

Delaware SEL Collaborative Meeting: May 9, 2019

Lawanda - Late

Caitlin Gleason - unable to attend

Rachel Chan - on phone

Wendy Turner - on phone

Debbie Boyer - on phone

State framework presentations:

Anchorage - K-12 district, combined 5 competencies into four, website lacking in information - focus on 3 area (climate, Direct Instruction, Inclusion) - no strategies or approaches Strengths - I can statements for students - importance on skills for adults and kids to be successful in life Weaknesses - no mention of initiatives we're interested in - not listed by grade bands

\*\*\*\* Oakland - Framing aligned with CASEL definition and competencies - preK to adult - grade bands - instructional strategies - deal with initiatives we're interested in - career is the goal - great graphic - college, career and community ready - have common language - videos for different levels - PD

Strengths - well organized - easy to navigate - academic and behavioral practices are equally important - teacher, parent, community resources

Weaknesses - do they have an updated version? Is there a rubric for mastery?  
Have the strategies and approaches been integrated into the curriculum?

Dallas - aligned with CASEL, but branded for Dallas - reduced competencies to 4 - one pager for pre-K to adult - single focus on SEL -

Strengths - kept process simple, repository of resources, strategic partnerships, coordinator assigned to each school - rubrics for implementation?

Weaknesses - ambiguous to implement - no clear delineation between initiatives - lack of common language

\*\*\*\*\*Michigan - competencies and standards for birth to gr. 12 Have a webpage connected with school mental health - little said on implementation - aligned with CASEL competencies - not a real "how to"

Strengths - toolkits - extensive crosswalk, but bare bones - equity checklist - support for improvement - making 10 in 10 years goals -

Weaknesses - in the "selling" phase, lack of stakeholder engagement,

Washington State - whole child focus - standards and benchmarks - created an SEL module with 5 lessons - competencies and standards birth to gr. 3 and K-12 - PD

Strengths - modules - tie in with school wellness and mental health - Weaknesses - Scripted - Early learning guidance for birth to grade 3 - little autonomy between districts and state

\*\*\*\* New York - Aligned with CASEL definition and competencies around 3 central goals - organized by competency - supporting documents exist - implementation recommendations

Strengths - sensible grade band breakouts - resources website for content crosswalks - references are clear - guidance document exists - very clear on alignment with a number of initiatives (Equity, ACE's, etc.)

Weaknesses: Doesn't focus on specific skills- no rubric to show mastery, resources are text heavy and lack graphics - focus on school and team implementation

Illinois - Founding group - organized by goal, standard, benchmark descriptors - grade bands - resources are available - no reference to equity or MTSS

Strengths - Links are explicitly clear, resources explicit on classroom practice, grade bands make sense

Weaknesses - Lacks guidance for implementation by district/team References not provided

\*\*\*\*\* Wisconsin - Broad stakeholder input - relevant to the state - created a graphic focused on equity and strategies - includes strategies to support implementation - 9 steps - give action planning steps - aligned with MTSS, PBIS, Trauma informed care, etc.

Strengths - uses grade bands K-adult - correlated with CASEL competencies Focuses on three domains (emotional development, self-concept, social competence), includes resources, online resources are organized with links

Weaknesses: - no rubric or guide for mastery - wanted it locally defined

\*\*\*\*\* Kansas - Has standards - aligned with CASEL - got feedback from a variety of stakeholder - aligned with MTSS and PBIS - built in definitions and rationale for different things - worth us looking at

Strengths: Focus on 3 areas - character development, social, emotional development - grade bands k-12

Weaknesses: no rubric, no resources, no toolkit, no graphics

\*\*\*\*\* North Dakota - strong - framed on MTSS work - adopted CASEL definitions and competencies - have embedded SEL into content standards - broad group of educators involved

Strength - approachable and straightforward - language is kid friendly - rubric shows what mastery looks like and explains scores well.

Weaknesses - strategies or tool kit missing for implementation, really on focus on K-12 - not ECC and adult Committee members like the rubric

Tennessee - aligned with CASEL and DE, 5 competencies, organized by competency and grade level - well organized - easy to navigate, grade bands made sense - use of strategies good for teachers

Weaknesses - uses jargon, rubric for demonstrating mastery, large gap between developmental indicators 9-12 and adult - were these competencies for the educator work force.

California - did not develop competencies, but instead did guiding principles

Strengths - flexibility, aligned with CASEL definition - vetted resources

Weaknesses - those implementing have to interpret the guiding principles Limited guidance and tools - would require extensive coaching to support implementation

Discussion:

People will call for Oakland, Dallas, and Tennessee Include CASEL website link in the minutes Looking for summary document of what was discussed tonight - possibly make table Do we know what districts want? Rodel surveyed teachers - teachers want common language and strategies - integrated into the curriculum - how SEL works with other DE initiatives Could look to survey districts and see what they would find most helpful - determine what is the priority

Discussion on outcome measures for districts to consider Next action step - what do competencies look like for us - check out some of the other states

Ask Caitlin to do review of pre-K and alignment with CASEL Highlight states that we really like - adapt to DE Put together survey to school and district leaders - who is your lead, what work are you doing, what would you like to see prioritized for resources, other Question of what happened with media blitz - plan of communication group? - message still needs to be drafted - some information has gone to the chiefs, but the information needs to get beyond them to the schools and the community. - need more concrete information before issuing any sort of press release - have to be cautious on what is sent out - will work on press release after the July work date.

Press release should include meeting dates of the collaborative and PD available during the Oct. 11th in-service.

Identify the states we like and how they are hitting the points we're looking for Want to create competencies, indicators and benchmarks and how they intersect for us.

Summer Planning - July 15, 9:00 to 4:00 - look at who was strongest around competencies - look at formatting of current standards in content areas - what do we currently have in health standards - core team will meet on May 30th - ask Caitlin to share early learning competencies for the next meeting

Q and A

Next Steps

Submitted by: Deb Stevens