

SELF-MANAGEMENT



THE 5:1 DAILY CHECK-IN

- **WHAT?** At the end of the day, adults identify 5 things that went well and one next step for improvement before meeting with a colleague for a best practice share and feedback check in.
- **WHY?** Sustained well being and incremental performance growth happens not when we dwell on all our many growth areas, but when we acknowledge our strengths and accomplishments five times more and identify just one high leverage micro-improvement daily. In addition, why wait for professional development when you can have it everyday with a colleague where you share your key takeaways, one or two specific questions, and next steps for feedback!
- **WHEN?** At the end of each day with a colleague near you or in the same department.

MATERIALS

- ❑ Project this slide: tinyurl.com/5-1Question
- ❑ A laptop per teacher.

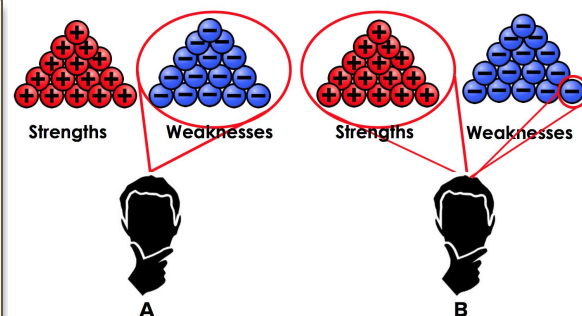
SEL FOCUS

- **Self-Awareness:** Self-monitoring, growth mindset, identifying personal assets and growth areas
- **Self-Management:** Self-Discipline (Impulse control), and self-motivation
- **Social Awareness:** Taking others' perspectives, and recognizing others' strengths
- **Relationship Skills:** Communicating effectively, developing positive relationships, & practicing teamwork

Micro PD (8min+)

- I. **5min- Staff discussion:** What are 2-3 daily steps one would take daily to have continued growth, low stress, and high performance in your role? Project the slide tinyurl.com/5-1Question and have adults read it and discuss the focus question in partners or groups before discussing it a whole staff/team: Who will have the least stress, enjoy their work, grow the most and have the most success by the end of the year, person A or person B? After groups have discussed, reveal that person B will have the most success (less burn out, are motivated, in a positive state of mind, feel efficacious, are improving gradually, whereas person A is more likely to get in a negative thinking cycle, never feel like they're good enough, etc) Explain. Why is it common to be like person A? Where are the origins of this deficit attitude?
- II. **3min- Explore 5:1 research:** Project the second slide and read the following research on 5:1. Then discuss, **"What does this research mean for you and your growth?"**

- **5:1 in Education:** Research supports the idea that having five positive interactions to every one negative interaction best supports and sustains constructive student-teacher relationships. (*Good & Grouws, 1977; Walker, Ramsey, & Gresham, 2004; Fredrickson, & Losada, 2005; Shores, Gunter, & Jack, 1993*).
- **5:1 and Marriage:** John Gottman and colleagues (1998) explored the positive-to-negative ratios in marriages. Using a 5:1 ratio, aka "the magic ratio," researchers predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interactions in one 15-minute conversation between each husband and wife. Ten years later, the follow-up revealed that they had predicted divorce with 94% accuracy.
- **Self-affirmation** through self-talk (when you praise yourself for your accomplishments, strengths, and persistence during tough challenges) increases dopamine, the 'feel good' reward chemical. This dopamine reduces stress and improves mood, grit, attention, memory, high level thinking and creativity. (*Dutcher et al, 2016*) Self-talk is actually one of four key mindset skills the Navy Seals use to assure high performance during very stressful situations.



Person A dwells on all their weaknesses and tries to improve all of them at once. This person rarely think about their strengths, if at all. **Person B** focuses more on their strengths, accomplishments, and progress and are curious about improving one growth area at a time. This person selects the one weakness that will make the biggest difference and takes small steps to improve it. **Who will have the least stress, enjoy their work, grow the most and have the most success by the end of the year, person A or person B?**

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21. THE 5:1 DAILY CHECK-IN

- Continued -

SEL Routine (9min+)

1. **5min- 5:1 Self-Reflection:** At the end of the day, review your day in your mind or with the help of your lesson plan. Then answer these questions in a journal or electronically. (During the launch, adults can do this step during the staff meeting)

THE 5:1 SELF-REFLECTION

1. **What are 5 things that went well in my classroom and what did I do specifically that led to those successes?** This is often tough to do, especially if we're tough on ourselves and focus more on our weaknesses and what needs to improve. Push yourself to find those golden opportunities. This activity rewires your mind to begin giving yourself more credit, a strategy that in the long term prevents burnout, increases motivation, and work satisfaction.
2. **What is one challenge or growth area and one easy, quick, and small next step I can implement tomorrow that will pay dividends?** Adults can brainstorm 3-5 growth areas, but only choose the highest leverage growth area to work on. Then they identify one small step forward that is easy to implement, doesn't take much time to plan (5 minutes or less is recommended to ensure follow through) and commit to implementing it. *Ex 1: My seating chart for periods 3 and 5 needs to change because some students are distracted. Rather than create entirely new seating charts, which would take much time, I'll just take 3 minutes to just make 2 seating switches per class. Ex 2: Students are off-task during individual work time because they have too much time to work on it and the instructions are not clear. So I'll break the activity into 3 steps with a timer and a pair share for more accountability.* Sometimes the next step can be to read an article or see an online video to learn more.
3. **What's one insight from my lesson that I'll share with my colleague(s) that might help their practice?** This can be a best practice, an epiphany, resource, awareness of a blindspot or limiting belief, etc. *Ex: I'll share how I motivated students who struggle behaviorally today.*
4. **What is one specific question(s) I have that my colleague(s) can help me with?** *Ex: How can I keep my more advanced students focused if they finish a task early?*

2. **10min- Peer Check In:** Two colleagues or a trio can meet for this structured check in:

THE PEER CHECK IN

1. **1min- Presenter shares an insight** from their lesson that might be valuable to their peer(s). The listener(s) jot down any ideas they can use in their own practice or ask clarifying questions.
2. **1min- Presenter shares growth area, next step, and a question(s).**
3. **3min- The listener(s) provide feedback,** ideas, resources, encouragement, insights, etc.
4. **Switch** (5 minutes per partner)

Extensions

1. **Early Morning Check Ins:** Teachers who teach the same course, are using similar teaching strategies, or share common department goals meet in the morning 2-3 times a week for 30 minutes to prepare for a lesson, plan, provide each other with lesson feedback, and other useful interactions that lead to instructional improvement. Although it seems like extra work, it actually makes them more efficient since they're planning together, overcoming "writer's block," delegating, and other efficient practices that put accountability on their peers to arrive early, already prepared. Teachers then have more time in the evening for their family, hobbies, and other self-care goals. High performers do this to ensure teacher or role sustainability.