



## Introduction Handout 5: Educator SEL Self-Assessment

Adapted from Yoder, N. (2014). [Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks](#). Washington, DC: Center on Great Teachers and Leaders.

Adapted with permission. Retrieved from

<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

### Directions

Think about your own social and emotional competencies. Use the scoring guide below to rate yourself on how your social and emotional skills influence your practices with your students. Consider each statement and score yourself based on the degree to which each statement holds true for you.

**1 = Strongly disagree.** I have a difficult time with this practice. I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.

**2 = Disagree.** I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

**3 = Agree.** I am strong in this area. I do a good job modeling these skills for my students. I use these skills most of the time when I implement practices with students.

**4 = Strongly agree.** I am very strong in this area. I am able to use these skills when I implement practices with students.

### Self-Awareness

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of practices that I need to improve upon and grow professionally.	1	2	3	4
I can effectively implement teaching practices with my students or faculty.	1	2	3	4
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how these reactions impact my interactions with my students.	1	2	3	4
I understand how student responses (positive and negative) affect my emotions and my behaviors.	1	2	3	4
I am aware of how my cultural beliefs and background affect my interactions with my students.	1	2	3	4
<b>Total</b>				

## Self-Management

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I continuously refine my personal goals about how I will best implement teaching practices with my students.	1	2	3	4
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction (e.g., stress, anger) while implementing teaching practices.	1	2	3	4
Through the effective management of my emotions (e.g., use of stress-reduction techniques), I am better able to implement teaching practices, use positive approaches to discipline, and develop a positive learning environment that is free from bias and prejudice.	1	2	3	4
I model behaviors (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during interactions.	1	2	3	4
<b>Total</b>				

## Social Awareness

Statement	Strongly disagree	Disagree	Agree	Strongly agree
To effectively implement positive teaching practices, I usually understand the perspectives of my students and can pay attention to their emotional cues during interactions with others.	1	2	3	4
I try to understand why my students are or are not actively participating, and I am usually successful in providing my students the necessary skills to have successful interactions with others.	1	2	3	4
I successfully support positive emotions and respond to negative emotions during interactions with others.	1	2	3	4
I address the commonalities and differences (e.g., racial, ethnic, cultural) that exist among students that can influence interactions with others.	1	2	3	4
<b>Total</b>				

## Responsible Decision-Making

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviors of my entire class, while implementing teaching practices.	1	2	3	4
I regularly include my students to solve problems that arise in the classroom.	1	2	3	4
I stay focused and consistent when I implement teaching practices	1	2	3	4
When I implement teaching practices, I balance students' emotional needs and academic needs.	1	2	3	4
<b>Total</b>				

## Relationship Skills

Statement	Strongly disagree	Disagree	Agree	Strongly agree
I clearly communicate expectations (e.g., behavioral and academic) in a manner that addresses students' individual needs and strengths when implementing teaching practices.	1	2	3	4
I am comfortable helping my students resolve interpersonal conflicts that come up during interactions, and I have experienced success with this.	1	2	3	4
I use teaching practices to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships.	1	2	3	4
I use teaching practices to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills.	1	2	3	4
<b>Total</b>				

## Scoring and Reflection

1. In the box below, bring down the total score you gave yourself for each of the teacher social and emotional competencies. To create a final score, take the average of each social and emotional competency.

Social and Emotional Competency	Your Score/Total Possible Points	Average Score
1. Self-Awareness	/40	
2. Self-Management	/32	
3. Social Awareness	/32	
4. Responsible Decision-Making	/32	
5. Relationship Skills	/32	

2. Reflect on your scores using the following question prompts.

A. On which social and emotional competency did you score the highest

B. On which social and emotional competency did you score the lowest?

C. What evidence do you have to support the self-rating you selected? What skills do you possess that support the self-rating you received?

D. What professional learning experiences could facilitate improvement in areas in which you scored lowest?

## Action Plan – Adult Self-Care

Review at least one of the readings below on adult self-care to identify self-care strategies, then complete the table below.

- [\*Seven Ways Mindfulness Can Help Teachers\*](#)
  - o [http://greatergood.berkeley.edu/article/item/seven\\_ways\\_mindfulness\\_can\\_help\\_teachers](http://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers)
- [\*Some Tips on Self-Care for Educators Working with Children with Trauma\*](#)
  - o <http://www.selresources.com/sel/tips-self-care-educators-working-children-trauma/>
- [\*7 Self-Care Strategies for Teachers\*](#)
  - o <https://www.edutopia.org/discussion/7-self-care-strategies-teachers>
- [\*Top Tips for Stress Management and Self-Care\*](#)
  - o [http://www.educationworld.com/a\\_admin/stress-management-self-care.shtml](http://www.educationworld.com/a_admin/stress-management-self-care.shtml)

**Table 1. Action Plan on Adult Self-Care**

1. Which strategy did you identify to try out? Does it meet the components of adult self-care (meaningful and occurs on a regular basis?)	
2. When will you engage in your self-care strategy?	
3. How will you ensure that you continue to engage in this self-care strategy?	

This work was originally produced at least in part by the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center at WestEd, with funds from the U.S. Department of Education under cooperative agreement numbers S283B120021 and S283B1200. The content does not necessarily reflect the views or policies of the U.S. Department of Education nor does its mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Copyright © 2019. Permission to reproduce and adapt for non-commercial use, with attribution to New Jersey Department of Education, American Institutes for Research, and WestEd, is hereby granted.