



**Road Map Region SEL Symposium:**

**“Whole Child, Whole Day: Elevating and Integrating Social Emotional Learning”**

**Date:** October 7, 2016 at Tukwila Community Center

9:00 am – 4:00 pm

**8:30** Arrival, Networking, and Breakfast in Banquet Hall

**9:00** **Welcome:** *Jessica Werner, Executive Director, YDEKC*

**9:15** **Opening: Framing the Importance of Social Emotional Learning**

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

**10:00 Social Emotional Learning Benchmarks and Moderated Panel**

- **Washington State SEL Benchmarks – Opportunities and Next Steps**  
*Sarah Butcher, Co-Founder, SEL for Washington*

**Moderated Panel:**

- *David Lewis, Program Manager, 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, Principal Researcher, American Institutes for Research*

**11:00-11:15** Break – Move to Sessions

**11:15-12:00 Case Study Break-Out Sessions (3 Options – See next page for descriptions)**

Each 45-minute session will be offered once. Please choose one to attend.

- **Graham Hill Elementary in Seattle: Using Social Emotional Learning to Improve Student Achievement** (Meeting Room A)  
*Deena Russo, Principal, Graham Hill Elementary, and Paul Johnson, Counselor, Sound Mental Health*
- **GEAR UP in Highline: Using Student Voice to Improve SEL and Metacognitive Supports for Middle and High School Students** (Meeting Room B)  
*Roslyn Kagy, GEAR UP Program Manager, Highline Public Schools*
- **Creative Schools Initiative: Building Academic Mindsets and Deepening Literacy through Collaborative Arts Integration** (Social Hall)  
*Hillary Moore, Director of Arts Integration; Nate Herth, Creative Schools Manager; Carina del Rosario, Teaching Artist, Arts Corps*



12:00 - 12:45 Lunch

12:45 - 1:00 Move to Afternoon Sessions

**1:00 – 1:50 Building the Foundation for Social Emotional Learning and Leadership: Session 1**

*Each 50-minute breakout session will be offered twice. Participants will attend two different sessions:*

- **Fostering Environments for Social Emotional Learning – Youth Program Quality** (Social Hall)  
*Jackie Jainga Hyllseth, Chief Program Quality Officer, SOWA & John Hughes, Summer Program Coordinator, Seattle Public Schools*
- **Implicit (and Explicit) Bias and Positive Racial Identity Development** (Meeting Room B)  
*Shelby Cooley, Ph.D., Research Scientist, Community Center for Education Results*
- **Linking Trauma-Informed Practice and a Systematic Approach to SEL** (Meeting Room A)  
*Jody McVittie, M.D., Director of Programs, Sound Discipline*
- **Getting to Measurement – Challenges and Opportunities** (Banquet Hall)  
*Moderated Panel: Julie Petrokubi, Senior Advisor, Education Northwest; Neil Naftzger, Principal Researcher, American Institutes for Research; Roslyn Kagy, GEAR UP Program Manager, Highline Public Schools; Jessica Beaver, Ph.D., Senior Research Scientist, Seattle Public Schools*

**2:05 – 2:55 Building the Foundation for Social Emotional Learning and Leadership: Session 2**

See above for session titles

2:55 – 3:10 Transition back to Banquet Hall

**3:10 – 4:00 Implications for Systemic Cross-Sector Support of Social Emotional Learning**

Where do we go from here? How will current state and federal initiatives impact social emotional learning in our region? What do we need to know to continue to move this work forward?

**Shape the charge for our shared cross-sector work in the coming years around Social Emotional Learning!**

**THANK YOU! Please complete your evaluation form!**



## Morning Sessions – Case Studies, 11:15 - Noon

### **Graham Hill Elementary: Using Social Emotional Learning to Improve Student Achievement**

*Deena Russo, Principal, Graham Hill Elementary, and Paul Johnson, Counselor, Sound Mental Health*

#### **Location: Meeting Room A**

Graham Hill Elementary in Seattle Public Schools has integrated Social Emotional Learning throughout the school day to serve the needs of the whole child and has remained steadfast in this commitment from year to year. This session will provide an overview of what social emotional teaching and learning looks like in a school setting and why it is so important. The Graham Hill team will show how we collaborate with partners such as community based organizations to address social emotional needs in the building.

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### **Gear Up in Highline: Using Student Voice to Improve SEL and Metacognitive Supports for Middle and High School Students**

*Roslyn Kagy, GEAR UP Program Manager*

#### **Location: Meeting Room B**

Highline Public Schools is getting results from their increased attention to social emotional learning and metacognitive skills with their middle and high school students. Through the Federal GEAR UP Grant, Highline is working to ensure young people are college bound, and with their district commitment to “every student known by name, strength and need,” they are making progress. Learn about the multiple strategies including increased student voice, coaching strategies by key adults who build SEL skills, and “metacognitive month” that Highline is deploying. Student data, including early warning indicators and student surveys, is informing decision making and student interventions every step of the way.

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

*Hillary Moore, Director of Arts Integration; Nate Herth, Creative Schools Manager; Carina del Rosario, Teaching Artist, Arts Corps*

#### **Location: Social Hall**

Learn about a program model that aims to shift school systems through the arts. The Highline Creative Schools Initiative is an arts integration program with a goal of preparing upper elementary school students for the transition to middle school through the development of academic mindsets, four psychosocial beliefs (sense of belonging, relevance, self-efficacy and growth mindset) that have been shown to underlie academic engagement and performance. This session will be a chance to understand the model and participate in activities that illustrate our work.



**Afternoon Sessions: 1:00 – 1:50 and 2:05 – 2:55 (repeat sessions)**

**1. Fostering Environments for Social Emotional Learning – Youth Program Quality**

*Jackie Jainga Hyllseth, Chief Program Quality Officer, School's Out Washington and John Hughes, Summer Program Coordinator, Seattle Public Schools*

**Location: Social Hall**

How do schools and organizations create environments that foster social emotional learning? It's one thing to implement a curriculum that explicitly teaches social emotional learning skills, and another to create a school or organizational climate that supports a safe and engaging environment for young people to take risks, build relationships with other youth and adults and gain support from the people around them. This session will share how the Youth Program Quality Intervention provides a foundation for SEL growth in youth programs and classrooms too.

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**2. Implicit (and Explicit) Bias and Positive Racial Identity Development**

*Shelby Cooley, Ph.D., Research Scientist, Community Center for Education Results*

**Location: Meeting Room B**

The peer relationships component of Social Emotional Learning is critical but sometimes forgotten. From decades of developmental research we know there are lifelong impacts of bias, prejudice, and discrimination. Children who experience bias based on race, in particular, can experience increased anxiety and decreased motivation. Moreover, children who perpetuate bias (either unbeknownst to themselves or more overtly) are at risk for negative social relationships in school and later in the workforce. This talk will examine empirical research on the emergence of prejudice in childhood, how racial identity is a protective factor for children-of-color and the vital role that schools have in fostering positive peer and adult interactions.

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**3. Linking Trauma-Informed Practice and a Systematic Approach to SEL**

*Jody McVittie, M.D., Director of Programs, Sound Discipline*

**Location: Meeting Room A**

Trauma-informed practice is founded on an understanding of the effects that trauma and insecure attachment have on the brains, psychology, and behavior of people. Because the brains of children who have experienced trauma are more focused on surviving than thriving, they can misinterpret or entirely miss social cues or instructions, and can have difficulty regulating their own emotions and behaviors. When implementing social emotional learning within systems, it's important to take a trauma-informed approach, to ensure that the adults know how to respond supportively to all children. This session will provide an overview on trauma-informed practice and how to create opportunities for youth to experience safety, belonging, and significance in school and out-of-school-time settings.



**4. Getting to Measurement – Challenges and Opportunities, Panel Discussion**

**Moderator:** *Julie Petrokubi, Senior Advisor, Youth Development & Evaluation, Education Northwest*

**Panelists:**

- *Neil Naftzger, Principal Researcher, American Institutes for Research (AIR)*
- *Roslyn Kagy, GEAR UP Program Manager, Highline Public Schools*
- *Jessica Beaver, Ph.D., Senior Research Scientist, Seattle Public Schools*

**Location: Banquet Hall**

What are the challenges and emerging recommendations on using data to support social emotional learning growth? As social emotional learning becomes more explicitly integrated in school and program environments, critical questions arise around who should be assessed and how assessments should be used. Student perception surveys continue to be one of the best (though often imperfect) tools for understanding how young people feel about their own skills and dispositions and the environments in which they spend their time.



**Closing Session:**

**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.*

At the School District and Community Level:

At the State / OSPI / Legislature Level:

At the Funder and Researcher Level:

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