TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults

This tool was designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, and staff members can use it to assess their personal strengths and think about how they can model those strengths when interacting with others. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence.

Insights gained from this personal reflection tool can be effectively used during SEL professional learning. After individuals privately complete the tool, they can discuss general themes and examples of strengths and challenges with partners or in small groups. During regular staff meetings, staff can revisit personal goals to mark progress and update.

Here's how to use this tool:

1. Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (rarely, sometimes, often). If a statement does not apply to you, draw a line through the rating box.
2. When you finish, search for patterns of strengths and challenges to guide your personal social-emotional growth process. This information is for you, so answer accurately without judging responses as "good" or "not as good."
3. After completing the reflection, take action in light of what you learned.
   a. Reflect upon the results to draw conclusions about your progress.
      i. If you consider that statements marked as "often" could be indicators of personal strengths:
         1. How do these strengths affect your interactions with students and peers?
         2. What competencies do your strengths relate to?
         3. Which of your strengths do you believe will help you guide schoolwide SEL?
         4. Which are you most proud of?
      ii. If you consider that statements marked as "rarely" could be considered as current challenges:
         1. How might enhancing this area benefit your interactions with students and/or peers?
         2. To which competency or competencies do your challenges relate?
         3. Select one or two areas you believe would help you promote schoolwide SEL.
         4. Develop a strategy to remind yourself to practice this new behavior, or bring it up as something to work on with a mentor or a coach.
      iii. When looking at your responses, were there things that surprised you? Were there things that confirmed what you already knew about yourself?
   b. List ways you can model your strengths for others and embed them throughout the school day.
   c. List ways you can improve on any challenges you currently face.

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Self-Awareness		Rarely	Some-times	Often
EMOTIONAL SELF-AWARENESS	I am able to identify, recognize, and name my emotions in the moment.			
	I recognize the relationship between my feelings and my reactions to people and situations.			
ACCURATE SELF-PERCEPTION	I know and am realistic about my strengths and limitations.			
	I encourage others to tell me how my actions have affected them.			
	I know how my own needs, biases, and values affect the decisions I make.			
SELF-CONFIDENCE	I believe I have what it takes to influence my own destiny and lead others effectively.			
	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
OPTIMISM	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			

Self-Management		Rarely	Some-times	Often
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed, and unflappable under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging, and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			

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Social Awareness		Rarely	Some-times	Often
EMPATHY	I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues.			
RESPECT FOR OTHERS	I believe that, in general, people are doing their best, and I expect the best of them.			
APPRECIATION OF DIVERSITY	I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented.			
ORGANIZATIONAL AWARENESS	I am astute in organizational situations and am able to identify crucial social networks.			
	I understand the organizational forces at work, guiding values, and unspoken rules that operate among people.			

Relationship Skills		Rarely	Some-times	Often
COMMUNICATION	I foster an emotionally nurturing and safe environment for staff, students, families, and community members.			
	I am open and authentic with others about my values and beliefs, goals, and guiding principles.			
	I communicate with and encourage interaction with staff, students, parents, caregivers, and community members.			
	I can articulate ideas that are important to me in ways that motivate others to become involved.			
BUILDING RELATIONSHIPS	I have a genuine interest in cultivating people's growth and developing their SEL skills			
	I am able to openly admit my mistakes and shortcomings to myself and others.			
	I try to understand the perspective and experiences of others before I offer suggestions.			
	I give timely and constructive feedback as a coach and mentor.			
CONFLICT MANAGEMENT	I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives.			
	I am able to guide conflicting parties to find a common solution.			
TEAMWORK AND COLLABORATION	I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all.			
	I build relationships with members of diverse groups.			

		Rarely	Some-times	Often
	I involve key stakeholders in important decision-making tasks to ensure we are making wise choices.			
	I embody teamwork in my leadership style and personal behaviors as a role model to staff, students, and the school community.			
	Responsible Decision-Making	**Rarely**	**Some-times**	**Often**
PROBLEM IDENTIFICATION AND SITUATION ANALYSIS	I am able to define the core of the problem and differentiate it from solution options.			
	I recognize the need for change, to challenge the status quo, and to encourage new thinking in my school.			
	I conduct a needs analysis and involve the staff to identify problems before starting a new initiative.			
PROBLEM-SOLVING	I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems.			
	I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular.			
EVALUATION & REFLECTION	I use more than one measure to assess progress toward social, emotional, and academic goals.			
	I provide opportunities for self-reflection and group reflection on progress toward goals and the process used.			
PERSONAL, MORAL, & ETHICAL RESPONSIBILITY	I treat other people in the way I would want to be treated.			
	I encourage community service activities for students, staff, and the community			