Educator Workshop:

Social-Emotional Learning and the Arts for Meaningful Student Engagement

Thursday, October 8
5–7 p.m.
Online

During these difficult times, the core competencies of social-emotional learning have taken on added importance: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These are the skills that will help all of us, students and educators alike, to develop internal resilience and to create community even in a remote learning environment. The arts and creative practices can play an important role in developing these skills and can be integrated into many subject areas. Join us for a workshop to explore connections between arts education and SEL competencies for educators in all disciplines and grade levels.

This online workshop will be facilitated by Carolyn Hazel Drake, Portland Public Schools Visual Arts TOSA; Jonathan Hill, cartoonist, illustrator, and educator; and Hana Layson, Head of Youth and Educator Programs at the Portland Art Museum.

PRE-WORKSHOP READING
In order to devote as much time to dialogue as possible during the upcoming workshop, we are providing reading materials in advance. As your time and interest allow, please take review these materials before we convene on October 8th. While the focus in this material is on connections between SEL and Arts education, please note that the workshop will make connections across subject areas. Materials are linked to their original sources below and also reproduced in the following pages.

1. [Social Emotional Learning: A Definition](#) from SEL4NJ

Additional References
- Watch: 5 Keys to SEL - The CASEL Competencies
- Review Online: The SEL/Arts Framework
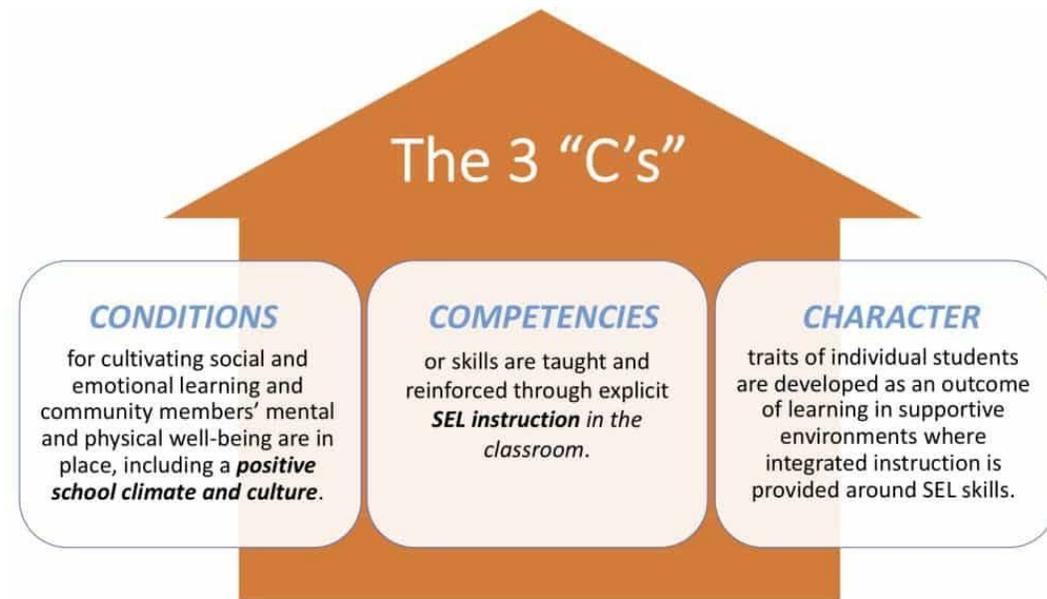- For Reference: National Core Arts Standards

Pre-reading question to consider:
- Based on your intuition and prior knowledge, what initial connections do you see between SEL & the Arts?

1. Social Emotional Learning (SEL): A Definition

While there are many definitions of SEL, SEL4NJ defines "SEL" as an umbrella term that includes social and emotional development, character education, positive youth development, whole child/whole school approaches, caring schools and communities, and efforts to create positive school climate and culture. SEL also includes efforts to promote mental and physical health and to prevent substance use and bullying. Promoting SEL includes building an essential set of life skills that includes self-awareness, self-regulation, social awareness, problem-solving/responsible decision-making, and relationship skills. These skills are necessary in ensuring all students receive an appropriately challenging academic foundation in reading, writing, math, the visual and performing arts, and other subject areas. Schools that embrace an institutional commitment to educational equity develop these values in all students including vulnerable populations.

The Three "C's" of SEL: Conditions, Competencies, Character

The 3 "C's"

CONDITIONS
for cultivating social and emotional learning and community members' mental and physical well-being are in place, including a *positive school climate and culture*.

COMPETENCIES
or skills are taught and reinforced through explicit **SEL instruction** *in the classroom.*

CHARACTER
traits of individual students are developed as an outcome of learning in supportive environments where integrated instruction is provided around SEL skills.

SEL is referred to by this group as an overarching term used to describe the "3 C's": the conditions for cultivating social and emotional learning and individual well-being, the competencies or skills developed through SEL instruction; and the individual character traits developed through the identification of core values that guide adult and student behavior.

2. Resources from the [Collaborative for Academic, Social, and Emotional Learning (CASEL)](#)

[The CASEL Competencies](#)

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

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

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

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
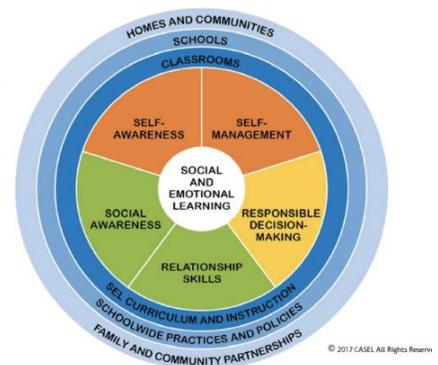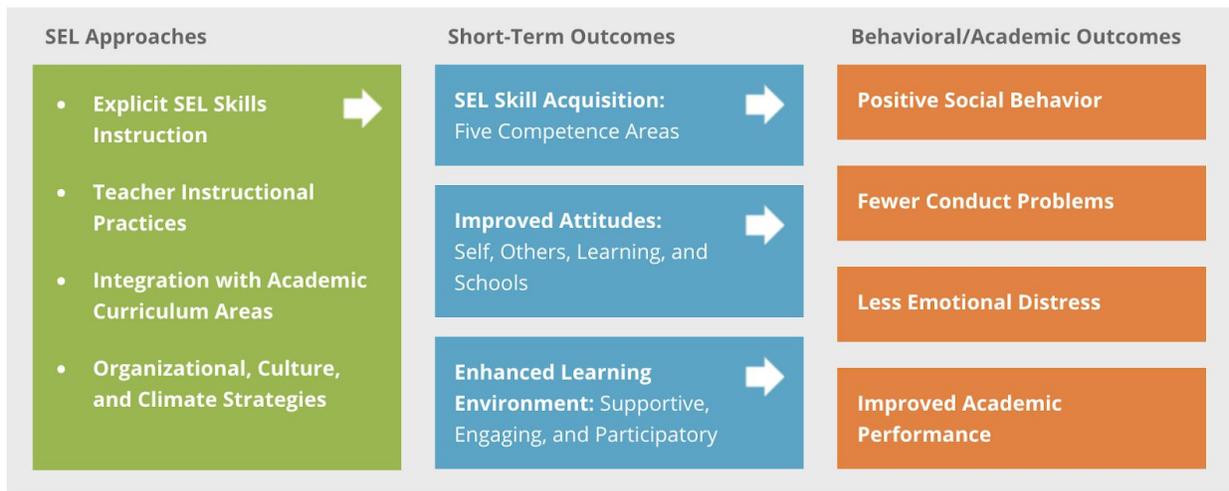- ⮑ ORGANIZATIONAL SKILLS

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

CASEL Approaches

Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught using a variety of approaches:

- Free-standing lessons designed to enhance students' social and emotional competence explicitly.
- Teaching practices such as cooperative learning and project-based learning, which promote SEL.
- Integration of SEL and academic curriculum such as language arts, math, social studies, or health.
- Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.

SEL Approaches	Short-Term Outcomes	Behavioral/Academic Outcomes
• Explicit SEL Skills Instruction	SEL Skill Acquisition: Five Competence Areas	Positive Social Behavior
• Teacher Instructional Practices	Improved Attitudes: Self, Others, Learning, and Schools	Fewer Conduct Problems
• Integration with Academic Curriculum Areas		Less Emotional Distress
• Organizational, Culture, and Climate Strategies	Enhanced Learning Environment: Supportive, Engaging, and Participatory	Improved Academic Performance

Effective SEL approaches often incorporate four elements represented by the acronym SAFE:

Sequenced: Connected and coordinated activities to foster skills development.
Active: Active forms of learning to help students master new skills and attitudes.
Focused: A component that emphasizes developing personal and social skills.
Explicit: Targeting specific social and emotional skills.
Ideally schools will use SAFE approaches to support the social and emotional development of their students. For example:

- Children can be taught through modeling and coaching to recognize how they feel or how someone else might be feeling.
- Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation.
- Through class meetings students can practice group decision-making and setting classroom rules.
- Students can learn cooperation and teamwork through participation in team sports and games.
- Students can deepen their understanding of a current or historical event by analyzing it through a set of questions based on a problem-solving model.
- Cross-age mentoring, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills.
- Having one member of a pair describe a situation to his partner and having the partner repeat what he or she heard is an effective tool in teaching reflective listening.

Questions to Consider:
Considering what you learned from the resources on the last slide, what can you identify as part of SEL and your classroom practice?

      a.   What **conditions** do you create?
      b.   What **competencies** are emphasized or cultivated?
      c.   What **approaches** have you used?
      d.   What **outcomes** have you noticed?

3. [The SEL/Arts Framework](#)

Arts Education and Social and Emotional Learning Framework:
A Synergistic Pairing

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.

Arts Educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). In some cases, these competencies are being addressed in a tacit way, without making explicit connections to the visual and performing arts standards.

This framework is the result of careful consideration of the synergistic connections between the five SEL competencies and the eleven NCAS anchor standards in the visual and performing arts. The essential questions and enduring understandings that resulted from a detailed crosswalk provide a clear understanding of these connections. The Framework, including lesson examples, provides Arts Educators a greater understanding of how SEL connects to and influences the artistic process. The Arts Education and Social and Emotional Learning Framework is designed to empower Arts Educators to intentionally embed social-emotional learning.

4. Sample Crosswalk: CONNECT (NCAS Anchor Standards 10 & 11) + Self-Awareness

ARTISTIC PROCESS

10 Synthesize and relate knowledge and personal experiences to make art.

11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

SOCIAL–EMOTIONAL LEARNING COMPETENCIES

01 Recognize one's feelings and thoughts

EE LE MS HS

02 Recognize the impact of one's feelings and thoughts on one's own behavior

EE LE MS HS

EU: The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.

EQ: How does one's feelings and thoughts connect to artistic works?

EQ: How does one's behavior connect one's feelings and thoughts to artistic works?

03 Recognize one's personal traits, strengths and limitations

EE LE MS HS

EU: Through individual connections in the arts personal strengths, traits and challenges are recognized.

EU: Perspectives about societal, cultural and historical concepts in the arts reveal one's own traits, strengths and limitations.

EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?