

Florham Park Board of Education Curriculum Meeting

January 19, 2021





Second Step SEL Program

Preschool to Grade 8

Aligned to NJ SEL Competencies

Aligned to the CASEL Competencies

Teacher-friendly

Research-based

- **Be It Resolved**, that the board accepts and approves the district to use the Second Step SEL Curriculum for our Districts PK-8 Social Emotional Learning Curriculum.
- Second Step is currently being piloted at Ridgedale Middle School
 - Positive feedback from:
 - Administration
 - Teachers
 - Students
- Return to school lessons implemented in fall K-8 to facilitate SEL and well-being during first days back
- Full Scope and Sequence of Second Step
- Short Scope and Sequence of Second Step
- Second Step Website
- Second Step Research



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

Second Step SEL: Preschool through Fifth Grade Scope and Sequence

- Aligned, spiraled skills and mindsets to support all SEL competencies

Pre-K 28 lessons	Unit 1: Skills for learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Friendship Skills and Problem Solving	Unit 5: Transitioning to Kindergarten
K 25 lessons	Unit 1: Skills for learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving	
1 22 lessons	Unit 1: Skills for learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving	
2 22 lessons	Unit 1: Skills for learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving	
3 22 lessons	Unit 1: Skills for learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving	
4 22 lessons	Unit 1: Empathy and Skills for learning		Unit 2: Emotion Management	Unit 3: Problem Solving	
5 22 lessons	Unit 1: Empathy and Skills for learning		Unit 2: Emotion Management	Unit 3: Problem Solving	

Second Step SEL: Middle School Scope and Sequence

- Aligned, spiraled skills and mindsets to support all SEL competencies

6 22 lessons	Unit 1: Mindsets and Goals	Unit 2: Recognizing Bullying and Harassment	Unit 3: Thoughts, Emotions, & Decisions	Unit 4: Managing Relationships & Social Conflict
7 22 lessons	Unit 1: Mindsets and Goals	Unit 2: Recognizing Bullying and Harassment	Unit 3: Thoughts, Emotions, & Decisions	Unit 4: Managing Relationships & Social Conflict
8 22 lessons	Unit 1: Mindsets and Goals	Unit 2: Recognizing Bullying and Harassment	Unit 3: Thoughts, Emotions, & Decisions	Unit 4: Managing Relationships & Social Conflict

Building skills and SEL competencies year over year:

	Sample Lesson Titles:		
	Pre-K, Skills for Learning: <i>Focusing Attention</i>	Grade 1, Skills for Learning: <i>Focusing Attention</i>	Grade 2, Skills for Learning: <i>Focusing Attention & Listening</i>
	Emotion Managem		

Culturally Responsive Training

- Culturally Responsive Training from Dr. Fernando Naiditch, PhD
 - Dr. Fernando Naiditch, PhD - Education Consultant's Bio
 - Dates of Training
 - January 15th in-service
 - Foci: Funds of Knowledge
 - Strengths Based Perspective & Expectations
 - Cultural Capital
 - March 19th in-service
 - All admin and teaching staff attends training

Teacher Feedback

- 72 out of 76 responses answered “Yes” to “Was the presentation interactive and practical?”
- 74 out of 76 responses answered “Yes” to “Were the presentation objectives defined and met?”
- 74 out of 76 responses answered “Yes” to “Would you recommend this seminar to other professionals?”
- Average Score 4.4 to “Please rate your experience 1 - 5, with “5” being the highest and “1” being the lowest.

Teacher Suggestions

- Continued training on Culturally Responsive Training
- See more implementation ideas and examples in the classroom
- Learn more from Fernando
- Specific activities to help us learn about our families and traditions
- More discussions with colleagues for planning and personal student growth
- More info on how to use these cultural differences
- Learn more about the funds of knowledge & how to incorporate in the classroom
- Discuss ways to incorporate with remote learning
- Bias awareness workshop
- More articulation time during team to discuss implementation

Status of Intervention Programs

- 139 Students
 - Brooklake: 51
 - Ridgedale: 51
 - Briarwood 38

Winter Break Bingo & Reading Incentive Update



Mid-year Data Conferences

- Math benchmark assessments will be completed January 22nd
- Running Records will be completed by January 31st
- By the end of February, math and reading individual teacher data conferences will be conducted
- Data to be included:
 - Math growth and areas of need broken down by standards and skills
 - Goals and plan set for next steps
 - Virtual - in-person growth compared
 - Running records and writing assessments growth reviewed
 - Goals and plan set for next steps
 - Virtual & in-person growth compared

Mid-year Data Conferences

- Building level data conferences conducted with principals and supervisors
 - Determine building level needs based on data
 - Resources
 - Professional Development needs
 - Supports to provide teachers
 - Review curricular maps
- District level data conferences conducted by admin council
 - Look for district level trends
 - Compare to District PDP
 - Areas of Need identified