

**Social Emotional Learning Benchmarks Workgroup**

[OSPI, Brouillet Conference Room \(4<sup>th</sup> floor\)](#)

600 Washington St. S.E.

Olympia, WA 98504

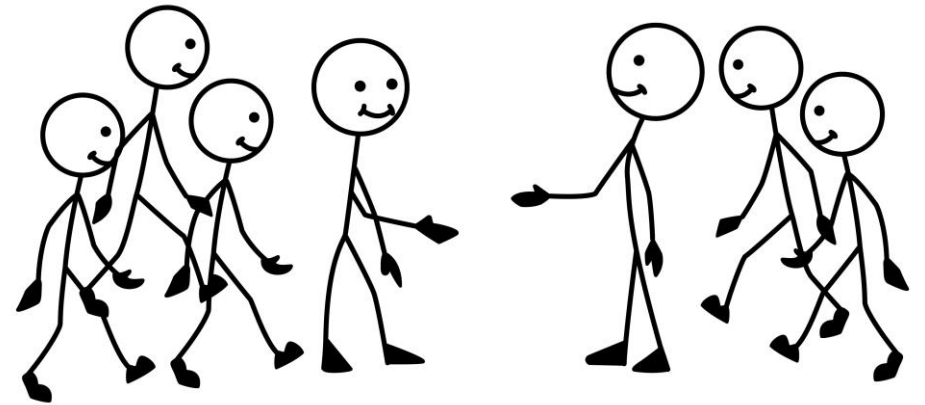
**9:00 am-4:00 pm**

- 9:00–9:30 Welcome and Member Introductions
- “Who are you representing on this workgroup?”
  - “What is your experience with social and emotional learning?”
- 9:30–10:00 Review of budget proviso and purpose of SELB workgroup  
Maria Flores, Director of Title II Part A and Special Programs, OSPI
- 10:00–10:30 Group Norms, Decision Making and Communication Protocols  
Maria Flores, Director of Title II Part A and Special Programs, OSPI
- 11:30–11:45 Brainstorm: Social Emotional Learning Benchmarks
- Small groups: Identify key benchmark categories
  - Report Out
- 11:45–12:00 Public Comment
- 12:00–1:00 Working Lunch – Report Structure and Layout: Examples
- 1:00–2:00 Identifying State and National Examples Targeted to Initial Benchmark Categories
- 2:00–3:00 Development of Work Plan
- Establish meeting dates, times, and locations
  - Topics to move our work
  - Draft timeline of work
- 3:00–3:30 November Meeting Agenda
- 3:30–3:45 Public Comment
- 3:15–4:00 Final announcements, Conclusion



# Introductions

- Who are you representing on this workgroup?
- What is your experience with social and emotional learning?



# **SOCIAL EMOTIONAL LEARNING BENCHMARKS WORKGROUP**

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Maria Flores - Director, Title II, Part A & Special Programs

*The Office of Superintendent of Public Instruction*

# Agenda

- 9:00–9:30** Welcome and Member Introductions
- 9:30–10:00** Review of budget proviso and purpose of SELB workgroup
- 10:00–10:30** Group Norms, Decision Making and Communication Protocols
- 11:30–11:45** Brainstorm: Social Emotional Learning Benchmarks
- 11:45–12:00** Public Comment
- 12:00–1:00** Working Lunch – Report Structure and Layout: Examples
- 1:00–2:00** Identifying State and National Examples Targeted to Initial Benchmark Categories
- 2:00–3:00** Development of Work Plan
- 3:00–3:30** November Meeting Agenda
- 3:30–3:45** Public Comment
- 3:15–4:00** Final announcements, Conclusion



# Authorizing Legislation

## ESSB 6052 Sec 501 (34)

- Included as a budget proviso in the 2015 Budget
- “Workgroup will recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning.”

# Authorizing Legislation—Cont.

## ESSB 6052 Sec 501 (34)

- Staffed by the Office of Superintendent of Public Instruction (Special Programs)
- OSPI must submit a report with recommendations from the workgroup to the education committees of the legislature, and the office of the governor by October 1, 2016.

# BACKGROUND

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ESSB 5688 (2015) and SHB1760 (2015)



# Background

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

## Sec 1:

- In order for children to be ready to learn and ready to ultimately enter the workforce prepared, they need to have academic, social, and emotional skills. Responsible decision making, self-management, healthy relationship skills, and self and social awareness are among the tools students need.
- These essential skills help improve school climate and reduce bullying, discipline issues, dropout rates, and the educational opportunity gap at the same time as they increase mental well-being, student engagement, and academic performance.

# Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

## Sec 1:

- By developing social and emotional skills, students will be equipped with tools to overcome barriers to their learning and even find solace in education and going to school.
- The legislature is committed to investing in preventative strategies in schools to increase student mental health and well-being in order to support the education of our state's children.

# Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

## Sec 2, Part (1):

(1) OSPI shall convene a work group to recommend comprehensive social emotional learning benchmarks for grades kindergarten through high school that build upon what is being done in early learning. These benchmarks must include, at every grade level, competencies in at least the following:

- a) Self management. Regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; achieving personal and academic goals; and expressing emotions appropriately;
- b) Self awareness. Accurately assessing one's feelings, interests, and strengths; maintaining a well-grounded sense of self-confidence;
- c) Social awareness. Being able to empathize with others; appreciating individual and group similarities and differences; effectively using family, school, and community resources;
- d) Relationship skills. Interacting cooperatively with others; resisting inappropriate social pressure; dealing effectively with interpersonal conflict; seeking help when needed; and
- e) Responsible decision making. Making decisions based on factors such as ethical standards, safety concerns, social norms, respect for others, and likely consequences; applying decision-making skills to daily situations;

# Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

## Sec 2, Part (2):

The work group shall also develop:

- a) Guidance for schools, school districts, and educators in promoting social emotional learning that:
  - I. Is culturally competent;
  - II. Is linguistically appropriate;
  - III. Provides a positive learning environment for students;
  - IV. Is inclusive of parental involvement;
  - V. Promotes school safety and a positive school climate;
  - VI. Includes best practices in assisting students through school transitions between elementary, middle, and high school; and
  - VII. Incorporates best practices to address the mental health continuum of children, from mental well-being and mental health to mental illness, and acknowledges research around adverse childhood experiences;
- b) Technical advice on how social emotional learning fits within existing teacher and principal evaluations particularly as it relates to school safety and school climate; and
- c) An implementation plan that provides a framework for incorporating social emotional learning and is aligned with other Washington state education initiatives including college and career readiness, STEM education, twenty-first century skills, and the Washington state learning standards.

# Background—continued

Language from ESSB 5688 & SHB1760 (2015) – **DID NOT PASS**

## **Sec 2, Part (3):**

To inform the work of the work group, the office of superintendent of public instruction shall conduct a survey of schools to ascertain how many schools in the state are implementing a social emotional learning program and to understand individual districts' capacity to implement social emotional learning.

# Authorizing Legislation

## ESSB 6052 Sec 501 (34)

- Included as a budget proviso in the 2015 Operational Budget
- “Workgroup will recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning.”

# Members

Name ▼	Representing	Role
Annemarie Hutson	Washington Association of School Psychologists	National Certified School Psychologist
Bethany Rivard	Washington Education Association	National Board Certified Teacher, Vancouver School District
Brent Capatch	Washington Workforce	Youth Coordinator, Workforce Central
Carrie Basas	Office of the Education Ombuds	Director, Office of the Education Ombuds
Dr. John Glenewinkel	Rural Schools	Superintendent, Republic School District
Dr. Todd Herrenkohl	Higher Education Faculty Member	Professor and Co-Director 3DL Partnership, University of Washington
Juanita Hill	Washington School Counselor Association	School Counselor
Julie Sullenszine	Washington Association of School Social Workers	School Social Worker, Bethel School District
Marissa Rathbone	Teaching and Learning, OSPI	Health and Physical Education Program Supervisor
Mick Miller	Regional Education Network	Assistant Superintendent, NEWESD 101
Ron Hertel	Student Support, OSPI	Program Supervisor Student Mental Health and Wellbeing
Sarah Butcher	Stakeholder Group	Co-Founder, SEL for Washington
Senator John McCoy	EOGOAC	Co-chair/Washington State Senator, 38th District - Tulalip
Sherry Krainick	School Parent Organization	Learning Assessment Coordinator, WA PTA
Susanne Beauchaine	Washington Association of School Administrators	Executive Director of Student Services, Steilacoom Historical School District
TBD	Mental Health Counselors	
Veronica Santangelo	Department of Early Learning	ECLIPSE Program Administrator

# GROUP NORMS, DECISION MAKING, AND COMMUNICATION PROTOCOLS

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Maria Flores - Director, Title II, Part A & Special Programs

*The Office of Superintendent of Public Instruction*



# Group Norms

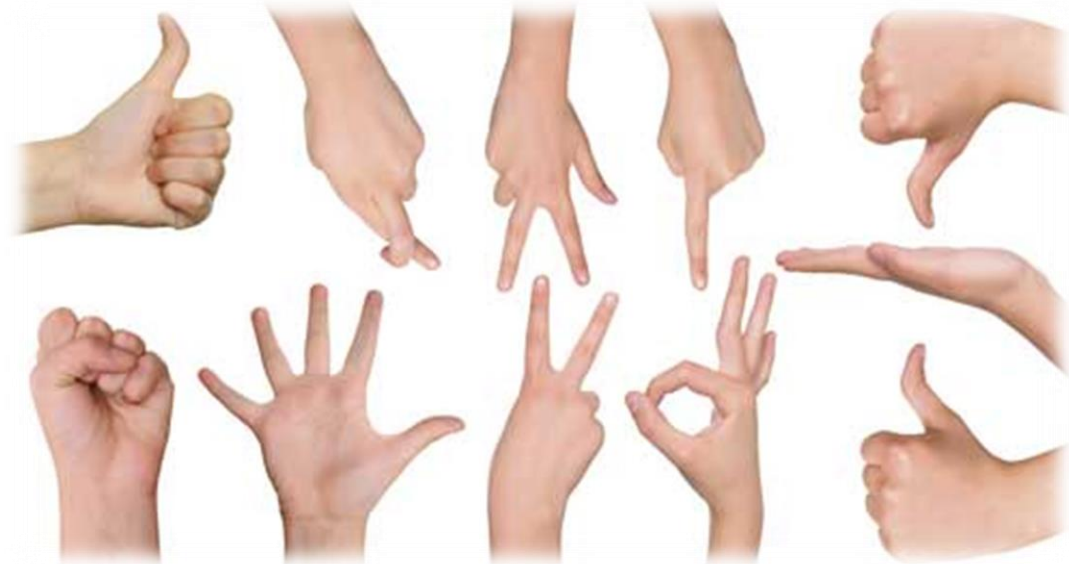
- Members develop guidelines to:
  - Manage individual behavior
  - Facilitate group work
  - Increase productivity and effectiveness

\*Final list will be distributed to members at the next SELB Meeting.



# Decision Making

- Voting
- Consensus based
- Other?



## Group Tasks:

- Recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning.
- Submit recommendations to the education and fiscal committees of the legislature and the Office of the Governor by October 1, 2016.

# Communication Protocol

## OSPI Staff

- Facilitate Workgroup Meetings
- Webpage updates:  
<http://www.k12.wa.us/WorkGroups/SELB.aspx>
- Distribute agendas and meeting invitations
- Record meeting minutes
- Communicate final recommendations
- Comply with Open Public Meetings Act Guidelines
- Other?

## Members

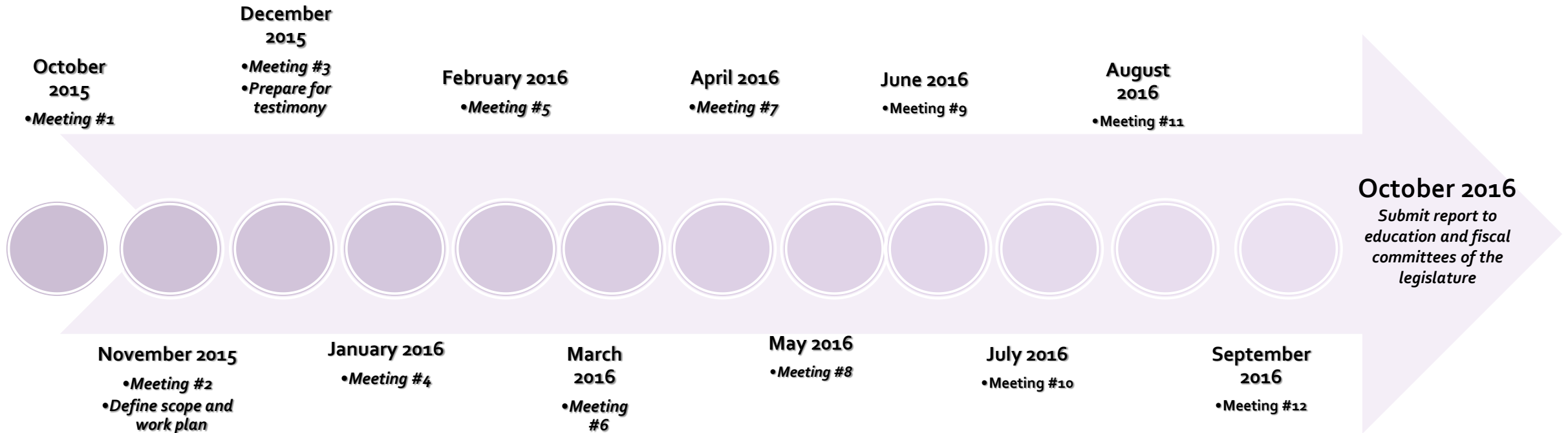
- What will you commit to in supporting the work of this task force?



# Timeline

DATES	TASKS
<b>09/2015 – 10/2015</b>	Request representation from related committees, organizations, and agencies
<b>10/23/2015</b>	Hold first task force meeting; establish reoccurring meeting dates
<b>11/2015</b>	Prepare presentations for the education and fiscal committees of the legislature, to update groups on the status of the workgroup and their work plan.
<b>10/2015 – 10/2016</b>	Hold regular meetings; create recommendations for comprehensive benchmarks for interpersonal and decision-making knowledge and skills for k-12 that build upon what is being done in early learning.
<b>09/2016</b>	Finalize workgroup recommendations
<b>10/1/2016</b>	Submit report to the education committees of the legislature and the Governor's Office

# 2015-16 Timeline of Meetings



# OSPI Staff Contact:

Maria Flores, [Maria.Flores@k12.wa.us](mailto:Maria.Flores@k12.wa.us) (360) 725-6359

Jenny Plaja, [Jenny.Plaja@k12.wa.us](mailto:Jenny.Plaja@k12.wa.us) (360) 725-6504

Nickolaus Cox, [Nickolaus.Cox@k12.wa.us](mailto:Nickolaus.Cox@k12.wa.us) (360) 725-6374

# Report Examples

# The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

## Charge:

The committee is charged by [RCW 28A.300.136](#) to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education in the following areas:

- Supporting and facilitating parent and community involvement and outreach.
- Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommending current programs and resources that should be redirected to narrow the gap.
- Identifying data elements and systems needed to monitor progress in closing the gap.
- Making closing the achievement gap part of the school and school district improvement process.
- Exploring innovative school models that have shown success in closing the achievement gap.



# EOGOAC

## Report Structure

- Committee background
- Summary of recommendations
- Introduction
- Recommendation Topic
  - Background
  - Recommendation
- Conclusion
- Appendices

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# Student Discipline Task Force (SDTF)

## Charge:

In 2013, [Engrossed Substitute Senate Bill 5946](#), Part III (Sec. 301) created RCW 28A.600.490 and charged the Office of Superintendent of Public Instruction to convene a Student Discipline Task Force to develop:

1. Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
2. Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.

The data collection standards must include:

- Information about education services provided while a student is subject to a disciplinary action
- The status of petitions for readmission to the school district when a student has been excluded from school
- Credit retrieval during a period of exclusion
- School dropout as a result of disciplinary action

# Student Discipline Task Force

## Report Structure

- Executive summary
- Background
- Standard definitions
- New data elements
- Existing data elements
- Next Steps
- Conclusion
- References
- Appendices

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Report link:

<http://www.k12.wa.us/studentdiscipline/pubdocs/StudentDisciplineTaskForceFinalReport2015.PDF>

# Compensation Technical Working Group

## **Charge:**

Beginning in July 2011, as outlined in [RCW 28A.400.201](#), the Compensation Working Group began the process of developing an enhanced, collaboratively designed salary allocation model.

The new salary allocation model should align educator development and certification with compensation. It must also:

- Attract and retain the highest quality educators
- Reduce the number of tiers within the existing salary allocation model
- Account for regions of the state where it may be difficult to recruit and retain teachers
- Determine the role and types of bonuses available
- Provide a solution to accomplish salary equalization over a set number of years
- Include cost estimates, including a recognition that staff on the existing salary schedule have an option to be grandfathered permanently to the existing salary schedule
- Conduct a comparative labor market analysis of school employee salaries and other compensation
- Provide a concurrent implementation schedule

# Compensation Technical Working Group

## Report Structure

- List of exhibits
- Acknowledgements
- Membership
- Executive summary
- Introduction
- Recommendations
- Fiscal Estimates
- Implementation
- Further work
- Appendices

Report link: <http://www.k12.wa.us/Compensation/>

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# 2015

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