

**Consider each category in the context of your center and school team.** For each statement, determine a rating that best reflects your center, your leadership, or your team:

1 = Never (0 times per school year)

2 = Rarely (1-2 times per school year)

3 = With some frequency (3-6 times per school year)

4 = Frequently (6+ times per school year)

Add up the total for each category, and use the questions at the bottom of this handout to reflect and focus in on your center's strengths and areas for growth.



### **School leadership, climate, and culture**

Teachers have the opportunity to share personal stories, reflections, and resources with one another, as a means to build trust, rapport, and strong relationships. \_\_\_\_\_

Teachers receive regular coaching and feedback. \_\_\_\_\_

Leaders create time and space for teachers to feel individually and collectively appreciated, heard, and affirmed (examples: birthdays, celebrations, shout-outs). \_\_\_\_\_

Leaders check in with individual teachers to monitor progress and general needs, especially in an effort to retain them next year. \_\_\_\_\_

**TOTAL:** \_\_\_\_\_



### **Job demands**

Teachers consistently have protected time in their schedules to plan and prepare lessons. \_\_\_\_\_

Teachers who experience challenging behaviors in their classrooms, or who struggle to build relationships with parents, follow a specific protocol for additional support. \_\_\_\_\_

Teachers are actively encouraged to take PTO and sick days as needed. \_\_\_\_\_

When teachers experience an emergency (phone call, personal needs, etc) and need to step out of their classroom to address it, leaders support them in doing so. \_\_\_\_\_

**TOTAL:** \_\_\_\_\_



### **Teachers' social and emotional competence**

Teachers access a “wellness” program that provides resources and information on staying physically, mentally, and emotionally well (may include a discounted gym membership, information on local health and wellness programs, or initiatives to eat well and be active). \_\_\_\_\_

Our school team actively works to build skills and habits around social and emotional competence, through professional development or other learning experiences. \_\_\_\_\_

When teachers are stressed, unhappy, or overwhelmed, they speak up and advocate for themselves to leaders or managers. \_\_\_\_\_

Leaders effectively manage their own emotional needs, communicate feelings, and respond to others’ emotions, to model those skills and habits for teachers and students. \_\_\_\_\_

**TOTAL:** \_\_\_\_\_



### **Autonomy and decision-making power**

Leaders use clear, transparent decision-making protocol to ensure all staff members feel informed, aware, and when possible, involved in important school-wide decisions. \_\_\_\_\_

Teachers give feedback on their experience at school, through surveys, “town halls”, or other methods. \_\_\_\_\_

Teachers enjoy autonomy over their professional development pathway, and have the opportunity to set growth goals for themselves and seek out trainings/conferences that will help them meet those goals. \_\_\_\_\_

Teachers have freedom and flexibility to make good decisions for their students and classrooms -- for example, decisions related to behavior management, social-emotional learning, and parent engagement. \_\_\_\_\_

**TOTAL:** \_\_\_\_\_

In which category does your center score the highest?

In which category does your center score the lowest?

What will you **start**, **stop**, and **continue** doing in order to bring a more person-centered approach to supporting your teachers and staff?