



Annex A7

Self-Assessment Tool for Teacher’s Social and Emotional Competences

Adapted from: Yoder, N., (2014) *Self-Assessing Social and Emotional Instruction and Competencies, Center on Great Teachers & Leaders at American Institutes for Research*; Devaney, O’Brien, Resnik, Keister, & Weissberg, (2006)⁷⁷.

Think about your own social and emotional competencies and how those competencies influence your ability to implement the social interaction teaching practices. Please use the scoring guide below to rate yourself on how your SEL skills influence your social interaction teaching practices with your students. Consider each statement and score yourself according to where each statement holds true for you.

1 = Strongly disagree. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.

2 = Disagree. I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

3 = Agree. I am strong in this area. I know I do a good job modelling these skills for my students. I use these skills most of the time when I implement the instructional practices.

4 = Strongly agree. I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

⁷⁷ Devaney, O’Brien, Resnik, Keister, & Weissberg, 2006

Self-Awareness				
	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of the teaching practices that I need to improve upon and grow professionally.	1	2	3	4
I can effectively implement teaching practices with my students.	1	2	3	4
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my teaching practices with my students.	1	2	3	4
I understand how student responses (positive and negative) affect my emotions and my behaviours during my teaching practices.	1	2	3	4
I am aware of how my cultural beliefs and background affect my teaching practices with my students.	1	2	3	4

Self-Management/Emotion Regulation				
	Strongly disagree	Disagree	Agree	Strongly agree
I continuously refine my personal goals about how I will best implement teaching practices with my students.	1	2	3	4
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger) when implementing teaching practices.	1	2	3	4
Through the effective management of my emotions (e.g., use of stress reduction techniques), I am better able to implement social teaching practices, use positive approaches to discipline, and develop a positive learning environment that is free from bias and prejudice.	1	2	3	4
I model behaviours (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during teaching practices.	1	2	3	4
I share my personal experiences only where and when appropriate, I model appropriate disclosure and connect with students. I do not over-share personal information, instead I keep focus on the students and their experiences.	1	2	3	4
Social Awareness				
	Strongly disagree	Disagree	Agree	Strongly agree
To effectively implement positive teaching practices, I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.	1	2	3	4
I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the teaching practices.	1	2	3	4
I successfully support positive emotions and respond to negative emotions during teaching practices.	1	2	3	4
I address the commonalities and differences (e.g., racial, ethnic, cultural) that exist among students when I implement the teaching practices.	1	2	3	4
I interact with students between classes, in the halls and other transition times.	1	2	3	4

Social Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
I respond appropriately to resistant students by answering them respectfully (e.g., listening deeply, asking students for additional suggestions, identifying the need behind the resistance) and having a private conversation if necessary.	1	2	3	4
I allow sufficient wait time to answer a question, inviting more participation from students who need more time to think about their responses.	1	2	3	4
I invite/accept a variety of student responses to show respect for divergent thinking.	1	2	3	4

Relationship/Social Skills

	Strongly disagree	Disagree	Agree	Strongly agree
I clearly communicate behavioural and academic expectations in a manner that addresses students' individual needs and strengths when implementing teaching practices.	1	2	3	4
I am comfortable helping my students resolve interpersonal conflicts that come up during teaching practices, and I have experienced success with this.	1	2	3	4
I use the teaching practices to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships.	1	2	3	4
I use the teaching practices to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills.	1	2	3	4
I have learnt names of all my students and I use them often.	1	2	3	4
I promote respect for cultural diversity both within and outside of the classroom through awareness building, modelling respectful behaviours, and open discussion.	1	2	3	4
I look for opportunities for collaborative work.	1	2	3	4

Responsible Decision Making				
	Strongly disagree	Disagree	Agree	Strongly agree
I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviours of my entire class, while implementing the teaching practices.	1	2	3	4
I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the teaching practices.	1	2	3	4
I stay focused and consistent when I implement teaching practices.	1	2	3	4
When I implement the social teaching practices, I balance students' emotional needs and academic needs.	1	2	3	4
When confronted, I listen to and acknowledge student concerns, I model problem-solving strategies taught in programme, respond positively, and ask for positive suggestions.	1	2	3	4

Scoring

In the box below, indicate the score you received for each of the teacher social and emotional competencies. To create a final score, take the average of each competency for each set of teaching practices.

Social and Emotional Competency	Your Score/Total Possible Points	Average Score
1. Self-Awareness/20	
2. Self-Management/Emotion Regulation/20	
3. Social Awareness/32	
4. Relationship Skills/28	
5. Responsible Decision Making/20	

Reflect on your scores

1. On which social and emotional competency did you score the highest?

2. On which social and emotional competency did you score the lowest?

3. What evidence do you have to support the self-rating you selected? What skills do you possess that support the self-rating you received?

4. What professional learning experiences could facilitate improvement in areas in which you scored lowest?

Link to the full instrument and instructions of Yoder, N., (2014) *Self-Assessing Social and Emotional Instruction and Competencies*, Center on Great Teachers & Leaders at American Institutes for Research English: <https://files.eric.ed.gov/fulltext/ED553369.pdf>

