

## Personal SEL Reflection

**Purpose:** This tool is designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, staff members, and other adults can use it to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of social competence. If used in a group setting, individuals should first complete the reflection privately, then discuss general themes and examples of strengths and challenges with partners or in small groups. Individuals can return to this reflection throughout the year to revisit personal goals and mark progress.

**Here’s how to use this tool:**

- Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (very difficult, difficult, easy, or very easy for you to do).
- When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as “good” or “not as good.”
- Review your responses and take action in light of what you learn. Suggested writing prompts and actions can be found after the reflection statements.

Self-Awareness		Very difficult	Difficult	Easy	Very easy
EMOTIONAL SELF-AWARENESS	I can identify and name my emotions in the moment.				
	I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.				
	I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively.				
IDENTITY AND SELF KNOWLEDGE	I know and am realistic about my strengths and limitations.				
	I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.				
	I recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.				
GROWTH MINDSET AND PURPOSE	I believe I will continue to learn and develop skills to better support all young people to succeed.				
	I believe I can influence my own future and achieve my ambitions.				
	I can see how I have a valuable role in my work, my family, and my community.				



<b>Self-Management</b>		<b>Very difficult</b>	<b>Difficult</b>	<b>Easy</b>	<b>Very easy</b>
<b>MANAGING EMOTIONS</b>	I find ways to manage strong emotions in ways that don't negatively impact others.				
	I can get through something even when I feel frustrated.				
	I can calm myself when I feel stressed or nervous.				
<b>MOTIVATION, AGENCY, AND GOAL-SETTING</b>	I hold high expectations that motivate me to seek self-improvement and encourage growth in those I lead.				
	I take action and impact change on issues that are important to me and the larger community.				
	I set measurable, challenging, and attainable goals and have clear steps in place to reach them.				
<b>PLANNING AND ORGANIZATION</b>	I modify my plans in the face of new information and realities.				
	When juggling multiple demands, I use strategies to regain focus and energy.				
	I balance my work life with personal renewal time.				

<b>Social Awareness</b>		<b>Very difficult</b>	<b>Difficult</b>	<b>Easy</b>	<b>Very easy</b>
<b>EMPATHY AND COMPASSION</b>	I can grasp a person's perspective and feelings from verbal and nonverbal cues.				
	I pay attention to the feelings of others and recognize how my words and behavior impact them.				
	I show care for others when I see that they have been harmed in some way.				
<b>PERSPECTIVE TAKING</b>	I work to learn about the experiences of people of different races, ethnicities, or cultures.				
	I learn from those who have different opinions than me.				
	I ask others about their experience & perspective before offering my version of events.				
<b>UNDERSTANDING SOCIAL CONTEXT</b>	I understand the systemic, historical, and organizational forces that operate among people.				
	I appreciate and honor the cultural differences within my school community/workplace.				
	I recognize the strengths of young people and their families and view them as partners.				

Relationship Skills		Very difficult	Difficult	Easy	Very easy
COMMUNICATION	I stay focused when listening to others and carefully consider their meaning.				
	I can articulate ideas that are important to me in ways that engage others.				
	I can have honest conversations about race and racism with young people, their families, and other community members.				
BUILDING RELATIONSHIPS AND TEAMWORK	I connect meaningfully with young people, their families, colleagues, and community members who are from a different race, culture, or socioeconomic background than I am.				
	I get to know the people around me.				
	I work well with others and generate a collegial atmosphere.				
CONFLICT MANAGEMENT	I make sure everyone has had an opportunity to share their ideas.				
	When I am upset with someone, I talk to them about how I feel and listen to their perspective.				
	I openly admit my mistakes to myself and others and work to make things right.				
	I can work through my discomfort when dealing with conflict, listen to feelings from all parties, and help them understand different perspectives.				
Responsible Decision-Making		Very difficult	Difficult	Easy	Very easy
PROBLEM ANALYSIS	I gather relevant information to explore the root causes of problems I see.				
	I recognize the need to continually grow, to examine the status quo, and to encourage new thinking in my school community.				
	I involve others who are impacted* to <b>explore a problem collaboratively</b> before choosing a solution or launching a new project.				
IDENTIFYING SOLUTIONS	I involve others who are impacted* to <b>generate multiple solutions and predict the outcome</b> of each solution to key problems.				
	I find practical and respectful ways to overcome difficulty, even when it comes to making decisions that may not be popular.				
	I consider how my choices will be viewed through the lens of the young people I serve and the community around them.				
REFLECTION ON IMPACT	I take time for self-reflection & group reflection on progress toward goals & the process used.				
	I consider how my personal and professional decisions impact the lives of others.				
	I help to make my personal and professional community a better place.				

\*such as staff and colleagues, young people, their families, and other community members -- especially those who are historically underrepresented in decision-making

## Review your responses and take action in light of what you learned.

1. Reflect on your responses and any insight you have gained about your ongoing process of social and emotional development.

**If you consider that statements marked as “easy” or “very easy” could be areas of personal strength:**

- How do these strengths affect your interactions with young people and peers?
- What competencies do your strengths relate to?
- Which of your strengths do you believe help you to achieve personal and collective goals?
- Which are you most proud of?

**If you consider that statements marked as “difficult” or “very difficult” could be current areas of challenge:**

- How might enhancing this area benefit your interactions with young people and peers?
- What competencies do your challenges relate to?
- Select one or two areas you believe would help you make progress toward personal and collective goals.
- 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.

**When looking at your responses, were there things that surprised you? Were there things that confirmed what you already know about yourself?**

2. **Move from awareness to action.**

Either individually, with a small group of peers/colleagues, or as a full school community, think about/discuss and list ways that you can activate and model social and emotional competencies throughout the day.

- For a structured all-staff activity, try these other CASEL tools: [Modeling SEL for Students](#) or the [Group Reflection Protocol for SEL](#).

Consider what you and your peers/colleagues need to grow.

- Which areas or statements were frequently mentioned as a challenge?
- What kinds of learning experiences, supports, or changes to structures or environments could help address challenges?
- In what ways can you (and your small group or school community) stay motivated and accountable to continue growing and reflecting on your social and emotional competencies?