

Road Map Region SEL Symposium
**Whole Child, Whole Day: Elevating and
Integrating Social Emotional Learning**

October 7, 2016 | Tukwila Community Center



Youth Development Executives of King County

Mission

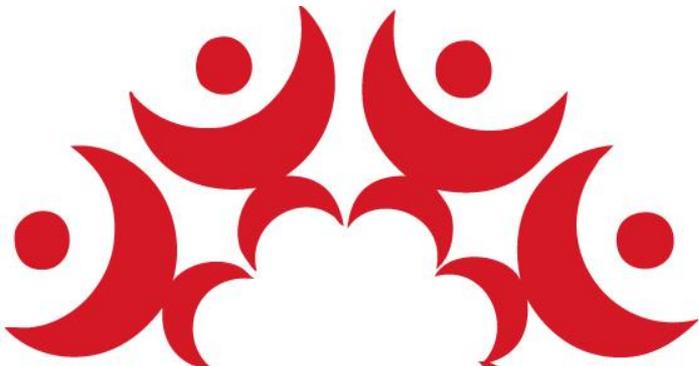
Youth Development Executives of King County builds and unifies the youth development field.

Vision

Every young person has the opportunity and support they need to learn, lead, connect, contribute and thrive.

Who We Are

YDEKC membership is comprised of Executive Directors, CEOs and other key leaders of non-profit organizations directly serving youth ages 5 through young adulthood within King County.



YDEKC staffs the

Youth Development for Education Results Work Group

of the Road Map Project



The Road Map Project is a collective impact initiative aimed at getting dramatic improvement in student achievement – cradle through college and career in South Seattle and South King County.



2010

Indicators of Student Success

The Road Map for Education Results

Our goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low income students and children of color, and increasing achievement for all students from cradle to college and career.



We will report on our progress using the following measures:¹

- % children meeting kindergarten readiness standards²
- % children accessing comprehensive medical and dental care
- % eligible children enrolled in evidence-based early learning programs
- % students proficient in 3rd grade reading
- % students proficient in 4th grade math
- % 9th graders who pass end of course algebra exam
- % students motivated and engaged to succeed in school³
- % students who are not triggering all three Early Warning indicators⁴
- % of parents who believe a college degree is important and actively support their child's education
- % students graduating high school meeting proposed Washington State graduation requirements⁵
- % students who take SAT/ACT and/or take a community college placement test in high school
- % high school graduates who take developmental education courses in college
- % students who earn a post-secondary credential by age 26
- % students who enroll in postsecondary education
- % students who persist year to year

¹We will also track a full range of indicators and wherever possible we will disaggregate by race, ethnicity and income. ²Measured by WaKIDS = Washington Kindergarten Inventory of Developing Skills; DIBELS = Dynamic Indicators of Basic Early Literacy. ³Combination of data on internal motivation, engagement (behavior, emotional, cognitive), and academic grit from existing student climate surveys⁴Triggering all three Early Warning Indicators would entail having ever had 5 absences in a school year, an F in a core course, and a suspension/expulsion. ⁵As per WA State Board of Education proposal.





ACTION PLAN – UPDATED 1/2016

Goal 1: ENHANCE AND IMPROVE PARTNERSHIP SYSTEMS AT THE COMMUNITY, SCHOOL, DISTRICT & REGIONAL LEVEL THAT SUPPORT STRONG COLLABORATIONS THAT IMPROVE STUDENT OUTCOMES

Strategy 1.1 Shared Leadership & Commitment to Partnerships: Create the conditions for shared leadership between schools and community organizations to improve student success.

Strategy 1.2 Partnership Tool-Kit: Build a tool-kit of practical, accessible resources and steps to help schools and youth serving organizations initiate and cultivate new and growing partnerships to serve more kids with effective programs.

Strategy 1.3 Data Sharing: Develop the technology, policies and practitioner level tools and training to be able to use student and program data to inform student level interventions and supports.

Goal 2: ADVANCE EFFORTS TO MEASURE & IMPROVE STUDENT SUCCESS SKILLS & DISPOSITIONS (i.e. Engagement, Motivation, Social Emotional, Non-cognitive Skills)

Strategy 2.1 Shift adult practices to increase student success skills including youth engagement, motivation, and social emotional learning by supporting professional development, elevating promising practices and using student perception data (where possible) to inform decision making.

Goal 3: More & Better Expanded Learning Opportunities during the summer and throughout the school year.

Strategy 3.1 Funding & Public Will: Identify and create consistent, stable funding streams for afterschool and expanded learning opportunities including public commitment to afterschool and expanded learning opportunities.

Strategy 3.2 High Quality Programs: Support the adoption of the Quality Standards for Afterschool and Youth Development Programs and provide professional development and other capacity building supports for organizations of all sizes to be able to meet standards.

Strategy 3.3: Focus on Summer: Ensure more young people (Pre-K through High School) have the supports they need to be healthy, safe and actively engaged in the summer time and prevent summer learning loss.



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Planning Committee

Anne Powell, Spark Consulting

Sarah Terry, YDEKC

Sarah Butcher, SEL for WA

Carmela Dellino, Seattle Dept. of Education and Early Learning

Kevin Haggerty, UW Social Development Research Group

Marie Sauter, Bill and Melinda Gates Foundation

Shelby Cooley, Community Center for Education Results

Todd Herrenkohl, UW Dept. of Social Work, 3DL Partnership

Teddy McGlynn-Wright, City of Seattle

Bryan Manzo, SPS School Counselor

Jackie Jainga Hyllseth, Schools Out Washington

Rick Taylor, Camp Fire

Jessica Werner, YDEKC



AGENDA

- 9:15 Opening: Framing the Importance of Social Emotional Learning
- 10:00 Social Emotional Learning Benchmarks and Moderated Panel
- 11:15 Case Study Break-Out Sessions (3 Options)
- 12:00 Lunch
- 1:00 – 1:50 Building the Foundation for SEL: Session 1
- 2:05 – 2:55 Building the Foundation for SEL: Session 2
- 3:10 Where do we go from here?
- 4:00 Closing



Learning Objectives

- Understand system-wide strategies to support the integration of Social Emotional Learning within and *between* youth-serving organizations and schools.
- Understand current regional initiatives focused on Social Emotional Learning, such as the Washington State Social Emotional Learning Benchmarks.
- Make connections between Social Emotional Learning and other opportunity gap closure initiatives.
- Network and collaborate with leaders in education and youth development, researchers, and funders.
- Determine next steps in elevating Social Emotional Learning in the region.

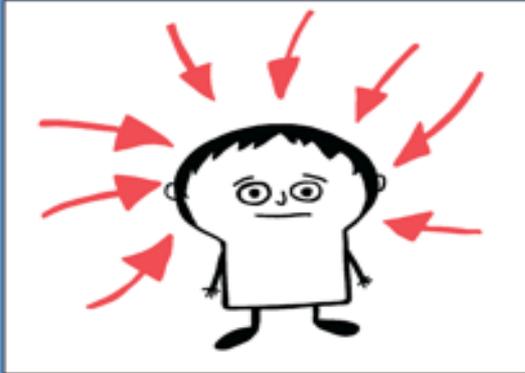


Framing Social Emotional Learning from the heart and the mind.

- ***Teddy McGlynn-Wright***, *Race & Social Justice Initiative, Strategic Advisor, City of Seattle*
- ***Bryan Manzo***, *Counselor, Sandpoint Elementary School, Seattle Public Schools*



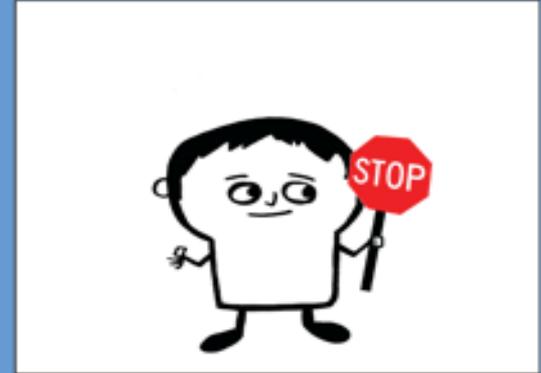
Take a Meta-Moment



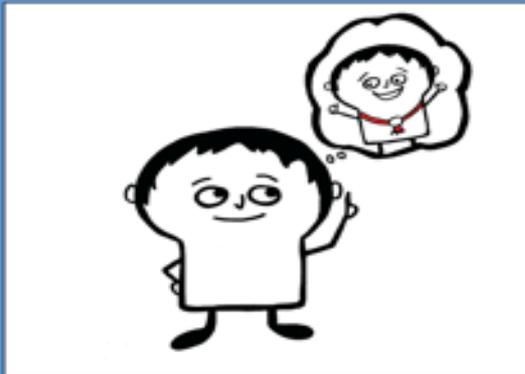
1. Something happens



2. Sense



3. Stop



4. See your best self



5. Strategize



6. Succeed!

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Meta Moment Short 1



SEL Fact Cards

Pick up a blue note card.

Find someone you don't know.

Introduce yourselves.

Read your cards to one another.

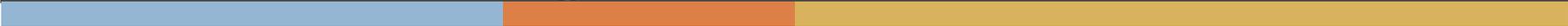
Trade cards.

Find someone new. Repeat.

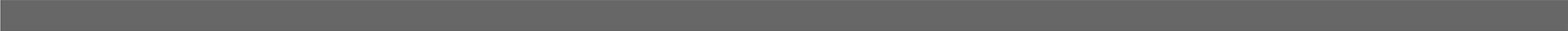
(There are 16 different cards. If you happen to run into someone with the same card, introduce yourself and move on.)



Social Emotional Learning in Washington State



A Review of the SEL Standards
and Benchmarks Framework



Presenter

Sarah Butcher, SEL for Washington

SELforWA@gmail.com

(425) 442-3430

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 21st 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!

Elevating and Integrating Social Emotional Learning: Panel Discussion

- **David Lewis**, Behavioral Health Services, Seattle Public Schools
- **Roxana Norouzi**, Director of Education & Integration Policy, OneAmerica
- **Jackie Jainga Hyllseth**, Chief Program Quality Officer, School's Out Washington
- **Neil Naftzger**, American Institutes for Research



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CASE STUDY BREAK OUT SESSIONS (11:15)

Graham Hill Elementary in Seattle: Using Social Emotional Learning to Improve Student Achievement

(Meeting Room A)

GEAR UP in Highline: Using Student Voice to Improve SEL and Metacognitive Supports for Middle and High School Students

(Meeting Room B)

Creative Schools Initiative: Building Academic Mindsets and Deepening Literacy through Collaborative Arts Integration

(Social Hall)



LUNCH, 12 – 12:45

Banquet Hall



AFTERNOON BREAKOUTS

**Fostering Environments for Social Emotional Learning –
Youth Program Quality**
(Social Hall)

Implicit (and Explicit) Bias and Positive Racial Identity Development
(Meeting Room B)

Linking Trauma-Informed Practice and a Systematic Approach to SEL
(Meeting Room A)

**Getting to Measurement – Challenges and Opportunities –
Moderated Panel**
(Banquet Hall)



What steps must we take to continue to integrate and advance Social Emotional Learning in our communities and in our state?

THERE ARE 3 COLORS of STICKERS ON YOUR NAMETAGS.

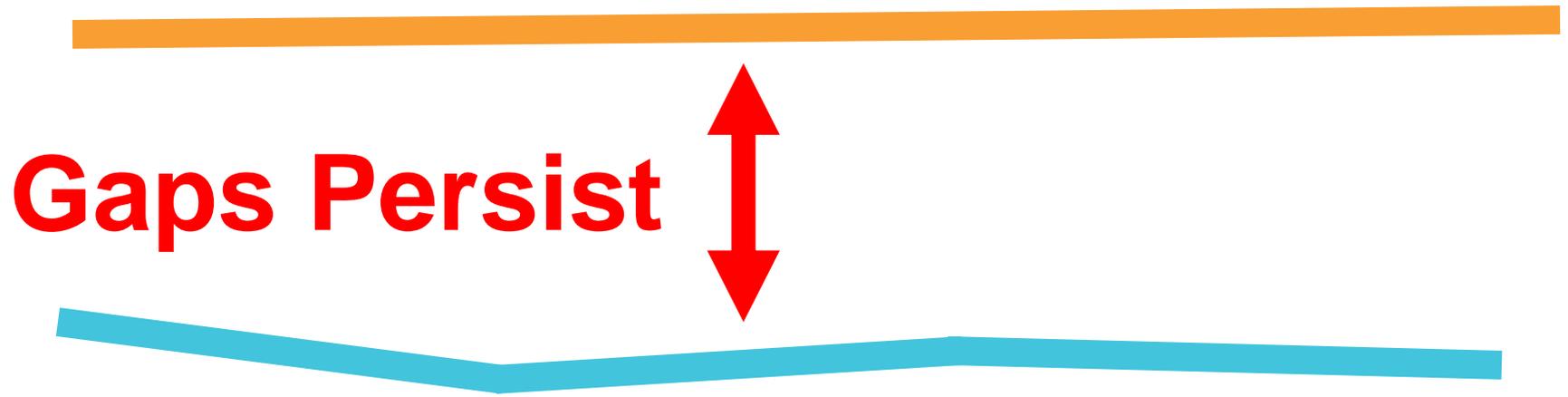
PLEASE SIT WITH FOLKS WITH A MIZ OF DOTS (RED, GREEN AND BLUE).



Progress...but



Not on Track to Goal

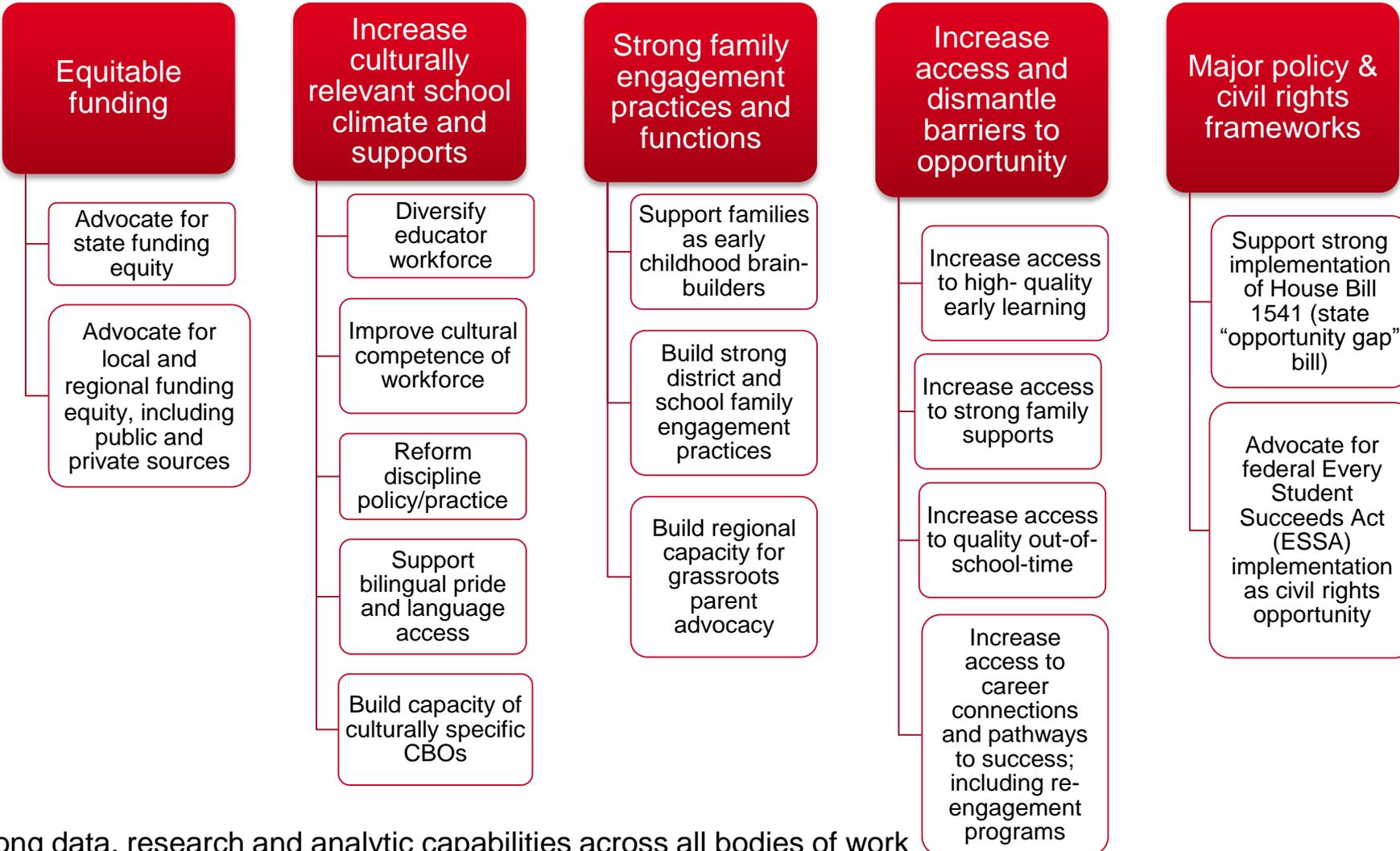


Road Map Project System-Wide Racial Equity Essentials

Foundational, cradle-through-college system-change efforts that will help our region advance racial equity and support student success.



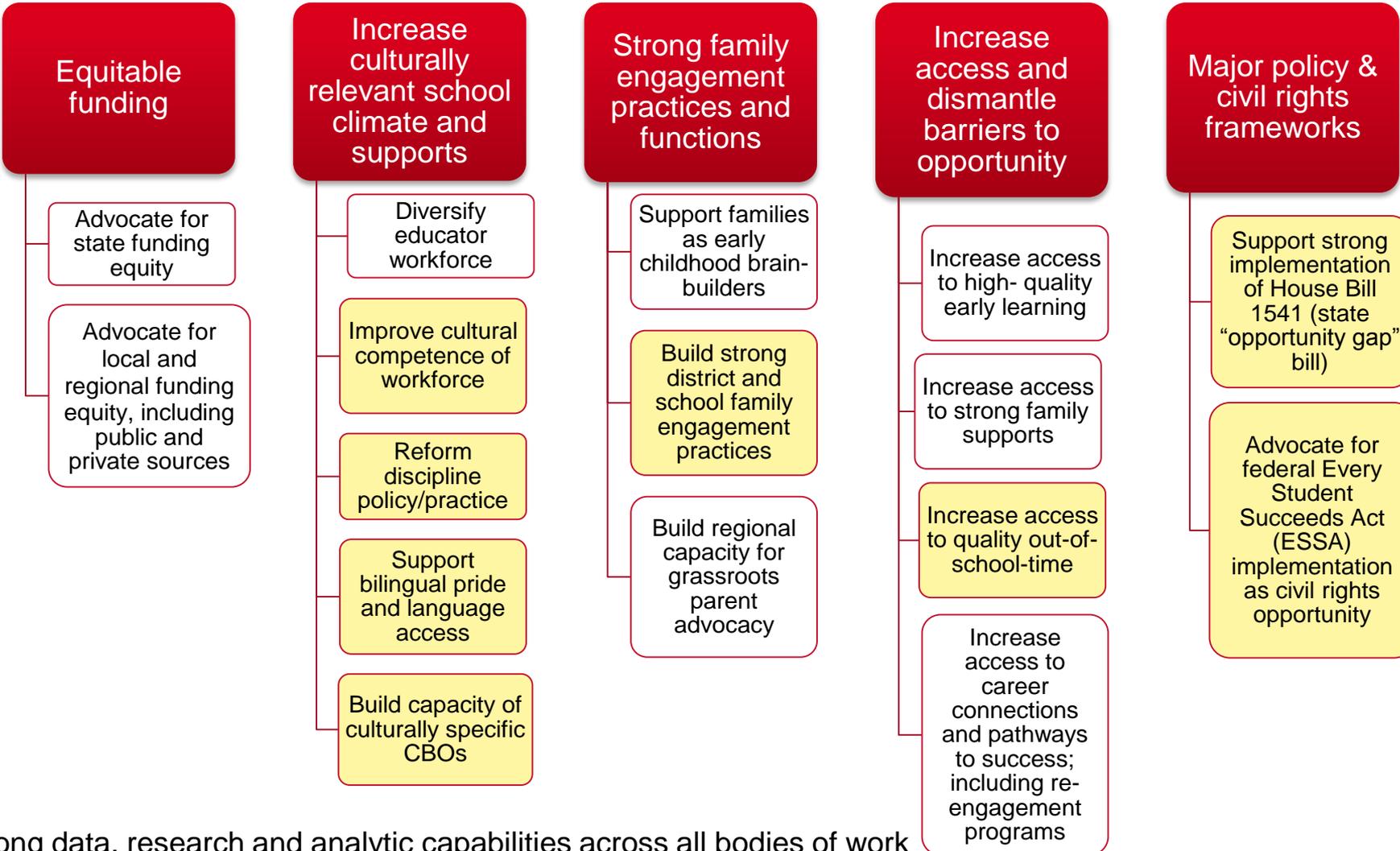
DRAFT Road Map Project System-Wide Racial Equity Essentials



*Strong data, research and analytic capabilities across all bodies of work



DRAFT Road Map Project System-Wide Racial Equity Essentials



*Strong data, research and analytic capabilities across all bodies of work



What steps must we take to continue to integrate and advance Social Emotional Learning in our communities and in our state?

Please discuss with your cross-sector partners, your recommendations for continuing to move this work forward.

Tables will be asked to report out their top 2 next steps.



**What steps must we take to continue to integrate
and advance Social Emotional Learning in our
communities and in our state?**

REPORT OUT



National Conference on Afterschool & Summer Learning



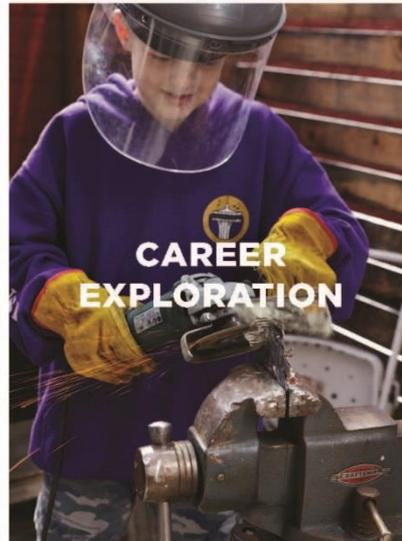
DARE TO DISRUPT! THE PATHWAY TO EQUITY AND EXCELLENCE IN EDUCATION
NATIONAL CONFERENCE ON AFTERSCHOOL AND SUMMER LEARNING

REGISTER NOW!
OCTOBER 24-26, 2016
SEATTLE, WASHINGTON
summerlearning.org/conference



SOWA's Bridge Conference joins forces with National Summer Learning Association

Youth Program Directory 2.0



www.youthprogramdirectory.org



King County

BEST STARTS FOR



Road Map Project

Discover

October 17-21, 2016

COLLEGE & CAREER EXPLORATION — FOR ALL STUDENTS, TOGETHER.

