

THE SEL SELF-ASSESSMENT

The American Institute of Research, under the guidance of Dr. Nicolas Yoder, created an SEL self-assessment tool for teachers. The tool is based on the CASEL 5 competencies.

1. Download the PDF available at the QR code.
2. Take the assessment.
3. Reflect on your results.



bit.ly/42Wintw

Note: Take the assessment before you implement new tools or strategies. Take the assessment again after six months to a year.

Description: This tool is divided into the following three sections, with Section 1 and Section 2 each divided into two parts:

Section 1. Social Interaction Assessment

Part A. Self-assess implementation of teaching practices.

Part B. Self-assess teachers' own SEL competencies.

Section 2. Instructional Interaction Assessment

Part A. Self-assess implementation of teaching practices.

Part B. Self-assess teachers' own SEL competencies.

Section 3. Culminating Activities and Action Planning

Sections 1 and 2, Part A—Educators have the opportunity to self-assess on the teaching practices; Section 1 focuses on social interactions and Section 2 focuses on instructional interactions.

RATINGS

Ratings are based on how often and how well educators implement each practice on a scale of 1 to 5, from “I do not implement this practice” to “I implement this practice extremely well.”

1—I do not implement this practice: I am not implementing these practices.

2—I struggle to implement this practice: I sometimes attempt to implement these practices, and when I do, I have a difficult time implementing them.

3—I implement this practice reasonably well: I attempt to implement these practices and do a reasonable job. I think with more practice and/or some support, I could implement these practices well.

4—I generally implement this practice well: I implement these practices well on a regular basis. These practices are not implemented perfectly, but my students benefit when I implement them.

5—I implement this practice extremely well: I consider these practices to be among my regular practices. I use these practices all of the time, and they are highly successful with my students.

Sections 1 and 2, Part B—Educators consider their own social emotional competencies (SECs) and how their SECs influence their ability to implement (1) social teaching practices and (2) instructional teaching practices.

Teachers will rate their SECs on a four-point scale, from 1 = strongly disagree to 4 = strongly agree.

Section 3—Total scores are computed, and educators can reflect on their self-ratings with guidance from questions and points provided for further consideration.