

## SELF-ASSESSMENT

Rath and Conchie (2009), authors of *Strengths-Based Leadership*, wrote that “if you focus on people’s weaknesses, they lose confidence. At a very basic level, it is hard for us to build self-confidence when we are focused on our weaknesses instead of our strengths” (p. 14). Use the self-assessment tool that follows to reflect on your strengths as an educator.

### Menu of Practices on a Strengths-Based Approach

Use the traffic light scale to reflect on your current practices as they relate to strengths at the levels of self, students, and school. What areas do you want to strengthen?

INDIVIDUAL OPPORTUNITIES	
I am aware of my strengths.	
I understand that my strengths can be cultivated.	
I can apply my strengths to enhance my resiliency.	
STUDENT-LEVEL OPPORTUNITIES	
I understand the connection between culturally sustaining pedagogies and the strengths of my students.	
I understand the importance of principles of self-determination in fostering student strengths.	
I use or plan to use a technique for learning about the assets my students bring to the class.	
I am intentional about my students’ learning about their strengths.	
I use a strengths-based approach with students who are challenging to me.	
SCHOOL-LEVEL APPROACHES	
I am seeking to learn about the social capital at my school or district.	
My school uses strategies to build and foster social capital among students, staff, and families.	
I understand the links between a strengths-based approach and social capital.	
I actively engage in and take action to foster cognitive reframing for myself.	
I actively engage in and take action to foster cognitive reframing to assist colleagues facing a dilemma.	

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## REFLECTION QUESTIONS

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What do I need to do to change my reds to yellows?



Who can support me to turn my yellows into greens?



How am I using my greens to positively contribute to the good of the whole?