

**Washington SEL Capacity-Building Training Series**  
Training 3: Promoting Equity Through SEL

September 17, 2020  
3 to 4:30 p.m.  
Virtual Meeting

**Facilitators**

Julie Petrokubi, Sarah Pierce, and Vicki Nishioka, REL Northwest

**Goal**

Train participants to understand and use quality research on social and emotional learning (SEL) to improve SEL implementation in their local contexts

**Objectives**

1. Participants will increase their understanding of the evidence base for how SEL relates to positive school climate and equity, as well as culturally responsive and trauma-informed SEL practices.
2. Participants will use what they learn to examine their SEL resources, strategies, policies, and practices from an equity lens and identify opportunities to ensure SEL advances equity in their schools.

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## Agenda

Duration (minutes)	Content	Goals and objectives	Activities and resources
15	<i>Current issues and the connection to Washington resources</i>	<ol style="list-style-type: none"> <li>Orient participants to the agenda and session plan</li> <li>Train on key opportunities and challenges in promoting equity through SEL</li> <li>Train on the guiding principles (equity, culturally responsive practice, trauma-informed practice) and the communitywide vision for SEL from the Washington implementation guide (Johnson, Hertel, Chauvin, Petrokubi, &amp; Pierce 2019)</li> </ol>	<p>PowerPoint slides 1–20</p> <p>Interactive chat question</p>
50	<i>Promoting equity through SEL and culturally responsive practices</i>	<ol style="list-style-type: none"> <li>Train on barriers to racial equity in social, emotional, and academic development in school</li> <li>Train on culturally responsive, sustaining strategies that may be implemented at the classroom and/or school level</li> </ol>	<p>PowerPoint slides 21–46</p> <p>Interactive virtual chat rooms</p>
20	<i>Trauma-informed practices for SEL, wellness, and equity</i>	<ol style="list-style-type: none"> <li>Present research on the relationship between student experiences of trauma and SEL, considering the issue from a strengths-based perspective</li> <li>Present research on the connection between student SEL and educator wellness</li> <li>Train on evidence-based strategies for promoting wellness among students and school staff members</li> </ol>	<p>PowerPoint slides 47–60</p> <p>Interactive virtual chat rooms</p>
5	<i>Reflecting on equity in developing SEL plans</i>	<ol style="list-style-type: none"> <li>Review reflection questions related to systems conditions, adult capacity building, and community collaboration</li> <li>Discuss next steps and training 4: <i>Collaborating With Community Members as Partners for SEL</i></li> </ol>	<p>PowerPoint slides 61–64</p>

### Reference

Johnson, M. M., Hertel, R., Chauvin, R., Petrokubi, J., & Pierce, S. (2019). 2019 report on social-emotional learning in Washington’s K–12 public schools. Olympia, WA: Office of Superintendent of Public Instruction. Retrieved May 6, 2020, from <https://www.k12.wa.us/sites/default/files/public/communications/SEL%20Legislative%20Report%20final%20as%20approved%20by%20GR.pdf>