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Recommended Criteria for the Review and Adoption of Instructional Materials & Practices for K-12 Oregon's Transformative Social and Emotional Learning

How to Use This Tool

The Recommended Criteria for Transformative Social and Emotional Learning (TSEL) was developed to assist districts in the review and adoption of instructional materials and practices for TSEL instruction. Below are the recommended criteria for the adoption of TSEL instructional materials and practices. If you have any questions about Transformative Social and Emotional Learning instruction in K-12 Oregon schools, please contact ODE's SEL Education Specialist, Vanessa Martinez at ODE.SEL@ode.oregon.gov

Process Guidance
To best meet the needs of the local school community and support educators and administrators to select, support, and align materials, programs, and practices to Oregon's Transformative SEL Framework and Standards, it is recommended that individuals and teams use an approach adapted from CASEL's Program Guide.

Part 1: Oregon's Transformative Social and Emotional Learning Criteria
Focuses on the Transformative SEL content and delivery by adults that describe what a person needs to know, understand, and be able to do with individual learners and the learning community as they learn, practice, and reflect on how they are making progress towards the standards.

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria
Focuses on the decisions made by adults to create the conditions, environments, and approaches to integrate Transformative SEL across content and contexts in the school day, so every learner can learn and thrive. This includes the practices, interactions, and lenses necessary in selecting materials for planning and instruction.

Part 3: Usability Criteria
Focuses on the usability and adaptability of materials and practices to support educators, learners, and families, whether it's in the classroom, at home or online. Criterion 3.3 is considered when adopting digital materials and is an optional component depending on the format of content delivery.

Part 4: Assessment
Focuses on formative assessment related to Oregon's Transformative SEL Standards. The SEL standards are intended to provide an approach that builds on student assets, creates a sense of belonging, and develops agency and identity.

Process Guidance

To best meet the needs of the local school community and support educators and administrators to select, support, and align materials, programs, and practices to Oregon's Transformative SEL Framework and Standards, it is recommended that individuals and teams use the following approach (adapted from CASEL's Program Guide):

Step	Action	Resources
1	**Establish Team and Goal Set** Identify your SEL team and co-construct goals for an instructional vision of Transformative SEL that is aligned to: ● Oregon's Transformative SEL Framework & Standards ● ODE's Criteria Metrics (see Part 1-4 below)	● Use Oregon's Transformative SEL Framework & Standards to understand the vision for a systemic and transformative approach to SEL. ● Use ODE's Community Engagement Toolkit with focus groups (youth and families) to represent the school/district community ● Use CASEL's Program Guide: Identify Your Team & Goals to ensure you select programs and practices that reflect the hopes and needs of your school community and that matches your school and/or district's priorities.
2	**Select and Align Materials** Select and/or develop Transformative SEL instructional materials and practices aligned to: ● ODE's Transformative SEL Criteria Metrics (see Part 1-4 below) ● ODE's Transformative SEL Instructional Materials Evaluation Tool (IMET)	● Use ODE's Transformative SEL Instructional Materials Evaluation Tool (IMET) to score programs and practices.
Ongoing	**Reflect and Improve** Evaluate effectiveness of Transformative SEL program, practice, and learning environment to guide continuous improvement efforts.	● Use ODE's Equity Lens tool to examine investments and priorities. ● Use ODE's Community Engagement Toolkit with focus groups (youth and families) to gather feedback from the school/district community. ● Review the State Board of Education's Instructional Materials Adoption Cycle and determine how SEL materials may be incorporated into core components of classroom instruction.

Part 1: Oregon's Transformative Social and Emotional Learning Criteria

Part 1 focuses on the Transformative SEL content and delivery by adults that describe what a person needs to know, understand, and be able to do with individual learners and the learning community as they learn, practice, and reflect on how they are making progress towards the standards. SEL content may include instructional materials and instructional practices, and is not limited to content that is included in a published textbook. The following criteria are aligned to Oregon's Transformative SEL Standards and Practices (pages 23-29).

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4	Metric 5
Criterion 1.1 Alignment to SEL Standards	Materials and instructional practices include **multiple opportunities to implement the SEL standards** within grade levels, content-areas, learning environments, and/or contexts across the school, district, and community.	**SELF-AWARENESS & IDENTITY** Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments. (TSEL Standard 1)	**SELF-MANAGEMENT & AGENCY** Use management strategies to build personal and collective agency that lead to achieving goals and aspirations. (TSEL Standard 2)	**SOCIAL AWARENESS & BELONGING** Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society. (TSEL Standard 3)	**RELATIONSHIP SKILLS & COLLABORATIVE PROBLEM-SOLVING** Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems. (TSEL Standard 4)	**RESPONSIBLE DECISION-MAKING & CURIOSITY** 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. (TSEL Standard 5)

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria

Part 2 focuses on the decisions made by adults to create the conditions, environments, and approaches to integrate Transformative SEL across content and contexts in the school day, so every learner can learn and thrive. This includes the practices, interactions, and lenses necessary in selecting materials for planning and instruction. The following criteria are aligned to Oregon's Transformative SEL Guiding Principles (pages 11-13) that guide decisions about how the Transformative SEL Standards & Practices (see part 1) are implemented and supported.

Criterion	Description	Metric 1	Metric 2	Metric 3
Criterion 2.1 **Culturally Responsive**	A **culturally responsive** approach refers to the explicit recognition and incorporation of learners' cultural knowledge, experience, and ways of being and knowing to create the conditions for SEL. It provides the opportunity for educators to reflect on White-centered cultural views on what qualifies as achievement or success, so that all learners feel seen, affirmed, and valued. (TSEL Guiding Principle 1)	**CULTURAL RELEVANCE** Affirm learners' cultural knowledge, experience, and ways of being and knowing, and include relevant topics of learner interest and access to authentic contexts and tools that give learners the autonomy to make connections to their experiences, goals, and interests.	**DIVERSE FRAMES OF REFERENCE** Utilize multiple frames of reference that facilitate adult learning for understanding and integrating cultural backgrounds, history, perspectives, and everyday experiences of learners, families, and the community.	**ATTENTION ON BIAS** Increase awareness of biases and assumptions, their impact on our actions, behavior, and interactions, and development of ways to disrupt, reduce, and heal from their effects.
Criterion 2.2 **Community Responsive**	A **community responsive** approach centers a community's context (classroom, school, district, local and global) and variety of lived experiences, is equity-centered, and culturally responsive to address the needs and interests of the community it serves. (TSEL Guiding Principle 2)	**CUSTOMIZING FOR CONTEXT** Adults reflect on the context in which they are teaching and solicit learner perspectives to adapt instruction through differentiation so learners can express their learning individually and collectively.	**SERVICE & ACTION LEARNING** Engage learners in service opportunities that highlight their power, agency, and potential to make real-world actions and contributions to the lives of others in their community.	**COLLABORATIVE LEARNING** Co-construct knowledge and engage in the process of learning collaboratively.

Criterion	Description	Metric 1	Metric 2	Metric 3
Criterion 2.3 **Strengths-based**	A **strengths-based** approach 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 learners 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." (TSEL Guiding Principle 3)	**PROTECTIVE HEALTH FACTORS & WELL-BEING** Utilize and integrate comprehensive prevention approaches and practices that address risk factors as well as protective factors at the personal, interpersonal, community, and societal levels.	**CELEBRATE POTENTIAL** Emphasize learning, growth, and progress over the false and harmful idea of perfection by providing learners with opportunities to use their strengths, access their potential, and celebrate growth.	**SUPPORTIVE RELATIONSHIPS** Cultivate and strengthen authentic relationships through intentionally fostering community, sharing power, expressing care, and valuing learners' rich cultural and linguistic assets.
Criterion 2.4 **Trauma-informed**	A **trauma-informed** approach recognizes that events, conditions, and forms of oppression can cause traumatic stress and when relationships are navigated with care, they can mitigate harm and maximize opportunities for individual and collective healing and wellness. (TSEL Guiding Principle 4)	**PREDICTABLE & ADAPTABLE ROUTINES** Create predictable yet adaptable routines, structures, and support for learners that create consistency, stability, and fun so learners feel ready to learn.	**STUDENT AGENCY** Student choice that supports their personal and collective goals and efforts, grows their confidence, courage, and advocacy.	**DEVELOP CO/SELF-REGULATION** Students and adults co-regulate through a nurturing connection and use of practices and exercises that support the learner's immediate needs and long-term goals.
Criterion 2.5 **Grounded in Neuroscience and Science of Learning**	A **neuroscientific** 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. (TSEL Guiding Principle 5)	**BRAIN DEVELOPMENT** Increase knowledge and understanding of how our brain continuously learns and changes with new information and experiences, adapts by unlearning and relearning, and grows and heals in human-centered learning conditions.	**NEURODIVERSITY** Honor and respect neurodiversity that grows from the understanding that every human brain is different, unique, malleable, and designed for unlimited potential.	**NEUROMYTHS** Neuromyths (the misunderstandings or misconceptions about the brain and how it functions that cause harm and limit human potential) are considered in SEL instruction.

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Part 3: Usability Criteria

Part 3 focuses on the usability and adaptability of materials and practices to support educators, learners, and families, whether it's in the classroom, at home or online. Criterion 3.3 is considered when adopting digital materials and is an optional component depending on the format of content delivery.

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.1 Supports for Educators	Materials include opportunities for educators to **effectively plan and utilize materials with integrity** and to further develop their own understanding of the content.	**SUPPORTING GUIDANCE** Provide teacher guidance with useful annotations and suggestions for how to utilize the learner materials, visual models, and ancillary materials, with specific attention to engaging learners to guide their SEL development.	**SEL FOR TEACHING** Contain adult-level explanations and examples of relevant SEL concepts, so that educators can improve their own knowledge of the content.	**HOME CONNECTION** Provide information in plain language for all partners–including learners, parents/families, or caregivers–about the program and ideas and resources to help foster learners' growth, development, and well-being.	**CONTENT ADAPTABILITY** Flexible and adaptable to allow an educator to differentiate content and varied modes of communication within lessons, activities, and other learning opportunities for learners.
Criterion 3.2 Supports for Students	Materials have **explicit support for educators** with suggestions (routines, practices, resources, etc.) for how to meet the individual needs of learners. Support materials include live updates (data sources, current events, etc.).	**INCLUSIVE PRACTICES** Materials provide a variety of scaffolds to support all learners in their ongoing and active participation in SEL (i.e. learners who are multilingual, need additional support, specially designed instruction, and/or more challenging learning opportunities).	**STUDENT DIFFERENTIATION** Provide extensions and/or opportunities for all learners to engage with developmental SEL at varied levels.	**EMERGENT BILINGUAL SUPPORT** Provide Ideas, practices, and support for learners who read, write, and/or speak in a language other than English to enable their full participation in SEL.	
Criterion 3.3 Digital Learning Design Elements ***This criterion is not required. Indicators are provided for evaluation if digital components are present.**	Materials are **attentive to digital design elements** specific to structure, support for users, and adaptability of materials.	**MATERIALS USABILITY** The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	**LEARNING RESOURCES** The digital materials provide support for users in a variety of settings, including: • Professional learning resources to support educators' use of the materials • Robust supports to help families understand and utilize the materials while supporting their learners at home • Support for learners working asynchronously	**MEDIA INTEGRATION** Digital and multimedia elements support, rather than distract from, intended learning goals and instructional content.	**ADAPTABILITY OF MATERIALS** Digital materials allow adaptation of documents and other included resources to meet learner needs.

Part 4: Assessment Criteria

Part 4 focuses on formative assessment related to Oregon's Transformative SEL Standards. The SEL standards are intended to provide an 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 used 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.

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 4.1 Formative Assessment Process	Instructional materials **incorporate the formative assessment process**: ● Materials employ clear learning goals and performance criteria to elicit evidence of learner thinking. ● Feedback informs the teaching and learning process. ● Students have agency to monitor and adjust their own learning.	**CLARITY OF LEARNING GOALS** Materials are designed around clear learning goals and written in a way that educators can adapt with integrity and/or learners can understand.	**ELICITATION OF EVIDENCE** Instructional activities and opportunities elicit a variety of evidence of learner thinking, rethinking, and creativity, including opportunities for learner self-reflection, checks for understanding, collaborative assessment, and learner-created ideas.	**INTERPRETATION OF FEEDBACK** Materials facilitate the provision of meaningful and strengths-based feedback to progress through learning. ● Educator-to-learner ● Learner-to-educator ● Learner-to-learner	**ACTION & ADJUSTMENT** Materials guide educators and learners to use feedback in action-oriented ways (i.e. adjusting, revising, unlearning, relearning).