

# Washington SEL Capacity Building Series

## Training 1

### Orientation to Washington SEL Resources

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# Agenda

- 1 Welcome and opening activity
- 2 SEL Policy, Research, and Practice in Washington state
- 3 Washington's Statewide Vision for SEL
- 4 Next steps



# REL Northwest team



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# REL Northwest support

Incorporating data and research into everyday decisionmaking

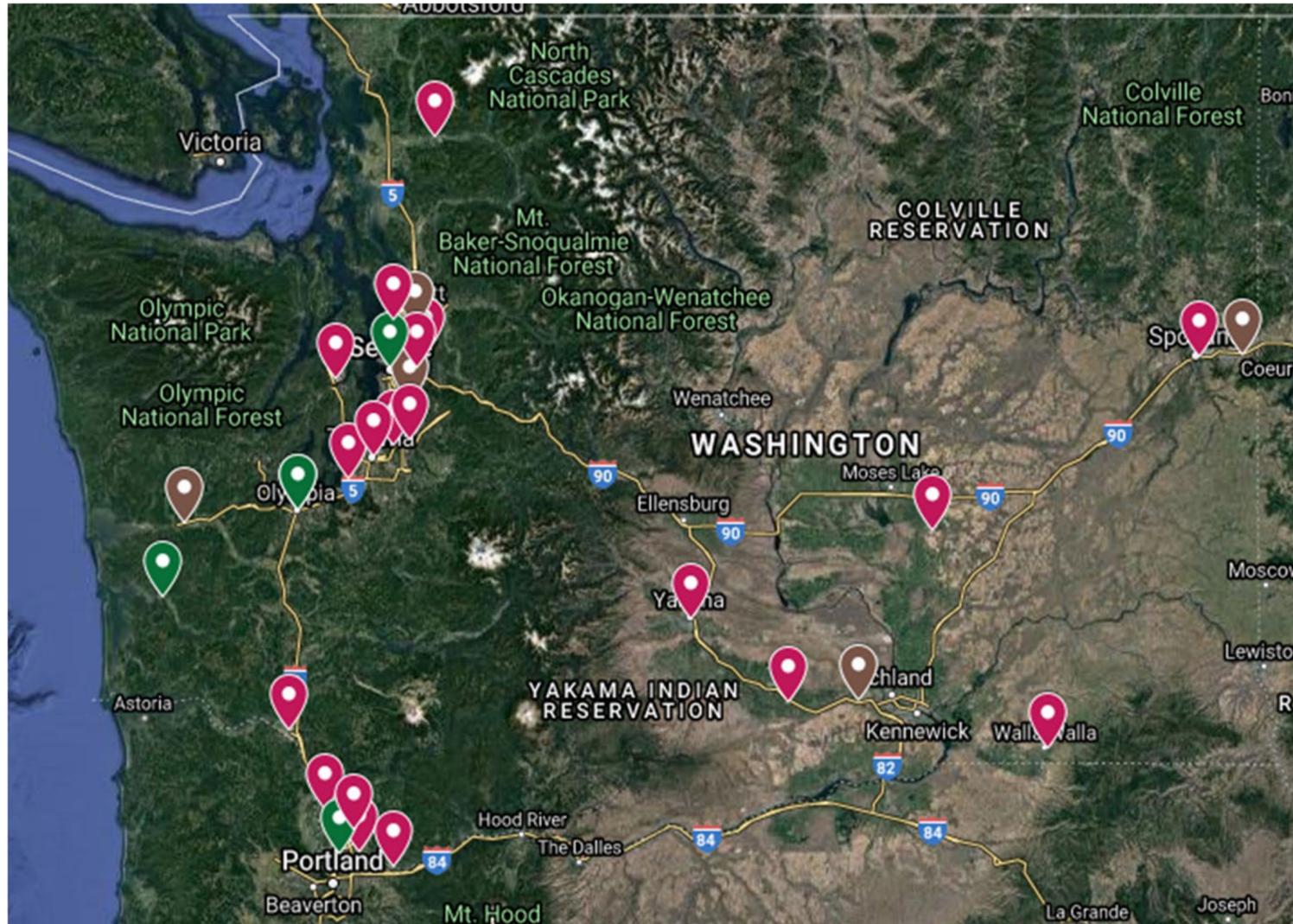
Delivering customized training, coaching, and technical support

Providing capacity building on data system development and data use

Conducting high-quality research and evaluation



# Cohort member team locations



## Benefits of a cohort model

- Supports and motivates adult learning
- Provides a variety of emotional and psychological supports
- Broadens perspectives

# Washington State Vision SEL research, policy, and practice

# Current status of SEL research, policy, and practice

- **SEL is an old idea with new frameworks, momentum, resources, and research behind it.**
- **There is an increased understanding that SEL is most effective when integrated with other efforts, rather than as a stand-alone curriculum or practice.**
- **There is an increased understanding of the features of effective SEL.**

## Social and emotional learning in Washington

“Social and emotional learning (SEL) is 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.”

(<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>, p. C-3)



# Social and emotional learning in Washington



“Educators, families, business leaders, students, and administrators in Washington State and nationally agree that SEL is essential for students to succeed in school, careers, and life, and should be part of teaching and learning in schools. Many schools and communities need guidance about how to effectively implement SEL practices across the whole day.”

(<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>, p. C–1)

# Why is SEL important?

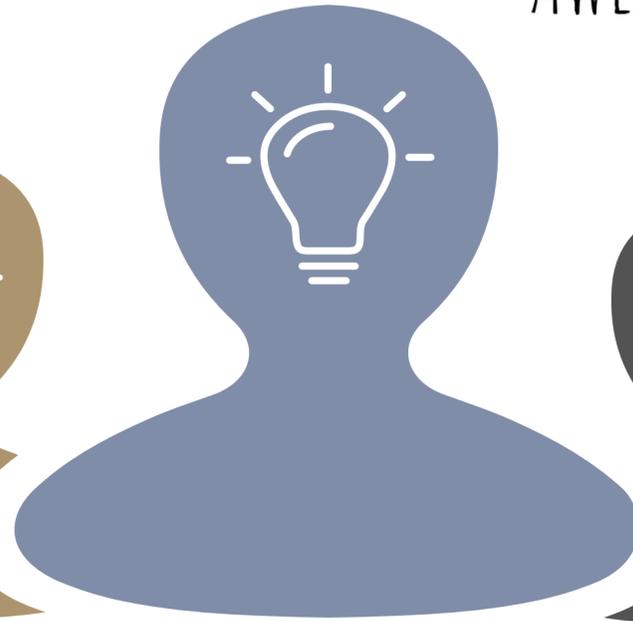
Students in grades K–12 who received SEL instruction had better outcomes compared to students who did not receive SEL instruction

- SEL skills
- Attitudes toward self and others
- Positive social behavior
- Emotional distress
- Academic performance

AMAZING IDEA



AWESOME IDEA

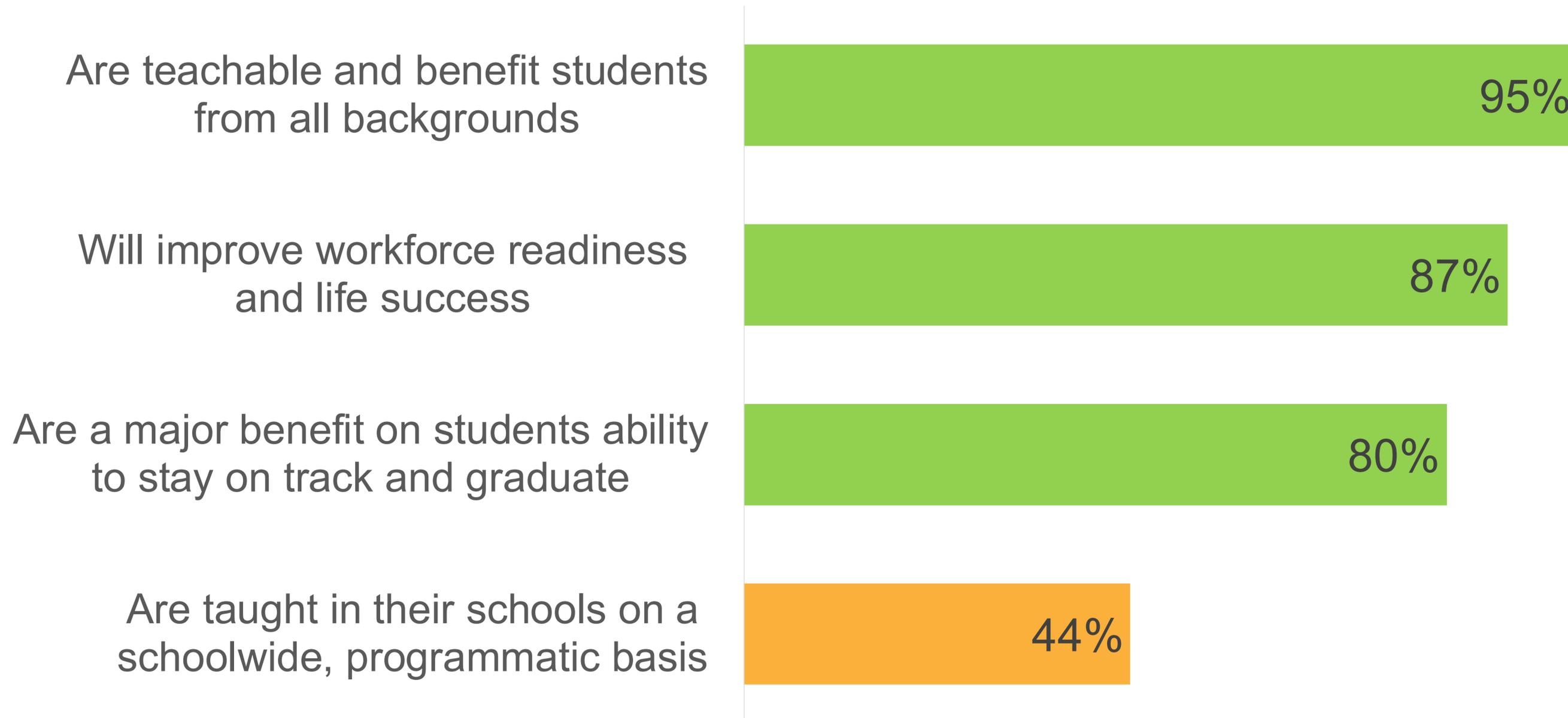


COOL IDEA



**How could SEL promote success in your school or district? For students? For adults?**

# Nationally, the percentage of teachers who said SEL skills . . .

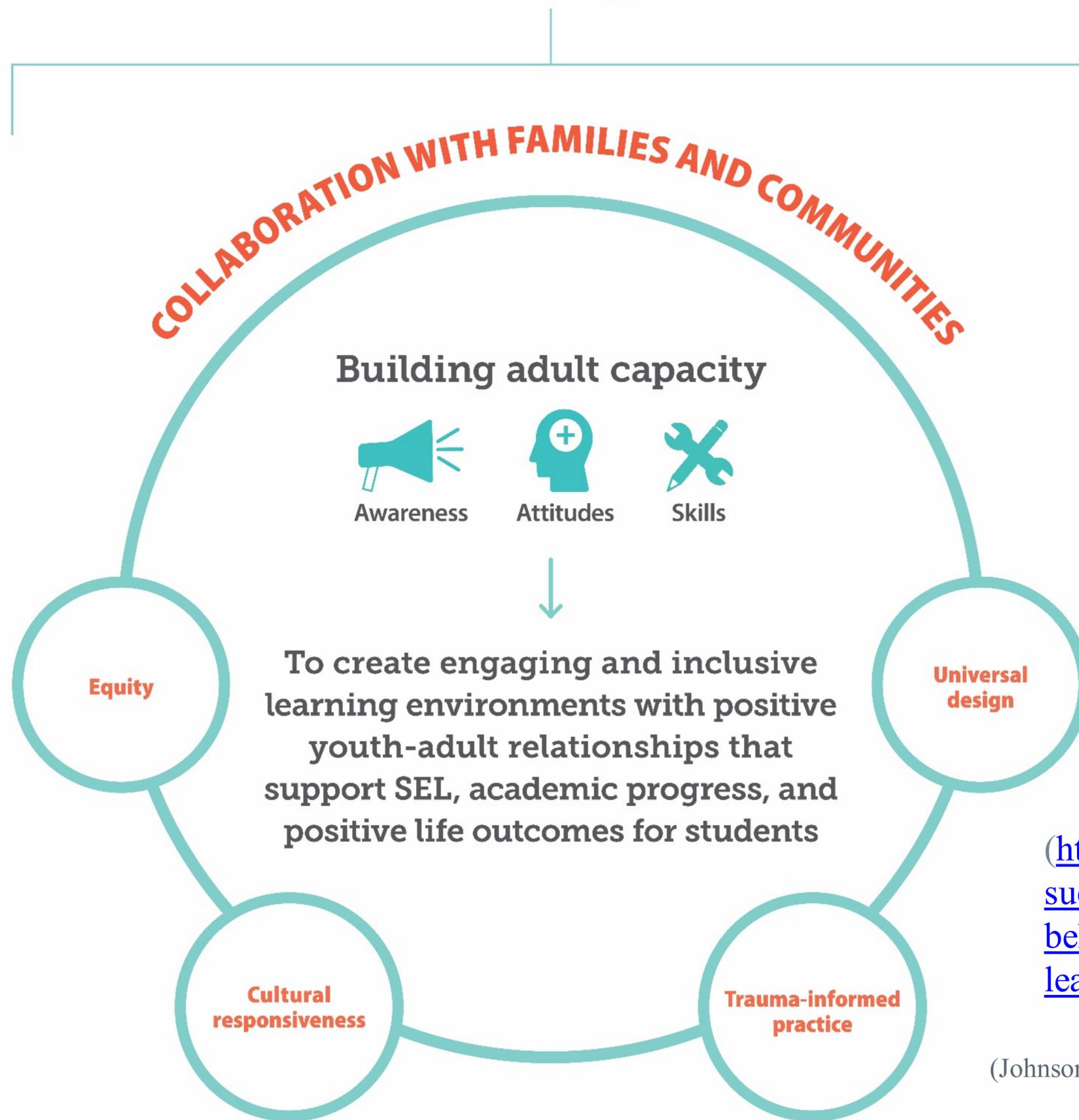


Polling question: Which of the following achieved the strongest student outcomes?

- Classroom-based intervention by researcher
- Multicomponent with parent or schoolwide component in addition to classroom intervention
- Classroom-based implementation by teachers
- Peer instruction

# Washington SEL Standards Framework and Essential Elements

# Conditions to Support SEL

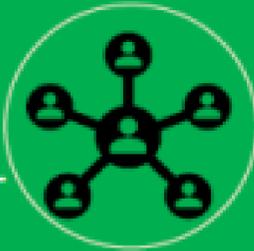


<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>, p. C-7)

# Essential elements of the Washington SEL Implementation Guide

- Create a positive school climate and culture
- Link SEL to existing school policies and practices
- Focus on classroom-based approaches that promote SEL
- Select and implement evidence-based SEL practices
- Use data for continuous improvement

Create conditions to support students' SEL



- Collaborate with families
- Collaborate with community stakeholders
- Collaborate with ELO providers

Collaborate with families, communities, and ELO providers



- Create leadership team
- Develop a vision statement
- Conduct a needs and readiness assessment
- Create an implementation plan
- Create a professional learning system

Build adult capacity



(<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/social-and-emotional-learning-sel>, p. C-26)

# Essential elements of the Washington SEL Implementation Guide

## Build Adult Capacity



“No matter when in children’s lives an SEL program is implemented, the adults delivering the program (or simply present in the environment) are important to its success.”

“If adults lack SEL skills themselves or suffer from stress or poor physical and mental health, their ability to support their students’ SEL may be severely compromised.”

# Essential elements of the Washington SEL Implementation Guide

## Build Adult Capacity



SEL practices and policies help children and adults develop competencies:

“Understand and manage emotions, set and achieve positive goals, feel and show care and concern for others, establish and maintain positive relationships and make responsible decisions.”

# Essential elements of the Washington SEL Implementation Guide

## Build Adult Capacity



- Adults need to understand the importance of nonacademic factors
- Systems need to address fragmentation due to different frameworks
- Educators need time and support to learn SEL and climate strategies
- Ensure focus is on conditions for learning vs. behavioral compliance

# Essential elements of the Washington SEL Implementation Guide

## Create Conditions to Support Student's SEL



SEL efforts are most successful when they:

- Occur within supportive contexts
- Build adult competencies
- Acknowledge features of the broader community context
- Target a key set of skills across multiple domains of development
- Set reasonable goals

# Essential elements of the Washington SEL Implementation Guide

Collaborate with Families,  
Communities and  
Extended Learning  
Opportunity (ELO)  
Providers



Under the family-driven paradigm:

- Families have the expert knowledge and are entitled and expected to contribute to understanding both problems and solutions
- The approach is holistic and strengths-based
- Access to services and plans are based on the needs of the child or group of children
- Evaluation is a continuous process and expectations for successful outcomes are high

# Washington SEL Standards, Benchmarks and Indicators

# Washington state's SEL standards

Self	Social
Standard 1 - <b>SELF-AWARENESS</b> – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.	Standard 4 - <b>SOCIAL AWARENESS</b> – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
Standard 2 - <b>SELF-MANAGEMENT</b> – Individual has the ability to regulate emotions, thoughts, and behaviors.	Standard 5 - <b>SOCIAL MANAGEMENT</b> – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
Standard 3 - <b>SELF-EFFICACY</b> – Individual has the ability to motivate themselves, persevere, and see themselves as capable.	Standard 6 - <b>SOCIAL ENGAGEMENT</b> – Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

Self-Awareness	Self-Management	Self-Efficacy
<p>BENCHMARK 1A - Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p>BENCHMARK 1B - Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p>BENCHMARK 1C - Demonstrates self-awareness and understanding of external influences (e.g., culture, family, school, and community resources and supports).</p>	<p>BENCHMARK 2A - Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p>BENCHMARK 2B - Demonstrates responsible decision-making and problem-solving skills.</p>	<p>BENCHMARK 3A - Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p>BENCHMARK 3B - Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p>BENCHMARK 3C - Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.</p>
Social Awareness	Social Management	Social Engagement
<p>BENCHMARK 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <p>BENCHMARK 4B - Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.</p> <p>BENCHMARK 4C - Demonstrates an understanding of the variation within and across cultures.</p>	<p>BENCHMARK 5A - Demonstrates a range of communication and social skills to interact effectively with others.</p> <p>BENCHMARK 5B - Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</p> <p>BENCHMARK 5C - Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.</p>	<p>BENCHMARK 6A - Demonstrates a sense of school and community responsibility.</p> <p>BENCHMARK 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.</p> <p>BENCHMARK 6C - Contributes productively to one's school, workplace, and community.</p>

**Standards, Benchmarks, and Indicators**

<b>STANDARD 1</b>	<b>SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.</b>		
<b>BENCHMARK 1A</b>	<b>Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</b>		
<b>Environmental and Instructional Condition for Learning</b>			
Provide students with nurturing settings, curriculum or content, and opportunities to practice understanding their own emotions.			
<b>Indicators</b>			
			
<b>Early Elementary</b>	<b>Late Elementary</b>	<b>Middle School</b>	<b>High School/Adult</b>
With adult assistance, I can recognize, identify, and name my emotions, feelings, and thoughts.	I can explain the different intensities of my emotions and feelings.	I can use self-reflection to determine if my emotions and feelings are proportional to the situation.	I can analyze how and why an emotion can trigger behaviors in different contexts.
With adult assistance, I can recognize how different emotions, feelings, and thoughts feel in my body.	I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight).	I can identify emotions and feelings that contribute to or detract from my ability to solve problems.	I can evaluate the impact that focusing intensely on my emotions has on me.
With adult assistance, I can verbally express my emotions or feelings.	I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions.	I can examine possible outcomes associated with different ways of communicating emotions and feelings.	I can demonstrate the ability to analyze the effectiveness of actions I take to deal with my emotions and feelings.
With adult assistance, I can describe the difference between a fixed and a growth mindset.	I can take a moment to reflect on whether or not I am using a fixed or growth mindset in my interactions with others.	I can adjust my thoughts to reflect a growth mindset when meeting a goal or experiencing challenges in my life.	I can demonstrate the ability to analyze, critically think about, and understand the attitudes I hold that contribute to my development of a fixed or growth mindset while dealing with challenges or meeting goals.

D-7

“The indicators span a grade band continuum that can vary based on a wide range of conditions. A double-headed arrow on each of the benchmarks reminds us that circumstances can significantly affect development, and that students do not follow a linear path.

Educators need to differentiate supports and modifications accordingly. Observing a learner’s behavior in relation to the indicators can lead to constructive conversations and collaboration among educators, students, and their families.”

# Environmental and instructional conditions for learning

Benchmark Examples	Environmental and Instructional Condition for Learning Examples
BENCHMARK 1A Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.	Provide students with nurturing settings, curriculum or content, and opportunities to practice understanding their own emotions. (p. D-7)
BENCHMARK 2B Demonstrates responsible decision-making and problem-solving skills.	Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their decision-making and problem-solving skills. (p. D-9)
BENCHMARK 3C Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.	Provide students with settings, curriculum or content, and opportunities to practice self advocacy when faced with a personal rights challenge. (p. D-12)

“Environmental and instructional conditions for learning are defined for each benchmark, based on the four principles. These conditions for learning are essential to build social emotional competencies.

Environmental and instructional conditions for learning create a learning environment that systemically provides a foundation for achievement by encouraging SEL.”

# Scenarios and brainstorming

In the chat, discuss how SEL research and the Washington essential elements can improve student outcomes, using one of the REL Northwest-created scenarios below

## Scenario

The local newspaper has an article about a group of students winning a regional robotics competition as part of an after-school program. The faces you see grinning behind the blue ribbons, trophy, and certificates, you recognize as students who are struggling with classroom and district assessments. When asked about the robotics work, they share a depth of knowledge. When asked about the classroom, they are quiet.

## Scenario

The district is looking to fill a high-priority principal position. A well-known, well-liked, experienced, and highly successful candidate with proven results is being interviewed. An interview question asks about the connection to SEL and academics. The candidate says “I think kids need to do these skills, but I am not a hugger, so I don’t force that in my school. I use teams to focus on supporting a vision for high academic support, connecting with families, and supporting staff to meet that vision.”



Ask A REL Get customized responses to your questions

<https://ies.ed.gov/ncee/edlabs/regions/northwest/askarel/>

Ask A REL is a collaborative reference desk service provided by the ten Regional Educational Laboratories (RELs) and functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research-based education questions.



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