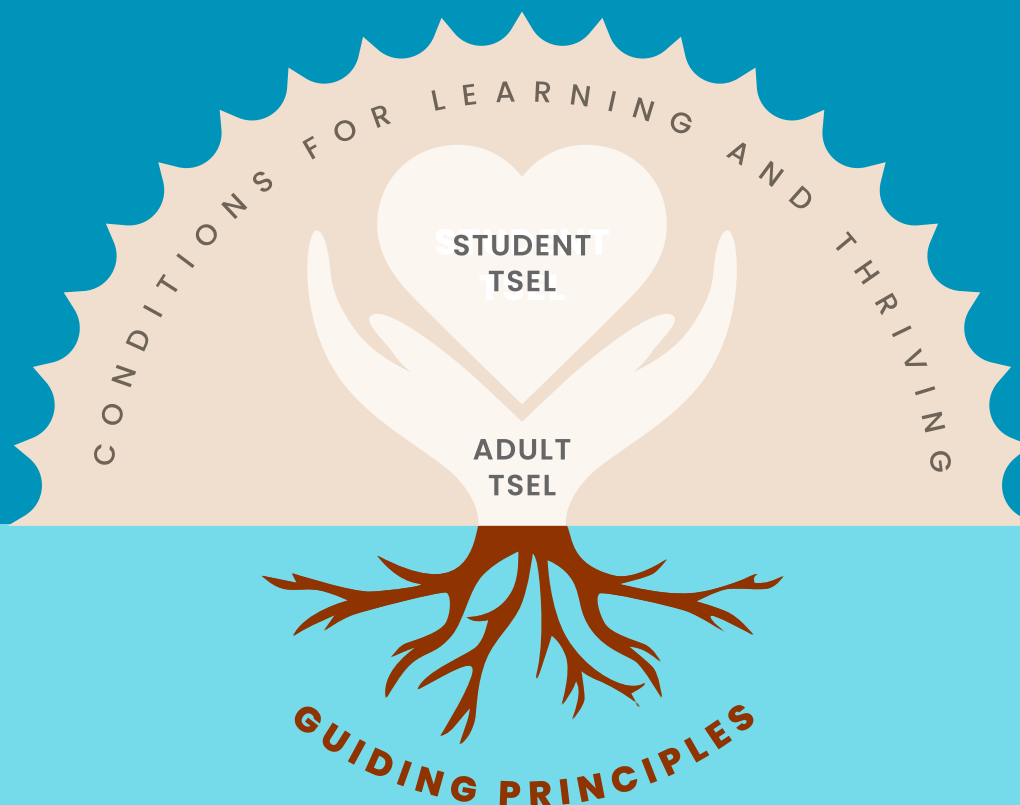


Transformative SEL Framework Overview



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 Transformative SEL Framework Overview Collaborative Learning Session (CLS) is scheduled to take 50 minutes, with optional extension activities that would lengthen the session up to 70 minutes.

Learning Module Overview

The Transformative SEL Framework Overview Module explores basic components of Oregon's Transformative SEL Framework, including introducing the Standards and Guiding Principles. The module is designed to determine how Transformative SEL shows up in participants' current practices and identify opportunities for further integrating elements of the Framework into everyday interactions. Activities guide participants to engage with practice scenarios, artifacts demonstrating components of the Framework and gain an initial understanding of the five Transformative SEL Standards.

Participation in the Transformative SEL Framework Overview 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

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.

Figure 1. Guiding Principles

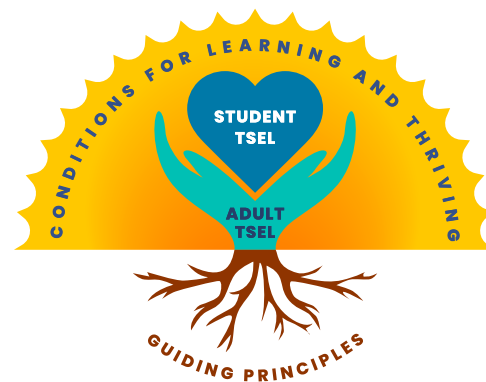


A transformative approach to facilitating CLSs will attend to each Guiding Principle. Facilitators can embed **culturally responsive** education in sessions by affirming and honoring the knowledge, experiences and cultures that adults bring to the space. Opportunities for dialogue and relationship-building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

Figure 2. Transformative SEL Framework



Signature Practices

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

Figure 3. Signature Practices



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 Strategy** 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 Transformative SEL Framework Session

Participants in this session will have varying levels of familiarity and comfort with the Transformative SEL Framework. It might be helpful to start off the session by acknowledging the current social climate. Emphasize how these sessions are designed to support facilitators and participants in navigating these conditions together. Facilitators should listen to or read each audiocast excerpt so that they can speak to the connections between each excerpt and the Guiding Principles. Depending on how familiar your participants are with neuroscience, provide framing on how affirmations and rituals build neuroplasticity to support participant sense-making.

Agenda and Participant Tool


Materials





- 🕒 Print: [Transformative SEL Framework Infographic](#)
- 🕒 Print: [Transformative SEL Framework Spotlight](#)
- 🕒 Notebooks or paper and pens or pencils for note-taking
- 🕒 Print: Audiocast excerpt transcripts
 - [Culturally Responsive](#)
 - [Community Responsive](#)
 - [Strengths-Based](#)
 - [Trauma-Informed](#)
 - [Grounded in Neuroscience and the Science of Learning](#)




Learning Goals


- 🕒 Become familiar with the components of the Transformative SEL Framework.
- 🕒 Engage with examples of the Transformative SEL Guiding Principles in action.

Agenda

TIME	SIGNATURE PRACTICE	LEARNING PROGRESSION AND FACILITATOR GUIDANCE	MATERIALS
5m	 Inclusive Welcome	<p>Grounding</p> <p>Welcome participants to the space. (If participants don't know each other well, start the session with introductions.) Invite participants to get to know each other by responding to the following prompt:</p> <ul style="list-style-type: none"> What is your favorite place to visit in nature (mountains, beach, desert, etc.) and why? <p>Share the Transformative SEL Ecosystem Infographic to introduce the purpose and goal of the CLS, emphasizing how each interrelated component depicted supports the well-being and thriving of the entire learning community. Pass out handouts of the Framework Spotlight to support participants' understanding of these two aspects of the Infographic.</p>	<p>Oregon's Transformative SEL infographic</p> <p>Framework Spotlight</p>

20m	 Engaging Strategy	<h2 data-bbox="573 170 1156 205">Reflecting on Your Learning Ecosystem</h2> <div data-bbox="573 226 670 325">  </div> <p data-bbox="695 226 1203 325">Individual Reflection Share this quote from the Transformative SEL Framework:</p> <p data-bbox="695 346 1227 945">“Oregon’s Transformative SEL Framework depicts an ecosystem of four components that are interrelated to provide a holistic approach for supporting human growth, development and well-being: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL. In nature, optimal growth and renewal requires a harmonious balance of environmental elements: sunshine, water, nutrients, a healthy atmosphere, and care come together to nurture plants to flower and bear fruit. Similar relationships exist in a school system where it is necessary to create, develop, and sustain an inclusive, affirming, and equitable learning environment where every student and adult can show up as their best, authentic self.”</p> <p data-bbox="695 966 1227 1064">Invite participants to take 1 minute of reflection time to consider the learning ecosystem they are a part of.</p> <div data-bbox="573 1096 670 1194">  </div> <p data-bbox="695 1096 1211 1302">Small-group Discussion Ask participants to identify a Framework component they would like to focus on. Split participants into small groups based on their selection and have them discuss the following questions:</p> <ul data-bbox="711 1323 1235 1579" style="list-style-type: none"> • What role do you play in your learning ecosystem? • Which aspects of your learning ecosystem are thriving, and why? • Which areas need attention, care or revitalization? What have you seen, heard or experienced that influences your thinking? <div data-bbox="573 1610 670 1709">  </div> <p data-bbox="695 1610 1232 1709">Whole-group Discussion Ask for volunteers to share highlights, questions and ideas that came up in their small groups.</p>	<p data-bbox="1284 170 1455 289"><u>Oregon's Transformative SEL Infographic</u></p>
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20m	 Engaging Strategy	<h2>Exploring the Guiding Principles</h2> <p>Introduction</p> <p>Draw participants' attention to the Guiding Principles portion of the Framework Spotlight. Invite participants to select a Guiding Principle they want to learn more about today. Hand out script excerpts from audiocasts that demonstrate the Guiding Principles in action in schools and communities across the nation:</p> <ul style="list-style-type: none"> • Culturally Responsive • Community Responsive • Strengths-Based • Trauma-Informed • Grounded in Neuroscience and the Science of Learning <p> Individual Reading and Reflection Time</p> <p>Create a space for participants to read (or listen to) and annotate the excerpt depicting the principle they selected. Acknowledge that participants may see evidence of multiple Grounding Principles in the excerpts. Encourage participants to capture their connections, questions and ideas.</p> <ul style="list-style-type: none"> • Which of the Framework components are relevant to this audiocast excerpt? <p> Small- or Whole-group Discussion</p> <p>If you have enough participants, have them break out into small groups that match the Guiding Principle they chose. For a smaller learning session size, discuss these questions as a whole group:</p> <ul style="list-style-type: none"> • How are the Guiding Principles being brought to life in these clips? What specific actions or strategies did you notice? • What lessons could be applied to your own learning community? Who or what might support you in applying this learning? • Did any of the stories or examples challenge your thinking or change your perspective? If so, how? 	<p>Framework Spotlight</p> <p>Audiocast excerpts to listen to or read (Links are below under Extension Activities)</p>
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5m	 Intentional Close	My Next Step Ask participants to consider what they've learned so far and reflect on the following prompts, asking for volunteers to share out with the whole group. <ul style="list-style-type: none"> Something I am already doing . . . Something I am committed to trying next . . 	
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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

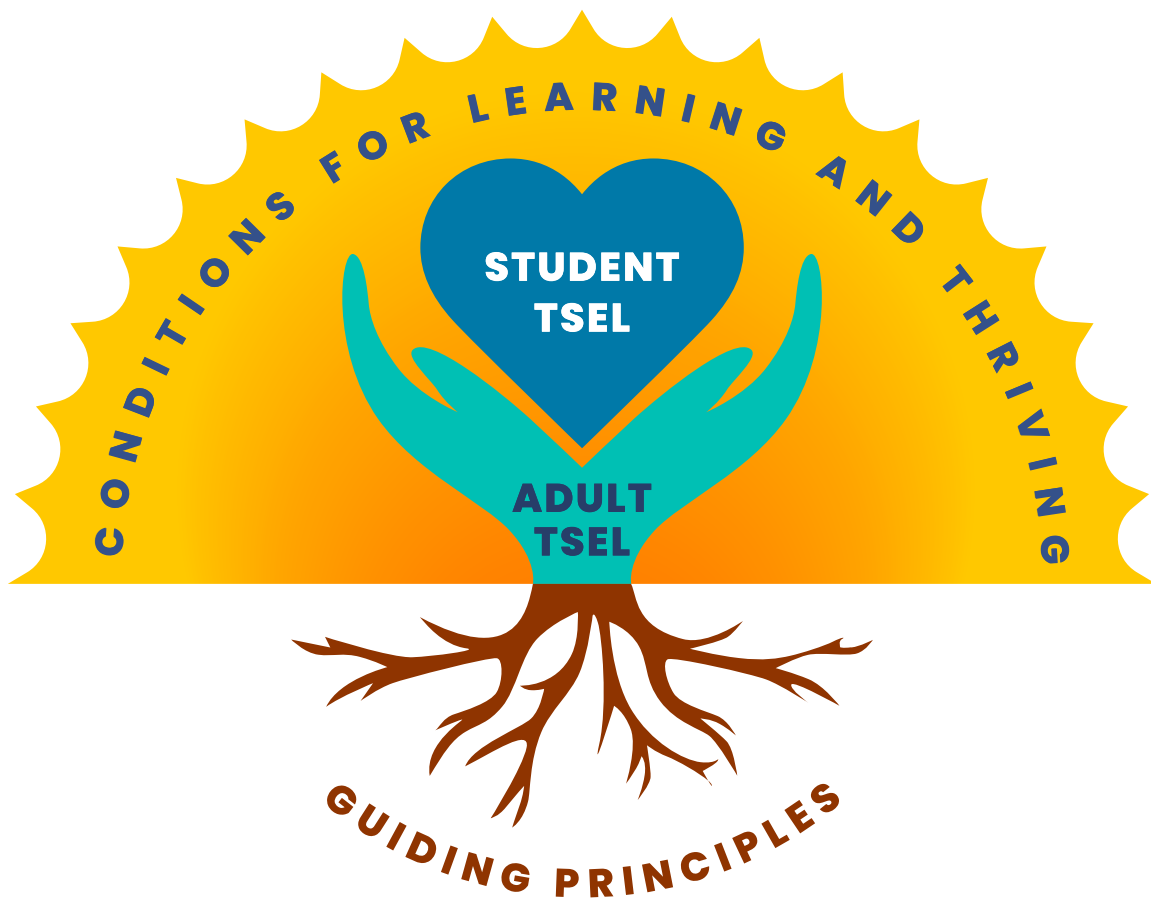
If the learning space and time allotment allows, have participants listen to the entire audiocast to allow for deeper engagement with the stories told. Share the written briefs that accompany each audiocast to encourage further exploration.

- [The Power of Culturally Responsive, Student-Centered Learning Environments Audiocast](#)
 - [Companion Brief](#)
- [Centering Community Engagement in Collaborative School Design Audiocast](#)
 - [Companion Brief](#)
- [Co-Designing Culturally Responsive Pedagogy with Tribal Partners Audiocast](#)
 - [Companion Brief](#)
- [Intensive Supports for Educator Well-Being Audiocast](#)
 - [Companion Brief](#)
- [Rituals that Build Mindfulness and Connection Audiocast](#)
 - [Companion Brief](#)

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)

Oregon's Transformative SEL Framework Infographic



OREGON'S TRANSFORMATIVE SEL FRAMEWORK GUIDING PRINCIPLES

Culturally Responsive

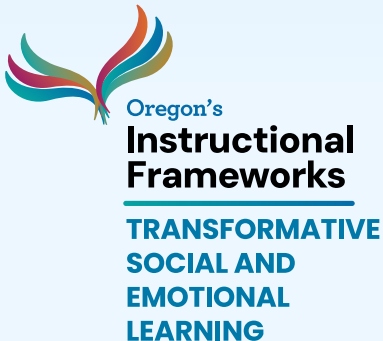
Community Responsive

Strengths-Based

Trauma-Informed

Grounded in Neuroscience
and the Science of Learning

Oregon's Transformative Social and Emotional Learning Framework provides a vision for how education ecosystems can support everyone to feel a sense of belonging, develop agency and collaborative problem-solving skills, and grow their abilities to create positive change.



OREGON'S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING

Framework Overview



This is the most powerful work, and I'm very proud to be an Oregon educator where Transformative SEL standards exist. —Oregon Education Leader

Transformative Social and Emotional Learning (SEL) emphasizes understanding oneself within the community and society, aiming to build skills for addressing inequities and fostering positive change. Through supportive partnerships, policies and practices, Transformative SEL creates inclusive environments where students and adults feel affirmed, develop agency and collaborate to improve society.

Oregon's [Transformative SEL Framework & Standards](#) offer guidance for educators to support students' social and emotional growth and cultivate positive and inclusive school cultures.

Transformative SEL Guiding Principles

Oregon's Transformative SEL Framework is grounded by five foundational principles that are essential to creating an ecosystem for Transformative SEL to thrive in classrooms, schools and communities.



A **culturally responsive approach** values and integrates linguistic and cultural ways of knowing and being, ensuring all community members feel seen, affirmed and valued.



A **community-responsive approach** centers the lived experiences of individuals to understand the unique context of the learning community. It does not rely on assumptions or generalizations based on race, ethnicity or culture.



A **strengths-based approach** focuses on individual and systemic factors that enhance and promote health and well-being rather than emphasizing what is not working or needs fixing. It affirms all identities and abilities.



A **trauma-informed approach** acknowledges that individual and systemic oppression causes traumatic stress. When navigated with care, relationships can mitigate harm and maximize opportunities for individual and collective healing.



An **approach grounded in neuroscience and the science of learning** ensures that all aspects of learning align with the latest research on brain science and how learning occurs. These include the systems and structures that support education, as well as policies, programs, practices, interactions and physical environments.

What does this look like?

Educational systems are responsive to the unique needs and contexts of schools and communities.

Educational leaders foster an inclusive, safe and supportive school culture for all adults and students.

Teachers feel empowered to create learning opportunities that support the emotional and cognitive growth of all students in the academic community. Their feedback and instruction focus on students' strengths and progress, fostering a growth mindset and a positive sense of self.

Students feel seen, valued and respected as they learn the skills necessary to successfully navigate their emotions, relationships and impact on the world around them both within and beyond school.

Families and community members are actively involved in the education ecosystem, providing input and feedback while also cultivating students' civic engagement.

LEARN MORE Oregon's [Transformative Social and Emotional Learning Framework resources site](#) provides tools and guidance for educators, instructional coaches and school and district leaders to integrate Transformative SEL into everyday education.



The Power of Culturally Responsive, Student-Centered Learning Environments

Audio Snippet Transcript

David:

I try to teach the whole person as soon as you walk in the door, that's welcoming you in sharing joy for just having your presence in our classroom that day. It means having to check in question for you and following up and seeing how you're doing and your basic needs. If it met that day, it's making an engaging lesson that taps into different modalities and attracts different types of learners. A lesson that can help students learn about other people, learn more about themselves, help themselves feel seen. A classroom space where people uplift each other. There's no harm being done. And when harm is being done, people are brave enough to address it, to recognize how they've harmed others. It's a space of love and encouragement and hella affirmations, affirmations all the time. Being culturally responsive is also knowing your students and understanding them and their experiences and valuing that and offering a space where they can tap into better understand who they are, where they come from, and what that means to them and how it's influenced who they are and who they want to become in the future.

When you understand yourself and you love yourself for who you are, where you come from, as you craft this sense of identity, you learn more about your culture, it facilitate and it sparks a desire for learning. And this is something that oftentimes gets downplayed, but it makes me think of Tara Yo Souls quote, a community cultural wealth. Our cultures teach us so much, and a lot of our development and our learning comes before school. And I think far too often that's one of the big things that school does. It negates and it denies, and it undervalues the learning that students already come into the classroom with. Students come into the classroom with a plethora of skills. They know multiple languages. Youth can so quickly adapt and learn and embrace who they are, where they come from in order to facilitate their growth. Whether it's navigational skills like me helping my babysitter pay bills since I was four years old at City Hall, equipped me with the linguistic capital I needed to be able to code switch and navigate different spaces my whole life. My parents working all the time and me having to ride the bus everywhere provided me with wonderful navigational skills and navigational capital that I now possess. I'm able to, I think, value the benefits of public transportation a little bit more than folks who maybe didn't need or didn't have to use it growing up. When you find value in your community and you have a community that you feel like supports you and embraces you, it's like the ultimate sense

of empowerment. And I think it's just in colonial and American educational system. It's just about self and individual and competition. And we forget about how community has such an integral role in shaping us and helping us be our best selves.



Centering Community Engagement in Collaborative School Design

Audio Snippet Transcript

Principal Nguyen:

[W]e say that it's about teaching to the whole child. So, we have to be able to hold all that in the scope of a school life.

The storytelling is in the signs and the symbols. So, the traditions is not just like an event. It's in the water. The culture and climate is in the water and the air that we're immersed in the events, the weekly school assembly, most people would call it school assembly, but for us, we call it the community meeting. We were inspired by the work of the responsive classroom, and then making our own version of it and really making sure that tradition, weekly, holds a part where you're recognizing students, where student voice is in the center. There's song, there's dance. There is purpose that we help make relevant and translate what's happening in the world in a way that kids can not only make sense of the present, but see themselves for the future in various things.



Co-Designing Culturally Responsive Pedagogy with Tribal Partners

Audio Snippet Transcript

Cindy Hogue:

I've been a teacher for a long time, really long time. And I think that it is so important that students be able to relate to the curriculum that it has to matter to them. And for so long history curriculum, textbooks, reading materials have not really addressed or included our children. I taught one of the eighth grade lessons that we're working on right now. I taught it in my classroom, and the kids in the classroom live where my people lived. This is where my people are from. I mean, I actually teach right in the area where my band is from. And they were able to relate to the lesson, not just the Native American kids, but everybody in there because the entire lesson was relatable to everyone that was in the room. And so education becomes important to them because it is about them. The history is about them. And so I see more of our children becoming involved as these lessons grow.

This has been a freeing time. Just on a personal level, I feel like it's okay to talk about my culture and to talk about my people and their history. The group of educators that I work with on my team, they have been so open. We've been quiet for so long that it's kind of been innate. It's just part of who we are to keep quiet, to be protective of ourselves and of our stories and of our children. And meeting with these teachers that are so willing and so ready to hear the story of our children and what their ancestors have gone through, it's so freeing. They're anxious, they're eager. I have yet to meet one teacher who has looked at these lesson plans, who hasn't been excited. Now they know their students, and they're going to know their students even more through the lessons as they get their hands on them.



Intensive Supports for Educator Well-Being

Audio Snippet Transcript

Cynthia Robinson-Rivers:

We actually have been working with WISE since our second year of existence as a school in the 2016, '17 year, and they have had a number of different functions over the years. Primarily they have provided child development, behavior, mental health trainings for our families, and at least one year they provided direct child and family therapy for a small percentage of the highest needs students.

This past year, we spoke with the staff through the wellness team – so they survey the staff, they create team building opportunities. When we asked, the vast majority of people identified having opportunity for therapy available during the school day at school as something that they would want. It was a way in which we had never used WISE, but they were right there as a partner, and so we were in some ways under-utilizing them.

Then last March when the world turned upside down, what I realized so acutely was the extent to which teachers are so stressed out, and so I decided that had to be a focus area for us. Of all the things that you could do for them to the end of them having better self-care and becoming less stressed, this was one of the menu of things. So we said to WISE, “This year, take all those other things off, and we would like a clinician to spend 95% of their time working directly with teachers.”

The big goal was to reduce teacher stress and give them an outlet specific to not just the stress of teaching in a pandemic, but the race-based trauma many of the staff are facing right now.

Andrea Browning:

Through WISE, Van Ness works with Dr. Karimah Ware, who’s a clinical psychologist who’s trained in school mental health, as well as classroom management and trauma-informed care. We asked Dr. Ware to share her perspective on working with educators at Van Ness, particularly at this moment in time.

Dr. Karimah Ware:

It has been such a joy and I am quite humbled by educators feeling comfortable and safe and brave to speak up in this space that they have with me. While the partnership is not new, I am a new face to Van Ness. This is my first time at Van Ness, so I'm really honored that teachers trust me to be witness to their social and emotional journey.

I'm kind of smiling, because Cynthia and I had a check-in call a couple weeks ago, and I remember the first thing I said to her is, "I love this work at your school. I just love it." Educators are just really showing up. I think we've had approximately 150 sessions of individual psychotherapy for teachers at Van Ness Elementary School since October. I am so thankful that teachers are utilizing this service. I always say, there's a saying in psychology, your patients are only as well as you.

I say the same thing to principals. Principals, heads of school, educators are only as well as you. So, you need to have ... what you need to be able to have to pour in to educators. Your students are only as well as you, so what are you doing for yourself to be able to give to your students? So, that is a priority of mine to regularly check into myself to take care of my own mental health.

I think this is across the work that I'm doing, particularly during this time of racial and civil unrest, as well as in the middle of this COVID-19 pandemic. It has been a call to action for healthcare providers, and I think a lot of emphasis has been on the medical healthcare providers, but the mental healthcare providers are in the thick of it. I am a believer in rising to the occasion, and I believe that I have done that during this tough time, because there is such a great need.



Rituals that Build Mindfulness and Connection

Audio Snippet Transcript

Alexa Sorden:

When I was at Harvard for a summer course, I learned about affirmations and the research behind it. And how, when someone speaks positively about themselves and sees themselves in a positive light, they start to behave in that way. Knowing that we were opening a school in a community that was experiencing many challenges, it was important for us to create a community where students saw themselves in a positive light. The idea of starting every single day with an affirmation, it was to give voice to who you really are. For example, the Scholar's Creed says, "I am a Concourse Village scholar destined for success". That's the first line. It mattered because I didn't want my students to think that their current situation was going to determine who they were going to be in the future. I wanted them to know that they were destined for success.

Natalie Walrond:

These rituals and the values behind them are important to affirming students self-worth and cultivating a sense of belonging, but they're also connected to academic teaching and learning. Here's Principal Sorden.

Alexa Sorden:

So at Concourse Village, our core values are not only tied to our cultural expectations and how we interact with scholars, but it's also part of our curriculum expectations. So whenever the scholars are reading novels, we look for the core values that show up in the novel. For example, in second grade they'll read Charlotte's Web and there we'll be able to see at what point did the character show empathy? Where is evidence that the character showed respect? How does that demonstrate respect? Or how does that support the community overall?

And they're learning about history. For example, the American Revolution. The question is, in order to engage in this war, this battle for their rights, what core value shows up? Were they willing to risk everything they owned? Why were they willing? Oh, because it impacted the overall community. They fought for how long? Did they persevere throughout this battle? Which person

in history showed integrity? How do you know? We're constantly creating opportunities for them to unpack the core values in actual context.

Natalie Walrond:

Another ritual at Concourse Village is called BIG. B stands for breath deeply three times. I stands for initiate your intentions for this lesson. And G stands for get ready to have a great learning session. Jaycob talked about this ritual from his perspective.

Jaycob:

Well, BIG is, it's actually a meditation that we do right after the Scholar's Creed. So first we close our eyes, we sit up straight and smile. Then we listen closely to what the principal is saying and we take three deep breaths. Then we initiate our learning intentions for the day. Then we take those intentions and we get ready to have a great day. Three more deep breaths and then we repeat what the principal is saying, which is, "I am focused, I am filled with joy and I am thoughtful." It actually makes me feel calm because usually in class I'm actually pretty silly. But the BIG, it actually just takes all my silliness and it puts it like to the side.