

Personal SEL Reflection.

Purpose: *This tool is designed for self-reflection. **It will not be used to evaluate performance.** It is to be used 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. We can return to this reflection throughout the year to revisit personal goals and mark progress.*

**Please photocopy a copy of your reflection and submit to SEL team. Please keep your own personal copy in your SEL folder to come back to. Please submit anonymously. We hope to gather data only to inform our team of how we can better support and encourage our own Social Emotional Learning as a staff.**

**Please hand in your copy by Monday May 3rd. There is an envelope taped to the photocopier room door to collect forms.**

| Self-Awareness  | Emerging | Developing | Proficient |
|---|----------|------------|------------|
| 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. |          |            |            |
| 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.   |          |            |            |
| 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.   |          |            |            |

| Self-Management  | Emerging | Developing | Proficient |
|--|----------|------------|------------|
| 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.   |          |            |            |
| 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.         |          |            |            |
| 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.   |          |            |            |

| Social Awareness   | Emerging | Developing | Proficient |
|--|----------|------------|------------|
| 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. |          |            |            |

| Social Awareness  | Emerging | Developing | Proficient |
|---|----------|------------|------------|
| I show care for others when I see that they have been harmed in some way.                     |          |            |            |
| 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.       |          |            |            |
| 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  | Emerging | Developing | Proficient |
|--|----------|------------|------------|
| 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.  |          |            |            |
| 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.   |          |            |            |
| 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  | Emerging | Developing | Proficient |
|--|----------|------------|------------|
| 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 explore a problem collaboratively before choosing a solution or launching a new project. |          |            |            |
| I involve others who are impacted* to generate multiple solutions and predict the outcome 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.           |          |            |            |
| 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 staff and colleagues, young people, their families, and other community members-especially those who are historically underrepresented in decision-making.