Oregon’s Transformative Social and Emotional Learning Standards

Standards, Practices and Growth Indicators

While HB 2166 (2021) required ODE to create student standards, in order to fully actualize Transformative SEL, there is equal emphasis on creating supportive conditions and practices to optimize learning and growth of all individuals within the educational system. The approach taken to these standards involves both individual and communal practices that cultivate and nurture Transformative SEL across the system. The standards, practices, and growth indicators start with verbs so that the phrase, "I can…" and "We can…" could be used individually and collectively, as aspirational for a learning community. This honors cultural backgrounds, collectivist values, and the belief that throughout life, everyone is continuously developing and practicing their social and emotional skills. This values everyone in the educational system as responsible for creating the conditions and the opportunities to model, teach, coach, and practice Transformative SEL.

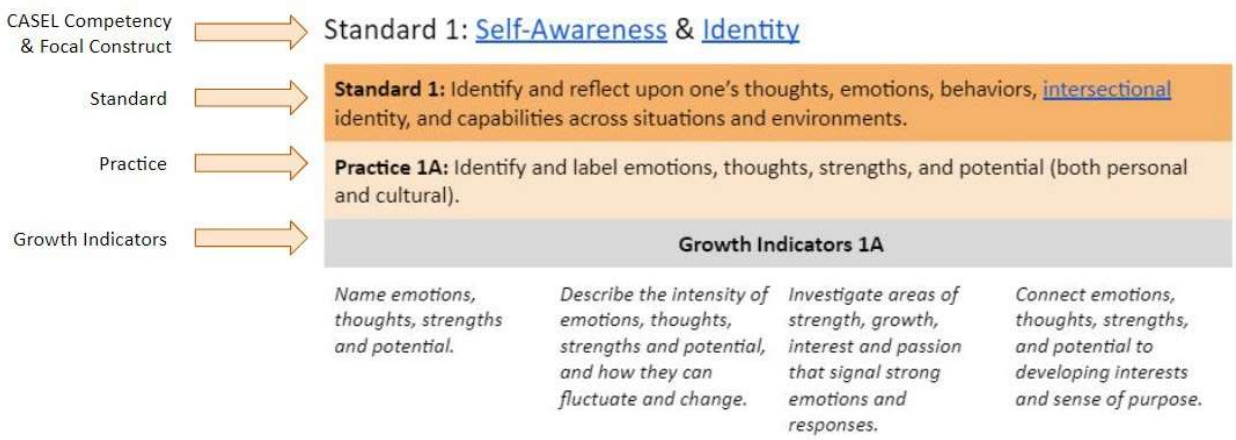

Figure 4 - Elements of Oregon's Transformative SEL Standards

Oregon's Transformative SEL Standards describe what a person needs to know, understand, and be able to do when it comes to Transformative SEL. Each standard includes 3-4 practices that demonstrate progression towards meeting the standard with more focused knowledge and skill. Each practice also includes a set of four growth indicators organized by Webb's Depth of Knowledge (Webb, 1997, 1999), providing guidance on what these may look like in action and indicate growth towards the practice and standard. The growth indicators are also intended to help guide adults in making decisions about what learning opportunities are most appropriate for use with individual students and the learning community as they learn, practice, and reflect on how they are making progress towards the standards. The growth indicators serve as a useful guide for implementation and are an optional resource.

Standard 1: Self-Awareness & Identity

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

Practice 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

Growth Indicators 1A			
Name emotions, thoughts, strengths and potential.	*Describe the intensity of emotions, thoughts, strengths and potential, and how they can fluctuate and change.*	*Investigate areas of strength, growth, interest and passion that signal strong emotions and responses.*	*Connect emotions, thoughts, strengths, and potential to developing interests and sense of purpose.*

Practice 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

Growth Indicators 1B			
Identify physiological cues related to the stress response system and what they look like, feel like, and sound like.	*Interpret environmental and experiential cues for dysregulation that activate the stress response system, and what environments or experiences support regulation.*	*Draw conclusions about what stress response state that one is experiencing based on the identified cues.*	*Apply concepts of the stress response system to identify tools to help regulate across situations and environments.*

Practice 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

Growth Indicators 1C			
Identify one's emotions, thoughts, perspectives, and behaviors.	*Infer causes of one's emotions, thoughts, perspectives, and behaviors.*	*Assess consequences of behaviors based on one's emotions, thoughts, and perspectives.*	*Analyze patterns of behavior based on one's emotions, thoughts, and perspectives over time.*

Practice 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

Growth Indicators 1D			
Define and ask questions about one's personal and social intersectional identity and positionality.	*Describe one's personal and social intersectional identity and positionality.*	*Assess one's personal assets related to intersectional identity and how they relate to a sense of purpose.*	*Analyze how one's intersectional identity impacts the perspectives of self and others, and how this is connected to one's sense of belonging.*

Standard 2: Self-Management & Agency

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

Practices 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.

Growth Indicators 2A			
Notice and label thoughts, emotions, impulses, and stressors.	*Recognize the cause and effect relationship of expressing thoughts, emotions, impulses, and stressors across situations and environments.*	*Compare and utilize different strategies and skills to manage and express thoughts, emotions, impulses, and stressors.*	*Analyze thoughts, emotions, impulses, and stressors, how they are internalized and externalized, and the impact these have on oneself and others.*

Practices 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

Growth Indicators 2B			
Name a variety of management strategies and skills.	*Identify which management strategy to use across situations and environments.*	*Assess how the management strategies were used across situations and environments.*	*Analyze how management strategies and skills impact oneself, others, and the community.*

Practices 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.

Growth Indicators 2C			
Identify personal and collective goals and aspirations.	*Construct a plan to meet personal and collective goals and aspirations.*	*Assess and evaluate one's actions to achieve personal and collective goals and aspirations.*	*Analyze the impact of achieving personal and collective goals and aspirations and make adjustments as necessary.*

Practices 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

Growth Indicators 2D			
Define personal and collective agency, and name the skills needed in order to take initiative.	*Apply personal and collective agency by showing courage and taking initiative.*	*Assess the impact of personal and collective agency while identifying barriers that contribute to or restrict agency.*	*Critique and remove barriers that restrict personal and collective agency.*

Standard 3: Social-Awareness & Belonging

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

Practice 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.

Growth Indicators 3A			
Recognize and identify factors that define and influence personal and collective identities.	*Distinguish between similarities and differences that define and influence personal and collective identities.*	*Formulate and assess strategies used to affirm personal and collective identities.*	*Analyze and critique why factors influence personal and collective identities.*

Practice 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

Growth Indicators 3B			
Identify the social skills necessary for healthy relationships and achieving goals.	*Recognize in oneself and others how social skills affect relationships and achieving goals.*	*Use social skills to collectively achieve mutual goals that affirm identities and perspectives.*	*Analyze and critique the health of relationships and whether they affirm identities and perspectives.*

Practice 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

Growth Indicators 3C			
Identify and define the qualities of belonging within a diverse community.	*Distinguish how systemic injustices across situations and environments affect a sense of belonging.*	*Demonstrate qualities that foster a sense of belonging in a diverse community.*	*Evaluate how one's responses to situations and environments can impact systemic injustices and foster a sense of belonging.*

Standard 4: Relationship Skills & Collaborative Problem-Solving

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

Practice 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

Growth Indicators 4A			
Identify how backgrounds can be similar and different and recognize that people may experience situations differently.	*Use strategies for accepting, respecting, and supporting similarities and differences between oneself and others.*	*Assess communication skills to highlight the personal strengths and unique contributions of relationships with others.*	*Demonstrate empathy through various forms of communication to work collaboratively with others.*

Practice 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.

Growth Indicators 4B			
Understand the needs and emotions of others, and identify ways others are similar and different from oneself.	*Recognize how to respond to the various social, verbal, physical, and situational cues of others while practicing personal and collective agency.*	*Adapt strategies for accepting, respecting, and supporting similarities and differences between oneself and others.*	*Connect how one's communication and cultural identity influence perspectives and how it might differ from others.*

Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

Growth Indicators 4C			
Identify when someone is experiencing harm or when there is a conflict that needs to be resolved.	*Recognize when a conflict is able to be resolved between peers and when to seek outside support.*	*Repair and restore relationships with individuals and to communities where harm has occurred.*	*Reflect on participation in practices that repair and restore harm to individuals or community groups.*

Practice 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

Growth Indicators 4D			
Identify ways to solve a problem that is culturally sensitive to the perspective of those involved.	*Use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved.*	*Understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving.*	*Analyze the impact of working together to strengthen relationships by affirming cultural and social perspectives.*

Standard 5: Responsible Decision-Making & Curiosity

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.

Practice 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

Growth Indicators 5A			
Define and recognize curiosity, open-mindedness, and critical thinking.	*Show, interpret, and make observations of curiosity, open-mindedness, and critical thinking across situations and environments.*	*Develop, explain and investigate opportunities to be curious, open-minded, and think critically across situations and environments.*	*Apply the concepts of curiosity, open-mindedness, and critical thinking to make choices and understand the impact across situations and environments.*

Practice 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

Growth Indicators 5B			
Use information, data, and/or facts to define, and recognize choices and solutions for personal and social injustices.	*Interpret, and make observations about information, data, and/or facts to construct choices and solutions for personal and social injustices.*	*Cite information, data, and/or facts to develop informed choices and solutions for personal and social problems.*	*Design solutions for personal and social injustices based on information, data, and/or facts, and analyze the impact of choices.*

Practice 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

Growth Indicators 5C			
Identify, define and recognize choices and contributions in promoting personal, family, and community well-being.	*Make observations and show how choices and contributions promote personal, family, and community well-being.*	*Anticipate and explain how choices and contributions promote personal, family, and community well-being.*	*Reflect and evaluate the impact of choices and contributions in promoting personal, family, and community well-being.*

Appendices

Transformative SEL Standards Glossary

Agency

Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction. Agency is focal among self-management competencies and signifies perceived and actual capacity to effect change through purposeful action. This may include having a voice and making choices about learning and career goals, overcoming personal challenges, and engaging in collaborative problem solving. Agency is key to young adults' success, allowing them to take intentional actions to shape the course of their lives. Agency also includes collective efficacy, which has been shown to improve teachers' abilities to improve school outcomes for students from under-resourced communities and to increase coordinated actions among adolescents and adults that contribute positively to civic life (CASEL, n.d.).

Belonging

Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth. Belonging is focal among social awareness competencies and connotes experiences of acceptance, respect, and inclusion within a group or community. It implies not only feeling recognized but also being fully involved in relationship-building and co-creating learning spaces. Having a sense of belonging is critical to students' and adults' cognitive, social, and emotional well-being, as well as school and work satisfaction and academic motivation and achievement (CASEL, n.d.).

Collaborative Problem-Solving

Collaborative problem-solving (not the Collaborative Problem Solving program) acknowledges and helps realize the collective rights and responsibilities of full citizenship in local, national, and global community contexts. It is a critical feature of efforts to pursue equity and excellence. Collaborative problem-solving is focal among relationship skills' competencies and reflects a complex skill set in high demand in our increasingly multifaceted local, national, and global contexts. Distinct from collaborative learning and collaborative decision-making, collaborative problem-solving is defined as the capacity of an individual to effectively engage in a process whereby two or more people attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution (CASEL, n.d.).

Curiosity

Curiosity reflects the deep need to continuously surface and curate information about oneself in relation to others and the physical world. It prioritizes informed decision-making based on open-minded investigation that sparks self-development and careful social analysis. Curiosity is focal among responsible decision-making competencies and can animate critical self- and social-analysis and action. Curiosity has both cognitive and affective elements that contribute to an enduring tendency to pursue knowledge and new experiences. As such, it appears to be essential to attention, engagement, and learning (CASEL, n.d.).

Dysregulation

Patterns of emotional experience or expression that interfere with goal directed activity (Thompson, 2019).

Identity(ies)

Identity implies understandings and sensibilities associated with multifaceted personal and social group statuses (often discussed in terms of intersectionality and positionality). Identity is focal among self-awareness competencies and refers to how students (and adults) view themselves. Identity can also be attributed onto others without consent or choice due to positionality, perception, and biases. Identity has many dimensions which intersect and influence one another (e.g., race/ethnicity, socioeconomic status, gender identity, sexual orientation, disability, language, religion, values, interests, etc.), with each dimension having a level of importance and emotional tenor that may change over time in accordance with access to

supportive, affirming, and culturally sustaining communities and treatment by others. Having a healthy sense of identity is important developmentally across the lifespan because it buffers against negative or traumatic experiences (e.g., stereotype threat or discrimination) and when supported and affirmed, contributes to positive academic, social, mental health, and emotional outcomes (adapted from CASEL, n.d.).

Intersectionality

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups. Kimberlé Crenshaw introduced the theory of intersectionality, the idea that when it comes to thinking about how inequalities persist, categories like gender, race, and class are best understood as overlapping and mutually constitutive rather than isolated and distinct (Merriam-Webster, n.d.).

Positionality

Positionality refers to how differences in social position and power shape identities and access in society. This affects teaching, learning, leading, and common interactions (Adapted from University of British Columbia's Center for Teaching and Learning, n.d.).

Regulation

Generally used to describe a person's ability to effectively manage and respond to an emotional experience (Cornell Research Program on Self Injury and Recovery, n.d.).

Relationship Skills

Relationship skills are the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed (CASEL, n.d.).

Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations is known as responsible decision-making. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being (CASEL, n.d.).

Self-Awareness

Self-awareness centers around the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose (CASEL, n.d.).

Self-Management

Self-management is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals (CASEL, n.d.).

Social-Awareness

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts is known as self-awareness. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports (CASEL, n.d.).