

# Self-Management Handout 4a:

# Educator Vignettes

## **Directions**

Read the vignettes and use what you have learned so far to brainstorm answers to the questions that follow. If completing this activity in a group, discuss your answers.

## **Vignette: Mr. Rodriguez**

Mr. Rodriguez teaches first grade students in all content areas. He has been focusing on SEL throughout the year and is currently helping his students develop awareness of their emotions in difficult situations and actions that might help them feel better. Mr. Rodriguez uses his morning circle time to facilitate an activity in which students take turns acting out basic emotions — sad, angry, frustrated, etc. He then has students identify instances when they felt this emotion and describe why they felt that emotion. To practice, he has periodic checks throughout the school day when he has students jot down the emotion they are feeling and why they are feeling it. During reflection time each day, he has students share one of the emotions they wrote down over the course of the day and a strategy they could use to manage that emotion (either repeat it more often if it is positive or overcome it if it is negative). it. During reflection time each day, he has students share one of the emotions they wrote down over the course of the day and a strategy they could use to manage that emotion (either repeat it more often if it is positive or overcome it if it is negative).

How might this teacher build readiness and effectively introduce this activity and, following the activity, help students process what they learned?

How might this teacher encourage active participation by all students?

How might this teacher ensure that this activity is responsive to the cultures of his students?

How might this teacher build students’ understanding of why they are engaging in this activity?

## **Vignette: Mrs. Wright**

Mrs. Wright teaches high school mathematics. She wants to help her students identify their personal strengths and areas for growth related to their recent learning in math. To do so, she has her students examine a list of math skills they have learned in their current unit. She asks them to first mark the skill they feel most successful at and reflect in writing on why. She then asks students to mark a skill they want to improve on or have not mastered *yet* and asks students to reflect in writing about how they could improve. She then asks them to commit in writing to one action they will take to improve their chosen skill during a given amount of free time in the class period. After that time period, Ms. Wright leads a discussion with her students, asking why it is important to pause and identify strengths and areas for growth and how doing this might be helpful in other aspects of their lives.

How might this teacher build readiness and effectively introduce this activity and, following the activity, help students process what they learned?

How might this teacher encourage active participation by all students?

How might this teacher ensure that this activity is responsive to the cultures of her students?

How might this teacher build students’ understanding of why they are engaging in this activity?

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