



Breakout Session

Social Emotional Learning: Tension and Complement to Blended and Personalized Learning

Dr. Heather Greenhalgh-Spencer, Texas Tech University

Dr. Jeasik Cho, Texas Tech University

Claudia Meza, Spring Branch Independent School District



**We welcome ALL of you, teachers,
coaches, administrators,
community members, and
policymakers.**

Heather Greenhalgh-Spencer, PhD

Heather Greenhalgh-Spencer, PhD, is an Associate Professor in the Department of Curriculum and Instruction at Texas Tech University. Her research emerges at the intersection of Educational Technology, Pedagogical Innovation, Diversity and Equity Issues, and Global Studies. Greenhalgh-Spencer researches blended / personalized learning (BL/PL) and the ways that BL/PL can create diverse pathways and increased opportunities for all students. Dr. Greenhalgh-Spencer has published in multiple international journals of education. She teaches courses on e-learning, blended/personalized learning pedagogies, diversity ideologies and policies, and educational philosophy.



Jeasik Cho, Ph.D.

An associate professor in the Department of Curriculum and Instruction at Texas Tech University; Explores *compassion* as a virtue in order to remind the teacher and the student of the importance of *common humanity* in a multicultural society. “I **strongly believe that Blended Learning and Personalized Learning (BL/PL) could serve as an alternative educational theory and praxis for providing diverse pathways and increased opportunities for ALL students.**”



Claudia L. Meza

Howdy! I'm Claudia Meza and I am a Texas A&M undergraduate student completing my ME.d from Texas Tech University in Curriculum & Instruction with a concentration in Personalized/Blended Learning.

As an 11 year educator, I currently teach 5th-grade bilingual math and science at a Title 1 school in Spring Branch ISD. My true passion is in bilingual education along with personalized learning. As Vanguard Fellow, I have invested 4 years of understanding and applying SEL & PL in my classroom using the instructional framework of Summit Learning, CASEL and ASCD.



I've learned to accept failure, to take risks, and accept any challenges in order to discover something new and innovate for my classroom and to better my student's experiences.

Agenda

1. SEL Frameworks and BL/PL Frameworks
2. **Overlap and Tensions**
3. Application of SEL+BL/PL in the classroom
4. Discussion and Resources (Small Group Work)
5. Ending Discussion and Takeaways

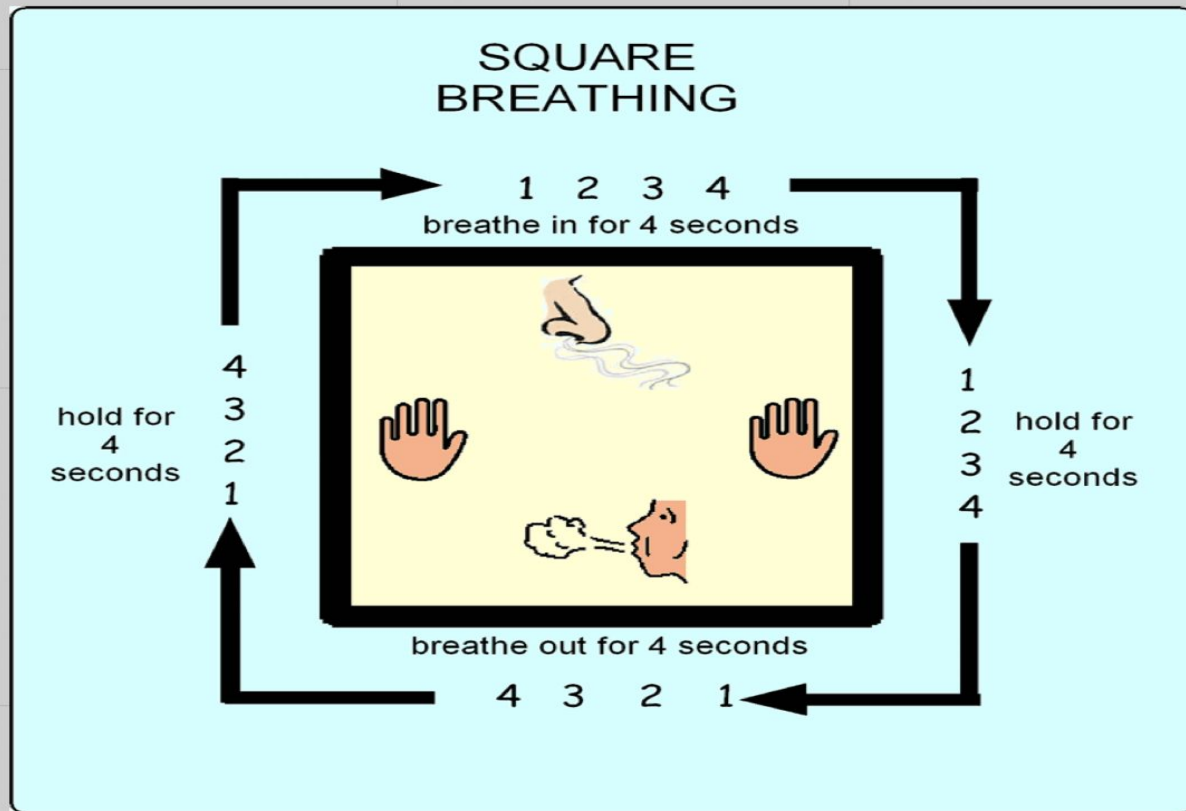
Session Learning Outcomes:

1. Gain knowledge on the research-based competencies to effectively combine SEL and BL/PL.
2. Gain hands-on design experience for developing your own competencies around SEL + BL/PL.
3. Engage in a Challenge-Solution focus for group analysis of the tensions and opportunities of combining a focus on SEL with a focus and practice on BL/PL.

SEL: Teacher's Moral Obligation

- My job as a teacher wasn't just for them to read and do math, but more about helping them feel good about themselves and their relationships with others.
- “Educating the mind without educating the heart has led to brilliant scientists who use their intelligence for evil”

Breathing Visual



Teacher Emotion: Keep up?? Confused... exhausted ... emotionally drained this Pandemic school year ...

“As usual, we teachers struggle throughout the year to figure out how to get through everything under the best circumstances ... recognizing the needs for differentiations, support, acceleration, remediations, etc.

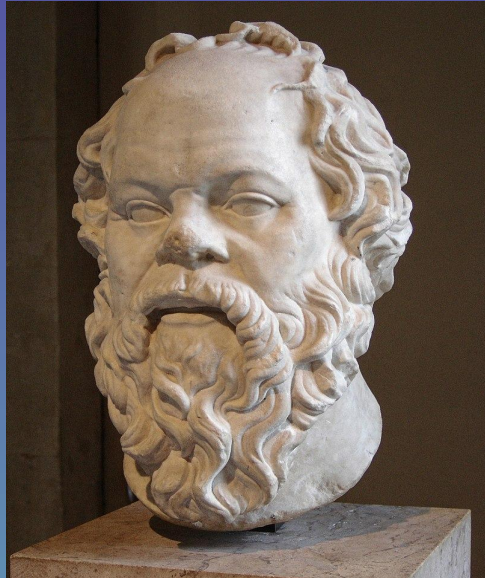
Now, they have to get through do even more under in much different circumstances ... ***their level of stress are far exceeding the level of students***”

Emotionally, teachers are challenged ... We Teachers NEED SEL as much as students do!! We Teachers need SE support!!!! We need “direction and structure within manageable flexibility ...”

We want to give “all of you” a pat on the back for all you do ...

The Emotional Turn: *Age of Anger* (Mishra, 2017)

Socrates: **Know Thyself!** to 'Know Thyself' is necessary for wisdom



We now should say:

Feel Thyself: SEL is necessary for *real* success (happiness!)

Why do we have emotions?

Why do we need them?

Emotional Intelligence: A different kind of **smart**: Self-awareness, managing emotion, self-motivation, empathy, and handling relationships (Goleman, 1994)

Emotional Intelligence (EI), Emotional Leadership (EL), Emotional Quotient (EQ)

Daniel Goleman (1994)

The capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

⇒ Why it can matter more than IQ in the 1990s: Children to be **more troubled *emotionally*; more *lonely & depressed*, more *angry and unruly*, more *nervous & prone to worry*, more *impulsive and aggressive*** => **NOW?** Internet? Violent Games? Smart Phone? Social Media? Pandemic?? ***Changing Humans!!***

Paul Eckman 1970s: 6 basic emotions

Types of Basic Emotions



1. Happiness



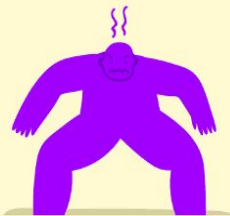
2. Sadness



3. Fear



4. Disgust



5. Anger



6. Surprise

- Later expand to **4 more**:
Pride, Shame, Embarrassment, & Excitement
- A total of **27 basic emotions**
(Cowen & Keltner, 2017)
- Fear => Anxiety: Social
emotion: an anticipated fear of
social situations ...

Social Competence: 3 Concepts (Gresham, 2018)

1. **Sociometric Approach:** Indices of social preference or status, e.g., accepted or rejected (Hartup, 2009).
2. **Social Learning Theory:** Vicarious learning in social environments (Bandura, 1986)
3. **Social Validity Theory:** Social skills prioritized by a person's social significance (Wolf, 1978)

SEL Research: Durlak et al. (2011): 213 School, 270K K-12 students

Academic performance in standardized reading or math achievement test scores and school grades showed an increase of Effect Size of .27 or 11%





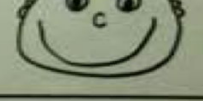
⇒ The average member of the control group would demonstrate **an 11-percentile gain** in achievement IF they had participated in an SEL program.

50th ⇒ 61th 70th ⇒ 81th 80th ⇒ 91th!!!

PS: SEEL Framework for the value and long-term wellbeing

Stress Scale

Fill in your own Stress Scale

Level	Person, place or thing	Makes me feel like this:
5		This could make me lose control!!!! 
4		This can really upset me. 
3		This can make me feel nervous. 
2		This sometimes bothers me. 
1		This never bothers me. 

Mood Meter



Social-Emotional Learning

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsive Decision Making

(CASEL: Educating Hearts, Inspiring Minds; UNESCO, 2019)

RULER 5 Emotional Skills

1. Recognizing
2. Understanding
3. Labeling
4. Expressing
5. Regulating

To teach EI to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society
(*Permission to feel*, **Marc Brackett**, 2019)

SEL Programs for more “Relationship”

- RULER Elementary SElect Program K-8
- The 4 Rs
- The Caring School Community Program
- I Can Problem Solve
- The Incredible Years Series
- Promoting Alternative Thinking Strategies
- Positive Action
- The Resolving Conflict Creatively Program
- Second Step
- Steps to Respect
- THE Social Skills Improvement System
Classwide Intervention Program

=> + Positive Behavior/Prosocial Skills, -
Conduct Problems, - Emotional Distress, +
Academic Performance

Universal Intervention

School Environmental Survey
PD for teachers
Classroom-based
Home-Link

Listening, following rules, ignoring peer
distractions, asking for help,
cooperating with others, controlling
temper in conflict situations, acting
responsibly with others, showing
kindness to others=> **Social behaviors**

BL-PL Framework

Learn more at:

<https://www.depts.ttu.edu/education/graduate/blpl/framework.php>

Learner Driven

Teacher Redefined

Environment Enriched

Learner Driven

Learner's Voice & Choice

▸ **Analyzing**

▸ **Designing**

▸ **Facilitating**

▸ **Managing**

▸ **Monitoring**

▸ **Assessing**

BL-PL Defining Terms

Learn more at:

https://docs.google.com/document/d/1rFUNXhPapbIOdeyFaA_yusFnPmvPV2U_poyLoqBnSzc/edit?usp=sharing

Defining Our Terms

The terms below can be defined in several different ways. In fact, the literature in this field of research shows that these terms are still in the process of being defined; the terms are in flux. For the sake of clarity, this is how *we* define these terms. Our definitions are embedded in the research that is included as part of the “Resources” column. The “Resources” column includes links to information on references, definitions, and best practices.

Personalized Curriculum	This term <u>defines curriculum</u> that is built from the ground up, with a specific audience (individual student, group of students) in mind. This curriculum is distinguished from pre-packaged curricula that can be bought and distributed as a set scope and sequence.
<ol style="list-style-type: none">1. https://www.tandfonline.com/doi/full/10.1080/00228958.2019.1622383?src=recsys2. http://www.centeril.org/2016handbook/resources/Mahon_chapter_web.pdf3. https://practices.learningaccelerator.org/strategies/designing-custom-curriculum4. http://centeril.org/2016Handbook/resources/Mahon_chapter_web.pdf	

PERSONALIZED LEARNING CONCEPTUAL FRAMEWORK & CORE COMPETENCIES FOR TEACHER CANDIDATES

	ANALYZING	DESIGNING	FACILITATING	MANAGING	MONITORING	ASSESSING
LEARNER DRIVEN LEARNER'S VOICE & CHOICE	Identify and communicate one's own learning interests, needs, aspirations, and academic and career goals.	Write daily, weekly, monthly, and yearly action plans to map one's own learning path and pace.	Use self-regulation strategies (e.g., time check, read aloud, pacing, etc.) to facilitate one's own learning.	Co-design learning space in and outside of classroom according to one's or group's needs with the help of teachers, parents, and communities.	Keep personal records of learning activities and use different ways (e.g., data dashboards, online quizzes, drafting, checklists, etc.) to monitor one's learning progress.	Conduct on-going peer evaluation to provide and receive feedback to improve personal learning experiences.
TEACHER REDEFINED MULTIPLE TEACHER ROLES	Select and/or develop learning opportunities that address one's interests, needs, aspirations, and goals.	Co-design with peers, teachers and community experts the activities and tools to acquire information and apply skill sets to achieve one's learning goals.	Discuss expectations for group work and demonstrate leadership by helping peers focus on learning objectives.	Coordinate with peers and teachers for transitioning from one activity to another.	Hold regular meetings with group members to monitor each other's progress, discuss accountability, and suggest improvements.	Use different ways (e.g., tests, essays, worksheets, exhibitions, presentations, etc.) to showcase one's learning outcomes and demonstrate mastery.
ENVIRONMENT ENRICHED CUSTOMIZED SETTINGS & TECHNOLOGY	Consult with teachers to verify, articulate, and adjust one's own learning goals and pathways.	Co-design with peers, teachers and community experts the activities that enable collaboration with peers, teachers, and experts at local, national, and international levels.	Ask questions or provide resources to peers in order to facilitate pair, group, or class activities and discussions.	Communicate respectfully with peers and teachers by acknowledging differences in cultures, opinions, and experiences.	Consult with teachers when necessary to make immediate and effective adjustments to learning activities or learning pathways.	Consult with teachers for feedback on a regular basis to identify ways to further improve, as well as to generate goals for future learning.

MODEL GROWTH MINDSETS : COMMITMENT TO EQUITY : RESHAPING SCHOOL CULTURE

PERSONALIZED LEARNING CONCEPTUAL FRAMEWORK & CORE COMPETENCIES FOR TEACHER CANDIDATES

LEARNER DRIVEN <small>LEARNER'S VOICE & CHOICE</small>	ANALYZING	DESIGNING	FACILITATING	MANAGING	MONITORING	ASSESSING
	<p>Collect, integrate, analyze, and prioritize academic and non-academic student data.</p> <p>Discuss with each student his or her learning goals and learning pathways to provide multiple learning options and opportunities.</p> <p>Align each student's learning goals and pathways to academic standards and expected learning outcomes to identify content, tasks, resources, and tools that need to be organized or developed in advance.</p>	<p>Design customized lessons and activities that accommodate each student's or a group of students' learning path and pace.</p> <p>Design customized lessons using different learning modes (e.g., f2f, online, blended) to facilitate students' content mastery.</p> <p>Design customized activities that enable each student to collaborate with peers, teachers, and experts at local, national and international levels.</p>	<p>Implement multiple activities simultaneously for individuals, small groups, large groups, and/or an entire class to accommodate each student's needs, interests, and goals.</p> <p>Provide scaffoldings (e.g., questions, resources, technology tools, feedback) to address each student's immediate needs, interests, and goals.</p> <p>Facilitate different activities and strategies that allow each student to make his or her own choices on how to learn.</p>	<p>Organize flexible and customizable learning space (e.g., supplies, resources, technology tools) to facilitate different activities for individuals, small groups, large groups, and/or an entire class.</p> <p>Coordinate transitions between each student's or a group of students' activities.</p> <p>Keep a safe and respectful classroom environment that promotes diversity and creativity.</p>	<p>Document regularly each student's progress towards learning goals to further discuss learning pathways and pace.</p> <p>Suggest self-regulation strategies to each student according to his or her documented learning progress and observed learning process.</p> <p>Make immediate and effective adjustments using information gathered from monitoring processes to meet each student's needs.</p>	<p>Provide each student with ongoing and embedded feedback in a manner that supports learning.</p> <p>Model differentiated assessment methods so that each student decides on the way(s) to evaluate his or her own learning process and outcomes.</p> <p>Discuss with each student his or her learning achievements using data from multiple sources to generate goals for future learning.</p>
	TEACHER REDEFINED <small>MULTIPLE TEACHER ROLES</small>					
ENVIRONMENT ENRICHED <small>CUSTOMIZED SETTINGS & TECHNOLOGY</small>						

MODEL GROWTH MINDSETS : COMMITMENT TO EQUITY : RESHAPING SCHOOL CULTURE

PERSONALIZED LEARNING CONCEPTUAL FRAMEWORK & CORE COMPETENCIES FOR TEACHER CANDIDATES

LEARNER DRIVEN

LEARNER'S VOICE & CHOICE

TEACHER REDEFINED

MULTIPLE TEACHER ROLES

ENVIRONMENT ENRICHED

CUSTOMIZED SETTINGS & TECHNOLOGY

ANALYZING

Software or systems are available to document and analyze students' academic and non-academic data.

Software or systems are available to manage work of aligning students' learning goals with academic standards.

Software or procedures are in place to enable students to design their learning pathway.

DESIGNING

Curriculum builder tools are available to design customized lessons and activities incorporating community-based, web-based, and curricular-based tools and resources.

Software or systems are available to design multi-modal learning activities for content mastery and beyond.

Web conferencing tools are in place for collaborative design of lessons and activities with peers, teachers, and experts at local, national, and international levels.

FACILITATING

A learning management system is available to enable simultaneous facilitation of multiple learning activities both inside and outside the classroom.

Technology tools are available to provide just-in-time scaffolding for students' learning.

Multiple forms of resources (e.g., text-, multimedia-, and web-based) are available to assist individual and group learning activities.

MANAGING

Classroom environment (e.g., supplies, technologies, etc.) can be easily adapted to support individual or group learning activities.

Clear procedures are in place to enable efficient transitioning between learning activities.

Web-based tools are available to facilitate collaboration with other students, teachers, parents, and community experts.

MONITORING

Software or systems are available for regularly tracking and monitoring student growth in order to inform instructional decision making.

Software or procedures are in place to support students' self-regulation of learning.

Software or procedures are in place that allow teachers to monitor student progress and to make immediate instructional adjustments.

ASSESSING

Curriculum builder tools are available to embed feedback in advance to lessons and activities.

Systems or procedures are in place that permit ongoing assessment and provide just-in-time feedback.

Technology tools and systems are available to assist differentiation of assessment methods.

MODEL GROWTH MINDSETS : COMMITMENT TO EQUITY : RESHAPING SCHOOL CULTURE

SEL and BL/PL Overlap and Tensions

- **Theoretically, they support each other**
 - Both frameworks are student-centered
 - Both frameworks emphasize student choice and self-regulation
 - Both frameworks emphasize self-awareness
 - Both frameworks guide toward framing goals that are not only focused on academic achievement
- **Tensions are more context based and application based**
 - BL/PL has stronger emphasis on data
 - BL/PL has stronger emphasis on managing the self
 - SEL has stronger focus on managing relationship

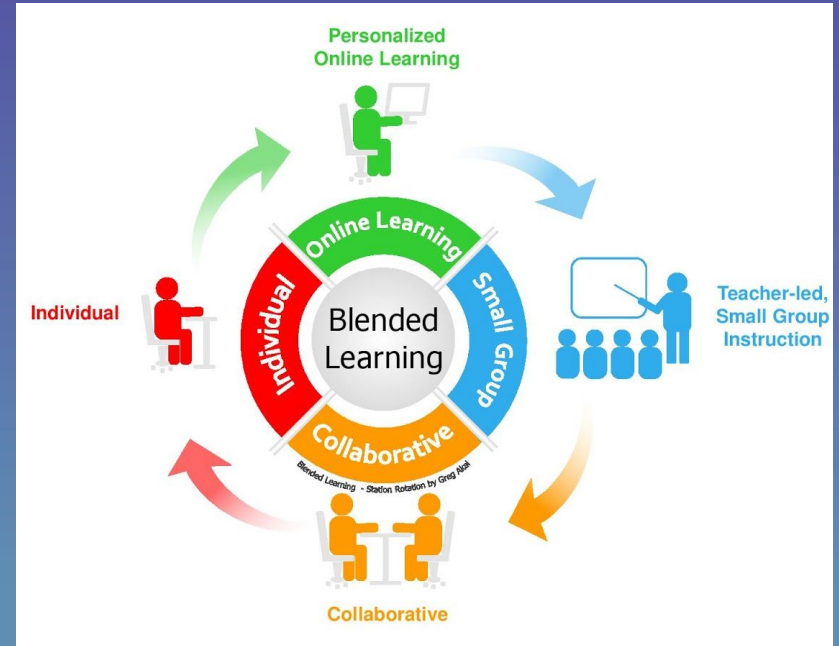
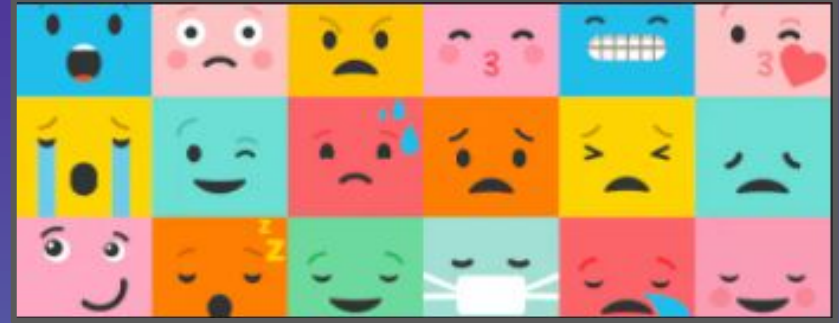
SEL and BL/PL Overlap and Tensions: Questions

- How do you see BL/PL + SEL?
 - Do you see more tensions or overlap?
- What strategies do you use that allow BL/PL and SEL to work together to better support students and teachers?

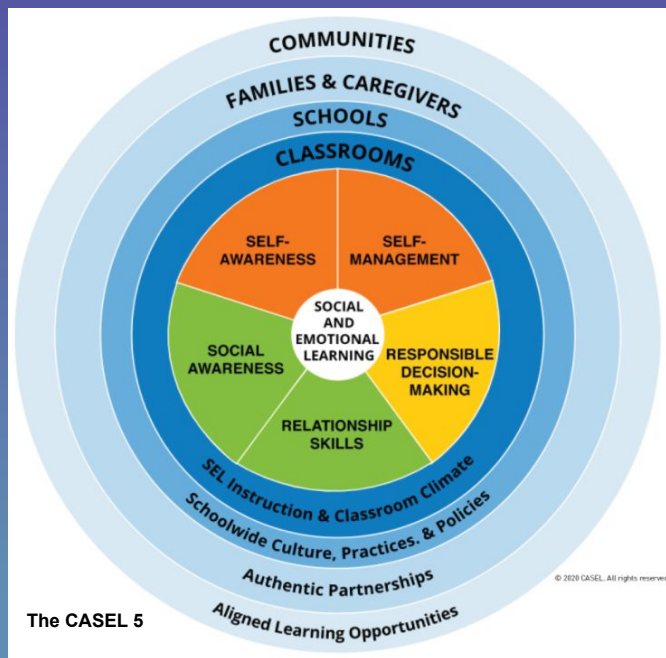
SEL+BL/PL Applied

- Every Child matters.
- Every student has different learning needs.
- Every student has a their story to tell.
- Every student has a voice and wants to be heard.

Students learn at least in part through online learning, with some element of student control over time, place, path, and/or pace; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.



Customizing Learning



The CASEL 5

Flexible Content and Tools

Instructional materials allow for differentiated path, pace, and performance tasks

Targeted Instruction

Instruction aligns to specific student needs and learning goals

Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning

Data Driven Decisions

Frequent data collection informs instructional decisions and groupings

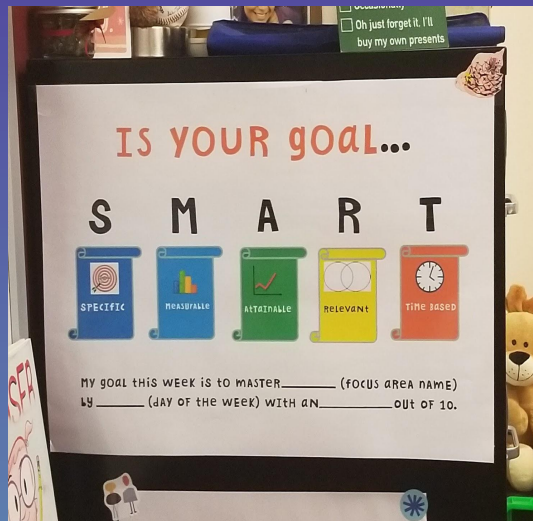


ASCD® LEARN. TEACH. LEAD.

Mentoring-Building Relationships

A mentor...

- is someone who acts as their advocate both inside and outside of the classroom.
- can be a teacher, a school leader, or other administrators at a student's school.



The idea of a mentor is for the student to trust and share their glows and growths throughout this process.

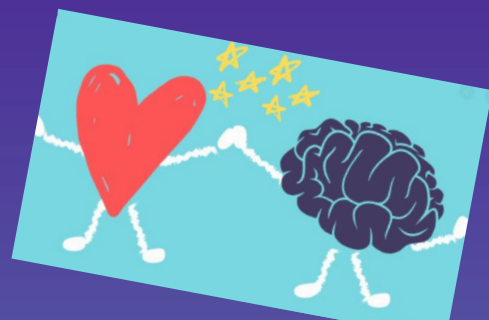
What to do during Mentoring?

Mentors can:

- Schedule regular check-in meetings
- Set a check-in agenda
- Follow up on student goals
- Take notes:
 - Academic
 - Personal
- Leave notes for students or for themselves about the students
- Review past check-ins
- See consolidated data, such as academic data and days since last check-in



Check In with Students









Tuesday, October 27th



Good Morning!

Mental Health Check-In

-  I'm Great!
-  I'm OK!
-  I'm meh...
-  I'm struggling
-  I'm struggling and need a check-in
-  I'm sad and need help.

SLIDESMANIA.COM



Think Tuesday

What is the best thing about getting older? Why?

BEGIN with the END in mind
.....
have a
2 Plan



TODAY'S TO DOs

- ☒ Eat breakfast
- ☒ Throw trash away
- ☒ Do mental health Check-In.
- ☒ LIM pg. 22-23
- ☒ Begin Math Warm-Up

Fostering SEL through Academics




Leader In Me

The 16 Habits of Success



Self Directed Learning- Activities

STATIONS																								
1. MATH FRACTION ACTIVITY Then, Unit Pathway (in YELLOW POCKET) (Due tomorrow 2/22)	2. SCIENCE SPACE PROJECT (Due today 2/22)	3. READING Nonfiction Text Features Cards (Was due Wednesday 2/20)	4. READING INFERRING ACTIVITY (Due Monday 2/25) *IN green POCKET*																					
<p style="text-align: center; color: #8B4513;"><u>Station Expectations</u></p> <ol style="list-style-type: none"> 1. You must sit at your desk, make a to-do list, then do Math Lingo (2 units) and XtraMath. 2. You are working at your desk at level 0 (no talking) until you earn a sticker on your to do list. 3. After you get a sticker, you can work at a level 1 (whisper) around the room. 4. Try your very best and ask for help after the twenty minute timer goes off. 																								
<p style="color: #8B4513;"><u>MENTOR MEETINGS WITH MRS. RADCLIFFE</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%;">•16</td> <td style="width: 12.5%;">•13</td> <td style="width: 12.5%;">•5</td> <td style="width: 12.5%;">•1</td> <td style="width: 12.5%;">•15</td> </tr> <tr> <td>•1</td> <td>•19</td> <td>•6</td> <td></td> <td></td> <td></td> </tr> </table>				•16	•13	•5	•1	•15	•1	•19	•6				<p style="text-align: center; color: #8B4513;">AFTER YOU HAVE FINISHED ALL OF YOUR STATIONS, YOU DO THE FOLLOWING</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">1. Unit 2 Math Pathway</td> <td style="width: 50%;">5. Task Cards</td> </tr> <tr> <td>2. Dreambox</td> <td>6. Epic!</td> </tr> <tr> <td>3. Map Skills</td> <td>7. Newsela</td> </tr> <tr> <td>4. CommonLit</td> <td>8. Projects</td> </tr> </table> 		1. Unit 2 Math Pathway	5. Task Cards	2. Dreambox	6. Epic!	3. Map Skills	7. Newsela	4. CommonLit	8. Projects
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Multiple subjects:

- ☐ CHOICE
- ☐ Create a variety of activities
- ☐ Different due dates
 - ☐ To-do lists for students will help with organization
- ☐ Expect more teacher “guidance”
- ☐ Deeper thinking at each station
- ☐ Projects
- ☐ Expect more collaboration

Self Directed Learning- Activities

One subject:

- ❑ Create a variety of activities
 - ❑ Task cards, hands-on, project, technology, LMS
- ❑ Could be due on the same day
- ❑ Review
- ❑ Could differentiate based on proficiency scales
- ❑ Less collaboration
- ❑ Will have early finishers

Math Time! 10/19/2020

Lesson Objective:
I will represent and solve positive rational numbers fluently by adding and subtracting fractions with unequal denominators by using objects and pictorial models and properties of operations.

✓Activities: Checkpoint 1 & 2 due Wed. 10/21

ADD & SUB Fraction Mastery Test
Deadline- Nov. 6th

WORKSHOPS

Workshop 1: PEMDAS- applying steps

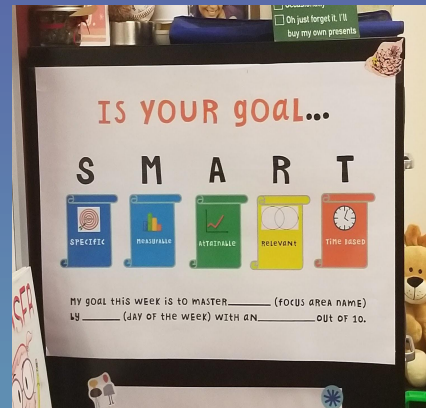
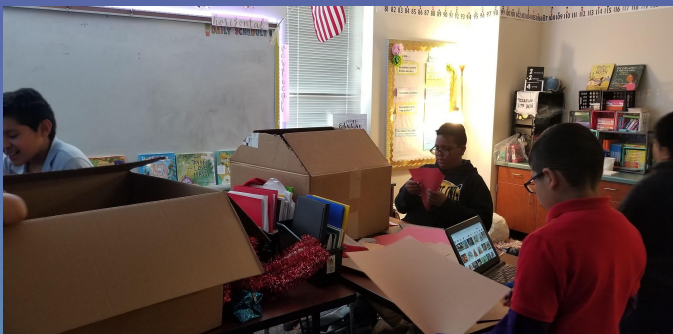
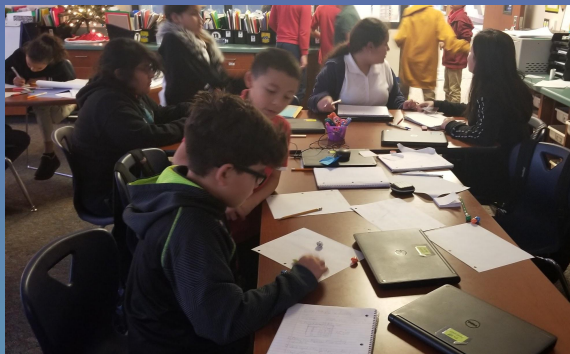
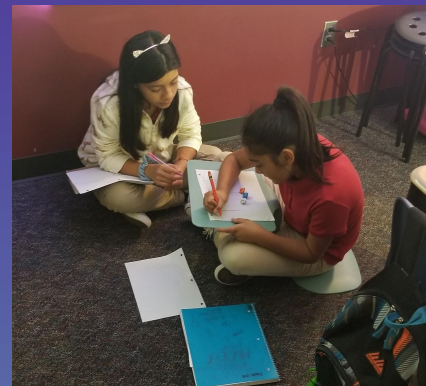
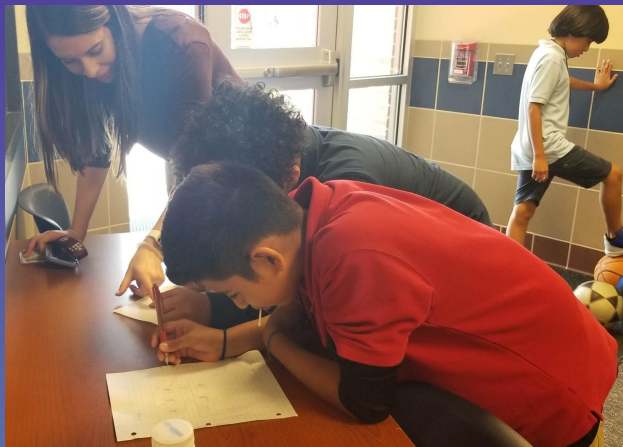
Workshop 2: Unit 1- Whole # Operations- Multiplication & Division

Playlist- SDL

- ✓✓ Diagnostic
- ✓✓ Note taking
 - Videos: Mathantics, BrainPOP, StudyJams, Khan
 - Anchor Charts
 - Class Notes
- ✓ Practice-Fractions Checkpoints/Self-Reflect
- ✓ Post Assessment
- ✓ Check for Understanding SDL- Redirect

Mentoring can happen before or after mini workshops.

Self Directed Learning- Celebrations



Group Work Assignment: Develop a list of strategies from both SEL and BL/PL that you could use in your own educational context. Talk about why you chose the strategies that you did.


BL/PL Strategies

- Learner Profiles
- Goal Sheets
- 1-1 / student-teacher meetings
- Student-Lead data meetings
- Student-Lead goal conferences
- Student learning journals
- Student aspiration boards
- Group projects guided by curriculum + student needs/desires

SEL Strategies

- Breathing
- Quick Mindfulness Meditation (and Yoga)
- Feeling (+ Self-Talk) about the present
- What I can or can't control
- Anger Management (Thermometer)
- Conversation Skill (share & empathy)
- Compliment Tag
- Social Autopsy Chart (What, when, how, what if) == Draw what you wish happen (next slide)
- Stress Map/Scale ...

Social Autopsy Chart

Here's what was going on:	Here's what I did that caused a social error:	Here's what happened when I did that:	Here's what I should do to make things right:	Here's what I'll do next time to keep it alive:
				

Group Work time (10-12 min)

1. Develop a list of strategies from both SEL and BL/PL that you could use in your own educational context.
2. Talk about why you chose the strategies that you did.



Share out time

1. What strategies did you choose and why?
2. As you were going through this activity, did you see overlaps and tensions with how you would apply SEL and/or BL/PL?
3. What did you learn from a peer during the group work activity?



Final Thought Questions

1. What did you learn that you didn't already know?
2. What do you still want to learn?
3. What is your biggest takeaway from the session?

<https://tinyurl.com/AuroraSymBLPLSEL2020>

<https://tinyurl.com/BL-PL-SELResources>





Symposium 2020

OCTOBER 26-28, 2020 | **VIRTUAL**

Thank you for joining us!

Share Your Thoughts.
Participate in our 1 minute poll.
[Click here.](#)