

# Social Emotional Learning Competencies and Texas Essential Skills Alignment Teacher Resource

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## Background

Social Emotional Learning (SEL) emerged in 1994 and was further expanded by the Collaborative for Academic, Social, and Emotional Learning in the last three decades. In recent years, SEL has increasingly entered educational setting since the pandemic began. CASEL has provided five competencies for teachers to follow, but teachers are required to address TEKS standards in their lesson plans. This added responsibility of implementing both TEKS and SEL could cause increased teacher stress. This capstone project aimed to investigate the capacity for cross-aligning SEL Competencies and Art Texas Essential Skills standards for integrated implementation and to create a teacher-informed resource to implement these findings.

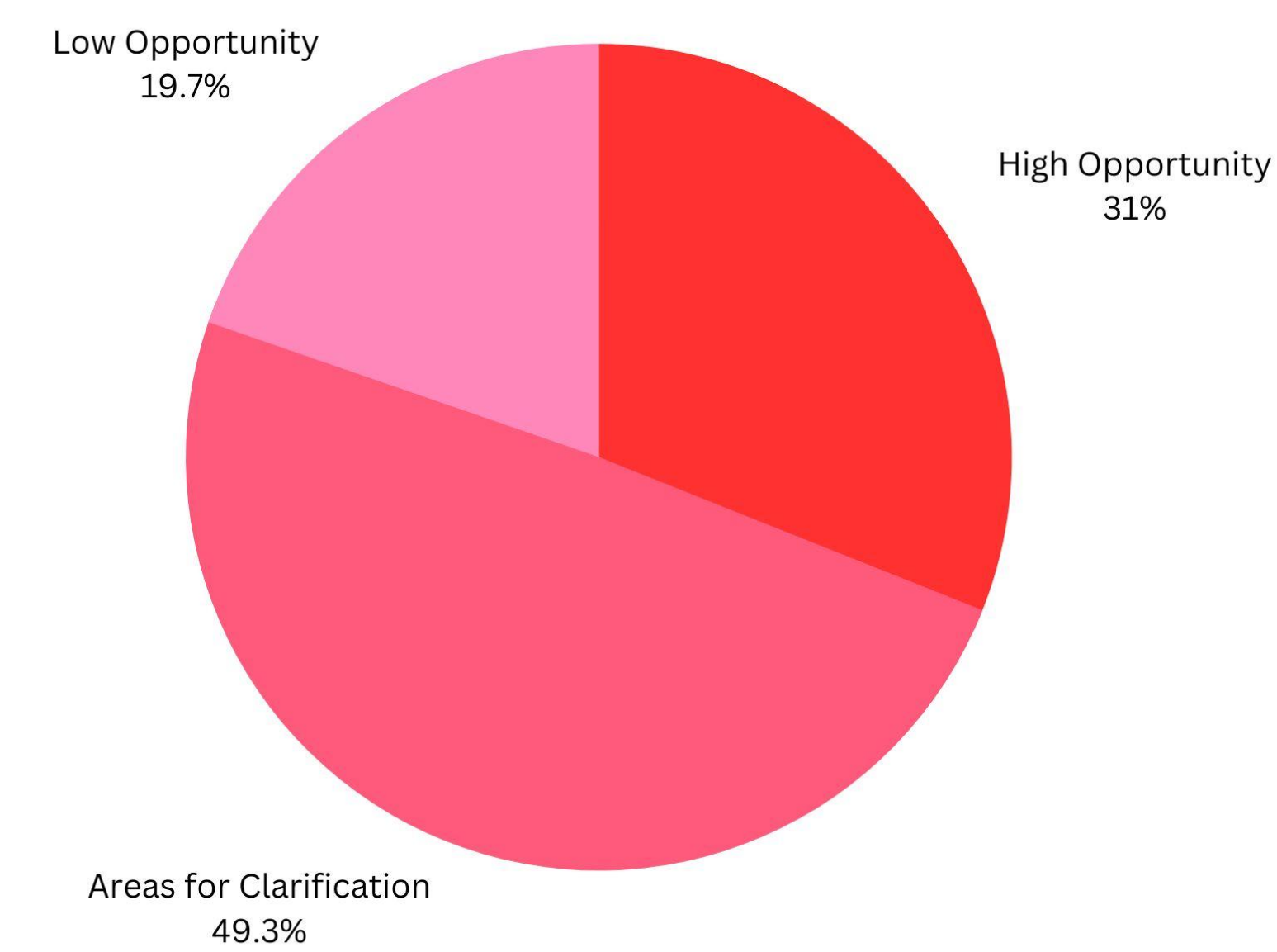
## Research Questions

What qualities make an SEL educational resource successful? How can CASEL SEL competencies and TEKS for Visual Arts be adapted into a helpful, accessible art educator resource that can alleviate teacher stress? How do CASEL SEL competencies align with required TEKS standards?

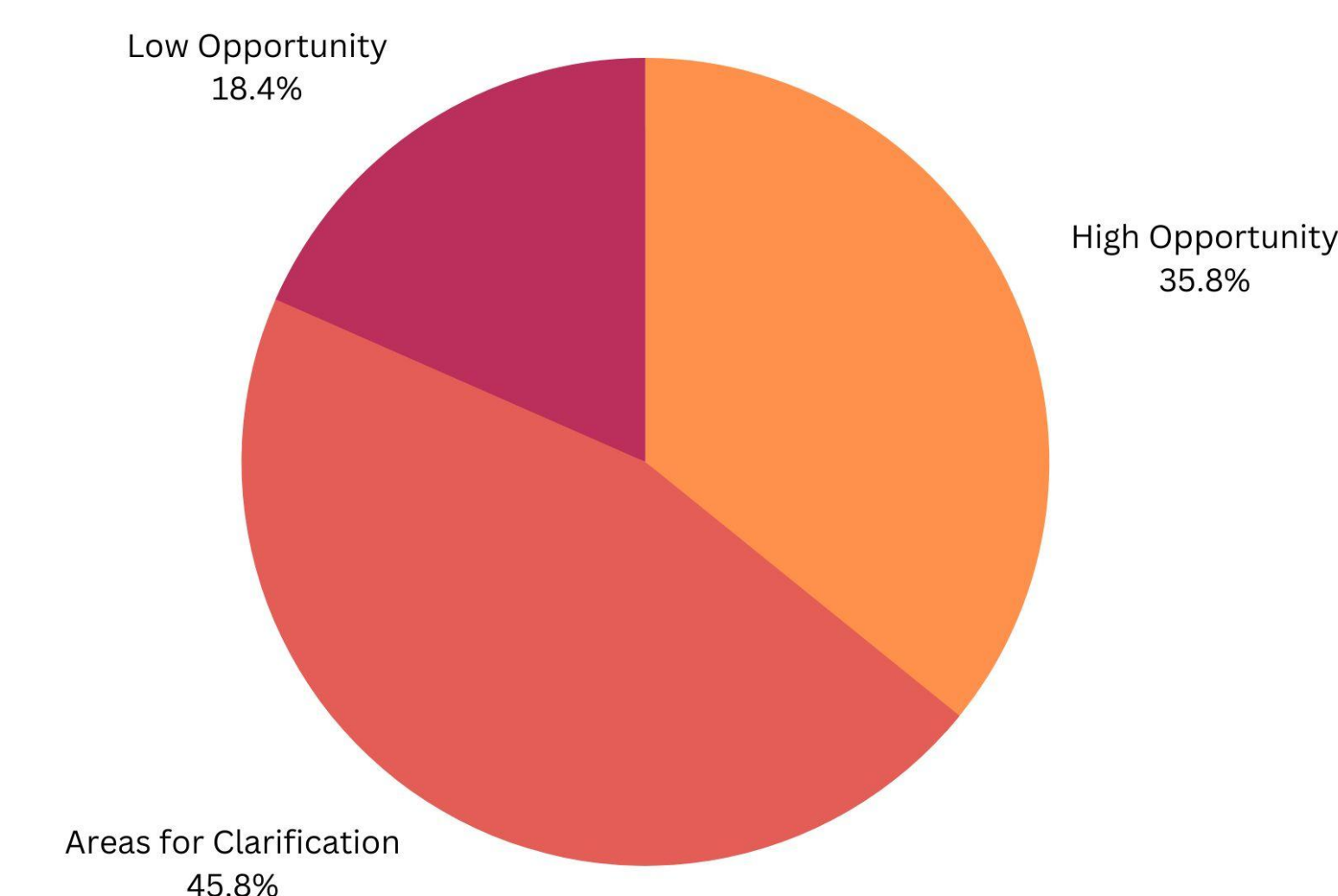
## Methods and Materials

Action Research was the methodology of this project. Deductive and interpretive content analysis was used to determine the alignment between CASEL SEL competencies to Art TEKS. The content of the curriculum resource were informed through survey responses from an online, Qualtrics survey distributed to art teachers in Texas via Facebook members-only groups. Teachers then provided feedback for reflection via a second survey,

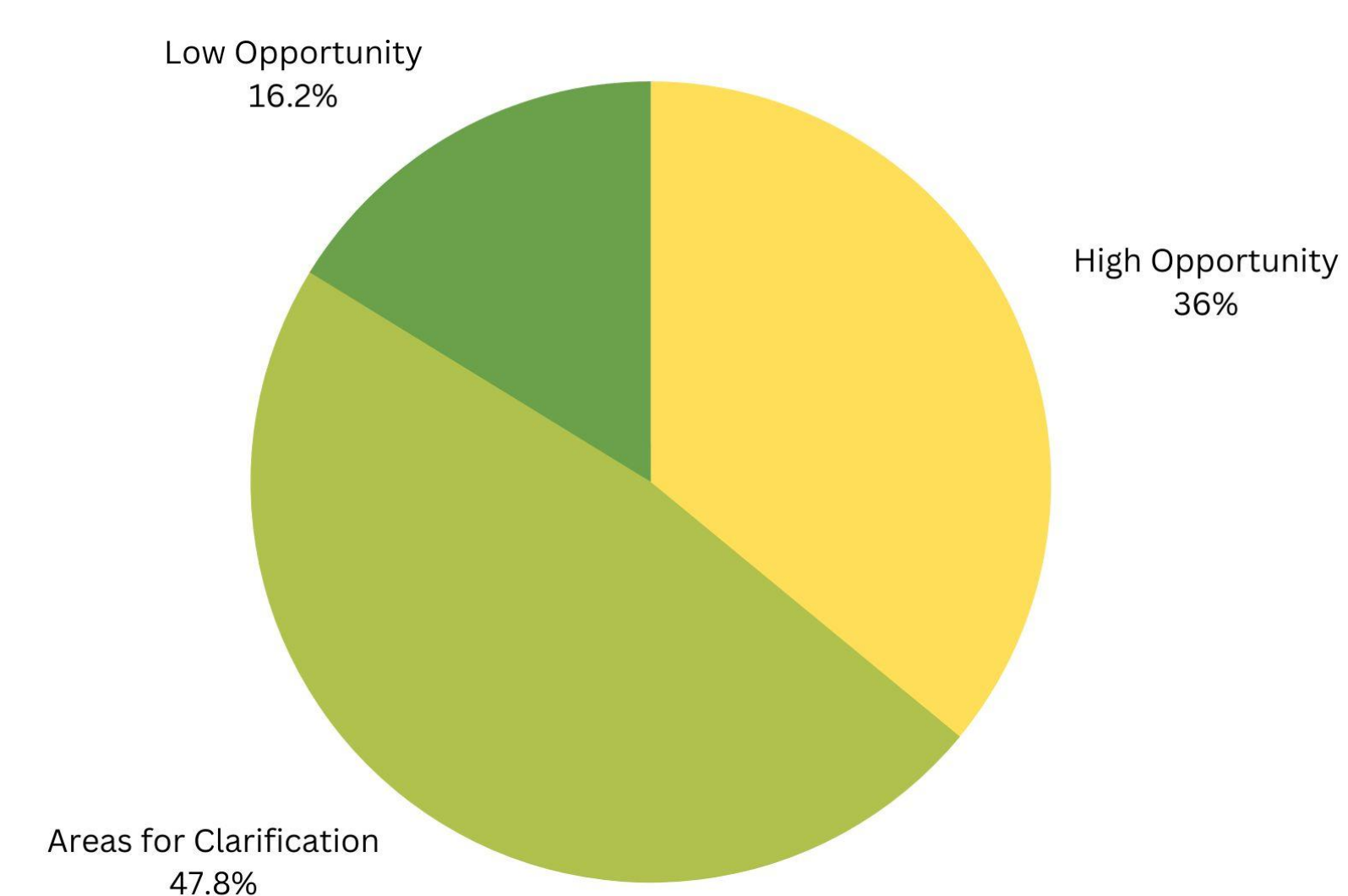
### Self-Awareness



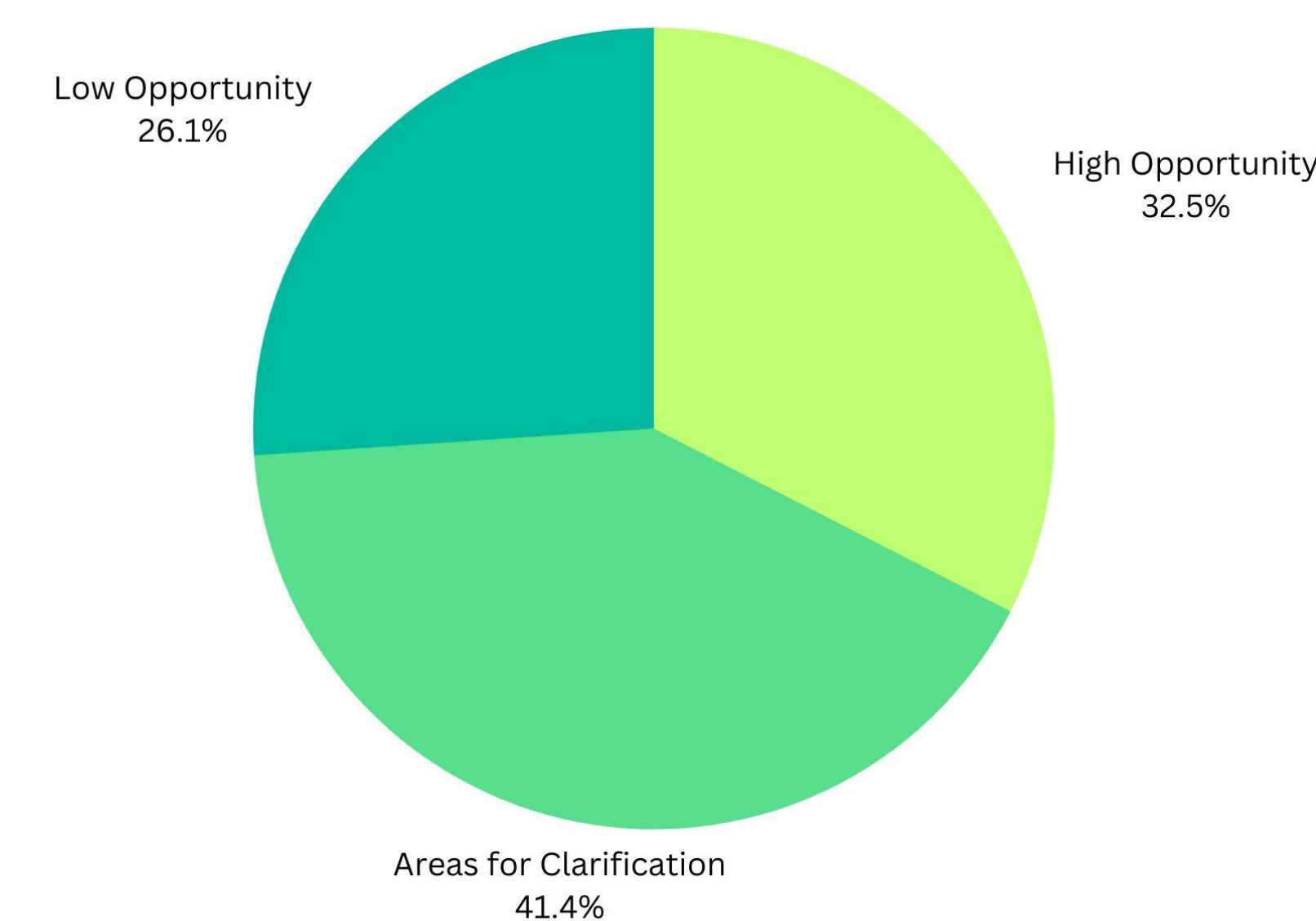
### Social Awareness



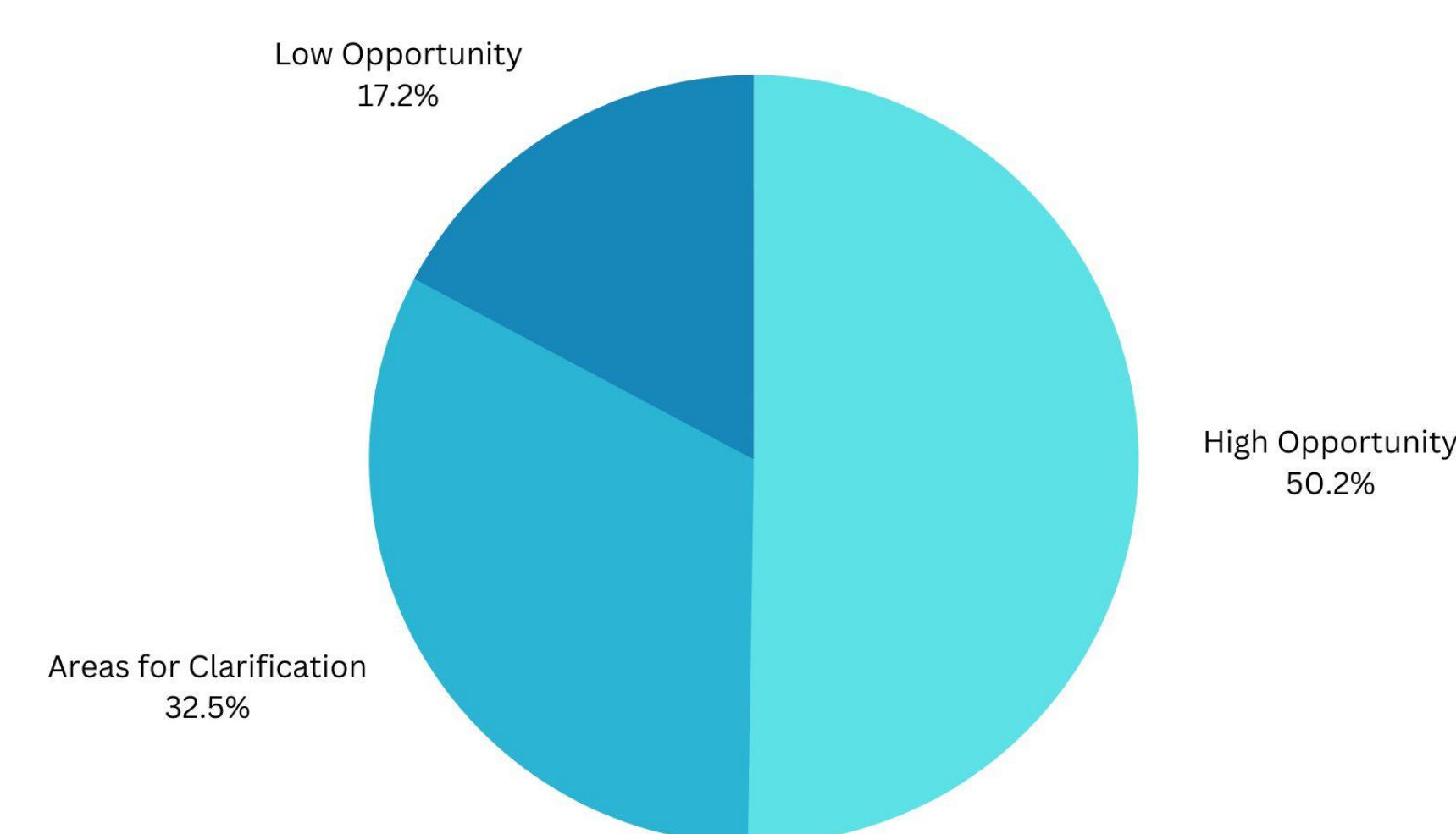
### Self-Management



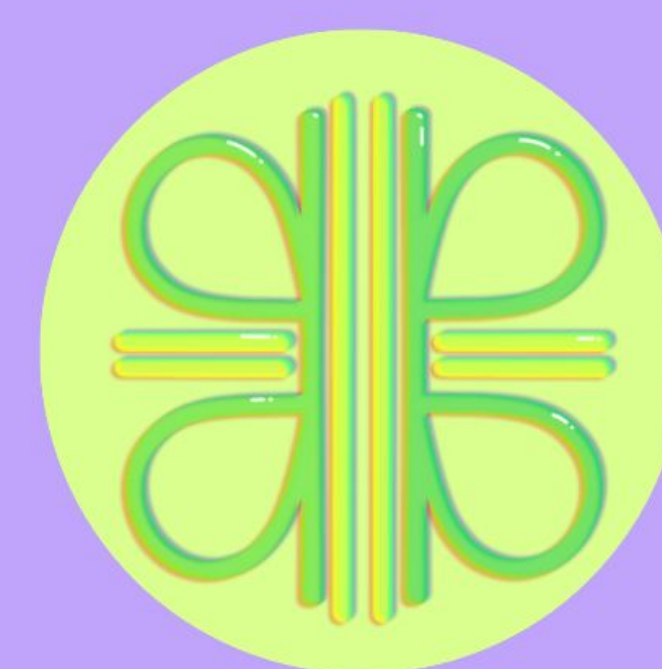
### Relationship Skills



### Responsible Decision-Making



Findings per SEL Competencies and 202 Visual Arts TEKS from the Content Analysis



**The Cloverleaf Interchange**

How SEL and Art Standards Align

The Cloverleaf Interchange Logo, Lindsay Edwards

## Results

Content analysis across the 202 standards and four strands of TEKS for visual art suggests quality cross-alignment between TEKS and CASEL competencies that fall under high opportunity or areas of clarification requiring minimal or no additional scaffolding to address SEL. The first survey suggests that Texas Art Educators value SEL in the art classroom. Further, participants specified time management, online format, flexibility, lesson inspiration, and standards alignment as essential qualities for this resource.

## Conclusion or Discussion

The results of alignment between SEL and TEKS show promising implications for future SEL implementation in Texas art education. Supplemental resources can help guide teachers in addressing these concepts, but the majority of TEKS share similar goals.

This resource can benefit from further testing via a focus group of current Texas art educators. In addition, this resource should continue to add lesson planning materials to match the evolving needs of students.

## Acknowledgments

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## References

Collaborative for Academic, Social, and Emotional Learning Organization, (2005). *Fundamentals of SEL*. CASEL. <https://casel.org/fundamentals-of-sel/>