Personal Assessment and Reflection

Purpose:

This tool is designed to help those individuals begin to assess and understand their own social and emotional competence.

How to use this tool:

This tool is for self-reflection. It is intended for personal use only.

- Read each statement, try to think of specific situations where the statement applies, then rate yourself on the statement by marking in the appropriate box (rarely, sometimes, almost always) to the right.
- If a statement does not apply to you, draw a line through the rating box.
- Use the Thoughts or Comments box as a place to write reactions or questions.
- When you finish, you will use the results to search for patterns of strength that you will use to help you guide the change process. You may also find some areas that you would like to improve. Don't judge yourself "good" or "not so good" by the responses that you mark as you go along; just answer as honestly as you can.

Reflection:

When you have finished, take a look at the statements where you rated yourself the strongest and the weakest. Don't let yourself get overwhelmed. There are a lot of behaviors listed here – you are using this list to become more aware so that you can begin the lifelong journey to nurture these behaviors in yourself and others.

- Are there any patterns?
- Do your strengths and weaknesses cluster in any one area?
- Look at the statements where you marked "almost always." These are your strengths.
    - What clusters do they fall in?
    - Which of these strengths do you believe will help you guide the change process to improved social, emotional, and academic learning?
    - Which are you most proud of?
- Look at the statements where you marked "rarely."
    - Select one or two you believe you will need to help you guide the change process to improve social, emotional, and academic learning.
    - Develop a strategy that you will use to remind yourself to practice this new behavior.

You may want to make yourself a note for your bulletin board (electronic or paper) congratulating yourself for your strengths and reminding you to practice the behavior you have selected. Think of strategies that you can use to model these skills and embed them throughout the school day.

Adapted from Goleman, D, Boyartzis, R., & McKee, A. (2002) *Primal Leadership*(pp.253-256). Boston,MA: Harvard Business School Press; Devaney,E, O'Brien, M., Resnik, H, Keister, S;, & Weissberg, R. (2006)*Sustainable Schoolwide Social and Emotional Learning Implementation Guide and Toolkit* Chicago, IL: CASEL ; and Golman,D (2011) *Leadership: The Power of Emotional Intelligence* Northampton,MA: More than Sound.

CASEL Personal Assessment and Reflection of Social, Emotional, and Academic Learning

Self Awareness		Rarely	Some-times	Often	Almost Always
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.				
	I can see the big picture in a complex situation.				
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.				

Thoughts or Comments:

Self-Management					
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.				

Thoughts or Comments:

Social Awareness					
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.				
ORGANIZATIONAL AWARENESS	I am politically astute and am able to detect crucial social networks.				
	I understand the political forces at work, the guiding values, and unspoken rules that operate among people.				

Thoughts or Comments:

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Relationship Skills		Rarely	Some-times	Often	Almost Always
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 and caregivers, and community members.				
	I have a vision for SEL and can articulate it 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 the person before I offer suggestions.				
	I give timely and constructive feedback as a coach and mentor.				
CONFLICT MANAGEMENT	I am comfortable surfacing 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 prefer teamwork and collaboration and generate a collegial atmosphere that inspires us all.				
	I build relationships with community members to support SEL.				
	I involve key stakeholders in important decision-making tasks to assure we are making wise choices.				
	I embody SEL in my leadership style and personal behaviors as a role model to staff, students, and school community.				
Thoughts or Comments:					

Responsible Decision Making					
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 for 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				
Thoughts or Comments:					

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