



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Social Emotional Learning in Washington State

2021

Authorizing Legislation: [RCW 28A.300.477](#)

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EXECUTIVE SUMMARY

In 2019, the Legislature passed [Senate Bill 5082 \(SB 5082\)](#), which directed the Office of Superintendent of Public Instruction (OSPI) to establish a Social Emotional Learning (SEL) Committee to build upon the work of the previous Social Emotional Learning Indicators (SELI) Workgroup. The purpose of the SEL Committee is to promote and expand SEL implementation in a manner that helps students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.

The Committee met regularly over the course of the year and developed the following 5 recommendations:

Strengthening the statewide infrastructure

1. Allocate and prioritize funding for Washington state standards-aligned, research-based SEL as a universal, tier I support under the WISSP, which is inclusive of a MTSS framework.
2. Require the Office of Superintendent of Public Instruction, state agencies, Educational Service Districts (ESDs), Local Education Agencies (LEAs), and early learning partners to prioritize utilization of the WISSP and MTSS frameworks together for use in school and out-of-school time learning settings.

Building adult capacity

3. Build adult capacity and continuity across adult learning that is aligned with the Washington state SEL framework including, but not limited to:
 - Supporting SEL integration within educator preparation programs, recognizing that this preservice training makes possible school-wide and community-wide implementation.
 - Providing dedicated funding to support SEL early-learning, pre-service, in-service, and out-of-school professional development.
 - Encouraging family and community SEL learning opportunities.

Collaboration and Community Partner Engagement

4. Increase workgroup funding to cover the costs of committee member participation and to support the engagement of diverse community partners to ensure alignment of developed resources and needed resources with Washington's SEL guiding principles (culturally responsive, equity, universal design, and trauma informed practices).
5. Change reporting from an annual to a biennial legislative report in order to allow the Committee to focus on the tasks outlined in RCW 28A.300.477 and deeper community and partner engagement.

INTRODUCTION

The Washington Social and Emotional Learning Committee (referred to in this report as “the Committee”) was established in 2019 through [Senate Bill 5082](#) (SB 5082) to address the growing body of evidence that shows the need for improving not only a student’s academic abilities, but also their social and emotional competencies which is critical to every child’s development. SB 5082—codified in RCW [28A.300.477](#)—requires the Committee to submit a progress report to the legislature annually beginning June 1, 2021. The progress report must include accomplishments, state-level data regarding implementation of SEL, and the identification of systemic barriers or policy changes necessary to promote and expand SEL.

Background

Washington state defines Social and Emotional Learning (SEL) as the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.

Research shows that students who participate in SEL demonstrate increases in social emotional competencies, positive attitudes, and prosocial behaviors (Durlak et al., 2011); decreases in conduct problems, emotional distress, and substance abuse (Taylor et al., 2017); and an association between social emotional competence and post-school success, including increased rates of graduation and full-time employment by the age of 25 (Jones et al., 2015).

Additionally, these studies showed students who participated in SEL programs had an 11-percentile-point increase in academic achievement (Durlak et al., 2011), and a 13-percentile-point increase (Taylor et al., 2017), as measured by standardized test scores, compared with students who did not participate. These findings were consistent across elementary, middle, and high school, and across suburban, rural, and urban school settings (Social Emotional Learning in Washington K-12 Public Schools, 2019).

This report references the Washington state SEL Framework which outlines a shared, statewide approach to implementing SEL at the district and school level. The SEL framework, which is part of the [Washington State Social Emotional Learning Implementation Guide](#), offers this shared vision through four guiding principles and establishes three essential elements for successful SEL implementation.

The framework commits to four guiding principles:

1. **Equity**—Each child receives what he or she needs to develop to his or her full academic and social potential.
2. **Cultural Responsiveness**—Draws upon students’ unique strengths and experiences while orienting learning in relation to individuals’ cultural context.
3. **Universal Design**—Provides a framework to improve and optimize teaching and learning for all people by removing barriers in the curriculum.

4. **Trauma-Informed Practices**—Recognizes the unique strengths and challenges of children and youth in light of the adversities they face.

(Washington State Social Emotional Learning Implementation Guide, 2019).

The framework has the following three essential elements:

1. **Create conditions to support students' SEL** by creating a positive school climate and culture, linking SEL to existing school policies and practices, focusing on classroom-based approaches that promote SEL, selecting and implementing evidence-based SEL practices, and using data for continuous improvement.
2. **Collaborate with families, communities, and expanded learning opportunity providers** in the design, implementation, and review of local plans to integrate SEL in schools and communities.
3. **Building adult capacity** means building adult SEL competencies that can be demonstrated and modeled. Creating a SEL leadership team, developing a vision statement, conducting a needs and readiness assessment, and creating an implementation plan will ensure that professional learning is targeted and will support meeting the needs of all students.

(Washington State Social Emotional Learning Implementation Guide, 2019).

Committee Membership

RCW [28A.300.477](#) set minimum committee membership. A complete list of current committee members, subcommittee members, and OSPI staff can be found in Appendix A.

Diversity and inclusion have been discussed on many occasions within the Committee and subcommittee meetings. Increasing representation and inclusion of Black, Indigenous, and other people of color within the Committee has been a continued effort throughout the year and will be priority for future work as well.

SEL Advisory Committee Meetings

The Committee met monthly during 2020–2021. Meeting agendas, notes, and presentation materials may be found on the [OSPI SEL webpage](#).

Five subcommittees were formed to work on the specific tasks identified in the legislation. Members volunteered to serve on one of the following five subcommittees that were to meet monthly via Zoom:

- Implementation and Collaboration
- Implementation Data and Evaluation
- K–12 Standards Alignment
- Education Preparation Programs

- Professional Development

A sixth subcommittee, the SEL and Equity subcommittee, was formed after committee discussions specifically regarding equity, anti-racism and anti-bias work. All members may participate on this subcommittee and all members may attend the monthly meetings. The SEL and Equity subcommittee has done specific work, such as researching racial equity tools and reviewing the recommendations utilizing the chosen tool. Ultimately, it is the plan to provide training to the entire Committee to ensure equitable practices are infused into all the work the Committee does.

Virtual monthly meetings consisted of main topic(s) of discussion and an update on the work of each subcommittee. All meetings were open to the public with public comment time allotted. To gather more public comment, a [public comment form](#) was added to the OSPI SEL webpage for anyone to access and submit at any time.

Process for Recommendations

The Committee created and worked in subcommittees to accomplish the tasks presented in RCW [28A.300.477](#). As the work progressed, the subcommittees kept track of potential recommendations based on systemic barriers they encountered, needed policy changes, or needed policy development. Subcommittees presented their work and recommendations over a series of Committee meetings. Discussion took place in small group breakout sessions and whole committee discussions that were open to the public and open for public comment. Recommendations were drafted and prioritized as a whole group discussion. The SEL and Equity subcommittee reviewed the recommendations utilizing the [Puget Sound Educational Service District \(PSESD\) Racial Equity tool](#) that the Committee had voted to adopt. The PSESD Racial Equity Tool was used to incorporate racial equity analysis into the recommendations decision-making process.

2020-2021 PROGRESS

Responding to the Coronavirus Pandemic

The committee's focus shifted to the coronavirus pandemic and the impact it is having on students, educational staff, and communities. This pandemic heightened the awareness and need for SEL in students and adults. In June 2020, the Implementation and Collaboration subcommittee wrote a letter on behalf of the Committee to OSPI that can be found in Appendix B. This letter expressed the Committee's concerns for students and families during the pandemic and made policy recommendations to help support them. The recommendations included the following:

- Formally adopt and align state offices, agencies, and department work that serves the mental and behavioral wellness of youth, to a Multi-Tiered System of Supports (MTSS) framework.
- Incorporate the Washington state SEL standards, benchmarks, and related work in that framework under Tier I/Universal level.
- Prioritize SEL funding and MTSS emergency and regular budget funding in relation to remote learning during stay-at-home orders and in relation to learning after stay-at-home orders are lifted, including eventual LEA re-entry plans.
- Request or encourage LEA re-entry plans articulate how they will prioritize SEL under an MTSS framework.
- Request or encourage LEA re-entry plans further articulate how they will develop adult SEL professional learning.
- Request or encourage LEA re-entry plans articulate how the SEL efforts in schools will coordinate with out-of-school time (OST) SEL offerings.

Using funds from a CDC COVID-19 Supplemental Grant, the SEL Online Module was updated to include a new segment, SEL Considerations for the COVID-19 Context. The module is free and open for anyone to access and learn how to:

- Gain familiarity with provisions of state and federal, school-based guidance that relate to development of social and emotional skills.
- Locate and access resources and examples to facilitate the incorporation of SEL into remote learning.
- Identify trauma-informed practices and strategies to incorporate into SEL during remote learning and during the transition back to in-person instruction.
- Recognize the need for adult SEL to be provided to educators, families, and caregivers now more than ever, and list potential strategies in which administrators and educators can

engage to support adult SEL competencies and capacities needed for distance learning and transitioning back to in-person instruction.

- Describe the importance of relationship building and identify strategies for building relationships during the COVID-19 era.
- Understand the critical importance of approaching SEL in an equitable and culturally responsive manner, specifically in the context of the COVID-19 crisis and the disproportionate and inequitable cumulative impact of the pandemic.

SEL: An Interdisciplinary Approach

Social Emotional Learning requires an interdisciplinary and collaborative approach to fully support students social, emotional, and academic strengths and needs. The Committee serves in an advisory role to support OSPI's adoption and implementation of the Washington state Social Emotional learning standards and benchmarks. OSPI adopted the Washington State SEL standards in January 2020. The Superintendent wrote the [SEL Standards Adoption Letter](#) in support of adopting the Washington state SEL standards.

During the 2020-21 school year OSPI, in partnership with the Committee, strengthened the connection and coordination of SEL across many different content areas and projects including, but not limited to:

- Sexual Health Education: [Social Emotional Learning in Grades K-3: Implementing SB 5395 \(2020\)](#).
- [Washington's Multi-Tiered System of Supports Framework](#)
- [Project Aware](#)
- [School Counseling](#)
- Student mental health: [Student Mental Health Supports and Social-Emotional Learning during COVID-19](#).

OSPI facilitated presentations and opportunities for discussion with numerous groups and organizations. A complete list can be found in Appendix C. Presentations highlighted the Washington state SEL implementation framework, guidance, resources, and the SEL Online Module. As domestic violence calls to Washington state helplines increased dramatically in 2020, the SEL Program Supervisor partnered with OSPI staff members and other state agencies to increase the awareness of signs of child abuse and [Mandatory Reporting & Strategies for the Prevention of Child Abuse](#).

OSPI's SEL program supervisor serves on multiple committees and has engaged with the following groups to collaborate around SEL efforts:

- School Safety and Student Well-Being Advisory Committee

- Ethnic Study Advisory Committee
- Tribal Leaders Congress
- State Compact Schools
- Circles of Reflection, a subcommittee of the Washington State Native American Education Advisory Committee
- School districts and Educational Service Districts (ESDs)
- Behavioral Health Collaborative
- Tribal Educators Alliance

Statewide Coordination and Partnerships

Washington is a member of the Collaborating State Initiative (CSI) led by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Partnering since 2016, their purpose is to work with states to help ensure that preschool to high school students are fully prepared—academically, socially, and emotionally—to succeed in school, at work, and in life ([CASEL, Collaborating States Initiative, 2021](#)). CASEL helps Washington state by:

1. Sharing research findings, information about best practices, resources, and tools such as guidance on how to integrate SEL into English language arts, mathematics, and social studies.
2. Facilitating connections and sharing examples and resources across states.
3. Providing technical assistance.
4. Documenting how states, districts, and schools are implementing these policies and practices.

The Committee is collaborating with Regional Educational Laboratory Northwest (REL NW) to provide a Washington SEL Capacity Building Training Series to school district and educational service district teams. This series works to strengthen SEL planning and implementation in districts across Washington state. A series of trainings specifically designed for system leaders and capacity builders such as ESDs was developed, and delivery is underway. This training series is designed as a cohort model in response to requests for more opportunities for system leaders and SEL champions to share local lessons learned around SEL implementation, develop a shared understanding of the latest research and statewide guidelines, and apply this information to their local context. Since the meetings transitioned to virtual, participation was opened to anyone who wanted to attend. Appendix D contains more detailed information regarding this training.

The project has three goals:

1. Increase understanding of the evidence base for quality SEL implementation in schools, including promising practices related to systems conditions, adult capacity, and community collaboration.
2. Increase the use of evidence-based resources, including the Washington state SEL guidelines and resources, to support SEL planning, implementation, and evaluation in districts of all sizes.
3. Create opportunities for capacity builders and educators across the state to connect, share lessons learned, and discuss the implications of research and evidence for the integration of SEL with existing efforts related to academics, MTSS, and equity.

In addition to regular meetings, the Committee held a joint meeting with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) on November 3, 2020. The EOGOAC and the SEL Advisory Committee each shared current and past committee work, participated in a question-and-answer session, and discussed possible future joint projects which included:

- Holding a joint community forum.
- Collaborating on SEL and equity or social justice work.
- Reviewing and providing insight on the preparation program documents.

Washington joined a multi-state Communications Collaborative working with WestEd and the United States Department of Education Center to Improve Social Emotional Learning and School Safety. The goal of this work focuses on internal OSPI efforts to ensure common understanding, share common initiatives, and resources around SEL. OSPI team meetings are held monthly, and the team meets with the collaborative organization monthly as well. As part of this work, empathy interviews were performed to engage with OSPI staff to identify:

- How SEL intersects with their work,
- Areas of SEL understanding,
- SEL needs, and
- A communication process for SEL work coordination.

Washington state SEL informational briefs, standards, benchmarks, and indicators are all translated into Spanish and Chinese and can be found on the [OSPI SEL webpage](#).

Standards Alignment

The Committee is in the process of aligning the standards and benchmarks for social-emotional learning with other relevant standards and guidelines including the health and physical education K-12 learning standards and the early learning and development guidelines. Over the course of the 2020-21 school year, the Committee completed the following:

- Began aligning the health and physical education standards and the Arts standards with the Washington state SEL standards,
- Developed a standards alignment tool,
- Discussed and recommended alignment to the [Learning for Justice social justice standards](#),
- Secured funding for and began creating an Early Learning alignment tool and aligning Early Learning guidelines to the Washington state SEL standards, and
- Discussed and prioritized other K–12 content area standards and guidelines that should be aligned with Washington state SEL standards, in collaboration with the OSPI standards database and alignment project to ensure compatibility.

Social-Emotional Learning (SEL) is "broadly understood as 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. When we think of educating the whole child, their social-emotional development must be considered as a part of overall instruction." - [OSPI Website](#).

State-Level data

Washington’s learning communities should carefully consider SEL data collection.

The state, by establishing SEL standards, indicates that it values SEL for our young people. The only way to know if our students are learning socially and emotionally, or if our schools and systems are fostering SEL well, is to check. Without knowing how things are going, Washington will not know what to continue, expand, replicate, and celebrate or what to limit, correct, or stop altogether. SEL in the dark is not a recipe for success. Collecting and reviewing SEL data should occur amidst other data collection and reviewing relevant for teaching and learning.

Collecting and reviewing SEL data can serve to advance equity.

For the SEL Advisory Committee, equity means “that each child receives what he or she needs to develop to his or her full academic and social potential.” Attending to issues of equity helps ensure that equity is advanced and that inequities are not perpetuated. Like all other aspects of data collection and review, SEL data collection and reviewing should attend to issues of equity.

Schools regularly collect data to learn and make adjustments based on what’s working and what needs work.

Any such data could be misused. It could, for example, track students, exclude students from opportunity, or excuse the need to support each student. SEL is no exemption. The law already requires schools to put safeguards in place around student-level data—safeguards such as de-

identification, limited use, retention, and right-to-access protocols. Data safeguards must attach to SEL the same way they attached to other student data. How SEL data are intended to be used must be made explicit and with care.

There are valid and reliable ways to assess SEL.

The field has developed several effective, research-based tools that educators can use to check and see how well SEL is going in a learning setting. These, with the proper data safeguards in place, can ensure Washington's learning communities are on track and stay on track for young people's social-emotional learning. CASEL offers an [SEL Assessment Guide](#) to help the field understand what research-based options are available for collecting and reviewing SEL data. CASEL also has a [school guide](#) to help learning communities look at the process of advancing SEL holistically, which includes but is not limited to considerations around collecting and reviewing SEL data.

The Committee discussed and researched the various data that could be collected to evaluate SEL implementation. Examples include:

- School climate surveys;
- Healthy Youth Survey data;
- Policies and procedures supporting SEL;
- Designated ongoing professional development, coaching, and planning time for SEL; and
- Other dedicated resources or tools that guide districts in evaluating implementation.

The committee collaborated with the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC) to launch a data survey seeking education and community partners' current data usage practices, resources, and needs. Responses were minimal and the Committee did not formalize the results due to a lack of representative responses.

SEL in Education Preparation Programs

A priority for the Education Preparation Programs subcommittee was the development of practical guidelines and resources for preparation programs that incorporate Washington state's SEL framework. SEL resources were researched from across the country including many publications by the [National Equity Project](#) and the [Collaborative for Academic, Social, and Emotional Learning](#). Understanding the importance of equity when implementing SEL served as a foundation for the work of this subcommittee. The subcommittee also surveyed and spoke with members of the Washington Association of Colleges for Teacher Education (WACTE) and of the Washington Council of Education Administration Programs (WCEAP) regarding what information would be most helpful to teacher and principal preparation programs. The subcommittee reviewed OSPI's SEL resources, including the Washington state SEL Standards, Benchmarks and Indicators, the Washington state SEL Implementation Guide, the [SEL Educator Brief](#) and the [SEL Educator Leaders Brief](#).

Based on this research, the subcommittee created two draft briefs:

- [The Washington State Teacher Preparation Program SEL Implementation Brief](#)
- [The Washington State SEL Implementation Brief for Principal Preparation Programs](#)

Both draft briefs contain very similar information, including:

- An explanation of SEL and its importance.
- First steps or entry points for preparation programs.
- Washington state requirements for preparation programs.
- Resources for SEL and related competencies.

Several months were then spent presenting the draft briefs and seeking and gathering feedback from various community partners such as WACTE, the Educational Opportunity Gap Oversight and Accountability Committee, various OSPI program supervisors, WCEAP, etc. A complete list of engaged community partners and more detailed information on the subcommittee work can be found in Appendix E.

In addition, the subcommittee presented at the WACTE fall conference in October 2020. The presentation, titled “SEL is an Equity Issue”, shared with teacher preparation program leaders the importance of implementing SEL with equity, engaged them in an adult SEL capacity reflection activity, and shared examples of how current teacher preparation programs are implementing SEL.

BARRIERS AND OPPORTUNITIES

Infrastructure

The Committee prioritized including SEL at the universal, tier 1 level of support within the Washington Integrated Student Supports Protocol (WISSP), MTSS, or a similar integrated student supports approach. Providing SEL as a universal support means that SEL is integrated into classroom lessons, taught by teachers to every student. By integrating SEL in the WISSP, MTSS, or similar tiered-support system, SEL becomes a part of both academic and behavioral integrated support. It also helps create caring learning communities that promote equity, positive relationships, and safe supportive and welcoming climates.

The WISSP, which is intended to be inclusive of MTSS, is a framework of a continuum of evidence-based practices to support every student in reaching their full potential. This prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child. This integration involves coordination of tiered delivery systems, including academic Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), Pyramid Model, and SEL. By integrating

these supports, schools may increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goodman, 2016).

The tiered framework is preventative and focuses on organizing the efforts of adults within systems to be more coordinated and responsive, which increases efficiency and effectiveness. It helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs (Washington's Multi-Tiered System of Supports Framework, 2020). The WISSP encourages community-based supports that can be integrated into the academic environment of schools and school districts.

When a multi-tiered system of support is being utilized, teams use strength-based universal screening to collect data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Tiered systems of support offer the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. Each school has different needs depending on the students they serve. Community and family engagement are a part of the WISSP and MTSS process. Creating conditions to support SEL implementation involves maintaining a positive school climate and culture and infusing SEL into policies and procedures in and out of the classroom. This should be done in collaboration with the school, families, community, and youth serving organizations (Washington State Implementation Guide, 2019).

At its core, WISSP and MTSS center the needs of all students and are driven by a decision-making process that uses high-quality data. Schools use this decision-making process to determine which supports will be needed to meet students' academic and behavioral needs at each tier ([Connecting Schoolwide SEL with Other School-based Frameworks](#), 2018). Within the tiered framework, SEL is a universal, tier 1 support taught to all students through integration of SEL in classroom lessons provided by classroom teachers. Students who may need additional support or have an Individual Education Program (IEP) for behavior or academics, may be provided more intensive support at tier 2 or tier 3 through additional SEL lessons and individualized instruction to help build strengths around an identified behavior or academic need.

Building Adult Capacity

Building adult capacity in SEL involves adult learning and unlearning. Effective SEL requires adults to shift their mindsets, skills, and behaviors to model SEL and promote equity and inclusion for every student. Schools and early learning programs need resources and guidance to build adult capacity to ensure SEL efforts do not perpetuate inequities. Building adult capacity to support SEL must include anti-bias and anti-racism training. Building adult capacity should provide shared learning, training, and developing a safe environment that supports SEL for adults and students. Educators who have training in their own SEL competencies demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe learning environments. They teach and model social and emotional competencies for their students more effectively. They develop and maintain stronger relationships with students which leads to improved classroom

management, reduced distress in students, and ultimately benefits a school's overall climate. ([CASEL Guide to Schoolwide SEL, 2021](#)).

Schools, districts, and educator preparation programs need to ensure educators and staff receive pre-service preparation, in-service training, and ongoing, job-embedded professional learning related to SEL. Quality SEL requires investments of ongoing training and time. Adequate time to plan, teach, practice, and integrate SEL is critical. Protect and provide time for staff to meet regularly for continued learning and collaboration around SEL. ([CASEL, Strengthen Adult SEL Competencies and Capacity, 2021](#)). This could be done by using part of each staff meeting to work on building adult SEL capacity. Utilizing content specific professional development time, such as math or science to train teachers to integrate SEL into lessons will help build systemic SEL implementation. Time to collaborate across roles (e.g., counselors and teachers) to better support students is critical. The training that is provided should be responsive to the community. Therefore, it is imperative to engage with families, students, and community as a part of the planning process.

Supporting SEL integrated within educator preparation programs makes school and community-wide implementation possible. The Committee has done extensive work creating educator preparation and principal preparation program guidance that helps explain the need to prioritize SEL and aligns the guidance with the Washington state SEL framework. Having educators and administrators begin their careers with the foundation of SEL already established will improve the implementation of SEL in schools and districts throughout the state.

Collaboration and Community Partner Engagement

Effective engagement helps ensure that diverse family, student, school, and community perspectives are heard so that their needs become the priority that fuels and informs continuous improvement efforts. Development with community partners to further understand their perspectives and needs around equity, cultural responsiveness, universal design for learning, and trauma-informed practices, and their relevance to the implementation of SEL is needed. Through collaboration and engagement, resources are co-designed and developed ensuring that resources developed will benefit every student in our schools and communities. Providing the resources to allow the Committee to meaningfully engage with community partners whose voice is typically not heard, specifically Black, Indigenous, and other people of Color, gender, disability, and economics will allow the committee to co-create together what is needed. These needs must be identified and thoughts and perspectives on the topic gathered, which can become the opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

The Committee used surveys to collect information but found the volume of response was minimal and upon analysis found it was lacking in representation of the diverse voices that make up Washington state. Surveys are not an effective tool as a sole source of engagement.

Resources are needed to elevate diverse perspectives of people, particularly those who have been left out of conversations and decisions about education. Providing support for engagement will

allow this committee to prioritize resource development, identify gaps, and continuously improve the guidance and resources that have been created to ensure they are culturally responsive, equitable and trauma-informed to meet the needs of all Washington state families. Understanding the value of having all voices being heard means providing support for translators, time, and providing for places to hold focus group discussions.

The Committee decisions and work need to be inclusive and equitable, therefore this requires ensuring all voices are brought to the table. Providing stipends for Committee members and substitutes for those not representing an organization or those members volunteering their time will allow for more diverse and consistent representation and participation.

Finally, the Committee spends a lot of time preparing the annual report each year. To reduce the amount of time spent on drafting and preparing a legislative report and allow the Committee to focus on the tasks outlined in RCW 28A.300.477, the Committee recommends changing the reporting from an annual to a biennial legislative report.

RECOMMENDATIONS

Infrastructure

1. Allocate and prioritize funding for Washington state standards-aligned, research-based SEL as a universal, tier I support under the WISSP, which is inclusive of a MTSS framework.
2. Require the Office of Superintendent of Public Instruction, state agencies, Educational Service Districts (ESDs), Local Education Agencies (LEAs), and early learning partners to prioritize utilization of the WISSP and MTSS frameworks together for use in school and out-of-school time learning settings.

Building adult capacity

3. Build adult capacity and continuity across adult learning that is aligned with the Washington state SEL framework including, but not limited to:
 - a. Supporting SEL integration within educator preparation programs, recognizing that this preservice training makes possible school-wide and community-wide implementation.
 - b. Providing dedicated funding to support SEL early-learning, pre-service, in-service, and out-of-school professional development.
 - c. Encouraging family and community SEL learning opportunities.

Collaboration and community partner engagement

4. Increase workgroup funding to:
 - a. Cover the costs of committee substitutes and allow for stipends for members not compensated by an organization or agency for their participation.
 - b. Support the engagement of diverse community partners to ensure alignment of developed resources and needed resources with Washington's SEL guiding principles (culturally responsive, equity, universal design, and trauma informed practices). Funding will support community partner engagement to serve the following purposes:
 1. Evaluate use of existing resources and provide opportunities for continuous quality improvement; and
 2. Identify, co-design, and co-develop needed resources.
5. Change reporting from an annual to a biennial legislative report in order to allow the Committee to focus on the tasks outlined in RCW 28A.300.477 and deeper community and partner engagement.

CONCLUSION & NEXT STEPS

The work of this Committee is ongoing and will continue into the 2021–2022 school year.

The Committee has identified the following future work that it would like to consider prioritizing:

- Identify where SEL can support and coincide with anti-racist efforts.
- If funded, engage community partners (educational staff, students, and families) to inform the Committee about strengths and challenges of current resources and identify additional resources needed.
- Complete alignment of Physical Education, Health, and Arts standards and continue discussion of the social justice standards.
- Develop Facilitator’s Guide to help school and district teams effectively engage with the SEL Online Module content.
- Consider guidance for schools on implementation of K–3 SEL best practices (required by RCW 28A.300.475)
- Finalize the draft briefs, The Washington state Teacher Preparation Program SEL Implementation Brief and The Washington state SEL Implementation Brief for Principal Preparation Programs.
- Based on information gathered from OSPI staff, the Communications Collaborative team will develop a plan to provide professional learning, resources, and communication guidance regarding SEL.

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- Sarah Butcher, SEL for Washington
- Jordan Posamentier, Committee Children

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- Members of the SEL Advisory Committee
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- Hannah Brunink, Office of Superintendent of Public Instruction
- Melissa Caldwell, Washington Education Association
- Jon Claymore, Office of Superintendent of Public Instruction
- Lee Collyer, Office of Superintendent of Public Instruction
- Ruth Cross, Collaborative for Academic Social Emotional Learning
- Candice Garza, Commission on Hispanic Affairs
- Sheila Gerrish, Office of Superintendent of Public Instruction
- Ann Gray, Office of Superintendent of Public Instruction
- Mona Grife, Youth Development Executives of King County
- Janet Hayakawa, Office of Superintendent of Public Instruction
- Karma Hugo, Office of Superintendent of Public Instruction
- Sophia Keskey, Professional Education Standards Board
- Megan LaPalm, Office of Superintendent of Public Instruction
- Joshua Lynch, Office of Superintendent of Public Instruction
- Laura Lynn, Office of Superintendent of Public Instruction
- Vickie Nishioka, REL Northwest
- Julie Petrokubi, REL Northwest

- Sarah Pierce, REL Northwest
- Teri Poff, WCEAP, City University of Seattle
- Justyn Poulos, Office of Superintendent of Public Instruction
- Shaylyn Quinn, American Institutes for Research
- Jisu Ryu, Professional Education Standards Board
- Alexandra Toney, Office of Superintendent of Public Instruction
- Veronica Trapani, Office of Superintendent of Public Instruction
- Ken Turner, Office of Superintendent of Public Instruction
- Jeff Walls, Central Washington University
- Jessica Warner, Youth Development Executives of King County
- Abigail Westbrook, Washington State School Director Association
- Christopher White, Kent School District
- Sara Wolforth, American Institutes for Research
- Nick Yoder, Harmony SEL at National University

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APPENDICES

Appendix A – SEL Advisory Committee Membership

Organization	Member
The Commission on African American Affairs	Maria Jacob
Commission on Hispanic Affairs	Maria Siguenza
Commission on Asian Pacific American Affairs	Caryn Park
Educational Opportunity Gap Oversight Accountability Committee	Bill Kalapa
Tribal Representation – East	Vacant
Tribal Representation – West	Vacant
Department of Children, Youth, and Families	Sharon Shadwell
Office of Superintendent of Public Instruction	Tammy Bolen
Office of Superintendent of Public Instruction	Laurie Dils
Professional Educator Standards Board	Leiani Sherwin
Governor’s Office of Education Ombud’s	Jen Cole
State Board of Education	Mary Fertakis
Healthcare Authority – Behavioral Health and Recovery	Kasey Kates
WA State Board of Education	Debbie Tully
WA Education Association (WEA)	Melissa Caldwell
WA Association of School Administrators (WASA)	Laura Allen
WA Association of School Psychologists (WASP)	Sherri Bentley Tracy Pennington (Alternate)

Organization	Member
WA Association of School Social Workers (WASSW)	Kristina Frederick Mallory Shull (Alternate)
WA School Counselor Association (WSCA)	Nita Hill
School Nurse Association of Washington (SNOW)	Tessa McIlraith
WA Mental Health Counselors Association (WMHCA)	Shannon Thompson
Washington State Parent Teacher Association	Bonnie McDaniel
Rural Alliance	John Glenewinkel
WA Association of Educational Service Districts	Ric Pilgrim
SEL for WA	Sarah Butcher (Co-chair)
Schools Out Washington	David Beard Janell Jordan (Alternate)
SEL for WA	Sarah Butcher (Co-chair)
Committee for Children	Jordan Posamentier (Co-chair)
Youth Development Executives of King County (YDEKC)	Fahren Johnson
Foundation that supports Social Emotional Learning	Vacant

SEL Subcommittee Membership

Implementation and Collaboration

- Laura Allen
- Sarah Butcher
- Jen Cole
- John Glenewinkel
- Maria Jacob
- Tessa McIlraith

Implementation Data and Evaluation

- Jon Claymore
- Mary Fertakis
- Kristina Frederick
- Ric Pilgrim
- Jordan Posamentier
- Mallory Shull
- Maria Siguenza

K–12 Standards Alignment

- Melissa Caldwell
- Laurie Dils
- Kasey Kates
- Sharon Shadwell
- Christopher White
- Xyzlora Brown
- Janet Hayakawa
- Karma Hugo
- Ken Turner
- Veronica Trapani

Education Preparation Programs

- Bonnie McDaniel
- Caryn Park
- Leiani Sherwin
- Debbie Tully
- Teri Poff
- Jeff Walls
- Jisu Ryu
- Sophia Keskey

Professional Development

- David Beard
- Sherri Bentley
- Tammy Bolen
- Nita Hill
- Fahren Johnson
- Tracy Pennington

Appendix B – SEL Advisory Committee Letter to OSPI

June 9, 2020

Superintendent Chris Reykdal
Office of the Superintendent
600 Washington St. SE
Olympia, WA 98504

Cc: Chief of Staff Jamila Thomas
Deputy Superintendent Michaela Miller
Assistant Superintendent Martin Mueller

Re: Social Emotional Learning Advisory Committee Policy Recommendations

Dear Superintendent, Reykdal,

The Washington State Legislature authorized our Social Emotional Learning (SEL) Advisory Committee to continue to develop statewide support to advance and promote SEL. Notably, we were charged to A) **identify SEL strategies to improve coordination** between early learning education, K-12 education, youth-serving community partners, culturally-based providers, and higher education, and B) **identify best practices or guidance** for schools implementing the standards, benchmarks, and developmental indicators for SEL.

The COVID-19 Pandemic is impacting life for educators and families in every school and community across the state. Whether in an urban school district or a rural county, students and educators are all dealing with the stress and anxiety associated with disrupted lives. School buildings have closed for the remainder of the academic year and have shifted to virtual learning. Plans for summer learning programs, as well as plans for fall instruction and placement are uncertain. During these unprecedented times, our interconnectedness has never been more clearly on display, while our inequities are equally apparent.

As has been seen time and again, SEL competencies offer a powerful means to support one another – children and adults – during both normal and challenging times. The enormous shift to virtual learning actually makes SEL, and systemic implementation of SEL across schools and districts, more important than ever. Implementing SEL with fidelity ensures that schools are providing encouraging, safe, and supportive school communities while continuing to focus on student strengths, necessary tiered supports, and positive relationship development. Implementation of SEL symbiotically feeds the well-being of

educators who are educating students even as they are personally impacted by recent events.

Let us recognize that, from pandemic to racial injustice and related unrest, students and educators alike may have experienced trauma during this time. Responding to that trauma is necessary in its own right, but also we cannot expect high levels of academic learning without responding to that trauma with supports in place that prioritize SEL. Educators, students, and families are being called on to demonstrate empathy and resilience, build relationships across distance, and to utilize their collective resolve to 1 strengthen our schools and our communities. In this time of great need, **our committee wishes to provide the below recommendations** on how to prioritize and provide SEL resources to educators and students at all levels.

1. Formally adopt and align state offices, agencies, and department work that serves the mental and behavioral wellness of youth, to a multi-tiered system of support (MTSS) framework.
2. Incorporate in that framework under Tier I the OSPI SEL standards, benchmarks, and related work.
3. Prioritize SEL funding and MTSS emergency and regular budget funding in relation to remote learning during stay-at-home orders and in relation to learning after stay-at-home orders are lifted, including eventual LEA re-entry plans.
4. Request or encourage LEA re-entry plans articulate how they will prioritize SEL under an MTSS framework.
5. Request or encourage LEA re-entry plans further articulate how they will develop adult SEL professional learning.
6. Request or encourage LEA re-entry plans articulate how the SEL efforts in schools will coordinate with out-of-school time (OST) SEL offerings.

Every youth-serving professional has a role to play and a meaningful contribution to make within MTSS, everyone, including: principals, educators, school counselors, school nurses, school psychologists, school social workers, out-of-school time (OST) providers, and community-based providers. MTSS provides an efficient framework by which to effectively organize all adults who work with youth in furtherance of their mental wellbeing, including their social-emotional wellbeing, best provided for within tier I of MTSS. (We have attached collateral to help show how these roles show up within the framework.

It is paramount that Washington prioritizes SEL in order to help reintegrate educators and youth back into school settings both virtually and in-person throughout the summer and fall. The bipartisan *Coronavirus Aid, Relief and Economic Security (CARES) Act* included a \$30.75 billion Education Stabilization Fund that would run through the Department of Education to states, with \$3.01 billion for a Governor's

Emergency Education Relief Fund, and \$13.5 billion for K-12 flowing directly to states and districts. While the law gives states and locals flexibility to address the individual needs of their districts, the law specifically calls out using funds to support the social and emotional needs of constituents. **The state should not use these federal funds to supplement or supplant funds from state or local coffers.** Rather, it should independently reflect SEL as a state priority in state budgetary considerations, using these federal funds to augment and complement those considerations.

Our committee recognizes the mounting decisions state leaders must make with finite resources. We implore state leaders to recognize the mental health and well-being of students as a priority both in leveraging federal funds as well as independently for state budgetary considerations. Our youth, educators, and families of all backgrounds must be able to engage in and access SEL educational opportunities as we weather this pandemic. The success and well-being of our communities and state's next generation of leaders depends on it.

Respectfully submitted,

Washington State Social Emotional Learning Advisory Committee

1 MTSS is already an organizational framework developed within OSPI, especially as captured in the Washington Integrated Student Supports Protocol (WISSP). One notable feature of WISSP is that it provides for a referral system for young people who need targeted mental health support, as well as access to school-employed and communitybased mental health professionals.

Appendix C – Organizations, Groups, or Schools to whom Presentations were Given

Presentations given to the following:

(Presentations at the meetings or conferences below may have occurred more than once)

- Washington SEL Capacity Building Training Series
- Washington Education Research Association Conference Presentation
- Washington State School Directors' Association Conference Presentation
- Tribal Leaders Congress on Education Meeting with Joe Davalos
- Tribal Leaders Congress Meeting presentation
- Western Washington Native American Education Conference Presentation
- Washington Association for Learning Alternatives Conference Presentation
- Office of Superintendent of Public Instruction SEL Presentation
- Multi-Tiered System of Supports (MTSS) Fest Presentation
- Graduation: A Team Effort (GATE) Webinar Series Presentation
- Nisqually Middle School Meeting Presentation
- Washington State Tribal Compact Schools Presentation
- Migrant Education Presentation
- Continuous Improvement Symposium Presentation
- SEL and Behavioral Health Panelist
- Parent Focus Group Presentation
- Student Support Agency for Higher Education Presentation
- SEL Implementation Guide Presentation
- League of Education Voters Panelist
- Gaining Early Awareness and Readiness for Undergraduate Programs Presentation
- SEL Collaborative Meetings/Presentations with Utah, Massachusetts, Nevada, and Pennsylvania
- Collaborative for Academics and Social Emotional Learning (CASEL) State Initiatives Meetings Presentations Highlighting Washington

Appendix D – REL NW Capacity Building Training Series

Summary of REL Northwest Washington SEL Capacity Building Series for OSPI

4.6.21

Background

[Education Northwest](#) is a nonprofit organization that provides applied research and evaluation, professional development, and consulting services. We operate [REL Northwest](#), one of ten Regional Educational Laboratories (RELs) across the country designed to build the region’s capacity to use data and research to address problems of practice in education.

In 2018-2019, Education Northwest facilitated multiple collaborative inquiry projects related to OSPI’s efforts to promote SEL. Our team conducted a statewide SEL landscape scan (Petrokubi, Bates, & Denton, 2019) with funds from the Bill and Melinda Gates Foundation that included a district survey, document review, focus groups with LEA and SEA staff, and interviews with key informants across multiple sectors. Through REL Northwest, we provided the Washington SEL Indicators Workgroup and OSPI with coaching to design and implement a statewide community partner feedback process and use community partner feedback along with the broader research base inform their work. From these combined efforts we learned that districts were seeking assistance on how to put emerging research into practice and align with Washington SEL guidelines as they develop strategies, curriculum, and program models that fit their schools. While more than 70 percent of districts surveyed in the landscape scan (Petrokubi, Bates, & Denton, 2019) reported that they implement practices to promote positive school climate, only 41 percent of districts surveyed explicitly mention SEL in their district mission, vision, or strategic plans while slightly more than a third offer activities specifically focused on adult SEL, suggesting potential for system capacity building and improvement.

In consultation with OSPI and the SEL Indicators Workgroup, we proposed a new REL Northwest project *Washington SEL Capacity Building Series* in response to these needs.

Overview of Washington SEL Capacity Building Series

To strengthen SEL planning and implementation in districts across Washington, REL Northwest developed a series of trainings specifically designed for systems leaders and capacity builders such as ESDs. The project has three goals:

1. Increase understanding of the evidence base for quality SEL implementation in schools, including promising practices related to systems conditions, adult capacity, and community collaboration.
2. Increase the use of evidence-based resources, including the Washington SEL guidelines and resources, to support SEL planning, implementation, and evaluation in districts of all sizes.

3. Create opportunities for capacity builders and educators across the state to connect, share lessons learned, and discuss the implications of research and evidence for the integration of SEL with existing efforts related to academics, multi-tiered systems of support (MTSS), and equity.

This training series is designed as a cohort model in response to requests for more opportunities for system leaders and SEL champions to share local lessons learned around SEL implementation, develop a shared understanding of the latest research and statewide guidelines, and apply this information to their local context.

Sessions are offered about a twice a quarter and last 90 to 120 minutes. Each session includes a presentation of research, discussion of the connection to Washington SEL guidelines, and multiple interactive opportunities for participants to relate this information to their own work. The training topics (table 1) emerged from issues identified by community partners in the landscape scan and community partner engagement sessions facilitated by the SEL Workgroup.

Table 1 Washington SEL Capacity Building Training Topics, Description, and Dates¹

Training Topic	Description	Date
1. <i>Orientation to Washington SEL resources</i>	Participants will become familiar with the Washington SEL vision, implementation framework, and resources, and understand the potential implications for their work.	3.5.20
2. <i>Strengthening SEL implementation in schools and districts</i>	Participants will explore in-depth research and practices for building the system conditions, adult capacity, and community collaboration to support quality SEL. They will reflect on their organization's current use of these practices, identify opportunities for improvement using the Washington SEL resources, and share lessons learned with others across the state.	6.2.20
3. <i>Promoting educational equity through SEL</i>	Participants will go deeper into the latest research and resources for connecting SEL with culturally responsive practice, trauma-informed practice, and positive school climate.	9.17.20
4. <i>Collaborating with</i>	Participants will learn strategies and resources for	11.19.20

¹ Shaded trainings were not yet facilitated at the time of this report

<i>community members as partners in SEL</i>	engaging students, families, and community partners such as expanded learning organizations in their district and school SEL planning.	
5. <i>Supporting academic success through SEL</i>	Participants will learn about evidence-based instructional strategies and principles of practice for integrating SEL with academic learning. We will discuss how Washington SEL standards and benchmarks align with statewide content standards to support student learning goals.	1.21.21
6. <i>Building SEL into multi-tiered systems of support (MTSS)</i>	Participants will explore and share strategies for using an MTSS framework to organize SEL implementation in their schools and districts. They will discuss plans for integrating SEL with MTSS efforts.	4.22.21
7. <i>Reflections and Next Steps</i>	Our final session will include opportunities for teams to discuss how to utilize and share the resources from these trainings in their own context. We will provide a summary of research presented across the series and reflection questions for teams to use in their planning.	5.20.21

All training materials will be available on-line:

<https://ies.ed.gov/ncee/edlabs/regions/northwest/news/sel-capacity-building-series.asp>.

Training Participation

OSPI collaborated with ESDs and the statewide SEL committee members to recruit districts that would most likely benefit from these trainings, based on their readiness and interest in SEL. Each district or ESD organized a team of up to five individuals to participate in the trainings and completed an application briefly describing their work.

Since two of the training sessions were originally planned to be facilitated in-person, we determined with OSPI to limit the size of the core cohort because of space limitations at conferences. However, due to the pandemic we conducted all sessions virtually and opened registration more widely. In spring 2020, we surveyed cohort members about their preferences and extended the training calendar into spring 2021 to allow districts time to respond to the switch to remote learning.

Training participation is robust despite the pandemic and includes teams from across the state, with 31 out of 34 teams from the original cohort participating in the sessions (table 2). Eleven teams were able to send team members to at least four of the five training

sessions conducted so far (March 2020 to January 2021). Teams are most frequently represented in the trainings by school staff (18 teams), district leaders (12 teams), followed by school leaders (7 teams), and district staff (5 teams).

Participation was strongest for the *Strengthening SEL Implementation and Promoting Educational Equity through SEL*, with the largest number of participants (table 3) and ESD regions (table 4) represented. While the number of registrants remained high, the number of participants started to decline over time. This may be an indication of the limited time and capacity of education leaders to participate in professional development given the demands of the pandemic. Team leaders regularly reach out to let us know that they are accessing the resources even if they are not able to participate in real time (all training materials and a recording are available for cohort members in Google drive immediately following the session).

Table 2 Participating Teams by ESD region

ESD Region	Participating Teams
ESD 101	1. Central Valley SD 2. Spokane International Academy
ESD 105	3. ESD 105 4. Grandview SD 5. Selah School District
ESD 112	6. Battle Ground PS 7. Evergreen PS 8. Ridgefield SD 9. Washington State School for the Blind 10. Washougal SD
ESD 113	11. Montesano SD 12. Raymond SD 13. Taholah SD
ESD 114	14. ESD 114 15. Central Kitsap SD
ESD 121	16. Auburn SD 17. Bellevue SD 18. Federal Way PS 19. Lake Washington SD 20. Northshore SD 21. Renton SD 22. Seattle Public Schools 23. Steilacoom Historical SD 24. Tacoma Public Schools
ESD 123	25. Kiona-Benton Middle School 26. Walla Walla Public Schools

ESD 189	27. Warden School District 28. Monroe School District 29. Sedro Woolley SD
Statewide	30. OSPI 31. Washington Family Engagement

Table 3 Training Registration and Participation

	Number of registrants	Number of participants
Training		
Orientation to WA SEL Resources	n.d.	18
Strengthening SEL Implementation	55	57
Promoting Equity Through SEL	50	45
Collaborating with Community Partners	43	29
Promoting Academic Success Through SEL	50	31

Table 4 ESD Regions Represented at Trainings

ESD Region	Orientation to WA SEL Resources	Strengthening SEL Implementation Training	Promoting Equity Through SEL	Collaborating with Community Partners	Supporting Academic Success through SEL
ESD 101	x	x	x		x
ESD 105		x	x	x	x
ESD 112	x	x	x	x	x
ESD 113			x	x	
ESD 114	x	x	x	x	
ESD 121	x	x	x	x	x
ESD 123	x	x	x	x	x
ESD 171					x
ESD 189			x		

Needs Identified by Participants

Prior to each training, participants are asked to identify issues they would like to see

addressed in the training. Following is a list of some of the recurring issues identified by participants:

- Support for teacher and student SEL and wellness during the pandemic, including trauma-informed practices and support for SEL and school climate in on-line learning
- Strategies for building the interest and capacity of educators to engage in quality and equitable SEL implementation, and using the pandemic as an opportunity to highlight the importance of SEL.
- Strategies for integrating SEL with academics, school climate, and MTSS (e.g., breaking down silos, helping educators to see SEL as part of everyone's role, thinking beyond SEL curricula to everyday strategies)
- Strategies for building systems to support consistent quality implementation across districts
- Research summaries that can be shared with educators
- Resources for promoting SEL and positive school climate in secondary settings
- Strategies for building relationships with families and community partners for SEL

Appendix E – Educator Preparation Program Subcommittee Work and Community partner Engagement

Educator Preparation Program Sub-committee

In January 2020, in order to ensure that the guidance and requirements that were offered to preparation programs were well-fit to the guidance and requirements offered to schools and districts, staff from the PESB and OSPI began collaborating. OSPI convened a SEL advisory committee to build upon the prior work of the SEL Benchmarks and Indicators workgroups. Leiani Sherwin, PESB Program Manager for Professional Learning and Program Support, began leading a sub-committee of the SEL advisory committee to develop practical guidelines and resources for preparation programs as they incorporate Washington state’s Social Emotional Learning Standards and Benchmarks.

The subcommittee members include:

1. Lead: Leiani Sherwin, Professional Educator Standards Board (PESB)
2. Bonnie McDaniel, Washington State Parent Teacher Association (WSPTA)
3. Caryn Park, Commission on Asian Pacific American Affairs (CAPAA), Antioch University
4. Debbie Tully, WACTE, Whitworth University

Additional individuals working with the subcommittee to develop the guidance include:

1. Teri Poff, WCEAP, City University of Seattle
2. Jeff Walls, Central Washington University
3. Jisu Ryu, PESB
4. Sophia Keskey, PESB

This subcommittee researched SEL resources from across the country including many publications by the [National Equity Project](#) and the [Collaborative for Academic and Social Emotional Learning](#) (CASEL). Understanding the importance of equity when implementing SEL served as a foundation for the work of this sub-committee. The subcommittee also surveyed and spoke with members of the Washington Association of Colleges for Teacher Education (WACTE) and of the Washington Council of Education Administration Programs (WCEAP) regarding what information would be most helpful to teacher and principal preparation programs. Finally, the sub-committee reviewed OSPI’s SEL resources, including the Washington State [SEL Standards, Benchmarks and Indicators](#), the [Washington State SEL Implementation Guide](#), the [SEL Educator Brief](#) and the [SEL Educator Leaders Brief](#).

Based on this research, the sub-committee created two draft briefs:

1. [The Washington State Teacher Preparation Program SEL Implementation Brief](#)

2. [The Washington State SEL Implementation Brief for Principal Preparation Programs](#)

Both draft briefs contain very similar information, including:

1. An explanation of SEL and its importance
2. First steps or entry points for preparation programs
3. Washington State requirements for preparation programs
4. Resources for SEL and related competencies

Several months were then spent presenting the draft briefs and seeking and gathering feedback on the drafts from various community partners (see table below).

In addition, the sub-committee presented at WACTE’s fall conference in October 2020. The presentation, titled “SEL Is an Equity Issue”, shared with teacher preparation program leaders the importance of implementing SEL with equity, engaged them in an adult SEL capacity reflection activity, and shared examples of how current teacher preparation programs are implementing SEL.

Community partners contacted for feedback	Feedback received from:	Geographical reach
OSPI Mental, Social and Behavioral Health	Behavioral Health and Suicide Prevention Program Supervisor	Statewide
WCEAP	WCEAP membership	Statewide
WACTE	WACTE focus group	Statewide
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	EOGOAC membership	Statewide
OSPI SEL Advisory Committee	Members representing: CAPAA Classroom Helper, Inc. Commission on Hispanic Affairs (CHA) Committee for Children School Nurses of Washington (SNOW) SEL for Washington WA Association of Educational Service	Statewide

	Districts (AESD) Washington State Board of Education (SBE) WSPTA Youth Development Executives of King County (YDEKC)	
One America	No feedback received to date	Statewide
CEEDAR	No feedback received to date	Statewide

The subcommittee members and additional individuals working with the subcommittee are currently reviewing all feedback to determine what revisions need to be made to the draft briefs. The anticipated publication of the final versions of both briefs is late May 2021.

Appendix F – Glossary

Glossary

Adult Capacity refers to the process of helping educators build their own skills and competencies around social emotional learning.

Competency refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today's world.

Codesign is an approach to design attempting to actively involve all community partners in the design process to help ensure the result meets their needs and is usable. The term is used in a variety of fields as a way of creating environments that are more responsive and appropriate to the users' cultural, emotional, social, and practical needs.

Codevelop is a trend of thought and a development strategy in development studies which considers migrants to be a developing factor for their countries of origin.

Culturally Responsive teaching and learning addresses existing issues of power and privilege and can empower all students in ways that respect and honor their intersecting cultural influences. Culturally responsive approaches draw upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural contexts. Delivering a culturally responsive education requires ongoing attention to attitudes, environments, curricula, teaching strategies, and family/community involvement efforts.

Culture is a product of relationships among and between individuals and community partner groups, a school's social norms (what is considered acceptable and unacceptable behavior within the school community), and the expectations individuals have for themselves and for others. School culture encompasses issues directly related to equity, such as the physical and emotional safety of students, the orderliness and welcoming nature of classrooms and public spaces, and the degree to which a school embraces and celebrates racial, ethnic, linguistic, and cultural diversity.

Developmentally Appropriate education uses an understanding of child development to design programs or approaches that meet the needs of a particular age group and developmental stage.

Educators are people who provide instruction. They can be school day teachers, school staff, afterschool teachers, community partners, or other people who contribute to the educational culture of a school.

Equity is achieved in a system in which each child receives what they need to develop their full academic and social potential.

Expanded Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses. Framework outlines a shared, statewide approach to implementing SEL at the district and school level. The SEL framework, which is included in the WA SEL Implementation Guide, offers this shared vision through four guiding principles, and establishes three essential elements for successful SEL implementation.

Inclusive refers to an intentional approach to creating learning environments and experiences that support all students.

Indicator is a measure of growth. In the Washington SEL framework, indicators are the smallest and most precise metric for quantifying growth in social emotional skills.

Modules are individual professional development offerings. OSPI has developed an SEL online module consisting of five professional development learning segments.

Multi-Tiered Systems of Support is a framework which relies on evidence-based practices matched to student needs in order to improve outcomes for all students.

RTI In education, response to intervention (commonly abbreviated RTI or RTI) is an approach to academic intervention used in the United States to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards.

School Climate stems from peoples' experiences of school life and can be thought of as the collective "mood" of the school. Climate can vary based on events and changes in the school environment. It both influences and is influenced by school culture.

Skills refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today's world.

Community partner refers to anyone who is invested in the welfare and success of a school and its students. Community partners can include families, educators, community-based organizations, and tribal representatives.

Social Emotional Learning is the process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.

Trauma-Informed Practices are approaches to human care built on an awareness of the deep and lasting impact that trauma can have on individuals and communities. In Washington State’s approach to SEL, a trauma-informed approach recognizes the unique strengths and challenges of children and youth in light of the adversities they face. The Centers for Disease Control and Prevention (CDC) outline six guiding principles for a trauma-informed approach: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment voice and choice; and cultural, historical, and gender issues.

Universal Design refers to a “set of principles for curriculum development that give all individuals equal opportunities to learn. [Universal Design] provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs.”

Whole Child Approach refers to an educational approach which considers all aspects of a child’s development in instructional design and includes both social emotional and academic learning.

WISSP stands for Washington Integrated Student Supports Protocol. In 2016, the Washington State Legislature created the Washington Integrated Student Supports Protocol (WISSP) when it passed 4SHB 1541. The WISSP was one of an extensive set of interdependent strategies for closing educational opportunity gaps recommended by the State’s Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The components of the WISSP framework include needs assessments, community partnerships, coordination of supports, integration within the school

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