There are many ways to complete the self-assessment worksheet for [professional growth plans (PGPs) towards certificate renewal](https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/) or for the [paraeducator certificate program](https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/). Here are some optional recommendations:

* Reflection: Prior to completing the self-assessment, review the [Washington State Social Emotional Learning Standards, Benchmarks, and Indicators](https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Standards%2C%20Benchmarks%20Indicators%20-%20creative%20commons.pdf), and reflect on scenarios where you may have or have not enacted the relevant criteria.
* Explain the why: While rating yourself, consider why you rated yourself that way. If it helps, write down your thoughts in the notes column.
* Partner up: If you like to collaborate, complete the self-assessment with a colleague who knows you well.

| NOTE: The SEL standards listed below are student standards. However, educators can use these standards to assess their own SEL skills and to guide their practice as they teach these skills to students. | | Rate your capacity  *Criteria rated as an area of growth indicates the highest need for professional learning.* | | | Notes (optional) |
| --- | --- | --- | --- | --- | --- |
| Standard 1: SELF-AWARENESS – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports. | | | | | |
| Benchmark | | 1  Area for Growth | 2  Proficient | 3  Area of Strength |  |
| Benchmark 1A | Demonstrates awareness and understanding of one’s own emotions and emotions' influence on behavior. | |  |  |  |  |
| Benchmark 1B | Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. | |  |  |  |  |
| Benchmark 1C | Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports | |  |  |  |  |
| Standard 2: SELF-MANAGEMENT - Individual has the ability to regulate emotions, thoughts, and behaviors | | | | | |
| Benchmark | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| Benchmark 2A | - Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways. | |  |  |  |  |
| Benchmark 2B | Demonstrates responsible decision-making and problem solving skills. | |  |  |  |  |
| Standard 3: SELF-EFFICACY – Individual has the ability to motivate themselves, persevere, and see themselves as capable | | | | | |
| Benchmark | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| Benchmark 3A | Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. | |  |  |  |  |
| Benchmark 3B | Demonstrates problem-solving skills to engage responsibly in a variety of situations. | |  |  |  |  |
| Benchmark 3C | Demonstrate awareness and ability to speak on behalf of personal rights and advocacy. | |  |  |  |  |
| Standard 4: SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures. | | | | | |
| Benchmark | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| Benchmark 4A | Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. | |  |  |  |  |
| Benchmark 4B | Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. | |  |  |  |  |
| Benchmark 4C | Demonstrates an understanding of the variation within and across cultures. | |  |  |  |  |
| Standard 5: SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions. | | | | | |
| Benchmark | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| Benchmark 5A | Demonstrates a range of communication and social skills to interact effectively with others. | |  |  |  |  |
| Benchmark 5B | Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. | |  |  |  |  |
| Benchmark 5C | Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability. | |  |  |  |  |
| Standard 6: SOCIAL ENGAGEMENT – I– Individual has the ability to consider others and show a desire to contribute to the well-being of school and community | | | | | |
| Benchmark | | 1  Area for Growth | 2  Proficient | 3  Area of Strength | Notes (optional) |
| Benchmark 6A | Demonstrates a sense of school and community responsibility | |  |  |  |  |
| Benchmark 6B | Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. | |  |  |  |  |
| Benchmark 6C | Contributes productively to one’s school, workplace, and community. | |  |  |  |  |