

# Social and Emotional Learning in the Daily Life of Classrooms: Work Session

## Date(s)

## Location of Event City, State

## Agenda

### Part 1

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|------------------------------|--|
| <b>9:00–9:15 a.m.</b>        | Overview, Introduction, and Activity 1: Becoming Aware of Who Is in the Room                                 |
| <b>9:15–10:00 a.m.</b>       | Introduction to SEL and Activity 2: Why Is SEL Important?  |
| <b>10:00–10:35 a.m.</b>      | Introducing the 10 Teaching Practices That Promote SEL and Activity 3: Diving Into the 10 Teaching Practices |
| <b>10:35–10:45 a.m.</b>      | <i>Break</i>   |
| <b>10:45–11:30 a.m.</b>      | Activity 4: Team Systems Review Through the <i>SEL Workbook</i>  |
| <b>11:30–11:45 a.m.</b>      | Activity 5: Briefing Room  |
| <b>11:45 a.m.–12:00 p.m.</b> | Activity 6: Putting It All Together  |
| <b>12:00–12:30 p.m.</b>      | Activity 7: Action Planning, Next Steps, and Wrap-Up of Part 1   |
| <b>12:30 p.m.</b>            | Adjourn (or break for lunch)   |

### Part 2

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|-----------------------|--|
| <b>1:00–1:25 p.m.</b> | Insights and Priorities Identified From Part 1                                       |
| <b>1:25–1:50 p.m.</b> | Activity 8: Teacher Social and Emotional Competencies                                |
| <b>1:50–2:20 p.m.</b> | Activity 9: Individual Systems Review Through the <i>Teacher SEL Self-Assessment</i> |
| <b>2:20–2:35 p.m.</b> | Activity 10: Briefing Room   |
| <b>2:35–3:00 p.m.</b> | Activity 11: Action Planning and Closing   |
| <b>3:00 p.m.</b>      | Adjourn  |