

**Course Title:** Social Emotional Learning & The Arts  
**Instructor:** Dr. Jamie Hipp & Alyssa Pilarcik  
**Course Code:** EC007  
**Course Units:** 2.5 CEUs  
**PD Hours:** 25 hours



### Course Description

This Social Emotional Learning & the Arts course explores how to use the arts as a vehicle for social-emotional learning (SEL). Participants will first discover the five social-emotional learning competencies and unpack the Institute for Arts Integration and STEAM's definition merging the arts with SEL. Participants will examine SEL mini-lessons and activities conducive to a variety of instructional times. Additionally, strategies and activities for arts-based SEL across visual and performing arts will be explored. At the culmination of the course, participants will transform their own existing lessons to reflect SEL competencies taught through the arts.

### Course Outcomes

- Identify/define the term social-emotional learning and recognize myths that surround it.
- Interpret the systemic issues that create a need for social-emotional learning in the classroom.
- Examine the five CASEL competencies of SEL.
- Determine how the arts can be utilized as a vehicle for social-emotional learning.
- Analyze arts-based SEL activities aligned with specific instructional times.
- Investigate and determine authentic strategies and activities that build successful social-emotional learning experiences into the four art forms.
- Construct transformed lesson plans which reflect SEL competencies taught through the arts.

### Lesson Outline

*Lesson 1: Defining Social-Emotional Learning*

*Objective:* Define the term and identify common myths that surround SEL

*Task:* Complete the personal reflection identifying individual classroom needs for SEL

*Lesson 2: Why is Social Emotional Learning Necessary*

*Objective:* Identify the research and external factors that impact the need for SEL

*Task:* Complete the survey of fellow teachers

*Lesson 3: SEL Competencies*

*Objective:* Identify and describe the 5 CASEL competencies

*Task:* Use the survey from Lesson 2 to examine the responses for the competencies

*Lesson 4: How the Arts Enhance Social Emotional Learning*

*Objective:* Identify how the arts foster SEL competencies

*Task:* Complete the foldable outlining understanding of how the arts foster each SEL competency

*Lesson 5: SEL throughout the Day*

*Objective:* Compare student needs related to different instructional times

*Task:* Choose a morning routine or brain break and utilize it with students, then complete the reflection prompts.

*Lesson 6: School, Parent, and Community Buy In*

*Objective:* Examine ideas to build buy-in and facilitate social emotional learning in the arts

*Task:* Complete the parent/caregiver letter sharing an SEL activity and sharing the “what” and “why” behind arts-based SEL

*Lesson 7: SEL & Visual Arts*

*Objective:* Explore visual arts-based strategies and activities that promote SEL

*Task:* Complete the arts-based SEL competencies strategies/activities wheel for visual arts

*Lesson 8: SEL & Music/Dance*

*Objective:* Explore music and dance based strategies and activities that promote SEL

*Task:* Complete the arts-based SEL competencies strategies/activities wheel for music and dance

*Lesson 9: SEL & Theatre*

*Objective:* Explore theatre based strategies and activities that promote SEL

*Task:* Complete the arts-based SEL competencies strategies/activities wheel for theatre

*Lesson 10: Assessment of Arts-Based SEL Competencies*

*Objective:* Describe formative assessments for SEL

*Task:* Complete the formative assessment resource

*Lesson 11: Curriculum Mining, Logistics, and Arts Activities*

*Objective:* Research natural SEL opportunities in existing curricula

*Task:* Complete the Curriculum Mining graphic organizer

*Lesson 12: Transforming Existing Lessons*

*Objective:* Transform an existing lesson to be inclusive of SEL competencies through arts

*Task:* Complete the steps to prepare for the transformation of a lesson

## Evaluation

**Summative Assessment:** Implement the 4 steps to transforming a lesson to plan out how you would take an existing lesson and rewrite it to intentionally include Social Emotional Learning strategies and the arts. Use the 4 steps template to execute a plan for transforming two (2) of your personal existing lesson plans. You will submit these plans in PDF form.

**Evaluation tool:** The following rubric will be used to evaluate your assessment. A score of 70% (70/100points) is required to pass the course and receive your certificate.

|                                | Score                      | Sample 1  | Sample 2  |
|--------------------------------|----------------------------|---|---|
| <b>Quantitative Compliance</b> | 18/18 = 20                 | <input type="checkbox"/> 3 examples of curriculum connections | <input type="checkbox"/> 3 examples of curriculum connections |
|                                | 16/18 = 15                 | <input type="checkbox"/> Competency Addressed                 | <input type="checkbox"/> Competency Addressed                 |
|                                | 14/18 = 10                 | <input type="checkbox"/> Competency Vocabulary                | <input type="checkbox"/> Competency Vocabulary                |
|                                | 12/18 = 5                  | <input type="checkbox"/> Developmental Needs                  | <input type="checkbox"/> Developmental Needs                  |
|                                | Below 12 requires revision | <input type="checkbox"/> Instructional Time Logistics         | <input type="checkbox"/> Instructional Time Logistics         |
|                                |                            | <input type="checkbox"/> Art Activity                         | <input type="checkbox"/> Art Activity                         |
|                                |                            | <input type="checkbox"/> Explanation of Activity              | <input type="checkbox"/> Explanation of Activity              |
|                                |                            | <input type="checkbox"/> Assessment for core, arts, SEL       | <input type="checkbox"/> Assessment for core, arts, SEL       |
|                                |                            | <input type="checkbox"/> Explanation of Assessments           | <input type="checkbox"/> Explanation of Assessments           |

| Qualitative Components  | 20   | 15  | 10   | 5   |
|---|--|---|--|---|
| <b>STEP 2: Developmental and Instructional Time Logistics</b> | Developmental needs and instructional time logistics are thoroughly examined through the lens of the existing lesson and how incorporating SEL and the arts can be effective | Developmental needs and instructional time logistics are examined through the lens of the existing lesson and how incorporating SEL and the arts can be effective | Developmental needs and instructional time logistics are mentioned but may not refer to the original lesson and/or how incorporating SEL and the arts can be effective | Developmental needs and instructional time logistics are briefly discussed without considering the original lesson                |
| <b>STEP 3: Incorporate Arts</b>                               | The arts activity fits seamlessly into the existing lesson as evident by a thorough rationale in the explanation of the activity.  | The arts activity fits into the existing lesson as evident by a rationale in the explanation of the activity.   | The arts activity appears to be forced into the existing lesson. Rationale and explanation of the activity is brief.   | The arts activity is forced into the existing lesson with very little explanation or rationale.                                   |
| <b>STEP 4: Develop Assessments</b>                            | The plan includes how the core curriculum, the arts, and SEL competencies will be assessed, including a thorough justification of these assessments via the explanation      | The plan includes how the core curriculum, the arts, and SEL competencies will be assessed including an explanation of each.                                      | The plan includes some of the assessments, which may not fully assess the topic/activity and includes a brief explanation  | The plan includes some of the assessments, but the assessments are disconnected with very little explanation to justify inclusion |
| <b>Professionalism</b>  | Plans are organized, user-friendly, grammatically correct, with original content (cited resources), and is aesthetically pleasing  | Plans are mostly organized, user-friendly, grammatically correct, with original content (cited resources), and is aesthetically pleasing                          | Plans lack the following: organization user-friendliness, grammatically correctness, original content (cited resources), and aesthetics                                | Plans are unorganized and difficult to follow with too many errors making it difficult to understand. Content may be copied       |

## How to submit final assessment

Please save your document in PDF format only. Title your document as follows:

lastname.firstname\_SELA

Upload the single PDF to the platform under PD Certificate tab

A score of 70% (70/100 points) is required to earn 25 PD hours and 2.5 CEUs