



Toolkit:
Standards,
Social
Emotional
Learning and
Career Ready
Skills
in the
Visual Art
Classroom

Developed through resources from the

PA Department of Education

and the

PA ARTS ED LEADERSHIP COALITION

State arts organization leaders supporting over 7,000 art educators across Pennsylvania



PENNSYLVANIA
THESPIANS™

AN EDUCATIONAL THEATRE ASSOCIATION AFFILIATE

MEDIA ARTS COALITION OF EDUCATORS



How do I use this toolkit?

- As a resource bank:
 - Select appropriate resources to supplement SEL programs currently being implemented in your school or district.
- As a framework for professional development:
 - Create professional development for visual art teachers that informs SEL learning through art-specific, standards-based instruction.
- As a self-paced training:
 - Learn the language of SEL through the lens of art education.



When you see this icon, look for an embedded link or video button on the slide.



Topics

1. Definition and historical perspectives
2. SEL as defined by CASEL
3. Self-Assessing Social & Emotional Instruction and Competencies
4. SEL Relationship to:
 - PA Career Skills Continuum
 - State Standards
 - National Standards
5. Designing Intentional SEL/Visual Art Instruction
6. Habits of Mind
7. Resources
 - PA Department of Education
 - Toolkit Links

SEL

Social & Emotional Learning

Topic 1
Definition and
historical
perspectives

What is Social Emotional Learning?

Social Emotional Learning (SEL) is a **construct** intended to provide students with the

SKILLS to confront challenges.

- **Self-awareness**
- **Social awareness**
- **Responsible decision-making**



Click on the picture

Broad SEL instruction often takes the form of reflection, discussion, and lecture.

Students can view this as forced, formulaic, and scripted.



How many “minutes a day” should I spend on SEL is the **WRONG QUESTION!**

For SEL to be most effective, it needs to be embedded in the curriculum.

Art teachers can do this in a much more authentic way—through **Art!**

I'm so excited.



Purposeful integration of SEL into visual art education will enrich the students' personal connection to art.

The following is a public service announcement!

For any artistic endeavor to impact the social and emotional learning (SEL) of our students it must be **intentional** and embedded into the curriculum. If you are not doing it with intention... you are not doing it.

Yes... SEL is inherent in the arts... but it must be activated in order to have impact. As SEL comes into focus we must be **authentic** in our approach. If you want to impact the social and emotional wellbeing of your students, then get to work embedding it into what your instructional approach will be. There are no shortcuts.

Effort and Intention are required.

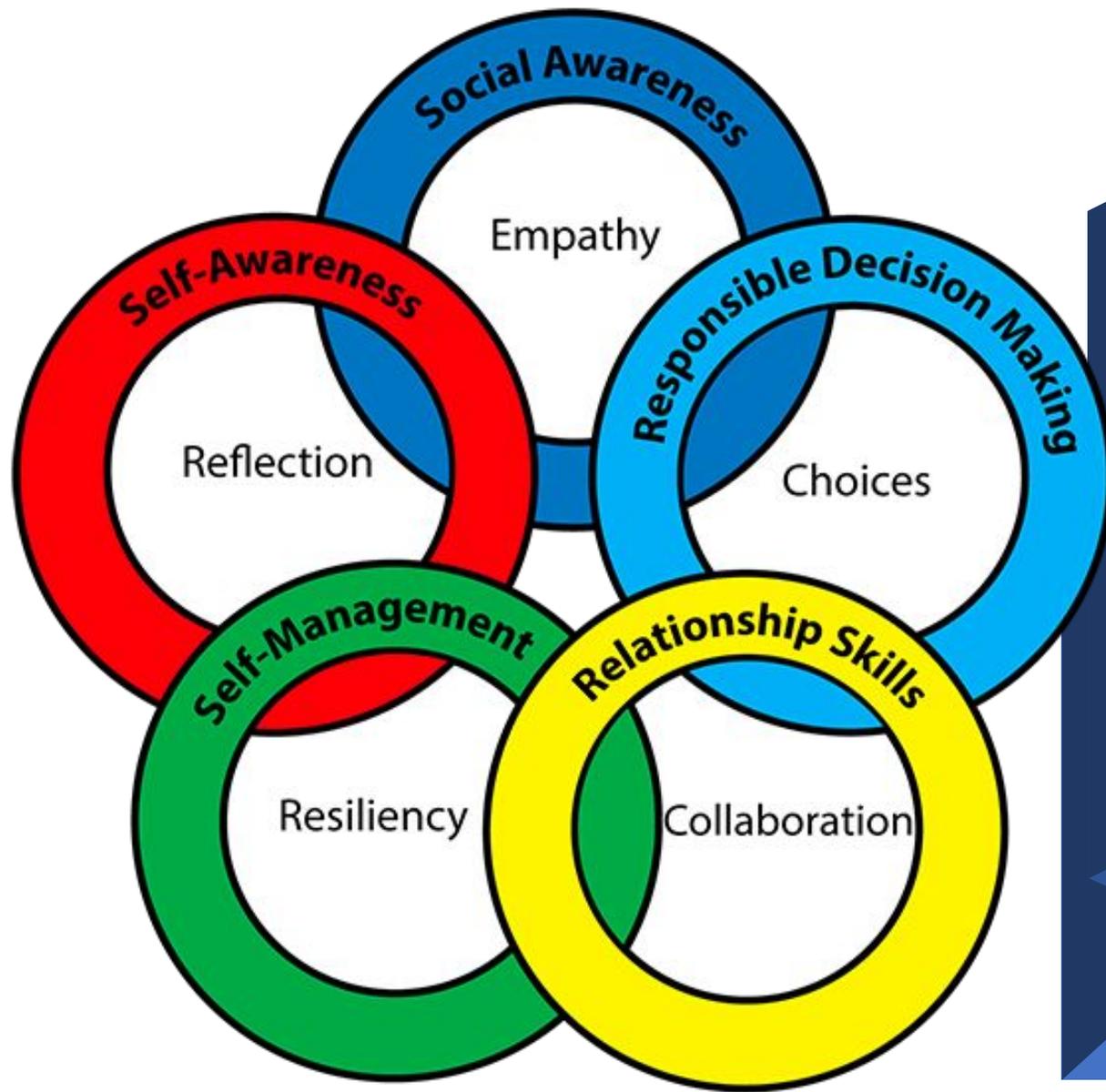
Historical Perspectives



SEL has evolved from a variety of definitions and framework



[Compare the Frameworks](#)



Topic 2
SEL
as defined by
CASEL



CASEL's SEL

Definition from the
Collaborative for
Academic,
Social, and
Emotional
Learning

Social and emotional learning (SEL) is the process through which children and adults

- (1) understand and manage emotions,
- (2) set and achieve positive goals,
- (3) feel and show empathy for others,
- (4) establish and maintain positive relationships,
- (5) and make responsible decisions.

[What is SEL?](#)



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

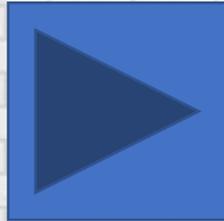
RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

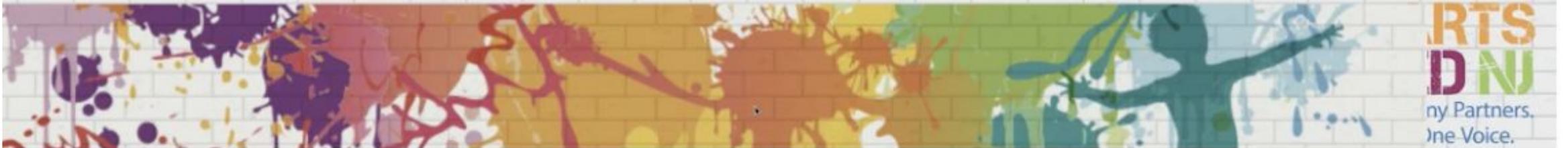


“The relevant question is not if an arts practice will affect a social-emotional competency, but how it will happen and what arts educators can do to improve the odds that the impact is positive.”



Arts Education and Social Emotional Learning Outcomes

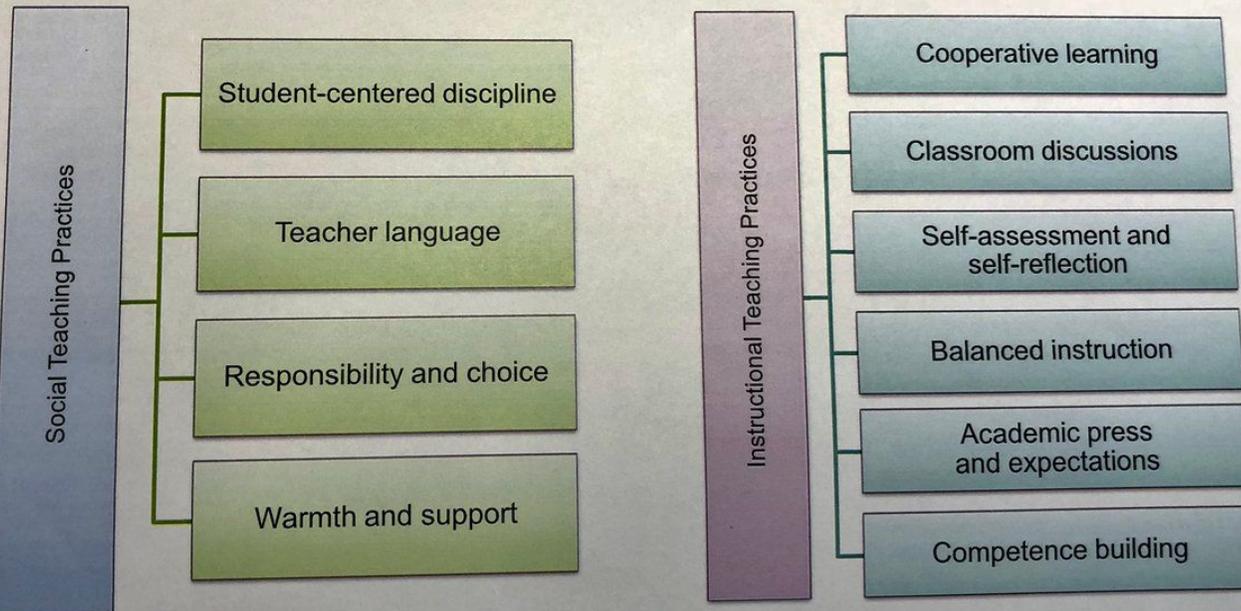
Play from 15:29-25:05 (Presented by a music educator but applicable to all content areas.)



ART CLASSES TEACH KIDS TO:
RESPECT OTHERS START A DIALOGUE
EXPERIMENT WITH MATERIALS OBSERVE
FIND THEIR VOICE SELF-EVALUATE
MAKE CONNECTIONS EXPRESS THEMSELVES
LEARN FROM THEIR MISTAKES
CLEAN UP REFLECT ON THEIR WORK
EMBRACE DIVERSITY PERSEVERE
HAVE AN OPINION APPRECIATE BEAUTY
BREAK AWAY FROM STEREOTYPES
ENVISION SOLUTIONS VALUE AESTHETICS
SEE ANOTHER POINT OF VIEW INNOVATE

Some visual art teaching practices provide a natural foundation for SEL learning.

Introducing the 10 Teaching Practices That Promote SEL



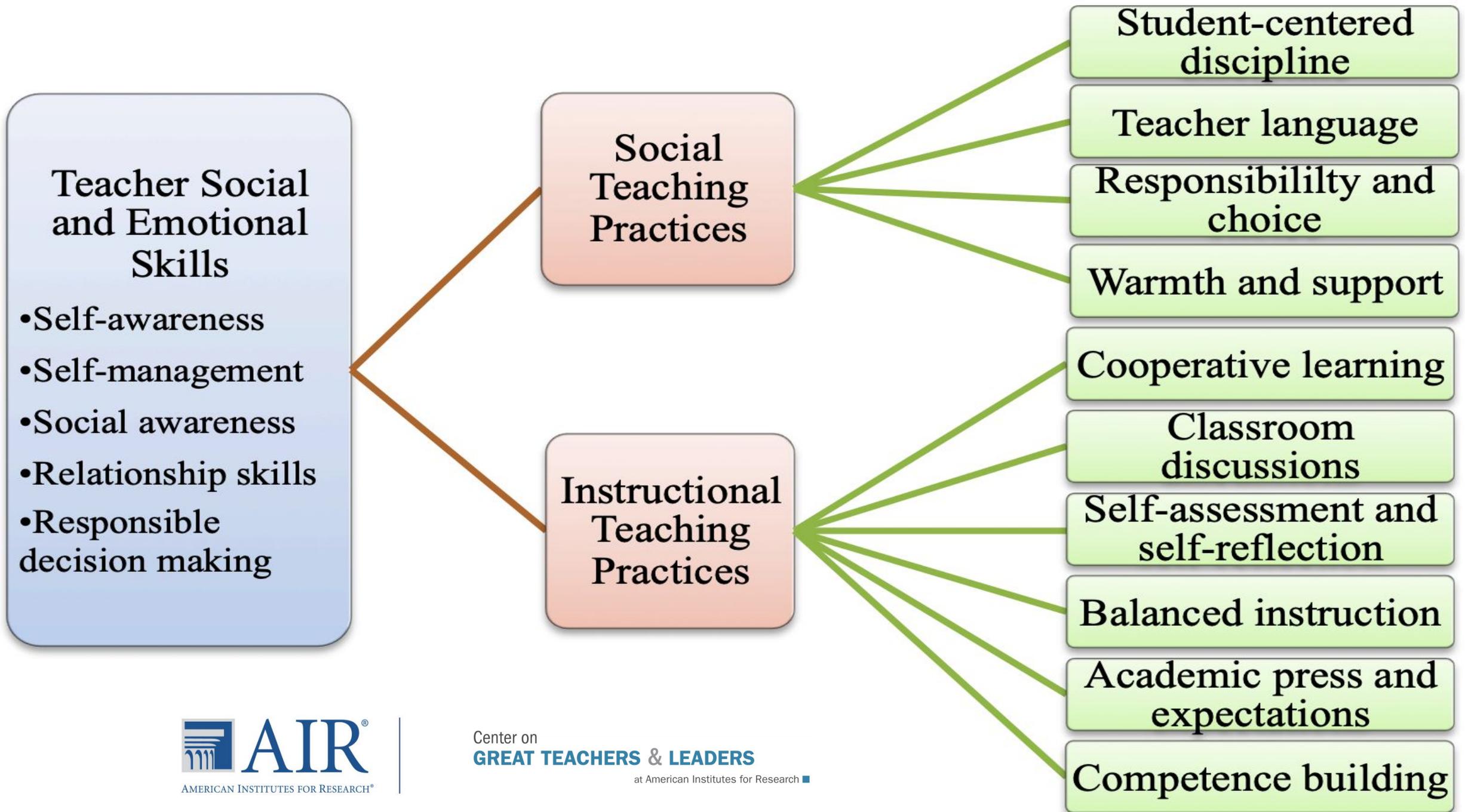
Topic 3 Self-Assessing TEACHER Social & Emotional Instruction and Competencies

Teacher Social and Emotional Skills

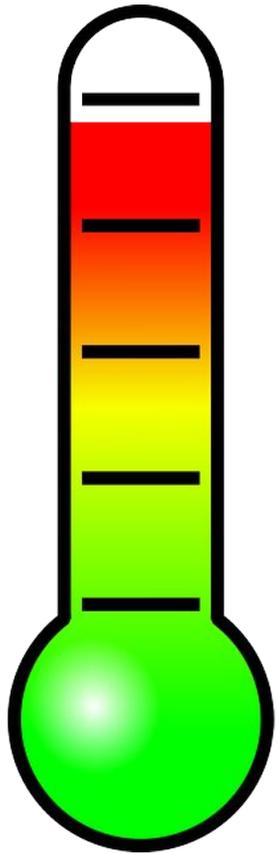
- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

...are important for student...





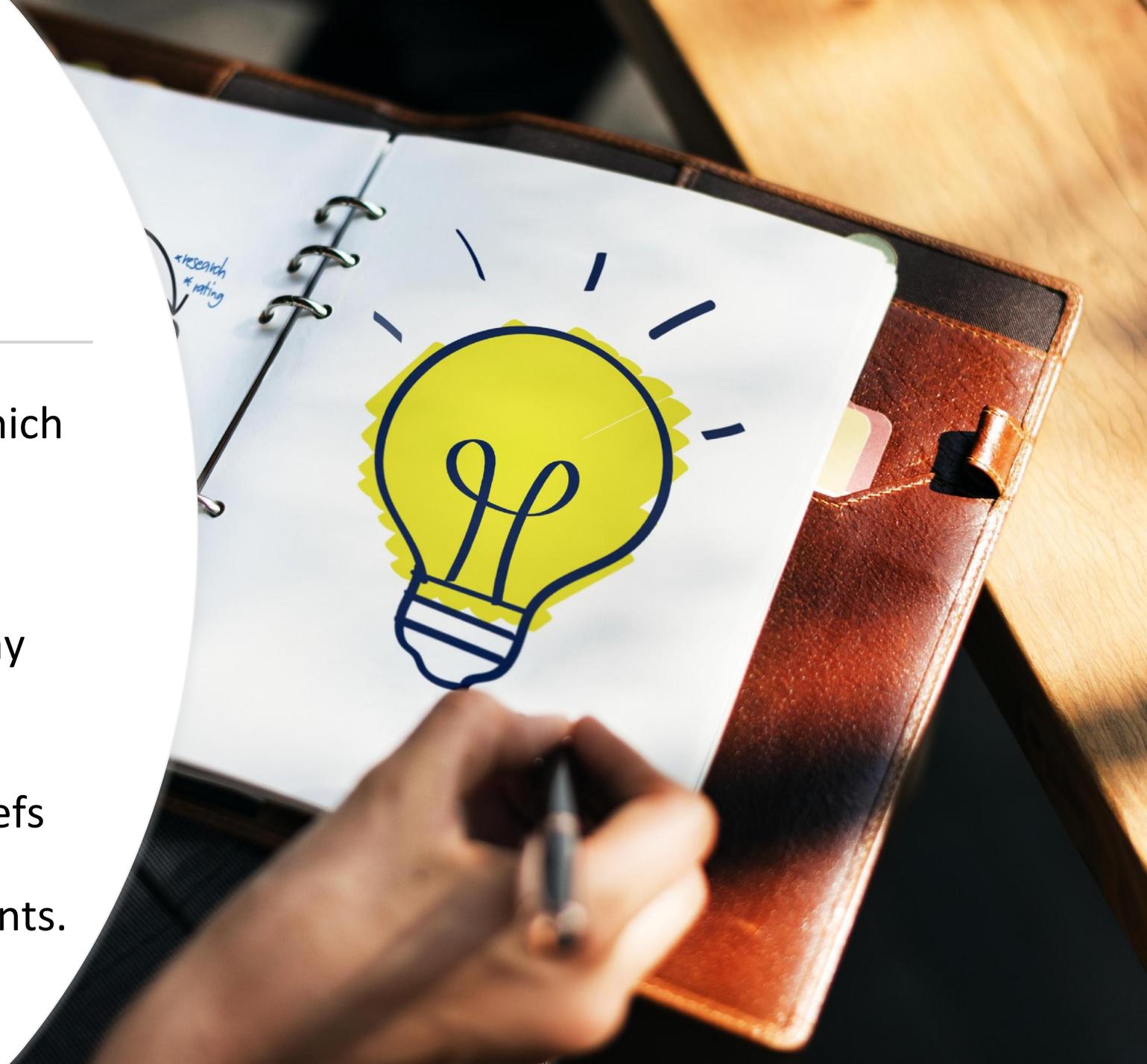
Taking Your “Teacher” SEL Temperature



Instructional Practices/Competencies/Strategies	Self Rating
I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration)	
I arrange experiences that allow my students to become responsible (e.g., classroom aides or jobs, peer tutoring, specific roles in group work) in developmentally appropriate ways.	
I am aware of how my cultural beliefs and background affect my social teaching practices with my students.	
I model behaviors (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during social teaching practices .	
I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.	
I create learning experiences in which my students must apply positive social skills to be successful.	
I ensure that my students feel responsible for accomplishing or failing to accomplish their academic work.	

Do any of those statements inform your thinking about designing instruction?

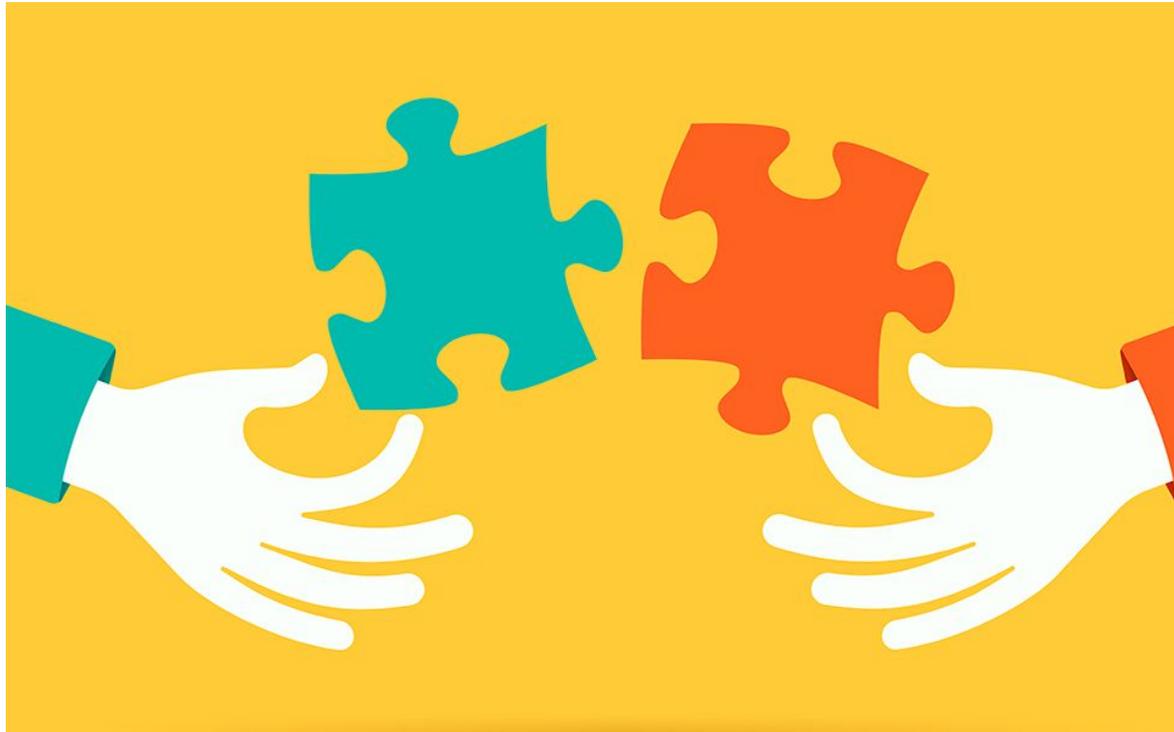
- Create learning experiences in which my students must apply positive social skills.
- Arrange experiences that allow my students to become responsible.
- Be aware of how my cultural beliefs and background affect my **social teaching practices** with my students.



*Self-Assessing Social
and Emotional
Instruction and
Competencies:*

A Tool for Teachers





Topic 4
SEL Relationship to:
PA Career Skills Continuum
State Standards
National Standards

There's a strong relationship between the **SOCIAL EMOTIONAL LEARNING (SEL) COMPETENCIES**

and the

Pennsylvania Career Ready Skills Continuum



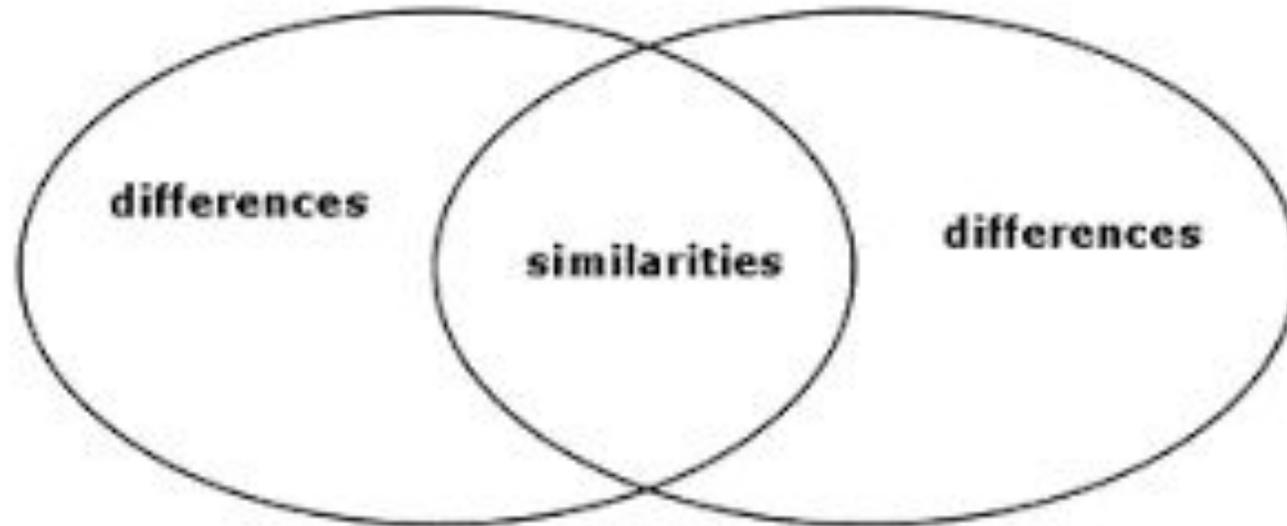
PA Career Readiness Skills Categories
<p>A. Self-Awareness and Self-Management</p> <p><i>Recognize and regulate emotions</i></p>  <p>Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing</p>
<p>B. Establishing and Maintaining Relationships</p> <p><i>Communicate and collaborate amongst diversity</i></p>  <p>Related Employability Skills: Problem-solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect</p>
<p>C. Social Problem-Solving Skills</p> <p><i>Demonstrate empathy and respectful choice</i></p>  <p>Related Employability Skills: Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem-solving</p>



Here's a fun task!

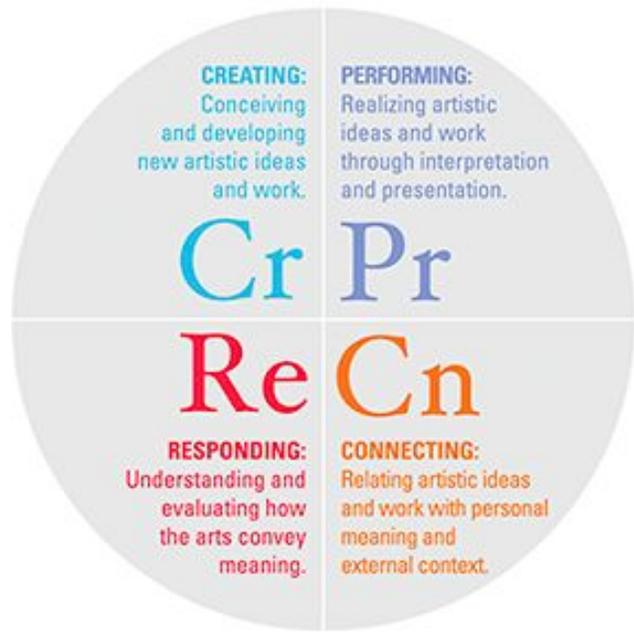
Align the language of the

SEL COMPETENCIES



with the language of the

Pennsylvania Career Ready Skills Continuum



To purposefully integrate SEL into visual art instruction, you'll need to know the language of visual art education standards.



PA Arts & Humanities Standards

PA Arts Curriculum Framework



Pennsylvania Arts and Humanities Standards have 4 components:

- 9.1 Performance (creating or recreating works in the arts)
- 9.2 Historical and Cultural (understanding the context of a work in the arts)
- 9.3 Criticism (evaluating works in the arts)
- 9.4 Aesthetics (responding to works in the arts and analyzing your own responses)

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



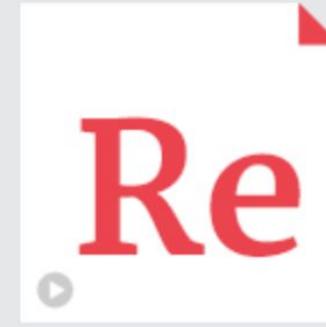
What Are The
Standards?



Creating



Performing/
Presenting/
Producing



Responding



Connecting



National Core Arts Standards

Processes—Anchor Standards—Grade Level Standards



"We need to ask students to not just
reflect on their creative process.
but take it to the next step by asking them
what they have learned about themselves."

—Elizabeth Peterson



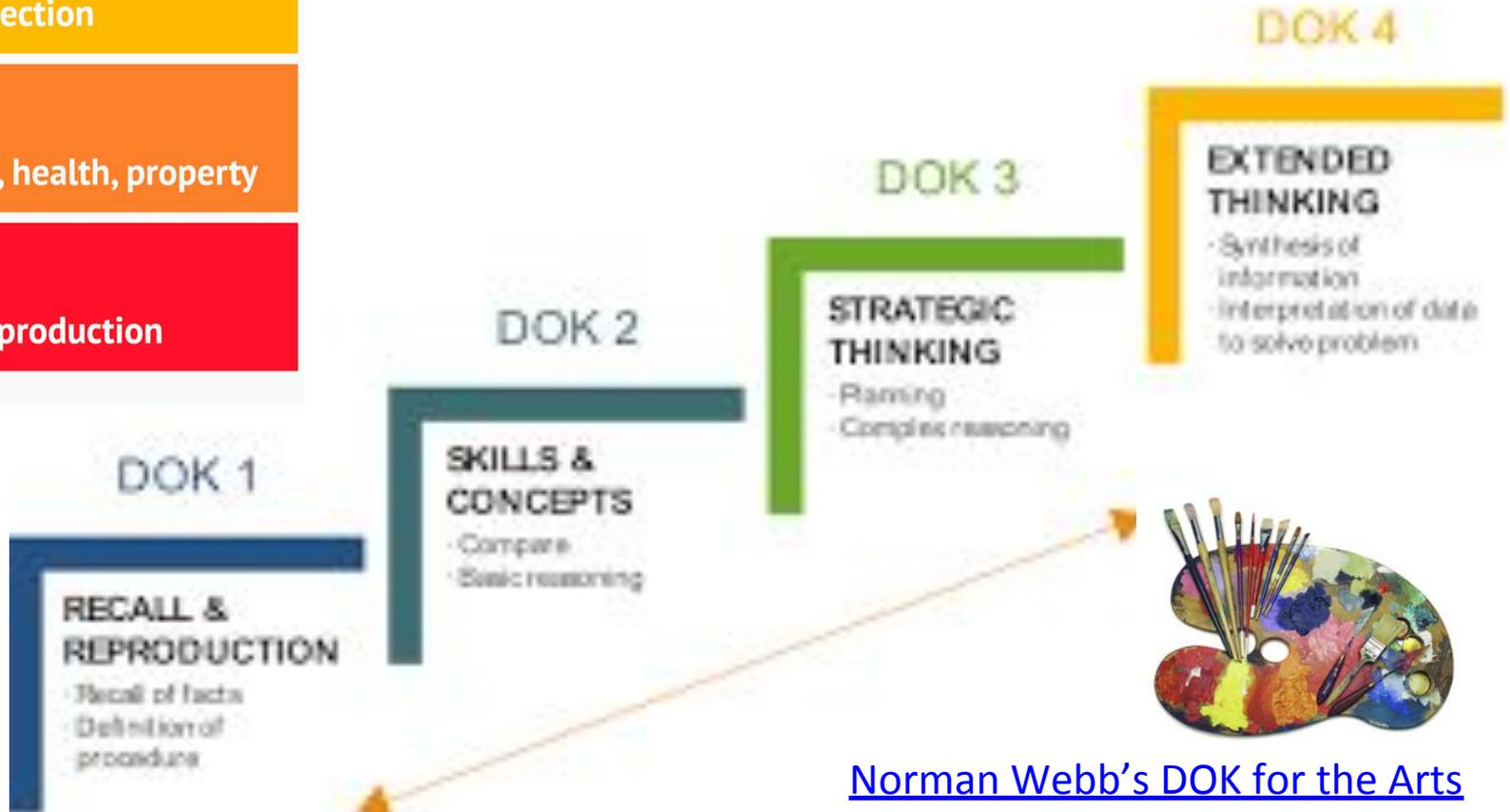
Topic 5 Designing Intentional SEL/Visual Art Instruction



[Abraham Maslow's Hierarchy of Needs](#)

Intentional SEL/Music Instruction requires Maslow and Webb

Meeting Human Needs
in tandem with
Academic Needs



[Norman Webb's DOK for the Arts](#)

Designing Instruction to Support SEL Competencies

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

Sample Teaching Activities to Support Core SEL Competencies



Persevering in Addressing Challenges	
<i>Students will be able to...</i>	Anticipate possible barriers to the achievement of a goal and identify ways to overcome them.
	Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.
<i>What teachers can do in Lessons and Instruction</i>	Lead a discussion in which the teacher asks questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them. Lead a discussion (ask questions) about who might be able to help or what other resources might be available.
	Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.
	Create age-appropriate class projects requiring effort, and encourage completion.

Intersections:

What would appropriate grade-level instruction look like at each intersection?



SEL Competencies	Creating	Presenting	Responding	Connecting
Self-Awareness	?	?	?	
Self-Management	?	?	?	
Social Awareness	?	?	?	
Relationship Skills	→			?
Responsible Decision Making	?	?	?	?
PA Career Ready Skills Continuum	Creating			Connecting
Self-Awareness & Self Management	?	?	?	
Establishing & Maintaining Relationships	→			?
Social Problem-Solving Skills	?	?	?	?

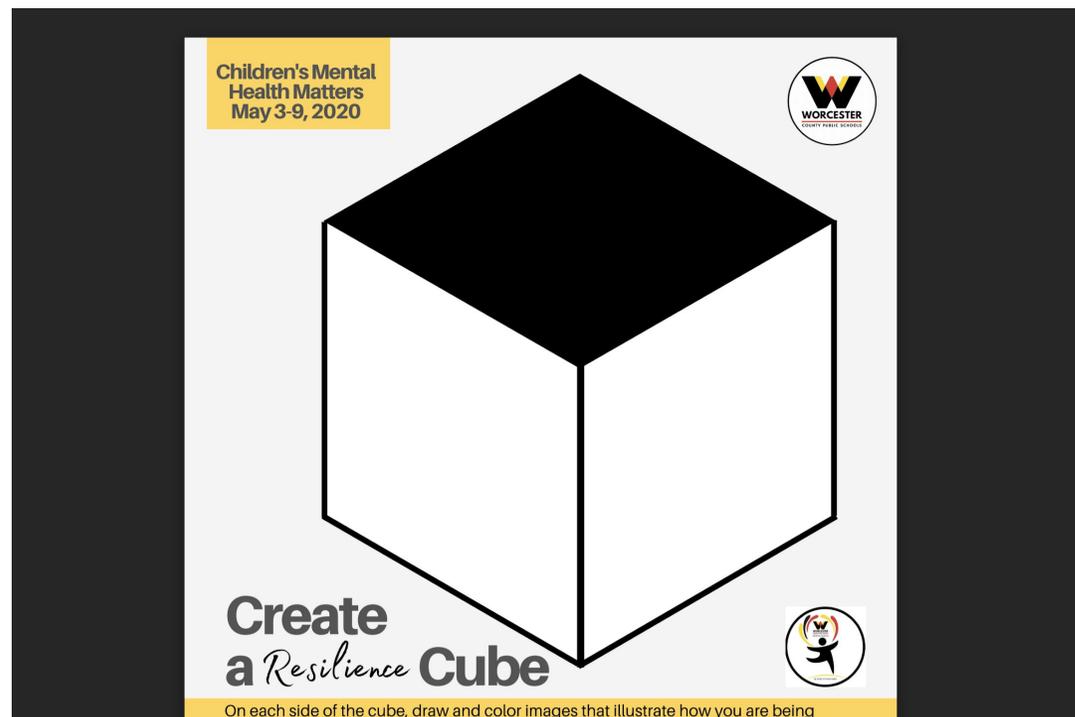
Instruction at the **Intersection** of Competencies, Skills, & Standards

SEL Competencies	Creating	Presenting	Responding	Connecting
Self-Awareness <ul style="list-style-type: none"> The ability to accurately identify one's own emotions. 	Crayola Creativity Hour (13:50-16:05)			
Self-Management				
Social Awareness				
Relationship Skills				
Responsible Decision Making				
PA Career Ready Skills Continuum				
Self-Awareness & Self Management <ul style="list-style-type: none"> Grades PK-2: Recognize and label basic feelings. Grades PK-2: Distinguish between situations that elicit positive or negative feelings. Grades 1-5: Identify one's own strengths, needs, and preferences. 	Crayola Creativity Hour (13:50-16:05)			
Establishing & Maintaining Relationships				
Social Problem-Solving Skills				

Grades PK-5 (Crayola)

SEL Competencies	Creating	Presenting	Responding	Connecting
Self-Awareness <ul style="list-style-type: none"> The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. 	<u>The Best of Me</u>			
Self-Management				
Social Awareness				
Relationship Skills <ul style="list-style-type: none"> The ability to establish and maintain healthy relationships 	<u>Gifts of Kindness</u>			
Responsible Decision Making				
PA Career Ready Skills Continuum				
Self-Awareness & Self Management	<u>The Best of Me</u>			
Establishing & Maintaining Relationships <ul style="list-style-type: none"> Explain ways to establish relationships that are positive and supportive of others. Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others. 	<u>Gifts of Kindness</u>			
Social Problem-Solving Skills				





Resilience Cube/ Mural of Resiliency



[Social Emotional Learning Through the Arts](#)



Resilience Cube (Creating, Connecting)

Elementary Visual Arts Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Using thumbnail sketches to illustrate emotions. Learn to embrace problems of relevancy in their world and turn those problems (and solutions) into artistic expressions.	Asking questions that help students identify emotions. Teach students how to visualize what cannot physically be seen (internal emotions).
Self-Management	Draw images that illustrate ways to manage emotions, stress and visually organize coping strategies.	Model the use of icons, imagery and universal symbols to convey meaning.
Responsible Decision-Making	Reflect on drawings; make revisions and improvements, based on feedback.	Model the eight Artist Habits of Mind .
Relationship Skills	Communicate artistic ideas with peers.	Guide students through peer reflection process.
Social Awareness	Discuss how the artwork of others effects the collaborative artwork. Discuss how art makes the viewer feel (evoke new emotions). Celebrate the diverse images and emotions illustrated in one another's' art.	Provide examples that collaborative art can be therapeutic, as well as a vehicle for transformation and social commentary.

Resilience Cube (PA CRS Grade Band 6-8)

SEL Competencies	Creating	Presenting	Responding	Connecting
Self-Awareness	<u>Resilience Cube</u>			<u>Resilience Cube</u>
Self-Management				
Social Awareness				
Relationship Skills				
Responsible Decision Making				
PA Career Ready Skills Continuum	Creating	Presenting	Responding	Connecting
Self-Awareness & Self Management <ul style="list-style-type: none"> • Identify and select coping skills relevant to adverse situations. 	<u>Resilience Cube</u>			<u>Resilience Cube</u>
Establishing & Maintaining Relationships				
Social Problem-Solving Skills <ul style="list-style-type: none"> • Distinguish among various social contexts and how they impact personal feelings. • Analyze various perspectives on a situation. 				

Putting Instructional Content at the Intersection

Standard:
PA or National;
Process, Enduring
Understanding,
Essential Question,
**Grade Level
Statements**

SEL Competency/PA Career Ready Skills:
Competency/Skill Category,
Grade Band Statement

Instructional Resource:
Lesson Plan, Technique, Tool,
Assessment, etc.

ARTISTIC PROCESS

SOCIAL-EMOTIONAL LEARNING COMPETENCIES

	CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
01 SELF-AWARENESS	CR/SeA	PR/SeA	RE/SeA	CN/SeA
02 SELF-MANAGEMENT	CR/SM	PR/SM	RE/SM	CN/SM
03 SOCIAL AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
04 RELATIONSHIP SKILLS	CR/RS	PR/RS	RE/RS	CN/RS
05 RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM

The Arts Education and Social and Emotional Learning (SEL) Framework...



...is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education.

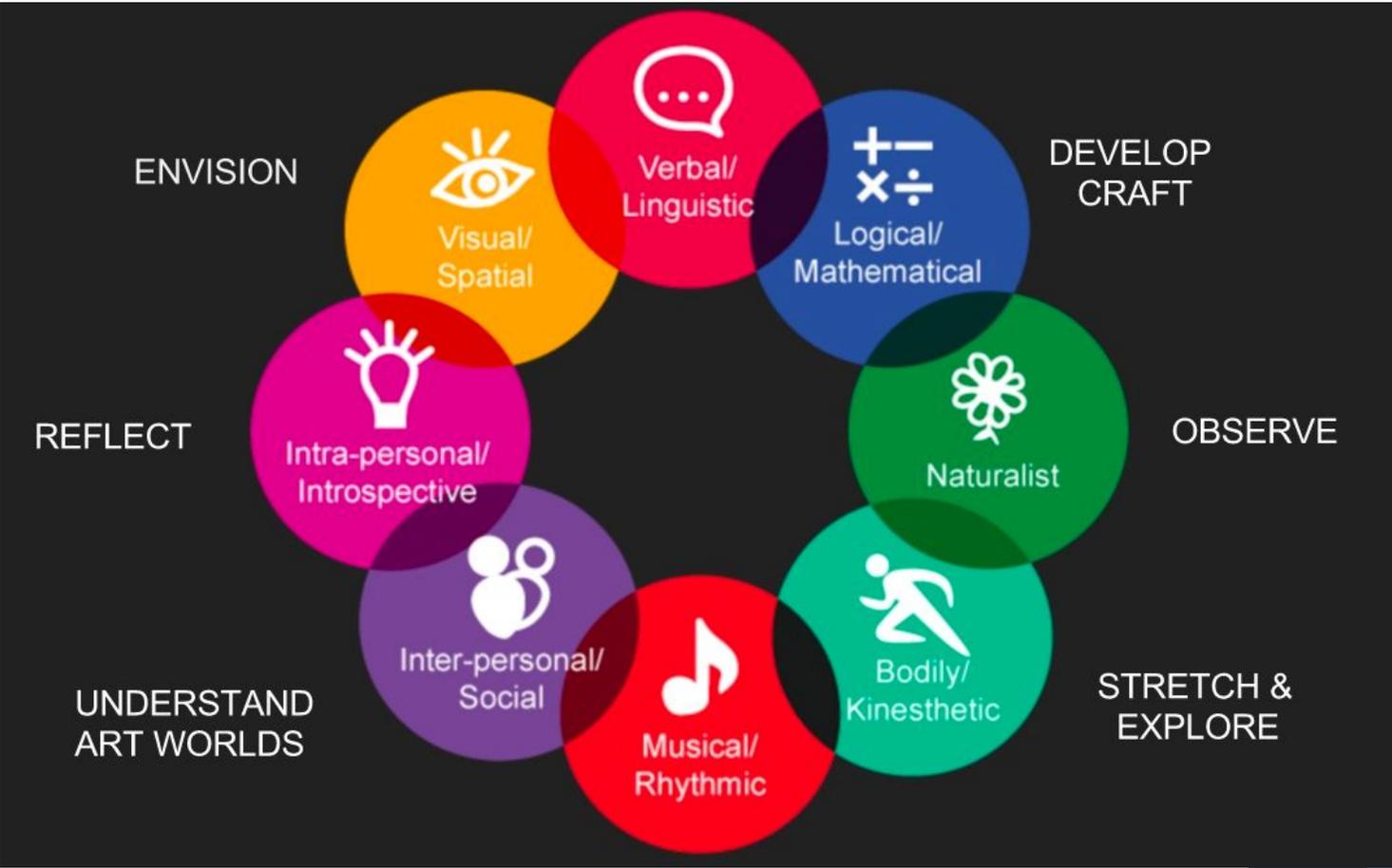
EXAMPLE:
**Resilience Cube as
Instructional
Content at the
Intersection**

PA Career Ready Skills Continuum:
B. Establishing and Maintaining Relationships;
CRS Grade Band 6-8: Explain how expressive
communication strategies can affect others.

Standard: National
VA:Cr2.3.7a Creating EU:
People create and interact
with objects, places, and
design that define, shape,
enhance, and empower their
lives. **Gr. 7:** Apply visual
organizational strategies to
design and produce a work of
art, design, or media that
clearly communicates
information or ideas.

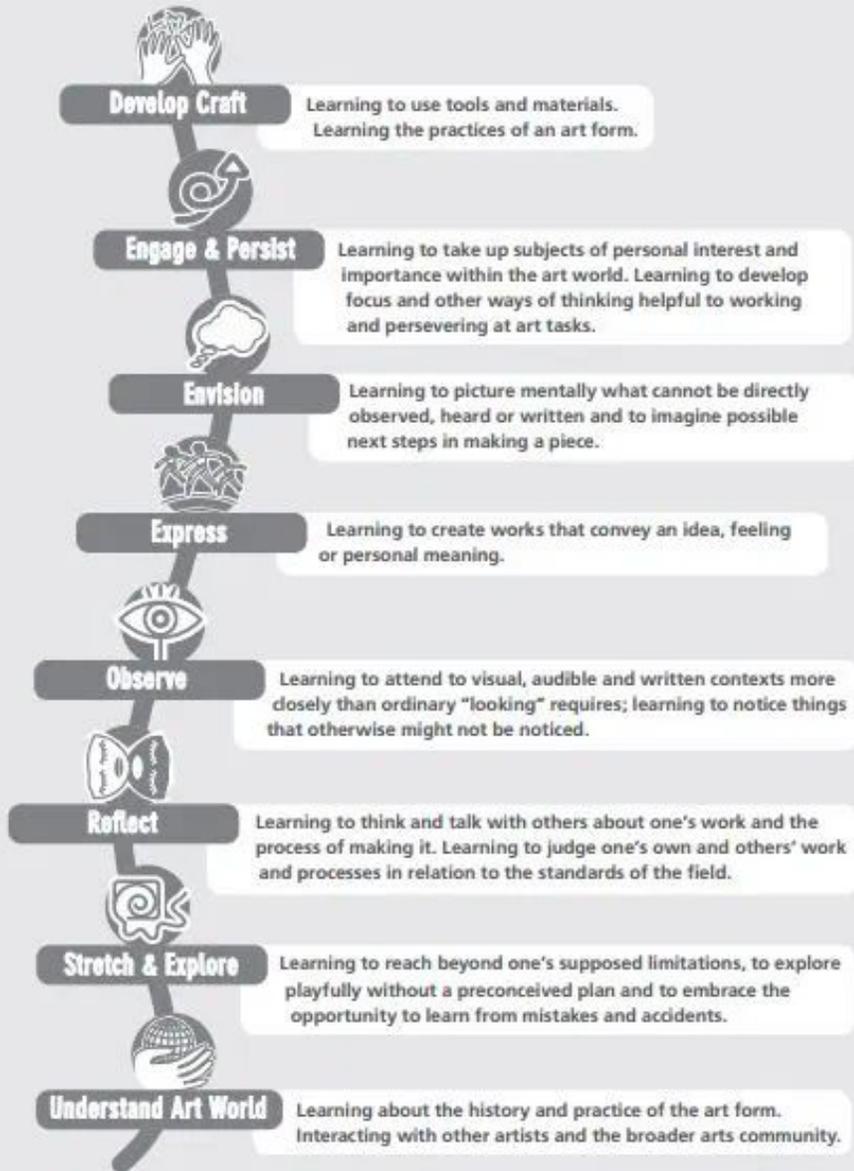
Instructional Resource:
Resilience Cube





Topic 6 Habits of Mind

Artist Habits of Mind



How Do (*Dance, Media, Music, Theatre, Visual*)

Artist Habits of Mind

Support **SEL** and **PA**

Career Ready Skills

Learning?



Artist Habits
of Mind



Topic 7 Resources

**PA Department of
Education**

Toolkit Links



Practices in the Arts Classroom



pdesas.org

[PA Career Ready Toolkit](#)



Educating Hearts.
Inspiring Minds.

Social Emotional Learning is the responsibility of the teacher, school, family and community.



Use the systems and language that best support your school and community initiatives.

SEL Competencies
(and/or)
PA Career Ready Skills

PA Arts and Humanities Standards
(and/or)
National Core Arts Standards

Instructional Resource:
Lesson Plan, Technique, Tool,
Assessment, etc.

Learning about Social Emotional Learning

1. **What** has challenged you in this toolkit/training?



2. **What** has been reaffirmed?

3. **What** might you do differently?

The End

Well, almost...

Next slide please!



Toolkit Links

1	<u>Video Slide 6</u>	<u>https://www.youtube.com/watch?time_continue=9&v=4YxyAcV9QXc&feature=emb_logo</u>
	<u>Compare the Frameworks</u>	<u>http://exploresel.gse.harvard.edu/frameworks/</u>
2	<u>What is SEL?</u>	<u>https://casel.org/what-is-sel/</u>
	<u>What is SEL Video</u>	<u>https://www.youtube.com/watch?v=4YxyAcV9QXc&feature=emb_title</u>
	<u>Music & SEL Vimeo</u>	<u>https://vimeo.com/393005958</u>
3	<u>AIR Teacher Social and Emotional Competencies</u>	<u>https://gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf</u>
4	<u>SEL Competencies</u>	<u>https://casel.org/core-competencies/</u>
	<u>Pennsylvania Career Ready Skills Continuum</u>	<u>https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/The%20Pennsylvania%20Career%20Ready%20Skills%20Continuum.pdf</u>
	<u>PA Arts Standards</u>	<u>http://pdesas.org/Standard/Search</u>
	<u>PA Arts Curriculum Framework</u>	<u>http://pdesas.org/CMap/CFramework</u>
	<u>National Core Arts Standards</u>	<u>https://www.nationalartsstandards.org/</u>

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5

[Abraham Maslow's Hierarchy of Needs](https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760)

<https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>

[Norman Webb's DOK for the Arts](https://www.coloradoplc.org/files/archives/dok-arts.pdf)

<https://www.coloradoplc.org/files/archives/dok-arts.pdf>

[Sample Teaching Activities to Support Core SEL Competencies](https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf)

<https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>

[Crayola Creativity Hour](https://us02web.zoom.us/rec/play/6J0qJLupqjI3HtLGtwSDUflqW43vKv6s03JP-6clyRvnUyIENwbzZbpBa7YHD-Aa7llqtuDeGunjPnyF?startTime=1590073240000&utm_source=EDU_Leads_&utm_medium=email&utm_campaign=06092020_middleschoolwritingkits&utm_content=https%3a%2f%2fus02web.zoom.us%2frec%2fplay%2f6J0qJLupqjI3HtLGtwSDUflqW43vKv6s03JP-6clyRvnUyIENwbzZbpBa7YHD-Aa7llqtuDeGunjPnyF%3fstartTime%3d1590073240000&EncodedEmail=b2RkZWl0ekBjb21jYXN0Lm5ldA==)

https://us02web.zoom.us/rec/play/6J0qJLupqjI3HtLGtwSDUflqW43vKv6s03JP-6clyRvnUyIENwbzZbpBa7YHD-Aa7llqtuDeGunjPnyF?startTime=1590073240000&utm_source=EDU_Leads_&utm_medium=email&utm_campaign=06092020_middleschoolwritingkits&utm_content=https%3a%2f%2fus02web.zoom.us%2frec%2fplay%2f6J0qJLupqjI3HtLGtwSDUflqW43vKv6s03JP-6clyRvnUyIENwbzZbpBa7YHD-Aa7llqtuDeGunjPnyF%3fstartTime%3d1590073240000&EncodedEmail=b2RkZWl0ekBjb21jYXN0Lm5ldA==

[The Best of Me](https://created.crayola.com/viewdocument/everyone-has-feelings-video-crayola)

<https://created.crayola.com/viewdocument/everyone-has-feelings-video-crayola>

[Gifts of Kindness](https://created.crayola.com/viewdocument/gifts-of-kindness-video-crayola-cr)

<https://created.crayola.com/viewdocument/gifts-of-kindness-video-crayola-cr>

[Social Emotional Learning Through the Arts](https://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5ee6f77cc7d20c58c2b24901/1592194950685/SEL+Through+the+Arts+FINAL+COPY.pdf)

<https://static1.squarespace.com/static/5b62f7232487fd03344fb77d/t/5ee6f77cc7d20c58c2b24901/1592194950685/SEL+Through+the+Arts+FINAL+COPY.pdf>

[Resilience Cube](https://drive.google.com/file/d/1F9gw8DVji0Rkg_0XBUF9c3C_ZSRgT_Ssj/view)

https://drive.google.com/file/d/1F9gw8DVji0Rkg_0XBUF9c3C_ZSRgT_Ssj/view

[Arts Education and Social and Emotional Learning \(SEL\) Framework](https://selarts.org/)

<https://selarts.org/>

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6	<u>Artist Habits of Mind</u>	https://www.learningtogive.org/system/tdf/Artist%27s%20Habits.jpg?file=1&type=node&id=13002&force=
	<u>PDE Standards Aligned System (SAS)</u>	http://pdesas.org/
7	<u>PDE Career Ready Skills Toolkit</u>	https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Toolkit/Pages/default.aspx

Now you have reached...

The End