



Social and Emotional Learning for Coaches

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Welcome!

Here are our learning objectives for this workshop:

- Identify the 5 core competencies of social and emotional learning in the context of the Pyramid Model
- Practice embodying social and emotional learning.
- Understand the distinctions among coaching, teaching, and learning social and emotional learning.
- Use Practice-Based Coaching to support the development of social and emotional learning.



Introductions

- Share your name, where you work, and the most recent conversation you had with an educator (provider or teacher) about social and emotional learning.
- What stood out for you about the conversation you had with the educator?
- What stands out for you about the conversation you're having now with your table partner?



5 Core Competencies of Social and Emotional Learning



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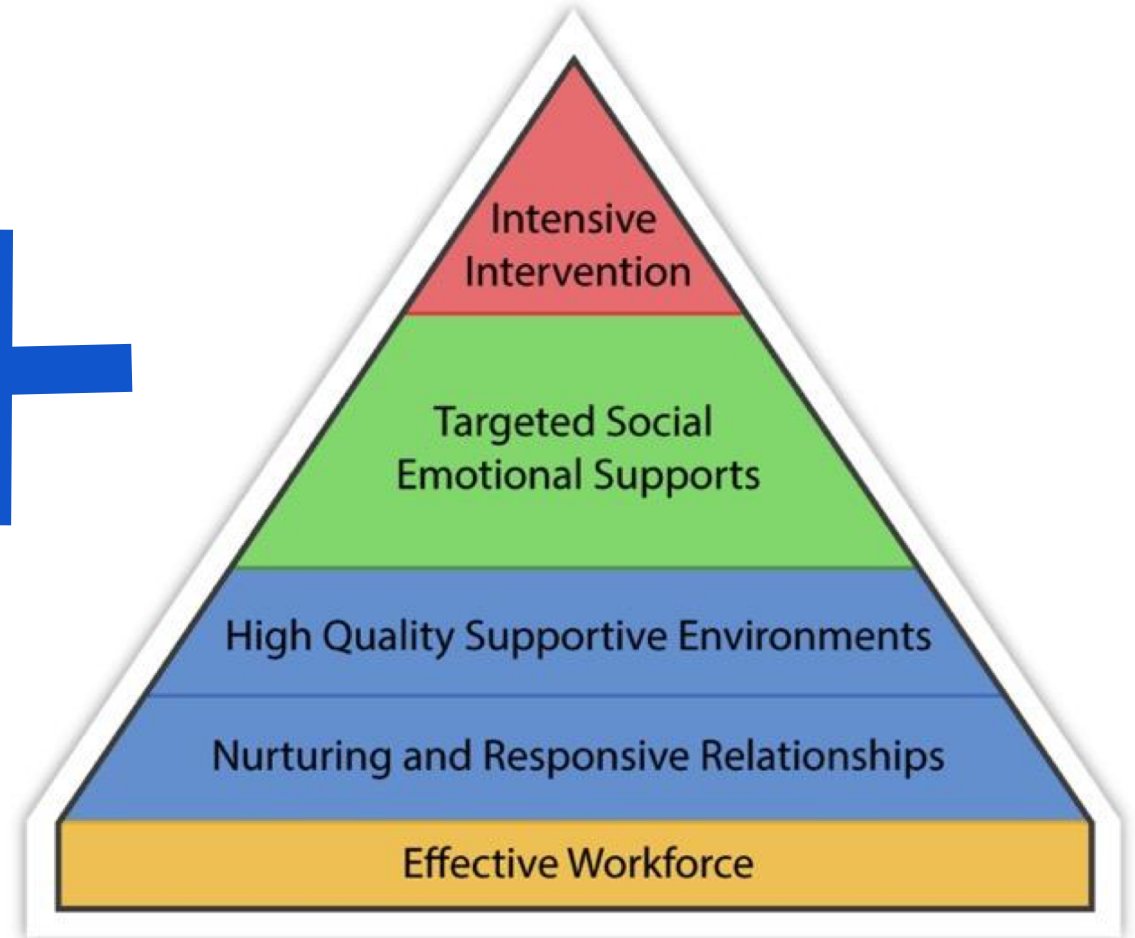
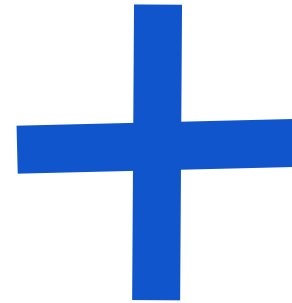
- What do these competencies look like in early childhood?
- What does it look like in adults?



The Pyramid Model



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The Pyramid Model Approach

Where do you see SEL in:

- An Effective Workforce?
- Nurturing and Responsive Relationships?
- High Quality Supportive Environments?
- Targeted Social Emotional Supports?





What does coaching SEL look like?

First:

- How do I bring up the topic of SEL with my client?
- Do I need data?
- How do I know if my client is ready?

Second:

- How do I ensure that my client and I are developing the right goal for SEL?

Third:

- What coaching strategies work best for coaching SEL?



What does coaching SEL look like?

First:

- How do I bring up the topic of SEL with my client?
- Do I need data?
- How do I know if my client is ready?

- Data reports
- Observations
- Coaching Conversations
- Data is essential!
- SEL readiness assessment

Reflect on:

- What data do you have?
- What has worked in the past, when you've needed to talk about SEL?
- What makes every conversation unique?



What does coaching SEL look like?

Second:

- How do I ensure that my client and I are developing the right goal for SEL?

SMART rubric:

- Specific
- Measureable
- Attainable
- Realistic
- Time bound

Things to check:

- To what extent do you understand the connection between the educator's practice and children's social and emotional development?
- To what extent does the educator understand the connection between the their practice and children's social and emotional development?
- What resources are needed?



What does coaching SEL look like?

Third:

- What coaching strategies work best for coaching SEL?

Collaborative Partnership Skills:

- Listening
- Reflecting
- Feedback

Shared Goal and Action Plan Skills:

- Refer to data
- Check that each part of the SMART goal is complete





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Thank you