

SEL Adoption Committee



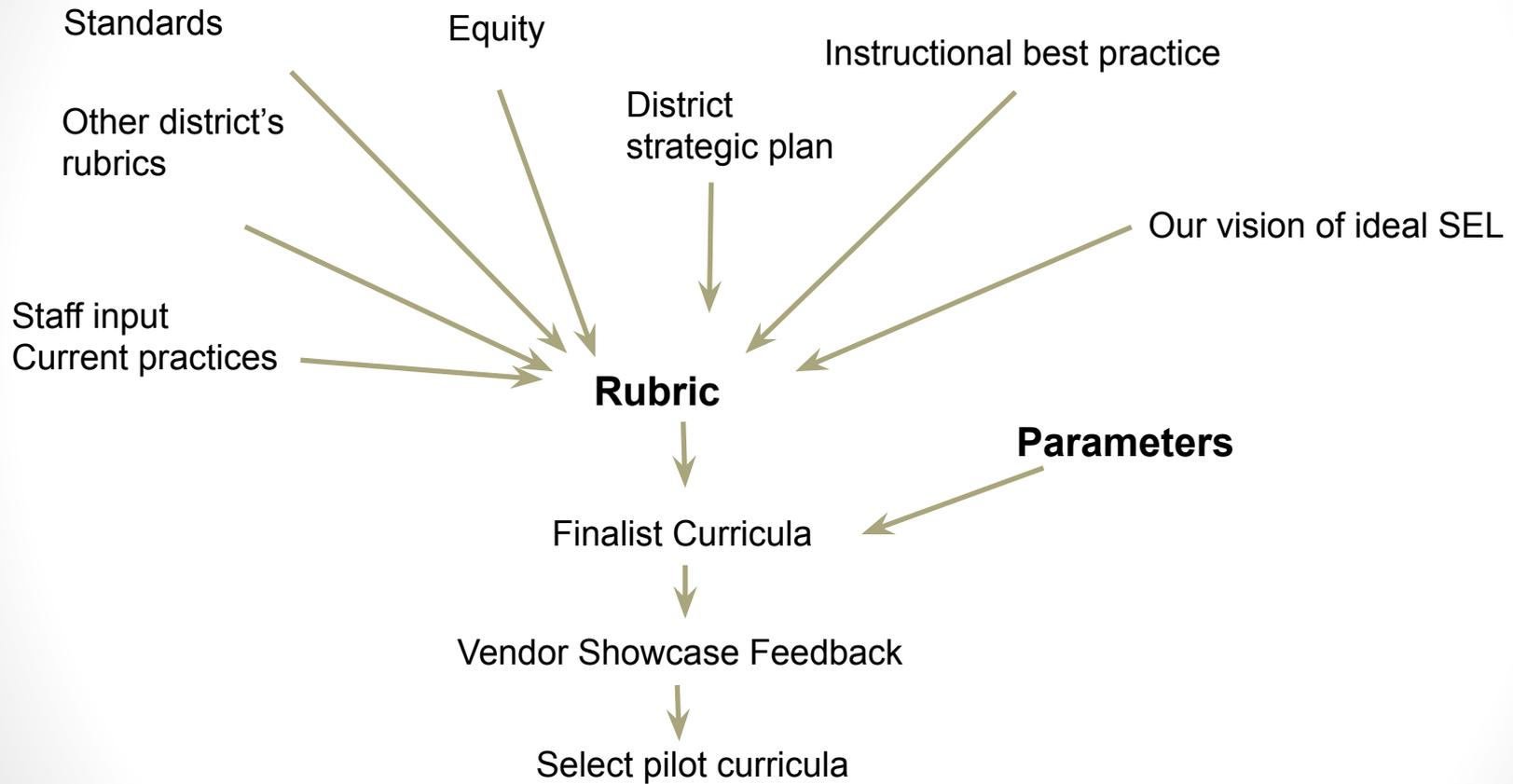
February 3, 2020

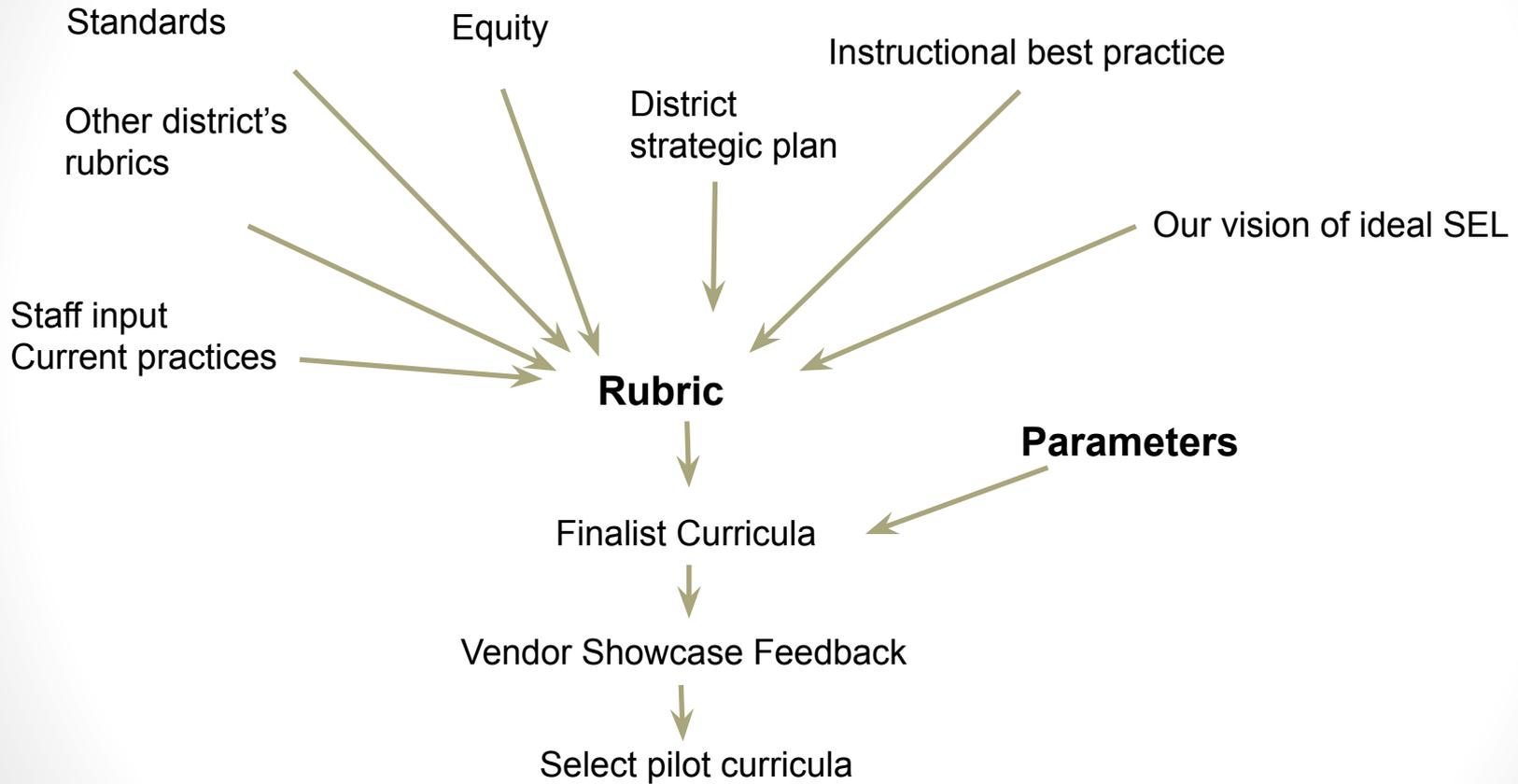
Agenda

1. **Big picture overview**
2. **What did we find out from the buildings?**
3. **Existing materials in use: Elementary Health Curriculum (TGBS), Middle School Leadership Advisory (CS), High School (Forefront)**
4. **Finalize rubric and start reviewing materials!**

Norms

- **Keep all kids and grade levels at the center of our work**
- **Push each others thinking**
 - ask for clarification**
 - presume positive intent**
- **Be aware of voices not in the room**
- **Be genuine, vulnerable and open-minded**
- **Practice active and respectful listening**
- **Look at every issue from multiple perspectives including equity**
- **Start and end on time**
- **Keep an open spirit, especially when brainstorming**



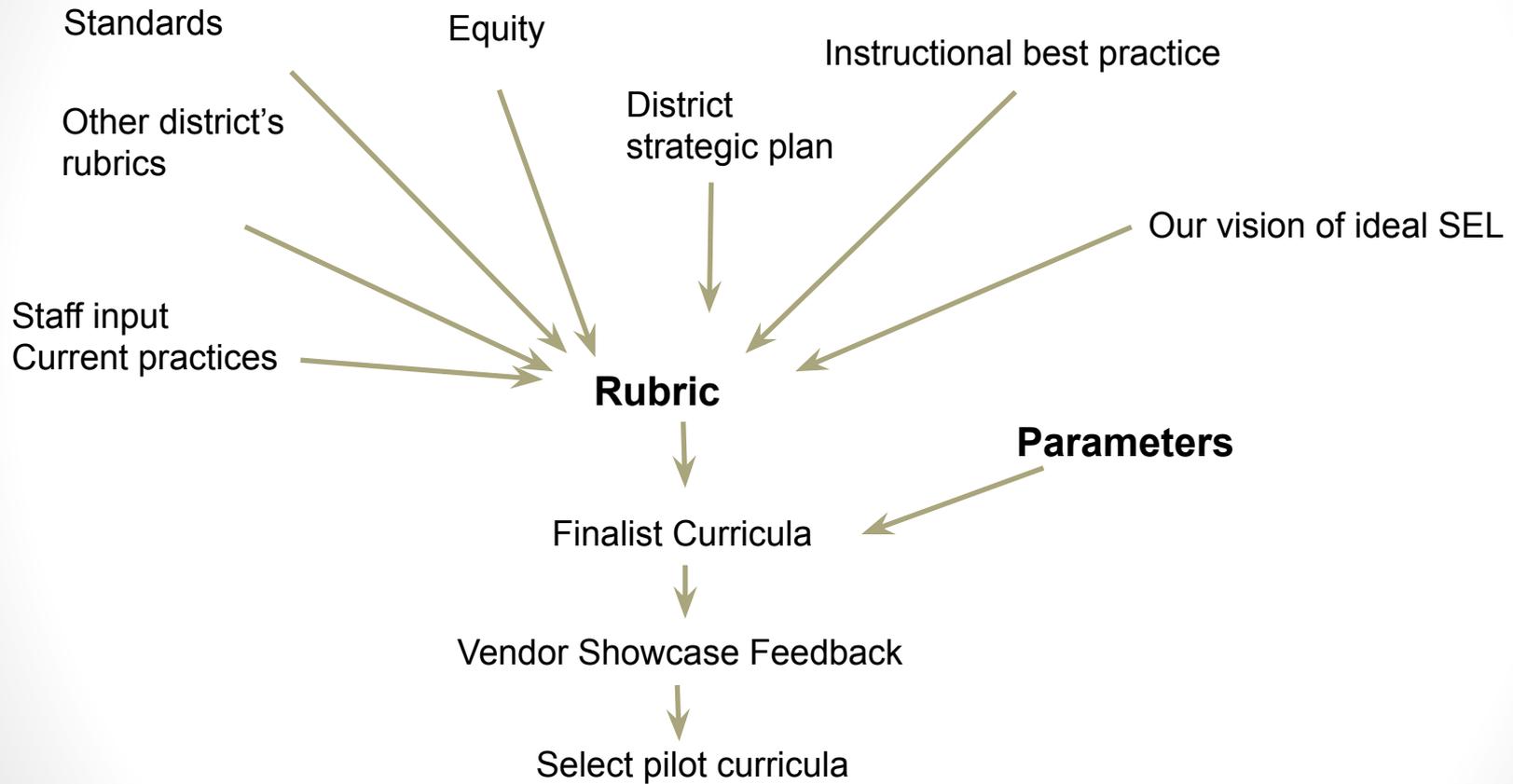


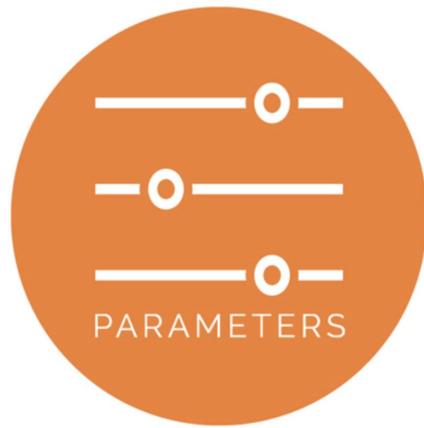
What programs did staff report already using to some degree?

- Elementary: Second Step, Zones of Regulation, Incredible Five Point scale, Super Flex, The Great Body Shop, Kelso's Choice, Upstanders, Roots of Empathy, Character Strong, We Have Skills, Mind Up, PBIS
- Secondary: Character Strong, Forefront, PEERS, Second Step

What did we learn about existing practices?

- 1. Break up into elementary and secondary teams**
- 2. Review building input**
- 3. Create consensus around 2-3 main takeaways to share back**





- Must fit into the instructional day, taught by teachers
 - Secondary: likely 30 minutes/week if free standing lessons during advisory
 - Elementary: how much time do we have available for free-standing lessons??)
- Can't significantly alter or supplant existing content area curriculum
- Evidence base is critical

From OSPI

Benefits of Using an Evidence-Based Program

“When you implement evidence-based programs that have a high level of evidence and are specifically designed to serve the intended population, you can expect if the program is implemented with quality:

- * Increased likelihood of getting to the intended outcomes;
- * Efficient use of limited resources
- * Greater stakeholder buy-in and
- * Justification for funding”

Programs and Practices

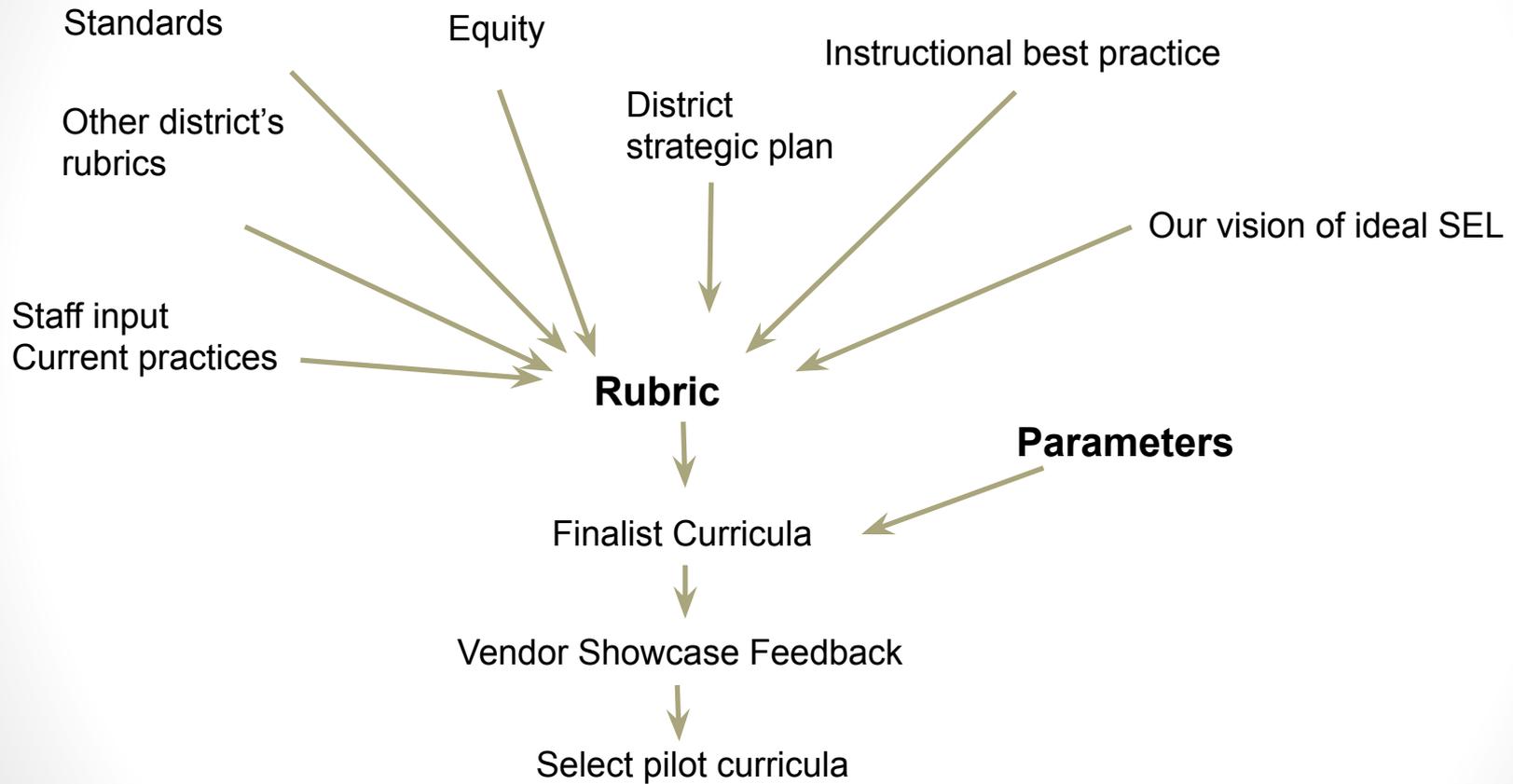
From OSPI SEL Module:

Using research evidence helps you identify ways existing programs and practices can address the problems your students face and build on the knowledge of what works.

- An evidence-based **program** is a theory-based program with evidence from a rigorous study to indicate its effectiveness in achieving its intended outcomes.
- An evidence-based **practice** is a practice that has shown connection to valued outcomes for children and their families through formal research studies.

What tools did staff report already using to some degree?

- Elementary: **Second Step*****, Zones of Regulation, Incredible Five Point scale, Super Flex, The Great Body Shop, Kelso's Choice, Upstanders, Roots of Empathy, Character Strong, **We Have Skills***, **Mind Up****, PBIS
- Secondary: Character Strong, Forefront, PEERS, **Second Step**
- **Blue=Casel SElect**, **Red=Rand**, Grey=Inside Out, **Green=Future of Children**



Refining and Finalizing our Criteria/Rubric

OSPI recommends when selecting an evidence-based SEL program, that schools should consider a number of factors. Listed below are these characteristics. As we create/review criteria, please take into careful consideration this list.

- **Has free-standing lessons or recommendations for embedding SEL practices throughout academic instruction or in general teaching practices? If free-standing lessons, how long are they and do you have sufficient time?**
- **Supports SEL across multiple settings (e.g., cafeterias, hallways, gymnasiums, extracurricular activities, afterschool programs).**
- **Provides suggestions on how to modify lessons, activities, and strategies to meet the needs of your students and school.**
- **Covers the grade levels that you need.**
- **Targets the social and emotional skills that your students need to improve.**
- **Has a component to support community-building (within the school building and beyond).**
- **Provides an opportunity to honor student voice.**
- **Provides implementation support like checklists, toolkits, examples, etc.**
- **Offers suggestions for the measurement of students' social and emotional skills that are targeted by the program.**
- **Provides tools and resources to measure program implementation and how well you implement the core components of the program as intended.**
- **Offers suggestions on how to engage families in the SEL work.**
- **Aligns well with other efforts within the school and district.**

Refining and Finalizing our Criteria/Rubric

OSPI RECOMMENDATIONS: Refine and Edit, taking into consideration the following:

- Information from Other Rubrics-Edmonds and Bellevue**

Looking at the Edmonds and Bellevue rubric, as well as the OSPI guiding principles:

| Same? | Different? | Missing? |
|--|--|---|
| Universal Design for Learning(diverse learners)/ Differentiation | Measurable/quantitative focus vs qualitative focus | Understanding/anticipating triggers of trauma |
| Sequential/building spiral across the years | Trauma informed | Clearer definition of diverse populations and their needs |
| Family connection/parent participation | Easy to use | Inclusivity, bringing diverse groups together |
| Engaging (developmentally appropriate) | Bias (focus in Edmonds) Materials that are inclusive and culturally responsive, students see themselves in the materials | |
| Culturally responsive | Danielson connection | |
| Teacher training/PD/builds adult capacity/awareness-attitudes-skills/adult self-care | Health and fitness, academic standards alignment | |
| Kids practice/apply skills | Links in with broader school policies/practices | |

Refining and Finalizing our Criteria/Rubric

OSPI RECOMMENDATIONS: Refine and Edit, taking into consideration the following:

The table highlights several recommendations for educators seeking to implement SEL to make progress on equity and inclusion.

- [Equity Recommendations made by the National Equity Project](#)



Social-Emotional Learning & Equity Pitfalls & Recommendations

Refining and Finalizing our Criteria/Rubric

OSPI RECOMMENDATIONS: Refine and Edit, taking into consideration the following:

The study listed in the Wallace foundation article found the most effective SEL programs were those that incorporate the four elements represent by the acronym SAFE: Sequenced Activities, Active Forms of Learning, Focus on developing one or more social and emotional skills, Explicit targeting of specific skills. Effective programs build upon these four SAFE elements, In addition SEL efforts are most successful when they include all 5 Features including the four SAFE.

- **Key Features of SEL**



Refining and Finalizing our Criteria/Rubric

OSPI RECOMMENDATIONS: Refine and Edit, taking into consideration the following:

To implement an SEL program that incorporates principles of universal design consider the following from the WA State SEL implementation Guide.

Key Features of Universal Design in an SEL program/ WA SEL Implementation Guide

Considerations for Implementation

To implement an SEL effort that incorporates principles of universal design, consider the following questions:

- How are you considering variability in students' reading, listening comprehension, communication, and other skills when you select and design SEL curricula and lesson plans?
- How do you consider variability in students' social emotional and academic development when teaching and integrating social emotional skills?
- What universal design approach do you use to maximize "desirable challenges" (such as the challenge to meet high standards) and minimize "undesirable" ones (such as frustration and boredom), and identify how SEL can better equip students to react to both?
- How are you intentional in the student-level data you collect, analyze, and use to determine students' SEL needs, and are the data available to the right people at the right time to influence learning conditions for students?
- In what ways are classroom teachers provided ongoing professional learning opportunities to support the provision of a safe and supportive learning environment, conditions for collaboration and community, and opportunities to practice social emotional skills for all students?
- How are appropriate professionals/teachers empowered to conduct small group and/or

Refining and Finalizing our Criteria/Rubric

OSPI RECOMMENDATIONS: Refine and Edit, taking into consideration the following:

- Equity Recommendations made by the National Equity Project
- Key Features of SEL Programs /Wallace Foundation
- Key Features of Universal Design in an SEL program/ WA SEL Implementation Guide
- Information from Other Rubrics-Edmonds and Bellevue

Refining and Finalizing our Criteria/Rubric

Break into groups and make sure you have all groups represented

**Groups: Elementary, Secondary, Different schools,
Counselor, Support Staff, Parent, Expertise/Interest**

Click on the link to edit:

- [Equity Recommendations made by the National Equity Project](#)
- [Key Features of SEL Programs /Wallace Foundation](#)
- [Key Features of Universal Design in an SEL program/ WA SEL Implementation Guide](#)
- [Information from Other Rubrics-Edmonds and Bellevue](#)

Using the rubric, keeping in mind the parameters:

- **Elementary:** review the elementary CASEL, Rand, Future of Children (starts on p 49) and From the Inside Out program reviews
- **Middle and High:** review the secondary CASEL, Rand reviews, Future of Children (starts on p 73), RJ evidence review
- Complete the survey indicating your three top programs/practices you would like to move forward to vendor showcase by 2/15