



## Provide Opportunities for Success

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Evaluation is a valuable component of any instruction, particularly as educators look to incorporate social emotional learning instruction into their curriculum. Evaluating instruction, skills taught, and student development can provide necessary insight into the effectiveness of specific instruction. Educators can then use this feedback to adapt instruction and their approach to improve student access to the curriculum. Suggestions of possible evaluations are outlined below.

### Student Skill Self-Reflection

At the end of a specific lesson or unit on identified skills, educators can provide students with a template to reflect on what skills they were taught and how confident they feel in independently applying those skills. This type of reflection/evaluation would provide educators with knowledge of which skills to continue to develop.

### Student Lesson Reflection

This type of evaluation can be employed after a lesson to gain insight into whether or not the students engaged with the material in the manner in which the educator intended. Student responses can enlighten the educator about what ideas students took away from the lesson.

### Educator Lesson Reflection

After a lesson, educators are encouraged to reflect on the execution of the lesson compared to their intention for the lesson. At the core of that reflection, consider: what went well? What could have gone better? [Scholastic](#) recommends five questions to evaluate the effectiveness of instruction:

1. Was the instructional objective met? How do I know students learned what was intended?
2. Were the students productively engaged? How do I know?
3. Did I alter my instructional plan as I taught the lesson? Why?
4. What additional assistance, support, and/or resources would have further enhanced this lesson?
5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

### Long-Term Planning for Skill Instruction

Identifying a scope and sequence for focusing on specific social emotional skills can guide educators in ensuring that they cover each skill as intended. Creating a long-term plan for instruction allows educators to check back periodically and evaluate how well their instruction is following the prescribed plan. This “checking in” provides the opportunities for educators to make adjustments to the pace or instruction as necessary.



## Educator Skill Reflection

The practice of incorporating social emotional learning skills into instruction emphasizes that these skills can be taught and used across the curriculum. In order for educators to receive feedback and evaluate how students are demonstrating those skills, they can solicit feedback from others who work with the students in various content areas. This type of evaluation could be as simple as asking educators to periodically use a checklist which indicates the skills they notice specific students demonstrating or having difficulty demonstrating. Through this feedback, instruction can be altered to best match the needs of the students.

### **HOW DOES THIS CONNECT TO PROVIDE OPPORTUNITIES FOR SUCCESS?**

Consistent incorporation of evaluation rubrics, discussions, and feedback allows educators to make necessary adjustments to the content and mode of instruction. The goal of such adjustments is to best reach and engage students in a way that allows each to find success with the content and material (in this case, social emotional skills). By utilizing evaluations, educators are helping to provide students with opportunities for success.