

Social and Emotional Health

K-12 Health Education Learning Standards

SELB WORKGROUP
RENTON TECHNICAL COLLEGE
NOVEMBER 30, 2015



Meeting Targets

Share background on standards writing process

Review Draft Social and Emotional Health Standards and Outcomes

Solicit feedback from SELB

Answer Guiding Questions



Definitions

Essential Academic Learning Requirements (EALRs) – Required elements of instruction for teaching and learning as specified in the Basic Education Act ([RCW](#)

Standards – Required and broad-reaching expectations for teaching and learning

Outcomes – Grade-level expectations; what students should know and be able to do; age-appropriate guidance to reach standards

Core Idea – One of six subject areas within Washington's K-12 Health Education Learning Standards



Guiding Questions

1. How can new standards and outcomes positively impact the delivery of social and emotional health education?
2. What critical gaps exist in these draft Social and Emotional Health Education Standards?
3. How do these new Social and Emotional Health Education Standards impact and relate to the work of this group?
4. What can we provide (SELB Workgroup) to schools to strengthen implementation?



OSPI – Who We Are

Our mission:

- Every student ready for career, college, and life.

Performance Indicators:

- OSPI staff align their goals with research-based [performance indicators](#).
- Goals are reviewed by the superintendent three times per year to ensure our work leads directly to student success.

Our vision:

- To provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.



Revising the K-12 Health and Physical Education Learning Standards

OSPI required to
develop state
learning standards
(RCW 28A.150.210)

Revision schedule
(7-8 years is typical)

Last adopted in 2008

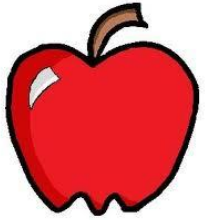
Align with state laws

Adoption of common
core

New national
standard sets



District Requirements

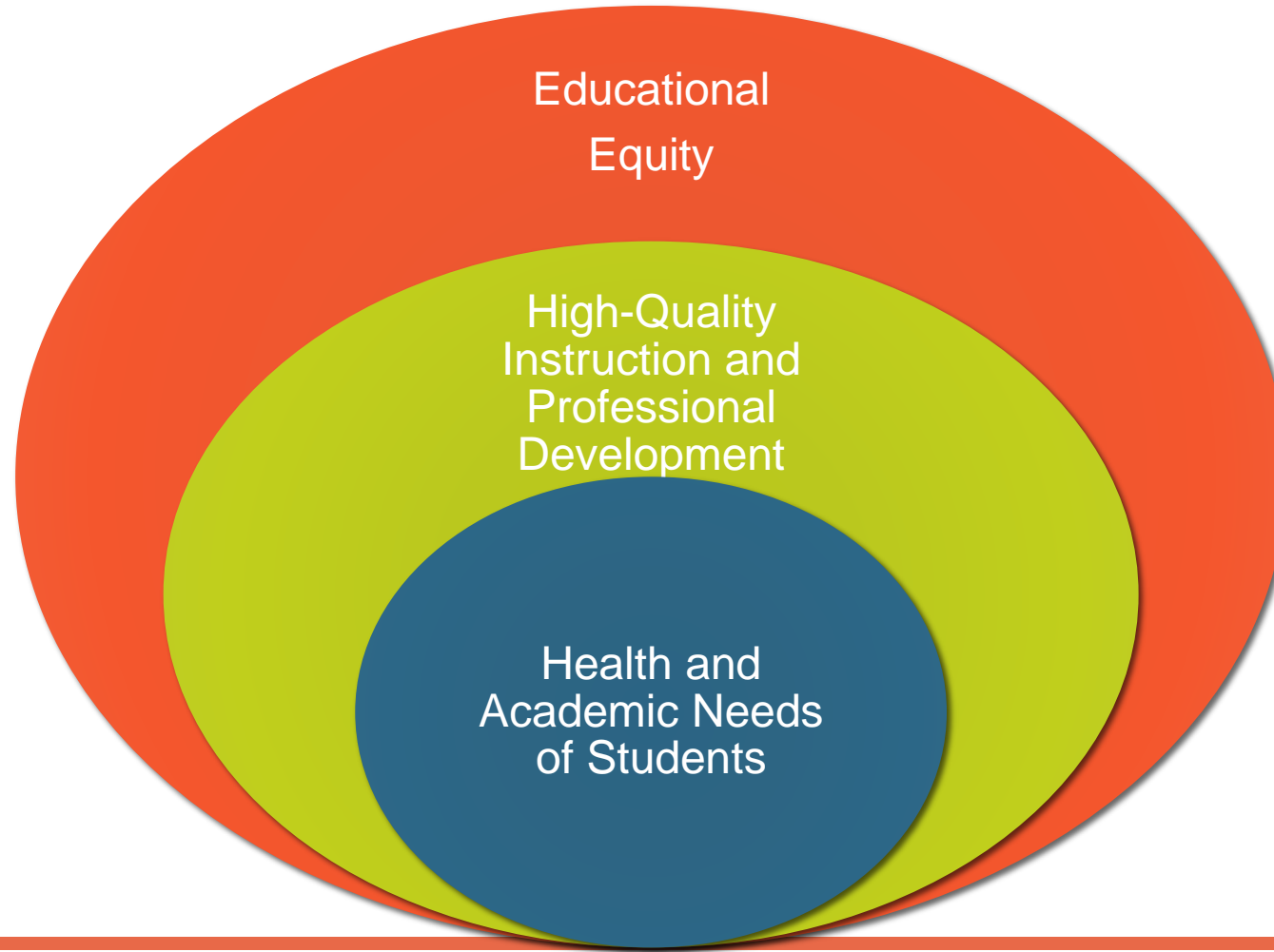


Basic Education Act – Each school district, with the involvement of parents and community members, shall be opportunities for every student to develop the knowledge to...know and apply the core concepts and principles

Graduation Requirement - .5 credits (semester) of Health Education



Big Picture



HPE Writing Team



Process 2014-2016

Monthly, two-day writing meetings

- September 2014 – July 2015

Virtual writing meetings

- May – August 2015

Curriculum Advisory Review Committee (CARC)

- November 2013 – January 2016

Bias & Sensitivity Reviews

- June – July 2015

Internal and Close Friends Review

- May – October 2015

Final review – HPE Writing Team Meeting

- October 2015

Public Comment Period

- December 2015 – January 2016



Positive feedback

"This document is structured really well. It's very clear."

"Core ideas are good."

"Nutrition is included in both PE and HE – yes!"

"Clean and much easier to follow strands/outcomes."

"Easy to follow – nice and broad to implement to various needs/districts."



Structure and Key Decisions



Adopted National Health Education Standards

Require implementation of Standards (formerly EALRs)

Grade-level outcomes to guide teaching and learning

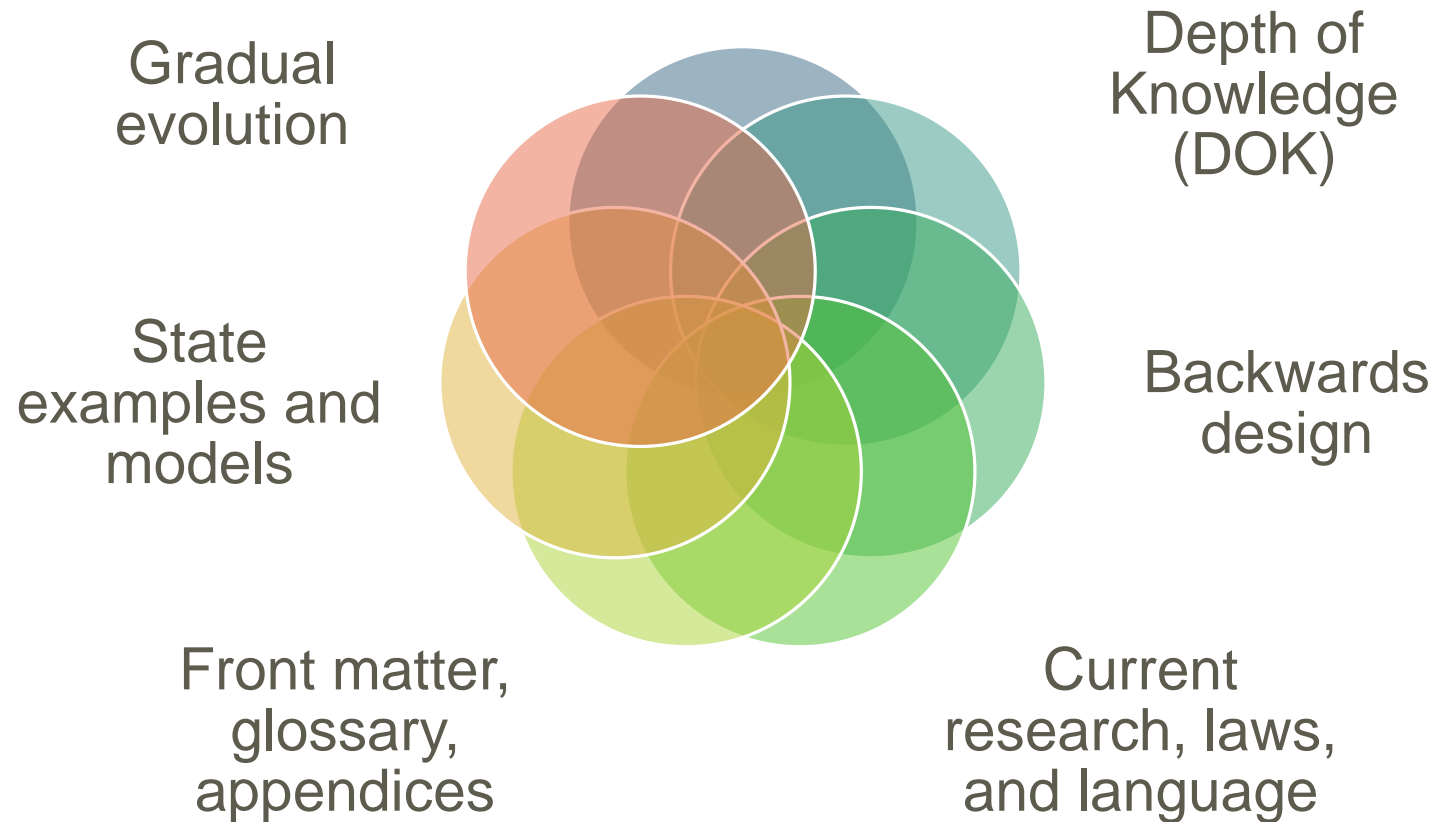
Revised formatting

Separated Health and Physical Education

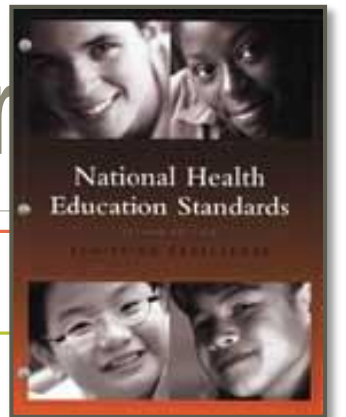
Six Core Ideas, including Social and Emotional Health



Other Considerations



National Health Education Standards



Students will:

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Demonstrate the ability to access valid information and products and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision-making skills to enhance health.
6. Demonstrate the ability to use goal-setting skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal, family, and community health.



Core Idea Development: Social and Emotional Health

K-12 health education teacher expertise

Collaborative for Academic, Social and Emotional Learning (CASEL) Model

State and District Examples (e.g., Illinois, Bellevue, Oregon, California)

Health Education Textbooks

State law

2008 Washington State Health and Fitness EALRs



Key Features of Social Emotional Learning (SEL)

Free-standing

Comprehensive

Integrated

Supports teaching practices

Enhances school climate

Culturally sensitive

Linguistically appropriate

Strengthens implementation

Source: <http://www.casel.org/library/2014/2/10/key-features-of-high-quality-standards-for-sel>



Topic Strands: Social and Emotional Health

ELEMENTARY (K-5)

Self-esteem

Body Image

Stress Management

Expressing Emotions

Harassment, Intimidation, and Bullying

SECONDARY (6-HS)

Self-esteem

Body Image and Eating Disorders

Stress Management

Expressing Emotions

Harassment, Intimidation, and Bullying

Emotional and Mental/Behavioral Health



Format

✚ Anatomy: Core Idea — Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Dimensions of Health	Recognize the meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5

Topic Strand Title Coding Outcome



SELB Review – Standards, Outcomes, and Glossary

Highlight – Highly support

Circle – Concerned; outside of field norms/language/expectations

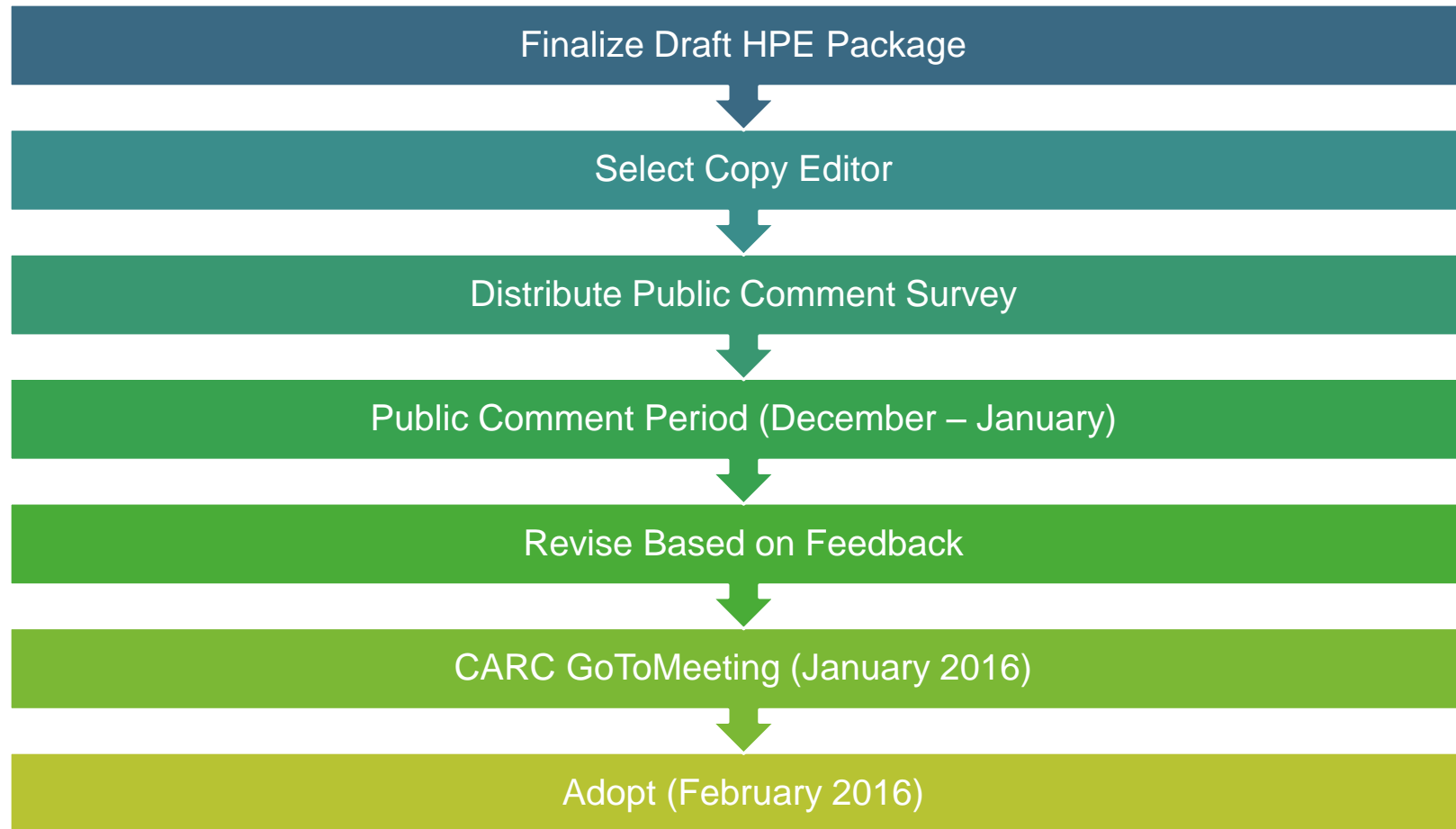
Underline – Questions

OR

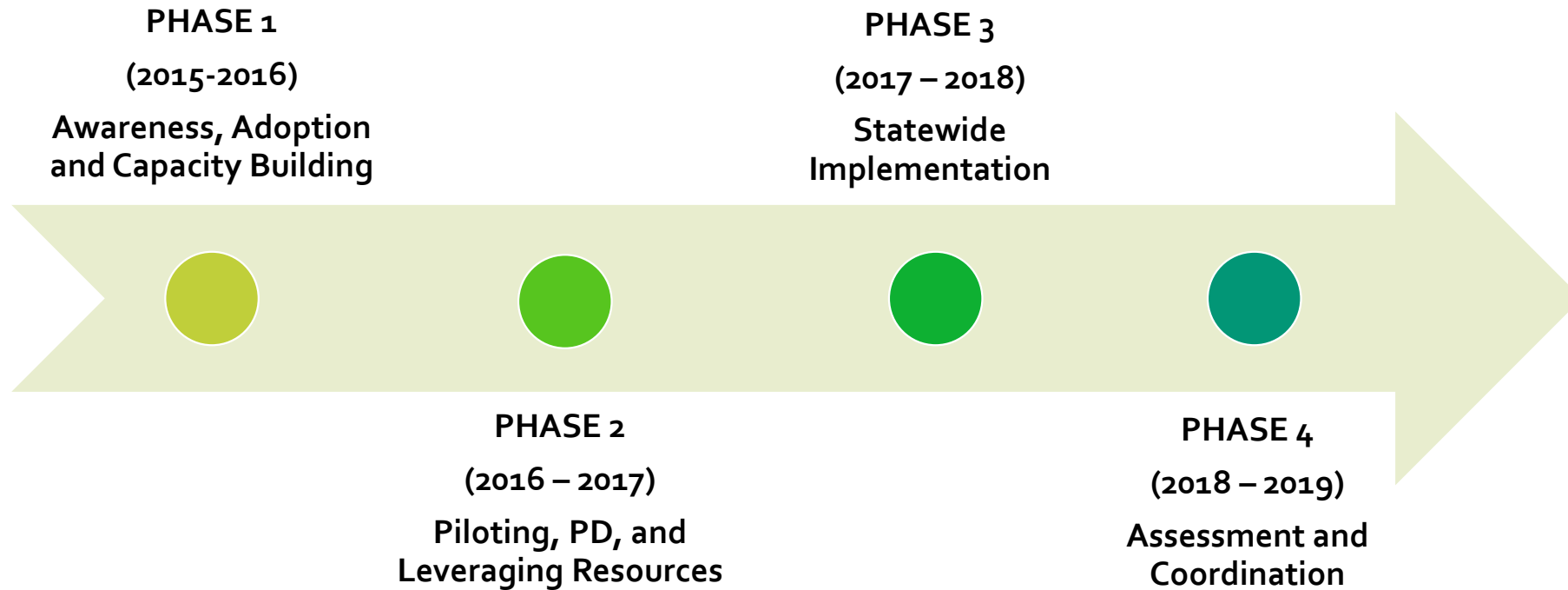
<http://sgiz.mobi/s3/Health-and-Physical-Education-Standards-Review-2015>



Next steps



Implementation Timeline



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