

# THE ROLE OF SEL IN ARTS EDUCATION: WHAT ABOUT THE EDUCATOR?

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**The Role of SEL in Arts Education:  
What about the Educator?**

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## The Role of SEL in Arts Education: What about the Educator?

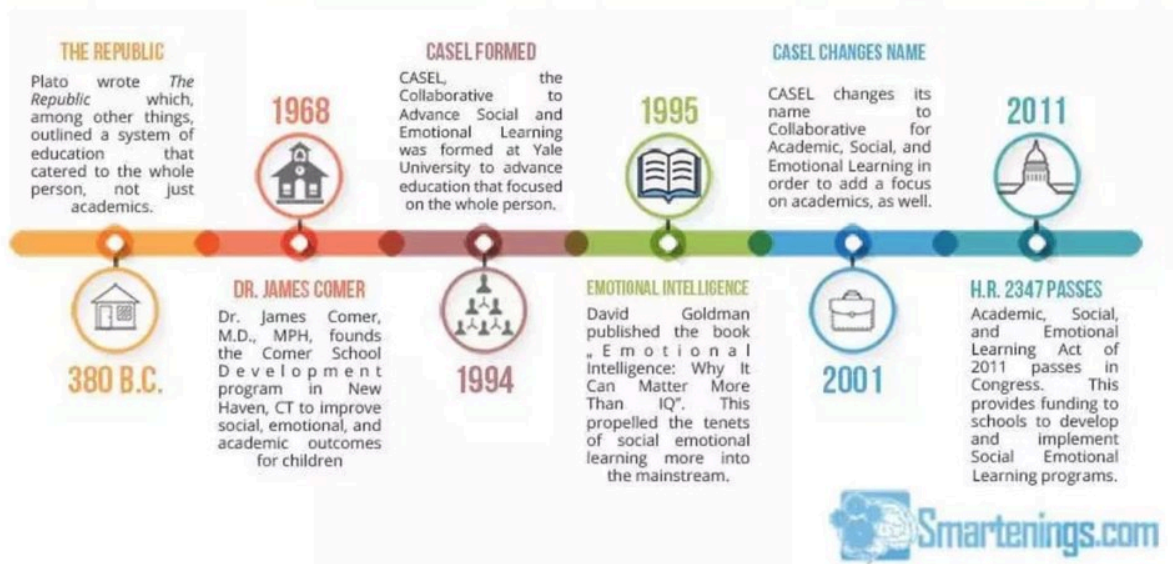


Social and emotional health is just as important for you as an educator as it is for your students. But how can we nurture ourselves when we are constantly on the go? Neglecting our own social and emotional needs could lead to teacher burnout. We must remember to include ourselves in the equation.

At this moment in time, districts across PA are incorporating models and programs to support the social skills and emotional needs of our students. The arts have always played a significant role in the development of these skills. Art educators use introspection and communication as a natural part of our process. Perhaps we need to remember these skills for our own professional compassion. Studies show that teachers who feel like they are making a difference have a positive impact on the cognitive development and growth of students. Finding your voice in these efforts may prove to be a critical component to avoid burnout and support your cognitive growth.


Social and Emotional Learning is a process of reaching the whole child and has been around for quite some time. In the past, we have heard this term under many other monikers such as emotional IQ, mindfulness, and brain-based learning.


## TIMELINE OF SOCIAL EMOTIONAL LEARNING



To support this movement, House Resolution HR 2347, passed in 2011. This bill identified the importance of addressing the social and emotional needs of students in education as part of delivering a holistic approach to instruction and access to the curriculum. If we really think about it, this is an extension of basic educational pedagogy that references meeting students' basic needs to approach academics and promote effective and impactful learning opportunities. Just as students' basic needs such as sleep and food must be met to learn, the importance of regulating emotions and feeling part of a community should be met. With such a big focus on our students, we must not lose sight of the importance of educator social and emotional health.

Social and emotional learning (SEL) is essential for academic and life success and directly relates to Health & Wellness. PA has standards to address the teaching of social and emotional learning. Click here for a link to view the [Career Ready Toolkit](#).

 Standards ▾ Assessments ▾ Curriculum Framework ▾ Instruction ▾ Materials & Resources ▾ Safe & Supportive Schools ▾

Search SAS 

Career Ready Toolkit

Pennsylvania 21st Century graduates must possess the knowledge, abilities, and habits to enter and complete postsecondary education; students must acquire robust employability skills: ability to communicate, solve problems, think critically, persevere, set goals, and work pursue their career opportunities with confidence and contribute positively to their communities.

This toolkit introduces the PA Career Ready Skills (PA CRS) and Continuum and provides resources for LEA and teacher implementation optional; however, when the PA CRS are woven into the mission and vision for each school and implemented with fidelity, schools will meet college and career readiness standards.


▾ Career Ready Toolkit

Career Ready Toolkit

Introduction

 [Introduction](#)

PA Career Ready Skills Continuum

 [PA Career Ready Skills Continuum](#)

Skills in the Classroom

Social and emotional learning can be translated into how do I take care of myself and how do I care for others. This is truly a part of positive school culture and climate. People learn best through caring relationships and the arts provide a path for our students to make connections, learn from mistakes, and gain resilience. The toolkit provides a variety of resources to help students work their way through these life skills.

Take some time to reflect on your own social and emotional needs. You may notice that on days when your needs are not being met, you can see this in the behaviors of your students as well. One way to stay on top of your SEL needs may be to find a purpose in this initiative.

The Arts provide connections for our students and build on opportunities to integrate cognition and behavior while working through the curriculum. Our creative practices increase student engagement and allow us to offer deeper inquiry into the curriculum and connect our students' learning to life experiences. Perhaps it is time to share our practices with the greater community. Leveraging ourselves as leaders in this initiative is essential.

Examples of providing support in these areas can be seen in classroom management and the flow of the art room. Many visual arts teachers call their art room **OUR** room or **OUR STUDIO**. This empowers the students to invest in the management of the space and provides a level of comfort for students to take on challenges. Think about it, students fail in their art classrooms multiple times per class period. But these are not failures, they are viewed as practicing and honing their skills. I believe that art teachers are very talented in presenting this to students in a way that the student does not give up and gains pride in trying and trying and trying again. How many times have you had a parent say, "Wow, I cannot believe that my child could do this"? This is a statement that shows that the arts are true champions as leaders to meeting our students where they are and acting as partners to help them grow.

# NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



## What Are The Standards?

[Learn More....](#)

*What is the status of state arts standards revision?*  
[Learn More...](#)



## Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



## Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



## Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



## Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Art teachers can build community by expanding these art room best practices to the entire school. The arts standards are a great starting point for this conversation. There are 4 pillars that we address in the arts – Creating, presenting/producing, responding, and connecting. These pillars align with the common language for social and emotional learning of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The arts are the intersection for these pillars and it is beautiful how they provide a task-based approach to understanding this. Remember, people learn best through caring relationships and the arts provide a path for our students to make connections, learn from mistakes, and gain resilience.

PAEA is proud to support this conversation through service to our art teachers with ongoing professional development through [WebinArts](#), [Blog Posts](#), Town Hall discussions, PD sessions, and speaker events. Each of these promotes conversations on how to take care of ourselves, improve our practices, and provide the best arts education to our students.

Our Health & Wellness Committee is currently forming to support art educators. Remember, taking care of ourselves is just as important as caring for others. The Health & Wellness committee will focus on developing awareness of our role in social and emotional learning through establishing a shared understanding and a shared commitment to a systemic SEL implementation framework for all art educators. More information about this committee can be found by emailing Dr. Stacy Potter at [advocacy@paea.org](mailto:advocacy@paea.org).