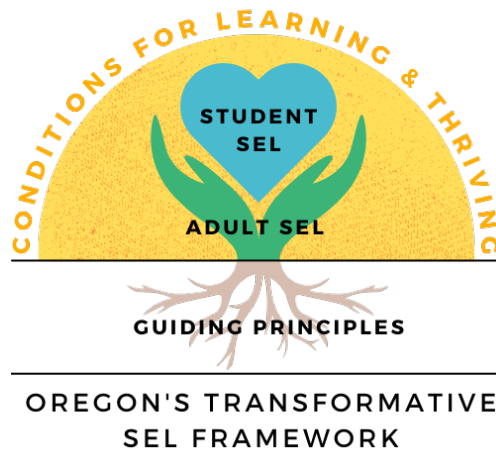


# Oregon’s Transformative SEL Standards & School Counseling Student Standards Alignment Tool

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# Introduction

In June 2023, the State Board of Education adopted the first [Oregon Transformative Social and Emotional \(TSEL\), Framework and Standards](#) that represent K-12 social and emotional learning 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 SEL provides an intentional focus on the social and emotional elements of teaching, learning, and cultivating affirming school cultures that moves beyond following a curriculum or adding a program.

## Purpose

Teaching involves developing and reaching the whole child. This means attending to students’ social and emotional development and well-being while creating the conditions for learning and thriving across social contexts, systems, and learning environments. School-based mental health (SBMH) providers responsible for implementing a Comprehensive School Counseling Program (such as school counselors, social workers, and school psychologists) play an integral role in modeling and supporting SEL practices and should be included in Oregon’s Transformative SEL implementation efforts in their schools and districts. These professionals can lead the way in creating and supporting environments throughout the school community that “promote mindsets and behaviors in all grade levels that enhance the learning process and create a culture of college and career readiness for all students in the area of social/emotional development” (American School Counselor Association (ASCA), 2017).

The purpose of this document is to support the idea that SEL is best learned, developed, and nurtured by integrating SEL skills into content area learning, throughout all contexts in the school day, and by all school personnel. Creating and supporting Transformative SEL policies, practices, and approaches enhance students’ and adults’ personal and collective well-being. SBMH providers are in a unique position to directly support students’ social and emotional learning, as well as indirect consultation and collaboration with classroom and building leaders, as this content is inherent to both School Counseling Student Standards content and practice.

SBMH providers have [School Counseling Programs Student Standards](#) (also known as the Oregon Mindsets and Behaviors), and would benefit from aligning their standards to [Oregon’s Transformative Social and Emotional Learning \(SEL\) Framework & Standards](#) (2023) as both sets of standards are implemented across the school community.

## How to Use this Tool

This tool highlights areas where the School Counseling Program Student Standards are especially suited to supporting students' transformative social and emotional growth by reinforcing some connections and to help support coherence, consistent language use, and alignment between both sets of standards when supporting students, families, and educators.

SBMH providers can choose which of these tables best supports their program's implementation efforts of Oregon's Transformative Social and Emotional Learning Standards and can use their own local context to determine where more intention and attention could be emphasized when supporting students, families, and educators. Each table provides examples of connections in a different way.

- **Table 1** provides an overview of Oregon's five Transformative SEL standards and accompanying practices and how each of these aligns with Oregon's School Counseling Programs Student Standards. The Mindset standards are aligned holistically with the Transformative standard and the Behavior standards are aligned with each of the Transformative Practices. This table is helpful in having coherent language to support students' social and emotional development in the classroom, school, and community.
- **Table 2** provides an at-a-glance of Oregon's five Transformative SEL standards and Oregon's School Counseling Programs Student Standards. This table is helpful in identifying where there might be strong connections between both standards and where further attention is needed to better support Oregon's vision for Transformative SEL.

This tool can be used by SBMH providers to plan and deliver a lesson, lead small groups, implement interventions designed to target social emotional growth, and provide consultation and collaboration with other school personnel and families to enhance Transformative SEL.

Table 1. Alignment of Oregon’s Transformative SEL Standards & Counseling Program Student Standards

**Oregon’s Transformative SEL Standard 1 ([Self-Awareness](#) & [Identity](#))**

I/we can... identify and reflect upon one’s thoughts, emotions, behaviors, [intersectional](#) identity, and capabilities across situations and environments.

**Aligned Oregon Counseling Program Student Standards: Mindsets**

- **M 1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2** Self-Confidence in ability to succeed
- **M 5** Belief in using abilities to their fullest to achieve high-quality results and outcomes

Oregon’s Transformative SEL Practices	Aligned Oregon Counseling Program Student Standards: Behaviors
<p><b>1A:</b> Identify and label emotions, thoughts, strengths, and potential (both personal and cultural)</p>	<p><b>B.SS.4</b> Demonstrate empathy  <b>B.SMS.2</b> Demonstrate self-discipline and self-control  <b>B.SMS.4</b> Demonstrate ability to delay immediate gratification for long-term rewards</p>
<p><b>1B:</b> Understand the stress response system (regulation and <a href="#">dysregulation</a>) and what environments and experiences activate those responses.</p>	<p><b>B.MS.7</b> Demonstrate effective coping skills when faced with a problem  <b>B.SMS.8</b> Demonstrate the ability to balance school, home, and community activities  <b>B.SMS.10</b> Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities</p>
<p><b>1C:</b> Reflect on and evaluate how one’s emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.</p>	<p><b>B.SS.8</b> Demonstrate advocacy skills and ability to assert self, when necessary</p>
<p><b>1D:</b> Analyze personal and social intersectional identities and <a href="#">positionality</a>, and how they relate to one's interests, purpose, and sense of belonging.</p>	<p><b>B.LS.1</b> Demonstrate critical thinking skills to make informed decisions  <b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions</p>

## Oregon’s Transformative SEL Standard 2 (Self-Management & Agency)

I/we can... use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

### Aligned Oregon Counseling Program Student Standards: Mindsets

- **M 1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2** Self-Confidence in ability to succeed
- **M 4** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- **M 5** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M 6** Positive attitude toward work and learning

Oregon’s Transformative SEL Practices	Aligned Oregon Counseling Program Student Standards: Behaviors
<b>2A:</b> Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one’s identity.	<b>B.SM.2</b> Demonstrate self-discipline and control <b>B.SMS.4</b> Demonstrate ability to delay immediate gratification for long-term rewards
<b>2B:</b> 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.	<b>B.LS.3</b> Use time management, organization, and study skills <b>B.LS.9</b> Identify long and short term academic, career, social/emotional, and community involvement goals <b>B.SMS.5</b> Demonstrate perseverance to achieve long-term and short term goals <b>B.SMS.10</b> Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
<b>2C:</b> Plan, evaluate, and achieve personal and collective goals and aspirations.	<b>B.LS.4</b> Apply self-motivation and self-direction to learning <b>B.LS.9</b> Identify long and short term academic, career, social/emotional, and community involvement goals <b>B.SMS.5</b> Demonstrate perseverance to achieve long-term and short term goals
<b>2D:</b> Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	<b>B.SS.1</b> Use effective oral and written communication skills and listening skills <b>B.SS.9</b> Demonstrate advocacy skills and ability to assert self, when necessary

## Oregon’s Transformative SEL Standard 3 (Social Awareness & Belonging)

I/we can... develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

### Aligned Oregon Counseling Program Student Standards: Mindsets

- **M 1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being;
- **M 3** Sense of belonging in the school environment

Oregon’s Transformative SEL Practices	Aligned Oregon Counseling Program Student Standards: Behaviors
<b>3A:</b> Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	<b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions
<b>3B:</b> Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	<b>B.SS.2</b> Create positive and supportive relationships with other students <b>B.SS.3</b> Create relationships with adults that support success <b>B.SS.4</b> Demonstrate empathy <b>B.SS.6</b> Use effective collaboration and cooperation skills
<b>3C:</b> 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.	<b>B.SS.4</b> Demonstrate empathy <b>B.SS.5</b> Demonstrate ethical decision-making and social responsibility

## Oregon’s Transformative SEL Standard 4 ([Relationship Skills](#) & [Collaborative Problem-Solving](#))

I/we can... establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

### Aligned Oregon Counseling Program Student Standards: Mindsets

- **M 1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being;
- **M 3** Sense of belonging in the school environment;
- **M 5** Belief in using abilities to their fullest to achieve high-quality results and outcomes

Oregon’s Transformative SEL Practices	Aligned Oregon Counseling Program Student Standards: Behaviors
<b>4A:</b> Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	<b>B.SS.1</b> Use effective oral and writing communication skills and listening skills <b>B.SS.2</b> Create positive and supportive relationships with other students <b>B.SS.3</b> Create relationships with adults that support success
<b>4B:</b> Demonstrate empathy and affirm other’s perspectives during teamwork and collaborative problem solving.	<b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions <b>B.SS.4</b> Demonstrate empathy <b>B.SS.6</b> Use effective collaboration and cooperation skills <b>B.SS.7</b> Use leadership and teamwork skills to work effectively in diverse teams
<b>4C:</b> Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	<b>B.SMS.7</b> Demonstrate effective coping skills when faced with a problem <b>B.SS.6</b> Use effective collaboration and cooperation skills <b>B.SS.8</b> Demonstrate advocacy skills and ability to assert self when necessary
<b>4D:</b> Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	<b>B.SMS.7</b> Demonstrate effective coping skills when faced with a problem <b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions <b>B.SS.4</b> Demonstrate empathy <b>B.SS.6</b> Use effective collaboration and cooperation skills <b>B.SS.7</b> Use leadership and teamwork skills to work effectively in diverse teams

## Oregon’s Transformative SEL Standard 5 ([Responsible Decision-Making](#) & [Curiosity](#))

I/we can... 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.

### Aligned Oregon Counseling Program Student Standards: Mindsets

- **M 1** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being;
- **M 2** Self-Confidence in ability to succeed;
- **M 4** Understanding that postsecondary education and life-long learning are necessary for long-term career success;
- **M 5** Belief in using abilities to their fullest to achieve high-quality results and outcomes;
- **M 6** Positive attitude toward work and learning.

Oregon’s Transformative SEL Practices	Aligned Oregon Counseling Program Student Standards: Behaviors
<p><b>5A:</b> Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.</p>	<p><b>B.LS.1</b> Demonstrate critical-thinking skills to make informed behaviors  <b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions  <b>B.LS.10</b> BParticipate in enrichment and extracurricular activities  <b>B.SMS.10</b> Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p>
<p><b>5B:</b> Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.</p>	<p><b>B.LS.1</b> Demonstrate critical-thinking skills to make informed behaviors  <b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions  <b>B.SS.5</b> Demonstrate ethical decision-making and social responsibility  <b>B.SS.8</b> Demonstrate advocacy skills and ability to assert self, when necessary</p>
<p><b>5C:</b> Anticipate, reflect, and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being.</p>	<p><b>B.LS.1</b> Demonstrate critical-thinking skills to make informed behaviors  <b>B.LS.9</b> Gather evidence and consider multiple perspectives to make informed decisions  <b>B.SS.5</b> Demonstrate ethical decision-making and social responsibility</p>



Table 2. At-a-glance of Oregon’s Transformative SEL Standards & Counseling Program Student Standards

At-a-glance of **Transformative SEL Standards & Mindset Standards**

Mindset 1	Mindset 2	Mindset 3	Mindset 4	Mindset 5	Mindset 6
<b>Standard 1: Self-Awareness &amp; Identity</b>					
✓	✓			✓	
<b>Standard 2: Self-Management &amp; Agency</b>					
✓	✓		✓	✓	✓
<b>Standard 3: Social-Awareness &amp; Belonging</b>					
✓		✓			
<b>Standard 4: Relationship Skills &amp; Collaborative Problem Solving</b>					
✓		✓		✓	
<b>Standard 5: Responsible Decision-Making &amp; Curiosity</b>					
✓	✓		✓	✓	✓

At-a-glance of **Transformative SEL Standards & Learning Strategies Standards**

B-LS 1	B-LS 2	B-LS 3	B-LS 4	B-LS 5	B-LS 6	B-LS 7	B-LS 8	B-LS 9	B-LS 10
<b>Standard 1: Self-Awareness &amp; Identity</b>									
✓								✓	
<b>Standard 2: Self-Management &amp; Agency</b>									
		✓	✓					✓	
<b>Standard 3: Social-Awareness &amp; Belonging</b>									
								✓	
<b>Standard 4: Relationship Skills &amp; Collaborative Problem Solving</b>									
								✓	
<b>Standard 5: Responsible Decision-Making &amp; Curiosity</b>									
✓								✓	✓

At-a-glance of Transformative SEL Standards & Self-Management Skills Standards

B-SMS 1	B-SMS 2	B-SMS 3	B-SMS 4	B-SMS 5	B-SMS 6	B-SMS 7	B-SMS 8	B-SMS 9	B-SMS 10
<b>Standard 1: Self-Awareness &amp; Identity</b>									
	✓		✓			✓	✓		✓
<b>Standard 2: Self-Management &amp; Agency</b>									
	✓		✓	✓					✓
<b>Standard 3: Social-Awareness &amp; Belonging</b>									
<b>Standard 4: Relationship Skills &amp; Collaborative Problem Solving</b>									
						✓			
<b>Standard 5: Responsible Decision-Making &amp; Curiosity</b>									
									✓

At-a-glance of Transformative SEL Standards & Social Skills Standards

B-SS 1	B-SS 2	B-SS 3	B-SS 4	B-SS 5	B-SS 6	B-SS 7	B-SS 8	B-SS 9
<b>Standard 1: Self-Awareness &amp; Identity</b>								
			✓				✓	
<b>Standard 2: Self-Management &amp; Agency</b>								
✓								✓
<b>Standard 3: Social-Awareness &amp; Belonging</b>								
	✓	✓	✓	✓	✓			
<b>Standard 4: Relationship Skills &amp; Collaborative Problem Solving</b>								
✓	✓	✓	✓		✓	✓	✓	
<b>Standard 5: Responsible Decision-Making &amp; Curiosity</b>								
				✓			✓	

# 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.).