

Washington SEL Network Exchange

Social Emotional Learning Professional Learning Network



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

What does it mean to ensure educational equity?

- It goes beyond equality; it requires education leaders to examine how current policies and practices result in disparate outcomes for students of color, students living in poverty, students receiving special education and English learner services, students who identify as LGBTQ+, and highly mobile student populations.
- It requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



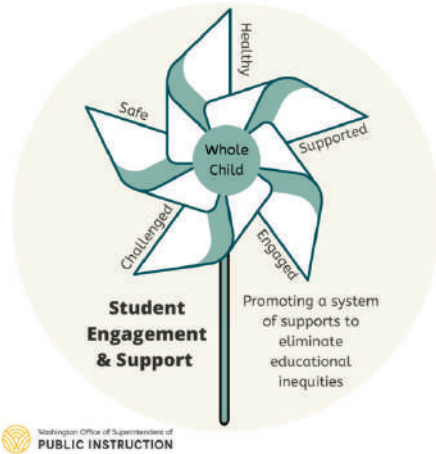
Washington Office of Superintendent of
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Tribal Land Acknowledgment

Let us acknowledge the people whose land we are gathered on today. Highline College is located on the lands of the Muckleshoot Indian Tribe. The Muckleshoot Indian Tribe are descendants of the Native people who inhabit the Duwamish and Upper Puyallup watersheds of central Puget Sound. Muckleshoot traditions and the spirits of their ancestors bring together communities that will continue to thrive through the knowledge passed down and delivered by Elders. Ceremonies and celebrations are strong today because of the resilience of these great people.



Partners and Facilitators



Tammy Bolen

Social Emotional Learning Program Supervisor

Debra Parker

Social Emotional Learning Project Supervisor



Megan Gildin

Technical Assistance Consultant

Sara Wolforth

Principal Researcher

Objectives

- **Explore** key topic areas to support building conditions, supports, and community partnerships that allow students and adults to develop and apply social emotional skills.
- **Share** best practices, resources, and challenges for effective SEL implementation.
- **Connect** with peers and build a network of support to identify future directions and sustainability of SEL implementation.



Agenda

Time	Session
9:00–10:00 a.m.	Opening Session
10:00–10:50 a.m.	Panel Discussion: Current SEL Implementation Practices
10:50–11:00 a.m.	Break
11:00 a.m.–12:00 p.m.	Indigenous Social Emotional Developmental Perspectives & Educational Practice
12:00–1:00 p.m.	Lunch and Networking/SELAC Meeting
1:00–2:00 p.m.	Academic Learning is Social and Emotional: Resources to Support Washington Educators in Integrating Equity-Centered Social, Emotional, and Academic Learning
2:00–2:50 p.m.	SEL Peer Exchange
2:50–3:00 p.m.	Break
3:00–4:00 p.m.	State-wide Collaboration: Culturally Responsive SEL for Educators
4:00–5:00 p.m.	Defining Next Steps/SELAC Reflection



Housekeeping

- Restrooms/water fountains
- See Diane Stead to sign in to ensure you receive Clock Hours
- Bike rack and resource sharing



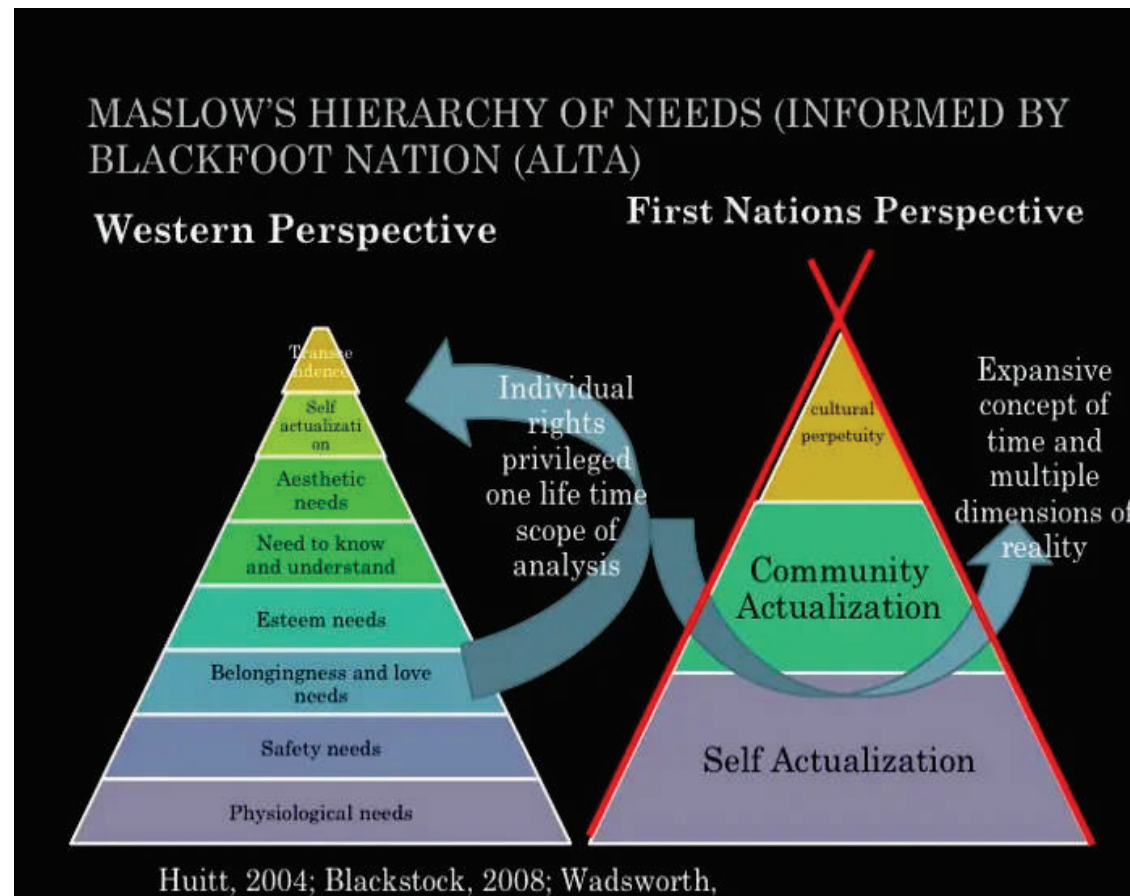
Senator John McCoy

Champion of Indigenous Rights and Social Emotional Learning



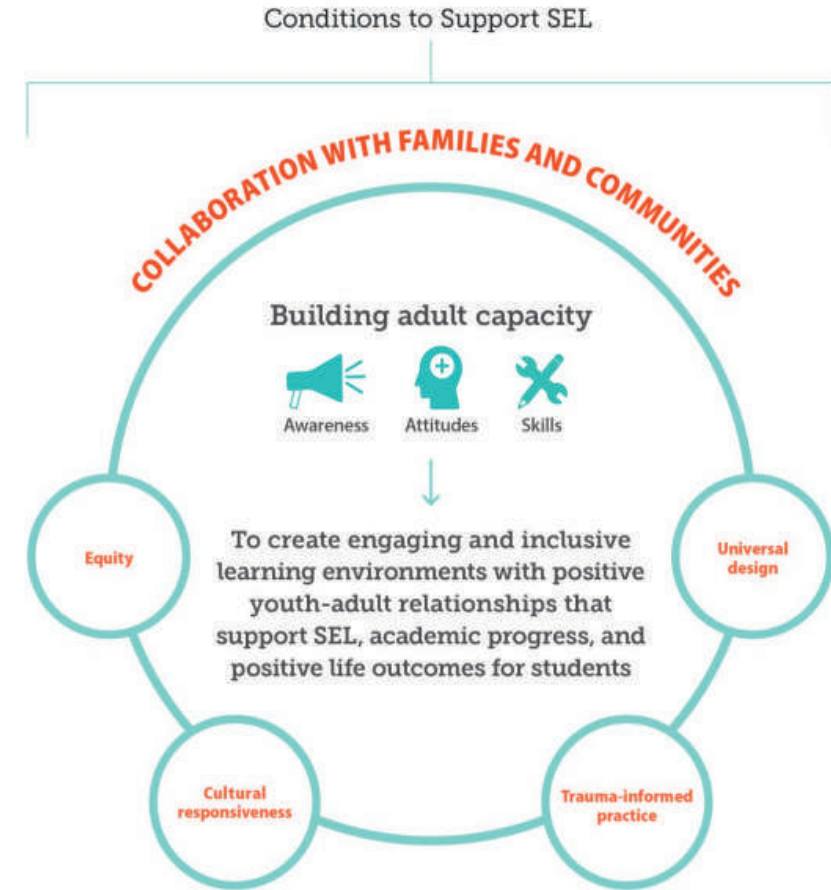
Recognizing Needs

- Take out the salmon-colored sheet titled "Feeling Chart."
- Form pairs/triads and stand near one of the papers on the floor.



SEL Professional Learning Network

Providing Washington education professionals with SEL-related learning opportunities to help local education agencies advance the Washington SEL Framework.



This figure was prepared under Contract ED-IES-17-C-0009 by Regional Educational Laboratory Northwest, administered by Education Northwest, based on the work of the Washington Social Emotional Learning Indicators Workgroup.

Using a Collaborative Process



Topic Areas for Professional Learning



- Implementation and Integration
- Applying Standards, Benchmarks and Indicators
- Equitable, Trauma-Informed, and Culturally Sustaining Practices
- Student, Family, and Community Engagement
- Connection to Mental Health
- Integration within MTSS (Multi-Tiered System of Supports)
- Promoting Belonging for Students with Disabilities



By the Numbers

31

Professional
learning
opportunities

110

LEAs and
organizations

317

Participants

765,000

Students
potentially
reached



Highlights



Opportunities for LEAs to connect with and learn from each other.



Washington educators and guest speakers presenting as subject matter experts to share strategies and insights.



"I am not alone in this."



SEL-ebrating Success



What are your SEL successes from this year?





Panel Discussion:
Current SEL Implementation Practices
Sarah Pierce and Washington practitioners

Panel Discussion



Sarah Pierce, Education Northwest

Moderator



- **Danielle Harvey**, Richland School District
- **Tana Peterson**, Renton School District
- **Mary Zeigert**, North Thurston Public Schools

Panelists



Table Discussion



- What role do you play to support SEL Implementation?
- What is something you are most proud of in your efforts to implement and improve SEL across your schools or districts?
- How have you been able to integrate SEL skills or knowledge across different schools or across the student day?
- How are the adults in and around the district supportive in understanding and implementing SEL?



Let's Take a Break!





Indigenous Social Emotional Developmental Perspectives & Educational Practice

Arlie Neskahi

Indigenous Social Emotional Developmental Perspectives & Educational Practice

Arlie Neskahi, Diné Nation
neskahi@earthlink.net

Link for documents for this presentation

- https://drive.google.com/drive/folders/16srTW_xeKujN4N0sg2rjUsZuzUzSZCtX?usp=drive_link



Greetings to 5 people

Greet 5 people you don't know.

- Native Style first, then American style next.
 - Native Style- One person says, “Where you from?” the other person will respond--- who their People(s) are and from whom you're descended on both sides of your father and mother.
 - American Style-- Then say...where you live & what you do.

Emotional Shift...

- Find the Feelings Chart in your packet.
- Reflect upon our morning process...
- Share words of how you felt when you arrived & how you feel now.

A Long Time Ago...

We have 10's of thousands of years of relationship to this Land and Our knowledge, science, technologies have changed the world

Then...

- We have been invaded without cause
- We were forced to assimilate...(SEL was weaponized against us)
- We were the first to fight for these Lands
- We forced the US to negotiate treaties
- We continue as nations and retain our Ways, Languages & Identity
- We have and continue to be a model for the world
- We know the Truth of this, and are the conscience of this country
- We still fight and battle for our sovereignty, our cause will always be just

Indigenous Trauma

- Invasion, War, Encroachment,
- Diseases- No Immunity, massive losses
- Loss of Land
- Treaties
- Forced to Reservations
 - Loss of connections to Lands, Original Foods, LifeWays
 - Illegal: Languages, Ceremonies, Spirituality

Boarding Schools

- Children forced/captured and taken far from home—
- FORCED assimilation utilizing extreme militaristic tactics and control
- Isolation from family, culture, spirituality...
- Humiliation and degradation—racist views and actions
- Harsh & Cruel Punishments. Many times forcing seasoned students to punish the new and resistant students!!
- Abuse, NO accountability to this day!!
 - physical, emotional, cultural, spiritual---rapes, whipping, beatings, beratement
 - Murder and death: strong-willed children, newborn babies born to clergy or white men, disease & runaways who did not make it home

Goal → Empathy → Understanding → Working
Together

Using the Feelings Chart

- If you or your family attended boarding schools, choose feeling words to share your emotions
- Complete the statement, if this happened to me, my family or my people I would feel...
- This may cause me to...(share some behaviors others might see from you.

Group Share

- What effects of such trauma do you think exist to this day with Native students?
- What does the science of epigenetics inform us about the impact of this trauma?
- From what you have learned in your professional growth, what is necessary to be in place before learning can take place?
- What would you think are some of the absolute primary needs of Indigenous students and their families?

Mitigating Trauma with Indigenous Social Emotional Development

- Since Time Immemorial we have thrived in our Homelands
- All Efforts to Eliminate Us and Our Ways of Life have FAILED!
- We retain our Great Law of Respect- we have NO history of emperors or kings
- There are currently 574 treaties with the US Government!
- We have suffered greatly as nations, but we are here and actively engaged today
- Many, many, so many of us have been sustained by our Teachings, Relationships to our Lands & our People, Spiritual Ways & Ceremonies
- We have been hard at work healing, learning, participating, teaching & restoring our sacred LifeWays

Indigenous Social Emotional Development

First Breath...
First Cry...



Impacting SEL w/Indigenous LifeWays

- Using your WA SED Standards sheet from your packet:
- Identify 2 or 3 SEL standards/benchmarks nurtured by the First Breath Teaching

Indigenous SED

Social Emotional Development--Core of Native LifeWays

- Multidimensional Belonging & Acceptance
- Creation Stories relate deep & central Indigenous Knowledge of:
 - ❖ Relationships—Past, Present & Future
 - ❖ Identity
 - ❖ Expectations/Responsibilities
 - ❖ Values
 - ❖ Boundaries
 - ❖ Protocols
 - ❖ And Others...

Indigenous SED- Life Ways

Relationships-

- “Be a Good Ancestor”
- 7 Generations Teachings
- Deep Philosophies of Connectedness
- Mindful of our Ancestors, Families & Communities, the Yet-Unborn

Life Knowledge & Science

- Work with Life not Against It
- Survival of the Fittest, no Survival of All
- Gratitude & Humility

Identity

- Arlie, Diné-- I am a Child of the Holy People
- Live to Bring Honor to Your Family/People
- Creation Stories, We Are the Land, The Land is Us...
- Strong Identity-- Resilience vs exclusion & hate

Mindfulness

- Do Things in A Good Way... Protocols
- Don't do crafts, art, sing, prepare food, gather medicines, if you are angry/hurting
- Be Aware in Nature, request permission, walk respectfully

How Foods & Songs Were Given to the People

[Click to view
video in web
browser](#)



Impacting SEL w/Indigenous LifeWays

- Using your WA SED Standards sheet from your packet:
- Identify 2 or 3 SEL standards/benchmarks nurtured by this Okanagan Creation Story
- How would such a story nourish our children during such a sometimes confusing, chaotic and changing world today?

Sharing Thoughts...

Share thoughts of how this story builds foundations for...

- Relationships—Past, Present & Future
- Expectations/Responsibilities
- Boundaries
- Healthy Behaviors
- Hope
- And Others...

Healing of the Canoe Life Skills Curriculum

www.healingofthecanoe.org



The Culturally Grounded Life Skills for Youth Curriculum uses the Canoe Journey as a metaphor, providing youth the skills needed to navigate their journey through life without being pulled off course by alcohol or drugs - with tribal culture, tradition and values as compass to guide them, and anchor to ground them.

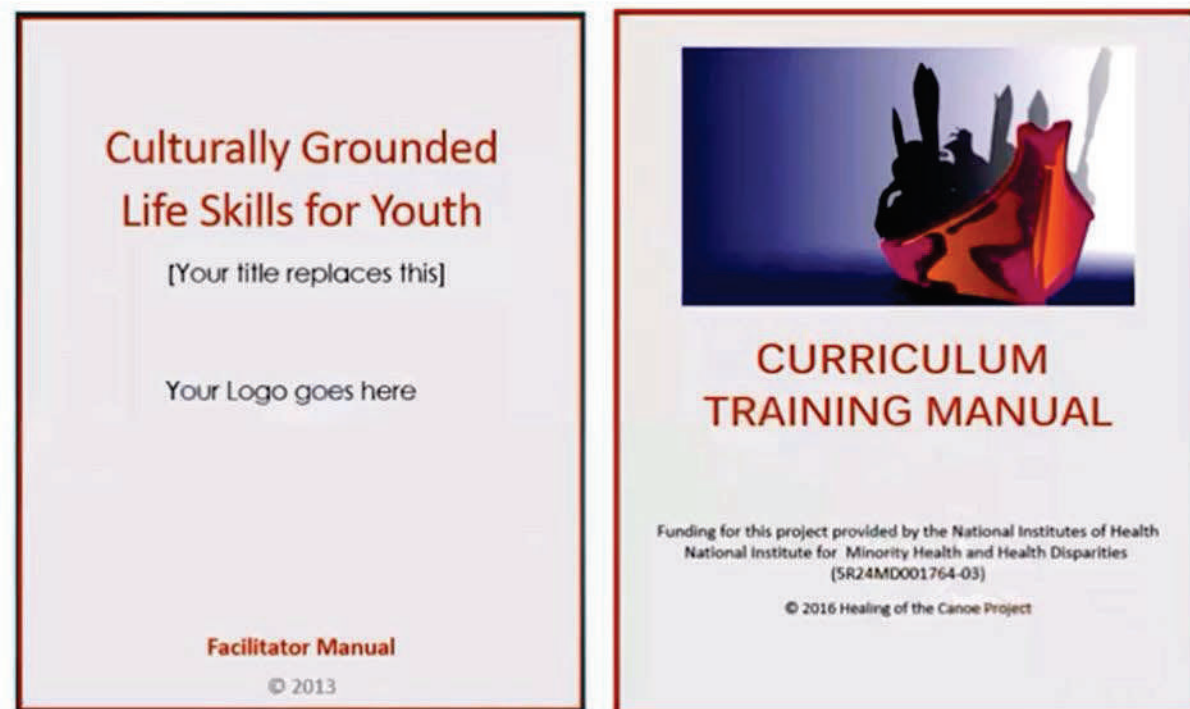
Healing of the Canoe Curriculum: Life Skills Included

- Self awareness and self-definition
- Recognizing and standing up against stereotypes
- Getting help from one's community
- Mentoring others
- Coping with negative emotions
- Goal setting
- Overcoming obstacles and solving problems
- Listening, effective communication
- Understanding consequences of substance abuse
- Community leadership, serving the community

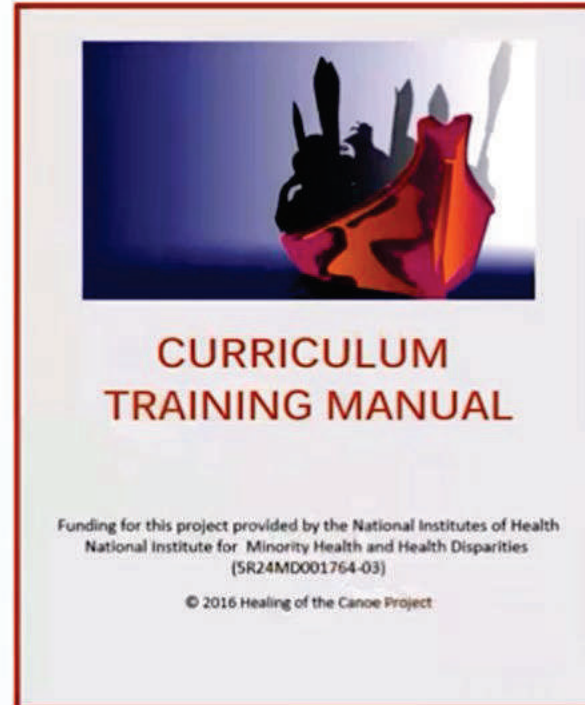
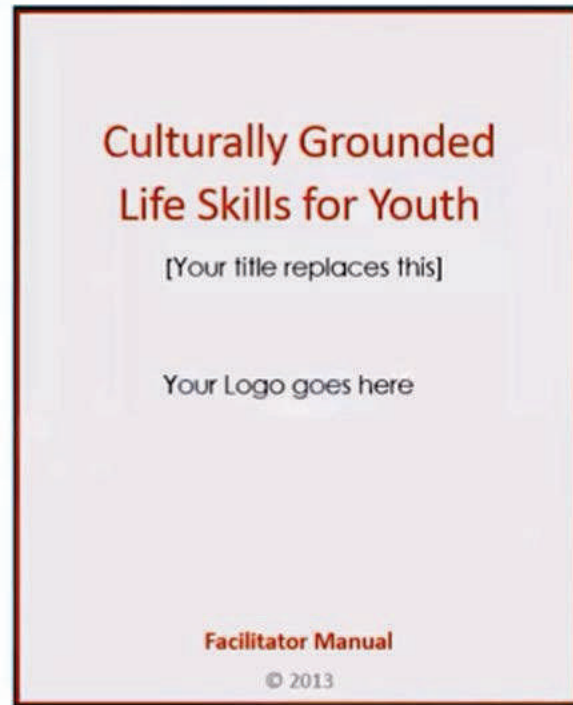
Healing of the Canoe Materials

- Generic curriculum template: “Culturally Grounded Life Skills for Youth”
- Adaptation , implementation, and training manual
- Participant handouts

Tribal Communities determine their own metaphor and integrate their own traditions, culture, values, language, and ceremonial activities into the generic curriculum



Generic Curriculum Template and Training Manual for Dissemination and Community Adaptation



Generic Curriculum Template and Training Manual
for Dissemination and Community Adaptation

For more info and to download the curriculum
go to www.healingofthecanoe.org

Plant Knowledge & Teachings



Wild Rose



ʔełnélix^{ws}: Spokane Tribal Food Sovereignty and Community Gardens



<https://www.facebook.com/groups/739717246042403/>

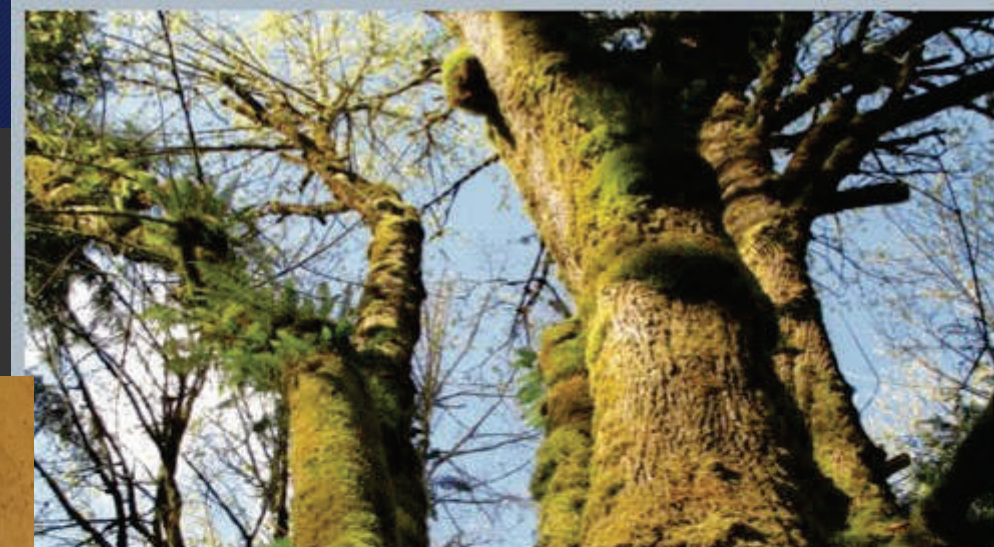
ʔełnélix^{ws}: Spokane Tribal Food Sovereignty and Community Gardens



<https://www.facebook.com/groups/739717246042403/>

Tend, Gather & Grow

<https://wild.goodgrub.org/plant-teachings/toolkit>



PLANT TEACHINGS FOR GROWING SOCIAL-EMOTIONAL SKILLS

Cultivating Resiliency and Wellbeing with Northwest Plants

A COLLABORATIVE PROJECT BY
GRUB AND NORTHWEST INDIAN TREATMENT CENTER





Spokane Tribal LifeWays Curriculum

<https://spokanetlc.com/>

Lesson Plans

We offer curriculum designed to incorporate Spokane Tribal Lifeways with education standards for grades K-12.



Indigenous Lifeways & Social Emotional Pair & Share

- Utilizing the WA SEL Standards sheet.
- From what you experienced and learned this morning, how do Indigenous Knowledge, LifeWays & experiences nurture these standards?
- Think of two examples, share what standard/benchmark you believe is fostered by your examples.

Training Examples...Posters to share

- **Goal: To capture ideas to embed this work and to make connections across the state**
- On your poster:
- What is something you are doing to promote Indigenous knowledge for students, Native and non-Native, and adults?
- What are the SEL benchmarks addressed?
- How can the teaching be “leveled up”?
- How can/are partnerships created and nurtured?
- What might be some barriers to address in order to make it continue or expand?

Our "WANT—To's"

* Develop the Vital Partnerships We need
Even within our district → tribe, elders, education programs...

* Engage families & Communities
What do they value, want, need?

* Education & Awareness of SEL standards, 6-P's, and integration of BOTH

DLP *MSD*

Native teachings Seminars

* Muscle trike of Danew i excellence *

(5C) Demonstrate the ability to engage in respectful & healthy relationships w/ individuals of diverse perspectives, culture, language, history, identity, and ability.

- Partners are teachers, equity, PARAS, students, guests ^(stakeholders)

- expand and involve more departments and community.

FP Schools

• Indigenous ways of knowing and learning.

Standards: 1B-5C-6C

Partnerships: 4 District Consortium, Title VI Coordinator ProDev, Independent Learning

Try partnering with Pughlip Tribe?

• Incorporating the 6 Ps across content and grade-level.

Standards: 6A-6B-6C

Partnerships: 4 District Consortium

• Expand STI implementation K-5, 6-12.

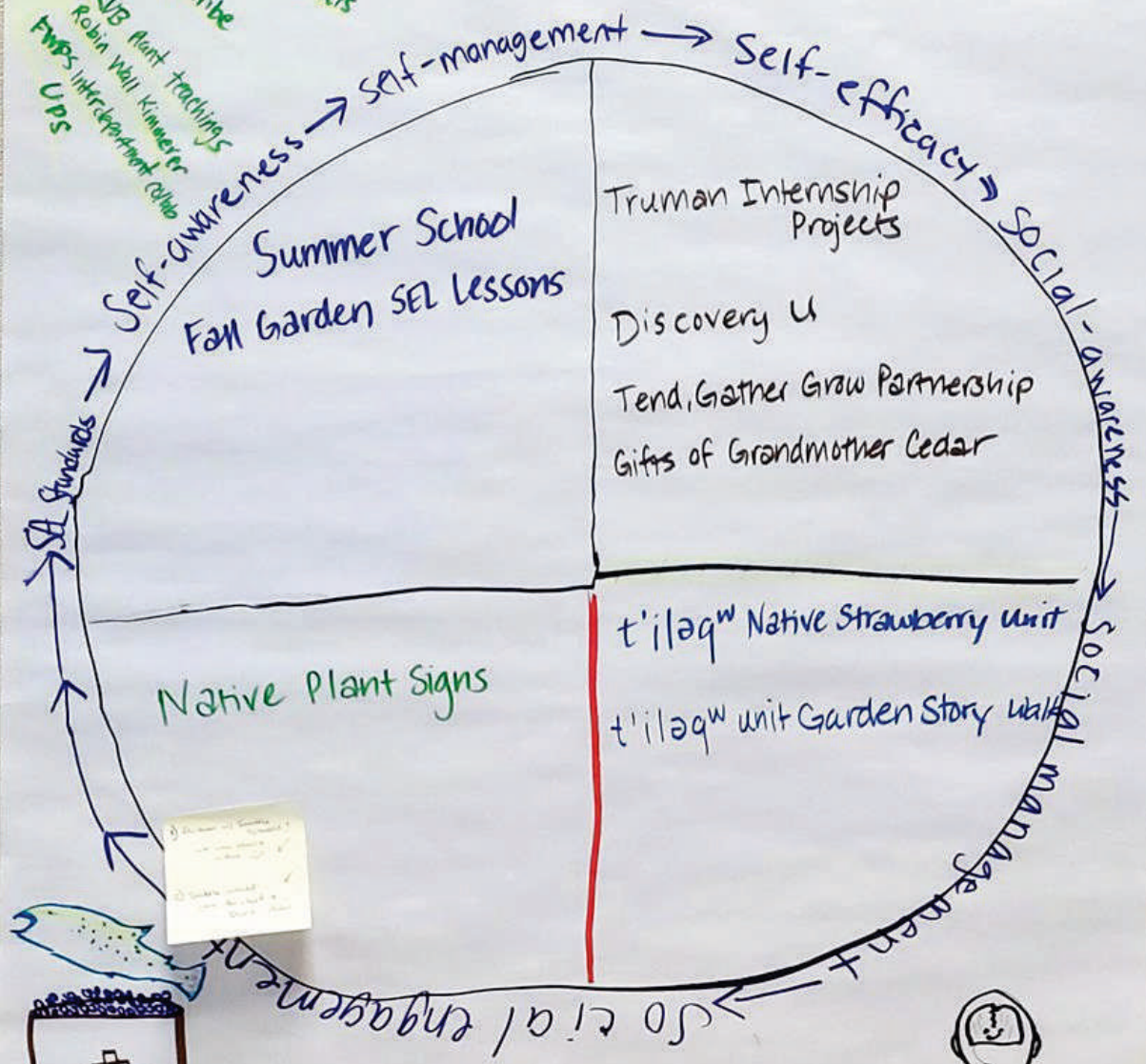
Standards: 4B-6B

Partnerships - Teaching and Learning Educators

Federal Way Public Schools

Our Partners

- King county
- FWS scholars
- Local Native plant teachers
- Puyallup Tribe
- GLOB plant teachings
- Robin Wall Kimmerer
- FWS interdepartment collab
- UPS



[Handwritten notes on a yellow sticky note]



Neuro Education is a Key to...

La Conner Schools & Swinomish

PRACTICES

foods of the Salish Sea
4C, 1B, 5A

orange shirt day
4A, 3C

lushootseed
4A, 1B, 5A

indigenous peoples day assembly prep

EDUCATION

WA State History *level up
teaching 6-P's

fear vulnerability

staff educational opportunities

COMMUNICATION

scheduling

finding middle
LC-Swin

Place Based Connections

focus on including Native plants animals, land, language, art, and stories into lessons and classroom environment.

Benchmarks: 1C, 2B, 5C, 6A, standard 3, standard 4

Partnerships: 13 moons garden, canoe family, cultural department, community, families



Drums of Education (Handy James, 1975)

Cu
 Honor the family as the real and strongest Swinomish culture
 1A-C 4A-C
 Power Perspective Diversity

Sali
 retain their identity as an Indian nation
 2A and 3A-C
 Power place 4A-C

buus
 we must take an active part in forming and supporting indian education
 5A-C
 Partnership Political Movement

zik
 we must show honor to each other by working together
 5A-C 6A-C
 Partnership

Great tool for free ideas to have to put them into action

Honor families

Love the creativity of the poster!

What would an active part of Indian edu look like?

I like how you aligned the six ps along with the SEL standards

Yes to all!

I really like how you incorporated the drum for me like a drum, meaning and action are included

How will you honor the families? What does that look like?

Great use of increasing ops and elevating those positions nice work!

where you come from 3A-C

Wow!

How do you hand push back? Who supports your work from district (Sedellies)

What is the action to this? How do you keep this thing going?

How will you keep policies out

- Equity ~~is~~ requirements for staff/school board

Morning gatherings, special speakers

- Flag raising @ every schools, admin bldg + transportation

Lushootseed K-12 / hibulb field trip

Culturally based family engagement, annual pow wow

- Orange shirt day - boarding school history / MMIN

Treaty day ~~is~~ observation / Billy Frank Jr. Day

MSD Equity & Diversity Dept

MSD Indian Ed Dept

Tulalip Tribes - MOU

6A, 1B, 4AB, 5C

MSD recognizing + honoring our sovereignty

MSD BOD approval - advocacy from E&D

Flag position next to US + state flag

2a label

lea

@THE POKIS FUNDS!!

Awesome! Lots of good work!

coastal jam

Round dance

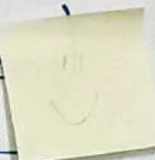
Jobs

Great use of clearing stage tribal projects

Morning Gathering (song & dance)

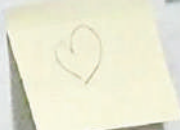
Inspire

Kids



SEL Benchmarks

* Standard 2A, 1B, 1C, 5A, 5C, 4A, 6A, 6C



Leveled Up

- * Explicit instruction in...
 - joining & participating
 - inviting & sharing w/others

Let the students elders sing!

Morning gathering is a great way to give students a sense of pride

Great ideas!

What is schoolwide Friday?

Partnerships Created and nurtured

- Inviting elders
- Schoolwide Fridays
- Invite Blackhawk singers



Tip: Give SEL/SEL partners a 5 min opportunity to talk with you

Barriers

- Educating others about importance
- power of meeting SEL benchmarks through gathering

Idea:

Cultivating Safe Spaces (towards Culture)

How do you create a safe space that isn't co-opting the culture?

Benchmarks:

1C, 2A, 4A, 5A, 5C

Encourage those spaces!!

Partnerships:

- Tribal ESA's
- Tribal Counselor/School
- SPED teachers
- LAP title
- Cultural liaison
- Cultural leaders

Invite students self-organize to be leaders

Safe spaces is a good way to incorporate the 6's

Final list of partners!

How do you create a safe space that isn't co-opting the culture?

Tribal ESA?

How would we start this? What would it look like?

IDEA: Provide Staff
Training
(including family + student voice)

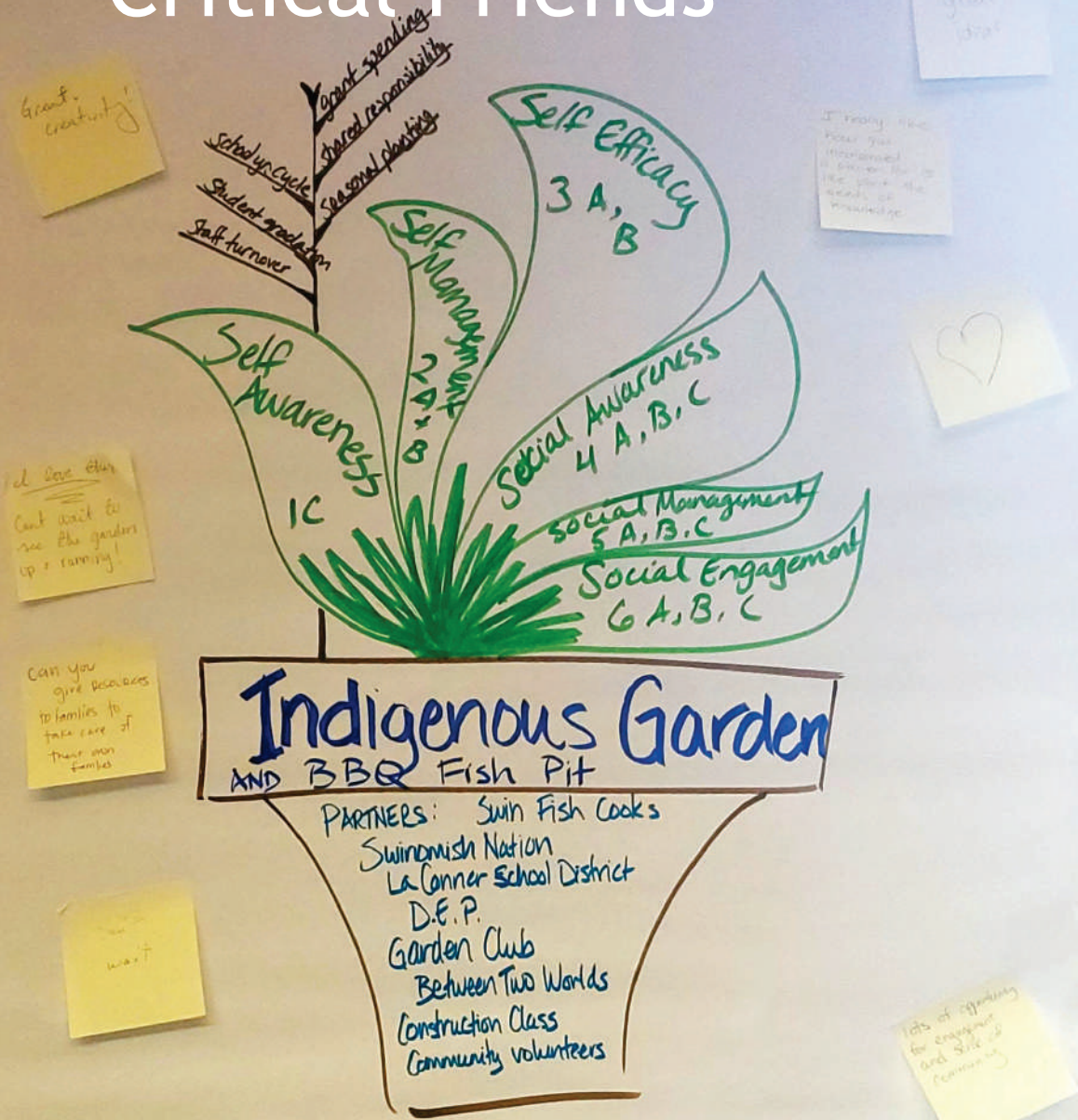
BENCHMARKS: 1C, 4C,
5C, 6A

PARTNERSHIPS: Coordinated
School health, counselors,
CA+I Managers, customer
service/enrollment

Love the
idea of
Supporting
Educator's
learning what
types of
ideas

I need to
know more about
"customer service"
in public education

Critical Friends



Use sticky notes to review posters giving kudos, questions, and connections.

Kudos examples

- I love this! Can't wait to see the garden up and running
- I like how you incorporated a planter like the seeds of knowledge
- I like how you also went to a fish pit
- That's a different set of partners I didn't think about!

Questions examples

- Can you give resources to families to take care of their own families?
- Where was the funding?
- How did you start? How long did it take?

Connections examples

- Lots of opportunity for engagement and source of community

Non-Native Educators Impact on Indigenous Students



Mona Holcomb, Office of Native Education, Native American Student Success, and Arlie Neskahi asked several of our colleagues to share a story about a non-native teacher who had a great impact on their lives.

Your Multicultural SED is showing...

As an educator you can grow in your Social Emotional Relationship skills by utilizing the following perspectives, educational strategies & examples. SEL is not a one-way street, only for our students to develop. As an Indigenous person growing up exposed to American culture, I had much to learn so that I could develop healthy personal & professional relationships while maintaining a strong connection with my home identity & culture.

May it be said of you, "You're multicultural Social Emotional Development is showing..."

Educators/Administrator's Multicultural Social Emotional Development

- Culturally Responsive Teachings Strategies
- Goal:  Oxytocin,  Cortisol by purposely developing Trust & Belonging in your interactions, class protocols and environment.
- Trauma Informed Interventions
- Restorative Practices

6P's--Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, Assistant Professor
Indigenous Studies in Education, University of Oregon

- **Place**
- **Presence**
- **Perspectives**

- **Political Nationhood**
- **Power**
- **Partnerships**

Critical Orientations for Indigenous Studies Curriculum

Leilani Sabzalian, Assistant Professor, Indigenous Studies in Education, University of Oregon

PLACE

- You are always on Indigenous homelands
- Acknowledge Indigenous peoples and homelands of the places where you teach
- Move beyond acknowledgements to anchor curriculum around issues that affect local Indigenous peoples, lands, and nations
- Seek out Indigenous place names when appropriate and possible
- Focus on land- and place-based curriculum



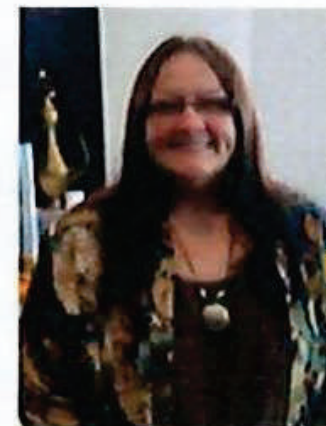
[https:// /native-land.ca/](https://native-land.ca/)

PRESENCE

- **Indigenous peoples are still here**
- Over 6 million people identify as American Indian Alaskan Native and there are 574 federally recognized Native nations in the US
- Focus on contemporary Indigenous leaders, changemakers, and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/ struggles of Indigenous peoples today



John Herrington,
Chickasaw Nation,
Astronaut



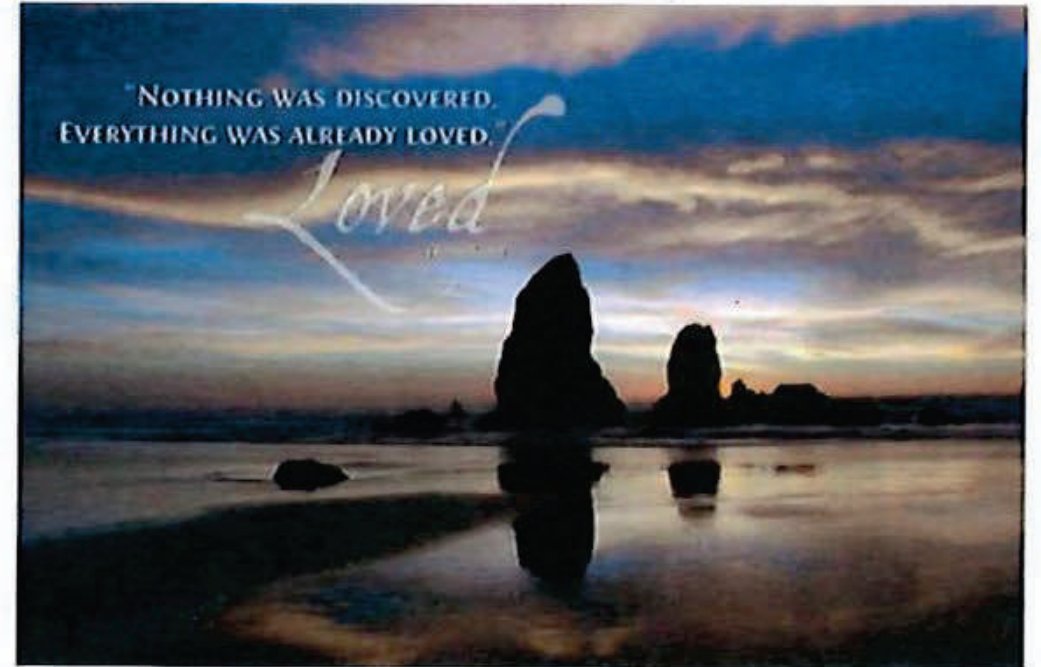
Susan Shown Harjo, Cheyenne
& Hodulgee Muscogee,
Writer and Advocate



Deb Haaland,
Laguna Pueblo,
Secretary of the Interior

PERSPECTIVES

- **Indigenous perspectives challenge Eurocentrism and provide analyses to enrich curriculum more broadly**
- Curriculum often “faces West” (e.g. expansion, exploration); instead consider how “facing East” (e.g. invasion, encroachment) (Richter, 2001) might reorient the curricula
- Move from teaching about Indigenous peoples to learning from Indigenous analyses



Kareene Wood, poet and citizen of the Monacan Indian Nation, from “Enough Good People: Reflections on Tribal Involvement and Inter-Cultural Collaboration 2003-2006,” Circle of Tribal Advisors and Lewis & Clark Bicentennial

Adapted from :

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/192/6%20Ps%20Critical%20Orientations%20for%20Indigenous%20Studies%20Curriculum.pdf>

Schmitke, A., Sabzalian, L., & Edmundson, J. (2020). Teaching critically about Lewis and Clark: Challenging dominant narratives in K-12 curriculum. New York, New York. Teachers College Press.

“These orientations support teaching that is responsive to and responsible for the colonial legacies of the present, and promote pedagogy that affirms Indigenous self-determination and sovereignty.”

(Schmitke, Sabzalian & Edmundson, 2020, p. 4)

POLITICAL NATIONHOOD

- **“Indigenous Peoples are nations, not minorities” (Wilkins & Stark, 2010)**
- Indigenous peoples have inherent sovereignty and while protected by civil rights, they also have prior treaty rights
- Attend to tribal sovereignty and the political status, rights, and issues that impact Indigenous nations and citizens
- Teach students that honoring the treaties is part of their democratic civic responsibility



Flags of some of the 29 federally recognized tribal nations in Washington

POWER

- **Challenge power dynamics within curricula and create space to highlight examples of Indigenous creativity and collective power**
- Beyond including Indigenous perspectives, challenge colonial power dynamics in curriculum (i.e. lands were “empty” or “free”)
- Share examples of Indigenous creativity, agency, and possibilities, and to avoid framing Indigenous peoples as “damaged” or as victims of oppression (Tuck,2009; Vizenor,2008)



John Isaiah Pepion, artist, and teacher at Eighth Generation in Seattle

PARTNERSHIPS

- **Cultivate and sustain partnerships with Indigenous peoples, organizations, and nations**
- The federal government and WA state maintain a government-to-government relationship with Tribes
- Move from guest speakers to sharing power and develop meaningful partnerships.
- Collaborate by engaging in tribal consultation early, developing an MOU and/or hiring a tribal liaison.



USDA forest Service partnering with tribal nations in Kaibab National Forest

Richter, D. (2001). *Facing east from Indian country: A Native history of early America*. Cambridge, Mass.: Harvard University Press.

Wood, K. (nd). *Homeland*. National Association of Tribal Historic Preservation Officers. Retrieved from http://www.nathpo.org/Many_Nations/mn_fiction.html

Tuck, E. (2009). *Suspending damage: A letter to communities*. *Harvard Educational Review*, 79(3), 409-428.

Vizenor, G. (Ed.). (2008). *Survivance: Narratives of Native presence*. Lincoln, NE: University of Nebraska Press.

Wilkins, D., & Stark, H. K. (2010). *American Indian politics and the American political system* (3rd ed.). Lanham, MD: Rowman & Littlefield.

Trust & Belonging... Missing Link...

- Children of Trauma
 - Who can I trust?
 - Do I belong here? Is our Voice welcome here?
- What can you do as a educator to
 - Build trust with your students?
 - Create a sense of Belonging with your students?

Student Led Learning—Mastery, Project Based Learning

- Builds upon the innate curiosity and desire to know more
- Having built a relationship, query student's longings & interests
- Invite and introduce exploration
- Co-develop learning plan
- Teach skills of analysis, problem-solving, advocacy, research
- Acknowledge Indigenous Knowledge, Science & Technology
- Utilize various evaluation methods, projects, portfolios, mastery
- Invite & develop Indigenous mastery indicators

Multiple Perspectives--

- This is a FUNDAMENTAL teaching principle
- What do you think about...
- How do you think your People were feeling and thinking during...
- What do you think one of your elders would say about...
- What was going on with your People during...
- What are your People thinking or doing about...

Indian Country Today--- the absolute best source of Indigenous News, Culture, Current Events, etc. <https://ictnews.org/>

Reading and Discussion

- Each person choose to read 3 to 4 different stories of how non-native teachers impacted Native students.
- After reading discussion how the teachers created Trust & Belonging with these students.
- Finally, look at the following slide and identify some Emotional Shifts that occurred with these Native students.

Emotional Shifts

Some level of ANGER is pretty much a GIVEN with these SAD/FEARFUL emotions



Native Education 101

- Learn about Tribal Sovereignty
- Learn who are the Tribes local to you
- Learn who are the local Native Community Leaders
- Teach with Multiple Perspectives/Voice/Knowledge & Science
- Understand that Tribes are different in their Ways and Teachings
- Use place-based knowledge and study versus global curriculums
- Learn more about the social characteristics of your Native Community, eye contact, speaking, deference, hand-shaking, etc.
- Increase your multi-cultural Social Emotional Knowledge & Skills

Mining Diverse Emotional Intelligence...

- Utilizing a current situation regarding social injustice or Indigenous sovereignty, ask the question... What are some of the feelings experienced.
- Follow-up with queries such as,
 - What teachings from your culture/elders are available to help you understand and grow through such situations?
 - What experiences are available to persons in your culture to deal with this?
 - Who is someone from your culture you look up to and respect that has successfully dealt with a similar situation?
 - What would you like to learn more about in facing such situations?

Social Emotional Development and our Schools & Communities

How can we nurture our school community, cultures and relationships through acknowledgement, partnerships & collaboration with Indigenous & other communities?

All the Best in your Work & Relationships

Arlie Neskahi, Diné Nation
Native Educational Consultant
neskahi@earthlink.net



Lunch and Networking

Lunch and Networking



- What role do you play to support SEL implementation?
- What are your takeaways from the morning sessions?
- What are you wondering about?





Academic Learning is Social and Emotional: Resources to Support Washington Educators in Integrating Equity-Centered Social, Emotional, and Academic Learning

Kellie Anderson, Laurie Dils, Ken Turner, Dr. Angela Ward, and Sara Wolforth

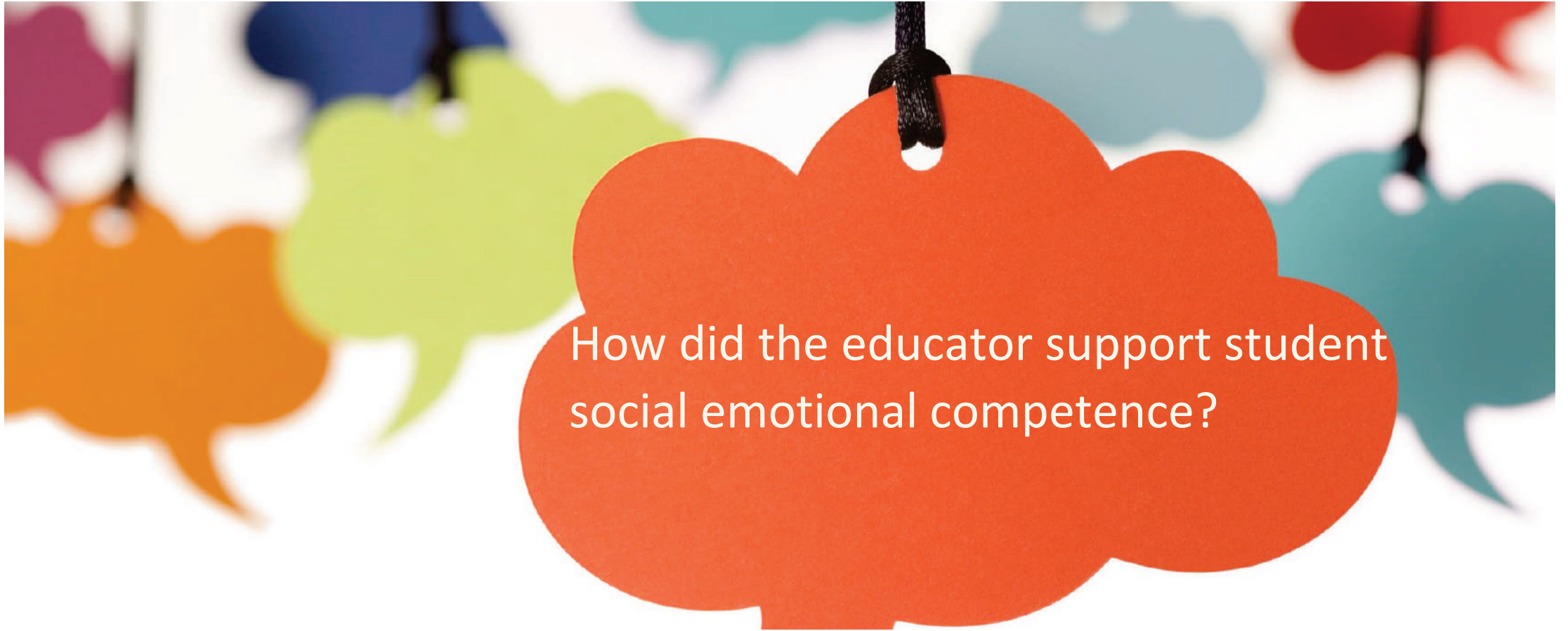
Reengage!





Washington Office of Superintendent of
PUBLIC INSTRUCTION

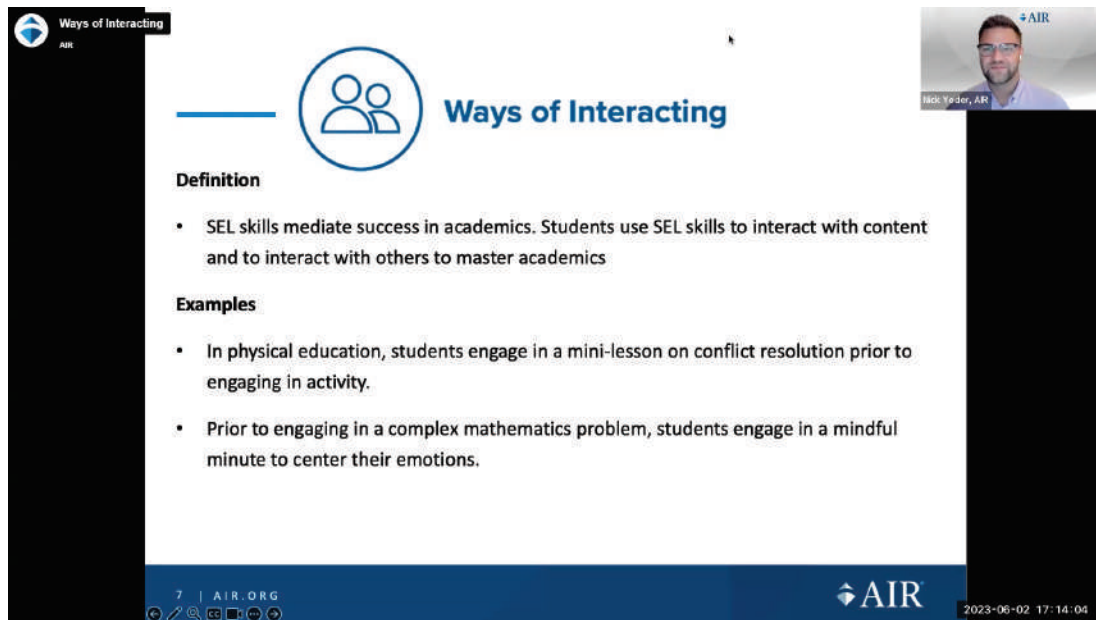
Table Discussion



The "Why"



The SEL-Academic Integration Taxonomy



The screenshot shows a presentation slide with a dark blue header and footer. The header contains the title "Ways of Interacting" and a logo of two stylized figures. The main content area is white and contains the following text:

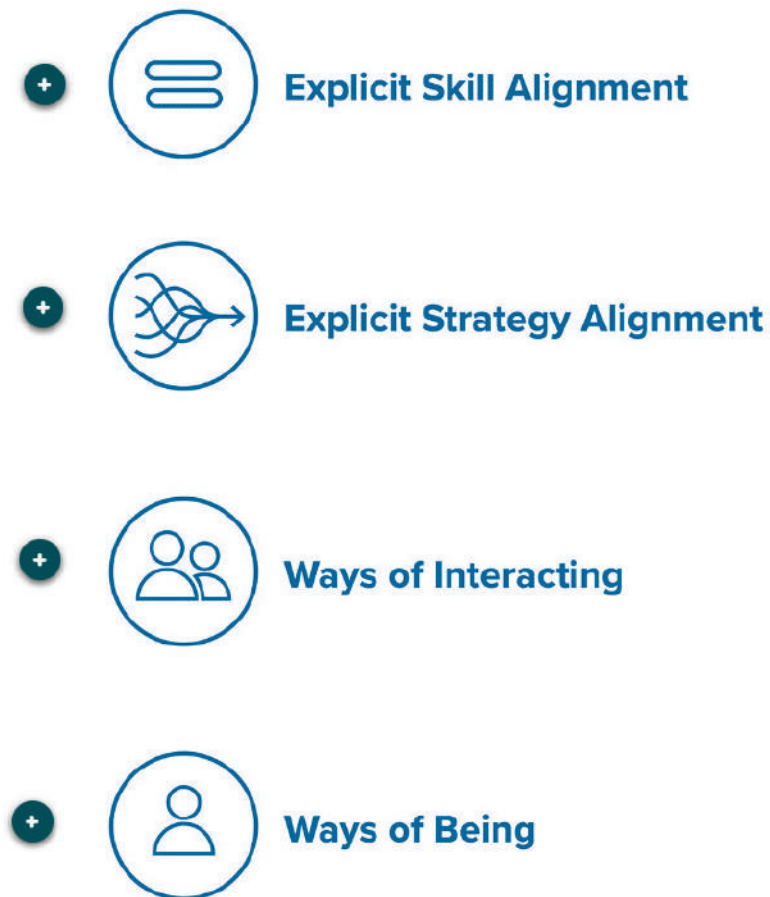
Definition

- SEL skills mediate success in academics. Students use SEL skills to interact with content and to interact with others to master academics

Examples

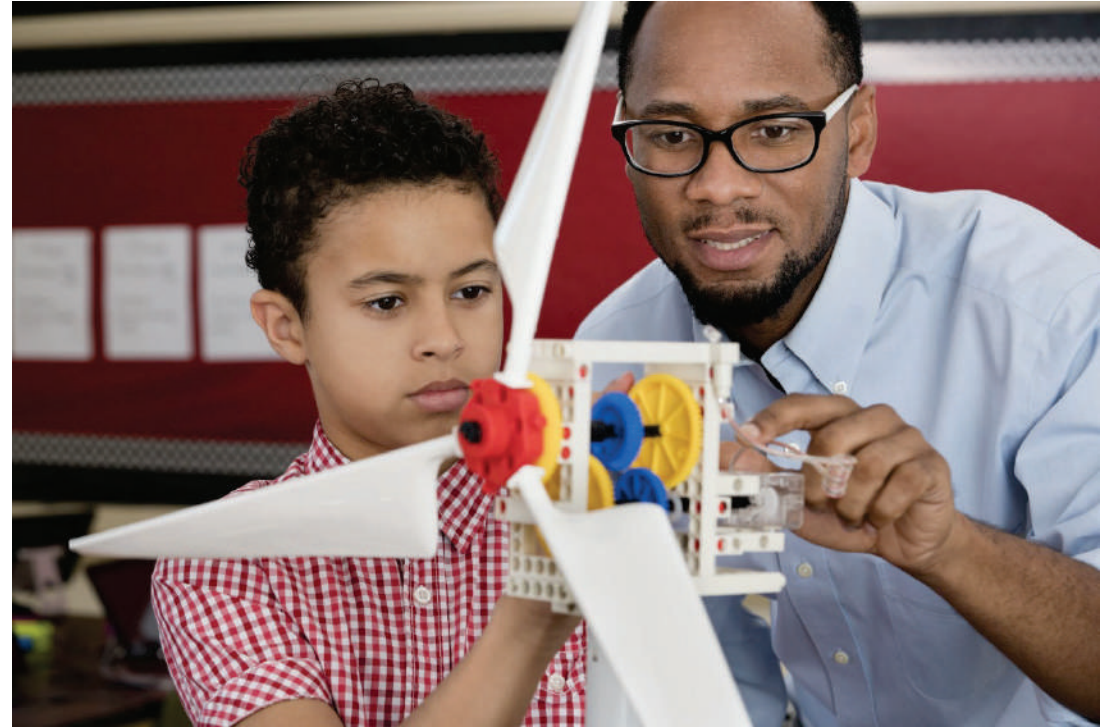
- In physical education, students engage in a mini-lesson on conflict resolution prior to engaging in activity.
- Prior to engaging in a complex mathematics problem, students engage in a mindful minute to center their emotions.

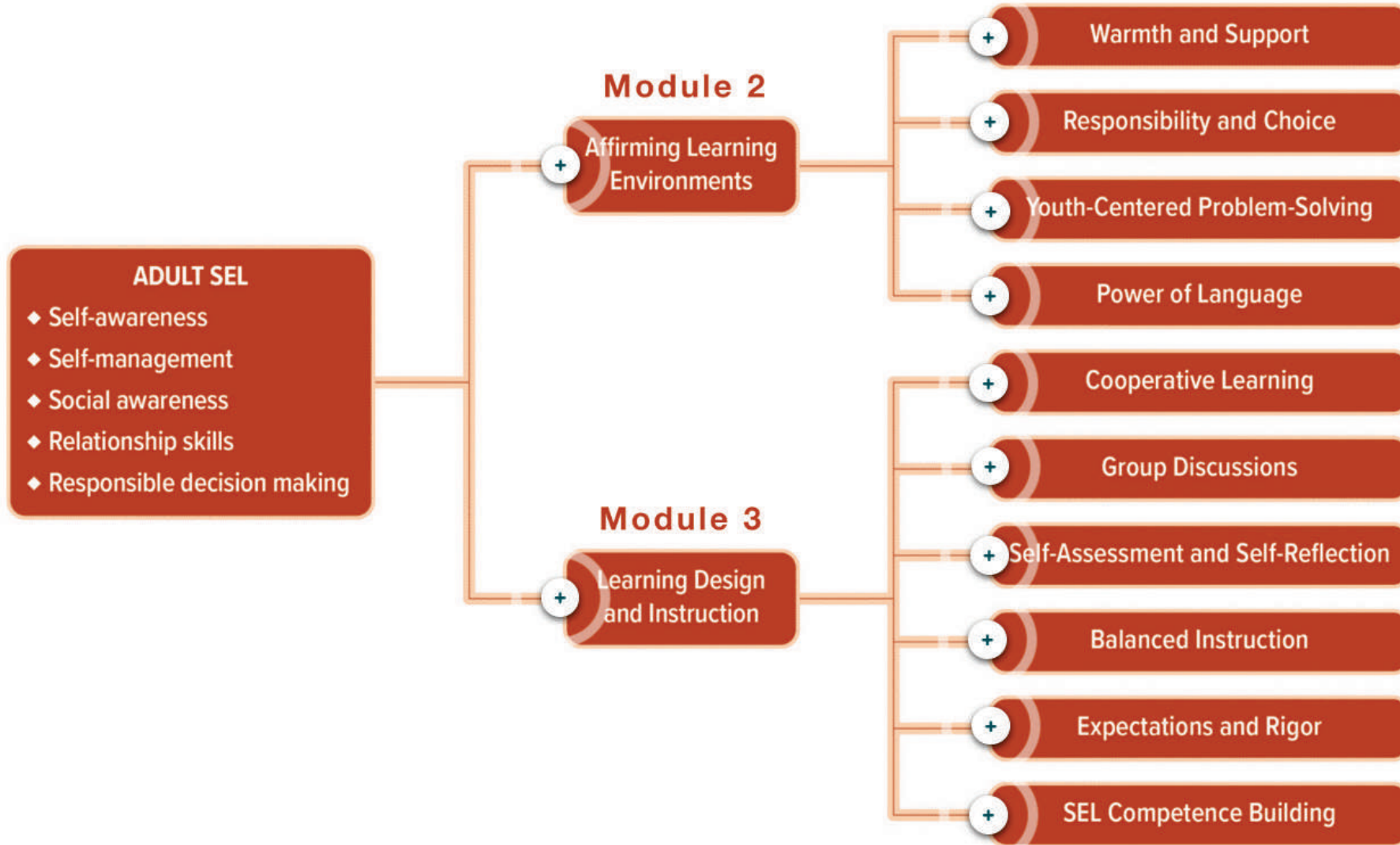
The footer includes the AIR logo, the text "7 | AIR.ORG", and a timestamp "2023-06-02 17:14:04". A small video feed of a man is visible in the top right corner of the slide.



10 Teaching Practices

- Affirming Learning Environment Practices
- Learning Design and Instructional Practices





The “What”

Online
Modules

Practical
Tools

Practitioner
Videos



Online Modules

Academic Learning is Social and Emotional - Module 1
11% COMPLETE

INTRODUCTION

- Navigation and keyboard accessibility instructions ✓
- Introduction ✓

Module 1
Introduction

Learn about the four ways that social emotional competencies link to academic instruction

Module 2
Affirming Learning Environment Practices

Explore four affirming learning environment practices that promote social emotional and academic interactions

Module 3
Learning Design Practices

Focus on six learning design practices that support student application of social emotional and academic skills



Practitioner Videos

- The Arts
- P.E.
- World Languages
- Social Studies



Practical Tools

Self-
Assessment

Planning Tool

Subject Area
Tools (4)

Equity Tools
(2)

Indigenous
Practices to
Support SEL

Learning
Journal



Tool Spotlight

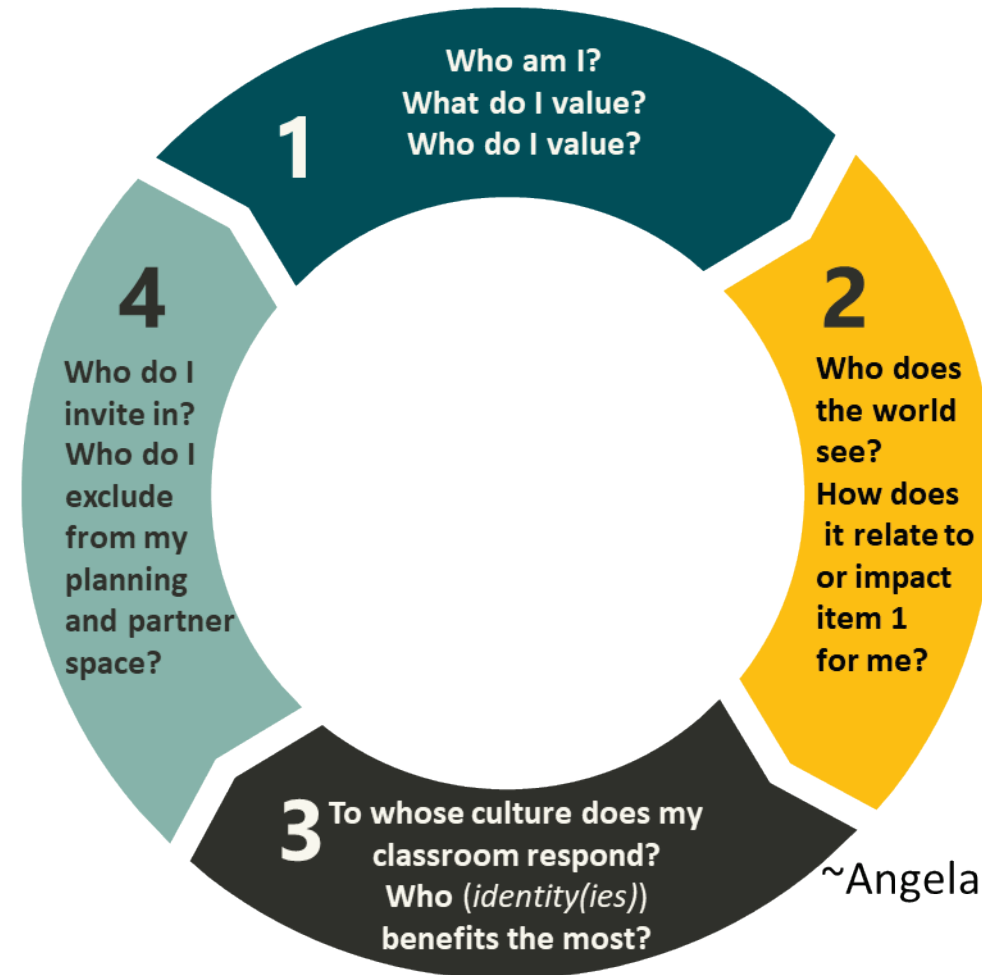
Equity Tools

It's A Process

Actions that contribute to the cocreation of a student-centered, culturally responsive elementary classroom happen through a process of ongoing

- dialogue with people who have perspectives different from your own
- critical self-reflection on your personal sphere of influence and
- growing with and learning about your students to co-create an inclusive classroom environment with them.

The items here represent multiple entry points that one must consider throughout the process.



~Angela M. Ward, PhD



Tool Spotlight

Equity Tools

Critical Self-Reflection

- be mindful and aware
- consider yourself in a larger societal context
- understand and recognize your personal sphere of influence in your workplace and life space
- recognize the impact of your background, bias, values & beliefs
- question while engaging in self-reflective dialogue
- critique in a solutions-focused way

~Angela M. Ward, PhD

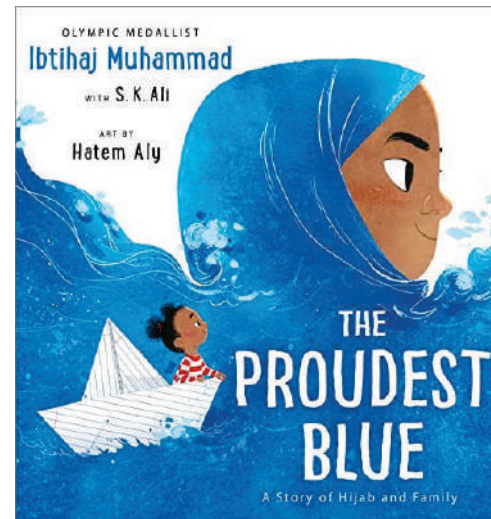
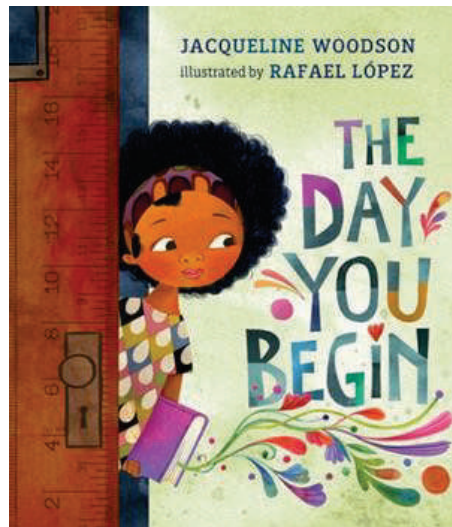


Tool Spotlight

Equity Tools

Tool #1

Essential Question: *As a teacher of record and support staff member, how do I contribute to the cocreation of a student-centered, culturally responsive elementary learning environment?*



Tool Spotlight

Equity Tools

Tool #2

Essential Question: What does equity-centered social, emotional, and academic learning look like, sound like, and feel like in the elementary classroom?

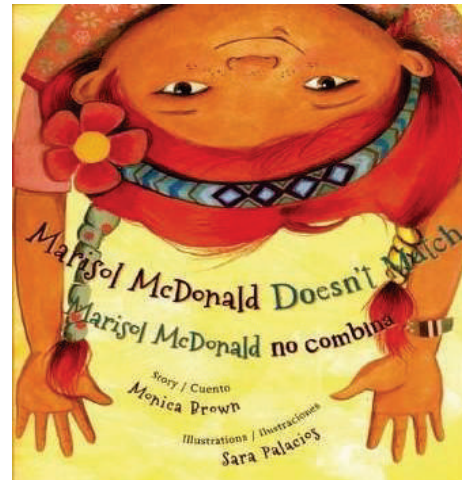
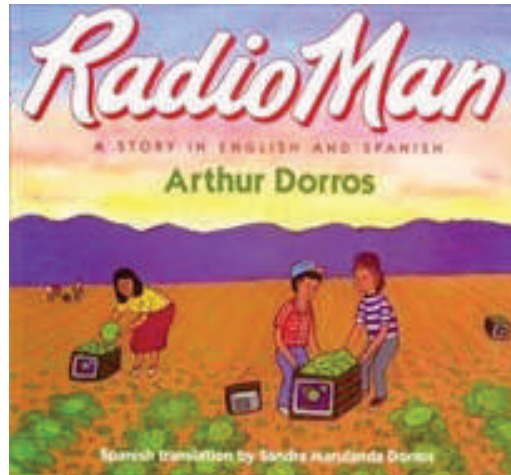
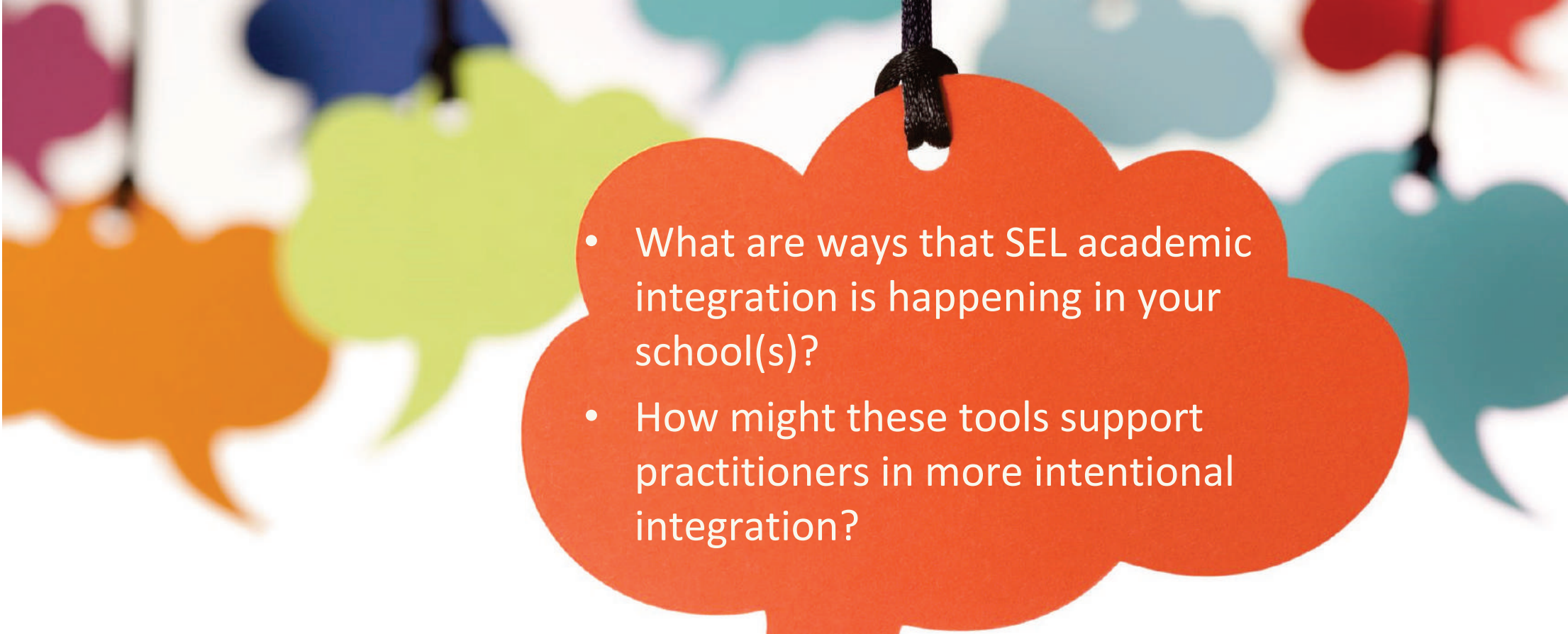


Table Discussion

- 
- What are ways that SEL academic integration is happening in your school(s)?
 - How might these tools support practitioners in more intentional integration?



What's Next?



- Join us in the Peer Exchange to explore the resources and learn more...
- The resources will be published on the OSPI website this summer!
- OSPI will send out a link as soon as they are posted.
- Questions? Please contact Laurie Dils at laurie.dils@k12.wa.us



SEL Peer Exchange

Tammy Bolen and Debra Parker

SEL Peer Exchange

- Building Adult Capacity
- Conditions to Support SEL
- Collaboration with Families and Communities
- Equity-Centered and Culturally Sustaining SEL
- Integrating SEL Curriculum
- Integrating SEL within MTSS
- SEL Advisory Committee Recommendations
- SEL and Academic Integration
- SEL, Mental Health, and Suicide Prevention

- What are you currently doing?
- What are the challenges?
- What supports do you need?





Let's Take a Break!





State-wide Collaboration:
Culturally Responsive SEL for Educators
*Dr. Caryn Park, Dr. Jisu Ryu, Leiani Sherwin, and
Dr. Deborah Tully*



STATE-WIDE COLLABORATION:

Culturally responsive SEL for educators

**OSPI SELAC Educator Preparation Sub-committee
& Professional Educator Standards Board staff**

Dr. Bonnie McDaniel, Dr. Caryn Park,
Dr. Jisu Ryu, Leiani Sherwin, Dr. Deborah Tully



PESB: One Agency, Two Boards

Professional Educator Standards Board

Responsible for policy and oversight of Washington's educator preparation, certification, assignment, and professional growth systems

Paraeducator Board

Responsible for policy and oversight of Washington's paraeducator preparation, professional development certificates and advancement

MISSION

To strengthen the educator workforce through professional standards, policy, and innovation.



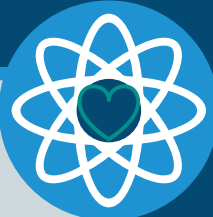
VISION

An equity-minded educator workforce that facilitates learning and growth for each and every student.



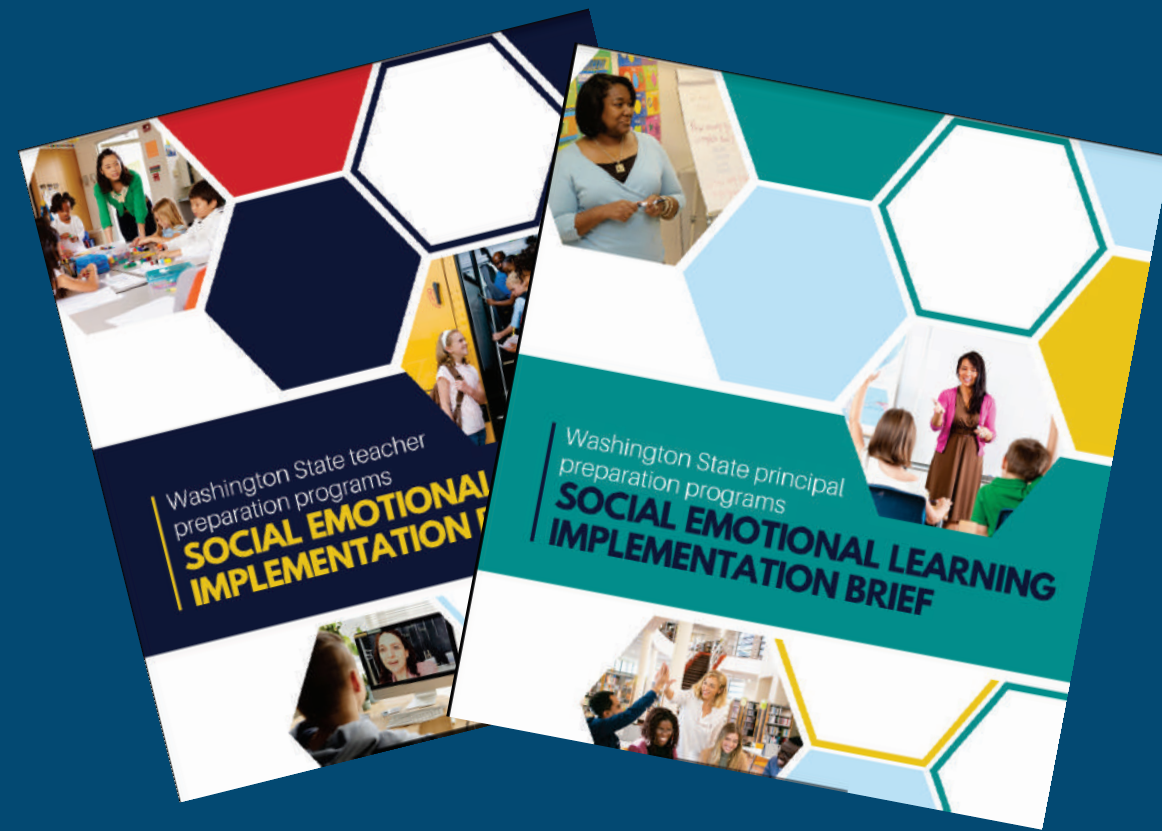
VALUES

- Educator voice
- Diversity, equity, and inclusion
- Educator excellence for student success
- Community engagement
- Learning and innovation



SELAC Educator Preparation Sub-committee

Goal: Provide SEL implementation resources and guidance for Washington's teacher and principal preparation programs

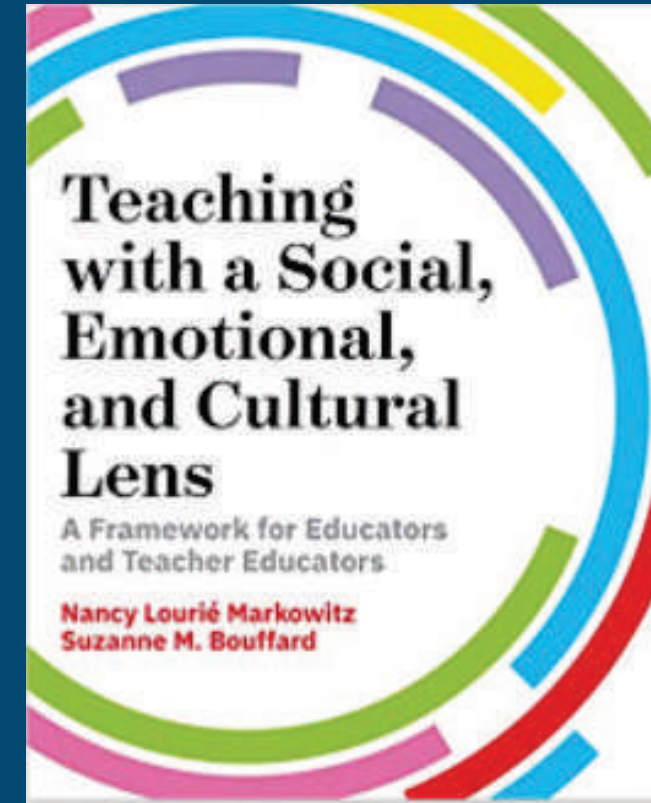


Implementation
briefs

Book studies

Presentations

CRTWC Teacher
Education
Institute



Approaches to SEL

Familiar approach



Consistent roadmap



Learning can be superficial if not modeled & practiced



Curriculum Only

Developing a SEL lens



Shapes interpretation and response



Centers adult learning



Requires time, reflection & practice



Thrives within supportive systems



Supports deep learning

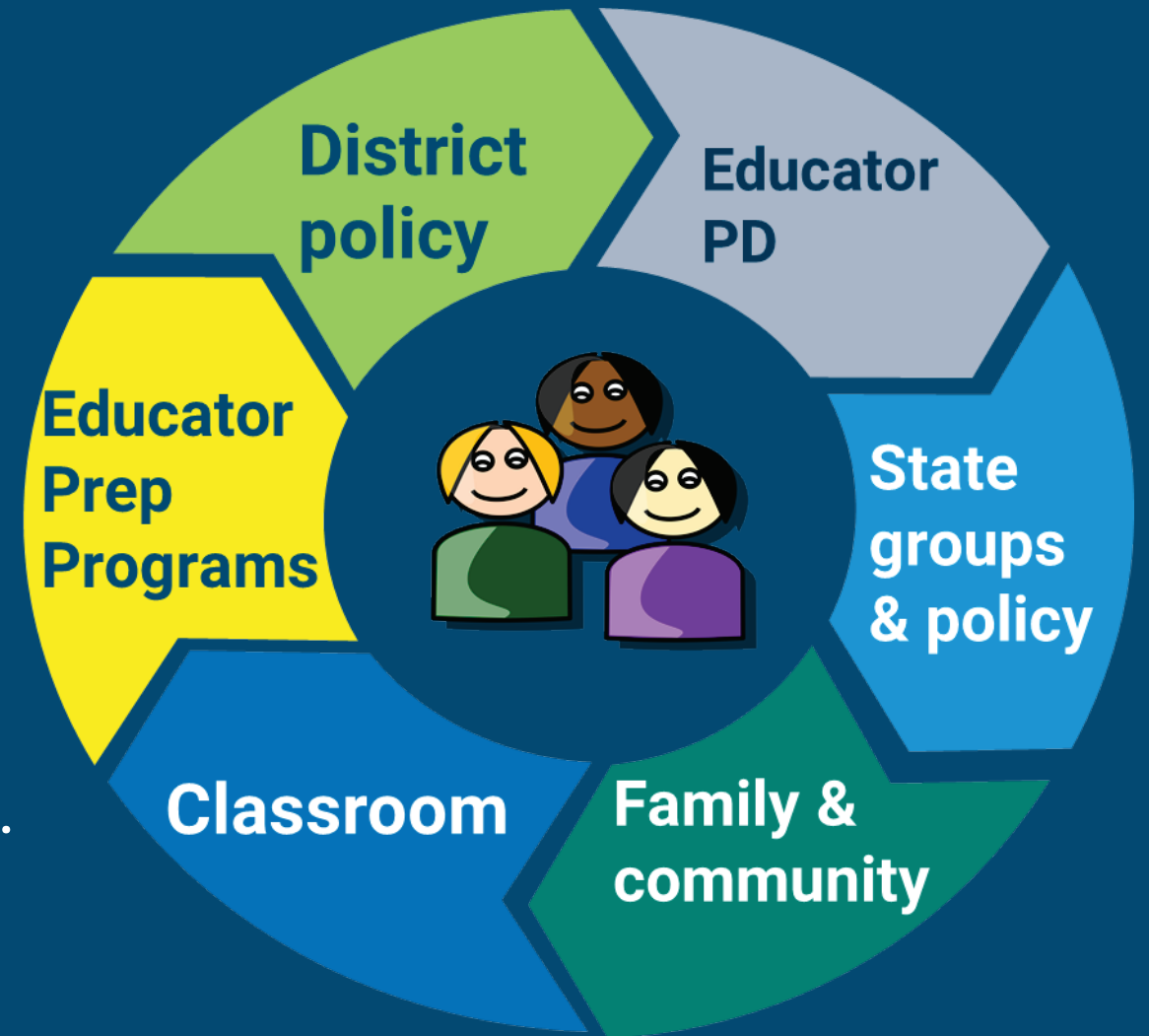


Growing Systems of SEL

A SEL Lens can be developed and applied in multiple domains that impact schools.

Growth in one domain supports growth in others. Communication across domains supports integration.

We all have important roles to play to grow communities where kids thrive.



Washington State SEL Guiding Principles

Washington State SEL is shaped by a commitment to the following four guiding principles:



CRTWC's 7 Anchor Competencies

Center for Reaching & Teaching the Whole Child (2022)

Anchor Competencies

1. Building trusting relationships

- Develop rapport
- Engage families
- Practice reciprocal vulnerability
- Employ trauma informed practices

2. Foster self-reflection

- Recognize and manage emotional reactions
- Examine biases
- Explore identity

Anchor Competencies

3. Foster growth mindset

- Articulate affirming counter-narratives
- Shift to positive self-talk
- Connect learning to the brain

4. Cultivate perseverance

- Provide asset-based formative feedback
- Set and monitor goals
- Embrace productive struggles

Anchor Competencies

5. Create community

- Attend to status issues
- Foster individual voice
- Create a culture of engagement
- Affirm each other's assets

6. Promote collaborative learning

- Practice building consensus
- Engage in structured academic and social conversations
- Practice reflective listening

Anchor Competencies

7. Respond constructively across differences

- Practice restorative justice
- Build capacity to make amends
- Identify and interrupt micro-aggressions

Anchor Competencies from *Teaching with a Social, Emotional and Cultural Lens, a Framework for Educators and Teacher Educators* by Nancy Markowitz and Suzanne Bouffard

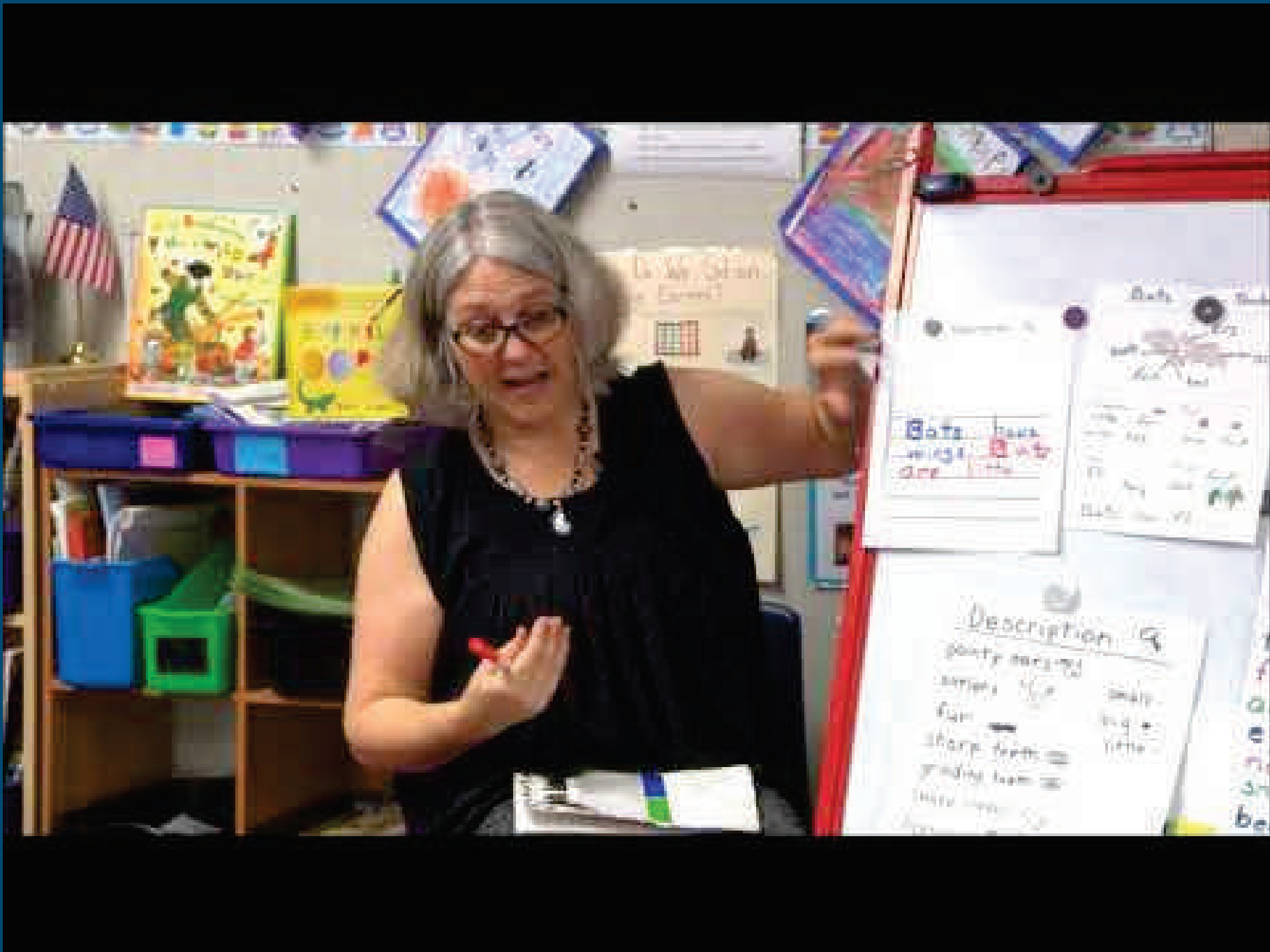
Integrating SEL in the classroom

1. While watching the video, look for evidence of teacher moves and anchor competencies.
2. Record the evidence in the right column of your handout.
3. Be ready to share.

Directions: After scripting teacher behavior on the left, draw arrows to Anchor Competencies & Teacher Moves on the right. Color code to indicate the PRIMARY Teacher Move you think the teacher explicitly intended to demonstrate, according to their requested "focus issue".

Script Evidence of Anchor Competencies	Anchor Competencies and Teacher Moves
	<ol style="list-style-type: none">1. Build trusting relationships<ol style="list-style-type: none">a. Develop rapportb. Engage familiesc. Practice reciprocal vulnerabilityd. Employ trauma informed practices2. Foster self reflection<ol style="list-style-type: none">a. Recognize and manage emotional reactionsb. Examine biasesc. Explore identity3. Foster growth mindset<ol style="list-style-type: none">a. Articulates affirming counter-narrativesb. Shift to positive self-talkc. Connect learning to the brain4. Cultivate perseverance<ol style="list-style-type: none">a. Provide asset-based formative feedbackb. Set and monitor goalsc. Embrace productive struggles5. Create community<ol style="list-style-type: none">a. Attend to status issuesb. Foster individual voicec. Create a culture of engagementd. Affirm each other's assets6. Promote collaborative learning<ol style="list-style-type: none">a. Practice building consensusb. Engage in structured academic and social conversationsc. Practice reflective listening7. Respond constructively across differences<ol style="list-style-type: none">a. Practice restorative justiceb. Builds capacity to make amendsc. Identify and interrupt micro-aggressions

Additional Observer Notes:



Shared with permission from CRTWC.

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Let's Discuss!

With your table groups:

- Share which anchors & teacher moves you saw in the lesson

With the whole group:

- Share one anchor or teacher move
- Did you have any “aha” moments?
What were they?




Washington State Educator Preparation Programs

Developing Trusting Relationships: The Super Anchor

- SEL Listening Tour - transparency
- Practicing vulnerability - “No really, how are you?”
- CARE Committee
 - Relationship building bingo
 - Getting to know you - one SOE member per week
 - Inclusive conversations (faculty & staff)
 - Optional extra-curricular activities

C.A.R.E BINGO for the SOE

How to Play: As you complete the squares, mark them off. When you complete a BINGO, turn in or interschool mail your completed BINGO card to Megan Griffin’s mailbox in Dixon. All BINGO boards are due by May 1st. 2 BINGO cards will be drawn during the May SOE dept. meeting. 1 winner will walk away with 100\$ in Pirate Bucks and another winner with 50\$ in Pirate Bucks. You may complete multiple BINGO cards but you may not complete the same activity twice.

Complete the SOE “Getting to Know You” survey (look for a link in the Wednesday Weekly).	Invite someone from the SOE for a walk.	Send someone in the SOE a note of gratitude.	Drop in and say hello to an SOE colleague who works in another building.	Attend Steps for Autism at Riverfront Park on 4/23 between 11 and 3.
Ask an SOE colleague for a show, music, or book recommendation.	Wear your Whitworth swag on a Friday.	Invite an SOE colleague to chapel.	Email Debbie an idea for an SOE book study.	Invite a colleague you don’t know well to coffee.
Complete an anonymous Random Act of Kindness for a Whitworth colleague.	Ask an SOE colleague how you can pray for them.	Free Space 	Share a meal with an SOE colleague.	Wish someone from the SOE a Happy Birthday (on their birthday).
Join a Be Nourished lunch on Thursdays in the Dixon conference room.	Attend the SOE happy hour on April 19 th from 5:00-7:00 at Poole’s.	Collaborate with a colleague who is not in your immediate program or department.	Ask a colleague you don’t know well about their hobbies.	Dance past someone’s office (make sure they see you).
Invite an SOE colleague to attend a campus event with you.	Laugh with an SOE colleague.	Introduce yourself to someone in the SOE who you don’t know.	Attend the SOE Spring birthday celebration. May 1 st , 12:00-1:00, in the Dixon staff room.	Have a “walking meeting” with a colleague.

Developing and Modeling Skills: Walking the Talk



Individually:

- Include SEL standards and anchor competencies in lesson plans
- Identify and expand *teacher moves* in own instructional practices
- Incorporate proven practices

As a team:

- Identify in-house SEL cheerleaders
 - Integrate SEL standards and anchor competencies across coursework ...and among content areas
 - Create time and space for discourse
 - Highlight *teacher moves* in observations and evaluations
-

Example: SEL Integration in Art and Literature Coursework

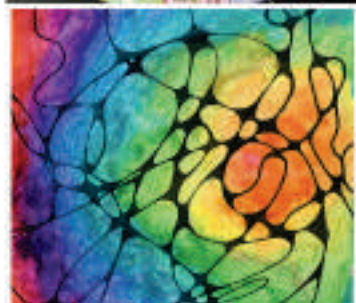
Intentional reset

- Mindful moments
- Brain breaks
- Breathing breaks
- Movement



SEAL: Social Emotional Artistic Learning (Peterson)

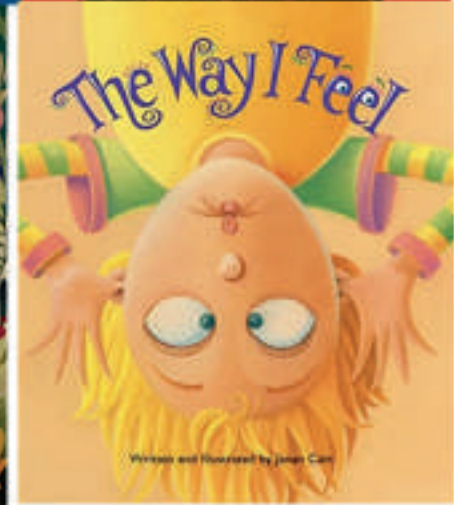
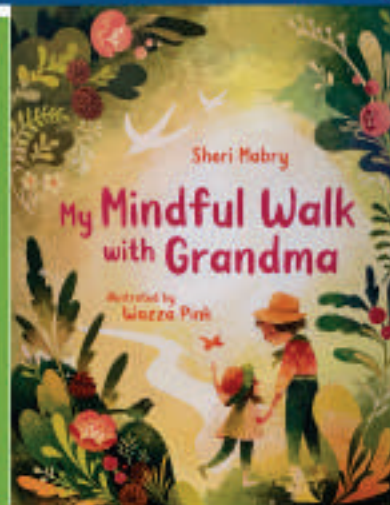
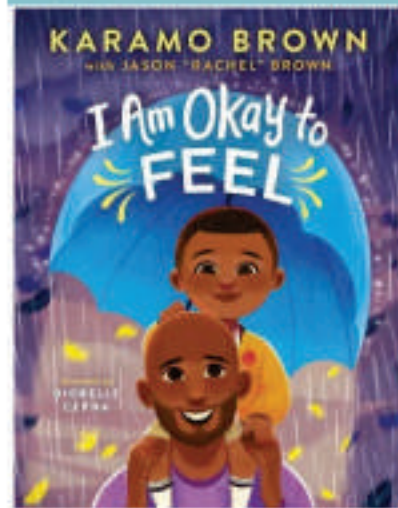
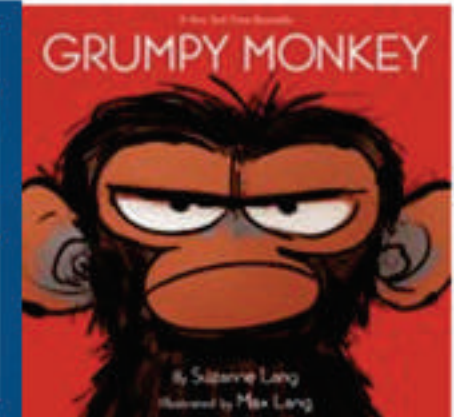
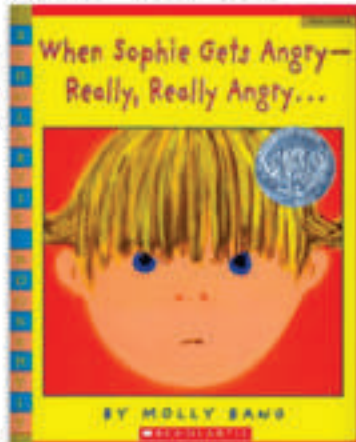
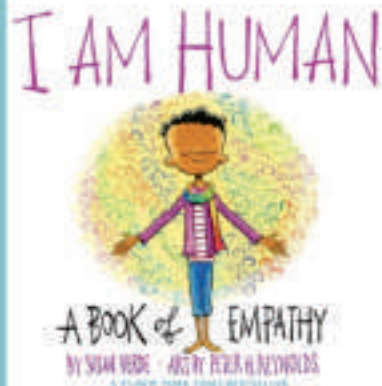
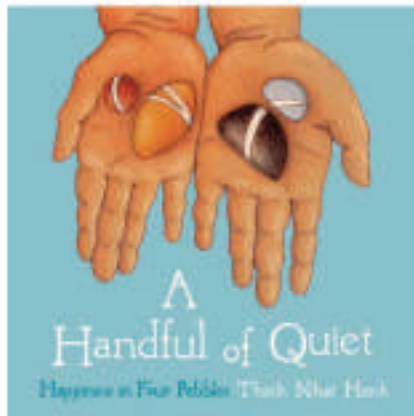
- Sketchnoting
- Grateful mandala
- Neurographic art
- New narrative spiral
- Create art for others
- Mantra beads



- Personal mantra art
- The best part of me
- Protection animal
- Mindful hand meditation
- Happiness art challenge
- Zone of emotions
- Breath in watercolor



SEL children's books



Integrating SEL Across Systems: Speaking a common language



Onboarding new faculty

Collaboration among faculty, supervisors and district partners on professional development

Accountability through inclusion in program assessment plans

Action research on EPP's practices and candidates' effectiveness in the field

Curate resources to share

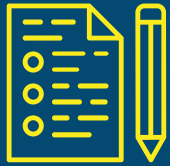
Participation in the **WA SEL EPP Collaborative**

State Level Initiatives & Opportunities



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Student SEL Standards



Washington State has developed student SEL standards only.



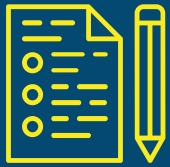
STUDENT STANDARDS

Describe what students should know and be able to do, and when they should be able to do this in their education timeline

Washington State SEL Standards (Student)

1. Self-awareness
2. Social awareness
3. Self-management
4. Social management
5. Self-efficacy
6. Social engagement

Goal: Educator SEL Standards



EDUCATOR NEEDS UNMET

Educators must use student SEL standards in lieu of educator standards



EDUCATOR STANDARDS

Describe what teachers should know and be able to do to ensure students are meeting the goals for learning in specific areas

PESB & OSPI are co-developing a legislative request to fund the development of **educator SEL standards**.

This may require a workgroup comprised of community, school district and educator preparation program representatives.

Goal: Showing the Connections Across Standards

1 Understanding Self and Others

When educators understand themselves deeply as cultural beings, they can better serve others across a range of human differences.

- Understanding self
- Understanding others
- Responsiveness

2 Student, Family, and Community Engagement

Educators encourage students, families, and communities to participate as valued members of the education community.

- Relationships
- Communication
- Service

3 Learning Partnerships

Educators create conditions that support partnerships and shared responsibility for learning.

- Shared expertise
- Collaboration
- Shared decision-making

4 Leading for Educational Equity

Educators create opportunities and remove barriers to ensure each and every student experiences the full benefit of public education.

- Self-reflection
- Commitment
- Advocacy



—



Defining Next Steps/SELAC Reflection

Megan Gildin and Debra Parker

Tammy Bolen, Sarah Butcher, Caryn Park



OSPI SEL Resources: SEL Webpage





Social Emotional Learning (SEL)

Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction.



funded under RCW 28A.150.415 to train staff on SEL or SEL-related topics. For more information on this requirement, please review the [Professional Learning Day Guidance \(PDF\)](#).

Washington Adopted SEL Standards

The Washington Social Emotional Learning (SEL) standards and benchmarks were adopted in January 2020.

- [SEL Standards, Benchmarks and Indicators \(PDF\)](#)
- [SEL Standards and Benchmarks One-Pager \(PDF\)](#) | [Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)

Subscribe to receive SEL newsletters and updates. <#>

SEL Newsletters

- [June 2023 Newsletter](#) <#>
- [May 2023 Newsletter](#) <#>
- [April 2023 Newsletter](#) <#>

SEL Pathways For Early Learning

A crosswalk of Washington SEL Standards and the Early Learning and Development Guidelines for birth through grade 3.

[SEL Pathways For Early Learning \(PDF\)](#)

[SEL Pathways \(Somali\) \(PDF\)](#)

[SEL Pathways \(Spanish\) \(PDF\)](#)

Contact Information

[Social Emotional Learning](#) <#>

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360-972-4074

Ben Everett <#>
Program Specialist
564-200-3083

Diane Stead <#>

[SEL Professional Learning Network](#)

The SEL Professional Learning Network provides Washington state education professionals with SEL-related learning opportunities, including webinars, peer-to-peer exchange series, individualized support, and more.

[Washington-Developed SEL Resources](#)

Review Washington-developed SEL resources to help implement social emotional learning, including equity tools, learning activities, and related briefs.

[SEL Online Module](#)

This online module is designed to build knowledge and awareness for teachers, administrators, and school staff of what social-emotional learning (SEL) is and why it is important. In addition, the module explains how to implement and integrate SEL into different contexts in a culturally responsive way.

[SEL Advisory Committee](#)

The Washington state Legislature authorized the Social Emotional Learning (SEL) Advisory Committee to continue to develop statewide support to advance and promote SEL.

[Trauma-Informed SEL Practices](#)

A trauma-informed child and family service system responds to the impact of traumatic stress on children, caregivers, and service providers. Programs and agencies within these systems infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies.

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



OSPI SEL Resources

SEL Online
Module

SEL Professional
Learning Network

SEL Resources



SEL Online Module

1	Introduction to Social Emotional Learning
2	Embedding SEL Schoolwide
3	Creating a Professional Culture Based on SEL
4	Integrating SEL into Culturally Responsive Classrooms
5	Trauma-Informed Practice and SEL
6	Identifying and Selecting Evidence-Based SEL Programs
7	SEL Considerations for the COVID-19 Context





[Home](#) » [Student Success](#) » [Resources by Subject Area](#) » [Social Emotional Learning \(SEL\)](#) » SEL Professional Learning Network

STUDENT SUCCESS

Resources by Subject Area ▾

- The Arts ▶
- Computer Science ▶
- English Language Arts ▶
- Educational Technology ▶
- Environment & Sustainability ▶
- Financial Education ▶
- Health and Physical Education ▶
- Sexual Health Education ▶
- Mathematics ▶
- Science ▶
- Social Emotional Learning (SEL) ▾
 - Professional Learning Network
 - SEL Resources
 - SEL Online Education Module
- Social Studies ▶
- Tribal Sovereignty (Since Time Immemorial) ▶
- World Languages ▶
- Learning Standards & Instructional Materials ▶
- Graduation ▾

SEL Professional Learning Network

The [Washington Social Emotional Learning \(SEL\) Professional Learning Network \(PDF\)](#) provides Washington state education professionals with SEL-related learning opportunities including webinars, peer-to-peer exchange series, individualized support, and more. We know that districts and ESDs around the state are focused on building the conditions, supports, and community partnerships that allow students to develop and apply social-emotional skills. The Network is geared towards district and ESD teams, however, it is open to all Washington practitioners.

Network members will:

- Learn about new research, resources, and strategies that align with the guiding principles from the [Washington SEL Implementation Guide \(PDF\)](#);
- Develop and refine SEL implementation plans;
- Engage with content experts and peers to work through implementation challenges; and
- Access individualized support including coaching.

Professional Learning Events

Peer-to-Peer Exchange	+
Webinars	+
Peer-to-Peer Learning Series	+
Demonstration Sites	+
Capstone Event	+

Needs Assessment

On June 14, 2022, OSPI conducted a data workshop to bring together community partners representing a variety of perspectives

LEA SEL Point of Contact

Please use the [SEL Professional Learning Network POC update form](#) to update your LEA Point of Contact.

Contact Information

Social Emotional Learning

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Emme Williamson
360-725-6078



STUDENT SUCCESS

Resources by Subject Area ▾

[The Arts](#) ▶

[Computer Science](#) ▶

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[Financial Education](#) ▶

[Health and Physical Education](#) ▶

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Social Emotional Learning (SEL) ▾

[Professional Learning Network](#)

[SEL Resources](#)

[SEL Online Education Module](#)

[Social Studies](#) ▶

[Tribal Sovereignty \(Since Time Immemorial\)](#) ▶

[World Languages](#) ▶

[Learning Standards & Instructional Materials](#) ▶

[Graduation](#) ▾

Washington-Developed SEL Resources

[Social Emotional Learning \(SEL\) \(PDF\)](#) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. Below are several Washington-developed resources available for implementation and updates on the program.

SEL Implementation

SEL implementation is crucial in building SEL in education and providing whole-child support for our students. This section provides a variety of documents that can help walk through the SEL implementation process including the adopted Washington SEL Standards, benchmarks, and indicators.

- [Social Emotional Learning Pathways \(PDF\)](#) | [Spanish \(PDF\)](#) | [Somali \(PDF\)](#)
- [SEL Standards, Benchmarks & Indicators \(full version\) \(PDF\)](#) | [One Pager \(PDF\)](#) | [One Pager- Spanish \(PDF\)](#) | [One Pager- Simplified Chinese \(PDF\)](#)
- [SEL Implementation Guide \(PDF\)](#)
- [SEL Learning Activities \(PDF\)](#)

Briefs

The briefs in this section are high-level overviews of SEL, geared toward a specific audience or topic.

- [SEL Educational Leaders Brief \(PDF\)](#) | [Simplified Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)
- [SEL Educator Brief \(PDF\)](#) | [Simplified Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)
- [SEL Parents and Families Brief \(PDF\)](#) | [Simplified Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)
- [SEL Community and Youth Organizations Brief \(PDF\)](#) | [Simplified Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)
- [Culturally Responsive SEL \(PDF\)](#) | [Simplified Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)
- [SEL Equity Brief \(PDF\)](#) | [Simplified Chinese \(PDF\)](#) | [Spanish \(PDF\)](#)

SEL & Equity

[Subscribe to the Social Emotional Learning Newsletter and Program Updates](#)

SEL Letter of Adoption

The SEL standards and benchmarks were developed through the lens of four guiding principles: equity, cultural responsiveness, universal design, and trauma-informed practices. Review the [SEL Standards Adoption Letter \(PDF\)](#) | [Chinese \(Simplified\) \(PDF\)](#) | [Spanish \(PDF\)](#).

Contact Information

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Additional Partnerships and Resources



- Office of Native Education (ONE)

[Kayla Guyett](#)

- Financial Education Public-Private Partnership (FEPPP)

[Tracy Godat](#)

[Amy Kliewer](#)

[Miladys Garcia](#)



Collaborative Work Time



- Continue planning
- Connect with another LEA
- Identify your next step



Headlines



Write your SEL headline
for one year from now!



What's Next?

- Complete feedback survey.
- Register for clock hours/sign in.
- OSPI to post event summary and resources on SEL Professional Learning Network webpage.
- Stay tuned for more!



Thank you!

