# Social-Emotional Learning (SEL) Series: Scope and Sequence

## Session 1: The Foundations of Social-Emotional Learning

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| Time | Session Title | Session Objectives |
| 9:00-9:30 | **SEL Series Overview** | * Articulate why social-emotional learning in early childhood is a priority for Nevada and nationwide * Orient participants to the goals and scope and sequence for the SEL Series * Establish group norms for all sessions * Build relationships with colleagues across the cohorts |
| 9:30-10:00 | **Why SEL Now More Than Ever** | * Reflect on the impact of the twin crises our country is responding to right now--the COVID-19 pandemic and widespread racial injustice--on yourself, the children in your care, their families, and your communities * Share how you’ve been processing, responding to, and coping with these twin crises * Identify personal and group needs to be successful with this work moving forward |
| 10:00-11:30 | **Understanding the Development of Social-Emotional Skills** | * Understand the brain science of early childhood development and how it relates to SEL and future outcomes * Establish a common understanding of the five competencies of social-emotional learning * Explore the developmental trajectory of children from birth through five in social-emotional development using the Infant and Toddler Early Learning Guidelines and Pre-K Standards |
| 11:30-11:45 | Break | * N/A |
| 11:45-12:50 | **Trauma-Informed Teaching in ECE: Part 1** | * Understand how trauma affects the developing brain * Identify how trauma may impact learning and behavior in early childhood settings * Identify best practices for supporting children’s social-emotional development, with a focus on serve-and-return interactions * Plan to proactively support children who have experienced trauma |
| 12:50-1:00 | **Closing and Next Steps** | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to the next session * Provide feedback on the day’s session |

Work between sessions:

* Reflect on current vision for center
* Revise to ensure principles of SEL are reflected in the vision
* Select and connect with accountability partner

## Session 2: Self-Awareness and Self-Management

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| Time | Session Title | Session Objectives |
| 9:00-9:45 | **Opening and Reflection** | * Preview the scope of work for the day * Check in on our own social-emotional well-being * Share and reflect on most pressing challenges and biggest successes |
| 9:45-11:30 | **Building Social-Emotional Skills: Self-Awareness and Self-Management** | * Explain why building self-awareness and self-management skills are essential to young children’s future success * Understand the trajectory of social-emotional development as outlined in the research, the Infant and Toddler Early Learning Guidelines, and the Pre-Kindergarten Standards * Describe the principles of developing self-awareness and self-management skills in young children * Plan for opportunities to develop self-awareness and self-management skills |
| 11:30-12:45 | **Trauma-Informed Teaching in ECE: Part 2** | * Revisit how trauma may impact learning and behavior in early childhood settings * Explore ways to “get underneath” what may be triggering a child’s emotional response * Identify best practices for supporting children’s social-emotional development, with a focus on physical safety in early learning settings * Plan to proactively support children who have experienced trauma |
| 12:45-1:00 | **Closing and Next Steps** | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to the next session * Provide feedback on the day’s session |

Work between sessions:

* Connect with accountability partner
* Sign up for which months you want to connect with Maggie or Kathy for 1-on-1 coaching support

## Session 3: Social-Awareness and Relationship Skills

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| Time | Session Title | Session Objectives |
| 9:00-9:30 | **Opening and Reflection** | * Preview the scope of work for the day * Check in on our own social-emotional well-being * Share and reflect on most pressing challenges and biggest successes |
| 9:30-11:30 | **Building Social-Emotional Skills: Social-Awareness and Relationship Skills** | * Explain why building social-awareness and relationship skills are essential to young children’s future success * Understand the trajectory of social-emotional development as outlined in the research, the Infant and Toddler Early Learning Guidelines, and the Pre-Kindergarten Standards * Describe the principles of developing social-awareness relationship skills in young children * Plan for opportunities to develop social awareness and relationship skills |
| 11:30-12:50 | **Trauma-Informed Teaching in ECE: Part 3 (Adults as Social-Emotional Role Models)** | * Understand how trauma affects adults, particularly adults who work with children * Reflect on how current events will likely affect adults and their behavior, and what that will mean for your work as a leader * Connect the social-emotional competencies to adult behaviors * Understand the impact of social-emotional responses in adults on young children and the culture of learning environments * Plan for how to support the social-emotional health of staff and self |
| 12:50-1:00 | **Closing and Next Steps** | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to the next session * Provide feedback on the day’s session |

Work between sessions:

* Watch pre-recorded webinar on the SEL rubric and new component of trackers
* Familiarize yourself with SEL rubric and tracker
* Share content with teachers (virtually or in-person) from at least one of the following sessions: Trauma Informed Teaching in ECE (Parts 1, 2, and/or 3), Understanding the Development of Social-Emotional Learning, and/or Adults as Social-Emotional Role Models
  + Optional: Invite Maggie and/or Kathy to sit in on a portion of your training virtually to provide feedback.
* Connect with accountability partner to practice/”rehearse” sharing your content with staff; provide and receive feedback
  + Optional: Invite Maggie and/or Kathy to sit in on your practice to provide feedback.
* If applicable: Connect with Maggie or Kathy for 1-1 coaching (each participant should sign up for 1-2 coaching and connection sessions over the course of the Series)

## Session 4: Responsible Decision Making

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| Time | Session Title | Session Objectives |
| 9:00-9:30 | **Opening and Reflection** | * Preview the scope of work for the day * Check in on our own social-emotional well-being * Share and reflect on most pressing challenges and biggest successes * Share successes and challenges around increasing social-emotional development practices |
| 9:30-10:45 | **Building Social-Emotional Skills: Responsible Decision-Making Skills** | * Explain why building responsible decision-making skills are essential to young children’s future success * Understand the trajectory of social-emotional development as outlined in the research, the Infant and Toddler Early Learning Guidelines, and the Pre-Kindergarten Standards * Describe the principles of developing responsible decision-making skills in young children * Plan for opportunities to develop responsible decision-making skills |
| 10:45-11:00 | Break | N/A |
| 11:00-12:45 | **The Intersection of SEL and Culturally-Responsive Teaching** | * Understand the principles of Culturally-Responsive Teaching * Identify how SEL, trauma informed teaching, and CRT interact, and their unique importance and role in early childhood settings * Connect CRT to child experiences during quarantine and re-entry * Plan to support teachers in using Culturally-Responsive Teaching to underpin instruction |
| 12:45-1:00 | **Closing and Next Steps** | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to the next session * Provide feedback on the day’s session |

Work between sessions:

* Check in individually with teachers to support their own SEL needs
* Practice observing for social emotional development:
* Observe an ECE classroom and take low-inference notes on evidence of social-emotional development
  + Identify strengths and opportunities for growth in SEL practice
  + Share ratings, rationale, and targeted development area with Kathy and Maggie
* If applicable: Connect with Maggie or Kathy for 1-1 coaching (each participant should sign up for 1-2 coaching and connection sessions over the course of the Series)

## Session 5: SEL Integrated Throughout the Day

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| Time | Session Title | Session Objectives |
| 9:00-9:30 | **Opening and Reflection** | * Preview the scope of work for the day * Check in on our own social-emotional well-being * Share and reflect on most pressing challenges and biggest successes * Share successes and challenges around increasing social-emotional development practices |
| 9:30-11:30 | **Building Social-Emotional Skills – Connecting the Competencies Throughout the Day** | * Articulate the connection between social-emotional development and content-based knowledge to young children’s future success in school and life * Understand and describe what it means to incorporate social-emotional development throughout the day, in all environments * Plan for and identify opportunities to connect SEL to literacy, math, science, centers, and the world around us * Practice building children’s social-emotional skills using various opportunities (direct instruction, teachable moments, incorporated into independent opportunities, etc.) |
| 11:30-11:45 | Break | N/A |
| 11:45-12:45 | **Practice: Observing for Social-Emotional Development** | * Practice applying social-emotional development practices to ECE classrooms * Identify key look-fors of strong social-emotional development opportunities in classrooms * Observe an ECE classroom and take low-inference notes on evidence of social-emotional development * Identify strengths and opportunities for growth in SEL practice |
| 12:45-1:00 | **Closing and Next Steps** | * Reflect on key concepts learned during the day * Articulate the next steps to take prior to the next session * Provide feedback on the day’s session |

Work between sessions:

* Check in individually with teachers to support their own SEL needs
* Share content with teachers (virtually or in-person) from any of our teacher-facing sessions up to this point.
  + Optional: Invite Maggie and/or Kathy to sit in on a portion of your training virtually to provide feedback.
* Connect with accountability partner to practice/”rehearse” sharing your content with staff; provide and receive feedback
  + Optional: Invite Maggie and/or Kathy to sit in on your practice to provide feedback.
* If applicable: Connect with Maggie or Kathy for 1-1 coaching (each participant should sign up for 1-2 coaching and connection sessions over the course of the Series)

## Session 6: Continuing the SEL Journey

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| Time | Session Title | Session Objectives |
| 9:00-9:30 | **Opening and Reflection** | * Preview the scope of work for the day * Check in on our own social-emotional well-being * Share and reflect on most pressing challenges and biggest successes * Share successes and challenges around increasing social-emotional development practices |
| 9:30-11:15 | **Teaching and Modeling Growth Mindset** | * Understand the principles of modeling a growth-mindset approach to learning * Connect growth mindset specifically to social-emotional learning * Plan for bringing growth mindset principles to life in your classrooms |
| 11:15-11:30 | Break | N/A |
| 11:30-12:40 | **SEL Action Planning: What’s Learned Here Leaves Here** | * Reflect on key concepts learned during the SEL Series * Reflect on overall successes and challenges in using the strategies they learned throughout the course of the SEL Series * Plan for next steps to continue to use and improve on the strategies learned throughout the course |
| 12:40-1:00 | **Closing Reflection and Celebration** | * Complete reflective self-assessment on growth over the course of the SEL Series * Provide feedback on the day’s sessions and the SEL Series as a whole * Celebrate the achievements of the SEL Series cohort! |