



Developed in collaboration with



**COLLABORATIVE FOR
ACADEMIC, SOCIAL, AND
EMOTIONAL LEARNING**

Self-Management

Competency

The educator will exercise agency to manage emotions, thoughts, and actions in working toward personal and collective goals.

Key Method

The educator will develop and strengthen self-management and create a self-management action plan that will include self-assessment, goal setting, small action steps, and self-reflection to build motivation and agency to accomplish personal goals and aspirations.

Method Components

What is Social Emotional Learning (SEL)?

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL):

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” ([CASEL, 2023](#))



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CASEL's framework for SEL addresses five broad and interrelated areas of social and emotional competence:

- Self-awareness
- **Self-management**
- Social awareness
- Relationship skills
- Responsible decision-making

In this micro-credential, you will explore aspects of **self-management**, reflect on how this competency is relevant to your work and personal life, and develop a plan for personal growth.

What is Self-Management?

Self-Management is about managing our emotions, thoughts, and actions as we work toward goals. This includes coping with stress and anxiety, persevering through challenges, and developing a sense of personal agency (a willingness and ability to take action to make a difference) ([CASEL, 2023](#)).

Focusing on self-management in your personal and professional life can help you with

- Managing your emotions
- Using stress management strategies
- Overcoming challenges
- Exhibiting self-discipline
- Setting and meeting goals
- Staying motivated
- Taking initiative and feeling a sense of agency

For a more in-depth look at self-management and how it impacts you personally and professionally, consider three major ways you likely rely on this competency: managing emotions; motivation, agency, goal setting; and planning and organization.

Managing Emotions

Emotion management is the ability to manage emotional arousal successfully and the skills to regulate emotions, including changing the intensity or time course of the emotions (Gross, 1998, as cited in Center on Great Leaders and Teachers, 2014). Educators, like other adults, do not all experience the same emotions under the same social situations and vary in their ability to regulate emotions. Because teachers are expected to regulate their emotions and emotional displays and respond to their student's feelings, educators who are highly skilled at managing their emotions are better equipped to handle the emotion-provoking demands of their profession (Center on Great Leaders and Teachers, 2014).



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Skills for managing emotional responses can be learned and developed. Emotional management skills improve academic achievement, physical health, personal finances, substance dependence, life satisfaction, and parenting skills (Transforming Education, 2014).

Strategies for Managing Emotions

Practice these strategies to manage your emotions when challenging events occur:

- Remember that you can choose how you react, even if you do not have power over the situation.
- Anticipate likely scenarios that will be emotionally challenging, and prepare your response in advance when you have time to weigh the consequences.
- Notice when you are emotionally hijacked, and let others know when you need a moment before you will be ready to respond.
- Incorporate a mindfulness activity into your daily routine.
- Take care of your body by eating healthy foods, drinking plenty of fluids, getting adequate sleep, and moving regularly.
- Build and maintain positive relationships.
- Schedule time to do things you enjoy.

Stress and the Teaching Profession

The CDC defines job-related stress as “the harmful physical and emotional responses that occur when the job requirements do not match the worker's capabilities, resources, or needs. Job stress can lead to poor health, including psychological and physiological symptoms (such as depression, anxiety, poor sleep patterns, etc.) and even injury.” ([Stress at Work, 1999](#))

Researchers from Penn State University ([Greenberg et al., 2016](#)) studied the causes and consequences of teacher stress. They found four main sources of stress:

- **School organization**, such as
 - Lack of strong leadership and support
 - Unhealthy school climate
 - Unsatisfactory relationships with administrators, colleagues, or students
 - High turnover
- **Job demands**, such as
 - High-stakes tests
 - Unmanageable pace of work
 - Challenges with student behavior
 - Responding to parent concerns
- **Low support and autonomy**, such as
 - Lack of a voice in decision-making
 - Low collaboration among teachers
 - Sense that one’s opinion does not matter to leadership
- **Social and emotional competence**, such as



- Lack of training or support in managing stress and building supportive classroom relationships

High levels of stress for teachers leads to a range of negative consequences, including poor physical health, high attrition rates, lower student achievement, engagement, and social adjustment, more behavior problems, and greater inequity for students and families in low-income neighborhood schools.

School and district leaders can make institutional changes to reduce stress for educators using research-based strategies:

- Mindfulness programs can help educators reduce stress regardless of their role.
- Mentoring programs can help new educators reduce stress, increase retention, and positively impact classroom instruction.
- Workplace wellness programs can improve educator health, reduce absenteeism, and lower medical costs.
- Social and emotional learning (SEL) programs can reduce educators' feelings of burnout and increase job satisfaction.

If these strategies aren't available to you in your workplace, consider advocating for them. At the same time, you learn about individual techniques that work for you, like connecting and collaborating regularly with a trusted group of colleagues, fitting a mindfulness practice into your routine, or learning more about how social and emotional competencies appear in your life. Use the links in the resource section of this module to find additional stress reduction strategies that will work for you.

Motivation, Agency, and Goal Setting

Motivation, agency, and goal setting are closely connected. A sense of agency is central to self-management. Agency refers to your belief that you can have an impact and that you choose to act in a way that will positively impact your own life and those around you. As your sense of agency grows, you can more meaningfully set personal and collective goals and maintain the motivation to work toward them over time.

Key techniques for self-motivation

- Set feasible and measurable goals – such that you can measure and track small amounts of progress.
- Return to your “why” – reflect on the aspects of your task that are intrinsically motivating.
- Give yourself regular feedback – make a daily habit of noticing your effort and reflecting on how you worked through the challenging moments.
- Seek feedback from others – this can give you a more realistic understanding of how you're doing, and you may find that you are your own harshest critic!
- Celebrate progress with something personally rewarding, writing about



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your success or telling a friend or family member.

Planning and Organization

Planning and organization is another very practical aspect of self-management. Strength in this area refers to a person's ability to develop realistic action steps to work toward a specific outcome over time. For your students, this may look like the planning they do at the outset of a major project to ensure they complete high-quality work by the due date. As a teacher, this could be evident in your unit and lesson planning, time management, and plan for assessing student growth leading up to targeted academic outcomes. It could be a wide range of things in your personal life, like planning a family reunion or setting a personal budget.

You can achieve a well-organized plan – and that may mean intentionally building in moments for a re-energizing break or saying “no” to additional demands. Just as you wouldn't want your students to pull an all-nighter to finish their project, it is not realistic to expect that you can do your best when you are exhausted or unable to focus. By scheduling action steps at reasonable intervals and mixing in moments for personal renewal, you set yourself up for a less stressful process and a better outcome.

Even the best-laid plans do not always work out as we expect, so part of the competency of self-management includes your ability to be flexible and change your plans when necessary. Obstacles to success often lead to an emotional response, so take a moment to reflect on what you are feeling and how it impacts your thoughts and impulse to act. Managing your emotions, adjusting your plans in response to new realities, and maintaining your motivation to carry on are lifelong skills we all continue developing!

Supporting Rationale and Research

General SEL Resources

[Bratton, V.K.](#), [Dodd, N.G.](#) and [Brown, F.W.](#) (2011), "The impact of emotional intelligence on the accuracy of self-awareness and leadership performance", [Leadership & Organization Development Journal](#), Vol. 32 No. 2, pp. 127-149. <https://doi.org/10.1108/01437731111112971>

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518. <https://www.tandfonline.com/doi/abs/10.1080/2372966X.2021.1903815>

Self-Management

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Sahni PS, Singh K, Sharma N, Garg R (2021) Yoga an effective strategy for self-management of stress-related problems and wellbeing during COVID-19 lockdown: A cross-sectional study. *PLoS ONE* 16(2): e0245214.

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Achieving Balance and Managing Stress

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Carroll, T. G. (2007). Policy brief: The high cost of teacher turnover. National

Commission on Teaching and America's Future. <https://eric.ed.gov/?id=ED498001>

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<https://gtlcenter.org/products-resources/state-americas-schools-path-winning-again-education>

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Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *Journal of School Psychology*, 53(5), 337-

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Ingersol, R. M., Merrill, E., Stuckey, D., & Collins, G. (2018). Seven Trends: The

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Relations to classroom quality and student achievement. *Child development*, 86(3), 945-954. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4428950/>



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Resources

General SEL Resources

[Collaborative for Academic, Social, and Emotional Learning](#)

- [What is the CASEL Framework? | CASEL](#)

[Leadership Competencies | NEA](#)

[Emotional Intelligence in Leadership: Why It's Important | HBS Online](#)

Self-Management

[Self-Management | video from CASEL, Montgomery County ESC, and ThinkTVPBS](#)

[Challenging Your Thoughts and Beliefs | Greater Good in Education](#)

[How SEL helps you as a teacher | Dr. Shivohn N. García | understood.org](#)

[Self-Management Skills: Definition and Examples | Indeed.com](#)

Managing Emotions

[Self-Compassion Break | Dr. Kristin Neff | Greater Good in Education](#)

[Managing Teacher Emotions and Stress | OSU Motivation in Classrooms Lab](#)

[A Simple Tool to Help Teachers Regulate Their Emotions | Jorge Valenzuela | Edutopia](#)

[Why Mindfulness Is a Superpower: An Animation | video from happify.com](#)

[A 5-Step Method for Addressing Negative Self-Talk | Amy Morin | Psychology Today](#)



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Goal setting and Planning

[Setting Goals that Matter | Samantha Kris | TEDx Talks](#)

[SMARTIE Goals Worksheet | The Management Center](#)

[Free Downloads: Planners, Challenges, and Trackers | Passion Planner](#)

Achieving Balance and Managing Stress

[Podcast featuring Danna Thomas, founder of Happy Teacher Revolution | Trauma Informed Educators Network Podcast](#)

[Resilience Is About How You Recharge, Not How You Endure | Shawn Achor and Michelle Gielan | Harvard Business Review](#)

[Teacher Stress and Health: Effects on Teachers, Students, and Schools | video from Robert Wood Johnson Foundation](#)

[STRESS...At Work | The National Institute for Occupational Safety and Health](#)

[Feeling Overwhelmed? Try the RAIN Meditation | Tara Brach | mindful.org](#)

[Yoga for Relaxation | video series from Yoga with Zelinda](#)

[Morning Guided Meditation for Teachers | The Mindful Teacher](#)

[16 Simple Ways to Relieve Stress and Anxiety | healthline](#)

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient rating for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(200-300 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. How are you currently practicing self-management, and what does that look like in your daily life?



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2. How do you think increased self-management will enhance your personal and professional life?
3. How does your sense of well-being impact the educational experience you provide students?

Passing: All questions are answered completely. Responses provide reasonable and accurate information that justifies the reason for choosing this micro-credential to address a specific need and explain current thoughts around emotion management, goal setting, and motivation. Personal examples are included in the responses.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following three artifacts as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Reflecting on Your Self-management

Think about each statement and consider how easy or difficult each item is for you. **Do not turn this in.**

| Self-Management | | Very difficult | Difficult | Easy | Very easy |
|---|--|----------------|-----------|------|-----------|
| MANAGING EMOTIONS | I find ways to manage strong emotions that don't negatively impact others. | | | | |
| | I can get through something even when I feel frustrated. | | | | |
| | I can calm myself when I feel stressed or nervous. | | | | |
| MOTIVATION, AGENCY, and GOAL-SETTING | I hold high expectations that motivate me to seek self-improvement and encourage growth in those I lead. | | | | |
| | I take action and impact change on issues important to me and the larger community. | | | | |
| | I set measurable, challenging, and attainable goals and have clear steps to reach them. | | | | |
| PLANNING and ORGANIZATION | I modify my plans in the face of new information and realities. | | | | |
| | When juggling multiple demands, I use strategies to regain focus and energy. | | | | |
| | I balance my work life with personal renewal time. | | | | |

Reproduced from CASEL's [Personal SEL Reflection](#) (2021), with permission.

(400-800 words)

Your responses to the items above are for you alone, but take some time to reflect by responding to the following prompts.

1. Review the statements you marked as "easy" or "very easy." How do these areas of strength affect your interactions with young people and peers?



2. Review the statements you marked as “difficult” or very difficult.” How might enhancing these areas of challenge benefit your interactions with young people and peers?
3. When looking at your responses, were there things that surprised you? Were there things that confirmed what you already know about yourself?
4. How has self-management helped you manage a difficult situation and achieve a positive outcome for yourself and/or others? Provide a specific example?
5. How has a lack of self-management caused harm to yourself and/or others? Provide a specific example.?

Turn in your responses to these prompts. You may turn this in in the following formats:

- *Photo of your hand written response (must be legible)
- *Voice recording
- *Digital document

Artifact 2: S.W.O.T Analysis slides

Make a copy of and complete this [S.W.O.T analysis template](#) to analyze how self-management skills affect you and others around you.

Upload your completed slides as a PowerPoint file, link to Google Slides, or PDF.

Artifact 3: Self-management Growth Plan

(200-400 words)

You can write in your journal or use a digital format to create a self-awareness growth plan. In your journal, please:

1. Include one goal.
2. Describe any anticipated challenges to reaching your goal.
3. Describe any supportive people you can rely on or routines and structures you can implement to help you achieve your goal.
4. List at least specific 3 steps you will take to get started.
5. Thoughtfully explain how you will move forward and track your progress.



Part 2. Rubric

| | Proficient | Basic | Developing |
|---|---|---|--|
| Artifact 1: Reflecting on your Self- management | <p>All questions are answered completely with a full explanation and examples</p> <p>Introspection is evident</p> <p>Journal is legible and/or understandable</p> | <p>All questions are answered but examples are missing</p> <p>and/or</p> <p>Introspection was not evident</p> | <p>Not all questions are answered</p> <p>and/or</p> <p>Details are missing</p> <p>and/or</p> <p>Introspection was not evident</p> <p>and/or</p> <p>Journal is not viewable or readable</p> |
| Artifact 2: Self- management S.W.O.T. Analysis | <p>All 3 slides are completed with at least 4 items in each box</p> | <p>All 3 slides are completed with less than 4 items in each box</p> | <p>Not all slides are completed and/or not all boxes have items listed.</p> |
| Artifact 3: Growth Plan | <p>Plan includes: -Goal -A plan or tool to track progress -Answers to all questions</p> <p>Answers illustrate a clear plan to accomplish the goal</p> <p>Introspection is evident</p> | <p>The plan is missing parts</p> <p>and/or</p> <p>Answers lack details</p> <p>and/or</p> <p>No introspection is evident</p> | <p>Most parts of the plan are missing</p> <p>and/or</p> <p>Answers are incomplete</p> <p>and/or</p> <p>No introspection is evident</p> |



Part 3 Reflection

(200-400 words)

Write a personal reflection about your work on this micro-credential. A strong reflection describes your personal experience working toward the micro-credential, specific moments that supported your learning, and examples of how you will apply your learning to your unique context. For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. How did implementing your growth plan strengthen your self-management?
2. What are your next steps in strengthening your self-management?
3. What changes have you noticed in yourself and others after working on your growth plan?

Passing: Reflection provides evidence that this activity has positively impacted self-management. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific, actionable steps that demonstrate how new learning will be integrated into future practices.



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