

## What is Social and Emotional Learning (SEL)?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is broadly understood as the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#), n.d.)

## Why does SEL matter for Oregon students & educators?

The benefits of social and emotional learning are well-researched, with [evidence](#) demonstrating that an education that promotes SEL leads to positive outcomes for students, adults, and school communities by:

- Improving students' academic achievement with higher levels of "school functioning," as reflected by their grades, test scores, attendance, engagement, and homework completion;
- Contributing to healthy well-being and safe schools with a decrease in emotional distress, depression, anxiety, bullying and discipline problems;
- Developing skills that promote future readiness with higher graduation rates and post-secondary enrollment and completion; and
- Demonstrating that focusing on educator social and emotional competence can also improve teacher well-being.

### Resources for Messaging & Partnering with Families

[Research Benefits of SEL](#) (*CASEL One-Pager*)

[Five Key Messages to Communicate about SEL](#) (*CASEL, One-Pager*)

[Five Frequently Asked Questions](#) (*CASEL, Two-Pager*)

[Customizable Presentation](#) (*CASEL Slide-Deck*)

[SEL Discussion Series for Parents and Caregivers](#) (*CASEL Facilitator Guide*)

[Transformative Social Emotional Learning](#) (*article*)

### ODE Websites

[Transformative Social and Emotional Learning](#)

[Integrated Model of Mental Health](#) (*Resources and toolkits*)

[Student Success Plans](#)

### Resources for Implementation

[CASEL's 3 Signature Practices Playbook](#)

[School-wide SEL Indicators](#)

[Districtwide SEL Implementation Rubric](#)

## What is Transformative SEL?

Oregon's Transformative SEL Framework and Standards adopted a specific approach to SEL that uses and expands on the Collaborative for Academic Social and Emotional Learning (CASEL)'s definition of Transformative SEL as

“a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate **co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.**” ([CASEL](#), n.d.)

## Oregon's SEL Policy and Requirements

Passed by the Oregon Legislature in 2021, with support from the Governor's Racial Justice Council, community-based organizations, and the Oregon Department of Education, House Bill 2166 directed the Oregon Department of Education, in consultation with the Early Learning Division and the Teacher Standards and Practices Commission, to convene an advisory group to develop and bring forward a proposal to the State Board of Education: a) SEL standards, and b) a SEL framework for K-12 students. The legislation also established that the State Board of Education adopt the SEL standards and framework no later than September 15, 2023 and requires school districts to implement the standards and framework no later than July 1, 2024. ODE is grateful for everyone's [contributions](#) in developing Oregon's Transformative SEL Framework & Standards.

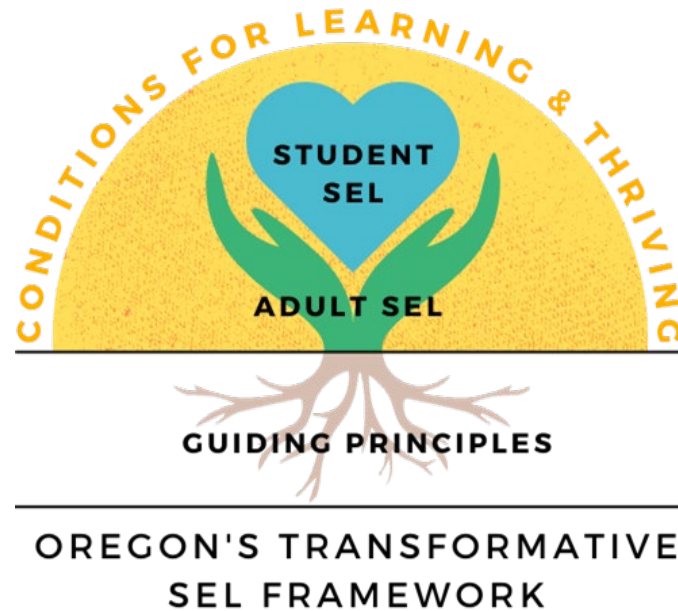
## Purpose of Oregon's Transformative SEL Framework & Standards

The framework and standards create coherence and clarity for Transformative SEL in Oregon that:

- Responds to House Bill 2166, now, [ORS 329.045](#) section 4, to develop an SEL framework and standards;
- Builds on the [Preliminary Description of the Proposed Social Emotional Learning Standards Framework for Oregon](#) report developed by the Phase 1 SEL Advisory Group;
- Extends [Oregon's Early Learning and Kindergarten Guidelines](#) to include K-12 standards; and
- Expands on the SEL pillar of ODE's [Integrated Model for Mental Health](#).

## Oregon's Transformative SEL Framework

[Oregon's Transformative SEL Framework & Standards](#) include four components that are interrelated to provide a holistic approach for supporting human growth, development and well-being:



**Figure 1** Oregon's Transformative SEL Framework with the 4 components: Guiding Principles, Conditions for Learning and Thriving, Adult Transformative SEL, and Student Transformative SEL

1. **Guiding Principles:** Serve 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 SEL.

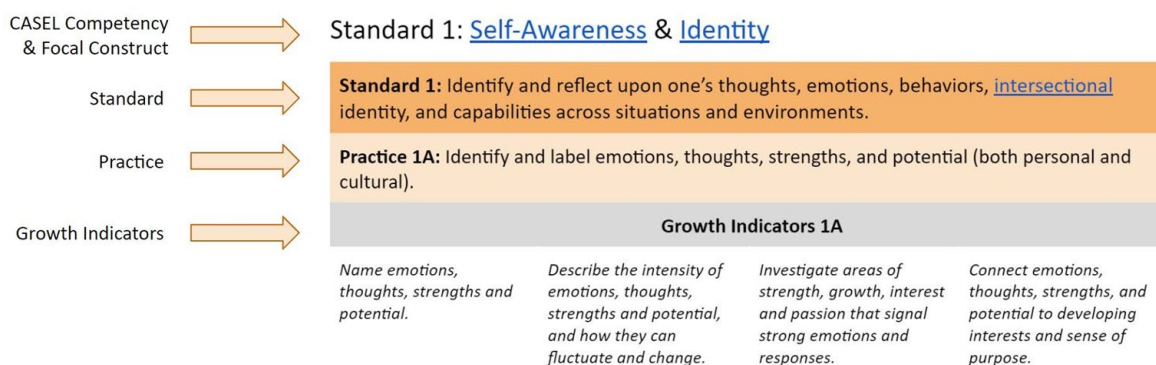
**All of the components are necessary to support the success of Transformative SEL in schools and districts. Each component intentionally complements and reinforces the others in a reciprocal and dynamic way.**

## 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. The five standards were developed by braiding CASEL's descriptors for each of the five competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) with the five transformative SEL focal constructs (Identity, Agency, Belonging, Collaborative Problem-Solving, and Curiosity).

The Transformative SEL standards:

- Describe a combination of competencies, processes, dispositions, skills, and abilities that help students understand, prevent or mitigate toxic stress, trauma, and its impacts.
- Provide guidance for adults about what to consider when creating equitable environments where every student can learn and thrive.
- Involve 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.
- Includes 3-4 practices demonstrating progression towards meeting the standard with more focused knowledge and skill.
- Includes a four growth indicators organized by Webb's Depth of Knowledge (Webb, 1997, 1999), providing guidance on what these may look like in action. *The growth indicators serve as a useful guide for implementation and are optional.*



**Figure 2** Oregon's Transformative SEL Standard 1 Example with Practice and Growth Indicators.