
Breakout room and in-person small group discussion guide

- Session I Preassessment survey: [pre assessment survey link](#)
 - o QR Code for pre-assessment survey:
- All readings and resources for this session are posted on the COE Cohesive Learning Institute website at:
<https://education.uoregon.edu/cohesive-learning-institutes>



Breakout room / Small group activity overview: Take a moment to look over this document. You will see there are up to 6 rounds of topics for your group to consider. Each topic has a series of prompting ideas and questions below each. Your group will have 40 minutes to share and reflect on the SEL standards. There is also a suggested timeframe for transitioning through the 40 minutes. Below are a few steps to support collaborative facilitation of the breakout room or in-person small group discussion.

1. Introduce yourselves to one another.
2. Three people offer to take on the roles of **timekeeper**, **note taker**, and **reporter**.
3. A **facilitator** can then launch into the first topic. People can do a share around on this topic as time permits
4. The **timekeeper** will prompt the group about when they may wish to move on to the next topic. It is also fine to elect to stay on a topic if that is useful.
5. Toward the last five minutes have the **note-taker** and **the reporter** lead a quick discussion on one take away to share out with the whole group.

Small group discussion topic 1: Initial Reflection on Standards discussion (5 minutes)

- Which standards are you currently using in your work?
- Is there a standard that is especially important right now? Why?

Small group discussion topic 2 – SEL Priorities (5 minutes)

- What words/phrases stand out as a priority for you, your school, district, community, or organization?
- How is this currently being prioritized and/or supported in our classrooms, schools, workplaces, and youth-serving/community settings?
- How does this priority connect to the goal of advancing educational equity and excellence?

Small group discussion topic 3: Considerations of barriers to equitable SEL (10 minutes)

- What are the barriers to equitable SEL? (Examples: systemic poverty, institutional exclusionary discipline, individual bias, stress, burnout)
- How can we address these barriers to equitable SEL?

Small group discussion topic 4: Assessing SEL Competencies

(5 minutes)

- What does the assessment of SEL competency “look like” (consider broadly — teacher, student teacher, and student)?
- How can notions of SEL competencies be expanded to include the multiple orientations, skills, and abilities of students from diverse backgrounds?
- What are some ways that students can demonstrate their growth in SEL through multiple means? What are these means?

Small group discussion topic 5: Sustaining SEL Initiatives

(5 minutes)

- *What strategies can we use to promote the awareness of SEL practices in our classrooms and workplaces?
- *What role do leadership, ongoing professional development, and organizational culture play in sustaining SEL efforts?
- *What strategies can we use to ensure the sustainability of SEL practices in our classrooms and organizations?

Small group discussion closing topic: Consider one of the following

(time permitting)

- What is something you heard about SEL that stood out to you?
- What is something about SEL that you are now wondering?
- In what ways did your understanding of SEL deepen or change?

Next Session: Session II | February 28 | 4:00-5:30

Readings for session #2

- **A Supportive Classroom Environment** | CASEL <https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment>
- **How to Foster a Growth Mindset in the Classroom** <https://soeonline.american.edu/blog/growth-mindset-in-the-classroom/>
- **Fostering Academic Mindsets** <https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/fostering-academic-mindsets/>
- **Complete SEL in the Classroom Self-Assessment** <https://schoolguide.casel.org/resource/sel-in-the-classroom-self-assessment/>

Session I – Relevant Links:

- 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
- CASEL SEL Framework: <https://casel.org/casel-sel-framework-11-2020/?view=1>
- Toward Transformative SEL: Using an Equity Lens: https://measuringcel.casel.org/wp-content/uploads/2018/11/Framework_EquitySummary-.pdf
- Applying an Equity Lens to Social, Emotional, and Academic Development <https://drc.casel.org/uploads/sites/3/2019/02/Applying-an-Equity-Lens-to-Social-Emotional-and-Academic-Development.pdf>
- Integrating a Focus on Equity into SEL (infographic) https://ies.ed.gov/ncee/rel/infographics/pdf/REL_MW_Integrating_a_Focus_on_Equity_into_Social_and_Emotional_Learning.pdf
- School Climate and SEL: <https://www.rwjf.org/en/insights/our-research/2018/01/school-climate-and-social-and-emotional-learning.html>
- SEL as a Lever for Equity and Excellence: <https://drc.casel.org/sel-as-a-lever-for-equity/equity-resources/>
- SEL Signature Practices: https://docs.google.com/presentation/d/1Krq6x5K_YFKqs6z_hH4maoablT04o5Hh3iEtFimRVY/present#slide=id.gaf6fc44f7f_0_492
- Playlist | Webinars re: Equity and SEL | CASEL <https://www.youtube.com/playlist?list=PLM3PYurzmKsBDCoQ-eoqL9ODbpbZ-3kbA>
- CASEL Discussion Guide: <https://casel.s3.us-east-2.amazonaws.com/CASEL-Wheel-SEL-Reflection.pdf>