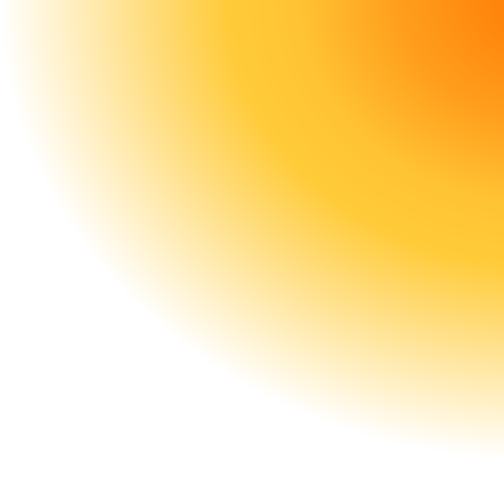
**OREGON’S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING**

# Secondary Scenarios

These scenarios aim to help put Transformative Social and Emotional Learning (SEL) competencies into practice. For this activity, select a scenario from those listed below. They are organized into 6–12 and administrator scenarios. Choose a scenario and follow the steps below.

1. Get familiar with the scenario.
2. What is the challenge? What is the goal?
3. What are the relevant Transformative SEL standards?
4. What are the approaches to use?

## 6–12 Scenarios

## Multilingual learner: Mr. Ali, a 6th-grade teacher, pairs students for a writing task. He hears one student say, “Why do I have to work with him? He’s so slow.” The student’s partner is a multilingual learner who, upon hearing the complaint, pulls up their hoodie and puts their head down. How can Mr. Ali address this situation with the individual students and the whole class?

## Bullying: Mrs. Lee, a 9th-grade teacher, started her lesson after lunch when a student came in late. They appear to have been crying. When she asked them to sit and take out their book, a few classmates giggled and whispered to one another. The late student flips off their classmates. How can Mrs. Lee address this situation?

## Co-teaching: Ms. Fisher, an 8th-grade teacher, has a new co-teacher with a very different approach from hers. Some students describe the new teacher as more chill than Ms. Fisher. Other students, especially introverted ones, say the new teacher is more chaotic and stressful. How can Ms. Fisher and her co-teacher create a learning environment where both approaches shine and each student gets what they need to succeed?

## Struggling student: Recently, Mr. Willis, an 11th-grade teacher, noticed a sharp change in a student. At first, they seemed sleepier than usual, but over the past few weeks, they forgot their homework, chose to work alone more often and turned in lower-quality work. When he approached them about this change, they were visibly flustered and said they were fine. What can Mr. Willis do to support this student?

## Administrator Scenarios

## Conflict: Mr. Jackson is an instructional lead, and one of the teachers he coaches is struggling with a student. When he observes their interactions, he can see that the teacher consistently calls out the student for minor infractions (such as not looking at the board). By the end of class, the teacher and student are visibly upset. How can Mr. Jackson support the teacher in resetting the dynamic and repairing the relationship with their student?

## Data meeting: Ms. Hammond, an intervention specialist, will facilitate an upcoming data review meeting. In her preparation, she noticed that the majority of students at risk for retention are from underrepresented backgrounds. How can she facilitate a solutions-oriented conversation that does not blame students, families or teachers?

## New staff: To diversify the school’s teaching workforce, Dr. Chambers, the principal, and her team developed a plan and successfully hired several new teachers from underrepresented backgrounds. As the school approaches mid-year, Dr. Chambers notices that the students are performing well, but the new teachers are less engaged during staff meetings. During a recent school-sponsored celebration, they left after 20 minutes. How can Dr. Chambers identify and address the needs of the newly hired teachers?

## Families and caregivers: Friendship High School has a new initiative to improve family and caregiver engagement. Historically, family and caregiver engagement has received little attention beyond student–teacher conferences. They are rarely seen in the school building. Part of the new initiative is to uplift the strengths, needs and priorities of families and caregivers. Where should this team begin?

## Schoolwide culture: At Oakdale Middle School, Transformative SEL practices are inconsistently integrated across classrooms. The school community lacks a shared understanding of how to weave Transformative SEL into the school day. Some students struggle with managing emotions, resolving conflicts and forming positive relationships. Others are disengaged from the school environment. How can administrators integrate Transformative SEL practices into the daily routines and create a more supportive school culture and ecosystem where all students and staff can thrive?