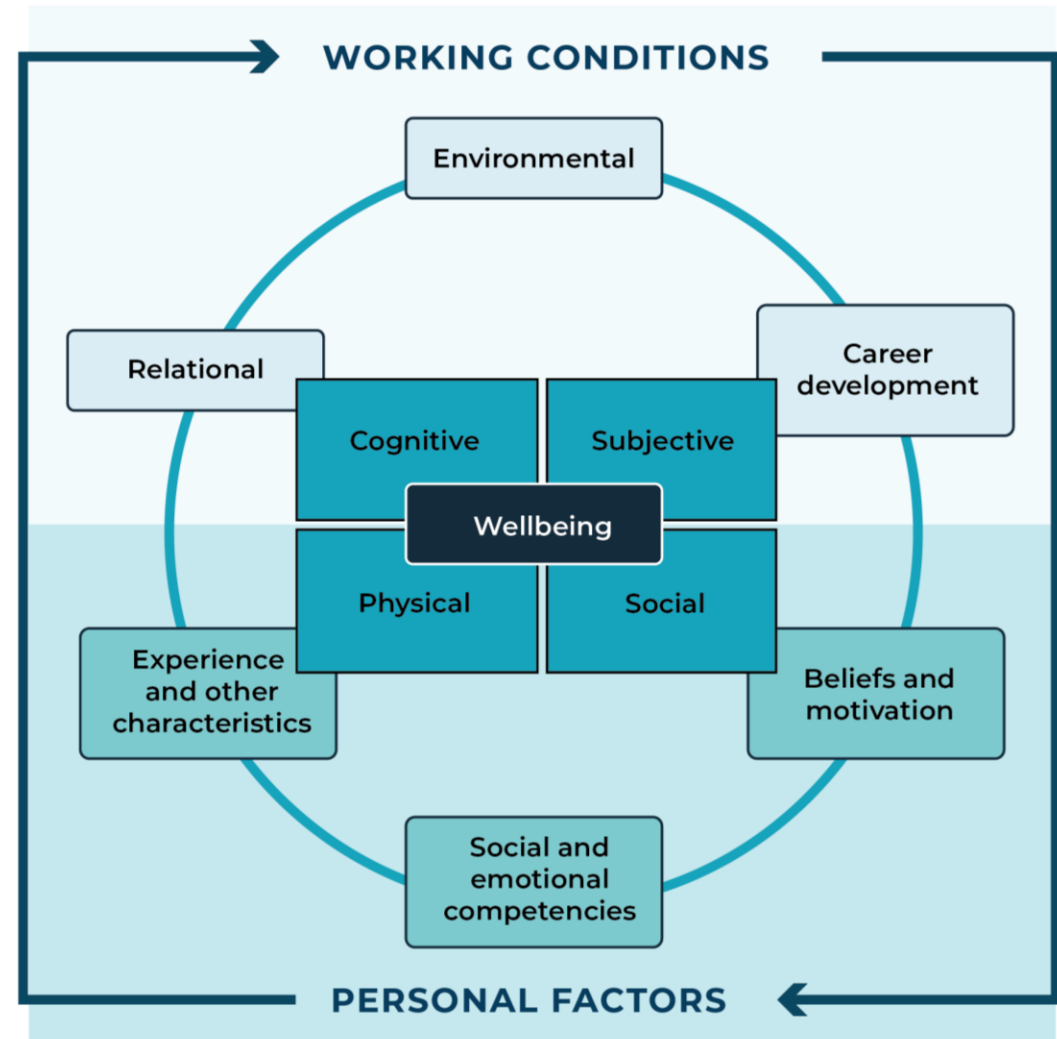
- e.g., emotions, purpose, perceived quality of relationships.

Dependent on collective or group wellbeing

- Reflected in shared perceptions of the workplace,
- Ex: formal & informal communities of practice that collectively monitor the educators' wellbeing.



Educator Well-Being Framework: Working Conditions x Personal Factors



Educator Well-Being Framework Strategies





Educator Well-Being Share Out

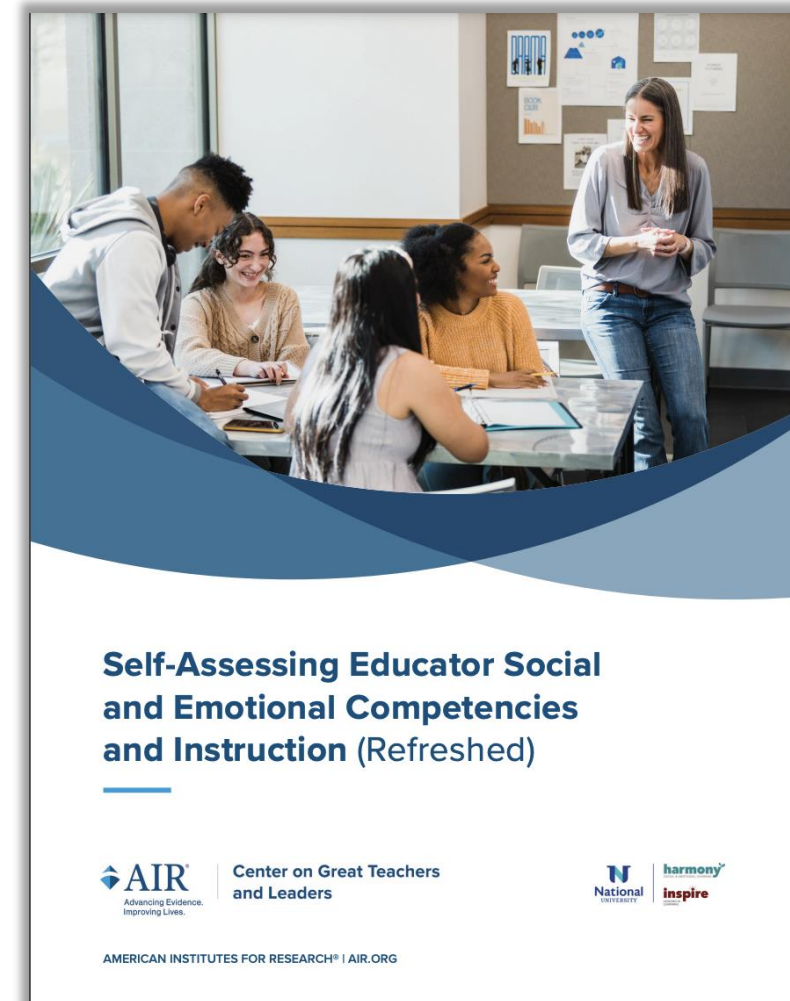
In the chat:

How does your school support educator well-being?



Adult Social Emotional Learning & Well-Being: Implications for the Start of the School Year

Educator Social & Emotional Competencies



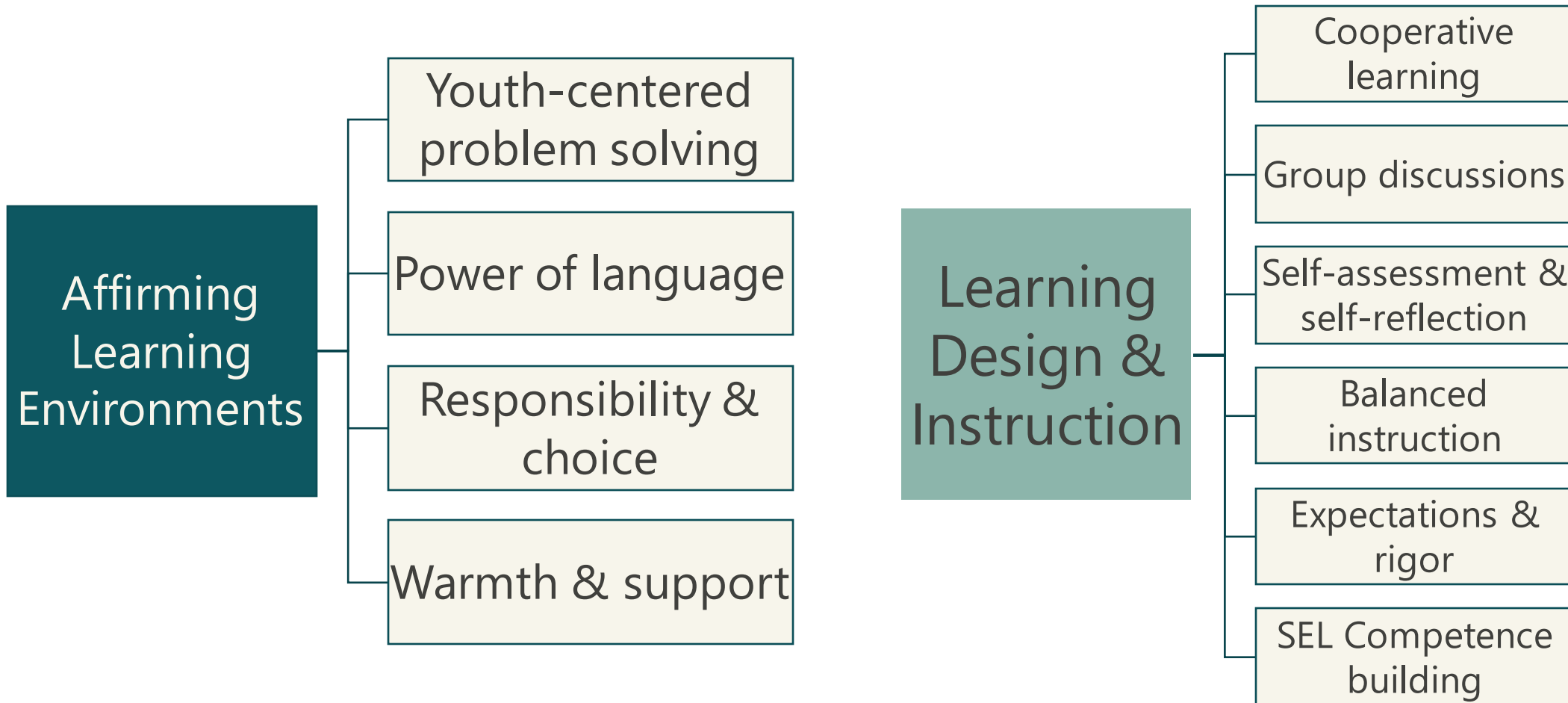
Educator Competencies Reflection: Poll

Which social & emotional competency influences your work with your students the most?

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



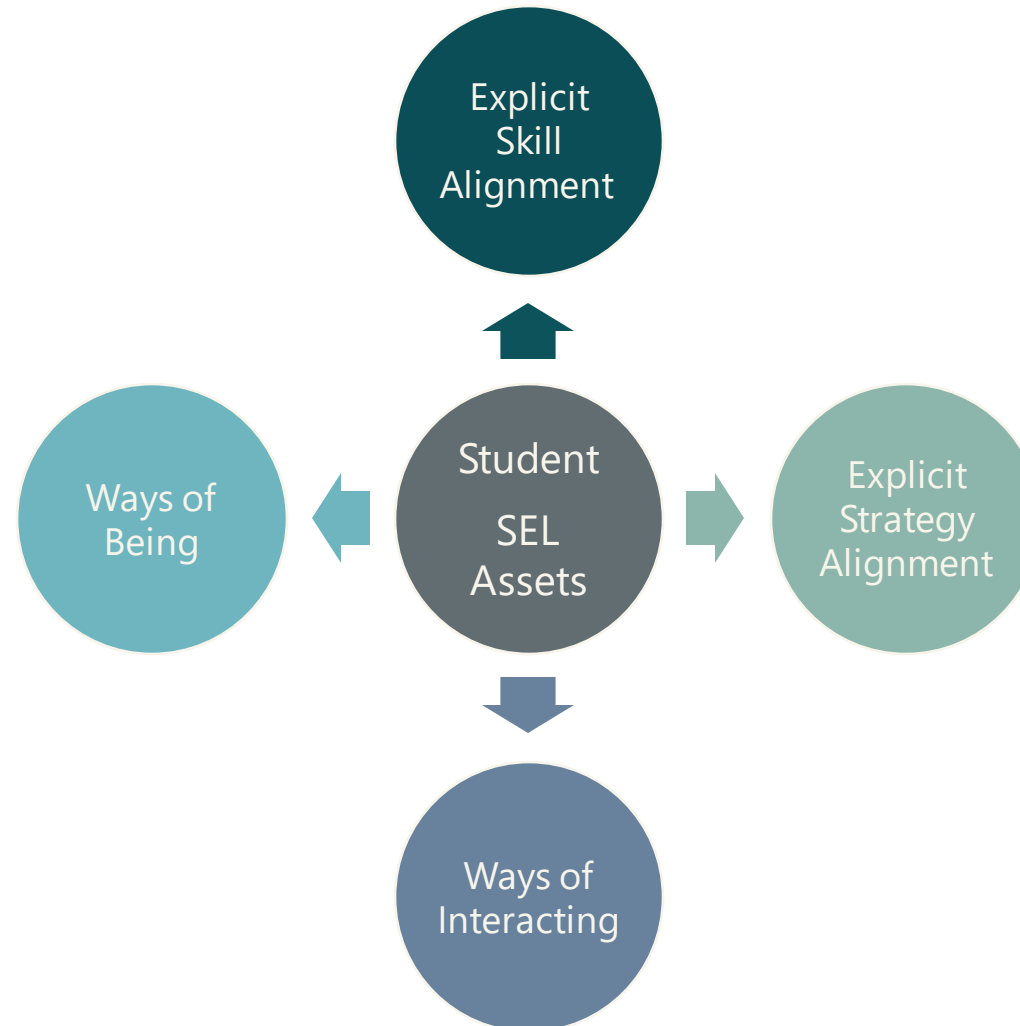
10 Educator Practices that Promote Social, Emotional, & Academic Development





Start the School Year with SEL-Academic Integration

Social Emotional Learning Academic Integration Taxonomy





Explicit Skill Alignment

Definition

- A direct link exists between the academic standards and the social and emotional skills. Specific social and emotional skills are found within academic standards

Examples

- Science and SEL both include evaluating biases and how biases may influence decisions and evaluating facts.
- Social studies and SEL both include understanding how behaviors influence the social environment and others.





Explicit Strategy Alignment

Definition

- A direct link exists between the practices required to engage in the content and the social and emotional skills required to engage in the content practice.

Examples

- Mathematics practices require students to construct and share arguments, requiring students to use perspective-taking and communication skills.
- ELA includes characterization which requires identification of emotions and connecting emotions and situations.





Ways of Interacting

Definition

- Social and emotional skills mediate success in academics.
- Students use social and emotional skills to interact with content and to interact with others to master academics.

Examples

- In physical education, students engage in a mini-lesson on conflict resolution prior to engaging in activity.
- Prior to engaging in a complex mathematics problem, students engage in a mindful minute to center their emotions.





Ways of Being

Definition

- Based on the content domain, people use social and emotional skills in specific ways.
- Individuals across content will use similar social and emotional skills, but how they use the skills varies.

Examples

- Mathematicians and authors both use goal-setting processes, but how they set goals, plan, and enact goals are subject specific.
- Scientists and explorers both have to predict consequences of their actions, but how they set up experiments, make assumptions, and test models varies by content.



Implications for the Beginning of the School Year

Building the social, emotional, and academic skills students need to be successful throughout the year.

Being planful of when and how to

- Explicitly teach them
- Embed them in practices
- Reinforce them
- Reteach them



Q & A



What Does it Look Like in Real Life?
Foundations of Our Practices

Considerations



Discuss
your ideas
with
leadership



Share ideas
with your
Professional
Learning
Community



Lead a
discussion
with
students





Resources

Resources

Books

- *Negotiating a Permeable Curriculum On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds* by Dyson
- *Skin, Tooth, & Bone* from Sins Invalid
- *The Body is Not an Apology* by Sonya Renee Taylor
- *Culturally Responsive Teaching and the Brain* by Hammond

Websites

- [Social Emotional Learning Online Modules](#)
- [Danielson Framework](#)
- [Brain Dance – 8 patterns](#)
- [AIR Social Emotional Learning page](#)

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- SEL Academic Integration Modules
*coming soon!
- [Subscribe](#) to the SEL Newsletter
- [Read & Subscribe](#) to the Engage Newsletter

People

- [Connect with OSPI staff](#)

Next Month

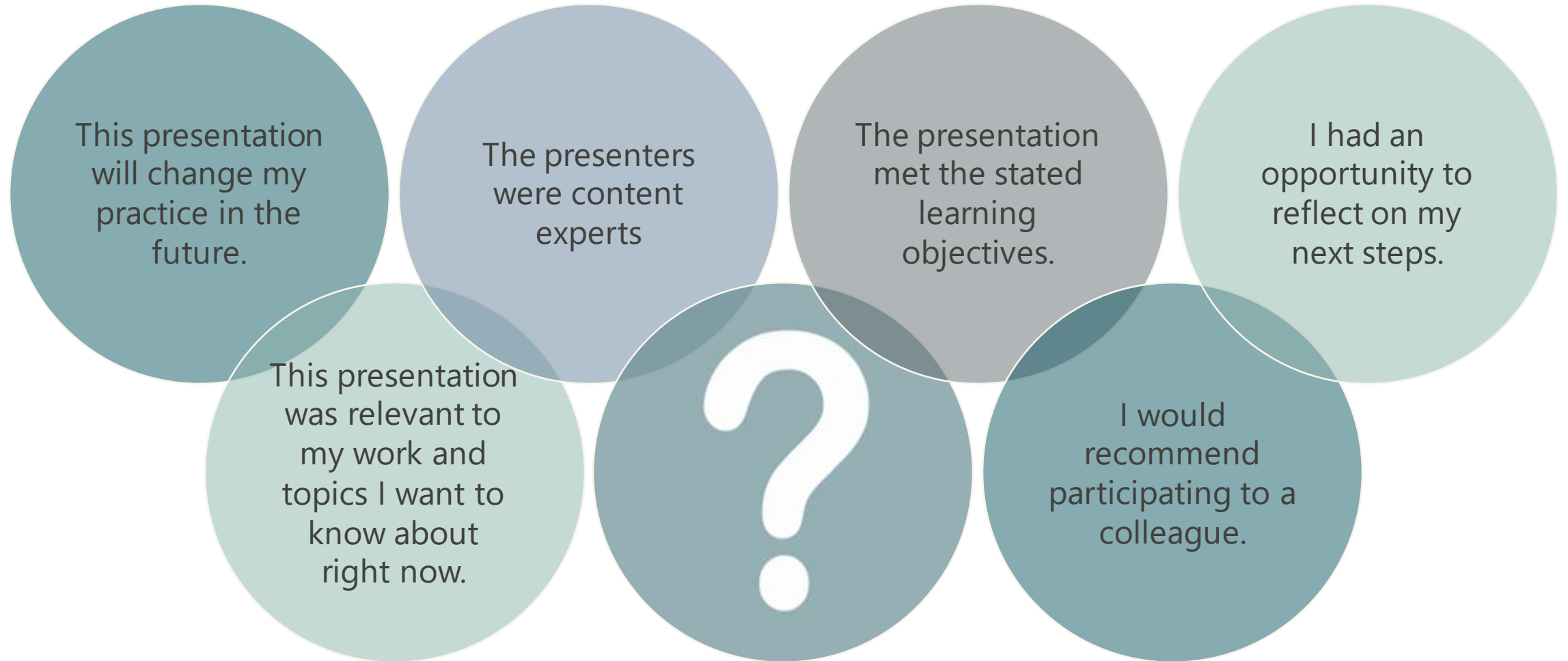
September 13

10:00 a.m. – 11:30 a.m.

Family Engagement Best Practices

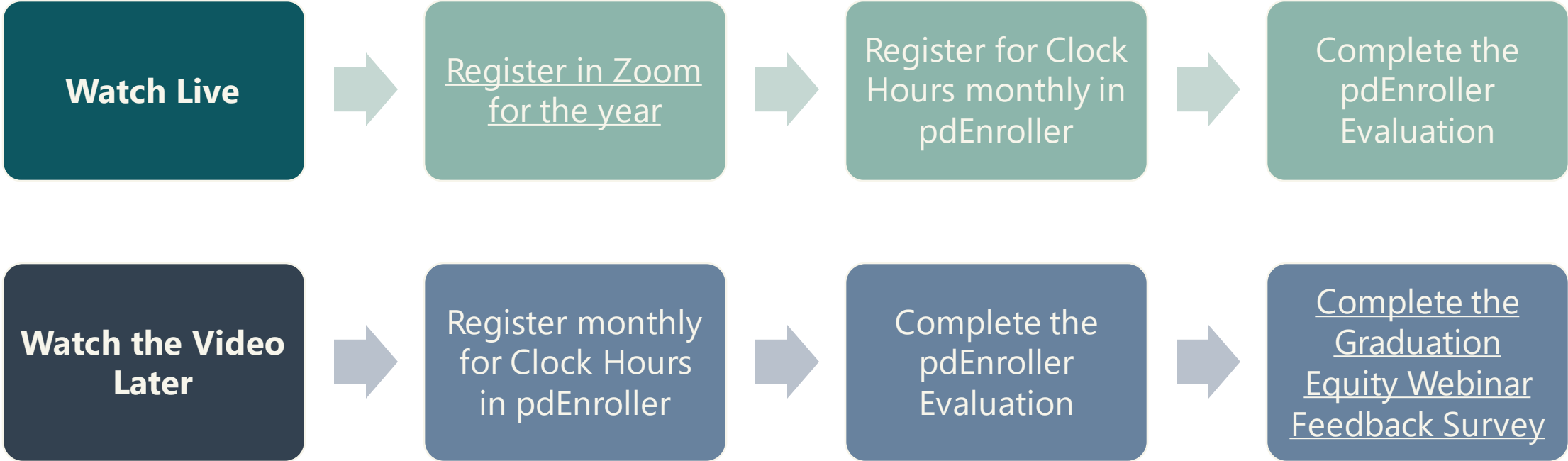


Evaluation





Do You Need Free Clock Hours?



Email Ronnie.Larson@k12.wa.us



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