Social Emotional Learning Institute

Session 1

Friday, January 10

Welcome!

Introductions

Please change your name on your zoom ID by the following two letters in front of your name:

PS – Preservice Educator

IS – In service Educator

US – University Supervisor

IF – University Instructional Faculty

Example: *IS-Miss Honey (she/her)*

Session Pre-reading

- 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

Additional Resources
- Toward Transformative SEL: Using an Equity Lens https://measuringsel.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/

Session 1 - Pre-assessment

Please use the web address below or scan the QR code to complete a short preassessment for this learning institute.

https://forms.gle/YzivfNqDomDQReqS6

Purpose of COE Learning Institutes

The College of Education, in partnership with Oregon's Higher Education Coordination Commission (HECC), is committed to supporting statewide efforts to enhance opportunities for preservice teachers and faculty to engage in state and district curriculum and instruction initiatives.

Within this partnership there is an emphasis on supporting the ODE equity and inclusion framework when implementing new state standards. ODE's newly adopted SEL standards are the focus of the COE Learning Institutes for this year.

Social and Emotional Learning Institutes

Session #1 – Transformative Social Emotional Learning

Session #2 – Supportive Classroom Environment

Session #3 – Integrating Social Emotional Learning and Instruction

Transformative SEL enables students and adults to be affirmed in their identities, where they can develop a sense of agency and belonging, engage in collaborative problem-solving, and deepen their curiosity about the kind of society they want to make a reality.

Cohesive Learning Institutes

Session 1 - Online Materials

You can use the web address below or scan the QR code if you would like to go to the website containing today's participant slides, participant handout, and online materials.
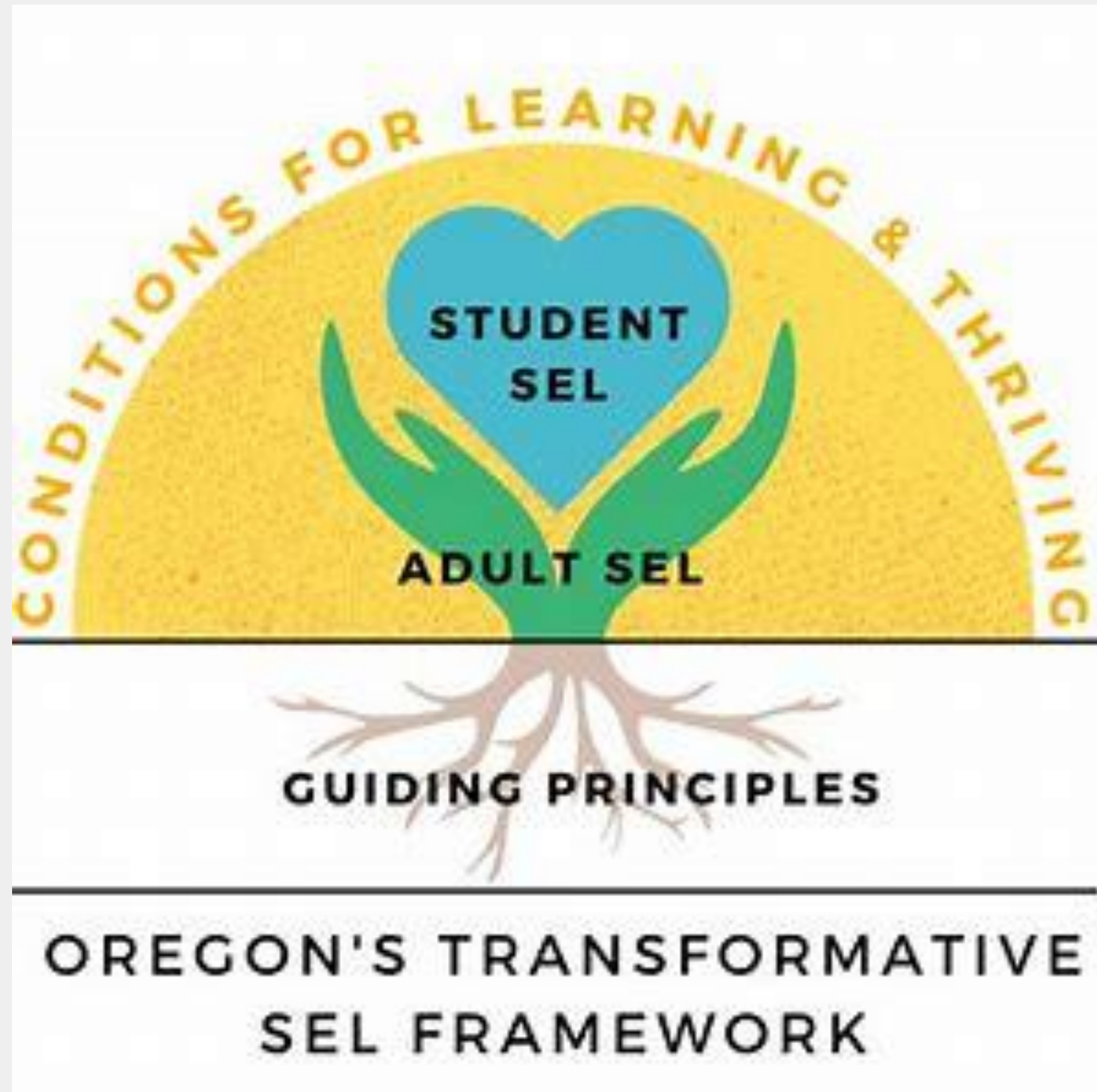
Cohesive Learning Institutes | 2025

UNIVERSITY OF OREGON | College of Education

https://education.uoregon.edu/cohesive-learning-institutes#session-1

Oregon Department of Education
Transformative SEL Framework

Collaborative for Academic, Social, and
Emotional Learning

WELCOMING ACTIVITIES ✓

ENGAGING PRACTICES

OPTIMISTIC CLOSURES

Signature Practice

Practice 1

Open each class period, meeting, or professional learning experience with a WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL that builds community and connects to the work ahead.

Examples of Welcoming Activities, Routines, and Rituals:
- Smile warmly and greet each person by their preferred name
- Whole-group greeting activities
- Morning circles
- Interactive "do-nows," such as peer-to-peer homework help

Signature Practice

Practice 2

Embed ENGAGING STRATEGIES, including brain breaks to anchor thinking and learning, throughout the experience. Engaging strategies offers many opportunities that vary in complexity to practice SEL skills. Engagement and learning individually (e.g., "turn-to-your-partner") and collectively (e.g., "Socratic Seminar" and "Jigsaw") are supported by intentionally chosen strategies and activities with sequenced steps that suit your group's current needs. Build in a balance of interactive and reflect experiences to meet the needs of all participants.

Examples of Engaging Strategies:

Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out)

Clock Partners (prearrange partners for quickly pairing up for reflection and discussion)

Private think-time (facilitator wait-time)

Mindful Minute Brain Break (a calming activity, promoting focus and readiness to learn)

Signature Practice

Practice 3

Close each experience in an intentional way. An OPTIMISTIC CLOSURE is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking. The closing activity may be reflective of the learning, help identify next steps, or make connections to one's own work.

Examples of Optimistic Closure:

One-Minute Accolade

Something I learned today...

I am curious about...

I am looking forward to tomorrow because...

Suit Yourself

Something I'll do as a result of this meeting is...

Something I still question...

Something that still concerns me..

Oregon's Transformative SEL Framework Components

1. **Guiding Principles**: Serves as the foundational values and beliefs that are woven throughout the framework to guide decisions about how the Transformative SEL Standards are implemented.

2. **Conditions for Learning & Thriving**: Describes how partnerships, policies, and practices cultivate an ecosystem of Transformative SEL.

3. **Adult Transformative SEL**: Focuses on improving adult well-being, creating a positive work environment, and increasing competence so that adults can teach, model, coach, and nurture SEL with their students.

4. **Student Transformative SEL**: Fosters opportunities for students to develop and practice their knowledge, skills, habits, and dispositions. Oregon's Transformative SEL Standards are a pathway to nurturing student social emotional learning.

Transformative SEL

# Overview of Oregon's Transformative SEL Standards

Standard 1: Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identify, and capabilities across situations and environments.

Standard 2: Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Standard 3: Develop social awareness that fosters a sense of belonging and leads to co -constructing equitable, thriving communities and a vibrant society.

Standard 4: Establish and maintain healthy, supportive relationships and effectively navigate diverse setting in order to collaboratively solve problems.

Standard 5: Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.
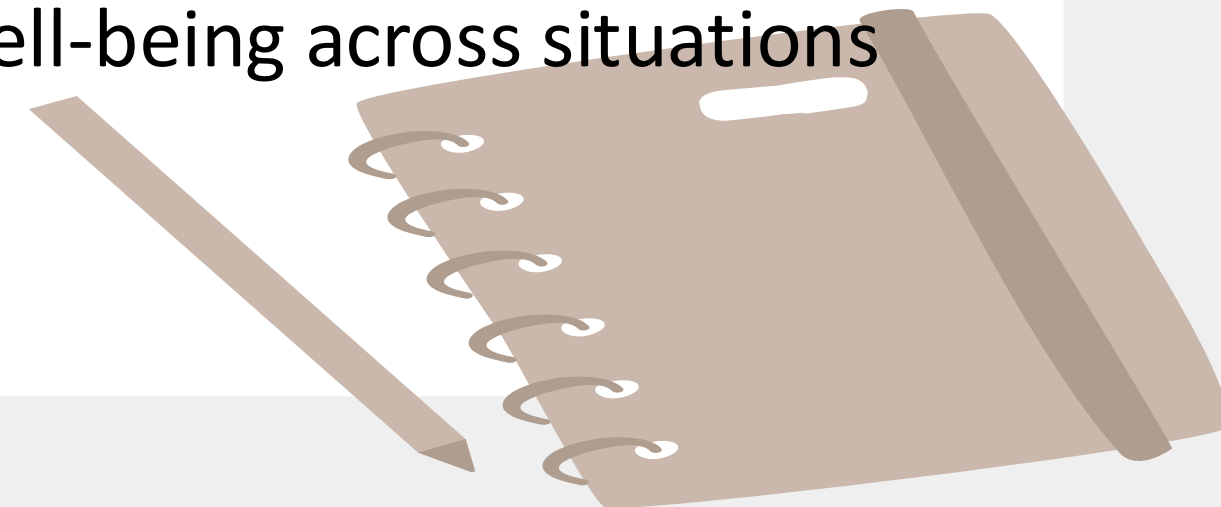
Guiding Principles for Centering Equity

The foundational values and beliefs that will inform and guide decisions about how Transformative SEL standards are implemented and supported.

- Culturally Responsive
- Community Responsive
- Strengths-Based
- Trauma Informed
- Grounded in Neuroscience and the Science of Learning

Engaging Practices

WELCOMING ACTIVITIES ✓

ENGAGING PRACTICES ✓

OPTIMISTIC CLOSURES

Initial Reflection on Standards

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

SEL Priorities

- What words/phrases that stand out as a priority for you, your school, district, community, or organization?

For the priorities identified, discuss:

- 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?

Considerations of barriers to equitable SEL

- 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

https://drc.casel.org/uploads/sites/3/2019/02/Applying-an-Equity-Lens-to-Social-Emotional-and-Academic-Development.pdf

Assessing SEL Competencies

- 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?

https://measuringsel.casel.org/wp-content/uploads/2018/11/Framework_EquitySummary-.pdf

Sustaining SEL Initiatives

- 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?

Consider one of the following

1. What is something you heard about SEL that stood out to you?

2. What is something about SEL that you are now wondering?

3. In what ways did your understanding of SEL deepen or change?

Share out

Engaging Practices

WELCOMING ACTIVITIES ✓

ENGAGING PRACTICES ✓

OPTIMISTIC CLOSURES ✓

Take away – What is one SEL practice you can use this week?

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This document is linked in on the COE Learning Institue website and found here:
https://docs.google.com/presentation/d/1lKrq6x5K_YFKqs6z_hH4maoabltO4o5Hh3iEtFimRVY/present#slide=id.gaf6fc44f7f_0_492

Additional Resources

1.Playlist | Webinars re: Equity and SEL | CASEL
https://www.youtube.com/playlist?list=PLM3PYurzmKsBDCoQ-eoqL9ODbppZ-3kbA

2.CASEL Discussion Guide:
https://casel.s3.us-east-2.amazonaws.com/CASEL-Wheel-SEL-Reflection.pdf

Sesson #2 –February 28 4:00-5:30

Topic for session #2 -Supportive Classroom Environment

Reading for Session #2

1. A Supportive Classroom Environment | CASEL https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment

2. How to Foster a Growth Mindset in the Classroom https://soeonline.american.edu/blog/growth-mindset-in-the-classroom/

3. Fostering Academic Mindsets https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/fostering-academic-mindsets/

4. And ...Complete SEL in the Classroom Self-Assessment https://schoolguide.casel.org/resource/sel-in-the-classroom-self-assessment/

Thank You So Much