

Culturally Responsive

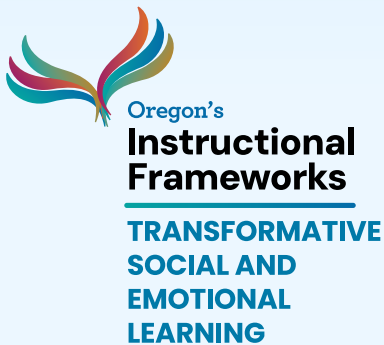
Community Responsive

Strengths-Based

Trauma-Informed

Grounded in Neuroscience  
and the Science of Learning

[Oregon's Transformative  
Social and Emotional Learning  
Framework](#) provides a vision for  
how education ecosystems can  
support everyone to feel a sense  
of belonging, develop agency and  
collaborative problem-solving  
skills and grow their abilities to  
create positive change.



OREGON'S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING  
STANDARD 2:

# Self-Management & Agency

“ What I love about the Transformative SEL standards is the onus isn't on a student and the onus isn't on a teacher . . . the ownership is on all of us. —Oregon Education Leader

Self-management and agency refer to an individual's ability to manage their thoughts, emotions and impulses in ways that affirm their identity and acknowledge their environments. It involves making intentional choices and working toward achieving personal and collective goals.

## Why are self-management and agency important?

Students and adults who practice self-management can navigate their environments in healthy ways and make decisions that benefit themselves and others. Personal agency, the belief that one can make a positive difference through one's actions, is a core part of self-management. The two create a positive feedback loop by encouraging personal accountability and positive actions that impact the entire education ecosystem.

When students and the adults who work with them successfully manage their emotions and behaviors, they can react to stress and uncertainty in positive ways, take action and help others.

## What does this look like?

### Practices

Manage and express thoughts, emotions, impulses and stressors in ways that affirm one's identity.

### Examples

A middle school student is feeling angry but cannot name why. After considering her hard morning of missing the bus and forgetting an assignment, she realizes that anger may be tied to stress. She takes a moment to practice deep breathing before going to their next class.

## Practices

Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

Plan, evaluate and achieve personal and collective goals and aspirations.

Develop personal and collective agency by using various forms of communication (verbal, body language, written) to make choices and take initiative.

## Examples

A high school teacher makes phone calls to parents of chronically absent students to offer support. Some respond with gratitude, while others react defensively. The teacher acknowledges their feelings and seeks points of agreement with each parent.

A second grade class decides to collect gently used clothing to donate to the local resource center. They set a goal of collecting 100 pounds of clothes and track their progress.

During a meeting to discuss school bullying, a principal notices that some individuals seem uncomfortable speaking up. The principal develops a survey to invite others to anonymously share ideas.



## Pause and Reflect

- What self-management skills do you regularly use? How do they help you to navigate stress or uncertainty?
- What strategies have you recently used to achieve a personal or collective goal?



## Try It Out

- Practice personal and collective goal-setting by creating a plan to support positive change. Share your plan with someone you know.
- Explore ways to support collective agency in your education ecosystem. Consider inquiry-based learning (for classrooms) or collective efficacy (for school staff).

**LEARN MORE & SHARE** The new [Transformative SEL resources](#) on the Oregon Instructional Frameworks website provide tools and guidance for educators, instructional coaches, school and district leaders, and community members to integrate Transformative SEL into everyday education. Please share these resources with your community!



Access resources and get more information:  
[oregoninstructionalframeworks.org/TSEL](https://oregoninstructionalframeworks.org/TSEL)