

THE SEL COACH

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THE SEL COACH

Planning and Implementation
Resources for Social
Emotional Learning Leaders

Jennifer E. Rogers

CORWIN

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FOR INFORMATION:

Corwin
A SAGE Company
2455 Teller Road
Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
18 Cross Street #10-10/11/12
China Square Central
Singapore 048423

President: Mike Soules
Vice President and
Editorial Director: Monica Eckman
Publisher: Jessica Allan
Content Development
Editor: Mia Rodriguez
Editorial Assistant: Natalie Delpino
Copy Editor: Integra
Typesetter: C&M Digitals (P) Ltd.
Proofreader: Lawrence W. Baker
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PREFACE

To Superintendents and District/Building Administrators

While much of this book is dedicated to the individuals who are considered Social Emotional Learning (SEL) coaches or lead implementers, leaders of districts are a vitally important part of any system change effort. Your support through time, budget, and advocating for the importance of developing social and emotional competencies is crucial. SEL has been around for over 25 years. Its importance in developing youth who can build relationships, make informed decisions, and use problem-solving skills has been validated through countless research articles and publications. These evidence-based outcomes of the benefits for students and adults to have social and emotional competencies help to produce productive citizens.

A recent study found that there have been significant effects on youth well-being after the pandemic. Speaking to educators nationwide, they have talked about not only the academic lag that some students have experienced but also their social and emotional competencies. This looks like more fighting, more disconnection from school and classmates, stress reactions, referrals to the counselor, and absenteeism. While it will be some time before we get more comprehensive data on the effects of the pandemic, school leaders are reporting the changes they see from before March 2020 until now. The August 2021 report “How Has the Pandemic Affected Students’ Social-Emotional Well-Being? A Review of the Evidence to Date” found the following:

- A significant portion of young people, likely 30–40%, have experienced negative impacts on their mental or social-emotional health during the pandemic.
- Students who learned remotely for long periods of time and historically marginalized students were more likely to experience these negative effects.
- Rates of anxiety and attempted suicides, already on the rise pre-pandemic, appear to have increased among all students, especially among girls.

- While some students fared well initially or even fared better when learning remotely than they did in person before the pandemic, these positive effects did not last. Negative effects for students increased over time.
- Schools and districts, especially in rural areas without a strong social service infrastructure, lacked systems to track student well-being or strategies to address and improve it (Hamilton et al., 2021, p. 6).

You may be aware of why SEL is important and how it can mediate some of the effects of social isolation and the stress of the pandemic. But I would like to invite you to consider how funding an SEL coach or lead implementer can magnify your efforts.

WHY AN SEL COACH?

The Social Emotional Learning coach is a relatively new position. There are districts across the country that have begun to find it necessary to create this position to help organize the people, resources, and tasks that must take place for SEL implementation.

SEL coaches can come from a variety of places within the system. They can be school counselors, psychologists, teachers, administrators, social workers, and the like. They can have the role of SEL exclusively or as a part of another role. It does not necessarily matter what role they have been in previously. What matters is the skill sets that they have or can develop in the service of this work. One of those things is the ability to demonstrate these competencies in difficult and demanding settings.

Schools need SEL coaches or lead implementers to effectively support the heavy lift of systems change. Individuals with the expertise and training can help to solve the unique challenges that SEL implementation creates in individual systems. School leaders start with good intentions but lack the time, resources, and expertise to create system change without someone who can provide them with the support to implement schoolwide SEL. Therefore, an SEL coach can be a game changer.

An SEL coach can help administrators during the implementation process. “Principals experience substantial job-related stress, yet they often lack the guidance and resources necessary to develop their own social and emotional competencies (SECs) that could help them respond appropriately. A large proportion of principals feel that they lack the requisite skills to effectively lead their schools, and high turnover rates create a significant financial and operational burden” (Mahfouz et al., 2019, p. 3). In many communities, understanding how to select and integrate intentional supports that help staff deal with the uncertainty of starting something new and complex is a barrier to SEL implementation. The skills that educational stakeholders need to effectively manage an SEL implementation are not currently

taught in many preservice or higher education training programs. Effective SEL coaches should have the ability to lead, have strong communication skills, provide data support, conduct professional development and training for other adults, coach throughout the system, and team with educational stakeholders and community members. The SEL coach can be the lever to transform an idea into an action plan and goals into outcomes.

SEL coaches focus on creating a productive environment. This person needs to keep many different things in mind while providing coaching. They are monitoring the entire system to determine the focus of their practice. An SEL coach may be working with the administration to create equitable discipline procedures. They may work with individual teachers to integrate Social Emotional Learning curriculum into the teaching day. The SEL coach may do observations for students to try and determine the antecedent of a behavior. The SEL coach may work with parents to educate them on the skills that are being taught at school so they may have a common language at home. The SEL coach may work with the bus drivers to give them strategies they can use to communicate with students that provide a good entry to school. We choose to implement social and emotional learning to impact student outcomes. But students learn best when they see these competencies practiced and modeled by the adults around them. And that is where the SEL coach can make a huge difference in promoting, teaching, leading, communicating, and supporting all educational stakeholders in demonstrating these valuable skills.

WHO CAN BE AN SEL COACH? QUALIFICATIONS

SEL coach skill sets include the ability to collaborate and work together for a common good—the ability to have difficult conversations, which means to come up with multiple solutions to problems, reflect on the perspectives of others, focus on the big picture, and not get stuck on the small stuff. This will require the ability to mediate or compromise when stuck on a specific issue. And this may also involve knowing when to get the administration to the table to figure out really challenging situations. Of course, being able to problem-solve will be necessary. Problem-solving includes defining the problem, determining the cause of the problem, creating and prioritizing solutions and alternatives, and then implementing the best probable solution. SEL coaches need to be able to manage their time well. And this includes scheduling and managing time for self and others. Power struggles can occur in the school environment. The coach will need to be adept at dealing with them by listening and validating the experiences of others. Another quality is to be a flexible thinker. This is the ability to shift thinking or attention in response to the unexpected or new, such as a new mandate or district focus that may add complications to their current work with SEL. In essence, the ideal SEL coach has the willingness and capacity to embody and model SEL skills with other educational stakeholders.

Potential Job Description

The ideal candidate's professional background includes the following:

1. Time in the classroom: teaching, subbing, working as paraprofessional in desired grade level: elementary, middle, and high
2. Education in school counseling, mental health/community counseling, special education, school psychology, social work, instructional coaching, behavior support
3. Previous exposure to SEL, MTSS, PBIS, or RTI: understands the basics of system change
4. Professional growth habits: new certification, trainings, and continued pursuit of knowledge
5. Experience delivering and creating professional development
6. Previous experience with SEL curriculum and competencies

How Can Leadership Assist in the Development of SEL Coaches in the System?

While hiring an SEL coach will help your school community build and strengthen their SEL foundation, it is important to remember that there are some additional elements to make this position successful. To be successful, their relationship with your school system must start positively. There are a few essential components that should be in place to give SEL coaches the foundation to start their work. Initially, coaches need an induction or onboarding process, an action plan, and professional development.

Induction/Onboarding Process

The first thing that SEL coaches need is an induction or onboarding process. Induction programs are comprehensive systems of support that help bridge the preservice to service development of beginning educators. Induction programs address both the practical needs of beginning coaches (who, what, when, and why) and nurture coach professional development (the how). Onboarding programs are important for the SEL leader, and the school community. This is also an ideal time to observe the school community and begin building positive relationships with the people in the system. During the onboarding process, the SEL coach will begin building relationships with teachers and principals. They will also identify key members of the school community, especially those who could support implementation. This includes implementation leaders, other coaches, and resource managers. Who is critical to the position's success? Who will be a strong partner? The SEL coach will need to meet those individuals quickly and establish a positive rapport. The SEL coach will also benefit from understanding the particular practices within your specific school environment.

Creating an Action Plan

An action plan will need to be determined by school leadership for the SEL coach to begin their new learning. These are some introductory steps for the first few weeks of school.

SAMPLE: Action Plan

- Introductions to key building leadership
- A brief overview of the hierarchical structure of your school or district
- Understand previous experience with SEL: Ask about positive and negative and what worked and didn't work
- Give information to the SEL coach about the history and need for the SEL coach role
- Establish the coach role with the school or district: include establishing dos and don'ts for the role
- Develop a document for the role of coaches for dissemination to faculty
- Set expectations for the SEL coach role including primary and secondary roles and assignments
 - Primary assignments: Leader of implementation at school level, training, coaching, professional development, data support, team member, communicator
 - Secondary assignments include meetings, webpage, parent night organization, training, engagement, community outreach, resource manager
- Set up a meeting with principals
 - Prepare with questions and discussion topics
 - Questions about role
 - Topics could include
 - Team structure
 - Meeting schedule
 - Office space/work schedule
 - Staff PD/introduction
 - Action plan (for both the year and first few weeks)

Professional Development for the SEL Coach

A continued emphasis on growing skill sets for the SEL coach will provide educators with tools to grow and expand their skills. Additional training is extremely beneficial for all new staff. Training should be focused on providing meaningful experiences for the SEL coach. Professional development can include conferences, professional speakers, or authors related to a specific area of education and SEL.

SAMPLE: Training and Resources for SEL Coach Role

- Invest in additional technical training and resources/Build coach capacity
- Additional technical training for the coach role
 - Computer systems: internal
 - Excel
 - OneNote, Google Docs, or other shared data collection
 - Website creation/maintenance
- Data collection and analysis
- Communication skills
- How to lead meetings and create agendas
- Resources
 - Access to articles, websites, internet
 - Books
 - Outside trainings
- Make forms consistent for all coaches
 - Such as:
 - Inventory of programs and initiatives
 - Action planning
 - Intervention tracking form
 - Task list
 - Tiered fidelity inventory

SAMPLE: Agenda for Two-Day Training for Coaches at Beginning of Year

- Day 1:
 - Introductions and Icebreakers
 - Discussion: Things I am looking forward to in this role; questions or concerns I have about the role
 - Job description
 - Assign mentors (if available)
 - Create norms for meetings
 - Highlights of last year
 - Strategies for coaching
- Day 2:
 - Tiered fidelity inventory
 - Year at a glance
 - Organizing a typical day
 - Specific content training
 - Using data for effectiveness and efficiency
 - Self-care strategies

Training Schedule (example)

Training for SEL Coach: Phase One

DATE	TRAINING	DELIVERED BY	RESOURCES	AREA OF FOCUS

(Continued)

PREFACE

To the SEL Coach

Whether you have been in the role of SEL coach for a while or whether you are brand-new to the position, the intent of this book is to provide you with resources and ideas for moving your SEL implementation to the next level. SEL coaches come from various backgrounds and experiences. To understand and identify with the teachers and students you work with, it is important to draw from your own previous experiences. This will help to develop empathy between you and others. Use your past work and personal experiences not only to identify effective models of systems change but also to connect with those you are collaborating with. Be open and honest with others as you continue to work on these competencies and qualities.

Being in the role of SEL coach or SEL lead implementer can be a challenge with very few resources to help you on your journey. You may be wondering how to be an SEL coach or what should a lead implementer do? This also may be your only role or a role that you do in combination with other roles. As you will learn in this book, the SEL coach/lead implementer (which will be shortened to SEL coach) is most like a systems coach. Because social and emotional competencies affect everyone in the system, a coach is there to guide all educational stakeholders in practices that support these skills. For example, for a student to learn how to manage their stress, they should be taught how to do it. But learning does not stop there, it should then be practiced with other peers and adults. And then adults should be able to model stress management. We should also be able to support each other in managing our stress, if needed, through social support. There are individual, group, and systemic elements to mastering this skill. The SEL coach would identify areas of need and work with the students and adults to develop solutions to systemic problems. “System coaching can include coaching at the individual, small group, and organizational levels, depending upon the need and level of the educational organization. Further, systems coaching activities can include those activities in which educators with content knowledge expertise provide support directly to teachers for instructional design and delivery to students” (March & Gaunt, 2013, p. 3).

In addition to coaching competencies, it is also important to be aware of the coaching qualities needed to be a successful coach. Being an SEL leader

means being knowledgeable in multiple areas to ensure the best chance of choosing the right implementation for your system. Coaching has been a part of the educational system for years. There are many individuals who describe the competencies that a coach must possess. The one that is most applicable and provides a systems-level view is identified by Zins and Erchul (2002). The competencies include self-awareness or the awareness of one's interpersonal style. This is critical when approaching someone as a coach. Self-awareness allows for the understanding of one's assets and challenges. This includes qualities such as good interpersonal skills; knowledge of intervention technology (content expertise); understanding of the influence of school climate, norms, and values on the coaching process; and sensitivity to cultural diversity and awareness of sociocultural factors (Zins & Erchul, 2002).

QUALITIES OF A COACH

1. Demonstrates knowledge of core concepts (teachers can be a tough audience: need to know that you know something due to experience, intensive knowledge that can add value to their work)
2. Demonstrates flexibility and collaboration working with a team
3. Understands and can apply that knowledge of theory into practices
4. Possesses knowledge of state and federal laws
5. Has an understanding of the roles/responsibilities of staff in the school environment
6. Has the ability to adapt to different leadership styles and build relationships with principals and staff
7. Has the ability to collect and interpret data to inform systems change

Each SEL coach's experience will be different. Just like the unique environments you will be working in, your role may look different than other SEL coaches. The purpose of this book is for you to have many different practices and processes for you to use that will help your system implement SEL effectively. The information and exercises provided here will give you tools to navigate your unique community and role within it to provide solutions that will meet your specific needs. The purpose of this book is to support you in your role as an SEL coach by giving you practices and processes to try in your unique school culture.

BEGINNING STEPS: TO-DO CHECKLIST

You may want to know, what should I do RIGHT NOW. This list is to help you with some ideas to start the activities and practices of being an SEL coach before getting too deep into the book. Here is a list of ideas to begin your journey as an SEL coach.

SEL Coach To-Do List: Where to Start

- Introduce self to school: include roles, responsibilities, and contact information
- Set up a regular meeting with the principal and appropriate administration (weekly or biweekly)
- Connect with staff
 - Attend grade-level or subject team meetings
 - In the staff break room
 - At out-of-school activities
 - Meet and greet new staff members personally
- Plan schedule
- Plan for options for PD with teachers
- Make schedule public
- Create coaching log
- Find ways to be invited into the classroom
 - Talk to staff about common problems
 - Listen to them
 - Offer a collaboration time sign-up
 - Go in with staff members with whom you already have a relationship
 - Email staff to offer support
- Create or meet with the SEL team and add new members if necessary
- Update your contact information on any websites with new job responsibilities
- Schedule any planned PD for the year
- Determine data collection plan
- Begin self-care planning for staff
- Review available resources and materials
- Connect to all tech sources used by the building
- Consider optimal communications with other stakeholders: email, newsletters, etc.

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ABOUT THE AUTHOR



Jennifer Rogers is founder of Rogers Training Solutions, LLC. She works with educational stakeholders on developing tools and strategies to increase positive student outcomes. Rogers Training Solutions, LLC provides consulting, professional development, workshops, coaching, and one-on-one leadership support for individuals and organizations exploring social, emotional, and behavioral interventions in school environments.

Dr. Rogers's background has reflected a strong commitment to children and adolescents and their families for over 20 years. She is proud to work side by side with educators in promoting social and emotional competencies for all students. She has worked with school districts across the country as a school counselor, researcher, district administrator, coach trainer, and consultant. Schools benefit from her experience as a licensed professional counselor (LPC) and training as a counselor educator to create programs to meet the social, emotional, and behavioral needs of students.

She has experience with implementing and measuring the impact of interventions in counseling, prevention, and early intervention. She has advocated for, written about, researched, trained, created interventions for, used data to support, worked with curriculum, and implemented districtwide Social Emotional Learning. Her book *Leading for Change Through Whole-School Social Emotional Learning: Strategies to Build a Positive School Culture* (2019) has been adopted by educators and is currently being used in multiple districts. She trains educators in best practices to meet the needs of their specific culture and students.

Dr. Rogers's professional goals align with the core mission to make social and emotional learning an integral part of education for all students. To reach the goal, she believes that we must work to support the educators through systemic change and create a common understanding amongst all stakeholders of the benefits of Social Emotional Learning to positive school culture.

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CHAPTER 1

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THE SOCIAL EMOTIONAL LEARNING COACH ROLE

SEL COACH ROLES AND RESPONSIBILITIES: DEFINITIONS

As a Social Emotional Learning (SEL) coach, you will serve in many roles within the school community. It is important to not only understand the different roles you play but also explore what they mean to you. The clarity that you can provide will be crucial for yourself and the stakeholders. If you can define what these responsibilities entail, you can explain them to others. This will in turn be helpful in illuminating what your role as an SEL coach is and what is not.

EXERCISE: Define what these roles mean to you as an SEL coach

Facilitator:

SEL team member/team lead:

(Continued)

(Continued)

Direct coaching:

Professional development/trainer:

Data collector:

Communicator:

DEFINITION OF ROLES

Leader/Facilitator

As a leader or facilitator, the role of an SEL coach is to build a foundation to support the implementation. Developing collaborative relationships is important and requires trust and understanding as you develop partnerships with educational stakeholders. As part of this work, your role is to be the “face” of the SEL implementation.

- Build a foundation and vision through collaboration with stakeholders.
- Develop goals in collaboration with stakeholders.
- Influence school culture in a positive way.
- Commit to equity.
- Build relationships with stakeholders, teachers, and staff.

- Promote understanding of SEL.
- Positively report and promote the progress being made by students, staff, and the community as it relates to your endeavors.

Coaching

Being an effective coach can only occur when you have a high level of trust within the school community. Once those in the community trust you, they will be more open to listening to your recommendations. Your coaching role is both collaborative and innovative. As a coach, you will work directly with staff to ensure that teachers and administrators have the support they need to implement successful SEL practices and interventions. One of your primary goals will be to help educational stakeholders learn and be able to effectively implement SEL practices and interventions. As a coach, it's important to teach and model effective practices that teachers can use in their classrooms, using varied techniques to coach based on individual needs. Then you can informally observe teachers as they try them out and offer positive and adjusting feedback on how to increase the effectiveness of their SEL implementation.

- Work directly with staff to implement interventions and teach the selected program.
- Understand and teach prevention (universal) work as the foundation.
- Use different modalities to coach staff based on their needs.
- Discover procedures to access individuals who may need help.
- Acknowledge positive practices of staff and students and celebrate accomplishments.

Data Support/Collection

Prior to implementing specific models of change, it is important to become efficient in data collection and support. Identifying and collecting current SEL behavior and academic data within your school community will provide you with a clear view of the needs of both teachers and students. The data you collect will give you the opportunity to identify gaps within the system that may be preventing them from achieving their goals. Once you have implemented an SEL initiative, monitoring growth is critical. SEL measurement data provides leaders, teachers, and students with insights on SEL skills and helps to identify areas of improvement. First determine what data you need to collect, and then monitor each data point to measure each to determine the effectiveness of your initiatives. To improve outcomes for students, schools must strategically measure and monitor the progress of their SEL curriculum implementation. How will you know if students' SEL skills are improving? One way to collect data is to survey your students, staff, and families several times per year to assess the effectiveness of the SEL practices your school is using.

- Identify and collect current data.
- Identify gaps and encourage new ways of gaining missing data.
- Focus on data to support student outcomes.
- Monitor progress to aid in the decision-making process.
- Help in the implementation of screening and assessment measures.
- Develop plans for results of data.
- Conduct periodic surveys of staff and students to gauge effectiveness.

Professional Development/Trainer

As the SEL coach, you'll likely have opportunities to lead professional development sessions and train your educational stakeholders on effective SEL practices. As a part of your sessions, you'll create awareness and understanding of core SEL concepts. You will want to model different learning modalities to keep your audience engaged. You'll share evidence-based SEL practices and empower your staff by including their voices in the process.

- Create awareness and understanding of concepts.
- Use multiple modalities to engage the audience.
- Inform staff of evidence-based practices.
- Engage staff in learning and advocating for their needs in the process.

Communicator

Working collaboratively with others requires effective communication skills. As an effective communicator, you will work with educators and administrators to share practices and keep all educational stakeholders informed about SEL implementation. Actively listening and being open to feedback will act as a demonstration of modeling these behaviors to the educational community.

- Share practices used by different stakeholders throughout the system.
- Develop the ability to listen actively, summarize, and make actionable the things that are needed by the stakeholders.
- Work in collaborative relationships with different individuals and teams.
- Advocate for the needs of the program and process.
- Model effective interpersonal communication skills.

Teaming/Member or Lead

When you work with others in the school community, remember that you are a part of a team. As you approach teachers and administrators, be sure

to cultivate an environment that is both welcoming and supportive. This will establish better relationships and allow you to be more effective. Creating this type of environment will also help to gain team member commitment. Establishing yourself as a supportive colleague and team member will help you build stronger relationships and allow you to be more effective. This environment will also help to increase the investment of your team.

- Establish commitment of team members at school.
- Facilitate data-based decision-making process.
- Create an environment that is both supportive and focused on achieving goals.
- Use organizational tools to further work.
- Empower educators to lead SEL implementation together.

SEL COACHING COMPETENCIES

As an SEL coach, there are critical competencies that you will need to develop to be successful. Each one provides you with an additional way of working with people effectively. It will also help to develop a sensitivity to your school community. These competencies include self-awareness, strong interpersonal skills, knowledge of various intervention technologies, understanding of the influence of school culture and climate, and a sensitivity to cultural diversity. Your work as an SEL coach will require you to consider the entire school when choosing models to implement. These competencies support a mindset that will make you more effective and prepared to meet the needs of your educational stakeholders.

Leaders build the foundation and relationships with others. As an SEL coach, the collaborative relationships you create will lead to trust and understanding as well. You will work directly with educational partners in your school community. This work will develop goals for the educational stakeholders and the school system.

When implementing any kind of change, there are the actions or activities to promote change (way of doing) and the process of how change occurs (way of being). You can have the practices but not the mindset or the mindset change with no practices. But the best interventions have both practices, which are a series of actions to achieve a particular result and the process of how change occurs. The SEL coach will need to have both the way of doing and the way of being. The SEL coach will need to have practices and processes in their toolkit. Your role is to support social and emotional competencies. This includes the practices of intervention, curricula, lesson plans, techniques, checklists, and rubrics. Processes involve mindset, discussion, reflection, beliefs, and motivation. While practices can often be

seen and checked off a to-do list, processes are how real change happens through thinking and considering making changes that will further develop the educator's ability to meet students where they are and promote positive growth in social and emotional competence. One of the first tasks is to build a change-agent mindset.

MANAGING UNCERTAINTY BY ADOPTING A CHANGE-AGENT MINDSET

Stress can be caused by uncertainty and unpredictability. When learning and teaching new practices, it can cause a lot of discomfort. One coach reported, "I'm still managing my discomfort in terms of not yet having a very clear sense of the direction of my school. There's a lot to take in these first two weeks with getting my schedule established, getting to know staff and students, having a solid understanding of my role, and getting more comfortable with it. Learning the dynamics in the building is helping me to know what sorts of questions to ask when I'm meeting with staff. These initial conversations have been very insightful! But because of all of this, my excitement for the work comes and goes. However, some days I feel so overwhelmed and anxious. But I know that will ease with time, it just sucks when you're in the middle of it. I just wonder if I'm 'on the right track' and I'm nervous that there's something I'm supposed to be doing that has completely fallen off my radar." It is important to normalize these feelings in a new role.

How Will You Manage Uncertainty in Your Role? Who Will Support You?

As the SEL coach, you will make a significant impact on the educational stakeholders in your school community. Your leadership is necessary but not sufficient for moving forward with positive school culture. I discuss the impact that the change agent (you) can make in *Leading for Change Through Whole School Social Emotional Learning: Strategies to Build a Positive School Culture* (Rogers, 2019). That book is a great introduction to strategies for systemic change through Social Emotional Learning. In this current book, you will learn more strategies and tools for the change agent. And as the SEL coach, it is important to recognize that there are some mindsets that will be crucial to your overall success. They include being a big picture thinker, always in a learning stance, being the keeper of the vision, asking questions, having tools and strategies, being open to different voices, having the ability to direct or redirect the work, being able to have multiple concepts in flux, and having a network of support. Two additional qualities that change agents should have are valuing their work and trusting themselves and the process.

PREVIOUS EXPERIENCE/LOOKING FORWARD

It may be helpful to ask yourself what experiences you have had previously that can be useful in the role of SEL coach. This process of reflection is recommended throughout your new learning. Answer the questions below about your previous experience in education and considerations for problem-solving common issues.

Coach reflections: Previous experience/looking forward

1. Detail the previous experience you have had with SEL or any other schoolwide social emotional or behavioral programs. How long were you a part of it? What was your role?
2. What did you find was most effective about the program?
3. What did you find did not work during the program implementation?
4. What is the best way to increase schoolwide implementation of social emotional learning in your experience?
5. What are you looking forward to in your role as SEL coach or lead implementer?
6. What questions or concerns do you have about your role as the SEL coach or lead implementer?
7. As a coach/lead implementer, you will be responsible for planning and leading training with adult learners. What are two or three things you always consider when planning training for adults?
8. In coaching teachers at a school, what are the most important messages you would give to teachers regarding relationships with students?
9. What three qualities do you value most in an educator?
10. How would you coach a teacher who thus far has not been willing to utilize SEL in their classroom?
11. One of the teachers you work with has asked you to remove a disruptive student from a teacher's class for several consecutive days. How do you respond and what are your next steps?
12. What is your experience with communicating with educational stakeholders? What have you found to be most effective in your communications?

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