

# Design and implement an SEL professional learning program for schools

Effective professional learning ensures that school staff understand SEL and how to support systemic implementation.

*Below you'll find an overview of: WHAT high-quality implementation looks like, WHY it's important, WHEN to engage in this key activity, and WHO to involve. Also see the [PROCESS](#) page for step-by-step guidance on how to engage in the work, and the [RESOURCES](#) page for additional tools to support your efforts.*

## What is an effective SEL professional learning program?

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An effective SEL professional learning program provides ongoing, scaffolded, and comprehensive support to help staff understand their role in SEL and develop the 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:

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

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

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

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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?

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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?

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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?

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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

# Process

This process will create a scaffolded and comprehensive district SEL professional learning program that supports school staff in developing skills aligned with district goals. This also includes embedding SEL practices and content throughout other professional learning programs in the district and providing regular opportunities for school leaders and teams to learn from each other. Use the [Rubric](#) to assess your current level of implementation.

## 1. Review your district's SEL implementation plan and identify learning needs.

Your professional learning plan is intended to support your district in reaching its goals, so it's important to use your SEL implementation plan as a starting point.

Based on the goals and actions set forth in your SEL implementation plan, consider what stakeholders will need to know, do, and believe to carry out their roles. District leaders, 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 implementation 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.

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

Here's an example of how Metropolitan Nashville Public Schools reviewed strengths and challenges of professional learning opportunities: [Nashville's SEL Tiered Professional Development Programs](#).

## 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.

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:

- [SEL Online Education Module](#), offered by the Washington State Office of the Superintendent of Public Instruction (OSPI). This free, self-directed course was 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.
- [SEL 101 Foundations Course](#), offered by the Academy for Social-Emotional Learning in Schools (College of Saint Elizabeth and Rutgers University). This five-week course serves as the introduction to the Academy's School Leadership for Social-Emotional Learning and Character Development certificate program and covers current research, trends, and innovations in SEL. It is fee-based and requires participation in online workshops and class discussions, as well as the completion of keystone activities.

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?
- 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
- Consider how to facilitate professional learning sessions. Your facilitation practices can provide an opportunity to model SEL principles while teaching SEL content. 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:
  - Austin Independent School District’s video [A District Embracing SEL](#) (runtime 6:41)
  - PBS NewsHour’s [Stop. Think. Act: Social and Emotional Learning](#) (runtime 8:04)

- 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 on the learning, 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 (e.g., core content).**

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.

# Resources

Below, you'll find resources to help design and implement a professional learning program for schools.

## See how districts have strategized and planned to implement professional learning

### TITLE

#### [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](#) [SEL competence](#) [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](#)

## Find ready-to-use tools

### TITLE

### [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](#)

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### [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](#)

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### [Creating Positive and Supportive Spaces for Adult Learning](#)

Minneapolis' adapted this 1 page summary of how to incorporate 3 signature SEL practices into adult learning.

**SOURCE: Minneapolis Public Schools**

**TAGS** [Adult SEL](#) [three signature practices](#) [building community](#) [professional learning](#)

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### [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](#)

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### [SEL 3 Signature Practices Playbook](#)

CASEL's full guide to using the 3 Signature SEL practices, including a library of example activities and ideas and templates for adapting the playbook for your district.

**SOURCE:**

**CASEL**

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

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## **RELATED RESOURCES**



### [SEL 3 Signature Practices: Getting it Down PATT!](#)

Washoe County built this template to help instructors build the 3 signature SEL practices into their lesson plans in meaningful ways, using the framework of Purpose, Alignment, Transparency, and Target (PATT).

**SOURCE: Washoe County School**

**District**

**TAGS** three signature practices lesson planning teacher tool

### [Three Signature Practices handout for summer school staff](#)

Handout used to introduce summer school staff to the 3 Signature SEL practices, with examples, alignment with existing priorities, and additional prompts for building community in a summer school setting.

**SOURCE: Oakland Unified School**

**District**

**TAGS** mindfulness three signature practices teacher tool social awareness self awareness instructional practices culture and climate building community

### [Three Signature Practices handout for adults](#)

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: Oakland Unified School**

**District**

**TAGS** three signature practices teacher tool SEL coaching for staff culture and climate building community professional learning SEL leadership

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### [Three Signature Practices handout for challenging times in classrooms](#)

Additional prompts for openings and closings are added to the standard 3 Signature Practices handout to place a greater focus on communication, trust, and connection during times students feel stressed, anxious, troubled, or other times when the classroom community needs a boost.

**SOURCE: Oakland Unified School**

**District**

**TAGS** mindfulness three signature practices teacher tool social awareness self awareness instructional practices culture and climate building community

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### [Three Signature Practices handout for classroom teachers](#)

Handout summarizing the 3 Signature SEL Practices, examples of each, and alignment with SEL competencies and school priorities.

**SOURCE: Oakland Unified School**

**District**

**TAGS** mindfulness three signature practices teacher tool social awareness self awareness instructional practices culture and climate building community

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### [Oakland's 3 Signature Practices summary video](#)

This short video describes the 3 Signature SEL practices and how they are relevant for adult learning and community building, during both professional learning and at staff meetings.

**SOURCE: Oakland Unified School**

**District**

**TAGS** [Adult SEL](#) [three signature practices](#) [teacher tool](#) [SEL coaching for staff](#)  
[How to Create a Professional Learning Community](#)

[culture and climate](#) [building community](#) [professional learning](#) [SEL leadership](#)  
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.

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**SOURCE:**

**Edutopia**

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

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### [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](#)

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### [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](#)

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### [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](#)

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### [SEL Learning Walk Protocol – Anchorage](#)

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

**SOURCE: Anchorage Public**

**Schools**

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

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

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### [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 teacher training professional learning

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### [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**

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### [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 SEL leadership

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### [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

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### [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** SEL competence model SEL schools school visit/observation tool conducting local SEL research instructional practices classroom level culture and climate professional learning district SEL expertise building buy-in for SEL

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### [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** toolkit culture and climate building community professional learning SEL leadership

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### [12 Thoughts on 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 SEL leadership

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## Find presentation templates that you can adapt and use

**TITLE**

### [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

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## [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](http://schoolguide.casel.org).

### **SOURCE:**

**CASEL**

**TAGS** [implementation support](#) [PLC](#) [toolkit](#) [implementation plan](#) [culture and climate](#)  
[professional learning](#) [SEL leadership](#)

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## [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](#)

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## [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](#)

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## [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](#)

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## RELATED RESOURCES

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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.

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

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**SOURCE: Washoe County School**

**District**

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

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### [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](#) [SEL competence](#) [teacher training](#) [SEL overview](#) [professional learning](#)  
[district SEL expertise](#)

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## 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** [SEL competence](#) [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](#) [SEL competence](#) [teacher training](#) [SEL overview](#) [professional learning](#)  
[district SEL expertise](#)

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### [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

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See artifacts shared by districts and schools

#### TITLE

### [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 professional learning SEL leadership

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### [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

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### [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  
integrate with district priorities district SEL expertise

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### [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

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### [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](#)

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Find resources to help you learn more on this topic

#### TITLE

### [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**

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