



PAVE Coffee Chat

SEL Standards and School Climate Survey

June 5, 2024 | Marcus Hughes and Ben Peisch



**Designing the DC K-Adult
Social and Emotional
Learning (SEL) Standards**



Agenda

- Welcome (5 minutes)
- Designing the DC K-Adult Social and Emotional Learning (SEL) Standards (10 minutes)
- Implementing the DC SEL Standards (10 minutes)
- School Climate Survey (15 minutes)
- Questions and Discussion (15 minutes)

Social and Emotional Learning Standards

- These standards establish expectations for the **social and emotional skills** students should attain in all DC public schools serving grades K-Adult learners.
- The Office of the State Superintendent of Education (OSSE) anticipates that the social and emotional learning standards would be implemented **across all grades and subjects**.
- While the standards focus on what is most essential, **they do not describe all that can or should be taught**.
- The standards define **what all students are expected to know and be able to do, rather than how teachers should teach**.

National and Local Expert Collaboration

- OSSE partnered with a national SEL expert organization, **EduSolve**, LLC, to provide consultative support throughout the standards development process
- OSSE collaborated with the national SEL expert organization **Collaborative for Academic and Social Emotional Learning (CASEL)**, by joining the **Collaborating State Initiative (CSI)**.
- OSSE collaborated with the **District of Columbia Public Schools (DCPS) Becoming Team** and **representatives from DC public charter local education agencies (LEAs)** at every stage of this process.

Social and Emotional Learning Standards Development Timeline

Year 1 Fall 2022	<ul style="list-style-type: none">• September-November 2022: OSSE conducted Social and Emotional Learning (SEL) landscape analysis• December 2022: OSSE joined CASEL Collaborative State Initiative (CSI)
Year 2 2023	<ul style="list-style-type: none">• March-May 2023: OSSE completed SEL market research• June 2023: OSSE and Deputy Mayor for Education (DME) completed an SEL Stakeholder SCAN analysis.• July-September 2023: OSSE worked with external partners to develop a standards framework and established standards working groups, including a writing group and an advisory group• October-December 2023: SEL standards writing group developed draft DC SEL standards• December 2023: OSSE published draft DC SEL standards for public comment and hosted virtual and in-person public engagement sessions
Year 3 2024	<ul style="list-style-type: none">• January 2024: OSSE continued hosting virtual and in-person public engagement sessions and closed the public comment window• Spring 2024: OSSE and SEL standards writing group incorporates public feedback and finalizes DC SEL standards• 2024-25 school year: DC LEAs implement SEL standards

Stakeholder Engagement and SEL Standards Draft Development

Stakeholder Engagement (Summer/Fall 2023)

- OSSE convened over **61 teachers, directors, deans, principals, and community stakeholders** to provide early insights as to what should be included in DC's SEL standards.
- OSSE hosted **two stakeholder working groups** (the SEL Advisory Committee and the SEL Writing Committee) to collaborate in the standards development process.

Draft Development (Fall 2023)

- OSSE developed the first draft of the standards using the **Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 Framework** as the base.
- OSSE consulted with a **panel of national experts** prior to release for public comment.

Summary of Public Comment Period

- The public comment period was open from **Dec. 15, 2023 to Jan. 22, 2024**.
- During this period, OSSE **disseminated a survey, hosted three listening sessions and conducted a student focus group**. OSSE also presented the draft standards to the **Superintendent's Advisory Councils**, which include DC teachers and principals from all eight wards.
- Overall, OSSE received **320 unique comments** from the survey and engaged with **48 community members** and **21 DC educators**. OSSE reviewed every comment and received actionable feedback from community members that informed our standards revisions.

320

unique
comments

48

community members
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21

DC educators
engaged

Advisory and Writing Group Committee

- OSSE developed the standards through a collaborative process with stakeholders from a diverse range of educational institutions, agencies and community organizations throughout the District.
- The stakeholders involved in this process included **parents, teachers, school administrators, mental and behavioral health clinicians, social workers, counselors and directors and members of community organizations** and included representatives from the following entities:

- Advocates for Justice and Education
- Apple Tree Early Learning PCS
- BASIS DC PCS
- Burrville Elementary School
- Capitol Village PCS
- Cardozo High School
- Carlos Rosario International PCS
- Center City Brightwood PCS
- Critical Exposure
- DC Reengagement Center
- DCPS-BECOMING TEAM
- DCPS-Early Learning Program
- Deputy Mayor for Education
- Drama Doctors
- Dunbar Senior High School
- E.L. Haynes PCS
- E.W. Stokes Community Freedom PCS
- Eliot-Hine Middle School
- Empower K12
- Guerilla Arts
- Hyde-Addison Elementary School
- Johnson Middle School
- Ketcham Elementary PCS
- Kindred Communities
- KIPP
- Leckie Education Campus
- Monument Academy PCS
- Nalle Elementary School
- OSSE-Data Assessment Research
- OSSE-Division of Early Learning
- OSSE-Health & Wellness
- OSSE-Postsecondary & Career Ed
- Peace of Mind
- Restorative DC
- Richard Wright PCS
- SchoolTalk DC
- Shepherd Elementary School
- SMYAL
- The Family Place PCS
- Transcend
- Trauma Informed
- Washington Teachers' Union

Structure of Standards

- The DC K-Adult SEL Standards are organized around the five competencies, supported by standards, grade bands and indicators.
- **Competency:** Describes the knowledge, skills, abilities and behaviors that contribute to individual performance.
 - The **five competencies** in the standards are:
 - **Self-Awareness-** The ability to recognize, understand and express one's emotions and how they impact one's actions. Self-awareness includes the ability to identify one's personal strengths, interests, values and challenges, develop positive self-identity, recognize oneself as a lifelong learner and know when one needs to seek help.
 - **Self-Management-** The ability to manage and express one's emotions, set and achieve personal and academic goals and persevere through challenges.
 - **Social and Cultural Awareness-** The ability to empathize with and respect others, including those with different and diverse perspectives, abilities, backgrounds and cultures. Social and cultural awareness includes the ability to understand and use positive social and communication skills.
 - **Relationship Skills-** The ability to build and maintain positive, respectful and healthy relationships across different environments by listening, communicating, using perspective-taking skills, resolving conflict and collaborating.
 - **Decision-Making and Agency-** The ability to make individual decisions and take self-directed action. Decision-making and agency include the ability to recognize and connect how one's decisions impact oneself and the community.

Structure of Standards

- **Standards:** Within each competency are concise descriptions of what students should know and be able to do by the end of a grade span.
- **Indicators:** Each learning standard includes skills that describe the capabilities and understandings that students should be able to demonstrate.
- **Grade Bands:** Combination of up to two grade levels that work together to provide connected instructional opportunities for students.



Implementing the DC SEL Standards

Planning for Implementation of SEL Standards

- OSSE is hosting DC's first SEL Convening on June 12 to bring together DC educators and instructional leaders to plan and prepare for implementation.
- OSSE is launching an educator community of practice to facilitate collaboration among LEAs in sharing implementation strategies, systems and practices.
- OSSE is finalizing and publishing implementation guidance and a standards-aligned toolkit for educators and school leaders.
- OSSE is leveraging the Learning Management System (LMS) to provide professional development for educators and school leaders on the standards and resource materials.
- OSSE is working with the 16 LEAs in the School Climate Advisory Cohort to ensure the system is able to leverage data to ensure a cycle of continuous improvement in school climate across all DC schools.



Planning for Implementation of SEL Standards

- Leverage OSSE's School Climate Survey to capture family and student sentiments of SEL awareness and inclusion.
- Actively engage with families to establish a partnership that provides insights into students' values, strengths and cultural backgrounds.
- Establish two-way communication with families to share SEL policies, supports, activities, programs and practices.

Family SEL Discussion Questions: Engaging Families and Caregivers

1. What is the best way to get parents/caregivers involved in SEL initiatives?
2. What resources would be most helpful in supporting families and caregivers to practice SEL at home?
3. How do you envision schools and families working together to promote social-emotional development in children?
4. What type of workshops or professional learning opportunities would be most helpful to families in supporting students' social and emotional developmental needs?



School Climate Survey

Division of Data, Assessment, and Research (DAR) | Ben Peisch

Why a Statewide School Climate Survey Tool?

- OSSE made a commitment to administer school climate surveys to students, school-based staff, and caregivers in the [2023–25 Strategic Plan](#).
 - We committed to DC Council in 2020 to implement a statewide school climate survey, which has been delayed by the pandemic.
 - We have also heard from the [DC State Board of Education \(SBOE\)](#), education stakeholders and the general public that including school climate survey data is a priority for addition to the DC School Report Card.
 - We believe that school climate survey data will provide LEAs with a critical tool while informing the District to design more impactful school and community supports.
- How does OSSE define "school culture" and "school climate"?
 - School culture is the prevailing norms, actions, values and routines cultivated and actively promoted by a school community, including interpersonal relationships, teaching and learning practices and organizational structures.
 - School climate is a product of school culture which forms the experience of students, parents and educators in the school community.
 - Together, OSSE believes that school climate and culture can create positive, welcoming and inclusive environments where all students are prepared to succeed in school and in life.

Launching the School Climate Survey

December 2023

OSSE partnered with Panorama Education to design, administer and report on statewide school climate surveys.

January – August 2024

For SY2023–24, OSSE convened an Advisory Cohort of 16 LEAs to provide feedback to OSSE on the school climate survey tool.

Spring 2024

The survey was open for 8-weeks to students, school-based staff, and caregivers to complete from March 11 – May 3.

August 2024 & Beyond

OSSE will scale up to a statewide school climate survey administration in the 2024–25 school year (to be administered in Spring 2025).

Additional information: <https://osse.dc.gov/schoolclimatesurveys>

Seeking Feedback from Caregivers

Copies of the caregiver survey can be [found here](#). The caregiver survey was available via a weblink and QR code, as well as translated into Amharic, Arabic, Chinese, French, Korean, Spanish and Vietnamese.

1. OSSE needs support publicizing the caregiver surveys. What ideas or best practices are you able to share?
2. Should surveys be available in other languages, print format, etc.?
3. How much time would you spend responding to a survey on school climate?
4. What types of questions should OSSE be asking of caregivers when it comes to school climate?
5. What kind of school climate data would you want to see on the DC School Report Card?
6. How would you like your child's school and/or LEA to use these school climate survey data from caregivers?



Q&A



Thank you!