



# Competencies for School, Work, and Life: Introduction to Social and Emotional Learning

## Module Facilitation Guide

### **Introduction:**

Administrators, instructional coaches, and teacher leaders can use this Module Facilitation Guide (“guide”) to train school staff on social and emotional learning (SEL). The guide provides facilitators with a script, facilitation notes, activities, and a PowerPoint deck that will help the educators they are working with understand what SEL is, why it is important, and how it supports student success in school, work, and life. The information, knowledge, and tools included here can be used by professional learning communities focused on SEL and by administrators or other leaders or coaches to support the social and emotional competencies of their teachers and students. Facilitators can also use this guide in a group context. If individuals want to engage in this learning on their own, it is recommended they watch the online video version of the training, which can be found on the New Jersey Department of Education (NJDOE) “[Keeping Our Kids Safe, Healthy and In School](#)” webpage: <http://www.state.nj.us/education/students/safety/sandp/sel/>.

### **Module Objectives:**

This introductory module is the first of six modules focused on SEL. The series is intended for use with or by school staff as a source of professional learning about SEL so that participating educators can, in turn, support SEL in their students. The objectives for participants in this introductory module are to:

1. Identify what SEL is.
2. Understand the research base for SEL.
3. Learn strategies to support student social and emotional development.

4. Reflect on adult social and emotional competencies.
5. Learn about SEL efforts in New Jersey.
6. Connect with the other SEL online learning modules.

### **When to Use This Facilitation Guide:**

Although the contents of this training module can be completed online by individuals (in which case the participant should visit the [NJDOE Social and Emotional Learning webpage](#) to access the online video version), we encourage educators to use this module (and guide) in a group context, given that SEL is intrinsically a social endeavor. Such a group setting may include schoolwide professional learning convenings, grade-level or content-based team meetings, or professional learning communities. The facilitator will need the materials listed in the “Materials” section below and the script and associated PowerPoint deck to facilitate the “Competencies for School, Work, and Life: Introduction to SEL” staff training.

### **How to Use This Facilitation Guide:**

Facilitators need to plan approximately two hours for a group to complete this entire module and all activities, including those that are optional; however, it does not need to be completed all at the same time. One of the great things about this module is that it can be customized to fit the needs of the school. What does that mean? A facilitator can split the module into segments and complete them with the group as time allows. In other words, the facilitator can modify the module to fit the schedule of the educators engaged in the learning experience. In addition, if there is an activity, slide, or discussion that does not seem relevant for a given context, or that is redundant with learning the group has already done, the facilitator can skip that section of the module. The goal in developing this module was to make it as useful as possible for staff. To help facilitators determine whether and how to modify the module to meet the needs of their staff, we suggest that facilitators complete the module on their own first using the online version. Completing it individually should take 45–60 minutes.

Furthermore, notes throughout this guide provide the facilitator with background information and guidance on how to facilitate the module’s activities. The guide also includes optional videos, activities, and discussion prompts that will make the training in a group setting more interactive, which is important when facilitating SEL training.

### **Materials:**

Depending on whether participants will have access to computers during the session and be able to read handouts online, the facilitator may want to print copies of the handouts beforehand and share them with participants as they start the related activity.

- PowerPoint Slides: Introduction to Social and Emotional Learning
- Introduction Handout 1a: SEL Truth or Myth
- Introduction Handout 1b: SEL Truth or Myth Answer Key
- Introduction Handout 2: SEL Competencies and Sub-Competencies
- Introduction Handout 3: SEL, A Short History
- Introduction Handout 4: Ten Teaching Practices Self-Assessment
- Introduction Handout 5: Educator SEL Self-Assessment

- Introduction Handout 6: Action Plan
- Introduction Handout 7: Resources and References
- Pen and paper for notes
- Internet, projector, audio speakers
- White paper plates (for optional activity)

In addition to handouts, this module includes multiple videos to which online participants have access through web links. Facilitators will want to have the videos uploaded prior to engaging in the facilitated session.

### **About Terminology in the Modules:**

The importance of students and adults being socially and emotionally competent — and, therefore, the importance of SEL — is widely accepted. However, even as the field matures, the terminology used in speaking and writing about this important concept continues to vary among and between educators, researchers, and policymakers. The two most commonly used terms for social and emotional strengths in the broadest sense are *skills* and *competencies*. Each one is used as an umbrella term for a particular set of related knowledge, skills, and attitudes that contribute to someone being socially and emotionally competent in particular dimensions. In this context, New Jersey uses *competency* as the broadest term. In the context of these modules, the term *skill* is reserved for use only in its most granular sense — as something that contributes, along with knowledge and attitudes, to an individual’s social and emotional competency. These contributing factors of skills, knowledge, and attitudes are known individually as *sub-competencies*. These SEL modules reflect New Jersey’s terminology.

### **A Note About Pronunciation:**

SEL, the acronym for social and emotional learning, is pronounced in the field by its three individual letters — *S-E-L*, not “cell.”

### **Assessment and Evaluation:**

Throughout the module, participants will be expected to engage in self-assessment and self-reflection exercises to evaluate the effectiveness of their own practices and their impact on student engagement and outcomes. In addition, the module will include a link at the end to obtain participants’ feedback on the module.

### **Audio Option:**

The PowerPoint deck is available in two versions. The first version has a voice-over narration (available on the NJDOE website) that a facilitator may opt to use. The audio option does not include optional activities; however, the facilitator can still use them if desired. The second version has no voice-over and is intended for facilitators who wish to provide their own narration following or by adapting the script below.

# Competencies for School, Work, and Life: Introduction to Social and Emotional Learning Facilitation Guide

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
Slide 1	<p><b>Competencies for School, Work, and Life: Introduction to Social and Emotional Learning</b></p> <p>The goal of education is to help students develop the content knowledge and competencies they need for success after high school graduation, whether in college, career, or civic responsibilities. The teaching and learning process supports youth as they develop critical social and emotional competencies that help them effectively manage their affective, cognitive, and social behaviors. Among these social and emotional competencies are self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Social and emotional competencies are important not just for success in life outside of and beyond school, but also for helping students navigate their school experience. Research demonstrates that when schools and classrooms intentionally support the development of these social and emotional competencies, students improve academically, behave better in schools, become more engaged in classrooms, and form more meaningful relationships. In other words, schools can create the environment for students to develop and apply their social and emotional competencies — competencies that all students, with the right support and in conjunction with families, can cultivate throughout their school experience.</p> <p>New Jersey educators already do a lot to support students’ social and emotional development. For example, many educators are focusing on character development, implementing positive behavior supports and interventions, and/or using more inclusionary approaches to discipline, such as restorative practices. Social and emotional learning is related to all of these efforts, but it differs in that it has a strategic focus on helping students build the underlying competencies needed for developing character, meeting behavioral expectations, and engaging in inclusive disciplinary conversations, to name a few important results of well-developed competencies.</p>	2 minutes

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	<p>NJDOE, in collaboration with the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center, has created a series of six online modules. These modules introduce you to SEL, to New Jersey’s five core social and emotional competencies, and to strategies to support educators, like you, in helping students develop social and emotional competencies they need to be successful in school, work, and life. The modules also provide an opportunity for you, as educators, to reflect on your practice and, in particular, on your own social and emotional competencies — those competencies from which you draw to teach your students effectively, to form meaningful relationships with students and colleagues, and to create a positive learning environment.</p>	
<p><b>Optional Video Activity</b></p>	<p><b>Optional Video Activity: SEL as the Plate</b></p> <ul style="list-style-type: none"> <li>● Have participants first watch the <a href="https://www.youtube.com/watch?v=AZ-pU7ozt3g">video “Under the Surface”</a>: <a href="https://www.youtube.com/watch?v=AZ-pU7ozt3g">https://www.youtube.com/watch?v=AZ-pU7ozt3g</a></li> <li>● After watching the video, ask participants to use one side of the plate to write about what they had on their plates (or on their minds), both personally and professionally, as they walked into school today.</li> <li>● Ask them to use the other side of the plate to write about what their students have on their plates (or on their minds) as they enter school every day?</li> </ul>	<p><b>10 minutes</b> <i>Facilitation note:</i> With your group, first have participants watch the video and then facilitate a discussion about what we all bring with us as we enter the building every day. Help them see that social and emotional learning is not one more thing to add to their plate — it <i>is</i> the plate that helps us handle and manage what we carry in each day and navigate those aspects of our lives that are challenging.</p>
<p><b>Slide 2</b></p>	<p><b>Objectives of This Module</b> In this introductory module, you will learn that SEL is not something new to be thought of as an add-on, but instead is something that is integrated throughout daily interactions and is already part of your current responsibilities. Specifically, you will learn about what SEL is; why SEL is important; how to support SEL; adult social and</p>	<p><b>1 minute</b></p>

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	emotional competencies; and SEL efforts in New Jersey. In addition, we will provide an overview of what you will learn in the remaining five online modules, each of which focuses on one of the core social and emotional competencies.	

## Introduction to SEL

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Slide 3	<p><b>Introduction to SEL</b></p> <p>New Jersey recognizes the importance of fostering positive learning environments for all students and, beginning in 2011, has required all schools to develop, foster, and maintain positive school climates through the adoption of the <i>Anti-Bullying Bill of Rights Act</i>.</p> <p>Data reported by schools for the 2016–17 school year in <a href="#">New Jersey’s Annual Report on Violence, Vandalism, and Substance Abuse</a> indicated that there were 6,419 confirmed incidences of bullying statewide and that more than 10 percent of schools had at least 10 incidences of violence. These data demonstrate a need for the NJDOE to continue to provide and highlight innovative resources for school and district staff that support their work in establishing and/or maintaining positive school climates. One approach for supporting this effort is the development and implementation of high-quality programs for social and emotional learning practices.</p> <p>In the following section, you will learn more about why New Jersey has chosen to focus on social and emotional development and how New Jersey defines social and emotional learning.</p>	1 minute
Slide 4	<p><b>What Is SEL?</b></p> <p>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</p>	2 minutes

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	show empathy for others; and make responsible decisions. The NJDOE adapted this definition from the founding SEL organization, the Collaborative for Academic, Social, and Emotional Learning, or CASEL.	
<b>Activity Handouts 1a &amp; 1b</b>	Before digging deeper into SEL, take some time to review Handout 1a, which provides statements about social and emotional learning. Your job is to identify which statements are true and which are common myths or misunderstandings about SEL. After you have gone through the statements, use Handout 1b to check your answers.	<b>8 minutes</b> <i>Facilitation note:</i> First pass out Handout 1a. Have the group discuss each statement and come to a consensus about whether it is true or is a myth or misunderstanding. Then pass out Handout 1b and have them check and discuss their responses. If they all get the right answers, have participants discuss something in the statements that surprised or interested them. If they got something wrong, have them discuss their thinking.

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Slide 5	<p><b>New Jersey’s Five Core Social and Emotional Competencies</b>  New Jersey has identified five core social and emotional competencies based on a model used by CASEL. These competencies represent the outcomes we want to achieve when engaging in SEL efforts. The competencies are:</p> <ul style="list-style-type: none"> <li>● <i>Self-awareness</i>, which is the ability to recognize one’s emotions and know one’s strengths and limitations;</li> <li>● <i>Self-management</i>, which is the ability to regulate and control one’s emotions and behaviors, particularly in stressful situations;</li> <li>● <i>Social awareness</i>, which is the ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others;</li> <li>● <i>Responsible decision-making</i>, which is the ability to use multiple pieces of information to make ethical and responsible decisions; and</li> <li>● <i>Relationship skills</i>, which refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts.</li> </ul> <p>Each of the remaining five modules in this professional learning series corresponds with one of these core social and emotional competencies.</p>	2 minutes
Slide 6	<p><b>A Note on the Difference Between SEL, Competency, and Sub-Competency</b>  In the SEL landscape, terminology can sometimes be confusing. So let’s take a minute to clarify some key terms. <i>Social and emotional learning</i> is the process of developing and applying the social and emotional competencies that are the outcomes of that learning. The term SEL supports the idea that there are many varied steps we can take to develop and apply social and emotional competencies.</p> <p>In the field, the terms <i>competency</i> and <i>skill</i> are often used interchangeably as an umbrella term for a particular set of related knowledge, skills, and attitudes that contribute to someone being socially and emotionally competent. The NJDOE uses the term <i>competency</i> for this broad concept. Competencies consist of a set of related attitudes, knowledge, and skills that, together, allow an individual to perform a task</p>	3 minutes



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	<p>effectively or to exhibit a particular behavior. The terms <i>attitudes</i>, <i>knowledge</i>, and <i>skills</i> are more granular in nature than the term <i>competency</i>. Attitudes constitute beliefs and emotions we hold about a particular topic or object, and they are often influenced by our upbringing and contextual cues. Knowledge is information or an understanding we have about something or how to do something. Skills are our abilities to perform targeted tasks. The Department refers to these contributing factors, individually, as <i>sub-competencies</i>. For example, the competency of social awareness consists of multiple related sub-competencies, including beliefs, such as awareness of differences; knowledge, such as recognizing different social cues; and skills, such as an awareness of differing points of view and perspectives. New Jersey uses the term <i>indicators</i> to refer to developmentally appropriate sub-competencies by grade band.</p> <p>These SEL modules reflect New Jersey’s terminology. But know that, down the road, you could find yourself in conversation with someone who uses the term <i>skill</i> to mean the same thing as <i>competency</i>. It’s always worth checking to make sure you’re on the same page.</p>	
<b>Activity Handout 2</b>	<p>Now that you know a bit more about the terminology, let’s look at Handout 2. On it, you’ll find an activity to help you identify the skills and sub-competencies within each social and emotional competency as outlined in New Jersey’s <i>Developmental Indicators: SEL in the K-12 Classroom</i>.</p>	<p><b>7 minutes</b> <b>Facilitation note:</b> The goal of this activity is to create a common language about what the social and emotional competencies mean for you and your colleagues; therefore, it is important that you have participants work in groups during this activity, and that you set up this activity as a way to create a common language, not just to get the right answer. During the debrief, have participants</p>

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		share how they define each competency and what the definition means to them in their context.
<b>Optional Video Activity</b>	<p><b>Optional Video Activity: “5 Keys to Social and Emotional Learning Success”</b>            Now let’s watch this related video, “<a href="https://www.youtube.com/watch?v=DqNn9qWoO1M">5 Keys to Social and Emotional Learning Success</a>”: <a href="https://www.youtube.com/watch?v=DqNn9qWoO1M">https://www.youtube.com/watch?v=DqNn9qWoO1M</a></p> <p>After reviewing Handout 2 and watching the video, think about how you either already, or might in the future, incorporate social and emotional competencies identified in the handout — as well as the knowledge, attitudes, and skills that contribute to them — into your instruction. Also, think about how, in your instruction, you particularly address the competencies and sub-competencies students need to successfully navigate the schooling experience. What are some initial steps you already take or might take to support students’ development of these competencies?</p>	<p><b>15 minutes</b>  <b>Discussion note:</b>            After participants have considered the question, have them discuss their answers as a group.</p>
<b>Slide 7</b>	<p><b>Developmental Nature of SEL Competencies</b>            As noted in New Jersey’s <i>Social and Emotional Learning Competencies and Sub-Competencies</i>, social and emotional competencies are developmental, which is to say that individuals develop and refine these competencies over time. It should not be assumed that once we are able to demonstrate a social and emotional competency, we have mastered it, or that we are done learning how to use it. For example, we learn about emotions over time, starting with basic emotions such as happy and sad at younger ages, and moving to more complex emotions such as disappointment, loss, and jubilation at older ages.</p> <p>In fact, recent research has demonstrated that certain social and emotional competencies and sub-competencies serve as building blocks for others and that these competencies have the potential to change as students develop. For example, executive function skills develop over time. These include such skills as the ability to pay attention and focus, the ability to control your impulses, and the ability to temporarily store and manage information required to carry out tasks or operations. These skills are initiated in 3- to 4-year-olds and developed in 4- to 6-year-olds. Although executive</p>	<b>4 minutes</b>

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	<p>function skills are in large part developed in the early years of one’s life, they lay the foundation for the more complex executive function skills individuals need later in life, such as self-regulation, decision-making, and self-care, which build on each other as individuals move through early elementary to middle school to high school.</p> <p>Furthermore, it is important to note that even though some competencies serve as building blocks, we have learned from neuroscience that the brain is malleable, and we can learn these competencies across the lifespan.</p> <p>Because social and emotional competencies are developmental, students and adults learn them and relearn them across the lifespan. For example, let’s think about a student, Desiree. In elementary school, Desiree is a fantastic student and is generally happy. She helps her teacher, asks good questions, and gets along with her classmates. Everyone knows that Desiree is right on track to be successful in elementary school. Because Desiree is such a great student, she is put in all honors classes in middle school. However, Desiree struggles with algebra — it is a challenge for her. Because she has never really been challenged in classwork before, she thinks of herself as being “no good” at algebra, which evokes emotions like self-doubt and insecurity. If Desiree does not learn and develop the social and emotional competencies needed to manage these kinds of complicated emotions — naming them and understanding how to manage them — her self-doubt may begin to impede her performance.</p> <p>Desiree’s experience illustrates why it is important to continue developing social and emotional competencies over time. Each of the remaining modules will go into more detail about how we can help our students do so.</p>	
Slide 8	<p><b>Context Matters</b></p> <p>Although personal development is important, we must also look to the context in which we develop and apply our social and emotional competencies. Just because a student or adult does not exhibit a particular competency in one context does not mean that the individual does not have the requisite knowledge, skills, and attitudes.</p> <p>Research has demonstrated that the degree to which someone can demonstrate social and emotional competencies depends on the individual’s developmental period and life context. In other words, the social and emotional competencies that individuals use</p>	4 minutes

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	<p>depend both on the individual’s needs at a given developmental period and, also, on what the individual’s environment calls for. For example, a child living in an unstable social environment may develop highly attuned social awareness as a way to anticipate others’ behavior in order to feel safe. An individual student’s development — cognitive, social, and emotional — as a learner is not a linear, predetermined series of events; rather, it depends on the student’s context.</p> <p>Context encompasses multiple factors. It includes the overarching environment — the ways in which the home, school, or community are safe and supportive for a student. Context also includes a student’s culture, which can include the intersection of multiple social identities, such as class, gender, age, sexual orientation, and ability status. In addition, context includes the degree of cultural responsiveness a student experiences in different aspects of the broader context, for example, the school or community. All of these factors and more influence the development of a student’s social and emotional competencies and the ways in which the student navigates their environment.</p> <p>To make this a bit more concrete, let’s think of a student, Paul. Normally, Paul is very empathetic, helping his classmates complete their coursework and helping his teacher, Ms. Jane, after school. However, in the cafeteria, Paul is picked on by a group of older students. This causes him to pull inward in the cafeteria and to demonstrate less empathy for other students around him. It is not that Paul suddenly stops being empathetic; rather, the particular context — being mistreated — causes Paul not to exhibit those social and emotional competencies. Thus, it is important for you as an educator to be mindful of the context and of when and where students do or do not demonstrate their social and emotional competencies. The New Jersey Social and Emotional Competencies provide a map for how the competencies and sub-competencies develop over time. Note that the competencies should not be used to identify or label students as having deficits or a disability.</p>	
	<p><b><i>Alternative Example for Facilitated Session (Secondary Example):</i></b>  You can use this alternative example for secondary school, replacing Paul with Desmond:  “Let’s think of a student, Desmond. Normally, Desmond is very empathetic, helping</p>	

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	<p>his classmates complete their coursework and helping his teacher, Ms. Jane, after school. However, on the soccer field, Desmond becomes very competitive. He really wants to win and, as the team captain, he can sometimes get angry at his teammates when they are not meeting his expectations. It is not that Desmond all of a sudden stops being empathetic; rather, the particular context shifts Desmond’s attitudes, drawing on a different set of social and emotional competencies.”</p>	
<p><b>Slide 9</b></p>	<p><b>Culture Matters</b></p> <p>Although individuals develop a broad array of social and emotional competencies, the ways in which individuals demonstrate or use the competencies and related skills may vary by culture and by the cultural norms that are created within a school. Thus, it is important to ensure that, as you implement SEL programs and practices, notions of cultural variation and adaptation are referenced and discussed with students and with your colleagues.</p> <p>To support cultural variation in SEL, Gregory and Fergus suggest that educators consider the <i>ecological</i> conditions that affect education equity in general and affect whether students have equitable access to SEL programs and practices. Ecological conditions include such classroom aspects as the quality of instruction, types of behavior management strategies used, and overall context in which the student learns. In other words, there are cultural patterns within the classroom that can support or hinder successful SEL implementation for diverse groups. To support cultural variation, you can broaden your expectations about which behaviors students exhibit in relation to specific social and emotional competencies. This may mean thinking more deeply about your notions of what an appropriate behavior might look like for a particular social and emotional competency <i>in relation</i> to different cultural norms and patterns of learning.</p> <p>For example, emotions play a critical role in influencing students’ perceptions of themselves and, also, how others perceive them. When and how students experience and demonstrate various emotions can vary depending on their culture, previous experiences, societal norms, race, ethnicity, and gender. Some emotions may be triggered by a student’s fear of humiliation or rejection if the student makes a mistake</p>	<p><b>3 minutes</b></p>

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	<p>or responds to a discussion topic in an incorrect way. Some students may also feel rejected or humiliated when confronted with small but pervasive and hurtful indicators of bias based on racial or ethnic stereotypes.</p> <p>To get a bit more specific, let's think of a student, Minh. Minh is from Vietnam and is on the basketball team. She is a star athlete and has helped her middle school win many games. When she reaches high school, her new coach, Ms. Simpson, expects Minh to confront her teammates and tell them what they are doing wrong. However, Minh never addresses her teammates' individual challenges or weaknesses, focusing instead on the team's abilities and strengths. Ms. Simpson gets frustrated with Minh on a regular basis because she believes leadership requires critique and competition, while Minh is often confused by Ms. Simpson's response because she believes leadership is expressed by maintaining group cohesion and supporting the team.</p> <p>This example demonstrates that there are both multiple ways in which a competency can be exhibited, as well as cultural norms within a school that can support or hinder student opportunity to engage.</p>	
	<p><b><i>Alternative Example for Facilitated Session (Elementary Example):</i></b> You can use this alternative example for elementary school, replacing Minh with Brendan:</p> <p>“Let's think of a student, Brendan. Brendan is a third-grade student. In his family, when they communicate, they tend to begin talking immediately when they have an idea or respond to someone. Also, when a child misbehaves, the child doesn't look the adult in the eye, looking down at the floor instead. Both of these norms work well for Brendan at home; however, Mr. Johnson, Brendan's third grade teacher, interprets Brendan's behavior as disrespect. He is constantly frustrated with Brendan because Brendan immediately shouts an answer out when Mr. Johnson asks the class a question. In addition, Brendan never looks at Mr. Johnson when the teacher speaks to him directly, hampering the relationship between them.”</p>	

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Slide 10	<p><b>SEL Is for Everyone</b></p> <p>SEL is considered a Tier 1, or universal, approach. In other words, everyone can benefit from social and emotional development and support. Many assume that SEL is only instituted at the beginning of the school year, or that it only needs to be used with students who demonstrate emotional or behavioral issues. However, everyone benefits from developing strategies to help manage stress, build more meaningful relationships with others, and solve problems in a responsible way.</p> <p>It is important for all educators — teachers, support staff, and administration — to work together to support all students at a Tier 1, or universal, level. For example, let’s think of a student, James. James is a straight A student but is a bit socially awkward and has a hard time asking for help. His teachers are very confident in James’s ability to succeed academically in high school and beyond. When James ultimately gets to college, however, he struggles. James is a first-generation college student and is not quite sure how to navigate the more rigorous academic environment. He suffers in college because he did not have all the necessary social and emotional competencies he needs to be successful at this stage of his education and social experience, such as help-seeking behaviors and understanding general social norms related to meeting lots of new people at one time who are outside his own social class. James would have benefited from Tier 1 SEL support from his teachers throughout his K–12 experience.</p> <p>This example demonstrates that it is important for us as educators to be attuned to all of our students’ social and emotional needs. It’s also a reminder that, as educators, we are not always aware of which students need what kind of SEL support, so it is important to teach social and emotional competencies to all students.</p> <p>Educators and support personnel can work together to provide additional supports for students who need Tier 2 or 3 services to help them develop social and emotional competencies. However, it is critical that <i>all</i> students receive foundational SEL support before moving any student to more individualized services. That being said, it is important to recognize that SEL is an asset-based approach, and New Jersey SEL competencies and sub-competencies are intended to be used to support competency development, not to diagnose deficits.</p>	3 minutes

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	<p>New Jersey Tiered System of Supports (NJTSS) is New Jersey’s multitiered system of supports framework that includes the academic and behavioral components of Response to Intervention (RTI) with a focus on improving school culture and climate, family engagement, and effective school and district leadership.</p>	
	<p><b><i>Alternative Example for Facilitated Session (Elementary Example):</i></b>            You can use this alternative example for elementary school, replacing James with LeAnn.</p> <p>“Let’s think of a student, LeAnn. LeAnn is in first grade. She is generally well behaved in class and engages in all of her individual work. However, she does not do well when asked to work in a group. She generally sits by herself, completes her portion of the assignment, and passes it in. Her groupmates ultimately end up doing the same thing, because they have not learned how to bring LeAnn into the conversation. All students in the class would benefit from Tier 1 supports in the development of communication and collaboration skills.”</p>	
<p><b>Slide 11 Activity</b></p>	<p><b>Activity: Student Vignettes</b>            As we just discussed, SEL is meant for all students and all adults. Everyone has some social and emotional competencies that are strengths and some that are areas for improvement. To see some examples of this, use the vignette links on the screen. There are five student vignettes and two teacher vignettes. Read each one and identify:</p> <ol style="list-style-type: none"> <li>1. Which social and emotional competencies are areas of strength for this student or teacher? For this activity, do not worry about using the “actual” terminology — use your own words to describe the social and emotional competencies. You’ll review the actual terminology later in the segment.</li> <li>2. Which of the student’s or teacher’s social and emotional competencies could be considered areas for improvement?</li> <li>3. What questions might you ask the student, teacher, or family members that would help you form more meaningful relationships with the student or teacher and help you check your own assumptions about the student or teacher?</li> </ol>	<p><b>10 minutes</b>  <b>Facilitation note:</b>            In groups, ask participants to read each vignette individually and record their thoughts, then discuss as a group. Repeat for each vignette.</p>



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	4. What are some strategies you would use to help the student or teacher improve on that competency?	

## Importance of SEL

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Slide 12	<p><b>Importance of SEL</b></p> <p>You may be wondering why SEL is important for student success. Research shows that SEL enhances students' academic learning and promotes success in school and beyond. For example, when students develop social and emotional competencies, they're more motivated to learn and have a stronger commitment to school as seen, among other ways, in improved attendance and graduation rates. Also, in schools that focus on SEL, students are less likely to act out in class, get suspended, or be held back. In addition, when students develop social and emotional competencies, they can better manage their interactions outside the classroom, whether at home or in their neighborhood; this is particularly important when outside problems threaten to influence students' interactions in the classroom. In this section, you will learn about some of the seminal research related to SEL.</p>	3 minutes
<b>Activity: Handout 3</b>	To learn more about the history and roots of SEL, read the short article from Edutopia presented in Handout 3. Once you have read the article, reflect on ways that the philosophy of SEL matches the philosophy of your own teaching.	<p><b>5 minutes</b></p> <p><b>Facilitation note:</b></p> <p>Have participants read Handout 3 individually, asking them to highlight or otherwise note aspects they find interesting. Then have participants, as a group, discuss what they learned</p>

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		about the history of SEL and reflect on how the philosophy of SEL matches their own teaching philosophy.
Optional Podcast	<p><b>Optional Podcast: History of SEL</b>            If you are interested in learning more about the history of SEL, listen to the podcast by Roger Weissberg (an early proponent of SEL): <a href="#">“CASEL: Leading Advocate for Social Emotional Learning.”</a></p> <p><a href="http://www.gettingsmart.com/2016/10/casel-leading-advocate-for-social-emotional-learning/">http://www.gettingsmart.com/2016/10/casel-leading-advocate-for-social-emotional-learning/</a></p>	<b>30 minutes</b>
Slide 13	<p><b>Why Is SEL Important for Students?</b>            SEL enhances student learning by helping students develop the knowledge, skills, and attitudes needed to successfully navigate their schooling experience. For example, SEL helps students understand their own strengths and limitations, develop their communication skills, manage their own learning, collaborate with others, apply real-world problems, engage in respectful dialogue, resolve conflicts peacefully, and advocate for themselves and others when confronted with difficult situations. All of these social and emotional competencies help facilitate students’ deeper engagement in school, thus enhancing their learning.</p> <p>If you are interested in knowing more about the research, read The Aspen Institute National Commission on Social, Emotional, and Academic Development document, <a href="#">A Sampling of the Literature on Social, Emotional, and Academic Development</a>, for which the URL can be found in the resource list in Handout 6.</p>	<b>2 minutes</b>
Slide 14	<p><b>SEL Is Important for Life Outcomes</b>            A common question about SEL is whether research shows it is important for students’ success after high school graduation. The answer is yes. In a 2015 study, Jones and colleagues found that social and emotional competencies are important for student success later in life. They found that teachers’ positive ratings of students’ social and</p>	<b>1 minute</b>

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	<p>emotional competence in kindergarten predicted students’ chances of both high school and college graduation, as well as full-time employment by age 25. The ratings also predicted students’ involvement with police before adulthood, being arrested, and the need for receiving government assistance.</p> <p>Although there were no SEL interventions in this study, the study demonstrates that schools should focus on student social and emotional competencies because they are important not just for academic success, but also for important life outcomes.</p>	
<p><b>Slide 15</b></p>	<p><b>SEL Increases Student Capacity to Learn</b></p> <p>The 2015 study just discussed demonstrated that social and emotional outcomes are important for life success. But can we, as educators, improve our students’ social and emotional competencies — in other words, are these competencies moveable? The answer is yes. The positive outcomes of SEL efforts were confirmed in two major reviews of SEL programs. A 2011 research review by Durlak and colleagues looked at 213 studies focused on the implementation of SEL programs with over 270,000 students, collectively. A follow-up review by Taylor and colleagues in 2017 looked at an additional 82 research studies (38 of them outside the United States), involving more than 97,000 students.</p> <p>In both reviews, researchers found that students who participated in SEL programs demonstrated an increase in a variety of positive outcomes and a decrease in negative outcomes. Specifically, in the 2017 review, students who participated in SEL programs demonstrated an increase of nine percentage points in social and emotional competencies, five percentage points in positive attitudes, and five percentage points in prosocial behaviors. In addition, students who participated in SEL programs had an 11 percentile-point increase in academic achievement in the 2011 study and a 13 percentile-point increase in the 2017 study, as measured by standardized test scores, compared with students who did not participate. Furthermore, in the 2017 meta-analysis, students in SEL programs showed a six percentage-point decrease in conduct problems, a six percentage-point decrease in indicators of emotional distress, and a six percentage-point decrease in drug use compared to those who did not engage in SEL programs. These findings were consistent across elementary, middle, and high school, and across suburban, rural, or urban school settings. The 2017 review showed that these</p>	<p><b>3 minutes</b></p>

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	<p>positive effects held true six months to 18 years after students engaged in an SEL program.</p> <p>Combined with the 2015 Jones and colleagues work, these studies demonstrate four important things. First, students’ social and emotional competencies are important for life outcomes. Second, students’ social and emotional competencies can improve; they are not static personality characteristics or traits, but rather, can change in response to the targeted supports students receive. Third, when there is a focus on SEL, other important school indicators improve. And finally, teachers can influence students’ development of social and emotional competencies.</p>	
<b>Slide 16</b>	<p><b>SEL and Employability</b></p> <p>There is a growing consensus that if we are to have the diverse and dynamic workforce needed for the U.S. labor market, students and adults alike need greater mastery of social and emotional competencies. Employers want workers who can read, write, and do math, and they also want employees who can think critically, show initiative, solve problems, and work successfully in teams — all of which relate to social and emotional competencies. For example, according to Deming, between 1980 and 2012, jobs requiring social interactions grew by 10 percentage points in the market, whereas jobs in science, technology, engineering, and mathematics that require less social interaction decreased by more than three percentage points, even though STEM jobs overall have been increasing.</p>	<b>1 minute</b>
<b>Slide 17</b>	<p><b>SEL and Neuroscience</b></p> <p>There is a neurological basis for SEL, with distinct areas of the brain governing our social and emotional competencies. Among their many roles, these areas of the brain influence the way we process information, react to emotionally charged events, and demonstrate empathy.</p> <p>Students are more likely to cognitively engage in tasks when they are more emotionally engaged, supporting the idea that there is a neurobiological basis for how emotions influence the way we process information. So even in subjects that are perceived as</p>	<b>10 minutes</b>

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	<p>“unemotional,” such as physics or calculus, having an emotional connection to the content is helpful to learning that content.</p> <p>Our emotional states also influence the degree to which we process information. For example, negative emotional states, such as fear, anger, or anxiety, are linked to less activity in the prefrontal cortex — the part of the brain responsible for thinking. In contrast, positive emotional states are associated with more activity in this area of the brain. The way emotions influence how we process information is further complicated by the <i>degree</i> of emotion. If students are elated or in another extremely positive emotional state, that can hinder their processing of information because their focus will be diverted from learning. Conversely, a small degree of anxiety can help students focus their attention on learning.</p> <p>In addition to emotional processes, there are specific aspects of the brain that focus on social interactions. For example, researchers have identified certain aspects of the brain that help us learn through observation. This group of neurons — referred to by scientists as “mirror neurons” — activate when we either perform or observe a task. Although still a relatively new concept in the scientific community, these particular neurons are thought to help us with perspective-taking — that is, understanding the ways in which other people act — as well as help us learn new skills through observation and imitation.</p> <p>Thus, it is important to recognize that our bodies, our minds, and our emotions are interconnected and that being attuned to our social and emotional competencies is critical as we engage in learning academic content. In addition, it is important to note that these brain regions we’ve been talking about are malleable — they can change. The brain regions are shaped by our developmental experiences and context, such as adverse childhood experiences.</p>	
<b>Video Activity</b>	<p>Let’s watch the first six minutes of the video, <a href="#">The Heart-Brain Connection: The Neuroscience of Social, Emotional, and Academic Learning</a>. After you watch the video, reflect on some important issues it raises for consideration in future interactions you have with your students.</p>	<p><b>8 minutes</b> <i>Facilitation note:</i> Engage the group in discussion after they watch</p>

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		the video, discussing ways in which SEL is connected to neuroscience and implications for classroom practice.
Slide 18	<p><b>SEL and Trauma</b>  We also know from neuroscience that students who experience adversity in their lives may undergo physiological changes that can have short- and long-term consequences for how they process information and handle stress. For example, when we experience a traumatic experience, it is common to respond in a fight, flight, or freeze response. When severe trauma continues over time, it can change brain structure, such that information is processed through the fight, flight, or freeze response rather than through the executive functioning behaviors of the frontal lobe. Thus, previous patterns of coping no longer are successful for the individual.</p> <p>One goal of SEL programming is to support students, particularly those who experience adverse events, to develop new patterns of connections between areas of the brain that influence emotion and cognition. SEL programming can do this by helping students identify and manage their emotions, create new patterns of behaviors when they begin to feel stressors, and form meaningful relationships with important adults and peers. SEL programs can also help students develop skills to regain a sense of control over their lives, develop a strong sense of self, and identify multiple coping styles. For example, research by Blair and Raver demonstrated that social and emotional learning programs that target self-regulation and promotion of prosocial skills have had positive effects on students who had experienced multiple stressors in their lives.</p>	2 minutes
Optional Video Activity	<p><b>Trauma-Informed Teaching</b>  To learn more about how one school infused trauma-informed practices, let's watch the video, <a href="https://www.edutopia.org/article/inside-look-trauma-informed-practices">Trauma-Informed Teaching: A Whole-School Approach</a>:  <a href="https://www.edutopia.org/article/inside-look-trauma-informed-practices">https://www.edutopia.org/article/inside-look-trauma-informed-practices</a>.</p>	5 minutes <i>Facilitation note:</i> After the group watches the video, facilitate a discussion about how the school in the video has infused trauma-

<b>Slide Number/ Materials</b>	<b>Suggested Language for Facilitator</b>	<b>Time/Facilitation Notes</b>
		informed practices, and discuss the connection between SEL and trauma.
<b>Slide 19</b>	<p><b>SEL and Equity</b> SEL is being used as a way for educators to adopt more equitable practice and for students to develop and apply important competencies for dealing with relationships, stress, and other factors that can affect behavior and interactions. In this way, SEL is considered a key strategy for educators who seek to reduce the opportunity gap between students from high-need environments and those who are not. For example, Gregory and Fergus note that many districts and schools seeking to reduce disciplinary disparities use SEL as a strategy to engage in a more proactive approach to managing behavior instead of using exclusionary disciplinary practices.</p> <p>A targeted focus on SEL implementation also supports greater equity because all students develop the social and emotional competencies that allow them to engage more deeply in learning. Through well-implemented SEL programs, educators can help students see that the social and emotional competencies they need for successfully navigating their schooling experience are similar to those needed for navigating their life outside of school. When thinking about your students’ social and emotional development, remember that competencies develop in culturally and context-dependent ways and, also, that how and when students use social and emotional competencies is fluid. Thus, it is important to pay attention to what is impacting students’ use of these competencies. Remember, too, that the cultural norms and practices of a school or classroom can influence how students are accessing information and engaging in learning. For example, are all students getting equal opportunities to engage in classroom discussions or to take on responsibilities within the classroom?</p> <p>Finally, SEL supports equity by providing that Tier 1 foundation for all students, as discussed earlier, because everyone needs well-developed social and emotional skills to successfully navigate their daily lives.</p>	<b>3 minutes</b>
<b>Optional Discussion</b>	Take a moment to think about how supporting SEL in your classroom could impact you specifically. For example, could it increase the time you have for instruction; improve	<b>2 minutes</b>

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	the relationships you have with students and that students, in turn, have with their peers; increase parent satisfaction; or improve the climate in your classroom and school? And how could development of social and emotional competencies — your own and your students’ — and SEL practices in general, create a more equitable learning environment for your students?	

## SEL Implementation

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
Slide 20	<p><b>SEL Implementation</b> Now that you have learned what social and emotional learning (SEL) is and why it is important, we’ll discuss some ways to implement SEL.</p>	1 minute
Slide 21	<p><b>Implementing SEL</b> As noted previously, SEL is a process, and there are multiple ways to implement it in a classroom. Generally, there are three classroom-based approaches to SEL, which can be implemented either through SEL programs or through general SEL practices.</p> <ul style="list-style-type: none"> <li>● First, you can provide instruction targeting specific social and emotional competencies, focusing on the underlying knowledge, attitudes, and skills that constitute each competency. For example, you could set aside time in class to specifically teach your students how to communicate effectively with their peers.</li> <li>● You can also integrate SEL instruction into core academic content. For example, a language arts teacher can teach empathy through a story being read and discussed in class, and, to build social awareness, a social studies</li> </ul>	3 minutes



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	<p>teacher can explore the social implications of historical events for students today.</p> <ul style="list-style-type: none"> <li>Finally, you can help students develop social and emotional competencies through general teaching practices that encourage a safe and supportive learning environment. For example, you might teach students how to resolve interpersonal conflicts as they work in cooperative groups.</li> </ul> <p>These approaches are not mutually exclusive. Each is important and they can all work together to help students develop and apply social and emotional competencies, as well as academic competencies. In subsequent modules, you will learn about specific activities and strategies for teaching social and emotional competencies, as well as about general teaching practices that promote SEL. In addition, the NJDOE has compiled competency-specific instructional strategies, which can be found on the <a href="#">Department’s SEL webpage</a>. Over the next few slides, we will discuss ways of integrating SEL with academics, as well as provide an overview of general teaching practices that promote SEL.</p>	
<b>Optional Discussion</b>	Let’s reflect. What are ways that you implement SEL in your classroom? Can you think of times you have supported teaching social and emotional competencies through direct instruction, by integrating SEL with academic content, or by embedding SEL in good pedagogical practices?	<b>5 minutes</b>
<b>Slide 22</b>	<p><b>Integrating SEL with Academics</b></p> <p>As discussed earlier, it is important for all staff to support students’ social and emotional development. For teachers and other instructional staff to promote deeper student learning, they must make a strategic connection between SEL and academic instruction. Well-developed social and emotional competencies help students meet the demands of more rigorous college and career readiness standards, as well as instructional shifts related to those standards. The standards are asking you and students to think outside the box, and they require students to interact in new ways with content, with each other, and with their own learning. For example:</p>	<b>4 minutes</b>

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	<ul style="list-style-type: none"> <li>- Standards require students to participate in classroom discussions and explain their points of view. Thus, students need to learn communication skills and how communication must vary depending on their audience and their communication objective.</li> <li>- Given more rigorous academic content, students are more likely to become frustrated, so they need to learn how to recognize what frustrates them and to regulate that frustration in order to persevere.</li> <li>- With more collaborative learning, students must demonstrate greater responsibility within the classroom, both for their own learning and for working effectively with others to achieve a common goal.</li> </ul> <p>There is a deep connection between the academic, social, and emotional aspects of the classroom, yet we tend to think of each one in isolation rather than thinking of how they intersect. If, instead, we think about their connections with one another, we can begin to integrate them, maximize student learning, and make instruction more relevant for students.</p> <p>When we consider social, emotional, and academic aspects together, we can maximize learning experiences for students. To start thinking this way, ask yourself the following questions:</p> <ul style="list-style-type: none"> <li>• Academic — What does high-quality instruction look like?</li> <li>• Social — How are supportive relationships developed in the classroom?</li> <li>• Emotional — How do we create positive emotional tones in the classroom?</li> </ul> <p>Let's think about what this means by using an example from a mathematics classroom.</p>	
<b>Slide 23</b>	<p><b>Integrating SEL with Academics: Mathematics Example</b></p> <p>Let's start with a mathematics practice that comes from <i>Engage New York</i>, an organization that identifies the kinds of instructional shifts educators need to help students master academic content. The practice states, "teachers teach more than 'how to get the answer' and instead support students' ability to access concepts</p>	<b>3 minutes</b>

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	<p>from a number of perspectives so that students are able to see mathematics as more than a set of mnemonics or discrete procedures.”</p> <p>Now let’s return to the questions just listed and consider how we can answer each one in relation to this example:</p> <ul style="list-style-type: none"> <li>• Academic — What does high-quality instruction look like? When we look at the instruction, we could say that the academic aspect is having students explain the mathematical thinking behind their answers.</li>   <li>• Social — How are supportive relationships developed in the classroom, specifically, when students have to explain an answer? Because they have to explain their answers from multiple perspectives, they may need to respond to one or more questions from their peers and teacher. To make this process productive, students need to have trusting and supportive relationships. They also need to have the skills to ask questions in a respectful way.</li>   <li>• Emotional — How do we create positive emotional tones in the classroom? When students are explaining their answers and receiving feedback from their peers, they are using competencies they will need not only in mathematics classes, but also in their everyday lives and in the workplace. Knowing that they will use the competencies of this mathematical lesson makes it feel more relevant to students.</li> </ul>	
<b>Optional Discussion</b>	Using the graphic on slides 22 and 23, reflect on how you can consider the social, emotional, and academic aspects of the classroom together as you reflect on a past lesson.	<b>5 minutes</b>
<b>Slide 24</b>	<p><b>SAFE Practices: Integrating SEL with Academics</b></p> <p>Answering the questions posed in the previous slide is a good start to integrating SEL in your classroom; however, you should also be strategic in how you approach SEL. In one of the research reviews mentioned earlier, Durlak and</p>	<b>2 minutes</b>

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	<p>colleagues suggested that high-quality SEL programs contain SAFE practices, that is, practices that are Sequenced, Active, Focused, and Explicit. Although these principles were identified in relation to SEL programs, they can also be applied to SEL integration broadly within a classroom when there is not a specific SEL program. In other words, all SEL efforts should be:</p> <ul style="list-style-type: none"> <li>- Sequenced, that is, following a specific scope and sequence of when social and emotional competencies will be taught and reinforced, similar to academic content standards;</li> <li>- Active, with students engaging in activities that allow them to practice and apply the targeted social and emotional competencies;</li> <li>- Focused, with instruction concentrating on only one or two social and emotional competencies, sub-competencies, or skills at a time versus trying to teach or reinforce all social and emotional competencies at once; and</li> <li>- Explicit, with students made aware of, and able to identify, the specific social and emotional competencies, sub-competencies, or skills they are learning and using.</li> </ul>	
<p><b>Slide 25</b></p>	<p><b>Ten Teaching Practices That Promote SEL</b></p> <p>In addition to understanding the principles for SEL integration that were just discussed, it is important to have an overview of the general teaching practices that will be referenced throughout subsequent modules. These general practices can be used to help integrate the five core competencies into instruction.</p> <p>These 10 teaching practices were drafted by content experts from American Institutes for Research and reviewed by a panel of SEL experts, including teachers and teacher educators. This set of teaching practices can help all students master academic standards while also developing their social and emotional competencies.</p> <p>The 10 practices are divided into two types of teaching approaches: <i>social</i> teaching practices and <i>instructional</i> teaching practices. Although each type incorporates some aspects of both social and instructional interactions, social</p>	<p><b>4 minutes</b></p>

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	<p>teaching practices focus on and provide structures to support the development of social and emotional competencies. Instructional teaching practices provide opportunities for students to apply and further develop their social and emotional competencies <i>during</i> academic activities.</p> <p>Social teaching practices are:</p> <ol style="list-style-type: none"> <li>1. student-centered discipline,</li> <li>2. teacher language,</li> <li>3. responsibility and choice, and</li> <li>4. warmth and support.</li> </ol> <p>Instructional teaching practices are:</p> <ol style="list-style-type: none"> <li>5. cooperative learning,</li> <li>6. classroom discussions,</li> <li>7. self-assessment and self-reflection,</li> <li>8. balanced instruction,</li> <li>9. academic press or rigor and expectations, and</li> <li>10. competence building.</li> </ol> <p>These practices align with some common observation rubrics, such as Danielson’s and Marzano’s. If you are interested in seeing how the practices align to these rubrics, see page 22 in the Research-to-Practice Brief <a href="#"><i>Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks</i></a>. The URL for the brief is in the resource list on Handout 6.</p>	
<b>Activity Handout 4</b>	<p>In Handout 4, you’ll find an overview of the 10 teaching practices just discussed and a self-assessment tool related to those practices. Use the handout to learn more about the practices and, then, to reflect on your use of them.</p>	<p><b>10 minutes</b> <b>Facilitation note:</b> When doing this activity with a group, it is not necessary to have participants answer all the assessment questions. The intent is to give them an opportunity to think about</p>

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		<p>and discuss what these practices mean for them and their classrooms. So, for example, to save time, you may want to do a jigsaw with the teaching practices, having the teachers dig into just one to two practices and then share out what they learned. Other options would be to encourage participants to take the assessment multiple times over the course of the year to see growth.</p> <p>A free online assessment tool is available from the Center on Great Teachers and Leaders:  <a href="https://www.gtlcenter.org/sel-school/home">https://www.gtlcenter.org/sel-school/home</a></p>
<b>Optional Video</b>	<p>You might want to watch <a href="https://www.edutopia.org/video/big-picture-integrating-sel-across-district">The Big Picture: Integrating SEL Across a District</a>, which describes the districtwide SEL effort in Nashville, Tennessee. This video describes the process the district has used to embed SEL within schools and the strategies it suggests for supporting SEL.  (<a href="https://www.edutopia.org/video/big-picture-integrating-sel-across-district">https://www.edutopia.org/video/big-picture-integrating-sel-across-district</a>)</p>	<p><b>7 minutes</b>  <b>Facilitation note:</b>  After the group watches the video, have participants reflect on ways they can fully integrate an SEL effort in their school. Prompt them to consider some strategies that schools have used to embed and integrate SEL.</p>

## Adult Social and Emotional Competencies

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
Slide 26	<p><b>Adult Social and Emotional Competencies</b> In addition to thinking about ways to implement SEL in your classroom, it is also critical for you to think about your own social and emotional competencies — in particular, the ways in which your competencies influence your interactions and relationships with students, and your instructional approach.</p>	1 minute
Slide 27	<p><b>Adult Social and Emotional Skills Matter</b> Continuing to develop and enhance your own social and emotional competencies is essential to your work as an educator working with students. Doing so is also beneficial for your own social and emotional well-being. For example, teachers who have strong, positive relationships with their students are less likely to experience burnout. Those who have learned strategies for recognizing and managing their own emotions cope better with the stressors teachers face on a regular basis. This is particularly important for teachers who have experienced some sort of personal trauma or who work with students who have experienced — or are experiencing — trauma.</p> <p>A teacher’s social and emotional competencies are important to classroom instruction for multiple reasons. Teachers who have well-developed social and emotional competencies are more likely to:</p> <ul style="list-style-type: none"> <li>• form positive student-teacher relationships, in which teachers connect with students as a way to enhance disciplinary approaches and support students as they learn strategies for self-discipline;</li> <li>• model application of social and emotional competencies for students, for example, modeling ways they manage their stressors or how they form meaningful relationships with colleagues;</li> <li>• manage and organize classrooms in safe and supportive ways, including intervening if students are mistreating one another;</li> <li>• implement SEL programs and practices in the ways they were intended; and</li> <li>• improve student success in the classroom, for example, increasing student achievement by providing more formative feedback.</li> </ul>	4 minutes

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	<p>Conversely, teachers who have less developed social and emotional competencies are more likely to:</p> <ul style="list-style-type: none"> <li>• experience conflict with colleagues;</li> <li>• create a negative and rigid classroom environment;</li> <li>• discipline with harshness, creating additional conflict between teacher and student; and</li> <li>• become burned out, cynical, and stressed.</li> </ul> <p>Naturally, having teachers who are socially and emotionally competent is beneficial for students. Students whose teachers remain calm in stressful circumstances are more likely than other students to experience their environment as being safe and supportive and to be comfortable taking intellectual risks. Thus, to mitigate stress and build positive relationships with diverse students, it is important for you as an educator to continue to develop your own social and emotional competencies.</p>	
<p><b>Slide 28</b></p>	<p><b>Defining Adult Social and Emotional Competencies</b></p> <p>Adult social and emotional competencies are key skills, knowledge, and attitudes that all adults need in order to be successful and that educators, in particular, need in order to create a positive teaching and learning environment. For adults in an education setting, developing and applying these competencies is an ethical obligation. Educators must learn to understand their own emotions, behaviors, and biases within the school context; develop their own self-care strategies; teach in a culturally responsive way; and form meaningful relationships with students and colleagues.</p> <p>As noted earlier, people in general — educators included — develop social and emotional competencies across their lifespan and apply them differently in different contexts. Educators develop and refine the same set of social and emotional competencies that students do; however, the particular sub-competencies for each competency might differ. For example, teachers need a different skill set for self-management. Teachers can't, for example, leave the classroom for 30 seconds to do some deep-breathing exercise to calm themselves given that they have 30 students in the classroom. As a teacher, you need to identify a range of self-management strategies within the classroom context.</p>	<p><b>5 minutes</b></p>



Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
	<p>So let's think a little more about what the social and emotional competencies look like for teachers.</p> <ul style="list-style-type: none"> <li>- <i>Self-awareness</i> refers to teachers' ability to accurately assess their own feelings, interests, and values; to maintain a well-grounded sense of self-efficacy; to recognize personal strengths and limitations; and to understand that their behaviors are influenced by multiple personal and contextual factors.</li> <li>- <i>Self-management</i> refers to teachers identifying their own positive and negative emotions in interactions with students, families, or colleagues and managing these emotions as necessary to promote a warm, caring, and rigorous classroom environment. Socially and emotionally competent teachers also manage their behavior, setting individual goals as an educator. In addition, they model behaviors that can help students regulate their own emotions and behaviors, establishing guidelines and setting boundaries that enable students to learn how to self-manage.</li> <li>- <i>Social awareness</i> refers to teachers' ability to take the perspective of and empathize with others and to recognize and appreciate individual and group similarities and differences. Teachers with social awareness are sensitive to the various group dynamics in their classrooms and across the school, as well as to the way individual students interact in the classroom. In addition, socially and emotionally competent teachers recognize that perspectives can differ according to people's age; gender; and social, ethnic, educational, and economic backgrounds.</li> <li>- Socially and emotionally competent teachers make <i>responsible decisions</i>. Teacher decisions are influenced by the needs and actions of the entire class, while also ensuring that students experience instructional tasks that help them best learn the content. Socially and emotionally competent teachers use multiple forms of evidence to make decisions about instruction, classroom management, and interactions with students, students' parents, and colleagues. They consider the well-being, emotional needs, and academic goals of individual students and of their class as a whole.</li> </ul>	

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
	<ul style="list-style-type: none"> <li>- Socially and emotionally competent teachers <i>establish and maintain healthy and mutually rewarding relationships</i> with students, parents, and colleagues. Teachers also use social skills to <i>prevent, manage, and resolve interpersonal conflict</i> between themselves and students, students’ parents, and colleagues, as well as conflict between students.</li> </ul>	
<b>Activity Handout 5</b>	<p>To reflect on your own social and emotional competencies, and the ways in which your competencies influence your implementation of teaching practices, fill out Handout 5. After reflecting on your own social and emotional competencies in this activity, in the next activity you’ll have the opportunity to reflect on ways to attend to your own self-care, further developing your social and emotional competencies.</p>	<p><b>10 minutes</b>  <b>Facilitation note:</b>  When facilitating this activity involving Handout 5, be sure to create a space in which participants feel comfortable. It is not necessarily for participants to share their responses, but the goal is to create a space in which educators can start paying attention to their social and emotional competencies and well-being. Other options would be to encourage participants to take the assessment multiple times over the course of the year to track growth. If your participants feel comfortable, have them share out their areas of strength and areas in</p>

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
		which they need growth, or their thoughts on how to better use their competencies in the classroom.
Slide 29	<p><b>Adult Self-Care</b> Given the demands placed on you as an educator, you might not always recognize how much energy you expend just getting through the teaching day. Therefore, it is critical that you focus on your social and emotional competencies and engage in self-care strategies. Think of the flight attendant’s message we all know so well: “In the event of an emergency, please put on your own mask before assisting others.” If you do not take care of yourself, you’re likely to have a difficult time assisting your students in developing their own social, emotional, and academic competencies.</p> <p>According to Watson, successful self-care entails two things:</p> <ol style="list-style-type: none"> <li>1. Self-care must take the form of <i>something you want to maintain permanently</i>. Self-care isn’t about one thing you do here and there, such as going on a hike every three months. Rather, it must become part of your routine, something you can maintain, such as doing a 15-minute workout in the morning.</li> <li>2. Self-care must take the form of <i>something that has a meaningful effect on your well-being</i>. Self-care is not about checking something off the list, but about something that yields true value for you.</li> </ol> <p>Adults can engage in self-care in multiple ways. Self-care strategies include, for example:</p> <ul style="list-style-type: none"> <li>• noticing your emotional and physical responses with yourself and others;</li> <li>• identifying ways to build relationships with your colleagues and with your students;</li> <li>• participating in teacher SEL, mindfulness, or yoga programs;</li> <li>• facilitating connections between SEL and other important efforts in your school;</li> </ul>	<b>5 minutes</b>

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
	<ul style="list-style-type: none"> <li>• building SEL into your daily routines and structures, such as celebrating successes and providing yourself with time to process the social and emotional components of your work; and</li> <li>• seeking outside supports, such as counseling or other mental health supports, as needed.</li> </ul> <p>To engage in self-care, educators use a variety of social and emotional competencies. For example, you need to be aware of your own stressors, which is self-awareness, and also be aware of whether particular social interactions cause that stress, which is social awareness. You also need strategies to manage those stressors, which is self-management. All of these things contribute to adult self-care</p> <p>Although self-care is important in and of itself, it is equally important for schools to create the conditions adults need to support one another. Schools need to encourage adults to support each other throughout the school year, to leverage each other’s strengths to ensure that all adults and students at the school are successful.</p>	
<b>Activity Handout 5</b>	<p>To begin to identify some self-care strategies to focus on your social and emotional competencies, select one of the readings in Handout 5 under “Action Plan” that focuses on self-care strategies. Identify a self-care strategy that you want to practice now, and one that you would like to practice within the next two weeks, and complete the action plan table with this in mind.</p>	<p><b>10 minutes</b>  <b>Facilitation note:</b>  In this activity, which still uses Handout 5, have participants share out one self-care activity they want to try. Individuals are more likely to take action if they make a public commitment.</p>

## SEL and New Jersey

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
<b>Slide 30</b>	<p><b>SEL and New Jersey</b> The next few slides detail SEL-related work in New Jersey, including SEL initiatives conducted by the NJDOE.</p>	<b>1 minute</b>
<b>Slide 31</b>	<p><b>Efforts in New Jersey Schools</b> As mentioned earlier, there are a lot of great efforts underway in schools across the state related to SEL. For example, New Jersey is consistently recognized for having the highest number of Schools of Character compared to other states.</p> <p>Multiple initiatives are taking place across the state that are focused on school climate improvement, including the NJDOE’s School Climate Transformation Project, through which staff from Rutgers University support schools to develop school climate improvement plans driven by their school climate survey data. Another such initiative is the New Jersey Positive Behavior Support in Schools, in which teams support schools to implement a multitiered framework to address the continuum of behavior.</p> <p>Many schools throughout the state have already been providing explicit SEL instruction and implementing SEL programs. With all of the good work statewide, the Department thought it was important to link these connections and establish a common language on social and emotional competencies across the state.</p>	<b>2 minutes</b>
<b>Slide 32</b>	<p><b>NJDOE SEL Working Group</b> In 2014, the NJDOE brought together stakeholders from across the state to form a working group to research and recommend essential social and emotional competencies for New Jersey students. The working group reviewed SEL research, evaluated SEL standards and competencies in other states and districts, and drafted the New Jersey SEL Competencies and Sub-Competencies. The group also drafted supporting resources, including indicators that describe what students should know and be able to do as they develop and grow their social and emotional competencies. The resources include activities that can be inserted into teachers’ lesson plans to support SEL implementation.</p>	<b>2 minutes</b>

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
	<p>These materials have gone through extensive reviews internally at the Department, as well as with additional stakeholders. They were also reviewed by experts at CASEL and underwent a cultural competency review by experts from the Center on Great Teachers and Leaders. The New Jersey SEL Competencies and Sub-Competencies and other supportive resources are available on the NJDOE <a href="#">SEL webpage</a>.</p>	
Slide 33	<p><b>NJ State Board Resolution</b>            While the New Jersey SEL Competencies and Sub-Competencies are not required to be implemented in the state’s schools, their implementation is encouraged and supported by the State Board of Education, which adopted a resolution in August of 2017 recommending that districts implement them in schools.</p>	1 minute

## Module Structure and Conclusion

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
Slide 34	<p><b>Module Structure and Conclusion</b>            In this final section, we will discuss the overarching structure for the remaining modules, provide some concluding remarks, and suggest resources you can use to begin implementing or refining your SEL efforts.</p>	1 minute
Slide 35	<p><b>Module Structure</b>            Each of the remaining five modules focuses on one of New Jersey’s five core social and emotional competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. To help you learn about each competency and identify strategies to use in helping students develop the competencies, each module is divided into four sections.</p> <ol style="list-style-type: none"> <li>1. Introduction to the Social and Emotional Competency, a section that includes the research base for the competency and addresses how the competency develops over time.</li> </ol>	2 minutes

Slide Number/ Materials	Suggested Language for Facilitator	Time/Facilitation Notes
	<ol style="list-style-type: none"> <li>2. Practices to Support the Social and Emotional Competency, a section that provides specific activities elementary, middle school, and high school teachers can undertake to support students’ development and demonstration of the competency.</li> <li>3. Embedding SEL Into Instruction, a section that provides strategies for embedding the competency in instruction and in classroom routines.</li> <li>4. Action Planning, a section that provides suggested next steps and additional resources.</li> </ol>	
<p><b>Slide 36</b></p>	<p><b>Getting Started and Additional Resources</b>  To help you get started with SEL implementation, here are some organizations that have additional resources to help you along the way:</p> <ul style="list-style-type: none"> <li>● The <a href="#">Collaborative for Academic, Social, and Emotional Learning</a> is a leader in SEL. Two key resources are the <a href="#">2013 and 2015 CASEL Guides</a>, which outline SEL programs with the most rigorous research base for preschool through high school.</li> <li>● The <a href="#">Center on Great Teachers and Leaders’ “SEL School”</a> provides tools and strategies for integrating SEL with college and career readiness standards and teacher evaluation systems.</li> <li>● <a href="#">Edutopia</a> provides an online learning hub for SEL research, videos, and classroom materials.</li> <li>● <a href="#">The National Clearinghouse on Supportive School Discipline</a> reviews SEL research, tools, and strategies, and provides examples of SEL practice in schools.</li> <li>● The <a href="#">ASCD Whole Child</a> initiative provides a variety of tools and resources to help educators learn about and implement SEL in school.</li> <li>● The <a href="#">Aspen Institute National Commission on Social, Emotional, and Academic Development</a> provides a variety of tools, readings, and resources to support SEL.</li> </ul>	<p><b>2 minutes</b></p>
<p><b>Activity Handout 6</b></p>	<p>Handout 6 provides a space for you to reflect and develop action steps to get started implementing SEL, along with additional information and resources for teachers and administrators on how to implement a strategic SEL effort, including the resources found within the slide. In addition, the handout provides the full reference list for this introductory module.</p>	<p><b>7 minutes</b>  <i>Facilitation note:</i>  The getting started list has a combination of administrator- and teacher-focused activities.</p>

<b>Slide Number/ Materials</b>	<b>Suggested Language for Facilitator</b>	<b>Time/Facilitation Notes</b>
		It will be important to think about how to structure SEL within systems to make this work sustainable, so it may be that some of the tasks need to be completed at follow-up meetings.
<b>Slide 37</b>	<p><b>Evaluation</b></p> <p>Thank you for participating in the introductory module on social and emotional learning. We hope you find the learning modules useful and that the suggestions they provide help you refine your practice and support the development of students’ social, emotional, and academic competencies.</p> <p>The NJDOE developed this online module in collaboration with the Center on Great Teachers and Leaders and the Mid-Atlantic Regional Comprehensive Center, which are funded through a cooperative agreement with the U.S. Department of Education.</p> <p>If you want to find out more information about the online modules or SEL, please contact the NJDOE Office of Student Support Services at <a href="mailto:SchoolClimate@doe.nj.gov">SchoolClimate@doe.nj.gov</a>.</p> <p>We encourage you to complete the online evaluation of this learning module. We also encourage you to review the other online modules that provide knowledge, tools, resources, and strategies to embed social and emotional learning in your classrooms.</p>	<b>2 minutes</b>
<b>Slide 38 to 40</b>	<b>References</b>	<b>1 minute</b>
<b>Slide 41</b>	<b>Thank You</b>	<b>1 minute</b>

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