



Evaluation Metrics

PROGRAM NAME: _____ Total _____

CONTENT:

Self-Awareness

1 2 3 4 5

- ☐ **Identifying emotions** (Positive, Safe, Proud, Accepting, Courageous, Respectful, Nonjudgemental)
- ☐ **Having an accurate self-perception** (Accountable, Not-Entitled/Humble, Accountable, Grit, Selflessness)
- ☐ **Recognizing strengths** (keeping perspective and ALL else)
- ☐ **Self-confidence** (happy, know context for behavior, right place, right time, courageous, humble, selfless)
- ☐ **Self-efficacy** (Grit, Learning from Mistakes, Accountability,

Notes:

Self Management	1	2	3	4	5
<div><div><input type="checkbox"/> Impulse control (self-regulation, awareness, time/place for behavior, flexibility, listening)</div><div><input type="checkbox"/> Stress management (don't try to do it all, effort, flexibility, F.A.I.L (first attempt at learning)</div><div><input type="checkbox"/> Self-discipline (self-regulation, awareness)</div><div><input type="checkbox"/> Self-motivation (effort, discipline, grit, advocacy, productive)</div><div><input type="checkbox"/> Goal-setting (discipline, git, productivity)</div><div><input type="checkbox"/> Organizational skills (mentoring, soft-skills, digital citizenship discipline, productivity)</div></div> <div>Notes:</div>					

Social Awareness**1****2****3****4****5**

- ☐ Perspective taking (when/where to use manners, respectful, joyful, safe, respect both ways ie.others views)
- ☐ Empathy (empathetic, kindness, inviting, welcoming)
- ☐ Appreciating diversity (manners, respect, inviting, welcoming, American values)
- ☐ Respect for others (civic responsibility, citizenship, doing for others, courtesy)

Notes:

Relationship Skills

1

2

3

4

5

- ☐ Communication (listening, respect, verbal, non-verbal, manage conflict,
- ☐ Social engagement (connection, civic engagement, service, American values)
- ☐ Relationship building (trust, openness, respect, listening)
- ☐ Teamwork (connection, team-building)

Notes:

Responsible Decision Making

1

2

3

4

5

- ☐ Identifying problems (perspective, analytical, high expectations)
- ☐ Analyzing situations (logic and reason, consistency, boundaries)
- ☐ Solving problems (logic and reasoning, high expectations)
- ☐ Evaluating (logic and reasoning)
- ☐ Reflecting
- ☐ Ethical responsibility (responsible, accountable, civic engagement)

Notes:

SUPPORT FOR SETTINGS:

CLASSROOM/ SCHOOL	1	2	3	4	5
<ul style="list-style-type: none">● Relationship building: Guidance on creating positive and supportive relationships between teachers and students and among students themselves.● Positive classroom management: Guidance around creating supportive, developmentally appropriate environments where expectations are clear, and teachers communicate high regard for all students' abilities. This includes guidance on the use of restorative practices.● Systemic support for SEL: Guidelines for building a schoolwide sense of community and/or or to support SEL planning, implementation, and sustainability.● Adult SEL: Guidance for supporting adult competency development and capacity to model SE competencies and/or promoting adult well-being.● Group structures: Guidance for organizing all the students in the school or grade level into small groups that meet regularly with an adult leader for the purpose of social and emotional explorations and development.● Peer mentoring: Guidance for cross-age or cross-subjects peer mentoring to provide academic support and/ or enhance students' sense of connection to peers.● Student supports: Guidance for working with students who need additional support in tier 2 or tier 3 settings.					

- **Family engagement component:** Guidance for communicating directly with families and caregivers through informational sessions on SEL, two-way communication structures, and/ or sharing around the school's SEL rollout plans.
- **School involvement:** Guidance for actively engaging and including families as valuable members of the school community, including soliciting parent input and inviting them to help design school events.
- **Connecting families with community supports:** Guidance for connecting families with community partners to help families access social and emotional supports outside of school.
- **Activities and resources for home:** Activities that involve parents/caregivers and extend SEL into the home in culturally responsive ways or informational resources that can be sent home to connect families to their student's learning.
- **Individualized communication:** Program materials include strategies for communicating with all families about their children's progress.
- **Service learning:** Guidance for engaging students in service activities that highlight for them their power and potential to make concrete contributions to the lives of others in their community.
- **Community partnerships:** Guidance for creating meaningful partnerships with community groups, local organizations, and/or local businesses.
- **Community volunteer activities:** Guidance for creating activities in which students spend time engaged in meaningful school- or community-based volunteer work.