

# Self-Management Handout 4b:

# Educator Vignettes — Example Responses

## **Directions:**

After completing Handout 4a, consider the examples here as well as your responses. Examples are provided to help spark thought, but there is more than one “correct” answer.

**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). 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?**

**Example:** The teacher can spend time teaching various emotions and their names so that students are prepared with the understanding and vocabulary they need to recognize and discuss emotions.

**Example:** Following the circle activity, the teacher could ask students if they had any new thoughts or learned any new emotions from the sharing of their peers.

**How might this teacher encourage active participation by all students?**

**Example:** The teacher can have the class sit in a circle and, as they go around the circle, each student has a turn to speak and knows when their turn is coming.

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

**Example:** The teacher can emphasize that each emotion can feel and look different for everyone, and we need to recognize what these things feel like for us within our own bodies. By listening with this lens while each student describes particular situations, the teacher can learn more about this cultural context.

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

**Example:** The teacher can explicitly state why they are practicing noticing and speaking about their emotions — for example, so they can be more aware of emotions during difficult moments in their day as well.

**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?**

**Example:** The teacher can build readiness by ensuring the students have learned the academic vocabulary related to the skills they have learned.

**Example:** She can create conditions for meaningful class discussions over time by modeling how to effectively listen to classmates and respond to their sharing in a way that is encouraging and makes them feel safe to share their ideas.

**Example:** The wrap-up discussion asking students why this kind of reflection is important is an example of how to help students process the activity. The teacher can ask thoughtful questions to help students connect the experience to other aspects of school and life.

**How might this teacher encourage active participation by all students?**

**Example:** The teacher might intentionally ask a student who does not usually share to do so. To alleviate discomfort, she can give the student a heads-up and time to collect their thoughts before being called on to speak.

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

**Example:** The teacher can be thoughtfully attuned to how cultural differences, such as whether it is comfortable to discuss one’s “weaknesses” or areas for growth, impact this activity, and listen for signs of this comfort level that would cause her to call on students more or less in discussion.

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

**Example:** During the culminating discussion, the teacher might give her own example of how reflecting on her skills led her to improve in areas related to her learning or her job.

**Example:** The teacher might make connections to certain content areas that she knows certain students really enjoy, such as sports or arts or other ways they spend their time, illustrating the importance of pausing to reflect when trying to improve at a given skill.

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