Sustainable Jersey For Schools Digital Schools Deep Dive:

Student Learning School Culture & Climate

February 5, 2021

Sustainable Jersey Digital Schools

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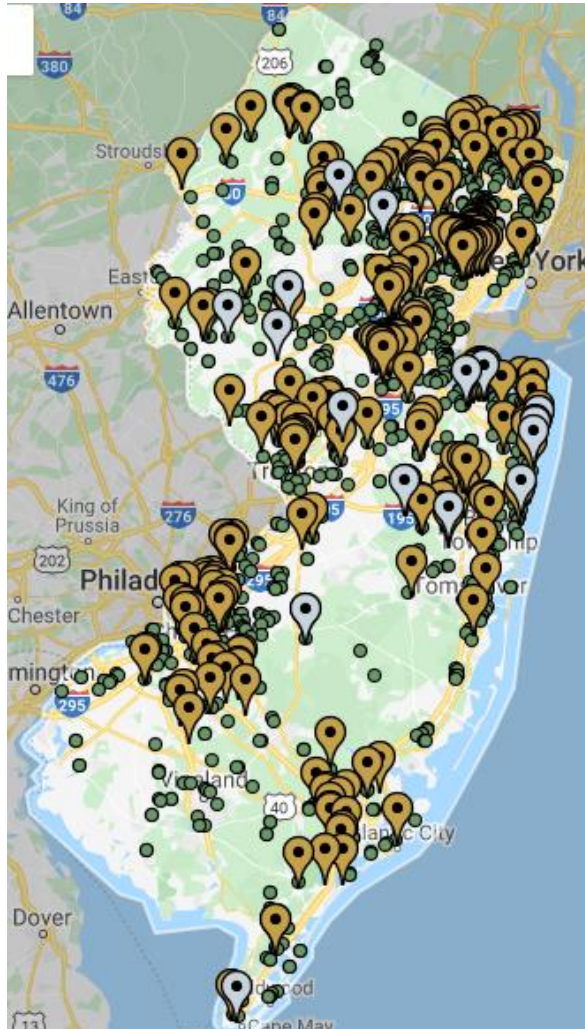Senior Program Consultant, SJ Digital Schools

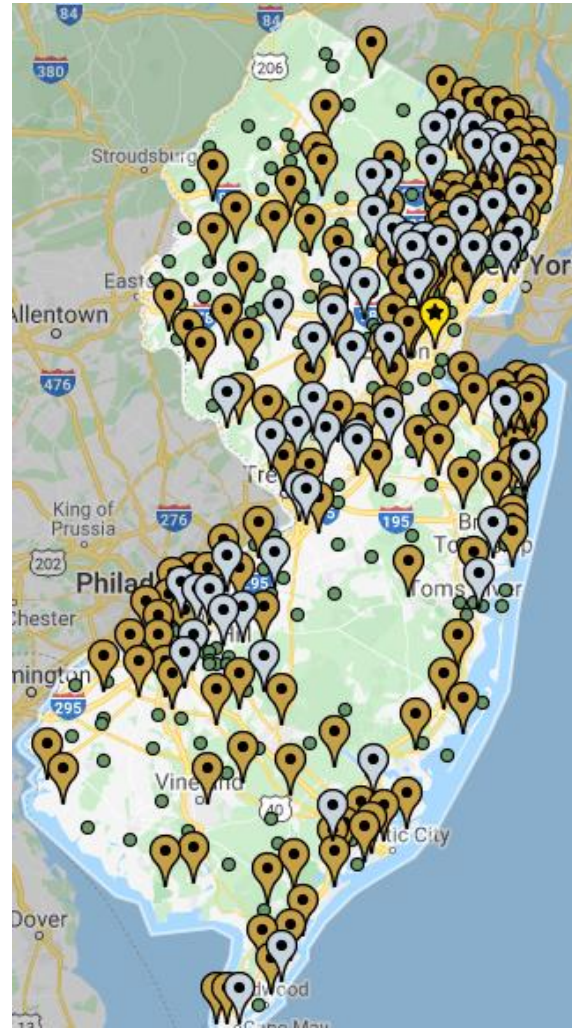**Veronique Lambert**

Program Coordinator, Sustainable Jersey for Schools

Program Participants

School Program Participants

Municipal Program Participants

Schools Program

360 Districts Registered

- 60% of NJ Districts

984 Schools Registered

- 39% of NJ Schools

321 Schools Certified

- 298 Bronze
- 23 Silver

Municipal Program

457 Registered

- 81% of NJ municipalities

219 Certified

- 156 Bronze
- 63 Silver
- 1 Gold Star (Woodbridge Twp.)

Sustainable Jersey Digital Schools

Why Participate?

- Assess and validate your existing practices
- Clarify your vision and develop a common language
- Join a community of learners
- Be recognized for your accomplishments
- Access research, peer exemplars, and grants
- Self pace and choose what works best for you
- Improve sustainable practices during the pandemic and beyond

Sustainable Jersey Digital Schools

Digital Schools Star Recognition Requirements

	REGISTER DISTRICT: BOE resolution to participate in Sustainable Jersey for Schools
	REGISTER SCHOOLS: Superintendent & Principal sign Letter of Participation
	FORM GREEN TEAM
★	Successfully complete minimum of 7 of 12 new [Digital Schools actions](#). • Including 5 of 8 Foundational Actions
★	Successfully complete three Student Learning actions that include lessons delivered in a remote digital or hybrid learning environment.
★	Successfully complete one of the School Culture & Climate actions that includes addressing challenges of remote digital or hybrid learning.
★	Successfully complete [SJS certification](#) • All points earned completing Digital Schools actions count towards SJS certification
★	FRS-NJ certified schools eligible for additional points

Sustainable Jersey Digital Schools

- 2021 Certification Cycle
- Action Types
- Digital Schools Program
- Action Development
- Program Updates
- Search Participating Districts, Schools & Approved Actions
- Resources

Download Master Action Tracking Spreadsheet

www.sustainablejerseyschools.com/actions

Certification Actions

Sustainable Jersey for Schools actions are designed with flexibility to meet the varying needs of all districts and schools. Successful completion of actions contributes points towards Bronze or Silver certification and Digital Schools Star recognition. Actions are organized within action categories and some actions have special attributes that are important to be aware of when pursuing certification.

When you click on one of the boxes below only the actions with that attribute will be open in the action list. For example, if you click on Digital Schools the actions that open are those that could count toward Digital Schools Star recognition. Be sure to Clear Search before you click on a different box.

Search Actions

Type in a word(s) to identify all actions with that word(s) in the title

Click a box below to open all the actions with that attribute. Clear Search before selecting a different box.

- ☐ Mandatory
- ☐ Priority
- ☐ District Only
- ☐ School Only
- ☐ Collaboration
- ☑ Digital Schools

Search Actions   Clear Search

Digital Schools Actions

Digital Learning Leadership – New Category

- District Commitment to Digital Learning

- Community Engagement

- District Professional Development Plan

- Equitable Access to Digital Learning

Digital Learning Practices – New Category

- Authentic Application of Digital Learning Tools and Content

- Digital Citizenship

- Personalized Learning and Growing Independent Learners

- Professional Growth and Collaboration

Digital Schools Actions

Digital Technology Access – New Category

- o [Data Safety and Security Privacy](#)
- o [Digital Device Life Cycle Management](#)
- o [Infrastructure](#)
- o [Support for Digital Teaching and Learning](#)

School Culture & Climate – Existing Category

- o [Inclusive Environments Where All Can Thrive](#)
- o [School Culture & Climate Needs Assessment](#)
- o [Social Emotional Learning Integrated Unit](#)

Digital Schools Actions

Student Learning – Existing Category

- Fourteen Actions

- Education for Sustainability (EfS)

- EfS can occur in the context of any academic discipline and at any grade level

- Submission for Digital Schools must address lessons delivered in a remote digital or hybrid learning environment.

- Today we will review Grades 4 - 12 Science Action

Student Learning - EfS

EfS Questionnaire - NEW Question #5

In order to apply towards Digital Schools Star Recognition

- o **Describe the timing, sequence and coordination of the lesson's synchronous and asynchronous elements**

- o **Describe the interactive elements to engage students and let them demonstrate their learning**

- o **Describe the methods and tools used to assess student performance**

Student Learning - EfS Grades 4-12 Science

- Are students prepared for their roles in creating a sustainable future?
- Are students learning the desired enduring understanding of sustainability?
- Are the Climate Change education requirements of the New Jersey Student Learning Standards fulfilled?

Student Learning - EfS

What To Do and How to Do It (summary)

o Identify areas or specific grade level lessons linked to sustainability issues

o Determine the enduring understanding(s) related to sustainability

o Design tools and methods to properly assess if students have grasped the lesson's enduring understanding(s)

o Identify places, resources, collaborations

o Develop a sustainability lesson plan or unit along with an assessment tool

o Document and assess student learning of the sustainability enduring understanding(s)

o Complete the Education for Sustainability Questionnaire

Student Learning - EfS

What to Submit to Earn Points for this Action
(summary)

- ○ Short narrative of what has been accomplished and the impact it has or will have on the school community

- ○ A copy of the lesson plan

- ○ Samples of student work and graded rubrics

- ○ Completed Education for Sustainability Questionnaire (EfS Questionnaire)

- ○ Optional: Additional documentation of the lessons such as relevant photographs, videos, and news articles

Student Learning - EfS Grades 4-12 Science

- [Delran Middle School](#) 2020 submission
- 8th grade explored the questions "How do human activities affect the Earth Systems?"
- Used online labs from [PBS.org Nova Labs](#)
- Used information from [NEED.org](#) - National Energy Education Development
- They also took a field trip to a water treatment plant - you make that have a digital component by having students do [Flipgrid](#) reflections.

Student Learning - EfS Grades 4-12 Science

RE SOURCES

Gizmos

NASA
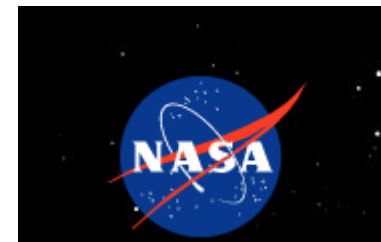
DATA Nuggets
Activities that bring real scientific data into the classroom, guiding students through the entire process of science while building their quantitative abilities.

OPEN EDUCATIONAL RESOURCES: SIMULATIONS AND VIRTUAL LABS

nepris
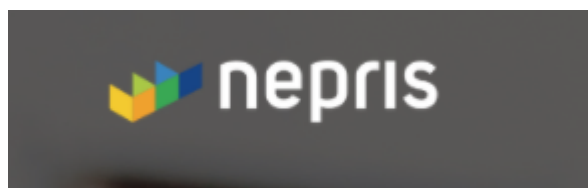
Remember!!!

Social Emotional Learning Integrated Unit

- Does your school have a positive learning environment?
- Are general teaching practices supporting SEL practiced school-wide?
- **Is there** integration of SEL in the standard curriculum?
- Is there direct instruction of SEL skills?

Key Resource: SEL4NJ

https://sel4nj.org/

School Culture and Climate

Social Emotional Learning Integrated Unit

10-50pts

What To Do, and How to Do It

Unit Plan Stage 1 - Learning Outcomes/SEL Competencies

○ Select a unit of study to embed SEL or select a SEL issue to design a unit of study around

○ Align the unit to New Jersey Student Learning Standards

○ Select the social emotional learning competency(ies) and sub-competency(ies) for the unit

○ Decide which enduring understandings will drive the unit

○ Break down each performance indicator into understandable content knowledge (nouns) and skills (verbs).

○ Sequence and group the content and do the same with the corresponding skills

○ Determine the corresponding sequence of guiding questions

School Culture and Climate

Social Emotional Learning Integrated Unit

What To Do, and How to Do It

Unit Plan Stage 2 - Assessments and Explicit Performance Criteria

- Review the unit's performance indicators and the content knowledge and skills required to achieve them

- Indicate the level at which you will assess student performance and/or the depths of knowledge students should demonstrate

- Determine which assessments will provide evidence of student learning, when they will be administered, for which level(s) of accomplishment students are to be assessed, which performance criteria (rubrics, checklists, exemplars...) will be used, and how and when these criteria will be communicated to students

School Culture and Climate

Social Emotional Learning Integrated Unit

What To Do, and How to Do It

Unit Plan Stage 3 - Lessons, Activities, Learning Experiences

○ After the iterative process of developing lessons and activities that inform the design of the big picture unit, make sure that all three stages are aligned

○ Detail the specifics of your lesson planning—timing, flow of activities and assessments, handouts, scheduling and logistics of the projects and place based learning opportunities, delivery formats (in-person, hybrid, and remote learning contexts)

School Culture and Climate

Social Emotional Learning Integrated Unit

What to Submit to Earn Points for this Action

- A short summary (about 300 words) of your SEL-integrated unit that was delivered in the current school year

- A copy of the unit plan that clearly shows the specified required elements

- A completed SEL Unit Questionnaire

- **For remote digital or hybrid learning submissions**

  - **Describe the timing and sequence of the synchronous and asynchronous elements**

  - **Describe the interactive elements**

  - **Describe the assessment methods and tools used**

Social Emotional Learning Integrated Unit

Franklin Township School District

Teaching "I Messages" (I FEEL, I THINK, I KNOW) through the Social Studies Unit on Ruby Bridges

https://sjs-site-persistent-prod.s3.amazonaws.com/fileadmin/cicbase/documents/2020/1/16/15791926616928.pdf

- Self Awareness/Social Awareness
- Responsible Decision Making/Relationship Skills

Using "I" Messages

1. After reading about Ruby Bridges, I KNOW _that she is a brave women and won't give up just because people aren't fair._

2. After reading about Ruby Bridges, I FEEL _mad that people would even ever think about seperation of skin color, but happy the African Americans stood up for them selfs._

3. After reading about Ruby Bridges, I THINK _that in the 1960s, people should've treated people like they treat them today!_

School Culture & Climate Needs Assessment

- Do you have 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?
- Have you conducted a survey of student, staff, and parent perceptions of school culture and climate?
- Have you conducted focus groups with key stakeholders in the school community to collect their perceptions of the culture and climate of the school?
- **Have you used digital technology and/or virtual meeting platforms for school culture and climate assessment and improvement initiatives? If so, points from this action can be applied to the Digital Schools star recognition.**

School Culture and Climate

School Culture and Climate Needs Assessment

What To Do, and How to Do It

- ○ Perform a School Culture and Climate Program Inventory

- ○ Perform a quantitative School Culture and Climate Survey

- ○ Conduct School Culture and Climate Focus Groups

- ○ Identify a list of strengths and opportunities that emerged from the analysis and develop an action plan that includes a list of next steps

School Culture and Climate

School Culture and Climate Needs Assessment

What to Submit to Earn Points for this Action

o   A summary (about 300 words) of your assessment process and how the results and action plan were shared with the school community.

o   Documentation for at least two of the three assessment components listed in the action.

o   A copy of the action plan developed as a result of the assessment with the status of each activity in the current school year.

School Culture & Climate Needs Assessment

- Exceptional Submissions in the past:
  - Included a wide breadth of programs in the Program Inventory (SEL, Character Development, Health & Wellness programming).
  - Created a cross-functional team with broad representation as the coordinating committee, or
  - Chose a coordinating committee strategically to raise awareness of an existing committee and because of the specific results of the assessment (e.g., a high school Multicultural Committee).
  - Shared assessment results broadly and with transparency.

School Culture & Climate Needs Assessment

- Exceptional Submissions in the past:
  - Encouraged a breadth of voices to identify the strengths and opportunities for improvement from the assessment results.
  - Developed specific action plans to address the opportunities for improvement and to understand the reason(s) for the strengths.
  - Developed long-term improvement plans; not short term quick fixes.

- **Assessing and Improving School Climate using Digital Tools and Strategies**
  - School Climate teams meeting virtually to review and discuss School Climate Survey results and develop action plans for climate improvement
  - Sharing survey results with the entire school community via a recorded presentation of survey findings posted on district
  - Developing creative ways to continue school traditions for creating positive cultures and climate in a remote

School Culture & Climate Needs Assessment

- Assessing and Improving School Climate using Digital Tools and Strategies

  - https://www.panoramaed.com/
  - https://www.movethisworld.com/
  - https://apertureed.com/

Inclusive Environments Where All Can Thrive

- Have you used data (for example school collected, focus groups, climate data) to identify less connected or marginalized groups?
- Have you included the voices of the less connected or marginalized groups in your planning?
- Do you have an implementation plan that incorporates feedback from the targeted groups?
- Have you identified training for staff to increase awareness and build understanding?
- Do you have a plan to measure the impact of your plan on the marginalized or less connected group?
- Have you used digital technology or virtual meeting platforms to for data collection or team planning?

School Culture & Climate

Inclusive Environments Where All Can Thrive

What To Do, and How to Do It

- ○ **Form a** team and obtain endorsement from leadership

- ○ Conduct an inventory of supports currently in place in the school regarding culture, climate, physical and mental health, social and emotional learning and character

- ○ Look at other data collected by the school to help identify possibly hidden groups of isolated students and/or parents

- ○ Conduct surveys and/or focus groups to identify underserved students, and parents if appropriate

- ○ Form a team that includes students/parents to further clarify needs and what type of support students/parents would appreciate and benefit from

- ○ Create a comprehensive plan

School Culture & Climate

Inclusive Environments Where All Can Thrive

What to Submit to Earn Points for this Action

❏ A short summary (about 300 words) of the efforts the school has undertaken to create an inclusive environment where all can thrive

❏ The completed **Inclusive Environments Questionnaire**

❏ Examples of the data used to inform the school's inclusive environment efforts

❏ Samples of information and training provided to school staff

❏ Samples of materials related to the specific initiatives

Inclusive Environments Where All Can Thrive

Examples of marginalized or less connected groups

Every school community is different....

> ESL students
> LGBTQ students
> New Staff
> New parents
> New students
> Less engaged students
> Religious or ethnic minority students
> Special Needs Students

Inclusive Environments Where All Can Thrive

- Examples..
- High school student led clubs - creative writing, art, video games, esports
- Using disaggregated climate data to identify potentially less connected groups of ethnic minority students
- Integration of new staff during remote/hybrid learning
- Reverse inclusion - impact on entire school

Digital Schools within Bronze Certification

150 points

Bronze

Wellness Council

Digital Learning Team

iSTEAM Creative Team
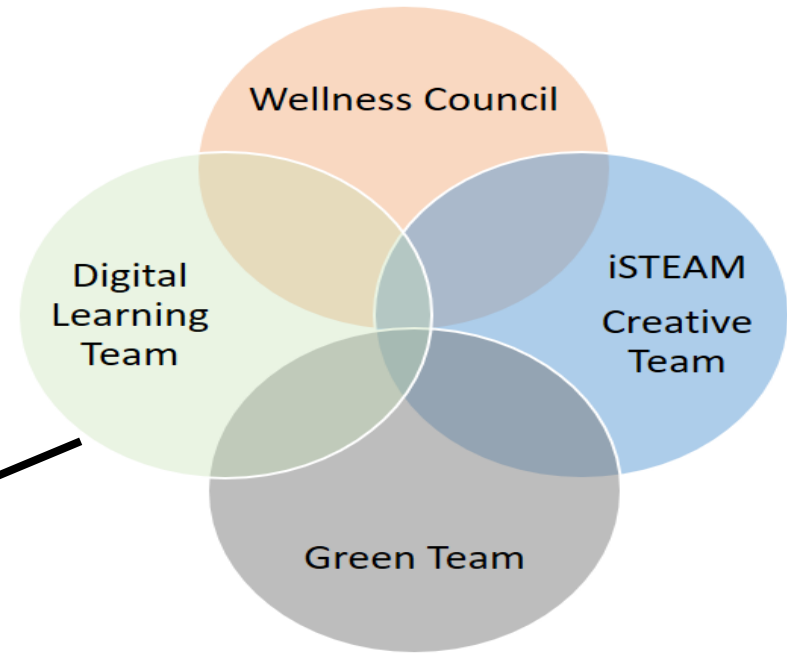
Green Team

- Green team
- 2 out of 14 priority actions
- Actions completed in 6 of 21 categories

There are 4 priority actions available with a Digital Schools focus

Digital Schools focused actions are located in 5 categories

2021 Certification Cycle

- **January 15** – Initial Application Deadline

- Late February – Reviewer Comments

- **March 26** – Second Submission

- Early May – Reviewer Comments

- **June 21** – Final Application Submission

- Early August – Certified Schools Notified

- **October** – Certified Schools Celebration

http://www.sustainablejerseyschools.com/actions-certification/certification-overview/2021-application-cycle/

Unity Charter School – 2020 Silver

Winslow Twp Middle School – 2020 Silver

Sustainable Jersey Digital Schools

Digital Schools Star Recognition Requirements -

https://www.sustainablejerseyschools.com/actions/digital-schools-program/digital-schools-star-recognition/

Certification webinar -

https://register.gotowebinar.com/register/4354233581542900748

Sustainable Jersey Digital Schools

Q & A

Thank You to our Digital Schools Supporters & Sponsors

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  - New Jersey Department of Education
  - New Jersey School Boards Association

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  - New Jersey Leadership for Educational Excellence (LEE) Group

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NJSBA

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The Geraldine R. DODGE FOUNDATION
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Sustainable Jersey Digital Schools

Webinar recording available at https://www.sustainablejerseyschools.com/resources/presentations/webinar-recordings/

Today's slide deck will be emailed to all registrants

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