

Recommended Instructional Materials Evaluation Tool for Review and Adoption of Instructional Materials & Practices for K-12 Oregon’s Transformative Social and Emotional Learning



Part 1: Transformative Social and Emotional Learning Criteria

- [Criterion 1.1: Alignment to Three-Dimensional \(3D\) Learning](#)



Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria

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Part 3: Technical Usability Criteria

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Part 4: Assessment Criteria

- [Criterion 4.1: Formative Assessment Process](#)

*This criterion is not required.

How to Use This Tool

The instructional materials evaluation tool (IMET) for Transformative Social and Emotional Learning (TSEL) is developed to assist districts in the review and adoption of instructional materials and practices for TSEL instruction. For guidance on the process and criteria to use when selecting, supporting, and aligning materials, programs, and practices, please review [Oregon’s Recommended TSEL Instructional Materials Criteria](#). Below are the recommended criteria, metrics and scoring rubric for use when adopting TSEL instructional materials and practices. Using the tables below, circle a score for each metric using the scoring guide to determine whether the metric is In Place, Partially In Place, or Not Yet In Place, and record notes for discussion during adoption team meetings.

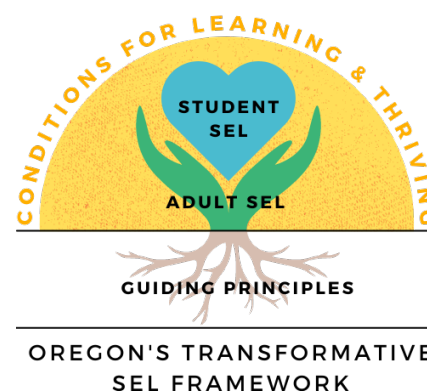
If you have any questions about Transformative Social and Emotional Learning instruction in K-12 Oregon schools, please contact ODE’s SEL Education Specialist, Vanessa Martinez at ODE.SEL@ode.oregon.gov

Scoring Guide:

3 points - **Fully in place:** Serving as a desirable model; representing the best of its kind.

2 points - **Partially in place:** Fulfills expectations; acceptable, though not fully in place.

1 point - **Not yet in place:** Requires revision, enhancement, or substantial supplementation to meet expectations.





Part 1: Oregon’s Transformative Social and Emotional Learning Criteria

Part 1 focuses on the Transformative SEL content and delivery by adults that describe what a person needs to know, understand, and be able to do with individual learners and the learning community as they learn, practice, and reflect on how they are making progress towards the standards. SEL content may include instructional materials and instructional practices, and is not limited to content that is included in a published textbook. The following criteria are aligned to [Oregon’s Transformative SEL Standards and Practices](#) (pages 23-29).

Criterion 1.1 Alignment to SEL Standards

Materials and instructional practices include multiple opportunities to implement the SEL standards within grade levels, content-areas, learning environments, and/or contexts across the school, district, and community.

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>SELF-AWARENESS & IDENTITY</p> <p>Identify and reflect upon one’s thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments. (TSEL Standard 1)</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>SELF-MANAGEMENT & AGENCY</p> <p>Use management strategies to build personal and collective agency that lead to achieving goals and aspirations. (TSEL Standard 2)</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>SOCIAL AWARENESS & BELONGING</p> <p>Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society. (TSEL Standard 3)</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>RELATIONSHIP SKILLS & COLLABORATIVE PROBLEM-SOLVING</p> <p>Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems. (TSEL Standard 4)</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>RESPONSIBLE DECISION-MAKING & CURIOSITY</p> <p>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. (TSEL Standard 5)</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>Total</p>	<p>_ / 15</p>			<p>Fully in place (11-15 points) Partially in place (10 points) Not yet in place - requires supplementation (5-9 points)</p>



Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria

Part 2 focuses on the decisions made by adults to create the conditions, environments, and approaches to integrate Transformative SEL across content and contexts in the school day, so every learner can learn and thrive. This includes the practices, interactions, and lenses necessary in selecting materials for planning and instruction. The following criteria are aligned to [Oregon’s Transformative SEL Guiding Principles](#) (pages 11-13) that guide decisions about how the Transformative SEL Standards & Practices (see part 1) are implemented and supported.

Criterion 2.1 Culturally Responsive

A culturally responsive approach refers to the explicit recognition and incorporation of learners’ cultural knowledge, experience, and ways of being and knowing to create the conditions for SEL. It provides the opportunity for educators to reflect on White-centered cultural views on what qualifies as achievement or success, so that all learners feel seen, affirmed, and valued. (TSEL Guiding Principle 1)

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>CULTURAL RELEVANCE</p> <p>Affirm learners’ cultural knowledge, experience, and ways of being and knowing, and include relevant topics of learner interest and access to authentic contexts and tools that give learners the autonomy to make connections to their experiences, goals, and interests.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Fully in place</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Partially in place</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Not yet in place</p>	

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>DIVERSE FRAMES OF REFERENCE</p> <p>Utilize multiple frames of reference that facilitate adult learning for understanding and integrating cultural backgrounds, history, perspectives, and everyday experiences of learners, families, and the community.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>ATTENTION ON BIAS</p> <p>Increase awareness of biases and assumptions, their impact on our actions, behavior, and interactions, and development of ways to disrupt, reduce, and heal from their effects.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>Total</p>	<p>_ / 9</p>			<p>Fully in place (7-9 points) Partially in place (6 points) Not yet in place - requires supplementation (3-5 points)</p>

Progress to the next page for 2.2 Community Responsive

Criterion 2.2 Community Responsive

A community responsive approach centers a community’s context (classroom, school, district, local and global) and variety of lived experiences, is equity-centered, and culturally responsive to address the needs and interests of the community it serves. (TSEL Guiding Principle 2)

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>CUSTOMIZING FOR CONTEXT</p> <p>Adults reflect on the context in which they are teaching and solicit learner perspectives to adapt instruction through differentiation so learners can express their learning individually and collectively.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>SERVICE & ACTION LEARNING</p> <p>Engage learners in service opportunities that highlight their power, agency, and potential to make real-world actions and contributions to the lives of others in their community.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>COLLABORATIVE LEARNING</p> <p>Co-construct knowledge and engage in the process of learning collaboratively.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>Total</p>	<p>_ / 9</p>			<p>Fully in place (7-9 points) Partially in place (6 points) Not yet in place - requires supplementation (3-5 points)</p>

Criterion 2.3 Strengths-Based

A strengths-based approach affirms all forms of identities and abilities through honoring individual and community backgrounds such as race, culture, language, lived experiences, and equity in access to education for learners experiencing disabilities. A strengths-based approach focuses on individual and systemic protective factors that enhance and promote health and well-being rather than emphasizing what is not working or needs to be “fixed.” (TSEL Guiding Principle 3)

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
PROTECTIVE HEALTH FACTORS & WELL-BEING Utilize and integrate comprehensive prevention approaches and practices that address risk factors as well as protective factors at the personal, interpersonal, community, and societal levels.	3	2	1	
	Fully in place	Partially in place	Not yet in place	
CELEBRATE POTENTIAL Emphasize learning, growth, and progress over the false and harmful idea of perfection by providing learners with opportunities to use their strengths, access their potential, and celebrate growth.	3	2	1	
	Fully in place	Partially in place	Not yet in place	
SUPPORTIVE RELATIONSHIPS Cultivate and strengthen authentic relationships through intentionally fostering community, sharing power, expressing care, and valuing learners’ rich cultural and linguistic assets.	3	2	1	
	Fully in place	Partially in place	Not yet in place	
Total	_ / 9			Fully in place (7-9 points) Partially in place (6 points) Not yet in place - requires supplementation (3-5 points)

Criterion 2.4 Trauma-Informed

A trauma-informed approach recognizes that events, conditions, and forms of oppression can cause traumatic stress and when relationships are navigated with care, they can mitigate harm and maximize opportunities for individual and collective healing and wellness. (TSEL Guiding Principle 4)

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>PREDICTABLE & ADAPTABLE ROUTINES</p> <p>Create predictable yet adaptable routines, structures, and support for learners that create consistency, stability, and fun so learners feel ready to learn.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>STUDENT AGENCY</p> <p>Student choice that supports their personal and collective goals and efforts, grows their confidence, courage, and advocacy.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>DEVELOP CO/SELF-REGULATION</p> <p>Students and adults co-regulate through a nurturing connection and use of practices and exercises that support the learner’s immediate needs and long-term goals.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>Total</p>	<p>_ / 9</p>			<p>Fully in place (7-9 points) Partially in place (6 points) Not yet in place - requires supplementation (3-5 points)</p>

Criterion 2.5 Grounded in Neuroscience and Science of Learning

A neuroscientific approach to Transformative SEL ensures structures, policies, programs, practices, interactions, and physical learning environments are informed by and align with the most up-to-date learning and unlearning. (TSEL Guiding Principle 5)

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>BRAIN DEVELOPMENT</p> <p>Increase knowledge and understanding of how our brain continuously learns and changes with new information and experiences, adapts by unlearning and relearning, and grows and heals in human-centered learning conditions.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>NEURODIVERSITY</p> <p>Honor and respect neurodiversity that grows from the understanding that every human brain is different, unique, malleable, and designed for unlimited potential.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>NEUROMYTHS</p> <p>Neuromyths (the misunderstandings or misconceptions about the brain and how it functions that cause harm and limit human potential) are considered in SEL instruction.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>Total</p>	<p>_ / 9</p>			<p>Fully in place (7-9 points) Partially in place (6 points) Not yet in place - requires supplementation (3-5 points)</p>



Part 3: Usability Criteria

Part 3 focuses on the usability and adaptability of materials and practices to support educators, learners, and families, whether it’s in the classroom, at home or online. Criterion 3.3 is provided to consider when adopting digital materials and is an optional component depending on the format of content delivery.

Criterion 3.1 Supports for Educators

Materials include opportunities for educators to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>SUPPORTING GUIDANCE</p> <p>Provide teacher guidance with useful annotations and suggestions for how to utilize the learner materials, visual models, and ancillary materials, with specific attention to engaging learners to guide their SEL development.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>SEL FOR TEACHING</p> <p>Contain adult-level explanations and examples of relevant SEL concepts, so that educators can improve their own knowledge of the content.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>HOME CONNECTION</p> <p>Provide information in plain language for all partners—including learners, parents/families, or caregivers—about the program and ideas and resources to help foster learners' growth, development, and well-being.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>CONTENT ADAPTABILITY</p> <p>Flexible and adaptable to allow an educator to differentiate content and varied modes of communication within lessons, activities, and other learning opportunities for learners.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>Total</p>	<p>_ / 12</p>			<p>Fully in place (8-12 points) Partially in place (8 points) Not yet in place - requires supplementation (4-7 points)</p>

Progress to the next page for 3.2 Supports for Students

Criterion 3.2 Supports for Students

Materials have explicit support for educators with suggestions (routines, practices, resources, etc.) for how to meet the individual needs of learners. Support materials include live updates (data sources, current events, etc.).

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>INCLUSIVE PRACTICES</p> <p>Materials provide a variety of scaffolds to support all learners in their ongoing and active participation in SEL (i.e. learners who are multilingual, need additional support, specially designed instruction, and/or more challenging learning opportunities).</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>STUDENT DIFFERENTIATION</p> <p>Provide extensions and/or opportunities for all learners to engage with developmental SEL at varied levels.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>EMERGENT BILINGUAL SUPPORT</p> <p>Provide Ideas, practices, and support for learners who read, write, and/or speak in a language other than English to enable their full participation in SEL.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>Total</p>	<p>_ / 9</p>			<p>Fully in place (7-9 points) Partially in place (6 points) Not yet in place - requires supplementation (3-5 points)</p>

Criterion 3.3 Digital learning Design Elements

Materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>MATERIALS USABILITY</p> <p>The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>LEARNING RESOURCES</p> <p>The digital materials provide support for users in a variety of settings, including:</p> <ul style="list-style-type: none"> Professional learning resources to support educators’ use of the materials Robust supports to help families understand and utilize the materials while supporting their learners at home Support for learners working asynchronously 	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>MEDIA INTEGRATION</p> <p>Digital and multimedia elements support, rather than distract from, intended learning goals and instructional content.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>.ADAPTABILITY OF MATERIALS</p> <p>Digital materials allow adaptation of documents and other included resources to meet learner needs.</p>	<p>3</p>	<p>2</p>	<p>1</p>	
	<p>Fully in place</p>	<p>Partially in place</p>	<p>Not yet in place</p>	
<p>Total</p>	<p>_ / 12</p>			<p>Fully in place (8-12 points) Partially in place (8 points) Not yet in place - requires supplementation (4-7 points)</p>

Progress to the next page for Part 4: Assessment Criteria



Part 4: Assessment Criteria

Part 4 focuses on formative assessment related to Oregon’s Transformative SEL Standards. The SEL standards are intended to provide an approach that builds on student assets, creates a sense of belonging, and develops agency and identity. The standards are not meant to decide appropriate behavior or 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 includes dialogue, reflection, goal-setting and increasing individual and collective awareness and growth.

Criterion 4.1 Formative Assessment Process

Instructional materials incorporate the formative assessment process:

- Materials employ clear learning goals and performance criteria to elicit evidence of learner thinking.
- Feedback informs the teaching and learning process.
- Students have agency to monitor and adjust their own learning.

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>CLARITY OF LEARNING GOALS</p> <p>Materials are designed around clear learning goals and written in a way that educators can adapt with integrity and/or learners can understand.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>ELICITATION OF EVIDENCE</p> <p>Instructional activities and opportunities elicit a variety of evidence of learner thinking, rethinking, and creativity, including opportunities for learner self-reflection, checks for understanding, collaborative assessment, and learner-created ideas.</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	

Metric <i>Do the materials, programs, or practices...</i>	Score			Notes
<p>INTERPRETATION OF FEEDBACK</p> <p>Materials facilitate the provision of meaningful and strengths-based feedback to progress through learning.</p> <ul style="list-style-type: none"> • Educator-to-learner • Learner-to-educator • Learner-to-learner 	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>ACTION & ADJUSTMENT</p> <p>Materials guide educators and learners to use feedback in action-oriented ways (i.e. adjusting, revising, unlearning, relearning).</p>	<p>3</p> <p>Fully in place</p>	<p>2</p> <p>Partially in place</p>	<p>1</p> <p>Not yet in place</p>	
<p>Total</p>	<p>_ / 12</p>			<p>Fully in place (8-12 points) Partially in place (8 points) Not yet in place - requires supplementation (4-7 points)</p>