



August 2020

Toolkit:
Standards,
Social
Emotional
Learning and
Career Ready
Skills
in the
MUSIC
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



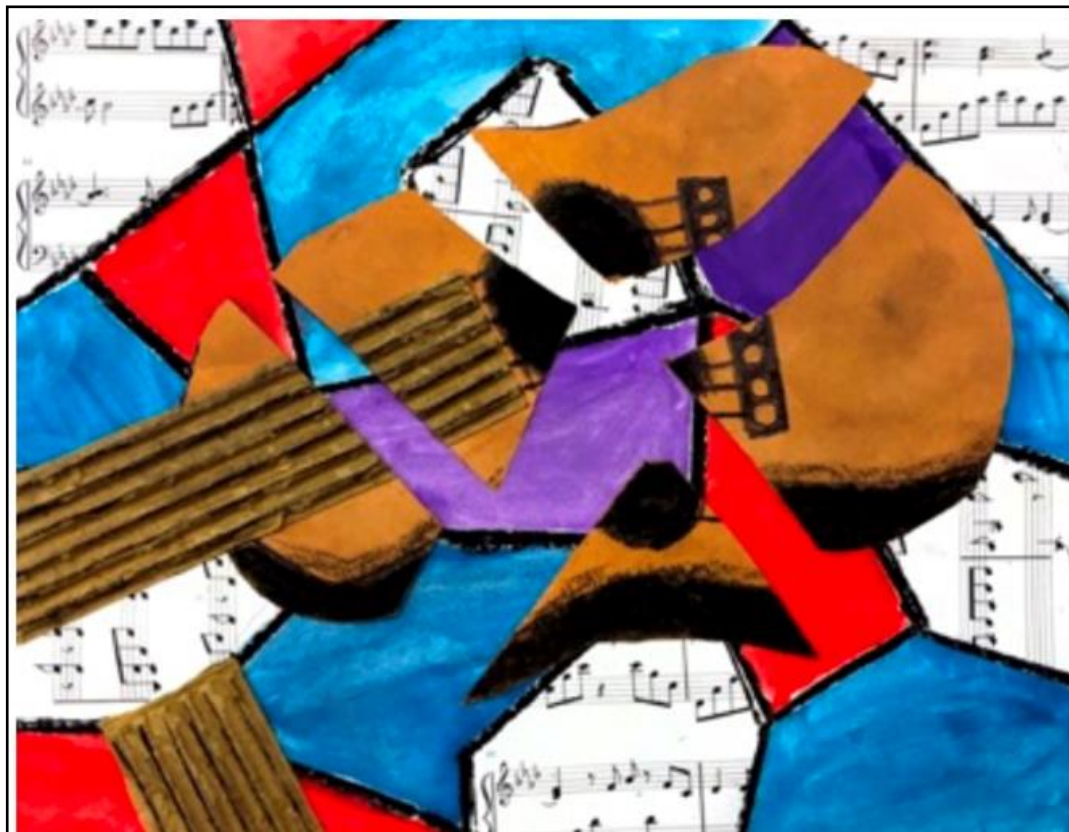
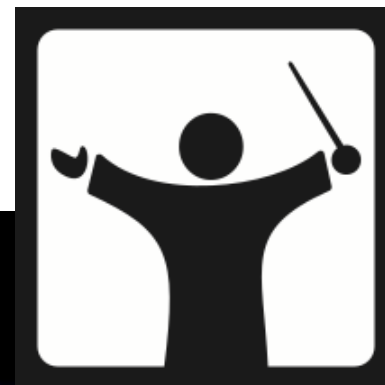
How do I use this toolkit?

- 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.

Listen to the music...



How does
and emotion

Corpus Callosum

Hippocampus

Nucleus Accumbens

Cerebellum

Social
Cognition?





Topics

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



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.

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

I'm so excited.



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

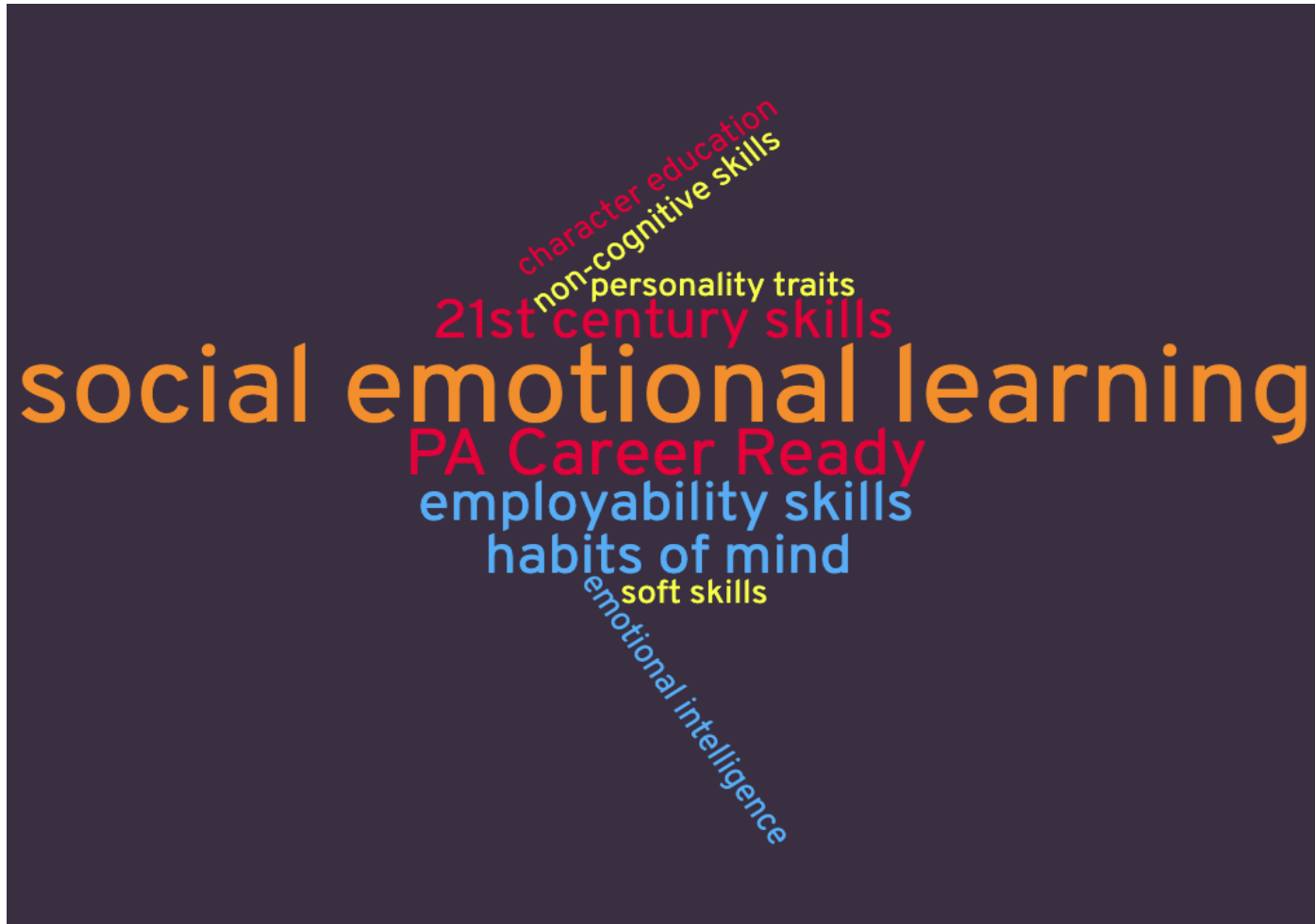
The following is a public service announcement!

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

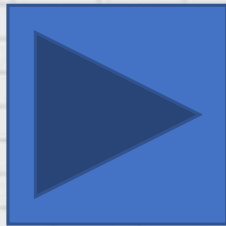
RESPONSIBLE DECISION-MAKING

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.”



Play from 15:29-25:05

Arts Education and Social Emotional Learning Outcomes



RTS
DN
ny Partners.
ne Voice.

Music Education & SEL:

The Heart of Teaching Music

Recognizing
Strengths &
Weaknesses



Being
Consistent



Setting
Goals



★ Expanding
Musical Ideas



Developing
Awareness &
Honesty



Communicating
with Peers



Managing
Time

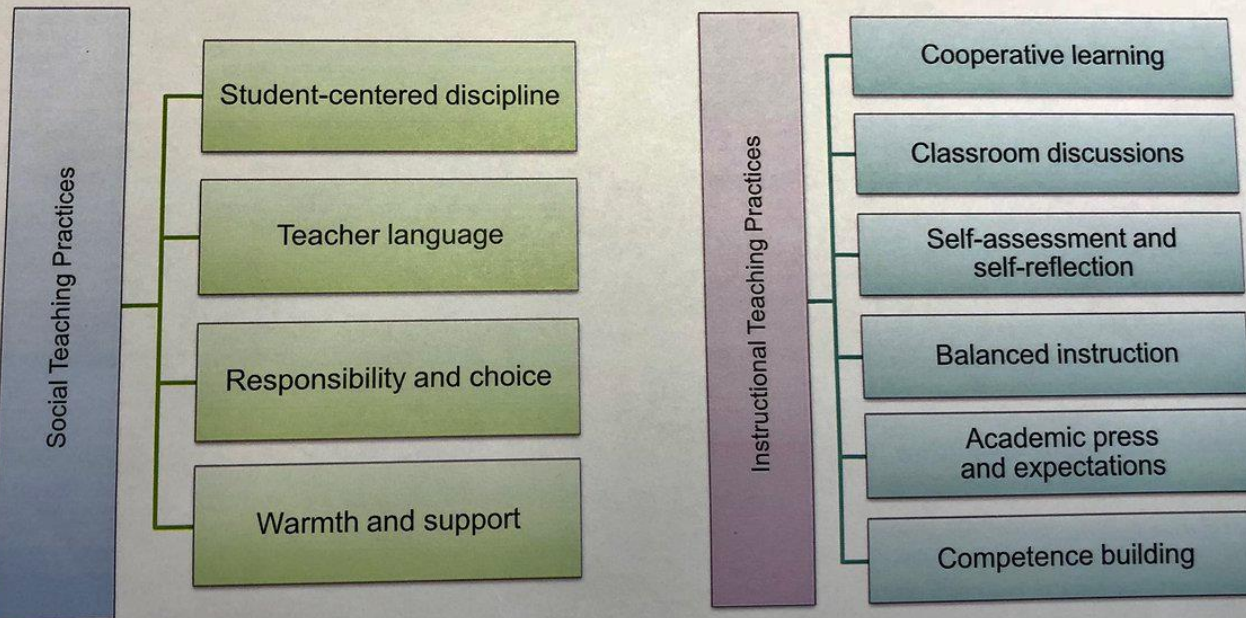


Reflecting
After Practice



Some music teaching practices provide a natural foundation for SEL learning.

Introducing the 10 Teaching Practices That Promote SEL



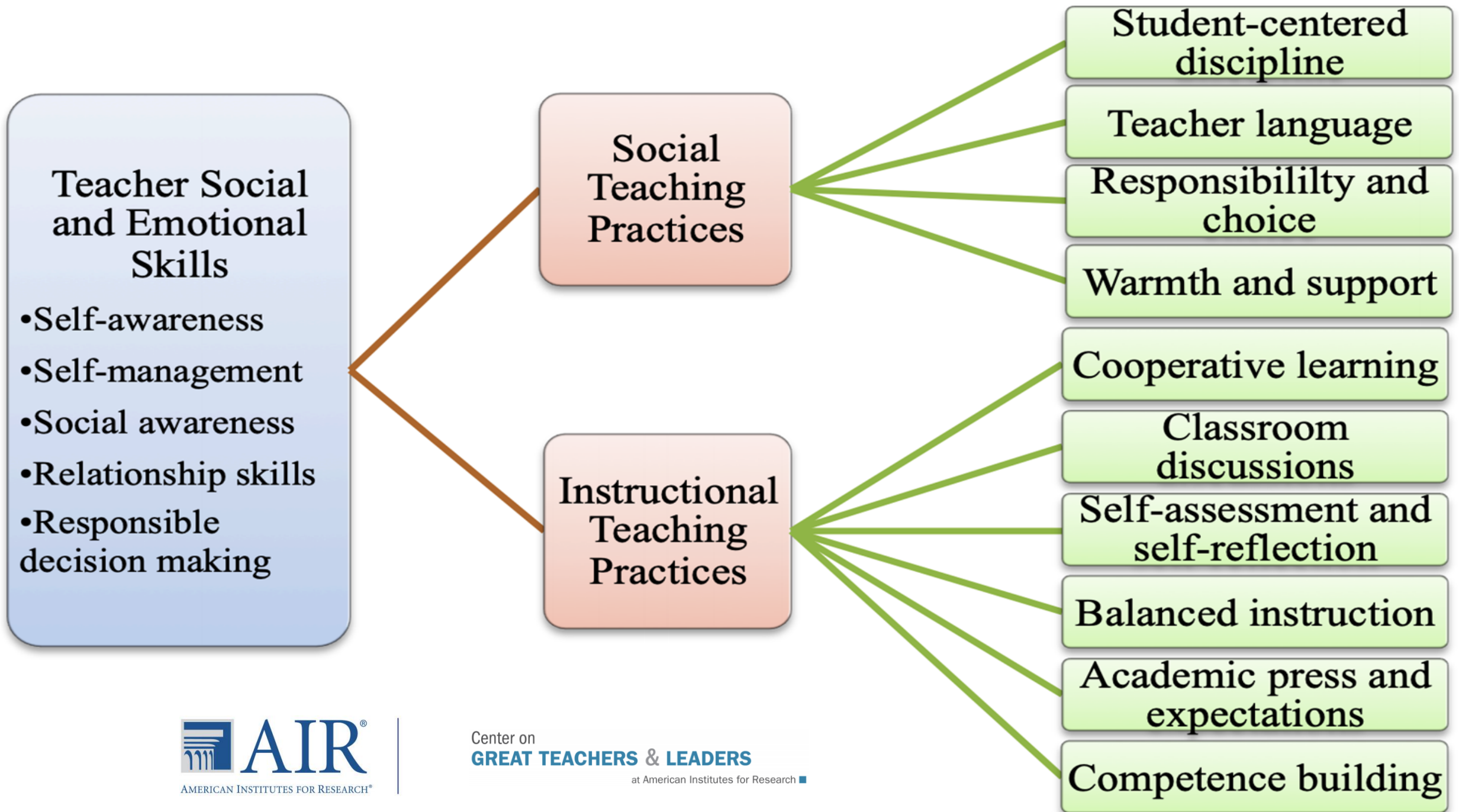
Topic 3
Self-Assessing
TEACHER
Social & Emotional
Instruction and
Competencies

Teacher Social and Emotional Skills

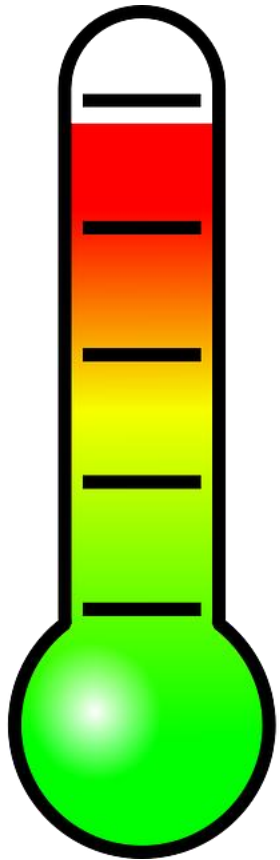
- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making








...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?

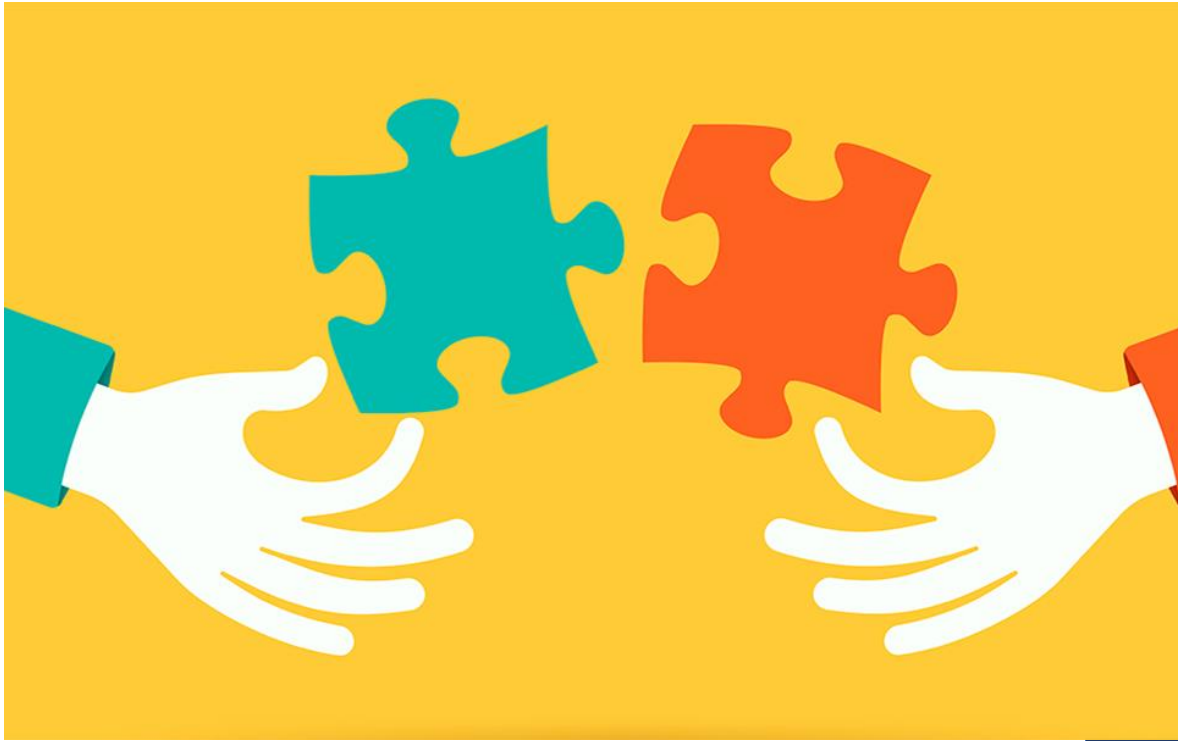
- create learning experiences in which my students must apply positive social skills
- arrange experiences that allow my students to become responsible
- aware of how my cultural beliefs and background affect my **social teaching practices** with my student



*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

A. Self-Awareness and Self-Management

Recognize and regulate emotions



Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing

B. Establishing and Maintaining Relationships

Communicate and collaborate amongst diversity



Related Employability Skills: Problem-solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect

C. Social Problem-Solving Skills

Demonstrate empathy and respectful choice

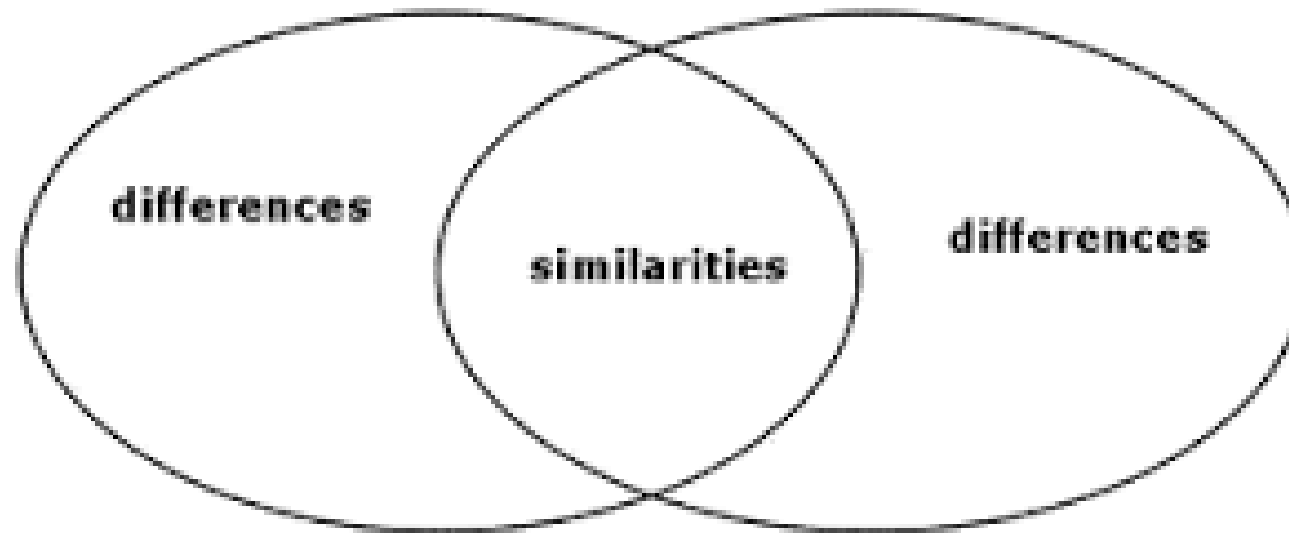


Related Employability Skills: Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem-solving



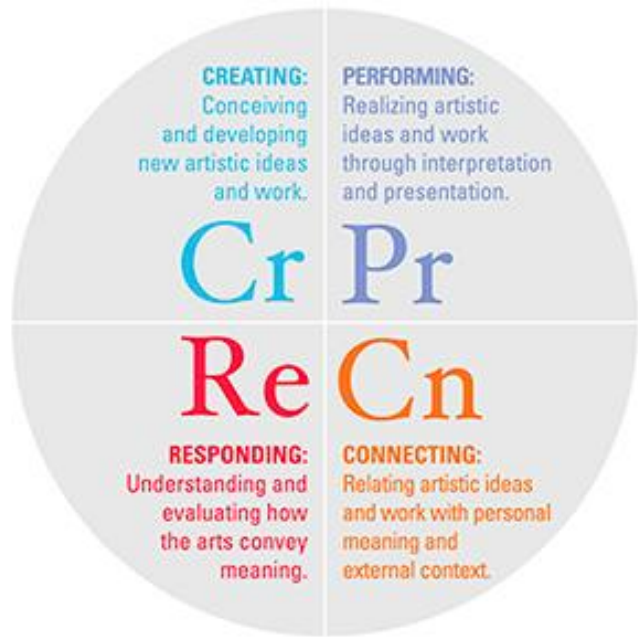
Here's a fun task!

Align the language of the
SEL COMPETENCIES



with the language of the

Pennsylvania Career Ready Skills Continuum



To purposefully integrate SEL into music instruction, you'll need to know the language of music 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)

NATIONALCORE ARTSSTANDARDS

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



Topic 5

Designing Intentional SEL/Music Instruction

Self-actualization

desire to become the most that one can be

Esteem

respect, self-esteem, status, recognition, strength, freedom

Love and belonging

friendship, intimacy, family, sense of connection

Safety needs

personal security, employment, resources, health, property

Physiological needs

air, water, food, shelter, sleep, clothing, reproduction



Abraham Maslow's Hierarchy of Needs

Intentional SEL/Music Instruction requires Maslow and Webb

Meeting Human Needs
in tandem with
Academic Needs

DOK 1

RECALL & REPRODUCTION

- Recall of facts
- Definition of procedure

DOK 2

SKILLS & CONCEPTS

- Compare
- Basic reasoning

DOK 3

STRATEGIC THINKING

- Planning
- Complex reasoning

DOK 4

EXTENDED THINKING

- Synthesis of information
- Interpretation of data to solve problem



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. 		"See You Again:" How We Mourn With Music		
Self-Management				
Social Awareness			Feeling the Vibration	
Relationship Skills				
Responsible Decision Making			Feeling the Vibration	
PA Career Ready Skills Continuum	Creating	Presenting	Responding	Connecting
Self-Awareness & Self Management <ul style="list-style-type: none"> Grades 6-8: Identify behavioral expressions of feelings within a context.. 9-12: Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.. . 		"See You Again:" How We Mourn With Music		
Establishing & Maintaining Relationships				
Social Problem-Solving Skills			Feeling the Vibration	



Social Emotional Learning Through the Arts

Music Students Demonstrate SEL Competencies When:

SEL Competency	Students	Teachers
Self-Awareness	Understand the role of an individual in an ensemble and recognize the self-discipline and responsibility it takes to be a member of the ensemble and perform repertoire.	Provide a brave space for students to freely share stories through class discussions and their artistic products.
Self-Management	Cultivate purposeful and focused goals for improved skills and coping with performance anxiety.	Provide strategies to help manage emotions when performing in front of an audience.
Responsible Decision-Making	Utilize problem-solving skills when practicing difficult passages and refining performances.	Assist students with refining presentation while establishing social norms.
Relationship Skills	Draw similarities of life experiences represented by artistic works exploring Big Ideas.	Encourage students to share cultural experiences that impact identity.
Social Awareness	Develop listening skills, the ability to provide constructive feedback as well as receive feedback from others.	Model language that is supportive and non-biased.

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

	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.

Here's another to visually organize the SEL Competencies and Music Standards.

Music & SEL Crosswalk



CASEL Core Competency	Sub Competency	Date	Music Standard	Unit	Lesson
Self-Awareness	Identifying Emotions				
	Accurate Self-perception				
	Recognizing Strengths				
	Self-confidence				
	Self-efficacy				
Self-Management	Impulse Control				
	Stress Management				
	Self-discipline				
	Self-motivation				
	Goal-setting				
	Organizational skills				
Social Awareness	Perspective-taking				
	Empathy				
	Appreciating Diversity				
	Respect for Others				
Relationship Skills	Communication				
	Social Engagement				
	Relationship-building				
	Teamwork				
Responsible Decision-Making	Identifying Problems				
	Analyzing Situations				
	Solving Problems				
	Evaluating				
	Reflecting				
	Ethical Responsibility				

The next 5 slides will provide

EXAMPLES

of

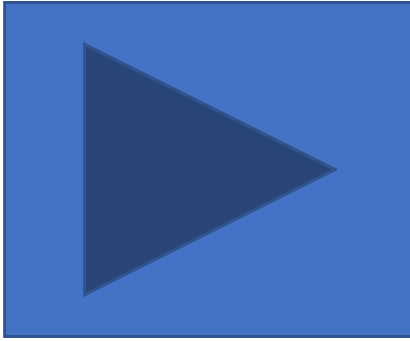
Putting Instructional
Content at the
Intersection

Creative Process
Anchor Standard

SEL Competency
PA Career Ready Skills Continuum

Instructional Resource

Many Music-Based SEL Instructional Strategies come from **Dr. Scott Edgar**

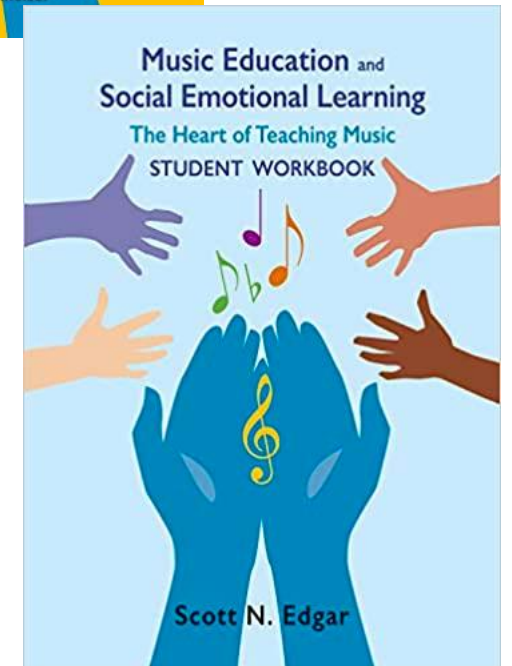
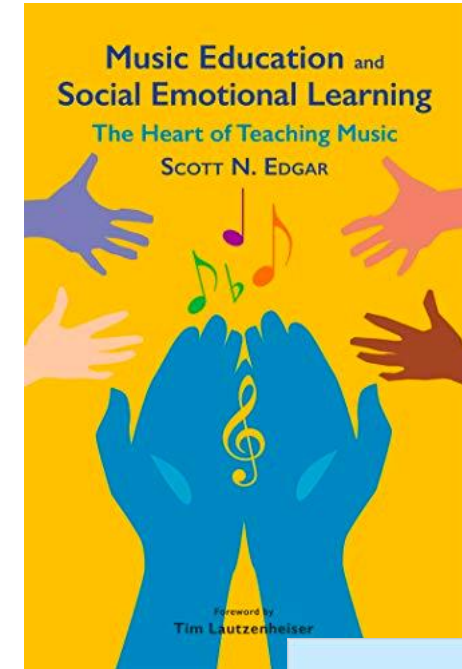


Play from 26:00-35:55

[https://www.facebook.com/
MusicSocialEmotionalLearning
/?ref=page_internal](https://www.facebook.com/MusicSocialEmotionalLearning/?ref=page_internal)



**Music Education and
Social Emotional Learning**
The Heart of Teaching Music
SCOTT N. EDGAR



Performance
Ensemble
MS/HS

SEL Competency
Self-Management

Self Discipline, Self-
Motivation, Goal Setting

PA Career Ready
Skills

**Self-Awareness &
Self-Management**

CRS Grade Band 6-8:

Identify and evaluate
distractors that impact
reaching one's goals.

CRS Grade Band 9-12

Evaluate behaviors in
relation to the impact of self
and others.

Creative Process: Performing

Anchor Standard: Develop and refine artistic techniques and work
for presentation.

Instructional Resource (from Scott Edgar's "Student Workbook")

Practice Journal

Name/Grade/Instrument or Voice Part/Date

1. Music Practiced (piece and measures)
2. Specific musical elements practiced (rhythms, pitches, articulation, musicality, etc.)
3. What was your personal objective in practicing?
4. How will that objective help the ensemble?
5. How well did you meet that objective?
6. Based on your practice session, what is your objective the next time you practice?
7. What emotions did you feel while you were practicing?
Pleased? Frustrated? Others?
8. What else was going on in your day when you were practicing?
9. What was your focus level during your practice session? (1-10)

Performance
Class/Ensemble
MS/HS

SEL Competency
Any Competency
Any Sub-Competency

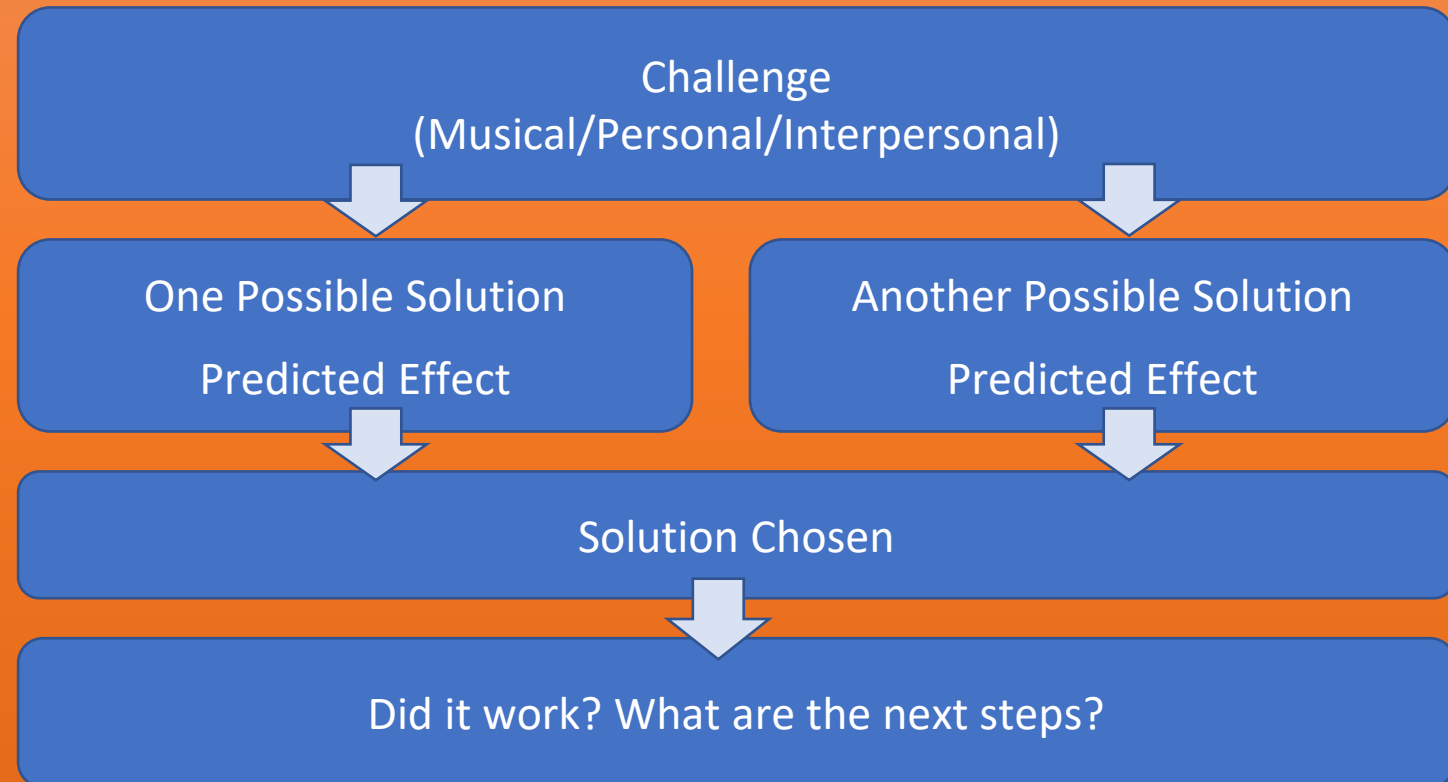
PA Career Ready
Skills Continuum:
Any Category
Most 6-8 or 9-12 CRS
Grade Bands

Creative Process: **Creating or Performing** Anchor Standards:

- 2. Refine and complete artistic work
- 5. Develop and refine artistic techniques and work for presentation
- 6. Convey meaning through the presentation of artistic work

Instructional Resource (from Scott Edgar's "Student Workbook")

Brainstorm: **Don't Judge Me**



General Music
Elementary/MS

Creative Process: **Connecting**

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

SEL Competency

Responsible Decision-Making:

Analyzing Situations

PA Career Ready Skills

Continuum:

Social Problem-Solving Skills

Gr Band 1-5:

Identify possible behaviors and anticipate reactions in response to a specific social context.

Gr Band 6-8:

Distinguish among various social contexts and how they impact personal feelings.

Instructional Resource: **Be a Musical Journalist**

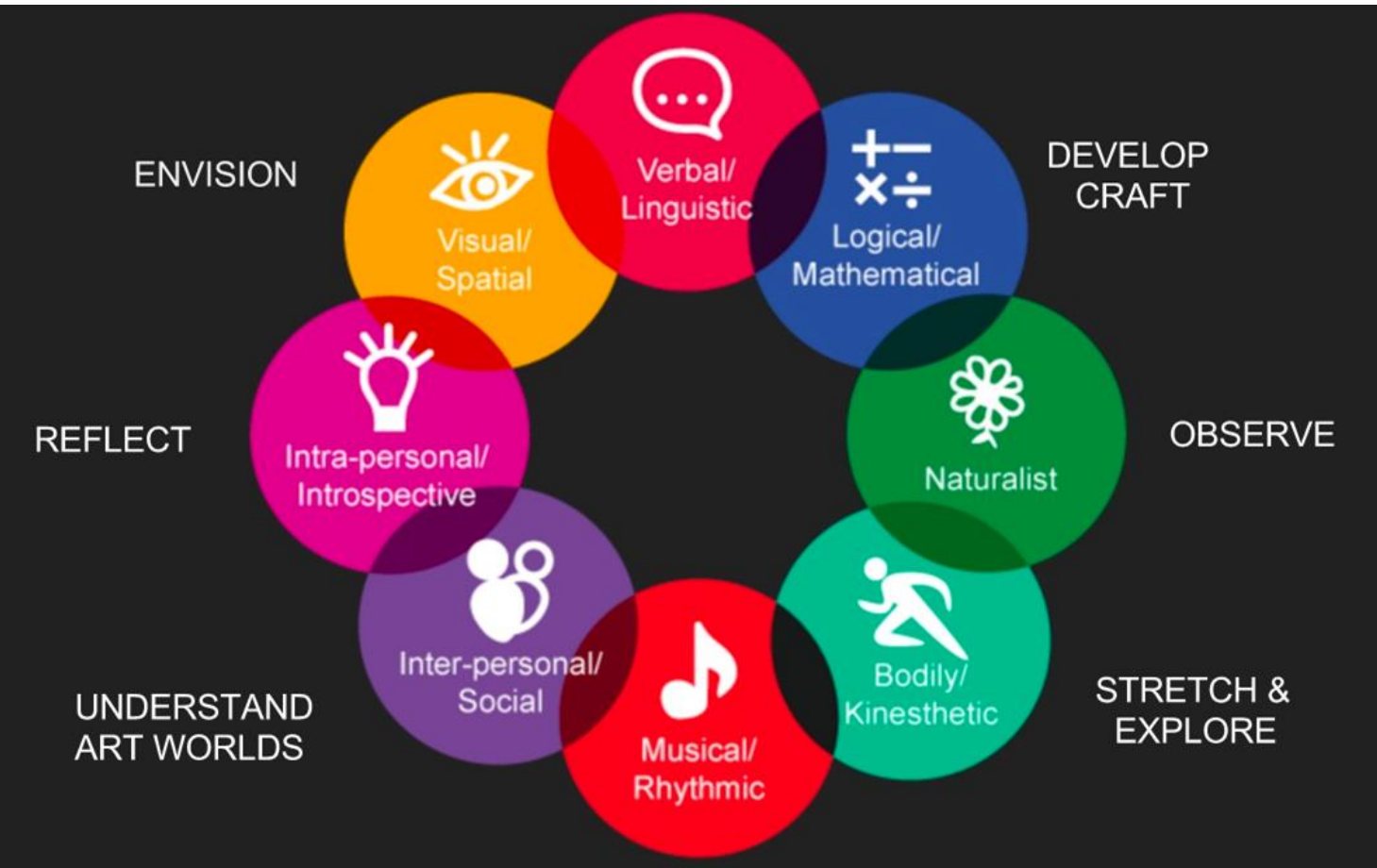


Keep a journal about music selections as it relates to preparing for personal listening experiences and opportunities.

Go to the next slide!

QUESTIONS

Musical Selection:	Music Questions	Standards/ SEL/PA Career Ready Questions
Who?	Performer/Composer	What unique societal, cultural or historical contexts do the performers or composers have?
What?	Solo artist, small ensemble/band, large ensemble, acoustic/amplified/technologically enhanced, visually enhanced, etc.	How does the artist's performance style impact who is in the audience and how they respond?
When?	Country/origin, historical time periods, style, relationship (or crossover relationship) to other cultural styles, sacred/secular, cultural/historical celebrations, etc.	How does knowing the societal, cultural, and historical contexts of music performance help people to participate in and enjoy music performance?
Where?	Performance setting/location, personal device download, indoor/outdoor	Where is music performed and how does a music performance setting help people to prepare to attend a performance?
Why?	Intended purpose of the music	How does knowing the purpose for the music or its performance help people to participate in and enjoy music performance?
How?	Audience participation (dance, sing-along), audience etiquette, selection of music for personal listening	How does knowing appropriate audience participation expectations help people plan their music participation experiences?



Topic 6

Habits of Mind

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

How Do (*Dance, Media, Music, Theatre, Visual*) Habits of Mind Support SEL and PA Career Ready Skills Learning?



What Are the
Habits of Mind?

How the 16 Habits of Mind Support Music Education (page 5)



- 1. *Persisting*** Remember that consistent vocal or instrumental practice will get results.
- 2. *Managing Impulsivity*** Have discipline by scheduling regular practice for singing, playing, and reading music.
- 3. *Listening with Understanding and Empathy*** Auditory skills are an important part of mastering music, whether listening to your instructor, your classmates, recorded or live music, or self-monitoring your own musical performance.
- 4. *Thinking Flexibly*** Consider alternate ways to use your voice or instrument to create music.
- 5. *Thinking about Thinking (Metacognition)*** Be aware of the processes involved in making good music. What must you do to master a song vocally or instrumentally?
- 6. *Striving for Accuracy*** As you practice singing or playing, envision making it through a song with precision. How do you feel when you have mastered a difficult set of musical bars or an entire song?
- 7. *Questioning and Posing Problems*** Decide to ask your teacher about any parts of a song that you are uncertain about. Ask questions about musical concepts to gain better understanding.
- 8. *Applying Past Knowledge to New Situations*** When you learn a vocal or instrumental technique, how can you apply it to new songs?

How the 16 Habits of Mind Support Music Education (page 5)



9. Thinking and Communicating with Clarity and Precision Music is a universal form of communication. Your singing voice or instrumental playing communicates powerful messages. How can you perform music clearly and precisely?

10. Gathering Data through All the Senses Think about the different senses used to create music. How can you use sight, hearing, touch, smell and taste to enhance your musical performances? Do you ever observe a sixth sense when working with music?

11. Creating, Imagining, Innovating Think about creating lyrics or a song melody. How does your imagination get involved in creating music? How can you create new music by adjusting your approach?

12. Responding with Wonderment and Awe Listen to a new song and notice the vocal delivery, the orchestrations, the instruments, the lyrics or the song's main message. How does your close attention bring about wonder or awe?

13. Taking Responsible Risks How can you expand your approach music once you have mastered basic concepts and techniques?

14. Finding Humor Learning music is an imperfect process. How do mistakes in your performance make you a better musician? How can laughing at yourself help you improve your musical abilities?

15. Thinking Interdependently Collaborate with classmates, family and your instructor when creating music and making well informed choices.

16. Remaining Open to Continuous Learning How can you become more proficient musically and expand your repertoire? What opportunities are available for you to learn music? Consider in person, online and materials for expanding your musical horizons.



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.

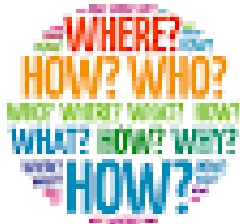
Learning about Social Emotional Learning

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

Intro	Listen to the Music	https://www.youtube.com/watch?time_continue=3&v=QlPWY8-15z0&feature=emb_title
1	What is SEL Video	https://www.youtube.com/watch?v=4YxyAcV9QXc&feature=emb_title
	Compare the Frameworks	http://exploresel.gse.harvard.edu/frameworks/
2	What is SEL?	https://casel.org/what-is-sel/
	Music & SEL Vimeo	https://vimeo.com/393005958
3	AIR Teacher Social and Emotional Competencies	https://gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf
4	SEL Competencies	https://casel.org/core-competencies/
	Pennsylvania Career Ready Skills Continuum	https://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Career%20Ready%20Skills/The%20Pennsylvania%20Career%20Ready%20Skills%20Continuum.pdf
	PA Arts Standards	http://pdesas.org/Standard/Search
	PA Arts Curriculum Framework	http://pdesas.org/CMap/CFramework
	National Core Arts Standards	https://www.nationalartsstandards.org/



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[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>

[See You Again](https://teachrock.org/book/partnership-lessons-little-kids-rock/)

<https://teachrock.org/book/partnership-lessons-little-kids-rock/>

[Feeling the Vibration](https://teachrock.org/lesson/feeling-the-vibrations/)

<https://teachrock.org/lesson/feeling-the-vibrations/>

[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>

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

<https://selarts.org/>

[Music & SEL Crosswalk](https://quavered.com/wp-content/uploads/2019/12/MusicSEL-Crosswalk.pdf)

<https://quavered.com/wp-content/uploads/2019/12/MusicSEL-Crosswalk.pdf>

[Dr. Scott Edgar Vimeo](https://vimeo.com/393005958)

<https://vimeo.com/393005958>

[Music Education and Social Emotional Learning Facebook page](https://www.facebook.com/MusicSocialEmotionalLearning/?ref=page_internal)

https://www.facebook.com/MusicSocialEmotionalLearning/?ref=page_internal



6	What Are the Habits of Mind?	https://www.teachthought.com/pedagogy/what-are-the-habits-of-mind/
	How the 16 Habits of Mind Support Music Education	http://cdn.coverstand.com/27578/650439/96142481e565f17338a9e96aaf8705230669cbb4.3.pdf (page 5)
7	PDE Standards Aligned System (SAS)	http://pdesas.org/
	PDE Career Ready Skills Toolkit	

Now you have reached...

