

Social Emotional Learning Benchmarks Workgroup

THEME: Intentions and Outcomes

Sammamish High School, Room 128
100 140th Ave. SE Bellevue, WA 98005

9:00 am - 4:00 pm

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| 9:00–9:15 | Introductions, Agenda Overview, and Approval of November Meeting Minutes |
| 9:15–10:45 | Social Emotional Learning Program Data and Evaluation
Dr. Todd Herrenkohl, <i>Professor, School of Social Work and Co-Director of 3DL Partnership, University of Washington</i>
Wendy Powell and Randi Peterson, <i>Social Emotional Learning Curriculum Developers, Bellevue School District</i> |
| 10:45–11:00 | Debrief – Data and Evaluation |
| 11:00 – 11:15 | <i>Break</i> |
| 11:15 – 12:00 | State and National Examples Targeted to Initial Benchmark Categories
<i>Maria Flores, Director, Title II Part A and Special Programs</i> |
| 12:00–12:15 | <i>Public Comment</i> |
| 12:15–1:00 | Working Lunch: Review of SEL Categories |
| 1:00 – 1:45 | Work Session: Benchmark Brainstorm (small groups) <ul style="list-style-type: none">➤ In your groups—using categories identified by members at the first meeting and other state and national examples—brainstorm an outline or structure for the Washington SEL benchmarks. |
| 1:45 – 2:15 | Share Out: SEL benchmarks Brainstorm |
| 2:15 – 2:45 | Group Discussion: Questions to Drive the Research <ul style="list-style-type: none">➤ Based on the categories identified in our notes, and the other state and national examples what questions do you have for other states about process, structure, creation, implementation, or evaluation?
<i>Deliverable:</i> List of questions or table to guide group research. |
| 2:45–3:00 | <i>Break</i> |
| 3:00–3:15 | <i>Public Comment</i> |
| 3:15–3:45 | Future Meeting Planning: <ul style="list-style-type: none">• Develop Timeline• Draft January Meeting Agenda<ul style="list-style-type: none">○ Local SEL-based Programs - Panel Questions |
| 3:45–4:00 | Final announcements, Conclusion |

Members in Attendance

Annemarie Hutson, *Washington Association of School Psychologists*
Bethany Rivard, *Washington Education Association*
Brandon Koenes, *Washington Workforce*
Carrie Basas, *Office of the Education Ombuds*
Dr. Todd Herrenkohl, *University of Washington*
Dr. John Glenewinkel, *Republic School District*
Juanita Hill, *Washington School Counselor Association*
Julie Sullenszino, *Bethel School District*
Marissa Rathbone, *Teaching and Learning, OSPI*
Mick Miller, *NEWESD 101*
Ron Hertel, *Student Support, OSPI*
Sarah Butcher, *SEL for Washington*
Senator John McCoy, *The Educational Opportunity Gap Oversight and Accountability Committee (EGOAC)*
Sherry Krainick, *Washington State Parents Teacher Association*
Susanne Beauchaine, *Steilacoom Historical School District*
Veronica Santangelo, *Department of Early Learning*

Staff and Public in Attendance

Jenny Plaja, *Office of Superintendent of Public Instruction*
Nickolaus Cox, *Office of Superintendent of Public Instruction*
Tonje Molyneaux, *Committee for Children*
Wendy Powell, *Bellevue School District*
Julia Smith, *Sound Discipline*
Kathy Sarin, *Edmonds School District*
Kari O'Driscoll, *The SELF Project*
Molly Bright, *Edmonds School District*
Dr. Rachel Osborn, *City University*
Kim Beeson, *Puget Sound ESD*
Victoria Plumage, *Seattle Indian Health Board*
Marc Taylor, *Seattle Indian Health Board*
Marshall Sane, *The Apex Foundation*

Members and Staff not in Attendance

Ashley Leneway, *Alternate for Bethany Rivard*
Mike Hickman, *Alternate for Mick Miller*
Shauna Schmerer, *Alternate for Dr. John Glenewinkel*
Maria Flores, *Director, Title II Part A and Special Programs*

Welcome and Introductions

The meeting was called into order at 9:00 a.m. Members proceeded with approval of October meeting minutes, introductions, and agenda overview.

Teleconference: SEL Policies, Standards, and Guidelines – What are Other States Doing?

Linda Dusebury, *Research Consultant, CASEL*

Roger Weissberg, *Chief Knowledge Officer/Board Vice Chair, CASEL*

- Important to have an impact on educational practices
- Standards need to be set in order for SEL to succeed otherwise it will sound murky.
- SEL is a process of acquiring and applying the knowledge, skills, and attitude related to five core competencies.
- Studies show that when a school teaches SEL around 11% of students increase in academic achievement.
- It is very important that standards be reviewed so that any state using them can adjust them to the cultures in their school districts.

Department of early Learning: Standards and Professional Development

Nicole Rose, *Prek-3/ECEAP Administrator*

- Important to make sure that the benchmarks that are created are culturally relevant and respectful.
- DEL guidelines are not meant to say that this is what every child should be doing; all children are different. It just helps guide you on what to look for.
 - The guidelines are also not screener or assessment tool.
- This documents is currently only available in English and Spanish.
- There was some questions brought up by the educators on the committee that they have not heard of these guidelines before.
 - The DEL guidelines are not mandatory, but some work needs to be done to distribute them better.
- Demographics change so quickly that school districts have to be adaptive to those changes.
- Rather than targeting specific culture this more offers what the strengths and weaknesses are.

Public Comment

Marc Taylor, urged the SELB Workgroup to try and get some more diversity within the group.

Working Lunch: Homework review – SEL Overview – Group Work

- The current workforce is going to have to get somebody trained to teach SEL to the new teachers that are coming in.
- There was a question brought up if the educational system is being asked to do too much in regards to raising people children.
 - Parents are the first and most important teachers. There needs to be a way to get information to them.

Social Emotional Learning Benchmarks Workgroup (SELB)

MEETING MINUTES

November 30, 2015

- By the time a student gets to their last year of high school they are on many different types of paths.
 - The concern is that there is a lot of focus on the early years for students, but there needs to be assistance all through a student's education.

Health and Physical Education K-12 Learning Standards

Marissa Rathbone, *Program Supervisor, Health and Physical Education*

- December and January is the public comment for the new rules.
- The Workgroup was struck by the comprehensiveness of the rules.
- There is a nice tie in of the Special Education components. Merging mental health with the idea of health is a positive.
- There was some concern of using student's grades as guidelines for when to teach students these standards.
 - Example is that all students can be exposed to violence. Events like that elevates the urgency of getting these standards delivered to all students.
- There was also a concern about the label of self-esteem. It's not a black and white issue, there are different kinds of self-esteem and confidence that students have.
- Important to start the discussion about stigma before the 8th grade, students face stigma issues very early on.
- If the environment itself doesn't feel supportive it will be difficult to enforce the standards.
 - It has the potential to turn into adults speaking to students who don't feel comfortable; there needs to be a relationship.

Public Comment

Wendy Powell, discussed the work she has done with SEL at Bellevue school district. Expressed that she really wanted this Workgroup to be a partnership and looks forward to getting involved in any way she and her colleagues can.

Tonja Molyneaux, mentioned her work through Community for Children. She also wanted to offer her assistance with the group and also offered connections with many school districts.

Future Meeting Planning

- There was some concerns brought up about the distance some members have to travel.
 - There was a request to have some meetings take place in Eastern Washington.
- In December the Workgroup will come up with a set of questions to distribute to different states about their SEL programs.
- The Workgroup also wanted to get a person from Department of Early Learning who actively created the standards.

With no further business to discuss the meeting was adjourned at 3:17 p.m.

Social Emotional Learning Program Data and Evaluation

Social Emotional Learning Benchmarks Workgroup
December 16, 2015



Partnership

Integrating social, emotional,
and intellectual learning

“..a wise teacher recognizes that learning always involves feelings and that those feelings are experienced as much by the teacher as by those who are taught ”

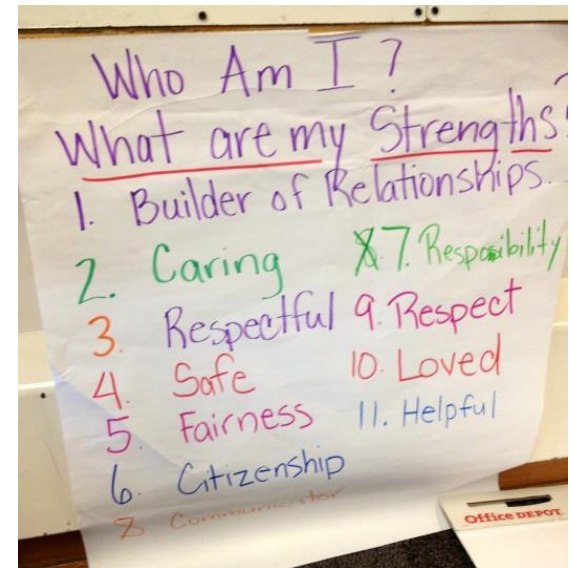
Adapted from Saarni, C. (1997). Emotional competence and self-regulation in childhood. In P. Salovey & D.J. Sluyter (Eds.) Emotional Development and Emotional Intelligence: Educational Implications. New York: Basic Books.

SEL and Evidence-Based Practice

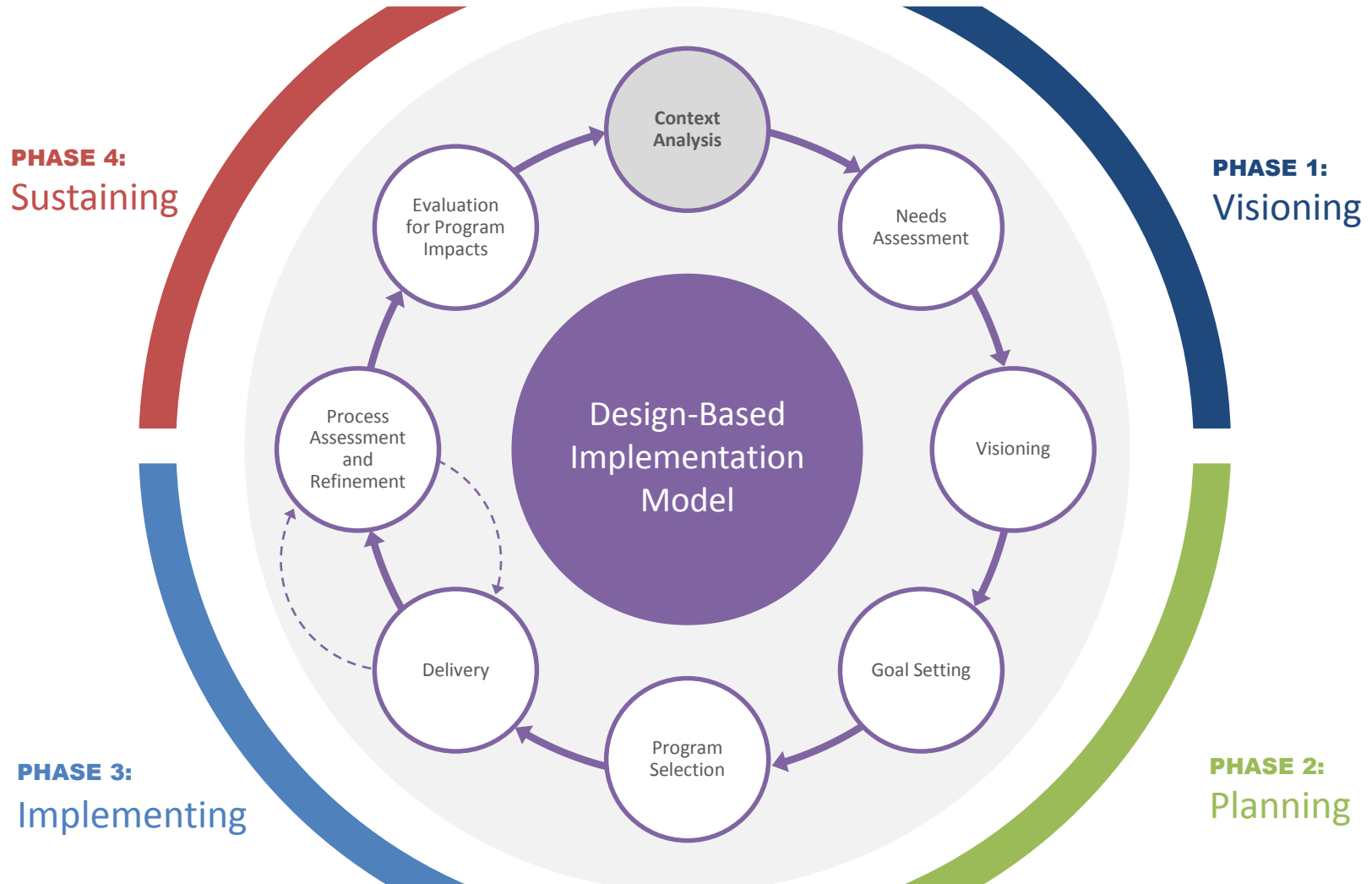
- Integrate research findings into real world settings.
- Use programs shown to be effective.
- Gap between what is shown to be effective and what is actually used in schools.
- EBPs are often poorly implemented and rarely sustained.
- Field of translation/implementation science focuses on bridging the divide between research and practice-
 - Readiness
 - Quality of implementation
 - Feedback and communication systems
 - Data-driven decision making

Essential Elements of Effective (and Sustainable) SEL Initiatives

- Engaged leadership
- Knowledge of SEL and rationale for addressing SEL as a priority issue
- Adequate resources and staffing
- Buy-in from constituents
- Process plan to guide implementation
- Support for high quality program delivery
- Measurement and evaluation plan
- Commitment to ongoing refinement



3DL Framework for Quality SEL Programs



Bellevue School District Social Emotional Learning

For additional information regarding this presentation contact:

Randi Peterson peterсонr@bsd405.org
Wendy Powell powellw@bsd405.org
Social Emotional Curriculum Developers



Outcomes

- **Overview** of Social Emotional Learning (SEL) in Bellevue School District
- **Implementation** of SEL
- **Connection** to Bellevue School District SEL K-12 Standards



Connections to the Bellevue School District Instructional Initiatives



Bellevue School District Instructional Initiatives

Preparing students for a positive and productive life through the development of **interpersonal skills** and a **commitment to the community**.





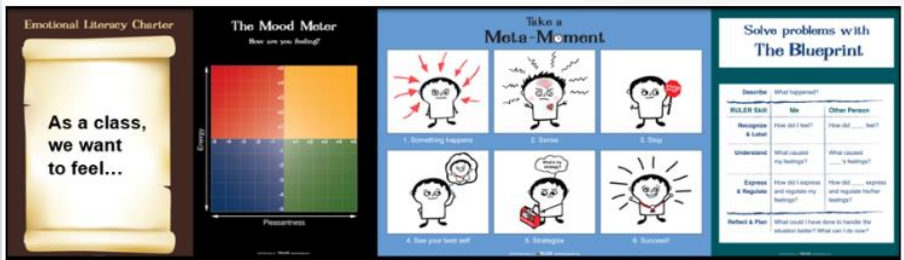

Positive and
Productive Life

CASEL: Collaborative for Academic, Social, and Emotional Learning





BSD P-12 SEL Curriculum Resources

Target Audience	Curriculum/Resource
P-2	<p>Second Step</p>  
3-5	<p>RULER</p> 
6-8	<p>Anti-Bullying Lessons (Second Step) & Curriculum Adoption Committee in Progress</p> <ul style="list-style-type: none"> Piloting MindUP and RULER during 2015-16 school year
9-12	<p>Anti-Bullying Lessons & Curriculum Adoption Committee to begin in January 2016</p>
K-12	<p>Virtues & Character Development</p> 



Implementation in Reflection

Hits!

- We have Tier 1 curriculum being taught early learning through 5th grade!
- Developing relationships with community partners
- Building capacity for SEL
- Beginning to see how SEL can be integrated throughout the school day and P-12 experience
- SEL = Skills + Experiences

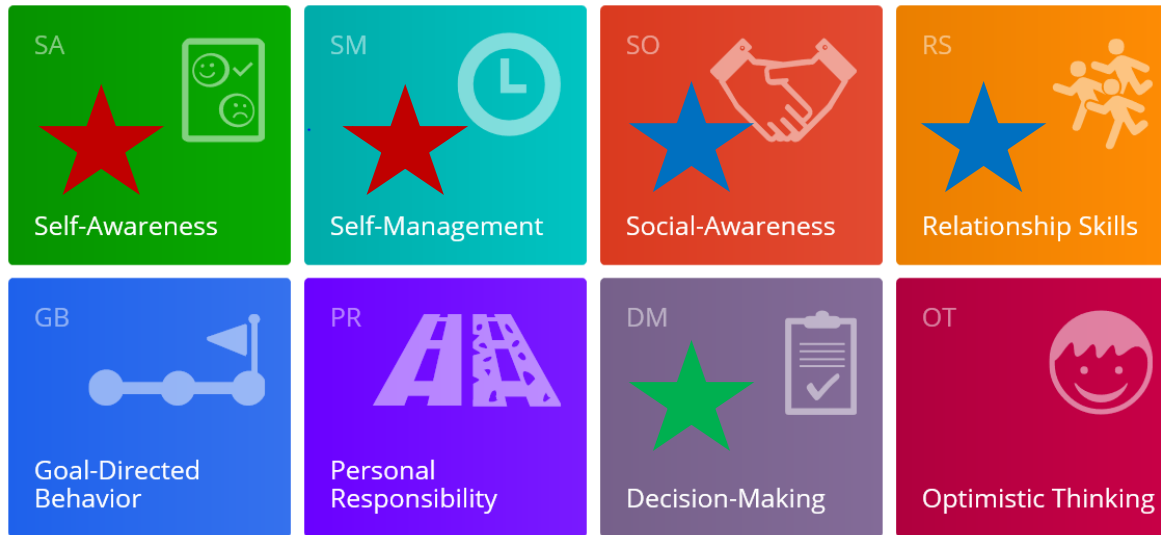
Wishes

- Fidelity depends on Building Leadership
- Should have built SEL capacity with staff FIRST
- Curriculum \neq SEL
- Middle School curriculum “died on the shelf” due to poor implementation
- Train-the-trainer model is not effective
- Differentiation is key

BSD SEL Standards K-12



K-5 DESSA: Universal Screener





K-5 SEL Progress Report Criteria

Social Emotional Learning (SEL) Goals	1st	2nd	3rd
Self-awareness and self-management skills			
Social-awareness and interpersonal skills			
Decision-making skills and responsible behaviors			
<p>Comments:</p> <p>Throughout the year, students learn and practice interpersonal skill development through our SEL curriculum. Self-awareness and self-management include identifying, managing, and expressing one's emotions appropriately. Social-awareness and interpersonal skills include being able to establish and maintain positive relationships using effective communication. Decision-making skills and responsible behaviors include making appropriate choices to manage daily academic and social situations.</p>			



TPEP connections...

Revised Teacher Evaluation Criteria		Criteria Definitions
1.	Centering instruction on high expectations for student achievement.	PLANNING: The teacher sets high expectations through instructional planning and reflection aligned to content knowledge and standards. Instructional planning is demonstrated in the classroom through student engagement that leads to an impact on student learning.
5.	Fostering and managing a safe, positive learning environment.	
6.	Using differentiated strategies to address those needs.	ABOUT STUDENTS: The teacher understands individual intellectual and social development and uses that knowledge to advance student learning.

CLASSROOM MANAGEMENT: The teacher fosters and manages a safe, culturally sensitive and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.

	Improve student learning.	to foster student achievement.
7.	Communicating and collaborating with parents and school community.	PARENTS AND COMMUNITY: The teacher communicates and collaborates with students, parents and all educational stakeholders in an ethical and professional manner to promote student learning.
8.	Exhibiting collaborative and collegial practices focused on improving.	PROFESSIONAL PRACTICE: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.



Impact & Progress Monitoring

- How do we measure that the program is working?
 - Very murky!
 - Work group formed with Seattle Public Schools, Bellevue, and UW