

Washington Social Emotional Learning Online Module

Facilitator Guide



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WASHINGTON SOCIAL EMOTIONAL LEARNING ONLINE MODULE: FACILITATOR GUIDE

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TABLE OF CONTENTS

Introduction	1
Acknowledgements.....	1
What Is Included in This Facilitator Guide?	1
Introduction to the Washington SEL Online Module	2
Washington SEL Online Module Learning Segments.....	2
Limitations	3
How to Use the Guide.....	3
Structure for Each of the Seven SEL Segments Covered.....	3
Key Considerations for Designing High-Quality Professional Learning.....	5
Segment 1: Introduction to Social Emotional Learning.....	7
Key Topics Covered.....	7
Overview of the Content	7
Designing the Professional Learning Sessions.....	8
Segment 2: Embedding SEL Schoolwide.....	9
Key Topics Covered.....	9
Overview of the Content	9
Designing the Professional Learning Sessions.....	10
Segment 3: Creating a Professional Culture Based on SEL	11
Key Topics Covered.....	11
Overview of the Content	11
Designing the Professional Learning Sessions.....	12
Segment 4: Integrating SEL Into Culturally Responsive Classrooms.....	14
Key Topics Covered.....	14
Overview of the Content	14
Designing the Professional Learning Sessions.....	15
Segment 5: Trauma-Informed Practice and SEL.....	16
Key Topics Covered.....	16
Overview of the Content	16
Designing the Professional Learning Sessions.....	17
Segment 6: Identifying and Selecting Evidence-Based SEL Programs.....	18
Key Topics Covered.....	18

Overview of the Content 18
Designing the Professional Learning Sessions..... 19
Segment 7: SEL Considerations for the COVID-19 Context..... 20
 Key Topics Covered..... 20
 Overview of the Content 20
 Designing the Professional Learning Sessions..... 21
References 23
Legal Notice 24

INTRODUCTION

Educators, families, students and administrators in Washington state agree that social emotional learning (SEL) is essential for students to succeed in school, careers and life and should be part of teaching and learning in schools (Petrokubi et al., 2019). Although not all educators need the same professional learning support, all staff in a school should engage in professional learning that allows them to develop a common vision and language for student social emotional development and learn about practices that support students in cultivating social, emotional and academic competencies. Developed by the Office of Superintendent of Public Instruction (OSPI), the [Social Emotional Learning in Washington State Schools: Building Foundations and Strategies](#) *online* module (the Washington SEL Online Module) is designed to build the knowledge and awareness of teachers, administrators and school staff of what SEL is and why it is important. This Facilitator Guide is intended to serve as a companion resource to the Washington SEL Online Module and supports educational service district trainers, district staff, school administrators, instructional coaches and other professional learning leaders in designing, developing and implementing SEL-related professional learning.

Acknowledgements

This Facilitator Guide was adapted with permission from Designing, Developing, and Implementing Social and Emotional Learning Professional Learning Guidance, a guidebook developed by American Institutes for Research® (AIR®) and the Collaborative for Academic, Social, and Emotional Learning (CASEL; Yoder & Dusenbury, 2018), which aligns with the original five segments of the Washington SEL Online Module.

What Is Included in This Facilitator Guide?

This Facilitator Guide can support professional learning leaders in leveraging the Washington SEL Online Module to create SEL professional learning that is relevant, engaging and interactive. The Facilitator Guide includes the following sections:

1. An overview of the content covered in the Washington SEL Online Module
2. A discussion of how to use the Facilitator Guide to plan professional learning
3. Key considerations for designing, developing and implementing a high-quality professional learning system
4. A segment-by-segment breakdown of the Washington SEL Online Module, along with suggestions for how to use the content in different types of professional learning sessions

INTRODUCTION TO THE WASHINGTON SEL ONLINE MODULE

SEL is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that support success in school and in life (Washington OSPI, 2019). The Washington State SEL Standards, Benchmarks, and Indicators articulates six core social emotional competencies: self-awareness, self-management, self-efficacy, social awareness, social management and social engagement. The six standards were created using a two-part structure highlighting the need to develop awareness and understanding of both self-competencies and social competencies. The development of social emotional competencies is a complex process that begins at birth and continues throughout the life span. The ways in which individuals develop and apply social emotional competencies depend on their background, experiences and culture.

Because SEL is so complex, educators, as well as district and school staff, need a wide range of knowledge and skills to appropriately support SEL for all students. The learning segments of the Washington SEL Online Module provide a framework for professional learning to support SEL implementation in schools. However, some limitations exist, and these are mentioned following the list of learning segments.

Washington SEL Online Module Learning Segments

The Facilitator Guide is a companion to OSPI's [online module](#). The seven segments included in OSPI's module are as follows:

1. *Introduction to Social Emotional Learning*. This segment provides a high-level overview of SEL and the benefits of SEL.
2. *Embedding SEL Schoolwide*. This segment explores using school-level policies and practices to embed SEL in the functioning of schools.
3. *Creating a Professional Culture Based on SEL*. This segment provides information about adult SEL, including implicit bias, culturally responsive practice, and ways to support school staff and engage families with SEL efforts.
4. *Integrating SEL Into Culturally Responsive Classrooms*. This segment provides tools and resources for embedding and integrating SEL into classroom practices in a culturally responsive way.
5. *Trauma Informed Practice and SEL*. This segment provides information on how trauma can impact the developing brain and thus academic achievement and shows how SEL can offer students skills to help combat traumatic experiences.
6. *Identifying and Selecting Evidence-Based SEL Programs*. This segment covers strategies for selecting SEL programs in ways that meet the needs of diverse students.
7. *SEL Considerations for the COVID-19 Context*. This segment provides information about the various ways in which the COVID-19 pandemic has impacted schools, students and families and why equitable and culturally responsive SEL instruction is necessary now more than ever to support our state's and nation's students.

Limitations

The SEL Online Module provides foundational information and practical strategies to support educators in getting started with SEL. It does not provide a comprehensive SEL curriculum or classroom-based activities. Throughout the module, there are links to external organizations and resources that can provide deeper dive information and supports. The module is one of several resources on SEL available to Washington education stakeholders. Please consult the [Washington SEL Implementation Guide](#) and the Washington OSPI [SEL topic page](#) for more detailed information about the constellation of resources and supports for SEL in Washington.

HOW TO USE THE GUIDE

Educational service district trainers, district staff, school administrators, instructional coaches and other professional learning leaders can use this Facilitator Guide to create tailored, comprehensive professional learning systems. We provide a structure (e.g., overview of content, time and format) for each of the seven learning segments of the Washington SEL Online Module. We also provide key considerations you should keep in mind as you engage your staff in their learning.

Structure for Each of the Seven SEL Segments Covered

For each of the seven SEL segments covered in the Facilitator Guide, we provide three components:

1. *SEL content.* Each of the learning segments of the Washington SEL Online Module covers a lot of content that you can use to design, develop and implement your own professional learning session. Each learning segment has sections and subsections. In addition, each SEL segment has a personal reflection journal and activities that you can use to engage your staff during the professional learning session.

How to use this component. *You can use the knowledge, activities, discussion prompts, reflective questions, readings and additional information to create a professional learning experience that will meet the needs of your school staff. Use this content in whatever structure you currently employ to facilitate professional learning, whether it be a PowerPoint presentation or prereading for a professional learning community (PLC).*

2. *Overview of the content.* For each of the seven SEL segments, we provide an overview of the content presented, along with a table that outlines the section.

How to use this component. *The content overview should guide your review of the online module. Use this component to identify the content you want to focus on in your professional learning sessions.*


Associated Professional Learning Materials

This Facilitator Guide provides insight on how to use the learning segments of the Washington SEL Online Module. Each of the learning segments includes the following:

- **Content pages organized into sections with external links and embedded interactive graphics, audio and video**
- **A downloadable personal reflection journal with reflective questions and activities that can be used for group or individual learning**

3. *Designing the professional learning sessions.* Typically, covering all of the content in one of the SEL segments, with associated discussions and activities, would require two to six hours. To allow for maximum flexibility, we provide guidance on how you might design the professional sessions to engage staff using the content provided:
- a. **Shortened sessions (series of 15- to 30-minute sessions).** These sessions, which should be spread out over time, use department meetings, grade-level teams or other PLCs. For this to be effective, we encourage weekly or biweekly meetings for a month or two to cover all of the content of a subsection and provide an opportunity to refine knowledge about the segment. You may also consider assigning specific module content as pre-reading or follow-on activities in order to maximize time in these shortened sessions.
 - b. **One-hour training.** For this to be effective, we encourage two to three 1-hour sessions on the segment, allowing educators to gain knowledge of the segment, practice some of the learning, and come back to reflect and finish the remainder of the content.
 - c. **Half-day (three-hour) training.** For this to be effective, we encourage one to two 3-hour sessions where educators have a chance to explore in-depth the SEL-related content, including action planning on ways to begin incorporating SEL into instruction.

How to use this component. *Use this component to decide how you want to organize the professional learning experiences of your staff. In this component, you identify the section and subsections you think you can cover in the allotted time and the content that you think is most important for your staff to master. For some of the segment areas, you can also designate sections that should be completed by school leadership teams specifically to embed SEL in your school system.*




The suggestions about how to organize your professional learning sessions are just that — the way you design your professional learning experience should be based on the needs of your staff.

KEY CONSIDERATIONS FOR DESIGNING HIGH-QUALITY PROFESSIONAL LEARNING

High-quality professional learning experiences for all staff are critical for successful SEL implementation. When all members of the school community (e.g., teachers, administrators, bus drivers, support staff, kitchen staff, engineers, students, families and community members) become involved in professional learning on SEL, the opportunity arises to create a common language and consensus regarding the social emotional competencies the school wants to develop in students. Furthermore, high-quality professional learning ensures that there is a clear understanding of the definition of SEL, what evidence-based SEL is, and the research-based strategies that help to promote development of student social emotional competencies. Schoolwide professional learning also helps set common expectations for how staff should interact with one another and with students, their families and the community to support student social emotional development. In addition, through a cohesive professional learning system, all school staff understand aligned strategies they can use to build student and adult social emotional competencies, including how SEL practices respect the lives and experiences of all students, ensuring that SEL is embedded through culturally responsive teaching.


The learning segments of the SEL Online Learning Module provide a lot of information on SEL that you can use to create a cohesive professional learning system for all staff, including readings, videos, activities, discussion prompts and reflective questions. It is important for you to consider how you will use each of these professional learning tools in your own professional learning sessions to best meet the needs of your staff. As you design your professional learning experience, consider the following questions:

1. **What content does staff need?** At a minimum, each staff member in the school should engage in one SEL-related professional development session so the school staff have a consistent language and approach to support student social emotional development. From there, you can differentiate your professional learning for school staff based on their needs. Think about the needs of your staff and identify what specific content is needed for all staff, some staff or a few staff (CASEL, n.d.).
2. **How much time do you have?** We recognize that time is precious in schools, and we want you to create a professional learning experience that meets the needs of your staff in the allotted time. It will thus be important to balance their needs with how much time you have, which is why we present multiple options. When deciding on content in relation to time, make sure that you provide enough time to have interactive activities, allowing staff to experience SEL practices themselves as well as create action steps to implement the learning in their classrooms or in interactions with students.



As you begin to develop your professional learning system, you may also want to consider the [Learning Forward Standards for Professional Learning](#), collaboratively developed standards that describe the characteristics of professional learning that lead to “effective teaching practices, supportive leadership, and improved student results” (Learning Forward, 2023).

3. **How will you design your professional learning experience to engage your staff?** Although you may have limited time with your staff to engage in professional learning for SEL, learning experiences for staff that are not engaging, relevant and ongoing will not produce lasting effects (Learning Forward, 2023). In each of the seven SEL segments, we include videos, discussion prompts and activities that you can use to engage your staff.
4. **What is your professional learning scope and sequence?** Professional learning on SEL should not be a one and done. Identify a scope and sequence to create a professional learning experience that engages teachers and other school staff over the course of the academic year and that focuses on the SEL needs of your staff and students (CASEL, n.d.). The sessions do not always have to be long but could embed activities, readings or lessons from one section in other professional learning sessions so that SEL is seen as an integrated and important piece of school functioning.
5. **How will you provide ongoing coaching and support?** Prior to implementing your professional learning experience, identify the structures that you will use to provide ongoing coaching and support. Other potential ways to provide ongoing coaching and support include working with teacher teams (grade level, subject area), co-planning, coteaching, modeling instruction, reviewing data and providing feedback (Yoder & Gurke, 2017). Furthermore, you may want to establish PLCs so that educators can support each other (CASEL, n.d.; Learning Forward, 2023).



Key components of job-embedded professional learning include coaching and support. AIR developed the [SEL Coaching Toolkit: Keeping SEL at the Center](#) to support leaders in providing ongoing SEL coaching support to teachers.

SEGMENT 1: INTRODUCTION TO SOCIAL EMOTIONAL LEARNING

Key Topics Covered

Defining SEL; the history of SEL; the benefits of SEL; SEL in Washington state; SEL standards.

Overview of the Content

The Introduction to Social Emotional Learning segment covers the key components of SEL; the research underpinning SEL; and comprehensive benefits and positive outcomes of SEL for staff, students, families and other adults working with students. This segment will reveal the developmental nature of SEL. It will emphasize that social emotional skill development is individual and context dependent and that SEL is not meant to identify or marginalize students but rather to build student assets and provide supports. In addition, this segment will explain the relationship between SEL and academic learning and provide a high-level overview of strategies to implement SEL. This learning segment includes three substantive sections.

The first and concluding sections in each segment are not included in the tables that follow. Across segments, the first section provides information on how to navigate the segment, an overview of the segment objectives, and a description of how the segment content connects to the Washington SEL Framework. The final section summarizes the learning and provides next steps.

Section 2: Define SEL	Section 3: Significance of SEL	Section 4: SEL in Washington
2a: What Is SEL?	3a: SEL in the Daily Life of Students	4a: Washington Standards, Benchmarks and Indicators Overview
2b: What SEL Is and Is NOT	3b: SEL Increases Students' Capacity to Learn	4b: Washington SEL Standards, Benchmarks and Indicators
2c: Washington SEL Guiding Principles and Essential Elements	3c: SEL Supports Academic Instruction and Beyond	4c: Washington Standards and Benchmarks Through a Culturally Responsive Lens
2d: Why Context Matters	3d: SEL Is Important for Life Outcomes	
2e: Neuroscience of SEL	3e: SEL Is Important in Developing Equitable Learning Environments	
2f: History of SEL	3f: SEL Supports Skills That Employers Seek	
2g: SEL Is a Shared Responsibility	3g: Research Review	

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity).

Shortened sessions (15–30 minutes)

For shortened sessions, you will want to cover approximately one section per session. Each section contains a lot of useful information, but you will have difficulty getting through more than one or two sections in a shortened session, particularly if one of them has an activity. For example, in the first session, you could cover 2a: What Is SEL? and 2b: What SEL Is and Is NOT (which contains an activity), followed by 2d: Why Context Matters. If time is short, it may not be necessary to go through 2e, 2f and 2g. All of the subsections in Section 3: Significance of SEL include information about the general research base, so those could be condensed into one or two shortened sessions. All of the subsections in Section 4: SEL in Washington dig deeper into the six Washington state social emotional competencies, so you may want to devote a session to each of these core competencies.

One-hour sessions

To get a deeper understanding of SEL, you could break up each of the sections (and the associated subsections) into one-hour sessions. In other words, you could create an interactive experience in which teachers engage with the content in three 1-hour sessions. This approach provides educators with more time to dig into the content, engage in the activities, hold discussions with their colleagues, and create action steps to move forward.

Half-day (three-hour) sessions

You should be able to include almost all of the information in this module in a half-day session. You may not be able to touch on all of the discussion prompts or the “to learn more” sections; however, you should have time to complete the main activities, including the true/false activity, the discussion prompts and the sorting activity with the social emotional competencies and skills. If you are running short on time, we suggest that you use the neuroscience video (2e: Neuroscience of SEL) in addition to one of the videos that introduce SEL (2a: What Is SEL?).

SEGMENT 2: EMBEDDING SEL SCHOOLWIDE

Key Topics Covered

Schoolwide SEL; systemic SEL; implementation readiness; connecting SEL and other initiatives; continuous improvement of SEL efforts.

Overview of the Content

The Embedding SEL Schoolwide segment provides information about the various ways that SEL can be thoroughly integrated into a school’s policies and practices. The segment will include a strong focus on leadership, delineating the actions that administrators and instructional leaders can take to embed SEL within the core functioning of the school, such as defining the collective values of the school through the development of an SEL vision and mission and aligning SEL with other initiatives (e.g., cultural responsiveness, universal design for learning [UDL], trauma-informed practices, multi-tiered systems of support [MTSS], educator effectiveness [Teacher/Principal Evaluation Program, or TPEP], discipline, mental health and bullying prevention). We also will discuss methods to create a learning environment that is conducive to SEL, use SEL-based strategies in the delivery of curricula, and use SEL-related data for continuous improvement. This learning segment includes three substantive sections.

Section 2: Systems-Level SEL Support	Section 3: SEL as a Fabric of School Life	Section 4: Embed SEL Within a Cycle of Continuous Improvement
2a: A Systematic Approach to SEL	3a: Learning Environments That Support SEL	4a: Establish Cycles of Inquiry to Ensure Continuous Improvement
2b: Widespread, Systemic SEL Is Possible	3b: Planning for the SEL Effort	4b: Conducting a Needs and Resources Assessment
2c: Key Insights From District-Level Work	3c: School Readiness to Implement SEL	4c: Systemic Measurement of SEL
2d: Creating the Conditions to Support SEL Schoolwide	3d: Creating an SEL Vision	4d: Cultural and Linguistic Considerations in Measuring SEL
2e: Washington Perspective: Examples of Schoolwide SEL	3e: Connecting SEL With Other Important Initiatives	4e: Ongoing Continuous Improvement
	3f: Creating SEL Connections With Your Initiatives	

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity).

Shortened sessions (15–30 minutes)

Segment 2 will require an approach to the shortened sessions that differs from that used in Segment 1, as multiple elements of Segment 2 target school leadership teams rather than the full school staff. For example, you can combine the first three subsections (2a–2c) on districtwide SEL into one shortened session to outline districtwide efforts. Similarly, you can combine Subsections 2d and 2e in a shortened session to help all staff see how schools can embed SEL and understand the broad vision for SEL. If you are short on time, only certain subsections of Section 3 are necessary, specifically the subsections on connecting SEL to the overall school climate (3a) and connecting SEL to other important initiatives in the school (3e and 3f). Section 4 addresses using data to inform SEL, making it important for school staff to engage with Subsections 4a (continuous improvement), 4c (systematic data collection), 4d (cultural considerations in SEL data) and 4e (ongoing assessment). Not all staff will need to engage with all of the content in each subsection of Section 4, but all staff should have a general understanding of SEL measurement.

One-hour sessions

Your school staff could also attend two 1-hour sessions. The first one-hour session would focus on district- and schoolwide implementation of SEL. The session would cover Section 2, on the key components of organizational change, and Section 3, on connecting SEL to other schoolwide initiatives. The second one-hour session could focus on SEL assessment (covered in Section 4), providing school staff with a basic understanding of what SEL assessment is.

Half-day (three-hour) sessions

A half-day session should allow you to include almost all the information in this segment that is relevant for all school staff (the above description of shortened sessions indicates which information is relevant). You may not be able to touch on all of the discussion prompts or the “to learn more” sections; however, you should have time to complete the main activities and extend the conversation on how SEL fits with other initiatives in the school (Subsections 3e and 3f) as well as identify next steps the school plans to take in order to assess SEL (Section 4).

SEGMENT 3: CREATING A PROFESSIONAL CULTURE BASED ON SEL

Key Topics Covered

Professional culture; adult SEL; cultural responsiveness; implicit bias; educator self-care and well-being; SEL professional learning; family and community engagement.

Overview of the Content

The Creating a Professional Culture Based on SEL segment focuses on creating an SEL culture in a school or district. Educators will engage in activities that focus on educator social emotional competencies, exploring ways in which adults can engage in self-care to reduce stress and professional burnout and ways in which implicit bias influences interactions with students and colleagues. In addition, the segment provides strategies to create a professional culture in which culturally responsive SEL is a key ingredient (e.g., implementing an SEL practice at staff meetings, initiating professional learning communities on SEL, and providing coaching and feedback on SEL). Finally, educators will review strategies to communicate and engage with families and community members in culturally responsive ways to directly support SEL efforts and students' social emotional skill development. This learning segment includes six substantive sections.

Section 2: Professional Culture Based on SEL	Section 3: Adult Social Emotional Competencies	Section 4: The Roles Cultural Responsiveness and Implicit Bias Play in Our Daily Interactions
2a: Defining Professional Culture	3a: Introduction to Adult Social Emotional Competencies	4a: Defining Cultural Responsiveness
	3b: Adult Social Emotional Competencies and Teacher Stress	4b: Cultural Responsiveness Is Critical in Educational Settings
	3c: Importance of Social Emotional Competencies in Adults	4c: Defining Implicit Bias
		4d: Examining Our Own Implicit Biases
		4e: Counteractive Bias

Section 5: Self-Care and Emotional Well-Being for Educators	Section 6: Furthering Professional Learning Systems to Support Professionals Based on SEL Efforts	Section 7: Communicate and Engage With Families and Community Members With SEL Efforts
5a: Adult Self-Care	6a: Overview of Professional Learning Environments	7a: Overview of Communication With and Engagement of Stakeholders
5b: Strategies for Adult Self-Care	6b: Professional Learning, SEL, and Cultural Competence	7b: Communicating With Families and Other Stakeholders
5c: Self-Reflection on Social Emotional Competencies	6c: Professional Learning Supports	7c: Engaging Families and Other Stakeholders
5d: Social Support Makes Educators More Effective		7d: SEL at Home

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity).

Shortened sessions (15–30 minutes)

For the shortened sessions, you will want to cover approximately one section per session. Each section contains a lot of useful information, but it will be difficult to complete more than one or two sections in a shortened session, particularly if one of them has an activity. You will want to begin with Section 2a to examine the components of a professional learning culture based on SEL and how they connect with one another. You might be able to combine the three subsections of Section 3 on adult social emotional competencies in one shortened session. The subsections in Section 4, however, deal with complex topics. The segments progress from knowledge building on culturally responsive teaching (4a and 4b), to understanding one’s own biases (4c), to examining those biases (4d), and finally to identifying strategies to counteract those biases (4e). Section 5 then moves into understanding adult self-care (5a), including reflecting on teacher social emotional competencies (5c) and action planning on self-care strategies, both short-term (5b) and long-term (5d) action steps. If you are running short on time, you can skip most of the content in Section 6, on professional learning systems, as much of that content is for the school leadership teams. Section 7, however, also covers a complex topic—communicating with and engaging families in your SEL efforts.

One-hour sessions

Your educators can also attend five 1-hour sessions to effectively engage with all of the content. You will probably need to start with Section 2a, which presents an overview of the content and provides a framework for creating a professional culture. In the first one-hour session, you can also include all three subsections of Section 3, on adult social emotional competencies, as well as Subsection 5c, on adult social emotional competencies. You will want to cover Section 4, on cultural responsiveness and implicit bias, in two 1-hour sessions, with the first session focusing on understanding cultural responsiveness and implicit bias (4a–4c) and the second focusing on understanding one’s own implicit bias (4d) and ways to counteract that bias. In the fourth one-hour session, you can focus on staff self-care, identifying what self-care is (5a), discussing strategies to engage in self-care (5b), and creating an action plan that the staff share with one another to hold each other accountable (5d). The final one-hour session will focus on Section 7, communicating with and engaging stakeholders (families and communities) in SEL efforts, including ways in which staff can help families and communities support student social emotional development.

Half-day (three-hour) sessions

For this learning segment, you will need two half-day sessions. By condensing the information into two 3-hour sessions, you should be able to include almost all the content in this module. You will probably not be able to touch on all the discussion prompts, but you should have time to complete all the main activities. For the first half-day session, you will want to introduce staff to the key components of creating a professional culture based on SEL (Section 2). From there, you can introduce adult social emotional competencies (Section 3), including staff reflection on their social emotional competencies (Subsection 5c). The remainder of the first three-hour session can focus on understanding cultural responsiveness and implicit bias (Section 4). For the second three-hour session, you will focus on staff self-care (Subsections 5a, 5b and 5d) as well as ways to communicate and engage with families and communities. In the three-hour sessions, staff will have more time to create plans to actively communicate and engage with families and communities in the SEL-related work being carried out in the school and the classrooms.

SEGMENT 4: INTEGRATING SEL INTO CULTURALLY RESPONSIVE CLASSROOMS

Key Topics Covered

Embedding SEL into daily routines; culturally responsive SEL; teaching practices that promote SEL; SEL implementation and integration strategies (classroom level); formative assessment.

Overview of the Content

The Integrating SEL Into Culturally Responsive Classrooms segment focuses on incorporating SEL into daily classroom instruction through culturally responsive practices that promote growth in student SEL skills. Through research, we know that teachers can implement practices that support student-centered learning or use language in a way that promotes the development of social emotional skills (Yoder, 2014). This segment explores the implementation of social emotional programming and practices through a culturally responsive lens and the potential barriers to implementing SEL. This segment includes four substantive sections.

Section 2: Importance of Integrating SEL Into the Daily Work of Classrooms	Section 3: Promote SEL Through Culturally Responsive Practice	Section 4: Teaching Practices That Support SEL	Section 5: Key Considerations Toward Successful SEL Implementation
2a: Introduction to Implementing and Integrating SEL Into Classrooms	3a: Introduction to SEL Through Cultural Considerations	4a: Connecting SEL and Academics	5a: Potential Barriers to SEL Implementation and Integration
2b: Teaching and Integrating Social Emotional Skills	3b: What Does Cultural Responsiveness Look Like?	4b: Ten Teaching Practices That Promote SEL	5b: Support in Integrating SEL
2c: Benefits of Social Emotional Competencies for Academic Learning	3c: Promoting SEL Through Culturally Responsive Practice	4c: Behavior Management Through an SEL Lens	5c: SEL Assessment Revisited
2d: The Role of Emotions in Learning	3d: Example Connecting SEL and Culturally Responsive Teaching	4d: Additional Practices That Support SEL	
		4e: SEL in Action	

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity).

Shortened sessions (15–30 minutes)

For shortened sessions, you will want to cover approximately one section per session. Each section contains a lot of useful information, but it will be difficult to complete more than one or two sections in a shortened session, particularly if one of them has an activity. Each subsection of each section contains rich information, including additional readings or discussion prompts that guide staff in understanding how to embed SEL in classroom instruction in a culturally responsive manner. If you are short on time, Subsections 2a and 2b, which introduce the embedding of SEL in classrooms, are particularly important for staff, as are the subsections of Section 3, all of which focus on culturally responsive teaching. In Section 4, 4a and 4b provide information about specific approaches to integrating SEL into classroom instruction. Teachers should also understand the barriers obstructing successful implementation (5a) as well as understand formative assessments of SEL (5c).

One-hour sessions

You could implement the one-hour sessions in a few ways.

1. To get a deeper understanding of how to embed SEL in classrooms in a culturally responsive way, you could break up each of the sections (and the associated subsections) into one-hour sessions. In other words, you could create an interactive experience in which teachers engage with the content in four 1-hour sessions (one session per section). This approach provides educators with more time to dig into the content.
2. Based on the needs of your educators, you could choose four or more subsections from the different sections to synthesize into a one-hour learning experience for your staff. For example, you might include information about ways to support SEL implementation (2a and 2b), provide an overview of culturally responsive teaching (3b and 3d), discuss integrating SEL into classrooms (4a and 4b), and discuss SEL assessment (5c).

Half-day (three-hour) sessions

You should be able to present almost all of the information on this topic in a half-day session. You will probably not be able to touch on all of the discussion prompts, but you should have time to complete all of the main activities (and need to skip only a few of the subsections). You could start the session with an overview of SEL implementation (2a and 2b), followed by all of the subsections of Section 3 (on culturally responsive SEL). You could also dig deeper into integrating SEL (4a and 4b) and look at SEL in action (4e). Finally, you could engage in two Section 5 activities: reviewing implementation barriers (5a) and formatively assessing SEL (5c).

SEGMENT 5: TRAUMA-INFORMED PRACTICE AND SEL

Key Topics Covered

Defining trauma; collective trauma; adverse childhood experiences (ACEs); impacts of trauma; trauma-informed practices; linking SEL and trauma-informed systems; compassion fatigue.

Overview of the Content

The Trauma-Informed Practice and SEL segment focuses on (a) ensuring that SEL practices and programs are trauma informed and (b) understanding the unique strengths and challenges of children and youth in light of the adversities they face. Educators explore the definition of trauma, its characteristics and its prevalence; consider the link between SEL and trauma-informed systems; and explore compassion fatigue and self-care strategies. The segment discusses long-term physical and mental health impacts of trauma, including potential impacts on the developing brain. This learning segment includes five substantive sections.

Section 2: Define Trauma and Its Impacts	Section 3: Long-Term Physical and Mental Health Impacts of Trauma	Section 4: Trauma-Informed Approach: Strategies That Support Healing and Resilience
2a: Introduction to Trauma	3a: Impact of Trauma on Students	4a: Trauma-Informed Approach
2b: Trauma and Adverse Childhood Experiences (ACEs)	3b: Trauma and Development	4b: Trauma-Informed Strategies
2c: Stress Responses	3c: Trauma and the Brain	4c: Navigating Crisis
2d: Collective Trauma	3d: Responses to Trauma	
2e: Trauma and SEL	3e: Trauma Triggers	
2f: Trauma’s Impact on Social Emotional Competencies		

Section 5: Understand the Link Between SEL and Trauma-Informed Systems	Section 6: Coping With Compassion Fatigue
5a: Using SEL to Address Trauma Needs	6a: Coping With Compassion Fatigue
5b: Connecting SEL and Trauma-Informed Strategies	6b: Organizational Strategies to Address Compassion Fatigue
5c: SEL: Strategies to Support a Trauma-Informed Approach	

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity). *Given the sensitive nature of topics in this segment, you may want to build in extra small-group reflective time at the end of the sessions and prepare facilitators in advance to guide the conversations.*

Shortened sessions (15–30 minutes)

For shortened sessions, you will want to go through no more than one section per session. Each section contains useful information, and much of it may be new to staff. Each subsection of each section contains additional readings or discussion prompts to guide staff in understanding trauma-informed practice and its connection to SEL.

One-hour sessions

To get a deeper understanding of how to embed trauma-informed practices in classroom instruction, you could break up each of the sections (and the associated subsections) into one-hour sessions. In other words, you could create an interactive experience in which teachers engage with the content in five 1-hour sessions (one session per section). This approach provides educators more time to dig into the content.

Half-day (three-hour) sessions

You should be able to include almost all of the information on this topic in a half-day session. You will probably not be able to touch on all of the discussion prompts, but you should have time to complete all of the main activities (and need to skip only a few of the subsections). You could start the session with an overview of the definitions and impacts of trauma (Section 2), followed by all of Section 3 (on the long-term health impacts). You could also dig deeper into trauma-informed practices (Section 4) and the link between SEL and trauma-informed systems (Section 5). Finally, you could consider strategies for coping with compassion fatigue (Section 6).

SEGMENT 6: IDENTIFYING AND SELECTING EVIDENCE-BASED SEL PROGRAMS

Key Topics Covered

Effective SEL programs (SAFE programs); strength of evidence; Universal Design for Learning (UDL) principles; equitable, culturally responsive program selection; program evaluation.

Overview of the Content

The Identifying and Selecting Evidence-Based SEL Programs segment provides information on evidence-based SEL programs. Along with embedding SEL into current classroom instruction (see Segment 4), educators can identify and select evidence-based SEL programs, such as those identified by the [CASEL guide](#), for preschool and elementary schools and for middle and high schools. This segment will provide an overview of effective programs, frameworks and curricula that bolster social emotional development in students and adults and a process that schools can use to select an evidence-based program that will fit their context. This process will emphasize equity and consideration of the UDL principles in the selection of SEL evidence-based programs or curricula. This SEL learning segment includes four substantive sections.

Section 2: SEL Programs That Meet the Social Emotional Needs of Students	Section 3: Selecting Evidence-Based SEL Programs	Section 4: Incorporating the Principles of Universal Design for Learning Into SEL Programming	Section 5: Equitable Practices in the Selection and Implementation of SEL Curriculum
2a: Research on the Impact of SEL Programs	3a: Evidence-Based SEL Programs	4a: Overview of Universal Design for Learning	5a: Equitable Practices
2b: Characteristics of Evidence-Based SEL Programs	3b: Strategies for Selecting Evidence-Based SEL Programs	4b: Guidelines for Ensuring UDL Best Practices	5b: Culturally Responsive Approaches to Selecting and Identifying SEL Programs
2c: Additional Elements of Evidence-Based SEL Programs	3c: Strategies for Selecting Evidence-Based SEL Programs	4c: UDL in Practice	5c: Equitable and Culturally Responsive Approaches to Evaluating Evidence-Based Programs
	3d: Selecting the Right Evidence-Based SEL Programs		
	3e: Considerations for Implementing Evidence-Based SEL Programs		

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity).

Shortened sessions (15–30 minutes)

For shortened sessions, you will want to cover approximately one section per session. Each section contains a lot of useful information, but it will be difficult to complete more than one or two sections in a shortened session, particularly if one of them has an activity. In this professional learning topic, there are multiple elements designed for school leadership teams (e.g., Subsections 3b and 3c on selecting evidence-based programs). If you are short on time, you can combine the subsections of Section 2: SEL Programs That Meet the Social Emotional Needs of Students, as that section synthesizes much of the content covered in previous professional learning segments. In addition, you can focus your efforts on helping staff understand the characteristics of evidence-based programs (3d) as well as potential barriers and adaptations to SEL programs (3e). If your school or district focuses on UDL, all of the subsections of Section 4 are important to consider. If UDL is not a priority, understanding the basic principles of UDL (4a) may be helpful for adapting your SEL program to meet the needs of all learners, especially those with special needs. Section 5 provides information on ways to adapt an evidence-based program while preserving its active ingredients.

One-hour sessions

Depending on your staff members' needs, you can break Segment 6 into two 1-hour trainings. The first one-hour training would focus on Sections 2 and 3, which concern the evidence base for SEL programs and the process for identifying and selecting evidence-based programs. If you already have an SEL program in place, you may want to (a) concentrate on subsections that focus on adaptations and challenges to successful implementation and (b) reflect on the current SEL program your staff use. For the second one-hour training, you could consider ways to adapt the SEL program to meet the needs of all students, particularly those in special education (Section 4) and in areas where the student population is diverse (Section 5).

Half-day (three-hour) sessions

You should be able to include almost all of the information on this topic in a half-day session. You will probably not be able to touch on all of the discussion prompts, but you should have time to complete all of the main activities (and need to skip only the subsections that focus on school leadership teams). Following are some modifications you may need to make as you think about implementing the three-hour session: First, if your school already has an SEL program, focus on the challenges of implementation and potential solutions as well as the cultural adaptations that you might want to make as you implement the SEL program. Second, if your school does not focus on UDL, you may not want to include information on UDL. However, UDL does provide a useful framework for thinking about how to adapt an SEL program to meet the needs of all students. Third, if you have not yet thought about SEL assessment, visit the earlier professional learning topics, as they provide foundational information on SEL assessment.

SEGMENT 7: SEL CONSIDERATIONS FOR THE COVID-19 CONTEXT

Key Topics Covered

State and federal reopening guidance; SEL and distance learning; trauma-informed practices; adult SEL and well-being; relationship building; equity and cultural responsiveness; supporting students and educators in transitioning back to in-person schooling.

Overview of the Content

The SEL Considerations for the COVID-19 Context segment provides information about the various ways in which the COVID-19 pandemic has affected schools, students and families. It also highlights why equitable and culturally responsive SEL practices are necessary now more than ever to support our nation’s students. The segment will identify several SEL-related strategies and resources that administrators, teachers and other school staff can utilize to promote social emotional learning and development among students and to address educational inequities. Although children and youth and their families, schools and communities are experiencing unprecedented challenges, we must remember that the foundational tenets of SEL have not changed. We can leverage the evidence-based SEL strategies that we know can help students thrive and can modify them when necessary to better align them with alternative learning environments and modes of instruction. This learning segment includes six substantive sections.

Section 2: State and Federal School-Based SEL Guidance for Reopening	Section 3: Embedding SEL Practice in the Distance Learning Environment	Section 4: Understanding the Impact of Trauma
2a: Washington Department of Health Reopening Resources and Guidance	3a: What Does Distance Learning Look Like?	4a: What Does It Mean to Be Trauma Informed?
2b: Washington OSPI Reopening SEL Resources and Guidance	3b: Strategies and Tools for Implementing Remote SEL in the Virtual Classroom	4b: How to Be Trauma Informed in a Distance Learning Environment
2c: Reopening Resources and Guidance from National Organizations and Other States	3c: Helping Families and Caregivers Support Students at Home	4c: How to Be Trauma Informed During the Return to In-Person Instruction

Section 5: The Importance of Adult SEL and Well-Being During a Pandemic Era	Section 6: Relationship Building	Section 7: Disproportionate Effects of the Pandemic and the Need for Equitable and Culturally Responsive SEL
5a: Why Adult SEL and Well-Being Matter	6a: Why Relationships Matter	7a: The Need for SEL Through an Equity Lens
5b: Strategies for Adult SEL and Well-Being: Educators	6b: Strategies for Student Relationship Building in a Distance Learning Environment	7b: The Need for SEL Through a Culturally Responsive Lens
5c: Strategies for Adult SEL and Well-Being: Parents and Caregivers	6c: Strategies for Student Relationship Building During the Return to In-Person Instruction	
	6d: Strategies for School Staff Relationship Building	

Designing the Professional Learning Sessions

As you design the professional learning system, consider the needs of your staff (as mentioned, the suggestions on how to design the professional learning experience are optional), attempt to create engaging sessions with an action orientation, and take into account the time and resources that your staff have to attend the sessions (remember, the shortened sessions are meant to jointly provide an extended learning opportunity).

Shortened sessions (15–30 minutes)

For the shortened sessions, you will want to cover approximately one section per session. Each section contains a lot of useful information, but it will be difficult to complete more than one or two sections in a shortened session, particularly if one of them has an activity. You will want to begin with Subsection 2a and Section 7 to go over state and federal guidance on reopening and underscore the need to view SEL through an equity and culturally responsive lens. You can then go over Sections 3 and 4 to look at different SEL strategies and trauma-informed practices to employ during remote learning. Section 5 provides self-care strategies educators can use, and Section 6 provides strategies for building relationships.

One-hour sessions

Your educators can also attend four 1-hour sessions to engage with all of the content. You will probably need to start with Sections 2 and 7 to provide an overview of the guidance on reopening and frame the need to view SEL through an equity and culturally responsive lens. In the second one-hour session, you can dive deep into Section 3, which concerns embedding SEL in a distance learning environment (if learning is in person and not hybrid or remote, then you may choose to focus on Subsection 3c, which covers helping families and caregivers support students at home; this content is applicable regardless of where formal schooling is happening). In the third one-hour session, you can focus on staff self-care, identifying why self-care is important (5a) and exploring strategies for engaging in self-care (5b). The final one-hour session will focus on Section 6, which covers the importance of building relationships, strategies for building relationships with students in both distance learning and in-person instruction, and strategies for building stronger relationships between staff members.

Half-day (three-hour) sessions

You should be able to include almost all of the information on this topic in a half-day session. You will probably not be able to touch on all of the discussion prompts, but you should have time to complete all of the main activities (and need to skip only a few of the subsections). You could start the session with an overview of the guidance on reopening (Section 2) and follow with a discussion of the need to view SEL through an equity and culturally responsive lens (Section 7). You could then go over strategies for implementing SEL in a virtual setting (Section 3) and review the impact of trauma (Section 4). In the second half of the session, you would focus on staff self-care (Section 5) and relationship building (Section 6).

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American Institutes for Research®
1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
202.403.5000 | [AIR.ORG](#)