SEL4NJ Meeting
April 29, 2019

AGENDA

- Welcome and Introductions
- Update on State and National Developments
- Landscape Analysis Updates
- Comments, Thoughts, Suggestions
- Next Steps and Close

SEL4NJ ~ SEL4US

SEL4NJ is an affiliate of **SEL4US**, a national network of state alliances promoting awareness of the importance of social-emotional learning and related approaches (SEL) to be systematically and intentionally integrated in schools and other organizations, as well as fostering implementation support for those efforts.

Current States:

- Alaska, Arizona, California, Connecticut, Delaware, Hawaii, Illinois, Indiana, Iowa, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Texas, Washington, Wisconsin
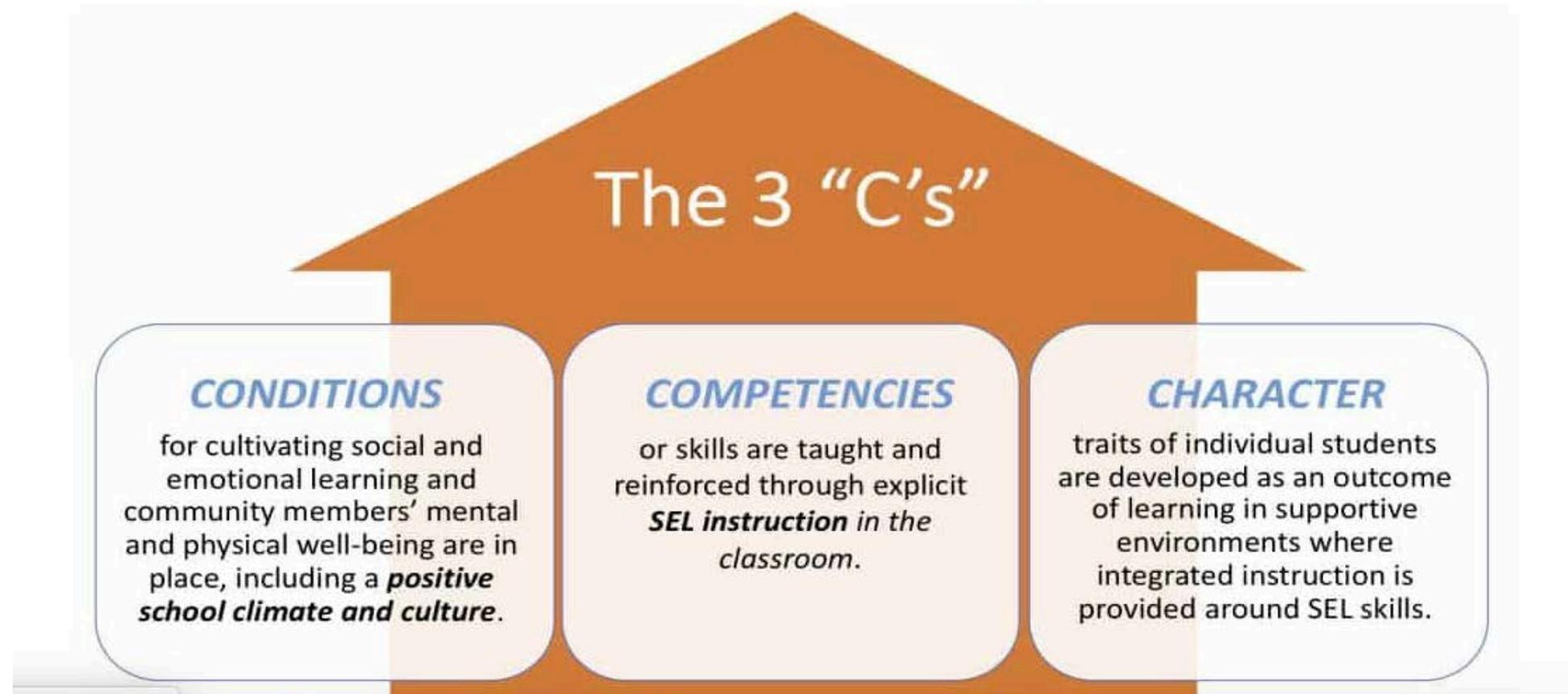
SEL Broadly Defined

SEL4NJ defines "SEL" as an umbrella term that includes systematic efforts to promote any or all of the following areas:

- social and emotional development
- character education
- mental and physical health
- bullying prevention
- positive youth development
- substance use prevention
- moral and performance values

- caring schools and communities
- positive school climate and culture
- whole child/whole school approaches
- educational equity
- an appropriately challenging academic experience

SEL Broadly Defined

The Three "C's" of SEL: Conditions, Competencies, Character

The 3 "C's"

CONDITIONS

for cultivating social and emotional learning and community members' mental and physical well-being are in place, including a *positive school climate and culture*.

COMPETENCIES

or skills are taught and reinforced through explicit **SEL instruction** in the classroom.

CHARACTER

traits of individual students are developed as an outcome of learning in supportive environments where integrated instruction is provided around SEL skills.

SEL4NJ Vision

The vision of **SEL4NJ** is that _all students_ in New Jersey have access to schools that provide a culture and climate that is respectful, caring, challenging, engaging, inspiring, safe and healthy.

These schools are civic-minded and culturally responsive, promote educational equity and help students and adults build social-emotional competencies and develop positive relationships connecting them to the school, their community, and each other.

SEL4NJ Mission

The mission of **SEL4NJ** is to <u>continuously build a network of organizations and individuals</u> in New Jersey that are committed to the importance of developing students' social and emotional competencies, and through this collaboration, <u>promote a systematic and intentional integration of SEL</u>, as broadly defined, in schools and other organizations, including before and after school programming.

GOALS AND OBJECTIVES OF SEL4NJ

- Build *statewide awareness* for SEL and related approaches.

- Provide support for *state and local SEL-related policies* and funding.

- *Connect* local *SEL stakeholders* to learn about and share research and best practices

- Provide resources and *implementation support* to schools and other institutions.

STRATEGIES

- **Convening** – Hosting regular meetings of member organizations, serving as a clearinghouse for SEL-related events held throughout the state and region, and providing learning opportunities on topics of mutual interest (Healthy Students, Healthy Schools, for example).

- **Shared SEL resources** – Serve as a vehicle to connect schools with other state and local organizations that could provide resources to support SEL and related efforts.

- **Shared capacity-building resources** – **SEL4NJ** will develop corporate, non-profit and other sources of support for SEL and determine how our members can support the efforts of SEL4NJ in supporting schools.

- **Technical assistance** – Utilize the resources of the member organizations and the volunteer workforce to provide technical assistance to schools through consultation and other methods.

A busy 9 months!

- First exploratory meeting summer 2018
- NJSHACC transition meeting held early autumn 2018
- Meetings in November (*SEL4NJ/NJSHACC*) and February (*SEL4NJ*)
  - White Paper laying out vision, mission and structure completed
- Web-site launched January 2019
  - SEL4NJ.org
- Action Network implemented January 2019
  - During 'soft launch' over 190 supporters joined
- Landscape Analysis project launched February 2019

Up-Dates

National and State-wide Up-dates

Landscape Analysis

A current focus of **SEL4NJ** is to better understand the landscape of SEL within the state.

By identifying ***strengths and opportunities*** in key areas we will lay a strong foundation for a ***focused approach*** to making real lasting change.

Launched February 22nd – enthusiastic and encouraging response

Landscape Analysis Working Groups

- Career and Future Readiness

- Educational Equity

- Higher Education

- Mental and Physical Health

- Policy

- School Supports and Implementation

90 people from over 60 organizations

3 Broad Questions

1) What is the *relevance and relationship* of each work group and SEL broadly defined?

2) What are the *current gaps / challenges* facing each work group in relation to SEL broadly defined to ensure schools and students are best prepared for success?

3) *What are the opportunities* for each work group to start to address these gaps?

Landscape Analysis Process

- February 22nd   Work group/Landscape Analysis Project Launched

- April 29th   Work Groups Share Initial Findings

- April 30th   Power point posted on web-site

- During May   Work Groups re-convene to finalize reports

- Early June   Final narrative delivered by each group

- June 18th   Next SEL4NJ meeting

- July……   Next Phase begins

Important to Keep in Mind

Everything is in *draft* mode

Today is a *conversation*

Groups were told they **did not** need to reach a consensus

Landscape Analysis Working Groups

1) Educational Equity

2) School Supports and Implementation

3) Mental and Physical Health

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1) Higher Education

2) Career and Future Readiness

3) Policy

Landscape Analysis

Working Group Reports

April 29, 2019

Educational Equity

- The Educational Equity Working Group met in person once, held one conference call, and collaborated online in a shared document.

Members:

- **Dr. Stuart Green,** NJ Coalition for Bullying Awareness and Prevention
- **Dr. Alicia Raia-Hawrylak,** Dr. Stephen Bernardini, Dr. Lori Guerriero, and Laura Callejas, The School Climate Transformation Project, Rutgers University
- Dr. Anne Gregory, Rutgers University
- Dr. Christopher Irving, The Ceceilyn Miller Institute and Teaneck Schools
- Dr. Kelly Williams, NJDOE Office of Student Support Services
- Dr. Shelley Zion, Center for Access, Success, and Equity, Rowan University
- Susan Colacello, Special Olympics
- Mary Ciccone, Disability Rights NJ

- Esther Canty-Barnes, Rutgers Law School Newark
- Dr. Mary McKillip and Richard Frost, Education Law Center
- Debra Jennings, SPAN Parent Advocacy Network
- Nina Peckman, Advocates for Children NJ
- Dr. Josh Falaise, Rutgers Institute for Improving Student Achievement
- Dr. Bob Jarvis, University of Pennsylvania, Coalition for Educational Equity
- Dr. David Aderhold, West-Windsor Plainsboro Regional School District
- Sergio Seijas, NJDOE
- Steve Beatty, NJEA
- Deb Engelfried, Morris School District

Educational Equity

In considering the promise of SEL broadly defined for positively impacting students, staff, and families in New Jersey, the Educational Equity working group was established to **promote equity as a guiding lens and framework** for the organization's efforts.

Asserting equity as a guiding principle requires that involved **individuals, groups, and the organization as a whole continuously engage in critical self-reflection on issues related to identity, ability, privilege, and oppression**, particularly as these concepts inform the definition, design, and delivery of high quality and culturally sustaining SEL.

Educational Equity

- By equity, SEL4NJ is referring to a vision in which all stakeholders (students and staff) have the supports needed to both **access opportunity and achieve mastery.**

- By focusing on equity, this implies that SEL and its three components – Conditions (Culture and Climate), Competencies, and Character – **may take different forms** in an equity-informed SEL landscape that recognizes and values the diversity of persons and groups within society, **and fully honors individuals' identities** as they are shaped by race, ethnicity, creed, color, national origin, age, gender identity, sexual orientation, disability, or socioeconomic status, among other characteristics.

- Equity-informed SEL requires that dominant narratives and frames of reference, which shape the formation and content of SEL curricula, programming, and approaches, are interrogated and dismantled, in order to **interrupt structural systems of oppression**.

Educational Equity

Educational Equity and SEL Broadly Defined

- Equity-informed SEL requires that schools and districts:

  - Establish district and school level priorities and policies that support SEL implementation

  - take deliberate, proactive, and systematic steps to improve a school's overall climate and culture (conditions for learning)

  - build the pro-social skills and competencies of students and staff through the direct teaching of SEL competencies

  - observe students' and staffs' SEL competencies being enacted in positive interactions, inclusive behaviors, and meaningful relationships in schools.

  Developing an environment that is perceived positively by all stakeholders, in which community members develop SEL skills and enact them within meaningful relationships, will in turn build the conditions necessary for student learning and achievement.

Educational Equity

Gaps and Challenges Related to Educational Equity and SEL in New Jersey

- Conditions:
  - Lack of accessible, uniform school climate data for comparison between schools, which are needed in order to identify needs, inform improvement efforts, and track progress over time

- Competencies:
  - The content of SEL and related skills are culturally infused and may reinforce or reward the behaviors of dominant groups in society.
  - Adults must be culturally conscious and aware of their own biases, and must understand local needs, before selecting an SEL approach.
  - Outreach and shared leadership is essential.

- Character:
  - In an equitable system, the particular character traits developed and enacted will reflect diverse ways of being, and these diverse ways of being will be recognized and valued as far as their contribution to a positive, supportive, and culturally inclusive environment.

Educational Equity

Opportunities for SEL4NJ to address Educational Equity in New Jersey

- **Data Accessibility**
  - Supporting schools in having equitable access to data related to equity and SEL, and provide a clear process for using those data to identify needs, plan strategies, implement them effectively and equitably, and monitor progress over time.
  - Leveraging existing data and research to explore and operationalize the conditions that enable equity-informed SEL efforts to thrive in schools and in the broader community.

- **Developing Leadership Capacity of All Stakeholders** (staff, families, students, community members) for equity-informed and integrated, systems-level, and sustainable SEL
  - Developing the leadership of adults in advancing equity-informed SEL, beginning with practices the organization and its members can engage in ongoing as part of its mission
  - Providing inclusive and accessible professional development
  - Creating research-based checklists of core components for educational leaders setting an equity-informed vision for SEL design and implementation
  - Identifying and modeling exemplars of equity-informed SEL frameworks, including data-informed change processes, curricular implementation, and tool such as sample equity-informed codes of conduct.

Next Steps:

The Educational Equity working group will follow up with:

- The Policy working group to explore concrete steps or policies (local, state, or federal) that promote equity-informed SEL.

- The School Implementation and Supports working group to consider best practices for centering equity in systems-level interventions and classroom interventions (e.g., multi-tiered systems of support; school-wide disciplinary policies; classroom-specific curricula).

Goals:

- Include a commitment to educational equity and equity-centered practices in the bylaws of the organization

- Hold an event to develop the capacity of stakeholders and leaders for equity-informed SEL

- Create a system for compiling and sharing resources and best practices related to equity and SEL

- Support the expansion and refinement of data collection methods to be able to measure and track implementation of SEL and related equity outcomes

Resources

- Integrating Equity into SEL Brief
- CASEL Equity Considerations for SEL Implementation
- Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children, 27*(1), 117-136.
- ProPublica Miseducation Report on Racial Inequity
- Education Law Center Brief on Underfunded Schools
- N.J.A.C. 6A:7, Managing for Equality and Equity in Education
- Principal Leadership for Inclusive Schools for Students with Disabilities
- Diversity Toolkit: A Guide to Discussing Identity, Power, and Privilege
- Tunnel of Oppression Curriculum Guide

- Contact information for working group leaders:

  Dr. Stuart Green   Stuart.Green@atlantichealth.org

  Dr. Alicia Raia-Hawrylak   alicia.raia@rutgers.edu

School Implementation and Support

- Description of process (e.g. number of meetings, format for collaboration)

  The School Implementation and Support Work Group used a Zoom Meeting Room and a Google Doc for our five online meetings. Members of the group had the opportunity to participate in the online Zoom Meetings or to work separately on the Google Doc as time allowed. The online meetings allowed for creation of topics of interest and breakout groups in Zoom allowed for small groups to work on particular topics. The overall consensus of those involved was very positive toward to process used.

School Implementation and Support

- Names of members/leader(s)
  - Dr. William Trusheim (Leader)
  - Dr. Stephen Bernardini
  - Dawn Rannie-White
  - Susan Colacello
  - Dr. Lori Guerrero
  - Danielle Hatchimonji
  - Erin Bruno
  - Gayle Colucci
  - Patricia Weeks
  - Stephanie Parry
  - Heather McCall
  - Dr. Alicia Raia-Hawrylak
  - Dr. Todd Glover
  - Dr. Dan Dooley
  - David Aderhold
  - Patrick Fennell
  - Heather Sorge
  - Dr. Phil Brown
  - Pat Wright
  - Lynne Azarchi
  - Izabelle Denize
  - Ron Chaluisan
  - Steve Beatty
  - Mark Bonjovanni

School Implementation and Support

Other Considerations / Priorities (beyond answering three questions)

This work group identified a number of topics related to School Implementation and developed an *Addendum* to the questions which addressed these topics and provided a research background in:

- Implementation Science
- Needs and Challenges
- Building Capacity for the Work
- Impact of SEL Implementation
- Assessment of Growth
- Funding Models

- Sources of Professional Development
- Sources of Direct Assistance
- Sources of Resources
- How to Evaluate SEL Programs and Resources

Question 1: What is the relevance of School Implementation and SEL Broadly Defined?

Question 1: While we all believe in the importance of SEL broadly defined as a critical part of student and adult development and success, the implementation of SEL and related programs in schools is the only way to bring these benefits to an optimal number of students and adults. The field of Implementation Science is a young field, but there is a growing consensus that the only way to bring advances in research into practice is to give significant attention to the implementation process.

"Getting SEL to work and getting it into the hands of all students is 100% an issue of implementation."

"It is important to understand that SEL is a paradigm, not a lesson plan or a program. It needs to be implemented with fidelity throughout the school and it needs to be sustainable in order for SEL to have a lasting effect. "

SEL4NJ
Social Emotional Learning Alliance
for New Jersey

Question 1 continued…

The School Implementation Work Group has looked at many facets of the implementation process and has identified topic areas which are relevant in bringing this work to fruition in schools and districts. These areas include:

- Implementation science
- The needs of schools for this work
- The challenges that schools face
- How schools can build capacity to do this work
- The impact of SEL implementation

- Funding models
- Where to obtain professional development
- Direct services and resources for schools
- How to evaluate SEL programs and resources.
- Assessment of growth and improvement

Each of these topics is covered in the attached addendum to this report

Question 1 continued...

- Implementation of this work is instrumental to building positive classroom learning environments and a positive school culture and climate. The ongoing development of SEL skills will produce a positive school environment and become the norm for how everyone behaves and interacts. Schools must be ready to do this work – *mindset, willingness and commitment is essential in providing these skills to EVERY student.*

- Most critical to the implementation process *is educating the masses to increase their understanding of this work and its positive impact*.

- Also crucial is:
  - gaining the support of upper level administrators
  - building internal school based leadership teams
  - ongoing professional development.

Question 2: Gaps and Challenges related to School Implementation and SEL

STATE-WIDE GAPS/CHALLENGES

- Leadership, common vision, education and more guidance is needed from State Department of Education on SEL.
- There needs to be a priority on student and staff well-being as part of SEL and School Culture and Climate.
- 'Competing' strategies to meet social emotional learning needs. Too many strategies can overwhelm the decision making process. Help is needed to make decision making easier and needs driven.
- Higher Education Teacher prep - candidates need to be educated, prepared and committed to do this work.
- Higher Education Leadership Prep - school leaders need to be educated to see the relevance of this work and guided in how to envision and support this work in their schools and district
- Home rule in NJ - so many small school districts which are unique with their own needs.
- Data collection at the State level (Climate Survey and EVVRS and HIB reporting) doesn't adequately capture the essence of SEL broadly defined.
- Improving the State's Evaluation Instruments for SEL and school culture and climate to be more comprehensive, user-friendly, and effective.
- SEL needs to be identified as a priority by government leaders as well as by statewide professional associations and organizations.

Question 2 continued...

SCHOOL & DISTRICT-WIDE GAPS/CHALLENGES

- Creating sustainable SEL strategies that withstand leadership changes.
- Willingness, readiness, and knowledge to do this work is needed.
- Administrative imperative needed to prioritize SEL, SCC, etc.
- Administrative focus / imperative tends to be on high-stakes testing
- Administration finding the time to do the work is a big challenge
- School administrators need more training on how to use the data that is collected.
- There is a need to understand the universal components for school climate improvement.
- Need for focused and sustained professional development and support
- Need for education on evidence-based practice in SEL implementation
- Lack of coordination of initiatives (priorities and strategies are lacking)
- Effective communication to all the stakeholders and among practitioners is needed.

Question 2 continued...

SCHOOL & DISTRICT-WIDE GAPS/CHALLENGES - continued

- Guidance is needed in selecting SEL resources since over-saturation can make a decision overwhelming.

- Equity/Culturally-infused SEL (and tech equity)

- School facilities need to promote and provide for health and safety.

- Consistent data collection and tracking across multiple grade and ability levels using both survey and focus group approaches.

- SEL implementation beyond the academic day and into the community:
  - After School/Out of School Time - lack of coordination between school and OST providers
  - Families
  - Organizations

Data / Research / Background

There is a significant and growing body of literature demonstrating that SEL practices in schools are associated with an array of positive youth outcomes (e.g., Durlak et al, 2011; Taylor et al., 2017). As evidence grows for SEL in schools, there has been increasing interest in implementing these practices. Putting evidence-based SEL practices into use is a complex and time-consuming process that requires significant attention. Implementation Science, which is the study of how innovations (e.g., SEL practices) become adopted and integrated into standard practice, can shed light on the processes schools, districts, and states must undertake to adopt SEL practices, integrate them into standard operating procedures, and sustain these practices moving forward. See the **Addendum** for a more complete review of the research pertaining to Implementation Science and other facets of Implementation and Support for Schools. A closer look at the research basis for this work appears at the beginning of the Addendum.

Next Steps

Describe intersections with other working groups – As our work group identified topics for discussion, we realized that there is going to be overlap between the working groups. An example is ***educational equity***. This needs to be a strong consideration when implementing this work in schools. SEL is for every student, including those in vulnerable populations. ***Policy*** issues particularly at the State Department of Education level have an impact on the implementation process (ex: SEL Competencies). ***Higher education's*** buy-in to SEL as a part of Teacher Preparation will also have an impact on the readiness of new teachers to do this work. And finally, we view the importance of ***mental and physical health*** as an important part of school culture and climate which needs consideration in the implementation process.

Opportunities for SEL4NJ to address School Implementation and Support in New Jersey

Short Term Goals (Year 1)

- Listing core components/criteria that reflect the elements that are important for SEL implementation and define what it means to be an exemplar school

- Outreach and awareness of the importance of this work to schools and the general public. Spreading the message through SEL4NJ supporting organizations - see list.

- Encourage schools and districts to support professional development and teacher/administrator training in the area of SEL

- Encourage NJ School Boards to include SEL in board member training.

Opportunities for SEL4NJ to address School Implementation and Support in New Jersey

Medium Term Goals (Year 2)

- Providing sources of support for schools who want to do this work. This would include 'exemplar schools' who have successfully implemented this work - see list attached.

- Create a protocol for schools to use in determining the value of SEL resources.

- Encouraging districts to support this work by creating positions focused on SEL implementation - developing job descriptions for these positions.

- Utilize educator/administrator feedback on SEL implementation to guide process using surveys or opinion polls.

Opportunities for SEL4NJ to address School Implementation and Support in New Jersey

Long Term Goals (Year 3 and Beyond)

- Create an implementation model – What does a successful implementation look like (many facets).

- Create online webinars/videos to help schools implement SEL.

- Develop the capacity for exemplary schools mentoring and networking with schools that desire or are targeted for assistance in SEL implementation.

- Establish a process through SEL4NJ for recognizing exemplary SEL implementation at the district and school levels. Framework and Recognition Program?

- Links to key resources guiding the group's work
  - A complete annotated list of partner organizations providing professional development, direct assistance to schools, and resources is included in the Addendum to this report.

- Contact information for working group leader:
  - Dr. William H. Trusheim – william.trusheim@gmail.com

Mental and Physical Health

The Mental and Physical Health Group met by phone. The leaders collected resources electronically and pulled them together into a report. Members:

- *Dr. Sol Heckelman,* NJ Association of School Psychologists
- *Dr. Barry Barbarasch.* National Association of School Psychologists
- Stephanie Perry, The Newark Trust
- Dawn Lippi, NJ Association of School Social Workers
- Dr. Lori Guerriero, The School Climate Transformation Project
- Cynthia Collins and Jennie Blakney, NJ Department of Health
- Susan Colacello, Special Olympics
- Dr. Lawrence Rosen, The Whole Child Center
- Marie Sasso, NJ State School Nurses

- Dr. David Aderhold, West Windsor-Plainsboro Regional School District
- Liz Manley, NJ Department of Children and Families
- Marcela Betzer and Harriet Lazarus, NJ American Academy of Pediatrics
- Maryann Walsh, Goryeb Children's Hospital
- Katherine Wright and Tuhina Bhat, NJ Parents Caucus
- Lynn Benson, EQ and IQ
- Sergio Seijas, NJDOE
- Summer Deaver, Yoga Peace Kula

**Relationship between Mental and Physical Health and SEL
Broadly Defined**

Health and Physical Education (HPE) should be prioritized as a valuable forum for not only teaching SEL, but for integrating SEL strategies throughout the school through the positive relationships and content taught in HPE. Value must be placed on the positive outcomes of physical activity and the importance of learning about life-long fitness and healthy lifestyles.

Good mental health is critical to children's success in school, with research demonstrating that students who receive social–emotional and other mental health support attain higher levels of achievement (NASP, 2015)

Relationship between Mental and Physical Health and SEL Broadly Defined

According to the World Health Organization and Rickwood, strategies often used to promote children's _mental health_ include the following:

1. Implementing supportive public policies
2. Developing safe, caring, and supportive environments
3. Providing direct instruction for students with respect to skills and strategies
4. Creating infrastructure for community action
5. Coordinating with community agencies, schools, families, and students to create a common vision, language, and coordinated services in order to support healthy outcomes

Gaps and Challenges Related to Mental and Physical Health and SEL in New Jersey

- _75 to 80% of children and youth in need of mental health services do not receive them_ (_U.S. Department of Health and Human Services, 2001_); of those who do receive assistance, the majority (70% to 80%) receive services in schools (_Farmer, Burns, Philip, Angold, & Costello,2003; Rones &Hoagwood, 2000_).

- A large percentage of educators and those in leadership roles know very little about SEL curriculum, and too many still don't know it exists.

- For the districts which offer SEL, teachers are not accountable for SEL instruction. SEL is among the first "to go" when the school district is struggling to fit everything in during the school days, due to the many demands made on the district and teaching staff among other challenges, as they struggle to fit everything in.

- Even when schools offer it, most parents don't know SEL curriculum exist; this is a missed opportunity to reinforce the teachings at home.

- For districts which do offer SEL, some lack formal leadership for overseeing SEL efforts. This translates to SEL not being tracked, monitored or prioritized in order to ensure that it is properly implemented.

Opportunities for SEL4NJ to address Mental and Physical Health in New Jersey

- Crosswalk SEL competencies released in 2017 with Physical Education and Health Standards, curricula, and instructional models
  - Examples of well-developed instructional models which represent best practices for developing these competencies, including teaching personal and social responsibility *(TPSR; Hellison, 2011*), sport education (*Siedentop, Hastie, & van der Mars, 2004*), and adventure-based learning (*Miner & Boldt, 1981*).

- Assembly Bill 4887 establishes a Task Force on Student Mental Health, the purpose of which is to examine issues related to student mental health in the public schools. The findings of this task force can inform efforts of SEL4NJ.

- SEL4NJ can collect data to better understand Mental and Physical Health initiatives in place in schools, and how they intersect with SEL broadly defined.

- The Every Student Succeeds Act includes the role of **School-based mental health services provider,** which "includes a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents." SEL4NJ can provide opportunities for these providers to engage in professional development and networking to guide the design and implementation of SEL which supports students' mental and physical health.

Next Steps

- Discuss with the Policy working group policies which increase professional development, reduce class size and increase meaningful opportunities for kids to move and work in groups during the day as part of their overall educational program

- We can address the need to prioritize Health and Physical Education (HPE) as a valuable forum for not only teaching SEL, but for integrating SEL strategies throughout the school through the positive relationships and content taught in HPE.

Resources

- [SHAPE America Strategies Social and Emotional Learning Policies and Physical Education](#)
- [Connecting SEL with Mental Health](#)
- [Schools as Settings for Promoting Positive Mental Health](#)
- [Wellness Lessons](#)
- [Mindfulness Resources](#)

- Contact information for working group leaders:
  - Dr. Sol Heckelman   sandyhecno1@aol.com
  - Dr. Barry Barbarasch   barryeva@comcast.net

COFFEE BREAK

COFFEE BREAK !!

COFFEE BREAK

Higher Education

The Higher Education Work Group met virtually and via conference calls. The group had representation from higher education administration and faculty from educator preparation programs at 2-year and 4-year institutions. We also have one member who has served as a School Board of Education member for several years. The group used Google Classroom as a repository of resources and for members to submit responses to a set of focus questions.

Members:

- Thomas Grites, Assistant Provost, Academic Support Services, Stockton University
- Patricia Heindel, Dean, School of Professional Studies, College of Saint Elizabeth
- Ave Latte, Chair, Department of Education, Brookdale Community College
- Joanne MacLennan, SECD Specialist & Adjunct Faculty, College of Saint Elizabeth
- Claudine Keenan, Dean, School of Education, Stockton University

Higher Education

The Higher Education Work Group identified three significant ways that the higher education community relates to SEL broadly defined and can help achieve the mission and vision of SEL4NJ:

- Incorporating social and emotional and character development goals for all college students in New Jersey,

- Preparing future P-12 educators to incorporate social and emotional learning skills into their clinical experiences, and

- Collaborating with P-12 in-service educators who can strengthen their schools via research-informed professional development programs.

Higher Education

Gaps and Challenges Related to Higher Education and SEL in New Jersey

- Insufficient number of faculty prepared to address SEL and related domains in NJ institutions
- Educator preparation programs already must address a myriad of accreditation and certification requirements within a limited number of credit hours
- Pre-service students in clinical experiences are not apt to have supervisors who can mentor them in the area of SEL, character development, and classroom climate
- A lack of resources for development, training and implementing new curriculums (time, funding)
- A lack of funding for on-going professional development to ensure sustainable impacts
- High levels of stress in school staff decreasing motivation to learn or try something new
- SEL and character development appears as one more thing on the plate, and/or less important than focusing on test scores for in-service teachers

Higher Education

Opportunities for SEL4NJ to address Higher Education in New Jersey

- There is a strong network of NJ Deans of Schools of Education who can champion this mission.

- There exists significant overlap of accreditation and certification standards and the SEL domains.

- There are models in NJ and other states for incorporating SEL into higher education in general and specifically, in educator preparation programs.

- NJ educator preparation programs have strong collaborative partnerships with P-12 schools.

- College faculty with relevant expertise can provide research-based professional development for in-service teachers and school leaders.

- Identify P-12 schools that incorporate SEL and character development that would be good placement settings for pre-service teachers.

- Collaborate with the NJ Partnership for Collaborative Professional Learning and other existing professional networks.

Higher Education

Next Steps

- **Intersections with other working groups**

  The SEL Higher Education concerns intersect with all of the other work groups, but in particular there are strong intersections with Career & Future Readiness, Policy, and School Implementation. There is strong research support for the argument that social-emotional competencies are as relevant to workplace success as is the specific career training provided by higher education degree programs. In terms of policy, there are existing policies that preclude achieving SEL goals in higher education such as stringent accreditation requirements, credit hour limitations. As noted early, higher education can be a source of research-based professional development in schools who are on the path to school SEL implementation.

- **Short-Term Goals**
  - Advocate for SEL curriculum infusion with the NJ Deans group to engage them as champions of the mission.
  - Create a list of model higher education programs.
  - Create a best practices list of NJ P-12 schools that incorporate SEL and character development.

- **Medium Range Goals**
  - Create an SEL professional learning network for higher education faculty.
  - Encourage existing professional networks to focus on SEL if they are not currently doing so.
  - Publish relevant resources for higher education and P-12 faculty.

- **Long Term Goals**
  - Hold annual conferences on the state of SEL broadly defined in higher education in New Jersey potentially co-sponsored by the NJ Partnership for Collaborative Professional Learning, NJ Association of Colleges for Teacher Education, and/or others.
  - Create curriculum guides for first year seminars and other college transition programs, and for SEL in educator preparation.

Resources

- [Congressional briefing on the need to integrate SEL into teacher preparation programs. Panel discussions facilitated by Tim Shriver and sponsored by CASEL and the Committee for Children.](#)

- [Gallagher, K.M. & Stocker, S.L. (2017). A guide to incorporating social-emotional learning in the college classroom: Busting anxiety, boosting ability.](#)

- [New Jersey Professional Standards for Teachers](#)

- [New Jersey Professional Standards for Educational Leaders](#)

- [CAEP Teacher Preparation Standards](#)

- [InTASC Standards for Teachers](#)

- [To Reach the Students, Teach the Teachers: A national scan of teacher preparation and Social-Emotional Learning](#)

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Relationship between Career Readiness and SEL Broadly Defined:

Social, emotional, and academic capacities are increasingly demanded in the American workplace, which puts a premium on the ability to work in diverse teams, grapple with difficult problems, and adjust to rapid change.

Top 10 Skills in 2020

The 10 skills you need to thrive in the Fourth Industrial Revolution

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordindating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source: Future of Jobs, WEF, 2016

Career and Future Readiness

Gaps and Challenges Related to Career Readiness and SEL in New Jersey:

- SHRM: 51% of respondents say education systems have done little or nothing to help address the skills shortage issue.
- NJ employers consistently suggest that the incoming workforce lacks technical as well as employability skills such as problem solving, teamwork, and self-direction.
- The National Association of Colleges and Employers (NACE) top 10 skills employers want in graduates - the top four skills are directly related to social and emotional learning (SEL) competencies.
- Challenges in K-12 and Higher Education: time and resource constraints for implementation

Career and Future Readiness

Opportunities for SEL4NJ to address Career Readiness in New Jersey

- Build partnerships between K-12, higher education, and NJ's business community to create employer driven training programs and curricula to help prepare students for the jobs of the future

- Connect Emotional Intelligence and Social Emotional Learning

- Broaden existing definitions of a successful high school graduate to include the social, emotional, and cognitive skills and competencies demonstrated to contribute to success in school, work, and life

- Align strategic action plans, budgetary resources, and adult workforce development in support of the vision

- Higher education initiatives that help students build marketable talents needed to prepare for personal and professional success in the 21st century.

Resources

- Aspen Institute: From a Nation at Risk to a Nation at Hope
- Society of Human Resource Managers: 2019 State of the Workplace Report
- NJBIA: The Education Equation: Strategies for Retaining and Attracting New Jersey's Future Workforce, 2018
- NJ Chamber of Commerce Foundation: Building the Workforce Pipeline, 2018
- School Climate Transformation Project: Strategy Resource Guide
- Stockton University: Essential Learning Outcomes
- NJDOE Career Ready Practices

Contact: Christy Tighe | ctighe@ja.org

Process

- 6 meetings, numerous phone discussions, plus GOOGLE Classroom

Members

- Barbara Gantwerk, Vince De Lucia, Kelly Allen, Bob Morrison, Betsy Ginsburg, Deb Engelfried

Other Considerations/ Priorities

- For an initiative to be successfully implemented, it must be embraced by leadership

Relationship between Policy and SEL Broadly Defined:

- Board of Education's adopted policies:
  - drive every district decision
  - reflect the beliefs and priorities of that district.
- The manner in which policies are implemented can provide support for a district's initiatives like Social-Emotional Learning or not.
- The adoption and interpretation of policies and their associated regulations with the goal of advancing a SEL friendly philosophy is critical to a classroom, a school, a school district and a board of education who embrace curricula and practices that reflect SEL as a priority.
- For initiatives like SEL4NJ to be successful there must be the expressed support by the State Department of Education and the leadership of each individual school district.

Gaps and Challenges Related to Policy and SEL in New Jersey

- Policies are a significant component of all school initiatives.

- There are no gaps in laws or regulations

- There is a gap in the articulation between the policies and the implementation of SEL approaches

- Analysis of required and optional policies reports:
  - Numerous policies that support social emotional learning.
  - Policies exist that can be used to proactively prevent, intervene, and support students, their families and staff.

- There is a gap in the focus on implementation and leadership in moving Social Emotional Learning into the practice of schools and classrooms
  - Without a stated endorsement from the policy makers (board of education) and both district and school based administration that makes SEL a priority, its implementation and availability to students and staff is uneven and limited.

Opportunities for SEL4NJ to address Policy in NJ

- **Student management/discipline policies and practices (codes of conduct).**
  - While policies can support discipline that SEL friendly, it requires a re-thinking of discipline to ensure it is respectfully applied and has a philosophy that includes consequences, restorative practices, and teaching appropriate behaviors, but not punishments or actions that negatively impact self-esteem or actually lead to further poor behavior choices.
  - The manner that codes of conduct are developed should include the voices of the students who the codes are designed to support.

- **Need for curriculum development guidance, not by policy, but through guidelines and professional development.**
  - The DOE must encourage districts to embed SEL in all curricular content areas. Embedding SEL competences in a meaningful way is a complex process and districts will need guidance, support and resources in order to accomplish this.

Opportunities for SEL4NJ to address Policy in NJ

- To ensure fidelity, policy components of SEL components must be understood by the all staff
- Suggestions for the State to take a leadership role in this effort include:
  - School districts should have a strong mission and vision about the importance of SEL and its impacts on school culture and instruction.
  - State Board should encourage all schools to a strong mission and vision about SEL
  - State Board: set the example by establishing the vision and mission at the State Level making clear the importance and relevance.
  - DOE could provide templates for the vision statements for local Boards to use when crafting their vision statements.
  - Establish a Task Force
    - review all of these regulations to identify how the core ethical values are reflected in the regulations
    - identify opportunities to implement aligned with the vision of SEL
- Develop a tool kit to help districts review their own policies and determine whether they support of social emotional learning

Opportunities for SEL4NJ to address Policy in NJ

- Leadership should be provided in recognizing the importance of and utilizing Trauma informed practices

- The DOE and all major stakeholder organizations have adopted the CAR (Connected Action Roadmap) as the vehicle for improving schools and encourage Districts to consider also adopt it.
  - This process is rooted in collaboration, shared leadership, a culture of high expectations and SEL is an explicit component of instruction.
  - The connections between CAR and SEL occurs on two levels; supporting a positive school climate and in the embedding of SEL competencies into instructional units.

- There is currently work being done to integrate the SEL competencies into arts education which may provide an effective process for this work.

- The DOE can focus training, grant funding, pilot projects assisting schools in creating schools where SEL competencies are deliberately implemented.

- The DOE as well as organizations should provide support to schools in identifying and implementing the practices and strategies that can be implemented at the school and classroom level to embed SEL into instruction.

Next Steps

Intersections with other working groups
- Since Policy is the foundation of every decision in a school district, with the exception of Higher Ed, there is relationship between every working group and Policy

Short (achievable within a year), medium, and long-term goals
- SEL4NJ: facilitate a discussion among the SEL guiding committee to review and prioritize the goals and recommendations plus develop a strategic plan that includes a timeline for systemic change
- Develop a plan to encourage leadership at all levels from the state to districts to individual schools to make the adoption and implementation of SEL a priority and institutionalized

Policy Resources

- NJ SEL Competencies & Sub-Competencies
  - State Board adopted resolution supporting competencies and sub-competencies in 2017
  - NJDOE recommends school districts implement competencies "to promote safe, supportive and challenging learning environments"

- *Anti-Bullying Bill of Rights Act*
  - Prevention of HIB includes development of social emotional skills
    - "schools and school districts shall annually establish, implement…bullying prevention programs or approaches, and other initiatives…The programs or approaches shall be designed to create school-wide conditions to prevent and address HIB."
  - School Safety/School Climate Team has responsibility to focus on practices to build positive school climates which should include the instruction of social emotional skills
    - "to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as HIB."

- Code of Student Conduct (*N.J.A.C.* 6A:16-7.1)
  - Should promote positive student development and student behavioral expectations which should be taught through SEL
    - "Each district board of education shall develop, adopt, disseminate, and implement a code of student conduct that establishes standards, policies, and procedures for positive student development and student behavioral expectations
  - Responses to violations of the code of student conduct should be addressed through social emotional instruction
    - "A description of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the district board of education

- Attendance (N.J.A.C 6A:16-7.6)
  - Should build a positive school climate that is safe and supportive to promote students attending school
  - Should work with parents to identify reason for not attending school and develop plan to support attendance which may include meeting social emotional needs
    - "Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school…"

- Chronic Absenteeism

Next Steps

Consideration should be given to developing Strategic Action Plans that will give the foundational support for the work to be institutionalized and implemented.

Landscape Analysis Process

❖April 29th   Work Groups Share Initial Findings

❖April 30th   Power point posted on web-site

❖During May   Work Groups re-convene to finalize reports

❖Early June   Final narrative delivered by each group

❖June 18th   Next SEL4NJ meeting

❖July……   Next Phase begins with Strategic Action Plans being developed

Next Steps

❖ Register as a corporate entity and apply for **501c(3) status**

❖ **Secure funding** to ensure sustainability and continued impact of the work

❖ Continue to focus on **visibility** (supporter list, op-eds, key-notes)

❖ Complete the first phase of the **Landscape Analysis** project

❖ Begin to create **Strategic Action Plans** to move work forward

Please Join!!

[SEL4NJ](SEL4NJ)

See you on…..

The next SEL4NJ meeting is on….

JUNE 18, 2019!