Educator SEL Self-Reflection Tool

Thirty prompts across the five SEL competencies, with a rating scale and goal-setting section

For: Teachers, counselors, paraprofessionals, coaches and specialists who work directly with students

Before you begin

This tool is for your own growth. It is not an evaluation instrument, and your ratings should never be collected, compared or used in any performance process. Complete it privately. Share goals if you choose to; keep the ratings to yourself.

- Set aside 25 to 30 uninterrupted minutes.
- Rate from evidence, not intention. Think about the last two weeks only. If you cannot recall an instance, rate 1 or 2.
- As you go, mark one strength (S) and one growth area (G) in each competency.
- Total each competency. Look at the shape of the five totals, not the overall sum.
- Date the tool. Repeat mid-year and at year end on fresh copies.

Rating scale

Rating	Meaning
1	Rarely. I cannot think of an instance in the last two weeks.
2	Sometimes. I did this once or twice, usually when prompted or when it was easy.
3	Often. I did this most of the time, including under some pressure.
4	Consistently. This is how I operate, including on hard days.

Self-awareness

The ability to recognize your own emotions, thoughts and values, and how they shape your behavior.

Prompt	Rating (1-4)
1. I can name the specific emotion I am feeling during a difficult moment at school, not just "stressed."	
2. I know which situations, students or tasks reliably trigger a strong reaction in me.	
3. I notice early physical signs of stress (tight jaw, faster speech, shallow breathing) before I act on them.	
4. I can describe how my own background, culture and schooling shape what I expect from students and families.	

Prompt	Rating (1-4)
5. I recognize when fatigue or frustration is steering a decision rather than my values.	
6. I can name my strengths as an educator and point to recent evidence for them.	

Self-awareness total (out of 24): ____ Strength: ____ Growth area: ____

Self-management

The ability to regulate emotions, thoughts and behavior across situations, and to work toward goals.

Prompt	Rating (1-4)
7. When a strong emotion rises, I create a pause before I respond.	
8. I keep my tone and volume steady when a student or colleague is escalating.	
9. I set boundaries on my work time (such as a stop time for email or grading) and keep them most days.	
10. I use a short routine to arrive calm before a class or meeting I expect to be hard.	
11. I recover after a bad class or conversation without carrying it into the next one.	
12. I set a professional goal for myself this year and have checked on it in the last month.	

Self-management total (out of 24): ____ Strength: ____ Growth area: ____

Social awareness

The ability to understand the perspectives of others, including people from different backgrounds, and to read social situations accurately.

Prompt	Rating (1-4)
13. Before responding to difficult behavior, I consider what might be going on for the student.	
14. I know something meaningful about the home life and community of each of my students.	
15. When a family does not respond to me, I consider explanations other than disinterest.	
16. I notice who speaks and who stays silent in my classroom and in staff meetings, and I adjust.	
17. I can tell when a colleague is struggling, and I check in.	

Prompt	Rating (1-4)
18. I can identify classroom norms that are my personal preferences rather than requirements for learning.	

Social awareness total (out of 24): ____ Strength: ____ Growth area: ____

Relationship skills

The ability to build and keep healthy relationships, communicate clearly, cooperate and work through conflict.

Prompt	Rating (1-4)
19. I have had a positive one-to-one exchange with every student in my class in the last two weeks.	
20. When I am short with a student or colleague, I repair it directly and soon.	
21. I give colleagues specific, respectful feedback, and I receive it without defending.	
22. I ask for help before a problem becomes a crisis.	
23. I move toward conflict in my team rather than avoiding it or going around it.	
24. My communication with families leads with strengths and is in a form they can access.	

Relationship skills total (out of 24): ____ Strength: ____ Growth area: ____

Responsible decision-making

The ability to make caring, constructive choices by weighing ethics, safety, consequences and the wellbeing of others.

Prompt	Rating (1-4)
25. Before a consequential decision about a student, I can name the value I am acting on.	
26. I consider the effect of a consequence on the student, the class and my relationship with the student.	
27. I delay non-urgent decisions when I am tired or angry.	
28. I enforce classroom and school expectations consistently across students.	
29. When I am unsure, I gather information or consult a colleague rather than deciding quickly to end the discomfort.	
30. I know my obligations when a student discloses something concerning, and I follow them every time.	

Responsible decision-making total (out of 24): ____ Strength: ____ Growth area: ____

Reading your results

Competency	Total (out of 24)
Self-awareness	
Self-management	
Social awareness	
Relationship skills	
Responsible decision-making	

Look at the shape. A high total means a competency you can lean on and model for others. A low total is information, not a verdict. Low totals are most common in self-management and relationship skills during stressful stretches of the year, and they move when you work on them.

Goal-setting

Choose one competency, not necessarily your lowest, where improvement would matter most for your students this semester.

1. **Competency I am working on:** _____
2. **The prompt I rated lowest in that competency:** _____
3. **My goal.** Write a behavior, a situation and a frequency. Example: "In the last period of the day, I will give five seconds of wait time after every question, four days a week."

_____

1. **How I will notice.** Tally marks, a weekly one-line journal, a colleague who watches one lesson, a student exit slip. Choose the lightest method you will actually use.

_____

1. **Who I will tell, and when we will review (four weeks from today):** _____

Four-week review

Question	Response
How often did I do the behavior? (1 = rarely, 4 = consistently)	
What made it easier?	
What got in the way?	
Next step: raise the bar, shrink the goal or choose a new competency?	

Date completed: _____ Next reflection date: _____

Source and updates: https://transformingeducation.org/resources/. This document may be copied and shared for non-commercial educational use with attribution.