

SCUSD Collaborating Districts Initiative Implementation Grant:

SOCIAL AND EMOTIONAL LEARNING PROFESSIONAL LEARNING INVENTORY, PRELIMINARY REPORT

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EXECUTIVE SUMMARY

In 2012 Sacramento City Unified School District (SCUSD/the District) received a three year grant from the Collaborative for Academic, Social, and Emotional Learning (CASEL), funded by the NoVo Foundation, to advance social and emotional learning (SEL). Over the grant funding period, SCUSD will examine existing resources that contribute toward the advancement of the SEL strategy; expand on current assets and supports; and introduce new opportunities to integrate SEL district wide.

A key component to successful integration of SEL is comprehensive Professional Learning. Experts indicate that to effectively implement social and emotional learning, it is essential to:

Prepare and support staff well (effective academic and social-emotional instruction follows well-planned professional development for all school personnel and a system of support during the initial years of implementation.)

- *Provide high-quality staff development and support in social emotional programs and instructional procedures for those carrying out social-emotional learning efforts.*
- *Provide related professional development for all school personnel, including training in how to develop school-wide efforts to promote social-emotional learning skills.¹*

One of the first steps was to assess the current SEL professional learning opportunities available in the District. The District contracted with LPC Consulting Associates, Inc. to conduct an audit of SEL professional learning during the 2012/13 school year to ascertain the existing SEL training resources and supports.

The audit consisted of an assessment of resources, needs, and opportunities to reinforce SEL competencies. This process consisted of: 1) reviewing the District's Professional Learning Catalog; 2) collecting training information from various departments in the District; and 3) gathering information from school sites. Site level training information came from interviews conducted by LPC staff and will continue into the 2013/14 school year. Therefore this is a preliminary report of SEL professional learning opportunities in the District.

LPC staff collected information on training and professional learning opportunities from four sources:

1. *CASEL Trainings* – During the 2012/13 school year, CASEL consultants provided trainings to District staff, site staff, and parents and community members.
2. *District Professional Learning Catalog* – The most obvious and available source of professional learning is the Professional Learning Catalog, a District publication of training opportunities developed by the Academic Office, and posted on the website at the beginning of each school year. The audit of the catalog consisted of reading course descriptions to assess whether or not the training addressed one or more of the SEL competencies.²
3. *Department Trainings* – Many of the District departments offer training for programs or initiatives operated by specific departments. There is no master list of these trainings, but many keep a list in their

¹ Elias, M. J., 2003, International Academy of Education. Academic and social-emotional learning: Educational practices series-11

² CASEL has identified five core competencies of SEL: self-awareness, social awareness, self-management, relationship skills, and responsible decision making.

individual department. For example, the Bullying Prevention Coordinator has a list of Bullying Prevention trainings conducted. LPC staff obtained these various lists from the different departments in the District.

4. *School Site Trainings* – In addition to District training, many schools offer their own training. This information is much more difficult to collect since training information is not reported to the District. LPC staff are conducting a gap analysis of SEL programs which includes site visits and interviews at each school. Part of the interview protocol includes the collection of information on site level trainings, which is included in this report. However, site visits will continue into the 2014/15 school year to complete data collection for site level trainings.

An analysis of the trainings determined that the trainings fell into one of two categories:

- Those that were explicitly SEL focused and addressed all of the SEL competencies; and,
- Those that addressed some aspect of social and emotional learning by addressing at least one of the SEL competencies.

In the past year, the District offered a wide variety of trainings to a multitude and varied audience. There were 22 trainings specific to social and emotional learning, reaching up to 801 District and school staff. There were an additional 91 trainings that addressed some components of social and emotional learning, reaching up to 2,228 District and school staff, parents, and community members. Nonetheless, SCUSD is a large District serving over 47,000 students in 90 schools³. This is an impressive start in the progress towards SCUSD's goal of having all teachers adopt SEL methods in their teaching practices and toward full integration of SEL throughout the District. Through interviews with Districts staff and site administrators, LPC determined that more trainings are planned for the upcoming school year and that the District expects to continue to reach out to the parents and other interested parties to ensure that the entire community can support the social emotional learning of students.

In order to accomplish this objective, this audit concludes with recommendations to develop a system to collect training data

- 1) **Create an Annotated Training Log:** Through the collection of training data, it became apparent that there is no system to document all trainings provided in the District. For the analysis, LPC staff created a log to list all of the trainings.
- 2) **Develop Descriptions for All Training:** Whereas the above document is a log of trainings, LPC also created a document with a more in-depth description of the trainings and the training's intended outcomes, when available. The purpose of developing descriptive content was to identify the SEL components addressed in the trainings, and where possible, the specific SEL competencies.
- 3) **Track Training Participation and Attendance:** Through the review of training materials and feedback gathered while attending the District SEL Leadership meetings, it was noted that the District does not document who attends trainings. To assist the District with their SEL work, and with other work, it is recommended that the District document who attends trainings to ensure most staff receive some type of SEL training.
- 4) **Develop and offer ongoing professional learning on the CASEL SchoolKit for systemic schoolwide SEL implementation.** In fall 2013, SCUSD will begin to implement a series of professional learning sessions

³ The District closed 7 schools at the end of the 2012/13 school year

on the CASEL SchoolKit: Guidelines for Implementing Schoolwide Academic, Social, and Emotional Learning to support systemic schoolwide SEL. The SchoolKit will assist school leaders and their leadership teams implement high quality and sustainable SEL programming and practices into every aspect of the school's functions.

- 5) **Offer an SEL Train-the Trainer program for district and school leaders and lead teachers from participating schools.** To build capacity in SCUSD to sustain systemic SEL, SCUSD and CASEL will offer a Train-the Trainer program during the 2013-2014 school year for selected district and school leaders and lead teachers from participating schools to prepare them to facilitate an Introduction to SEL and offer the professional learning on the Six Key Activities of the School Theory of Action and the SchoolKit.
- 6) **Extend SEL to Parents and the Community:** The final recommendation is to expand SEL training to reach a broader audience, both to sites slated for SEL integration in the 2013/14 and to other sites in preparation for future implementation. Parent and community member SEL training needs expansion to support the movement of the District, and to increase familiarity with the terminology and competencies of social and emotional learning beyond the classroom. SEL effectiveness will increase as the entire community embraces the values and competencies.

SECTION 1: INTRODUCTION

After receiving the CASEL⁴ Collaborating Districts Initiative six-month planning grant from the NoVo Foundation, Sacramento City Unified School District (SCUSD or the District) received the three year award to implement social and emotional learning (SEL) throughout the District beginning in the 2012/13 school year. To do this, the District developed a three year plan which is outlined in Table 1.

Table 1 – Outline of SCUSD SEL Implementation Plan

Year 1: SEL Awareness	Goal: Create awareness of SEL district wide so that stakeholders begin to understand how SEL contributes to college and career-ready students.
	Priority 1: Develop SEL governance structure and network of communication
	Priority 2: Build the District SEL Vision and awareness of SEL through Professional learning
	Priority 3: Communicate SEL through the work being done by the CKM Network and through the creation of a district wide SEL vision
	Priority 4: Develop SEL learning standards and assess evidence-based SEL programs and practices
Year 2: Integrate Our Learning	Priority 5: Begin integrating SEL into existing District work through Networks of Schools
	Goal: Integrate SEL into the District’s work
	Priority 1: Continue to develop the SEL Vision and support District SEL Expertise
	Priority 2: Collect and share data, incorporate learnings from the CKM Network, and add another cohort of schools
	Priority 3: Continue Stakeholder Engagement and communication around SEL
Year 3: Gear Up for Districtwide SEL Implementation	Priority 4: Integrate SEL into Professional learning and other work
	Priority 5: Align resources to sustain SEL
	Goal: District wide SEL Implementation for 2015-16 school year
	Priority 1: Review SEL Data Outcomes and use Evaluation Data to adjust and plan for district wide SEL implementation
	Priority 2: Create a system of accountability so that SEL is a District priority
	Priority 3: Develop the detailed plan and timeline for district wide SEL implementation

The goals and priorities for each year represent three phases beginning with raising general awareness about SEL, followed by the integration of SEL into District level work, concluding with full scale SEL implementation. A key component of each phase is to advance SEL via Professional learning.

Experts indicate that to effectively implement social and emotional learning, it is essential to:

⁴ CASEL – Collaborative for Academic, Social, and Emotional Learning

Prepare and support staff well (effective academic and social-emotional instruction follows well-planned professional development for all school personnel and a system of support during the initial years of implementation.)

- *Provide high-quality staff development and support in social emotional programs and instructional procedures for those carrying out social-emotional learning efforts.*
- *Provide related professional development for all school personnel, including training in how to develop school-wide efforts to promote social-emotional learning skills.⁵*

In recognition of its prominence, the District listed professional learning as a priority area in Year 1, *Priority 2: Build the District SEL Vision and awareness of SEL through professional learning*. One of the first steps to planning SEL professional learning was to assess the current SEL professional learning opportunities available in the District. The District contracted with LPC Consulting Associates, Inc. to conduct an audit of SEL professional learning during the 2012/13 school year to ascertain the existing SEL training resources and supports.

The audit consisted of three activities designed to produce a comprehensive assessment of resources, needs, and opportunities to reinforce SEL via Professional learning. The audit activities included the following: 1) reviewing the District's Professional Learning Catalog; 2) collecting training information from various departments in the District; and 3) gathering information from school sites. Site level training information came from interviews conducted by LPC staff to address *Priority 4: Develop SEL learning standards and assess evidence-based SEL programs and practices*, another element of SEL integration. Site visits and interviews started in May 2013 and will continue into the 2013/14 school year. Therefore this is a preliminary report of SEL professional learning opportunities in the District. At the conclusion of the site visits, this interim report will be updated to include site level trainings across the District.

⁵ Elias, M. J., 2003, International Academy of Education. Academic and social-emotional learning: Educational practices series-11

SECTION 2: PROFESSIONAL LEARNING REVIEW PROCESS

In order to fully integrate SEL throughout SCUSD over the next three years, it is critical to: (a) identify and build upon existing resources and capacities; and (b) advance the language, principles, value, and competencies of SEL through staff development. Ongoing professional learning is an integral component of public education, reflected in District level standards and goals. Given the existing expectations for professional learning, the NoVo grant provided a unique opportunity to assess the current state of SEL in this District's professional learning environment.

Professional learning occurs at many levels, some of which is provided by the District at large, or by individual departments. School sites also make professional learning opportunities available to school staff. And beyond the classroom and school site, parents and the community at large are another audience for SEL awareness.

The combination of all learning opportunities and resources present a key to advancing SEL systemically and universally throughout the District. This audit of the professional learning environment in the District is a work in progress, an initial attempt to assess what exists in support of SEL; to identify opportunities for expansion and acceleration; to establish the means for monitoring SEL penetration by school site and personnel categories; and ultimately to know where SEL has in fact become an integral feature of education in SCUSD.

The professional learning audit consisted of collecting information on training and professional learning opportunities from four sources:

5. *CASEL Trainings* – During the 2012/13 school year, CASEL consultants provided trainings to District staff, site staff, and parents and community members.
6. *District Professional Learning Catalog* – The most obvious and available source of professional learning is the District's Professional Learning Catalog. The Professional Learning Catalog is a District publication of training opportunities developed by the Academic Office, and posted on the website at the beginning of each school year. The audit of the catalog consisted of reading course descriptions to assess whether or not the training addressed one or more of the SEL competencies.⁶
7. *Department Trainings* – Many of the District departments offer training for programs or initiatives operated by specific departments. There is no master list of these trainings, but many keep a list in their individual department. For example, the Bullying Prevention Coordinator has a list of Bullying Prevention trainings conducted. LPC staff obtained these various lists from the different departments in the District.
8. *School Site Trainings* – In addition to District training, many schools offer their own training. This information is much more difficult to collect since training information is not reported to the District. LPC staff are conducting a gap analysis of SEL programs which includes site visits and interviews at each school. Part of the interview protocol includes the collection of information on site level trainings, which is included in this report. However, site visits will continue into the 2014/15 school year to complete data collection for site level trainings.

To assist with the analysis of all training offerings, the trainings identified by these sources were combined into a master training inventory that included the training title and topic, a brief description, the dates, the location,

⁶ CASEL has identified five core competencies of SEL: self-awareness, social awareness, self-management, relationship skills, and responsible decision making.

the target audience, and the number of attendees. An analysis of the trainings determined that the trainings fell into one of two categories:

- Those that were explicitly SEL focused and addressed all of the SEL competencies; and,
- Those that addressed some aspect of social and emotional learning by addressing at least one of the SEL competencies.

This report is a summary of the preliminary analysis and will provide the District with a baseline measure of the many SEL learning opportunities currently offered; a description of the target audience of the SEL trainings; and the content areas covered. The preliminary findings and updates will assist the District in planning future trainings to integrate SEL more intentionally via professional learning.

2.1 SEL Trainings

The District’s SEL implementation plan included rolling out SEL in the McClatchy Network of schools first. Since these schools were using Positive Behavior Interventions and Supports (PBIS) and are inclusive schools⁷, the SEL Planning Team felt that this cohort was most ready for SEL integration. To help prepare and support these sites for SEL integration, CASEL provided several trainings to this cohort of schools. In addition, CASEL provided training to District staff, the Cabinet and Board, parents and community members, providing a total of 13 trainings in the 2012/13 school year with 384 people attending (Table 2). The District offered nine other SEL trainings with 417 people attending. These trainings focused explicitly on social and emotional learning, addressing all of five of the SEL competencies, as shown below: through the Professional Learning Catalog (Center for Social Emotional Foundation & Early Learning (CSEFEL) and offered by the Parent Teacher Home Visit Project (SEL Overview), the Academic Office (Connecting the Dots with Common Core and SEL), the Youth Development Department (Introduction to SEL for summer programs).

Table 2 – Count of SEL Trainings

Type	# of courses offered	# of attendees (not a unique count)
CASEL SEL Training	13	384
Other District SEL Training	9	417
<ul style="list-style-type: none"> • Professional Learning Catalog (3) • Parent Teacher Home Visit Project (2) • Youth Development (2) • Academic Office (1) 		
Training with SEL components	91	2,228
<ul style="list-style-type: none"> • Integrated Support Services (37) • Parent Engagement (37) • Professional Learning Catalog (11) • Youth Development (6) 		

⁷ Inclusive Practices - SCUSD has Inclusive Practice in 6 schools. Inclusive Practice pairs general education and Special Education teachers in co-teaching partnerships in which both have an equal role in the classroom and employ parallel teaching strategies to meet the needs of all students. As result, students with disabilities have a strong presence, access and voice in the general education classroom.

There were an additional 91 trainings that addressed SEL but were not specific to SEL. These were offered either through the District’s Professional Learning Catalog, or through various departments: Integrated Support Services, Parent Engagement, and Youth Development, all of whom provided LPC with information on the trainings provided. A total of 2,228 attendees participated in these trainings that touched on at least one component of SEL.

The District is committed to training not only teachers, but all adults who have interaction with students. Administrators, After School Staff, Transportation Staff, Parents, and Community Members also had opportunities to attend training and learn more about social emotional learning. Table 3 displays the number of trainings related to SEL by target audience, as well as the total number of people who attended these trainings. Of all the trainings offered, the District focused on parent and community trainings (54) with 971 in attendance. These parent and community member trainings addressed Bullying Prevention (15), Parents as Partners (14), the California Project Lean-School Wellness Training of Trainers (7), and Common Core Workshops (6).

There were also 15 trainings offered to teachers, 12 trainings for District level and site level planning and leadership teams, and 9 for administrators.⁸ Table 3 lists the total count of attendees by training audience. However, it is important to note many attendees participated in multiple trainings, so a grand total would overestimate the penetration of SEL training throughout the District for tracking participation in all training by school site, and by staff category, and by individual.

Table 3 – Count by Target Audience

Audience	# of Trainings Offered	# of attendees (not a unique count)
Parents/Community Members	54	971
Teachers	15	272
District and Site Level Planning/Leadership Teams	12	410
Administrators	9	88
Home Visit Professionals	6	240
After School Program Staff	4	260
Summer Learning Staff	4	180
School Counselors/Social Workers	3	39
Youth Development Staff	2	90
Campus Monitors	2	85
Transportation Staff	1	93

The District chose to pilot the SEL integration process at the McClatchy feeder pattern schools. This decision was a function of three important criteria for SEL readiness. First, the SEL Planning Team felt that these schools had a certain level of SEL readiness because all of the schools use Positive Behavioral Interventions and Supports program (PBIS), which has several complementary components to SEL and promotes a school culture and

⁸ The District has a SEL Leadership Team that plans District-wide SEL integration. Each SEL site also has a site-level SEL team to plan SEL integration at their school. Staff from the site-level teams participate in the District-level team to lend their experience and expertise.

climate that is conducive to school-wide SEL implementation. Second, these schools are Special Education Inclusive Practices Schools, which pairs general education and Special Education teachers in co-teaching partnerships and employs parallel teaching strategies to meet the needs of all students. It is assumed that Inclusive practice schools promote a school culture that promotes several of the SEL competencies. Third, by targeting a feeder pattern of schools, students moving up through the schools will experience similar systems since all of these schools use PBIS and Inclusive Practices.

Table 4 displays the McClatchy feeder pattern schools, the PBIS schools, and the Inclusive Practice schools. Since the McClatchy feeder pattern schools piloted SEL integration, these schools participated in site-specific trainings; pilot sites are still in the beginning stages of SEL integration and training varied by school. One site dedicated an hour of every staff meeting to SEL, where all staff were exposed to SEL on a regular basis; others sites had the Site Leadership Team attending SEL or related trainings in preparation for training the rest of the school staff (e.g., training of trainers).

Table 4 – SEL Pilot Schools, PBIS Schools and Inclusive Practices Schools

School Name	SEL Pilot Sites:		
	McClatchy Feeder Schools	PBIS Schools	Inclusive Schools
Leataata Floyd ES	✓	✓	✓
Mark Hopkins ES		✓	
Oak Ridge ES		✓	✓
Sutterville ES	✓	✓	✓
Caleb Greenwood K-8		✓	✓
John Still K-8		✓	
Success Academy 4-8		✓	
California MS	✓	✓	✓
American Legion HS		✓	
CK McClatchy HS	✓	✓	✓

A review of SEL focused professional learning indicates that the District made a solid start in providing SEL learning to an audience that can then train their respective staff and begin bringing SEL practices into their schools. Approximately 658 people attended 20 separate SEL-focused professional learning sessions from April 2012, when planning and introductory trainings were held, through April 2013. Of these courses, 13 were provided by CASEL.

2.2 Training Topics

The audit of professional learning identified several topics of explicit SEL trainings. Some topics were offered more than once, and targeted specific audiences, thus engaging a broad group of people interested in SEL. Topics for CASEL provided trainings included:

- *Introduction to Social & Emotional Learning* – There were seven of these trainings, each geared toward a different audience (SEL Planning Team, Cabinet, community stakeholders, community members and parents, and staff working the summer program).

- *Social & Emotional Learning: An Essential Component of High Quality Education* – There were six of these trainings each offered to a target group (the District Board, the McClatchy Network, Summer of Service Program Managers, District Managers and Leaders).
- *Social and Emotional Learning: District-Wide Implementation and Integration* – This training was offered once for the McClatchy Network representatives.
- *SEL Facilitator Training* – This training was offered once for McClatchy Network Leaders.

The District also offered SEL-focused training, and these included:

- *Center for Social Emotional Foundation & Early Learning (CSEFEL)* – All of the District preschool staff are to attend these trainings, using these approaches in all of the District preschools.
- *Connecting the Dots with Common Core and SEL* – This training was offered to the SEL Leadership team to offer insight on the linkage between Common Core and SEL.
- *Social and Emotional Learning Overview* – The Parent Teacher Home Visit Project provided these trainings to staff involved in the program and to parents.

In addition, the 91 trainings offered that contained at least some of the SEL components, provided a welcome preparation for schools planning on instituting social emotional learning. These programs addressed school climate, bullying prevention, violence prevention, youth development, and leadership. Approximately 2,228 participants attended these trainings, all offered by the District, either through the Professional Learning Catalog, the Parent Teacher Home Visit Project, or the Parent Engagement, Youth Development and Integrated Support Services departments.

The District recognizes the importance of universal training in SEL concepts for the entire school community. Thus a number of these Professional learning opportunities targeted parents, community members, youth development staff, administrators, and other school staff such as transportation staff, counselors and social workers. Following is a list of training titles by who sponsored or facilitated the training, and by department.

SCUSD Professional Learning Catalog Topics

- California Infant/Toddler Learning and Development Foundations
- Working Together for Student Success
- Supporting Parents as Partners in Children’s Learning

Parent Teacher Home Visit Program Topics

- SEL Overview
- Home Visits Bridge, Bond, and Build Connections between Families and School
- Home Visits, Understanding Culture, and Closing the Achievement Gap

Department of Parent Engagement Topics

- Parents as Partners in Schools
- School, Family & Community Partnerships Leadership Academy
- Standardized Account Code Structure Training
- California Project Learn- School Wellness
- School Site Council Training
- Common Core English Language Arts Workshop Series
- Common Core Math Workshop Series
- Introduction to Common Core
- MALDEF: Building Parent Capacity

- Facilitation Skills
- Implementing a Parent Workshop
- CalWorks to College
- Parenting of Teens
- School Smarts

Youth Development Topics

- Making Identity Central
- De-Escalating Conflict
- Mapping out Proactive Interventions
- How Positive Adults Impact Positive Behavior
- The Frameworks: SYJD, SEL, CCSS & STEAM
- Shifting Power Dynamics
- Introduction to SEL

Integrated Support Services Topics

- Bullying Prevention and Intervention I and II
- Steps to Respect
- Youth Engagement Summit

Specialized training for Positive Behavioral Interventions and Supports (PBIS) School Sites

- PBIS: Check-in/Check-out
- PBIS: Coaches/Lead Training

Specialized training for Inclusive Practices School Sites

- Inclusive Practices

During the 2012/13 school year, SCUSD offered many trainings that addressed some aspect of social and emotional learning. Most of the exclusive SEL trainings were provided by the CASEL consultants, complimented by others offered by the District for preschool staff. As the District moves forward in integrating social and emotional learning, there are plans to add further SEL Focused training as program implementation accelerates.

2.3 Site Specific Trainings

Since the McClatchy Network of schools began SEL integration in the 2012/13 school year, school site and administrators participate in the District SEL Leadership Team meetings with staff from various departments in the District. Through these meetings, McClatchy Network staff learn about SEL implementation to inform staff, as well as share lessons learned with District staff representatives as they integrate SEL in their schools. This cross-learning method will help the other sites with SEL integration and will help the District as it rolls out SEL to other schools.

In addition to the training the sites received through the District SEL Leadership Team and CASEL, training varied by site and consisted of staff attending monthly training during staff meetings, and topic-specific trainings. Examples of additional training includes: *The 7 Habits of Highly Effective Students*, Second Step, and resiliency training. In addition, these sites also participated in ongoing PBIS trainings as they work through the Tiers of PBIS implementation.

SECTION 3: CONCLUSION AND RECOMMENDATIONS

For the first year of SEL integration, the District offered a wide variety of trainings to a multitude and varied audience. There were 22 trainings specific to social and emotional learning, reaching up to 801 District and school staff. There were an additional 91 trainings that addressed some components of social and emotional learning, reaching up to 2,228 District and school staff, parents, and community members. Nonetheless, SCUSD is a large District serving over 47,000 students in 90 schools⁹. These accomplishments are important milestones in a journey toward full integration of SEL throughout the District. To advance the training and professional learning component of SEL, this audit concludes with recommendations to develop a system to collect training data

- 1) **Create an Annotated Training Log:** Through the collection of training data, it became apparent that there is no system to document all trainings provided in the District. For the analysis, LPC staff created a log to list all of the trainings. This training log consists of a schedule of all Professional learning conducted in the district during the 2012/13 school year and includes who sponsors or facilitated the training, the title, the date, time and location it was delivered, the intended audience, the facilitators and the number of attendees. This log includes both SEL-focused training as well as SEL-related trainings.
- 2) **Develop Descriptions for All Training:** Whereas the above document is a log of trainings, LPC also created a document with a more in-depth description of the trainings which includes a brief description of each training and the training's intended outcomes, when available. The purpose of developing descriptive content was to identify the SEL components addressed in the trainings, and where possible, the specific SEL competencies.
- 3) **Track Training Participation and Attendance:** Through the review of training materials and feedback gathered while attending the District SEL Leadership meetings, it was noted that the District does not document who attends trainings. To assist the District with their SEL work, and with other work, it is recommended that the District document who attends trainings to ensure most staff receive some type of SEL training. A reporting system that collects training descriptions, topics discussed, total attendees, and a sign-in sheet would allow the District to effectively report SEL trainings offered, and accurately report both the rate of SEL training reach by site as well as identify staff who still need training. The attached training log is a first step in collecting SEL training information. As LPC staff continue to visit school sites in the 2014/15 school year, this list will be updated to include SEL trainings offered at school sites.
- 4) **Develop and offer ongoing professional learning on the CASEL SchoolKit for systemic schoolwide SEL implementation.** In fall 2013, SCUSD will begin to implement a series of professional learning sessions on the CASEL SchoolKit: Guidelines for Implementing Schoolwide Academic, Social, and Emotional Learning to support systemic schoolwide SEL. The SchoolKit is designed to help school leaders and their leadership teams implement high quality and sustainable SEL programming and practices into every aspect of the school's functions. The professional learning series begins with an orientation to the Five SEL Core Competencies, the School Theory of Action for Schoolwide SEL, and the Six Activities for

⁹ The District closed 7 schools at the end of the 2012/13 school year

systemic implementation. A series of ongoing professional learning sessions will follow on each of the key activities to provide participating district staff and school leadership teams with processes, tools, and resources to implement effective and systemic schoolwide SEL. The Six Key Activities around which the SchoolKit and professional learning sessions are designed are:

- Establish a Shared Vision to Lead Schoolwide SEL
- Assess SEL-related Resource and Needs to Inform Planning
- Provide Ongoing and Embedded Professional Learning
- Adopt Schoolwide Evidence-Based Programs
- Integrate SEL into the Core Functioning of the School
- Use Data to Inform and Improve SEL Practice and Student Outcomes

- 5) **Offer an SEL Train-the Trainer program for district and school leaders and lead teachers from participating schools.** To build capacity in SCUSD to sustain systemic SEL, SCUSD and CASEL will offer a Train-the Trainer program during the 2013-2014 school year for selected district and school leaders and lead teachers from participating schools to prepare them to facilitate an Introduction to SEL and offer the professional learning on the Six Key Activities of the School Theory of Action and the SchoolKit. This program will build capacity for SCUSD facilitators to conduct professional learning sessions to expand and sustain systemic districtwide and schoolwide SEL in schools throughout the district.
- 6) **Extend SEL to Parents and the Community:** The final recommendation is to expand SEL training to reach a broader audience, both to sites slated for SEL integration in the 2013/14 and to other sites in preparation for future implementation. Parent and community member SEL training needs expansion to support the movement of the District, and to increase familiarity with the terminology and competencies of social and emotional learning beyond the classroom. SEL effectiveness will increase as the entire community embraces the values and competencies.