



# Transformative Social Emotional Learning (SEL) in PPS

A learning session for the PPS Board of Directors

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# Warm Welcome

1. Watch the short video together.
2. When prompted, share in the chat one 1-2 words that come to mind when thinking about SEL in PPS.



# Learning Goals

- Explore the ways in which SEL is already embedded in PPS Theory of Action and Vision.
- High level overview of PPS's SEL implementation plan.
- Become familiar with CASEL's 3 Signature Practices as an approach to advance SEL.
- Experience an SEL Lesson in PPS





# A partnership that will help us actualize the Graduate Portrait!



The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).



**OAKLAND UNIFIED SCHOOL DISTRICT**  
*Community Schools, Thriving Students*





# Transformative SEL



SEL advances educational equity and excellence through

- authentic school-family-community partnerships
- trusting and collaborative relationships
- rigorous and meaningful curriculum & instruction,
- ongoing evaluation

**SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.**

Rooted in Identity, Agency & Belonging





# PPS District Wide Transformative SEL

**Our Theory of Action**

**IF...**  
We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

**...THEN**  
We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.

Preparing Our Students to Lead Change and Improve the World.

Graduate Portrait

System Shift E: A Culture of Physical and Emotional Safety



Educator Essentials

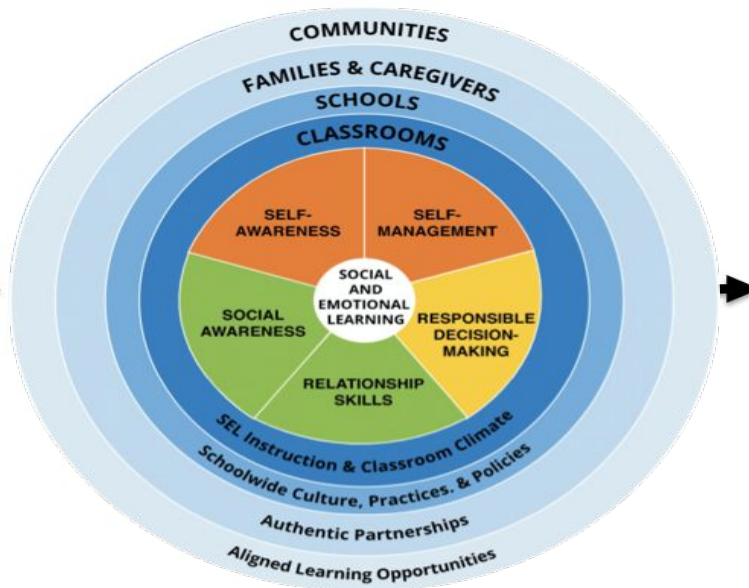


# Framework for Systemic School and District SEL

*How?*

| District and School Theories of Action         |
|--|
| Build Foundational Support and Plan            |
| Strengthen adult SEL competencies and capacity |
| Promote SEL for Students                       |
| Practice Continuous Improvement                |

*What and where?*



*Why?*

| Student Outcomes |   |
|------------------|---|
| Short-Term       | <ul style="list-style-type: none"> <li>Improved attitudes about self, others, and tasks</li> <li>Perceived classroom and school climate</li> </ul>  |
|                  | <ul style="list-style-type: none"> <li>Positive Social Behaviors and Relationships</li> <li>Academic Success</li> <li>Fewer Conduct Problems</li> <li>Less Emotional Distress</li> <li>Less Drug Use</li> </ul>   |
| Intermediate     |   |
| Long-Term        | <ul style="list-style-type: none"> <li>High School Graduation</li> <li>College/Career Readiness</li> <li>Safe Sexual Behaviors</li> <li>Healthy Relationships</li> <li>Mental Health</li> <li>Reduced Criminal Behavior</li> <li>Engaged Citizenship</li> </ul> |



[Download presentation on SEL supporting research](#)

### 3 Signature Practices

1. Warm Welcome
2. Engaging Strategies
3. Optimistic Closure



Create  
Equitable  
Experiences

Acknowledge  
and Elevate  
Identity

Promote  
Community &  
Engagement

Create a  
Climate &  
Culture of  
Inclusion &  
Belonging

*3 Signature Practices “intentionally and explicitly help build a habit of practices through which [we all] can enhance our SEL skills. This is one way to help people understand and practice the goals of an overall systemic SEL implementation plan.”*

~ [CASEL](#)





## Engaging Strategies

Individual and collective strategies to anchor thinking and learning throughout the experience.

~CASEL

**Resilience - We can do hard things!**

**Lesson 7, Portland Public Schools  
6th - 8th grade**

Experiencing the 3 Signature Practices in a PPS SEL Lesson

|           |            |            |          |
|-----------|------------|------------|----------|
| SERENE    | FULFILLED  | CALM       | BALANCED |
| EASYGOING | CHILL      | THOUGHTFUL | CONTENT  |
| SATISFIED | GRATEFUL   | TRANQUIL   | RELAXED  |
| COMFY     | COMPLACENT | PEACEFUL   | MELLOW   |

**M**  
**O**  
**O**  
**D**

|              |           |          |          |
|--------------|-----------|----------|----------|
| LIVELY       | UPBEAT    | EXCITED  | ECSTATIC |
| ENTHUSIASTIC | ENERGISED | INSPIRED | HYPER    |
| MOTIVATED    | SURPRISED | FOCUSED  | PLEASANT |
| JOYFUL       | BLISSFUL  | HOPEFUL  | HAPPY    |

**M** **O** **O** **D** **M** **E** **T** **E** **R**

|             |           |           |           |
|-------------|-----------|-----------|-----------|
| SAD         | LONELY    | TIRED     | BORED     |
| GLUM        | DRAINED   | APATHETIC | DOWN      |
| PESSIMISTIC | CONCERNED | EXHAUSTED | MISERABLE |
| DISCOURAGED | DRAINED   | SPENT     | ALIENATED |

**E**  
**T**  
**E**  
**R**

|            |          |            |          |
|------------|----------|------------|----------|
| TENSE      | NERVOUS  | RESTLESS   | TROUBLED |
| PEEVED     | WORRIED  | FRIGHTENED | UNEASY   |
| FRUSTRATED | STRESSED | IRRITATED  | PANICKED |
| STUNNED    | ANNOYED  | ANGRY      | FURIOUS  |

Why do we lose  
**CONTROL**  
of our  
emotions?

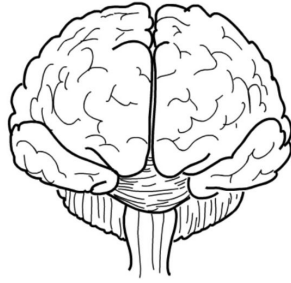




**Let's Read a Story!**  
**¡Vamos a leer una historia!**



**Author / la Autora: Ashley Spires**



**We ALL flip our lids  
sometimes.**

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**How does your body react  
when you have a flipped  
lid?**





Identifying our emotions is one of the strategies in our Toolkit that can help us with flipping our lids.

*We can do hard things!*  
**Resilience Toolkit**

Take a **Weather Report** How are you feeling?

Notice and name your feelings. Remind yourself that our emotions are always changing, so if you have an uncomfortable feeling, you can feel safe knowing it will change just like the weather changes.

**Call upon Your Courage**

We all have courage—sometimes when we are scared, we have to call upon our courage to remind us that we can do hard things.

**Find a Helper** (person or object)

Helpers can be objects, animals, or things in nature. Know who your person or comfort item is so that you can reach out for help when you are having a tough time.

Remember your **Helper Words** (Positive Self Talk)

Say to yourself your words or phrases that give you the courage and positive encouragement to get through something challenging.

**Focus on What You Can Control**

We can feel more and more uncomfortable when we allow ourselves to worry about all of the thoughts that come to our minds. Focusing only on the things you can control can help you to feel less overwhelmed and more calm.

Take **Calming Breaths**

Use the power of belly breathing to calm your body and mind.

Practice **Gratitude**

Thinking of something you are grateful for can make you feel better when you have emotions like sadness, boredom, frustration.



**Our bodies give us hints about how we are feeling.**

**When we listen to those hints we can choose tools that help us feel calm.**

What I can do...

What I can do...

What I can do...

What I can do...

What I can do...



**SHOUT  
OUTS!**

**Thank you for  
being here today**

**Shout Outs!**







# At-Home Strategies and Connections

**Visit At-Home Strategies Website**

## Noticing My Emotions Tool

**What is the Tool for Noticing My Emotions?**  
The Noticing My Emotions tool is for students and their grown-ups to:  
- Identify how they look and/or feel when experiencing different emotions  
- Have both students and their grown-ups identify self-regulation "resiliency" tools to use to help students return to calm.

**How to use the tool for Noticing My Emotions?**  
- Help your student complete the student worksheet.  
- Discuss with your student how they look/feel when experiencing different emotions.  
- Have your student draw or write how they look/feel on the left hand side.  
- Discuss which **tools** your student can use to help bring them back to calm.  
- Have your student draw or write the tool they can use on the right hand side of the worksheet.  
- Complete the caregiver worksheet with information on recognizing your student's emotions and identifying the tools you can use to help your student stay out of the red zone.

**Quick tips for using the Tool for Noticing My Emotions**  
- There are 2 versions of this tool (drawing feelings vs. writing about feelings) - find the one that works best for your student.

**Remember!**  
Having a range of emotions is normal and okay. It can be hard for students to navigate big feelings (like anger, frustration or sadness). This tool can help your student feel more prepared and empowered to handle big feelings by knowing that they have the tools to help them return to calm. One of the best tools a student can have for managing big feelings is a relationship with a supportive caregiver. You can use the caregiver worksheet to help you find the right tools to support your student and continue to build an even stronger connection together.

Click here for more information on using the Noticing My Emotions Tool at Home.

Click here to explore more tips and ideas on Noticing My Emotions.

## Emotion Labeling: Tool for Noticing My Emotions

Portland Public Schools  
Multi-Tiered Systems of Support  
in collaboration with the Social Emotional  
Learning Team  
Fall 2020

*~Available in multiple languages.*



# Lesson Recap

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- Lesson 7 in a unit on Resilience created by PPS.
- This is an example of a specific SEL lesson, but the beauty of the work is SEL is really part of everything we teach and enhances the quality and experience within all of the domains of education.
- 3 Signature Practices is a framework for integrating SEL into all grades and subjects





## Optimistic Closure

Taking time to wrap up highlights understanding, provides a sense of accomplishment and supports forward thinking.

**What is one way the SEL is connected to your work as a member of the School Board?**



# Thank you!

Please take a moment to share about your experience with this learning session on this [Feedback Form](#).



## Here are some more resources and further study opportunities:

- [Five Year Plan & Feedback Form](#)
- [Adult Three Signature Practices](#)
- [Resilience Unit](#)
- [Nation of Hope Report](#)
- [Equity & Social and Emotional Learning](#)
- [The Impact of Enhancing Students' Social and Emotional Learning](#)
- Foundational Training - Next Steps for Board Participation?



**END**



# Warm Welcome Examples

## Grounding Moment

|   |  |   |
|---|--|---|
| 5 | Name five things you notice (see, hear, smell, taste, feel). |  |
| 4 | Take four slow, deep breaths.                                |  |
| 3 | List three things you are grateful for.                      |  |
| 2 | List two things you are looking forward to.                  |  |
| 1 | Say one positive self-talk statement.                        |  |

Portland Public Schools

## How are you feeling?



## Shout Outs

**A chance to interact with each other and celebrate positivity.**

“Shout Out” a positive comment to one or more peers.

You may choose to start with... “Something that is fun/kind/helpful/appreciated about STUDENT X is...”

# Optimistic Closure

Taking time to wrap up may highlight understanding, provide a sense of accomplishment and support forward thinking.

- One-Minute Accolade
- Something I learned today...
- I am curious about...
- I am looking forward to tomorrow because...
- Something I'll do as a result of this meeting is...
- Something I still question...
- Something that still concerns me...



# Warm Welcome

Directions:  
Pick 1-2 words  
that describe  
how you are  
currently feeling.

## The Mood Meter

|             |              |              |              |           |           |            |           |             |              |
|-------------|--------------|--------------|--------------|-----------|-----------|------------|-----------|-------------|--------------|
| Enraged     | Panicked     | Stressed     | Jittery      | Shocked   | Surprised | Upbeat     | Festive   | Exhilarated | Ecstatic     |
| Livid       | Furious      | Frustrated   | Tense        | Stunned   | Hyper     | Cheerful   | Motivated | Inspired    | Elated       |
| Fuming      | Frightened   | Angry        | Nervous      | Restless  | Energized | Lively     | Excited   | Optimistic  | Enthusiastic |
| Anxious     | Apprehensive | Worried      | Irritated    | Annoyed   | Pleased   | Focused    | Happy     | Proud       | Thrilled     |
| Repulsed    | Troubled     | Concerned    | Uneasy       | Peeved    | Pleasant  | Joyful     | Hopeful   | Playful     | Blissful     |
| Disgusted   | Glum         | Disappointed | Down         | Apathetic | At Ease   | Easygoing  | Content   | Loving      | Fulfilled    |
| Pessimistic | Morose       | Discouraged  | Sad          | Bored     | Calm      | Secure     | Satisfied | Grateful    | Touched      |
| Alienated   | Miserable    | Lonely       | Disheartened | Tired     | Relaxed   | Chill      | Restful   | Blessed     | Balanced     |
| Despondent  | Depressed    | Sullen       | Exhausted    | Fatigued  | Mellow    | Thoughtful | Peaceful  | Comfortable | Carefree     |
| Despairing  | Hopeless     | Desolate     | Spent        | Drained   | Sleepy    | Complacent | Tranquil  | Cozy        | Serene       |

← LOW PLEASANTNESS →

← HIGH PLEASANTNESS →







# Transformational Change

“If we aspire to create sustained, transformational change. . . we must coach our client (educators) on their behaviors. . .as well as their thoughts and beliefs, and also around their way of being (emotions, identify and will).” Elena Aguilar

- What are your beliefs about social emotional learning?

[SEL Beliefs Handout](#)





# Activity: SEL & the Graduate Portrait

## Directions:

- Click on the Jamboard link below.
- Find the slide with your name on it.
- The boxes on the left correspond with the Graduate Portrait elements
- The sticky notes at the bottom are statements that correspond with each concept of CASEL's SEL definition.
- Move the sticky note or notes into Graduate Portrait element box that you believe corresponds with the SEL concept.

[Link to Jamboard](#)



# CASEL Updated SEL Definition

Social and emotional learning (SEL) is an integral part of education and human development. SEL is 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.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



### PPS Racial Equity and Social Justice Lens

Updated October 2019

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy.

We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds, but strengthens our communities and promotes societal prosperity. It is through racial equity and social justice that PPS will become a premiere school district and contribute to Portland becoming a place of economic, cultural, and social vitality.

In 2011, PPS adopted...



### Our Theory of Action

#### IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

#### ...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.



Preparing Our Students to Lead Change and Improve the World.

# Transformative SEL

A process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of racial inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

*Identity, belonging, and agency are embedded or situated.*

