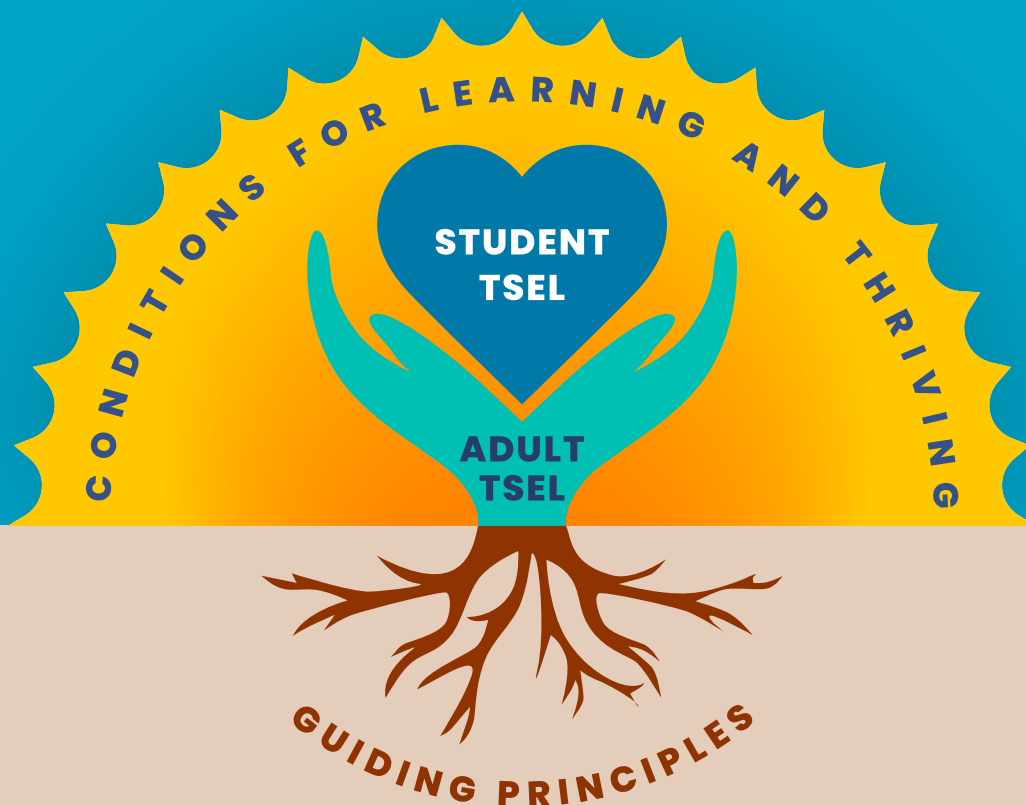


Facilitator Spark Tool



The purpose of the Facilitator Spark Tool is to support Collaborative Learning Session (CLS) facilitators as they integrate Transformative Social Emotional Learning (SEL) into their professional learning practices for K–12 educators and staff. This tool offers reflective prompts, planning tools and adaptable strategies that align with CASEL’s **Three Signature Practices** and Oregon’s Transformative SEL Guiding Principles. By centering educators’ identities, experiences and well-being, the tool helps foster professional spaces that model the competencies we aim to cultivate in students. Ultimately, it serves as a bridge between adult learning and student outcomes, reinforcing the belief that healing, equity and belonging start with the adults in the system.

Reflect on Guiding Principles

Figure 1. Guiding Principles



Each CLS is grounded in the five Guiding Principles (Figure 1). Facilitators can reflect on the strengths and skills you bring to enacting these principles in CLSs, or if you want to go deeper, consider the following prompts:

Culturally Responsive

How do I create professional learning spaces that promote critical thinking about cultural perspectives and foster intercultural understanding and respect among staff?

Community Responsive

How am I responsive to the lived experiences, strengths and needs of the educators and school communities I support?

Strengths-Based

How do I affirm and elevate educators' diverse identities, experiences and ways of knowing as assets in our shared learning?

Trauma-Informed

How do I create consistent, supportive and emotionally safe environments for adult learning that acknowledge the impact of stress, burnout or trauma on educators?

Grounded in Neuroscience and the Science of Learning

How do I model growth mindset and create space for reflection, risk-taking and ongoing learning among adult learners?

Build a Foundation for Transformative SEL and Aligned Facilitation

Each CLS puts the Guiding Principles into action through the use of CASEL Signature Practices. These strategies may already be a regular part of your professional learning or coaching practice. If you'd like to take them further, consider:



Inclusive
Welcome

Inclusive Welcome

- ⦿ How might this practice help establish a sense of psychological safety and belonging among staff?
- ⦿ What routines or activities would help center voice, connection or identity at the start of a session?
- ⦿ What system supports or norms could reinforce this practice in team meetings or trainings?



Engaging
Strategy

Engaging Strategy

- ⦿ How might interactive learning strategies (protocols, pair-share, case scenarios) support adult engagement and relevance?
- ⦿ What peer collaboration or reflection structures would deepen meaning-making for staff?



Intentional
Close

Intentional Close

- ⦿ How do I support adults in consolidating learning, sharing takeaways or setting intentions for their work with students?
- ⦿ What structures allow for individual reflection or collective commitment to next steps?

Making the CLS Your Own

CLS agendas are written with a range of session timing and audiences in mind. As a facilitator grounded in your own context and community, you may need to adapt portions of the agendas for the amount of time you have allotted for professional learning, how well you know your audience, the group size and space you are working with, and the relevance of session-specific content.

As you prepare to adapt the CLS for your group, consider the following questions:

- ⦿ Who are your participants?
- ⦿ What are your participants' learning needs and preferences?
- ⦿ How familiar are your participants with the Transformative SEL Framework and Standards?
- ⦿ What instructional or school climate goals are you exploring in this session?
- ⦿ What time and space do you have to prepare for facilitation?
- ⦿ How will participants engage? (small group discussion, role play, individual journaling)
- ⦿ What steps or scaffolds will you use to guide the learning experience?
- ⦿ Are there additional materials or tools that will support this learning experience?

Resources and Support Materials

- ⦿ Oregon Department of Education. (2023). *Oregon's Transformative Social and Emotional Learning Framework & Standards*. [https://www.oregon.gov/ode/educator-resources/standards/SEL/Documents/ODE_Oregon%27s%20Transformative%20SEL%20Framework%20%20Standards_FINAL%20\(2\).pdf](https://www.oregon.gov/ode/educator-resources/standards/SEL/Documents/ODE_Oregon%27s%20Transformative%20SEL%20Framework%20%20Standards_FINAL%20(2).pdf)