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Personalization for Academic & Social Emotional Learning

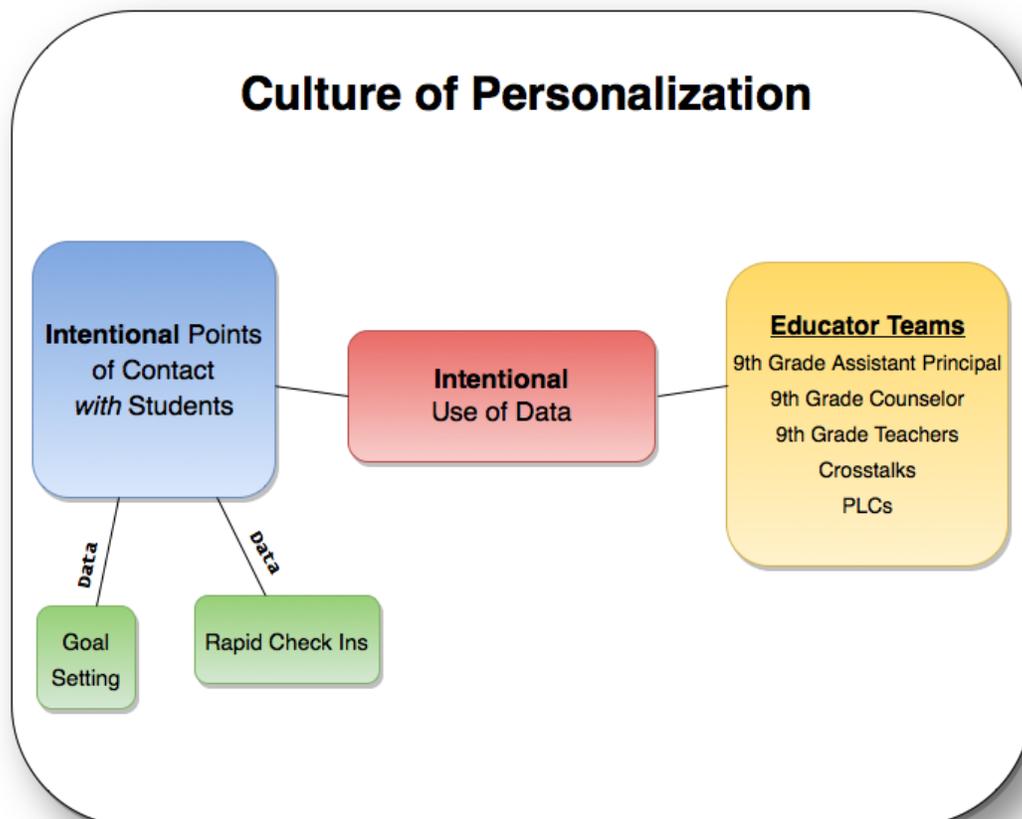
What is PASL?

Personalization for Academic and Social Emotional Learning is a systemic school-wide and research-based approach in which administrators, guidance counselors, and teachers intentionally and deliberately attend to students' academic, social emotional, and behavioral needs.

Where did PASL come from?

PASL was identified in two Broward High Schools during the 2010-11 school year by researchers from the National Center for Scaling Up Effective Schools (NCSU). A year-long study found that two highly effective Broward high schools personalized the learning experience for their students through deliberate organizational routines, a culture of personalization, and specific personalization practices. PASL was designed through collaboration with NCSU and district and school leaders in Broward. Eight Broward high schools have now adapted PASL to their own contexts.

PASL has 5 components that schools adapt to their own unique local context and work as a system.



Intentional Points of Contact: Rapid Check Ins. With RCIs teachers and other adults intentionally and routinely check in with students about their interests, grades, attendance and behavior. Adults refer students to the Educator Team if the student seems in need of additional support. Schools have implemented these weekly, bi-weekly both formally and informally.

Intentional Points of Contact: Goal Setting. Throughout the school year, teachers work with students to set and monitor long and short-term goals. Teachers have drawn on a specific curriculum or designed their own. Some have been implemented in HOPE classes and have included fitness goals. Several schools use the Socrative App.

Intentional Use of Data. Adults use data from the RCIs and Goal Setting activities as well as other student data to support students and assess who might need additional resources. People draw from BASIS, Pinnacle and other district programs. Some schools have developed their own online systems (FileMakerPro) to collect RCI, goal achievement and other pertinent data. Adults conduct data chats with students to help them monitor their own progress.

Educator Teams. Each school has an Educator Team that meets about their shared students. Typically this team includes the 9th grade Assistant Principal, 9th grade counselor, and a team of 9th grade teachers. The Educator Team varies in size from school to school with some meeting weekly, monthly, becoming a PASL PLC or meeting in Crosstalks, where teachers discuss a specific student.

Culture of Personalization. The school has extracurriculars, programs and practices that demonstrate to students that they care and support them. These include mentoring programs, book clubs, fairs to share extracurricular activities and options.

Schools implementing PASL report

- ✓ Higher attendance
- ✓ More students on track to graduate
- ✓ Fewer behavior referrals
- ✓ Greater collaboration between teachers and other adults

For more information on PASL please see:

<http://www.scalingupcenter.org/>

Rutledge, S.A. & Cannata, M. (2016). Identifying and Understanding Effective High Schools: Personalization for Academic and Social Learning and Student Ownership and Responsibility. *The Kappan*, (March), 60-64.

Rutledge, S.A., Cohen-Vogel, L., Osborne-Lampkin, L. & Roberts, R. (2015.) Understanding effective high schools: Evidence for personalization for academic and social emotional learning. *American Educational Research Journal*, 52, 6, 1060-1092.