

PLANING GUIDE FOR ALIGING SEL INSTRUCTION WITHIN THE UNIVERSAL TIER

Use Data to Identify Concerns	Planning Notes
<p>Review current and relevant data to inform the selection of SEL skills related to the school-wide expectations.</p> <p><i>Examples of Data to Use:</i></p> <ul style="list-style-type: none"> ○ School Culture and Climate Survey ○ Office Conduct Referral Data ○ Stakeholder Input ○ Other: _____ 	
<p>Disaggregate current and relevant data to illuminate inequity (race/ethnicity, gender, grade levels, additional student group categories).</p>	
<p>Use additional input and information to understand student social and emotional wellness needs and to clarify data questions.</p>	
Select and Sequences the SEL Skills in Alignment with School-wide Expectations	Planning Notes
<p>Identify which school-wide expectation the data pattern reflects.</p>	
<p>Determine the skill(s) that are needed to achieve the selected expectation and address the need evident in the data.</p>	
<p>Identify which NJ SEL Competency and Sub Competency the skill falls under.</p>	

Teach the Skill School-wide	Planning Notes
<p>Design instruction to support the delivery of the selected skills.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>Are there published curriculum or lesson plans that you can use to deliver instruction?</i> • <i>Are there other schools in the district that already have lessons developed for the skills?</i> • <i>Are there lessons from previous occasions when the skill was taught?</i> • <i>What opportunities will students have to practice the skill?</i> • <i>What methods will be used to check for understanding?</i> <p><i>Resources:</i></p> <ul style="list-style-type: none"> • <i>NJ PBSIS Lesson Plan Outline</i> • <i>NJ PBSIS Lesson Planning Reflection Tool</i> 	
<p>Plan the schedule to deliver school-wide instruction on the skill(s).</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>What schedule will result in all students receiving instruction?</i> • <i>How much time is needed to result in high quality instruction being delivered?</i> 	

Support Daily Use	Planning Notes
<p>Establish routines for staff to know when and how to use proactive strategies in daily routines that encourage students to use the newly learned skills?</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>Staff know how to pre-correct skill use.</i> • <i>Staff know how to provide behavior specific praise and use the school-wide tickets/points to reinforce effort and accomplishments.</i> • <i>Staff know how to embed opportunities to use skills in curriculum-based lesson plans.</i> 	
<p>What PD or communication tools are needed to support staff to achieve using proactive strategies?</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>When and how will micro learning PD be embedded into existing schedules?</i> • <i>When and how makes most sense to use strategic messaging opportunities to support staff to use proactive skills into daily routines?</i> • <i>When and how will you use shout outs or spotlight on practice to reinforce staff's effort at using the skills?</i> <p><i>Resources:</i></p> <ul style="list-style-type: none"> • <i>NJ PBSIS micro learning modules</i> • <i>NJ PBSIS micro learning PD plan</i> 	

Use Data to Monitor Progress and Learning	Planning Notes
<p>How will you compare pre- and post-instruction data? (How will you know you addressed the need?)</p> <p>Considerations:</p> <ul style="list-style-type: none"> • <i>How will you measure use of the newly learned skills? (e.g., rubric teachers and students complete)</i> 	
<p>How will the value and importance of the skill and instruction be measured (e.g., stakeholder input)?</p>	
<p>How will you assess the fidelity of your implementation plan?</p> <p>Considerations:</p> <ul style="list-style-type: none"> • <i>If teachers and staff are delivering the instruction, how will you know the lessons were consistently delivered as designed?</i> 	

PLANING GUIDE FOR ALIGING SEL INSTRUCTION WITHIN THE UNIVERSAL TIER (WITH EXAMPLES)

Use Data to Identify Concerns	Example
<p>Review current and relevant data to inform the selection of SEL skills related to the school-wide expectations.</p> <p><i>Examples of Data to Use:</i></p> <ul style="list-style-type: none"> ○ School Culture and Climate Survey ○ Office Conduct Referral Data ○ Stakeholder Input ○ Other: _____ 	<ul style="list-style-type: none"> • <i>Student, staff, and parents rated items related to work completion low on the school climate surveys.</i> • <i>Discipline data from the classroom supported concerns related to engagement in work routines.</i>
<p>Disaggregate current and relevant data to illuminate inequity (race/ethnicity, gender, grade levels, additional student group categories).</p>	<ul style="list-style-type: none"> • <i>Disaggregated data suggested 6th, 7th, and 8th students were having difficulty with the 7th grade have the lowest item ratings.</i>
<p>Use additional input and information to understand student social and emotional wellness needs and to clarify data questions.</p>	<ul style="list-style-type: none"> • <i>A 2-survey was posted for students, staff, and parents to provide input about work completion concerns.</i>
Select and Sequences the SEL Skills in Alignment with School-wide Expectations	Example
<p>Identify which school-wide expectation the data pattern reflects.</p>	<ul style="list-style-type: none"> • <i>Responsibility</i>
<p>Determine the skill(s) that are needed to achieve the selected expectation and address the need evident in the data.</p>	<ul style="list-style-type: none"> • <i>Students will identify and use a personal strategy to stick-with challenging work.</i>
<p>Identify which NJ SEL Competency and Sub Competency the skill falls under.</p>	<ul style="list-style-type: none"> • <i>NJ SEL Competency: Self-Management</i> • <i>NJ SEL Sub Competency: Identify and apply ways to persevere</i>

Teach the Skill School-wide	Example
<p>Design instruction to support the delivery of the selected skills.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • <i>Are there published curriculum or lesson plans that you can use to deliver instruction?</i> • <i>Are there other schools in the district that already have lessons developed for the skills?</i> • <i>Are there lessons from previous occasions when the skill was taught?</i> • <i>What opportunities will students have to practice the skill?</i> • <i>What methods will be used to check for understanding?</i> <p>Resources:</p> <ul style="list-style-type: none"> • <i>NJ PBSIS Lesson Plan Outline</i> • <i>NJ PBSIS Lesson Planning Reflection Tool</i> 	<ul style="list-style-type: none"> • <i>With teacher input, lessons tiered to grade levels were developed.</i> • <i>Implemented 1 week follow up with small group and team building activities.</i>
<p>Plan the schedule to deliver school-wide instruction on the skill(s).</p> <p>Considerations:</p> <ul style="list-style-type: none"> • <i>What schedule will result in all students receiving instruction?</i> • <i>How much time is needed to result in delivering high quality instruction?</i> 	<p><i>School-Wide Instruction Schedule:</i></p> <p><i>Tuesday, January 9</i></p> <ul style="list-style-type: none"> • <i>During extended homeroom, teachers delivered the lesson on identifying a personal strategy to stick-with challenging work.</i> <p><i>Tuesday, January 16 and 17</i></p> <ul style="list-style-type: none"> • <i>During Physical Education class, teachers facilitated a small group reflection activity.</i>

Support Daily Use	Example
<p>Establish routines for staff to know when and how to use proactive strategies in daily routines that encourage students to use the newly learned skills?</p> <p>Considerations:</p> <ul style="list-style-type: none"> • <i>Staff know how to pre-correct skill use.</i> • <i>Staff know how to provide behavior specific praise and use the school-wide tickets/points to reinforce effort and accomplishments.</i> • <i>Staff know how to embed opportunities to use skills in curriculum-based lesson plans.</i> 	<p><i>Prevention Strategies Emphasized to Support Skill Use:</i></p> <ul style="list-style-type: none"> • <i>Precorrection,</i> • <i>Behavior Specific Praise</i> • <i>Teachable Moments</i> • <i>Active Supervision</i> <p><i>Booster Strategies to Maintain Momentum:</i></p> <ul style="list-style-type: none"> • <i>‘Pause for a Cause’ delivered the weeks of January 15, 22, and 29</i> <p><i>Example of Embedding the Skill into Classroom Routines:</i></p> <ul style="list-style-type: none"> • <i>Mrs. Smith has a list of ‘stick-with-it’ strategies hanging in the classroom. When beginning work, she pre-corrects strategy use:</i> <ul style="list-style-type: none"> • <i>“You may find that some of these problems are going to be more challenging. That’s okay, challenging problems help us to think deeply or think out of the box. Remember to use your ‘stick-with-it’ strategy if you find that you are frustrated.</i> • <i>Mrs. Smith uses behavior specific praise for ‘sticking-with’ work and for using their strategy.</i> • <i>During homework debrief Mrs. Smith incorporates reflection how students used their ‘stick-with-it’ strategy:</i> <ul style="list-style-type: none"> • <i>“Number 10 was a little more challenging than the others, right? Micah and Tyesha shared two different ways to solve that problem. Did anyone get frustrated when working on this one? What ‘stick-with-it’ strategy did you use to power through?”</i>

<p><i>What PD or communication tools are needed to support staff to achieve using proactive strategies?</i></p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <i>When and how will needed micro-learning PD be embedded into existing schedules?</i> <i>When and how makes most sense to use strategic messaging opportunities to support staff to use proactive skills into daily routines.</i> <i>When and how will you use shout-outs or spotlight on practice to reinforce staff’s effort at using the skills.</i> <p><i>Resources</i></p> <ul style="list-style-type: none"> <i>NJ PBSIS micro learning modules</i> <i>NJ PBSIS micro learning PD plan</i> 	<p><i>Professional Development:</i></p> <ul style="list-style-type: none"> <i>Micro learning refresher for pre-correction and teachable moments</i> <p><i>Embedded Supports:</i></p> <ul style="list-style-type: none"> <i>‘Spotlight on...’ to showcase teacher examples</i> <i>Tips in weekly eblasts</i> <i>Precorrections to remind teacher to embed the skill into class discussions</i>
Use Data to Monitor Progress and Learning	Example
<p>How will you compare pre- and post-instruction data?</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> <i>How will you measure use of the newly learned skills? (e.g., rubric teachers and students complete)</i> 	<ul style="list-style-type: none"> <i>Students will complete a self-reflection questionnaire prior to the instruction and after the instructional activities with 4 items pertaining to the skill.</i> <i>OCR Data and other relevant data will also be reviewed for patterns that reflect any change in behavior(s).</i>
<p>How will the value and importance of the skill and instruction be measured?</p>	<p><i>1 month follow up survey for students and staff:</i></p> <ul style="list-style-type: none"> <i>Staff</i> <ul style="list-style-type: none"> <i>How beneficial was spending time teaching students how to generate strategies to stick with challenging work?</i> <i>Have you noticed students using the skill?</i> <i>Have you been intentional in reminding students to use their strategies during class and homework routines?</i> <i>Students</i> <ul style="list-style-type: none"> <i>How helpful was it to learn strategies to stick with challenging work or situations?</i> <i>Have you noticed yourself using the strategies you learned?</i> <i>Have your teachers reminded you to use the skills?</i>

How will you assess the fidelity of your implementation plan? <i>Considerations:</i>	<i>Reflection Items:</i>	<i>Yes</i>	<i>No</i>	<i>Reflections</i>
<ul style="list-style-type: none"> <i>If teachers and staff are delivering the instruction, how will you know the lessons were consistently delivered as designed?</i> 	<ul style="list-style-type: none"> <i>Did we deliver the lessons using the planned schedule?</i> <i>Did teachers deliver lessons and activities as designed?</i> <i>Did the one week follow up activity occur?</i> <i>Did we administer the 1 month follow up survey administered?</i> 			
	<ul style="list-style-type: none"> <i>What did we learn for next time?</i> 			