

INTRODUCTION

Social and emotional learning (SEL) has been identified as one of the three pillars of the district's Strategic Plan to becoming a Full Service Community District and is integral to the district's other two pillars—ensuring a high quality instructional core and creating equitable opportunities for learning—in the following ways:

- SEL is foundational to students' and teachers' ability to implement and meet the Common Core State Standards across content areas.
- SEL is foundational to leaders' ability to create effective conditions of learning for all.
- SEL is foundational to our youth becoming college, career and community ready, as called out in the district's Graduate Profile.

Why OUSD SEL Standards

The purpose of Social and Emotional Learning (SEL) Standards is to provide the district an SEL framework that is the foundation to academic content, instructional practices, leadership and learning for students and adults, from the classroom to the boardroom. SEL is a process of teaching, learning, practicing and assessing through which children and adults develop the fundamental knowledge, skills, beliefs and behaviors for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically as we connect across race, class, culture, language, gender, sexual orientation and age to become engaged and effective members of the diverse Oakland community.

The Process and the Participants

Oakland's draft SEL Standards were developed through a yearlong process coordinated by the office of Social, Emotional Learning and Leadership beginning in 2012. The SEL Practitioner's Team, made up of OUSD teachers and practitioners, Pre-K through high school, including PEC teachers, took primary responsibility for writing the draft SEL Standards. They began with an initial inquiry into existing SEL standards from other districts and then selected those standards most appropriate to the Oakland context as a starting point. Potential new SEL Standards emerged from their discussions and those that supported the Strategic Plan were then aligned with the OUSD Social Lens (race, class, culture, language, gender, sexual orientation, and age).

A two-day SEL Standards Institute was held in the spring 2013 where teachers, after-school coordinators, members from AAMA, ECE and other leaders from across the district joined with the SEL Practitioner Team to create an initial draft of OUSD SEL Standards Pre-K through Adult. After the institute, the SEL Practitioner Team refined and edited these draft standards that were then vetted with high school youth, teachers, Leadership, Curriculum and Instruction, and site and central office administrators on the SEL Design Team. Guiding this work on the standards has been these essential questions:

- *What SEL standards do we want for all of our children, youth and adults to help them become engaged and effective members of the diverse Oakland community?*

- *What SEL standards will support developing the knowledge, skills, beliefs and behaviors that need to be taught, learned, practiced and assessed from the classroom to the boardroom?*

Alignment with District Level Initiatives

The SEL Standards are designed to support the goals of the Strategic Plan and be aligned with current district priorities and initiatives:

- **Instructional Core:** SEL skills and competencies for adults and students are foundational: to the successful completion of the OUSD Graduate Profile, the successful transition to CCSS/NGSS for all students in all content areas, and to the design of professional learning opportunities for all teachers and leaders both at sites and in the central office,
- **Developing Social, Emotional and Physical Health:** SEL skills and competencies are foundational: to the development of leadership capacity throughout the organization including student and teacher leadership and the creation of positive and productive school and central office climate and culture,
- **Equitable Opportunities for Learning:** SEL skills and competencies for adults and students are foundational: to the success of our CORE NCLB Waiver, the Voluntary Resolution Plan and the African American Male Achievement initiative.

Organization of the SEL Standards

The SEL Standards are divided into five broad *anchor standards* that mirror the five overarching core social and emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making. These anchor standards define what all individuals need in order to be successful in school and in life.

Each anchor standard is broken down into a set of skills and competencies called *learning standards*. The learning standards address the specific knowledge, skills, attitudes, and behaviors needed to develop the anchor standard and that apply to learning for all individuals.

The learning standards are have been divided into grade-level clusters: Pre-Kindergarten (PK)-Transitional Kindergarten (TK), K-2nd (Early Elementary), 3rd-5th (Late Elementary), 6th-8th (Middle School), 9th-12th (High School), and Adult. At each grade-level cluster, *indicators* that specify developmentally appropriate SEL knowledge and skills are provided for each learning standard.

In 2013-14, the standards will undergo further refinement, including the inclusion of representative developmentally-appropriate and culturally-relevant instructional strategies and approaches.

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