New Actions & Updates for 2018

November 16, 2017

Presenters

Tony O'Donnell, Economist
Sustainable Jersey
odonnela@tcnj.edu 609-771-2921

John Henry, iSTEAM & Sustainable Schools Specialist
New Jersey School Boards Association
Jhenry@njsba.org   609-278-5288

Mary M. Reece, Ed.D., Director of Special Projects
Foundation for Educational Administration
mreece@njpsa.org 609-860-1200

Presenters

Liz Warner, Co-Director, School Culture & Climate Initiative
A partnership between the College of Saint Elizabeth's Center for Human and Social Development and the Youth Empowerment Alliance of the United Way of Northern New Jersey

United Way of Northern New Jersey

Liz.Warner@unitedwaynj.org 973-993-1948

Patricia C. Heindel, Ph.D. Dean, Professional Studies
Director, Center for Human and Social Development
& the Center's *School Culture and Climate Assessment Lab*
Co-Director, *School Culture and Climate Initiative*

A partnership between the College of Saint Elizabeth's Center for Human and Social Development the Youth Empowerment Alliance of the United Way of Northern New Jersey

Co-Director, *Academy for Social-Emotional Learning in Schools* (SELinSchools.org)

pheindel@cse.edu 973-290-4102

Upcoming Webinars

PSEG Grant Informational Webinar - **Nov 30, 2017, 3:00 PM - 4:00 PM**

 Join the SJS staff to learn more about this funding opportunity, eligibility criteria, and guidelines for a strong application.

For more details, or to register, visit www.sustainablejerseyschools.com/Events&Trainings

Grant Funding Opportunities

Accepting Applications Now:

PSEG Grants / Deadline Feb 9, 2018

– $10,000 and $2,000 grants for any initiative that would earn points towards Sustainable Jersey for Schools certification

For more details, visit www.sustainablejerseyschools.com/grants-resources

Webinar Agenda

- Updates & New Actions
  - Energy Efficiency
  - iSTEAM (new category)
  - School Culture and Climate (new category)
- Final Thoughts
- Question & Answer Session

New Opportunities for Points

- Up to 60 points: Energy

- Up to 95 points: ISTEAM

- Up to 40 points: School Culture & Climate

Culture and Climate Needs Assessment `20 Points` `🔔 School`

Why is it important?

Who Should Lead and Be Involved in this Action?

Timeframe

Project Costs and Resource Needs

What to do, and how to do it ("How to")

What to submit to earn points for this action

Spotlight: What NJ Schools

A positive school culture and climate is integral to students' academic success and their social, emotional, and physical well-being. This program action awards points for completing a comprehensive assessment of a school's culture and climate which is the critical first step in school improvement efforts. Doing a comprehensive school culture and climate assessment ideally includes an inventory of all programs and practices aimed at improving school culture and climate as well as students' health and social-emotional and character development. This exercise provides opportunities to see how well schools are addressing culture and climate through programming, where there are gaps and overlaps in program offerings, how culturally appropriate and sensitive the programs and practices are to diverse students, and which students are or are not being engaged in the efforts. From here, the school can address how to better support underserved populations and

New Energy Actions for 2018

Energy Efficiency for School Facilities

For 2018, schools can do either the existing actions or the new combined action.

The sliding scale of points available for energy efficiency for school buildings is as follows:

- **5 points** - Completion of an audit on at least one building, but not covering all buildings

- **10 points** - Completion of a Local Government Energy Audit that covers all buildings.

- **15 points** – Significant upgrade work performed on one building (at least 10% cost savings demonstrated)

- **20 points** - Completion of a Local Government Energy Audit that covers all buildings as well as significant upgrade work performed that shows at least a 10% demonstrated cost savings for one building

Energy Efficiency for School Facilities

- **30 points** – Energy efficiency upgrades that show between a 10% to 19% decrease in energy consumption for the entire building portfolio

- **40 points** – Energy efficiency upgrades that show between a 20% to 29% decrease in energy consumption for the entire building portfolio

- **50 points** - Energy efficiency upgrades that show at least a 30% decrease in energy consumption for the entire building portfolio

Note that there are many combinations of audits/work or audits alone or upgrades alone that fit into the sliding point scale of this new action.

Behavior-Based Conservation Programs

Goal is to spur activity among students – and the wider school community -- to discourage energy waste. These types of programs have been shown to impact school culture with an increased awareness of energy use, in addition to providing significant and long-term energy savings.

- School action; 10 points

- Designate Faculty or staff lead(s)

- Recruit students to participate in program

- Provide array of activities aimed at getting students to change energy behaviors
  - ➢ "Energy Patrol" contests
  - ➢ Walk-through audit checklists
  - ➢ Holiday-shutdown activities
  - ➢ "energy campaign" designed and implemented by the students. Campaign materials may include brochures or flyers, signs, presentations, public service announcements, emails, etc.

Cantrambone Elementary Powersave Team- Long Branch, Schoold District
https://www.youtube.com/watch?v=jgyBr1gCm6s&t=26s

iSTEAM

⤢ Expand All ⤡ Collapse All

○ **Green Cleaning** ▽

○ **Green Design** ▽

○ **Green Purchasing** ▽

○ **Healthy School Environments** ▽

○ **Innovation Projects** ▽

○ **Integrated Science, Technology, Engineering, Arts & Math (iSTEAM)** ⤒

ⓘ **iSTEAM Planning & Implementation**   [Unplanned ▾]

15 Points

ⓘ **iSTEAM Strategic Plan Indicators/iSTEAM Policy**   [Unplanned ▾]

10 Points   🏛 District Only

ⓘ **iSTEAM Collaborative Units of Study**   [Unplanned ▾]

10 Points   🔔 School Only

● This action has variable points: 10, 20, 30, 40, 50

ⓘ **iSTEAM Professional Development Plan**   [Unplanned ▾]

5 Points

● This action has variable points: 5, 10, 15, 20

⤒

PLANNED ACTION TOTALS

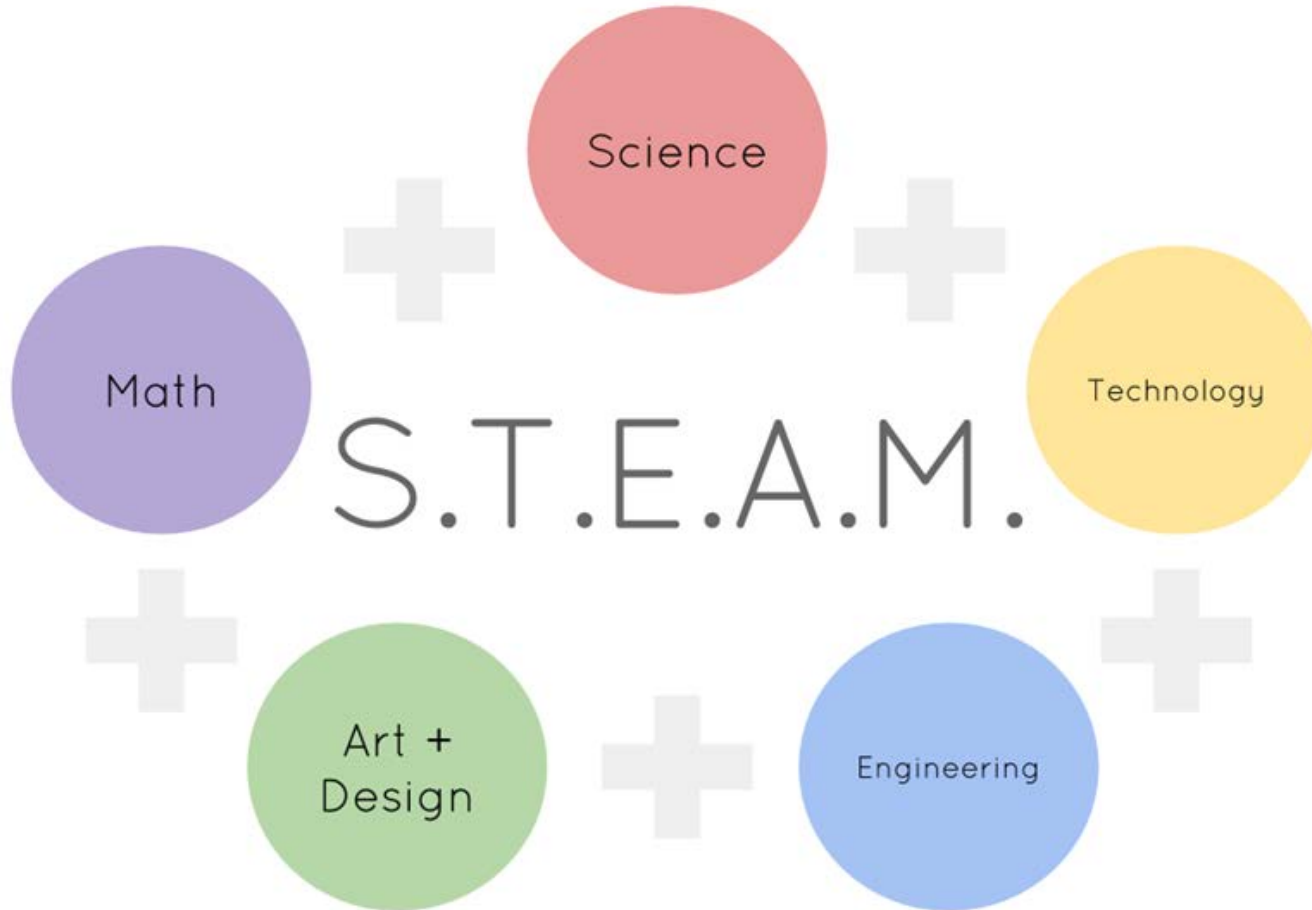|	
Mandatory	0/1
Priority	0/12
Total	0/950
Categories	0/19
Actions	0/92

Mark actions as planned to determine whether or not your application would meet certification criteria.

SUSTAINABLE JERSEY — FOR SCHOOLS — CERTIFIED — A Brighter Future, One School at a Time

iSTEAM

iSTEAM

An exemplary iSTEAM learning culture

Engages

- Engages students in hands-on experiences designed to foster the essential skills and habits of mind, knowledge acquisition, and knowledge integration needed to become creative problem solvers and innovators.

Prepares

- Provides the foundation for promising careers in Science, Technology, Engineering, the Arts, and Mathematics serve to better prepare students with the ability to thrive as citizens in the twenty-first century.

Supports

- Supports student engagement by providing multiple pathways for inquiry-driven, problem-based learning, and is reflective of the distinct indicators that characterize exemplary iSTEAM.

Benefits of Integrative Learning

Student Growth

Engagement

Students in arts-integrated lessons are 4.4 times more likely to be highly thoughtful and highly engaged than in regular classroom instruction. (Perpich Center for Arts Education, Arts Integration Project 2013-2014)

Academic Achievement

In changing students' level of engagement in learning experiences, arts integration impacted students' attitudes toward learning. With these changed attitudes came improved student achievement. (RealVisions, 2007)

Absenteeism/Attendance

Students in language arts classroom settings in which drama is integrated were less likely to be absent from school than students in traditional settings. (Walker, E., Tabone, C., & Weltsek, G. 2011)

Social Emotional

Students participating in arts integrated classrooms show improved communication in groups, the emergence of unlikely leaders, blending of special needs children into their peer group, and improved student teamwork to accomplish a goal. (Ingram and Seashore, 2003)

Teacher Practice

Teachers who integrate the arts are more willing to experiment, persevere, and approach their classes in a more child-centered rather than adult-centered manner. (Burton et al., 1999, Werner Freeman, 2001)

Positive Climate and Culture

Teachers reported that arts integration "made the entire atmosphere of their school more positive and cohesive, and helped make their school more child-centered" (RealVisions, 2007).
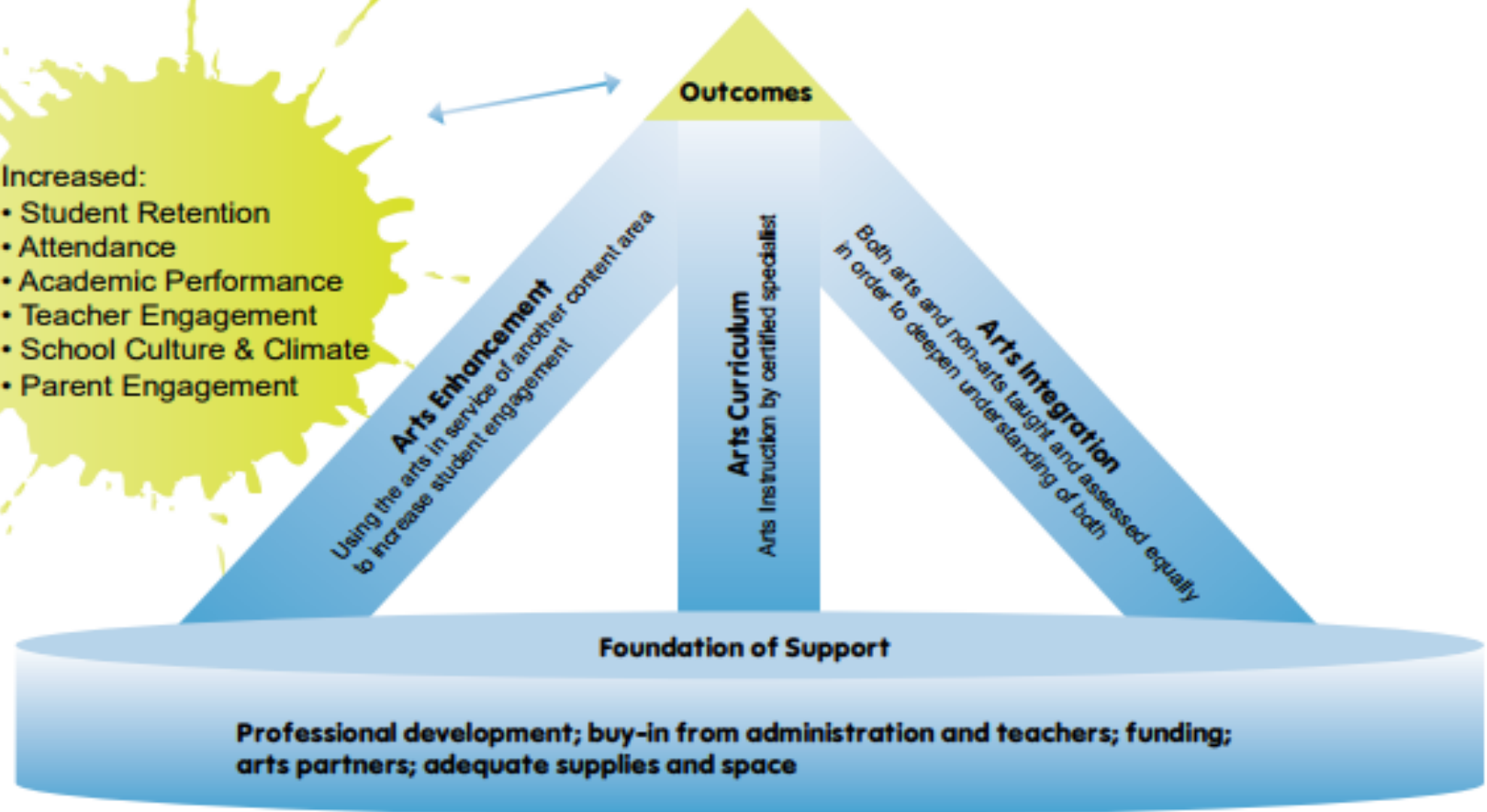
Your Arts-Rich School and District
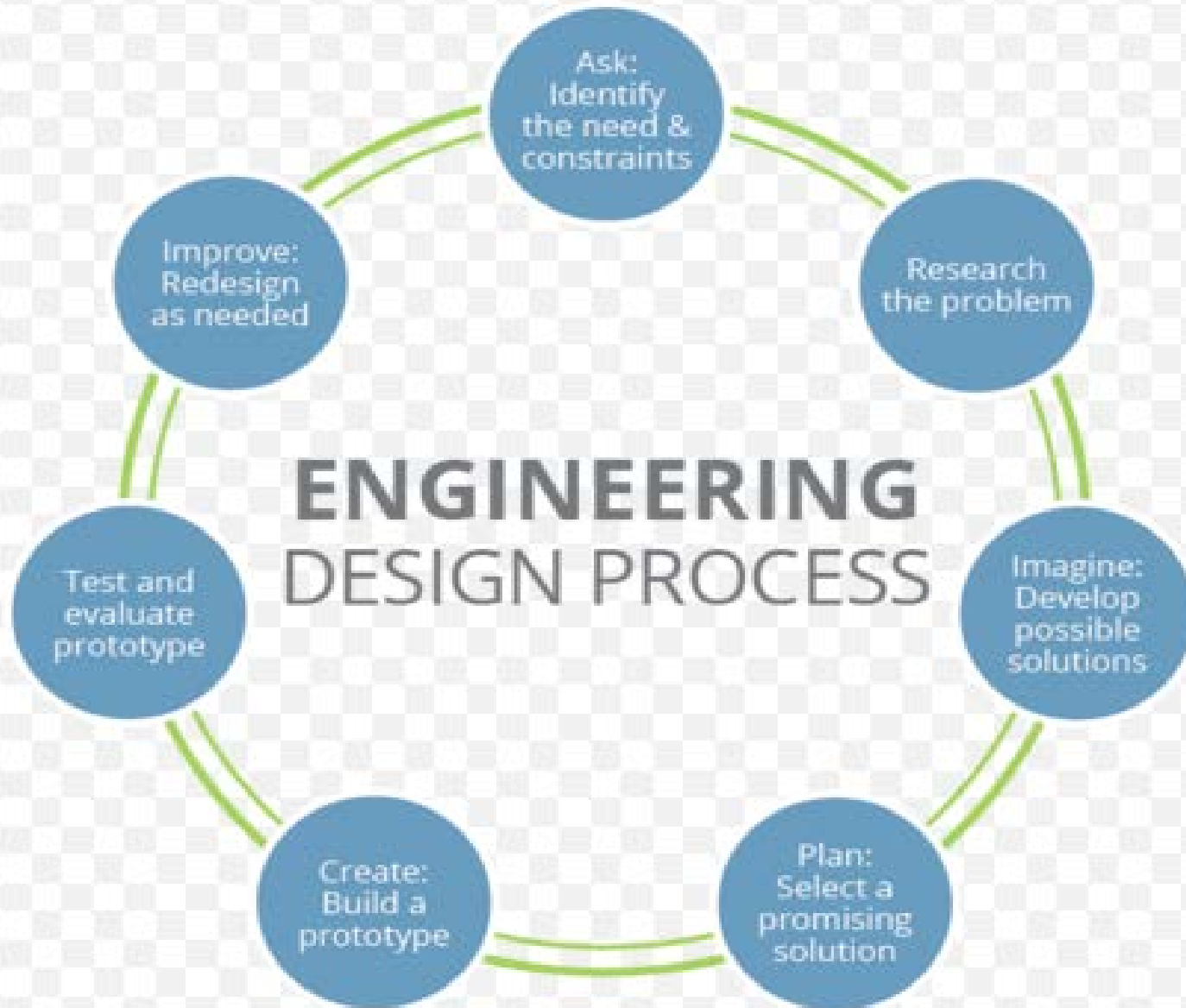
Outcomes

Increased:
• Student Retention
• Attendance
• Academic Performance
• Teacher Engagement
• School Culture & Climate
• Parent Engagement

Arts Enhancement
Using the arts in service of another content area to increase student engagement

Arts Curriculum
Arts instruction by certified specialist

Arts Integration
Both arts and non-arts taught and assessed equally in order to deepen understanding of both

Foundation of Support

Professional development; buy-in from administration and teachers; funding; arts partners; adequate supplies and space

iSTEAM

PBL Process

Present and implement your solutions

Analyze options, plan events, who will do what, when, where, why and how   Develop an Action Plan

Narrow your list of Essential Questions to specific points

List what you know need to know about the Scenario

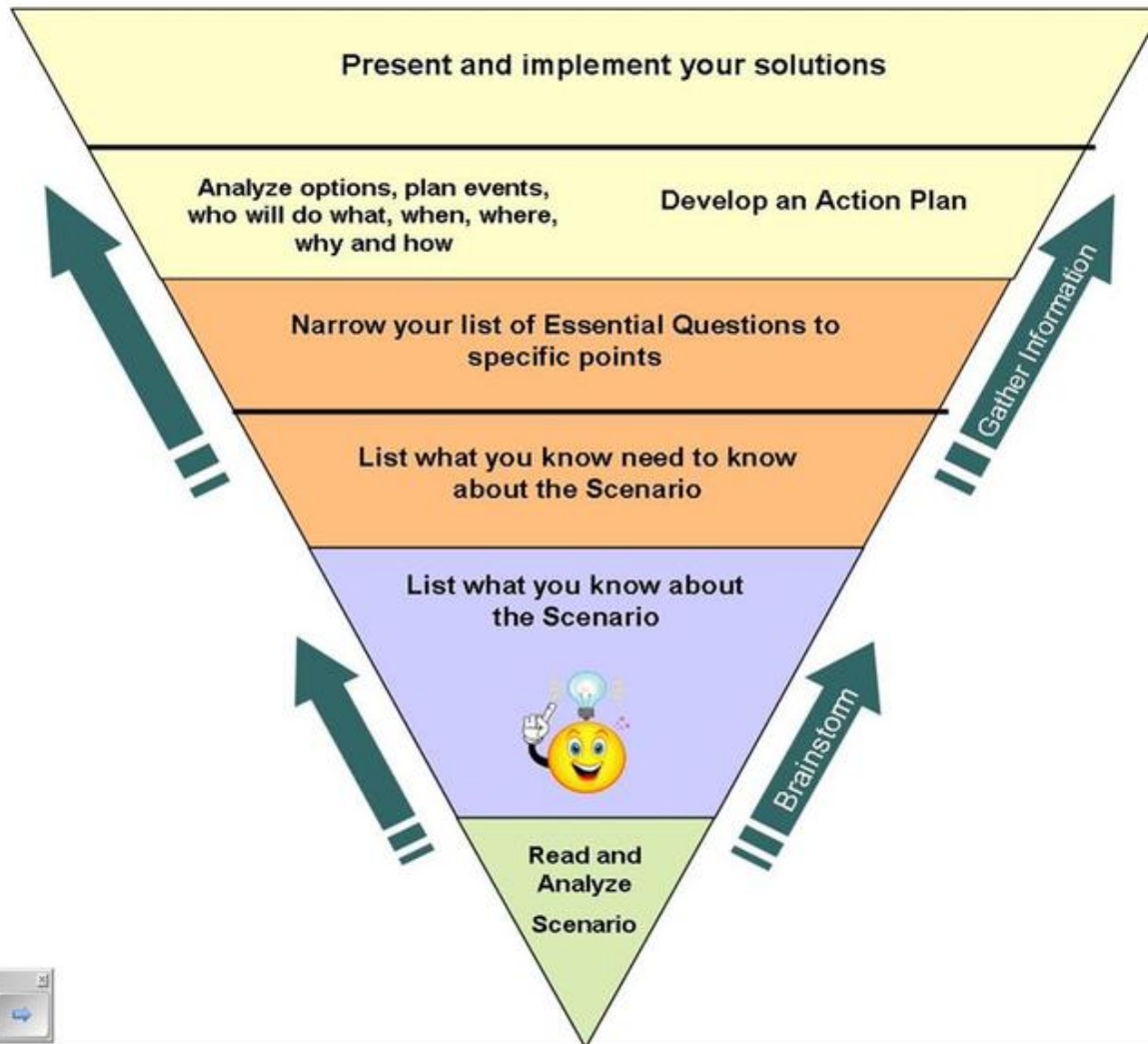List what you know about the Scenario

Read and Analyze Scenario

Gather Information

Brainstorm

iSTEAM Planning & Implementation

District or School action; 15 points

- Objective: Create a leadership team and develop a plan to guide design and implementation of iSTEAM teaching practice.

- Submission Requirements
  - List names and key responsibilities of team members
  - Minutes from the team's meetings (at least quarterly)
  - Implementation Plan that is connected to the district's sustainability goals and at least one of the Education for Sustainability enduring understandings

District action; 10 points

- Objective: iSTEAM becomes part of district culture through the adoption of iSTEAM policy, strategic plans and district goals.

- Submission Requirements

  - iSTEAM-related policy, or evidence that the most recent strategic plan has iSTEAM goals incorporated

  - Board minutes that show evaluation and monitoring of iSTEAM implementation, support for iSTEAM professional development, support for the iSTEAM leadership team, and community outreach

iSTEAM Collaborative Units of Study

School action; 10, 20, 30, 40, 50 points

- Objective: The iSTEAM professional learning community (PLC) develops and delivers standards-based curriculum and collaborative units of study across the five STEAM disciplines (at least three must be included for points).

- Submission Requirements
  - List of PLC members that worked on collaborative units and meeting dates
  - 10 points per unit. For each unit provide:
    - NJ learning standards and EfS enduring understandings
    - Student learning objectives aligned to standards
    - Summative assessments aligned to learning objectives
    - Aligned formative assessment methods
    - Samples of student work

How do you improve student learning? Use the Connected Action Roadmap (CAR)
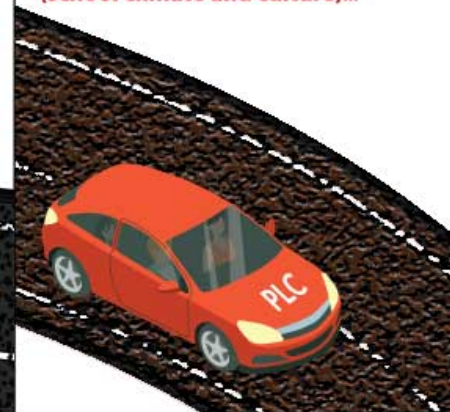
Teachers and principals are the **drivers** who...

travel together in a **reliable vehicle (Professional Learning Community)** using a...

... **map or GPS (viable curriculum and standards-based instruction)** to plan their route to student learning.

Destination

Student Learning

PLC

Together, they navigate the **terrain (school climate and culture)**...

... and pay careful attention to the **guideposts (assessments)** to stay on track.

Formative and Summative Assessment

Instructional Decisions

Curriculum Revision

Improved Student Learning
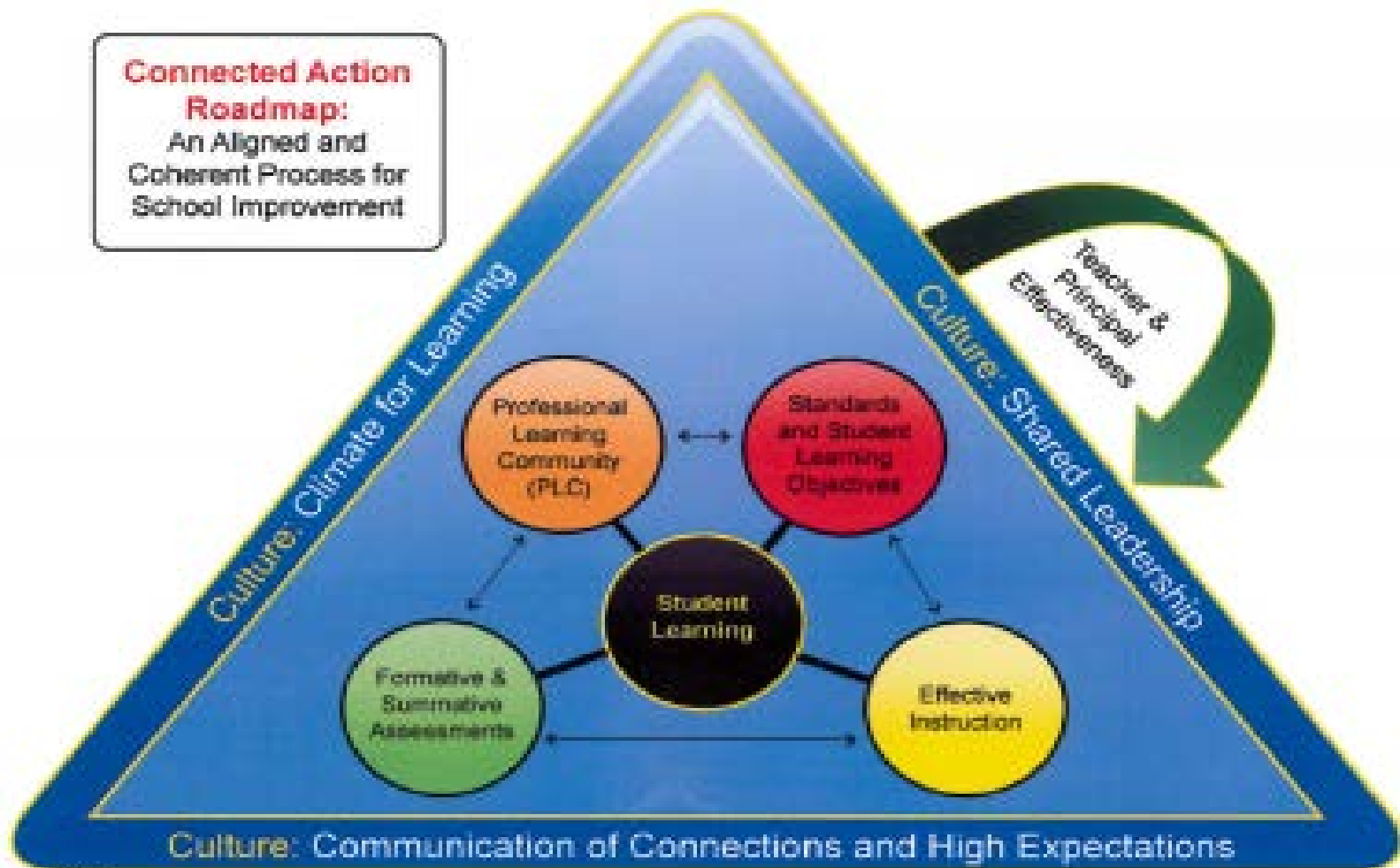
Ensure Rigorous SGOs

tinyurl.com/CARframework

iSTEAM Collaborative Units of Study

CONNECTED ACTION ROADMAP: OVERVIEW

Connected Action Roadmap: An Aligned and Coherent Process for School Improvement

Culture: Climate for Learning

Culture: Shared Leadership

Teacher & Principal Effectiveness

Professional Learning Community (PLC)

Standards and Student Learning Objectives

Student Learning

Formative & Summative Assessments

Effective Instruction

Culture: Communication of Connections and High Expectations

© CAR

http://njpsa.org/car/

iSTEAM Professional Development Plan

District or School action; 5, 10, 15, 20 points

- Objective: Develop and implement professional development plan for iSTEAM with input from teacher-leaders that is integrated into district/school PD plan.

- Submission Requirements

  - Plan that reflects iSTEAM vision statement, is aligned with the priorities and timeline in the school/district PD plan, and includes a calendar for delivery

  - Documentation showing that at least 5, 10, 15, or 20 (number will determine points) individuals each received two hours of training

iSTEAM Resources

- NJSBA Board Certification

iSTEAM Board Leader Certification

- NJSBA iSTEAM Army Resources

  "STEAM Tank"

- NJSBA Training Series

 "Are you iSTEAM Ready?"

- NJSBA School Assessments.

"Is it iSTEAM?"

Contact John Henry Jhenry@njsba.org   609-278-5288

iSTEAM Resources

Educational Leaders as Scholars

Arts Integration User Guide for New Jersey Educators and Practitioners

NJ Foundation for Educational Excellence & NJ Principals & Supervisors Association

Contact Mary Reece

mreece@njpsa.org

609-860-1200

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School Culture & Climate

⬆ **Back to Top**   ⤢ Expand All   ⤡ Collapse All

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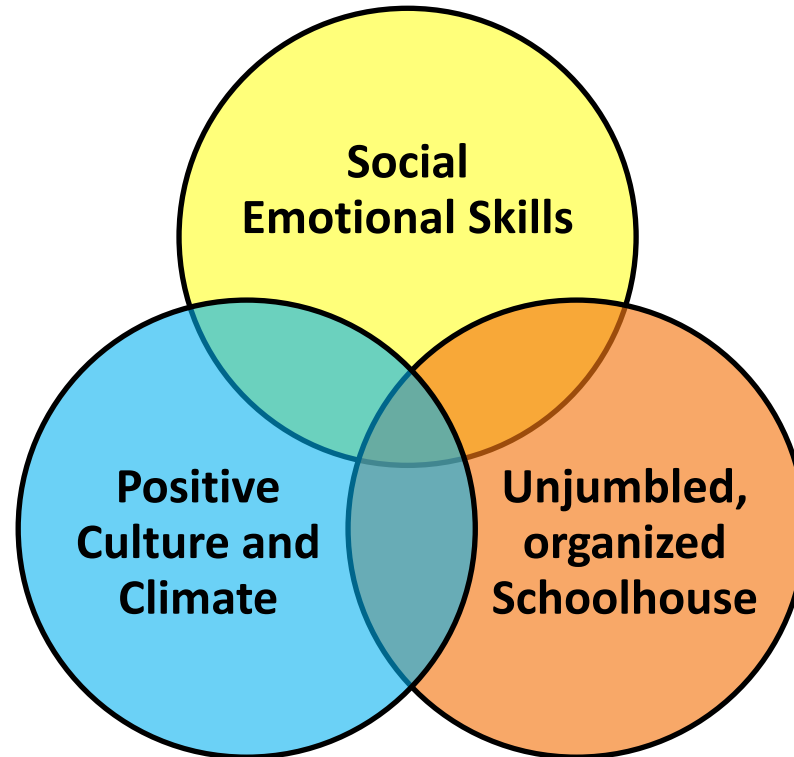|	
Mandatory	0/1
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Actions	0/92

Mark actions as planned to determine whether or not your application would meet certification criteria.

○ **Integrated Science, Technology, Engineering, Arts & Math (iSTEAM)** ▽

○ **Learning Environment** ▽

○ **School Grounds** ▽

○ **School Culture and Climate** △

ℹ **Culture and Climate Needs Assessment**

[20 Points] 🔔 School Only   Unplanned ▾

ℹ **Inclusive Environments Where All Can Thrive**

[10 Points] 🔔 School Only   Unplanned ▾

△

○ **Student & Community Outreach** ▽

○ **Student Learning** ★ Priority ▽

○ **Student and Staff Wellness** ▽

○ **Student Safety** ▽

○ **Waste Management & Recycling** ▽

Sustained positive school climate is associated with....

✓ Improvements in students' self-esteem and self-concept.
✓ Effective risk prevention and health promotion efforts.
✓ Effective violence prevention in general and bullying prevention efforts in particular.
✓ Increased student learning and academic achievement..
✓ Increased student graduation rates.
✓ Improvements in teacher retention.
✓ Mitigating the negative impact of the socioeconomic context on academic success.

○ Reductions in substance abuse and psychiatric problems.
○ Decreased student absenteeism.
○ Decreased rates of student suspension

Source: Thapa, Cohen, Guffey, Higgins-D'Allesandro (2013)

COLLEGE OF
Saint Elizabeth

United Way

UNITED WE FIGHT.
UNITED WE WIN.

LIVE UNITED

Science links SECD to student gains

- Social and emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gains on standardized tests

Addressing SECD reduces risks

- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011).
*The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development. M. Berkowitz and M. Bier,
What works in character education. (Washington, DC: Character Education Partnership, 2006)*

FOR SCHOOLS
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School Culture & Climate

Fundamental Assumptions....

A positive school environment without a healthy and positive school culture and climate.

You can't have....

a healthy and positive school culture and climate without having socially and emotional competent students and staff.

a healthy and positive school culture and climate without a well-managed schoolhouse and student engagement.
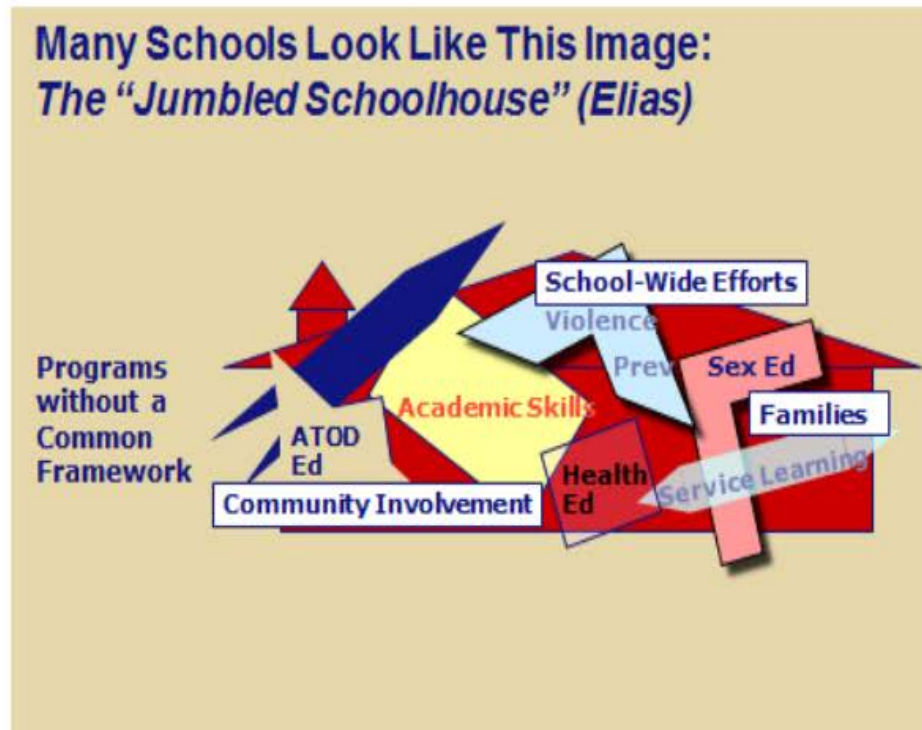
The Jumbled Schoolhouse — Maurice Elias, Ph.D.

School Culture & Climate

The 'Un-jumbled Schoolhouse" — Maurice Elias, Ph.D.

What Makes the Difference

Intentional Focus

Data-Driven Approach

Infra-structure

Effective Program Implementation

Professional Development

On-going Professional Learning Community

School Culture & Climate Actions

- School Culture & Climate Needs Assessment

- Inclusive Environments Where All Can Thrive

- Social and Emotional Learning Curriculum Integration

School Culture and Climate Needs Assessment

- Inventory of Programs
- Culture and Climate Survey
- Focus Groups
- Community Data
- Data Analysis
- Strengths and Opportunities
- Sharing of Results with School Community

School Culture & Climate Needs Assessment

School action; 20 points

- Objective: Complete inventory of all programs and practices aimed at improving school culture and climate, and students' health, social-emotional and character development; and survey students, staff and parents for their perceptions about school culture and climate. Develop action plan to address highlighted needs.

- Submission Requirements
    - Program & practices inventory
    - Survey instrument; results; description of how it was administered and shared with school community.
    - information about and results from focus groups
    - Action plan developed based on assessment

Inclusive Environments Where All Can Thrive

- Find *a home* within the school for this task and obtain approval and endorsement leadership.

- ***Conduct an inventory of activities, programs and practices*** including identifying what students are being served and what students are underserved (identifying the gaps).

- Look at ***school collected data*** to help identify possibly hidden groups of isolated students and/or parents

- Conduct ***focus groups*** with students (and parents if appropriate) to further clarify the needs of identified groups of students (parents)and what type of support students (parents) would appreciate and benefit from.

- Create a ***comprehensive plan*** for addressing the gaps/needs identified during the inventory and focus groups.

- Secure any funds required for ***Professional Development and trainings***

Inclusive Environments Where All Can Thrive

School action; 10 points

- Objective: Implement efforts to identify, understand, and address the needs of students and parents/guardians who may feel isolated in their current school environment.

- Submission Requirements
  - Description of efforts including how target groups were identified and how initiatives addressed their needs
  - Description of staff professional development to support new initiatives
  - Samples of promotional/informational materials related to the specific initiatives

Social - Emotional Learning Curriculum Integration (SEL)

- Provide an overview of a sample unit of study that integrates the New Jersey SEL competencies across the subject area that includes:
  - The New Jersey Student Learning Standards and SEL Competencies that are addressed in the unit
  - The Student Learning Objectives (SLOs) that are aligned to the standards (alignment occurs when standards are unpacked an the learning goals reflect the content and level of cognitive thinking required to master the standard)
  - Summative assessments (end of unit assessments) are used to determine mastery, and are tightly aligned to the unit SLOs
  - Aligned formative assessment methods that differentiate instruction and ensure each student's progress in meeting each unit SLO
- Provide samples of student work associated with the unit

First Certification Application Deadline:

Friday, Jan 19, 2018 at 11:59pm

Questions?

Sustainable Jersey for Schools is here to help!

Contact Veronique Lambert

at 609-771-3427 or

schools@sustainablejersey.com

The recorded webinar and slides will be posted under [Conference &Webinar Presentations](#) on the [Events & Training](#) tab of our website.