

Integrating Oregon's Transformative SEL Standards in the Arts and CTE Arts Programs of Study



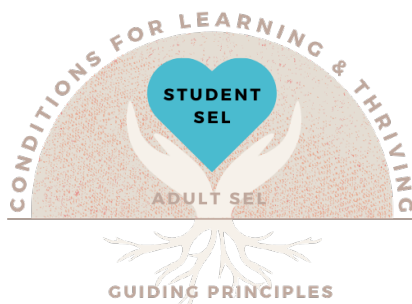
Table of Contents

Introduction	3
Purpose	3
How to Use This Resource	4
Integration Considerations	5
Guiding Principles	5
Assessment	5
TSEL Standard 1: Self-Awareness & Identity	6
Arts Connections to Self-Awareness & Identity	6
Examples of Self-Awareness & Identity in Arts Learning	7
Resources	7
TSEL Standard 2: Self-Management & Agency	8
Arts Connections to Self-Management & Agency	8
Examples of Self-Management & Agency in Arts Learning	9
Resources	9
TSEL Standard 3: Social Awareness & Belonging	10
Arts Connections to Social Awareness & Belonging	10
Examples of Social Awareness & Belonging in Arts Learning	11
Resources	11
TSEL Standard 4: Relationship Skills & Collaborative Problem-Solving	12
Arts Connections to Relationship Skills & Collaborative Problem-Solving	12
Examples of Relationship Skills & Collaborative Problem-Solving in arts Learning	13
Resources	13
TSEL Standard 5: Responsible Decision-Making & Curiosity	14
Arts Connections to Responsible Decision-Making & Curiosity	14
Examples of Responsible Decision-Making & Curiosity in Arts Learning	14
Resources	15
Additional Resources	16
Spotlight: ODE's Arts, Care & Connection Lessons Project	16
Oregon Department of Education Resources	16
General TSEL and Arts Resources	17
Glossary	18
Appendices	20
Appendix A: Oregon Arts Standards Structure	20
Appendix B: Arts Anchor Standards	21

Introduction

In June 2023, the State Board of Education adopted the first [Oregon Transformative Social and Emotional Learning \(TSEL\) Standards & Practices](#) that represent K-12 social and emotional learning (SEL) expectations for students. Oregon's Transformative SEL Framework is intended to enact [ORS 329.045](#) and strengthen equity-focused school cultures that support student and adult well-being. Oregon's vision for Transformative SEL provides an intentional focus on the social and emotional elements of teaching, learning, and cultivating supportive classroom cultures that moves beyond following a curriculum or adding a program. Academic instruction provides a rich opportunity for teaching and practicing SEL to deepen and improve learning while affirming students' personal, cultural, racial, linguistic, and academic identities.

Purpose



Teaching involves developing and reaching the whole child. This means attending to students' social and emotional development and well-being while creating the conditions for learning and thriving across social contexts, systems, and learning environments that will prepare students for life after K-12 school.

The purpose of this document is to support that all learning, including in the arts, encompasses social and emotional dimensions that are foundational for human connection, and for creating caring, just, inclusive, and healthy school environments. Social and emotional learning is not only crucial for creating a healthy school environment, but also for preparing students to participate in the future workforce while creating a positive impact on their community.

SEL is best learned, developed, and nurtured by integrating SEL skills into content area learning, throughout all contexts in the school day, and by all school personnel. Arts and CTE arts educators play an integral role in modeling, supporting, and integrating SEL practices in the classroom. These educators are in a unique position to directly support students' social and emotional learning as the TSEL standards are inherent to arts content, pedagogy, and career exploration.

Arts and CTE arts educators stimulate students' interests in the arts and help develop their ability to generate creative ideas, solve complex problems, and plan individual and collaborative projects that impact their communities. These skills prepare students to engage in creative pursuits, transition into successful members of a community workforce, and apply this learning throughout their lives. To fulfill these goals, students need to develop multiple social and emotional competencies, for example, positive identity development, growing communication

skills, and demonstrating empathy and perspective taking. These competencies are highly sought after in the professional world as modern employability skills.

In a Transformative SEL approach, adults build community and facilitate routines and rituals that promote well-being and a sense of belonging. In these healthy school environments, students have opportunities for reflection and to provide input and feedback about their learning experiences in classrooms. This leads to schools that support students' self-awareness and identity, self-management and sense of agency, social-awareness and belonging, relationship skills and collaborative problem-solving, and responsible decision-making and curiosity.

How to Use This Resource

This resource highlights areas where the arts are especially suited to support students' transformative social and emotional growth by reinforcing connections and to help support coherence, consistent language use, and alignment between [Oregon's Transformative Social and Emotional Learning \(SEL\) Standards](#) and [Oregon Arts Standards](#).

The following ideas and resources describe some of the most common strategies used to integrate and enhance Oregon's Transformative SEL standards in arts education. This resource can be integrated into district curriculums in a variety of ways. Arts and CTE arts educators can utilize this resource as part of planning and delivering a lesson or unit, and/or as part of goal-setting. These recommendations can also be useful when co-constructing a learning environment with student input and feedback, and implementing interventions designed to target social and emotional growth. In consultation and collaboration with families and other school personnel, integrating these standards supports equitable environments and cultures where students can learn and thrive.

Each table is organized by one of the five Transformative SEL Standards and their corresponding practices. Each practice also includes four growth indicators organized by Webb's Depth of Knowledge, in order to get more specific about what these look like in action and indicate growth towards meeting the practice and standard. These can be found for each standard in [Oregon's Transformative Social and Emotional Learning \(TSEL\) Standards](#).

To make explicit the connections between SEL and the arts, each TSEL standard includes the following elements:

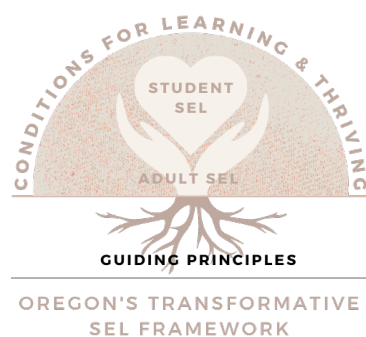
- **TSEL Practices:** The practices describe what a person needs to know, understand, and be able to do when it comes to Transformative SEL. Each practice demonstrates progression towards meeting the standard with more focused knowledge and skill.

- **Related Arts Anchor Standards:** The Anchor Standards are eleven overarching themes that guide the K-12 discipline-specific Oregon Arts Standards, and are common to the five arts areas of Dance, Media Arts, Music, Theatre, and Visual Arts. These sections highlight the anchor standards that are in alignment with each of the five Transformative SEL standards. The Oregon Arts Standards structure is shown in Appendix A, and the Arts Anchor Standards are listed in Appendix B.
- **Arts Connections:** Designed to support educators in connecting the TSEL standards to teaching and learning in the arts.
- **Examples:** Designed to support arts educators with what instructional practices can look like when the TSEL standards are integrated in the arts.
- **Resources:** Aligned materials for inspiration and practice.

Integration Considerations

Guiding Principles

Oregon has taken an intentional approach to Transformative SEL that engages the entire school community (students, families & caregivers, educators, and community partners) and is anchored in five guiding principles that are foundational when implementing Transformative SEL.



The Guiding Principles are the values that guide decision-making and successful implementation of Transformative SEL. These include:

1. Culturally responsive
2. Community responsive
3. Strengths-based
4. Trauma-informed
5. Grounded in neuroscience

More information can be found in [Oregon's Transformative Social and Emotional Learning \(TSEL\) Standards & Practices](#) (pages 11-13).

Assessment

While arts learning is often embedded into a course that is graded, the development of students' TSEL skills should not be graded. The TSEL standards are not meant to decide appropriate behavior and should not be used as a means for identifying, tracking, or excluding students in ways that have historically led to disproportionate outcomes for students. In partnership with families and caregivers, the standards provide ongoing formative opportunities for reciprocal feedback that

include dialogue, reflection, goal-setting, and increasing individual and collective awareness and growth. Educators are in a unique position to provide ongoing, low-stakes opportunities for students to practice and demonstrate their knowledge and skills in order to better understand what they have learned, what strengths they bring, and where further support is needed.

TSEL Standard 1: Self-Awareness & Identity

Standard: I/WE CAN... Identify and reflect upon one's thoughts, emotions, behaviors, [intersectional identity](#), and capabilities across situations and environments.

Standard 1 TSEL Practices	Related Arts Anchor Standards
<ul style="list-style-type: none"> ● 1A: Identify and label emotions, thoughts, strengths, and potential (both personal and cultural). ● 1B: Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. ● 1C: Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior. ● 1D: Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging. 	<ul style="list-style-type: none"> ● Creating 1: Generate and conceptualize artistic ideas and work. ● Creating 2: Organize and develop artistic ideas and work. ● Performing/Presenting/Producing 6: Convey meaning through the presentation of artistic work. ● Responding 7: Responding - Perceive and analyze artistic work. ● Responding 8: Interpret intent and meaning in artistic work. ● Connecting 10: Synthesize and relate knowledge and personal experiences to make art. ● Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Arts Connections to Self-Awareness & Identity

Learning through the arts can support students in developing their **identity** and **self-awareness** by providing space for, and practice of, self-expression and self-reflection. The practice of creating and analyzing art opens opportunities to explore the complexity and depth of human identities.

- Centering student voices provides an outlet for them to identify and express their emotions, strengths, and areas of growth.
- Arts learning provides opportunities for students to reflect on how they see themselves and to learn about the life experiences of others.

- Arts learning creates opportunities for students to utilize various means of communication to grapple with the ambiguity, nuance, and complexity of human identities, including their own.

Examples of Self-Awareness & Identity in Arts Learning

- Art journals or sketchbooks can be a place for students to track their artistic and social-emotional development. Before engaging in learning opportunities, prompt students to write or draw about their strengths, establish goals for their own development, or envision projects and performances. As a reflection tool after activities, ask students to identify what worked and what didn't, to identify emotions associated with feedback, praise, and criticism, or to use their journal to reflect on their work.
- Encourage the recognition of student strengths by giving students opportunities to share and receive kind, helpful, and specific feedback about their artwork. Collaboratively define what these terms mean with students, and then consider practicing by modeling with sentence frames, utilizing peer to peer feedback protocols, and providing mediated opportunities to model quality feedback in large group settings.
- Create opportunities for students to explore activities, careers, and community organizations in the arts that fit within the students' interests, purpose, and sense of belonging. For instance, consider bringing working artists to the classroom in-person or virtually for a panel discussion, or visiting local theatres, galleries, concert halls, or businesses that connect students to real world models of work in the arts field.

Resources

- [Expressing the Individual Resource Collection](#) from the National Gallery of Art provides works of art that invite reflection on identity concepts such as agency, code switching, character, style, stereotypes, and authenticity.
- Lesson: [SEL-Music Unit: Who Are We? Appreciating Diverse Backgrounds and Cultures Through Music](#), from Barbara Soots, the Washington Office of Superintendent of Public Instruction (OSPI) Open Educational Resources (OER) Project, Cara Patrick, and Tammy Bolen, provides a sequence of activities using songs, creative movement, and picture books for students to explore diverse identities.
- Book: [Teachers Bridging Difference: Exploring Identity Through Art](#), by Marit Dewhurst, describes how educators can move out of their comfort zones and practice connecting with others across differences, and provides student activities that explore identity.

TSEL Standard 2: Self-Management & Agency

Standard: I/WE CAN... Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Standard 2 TSEL Practices	Related Arts Anchor Standards
<ul style="list-style-type: none"> ● 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity. ● 2B: Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity. ● 2C: Plan, evaluate, and achieve personal and collective goals and aspirations. ● 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative 	<ul style="list-style-type: none"> ● Creating 3: Refine and complete artistic work. ● Creating 4: Select, analyze, and interpret artistic work for presentation. ● Performing/Presenting/Producing 5: Develop and refine artistic techniques and work for presentation. ● Responding 9: Apply criteria to evaluate artistic work. ● Connecting 10: Synthesize and relate knowledge and personal experiences to make art.

Arts Connections to Self-Management & Agency

The exploration and application of new artistic skills supports students in developing their personal and collective ability to make choices and adapt these to achieve their goals and aspirations.

- A student-centered arts classroom encourages respect for diverse ways of creating. This builds a student's sense of agency as they discover their personal techniques, voice, and methods when creating work.
- Artmaking creates opportunities for students to make ongoing choices and apply their thinking and connections to identify creative solutions, solve problems, and bring a project to fruition. This process calls on the collective resources and strengths in the classroom and school community, building a sense of hope and agency within the classroom.
- Artmaking can be an opportunity to process and express the complexity of emotions, thoughts, and aspirations that students experience. It can also be a coping strategy for regulating emotions for all members of the educational community.
- Students develop and advocate for their own ideas and needs in the process of art creation. This provides opportunities to practice taking initiative, being courageous, and demonstrating personal and collective agency.
- Learning can be challenging. Integrating some process-based art activities throughout instruction can increase engagement and joyful connection in the classroom.

Examples of Self-Management & Agency in Arts Learning

- Involve students in the creation and development of art-based learning experiences. Ask students about musicians, actors, artists, animators, etc. that they want to learn about.
- Provide opportunities for students to break down steps into manageable stages throughout the artmaking process, working towards individual and shared goals. Consider using a structure like the Design Thinking process or the [Studio Habits of Mind](#) from Harvard Project Zero to help organize students' project goals and ensure the development of a wide range of artistic skills.
- Incorporate student decision making when solving real-world problems or designing for the enhancement of the community.
- Reflect on the ways that the artistic process has informed students' self-management strategies and think around how they can apply these skills across all settings. Discuss the application of these strategies specifically with students, so they can make cross-cutting connections.

Resources

- Article: [Using Dance to Promote SEL Skills](#) from Edutopia outlines simple exercises that can help elementary students develop social and emotional learning skills.
- Lessons: [Projects](#) from OK You provides project prompts and videos designed by diverse artists who all have one thing in common: using creativity to understand, express and befriend the challenging moments and emotions of life.
- Podcast: [The Art of SEL, Episode 3: Self-Management](#) from Art of Education University talks in-depth about art room opportunities to explore self-management with art educator Chelsea Dittman and professional learning director Vince DeTillio.

TSEL Standard 3: Social Awareness & Belonging

Standard: I/WE CAN... Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Standard 3 TSEL Practices	Related Arts Anchor Standards
<ul style="list-style-type: none"> ● 3A: Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities. ● 3B: Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives. ● 3C: Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments. 	<ul style="list-style-type: none"> ● Responding 7: Perceive and analyze artistic work. ● Responding 8: Interpret intent and meaning in artistic work. ● Responding 9: Apply criteria to evaluate artistic work. ● Connecting 10: Synthesize and relate knowledge and personal experiences to make art. ● Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Arts Connections to Social Awareness & Belonging

Culturally responsive interactions with art from diverse artists and cultures can help students develop social awareness of diverse ideas, perspectives, and cultural ways of knowing and being. Making art in a collaborative community can foster relationship-building, sharing, and connection,

leading to a sense of belonging.

- The culturally responsive incorporation of art and artists from a range of cultures can expand students' worldviews, deepen their understanding and appreciation of perspectives, and help them develop empathy.
- The arts provide opportunities to engage in collaborative community experiences where students can explore their voice, culture, place, and role in the community and determine how they can make positive contributions.
- The arts support community care and enrichment by engaging students through performances, public art displays, and sharing experiences that connect and contribute to the well-being of the self and others.
- Participation in the arts provides students the opportunity to identify mutual goals and work toward solutions for personal and social problems.

Examples of Social Awareness & Belonging in Arts Learning

- Take the time to do the research and make sure students have the background knowledge they need to engage respectfully with the content and one another. For example, when teaching about Native American artists and culture, connect with your local Tribe(s) for resources, lesson plans, and background knowledge important for culturally responsive instruction around this work, history, and culture.
- Move beyond empathy by taking action; create art and study the work of artists that address systemic injustice, social equality, and that represent a diverse set of perspectives to work toward inclusion and belonging for all.
- Connect with artists in the community to create awareness of local injustices, so students can collaborate on solutions. For example, engage an artist on the Oregon coast who has used art to bring attention to ocean pollution, and collaborate with students to further address the impact of pollution on their local community.
- Foster safe opportunities for students to inclusively listen, seek feedback, and share experiences in a collaborative environment about their own culture as well as other cultures. This could be done using small group projects, reflection journals, or a community art show/performance highlighting work from students or community artists.

Resources

- Webinar: [Student Empowerment Through SEL in Music Education: Belonging and SEL in Music Education](#) and [Reflection Guide](#) from ArtsEdSEL and Save the Music Foundation shares practices that lead to authentic belonging through music education.
- Video: [Theatre and Belonging - Power of Arts Education](#) from the Wisconsin Department of Public Instruction interviews Wisconsin students whose passion for theatre contributed to their sense of feeling at home in their school.
- Lesson: [Mexican-American history in the United States and the social activism of Chicana artists as seen through screenprints](#) from Charis Martin, Oregon Educator, and Oregon Open Learning, explores the background and history of Mexican-Americans through studying Chicana artist screen prints and learning how screen printing is used for social activism.

- [Oregon Arts and Ethnic Studies Standards Crosswalk](#) from the Oregon Department of Education highlights connections for educators between the Oregon Arts Standards and the Social Science Standards Integrated with Ethnic Studies.

TSEL Standard 4: Relationship Skills & Collaborative Problem-Solving

Standard: Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Standard 4 TSEL Practices	Related Arts Anchor Standards
<ul style="list-style-type: none"> ● 4A: Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication. ● 4B: Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving. ● 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed. ● 4D: Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives. 	<ul style="list-style-type: none"> ● Responding 7: Perceive and analyze artistic work. ● Responding 8: Interpret intent and meaning in artistic work. ● Responding 9: Apply criteria to evaluate artistic work. ● Connecting 10: Synthesize and relate knowledge and personal experiences to make art. ● Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Arts Connections to Relationship Skills & Collaborative Problem-Solving

Learning through the arts fosters supportive relationship-building that leads to collaboration, communication skills, and opportunities to resolve conflict through understanding differing perspectives and using strengths-based approaches.

- Seeking out and discussing different points of view about art, music, and performance can model healthy dialogue and highlight the strengths and unique contributions of others.
- The arts create intentional experiences for students to express their own voice while

collaborating with others, and to learn communication skills and conflict resolution in group settings.

- The arts provide a way to explore and develop relationships. Through trying new artistic experiences, sharing personal insights, building trust, learning to communicate effectively, and working toward a common purpose, students can build and deepen relationships with peers and adults.
- Relationships built through shared artistic experiences can help empower students to collectively address challenges in the school and community.

Examples of Relationship Skills & Collaborative Problem-Solving in Arts Learning

- Offer collaborative art-making experiences, such as murals, performances, and productions to increase opportunities for developing connection and relationships.
 - Theatre/film: Students can brainstorm challenges they are facing in the classroom, school, and community, then create a scene or skit to propose a solution.
 - Media/literacy: Student-led media can help raise collective awareness of school and community challenges and help work toward solutions.
- Consider developing productions and/or collective performances to build collaboration skills amongst students with similar and/or varying interests. For example, to produce a musical, students with skills in acting, technology, visual arts, music, dance, and communication all play important roles in bringing the story to life.
- Provide opportunities for students to participate in CTSOs (Career and Technical Student Organizations). CTSOs are an example of how community involvement teaches collaboration as a leadership skill to make positive changes.
- Teach students to recognize the strengths of others and lean on others to arrive at a solution through collaboration. Collaborative projects that garner student engagement can provide opportunities for personal growth, such as learning how to recognize strengths, identify needs, ask for help, and develop questioning and problem solving strategies.

Resources

- [Fostering a Culture of Connection Through the Arts](#) from the The Kennedy Center explores the role of arts in fostering connection within school communities.
- Podcast: [The Art of SEL: Episode 5, Relationship Skills](#) from The Art of Education University interviews art teachers Lauren Suveges and Pilar Biller to discuss their ideas and beliefs about relationships and how those skills can be developed in the art room.
- Book: [Theatre for Community Conflict and Dialogue](#) by Michael Rohd provides examples of group improvisation activities aimed at developing communication skills, exploring community issues and developing possible resolutions.
- [SEAL & Relationship Skills](#) from The Inspired Classroom provides examples of arts activities that develop relationships across visual art, music, theatre, and dance.

TSEL Standard 5: Responsible Decision-Making & Curiosity

Standard: I/WE CAN... Demonstrate [curiosity](#) and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Standard 5 TSEL Practices	Related Arts Anchor Standards
<ul style="list-style-type: none"> ● 5A: Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments. ● 5B: Make informed choices and identify solutions for personal and social injustices after analyzing all types of information. ● 5C: Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being. 	<ul style="list-style-type: none"> ● Creating 1: Generate and conceptualize artistic ideas and work. ● Creating 2: Organize and develop artistic ideas and work. ● Responding 7: Perceive and analyze artistic work. ● Responding 8: Interpret intent and meaning in artistic work. ● Connecting 10: Synthesize and relate knowledge and personal experiences to make art. ● Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Arts Connections to Responsible Decision-Making & Curiosity

The arts support students in finding their inspiration and trying out various approaches to creative production. Through artistic exploration, students develop a sense of wonder and curiosity, leading to opportunities to make responsible decisions that demonstrate care and empathy.

- Arts education promotes the questioning of societal and cultural ways of being to act with more empathy toward others in a shared community.
- Through arts education, students develop curiosity to better understand themselves, their community, and the world to better inform their future decision-making.
- Art literacy helps teach the potential impact that judgment of a person, culture, or society creates, through the analysis of artists' works.

Examples of Responsible Decision-Making & Curiosity in Arts Learning

- Spend time on the “why” or purpose of learning and practices. Stimulate situational curiosity to help provide students with the opportunity to ask open-ended questions. This could come in the form of journaling responses to art pieces or performances, analyzing an art piece or production, or even in peer reviews of others' work.
- Consider specific lessons around process, revision, and the importance of decision-making when making art. Highlight the importance of divergent outcomes, or “mistakes,” in the artistic process to encourage students to see this from a strengths-based perspective.
- Support students in understanding and using questioning strategies. Provide and focus on opportunities for students to ask questions that will help provide deeper meaning, perspective-taking, and direction in making decisions. These opportunities can revolve around artists' choices, social awareness, or determining paths forward within a community.
- Have students analyze curiosity as a professional employability skill. Create in-classroom projects that promote open-ended questioning around artwork and performance, versus jumping to conclusions or judgments. Ask students to reflect on experiences in which they felt judged, and think about what questions they would have preferred to be asked before that conclusion was made.
- Consider improvisation and explorative activities that allow students to follow their innate curiosity and make decisions about how to express their thoughts and experiences.

Resources

- [Non-Evaluative Arts Experiences: Creativity, Care, and Connection for Mental Health](#) from Oregon's Arts Access Toolkit provides guidance around offering arts experiences that support mental health and well-being.
- Lesson: [Discover Your Passion: Dance to Success](#) from PBS Learning Media is an example of a dance lesson aligned with curiosity.
- Lesson: [Improvising with Our Voices](#) from Carnegie Hall's Weill Music Institute is an example of a music lesson that encourages students to demonstrate curiosity and open-mindedness.

Additional Resources

Spotlight: ODE's Arts, Care & Connection Lessons Project

ODE's [Well-Rounded Access Program](#) is partnering with [Arts for Learning Northwest](#) on a series of four free and openly licensed dance, visual arts, theater, and music courses designed for K-5 students, aligned to the Oregon Arts Standards and Oregon's Transformative SEL standards. The courses are designed for classroom teachers to supplement their curriculum, with training included in the basic elements of these four art areas. Additionally, the courses will be accessible to arts specialists who seek to include more learning opportunities that promote the Transformative SEL standards within their arts courses. Look for opportunities to dive into the full lesson set and engage in [professional development](#) with this program for the 2024-25 school year!

Lesson Examples:

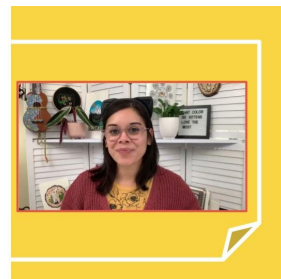
- [Taiko Drumming](#) with Unit Souza demonstrates a music lesson for Kindergarteners aligned to the TSEL and Oregon Music Standards.
- [Line of Place](#) with artist Jen Hernandez, demonstrates an illustration lesson for 4th graders aligned to the TSEL and Oregon Visual Arts Standards.



ARTIST INTRODUCTION



Jen Hernandez - Illustrator
Corvallis, Oregon



Oregon Department of Education Resources

- Oregon's [Arts Education Website](#) for Oregon Arts Standards information and resources.
- Oregon's [Arts Access Toolkit](#) for extensive resources about the development and implementation of standards-aligned arts programs.
- [Oregon Arts Group Social Emotional Learning and the Arts Resources](#) provides multiple lesson plans incorporating learning in SEL, and will continue to expand as more resources become available and are curated within the group.
- Oregon's [Social and Emotional Learning website](#) for background information and implementation resources.
- Oregon's adopted [Transformative SEL Framework and Standards](#) (2023): The framework

and standards utilize and expand on CASEL's definition of Transformative SEL to help build capacity for strengthening school cultures that center equity, and support student and adult well-being through a systemic approach.

- [Integrated Model of Mental Health](#) ODE's Integrated Model of Mental Health helps to guide the agency's work of health promotion and illness prevention, and provides a framework for supporting Oregon students, families, and school staff.
- [Mental Health Webpage](#) ODE has a number of mental and behavioral health initiatives that focus on the prevention, intervention and response to the mental health needs of school communities.
- [Mental Health Toolkit](#) Designed for district leaders, school administrators, and school-based mental health professionals (i.e. school counselors, school psychologists, school social workers, and school nurses) interested in promoting the health and well-being of school communities while creating a culture of safety, care and belonging.
- [Oregon Classroom WISE: Mental Health Literacy for All Oregonians](#) Oregon Classroom WISE is a suite of resources including free, online, self-guided modules for adults and youth interested in strengthening mental health and well-being.
- [Arts, Information, and Communications Statewide CTE Program of Study Framework](#): Arts, A/VTechnology, and Communications Career Cluster Knowledge and Skill Statements/Performance Indicators Employability | Career Cluster | Focus Areas: Digital Arts and A/V Technology, Journalism and Broadcasting Fine and Performing Arts

General TSEL and Arts Resources

- [CASEL's 3 Signature Practices Playbook](#) CASEL's three signature practices can help integrate SEL practices into any classroom, meeting, or youth-serving agency to promote community-building and deeper engagement.
- [Aligning SEL & Academic Content](#) CASEL provides general strategies for aligning SEL competencies with any academic content area.
- [ArtsEdSEL](#) Arts Ed New Jersey and the Center for Arts Ed and Social Emotional Learning provides multiple resources, including an SEL and Arts standards crosswalk.
- [Social and Emotional Learning Through Art: Lessons for the Classroom](#) The Metropolitan Museum of Art provides lesson plans for strengthening SEL in the classroom through art.
- [Social and Emotional Learning & Theatre: Making the Connection](#) The Educational Theatre Association provides free lesson plans that incorporate SEL and theatre.
- [Examples of Social Emotional Learning in Theatre Arts Standards](#) The North Carolina Department of Public Instruction provides multiple lesson activities and practices that are aligned with the 5 Core CASEL competencies.
- [Art Activities to Support Your Students' Social Emotional Wellness](#) The National Gallery of Art provides art creation and analysis activities to support your students' sense of well being.

- [Your Brain on Art](#) Ivy Ross and Susan Magsamen provide insight into the impacts of art on our brains, grounded in scientific research.
- [Arts Education and Social Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action](#) The UChicago Consortium on School Research and Ingenuity provides framing around the lens of action and reflection, highlighting experiences that hold potential for connecting SEL practices and artistic practices.

Glossary

Agency

Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction. Agency is focal among self-management competencies and signifies perceived and actual capacity to effect change through purposeful action. This may include having a voice and making choices about learning and career goals, overcoming personal challenges, and engaging in collaborative problem solving. Agency is key to young adults' success, allowing them to take intentional actions to shape the course of their lives. Agency also includes collective efficacy, which has been shown to improve teachers' abilities to improve school outcomes for students from under-resourced communities and to increase coordinated actions among adolescents and adults that contribute positively to civic life (CASEL, n.d.).

Belonging

Belonging suggests the sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth. Belonging is focal among social awareness competencies and connotes experiences of acceptance, respect, and inclusion within a group or community. It implies not only feeling recognized but also being fully involved in relationship-building and co-creating learning spaces. Having a sense of belonging is critical to students' and adults' cognitive, social, and emotional well-being, as

well as school and work satisfaction and academic motivation and achievement (CASEL, n.d.).

Collaborative Problem-Solving

Collaborative problem-solving (not the Collaborative Problem Solving program) acknowledges and helps realize the collective rights and responsibilities of full citizenship in local, national, and global community contexts. It is a critical feature of efforts to pursue equity and excellence. Collaborative problem-solving is focal among relationship skills' competencies and reflects a complex skill set in high demand in our increasingly multifaceted local, national, and global contexts. Distinct from collaborative learning and collaborative decision-making, collaborative problem-solving is defined as the capacity of an individual to effectively engage in a process whereby two or more people attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution (CASEL, n.d.).

Curiosity

Curiosity reflects the deep need to continuously surface and curate information about oneself in relation to others and the physical world. It prioritizes informed decision-making based on open-minded investigation that sparks self-development and careful social analysis. Curiosity is focal among responsible decision-making competencies and can animate critical self- and social-

analysis and action. Curiosity has both cognitive and affective elements that contribute to an enduring tendency to pursue knowledge and new experiences. As such, it appears to be essential to attention, engagement, and learning (CASEL, n.d.).

Dysregulation

Patterns of emotional experience or expression that interfere with goal directed activity (Thompson, 2019).

Identity(ies)

Identity implies understandings and sensibilities associated with multifaceted personal and social group statuses (often discussed in terms of intersectionality and positionality). Identity is focal among self-awareness competencies and refers to how students (and adults) view themselves. Identity can also be attributed onto others without consent or choice due to positionality, perception, and biases. Identity has many dimensions which intersect and influence one another (e.g., race/ethnicity, socioeconomic status, gender identity, sexual orientation, disability, language, religion, values, interests, etc.), with each dimension having a level of importance and emotional tenor that may change over time in accordance with access to supportive, affirming, and culturally sustaining communities and treatment by others. Having a healthy sense of identity is important developmentally across the lifespan because it buffers against negative or traumatic experiences (e.g., stereotype threat or discrimination) and when

supported and affirmed, contributes to positive academic, social, mental health, and emotional outcomes (adapted from CASEL, n.d.).

Intersectionality

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups. Kimberlé Crenshaw introduced the theory of intersectionality, the idea that when it comes to thinking about how inequalities persist, categories like gender, race, and class are best understood as overlapping and mutually constitutive rather than isolated and distinct (Merriam-Webster, n.d.).

Positionality

Positionality refers to how differences in social position and power shape identities and access in society. This affects teaching, learning, leading, and common interactions (Adapted from [University of British Columbia's Center for Teaching and Learning](#), n.d.).

Regulation

Generally used to describe a person's ability to effectively

manage and respond to an emotional experience ([Cornell Research Program on Self Injury and Recovery](#), n.d.).

Relationship Skills

Relationship skills are the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed (CASEL, n.d.).

Responsible Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations is known as responsible decision-making. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being (CASEL, n.d.).

Self-Awareness

Self-awareness centers around the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose (CASEL, n.d.).

Self-Management

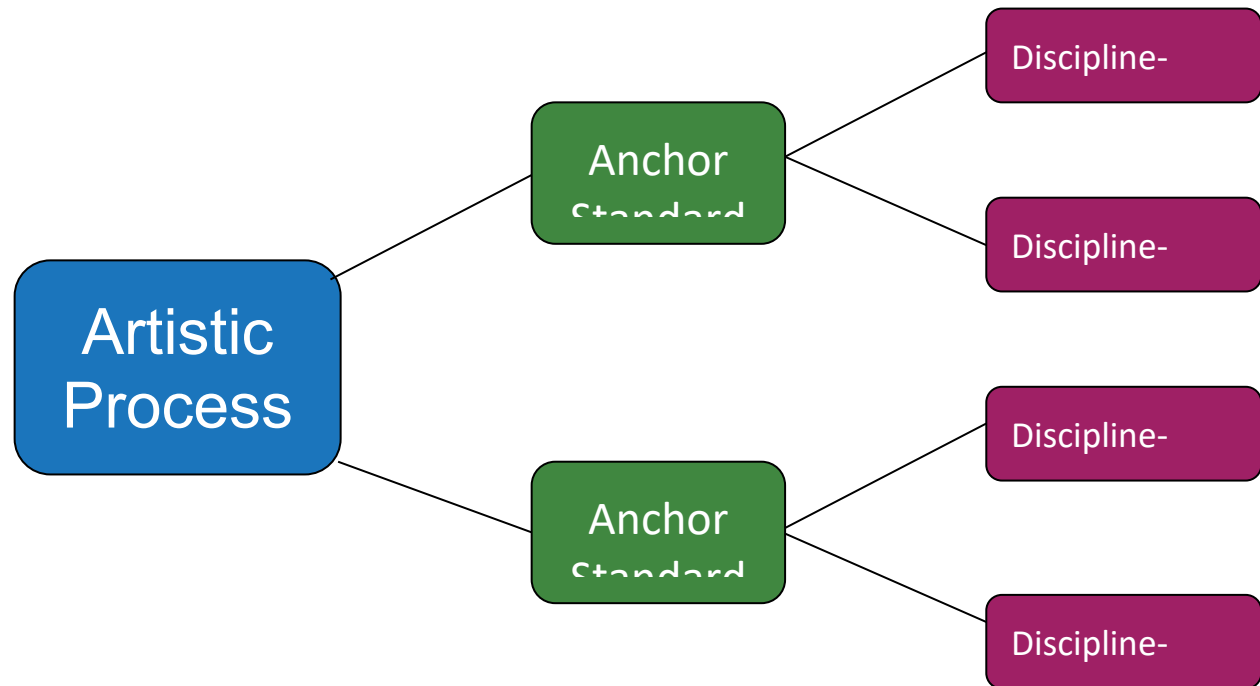
Self-management is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals (CASEL, n.d.).

Social-Awareness

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts is known as self-awareness. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports (CASEL, n.d.).

Appendices

Appendix A: Oregon Arts Standards Structure



This diagram shows the structure of the Oregon Arts Standards processes, anchor standards, and discipline specific performance standards.

Appendix B: Arts Anchor Standards

Arts Anchor Standards
<p>Anchor Standard 1: Creating - Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 2: Creating - Organize and develop artistic ideas and work.</p> <p>Anchor Standard 3: Creating - Refine and complete artistic work.</p> <p>Anchor Standard 4: Creating - Select, analyze and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Performing - Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Performing - Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard 7: Responding - Perceive and analyze artistic work.</p> <p>Anchor Standard 8: Responding - Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 9: Responding - Apply criteria to evaluate artistic work.</p> <p>Anchor Standard 10: Connecting - Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard 11: Connecting - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>