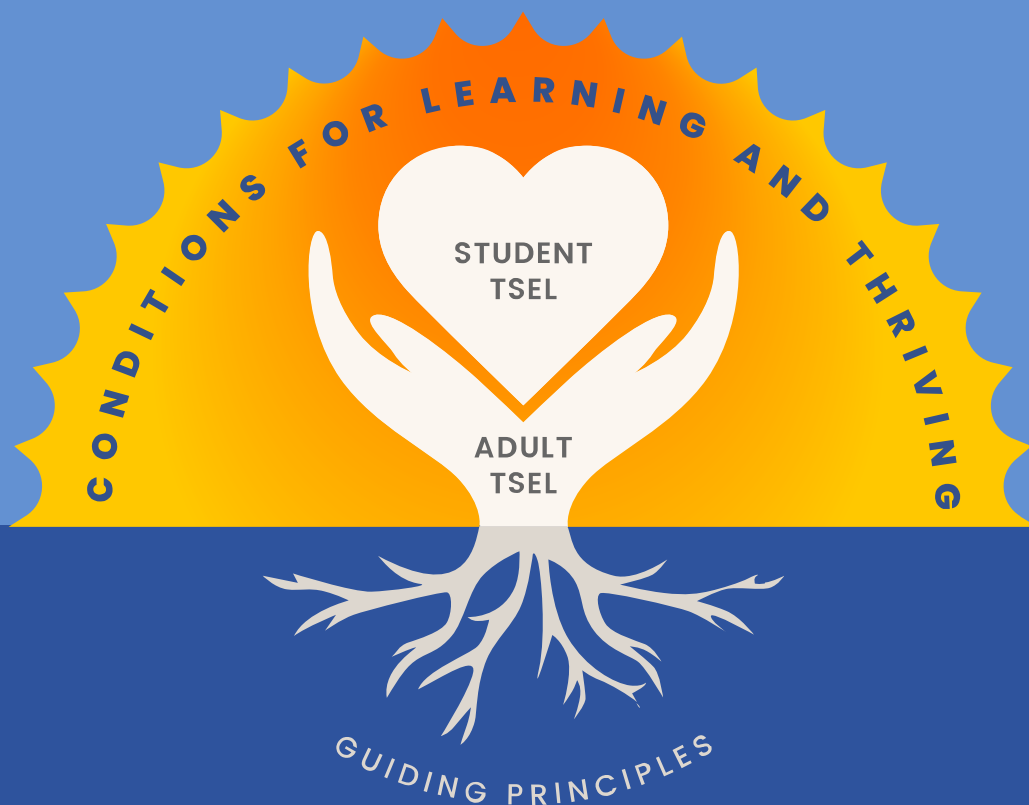


Co-Creating the Conditions for Adult and Student Thriving



The following resource is designed to support a structured facilitation session based on content from the eight asynchronous Transformative Social and Emotional Learning (SEL) professional learning modules. Each session seeks to develop collective understandings of Transformative SEL practices and competencies in a group setting. School and district facilitators are encouraged to adapt this guidance to lead groups of educators in lesson-planning, reflection, and more.

The Co-Creating Conditions Collaborative Learning Session (CLS) is scheduled to take 50 minutes, with optional extension activities that would lengthen the session up to 90 minutes.



Learning Module Overview

The Co-Creating the Conditions for Adult and Student Thriving Module is designed to deepen participants' understanding of Oregon's Transformative SEL Framework. The purpose of the module is to inspire educators to reflect on systemic conditions—as opposed to individual behaviors and actions—that enable all members of the school ecosystem to learn and thrive. Participants are encouraged to understand the significance of Transformative SEL for adults, exploring resources and strategies to support adult well-being. The module also supports educators in making pedagogical shifts to amplify student voice and agency.

Participation in the Co-Creating Conditions for Adult and Student Thriving Module is not required for participation in the CLS, but it is highly recommended.

Adaptive Facilitation

The agenda, activities, and resources included in this guide are intended to spark inspiration in facilitators. Facilitators may adapt these materials to better suit the context of the educators they are supporting. This guide refers to the [Transformative SEL Facilitator Spark Tool](#), which facilitators can use to scaffold reflection, integration and activity planning.

Transformative SEL Guiding Principles

Figure 1. Guiding Principles



Guiding Principles (Figure 1) represent the roots of the Transformative SEL learning ecosystem (Figure 2), serving as the foundational values and beliefs that can lead to fruitful interactions, communication and decision-making.

A transformative approach to facilitating each CLS will attend to the Guiding Principles. Facilitators can embed **culturally responsive** education in sessions by affirming and honoring the knowledge, experiences and cultures that adults bring to the space. Opportunities for dialogue

Figure 2. Transformative SEL Framework



and relationship-building are built into each session so that participants can learn more about each other and facilitators can harness the collective wisdom present in each session. A **community responsive** approach ensures that facilitators give educators time to check in, challenge and engage with the content as needs, interests and tensions become apparent. Facilitators can uplift their own learning journeys with the content while supporting educators to engage in productive discourse pertaining to mindset shifts. Facilitation that is **strengths-based** affirms the perspectives and contributions of participants as assets for deepening Transformative SEL learning. These sessions represent unique opportunities for collaborative, reciprocal learning and problem-solving that humanizes the concepts through applied activities and scenarios. Facilitators can be **trauma-informed** by prioritizing trust-building activities that promote positive relationships, while also creating transparent, predictable and positive routines for new learning to regulate participants' brains, minds and bodies. Facilitation that is **grounded in neuroscience and the science of learning and development** builds on evidence about neuroplasticity and neurodiversity to appreciate and build on each adult's potential for learning while encouraging participants to show up as their authentic selves. When facilitated with these principles in mind, each CLS can spark curiosity in educators, encouraging continued exploration and iteration in the classroom.

Signature Practices

Figure 3. Signature Practices



Inclusive Welcome

Engaging Strategy

Intentional Close

A transformative approach to SEL is an ongoing process and practice of how adults and students show up for one another throughout the learning ecosystem. This guide describes how facilitators can use Signature Practices (Figure 3) as an entry point to putting the Guiding Principles into action

throughout each CLS. In response to frequently asked questions such as “What does SEL look like?” and “How can we start?”, the Collaborative for Academic, Social, and Emotional Learning (CASEL) developed three Signature Practices: **Inclusive Welcome**, **Engaging Strategies** and **Intentional Close**. Facilitators will interweave each practice into learning experiences for adults, opening each session with an Inclusive Welcome that builds community and sets the stage for learning, embedding Engaging Strategies throughout the session to support adults in connecting content to their own learning experiences, and closing sessions with opportunities for reflection, shared sense-making or identifying next steps through an Intentional Close.

Preparing for the Co-Creating Conditions Session

Asking your group to reflect on their experiences as a student could bring up strong emotions for participants. Always offer participants a choice about how deeply they want to engage in reflection and the degree to which they feel comfortable sharing with a partner. If participants would rather not reflect on their own experiences as a student, invite them to bring to mind a student that they know well instead.

Agenda and Participant Tool

Materials



- ⦿ Whiteboard, chart paper or Padlet
- ⦿ Print: [Guided Reflection Prompts](#)
- ⦿ Print: [Co-Creating the Conditions Inventory](#)


Learning Goal

- ⦿ Reflect on the systemic conditions that allow all members of a school ecosystem to learn and thrive.

Agenda

TIME	SIGNATURE PRACTICE	LEARNING PROGRESSION AND FACILITATOR GUIDANCE	MATERIALS
5m	 Inclusive Welcome	<p>Grounding</p> <p>Welcome participants to the space.</p> <p>Then, invite them to get to know each other by finishing this sentence. (Depending on the size of your group, you could do this in pairs, small groups or the whole group.) Invite each member to share their sentence, but allow individuals to pass if they do not want to share.</p> <ul style="list-style-type: none"> Something that brings me joy is . . . <p>Introduce Purpose and Goal of the CLS</p> <p>Explain that the purpose of this session is to explore the conditions that support a thriving school ecosystem.</p>	
15m	 Engaging Strategy	<p>Reflecting on Your Experience as a Student</p> <p> Individual Reflection</p> <p>Invite participants to close their eyes, write or doodle as they listen to the guided reflection. You can read the script aloud, or you can play the audio from the Canvas module.</p> <div> <p>Facilitator tips:</p> <ul style="list-style-type: none"> Invite participants to take whatever position feels most comfortable (closing their eyes, sitting, standing, a lowered gaze) Offer participants the choice to think of a student they know well if they would rather not reflect on their own experiences as a student. </div> <p> Pairs</p> <p>When the guided reflection is done, invite participants to turn to a partner and respond to these questions:</p> <ul style="list-style-type: none"> What was it like to imagine yourself as a student? Why? How does this reflection connect to the students you work with? 	Guided Reflection Prompts

10m	 Engaging Strategy	Considering Conditions  Whole Group Drawing on the conversations they just engaged in, invite participants to explore these questions. Participants could engage in a chalk talk or a whole-group brainstorm. <ul style="list-style-type: none"> What are the conditions that support students to thrive in the educational ecosystem? What are the conditions that support adults to thrive in the educational ecosystem? Capture participants' responses in a shared space (whiteboard, chart paper, or Padlet) so that you can return to them. Invite participants to notice patterns in the group's responses.	Whiteboard, chart paper, or Padlet
15m	 Engaging Strategy	Selecting a Focal Area  Individual Reflection Share the Co-Creating the Conditions for Learning and Thriving Inventory. Invite participants to select one theme to explore: Authentic Partnerships, Equitable Policies, Thriving Learning Environments, Adult Well-being, or Student Voice and Agency. Then, they can reflect on these questions: <ul style="list-style-type: none"> How does this theme connect to your experiences as a student? As an educator? Which practices are you already engaged in? Which practices might you want to add to this list? What conditions do you envision in your educational ecosystem, and how can you use your influence to cultivate them?  Small Groups Then, participants can group up with other individuals who selected a similar focal area to discuss these questions.	Co-Creating the Conditions Inventory

5m	 Intentional Close	Popcorn Share-out As you close, invite participants to finish this prompt popcorn-style, meaning not everyone will have a chance to share: <ul style="list-style-type: none"> Something I plan to learn more about or try is . . . 	
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Facilitator Spark Tool

Each Collaborative Learning Facilitator Guide provides specific, useful strategies to use with K-12 educators and staff. CLS agendas are written with a range of staff audiences and learning contexts in mind. Facilitators may need to adapt portions of the agendas for timing, learner familiarity with session context and group sizes or spaces. The [Facilitator Spark Tool](#) is intended to support facilitators as they integrate Transformative SEL into their professional learning practices. 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.

Extension Guidance and Activities

- Invite participants to read the school narrative [Benny and the Peace Corner](#). Then, facilitate a discussion in which you explore the questions: What conditions might support the teacher? The student? How do you create conditions for learning and thriving in your context?
- Encourage participants to read [Mindfulness Won't Save Us. Fixing the System Will](#) by Christina Torres (2019) as a way to explore the importance of focusing on systemic conditions rather than individual students.

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)

Guided Reflection Prompts

Take a few deep breaths to ground yourself before engaging in this guided reflection. Bring to mind an image of yourself when you were your students' age. Say hello. What were you like? What did you like to do? What did you care about? What did you think about?

Now, consider a moment, situation or context where you flourished in school. If you did not experience a sense of flourishing in school, choose another moment or situation outside of school, such as at church or home, with friends or on a sports team. What did it sound, feel and look like for you to flourish? How did your flourishing affect your peers? Your teachers? Your family and community members? What felt possible when you experienced this sense of flourishing? What were the conditions that allowed you to flourish?

Now, think of a moment, situation or context where you struggled in school. What did it sound, feel and look like when you struggled? How did your struggle affect your peers? Your teachers? Your family and community members? How did your struggle limit your possibilities? What conditions could have eased your struggle?

Thank your inner student for joining you today. As you bring your attention back to your current age, reflect on how the experiences you had as a young person have shaped who you are now.

Co-Creating the Conditions for Adult and Student Thriving Inventory

Cultivate Authentic Partnerships

A thriving learning environment must include authentic, trust-based relationships among teachers, students and families. Authentic partnerships engage in the following actions:

- ⦿ **Communicate openly.** Establish open and reciprocal communication channels with students and their families or caregivers to understand their experiences and needs.
- ⦿ **Share decision-making.** Create opportunities for families and students to collaborate in shaping classroom practices and decisions.
- ⦿ **Connect regularly.** Engage in consistent dialogue with students and families to learn about their aspirations and address challenges.
- ⦿ **Recognize power dynamics.** Reflect on how your social and positional power influences relationships and work to mitigate inequities.
- ⦿ **Build trust.** Foster trusting connections with and among students, their families and colleagues to create a supportive learning community.

Adopt Equitable Policies

Equitable policies set the foundation for a safe and inclusive classroom. Consider these practices:

- ⦿ **Foster safety and belonging.** Develop classroom policies that promote safety, agency and well-being for all students.
- ⦿ **Promote restorative discipline.** Use discipline practices that address student needs, repair harm and support community healing.
- ⦿ **Analyze data holistically.** Approach student data with curiosity, considering root causes and the broader context of their experiences.

Create Thriving Learning Environments

Classrooms thrive when routines and practices center healing, belonging and agency. Reflect on your approach:

- ⦿ **Use healing-centered routines.** Implement rituals that create a sense of safety and promote emotional well-being.
- ⦿ **Solicit student feedback.** Provide students with opportunities to reflect on and offer input about their learning experiences.
- ⦿ **Build community.** Design activities that affirm students' identities and foster their sense of agency and belonging.

Support Adult Well-being

Thriving classrooms depend on educators' well-being. Reflect on these priorities:

- ⦿ **Connect with colleagues.** Build meaningful relationships to foster a supportive professional community.
- ⦿ **Promote collaboration.** Partner with peers and students to share strategies and strengthen practices.
- ⦿ **Engage in self- and community care.** Prioritize time and strategies for self-care and community care to sustain your capacity for teaching and leading.

Support Student Voice and Agency

Empowering students as active participants in their learning is central to thriving classrooms. Consider the following:

- ⦿ **Prioritize student voice.** Design lessons where students lead their learning through reflection, peer discussion and independent work.
- ⦿ **Create a culture of inquiry.** Encourage students to pose authentic questions of themselves, each other and the world and use these to shape lessons and assessments.
- ⦿ **Center reflection and revision.** Establish routines that support students in reflecting and refining their skills to build capacity and knowledge.
- ⦿ **Make learning public.** Give students authentic audiences for their work, such as peer teaching, sharing with community members and end-of-unit showcases.
- ⦿ **Explore the use of circles.** Use circle-based discussions to foster exploration and collaboration, moving away from teacher-centered formats.
- ⦿ **Cultivate action.** Offer students opportunities to reflect on and understand the root causes of inequities before taking civic action to challenge the systems that perpetuate them.

School Narrative:

Benny and the Peace Corner

You are a member of the Student Success Team at Greenwood Middle School. It's Thursday afternoon, which is when the team convenes each week. Today, the conversation is focused on Benny, a seventh-grade student who usually flies under the radar.

Benny displayed an angry outburst in his Humanities class three times this week. Each time, the teacher, Mrs. Thompson, told him to go to the Peace Corner in the office. With blue cushions and posters of serene landscapes, the Peace Corner is for students to practice mindfulness and deep breathing techniques to manage their emotions. However, when Mrs. Thompson told him to head to the Peace Corner this morning, Benny called her an expletive and stormed out.

You listen to your colleagues as they discuss what to do next.

"I don't understand why he's acting that way," Mrs. Thompson begins, frustrated. "I've tried to be supportive, but it's like he's looking for trouble. I have so many other students to attend to; I can't just drop everything."

Mr. Patel, the vice principal, strokes his chin thoughtfully. "We've seen this before—students choosing to act out. Benny made a bad choice, plain and simple. We need to address the behavior directly."

Ms. Garcia, the school counselor, shifts in her seat. "But is it just a bad choice? Something is prompting Benny to act this way, and it seems like we're not seeing the whole picture."

Mr. Patel is skeptical. "Do you think there's an underlying issue we're not aware of? We have protocols for a reason. The Peace Corner is part of that."

"But is the Peace Corner enough?" Ms. Lee, the instructional coach, chimes in. "Maybe it's not about the protocols but how we're applying them. Are we really listening to what Benny is trying to tell us through his behavior?"

Mrs. Thompson nods. "I am sure there is more to the story here, but I just don't have the time to get to the bottom of it. Conferences are next week, and I'm already struggling to keep up with my grading and lesson planning, which is challenging enough with our new seven-period schedule."

"We're all stretched thin," Ms. Garcia agrees, "but we can't let that prevent us from supporting our students."