

# Self-Management Handout 3: Educator Self-Reflection

## Directions

Use this template to reflect on and discuss your own social and emotional sub-competencies related to self-management.

This activity requires a significant amount of self-reflection. Do not feel compelled to fill in every box now. You can record your initial reflections now, then revisit the worksheet as you have more time or new insights.

## Sub-Competency: Understand and practice strategies for managing your own emotions, thoughts, and behaviors

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| **3** | **2** | **1** |
| What are three ways that your management of your own emotions, thoughts, and behaviors positively impacts your teaching? | What are two ways that your management of your own emotions, thoughts, and behaviors could negatively impact your teaching? | What is one area in which you can be more attuned to how your management of your own emotions, thoughts, and behaviors impacts your teaching? |

## Sub-Competency: Recognize the skills needed to establish and achieve your own personal and educational goals.

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| **3** | **2** | **1** |
| What are three skills you use effectively to establish and achieve your goals for your teaching? | What are two skills you need to develop or improve to establish and achieve your goals for your teaching? | What is one new condition you can intentionally create to increase your ability to establish and achieve your goals for your teaching? |

## Sub-Competency: Identify and apply ways to persevere or overcome barriers through alternative methods to achieve your goals.

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| **3** | **2** | **1** |
| What are three ways or times when you feel you effectively overcome barriers to your goals for effective teaching? | What are two ways or times when you feel you do not effectively overcome barriers to your goals for effective teaching? | What is one new condition you can intentionally create to increase your ability to overcome barriers to effective teaching? |

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