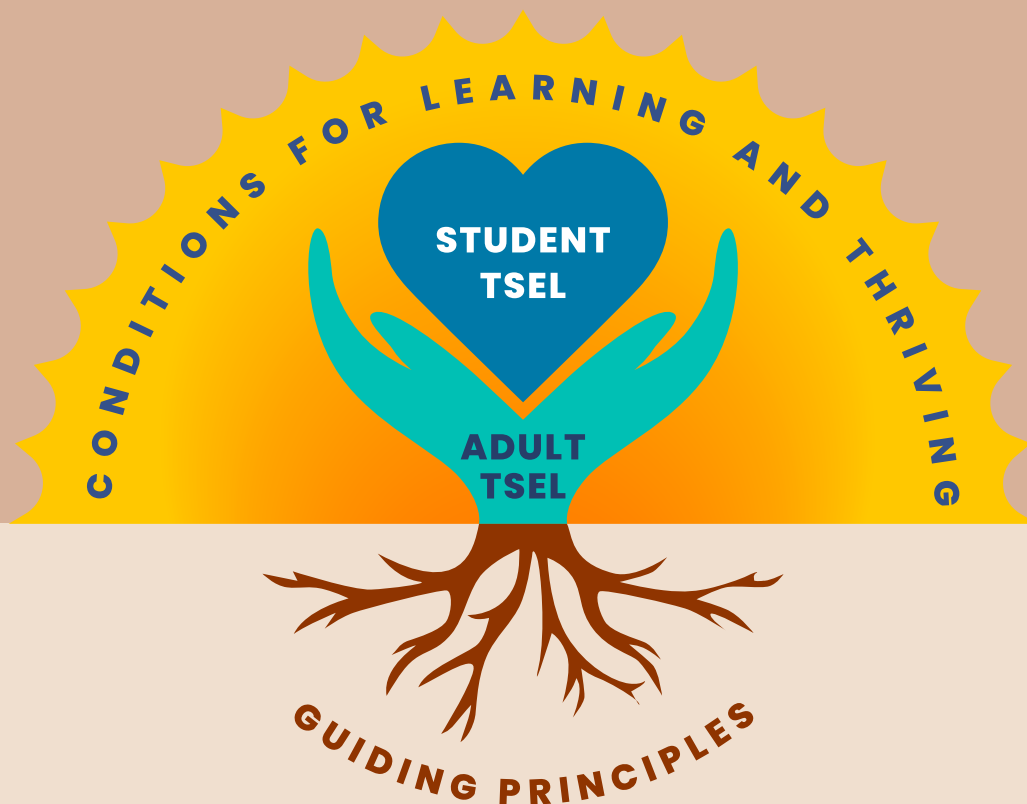


# Implementing Schoolwide Transformative Social and Emotional Learning



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.

This Collaborative Learning Session (CLS) is scheduled to take 70 minutes, with optional extension activities that would lengthen the session to 90 minutes.

# Learning Module Overview

The Implementing Schoolwide Transformative SEL Module is designed to introduce and supplement key ideas in [Oregon's Transformative SEL Systemic and Schoolwide Implementation Guide](#). The purpose of the module is to demonstrate how a cohesive, schoolwide approach to implementation supports the well-being of students and adults. Participants learn about key elements of each stage of the implementation guide. The module supports school leaders to engage their communities in processes of reflection as well as action steps that support an integrated and sustainable approach to implementing Transformative SEL.

## 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



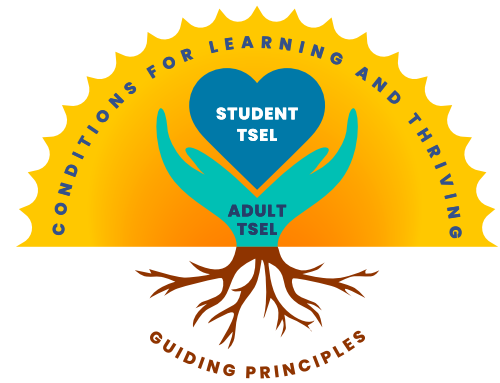
Guiding Principles (Figure 1) represent the roots of the Transformative SEL learning ecosystem (Figure 2), serving as the foundational values and beliefs that can lead to fruitful interactions, communication and decision-making.

A transformative approach to facilitating Collaborative Learning Sessions (CLS) 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

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 Implementing Schoolwide Transformative SEL Session

Participants in this session will vary in terms of familiarity with the Transformative SEL Framework, as well as the stage of schoolwide implementation their site has reached. Emphasize that the implementation process is iterative rather than linear and there is no expectation for where they should be among the stages. Share that these sessions are designed to support school leaders in reflecting on their role in the learning ecosystem by embodying Transformative SEL, which involves capacity-building and collaborative problem-solving for effective implementation.

## Agenda and Participant Tool



### Materials


- ⦿ Print: [Staff Resistance School Narrative: Part 1](#)
- ⦿ Print: [Staff Resistance School Narrative: Part 2](#)
- ⦿ Whiteboard, chart paper or Padlet
- ⦿ Sticky notes
- ⦿ Pens
- ⦿ [Transformative SEL Systemic and Schoolwide Implementation Guide](#)


### Learning Goals


- ⦿ Reflect on the stages of Transformative SEL implementation and consider the supports, needs and structures your educational ecosystem might benefit from to continue your implementation journey.

# Agenda

TIME	SIGNATURE PRACTICE	LEARNING PROGRESSION AND FACILITATOR GUIDANCE	MATERIALS
10m	 <b>Inclusive Welcome</b>	<p><b>Grounding</b></p> <p>Welcome participants and thank them for attending the session. Kick off the learning by sharing the following quote from the Transformative SEL Framework:</p> <p>“Classrooms can be places of hope, where students and teachers gain glimpses of the kind of society we could live in where students learn the academic and critical skills needed to make it a reality” (Au, et. al, 2007).</p> <p> <b>Pairs</b></p> <p>Invite participants to get to know each other by responding to this prompt:</p> <p>What is a story of hope from your own experience as a student or as an educator?</p> <p><b>Introduce Purpose and Goal of CLS</b></p> <p>Share that together you will explore the ways in which Transformative SEL can develop places of hope throughout schools. Emphasize that this session serves as an entry point to catalyze and inspire conversations around implementation in ways that are relevant and meaningful for participants’ context and community.</p>	

15m	 <b>Engaging Strategy</b>	<h3>Understanding the Stages of Implementation</h3> <p>Introduce the <a href="#">Transformative SEL Systemic and Schoolwide Implementation Guide</a> to participants, summarizing the key school leader focus areas as well as the stages of Transformative SEL implementation. Provide copies of or links to the guide so that participants can continue to explore content with their site leadership team.</p> <p>Emphasize how the process of implementation is iterative rather than linear, so there is no expectation for where participants should be among the stages. This session will build our collective learning and grasp of schoolwide implementation.</p> <div data-bbox="574 716 667 808"> </div> <p><b>Individual Reflection</b></p> <p>Give participants the opportunity to explore the stages of implementation individually, considering these guiding prompts:</p> <ul style="list-style-type: none"> <li>Which stage describes the current status of your school when it comes to implementing Transformative SEL?</li> <li>What is the plan for continuous improvement within this current stage or for moving into the next stage?</li> <li>Which resources or action steps are you interested in learning more about?</li> </ul> <div data-bbox="574 1182 667 1274"> </div> <p><b>Pairs</b></p> <p>Invite participants to turn to a partner and respond to these questions:</p> <ul style="list-style-type: none"> <li>What is the current mood and energy among staff members for engaging in current or future implementation efforts?</li> <li>What do you model or want to see as a school leader when it comes to schoolwide initiatives?</li> <li>What is your sphere of influence in implementing Transformative SEL in your ecosystem?</li> </ul>	<a href="#">Transformative SEL Systemic and Schoolwide Implementation Guide</a>
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35m	 <b>Engaging Strategy</b>	<h3>Collective Sense-Making</h3> <p>Emphasize the importance of collective expertise when it comes to identifying strengths, gaps and barriers to schoolwide implementation. Explain that participants will engage with a school narrative in which discussions reveal staff resistance to systemic implementation efforts. Participants who have completed this module may recognize this exercise. Frame this activity as an opportunity to deepen their reflection by engaging with peers.</p> <div data-bbox="574 562 667 655"> </div> <p><b>Individual Reflection (~5m)</b></p> <p>Invite participants to capture noticings and thoughts as they engage with the school narrative. You can read the narrative aloud or ask participants to read it silently. After the narrative has been shared, ask participants to reflect on and respond to these prompts:</p> <ol style="list-style-type: none"> <li>1. If you were in the room, what lens would you bring?</li> <li>2. What would you say or do next?</li> </ol> <div data-bbox="574 951 667 1043"> </div> <p><b>Small Groups (~15m)</b></p> <p>Now that participants have initial context for the narrative, they will discuss example responses from staff in small groups. Ask participants to brainstorm responses that support educators who may be feeling a lack of trust, fear or burnout when entrusted with implementing a new initiative. Groups will capture their responses on chart paper that will be posted for a gallery walk.</p> <div data-bbox="574 1323 667 1415"> </div> <p><b>Whole Group: Gallery Walk (~15m)</b></p> <p>Ask participants to explore posters around the room, handing out sticky notes for participants to share reactions.</p> <p>Then, invite participants to discuss these questions:</p> <ul style="list-style-type: none"> <li>• How might the administrator’s framing exacerbate existing staff resistance? What would you change about this initial framing and why?</li> <li>• In what ways might integrating Transformative SEL nurture hope, joy or self-compassion, helping with resistance to change or implementation?</li> </ul>	<p><a href="#">Staff Resistance School Narrative: Part 1</a></p> <p><a href="#">Staff Resistance School Narrative: Part 2</a></p> <p>Whiteboard, chart paper, or Padlet</p> <p>Sticky notes</p> <p>Pens</p>
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5m	 <b>Intentional Close</b>	<b>Popcorn Share-Out</b> As you close, invite participants to consider the following questions: <ul style="list-style-type: none"> <li>How might you keep people at the heart of your schoolwide implementation efforts? What possibilities exist? What challenges might emerge?</li> <li>How might you introduce or communicate about Transformative SEL with your community moving forward?</li> </ul> Invite participants to share their responses, popcorn-style, meaning not everyone will have a chance to share.	
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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

- For participants who would like to deepen their understanding of staff resistance, share the [Reframing and Understanding Staff Resistance](#) guide.
- Have leadership teams review CASEL's [Districtwide](#) or [Schoolwide Indicators of SEL Implementation](#) and reflect on the strength and growth areas surfaced.

## 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)



## School Narrative:

# Navigating Staff Resistance, Part 1

Imagine you are an administrator at Roy Middle School and are conducting a collective sense-making session to prepare your staff for implementing Transformative Social and Emotional Learning (SEL). At this meeting, you immediately sense an air of weariness from your staff. Changing your approach, you open the floor for staff to share their experiences, hopes and worries. Here is what you say:

*We have all seen how much public schooling has been politicized over the past few months. A lot of people are misrepresenting our work right now, but I am not going to step back from Transformative SEL at this moment. There is nothing discriminatory about prioritizing the well-being of our staff and students by meeting their social and emotional needs. I also want to acknowledge that it can be difficult to manage our responsibilities at this moment. What is coming up for you all?*

**What responses do you imagine individuals at your school might have?**

## School Narrative:

# Navigating Staff Resistance, Part 2

Imagine you are an administrator at Roy Middle School and are conducting a collective sense-making session to prepare your staff for implementing Transformative Social and Emotional Learning (SEL). At this meeting, you immediately sense an air of weariness from your staff. Changing your approach, you open the floor for staff to share their experiences, hopes and worries. Here is what you say:

*We have all seen how much public schooling has been politicized over the past few months. A lot of people are misrepresenting our work right now, but I am not going to step back from Transformative SEL at this moment. There is nothing discriminatory about prioritizing the well-being of our staff and students by meeting their social and emotional needs. I also want to acknowledge that it can be difficult to manage our responsibilities at this moment. What is coming up for you all?*

**Explore the following responses you may receive from staff and consider how you might respond to each staff member:**

*A new hire, Ms. Ross, starts off. "I just don't want to be accused of indoctrinating children. What happens when parents and community members complain that we're losing track of the content standards and the improvement plan? How can we avoid all that controversy and backlash?"*

*Mrs. Warner, a veteran counselor, sighs. "I've been in this district for eight years and I've seen plenty of programs that promise this and that. None of them stick. After we've finished all the workshops, no one will pick these materials up again."*

*Mr. Austin, a Social Science teacher, raises his hand. "I don't know how to approach another set of standards. When will we get the time to focus on what we're already doing? I'm exhausted."*