USING THE NJ SCI PLATFORM TO SUPPORT SOCIAL AND EMOTIONAL LEARNING

SEL4NJ SEL DAY SUMMIT 2023

Sponsored by the New Jersey Department of Education, Division of Educational Services, in collaboration with the Graduate School of Applied and Professional Psychology at Rutgers, The State University of New Jersey; funded 94% by IDEA, Part B and 6% by Title IV, Part A.
SCHOOL CLIMATE TRANSFORMATION PROJECT
PRESENTERS

Rutgers University
Graduate School for Applied and Professional Psychology
Alicia Raia-Hawrylak, Ph.D.
Co-Project Manager

New Jersey Department of Education
Office of Student Support Services
Kelly Allen
Manager
Jill Kuppel
School Climate State Coordinator

Rutgers
Graduate School of Applied and Professional Psychology

State of New Jersey
Department of Education
THINK ABOUT HOW YOUR SCHOOL/DISTRICT IDENTIFIES SEL AND SCHOOL CLIMATE NEEDS AND STRENGTHS AROUND THE BUILDING.
LEARNING OBJECTIVES

To become familiar with the New Jersey SEL Competencies & Sub-Competencies and other resources

To understand how SEL fits into a school climate improvement framework

To learn how the NJ SCI Survey measures Supports for Student SEL across various groups

To preview how the NJ SCI Platform supports implementation of SEL approaches within the school climate change process
SOCIAL AND EMOTIONAL LEARNING IN NJ

- State and National Schools of Character
- School Climate Improvement
  - School Climate Transformation Project
  - NJ Positive Behavior Supports in Schools
  - And Many Others!
- Explicit SEL instruction and Embedded within Curriculum & Instruction
AN INFORMED APPROACH TO STATEWIDE SEL IMPLEMENTATION

1. Develop and adopt SEL Competencies
2. Gain insight and feedback from diverse stakeholders
3. Develop resources for schools and districts to utilize in implementing SEL programming
4. Support districts in utilizing available resources and develop communities of practice to sustain and expand efforts.
5. Continue to improve our resources in response to the field’s needs
New Jersey Social and Emotional Learning Competencies and Sub-Competencies

**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

*Adopted by the New Jersey State Board of Education in August 2017*
FOR MORE INFORMATION

NJDOE Social and Emotional Learning Webpage

https://nj.gov/education/safety/wellness/selearning/

- Access NJDOE SEL Competencies and Sub-Competencies Handout
- Access NJDOE SEL Modules 1-6 for Educators
- View the Resources Tab with more Information
  - Lesson Plans & Activities
  - Information and Research
  - Information for Families
School climate is the character and quality of school life that is based on the interconnected experiences and perceptions of students, staff, and parents/family members and encompasses multiple dimensions (i.e., safety, relationships, academics)

Positive climate is associated with:
• Academic achievement
• Improved attendance/graduation
• Bullying and violence reduction
• Physical, psychological, social and emotional well-being
• Positive intergroup relations
• Inclusion practices
• Staff retention, self-efficacy, commitment
• Improved relationships and communication with families

School Climate Change Process

1. Collecting Data (Tracking Progress)
2. Analyzing Data and Prioritizing Needs
3. Designing (Revising) a Strategic Plan
4. Developing (Revising) Goals
5. Implementing and Monitoring Strategies

Equitable Engagement with Community Members
District Leadership and Support
School Climate Leadership Team Development
NJ SCHOOL CLIMATE IMPROVEMENT (NJ SCI) SURVEY

• NJ SCI Survey replaced the New Jersey School Climate Survey (NJSCS) in 2023 following pilot and validation study

• Available at no cost to public K-12 districts in New Jersey

• Surveys designed for:
  • Students Grades 3-5
  • Students Grades 6-12
  • Staff (all)
  • Parents/Caregivers

• Currently available for students and families in Spanish, Haitian Creole, Arabic, Brazilian Portuguese (with additional languages forthcoming)
# NJ SCI Survey Domains

## All Respondent Groups (Students Grades 3-5; Students Grades 6-12; Staff, and Parents/Caregivers)

### Academic Culture and Classroom Practices
Perceptions of school-wide academic expectations, student motivation, equity and access, and students' experiences in classrooms as indicated by the proportion of teachers who engage in practices to foster engagement

### Supportive Staff-Student Relationships
Perceptions of quality relationships between staff and students which feature inclusion, respect, care, and support; and perceptions regarding adults' support and respect for students from diverse social and cultural backgrounds

### Supports for Student Social and Emotional Learning
Perceptions of school-wide and instructional practices that promote the development of students' social and emotional skills, as well as availability of resources and supports to help parents/caregivers talk to their children about emotions

### Behavioral Expectations
Perceptions of school-wide behavioral expectations as being clearly established and reinforced; perceived by members of the community as fair, culturally responsive, and inclusive of diverse perspectives

### Negative Student Interpersonal Behaviors
Perceptions of the occurrence of various types of negative interpersonal behaviors among students and perceived victimization based on students' identities and backgrounds

### Prosocial Student Interpersonal Behaviors
Perceptions of the occurrence of prosocial and inclusive behaviors, including empathy, perspective-taking, helpful behaviors, and conflict resolution, as well as getting along well with students from diverse backgrounds and inclusion of students with disabilities

### Student Voice and Involvement
Perceptions of conditions in school that support student voice, including listening to and valuing students' ideas and opinions, student leadership opportunities, and student interest and involvement in school activities and events

### Sense of Physical Safety
Perceptions of physical safety and the organizational procedures across school contexts and conditions that support a sense of safety and preparedness among the school community

---

**Note:** Diversity, Equity, and Inclusion-focused items are integrated within domains given their importance across all aspects of school life.
NJ SCHOOL CLIMATE IMPROVEMENT (NJ SCI) PLATFORM

- Surveys are administered through the NJ SCI Platform, which supports school and district climate leadership teams in implementing the school climate change process.

- The Platform features workspaces and tools including:
  - learning modules
  - team activities
  - a calendar feature including sample meeting agendas
  - notetaking spaces
  - additional resources to support data analysis, discussions, and decision-making
SUPPORTS FOR STUDENT SOCIAL AND EMOTIONAL LEARNING DOMAIN AND NJ SCI PLATFORM PREVIEW
FOR MORE INFORMATION

NJ School Climate Improvement Platform
https://njschoolclimate.org/

• Gather information on the NJ SCI Survey & Platform
• Read about the NJ SCI Survey Domains
• Learn about the School Climate Change Process (SCCP)
• Review the new NJ SCI Strategy Resource
• Access the Frequently Asked Questions
• Submit an interest form
• Email SCTP to ask a general question at njscisupport@rutgers.edu

NJDOE Social and Emotional Learning Webpage
https://nj.gov/education/safety/wellness/selearning/

• Access NJDOE SEL Competencies and Sub-Competencies Handout
• Access NJDOE SEL Modules 1-6 for Educators
• View the Resources Tab with more Information
  • Lesson Plans & Activities
  • Information and Research
  • Information for Families