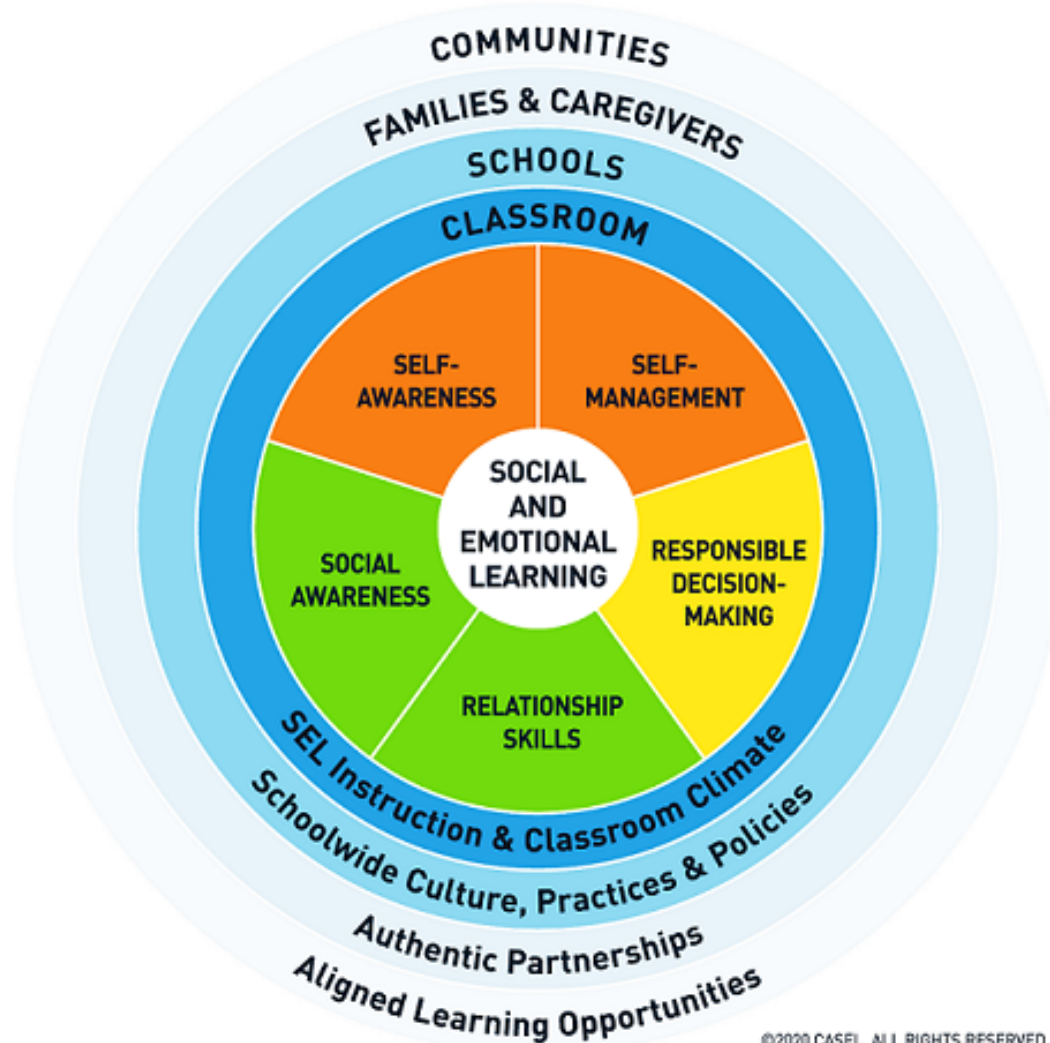


Transformative Social Emotional Learning

T-SEL Competencies

Transformative Social Emotional Learning is a form of SEL implementation that promotes school and civic engagement toward more just communities. The [Competencies](#) complement the [California Transformative Social and Emotional Learning Conditions for Thriving](#). SEL is aligned with the state education priorities described in the [LCFF](#), priorities 4) Student Achievement, 5) Student Engagement, and 6) School Climate and the [Multi-tiered System of Support \(MTSS\)](#) Framework, which centers SEL as a key element of a fully integrated system of support for the benefit of all students. The vision is for “a community-generated, student-centered approach to SEL, racial justice, and healing...implementing SEL and diversity, equity, and belonging (DEB) practices” ([Simmons, ASCD, 2021](#)). We include the Social Justice Standards, Culturally Responsive Teaching, and emphasize students’ “responsibility as members of the global community to participate ethically and with humanity in their interactions with members of the world’s various nations, cultures and peoples” ([History-Social Science Framework, California Department of Education](#)), and encourage you, your colleagues, and community to [apply antiracism in your school community](#).



Self-Awareness

Student Statement: I can identify what emotion I am experiencing and understand how my thoughts and emotions can influence the way I act. I know what is important to me, am honest and fair, and I believe in my abilities.

Community Statement: We can acknowledge that we all have feelings, emotions, and thoughts based on our identities and experiences that are important and need to be heard. These feelings and emotions lead to behaviors that affect each and every one of us. We will act with honesty and integrity as we contribute our skills and talents to our community.

Self-Management

Student Statement: I can use strategies to express my emotions in helpful ways. I can notice and harness my thoughts and emotions to improve my wellbeing and the wellbeing of others. I can set goals and reach them by planning the steps it takes to achieve them.

Community Statement: We can develop and demonstrate self-management skills that help us achieve our goals and stay hopeful, as well as cope during moments of high stress, fear, loss, anger, and frustration. We can self-monitor our words and actions to ensure that everyone is treated with respect and dignity.

Social Awareness

Student Statement: I can take the perspective of and show empathy, compassion, and respect toward people who are similar and different from myself. I can understand reasons people may feel, think, and act the way they do and recognize people's talents. I can be aware of and directly challenge situations if I see others being treated unfairly.

Community Statement: We can create a culture of deep caring, understanding feelings, kindness, and respect where everyone can grow by listening to and valuing the views and recognizing strengths of all community members. We can be aware of social and historical patterns and raise up the points of view of those who are often treated as less important.

Relationship Skills

Student Statement: I can communicate clearly, listen to others, be open to solutions, and seek and offer help when needed to build positive and healthy friendships and other relationships with people who are similar and different from myself. I can make positive choices and prevent and resolve conflicts with care and respect.

Community Statement: We can build a sense of social and community responsibility by building positive, constructive relationships with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. We can prevent and resolve conflicts in ways that maintain and heal relationships.

Responsible Decision-Making

Student Statement: I can demonstrate responsibility by identifying consequences of my actions, finding solutions to problems, and making choices that will protect the safety and wellbeing of myself and others.

Community Statement: We can make ethical decisions and behave responsibly by taking into account each community member's diversity and experiences. We can make decisions that promote collective wellbeing and safety by considering all perspectives, possible solutions, and consequences.

Transformative Social and Emotional Learning: Equity

A context for leveraging and cultivating identity, agency, belonging, and curiosity among young people and adults.

Identity *is focal among self-awareness competencies* and refers to how students (and adults) view themselves. Identity is multidimensional (e.g., race/ethnicity, socioeconomic status, gender, religion, values, interests, etc.), with each dimension having a level of importance and emotional tenor (positive/negative) that may change over time. These dimensions also intersect with each other (e.g., Latina teacher dedicated to a chronically under-resourced school, Indigenous transgender boy leading his school's yearbook club). Having a healthy sense of identity is important developmentally across the lifespan³ because it buffers against negative or traumatic experiences (e.g., stereotype threat or discrimination) and contributes to positive academic, social, and emotional outcomes.⁴

Agency *is focal among self-management competencies* and signifies perceived and actual capacity to effect change through purposeful action. This may include having voice and making choices about learning and career goals to pursue, 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.⁵

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.⁶

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,⁷ 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. Despite its recognized importance as a developmental imperative, international studies of adolescents indicate that only one-third of 15-year-olds are proficient at collaborative problem solving—but students in racially and culturally diverse schools and those participating in group-based extracurricular activities (e.g., sports teams, band) are more likely to be proficient than their peers.⁸

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. A recent study of Black and Latinx adolescents found a positive association between the growth over time in curiosity and increased societal analysis and involvement.

Learn more at: <https://sites.google.com/salinasuhsd.org/t-sel>

Social Justice Standards: Anchor Standards and Domains

Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Diversity

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified

Justice

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Competencies for Culturally Responsive Teaching

Competency	Description
1. Reflect on one's cultural lens	Culturally Responsive Educators (CREs) are reflective about their own group memberships that may be based on race, ethnicity, social class, and/or gender. They are cognizant that their life experiences and those group memberships may create biases that can influence their interactions with students, families, and colleagues.
2. Recognize and redress bias in the system	CREs recognize that their students' access to educational opportunities may be influenced by their social markers (e.g., race, ethnicity, social class and language) and advocate for all students to have access to high-quality teachers and schools.
3. Draw on students' culture to shape curriculum and instruction	CREs draw on their students' cultures and life experiences when planning their instruction and reject instructional materials that contain cultural biases and/or stereotypes. They supplement the curriculum if it lacks the representation of their students' heritage.
4. Bring real-world issues into the classroom	CREs connect their curriculum to real-world problems and ask students to consider solutions to them. These issues may involve injustices that exist in their communities or nationwide. Through this process, CREs empower their students to see themselves as change agents that can right the injustices that exist in the world.
5. Model high expectations for all students	CREs hold high academic expectations for all students and believe that all students are capable of academic success.
6. Promote respect for student differences	CREs are models for how all students should respect one another and embrace their fellow classmate's social, cultural, and linguistic differences.
7. Collaborate with families and the local community	CREs work to break down barriers that may keep students' families from participating in their children's education (i.e., work schedules, language barriers). CREs make efforts to learn about the families and community in which they teach.
8. Communicate in linguistically and culturally responsive ways	CREs understand and honor both the verbal and nonverbal culturally-influenced communication styles of the community in which they teach. They also seek to communicate with parents that speak a home language other than English by utilizing translation services.

Educators develop the capacity to:	Families develop the capacity to:
Engage with families as co-creators Connect family engagement to learning and development Honor families' funds of knowledge Create welcoming cultures	Engage with educators as co-creators Be supporters and encouragers Serve as monitors Shape the work as advocates and models

[Source](#)