

Go Back

Focus Area 1

Build Foundational Support and Plan

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

Focus Area 3

Promote SEL for Students

Focus Area 4

Reflect on Data for Continuous Improvement

an SEL Professional Learning Program

chool staff understand SEL and how to support systemic implementation.

quality implementation looks like, WHY it's important, WHEN to engage in the [PROCESS](#) page for step-by-step guidance on how to engage in the [real tools](#) to support your efforts.

ional learning program?

im provides ongoing, scaffolded, and comprehensive support to help staff skills, mindsets, and capacity necessary for implementation. This goes beyond teachers accessing SEL strategies in the classroom to ensuring staff at all levels across all schools have access to high-quality professional learning on SEL targeted to their roles and skill level.

A strong SEL professional learning program for school staff:

Provides ongoing, scaffolded and comprehensive sessions, including regular opportunities for school leaders and teams to learn from each other.

Ensures dedicated district staff members who plan, facilitate, and coordinate SEL professional learning sessions, and facilitators who represent the diverse backgrounds in the district.

Embeds SEL practices and content throughout other professional learning programs in the district (e.g., core content).

Ensures regular collection of data on the quality of SEL sessions and uses this data for continuous improvement.

Use the [Rubric](#) to assess your SEL professional learning program for school staff.

A robust program includes both professional learning that focuses primarily on SEL and professional learning in other areas that embed SEL practices and concepts. These engagements may be delivered through a range of experiences including workshops, conferences, online courses, webinars, professional learning communities, and coaching support. Regardless of the method for delivering professional learning, it's important that these opportunities are connected so that participants build on their learning throughout the year and receive ongoing, timely support during implementation.

Why does my district need to offer comprehensive SEL professional learning?

Professional learning is critical to the implementation of districtwide SEL. Through effective professional learning, you can ensure that educators and staff in your district understand what SEL is, how building adult and student SEL competence supports critical long-term outcomes for students, and what strategies they can implement in their work toward this goal.

By including professional learning opportunities for a variety of staff, you foster a widespread understanding of your SEL initiative and empower people to support the mission.

When should my district provide comprehensive SEL professional learning?

It's important to offer ongoing SEL professional learning throughout all of the implementation. At the beginning of implementation, initial professional learning will help build awareness and foundational knowledge so all stakeholders understand what SEL is, why it's important to the district's goals, and what their role in SEL is.

Beyond the introduction to SEL, offer ongoing, scaffolded SEL professional learning to help ensure SEL remains central to both district operations and school and classroom practice. Additionally, those who will be leading implementation or working closely with students will likely need additional coaching, professional learning communities, and technical assistance that provides deep, real-time implementation support.

Who needs to be involved?

The district SEL lead and members of the SEL team, in partnership with any department responsible for districtwide professional learning, will likely oversee the design and delivery of SEL professional learning. It's critically important to engage principals and their supervisors as collaborators to ensure that SEL professional learning is prioritized and scheduled.

The SEL team will also need to work closely with curriculum and instruction staff to inform and participate in the integration of SEL into academic practice. Your district may also want to include the human resources department so they can help coordinate SEL professional learning during the onboarding of new staff.

Finally, you may wish to engage external consultants, such as evidence-based SEL providers, to assist with the design and delivery of these sessions. (See Focus Area 3, [Key Activity: Evidence-Based Programs and Practices](#))

Your district's professional learning plan will specify audiences to engage and will likely include varying degrees of professional learning to the following staff:

- Principals
- Teachers and classroom support staff
- Deans/disciplinarians
- MTSS, restorative practices, and behavior coaches
- Counselors
- Social workers
- Front office staff
- Cafeteria workers
- Safety officers
- Bus drivers
- Recess supervisors
- Out-of-school time providers and other community partners

Go Back

Focus Area 1

Build Foundational Support and Plan

Comprehensive district SEL professional learning program that supports district goals. This also includes embedding SEL practices and content standards in the district and providing regular opportunities for school leaders [Rubric](#) to assess your current level of implementation.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

Focus Area 3

Promote SEL for Students

1 plan and identify learning needs.

to support your district in reaching its goals, so it's important to use your [SEL](#)

Focus Area 4

Reflect on Data for Continuous Improvement

your SEL action plan, consider what stakeholders will need to know, do, and say, classroom teachers, school principals, and others will have different roles

in SEL implementation and, therefore, different learning needs. For each stakeholder group, outline what learning needs you'll want to address to reach the expected outcomes of your SEL action plan.

2. Assess your existing resources for SEL professional learning within your district.

Your school district is likely already providing many professional learning opportunities, and it's a good idea to assess existing resources before launching new professional learning.

You may wish to:

- Review any districtwide or departmental professional learning calendars to get a sense of the types and frequency of professional learning that the district already offers.
- Review what professional learning on related topics is already offered by different departments. Related topics may include school climate, whole child instruction, collaborative instructional strategies, behavior management and interventions, restorative discipline strategies, mindfulness, bullying or violence prevention, culturally responsive teaching, mental health, trauma-informed practices, and so forth.
- Collect any related agendas, facilitator guides, presentations, and other materials that have already been developed from other departments.
- Gather information from school sites on any SEL professional learning they are engaged in.
- Gather information on any SEL-related community partners or vendors facilitating professional learning for the district or individual schools.
- Review CASEL's one-hour [Introduction to SEL online learning experience](#) for all audiences, and also [CASEL's workshops and on-demand courses](#) that support school-based teams to prepare a plan for schoolwide SEL implementation.

CASEL's [Districtwide SEL Program and Initiative Inventory](#) includes an interview protocol that can help you learn about the SEL-related work happening across your district.

Here's an example of a comprehensive audit of [SEL-related professional learning in the Sacramento City Unified School District](#). The district used a grant funded by NoVo Foundation to engage an external consultant to assist with this effort.

This example from Metropolitan Nashville Public Schools shows their [professional development offerings](#) and the strengths and challenges of each.

3. Develop a year-long or multi-year SEL professional learning plan.

Based on the learning needs you identified and your district's existing resources, determine what additional professional learning you'll need to offer to support your SEL implementation goals.

For each stakeholder group you identified, determine the appropriate sequence, frequency, and mode of professional learning that would best meet their needs. How you structure professional learning may vary based on the audience. For example, teachers and classroom support staff may need opportunities for deeper collaborative learning, practicing, and coaching since they are implementing strategies in the classroom. Central office staff may need a more basic introduction to SEL principles and how these principles connect to their work.

Consider the following questions:

- Will participants be brought together as a large group, or will you create cohorts based on regions, elementary/middle/secondary, subject areas, etc.?
- Are the professional learning offerings part of a series that builds on previous sessions? Are there prerequisites for certain professional learning offerings?
- Will attendance at professional learning be voluntary or mandatory for different stakeholder groups? If voluntary, how will stakeholders be invited and encouraged to attend? If mandatory, how will required participation be communicated?
- Will there be opportunities for participants to connect in smaller groups between professional learning engagements?

Also ensure that your plan provides regular opportunities for school leaders and their teams to come together to collaboratively discuss implementation challenges, share promising practices, and learn from each other.

This [menu of professional learning](#) from a school division in southeastern Virginia shows a progression from offerings that strengthen awareness of SEL to deeper application and collaborative communities of practice. For examples of how three school districts approached professional learning in the early stages of districtwide SEL implementation, see this [brief spotlighting SEL leaders in Olympia, Buffalo, and Des Moines](#).

In addition, it can be helpful to consider online courses in SEL that may support your professional learning plan. Here are some options to review and consider:

- CASEL offers a [virtual workshop series and on-demand course](#) on how to plan, sustain, and continuously improve systemic SEL implementation in a school community, using the [CASEL Guide to Schoolwide SEL](#) as a key resource.
- [The SEL Online Education Module](#), offered by the Washington State Office of the Superintendent of Public Instruction (OSPI), is a free, self-directed course created in response to state legislation that supports SEL. It takes approximately 10 hours and includes an introduction to SEL, as well as segments on embedding SEL schoolwide, creating a professional culture based on SEL, integrating SEL into the classroom, and identifying and selecting evidence-based programs.
- The Michigan Department of Education in partnership with Michigan Virtual [offers 5 self-paced courses](#) (available at no cost to all but credit awarded only to MDE certificate holders) including an introduction to SEL, culturally responsive classrooms, embedding SEL schoolwide, creating professional culture based on SEL, and trauma-informed support.
- The Tennessee Department of Education shares [SEL modules](#) that include powerpoint presentations, facilitator guides, and handouts on 7 kinds of instructional practices that promote social and emotional learning.

Once you've outlined the structure of professional learning for each stakeholder group, you can identify specific dates based on district and school calendars. It's helpful to share these dates early to ensure participants plan time to attend.

4. Plan a process for collecting and reviewing data on the quality of SEL sessions for continuous improvement.

As you're developing your plan, consider how you will ensure that your professional learning program has met the needs you identified. You'll want to determine up front what types of data you'll need to collect, a process for collecting this data, and a timeline for reviewing and reflecting on the data to make needed adjustments.

One way to collect data is to ensure all professional learning includes time and a structure for gathering feedback. You may want to create a standard form or survey for participant evaluations of professional learning.

In addition to planning how to collect the data, it's helpful to plan a [structured process for making improvements based on the data](#).

5. Identify who will plan, facilitate, and coordinate each SEL professional learning session.

A robust professional learning plan will likely involve multiple staff, and you'll want to identify clear roles and responsibilities for carrying out professional learning. For each professional learning session, consider who will:

- Plan and review the agenda and content.
- Register and communicate with participants before and after professional learning.
- Secure and set up the dates, locations, and other logistics.
- Gather and bring supplies, handouts, workbooks, or other materials.
- Coordinate with any external providers you may be working with.
- Serve as the facilitators during the session.

The facilitators of professional learning will often serve as the "face" of SEL to district stakeholders, and it's highly recommended that you consider identifying facilitators who represent your district's diversity, including racial, ethnic, cultural, gender, and linguistic backgrounds.

6. Plan the objectives, activities, and tools for each professional learning session.

Successful professional learning requires thoughtful preparation. Here are some steps to take:

- Determine the depth and level of learning you wish to provide. Consider the following questions:
 - Who are you targeting with this professional learning?
 - What do you want participants to know or be able to do by the end of the learning session?
- Outline the kinds of learning tools you plan to use and how you might incorporate them to create your learning session. What might be helpful to your target audience? Activities? Videos? Presentations? Discussions? Guest speakers? You can find articles and videos differentiated by elementary, middle, and high school level [here](#).
- When developing SEL professional learning sessions, consider modeling SEL strategies as you share information. We recommend you include the [three signature practices](#) of SEL:
 - Welcoming routines

- Engaging practices, including brain breaks
- Optimistic closure
- These resources about facilitation may be helpful:
 - [12 Thoughts on SEL Facilitation](#)
 - The [agenda](#) and [presentation](#) for a workshop on facilitation presented to Washoe County School District
- Bear in mind the power of seeing SEL in action. Videos, presentations, and statistics can all help you demonstrate the impact of SEL. Here are some resources you may wish to include:
 - CASEL's sample [SEL 101 presentation](#) and [introductory video](#) (runtime 4:50)
 - Austin Independent School District's video [Social & Emotional Learning Creates a Foundation for Success](#) (runtime 3:37)
 - Sacramento City Unified School District's video [Social Emotional Learning](#) (runtime 5:06)
 - [Social Emotional Learning in Atlanta Public Schools](#) (runtime 5:14)
 - The CASEL Guide to Schoolwide SEL contains a comprehensive [video library](#), organized by topic

Provide opportunities to reflect on and discuss how the information provided in the learning can be transformed into action in the district, schools, and classrooms.

- You may also want to provide articles for participants to read either before or after the session. Articles and book chapters from across the District Resource Center and Guide to Schoolwide SEL have been compiled and summarized [here](#).
- Provide time to debrief the learning. This gives participants a chance to reflect, and it provides you the opportunity to gauge what worked well and what you might want to change going forward. Resources that can help include:
 - [SEL PD facilitator's debriefing cycle](#)
 - [Professional Development Feedback Form](#)
 - Sacramento City Unified School District's [Exit Reflection Feedback Form](#)

7. Embed SEL practices and content throughout other professional learning programs in the district.

SEL professional learning is most effective when it's connected to all other professional learning offered by the district. While your district's other professional learning offerings may not have an explicit SEL objective, every session provides an opportunity to reinforce and build upon SEL practices or connect to SEL content. For example, professional learning on any topic can be structured around the [three signature practices of SEL](#). These types of SEL practices can help participants feel a sense of community and engage more deeply in any professional learning.

As you're building out your professional learning plan for SEL, work closely with key departments in academics, equity, student services, etc., to identify meaningful ways to embed SEL throughout professional learning.

Go Back

Focus Area 1

Build Foundational Support and Plan

...d implement a professional learning program for schools.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

I and planned to implement professional learning

Focus Area 3

Promote SEL for Students

Focus Area 4

Reflect on Data for Continuous Improvement

[Professional Learning Offerings](#)

...eastern Virginia shows how they planned and provided professional learning for all ... investment, and later build skills, collaborate, and apply SEL in their context. The ... asks for their staff to sign up for in-person learning or experience an online module.

TAGS [staff onboarding](#) [teacher training](#) [professional learning](#)

[Districts in Action – Strengthen Adult SEL Competencies and Capacity](#)

This brief spotlights three different approaches to adult SEL from SEL leaders in school districts in Olympia, Buffalo, and Des Moines. Visit <https://casel.org/series/sel-fellows-briefs/> for more briefs from SEL Fellows.

SOURCE:

CASEL

TAGS [Adult SEL](#)

[Playbook to Leverage the Power of Communities of Practice](#)

Developed with state policy teams, this resource is designed to support anyone who is working to build a community of practice across multiple schools or districts. Describes 6 steps for building a high quality CoP with tools and examples for each step.

SOURCE:

CASEL

TAGS [implementation support](#) [district SEL expertise](#) [SEL leadership](#)

[Supporting Implementation of Evidence-Based Programs in El Paso and Oakland](#)

In this webinar you will hear from El Paso Independent School District and Oakland Unified School District on their process to support meaningful implementation of SEL programs in their communities. Hear about their lessons learned, what worked well, and the strategies they employed to improve the adult and student experiences of programs.

SOURCE:

CASEL

TAGS [implementation support](#) [evidence-based programs](#)

[District SEL Best Practices: Cultivating Shared Leadership for Schoolwide SEL](#)

A district SEL leader from Austin, TX describes their leadership structure and approach to supporting SEL implementation through district SEL specialists who provide coaching and training for cohorts of school-based SEL leaders who in turn work with an SEL steering committee that is representative of the broader school community. This model has been shown to significantly improve implementation.

SOURCE: Austin Independent School

District

TAGS [implementation support](#) [SEL coaching for staff](#) [implementation plan](#)

[School-Based SEL Implementation Commitments](#)

Washoe County School District clearly defined the commitments required for principals, SEL teams, and teachers to participate in district-supported professional learning and coaching for schoolwide SEL.

SOURCE: Washoe County School

District

TAGS [implementation support](#) [model SEL schools](#) [implementation plan](#) [professional learning](#)

[SEL Implementation and Sustainability Process: Anchorage's Secondary & Elementary Support Class](#)

1 page summary of Anchorage's 3 hour course for school teams which included content on adult SEL, using the CASEL School Guide, and team planning time.

SOURCE: Anchorage Public

Schools

TAGS [implementation support](#) [PLC](#) [professional learning](#) [SEL leadership](#)

[Districtwide Professional Learning Audit](#)

This is an example of a third-party audit of a district's SEL professional learning offerings and practices, shared by Sacramento City, including recommendations for improving training-related data collection and capacity building.

SOURCE: Sacramento City Unified School

District

TAGS [needs and resources assessment](#) [implementation plan](#) [professional learning](#)

[SEL Tiered Professional Development Programs](#)

A multi-tiered list of SEL professional development offered to Nashville Public Schools including descriptions of each, duration, strengths, and implementation challenges to anticipate.

SOURCE: Metropolitan Nashville Public

Schools

TAGS [human and financial resource alignment](#) [teacher training](#) [implementation plan](#) [MTSS](#)
[professional learning](#) [planning](#)

Find ready-to-use tools

TITLE

[An Introduction to SEL online course](#)

CASEL's free, one-hour, virtual learning experience includes reflection prompts, videos, and application activities to introduce SEL to staff members, caregivers, community partners, or anyone interested in SEL.

SOURCE:

CASEL

TAGS [Adult SEL](#) [teacher training](#) [communications](#) [professional learning](#)

[Plan SEL Foundational Learning for your School District](#)

This tool can help SEL leaders prepare a broad plan to provide learning experiences for all stakeholders in the school district community, and access resources to support foundational learning about SEL.

SOURCE:

CASEL

TAGS [teacher training](#) [professional learning](#) [family and community engagement](#)

[Playbook to Leverage the Power of Communities of Practice](#)

Developed with state policy teams, this resource is designed to support anyone who is working to build a community of practice across multiple schools or districts. Describes 6 steps for building a high quality CoP with tools and examples for each step.

SOURCE:

CASEL

TAGS [implementation support](#) [district SEL expertise](#) [SEL leadership](#)

[Guiding Questions for Educators: Promoting Equity Using SEL in your School](#)

When social and emotional learning (SEL) is implemented with a culturally responsive lens, educators can use SEL to cultivate equitable learning opportunities, responsive relationships, and inclusive practices. This resources features reflection questions for school-level educators to explore the CASEL core competencies through an equity lens.

See also: [Guiding Questions for Educators: Promote Equity Using SEL in your District](#)

SOURCE:

CASEL

TAGS [cultural competence](#) [Adult SEL](#) [equity](#) [culturally responsive](#)

[SEL 101: What are the core competencies and key settings? \(video\)](#)

How can you bring social and emotional learning to your community? CASEL's framework for social and emotional learning (SEL) takes a systemic approach, identifying five core competence areas and four key settings.

SOURCE:

CASEL

TAGS [videos](#) [SEL overview](#) [professional learning](#)

[Group Reflection Protocol for SEL: Discussing the Core Competencies and Where They Are Promoted](#)

This reflection protocol can help you facilitate a discussion on the updated SEL framework in small or large groups. The prompts allow you to think about what CASEL's updated SEL framework means for implementation efforts in your school, district, or other setting.

SOURCE:

CASEL

TAGS [SEL overview](#) [professional learning](#) [building buy-in for SEL](#)

[Recommended Videos](#)

This list contains links to videos that can be used to introduce SEL, strengthen commitment, and discuss key topics with stakeholder groups. Videos are arranged by category and length.

SOURCE:

CASEL

TAGS [videos](#)

[Case Study Compilation](#)

These eleven vignette-style case studies share how educators may embed SEL into instruction and other interactions with students. The included reflection guide makes this a ready-to-use tool for individual, small, or large group professional learning.

SOURCE: Transforming Education

TAGS [SEL and Academic Integration](#) [teacher training](#) [professional learning](#)

[SEL for Educators Toolkit](#)

A presentation template, companion guide, mini-modules, summary, and reference list for use in PLCs, staff meetings, professional learning, or individual reflection. Contains suggested activities and practices to support educators in their well-being, emotional state, and stress while supporting students.

SOURCE: Transforming Education

TAGS [Adult SEL](#) [toolkit](#) [professional learning](#)

[Culturally Responsive Teaching and the Brain discussion guide](#)

This discussion facilitator's guide, ideal for use with a small book study group, provides opening activities, discussion questions, and bridge activities for each chapter of Zaretta Hammond's book *Culturally Responsive Teaching and the Brain*. Through reflection, collaboration, and continuous improvement strategies, this guide provides an opportunity for staff to interrogate their own instructional practice to find ways to be responsive to students' culture and identities.

TAGS [cultural competence](#) [reading lists - staff](#) [equity](#) [culturally responsive](#) [professional learning](#)

[Michigan's Free Online SEL Training](#)

The Michigan Department of Education in partnership with Michigan Virtual offers 5 self-paced courses (available to all but credit awarded only to MDE certificate holders) including an introduction to SEL, culturally responsive classrooms, embedding SEL schoolwide, creating professional culture based on SEL, and trauma-informed support.

SOURCE: Michigan
DOE

TAGS [Adult SEL](#) [trauma](#) [culturally responsive](#) [professional learning](#)

[SEL 3 Signature Practices introductory video - Classroom version](#)

Video describing the SEL 3 Signature Practices (welcoming inclusion activity, engaging practices, and optimistic closure) and how to use them in a classroom setting.

SOURCE:
CASEL

TAGS [three signature practices](#) [building community](#)

[What is Social and Emotional Learning? \(video\)](#)

From CASEL and school district leadership, this video conceptualizes social and emotional learning and describes what it looks, feels and sounds like in educational spaces.

SOURCE:
CASEL

TAGS [videos](#) [SEL overview](#) [building buy-in for SEL](#) [SEL leadership](#)

[SEL 3 Signature Practices Playbook](#)

The SEL 3 Signature Practices Playbook has been updated and is now online! It includes a growing library of sample practices, supporting research, examples from the field, and templates to help you incorporate the practices skillfully into your context.

SOURCE:
CASEL

TAGS [SEL and Academic Integration](#) [mindfulness](#) [three signature practices](#) [teacher tool](#) [toolkit](#)
[social awareness](#) [self awareness](#) [instructional practices](#) [building community](#) [SEL leadership](#)

RELATED RESOURCES

[3 Signature Practices - Developing Your Own Activities](#)

Once you have explored the SEL 3 Signature Practices Playbook, this template will help you design new welcoming activities, engaging strategies, and optimistic closings for your learning setting.

SOURCE:
CASEL

[Micro SEL 3 Signature Practices – For Everyone, Every Day](#)

One-pager handout describing how to apply the principles of the 3 signature practices in brief ways to create positive and productive relationships throughout the day with everyone you encounter.

SOURCE:
CASEL

[3 Signature Practices for Adults](#)

One-pager handout summarizing the 3 Signature SEL Practices and examples of each, adapted to turn the focus to the way adults interact with one another in the workplace, how they learn, and how to set up the learning environment to maximize engagement and growth.

SOURCE:
CASEL

TAGS [three signature practices](#) [teacher tool](#) [SEL coaching for staff](#) [building community](#)
[professional learning](#) [SEL leadership](#)

[3 Signature Practices in the Classroom](#)

One-pager handout summarizing the 3 Signature SEL Practices, examples of each, and alignment with SEL competencies and school priorities.

SOURCE:
CASEL

TAGS [mindfulness](#) [three signature practices](#) [teacher tool](#) [social awareness](#) [self awareness](#)
[instructional practices](#) [building community](#)

[Summary – The SEL 3 Signature Practices](#)

One-pager describing and providing examples of 3 signature practices that bring SEL experiences into any learning setting and build a foundation of safety, consistency, and belonging.

SOURCE:
CASEL

TAGS [SEL and Academic Integration](#) [english/language arts](#) [math](#) [social studies](#) [arts](#)
[mindfulness](#) [three signature practices](#) [teacher tool](#) [social awareness](#) [self awareness](#)
[reading lists - staff](#) [teacher training](#) [advisory/homeroom](#) [instructional practices](#)
[building community](#)

[Responsible Decision Making \(video\)](#)

CASEL and the Montgomery County Educational Service Center collaborated on this video to describe the competency of responsible decision making. Children can make responsible decisions by developing the ability to analyze a situation, understand its ethical implications, and evaluate the consequences. Parents and educators can help students learn to think through all parts of a problem and encourage them to make decisions on their own.

SOURCE: CASEL and the Montgomery County ESC

TAGS [videos](#) [responsible decision making](#) [SEL competence](#) [communications](#)

[Relationship Skills \(video\)](#)

CASEL and the Montgomery County Educational Service Center collaborated on this video to describe the competency of relationship skills. Communication, cooperation and the ability to successfully resolve conflicts are key to successful relationships. Educators can help students develop these skills by working together in groups and discussing roles. Parents can support their children by spending time with them and encouraging communication.

SOURCE: CASEL and the Montgomery County ESC

TAGS [videos](#) [relationship skills](#) [SEL competence](#) [communications](#)

[Social Awareness \(video\)](#)

CASEL and the Montgomery County Educational Service Center collaborated on this video to describe the competency of social awareness. Children can develop social awareness and learn empathy by putting themselves in another's shoes. Tips for parents include helping children to recognize emotions, appreciate diversity and show respect for others.

SOURCE: CASEL and the Montgomery County ESC

TAGS [videos](#) [social awareness](#) [SEL competence](#) [communications](#)

[Self Management \(video\)](#)

CASEL and the Montgomery County Educational Service Center collaborated on this video to describe the competency of self management. Students can learn to manage their feelings and turn them into positive actions. Adults can help by creating a calm and regulated environment, showing how to manage impulses, and discussing ways to resolve conflicts.

SOURCE: CASEL and the Montgomery County ESC

TAGS [videos](#) [self management](#) [SEL competence](#) [communications](#)

[Self Awareness \(video\)](#)

CASEL and the Montgomery County Educational Service Center collaborated on this video to describe the competency of self-awareness. Parents can help children develop self awareness by being honest about their own emotions. Educators can help by teaching the vocabulary of emotions, modeling behavior, and supporting students as they grow in self-awareness.

SOURCE: CASEL and the Montgomery County ESC

TAGS [videos](#) [self awareness](#) [SEL competence](#) [communications](#)

[Marcus Garvey Elementary: Exemplary Supportive School](#)

Chicago Public Schools recognizes schools for systemic SEL implementation through a Supportive Schools Certification process. Marcus Garvey Elementary is one of the schools that has earned the highest certification level, and this video illustrates the ways SEL has been integrated into systems and practices.

SOURCE: Chicago Public Schools

TAGS [videos](#) [model SEL schools](#) [communications](#)

[Planning Engaging, SEL-Infused Professional Learning](#)

CASEL has shared this planning template with breakout session presenters at CASEL-coordinated events to ensure that presentations are objective driven, evidence-based, action-oriented, and use techniques that activate social and emotional skills.

SOURCE:

CASEL

TAGS [teacher training](#) [professional learning](#)

[Cross-District Visit Observation Tool \(Sacramento\)](#)

This observation tool was used at CASEL's 2019 Cross District Learning Event in Sacramento. It highlights the intersections of SEL and equity goals in Sacramento City Unified School District.

SOURCE: Sacramento City Unified School District

TAGS [equity](#) [school visit/observation tool](#)

[Cross-District Visit Observation Tool \(Chicago\)](#)

This observation tool was used at CASEL's 2018 Cross District Learning Event in Chicago. It highlights the 4 domains of Chicago's School Climate Standards.

SOURCE: Chicago Public Schools

TAGS [school visit/observation tool](#)

[Recommended Readings for Staff](#)

Recommended Readings for staff development. Topics include Introducing the Importance of SEL, SEL and Equity, SEL and Academic Integration, Restorative Practices, Adult SEL, and Partnering with Families for SEL.
(Within each topic, readings are listed in order of length)

SOURCE:

CASEL

TAGS [reading lists - staff](#) [district SEL expertise](#) [building buy-in for SEL](#)

[How to Create a Professional Learning Community](#)

Edutopia article on developing strong PLCs, includes quick tips on teaching participants how to collaborate, creating an atmosphere of trust, carving out enough time for meaningful work, and more.

SOURCE:

Edutopia

TAGS [implementation support](#) [PLC](#) [SEL coaching for staff](#) [teacher training](#) [professional learning](#)

[Transforming Education: Resources for Educators](#)

A collection of tools and toolkits, research, and webinars on mindfulness, self efficacy, self-management, social awareness, and the growth mindset.

SOURCE: Transforming Education

TAGS [mindfulness](#) [teacher tool](#) [toolkit](#) [social awareness](#) [self management](#) [reading lists - staff](#)
[SEL overview](#) [instructional practices](#) [classroom level](#) [professional learning](#)

[Tennessee's Training Modules for Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness](#)

The Tennessee DOE's training modules include powerpoint presentations, facilitator guides, and handouts on student-centered discipline, teacher language, cooperative learning, classroom discussions, and balanced instruction.

SOURCE: Tennessee

DOE

TAGS [SEL and Academic Integration](#) [videos](#) [toolkit](#) [SEL competence](#) [teacher training](#)
[instructional practices](#) [classroom level](#) [student discipline](#) [professional learning](#)

[Washington's SEL Online Education Modules](#)

Washington's 5 online modules for educators (intro, embedding SEL schoolwide, adult professional culture, culturally responsive classroom integration, and selecting evidence-based programs). Free registration required.

SOURCE: Washington DOE

TAGS [videos](#) [culturally responsive](#) [teacher training](#) [SEL overview](#) [evidence-based programs](#)
[instructional practices](#) [culture and climate](#) [professional learning](#)

[What does SEL look like in elementary, middle, and high school?](#)

This curated list of articles and videos illustrate what SEL looks like in elementary, middle, and high school settings. Explore these links to deepen your knowledge and find grade-differentiated resources for professional learning and planning.

SOURCE:

CASEL

TAGS [middle school grades](#) [high school grades](#) [elementary school grades](#)

[SEL 3 Signature Practices introductory video - Adult SEL](#)

Video describing the SEL 3 signature practices (welcoming inclusion activity, engaging practices, and optimistic closure) and how to use them in settings with adults, such as a meeting or professional learning.

SOURCE:

CASEL

TAGS [PLC](#) [mindfulness](#) [three signature practices](#) [videos](#) [self awareness](#) [SEL coaching for staff](#)
[building community](#) [professional learning](#) [district SEL expertise](#)

[SEL Learning Walk Protocol – Anchorage](#)

Anchorage's protocol for preparing and facilitating learning walks, well suited for districts that are organizing cross-campus visits to exemplary classrooms.

SOURCE: Anchorage Public

Schools

TAGS [model SEL schools](#) [school visit/observation tool](#) [conducting local SEL research](#) [classroom level](#)
[building buy-in for SEL](#)

RELATED RESOURCES

[SEL Learning Walk Observation Tool – Anchorage](#)

Anchorage's handout for observers to take notes after visiting a classroom during a Learning Walk.

SOURCE: Anchorage Public

Schools

TAGS [model SEL schools](#) [school visit/observation tool](#) [conducting local SEL research](#)
[classroom level](#) [culture and climate](#) [professional learning](#) [district SEL expertise](#)
[building buy-in for SEL](#)

[Professional Development Concise Feedback Form](#)

Sample closing activity to debrief professional learning and gather feedback, following the "3-2-1" format.

SOURCE:

CASEL

TAGS [PLC](#) [professional learning](#)

[Planning Professional Learning for Evidence-Based Programs](#)

This tool from CASEL's Guide to Schoolwide SEL helps a team answer important questions, assign tasks, and set a timeline to provide initial training and ongoing support for any evidence-based SEL program.

SOURCE:

CASEL

[Two Part Debriefing Strategy for Reflection and Application](#)

Guidance for SEL presenters to have participants process their reaction to a learning experience and apply it to their work.

SOURCE:

CASEL

TAGS [PLC](#) [three signature practices](#) [self awareness](#) [SEL coaching for staff](#) [professional learning](#)

[AIR's Social and Emotional Learning Coaching Toolkit](#)

A toolkit for instructional coaches, administrators, and district leaders to support teachers in integrating SEL into daily practices, through planning, observation and feedback.

SOURCE:

AIR

TAGS implementation support toolkit SEL coaching for staff instructional practices professional learning

[SEL Learning Walk Observation Tool - Anchorage](#)

Anchorage's handout for observers to take notes after visiting a classroom during a Learning Walk.

SOURCE: Anchorage Public

Schools

TAGS model SEL schools school visit/observation tool conducting local SEL research classroom level culture and climate professional learning district SEL expertise building buy-in for SEL

[Principal Facilitation Strategies Guide: Large Group SEL Activities for Staff](#)

Collection of activities to energize, build community, and practice social and emotional skills during professional development.

SOURCE: Austin Independent School

District

TAGS culture and climate building community professional learning SEL leadership

Find presentation templates that you can adapt and use

TITLE

[SEL for Educators Toolkit](#)

A presentation template, companion guide, mini-modules, summary, and reference list for use in PLCs, staff meetings, professional learning, or individual reflection. Contains suggested activities and practices to support educators in their well-being, emotional state, and stress while supporting students.

SOURCE: Transforming Education

TAGS Adult SEL toolkit professional learning

[Overview of CASEL's Guide to Schoolwide Social and Emotional Learning](#)

This presentation can be used to introduce schools to the logic model, key activities, and resources available at schoolguide.casel.org.

SOURCE:

CASEL

TAGS implementation support PLC toolkit implementation plan culture and climate professional learning SEL leadership

[How to Facilitate Professional Learning That Results in Action Using SEL Principles \(Session 1\)](#)

Professional learning session for facilitators of PD, to learn how to integrate SEL concepts into learning experiences in objective-driven ways. Part 1 of 2 sessions.

SOURCE: Washoe County School

District

TAGS [PLC](#) [teacher training](#) [instructional practices](#) [professional learning](#) [SEL leadership](#)

RELATED RESOURCES

[How to Facilitate Professional Learning and Team Building Using SEL Principles: Facilitator's Guide \(Session 1\)](#)

Facilitator guide to accompany slides -- Professional learning session for facilitators of PD to learn how to integrate SEL concepts into learning experiences in objective-driven ways.

SOURCE: Washoe County School

District

TAGS [PLC](#) [teacher training](#) [instructional practices](#) [professional learning](#) [SEL leadership](#)

[How to Facilitate Professional Learning and Team Building Using SEL Principles: Facilitator's Guide \(Session 2\)](#)

Professional learning session for facilitators of PD, to learn how to integrate SEL concepts into learning experiences in objective-driven ways. Part 2 of 2 sessions.

SOURCE: Washoe County School

District

TAGS [PLC](#) [teacher training](#) [instructional practices](#) [professional learning](#) [SEL leadership](#)

[The Foundations of Social Emotional Learning: Teacher Training \(Part 1 of 3\)](#)

First in a series of brief introductory SEL presentations, including an overview of the 5 SEL competencies and the 3 signature SEL practices.

SOURCE: Oakland Unified School

District

TAGS [three signature practices](#) [teacher training](#) [SEL overview](#) [professional learning](#)
[district SEL expertise](#)

RELATED RESOURCES

[The Foundations of Social Emotional Learning: Teacher Training \(Part 3 of 3\)](#)

Third in a series of brief introductory SEL presentations, with a focus on integration with teaching practices.

SOURCE: Oakland Unified School

District

TAGS [teacher training](#) [SEL overview](#) [instructional practices](#) [professional learning](#)
[district SEL expertise](#)

[The Foundations of Social Emotional Learning: Teacher Training \(Part 2 of 3\)](#)

Second in a series of brief introductory SEL presentations, with a focus on self-reflection.

SOURCE: Oakland Unified School

District

TAGS [self awareness](#) [teacher training](#) [SEL overview](#) [professional learning](#) [district SEL expertise](#)

[Introduction to SEL for School Staff - Nashville](#)

Nashville's presentation on integrating SEL into daily classroom practices begins by modeling a class meeting and includes many interactive, learner-centered activities, with presenter notes.

SOURCE: Metropolitan Nashville Public

Schools

TAGS [SEL standards](#) [lesson planning](#) [teacher training](#) [SEL overview](#) [instructional practices](#)
[classroom level](#) [building community](#) [professional learning](#)

[Elements of Coaching](#)

This presentation, originally for the instructional coaching team in El Paso, primarily focuses on creating community among coaches, listening skills, and ways to respond during a coaching session.

SOURCE:

CASEL

TAGS [implementation support](#) [PLC](#) [SEL coaching for staff](#) [human and financial resource alignment](#)

[Sample Schoolwide SEL 101 Presentation](#)

This presentation can be adapted and used to introduce SEL to staff, families, and community partners. It gives an overview of what is SEL, why it's important, and the process for schoolwide SEL. Talking points and activity instructions are provided in the notes section. Also available in Spanish.

SOURCE:

CASEL

TAGS [three signature practices](#) [staff onboarding](#) [SEL overview](#) [classroom level](#) [culture and climate](#)
[professional learning](#) [district SEL expertise](#) [building buy-in for SEL](#) [SEL leadership](#)

RELATED RESOURCES

[Sample Schoolwide SEL 101 Presentation \(Spanish\)](#)

Slides and presenter notes are in Spanish -- This presentation can be adapted and used to introduce SEL to staff, families, and community partners.

SOURCE:

CASEL

TAGS [spanish language resources](#) [family and community engagement](#)

See artifacts shared by districts and schools

TITLE

[SEL Action Guide – District Professional Learning Offerings](#)

This example from a school division in southeastern Virginia shows how they planned and provided professional learning for all district staff to strengthen understanding and investment, and later build skills, collaborate, and apply SEL in their context. The original version of this document included links for their staff to sign up for in-person learning or experience an online module.

TAGS [staff onboarding](#) [teacher training](#) [professional learning](#)

[Districts in Action – Strengthen Adult SEL Competencies and Capacity](#)

This brief spotlights three different approaches to adult SEL from SEL leaders in school districts in Olympia, Buffalo, and Des Moines. Visit <https://casel.org/series/sel-fellows-briefs/> for more briefs from SEL Fellows.

SOURCE:

CASEL

TAGS [Adult SEL](#)

[Campus Visits and Learning Walk Protocols \(Austin\)](#)

Guidelines for SEL coaches when they conduct supportive visits and a protocol for Learning Walks, shared with visitors and campuses so they know what to expect and what support is available to them.

SOURCE: Austin Independent School

District

TAGS [implementation support](#) [SEL coaching for staff](#) [model SEL schools](#) [school visit/observation tool](#)
[conducting local SEL research](#) [implementation monitoring](#) [instructional practices](#)

[Demonstration Sites Walkthrough Tool \(Sacramento\)](#)

Tool used to make notes about SEL integration into the schoolwide environment, classroom environment, and instruction.

SOURCE: Sacramento City Unified School

District

TAGS implementation support SEL coaching for staff model SEL schools school visit/observation tool
conducting local SEL research implementation monitoring instructional practices

[SEL PD Facilitator's Debriefing Cycle](#)

Chart for a professional learning facilitator to plan debrief experiences for participants during a training.

SOURCE: Anchorage Public

Schools

TAGS PLC teacher training professional learning

[SEL Professional Learning Conference - Nashville](#)

Program packet from Nashville's annual SEL conference, including conference agenda, workshop descriptions, presenter bios, and sponsor information.

SOURCE: Metropolitan Nashville Public

Schools

TAGS trauma fundraising teacher training instructional practices professional learning
district SEL expertise

[Assistant Principal Training: Fostering a Growth Mindset among Teachers](#)

Detailed facilitator guide for a full day PD aimed at assistant principals, focused on applying the growth mindset to teacher evaluation.

SOURCE: Oakland Unified School

District

TAGS teacher evaluation self management relationship skills SEL coaching for staff
professional learning SEL leadership

[Standards and Assessment Working Group Exit Ticket](#)

Sample questions about ways schools are measuring SEL progress and areas of priority. Could be used as an exit ticket or anticipation guide for a larger event.

SOURCE: Sacramento City Unified School

District

TAGS PLC continuous improvement

Find resources to help you learn more on this topic

TITLE

[Preparing Teachers to Support Social and Emotional Learning](#)

This case study of a university-school partnership offers information on how preservice and in-service teacher training can support SEL implementation and integration with teaching practices. Includes a helpful infographic on classroom practices that promote SEL, and implications for teacher training, schools, and policymakers.

SOURCE: Learning Policy Institute

TAGS [staff onboarding](#) [SEL coaching for staff](#) [teacher training](#) [model SEL schools](#)
[professional learning](#)

[The Principal's Role in SEL](#)

CASEL staff presented this webinar in collaboration with NAESP to share recommendations for how principals can coordinate and build upon SEL practices and programs to create an environment that infuses SEL into every part of students' educational experience and promotes equitable outcomes.

SOURCE: National Association of Elementary School Principals

TAGS [district SEL expertise](#) [building buy-in for SEL](#)

[Three Signature Practices to Integrate SEL in Classroom Instruction](#)

Reading describing and providing examples of 3 signature practices that bring SEL experiences into any class period and build a foundation of safety, consistency, and in a classroom.

SOURCE:
CASEL

[12 Strategies for SEL Facilitation](#)

A short article with clear strategies for facilitating effective SEL professional learning, followed by a guide to lead an engaging activity around the article with a group of facilitators.

SOURCE:
CASEL

TAGS [mindfulness](#) [teacher training](#) [professional learning](#)
