

Personal Assessment and Reflection – SEL Competencies for School Leaders, Staff, and Adults

Purpose

This tool is designed to help schoolwide SEL leaders to assess and understand their own levels of social and emotional competence.

This tool is adapted from a previous version which was developed by Devaney, O'Brien, Resnik, Keister, & Weissberg (2006)¹, and is based on the work of Goleman, Boyatzis, & McKee (2002)².

How to use this tool

This tool was designed for personal self-reflection. It should not be used to evaluate performance. Principals, other administrators, SEL team members, and other 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 offers prompts that encourage thinking about ways to promote growth in areas of social competence that need improvement.

If used as part of professional learning for SEL, insights gained from the self-assessment and personal reflection this tool encourages can be shared in small group discussions.

To complete the self-assessment and reflection:

- Read each statement, try to think of specific situations where the statement applies, 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.
- When you finish, use the results to search for patterns of strength to guide your personal social-emotional growth process. You may also find some areas you would like to improve. Don't judge your responses as "good" or "not so good." Just answer as honestly as you can.

The reflection questions at the end of this tool can be used after completing the self-assessment. They are intended to help users of the tool take action on what they learned through the self-assessment.

¹ Devaney, E., O'Brien, M. U., Resnik, H., Keister, S., & Weissberg, R. P. (2006). *Sustainable schoolwide social and emotional learning (SEL): Implementation guide and toolkit*. Chicago: Collaborative for Academic, Social, and Emotional Learning.

² Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership* (pp. 253-266). Boston, MA: Harvard Business School Press.

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 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.			
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, the 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.			
	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, challenge the status quo, and 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			

Reflecting on this process

After completing the self-assessment, take a moment to look at the statements and how you rated them. Here are some self-reflection questions you can ask yourself:

- What were the patterns in the responses?
- If you consider that statements marked as “often” could be indicators of personal strengths:
 - What competencies do your strengths relate to?
 - Which of your strengths do you believe will help you guide schoolwide SEL?
 - Which are you most proud of?
- If you consider that statements marked as “rarely” could be considered as current challenges:
 - Do these challenges relate to a particular competency?
 - Select one or two you believe you will need to help you guide schoolwide SEL.
 - Develop a strategy that you will use to remind yourself to practice this new behavior, or bring it up as something to work on with a mentor or a coach.
- When looking at your responses, was there anything that surprised you? Was there anything that helped confirmed what you already knew about yourself?

Taking action in light of what you learned

- List ways you can model your strengths for others and embed them throughout the school day.

- List ways you can improve on any challenges you currently face.