

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 based on how easy or difficult the statement typically is for you (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 can 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 can recognize my strengths and limitations.				
	I can recognize and reflect on ways in which my identity is shaped by other people and my race, ethnicity, culture, experiences, and environments.				
	I can recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.				
GROWTH MINDSET AND PURPOSE	I can continue to learn and develop new skills to support myself and others.				
	I can reflect on my sense of purpose – my beliefs and values that guide my actions and efforts.				
	I can see how I have a valuable role in my work, my family, and my community.				

Self-Management		Very difficult	Difficult	Easy	Very easy
MANAGING EMOTIONS	I can 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.				
MOTIVATION, AGENCY, AND GOAL-SETTING	I can motivate myself to improve and encourage growth in those I lead.				
	I can take action and impact change on issues that are important to me and the larger community.				
	I can set measurable, challenging, and attainable goals and have clear steps in place to reach them.				
PLANNING AND ORGANIZATION	I can modify my plans in the face of new information and realities.				
	When juggling multiple demands, I can use strategies to regain focus and energy.				
	I can balance my work life with personal renewal time.				

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

Relationship Skills		Very difficult	Difficult	Easy	Very easy
COMMUNICATION	I can 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 can effectively bridge across cultures to meaningfully connect with young people, their families, colleagues, and community members who are from a different culture than I am (e.g., race, ethnicity, religion, socioeconomic status).				
	I can get to know the people around me.				
	I can work well with others and generate a collegial atmosphere.				
	I can make sure everyone has an opportunity to share their ideas and be heard.				
CONFLICT MANAGEMENT	When I am upset with someone, I can listen to their perspective and talk to them about how I feel.				
	I can 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, help them understand different perspectives, and work toward a co-constructed solution.				
Responsible Decision-Making		Very difficult	Difficult	Easy	Very easy
PROBLEM ANALYSIS	I can gather relevant information to explore the root causes of problems identified within our school community.				
	I can recognize the need to continually grow, to examine the status quo, and to encourage new thinking in our school community.				
	I can involve others who are impacted, especially those who are historically underrepresented in decision-making, to explore a problem collaboratively before choosing a solution or launching a new project.				
IDENTIFYING SOLUTIONS	I can involve others who are impacted, especially those who are historically underrepresented in decision-making, to generate multiple solutions and predict the outcome of each solution to key problems.				
	I can find practical and respectful ways to overcome difficulty, even when it comes to making decisions that may not be popular.				
	I can 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 can take time for self-reflection & group reflection on progress toward goals & the process used.				
	I can consider how my personal and professional decisions impact the lives of others.				
	I can help to make my personal and professional community a better place.				

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 SEL competencies do your strengths relate to?
- Which of your strengths do you believe help you to achieve personal and collective goals?
- Which strengths 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 SEL competencies do your challenges relate to?
- Select one or two areas you believe would help you make progress toward personal and collective goals.
- What is a strategy you can use to remind yourself to practice this new behavior? Consider bringing 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?