Social and Emotional Learning in New Jersey

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Office of Student Support Services

Developing Social and Emotional Learning in Our Schools
Princeton University
November 17, 2017
Efforts in New Jersey Schools

• State and National Schools of Character
• School Climate Improvement
  – NJDOE School Climate Transformation
  – United Way of Northern NJ: School Culture & Climate
  – Center for Supportive Schools
• NJ Positive Behavior Supports in Schools
• Explicit SEL instruction
• Implementation of SEL programs
# SEL Working Group

## 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

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Collaborating States Initiative

NJ is part of a community of practice with states from across the country.

• Access to resources to support our work.
• Receive feedback from experts on policies, guidance documents and other resources.
• Engage in regular consultations with CASEL team members.
• Participate in webinars and in-person meetings.

CASEL
Educating Hearts. Inspiring Minds.
Key Decisions

• Develop SEL competencies and sub-competencies
  – Demonstrate developmental progression
  – Include indicators by grade band
  – Include strategies teachers can utilize to support the development of each competency

• Recommend that SEL should be implemented across the curriculum at all grade levels

• Recognize that schools must be provided with user-friendly resources to support implementation
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.

Self-Awareness
- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making
- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed
NJ State Board Resolution

• Whereas, SEL supports a positive school climate, reduces barriers to learning, increases school connectedness and is critical to success in school and life.

• Whereas, schools that embed and teach SEL skills across all subject areas facilitate students’ academic success and social development.

• Therefore, the Commissioner of Education and the New Jersey State Board of Education recommend school districts implement the New Jersey Social and Emotional Learning Competencies to promote safe, supportive and challenging learning environments.

August 2, 2017
Next Steps for SEL in NJ

- Development of additional resources to support SEL:
  - Indicators for all sub-competencies
  - Strategies for teachers
  - Toolkits by subject areas
  - Continue participation in Collaborating States Initiative with CASEL

- Regular updating of the NJDOE SEL website

- Online modules to support implementation
NJDOE Resources on SEL

Keeping Our Kids Safe, Healthy & In School

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 (August 2017)
- Accessible Version SEL Competencies and Sub-Competencies (August 2017)
- Comprehensive Health and Physical Education Standards
- Early Learning Standards
- Approaches to Learning
- Career Ready Practices

www.nj.gov/education/students/safety/sandp/sel