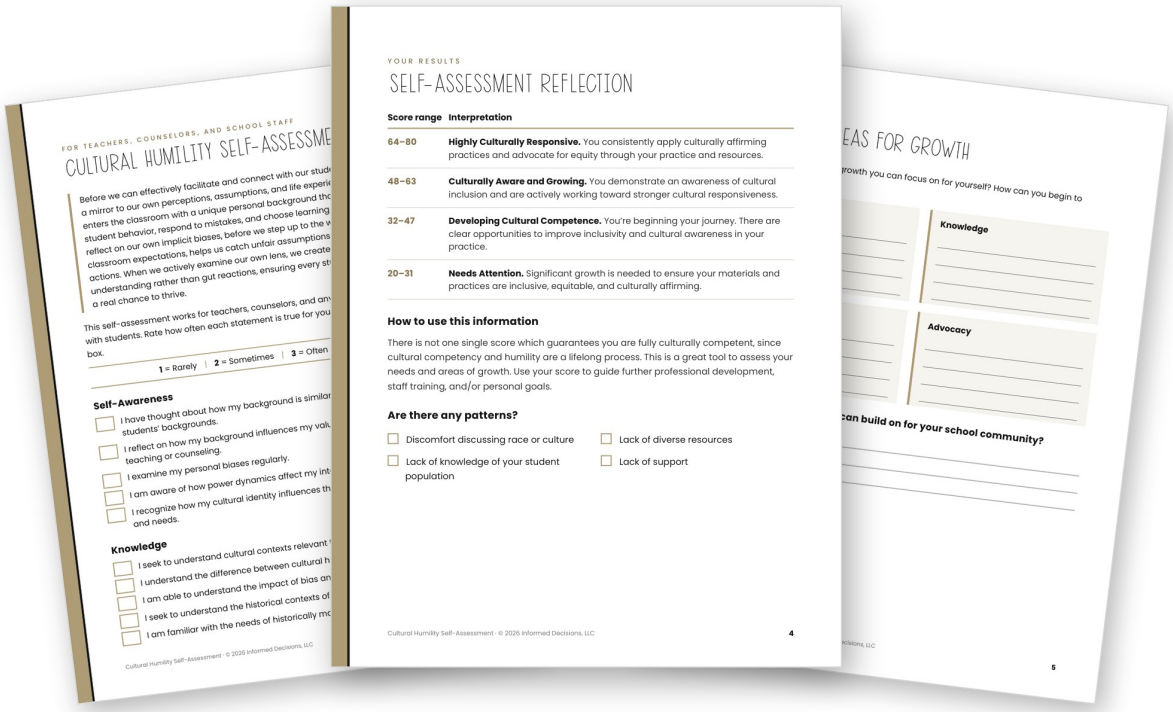
SECONDARY SEL AND ADVISORY SIMPLIFIED

CULTURAL HUMILITY Self-Assessment

Hold up a mirror to your own perceptions, assumptions, and life experiences



SELF-ASSESSMENT · SCORING GUIDE · GROWTH PLAN

INFORMED Decisions

FOR TEACHERS, COUNSELORS, AND SCHOOL STAFF

CULTURAL HUMILITY SELF-ASSESSMENT

> Before we can effectively facilitate and connect with our students, we need to hold up a mirror to our own perceptions, assumptions, and life experiences. Every educator enters the classroom with a unique personal background that shapes how we interpret student behavior, respond to mistakes, and choose learning materials. Taking time to reflect on our own implicit biases, before we step up to the whiteboard or set classroom expectations, helps us catch unfair assumptions before they turn into actions. When we actively examine our own lens, we create a culture built on genuine understanding rather than gut reactions, ensuring every student gets a clean slate and a real chance to thrive.

This self-assessment works for teachers, counselors, and any staff member who works with students. Rate how often each statement is true for you, and write the number in the box.

1 = Rarely | **2** = Sometimes | **3** = Often | **4** = Always

Self-Awareness

- ☐ I have thought about how my background is similar to or different from my students' backgrounds.
- ☐ I reflect on how my background influences my values and my approach to teaching or counseling.
- ☐ I examine my personal biases regularly.
- ☐ I am aware of how power dynamics affect my interactions with students.
- ☐ I recognize how my cultural identity influences the way I interpret student behavior and needs.

Knowledge

- ☐ I seek to understand cultural contexts relevant to my students' experiences.
- ☐ I understand the difference between cultural humility and cultural competence.
- ☐ I am able to understand the impact of bias and microaggressions.
- ☐ I seek to understand the historical contexts of oppression that affect my students.
- ☐ I am familiar with the needs of historically marginalized communities.

Skills

- [ ] I am able to identify cultural bias and microaggressions.
- [ ] I use inclusive language and body language in all settings.
- [ ] I adapt my teaching or counseling strategies to reflect students' cultural values and communication styles.
- [ ] I validate student identity and experience in my classroom, my groups, and one-on-one conversations.
- [ ] I incorporate culturally responsive data and materials when designing lessons, interventions, and supports.

Advocacy

- [ ] I intervene when I witness microaggressions or bias.
- [ ] I advocate for equitable access to learning opportunities, counseling, and support services for all students.
- [ ] I advocate for cultural understanding and support for all students in my school community.
- [ ] I collaborate with families and community leaders in a culturally respectful way.
- [ ] I help create or support professional development that promotes cultural humility and responsiveness in my school.

Add up your score: _____ out of 80

See what your score means on the next page.

YOUR RESULTS

SELF-ASSESSMENT REFLECTION

Score range	Interpretation
64–80	**Highly Culturally Responsive.** You consistently apply culturally affirming practices and advocate for equity through your practice and resources.
48–63	**Culturally Aware and Growing.** You demonstrate an awareness of cultural inclusion and are actively working toward stronger cultural responsiveness.
32–47	**Developing Cultural Competence.** You're beginning your journey. There are clear opportunities to improve inclusivity and cultural awareness in your practice.
20–31	**Needs Attention.** Significant growth is needed to ensure your materials and practices are inclusive, equitable, and culturally affirming.

How to use this information

There is not one single score which guarantees you are fully culturally competent, since cultural competency and humility are a lifelong process. This is a great tool to assess your needs and areas of growth. Use your score to guide further professional development, staff training, and/or personal goals.

Are there any patterns?

- ☐ Discomfort discussing race or culture
- ☐ Lack of knowledge of your student population
- ☐ Lack of diverse resources
- ☐ Lack of support

YOUR NEXT STEP

IDENTIFY AREAS FOR GROWTH

What's one area for growth you can focus on for yourself? How can you begin to address it?

Self-Awareness

Knowledge

Skills

Advocacy

What's one strength you can build on for your school community?

Printing? A black and white version starts on page 8.

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YOUR NEXT STEP

Youre invited!



Cultural humility is a lifelong process, and you don't have to do it alone. Secondary SEL and Advisory Simplified gives you an expert coach and a community of secondary educators to keep growing with.

Inside the membership:

- **Live Coaching:** Get your specific questions answered live by an SEL expert so you never stay stuck.
- **24/7 Community Access:** Connect, share resources, and troubleshoot with a warm, supportive network of secondary teachers and counselors.
- **Time-Saving Masterclasses:** Short, bite-sized 10-minute PD videos designed for busy schedules, complete with a professional development completion certificate.
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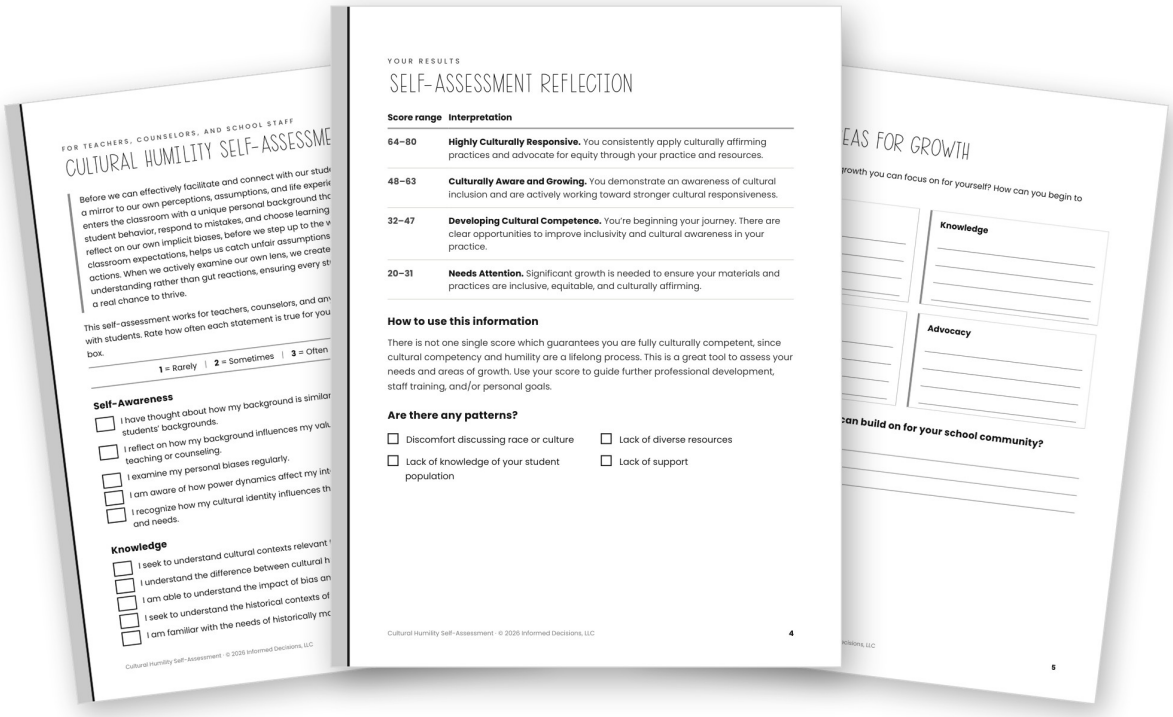
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