

# Social Emotional Engagement - Knowledge & Skills (SEE-KS)

Essential Universal Design for Learning Supports – Coaching Form



District / Site:

Date:

Teacher:

Coach / Observer(s):

Next Coaching Session Date:

Video Links:

Subject / Activity / Segment:	Reference <i>Instructional Rubric</i> Based on Communication Stage	
	What's Working	Next Steps Using Collaborative Discussion
<b>Mutually Agreed Upon Question:</b>		
<b>A. Fostering engagement (ENGAGE)</b>		
<p><b>1. Have supports been embedded to foster the ability to <u>predict the sequence of activities and the steps within each activity</u> to support self-regulation (e.g., daily agendas, timers, to do lists, and/or baskets of materials in sequence, close proximity to peers)?</b></p> <p><b>2. Have supports been embedded to foster the ability to <u>stay actively engaged and persist in activities</u> (e.g., providing choices of coping strategies to help students remain alert and/or soothe when needed, adjusting demands, and providing social engagement)?</b></p> <p><b>3. Have individual interests been considered as a means to <u>stimulate emotional investment and motivation</u> for engagement and learning (e.g., linking academics to real-life application or special interests, creating a product, or hands-on, movement-based stimulation)?</b></p>		
<b>B. Presenting information in multiple ways (ACCESS)</b>		
<p><b>1. Is <u>verbal language paired with multiple forms of representation</u> to foster comprehension (e.g., written information, graphics, photos, role-play, real-life materials,)?</b></p> <p><b>2. Are skills and/or academic concept <u>embedded in a variety of activities AND presented in multiple ways</u> to foster comprehension and maximize opportunities (e.g., hands-on and/or real-life materials, multiple media, role-play, access to peers)?</b></p> <p><b>3. Are <u>social cues presented in multiple ways</u> to ensure accurate perception and comprehension of activities (e.g., providing visuals to clarify expectations for vocal volume, proximity to others, conversational timing, and turn-taking)?</b></p>		
<b>C. Allowing multiple options for action and expression (EXPRESS)</b>		
<p><b>1. Are there frequent <u>opportunities to INDEPENDENTLY refer to developmentally relevant supports</u> for regulation, communication, and problem-solving?</b></p> <p><b>2. Are options for expression and communication provided and tailored to developmental level (e.g., visual reminders for maintaining social conversation, visuals to remind emerging language students to use people's names and verbs,, cooperative learning groups)?</b></p> <p><b>3. Are options provided for initiating and sustaining engagement in daily activities (e.g., participating with options for using visuals/written choices, with or without assistance of others as a support, proximity to peers, options)?</b></p>		



## SEE-KS Coaching Framework – Case Study Coaching & Mentorship

### The Appreciative Inquiry Philosophy

The SEE-KS framework adopts the philosophy of appreciative inquiry to guide our coaching and mentorship. This philosophy is based on the premise that a collective discussion of “what’s working” in a classroom lesson fosters an ability to imagine “what could be” and a collective development of an action plan for “next steps.” This process reduces the need for an “expert” model of consultation that is based upon more coercive or persuasive mechanisms for planned change and rather focuses on the positive psychology to enhance learning. The following guidelines are offered to foster a productive and emotionally regulating peer-to-peer coaching session:

1. **Describe the process of appreciative inquiry (5 minutes):** Beginning with a review of the instructional elements that are effective ensures that observers are focusing on successes within each activity, rather than looking for “deficiencies” or “problems.” We are not “fixing” things, but rather, we are focusing on *increasing* active engagement (e.g., increasing *initiation, independence, and emotional investment – 3i’s*).
2. **Engage in initial conversation (5 minutes):** Provide an opportunity for the educator and/or co-teacher to share perspectives on target activity and student(s) by discussing the overall goals, what has worked and questions for consideration (exploration) that relate to student engagement.
3. **Discuss and record ‘what’s working’ (10 minutes):** Provide a structured time to use the SEE-KS Coaching Checklist to identify “what’s working” in each area. Remind mentors to hold off on discussing “next steps” until after these successful elements have been noted, recorded and shared. Target educators should be an active participant in this self-reflection.
4. **Select the question(s) that are mutually agreed upon by the group (5 minutes):** Revisit questions for consideration related to student engagement to develop a question(s) for exploration in the collaborative discussion of next steps; such as, “How might the students increase their engagement... How might the students increase their independence...How might we increase students’ emotional investment...”
5. **Collaborate to discuss possible ‘next steps’ (10 minutes).** Allow wait time to ensure that the teacher and/or co-teacher initiate a collective discussion. Questions to stimulate collaboration might include, “How might providing information in multiple ways be helpful...How might allowing multiple options for action and expression be helpful...”. Allow this discussion to flow as ideas may be shared in a brainstorm format to enhance overall creativity and possibility.
6. **Identify an action plan of next steps and who is responsible for action.**