

# *Social Emotional Learning Professional Development Menu 2024–2025*

## **SEL Professional Learning Requirement**

Every other school year (beginning in 2020-2021) districts are required to use one of the state-funded professional learning days to train educators on one or more of the following topics: Social Emotional Learning (SEL), trauma-informed practices, recognition and responsiveness to Adverse Childhood Experiences (ACEs) and emotional distress, Mental and/or Behavioral Health supports, as outlined in [RCW 28A.415.445](#).

Research indicates that when educators are provided comprehensive, job-embedded, and collaborative learning opportunities, they are better equipped to provide content-rich, culturally affirming learning environments and experiences for all students. [Strengthening Adult SEL Competencies and Capacity](#) will help staff understand their role in supporting students' social, emotional, and academic success.

Professional development is essential for continuous growth, improving productivity, and enhances teacher well-being and satisfaction. Best practices include setting goals, exploring different approaches, relevant and engaging content, opportunities to collaborate, practice, and reflect on learning objectives.

Below are suggested professional learning topics and resources informed through the collaborative efforts of OSPI, and over 30 district leaders, educators, instructional professionals, coaches, and content experts from the following districts and educational service districts (ESD): Chief Leschi Schools, ESD 101, ESD114, Federal Way, Kennewick, La Conner, Lake Stevens, Liberty, Mabton, Newport, Northshore, North Thurston, Northwest Career and Technical Academy, Pasco, Richland, Seattle, St John-Endicott, Tukwila, Walla Walla, and Winlock.

## **SEL & Academic Integration**

Foundationally, SEL helps reduce opportunity gaps by focusing on positive relationships between students and educators, are skills necessary to engage in academic learning, post education and workforce development. Intentionally integrating SEL practices into school settings, lesson planning, and professional learning will improve student attendance, engagement, and sense of belonging.

- Consider the [Washington State Learning Standards Review](#) as part of your professional learning day.
- Use the CASEL [SEL 3 Signature Practices Playbook](#) to strategically integrate SEL.



- [Seattle Public Schools 3 Signature Practices for Students and Adults](#) is a Washington version, for additional information, contact [Kai Kunkel, SEL Project-Program Manager, SPS](#).
- [Media Literacy & Digital Citizenship](#) paired with SEL helps students to be critical thinkers and promotes curiosity about messages they consume, create, and engage with through variety forms of communication.

## Adult SEL & Capacity Building

SEL will not work without educating educators first! Break into smaller groups and explore this [Self-Assessment Tool for Educators](#), then open a space of questions, reflection, and opportunities to share ideas that identify strengths and areas of improvement. Educators are better equipped to model, teach, and nurture students' social, emotional, and academic wellness when they are given opportunities to build their knowledge with colleagues in a team environment.

Explore newly implemented curricula or revisit existing curricula with all staff. As part of continuous improvement cycles, districts can utilize the Plan, Do, Check, Act (PDCA) to evaluate the effectiveness of SEL programs, practices, professional development, and student growth outcomes. Utilize the [Implementation Science Professional Learning](#) during your professional learning day to foster change and increase team decision-making protocols.

## Restorative Practices & PBIS

Alternative solutions to disciplinary approaches, conflict resolution, solving issues around unhealthy behaviors are only part of the promising evidence of restorative practices. Engaging in restorative practices is about creating places for students and staff to be their authentic self, an environment that is conducive to learning and avenues that prevent harm and promote repair instead of focusing on broken rules. The [Restorative Practices Care Package](#) is a powerful professional learning tool, offering several options for educators.

- [Flint Simonsen](#) | Associate Professor at Whitworth University, Special Education & Applied Behavior Analysis, PBIS trainer
- [Anne Gregory](#) | Professor, Rutgers, The State University of New Jersey, Applied and Professional Psychology
  - [How Can Restorative Justice Enhance SEL and Equity in Schools? \(researchgate.net\)](#)

## Trauma-Informed & Healing Centered SEL

- [Sandy Zimmerman](#) | American Ninja Warrior presents on ACEs through resiliency training, motivation and transformational growth.
- [Swan Innovations](#) | Martina and Cree Whelshula provide transformative education on health, wellness, impacts of trauma, and healing-centered indigenous epistemologies.

- [Arlie Neskahi](#) | Indigenous Consultant who provides interactive social emotional development facilitation and training, and is a historical trauma and cultural ways of knowing expert.

## Culturally Sustaining & Affirming SEL

[John McCoy \(lulilaš\) Since Time Immemorial: Tribal Sovereignty in Washington State](#) includes the Washington SEL Standards throughout its lessons. All 29 federally recognized tribes of Washington have endorsed the use of this curriculum. Materials provide educators ways to authentically teach and connect students, families, and communities through place-based learning.

- Using Tribe's most valuable resources (elders, youth, leaders), the [Healthy Native Youth Spirit Program](#) is intended to motivate positive interactions and prevent unhealthy choices. The Program includes a facilitator guide and multiple resources for educators to learn and grow in their cultural competence.
- This article by Dr. Andrea Smith, in the Center for Responsive Schools, "[What's Culture Got to Do with SEL?](#)" encourages discussion, reflection, and understanding of bias. This exercise is helpful in small group settings to encourage vulnerability, openness, and motivational change.

## School Climate and Culture

The overall environment of a school's social and educational culture drives attendance, engagement, opportunity, belonging, and academic achievement. The [National School Climate Center \(NSCC\)](#) indicates several indicators of a healthy school climate include how adults model and promote positivity in an equitable, culturally affirming way.

- [Kent McIntosh](#) | Project ReACT is a professional development project focused on equity, anti-bias decision-making, and education to identify opportunity gaps.
- [Belong Partners](#) teaches how to create welcoming educational environments that promote inclusivity, student-centered teaching and data-driven decisions.

## District Initiatives and Continuous Support

Plan professional development by identifying the specific needs of your staff. Consider factors such as new leadership, staffing shifts and/or shortages. Sustainability and "buy-in" are highly dependent on opportunities to engage in learning over time with peers. Focus on what your teachers are asking for, use evidence to form decisions and use an asset-based approach to professional learning.

- Engage staff in data from the [Healthy Youth Survey](#) to discuss trends over time, understand students' needs, then create opportunities for district, building, and classroom educators to plan out strategies for improvements.
- Use the [Unlocking Federal and State Program Funds to Support Student Success](#) document to inform staff of funding sources and opportunities.

*"The Every Student Succeeds Act gives districts much more flexibility in how federal and state program funds may be used to address district and school goals. Funds may be braided - "used together"- to provide districts and schools options as they pursue education programs, they know are effective. Braiding funds will help districts and schools meet goals that support all students."*

*– Chris Reykdal, Superintendent of Public Instruction*

## OSPI Recommendations

OSPI hosts monthly [Graduation: A Team Effort \(GATE\) Equity Webinars](#) to inform and build adult capacity on various topics to close the opportunity gaps in education.

[K-12 Financial Education and Social Emotional Learning](#) resource package contains curated collections of SEL and Financial Education resources including K–5, 6–8, and 9–12 Crosswalks, a financial education library, lessons, and resource guides. Learn about financial trauma, the emotional connection to budgeting, spending, and saving money. [84% of employers](#) believe Social Emotional skills are more important than technical skills. Teaching SEL skills prepares students to be job-ready, contributing citizens by teaching healthy relationships with finances.

## Book Study Recommendations

- *Onward: Cultivating Emotional Resilience in Educators* by Elena Aguilar
- *Belonging through a Culture of Dignity* by Floyd Cobb and John Krownapple
- *Indigenous Children's Survivance in Public Schools* by Leilani Sabzalian
- *Culturally Responsive Education in the Classroom* by Adeyemi Stenbridge
- *Culturally Responsive Teaching and The Brain* by Zaretta Hammond
- *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* by Shane Safir and Jamila Dugan

## Asynchronous Learning

Asynchronous learning offers several benefits, including flexibility, accessibility, personalization, comprehension and diversity. This modality is a highly effective educational approach to professional learning. As will any online asynchronous learning, incorporating time for teams to connect, ask questions, and share experiences will enrich knowledge and present opportunities for growth.

The [SEL Online Module](#) is designed to build knowledge and awareness of the benefits of SEL, how to implement and build supportive classrooms that focus on the WA SEL Framework. There are seven (7) courses which include a facilitator guide, reflection journal, vignettes, and examples. Perfect for all stages of learning about SEL in Washington.

[Academic Integration Module](#) provides teaching strategies and tools for educators to integrate social, emotional and academic learning. This module includes lesson planning and equity tools, guided tutorials and a convenient journal.

[Collaborative & Proactive Solutions recorded training](#) presented by Dr. Ross Greene, Ph.D. of [Lives in the Balance](#), focuses on cooperative and practical solution-making. Use the [Washington SEL Standards, Benchmarks, & Indicators](#) as you watch the recording with your teams, break out into small groups, and identify SEL Standards that you recognize in this model. Reflect on ways to shift thinking and how you can include social emotional learning into your school and classroom environments to improve student/teacher relationships and reduce conflicts.

## Research and Reports

[Wallace Foundation](#)

[Social Emotional Learning in Schools: The Importance of Educator Competence - Belinda G. Gimbert, Dustin Miller, Emily Herman, Meghan Breedlove, Citlali Estela Molina, 2023 \(sagepub.com\)](#)

[Learning to Focus on Adult Social and Emotional Learning First in Tulsa One of Six Case Studies of Schools and Out-of-School-Time Program Partners | Wallace Foundation](#)

[Overview: The What and Why of SEL \(National Association of Elementary School Principals\)](#)

[Building Organizational and Individual Capacities in State and Local Education Agencies: The First Five Years of the Center to Improve Social and Emotional Learning and School Safety | RAND](#)

[Social and Emotional Learning Is the Cornerstone: Exploring Integrated, Schoolwide SEL in Two Innovative High Schools | RAND](#)

[Institute of Education Sciences Toolkit](#)

## OSPI Contact

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