**Frame, Coach, Reflect**

**Frame, Coach, and Reflect** is a simple strategy for educators to communicate clearly and reinforce for students how social and emotional skills are in play during academic instruction. This context-driven SEL instruction strengthens skill development.

**Frame:** Learning requires thoughtful scaffolding (Darling-Hammond et al, 2017, and Hammond & Jackson, 2015). Teachers can provide this scaffolding for social and emotional competencies by framing the competencies students will use to reach their content learning goals.

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| **Try it:*** Ask students which competencies they will need to achieve their academic goals and why.
* Ask students to consider challenges that might occur and how they might overcome them.
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**Examples:**

* **Lower elementary school physical education:** *Let’s talk about teamwork. What does it mean to be part of a team? I hear “working together,” “helping each other,” “listening to everyone’s ideas.” Great! Today we are going to do a few team building games, and I want you to* ***consider not just how you can complete the task, but how you can ensure that everyone plays a role****.*
* **Middle school math:**
*We are going to take our learning from yesterday one step further and attempt to solve some tricky equations with a partner. Before we start, I want you to* ***think about a time that you solved a problem with someone else****. What helped you work together? Talk to your partner and share out … I heard some of you talking about taking the time to really listen to the other person’s idea before jumping in, and explaining the thinking behind your approach. I think you’re in good shape to work through these problems together!*
* **High school science:**
*Today we are going to begin planning for our investigations. I see some of you ready to get right to it! But before you jump in, I want you to think about the planning strategies we talked about yesterday. This is a large project.* ***How will you break it down into manageable steps? How will you track what’s been done? Think back to the long-term planning strategies*** *we’ve been practicing. You’ve got this*—*now go set yourself up for success.*
* **Upper elementary school art:**
*We’ve been exploring the ways that photographers use light and shadow to create mood. Let’s look at the feeling words we came up with yesterday. I’d like you to choose one of the photographs I’m about to share with you to explore. How does the artist use light and shadow? How does it contribute to the mood of the piece?* ***What emotions do you feel as the viewer****?*
* **High school history:**
*We’ve talked about some of the political changes that were brought on, in part, by the industrial revolution in the United States, but let’s talk a bit about what was happening socially. For example, how did roles change for women from different demographics?* ***As we read through our primary sources today, I want you to think about how the women themselves were making sense of these changes. What challenges and opportunities do they discuss?***

**Coach:** Teachers can help students develop social and emotional competencies by providing them with opportunities to use them in new and increasingly complex situations and providing specific feedback in the context of authentic application (Wiggins & McTighe, 2011). In this context, the teacher acts as a coach.

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| **Try it:*** Strive to model social and emotional competencies in all interactions.
* Practice **“noticing and naming”** by identifying which competencies and mindsets students are applying as they move through activities.
* Respect students as the experts on their own experiences while posing thoughtful questions that build self-reflection.
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**Reflect:** Reflection is a crucial part of learning because it helps to build meta-cognition (Donovan & Bransford, 2005) and activate neural pathways (Darling-Hammond & Cook-Harvey, 2018). Reflection is critical in building students’ self-awareness.

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| **Try it:*** Provide feedback on what you saw: What did students do that exemplified social and emotional competencies?
* Reserve time for students to reflect collectively and individually after activities.
* Listen with openness to student reflection, even if it does not match your perception.
* Remain strengths-based by focusing on what went well and what can be even better with more practice.
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**Putting it all together**

As you think ahead to how you’ll use **Frame, Coach, and Reflect** in your classroom, consider these examples that describe how an instructor could use all three components over the course of a class period.

**Elementary Math**

* **Academic Standard**: Make sense of problems and persevere in solving them. (CCSS.MATH.PRACTICE.MP1)
* **Connections to SEL**: To persevere in solving a problem, students will need self-management to work through frustration.
* **Frame**: Teacher says something like, “Some of the problems we will be working on today are very challenging. We need challenges to grow, but they can definitely be frustrating! Can anyone remind me what strategies we can use if we are feeling frustrated?” Wait for student responses (take a deep breath, check our self-talk, remember our math strategies).
* **Coach**: As students work, circulate and notice when students seem to be stuck. Ask them what strategy they will try to get unstuck.
* **Reflect**: Ask students, “What was one strategy you used that helped you to persevere today?” Give students a few moments to respond in their journals or share with a partner.

**Middle School English Language Arts**

* **Academic Standard:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.ELA-LITERACY.W.8.5)
* **Connections to SEL:** Students will need responsible decision-making strategies and relationship skills to give and receive feedback with peers.
* **Frame:** “Alright, writers. We are ready for a critical step: getting feedback from a colleague in the class. I’d like you to think about a time that someone gave you feedback that was really helpful. What did they do?” (Allow for some discussion about what makes feedback effective). Ask, “What are some things you think will be important to do when giving feedback?” (e.g., “be specific,” “say what worked for you and where you had challenges”). Consider role-playing with a student to model and/or using sentence stems.
* **Coach:** Check in with students who are giving one another feedback to see if they are communicating effectively. Notice some positive “feedback moves” students are making that you can share with the class. If students are struggling to give effective feedback, remind them of possible strategies.
* **Reflect:** Ask students, “What was it like to give feedback? To receive it?” Allow students to share with a partner or journal independently and to consider anything they might do differently next time.