

Transformative SEL and the Arts

Increasing Access to the Oregon Department of Education's
Transformative Social Emotional Learning Standards
and Arts Learning

Inclusive Welcome

In the chat, share a quick story about how arts have impacted the lives of students you know and work with, or your own life!

Photo: Dr. Martin Luther King Jr. School Museum of Contemporary Art (KSMoCA)



Gratitude





“One thing I wish we had more of, was more art classes.”-Student Response, Oregon Department of Education 2022 SEED Survey

Today's Goals

Participants will:

- Understand the new Transformative Social Emotional Learning Standards and Framework, and how it applies to educators, families, and students in Oregon's schools.
- Learn about the Transformative SEL and Arts Guidance, and connect to resources included in the document.
- Provide feedback for needed resources and supports for implementing TSEL in arts spaces.



Background & Development of Oregon's Transformative SEL Framework & Standards

House Bill 2166 (now ORS 329.045)

The bill directed ODE to convene an *advisory group to propose to the State Board of Education recommendations for:*

- 1) **Social Emotional Learning Framework, and**
- 2) **K-12 Social Emotional Learning Standards**

Districts will implement the SEL Framework and Standards July, 2024.

- The Advisory Group had the decision-making authority about what is recommended to the State Board of Education (ODE's role is to facilitate the process).
- ODE was directed to partner with the Teacher Standards and Practices Commission and the Early Learning Division to guide the advisory group's recommendations.



Source unknown.

Youth Feedback

“Schools seem to be more focused on what they are teaching rather than who they are teaching.”

-Oregon Student

“Social emotional learning is about how to healthily interact with others and take care of yourself and your emotions.”

-Oregon Student

“SEL is understanding the environment around you and your own emotions, and how to deal with it and help others.”

- Oregon Student



Overview of Oregon's Transformative SEL Framework

SEL Approaches

Personally Responsible

Focused on developing skills for risk prevention, individual well-being, and personal well-being.

Participatory

Focused on both skills for individual well-being, as well as for interpersonal relations and community-building

Transformative

Focused on skills for individual well-being, interpersonal relations, and community-building, as well as skills needed to ensure democratic, fair, and inclusive communities.

Transformative Social & Emotional Learning

“Transformative Social Emotional Learning is 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



Oregon's Transformative SEL Framework

Guiding Principles

Foundational values and beliefs

Conditions for Learning & Thriving

Policies & practices that cultivate an ecosystem for Transformative SEL to thrive

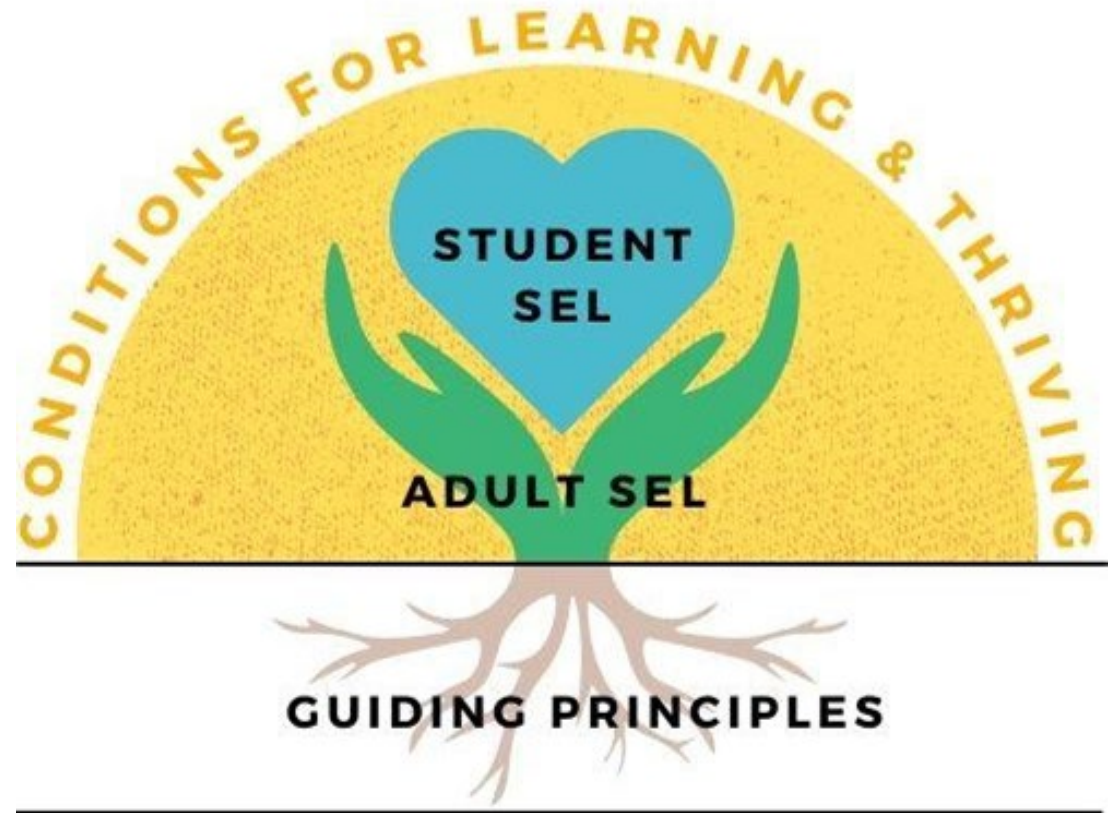
Adult Transformative SEL

Adult wellbeing & professional learning

Student Transformative SEL

Five SEL Standards with practices and growth indicators

Oregon Department of Education





Overview of Oregon's Transformative SEL K-12 Standards

CASEL Competencies & Focal Constructs

SEL Competencies

Self-Awareness

Self-Management

Social-Awareness

Relationship Skills

Responsible Decision-Making



SEL Transformative Focal Constructs

Identity

Agency

Belonging

Collaborative Problem-Solving

Curiosity



Example - Standard 1

CASEL Competency
& Focal Construct



Standard 1: [Self-Awareness](#) & [Identity](#)

Standard



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

Practice



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

Growth Indicators



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.

Transformative SEL and the Arts Guidance

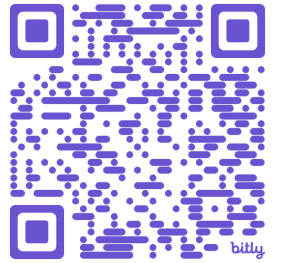
TSEL Standard 1: Self-Awareness & Identity

Standard: I/WE CAN... Identify and reflect upon one's thoughts, emotions, behaviors, [intersectional identity](#), and capabilities across situations and environments.

Standard 1 TSEL Practices	Related Arts Anchor Standards
<ul style="list-style-type: none">• 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).• 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.• 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.• 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	<ul style="list-style-type: none">• Creating 1: Generate and conceptualize artistic ideas and work.• Creating 2: Organize and develop artistic ideas and work.• Performing/Presenting/Producing 6: Convey meaning through the presentation of artistic work.• Responding 7: Responding - Perceive and analyze artistic work.• Responding 8: Interpret intent and meaning in artistic work.• Connecting 10: Synthesize and relate knowledge and personal experiences to make art.• Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **WHY:** To support that all learning encompasses social and emotional dimensions that are foundational for human connection and inherent to arts content and pedagogy.
- **HOW:** Engagement with TSEL, Arts, CTE communities.
- **WHAT:**
 - Alignment of Oregon's Transformative SEL Standards/Practices to the Arts Anchor Standards
 - Arts Connections
 - Examples
 - Resources

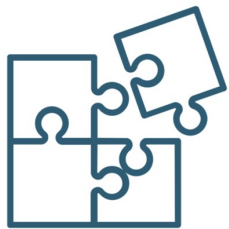
TSEL & Arts Guidance Activity



Connect: What connections do you see?



Extend: What new ideas are broadening your thinking in new directions?



Challenge: What is challenging you?

- 1. 5 min:** Preview the document: [Integrating Oregon's Transformative SEL Standards in the Arts and CTE Arts Programs of Study](#)
- 2. Choose ONE** of the five Transformative SEL Standards to focus on and join the corresponding breakout room
- 3. 10 min:** Discuss and capture connections, extensions, challenges on [Jamboard](#)

Resource Spotlight: Arts, Care & Connection



Oregon Department of Education

96 free K-5 arts integration modules and related professional learning opportunities for teachers. Educators can use these modules during the school day to explore the arts and create moments of care and connection in the classroom.

Courses Overview

- Standards Integration
 - Oregon Arts Standards
 - Transformative SEL Standards
 - **English Language Proficiency Standards**
- Hands On Activities
 - Embedded video of teaching artists leads teachers and students through activities, **that can be applied in multiple educational settings**
- 4 modules for each artform at each grade level
 - Dance, Music, Theatre, Visual Arts
- **Translated English/Spanish**

ARTIST INTRODUCTION



SMITH & YARN



COLLABORATE

Arts, Care & Connection Timeline

- Pilot lessons developed
- Pilot lessons shared with schools

Fall 2023

- Module development by Teaching Artist Cohorts
- PD and Training Development

Spring 2024

Modules and asynchronous PD available for free on Oregon Open Learning Platform

Ongoing

Winter 2023-24

- Module Revision
- Recruiting district partners for Fall 2024

Fall 2024

Full implementation: 96 online modules and year-round professional learning for teachers

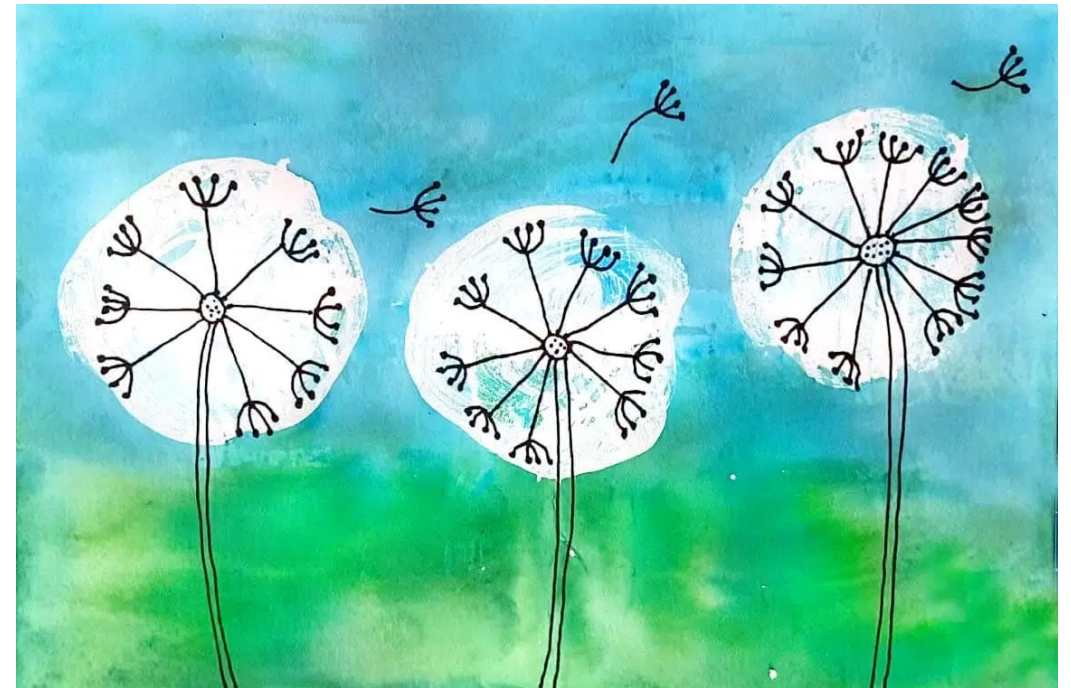


Intentional Close

Take one minute:

What is one action step you can take to utilize a resource or tool that you connected to today?

What additional resources or tools can you think of that would help you implement Transformative SEL in your school?



Additional ODE Resources

Arts Education

- ★ [Arts Access Toolkit](#)
- ★ [Arts Education Resources Website](#)
- ★ [Arts Education Standards Website](#)
- ★ [Oregon Arts Group](#)
- ★ [Arts, Care & Connection Pilot Lessons](#)
- ★ [Arts, Information and Communications CTE Knowledge and Skill Statements](#)

Transformative SEL

- ★ [Integrating Oregon's Transformative SEL Standards in the Arts and CTE Arts Programs of Study](#)
- ★ [Transformative SEL Framework and Standards](#)
- ★ Transformative SEL Framework and Standards [Implementation Guide](#)
- ★ [TSEL Implementation Resources Website](#)