

# K-12 Transformative Social Emotional Learning Adoption

Gresham-Barlow School District 2024-25

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# Our why

**INSPIRE AND EMPOWER EACH STUDENT**



**In alignment with GBSD's Equity Policy, the Adoption Committee's charge is to provide every student with access to a high-quality curriculum grounded in evidenced-based best practices that supports collaborative opportunities embedded within a culturally responsive framework.**

**CULTURALLY RESPONSIVE  
GRADUATES WHO WILL THRIVE  
IN AN EVER-CHANGING GLOBAL  
COMMUNITY**

# Adoption Team Non-Negotiables

1. Collaborative Process
2. Grounded in effective, transformative and equitable teaching practices
3. Prioritizes the variabilities of our learners
4. Centers student voice

# **K-12 Process**

# Shared Mission & Vision

## ***Nuestra misión es:***

*Transformar nuestros sistemas y prácticas educacionales a través del aprendizaje socioemocional para elevar las voces de todos y crear escuelas más inclusivas.*

## **Our Mission is to:**

Transform our educational systems and practices through social emotional learning to uplift all voices and create more inclusive schools.

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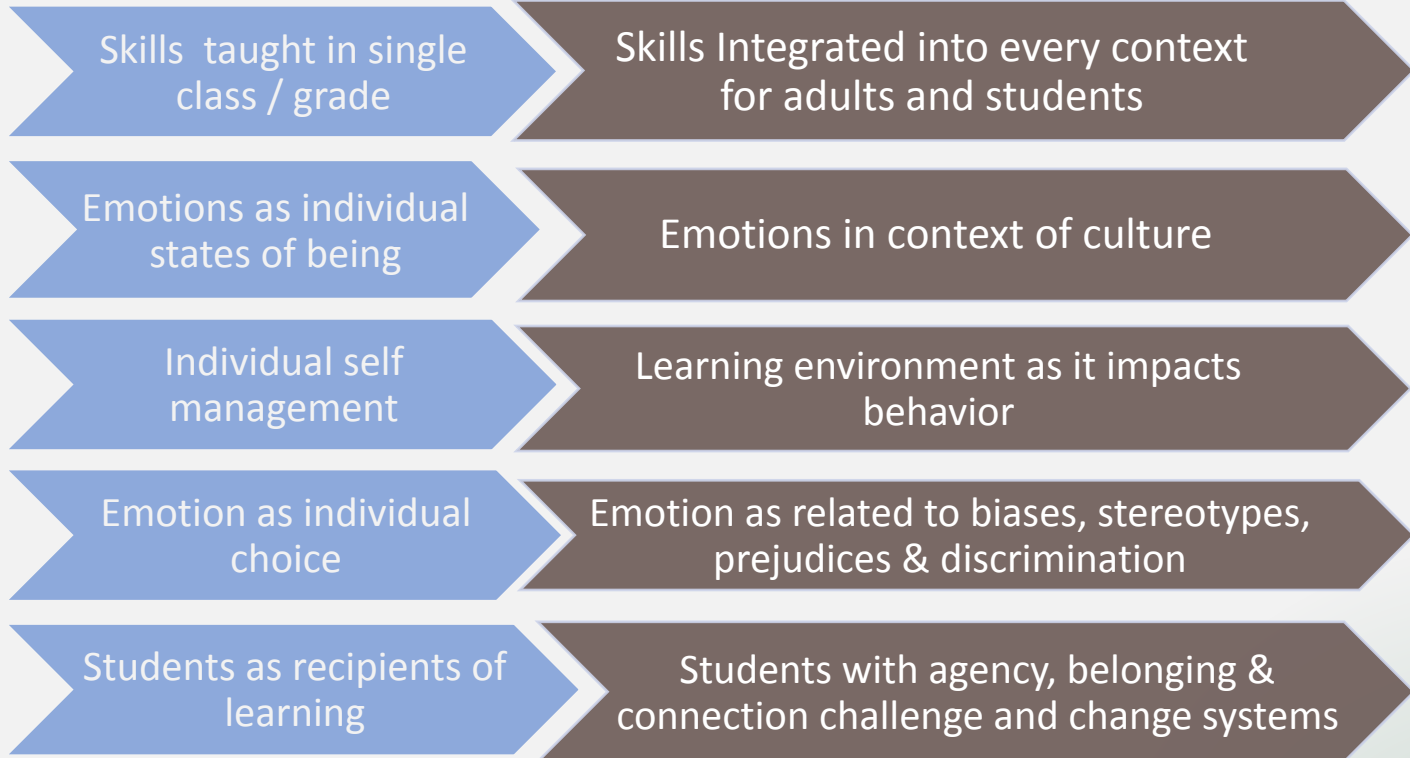
## ***Nuestra visión es asegurarnos de que:***

*Todos los miembros de la comunidad de GBSD tengan una experiencia educacional que es culturalmente relevante, centrada en la equidad, que celebra la diversidad de todos los individuos y que alienta el bienestar y las conexiones con otros.*

## **Our Vision is to ensure that:**

All members of the GBSD community will experience a culturally relevant, equity centered climate that celebrates the diversity of all individuals and fosters connection and wellbeing.

# Social Emotional Learning that is TRANSFORMATIVE



# Centering Student Voices

“I liked it because we got to talk about people and helping people. We talked about what to say and all that...”

-Elementary School Student

“[They] were interesting because it was fun to learn about others.”

~Middle School Student~

“They were fun to do, and sent a good message.”

~High School Student~

# Timeline



**01**

Understand the ODE requirements of new Health Standards & Transformative Social Emotional Learning (T-SEL) standards

**02**

Investigated the implications of the Oregon TSEL standards and understand the GBSD Transformative SEL Plan

**03**

Invited the publishers to present their curriculum packages & selected two at each grade level to pilot

**04**

Began piloting during SEL time at elementary and in advisory at the middle and high school levels.

**05**

Gathered pilot feedback from students and teachers.

**06**

Reviewed information gathered by the Pilot Team, students, and our community to recommend a final choice to the Board.



# Materials Review



# Pilot Team Feedback



## Planning

Deep dive into planning with the materials.

## Piloting

Piloting lessons and digital platforms in classrooms



# Student Feedback



We engaged students in each grade level K-12.

Students were asked about ease of understanding, level of interest, what was missing, and what they needed from an SEL curriculum to be seen and heard.



# Elementar y School



# Elementary School Pilot Teacher Feedback

- “Students were given a lot of opportunity to share about themselves with each other.”
- “I really liked how easy it was to pull up a lesson, and to have a variety of lessons to choose from. Most lessons had very little prep needed.”
- “My students look forward to SEL now. In the past this was not the case. It is very engaging and each lesson is different. Some days will have more movements than others and some will require more writing, etc.”
- “My students were very engaged and especially during the activities and built in games in the lessons.”

# Elementary School Student Feedback

- “Love to hear stories and **talk about feelings** and hard stuff that happens at home and school. I also got to see my favorite friends at group.”
- “Like coloring pictures and **talking about stuff that we are struggling** with.”
- “I liked it. I liked that it **taught me about communities.**”
- “I liked the lessons my teacher did with us. It was **fun to work together** during the lessons.”
- “Yes. A lot. **Because I feel included in the classroom.** Because I have people that actually want to play with me and want to be with me.”

# Middle School



# Middle School Pilot Teacher Feedback

- “Wayfinder was the most **comprehensive**.”
- “The lessons were **accessible** to students.”
- “Students liked the **ability to move** around, bring in personal examples, and do the role playing.”
- “Wayfinder asks **meaningful questions** that are targeted towards helping student understand a core concept.”
- “**All voices were heard**.”
- “**Easy to use**. Allowed for some different learning modalities.”

# Middle School Student Feedback

- **"It was interesting to interact with the real life situations"**
- **"They were in between, they were fun and not fun at the same time"**
- **"Because it was fun to learn more stuff i didn't know about"**
- **"They were pretty interesting because i've seen things like i didn't know but it's interesting though"**
- **"The bad bunny one was interesting because we got to learn about an artist before they were an artist."**

# High School



EDUCATE • INSPIRE • EMPOWER

- Self care, self soothing, community care review
- Stress continuum video
- Choose your own adventure- emotional awareness, reflection and processing
- Community care ideas and activities

# High School Pilot Teacher Feedback

- “Students were **semi engaged** in the lessons. Most quickly **lost interest** and are struggling with most Advisory lessons.”
- “I **tied the lessons to their lives** and that helped make real-world connections they could understand.”
- “This stuff is **REALLY important**. I just wish we had a full class period to teach it instead of short 15 minute advisory classes once per week.”

# High School Student Feedback

What do you need at school to feel seen, heard and valued?

- “Just people **paying attention to what you need.**”
- “More people that come together to **support** each other's cultures.”
- “Friends who actually care, People who can **help me** with my depression.”
- “**Confidence** to even speak openly in public.”
- “**Acknowledgement and Care**”

Culturally  
responsive  
graduates who will  
thrive in an  
ever-changing  
global community.



