

# Social Emotional Learning in Washington State



A Review of the SEL Standards  
and Benchmarks Framework



# Presenter

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# SEL Workgroup Overview

In 2015, the Washington State Legislature directed OSPI to convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision making knowledge and skills of social emotional learning for kindergarten through high school.

# Workgroup Members

- Department of Early Learning
- OSPI Student Support
- OSPI Teaching and Learning
- EOGOAC
- Office of the Education Ombuds
- Higher Ed Faculty Member
- K-12 Educator
- K-12 Administrator
- School Psychologist
- School Counselor
- School Social Worker
- Parent Organization
- SEL Stakeholder Group
- Educational Service District
- Rural Schools Representative
- WA Workforce Training Board

# Stakeholder Feedback Themes

- ❑ Ensure cultural responsiveness of the SELB Framework and its implementation.
- ❑ SEL standards should not be used as a tool to measure and potentially stigmatize students.
- ❑ Indicators must be culturally responsive, inclusive, developmentally appropriate, and aligned to the benchmarks.
- ❑ Further stakeholder engagement is needed in the development of the indicators and statewide implementation plan.

# SEL Standards and Benchmarks 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.

# Guiding Principles

- ✓ **Professional Learning**
- ✓ **School/Family/Community Partnerships**
- ✓ **Cultural Responsiveness**

# Social Emotional Learning Framework

## SELF

Self Awareness

Self Management

Self Efficacy

## SOCIAL

Social Awareness

Social Management

Social Engagement



# SELF-AWARENESS

**Standard 1: Individual has the ability to identify and name one's emotions and their influence on behavior.**

- ❑ *Benchmark 1A* – Demonstrates awareness and understanding of one's emotions.
- ❑ *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- ❑ *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

# SELF-MANAGEMENT

**Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.**

- ❑ *Benchmark 2A* – Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
- ❑ *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

# SELF-EFFICACY

**Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable .**

- ❑ *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- ❑ *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- ❑ *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

# SOCIAL AWARENESS

**Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.**

- ❑ *Benchmark 4A* – Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
- ❑ *Benchmark 4B* – Demonstrates an awareness and respect for one's similarities and differences with others.
- ❑ *Benchmark 4C* – Demonstrates an understanding of the social norms of individual cultures.

# SOCIAL MANAGEMENT

**Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.**

- ❑ *Benchmark 5A* – Demonstrates a range of communication and social skills to interact effectively with others.
- ❑ *Benchmark 5B* – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
- ❑ *Benchmark 5C* – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

# SOCIAL ENGAGEMENT

**Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.**

- ❑ *Benchmark 6A* – Demonstrates a sense of social and community responsibility.
- ❑ *Benchmark 6B* – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
- ❑ *Benchmark 6C* – Demonstrates effective strategies to contribute productively to one's school, workplace, and community.

“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 21<sup>st</sup> century skills, *then...*

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

# SELB Theory of Change

# Implementation

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

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



# Workgroup Recommendations

1. Adopt the proposed Social and Emotional Learning Framework, including guiding principles, standards, and benchmarks for K-12 students in Washington State.
2. Continue to fund SELB Workgroup as a state level advisory committee.

The future Workgroup will need to develop indicators reflective of Washington's unique and diverse cultural heritage that are aligned to the proposed SEL standards and benchmarks, and develop resources to support districts and schools in the implementation process.

# Every Student Succeeds Act

**ESSA provides states and school districts with more flexibility to define and assess student success.**

As part of a state's newly designed accountability system, at least one additional indicator of school quality/student success is required.

Language that encourages schools to “establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success.”

In Title IV, specific recommendations for “activities to support safe and healthy students.”

# CASEL Collaborating States Initiative

This initiative will allow CASEL to partner with eight states as they develop statewide implementation of social emotional learning.

- **Washington**
- California
- Georgia
- Massachusetts
- Minnesota
- Nevada
- Pennsylvania
- Tennessee

# Get Involved...

- ✓ Go to **www.SELforWA.com** and join the grassroots coalition and stay informed
- ✓ Like our Facebook Page
- ✓ Follow us on Twitter @SELforWA
- ✓ Spread the word. Let your elected officials and school administrators know that you support Social Emotional Learning!