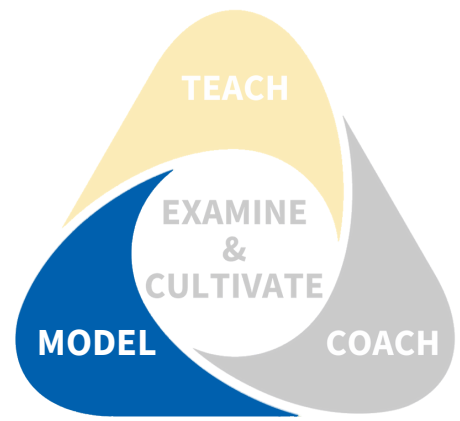


TRANSFORMING EDUCATION'S SEL Integration Approach Companion Guide



MODEL social-emotional skills and mindsets through demonstration, embodiment, and overt narration.

RESEARCH SHOWS

Modeling is a powerful tool to reinforce students' social-emotional development in the classroom.¹ Modeling requires an educator to both exhibit prosocial behavior to their students and narrate what they are doing to make explicit the connection between their actions and resultant skill.² Effective modeling can help students emulate the intentional examples set by educators in demonstrating these skills and mindsets in specific contexts, and improve students' ability to transfer their learning to new situations.³

To develop effective modeling strategies related to social-emotional development, educators must first attend to their own social-emotional development.⁴ There are several reasons for this. First, educators who are unable to manage their own behaviors will have difficulty modeling appropriate behavior to students.⁵ Second, educators who have reflected on their development and growth will be able to model different strategies in different contexts to reinforce these skills for their students.⁶ Third, when educators examine how their approaches to SEL might be coming from a place of bias or privilege, they can be intentional about presenting SEL in a variety of ways that connects to family, community, and cultural values.⁷



QUESTIONS TO CONSIDER

- Are there moments in your lessons that you could use to intentionally model for students different ways of thinking, processing, or problem solving? How would you do it?
- Do you feel comfortable being vulnerable with your students? Why or why not?
- What are some opportunities to invite students to model different ways of thinking, processing and problem solving for one another?
- How do you use non-verbal communication to teach students? What messages are ingrained in your “teacher moves”?

READ

[Metacognition and Why it Matters in Education](#)

WATCH

[Teaching Self-Regulation by Modeling](#)

LISTEN

[Lessons in Personhood: Ten Ways to Truly Lead in Your Classroom](#)

PRACTICE

[3 Signature Practices](#)
[What is Interactive Modeling?](#)



TRANSFORMING EDUCATION'S

SEL Integration Approach Companion Guide

*"One of the critical features of learning is **modeling**. We learn by watching others."*

LINDA DARLING HAMMOND

"How Learning Happens"
Video Series



LOOK FORS

Educators who model social-emotional competencies and mindsets...

Demonstrate authenticity and awareness by:

- Examining how their own behaviors and actions do, or do not, demonstrate the SEL competencies and mindsets they discuss with students.
- Leveraging real situations to model emotional awareness, decision making, boundary setting, and responses to unforeseen challenges.
- Acknowledging and discussing the ways their identities, lived experiences, and the larger sociopolitical context impact the way in which they demonstrate social-emotional competencies and mindsets.
- Demonstrating humility and vulnerability by normalizing mistakes, acknowledging when they made a wrong decision, asking for feedback, and naming how they are working to grow.

Are intentional in the ways they model by:

- Incorporating pre-planned moments of social-emotional learning within lessons and daily routines.
- Using narration, metacognition, or “think alouds” as a way to make their internal processing an external learning opportunity for students.
- Not expecting students to exhibit skills or mindsets that are not being modeled by the adults around them.

Leverage unplanned opportunities for modeling by:

- Increasing students’ awareness of SEL “in action” by asking them to observe, ask questions, discuss alternative perspectives, and provide input.
- Identifying spontaneous instances in which social-emotional competencies and mindsets are being used, and providing specific voiceover to what they are seeing in the moment.
- Creating an inquiry-based, growth-oriented environment where students are encouraged to revise and adjust based on feedback.

Highlight students as models by:

- Providing opportunities for students to practice modeling through strategies such as role playing and peer coaching.
- Elevating instances in which students are serving as positive models.
- Recognizing when a strategy or skill is being applied in a new way and bringing it to a student’s attention (and to the attention of the larger group, if appropriate).

TRANSFORMING EDUCATION'S

SEL Integration Approach Companion Guide: References

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