OREGON’S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING

# Prereading Materials

Explore the following resources before attending an in-person Transformative Social and Emotional Learning (SEL) workshop.

## What is social and emotional learning?

The Collaborative for Advancing Social and Emotional Learning (CASEL) defined SEL almost three decades ago. In this short video, educators, students, parents and community leaders join CASEL to help define the what and why of SEL.

Watch the CASEL video here: [*What is Social and Emotional Learning (SEL)?*](https://www.youtube.com/watch?v=Y-XNp3h3h4A)

## Transformative SEL

SEL is founded on the premise that every *c*hild can receive an education that fully supports their learning and development so they can achieve their goals and contribute to their communities.

Unfortunately, some students are not currently experiencing opportunities and environments that maximize their learning potential. Patterns across all types of educational data show differences in students’ learning experiences and outcomes based on their [socioeconomic status](https://www.jkcf.org/research/achievement-trap-how-america-is-failing-millions-of-high-achieving-students-from-lower-income-families/), [race](https://news.yale.edu/2020/02/12/study-shows-race-gender-affect-teachers-perceptions-students-ability), [zip code](https://www.brookings.edu/blog/brown-center-chalkboard/2022/07/13/what-is-the-status-of-educational-opportunity-in-rural-america/), [home language](https://www.edweek.org/teaching-learning/do-english-language-learners-get-stigmatized-by-teachers-a-study-says-yes/2019/07), [disability status](https://www.mathematica.org/blogs/closing-the-gap-improving-outcomes-for-students-with-disabilities) and other factors.

Given these gaps, CASEL worked with educators, families and researchers to identify and study innovative SEL strategies that better support every student’s strengths and aspirations; deepen partnerships among families, schools and communities; and help close long-standing educational opportunity and outcome gaps. We describe these efforts as Transformative SEL.

Access the webpage here: [*Transformative SEL*](https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/)

## Oregon’s Vision of Transformative SEL

Oregon’s vision for Transformative SEL extends beyond personal development to help students and adults understand themselves in the context of society. It envisions everyone growing in their ability to address inequities and create positive change. Transformative SEL relies on partnerships, policies and practices that create conditions to meet the needs of everyone in the learning community. When systems support all school community members, learning environments transform into spaces that meet the full scope of students’ social, emotional and academic needs. When we engage in Transformative SEL, everyone in the learning community benefits.

Access the document here: *[Oregon’s Transformative SEL Framework and Standards](https://www.oregon.gov/ode/educator-resources/standards/SEL/Documents/ODE_Oregon%27s%20Transformative%20SEL%20Framework%20%20Standards_FINAL%20%282%29.pdf)*

## Transformative SEL: In Pursuit of Educational Equity and Excellence

Imagine a school community where all students have equal opportunities to thrive. Social and cultural markers no longer negatively predict young people's academic, social and emotional outcomes or life chances. This is the community proponents of Transformative SEL aspire to build. The authors of the article below focus on youth and adult SEL in school and community contexts and fully integrating academic, social and emotional instruction. In this article, the authors first share their revised definition of SEL and focus on identity, agency, belonging, collaborative problem-solving and curiosity. The authors then describe considerations and directions for ongoing research with partnering school communities. These include co-constructing equitable learning environments via project-based learning and SEL for adults. The article concludes with thoughts about the next steps in ongoing research-practice partnership efforts.

Access the article here: [*Transformative Social and Emotional Learning: In Pursuit of Educational Equity and Excellence*](https://www.aft.org/ae/summer2021/jagers_skoog-hoffman_barthelus_schlund) by Robert J. Jagers, Alexandra Skoog-Hoffman, Bloodine Barthelus and Justina Schlund