



Oregon's Transformative Social and Emotional Learning Framework and Standards Implementation Guide

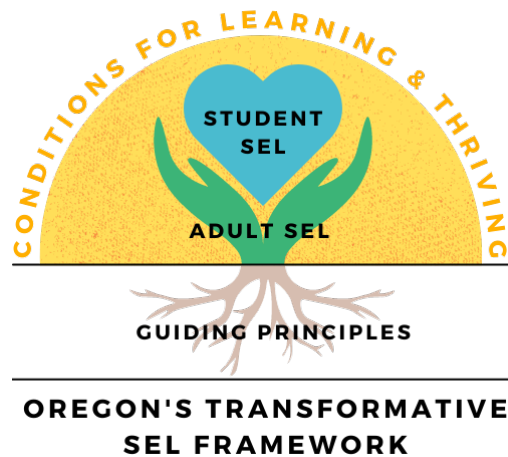


Table of Contents

Introduction	3
Implementation Requirements	3
Using the Implementation Guide	3
Implementation Stages	4
Implementation Considerations	5
Use the Guiding Principles	5
Integrate Transformative SEL Standards into Curriculum, Instruction, and Environments	5
Use Oregon’s Transformative SEL Framework and Standards to Seek and Provide Feedback	6
Leverage Oregon’s Transformative SEL Ecosystem	6
Oregon’s Transformative SEL Ecosystem	7
Culturally Responsive	7
Community Responsive	7
Strength- based	7
Trauma-informed	7
Grounded in neuroscience	7
Implementation Stages, Actions, and Resources	8

Introduction

In June 2023, the State Board of Education adopted the first [Oregon Transformative Social and Emotional Learning Framework and Standards](#) that represent K-12 social and emotional learning (SEL) expectations for students. Oregon’s Transformative SEL Framework is intended to enact [ORS 329.045](#) and strengthen equity-focused school cultures that support student and adult wellbeing. Oregon’s vision for Transformative SEL provides an intentional focus on the elements of teaching, learning, and cultivating supportive classroom cultures that moves beyond following a curriculum or adding a program. For this reason, there is no requirement that schools/districts purchase stand-alone curriculums or programs.

Implementation Requirements



According to [ORS 329.045](#), Section 4, **“the board shall require school districts to implement the standards and framework no later than July 1, 2024.”**

In order to meet implementation requirements of [ORS 329.045](#), Section 4, districts will be required to teach K-12 students the Transformative SEL standards throughout the school day. To fulfill the vision of Transformative SEL being integrated into every aspect of a district’s work and students’ educational experiences, districts will need to apply guidance from Oregon’s Transformative SEL Framework and assure implementation on Division 22 standards in November 2025 for the 2024-2025 school year.

Using the Implementation Guide

This implementation guide is designed to be used in alignment with [Oregon’s Transformative SEL Framework and Standards](#) to support schools/districts with Transformative SEL implementation. The resources and materials can be used systemically so schools, communities, and families can work together in creating the conditions where Transformative SEL can be developed and nurtured.

Every district, school, and community across Oregon is unique, and there is no one size-fits-all approach to implementing schoolwide and community-wide Transformative SEL.

Implementation of Oregon’s Transformative SEL is a shared responsibility and can follow multiple paths based on a districts and schools strengths and needs.

Research on SEL implementation points to some best practices to build the capacity of educators in creating the conditions for Transformative SEL to thrive and provide whole-child support for students.

The following resources and stages are adapted from CASEL's [District Implementation Framework](#) and [School Implementation Guide](#) to support schools/districts in implementing [Oregon's Transformative SEL Framework and Standards](#). The resources are designed to be a reflective guide for school/district teams to assess strengths, help leverage where Transformative SEL is already happening, and build on these efforts through prioritizing focus areas and actions.

Schools/districts can choose which resources are most helpful and applicable to use during implementation. For example, one or more resources may be selected from each stage to use throughout the school year. Resources may be used in order of the stages or adapted to better suit the needs of the local community. Parts of a tool can be used to support planning or repurposed to design professional learning experiences.

Implementation Stages

There are four stages with accompanying resources, focus areas, and key actions that are aligned to components of [Oregon's Transformative SEL Framework and Standards](#) to help guide implementation at a pace and depth based on the strengths and needs of schools/districts. To access specific resources and tools to support implementation of each focus area and key actions, click the hyperlink to be directed to CASEL's [School](#) and [District](#) implementation guides.

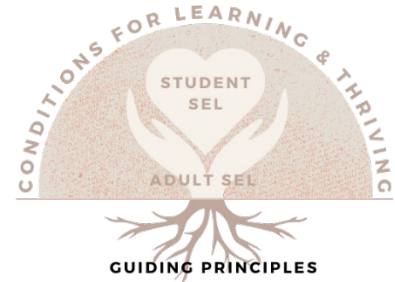
- **Stage 1 Awareness:** Become familiar with the background and context of how Oregon's Transformative SEL Framework and Standards were developed, what a transformative approach to SEL looks like, and how Oregon's Transformative SEL Framework and Standards are aligned to other Oregon Initiatives.
- **Stage 2 Organize:** Develop a strong foundation for Transformative SEL to help ensure efforts are sustained in the long term. This requires engaging the entire school/district community to collaborate on a plan for implementation.
- **Stage 3 Implement:** Cultivate adults' and students' social and emotional competencies. Schools/districts can use a variety of approaches to ensure successful implementation based on their unique strengths and needs.
- **Stage 4 Reflect & Improve:** Engage in continuous improvement to drive high-quality implementation and help schools/districts make informed decisions and reach goals. This includes collecting, reflecting on, and sharing actionable data.

Implementation Considerations

Use the Guiding Principles

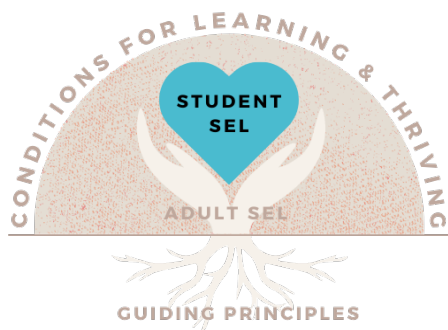
Oregon took an intentional approach to Transformative SEL that engages the entire school community (students, families & caregivers, educators, and community partners) and is anchored in five guiding principles that are foundational to implementation efforts. These principles include:

1. Culturally responsive
2. Community responsive
3. Strengths-based
4. Trauma-informed
5. Grounded in neuroscience



More information can be found in [Oregon's Transformative Social and Emotional Learning Standards & Practices](#) (pages 11-13).

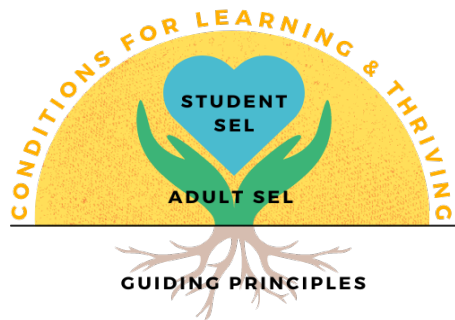
Integrate Transformative SEL Standards into Curriculum, Instruction, and Environments



Oregon's Transformative SEL Standards support educational equity in multiple ways, such as promoting whole-child development, elevating the social and interconnected nature of learning, advancing the belief that all children can learn, developing young people's skills to navigate across social contexts, and providing ways to improve relationships between students and adults.

Because social and emotional learning happens during all times of the day, the vision for SEL in Oregon is that the Transformative SEL standards be used with, for, and by adults and students across all contexts and content areas. They can be useful when explicitly presented and discussed, when integrated across curricula and school/community processes, when implemented universally with students, and when utilized with expanded methods of support for students with diverse learning or instructional needs.

Use Oregon’s Transformative SEL Framework and Standards to Seek and Provide Feedback



The Transformative SEL standards are not meant to decide appropriate behavior or as a means for identifying, tracking, or excluding students in ways that have historically led to disproportionate outcomes for students. In partnership with families and caregivers, the standards provide ongoing formative opportunities for reciprocal feedback that includes dialogue, reflection, goal-setting and increasing individual and collective awareness and

growth. Educators are in a unique position to provide ongoing and low-stakes opportunities for students to practice and demonstrate their knowledge and skills in order to better understand what students have learned, what strengths they bring, and where further support is needed.

Leverage Oregon’s Transformative SEL Ecosystem

Oregon’s Transformative SEL Ecosystem (see page 7) promotes the shared understanding, intentional partnership, and coordination of social and emotional wellness efforts across Oregon. It provides opportunities for schools/districts to build on current capacity related to social and emotional wellness and collaborate with partners and organizations to plan and implement Oregon’s Transformative SEL Framework and Standards tailored to the unique needs of each school/district.

Oregon’s Transformative SEL Ecosystem



Culturally Responsive



Community Responsive



Strength-based



Trauma-informed



Grounded in neuroscience

Ecosystem of Resources

Implementation

Outcomes

Goals

STRUCTURES

Legislation and Policies

- Funding and Resources

ORGANIZATIONS & PARTNERS

- **National:** Organizations providing national guidance and supports.
- **State:** Organizations ensuring alignment to TSEL supports at the state level and across regions.
- **Regional:** Organizations that provide TSEL services and supports at the community and region levels.
 - Education Service Districts
 - Regional Educator Networks
 - Culturally specific community-based organizations
- **District/School:** Providers and teams that deliver TSEL supports at the school and classroom levels.
- **Parents/Families:** Caregivers of students and staff providing TSEL supports at home and in the community.
- **Partners:** Contributors to TSEL services and supports throughout Oregon:
 - Organizations providing funding and grants
 - Wellness and health care
 - Continuing education and career-connected learning
 - Higher Education institutions
 - State-level Associations
 - School boards

The implementation of [Oregon’s Transformative SEL Framework and Standards](#) through a continuum of supports that includes shared practices, technical assistance, and professional learning.

Student and staff social and emotional wellness measured using a variety of existing data sources to continuously inform implementation efforts.

Develop and sustain equitable learning environments that are culturally and community responsive, strength-based, trauma-informed, and grounded in neuroscience so every student and staff member feels a sense of well-being and belonging.

Implementation Stages, Actions, and Resources

STAGE 1: BUILD AWARENESS

It is recommended that school and district teams become familiar with the background and context of how Oregon’s Transformative SEL Framework and Standards were developed, what a transformative approach to SEL looks like, and how Oregon’s Transformative SEL Framework and Standards are aligned to other Oregon Initiatives.

Focus Area	Resources
<p>Structures</p>	<p>Legislation & Policies</p> <ul style="list-style-type: none"> ● ORS 329.045 Section 4 ● OAR 584-410-0075 <p>Funding</p> <ul style="list-style-type: none"> ● SB 5701 Section 304
<p>National Organizations</p>	<p>Department of Education</p> <ul style="list-style-type: none"> ● Social Emotional and Behavioral Support <p>Collaborative for Academic Social and Emotional Learning (CASEL)</p> <ul style="list-style-type: none"> ● CASEL website helps make evidence-based social and emotional learning an integral part of education. ● CASEL’s Transformative SEL website with resources and materials to advance equity and excellence in education through a Transformative approach to SEL. ● CASEL’s What Does the Research Say? The benefits of social and emotional learning are well-researched, with evidence demonstrating that an education that promotes SEL yields positive outcomes for students, adults, and school communities. ● CASEL’s District Implementation Framework Created for leaders and educators in any district, the framework offers research-based guidance and curated resources to help organize, implement, and continuously improve SEL. ● CASEL’s School Implementation Guide Created for leaders and educators in any school, the guide supports schools to coordinate and build upon SEL practices and programs to create an environment that infuses SEL into every part of students’ educational experience and promotes equitable outcomes for all.
<p>State Organizations</p>	<p>Oregon Department of Education (ODE)</p> <ul style="list-style-type: none"> ● Oregon’s adopted Transformative SEL Framework and Standards (2023): The framework and standards utilize and expand on CASEL’s

definition of Transformative SEL to help build capacity for strengthening school cultures that center equity, and support student and adult well-being through a systemic approach.

- [Student Learning Goals for SEL and Engagement](#) As outlined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, educator evaluations are required to take into account data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth. This companion document provides additional guidance regarding setting and measuring Student Learning and Growth (SLG) Goals for social and emotional learning and engagement.
- Oregon's revised [Health Education Standards](#) (2023) integrate Oregon's Transformative SEL Standards at each grade level.
- [Student Success Plans](#) Oregon's Transformative SEL Standards were created with input from ODE's Student Success Plan Advisory Groups to improve access and opportunities for students who have been historically underserved in the education system.
- [Integrated Model of Mental Health](#) ODE's Integrated Model of Mental Health includes an SEL pillar, guides the agency's work of health promotion and illness prevention, and provides a framework for supporting Oregon students, families, and school staff.
- [Mental Health Webpage](#) ODE has a number of mental and behavioral health initiatives that focus on the prevention, intervention and response to the mental health needs of school communities.
- [Mental Health Toolkit](#) Designed for district leaders, school administrators, and school-based mental health professionals (i.e. school counselors, school psychologists, school social workers, and school nurses) interested in promoting the health and well-being of school communities while creating a culture of safety, care and belonging.
- [Oregon Classroom WISE: Mental Health Literacy for All Oregonians](#) A suite of resources including free, online, self-guided modules for adults and youth interested in strengthening mental health and well-being.
- [Comprehensive School Counseling](#) Comprehensive school counseling programs are strategically designed and delivered to be broad in scope, preventative in design, and developmental in nature based on academic, college and career readiness and social-emotional learning student standards.

Early Learning Division (ELD)

- Oregon's [Early Learning and Kindergarten Guidelines](#) include a continuum of development and learning in five domains: approaches to learning, social-emotional development, language and communication, literacy, and mathematics.

	<p>Teacher Standards & Practices Commission (TSPC)</p> <ul style="list-style-type: none"> ● TSPC’s Oregon TSPC Educator SEL Framework and Standards (2023): Pre-service teachers participating in an Oregon educator preparation program are introduced to Transformative SEL through modeled and embedded competencies within their coursework. Every educator preparation program in Oregon is required to align their program to OAR 584-410-0075.
<p>Regional Organizations & Partners</p>	<p>Resources, services, and supports determined by local contexts</p> <ul style="list-style-type: none"> ● Education Service Districts ● Regional Educator Networks ● Culturally specific community-based organizations ● Organizations providing funding and grants ● Wellness and health care ● Continuing education and career-connected learning ● Higher Education institutions ● State-level Associations ● School boards

STAGE 2: ORGANIZE

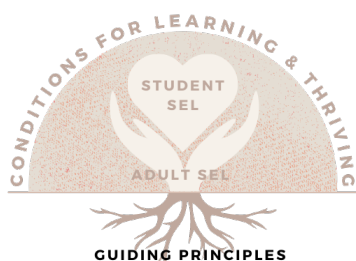
Develop a strong foundation for Transformative SEL to help ensure efforts are sustained in the long term. This requires engaging the entire school/district community to collaborate on a plan for implementation.

Focus Area: Build Foundational Support and Plan

Framework Component

District

School



Component 1: Guiding Principles (11-13)



Component 2: Conditions for Learning and Thriving (14-15)

Focus Area 1: Build Foundational Support & Plan *Launch Transformative SEL with a clear vision and robust plan. Sustain efforts through adequate resources and ongoing commitment.*

Key Actions:

1. Develop a shared vision and plan for Transformative SEL
2. Communicate Transformative SEL as a district priority
3. Organize the district to promote collaboration around Transformative SEL, academics, and equity
4. Align resources for Transformative SEL

Focus Area 1A: Build Foundational Support

Build foundational support by establishing a Transformative SEL team, fostering commitment to SEL, and developing a communications strategy.

Key Actions:

1. Establish a Transformative SEL Team
2. Engage in foundational learning
3. Support two-way communication

Focus Area 1B: Create a Plan

Develop a shared vision, assess needs and resources, then develop a yearlong Transformative SEL implementation plan and budget.

Key Actions:

1. Develop a shared vision
2. Engage in a needs and resource assessment
3. Develop an action plan
4. Engage in continuous reflection

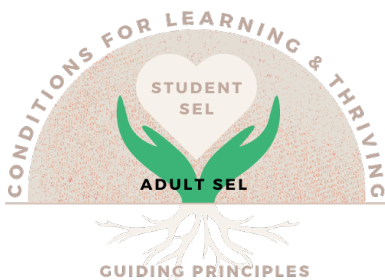
Additional Resources

- [Stanford's d.school Design Thinking Bootcamp guide](#) describes dozens of specific methods for incorporating concepts from human-centered design into your delivery.
- [Bellwether's Lost by Design: Designing From the Margins Toolkit](#) provides strategies for incorporating human-centered, collaborative design strategies into your delivery.
- CASEL's Adapted [Indicators of Schoolwide SEL: Strengths and Needs Reflection](#) offers reflection on the 10 indicators of schoolwide SEL and is helpful in establishing common ground about where the school should focus learning and implementation efforts.
- [CASEL's Reunite, Renew, and Thrive guide](#) provides resources for centering relationships and building on the existing strengths of a community during delivery.
- **Communication Guides:**
 - [SEL Discussion Series for Parents & Caregivers](#) (CASEL, Facilitator Guide)
 - [Five Key Messages to Communicate About SEL](#) (CASEL, One-Pager)
 - [Five Frequently Asked Questions](#) (CASEL, Two-Pager)
 - [Social and Emotional Learning Key Points](#) (ODE, One-Pager)
- ODE's [Student Learning Goals for SEL and Engagement](#) As outlined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, educator evaluations are required to take into account data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth. This companion document provides additional guidance regarding setting and measuring Student Learning and Growth (SLG) Goals for social and emotional learning and engagement.

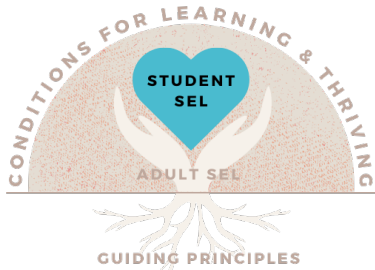

STAGE 3: IMPLEMENT

Cultivate adults’ and students’ social and emotional competencies. Schools/districts can use a variety of approaches to ensure successful implementation based on their unique strengths and needs.

Focus Area: Strengthen Adult Capacity

Framework Component	District	School
 <p style="text-align: center;">Component 3: Adult Transformative SEL (17-18)</p>	<p>Focus Area 2: <u>Strengthen Adult Transformative SEL Competencies & Capacity</u> Foster a staff community that cultivates adults’ professional, social, emotional, and cultural competencies.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Strengthen central office Transformative SEL expertise 2. Design & implement a Transformative SEL professional learning program for schools 3. Strengthen staff social, emotional, and cultural competence 4. Promote trust, community, and collective efficacy among staff 	<p>Focus Area 2A: <u>Strengthen Adult Transformative SEL</u> Cultivate a community of adults who engage in their own Transformative SEL, build strong connections and work collaboratively, and model SEL in their interactions.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Create opportunities to learn and practice 2. Connect and collaborate 3. Model interactions
Additional Resources	<ul style="list-style-type: none"> • WISE’s Compassion Resilience Toolkit For Schools provides strategies for maintaining a compassionate presence in interactions with school community staff. • Panorama Education: Adult SEL Toolkit can help districts support adult capacity for SEL. • Greater Good in Education: Adult Well-being includes practices for cultivating the social, emotional, and ethical well-being of school staff members. 	

Focus Area: Promote Transformative SEL for Students

Framework Component	District	School
 <p>Component 4: Student Transformative SEL (19-21)</p>  <p>Oregon's Transformative SEL Standards (23-29)</p>	<p>Focus Area 3: Promote Transformative SEL for Students <i>Ensure consistent opportunities for all students to engage in high-quality Transformative SEL and experiences.</i></p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Align Oregon's Transformative SEL Standards with academic standards and instructional practice priorities in your district 2. Develop and strengthen family and community partnerships 3. Adopt and implement evidence-based programs and practices 	<p>Focus Area 3A: Promote Transformative SEL for Students <i>Develop a coordinated approach for supporting students' Transformative SEL across the school, classrooms, homes, and communities.</i></p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. School: Align school climate, programs, and practices to promote Transformative SEL for students 2. Classroom: Foster supportive Classroom environments 3. Family Partnerships: Create two-way communication to support Transformative SEL 4. Community Partnerships: Develop, leverage, and align practices to ensure consistent Transformative SEL supports
<p>Additional Resources</p>	<p>Oregon Department of Education (ODE)</p> <ul style="list-style-type: none"> • Oregon's Recommended Transformative SEL Instructional Materials & Evaluation guides: <ul style="list-style-type: none"> ○ ODE's Recommended Transformative SEL Instructional Materials Criteria for guidance on the process and criteria to use when selecting, supporting, and aligning materials, programs, and practices. ○ ODE's Recommended Transformative SEL Instructional Materials Evaluation Tool (IMET) to support districts' evaluation of Transformative SEL instructional materials and practices. • Oregon's Integrating Transformative SEL Standards in Content Area Instruction versatile tool supports co-constructing and aligning content area instruction to Oregon's Transformative SEL Standards and Practices. • Oregon's Transformative SEL Alignment to Oregon's Content Area Resources: 	

- **Counseling Standards:** Oregon's [Transformative SEL & School Counseling Student Standards Alignment guide](#) highlights areas where the School Counseling Program Student Standards are especially suited to supporting students' Transformative SEL growth.
- **Health:** Oregon's revised [Health Education Standards](#) (2023) integrate Oregon's Transformative SEL Standards at each grade level.
- **Arts & CTE Programs:** [Arts and CTE Crosswalk and Connected Resources](#)
- **Math:** Content currently in development
- **English Language Arts:** Content currently in development
- **Science:** Content currently in development
- **Social Science:** Content currently in development
- **Outdoor School:** Content currently in development

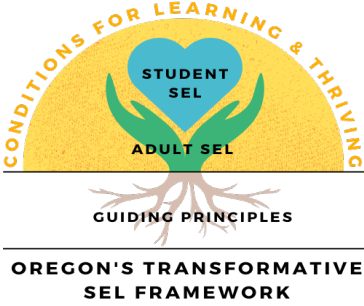
Other Organizations

- [CASEL's Integration of SEL and Academic Instruction](#) website includes resources for educators to ensure that SEL is woven throughout academic instructional time to support and deepen learning.
- [CASEL's 3 Signature Practices Playbook](#) can help integrate SEL practices into any classroom, meeting or youth-serving agency to promote community-building and deeper engagement.
- [Cultivating Caring Relationships at School: 15 Activities That Promote Staff and Student Connection](#) coauthored and reviewed by California Center for School Climate's Youth Advisory Team, contains 15 classroom-based activities that promote the development of positive relationships between staff and students at the elementary and secondary levels.

STAGE 4: REFLECT & IMPROVE

Engage in continuous improvement to drive high-quality implementation and help schools/districts make informed decisions and reach goals. This includes collecting, reflecting on, and sharing actionable data.

Focus Area: Reflect on Data for Continuous Improvement

Framework Component	District	School
 <p style="text-align: center; color: #0070c0;">Components 1-4 (11-22)</p>	<p>Focus Area 4: Reflect on Data for Continuous Improvement <i>Use structured processes to identify and address problems of practice in order to improve outcomes.</i></p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Reflect on progress toward annual Transformative SEL goals 2. Make improvements to the action plan 	<p>Focus Area 4A: Practice Continuous Improvement <i>Establish a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions and drive improvements to Transformative SEL implementation.</i></p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Use a continuous improvement cycle 2. Try and refine new strategies