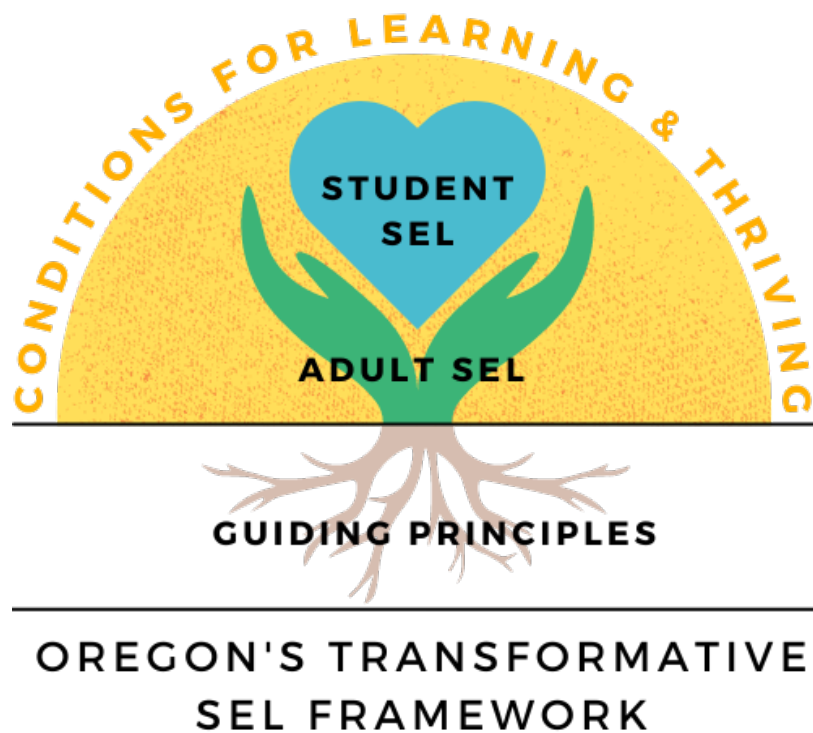


Oregon's Transformative Social and Emotional Learning Framework & Standards



June 2023

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Introduction

Social and Emotional Learning (SEL) is at the center of how humans learn and thrive. At its core, SEL is about recognizing learning as a social and emotional process. While there are many definitions for SEL, the one most cited in the research is from the Collaborative for Academic, Social, and Emotional Learning (CASEL):

[SEL is] an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, n.d.)

SEL is already a key component of teaching and learning in many places across Oregon, from kindergarten classrooms to high school. Some of the ways SEL is integrated with academic learning in classrooms is through:

- Empathizing with a protagonist’s emotions when reading allows students to interpret narrative texts;
- Collaborating with fellow students on research projects applies social skills for academic success;
- Ethical deliberations that balance technical knowledge as students make scientific discoveries or learn about current events;
- Physical activity which nurtures mental and emotional well-being as students develop healthy practices to last a lifetime;
- Learning how to navigate social settings with confidence and respect develops students’ interpersonal and employability skills.

Oregon’s vision for SEL builds on these existing efforts by providing intentional focus on the social and emotional elements of learning, teaching, and cultivating affirming school cultures through a transformative approach. Oregon’s Transformative SEL Standards help provide a well-rounded education that teaches to the whole child, builds on their strengths, perspectives, and contributions, and guides the interactions

“Social emotional learning is about how to healthily interact with others and take care of yourself and your emotions.”
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

and relationships between students and adults. SEL equips students with the skills needed for college, career, and life.

Purpose

Oregon’s Transformative SEL Framework is intended to enact [ORS 329.045](#) and help build capacity for strengthening equity-focused school cultures that support student and adult well-being. A focus on Transformative SEL enables students and adults to be affirmed in their identities, where they can develop a sense of agency and belonging, engage in collaborative problem-solving, and deepen their curiosity about the kind of society they want to make a reality.

The purpose of the Framework is to:

1. Create statewide coherence and clarity;
2. Fulfill the intention of [ORS 329.045](#) and the [Preliminary Description of the Proposed Social Emotional Learning Standards Framework for Oregon](#) to develop a vision of Transformative SEL in Oregon;
3. Build on the foundation of [Oregon's Early Learning and Kindergarten Guidelines](#) to continue to develop students’ social and emotional learning across K-12 settings;
4. Expand on the SEL pillar of ODE’s [Integrated Model for Mental Health](#);
5. Describe the necessary [components and conditions](#) to create a Transformative SEL ecosystem in schools and districts; and
6. Define [Oregon’s Transformative SEL Standards](#) that will be taught, modeled, coached, and nurtured in schools and districts.

Oregon’s Transformative SEL Framework describes the conditions that transform learning environments to support whole child approaches in meeting the full scope of students’ social, emotional, and academic needs. These conditions include partnerships, policies, and practices that support both Adult and Student SEL. The conditions and Oregon’s Transformative SEL Standards are reciprocal and dynamic; the more everyone in the system develops and enhances their social and emotional competence, the more capable they are of cultivating conditions for learning and thriving.

“Classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in where students learn the academic and critical skills needed to make it a reality” (Au et al., 2007).

Audience

Each partner in the learning community plays a role in supporting Transformative SEL and contributing to the overall well-being of the learning community.

Families and Caregivers are a child's first teacher and play a primary role in supporting social and emotional development. Families and caregivers are experts about their children. This makes them critical partners in supporting social and emotional learning efforts at home and in the learning community. When schools and families work together, they generate a circle of support for the child and strengthen their sense of belonging, agency, and capacity to co-create equitable learning environments.

Students are at the heart of Oregon's Transformative SEL Framework and supported by the entire learning community. Students have the right to learn in environments that honor their whole selves, including their aspirations, their interests, and their cultural and linguistic assets. Each student brings tremendous strengths and unique ways of being that contribute to a vibrant learning community, where they help create the conditions to support each other in their learning. When adults support students to develop agency, follow their curiosity, and affirm their developing identities, students are empowered to develop important life skills that lead to meaningful lives after graduation.

Educators (all adults working and volunteering with students) are vital to the creation of caring and equitable education environments where everyone can take risks with their learning. Because all learning is social and emotional, everyone in the educational system plays a role in supporting and developing student and adult SEL. When educators view themselves as reciprocal learners alongside students and families, they can better guide and facilitate learning that feels responsive, inclusive, and engaging. Educators' own critical awareness and identity development can be a lever for supporting students more equitably and holistically.

Educational Leaders are uniquely poised to prioritize, integrate, and build capacity for Transformative SEL for both adults and students because of their role in decision-making at a systems level. Leaders can guide and align instructional efforts and initiatives to build coherence in supporting the whole child by creating equitable systems, embedding Transformative SEL in ongoing professional learning and creating a culture of collaboration and well-being for all members of the school community. They are also in a position to humanize systems so that each student, family, and educator can access their potential.

Oregon's Shift to Transformative SEL

Schools often reflect the values and worldviews of the dominant culture; these in turn influence the behaviors of students and adults and the relationships and interactions between them (Milner, 2017). Historically, SEL has been based on white, middle-class, American values (Hoffman, 2009) with a focus on emotions as individual states separate from the influences of culture (Mesquita, 2022), the social inequities in society, or the climate of the learning environment. This has led to a focus on adult control and student compliance grounded in a belief that emotions need to be managed and interventions need to target issues that are within the child and not within their school environment or larger society (McCall et al., 2022). These traditional approaches to SEL have been used against students who are not members of the dominant culture as a way to reinforce the social, cultural, linguistic, and behavioral norms of the dominant culture (Allen et al., 2013; Jagers et al., 2019).

In order for SEL to be transformative, our policies, practices, and approaches will need intentional focus on how we create equitable learning environments that support students' personal and collective well-being. This entails more than following a curriculum or adding a program, but actually embedding SEL approaches into every content area and school interaction throughout the day.

This includes a shift in systems and a commitment to using:

- **Integrated learning opportunities** that are modeled, nurtured, and practiced in every context.
- **Culturally responsive practices** that affirm and honor students' ways of being, skill development in understanding cultural differences, and honoring students' unique strengths, perspectives, and contributions.
- **Systemic approaches** that consider the role and impact of the broader society and the learning environment on students' behavior and how this impacts the ways students view themselves.
- **Social justice** approaches that provide students with opportunities to reflect upon and understand the root cause of emotions related to our biases, stereotypes, prejudices, and discrimination.
- **Student agency and voice** (including non-verbal ways to communicate) become valued and necessary parts of the educational process, supporting students to take actions that challenge and change systems.

To fully actualize Transformative SEL in Oregon, there is a shift away from approaches limited to personal responsibility or student participation in a stand-alone curriculum. A Transformative

SEL approach focuses on developing the skills to participate, improve, and change institutions and systems in a way that promotes equitable outcomes (Jagers et al., 2019; Westheimer & Kahne, 2004).



Figure 1 - The shift from personally responsible and participatory SEL to a Transformative SEL approach. (CASEL, n.d.)

Oregon’s Transformative SEL Framework

Oregon’s Transformative SEL Framework utilizes the Collaborative for Academic Social and Emotional Learning (CASEL)’s definition of Transformative SEL. This approach extends SEL beyond personal development to help students and adults understand themselves in the context of a society, with all its inequities and possibilities for change. Oregon’s vision for Transformative SEL is built on this definition. Transformative SEL is about:

“Transformative Social Emotional Learning is a **process** whereby young people and adults build strong, respectful, and lasting, relationships that facilitate **co-learning** to **critically examine** root causes of inequity, and to develop **collaborative solutions** that lead to personal, community, and societal well-being” (CASEL, n.d.).

- **The process.** A transformative approach to SEL is not confined to a single person, lesson, or specific time of the day, or a one-size fits all program or curriculum. Instead, it’s an ongoing process and practice of how adults and students show up for one another. When Transformative SEL is embedded throughout the day, it has the potential to

humanize the learning environment by honoring students' and adults' lived realities of race, class, culture, and other intersectional identities.

- **Facilitating co-learning.** A transformative approach to SEL values how adults and students can learn with and from one another. When there is shared learning and decision-making, and when educators take a purposefully curious approach that is guided by the lived experiences and collective wisdom of the community, then student engagement, collaboration, and creative problem-solving thrives.
- **Critically examining root causes of inequity.** A transformative approach to SEL provides ways for adults and students to increase their awareness of the systems and structures that influence their attitudes, beliefs, behaviors and interactions. It empowers them to critique, challenge and change the systems that lead to inequities through civic action.
- **Developing collaborative solutions.** A transformative approach to SEL harnesses students' sense of agency through intentional partnerships that lead to improving systems and cultures in their schools and communities.

Oregon's Transformative SEL Framework depicts an ecosystem of four components that are interrelated to provide a holistic approach for supporting human growth, development and well-being: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL. In nature, optimal growth and renewal requires a harmonious balance of environmental elements: sunshine, water, nutrients, a healthy atmosphere, and care come together to nurture plants to flower and bear fruit. Similar relationships exist in a school system where it is necessary to create, develop, and sustain an inclusive, affirming, and equitable learning environment where every student and adult can show up as their best, authentic self.

Oregon's Transformative SEL Framework Components

Oregon's SEL Framework is grounded by four components that are essential to creating an ecosystem for Transformative SEL to thrive in classrooms, schools, and communities:

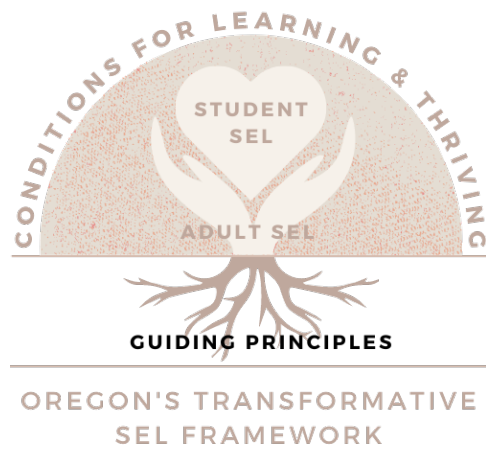
1. **Guiding Principles**: Serve as the foundational values and beliefs that are woven throughout the framework to guide decisions about how the Transformative SEL Standards are implemented.
2. **Conditions for Learning & Thriving**: Describes how partnerships, policies, and practices cultivate an ecosystem of Transformative SEL.
3. **Adult Transformative SEL**: Focuses on improving adult well-being, creating a positive work environment, and increasing competence so that adults can teach, model, coach, and nurture SEL with their students.
4. **Student Transformative SEL**: Fosters opportunities for students to develop and practice their knowledge, skills, habits, and dispositions. Oregon's Transformative SEL Standards are a pathway to nurturing Student SEL.



Figure 2 - Oregon Transformative SEL Framework: The structure, connection, and relationship of the 4 components: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL

All of the components are necessary to support the success of Transformative SEL in schools and districts. Each component intentionally complements and reinforces the others in a reciprocal and dynamic way.

Component 1: Guiding Principles



What are the foundational values and beliefs that will inform and guide decisions about how the Transformative SEL Standards are implemented and supported?

Oregon has taken an intentional approach to Transformative SEL that engages the entire school community (students, families & caregivers, educators, and community partners) and is anchored in five guiding principles that are foundational when implementing Transformative SEL. The Guiding Principles are vital in an SEL ecosystem as they are the values that will help guide decision-making and successful implementation of Transformative SEL.

The following Guiding Principles are dynamic, interdependent, and critical for successfully implementing Transformative SEL:



Culturally Responsive

A culturally responsive approach to Transformative SEL means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to students’ cultural assets in instruction and assessment, as well as their diverse frames of reference that correspond to multifaceted cultural perspectives/experiences, and finally the classroom behaviors which can differ from White-centered cultural views of what qualifies as achievement or success. **This means creating a climate that values and integrates linguistic and cultural ways of knowing and being so all students feel seen, affirmed, and valued.**



Community Responsive

A community responsive approach to Transformative SEL centers a community’s context and variety of lived experiences. It is inherently mindful of what writer Chimamanda Ngoza Adichie (TED, 2009) describes as, “The Danger of a Single Story,” which contributes to generalizations and assumptions about focal groups wherein culture is often conflated with and essentialized around race. Community refers to the cultural, political, social, spiritual, and economic spaces and places that shape student, staff, and family

realities. **A community responsive approach to Transformative SEL is equity-centered and, by default, culturally responsive and grounded in the particular needs and interests of the community it serves.**



Strengths-Based

A strengths-based approach to Transformative SEL affirms all forms of identities and abilities through honoring individual and community backgrounds such as race, culture, language, lived experiences and equity in access to education for students experiencing disabilities. A strengths-based approach focuses on individual and systemic protective factors that enhance and promote health and well-being rather than emphasizing what is not working or needs to be “fixed.” Using a strengths-based approach does not focus on identifying and remedying problems, or on attempts to fix kids, because such approaches imply that kids are broken. Instead, a strengths-based approach addresses the conditions, systems, and structures that can harm students (Venet, 2021). **This means showing unconditional positive regard and high expectations for students through scaffolded support, relationship-building, compassionate communication, and community-building.**



Trauma-Informed

A trauma-informed approach to Transformative SEL recognizes that all forms of oppression cause traumatic stress and that relationships, when navigated with care, can mitigate harm and maximize opportunities for individual and collective healing and wellness. Trauma-informed principles and care practices recognize behavior as communication and coping; they seek to understand the *why* behind behaviors. It also recognizes that individuals are not defined by their traumatic experiences or responses to them: people are more than the trauma they have experienced. **Predictable, consistent, positive, and healthy social and physical environments and relationships help our brains learn, develop, and grow by strengthening neural pathways that regulate our nervous systems and prime our brains, minds, and bodies for regulation and new learning** (Perry, 2009; Hammond, 2015; Hansen, 2018; Burke Harris, 2018).



Grounded in Neuroscience and the Science of Learning

A neuroscience approach to Transformative SEL ensures structures, policies, programs, practices, interactions, and physical learning environments are informed by and align with the most up-to-date learning and unlearning (e.g., neuromyths) in Mind, Brain, & Education (MBE) science. MBE is the field that brings together neuroscience, psychology, and education. Examples include, but are not limited to, understanding:

a) how the brain's neuroplasticity facilitates all learning, unlearning, relearning, growth, and healing (Dweck, 2006, 2016; Hansen, 2018; Tokuhamma-Espinosa, 2018; Boaler, 2019). This is the process of how the brain continuously adapts, grows, rewires, and reorganizes during learning.

b) how neurodiversity acknowledges that every human brain is different and unique in order to help us appreciate and respect our differences and human potential (Armstrong, 2010; Prat, 2022; Ellis, Kirby, & Osborne, 2023).

c) how the prevalence of neuromyths (the misunderstandings or misconceptions about the brain and how it functions) can cause harm and limit human potential, recognizing that educators' beliefs in neuromyths are "...one of the greatest, if not *the* greatest, barriers to improving education" according to *MBE* experts (Tokuhamma-Espinosa, 2018).

Component 2: Conditions for Learning & Thriving



How might we intentionally humanize systems, policies, and practices to support Transformative SEL?

To support, implement, and facilitate Transformative SEL across the educational ecosystem, it is essential to create conditions for learning and thriving across social contexts, systems, and learning environments. A Transformative SEL approach moves away from focusing on student deficits, and moves towards the changes that need to happen within the school and district environment itself. Creating equitable environments where students and adults can learn and thrive means creating intentional

alignment across partnerships, policies, and practices. Designing a Transformative SEL Framework for Oregon that serves everyone within and across the education system means it is the responsibility of everyone in the system.

SEL is critical to learning, to human connection, and to creating caring, just, inclusive, and healthy schools. In Alex Venet’s book, *Equity-Centered Trauma Informed Education* (2021), she suggests that schools need to understand how inequity causes harm and examine how the conditions within schools “cause, exacerbate, or perpetuate or trauma” (Venet, 2021, p. xviii). Her research advocates for shifting away from solely addressing the impact of trauma in students to addressing the causes of trauma by finding solutions in transformed structures and systems. A comprehensive SEL framework encompasses changes on the levels of school policy and culture, recognizing that student actions and attitudes are influenced by their contexts and not their individual choices alone.

“SEL is understanding the environment around you and your own emotions, and how to deal with it and help others.”
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

SEL instruction that focuses solely on individual students, and not the social systems around them, can in fact exacerbate inequities and cause further harm to students. For these reasons, it is critical for us to “[e]xamine and interrogate how SEL frameworks have been weaponized against Black and Brown young people in schools,” and “[i]dentify if there are ways that SEL might be used in [the] classroom, school, or workplace with punitive and disciplinary measures,”

notes the Communities for Just Schools Fund (2020, p. 48). In order to mitigate these inequities and injustices, a Transformative SEL approach that is comprehensive and systemic can enact changes at the district and school culture and policy level by recognizing that student actions and attitudes are influenced by their contexts and not their individual choices alone.

To intentionally focus on historically and currently underserved communities, ODE's culturally specific [Student Success Plans](#) were reviewed and analyzed to help identify the essential elements that would support a Transformative approach to SEL. Three themes emerged as systemic approaches to promote the necessary conditions for learning and thriving where every students' social, emotional, and academic needs can be met: cultivate authentic partnerships; adopt equitable practices; and create thriving learning environments.

Cultivate Authentic Partnerships

Transformative SEL can help address various forms of inequity and empower students and adults to co-create thriving schools. Students, families/caregivers, community organizations and schools learn together to create a dynamic, mutually reinforcing, and an ever-changing environment that supports the development and maintenance of healthy school communities. School communities benefit when there are two-way communication channels, shared decision-making, and a commitment to being responsive to the needs and aspirations of students and adults in the education system. Identifying power dynamics, creating trusting relationships and co-constructing an environment that cultivates community health and well-being is essential to the conditions where students, families, and school staff can thrive.

Adopt Equitable Policies

To lead transformational change in district and school systems, leaders can create policies that prioritize student and adult safety, belonging, agency, and well-being. This means addressing key policy areas that impact employment practices, diversity in candidates, and retention efforts. It is important to create discipline policies which support practices that meet student needs, help repair harm, promote community healing, and collaborate on problem-solving to honor a sense of connectedness and belonging to the school community. Continuous improvement efforts that incorporate routine engagement and involvement, disaggregated data collection, and root cause analysis, can support policies that improve learning environments and practices that are humanizing, and healing.

Create Thriving Learning Environments

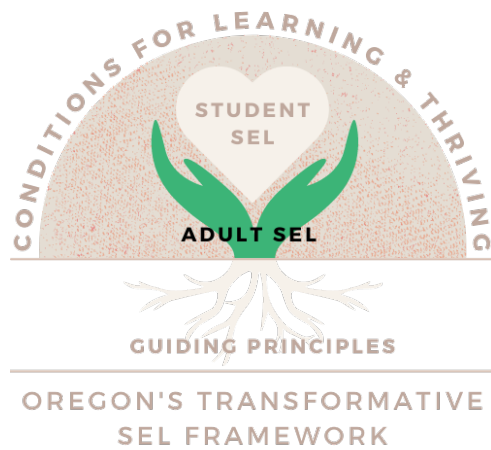
It's important to consider how students and adults experience learning in order to create meaningful environments, engaging learning opportunities, and nurturing relationships where

every person can thrive. In a Transformative SEL approach, adults build community and facilitate routines and rituals that promote healing and belonging. In these environments, students have opportunities for reflection, input and feedback about their learning experiences in classrooms and schools that support their sense of agency and affirm their personal, cultural, racial and academic identities. If students and adults work together to co-construct the classroom and school community, where everyone's stories, cultures, history and voices are represented, then everyone is empowered to create an equitable learning environment where all can thrive.

"It's the environment that matters."
- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

Component 3: Adult Transformative SEL



What resources, supports, and conditions do adults need to nurture their own well-being while teaching, modeling, coaching, and nurturing student Transformative SEL?

Adult beliefs, mindsets, and behaviors are essential preconditions for achieving equitable student outcomes. Implementing Transformative SEL includes prioritizing adult learning, critical reflection, ongoing support, and robust resources that nurture transformative communities of practice.

Prioritize Adult SEL & Well-being

Regulated adults help students better regulate themselves. People co-regulate using mirroring neurons to attune to people around us (Blaustein & Kinniburgh, 2018; Perry, 2019). The same mechanisms that support student learning also support adult well-being. Focusing on the social and emotional competence of adults can improve adult well-being, create positive work environments, increase feelings of competence, and support adults in embodying, modeling, coaching, and nurturing Transformative SEL for students. The Transformative SEL Standards are created in a way that they can be used to support adult reflection, growth and development.

Transformative SEL centers our shared humanity and seeks to be responsive instead of trying to fix everything. It is an ongoing practice that helps us navigate life's complex pathways and transform systems to be more humanizing. District and school level actions that support a culture of well-being include providing structures for adult connection, collaboration, and self/community-care. When the educational system intentionally strives for equity and provides educators with social and emotional support (i.e., affinity groups, opportunities to pause and reflect, 1:1 check-ins, wrap-around services, trust and autonomy to build agency) this can reduce feelings of isolation, demoralization, burnout, compassion fatigue and vicarious trauma.

Embed Transformative SEL Standards & Practices

Professional learning opportunities should prioritize the role Transformative SEL plays in day-to-day functioning and how it impacts interactions, relationships, behaviors, and equitable learning environments for students and adults. Integrating Oregon's Transformative SEL Standards and

practices at the district and building-level creates structures and routines in different spaces (e.g., Professional Learning Communities/Data Teams, Student Intervention Teams/Student Support Teams, Site Councils, Parent Teacher Association meetings, Parent-Teacher Conferences, Hiring Practices, etc.) that support intentional relationship-building and deepen a sense of community and collaboration to humanize our processes and ways of being with each other.

Build on Oregon’s Transformative SEL Standards in Educator Preparation Programs

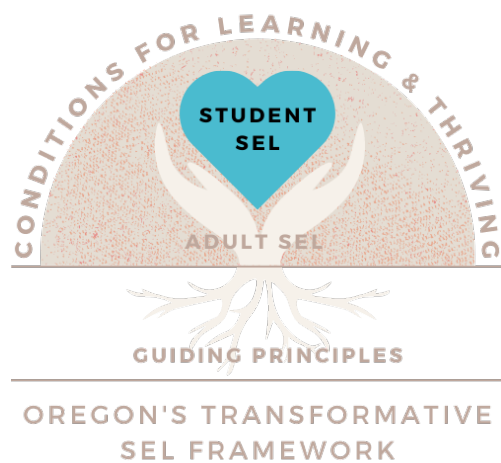
School districts can support and enhance pre-service teachers’ understanding of Transformative SEL by ensuring cooperating teachers and mentors are also supported in their Transformative SEL development. Transformative SEL informs the deep school systems to support this learning and implementation for the newest professionals.

As of 2023, pre-service teachers participating in an Oregon educator preparation program are introduced to Transformative SEL through modeled and embedded competencies within their coursework. Every educator preparation program in Oregon is required to align their program to [OAR 584-410-0075 Social and Emotional Development to Promote Equity](#). A guide to these standards can be found on the [TSPC Website](#)

“SEL is the idea of learning how to “human” (for lack of a better way to phrase it) by example from your teachers and other school staff, because you don’t ever stop developing your brain.”
-Oregon student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

Component 4: Student Transformative SEL



What do students need to know and be able to do to develop and grow in their Transformative SEL?

Student Transformative SEL is intentionally nested within the other components of the framework because student success rests upon the local school’s commitment to all four interconnected components. Student Transformative SEL relies upon learning environments that embody the guiding principles, cultivating Transformative SEL for adults, and creating equitable conditions for learning and thriving within classrooms, schools, and across the educational experience.

Oregon’s Transformative SEL Standards support local schools in ensuring Student Transformative SEL. The five standards were developed by braiding CASEL’s descriptors for each of the five competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) with the five transformative SEL focal constructs (Identity, Agency, Belonging, Collaborative Problem-Solving, and Curiosity) as shown in Figure 3.

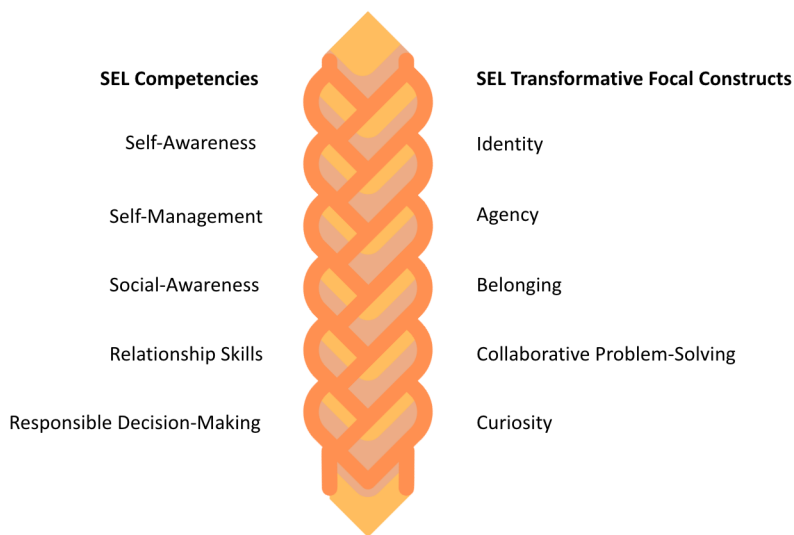


Figure 3 - CASEL’s Five SEL Competencies Braided with CASEL’s Five SEL Transformative Focal Constructs.

The five standards include a combination of competencies, processes, dispositions, skills, and abilities that help students understand, prevent or mitigate toxic stress, trauma, and its impacts. They also provide

guidance for adults about what to consider when creating equitable environments where every student can learn and thrive.

Integrated Approach

SEL approaches not only provide benefits to a student’s social emotional skills, but these approaches also provide benefits to student academic success. While there have been several studies on this topic, one of the largest studies was a 2011 meta-analysis that reviewed findings from 213 school-based SEL programs and involved over 270,00 students in total (Durlak et al., 2011). One of the key findings from that meta-analysis was that compared to the control groups, the students who participated in SEL “...demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” (Durlak et al., 2011, p. 405). Additionally, strong SEL abilities are associated with long-term outcomes such as increased graduation rates, greater college completion, and ability to obtain stable employment (Jones et al., 2015). It is clear that relationships and context matter, as evidence continues to show that supporting SEL in the academic context improves learning.

“Schools seem to be more focused on what they are teaching rather than who they are teaching.”

- Oregon Student

This quotation comes from student engagement with the Oregon Health Authority Statewide Youth Health Council and Youth Era.

Oregon’s Transformative SEL Standards, with related practices and growth indicators, find balance between being broad enough to be flexible and specific enough to be useful for adults and students across all contexts. They can be useful when explicitly presented and discussed, when integrated across curricula and school/community processes, when implemented universally with students, and when utilized with expanded methods of support for students with diverse learning or instructional needs. While the standards are developed for students, Oregon’s Transformative SEL Standards are life-long and essential employability skills that do not end after 12th grade. Adults can use the Transformative SEL standards to design learning environments and opportunities for students, as well as to embody, model, teach, and coach the standards.

Developmentally and Culturally Responsive

All students should be able to access the standards, regardless of where they are in their Transformative SEL development. This includes understanding that stress, toxic stress and traumatic stress (racism, oppression, and microaggressions are forms of toxic stress and trauma) can impact students’ SEL. To be culturally responsive while meeting the standards and benchmarks, additional indicators may need to be included and adapted to be responsive to individual learning contexts, cultures, populations of students, and communities.

Oregon’s Transformative SEL Standards consider the developmental progression of students. The National Association for the Education of Young Children describes this concept as follows:

Building on each child’s strengths—and taking care not to harm any aspect of each child’s physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued learning community member. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child. (NAEYC, n.d.)

Oregon’s Transformative SEL Standards were created with this definition and lens in mind so that there is flexibility in being responsive to students’ strengths and needs. The standards are written in such a way that depending on any given moment, or within any context or environment, everyone can show up differently along the progression. **For this reason, the standards are intentionally not written in grade bands, as this may contradict developmentally appropriate practices.**

Role of Curriculum and Assessment

Oregon’s Transformative SEL Standards support educational equity in multiple ways, such as promoting whole-child development, elevating the social and interconnected nature of learning, advancing the belief that all children can learn, developing young people’s skills to navigate across social contexts, and providing ways to improve relationships between students and adults.

Oregon’s Transformative SEL Standards are not a way to test or identify student deficits, and they are not a one-size-fits-all curriculum or an additional program that is added on top of everything else. Rather, the intention of Oregon’s Transformative SEL Standards is to provide an intentional approach that builds on student assets, creates a sense of belonging, and

develops agency and identity. The standards are not meant to decide appropriate behavior or as a means for identifying, tracking, or excluding students in ways that have historically led to disproportionate outcomes for students. In partnership with families and caregivers, the standards provide ongoing formative opportunities for reciprocal feedback that includes dialogue, reflection, goal-setting and increasing individual and collective awareness and growth.



Oregon's Transformative Social and Emotional Learning Standards

Standards, Practices and Growth Indicators

While HB 2166 (2021) required ODE to create student standards, in order to fully actualize Transformative SEL, there is equal emphasis on creating supportive conditions and practices to optimize learning and growth of all individuals within the educational system. The approach taken to these standards involves both individual and communal practices that cultivate and nurture Transformative SEL across the system. The standards, practices, and growth indicators start with verbs so that the phrase, “I can...” and “We can...” could be used individually and collectively, as aspirational for a learning community. This honors cultural backgrounds, collectivist values, and the belief that throughout life, everyone is continuously developing and practicing their social and emotional skills. This values everyone in the educational system as responsible for creating the conditions and the opportunities to model, teach, coach, and practice Transformative SEL.

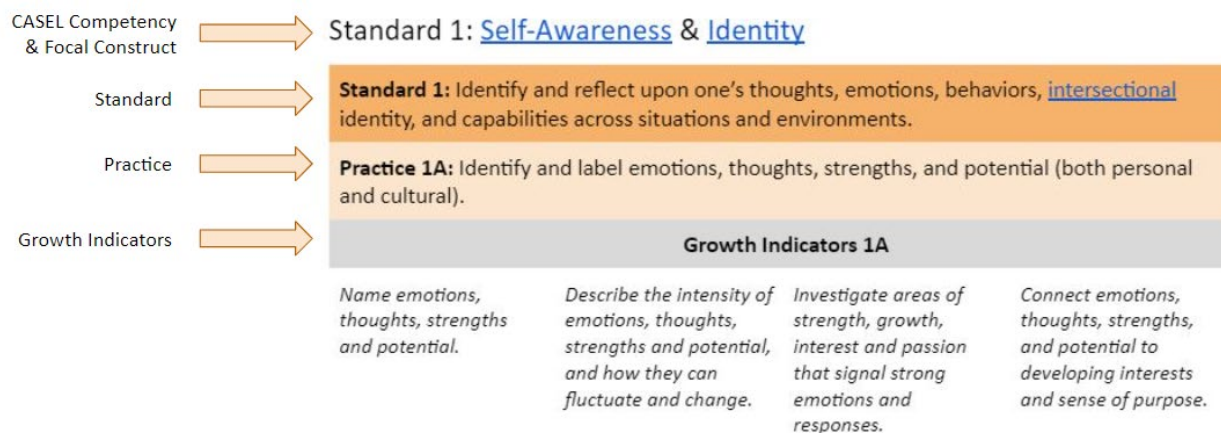


Figure 4 - Elements of Oregon’s Transformative SEL Standards

Oregon’s Transformative SEL Standards describe what a person needs to know, understand, and be able to do when it comes to Transformative SEL. Each standard includes 3-4 practices that demonstrate progression towards meeting the standard with more focused knowledge and skill. Each practice also includes a set of four growth indicators organized by Webb’s Depth of Knowledge (Webb, 1997, 1999), providing guidance on what these may look like in action and indicate growth towards the practice and standard. The growth indicators are also intended to help guide adults in making decisions about what learning opportunities are most appropriate for use with individual students and the learning community as they learn, practice, and reflect on how they are making progress towards the standards. The growth indicators serve as a useful guide for implementation and are an optional resource.

Standard 1: [Self-Awareness](#) & [Identity](#)

Standard 1: Identify and reflect upon one’s thoughts, emotions, behaviors, [intersectional](#) identity, and capabilities across situations and environments.

Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

Growth Indicators 1A

Name emotions, thoughts, strengths and potential.

Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.

Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.

Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.

Practice 1B: Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.

Growth Indicators 1B

Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.

Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.

Draw conclusions about what stress response state that one is experiencing based on the identified cues.

Apply concepts of the stress response system to identify tools to help regulate across situations and environments.

Practice 1C: Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

Growth Indicators 1C

Identify one’s emotions, thoughts, perspectives, and behaviors.

Infer causes of one’s emotions, thoughts, perspectives, and behaviors.

Assess consequences of behaviors based on one’s emotions, thoughts, and perspectives.

Analyze patterns of behavior based on one’s emotions, thoughts, and perspectives over time.

Practice 1D: Analyze personal and social intersectional identities and [positionality](#), and how they relate to one's interests, purpose, and sense of belonging.

Growth Indicators 1D

Define and ask questions about one’s personal and social intersectional identity and positionality.

Describe one’s personal and social intersectional identity and positionality.

Assess one’s personal assets related to intersectional identity and how they relate to a sense of purpose.

Analyze how one’s intersectional identity impacts the perspectives of self and others, and how this is connected to one’s sense of belonging.

Standard 2: [Self-Management](#) & [Agency](#)

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.

Growth Indicators 2A

| | | | |
|--|--|---|--|
| <i>Notice and label thoughts, emotions, impulses, and stressors.</i> | <i>Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.</i> | <i>Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.</i> | <i>Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.</i> |
|--|--|---|--|

Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one’s identity.

Growth Indicators 2B

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|--|--|---|--|
| <i>Name a variety of management strategies and skills.</i> | <i>Identify which management strategy to use across situations and environments.</i> | <i>Assess how the management strategies were used across situations and environments.</i> | <i>Analyze how management strategies and skills impact oneself, others, and the community.</i> |
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Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.

Growth Indicators 2C

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|--|--|--|---|
| <i>Identify personal and collective goals and aspirations.</i> | <i>Construct a plan to meet personal and collective goals and aspirations.</i> | <i>Assess and evaluate one’s actions to achieve personal and collective goals and aspirations.</i> | <i>Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.</i> |
|--|--|--|---|

Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

Growth Indicators 2D

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|---|---|--|---|
| <i>Define personal and collective agency, and name the skills needed in order to take initiative.</i> | <i>Apply personal and collective agency by showing courage and taking initiative.</i> | <i>Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.</i> | <i>Critique and remove barriers that restrict personal and collective agency.</i> |
|---|---|--|---|

Standard 3: [Social-Awareness](#) & [Belonging](#)

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.

Growth Indicators 3A

Recognize and identify factors that define and influence personal and collective identities.

Distinguish between similarities and differences that define and influence personal and collective identities.

Formulate and assess strategies used to affirm personal and collective identities.

Analyze and critique why factors influence personal and collective identities.

Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

Growth Indicators 3B

Identify the social skills necessary for healthy relationships and achieving goals.

Recognize in oneself and others how social skills affect relationships and achieving goals.

Use social skills to collectively achieve mutual goals that affirm identities and perspectives.

Analyze and critique the health of relationships and whether they affirm identities and perspectives.

Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

Growth Indicators 3C

Identify and define the qualities of belonging within a diverse community.

Distinguish how systemic injustices across situations and environments affect a sense of belonging.

Demonstrate qualities that foster a sense of belonging in a diverse community.

Evaluate how one’s responses to situations and environments can impact systemic injustices and foster a sense of belonging.

Standard 4: [Relationship Skills](#) & [Collaborative Problem-Solving](#)

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

Growth Indicators 4A

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| <i>Identify how backgrounds can be similar and different and recognize that people may experience situations differently.</i> | <i>Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.</i> | <i>Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.</i> | <i>Demonstrate empathy through various forms of communication to work collaboratively with others.</i> |
|---|--|---|--|

Practice 4B: Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.

Growth Indicators 4B

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| <i>Understand the needs and emotions of others, and identify ways others are similar and different from oneself.</i> | <i>Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.</i> | <i>Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.</i> | <i>Connect how one’s communication and cultural identity influence perspectives and how it might differ from others.</i> |
|--|--|--|--|

Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

Growth Indicators 4C

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| <i>Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.</i> | <i>Recognize when a conflict is able to be resolved between peers and when to seek outside support.</i> | <i>Repair and restore relationships with individuals and to communities where harm has occurred.</i> | <i>Reflect on participation in practices that repair and restore harm to individuals or community groups.</i> |
|--|---|--|---|

Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

Growth Indicators 4D

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| <i>Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.</i> | <i>Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.</i> | <i>Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.</i> | <i>Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.</i> |
|--|---|--|--|

Standard 5: [Responsible Decision-Making](#) & [Curiosity](#)

Standard 5: Demonstrate [curiosity](#) and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

Growth Indicators 5A

Define and recognize curiosity, open-mindedness, and critical thinking.

Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.

Develop, explain and investigate opportunities to be curious, open-minded, and think critically across situations and environments.

Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.

Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

Growth Indicators 5B

Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.

Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.

Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.

Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.

Practice 5C: Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.

Growth Indicators 5C

Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.

Make observations and show how choices and contributions promote personal, family, and community well-being.

Anticipate and explain how choices and contributions promote personal, family, and community well-being.

Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.

Appendices

Transformative SEL Standards Glossary

Agency

Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction. Agency is focal among self-management competencies and signifies perceived and actual capacity to effect change through purposeful action. This may include having a voice and making choices about learning and career goals, overcoming personal challenges, and engaging in collaborative problem solving. Agency is key to young adults’ success, allowing them to take intentional actions to shape the course of their lives. Agency also includes collective efficacy, which has been shown to improve teachers’ abilities to improve school outcomes for students from under-resourced communities and to increase coordinated actions among adolescents and adults that contribute positively to civic life (CASEL, n.d.).

Belonging

Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth. Belonging is focal among social awareness competencies and connotes experiences of acceptance, respect, and inclusion within a group or community. It implies not only feeling recognized but also being fully involved in relationship-building and co-creating learning spaces. Having a

sense of belonging is critical to students’ and adults’ cognitive, social, and emotional well-being, as well as school and work satisfaction and academic motivation and achievement (CASEL, n.d.).

Collaborative Problem-Solving

Collaborative problem-solving (not the Collaborative Problem Solving program) acknowledges and helps realize the collective rights and responsibilities of full citizenship in local, national, and global community contexts. It is a critical feature of efforts to pursue equity and excellence. Collaborative problem-solving is focal among relationship skills’ competencies and reflects a complex skill set in high demand in our increasingly multifaceted local, national, and global contexts. Distinct from collaborative learning and collaborative decision-making, collaborative problem-solving is defined as the capacity of an individual to effectively engage in a process whereby two or more people attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution (CASEL, n.d.).

Curiosity

Curiosity reflects the deep need to continuously surface and curate information about oneself in relation to others and the physical world. It prioritizes informed decision-making based on

open-minded investigation that sparks self-development and careful social analysis. Curiosity is focal among responsible decision-making competencies and can animate critical self- and social-analysis and action. Curiosity has both cognitive and affective elements that contribute to an enduring tendency to pursue knowledge and new experiences. As such, it appears to be essential to attention, engagement, and learning (CASEL, n.d.).

Dysregulation

Patterns of emotional experience or expression that interfere with goal directed activity (Thompson, 2019).

Identity(ies)

Identity implies understandings and sensibilities associated with multifaceted personal and social group statuses (often discussed in terms of intersectionality and positionality). Identity is focal among self-awareness competencies and refers to how students (and adults) view themselves. Identity can also be attributed onto others without consent or choice due to positionality, perception, and biases. Identity has many dimensions which intersect and influence one another (e.g., race/ethnicity, socioeconomic status, gender identity, sexual orientation, disability, language, religion, values, interests, etc.), with each dimension having a level of importance and emotional tenor that may change over time in accordance with access to

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supportive, affirming, and culturally sustaining communities and treatment by others. Having a healthy sense of identity is important developmentally across the lifespan because it buffers against negative or traumatic experiences (e.g., stereotype threat or discrimination) and when supported and affirmed, contributes to positive academic, social, mental health, and emotional outcomes (adapted from CASEL, n.d.).

Intersectionality

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups. Kimberlé Crenshaw introduced the theory of intersectionality, the idea that when it comes to thinking about how inequalities persist, categories like gender, race, and class are best understood as overlapping and mutually constitutive rather than isolated and distinct (Merriam-Webster, n.d.).

Positionality

Positionality refers to how differences in social position and power shape identities and access in society. This affects teaching, learning, leading, and common interactions (Adapted from

[University of British Columbia’s Center for Teaching and Learning](#), n.d.).

Regulation

Generally used to describe a person’s ability to effectively manage and respond to an emotional experience ([Cornell Research Program on Self Injury and Recovery](#), n.d.).

Relationship Skills

Relationship skills are the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed (CASEL, n.d.).

Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations is known as responsible decision-making. This includes the capacity to consider ethical standards and safety concerns, and to evaluate

the benefits and consequences of various actions for personal, social, and collective well-being (CASEL, n.d.).

Self-Awareness

Self-awareness centers around the ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose (CASEL, n.d.).

Self-Management

Self-management is the ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals (CASEL, n.d.).

Social-Awareness

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts is known as self-awareness. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports (CASEL, n.d.).

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