

How Does Personalized Learning Align with Social-Emotional Learning (SEL)



INTRODUCTION

As more districts adopt personalized learning strategies, Education Elements has increasingly been called upon to articulate the alignment between PL and other learning initiatives.

The Core Four of Personalized Learning provides clarity on what personalized learning looks like and communicates the shifts in instruction we expect to see. A primary goal of personalized learning is to meet the needs and interests of all students and ensure everyone has equitable access to excellent instruction. Other learning initiatives with similar goals can use the Core Four as a framework to ensure their success and illustrate their alignment with personalized learning.

This series of briefs seeks to illustrate the Core Four framework as a tool to align PL and other learning initiatives in ways that are tangible for teachers and leaders.

PERSONALIZED LEARNING & SOCIAL-EMOTIONAL LEARNING

CASEL FRAMEWORK FOR SYSTEMIC SEL

The Consortium for Academic, Social-Emotional Learning (CASEL) defines Social-Emotional Learning (SEL) as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” The Framework consists of the following competencies:

- Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

ASCD WHOLE CHILD

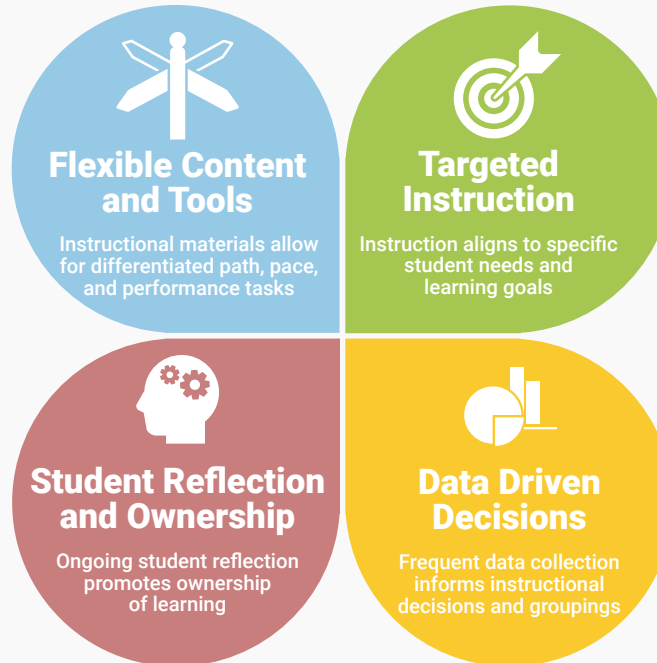
ASCD’s Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

The Core Four framework further illustrates the alignment between PL and SEL in the following ways:

Flexible content and tools ensure that the materials and **environment** meet students' **social and cultural needs**, affording opportunities to build **social awareness**.

Student Reflection supports student **self-awareness**, including recognition of strengths and growth areas. **Ownership** ensures that students practice **self-management**; they own their learning by setting and working toward **personal and academic goals**.



Targeted instruction means that students are operating at their zone of proximal development, which supports **self-awareness**. **Intentional grouping by skill level or interest area** requires students to collaborate with peers, building their **relationship skills**.

Data-driven decisions support the development of a student data culture, providing **students an opportunity to use their data** to map out next steps in their learning and **make responsible decisions**.

***Orange text** identifies the *Core Competencies* from CASEL ***Blue text** identifies the tenets of ASCD Whole Child

ADVICE FOR TEACHERS AND LEADERS UTILIZING PL AND SOCIAL-EMOTIONAL LEARNING

- Students could use mindfulness tactics to develop their self-management, and take ownership of their learning goals.
- Teachers could utilize morning meeting structures to support student reflection, ownership, and a supportive environment. Students will learn to monitor their personal and academic growth.
- SEL practices in the classroom and in the school can create a culture of responsiveness among teachers and administrators. A culture of responsiveness is a precondition for sustained change and capacity building.
- Leaders can offer a Personalized Professional Learning plan to emphasize the implementation of SEL to meet individual student needs in their school.
- Throughout the Common Core, there are ways to incorporate SEL and PL such as:
 - Self-awareness and management through the writing process (planning, revising, editing, rewriting).
 - Responsible decision-making by focusing on Math Practice 1: Make sense of problems and persevere in solving them.
 - Relationship skills by preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively in literacy.

ABOUT EDUCATION ELEMENTS

Education Elements works with districts to build and support dynamic school systems that meet the needs of every learner, today and tomorrow. They take the time to understand the unique challenges school leaders face, and then customize the Education Elements approach for each district. Ed Elements has worked with hundreds of districts across the country. They bring deep expertise, design thinking, expert facilitation and the spirit of collaboration, along with their extensive toolkit of resources and technology, to deliver sustainable results.