

Social and Emotional Learning in New Jersey Schools

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Purpose of Today's Presentation

- ▶ To share the Department's ongoing collaborative efforts to support the social and emotional learning competencies
- ▶ To share the newly created *NJ Social and Emotional Learning Competencies* as proposed to the New Jersey State Board of Education

What is Social and Emotional Learning?

- ▶ Social and emotional learning (SEL) helps students develop the understanding, strategies and skills to:
 - ▶ Support a **positive sense of self**
 - ▶ Promote **respectful relationships**
 - ▶ **Recognize and manage their own emotions**
 - ▶ **Make responsible decisions**
- ▶ These competencies:
 - ▶ Promote positive school climates
 - ▶ Prepare students for post-secondary success

WHY SEL?

Prepares Students for Learning

Research has shown:

SEL program students are **more likely to attend school, less likely to have conduct problems, and received better grades;**

SEL programs effectively **reduce student high-risk behaviors** such as delinquency, substance abuse, and school dropout; and

SEL students **feel more connected and attached to their schools.**

WHY SEL?

Provides the Foundation for Civic Engagement

SEL prepares students to:

- Resolve conflicts in constructive, non-violent ways
- Communicate and interact effectively with others
- Collaborate

WHY SEL?

Necessary for Workplace Success

According to:

- Business Leaders
 - *Schools need to educate students so that they know how to collaborate, problem solve and make good decisions*
- Employers:
 - *Applicants lack the communication, adaptability, decision-making, and problem-solving skills needed to do the job*
- Teachers:
 - *Students need to be better prepared for college, work force and citizenship*

SEL Stakeholders

NJDOE Offices

- Student Support Services
- Early Childhood Education
- Career Readiness
- Teaching and Learning
- Special Education
- Regional Achievement Centers
- Holocaust Commission
- County Offices

School Staff

- District Administrators
- Principals
- Teachers
- Counselors
- School Psychologists
- School Climate & Culture Specialists

Other External Partners

- Center for Prevention & Counseling
- Center for Supportive Schools
- College of St. Elizabeth
- Governor's Council on Alcoholism & Drug Abuse
- Juvenile Justice Commission
- Peace Praxis
- NAMI NJ
- National School Climate Center
- New Jersey Alliance for Social, Emotional & Character Development
- NJ School Counselor Association
- NJ Association of School Psychologists
- NJ ASCD
- NJ Dept. of Children and Families
- NJ Dept. of Human Services
- NJ Division of Mental Health & Addiction Services
- NJ PTA
- NJ Positive Behavior Support in Schools
- NJ Principals & Supervisors Association
- NJ School Health & Climate Coalition
- Rider University
- Rutgers University
- Traumatic Loss Coalitions for Youth (University Behavioral Health Care)
- United Way of Northern New Jersey

Action Steps

| Sept. 2014 | Jan. 2016 | Feb. 2016 | June 2016 | July 2016 | Aug. 2016 | Sept. 2016 | Present | |
|--|-----------|---|-----------|-----------|--|------------|--|--|
| <p><u>Initial Working Group</u></p> <ul style="list-style-type: none"> Reviewed research Examined current requirements Evaluated SEL in other states Drafted <i>NJ SEL Competencies</i> | | <p><u>Subcommittees</u></p> <ul style="list-style-type: none"> Researched evidence-based practices Drafted indicators, teacher strategies, and resources to support competencies | | | <p><u>Review Teams</u></p> <ul style="list-style-type: none"> Utilized a rubric to evaluate draft <i>NJ SEL Competencies</i> | | <p><u>Combined SEL Working Group</u></p> <ul style="list-style-type: none"> Provided additional feedback Plan to support development of supplementary resources <p><u>NJDOE</u></p> <ul style="list-style-type: none"> Obtaining feedback from experts and stakeholders Preparing resources to support dissemination of competencies | |

Key Decisions

- ▶ Develop SEL competencies rather than require SEL standards
 - ▶ Competencies must demonstrate developmental progression
 - ▶ Teachers should be provided with strategies they can utilize to support the development of each competency
- ▶ SEL should be implemented across the curriculum at all grade levels
- ▶ Schools must be provided with user-friendly resources to support implementation

SEL Competencies



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Self-Awareness

- Recognizing your own thoughts and feelings and their influence on your behavior
- Understanding your strengths and limitations

Self-Management

- Adjusting your emotions, thoughts, and behaviors in different settings
- Motivating yourself
- Working towards goals

Social Awareness

- Understanding how to behave in different settings
- Aware of the perspectives of others
- Knowing how to access supports and resources

Responsible Decision-Making

- Utilizing effective problem solving skills
- Making choices after considering all of the factors
 - Ethics
 - Safety
 - Consequences
 - Well-Being

Relationship Skills

- Forming relationships with others
- Effectively communicating and collaborating
- Dealing with conflict

Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



**Draft document currently under review*

Next Steps for SEL in NJ

- ▶ Further review of *NJ SEL Competencies*
- ▶ Development of additional resources to support SEL:
 - ▶ Indicators for all competencies
 - ▶ Strategies for teachers
 - ▶ Toolkits by subject areas
- ▶ Regular updating of the NJDOE SEL website

NJDOE Resources on SEL

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NJ DOE Search Search

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School Climate and Culture
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Social and Emotional Learning

Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

Social and Emotional Learning Resources in New Jersey

- SEL Competencies and Sub-Competencies (COMING SOON)
- [Comprehensive Health and Physical Education Standards](#)
- [Early Learning Standards](#)
- [Approaches to Learning](#)
- [Career Ready Practices](#)

Resources for Schools

Lesson Plans and Activities

- [Edutopia: Social Emotional Learning](#)
- [Social and Emotional Learning Lesson Plans \(Compiled by American Federation for](#)

<http://www.nj.gov/education/students/safety/sandp/sel>