

A Broader Vision of Student Success

Social Emotional Learning in Washington

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Presenters

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Adapted from work by Ron Hertel, OSPI
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The process of learning is inherently Social and Emotional

Emotions and relationships directly affect how students learn and how they apply that learning, contextually.

Emotions and relationships can either motivate students to engage in learning or if unmanaged interfere with attention, memory, and positive behaviors.

(CASEL: 2007 www.casel.org)

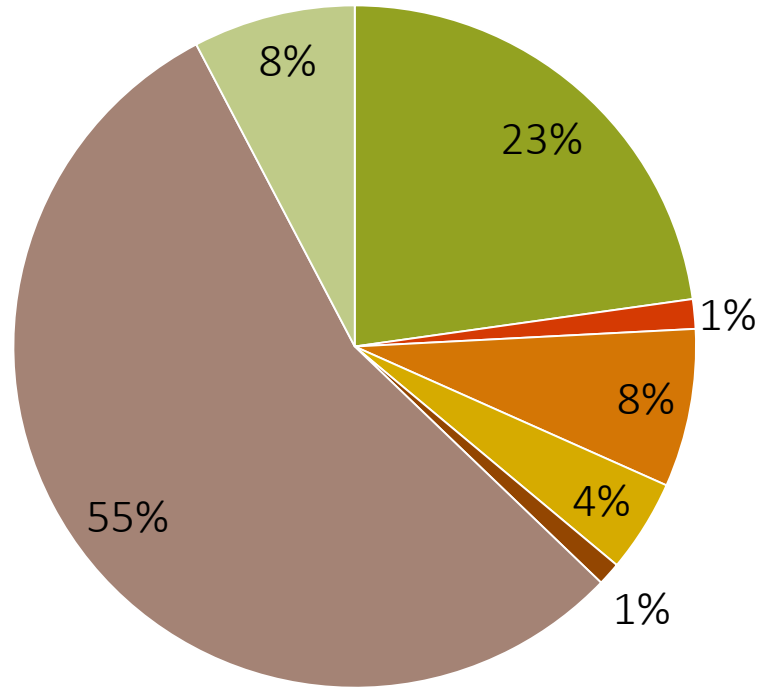
SEL is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.



OSPI SEL Professional Development Module:

<http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx> Segment 1, 2a

Over 1,100,000 students attend WA Public Schools



- Hispanic / Latino
- American Indian / Alaska Native
- Asian
- Black / African American
- Native Hawaiian / Other Pacific Islander
- White
- Two or More Races

42.9%

Students from low income households

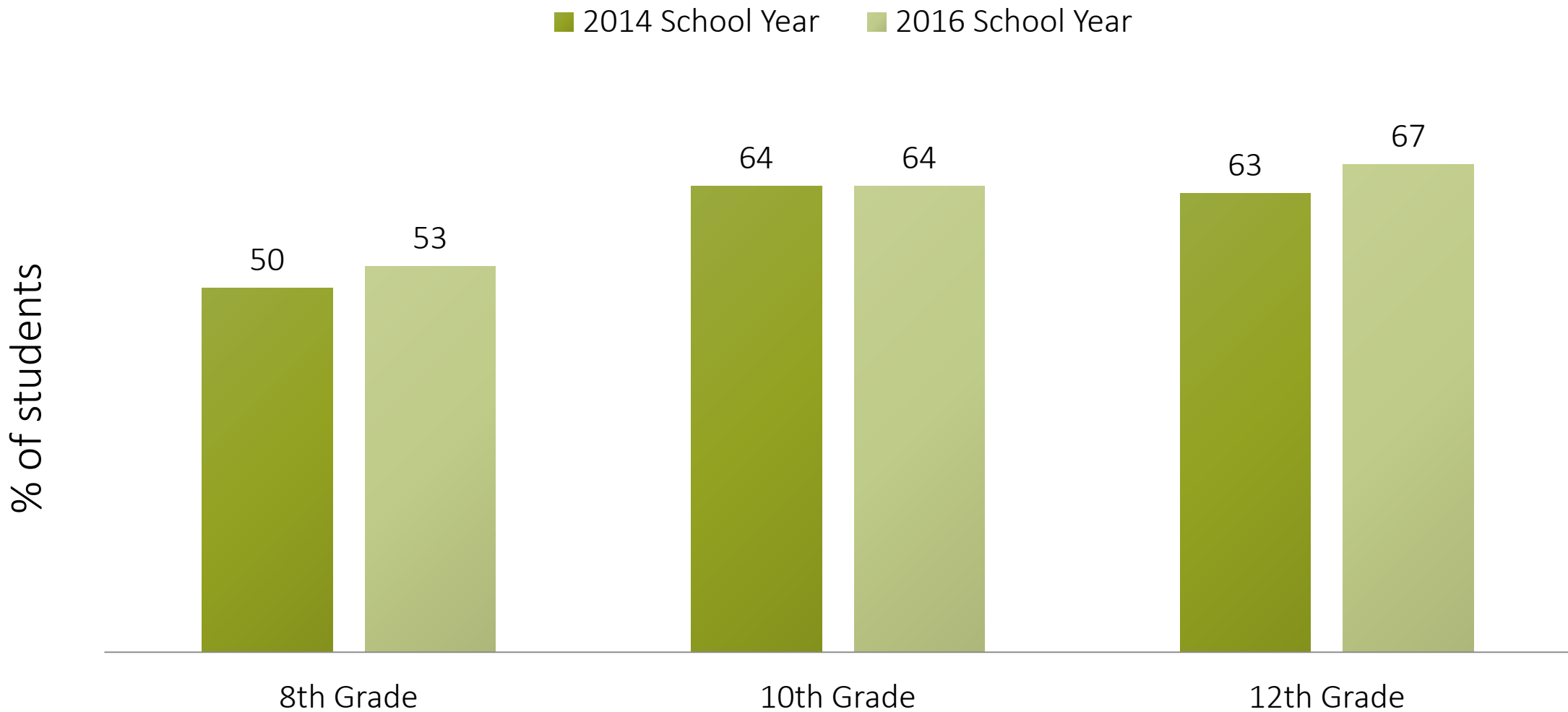
13.8%

Students receiving special education services

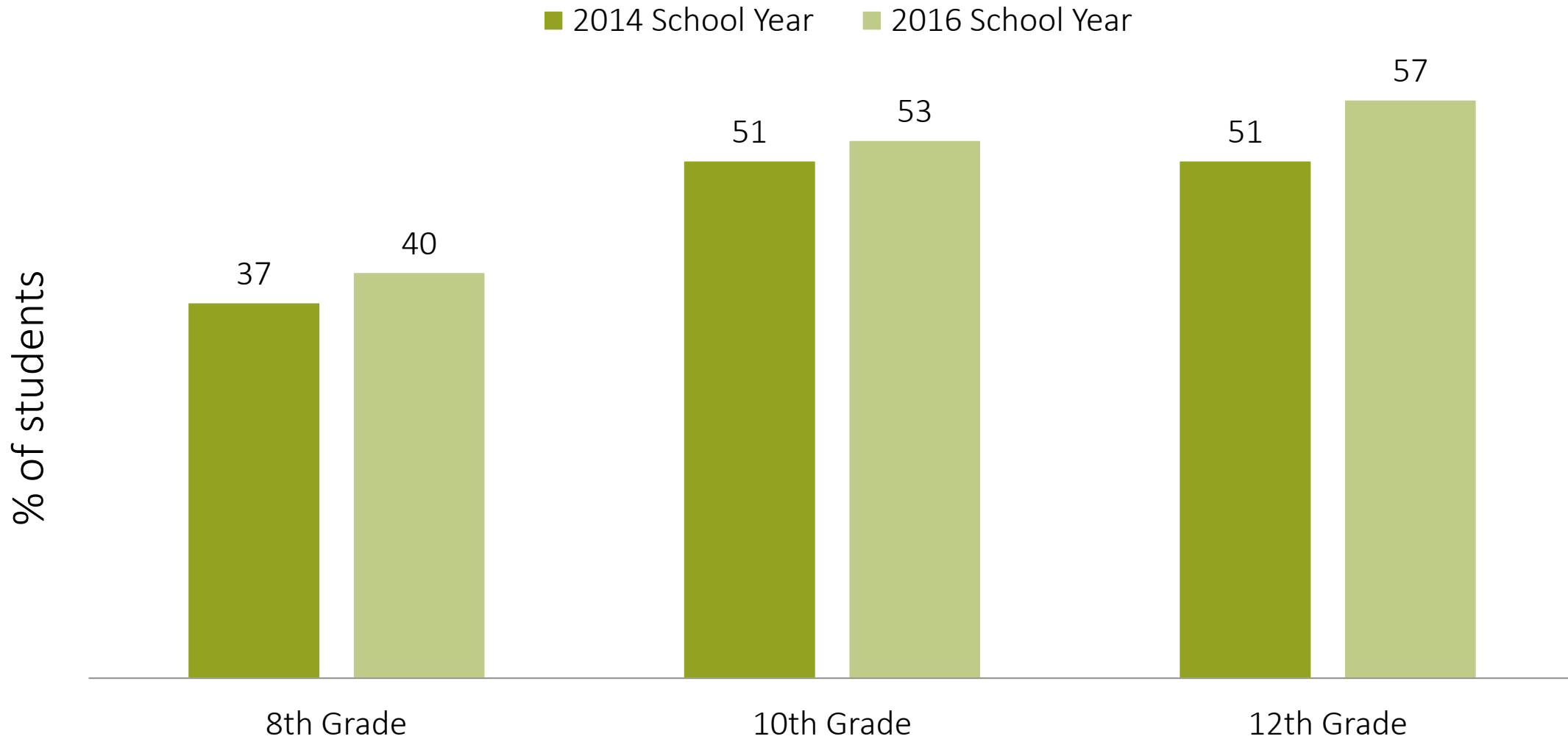
11.3%

English Learners

Students who reported feeling nervous, anxious or on edge in the past 2 weeks



Students who reported not being able to stop or control worrying in the past 2 weeks

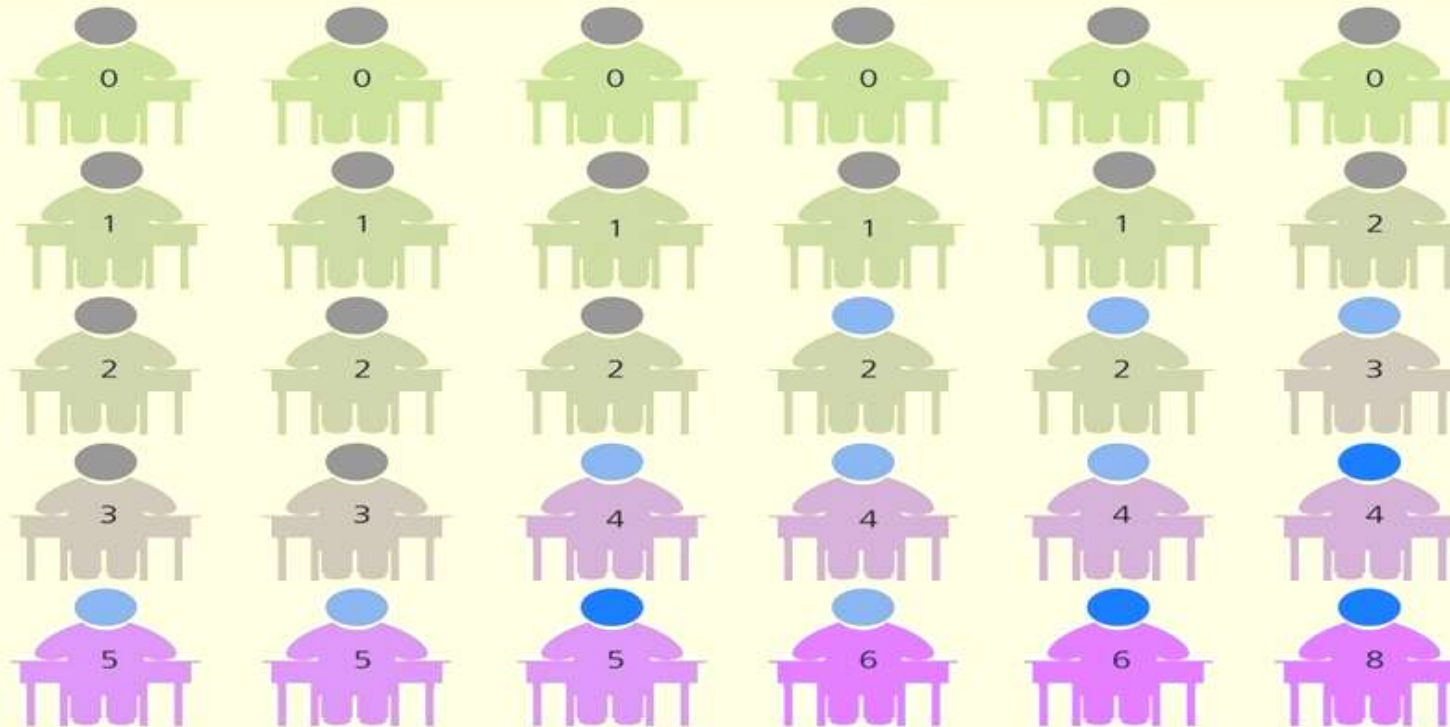


ADVERSE CHILDHOOD EXPERIENCES IN WASHINGTON SCHOOLS SOPHOMORES AND SENIORS(2010)

Washington School Classroom (30 Students) Adverse Childhood Experiences (ACEs)

6 students with no ACE
 5 students with 1 ACE
 6 students with 2 ACEs
 3 students with 3 ACEs
 7 students with 4 or 5 ACEs
 3 students with 6 or more ACEs

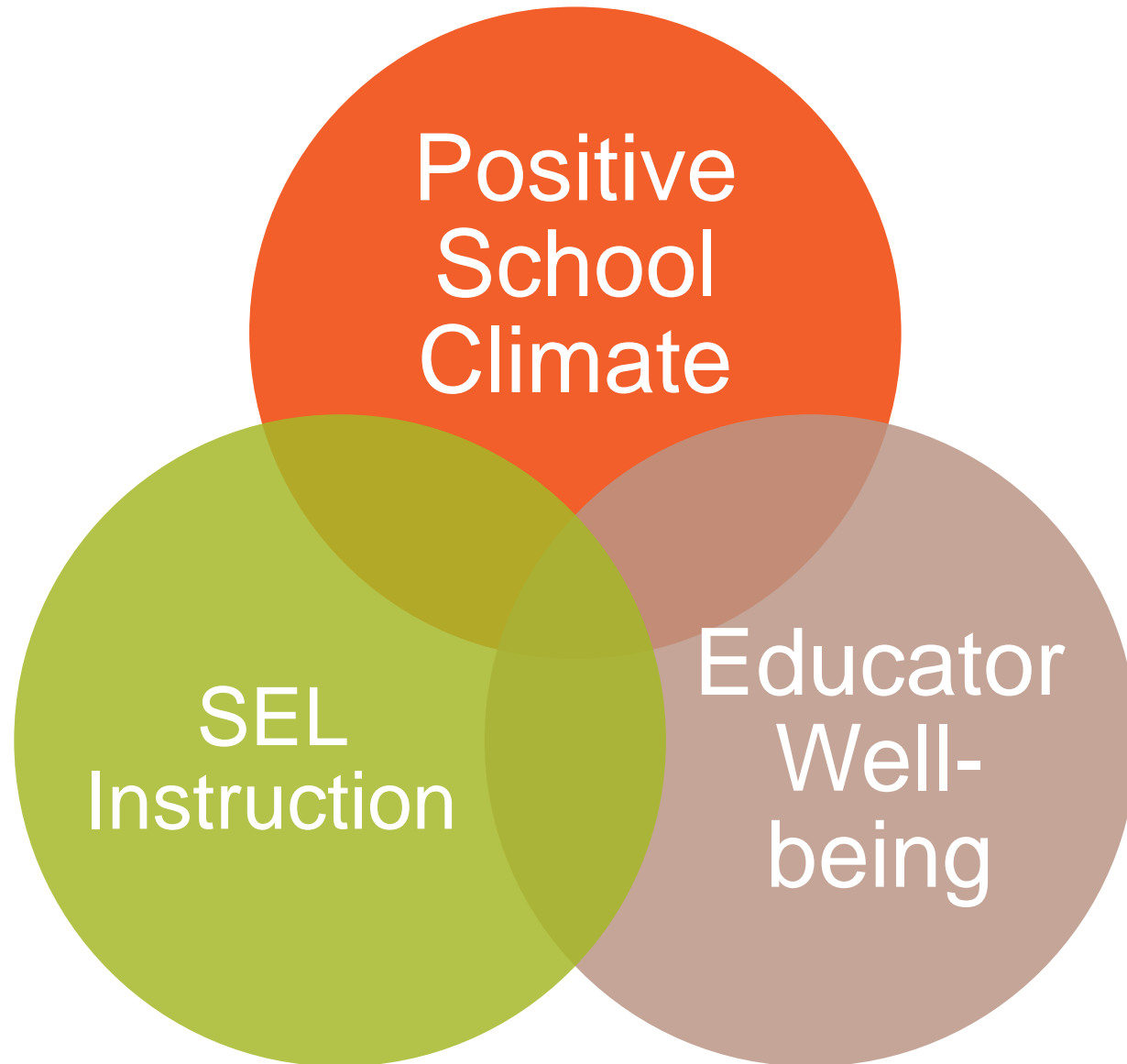
58% (17) students with no exposure to physical abuse or adult to adult violence
 29% (9) of students exposed to physical abuse or adult to adult violence
 13% (4) of students exposed to physical abuse and adult to adult violence



Teachers see the need for SEL

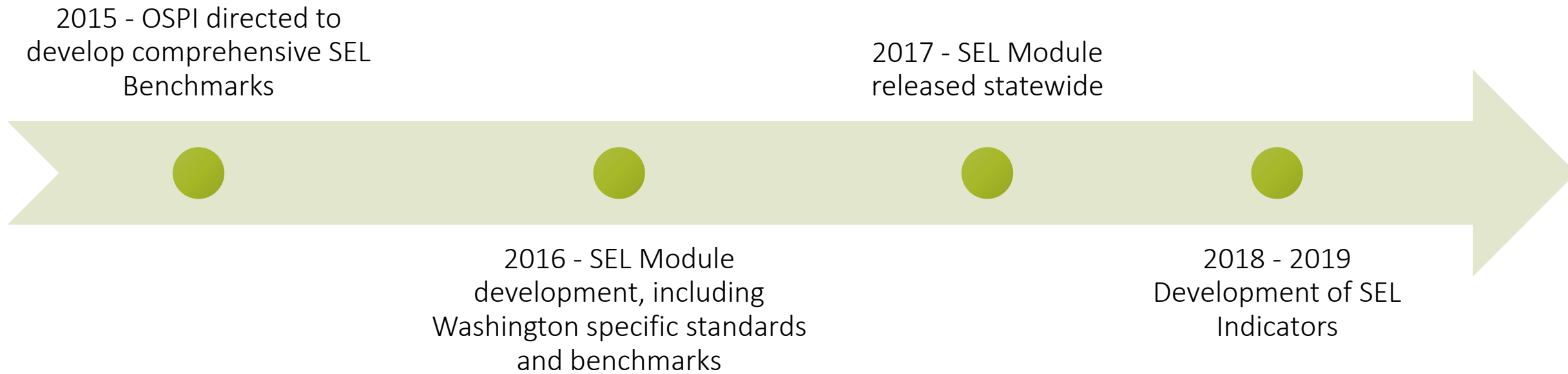
When given a **full definition** of social and emotional learning, **94%** of Washington teachers **overwhelmingly believe** that it should be an important part of students' in-school experience.

(Source: The Missing Piece: A Survey of Washington State Teachers on Social and Emotional Learning, by John Bridgeland and Jennifer DePaoli of Civic Enterprises 2014)



Research says...

Schools that focus on creating a welcoming and inclusive climate and support students' social and emotional development can buffer the impacts of ACEs, turn around these negative trends, and set children up for long-term success and well-being.



Background for Washington's SEL work

Washington state is working toward a systemic approach to SEL

Washington's Social Emotional Learning Framework

SELF

SOCIAL

Self Awareness

Social Awareness

Self Management

Social Management

Self Efficacy

Social Engagement

SEL in Washington schools should...

- ✓ Elevate positive skill development.
- ✓ Indicate areas for growth and development.
- ✓ Adapt to be culturally responsive to the unique backgrounds of our students.
- ✓ Reflect diverse cultures, language, history, identity, ability, and benefit from such diversity.

SEL is Not:

- SEL is not a way to “grade.”
- SEL is not a way to identify deficits.
- SEL is not just a curriculum.

If we expect students to develop and reflect on their social emotional competencies, we must expect the same of adults and continually strive to create environments conducive to such learning.

- ✓ Universal Design for Learning
- ✓ Emphasis on Equity
- ✓ Holistic Approach

“Shifts in our organizational practices and culture will change as adults across the system strengthen their SEL skills and competencies. *If we...*



Increase our ability to effectively build relationships and social awareness, thereby creating a more inclusive, caring environment, decreasing disproportionality, and preparing our students with 21st century skills, *then...*



All students learn the skills needed to be prepared for career, college and life.”

SEL Theory of Change

OSPI 2016 SEL Benchmarks Workgroup Report

<http://www.k12.wa.us/Workgroups/SEL/B-Meetings/SELBWorkgroup2016Report.pdf>

Professional Learning

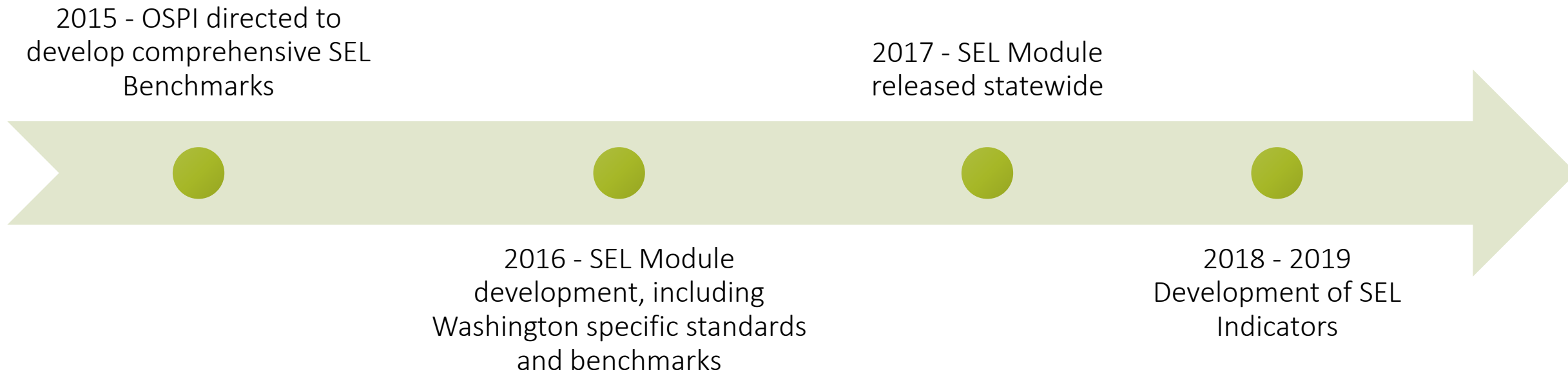
School/Family/Community
Partnerships

Culturally Responsive

Trauma Informed

Guiding Principles

SEL in practice must be equitable, responsive to student need, and inclusive.



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Draft SEL Workgroup Goals for 2019

- ✓ Create a **state-level SEL roadmap/framework** for OSPI, ESD's, districts, families, students and partners that leads the nation in equity and equality.
- ✓ Draft **implementation guide(s)** for people working with young people (K – 21) that is culturally responsive, equitable, and trauma-informed.
- ✓ Draft **indicators** for people working with young people (K-12) that are culturally responsive, equitable, and trauma-informed.
- ✓ Provide **recommendations to the legislature** to move the work forward.



We Can't Do
This Work
Alone

1. How do you think SEL relates to your work as an educator?
2. What, if any, challenges do you experience in your work related to SEL?
3. What resources, tools, or support do you need to support young people in SEL?
4. What recommendations or concerns do you have related to OSPI's efforts to create statewide guidance to support SEL?
5. What recommendations do you have to ensure that OSPI's statewide SEL work is culturally relevant, responsive, and respectful?

Discussion

Within small groups please discuss these questions and choose a group member to record a summary of your responses.

Get Involved!

- Check in with your local schools and districts to learn where they are with this framework. Explore where you may have a role and how you can engage.
- Information about the workgroup and access to the Module are available on line. <http://www.k12.wa.us/StudentSupport/SEL/default.aspx>
- SEL Workgroup meetings are open to the public and there is time for public comment at each meeting.

When you go out into the woods and you look at trees,
you see all these different trees.
And some of them are *bent*, and some of them are STRAIGHT,
and some of them are *evergreens*, and some of them are *whatever*.

**And you look at the tree and you allow it.
You appreciate it.
You see why it is the way it is.**

You sort of understand that it didn't get enough light, and so it turned that way.
And you don't get all emotional about it. You just allow it. You appreciate the tree.

The minute you get near humans, you lose all that.
And you are constantly saying "You're too this, or I'm too this."
That judging mind comes in.

**And so I practice turning people into trees.
Which means appreciating them
just the way they are.**