

Washington SEL Professional Learning Network Peer-to-Peer Learning Series: SEL and Equitable, Trauma-Informed, Culturally Sustaining Practices

Session Summary

The [Washington Social Emotional Learning \(SEL\) Professional Learning Network](#) provides Washington state education professionals with SEL-related learning opportunities to support local educational agencies (LEAs) around the state in building the conditions, supports, and community partnerships that allow students to develop and apply social emotional skills. This Peer-to-Peer Learning Series brought several LEAs together during two sessions to explore and reflect on the interconnection of the Washington SEL guiding principles (equity, cultural responsiveness, trauma-informed practices, and universal design) in SEL implementation. In the first session, Arlie Neskahi, a member of the Diné Nation and a Native education consultant, provided a presentation on Indigenous social emotional developmental perspectives and educational practices. Participants then reflected together on their current practices and began to identify a challenge or area of improvement in implementing equitable, trauma-informed, and culturally sustaining SEL practices. In the second session, participants worked in small groups to share their challenges and collectively brainstormed strategies to address them. Participants then had time to begin an action plan and left with concrete next steps for improvement.

When discussing common challenges, participants shared they are looking for strategies that better support students who have experienced trauma and create the conditions for students and communities to reclaim their voices. Participants offered strategies such as using restorative practices, sentence stems with sentence completion questions, and feelings flash cards. Additionally, participants noted that they are exploring how to monitor and evaluate their SEL implementation efforts to ensure the Washington SEL guiding principles are meaningfully centered. Some suggested solutions include using an anchor text, as well as creating a rubric that identifies educator practices that reflect the guiding principles. Participants then described several examples of how they are implementing equitable, trauma-informed, and culturally sustaining SEL practices, including hosting cultural nights, during which students share food; modeling empathy; conducting morning meetings and community circles; and building trust and belonging through relationships.



The following table includes a list of resources that can support additional learning and action planning.

Resource	Author	Summary
<u>Washington State Social Emotional Learning Implementation Guide</u>	Washington Office of Superintendent of Public Instruction	This guide provides an overview of the four guiding principles, along with reflection questions to support effective implementation.
<u>Washington SEL Implementation Brief: Focus on Culturally Responsive Practices</u>	Washington Office of Superintendent of Public Instruction	This brief provides an overview of culturally responsive practices and accompanying resources.
<u>Trauma-Informed SEL Toolkit</u>	Transforming Education	This toolkit is a 120-minute professional development session designed for educators seeking research-based strategies to create a healthy classroom environment for students who have experienced adversities and trauma.
<u>Trauma-Sensitive Schools and Social and Emotional Learning: An Integration</u>	David Osher, Kathleen Guarino, Wehmah Jones, and Mara Schanfield	This issue brief, created by The Pennsylvania State University, is one of a series of briefs that addresses the future needs and challenges for research, practice, and policy on social and emotional learning (SEL). This brief examines how trauma-sensitive schools and SEL can be integrated and expanded—through shared understanding and vision, a readiness to integrate approaches, a shift in mindsets, joint implementation and evaluation, support of adult SEL, and an enhanced equity lens—to create safe, supportive, and culturally responsive schools that prevent school-related trauma and foster thriving, robust equity and transformative learning.

Resource	Author	Summary
<u>Marysville District "De-Colonizing" Education at Tulalip Heritage High School</u>	KING 5 Seattle	On the Tulalip Indian reservation, students at the Tulalip Heritage High School lead the way in their own learning and pursue interests they are truly passionate about. They're calling it the "de-colonization of education."
<u>Critical Orientations for Indigenous Studies Curriculum</u>	Dr. Leilani Sabzalian	This resource is an overview of the critical orientations for Indigenous studies curriculum (the six Ps) to guide educators in developing culturally responsive curriculum.
<u>Critical Orientations: Indigenous Studies and Outdoor Education</u>	Dr. Spirit Brooks and Dr. Leilani Sabzalian	This free on-demand course supports outdoor educators in engaging with culturally responsive incorporation of Indigenous studies concepts into outdoor education curriculum and programming.
<u>Native Education Collaborative</u>	Comprehensive Center Network	This collection of resources connects state education agencies, tribal education agencies, tribal representatives, local education agencies, and schools in efforts to create school environments where Native students thrive.
<u>Culturally Responsive Instruction for Native American Students</u>	Center for Standards, Assessment, & Accountability, WestEd	This professional learning series on culturally responsive instruction for Native American students provides a framework for instruction that emphasizes experiential, active, and student-centered learning.