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2023

WHEN EQUITY IS NOT ENOUGH: THE SERIAL MEDIATION OF TEACHER EFFECTIVENESS AND TEACHER JOB SATISFACTION ON EDUCATIONAL EQUITY AND TEACHER PERCEPTIONS OF SCHOOL CLIMATE

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THE SERIAL MEDIATION OF TEACHER EFFECTIVENESS AND TEACHER JOB

SATISFACTION ON EDUCATIONAL EQUITY AND TEACHER PERCEPTIONS

OF SCHOOL CLIMATE

A dissertation submitted in partial fulfillment

of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

to the faculty of the

DEPARTMENT OF PSYCHOLOGY

of

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

at

ST. JOHN'S UNIVERISTY

New York

by

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Date Submitted: <u>April 24, 2023</u>   Date Approved: <u>April 24, 2023</u>

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ABSTRACT

WHEN EQUITY IS NOT ENOUGH: THE SERIAL MEDIATION OF TEACHER EFFECTIVENESS AND TEACHER JOB SATISFACTION ON EDUCATIONAL EQUITY AND TEACHER PERCEPTIONS OF SCHOOL CLIMATE

Imena Monet Johnson

The equity of education for African American students, especially from low-income and economically marginalized (LIEM) communities, has been a major topic of debate prior to the Civil War. The purpose of this study was to determine if educational equity has a positive effect on teacher effectiveness, teacher job satisfaction, and teacher perceptions of the school climate. Participants were educators who teach elementary and secondary level students in the Northeastern region of the United States with at least one year of experience (N = 73). Eligible participants accessed the research prompt and survey via an online link using Qualtrics. The study assessed the serial mediation with Teacher Effectiveness and Teacher Job Satisfaction serially mediating the relationship between Educational Equity and Teacher Perceptions of School Climate. Teacher Job Satisfaction was evaluated on four levels: Teacher Job Satisfaction with Coworkers, Teacher Job Satisfaction with Parents, Teacher Job Satisfaction with Student Behavior, and Overall Teacher Job Satisfaction. Although Educational Equity results were insignificant, findings from this study expand our knowledge and understanding of the impact educational equity may have on teacher effectiveness, teacher job satisfaction, and teacher perceptions of school climate.

DEDICATION

As I stand at this intersection, I am aware of my privilege and the opportunities that made this very moment possible. Therefore, I would like for all of youth that I've ever worked with in Northwest Washington DC; Granada, Spain; Harlem, USA; Far Rockaway, Queens; Jamaica, Queens; Girl Scouts Troop 6000 in Long Island City, Queens; the Shuar youth in Ecuador; and the students who attend Baltimore County Public Schools to understand that I will continue to fight for them and the marginalized youth that never thought they could win because before they could begin society told them it was the end but I know that my soulful purpose on this planet is to reverse the curse that they live in by advocating for their educational rights and social-emotional well-being. This dissertation is just one of many steps towards victory.

ACKNOWLEDGEMENTS

The successful completion of any type of project requires help from a number of persons. Many people have bestowed upon me their blessings and heart pledged support. Therefore, I would like to express my sincere gratitude to those individuals and institutions.

First and foremost, I would like to express my gratitude to the Almighty God, creator of all things, and my ancestors, as above so below, for blessing me with my unique gifts and providing me the strength, protection, and guidance required for this arduous journey (Psalm 46; Psalm 138).

I would like to thank my mother for being my advocate, confidant, and cheerleader. I am thankful God sent me through her. She is truly a role model. Through it all, she led by example and instilled traits and skills within me that were the foundation of my work ethic, leadership skills, and dedication to serve vulnerable populations. She invested in my education, provided me with opportunities to travel, and connected me with professionals who are part of my chosen family. I am forever indebted to the love, guidance, and support she continues to provide me. She is my rock and my heart.

I would also like to thank my grandmother for serving as a role model for reading and for investing in my education by purchasing my books since undergrad at Howard University.

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INTRODUCTION

Call to Action

According to the National Association of School Psychologists (NASP), social

justice is both a process and a goal that requires action. School psychologists work to

ensure the protection of the educational rights, opportunities, and well-being of all

children, especially those whose voices have been muted, identities obscured, or needs

ignored (NASP, 2017). Therefore, given that systems of oppression lead to structural

inequalities that are historically and currently part of many U.S. institutions, including its

educational institutions, it is critical to take social action to dismantle racist policies and

procedures. School psychologists enact social justice through culturally responsive

professional practice and advocacy to create schools, communities, and systems that

ensure equity and fairness for all children and youth (Proctor & Malone, 2019).

The equity of education for African American students, especially from low-

income and economically marginalized (LIEM) communities, has been a major topic of

debate prior to the Civil War. Although great strides have been made to provide Free and

Appropriate Public Education (FAPE) to all students, there are still many African

American students that continue to attend schools with oppressive practices and limited

resources. Educational equity means that each child receives what they need to develop to

their full academic and social potential (National Equity Project Definition of

Educational Equity).

There has been various research conducted on educational equity, teacher

effectiveness, teacher job satisfaction, and school climate. However, there is a lack of

research on the impact that educational equity has on self-efficacy and job satisfaction as it relates to the school climate.

This study examined various bodies of literature pertaining to educational equity and school reform, teacher self-efficacy, teacher job satisfaction, and school climate.

The purpose of this study was to determine if educational equity has a positive effect on teacher effectiveness, teacher job satisfaction, and teacher perceptions of the school climate.

Specifically, the following research questions were investigated: (1) What is the relationship between educational equity and teacher's perceptions of school climate?; (2) What is the relationship between educational equity, teacher effectiveness, and school climate?; (3) What is the relationship between educational equity, teacher job satisfaction and teacher perceptions of school climate?; and (4) What is the relationship between educational equity, teacher effectiveness, teacher job satisfaction, and teacher perceptions of school climate? Findings from this study expand our knowledge and understanding of the impact educational equity may have on teacher effectiveness, teacher job satisfaction, and teacher perceptions of school climate.

CHAPTER 1

Literature Review

     Educational Equity

        Working towards equity in schools involves: ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factors; interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and discovering and cultivating the unique gifts, talents, and interests that every human possesses (National Equity Project).

        Researchers and scholars have argued that students bring ethnic identities into the classroom and they document how some academically successful Black students feel the need to become "raceless" in school in order to facilitate their success (Nasir & Saxe, 2003). No person, however, can be healthy, complete, and mature if they must deny a part of themselves; this is what "integration" has required thus far (Carmichael & Hamilton, 1967). Therefore, it is essential that equity is clearly understood for it to be implemented appropriately.

        The concept of "equity" must include, and at the same time transcend, that of equality, taking up the position at a level that is more abstract and of broader conceptualization (Castelli et al., 2012). The concept of equity also includes that of social justice and frees itself from being limited to the practices of "equality," which, theoretically, are not necessarily "fair"(Castelli et al., 2012). The term "equity" acknowledges the existence of unequal treatment in education processes in order to "make equal" groups from disadvantaged starting points (Castelli et al., 2012). Many

researchers in the field of education agree on the fact that the issue of equity is a crucial topic for the study of education systems (equity in education) (Castelli et al., 2012). If equity is not present in the educational system, people could be deprived of numerous opportunities for choice, therefore failing to achieve their full potential (Castelli et al., 2012).

In an article on access to education in multicultural societies, other authors propose considering the different conceptions of equity that have been formulated recently in the debate on the school. These include opportunity – or legally recognized rights; access – to school; treatment – or educational models and measures; and results – or opportunity for success.

According to the National Equity Project, equity literacy refers to the knowledge and skills that educators need to help overcome the existing bias and inequity in educational spheres of influence. Educational Equity literacy also refers to the knowledge and skills that prepare educators and school staff, not merely to appreciate diversity, but to root bias and inequity out of the classroom, school, and community settings (Gorski & Pothini, 2018). Educational Equity literacy is different from cultural competence, intercultural relations, and many other popular frameworks for attending to diversity in schools. Educational Equity literacy encourages educators to understand dynamics related to race and gender identity, not in terms of interpersonal or cultural conflict but also as part of bigger, broader social and cultural conditions (Gorski & Pothini, 2018). When educational equity literacy is developed and fostered, teachers are empowered with the tools to filter every decision through an equity lens. Educators begin to recognize subtle biases and inequities that were frequently, and maybe intentionally or unconsciously,

overlooked. The four foundational abilities of educational equity literacy include 1) the ability to recognize even the subtlest biases and inequities; 2) abilities to respond to biases and inequities in the immediate term; 3) abilities to redress biases and inequities in the long term; and 4) ability to create and sustain a bias-free and equitable learning environment (Gorski & Pothini, 2018). Furthermore, developing equity literacy among educators and staff ensures that a school develops the habit and investigates questions that may not come up without specific attention to individual student needs. The goal is to shift the focus from intentions to impact. The questions are not, "Do we care about our students of color? Do we have high aspirations and expectations for them?" Rather, the questions become, "How do students describe what they are experiencing in our classrooms and schools? What is the impact of teaching on students? How do we know?" Framing makes a difference (Benson & Fiarman, 2020). The process of collecting and analyzing data should feel empowering to teachers. It's empowering because teachers see that changes in their behavior lead to students feeling more safe and respected and students learning more in class. After all, most teachers want their students to do well and want to interrupt anything they're doing that's holding students back (Benson & Fiarman, 2020).

Additionally, after observing the impacts of COVID during the school re-entry 2021-2022 academic school year, incorporating equitable practices within the classroom became even more apparent in order to meet the needs of individual students. Educators with the tools to effectively apply an equity lens to their teaching practices are then able to help a school reach the six goals of Educational Equity and School Reform. *The first goal* is comparably high achievement and other student outcomes. As data on academic

achievement and other students' outcomes are disaggregated and analyzed, one sees high comparable performance for all identified groups of learners, and achievement/performance gaps are virtually non-existent (Scott, 2006). *The second goal* is equitable access and inclusion, which includes the unobstructed entrance and involvement in, and full participation of learners in excellent community schools, programs and activities within those schools (Scott, 2006). *The third goal* is equitable treatment. The evidence of patterns of interaction among individuals that is free from threat, humiliation, danger and disregard that also exists within a supportive quality environment characterized by genuine acceptance, valuing, respect, support, safety and security so that students, parents, community and staff feel challenged to risk becoming invested in the pursuits of learning and excellence (Scott, 2006). *The fourth goal* is equitable opportunity to learn, which includes and requires the creation of challenging learning opportunities such that every child, regardless of characteristics and educational needs, is given the requisite pedagogical, social, emotional, psychological, and material supports to achieve the high academic standards of excellence that are established (Scott, 2006).*The fifth goal* is equitable resource distribution. The equitable distribution of resources assignment of funds, staff, and other resources for equity and excellence includes qualified staff equitable and appropriately assigned; appropriate facilities and other environmental learning spaces; equality in instructional technology and infrastructure; appropriate instructional materials and equipment, and all other instructional supports for learning that are also distributed in the manner required to allow all diverse learners to achieve high academic standards (Scott, 2006). *The sixth goal is* school accountability, which requires the assurance that all education stakeholders

accept responsibility and hold themselves and each other accountable and responsible for every learner having full access to equality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate support for learning so that they can achieve at excellent levels in literacy and core content areas (Scott, 2006).

In sum, it is imperative, now more than ever, that every staff member incorporates alertness to racial equity into their work every day – the way they examine student achievement data, the questions they ask themselves at the end of the day of teaching, the way they look at students' work, and the way they reflect on their day. The ultimate goal is for continuous inquiry into racial equity to become intuitive and integrated into the work teachers already do, not to be another initiative.

Teacher Effectiveness

"The birth and death cycles of educational innovations is a predictable pattern of constant surface change, but with no deep discernible change in the way schools work" (McIntosh & Goodman, 2016). It is easy to see how this process leads to wasted resources at a time when resources are scarce, and quality education is desperately needed (McIntosh & Goodman, 2016).

Initiative fatigue describes a common problem in education today: the feeling of being overwhelmed by innovation, resistant to new initiatives, and pessimistic about the feasibility of educational change (McIntosh & Goodman, 2016). If a teacher is skeptical of a particular new district initiative, he or she can simply ignore it until the next initiative takes its place (McIntosh & Goodman, 2016). Unfortunately, teachers are often the first to be blamed when new initiatives fail to take root, even when such failure is almost certain (McIntosh & Goodman, 2016).

The emphasis on school climate and equity, Positive Behavior Interventions, and Supports (PBIS) may require more adaptation of practices to fit the local context, which makes implementation more complex, but also possibly more appealing, as school personnel can modify their systems to meet the needs of their staff, students, and families (McIntosh & Goodman, 2016). Data they collect are sometimes used to blame them, argue against the effectiveness of public schooling, or label some students as unteachable (McIntosh & Goodman, 2016). With an ever-increasing focus on teacher evaluation and accountability, teachers have, at times, had data used against them to point out what is wrong with them rather than to help them improve instruction (McIntosh & Goodman, 2016). This concern understandably leads to serious skepticism about the value of data in education. It may sometimes be tempting to consider using data to identify educators who are not being effective or refusing to implement interventions with precision. (McIntosh & Goodman, 2016). It is important that PBIS consultants (e.g., school psychologists) never use data to punish individuals (McIntosh & Goodman, 2016). Using data in a punitive way results in a hostile environment, and teachers will be tempted to fudge numbers or refuse to participate in data collection – and for good reason!! (McIntosh & Goodman, 2016). It is also unfair to teachers to assume that they can pick up a curriculum or attend a training and deliver it without ongoing support (McIntosh & Goodman, 2016). A potential benefit of measuring fidelity pertains to motivation to sustain the practice. Research has shown that achieving successful student outcomes with a Multi-Tiered System of Supports (MTSS) practice reinforces the staff behavior of implementing the practice with fidelity (McIntosh & Goodman, 2016). The fidelity of implementation measures may provide a similar function for school personnel (McIntosh & Goodman,

2016). Before student outcomes are observed, these tools can help staff celebrate

successes in terms of adult behavior, as well as identify the next step along this path

(McIntosh & Goodman, 2016), which sheds light on the importance on teacher efficacy.

There are three principal ways in which perceived efficacy operates as an important

contributor to academic development: 1) Students' beliefs in their efficacy to regulate

their own learning and to master different subject matters; 2) Individual teachers' beliefs

in their efficacy to motivate and promote learning in their students; and 3) Staffs'

collective sense of efficacy that their schools can accomplish significant academic

progress (Bandura, 1993).

For the purpose of the current study, the main focus is teacher's efficacy. The task of

creating environments conducive to learning rests heavily on the talents and self-efficacy

of teachers (Bandura, 1993). It has been found that teachers who have a high sense of

instructional efficacy devote more classroom time to academic learning, provide students

who have difficult learning with the help they need to succeed, and praise them for their

accomplishments (Bandura, 1993). Presumably, teachers who have a low sense of

instructional efficacy spend more time on nonacademic pastimes, readily give up on

students if they do not get quick results, and criticize them for their failures (Bandura,

1993). Teachers who believe strongly in their instructional efficacy create mastery

experiences for their students (Bandura, 1993). Those beset by self-doubts construct

classroom environments that are likely to undermine students' sense of efficacy and

cognitive development (Bandura, 1993). It was also found that teachers' sense of

personal efficacy affects their general orientation toward the educational process and

their specific instructional practices (Bandura, 1993). Those who have a low sense of

instructional efficacy favor a custodial orientation that relies heavily on extrinsic inducements and negative sanctions to get students to study (Bandura, 1993). Teachers who believe strongly in their instructional efficacy support the development of students' intrinsic interests and academic self-directedness (B   andura, 1993). It was documented that the cumulative impact of teachers' instructional self-efficacy on students' academic achievement (Bandura, 1993).

Teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve. Teachers operate collectively within an interactive social system rather than as isolates (Bandura, 1993). Therefore, the belief systems of staff create school cultures that have vitalizing or demoralizing effects on how well schoolsfunction as a social system (Bandura, 1993). Schools in which the staff collectively judge themselves on how capable they are of promoting academic success imbue their schools with a positive atmosphere for development (Bandura, 1993). There are two approaches to evaluating how collective efficacy affects organizational performance (Bandura, 1993). In one approach, teachers' beliefs in their efficacy to promote academic learning in their own classrooms are aggregated for a given school (Bandura, 1993). In the second approach, teachers' beliefs in their schools' capability as a whole are aggregated. The former is within the scope of the current research. The level of academic progress achieved by a school largely reflects the summed contributions of teachers in their individual classrooms. chools involve organizational independencies that contribute to teachers' collective sense of efficacy (Bandura, 1993). Teachers' perceived collective efficacy changes markedly across grade levels (Bandura, 1993). Students who end up

being taught by teachers with a low sense of efficacy suffer losses in perceived self-efficacy and performance expectations in the transition from elementary school to junior high school (Bandura, 1993). This is particularly true for students who have a low opinion of their academic capabilities (Bandura, 1993). Students' self-doubts become even more severe if the teachers to whom they transfer harbor self-doubts about their capabilities to promote academic attainments (Bandura, 1993). Adverse characteristics of student body populations reflecting largely socioeconomic disadvantage erode schools' sense of instructional efficacy (Bandura, 1993). Thus, the higher the proportion of students from low SES and the higher the student turnover and absenteeism (Bandura, 1993). Student body characteristics reflecting low racial composition and ethnic diversity are weakly linked to schools' prior achievement but have no direct influence on schools' collective sense of efficacy or on subsequent achievements (Bandura, 1993). Indeed, with staff who firmly believe that, by their determined efforts, students are able to be motivated and taught whatever their background, even schools heavily populated with minority students of low SES achieve at the highest percentile ranks based on national norms of language and mathematical competencies (Bandura, 1993).

In sum, efficacy beliefs influence how people feel, think, motivate themselves, and behave (Bandura, 1993). Self-efficacy beliefs produce diverse effects through four major processes: Cognitive Processes, Motivational Processes, Affective Processes, and Selection Processes (Bandura, 1993). Self-efficacy beliefs are the product of a complex process of self-persuasion that relies on the cognitive processing of diverse sources of efficacy information conveyed inactively, vicariously, socially, and physiologically. Once

formed, efficacy beliefs contribute significantly to the level and quality of human functioning (Bandura, 1993).

Teacher Job Satisfaction

Educators have the honor, privilege, and opportunity to share joy, whether physical (e.g., Physical Education or Coaches), emotional (e.g., School Psychologists), or intellectual (e.g., teachers), with their unique, diverse, and culturally-rich students. The joy that is shared has the potential to form a bridge between the sharers (i.e., student and educator), which, in turn, can be the basis for understanding much of what is not shared between them and lessens the threat of their difference (Lorde, 1978). However, a study conducted by Kaufman et al. revealed that school principals are facing greater challenges during the COVID-19 pandemic than they have ever faced, which has implications for whether they can conduct their work productively and remain in their jobs over the long term (Kaufman et al., 2022). The data indicate that Principals felt a heightened sense of need for many resources and supports in the fall of 2020 compared to the spring of 2020 (Kaufman et al., 2022). Findings suggest that a higher starting level of resource need and an increase in needs over time were related to an increase in principals' dissatisfaction. (Kaufman et al., 2022). Data points suggests that, in this pandemic era, principals have higher-than-normal negative feelings toward their job at their current schools, which might translate into higher-than-normal attrition rates in the future given dissatisfaction and principal turnover rates were correlated in previous studies (Kaufman et al., 2022). In addition to a lack of resources and increased need, higher percentages of principals of urban schools, high-poverty schools, schools with a high concentration of non-White students, and traditional public schools reported at least one teaching vacancy compared

with their counterparts (Kaufman et al., 2022). Working in a system that robs our work of its joy, life appeal, and fulfillment reduces work to a travesty of necessities, a duty by which we earn bread or oblivion for ourselves and those we love (Lorde, 1978). Truly understanding job satisfaction may be the path to designing empowering professional development opportunities for educators.

The most common approach to understanding job satisfaction has been to apply the principles of various motivation theories (Jorde-Bloom, 1986). A review of the literature reviews that motivation has an impact on human behavior in work settings. Several approaches have been used for measuring levels of teacher job satisfaction. With satisfaction as the dependent variable, many studies have focused on different indicators to measure the relative strength of career satisfaction or the difference between the teacher's present position and their ideal job. However, job satisfaction ultimately rests on the nature of the individual's values and the nature of the job and work environment itself (Jorde-Bloom, 1986). Any model of job satisfaction must capture this dynamic interaction between work and worker. In essence, job satisfaction is a complex, fluid relationship of mutual influence; people create their social milieu and are in turned, created by it (Jorde-Bloom, 1986). In other words, environments shape and are shaped by human behavior; its meaning is as variable as the number of individuals affected. Thus, various components are advised to be viewed not as independent but rather synergistic. For example, change in any one component may well bring about change in others. Therefore, a social-ecological model for understanding job satisfaction rests on the assumption that a teacher's attitudes about work are highly individualistic and cannot easily be explained by broad generalizations about human behavior (Jorde-Bloom, 1986).

For example, satisfaction in teaching depends on the nature of the individual's values and needs and the nature of the job. The social-ecological model accounts for the cognitive processes and coping responses that people use to mediate the demands of their work environment (Jorde-Bloom, 1986). In sum, congruity between the teacher's needs and the demands of the work environment leads to a state of harmony and satisfaction (Jorde-Bloom, 1986), which in turn has an impact on the school climate.

School Climate

School Climate has a variety of meanings, including the social system of shared norms and expectations, the set of norms and expectations that others have for students, teachers' morale, level of teachers' empowerment, teachers' perception of the "personality of a school," or the environment for students as indicated by the amount of negative student behavior in the school (Johnson et al., 2007). According to the National School Climate Center (2016), school climate refers to the "quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organized processes and structures (Griffin, Cooper, Metzger, Golden, & White, 2017). It becomes apparent that the general consensus on how to theorize and define school climate includes norms, goals, values, interpersonal relationships, teaching and learning practices, as well as the organizational structure of the school. School systems contribute to the school-level climate, while individual teacher actions create the classroom climate. Therefore, school climate will be broadly defined as encompassing both the physical and social aspects of the learning and teaching environment. (Jain, Cohen, Huang, Hanson, & Austin, 2015). More specifically, this will entail school culture,   organizational structure,   physical conditions, an the values and beliefs held

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by and the relationships among its teachers, students, and other staff (Jain, Cohen, Huang, Hanson, & Austin, 2015). In other words, classroom and school climate is determined by the interactions among teachers, students, and administrators. For example, the tone that is set, what is celebrated, and what is condoned all contribute to climate. School climate is crucial to student success. School climate researchers have focused on identifying the non-cognitive and environmental barriers to teaching and learning that may exist at schools (Jain, Cohen, Huang, Hanson, & Austin, 2015). Researchers interested in school climate often design research that help to identif the resources, strategies, structures, and practices that can be put in place to mitigate or eliminate these barriers by fostering the physical, social, emotional, and intellectual support that enables all students to achieve in school (Jain, Cohen, Huang, Hanson, & Austin, 2015). Climate matters for student learning.

Students who feel more connected to teachers tend to perform better academically. More specifically, students who experience a positive school climate exhibit higher rates of academic achievement and motivation to learn and have better school attendance and study habits.

Though school climate has been positively associated with student academic performance and is recognized as a significant contributor to adolescent development (Griffin, Cooper, Metzger, Golden, & White, 2017), education policies, practice, and teacher education efforts, by and large, continue to lack a systematic focus on school climate reform (Jain, Cohen, Huang, Hanson, & Austin, 2015). Positive school climate has been considered particularly important for Black, Indigenous, and People of Color

(BIPOC) students from low-income and economically marginalized (LIEM) communities (Jain, Cohen, Huang, Hanson, & Austin, 2015). Many leaders may assume that their schools have a positive racial climate simply because there is an absence of blatant racism. The disturbing reality is that, whether through verbal or nonverbal communication, students receive messages about their value and worth on a minute-to-minute basis during classroom instruction. Again, school systems contribute to the school-level climate, while individual teacher actions create the classroom climate. Schools do not have to be overtly racist to be hostile environments for students of color. Students of color may experience high levels of perceived discrimination multiple times a day, throughout the school day, without the knowledge of teachers or administrators. Some students may not be aware that the feeling of marginalization they are experiencing is the outcome of racial bias, but the impact of exclusion is no less detrimental. As a result, on a daily basis, students of color may feel less welcomed in asking for help, less cared for, and less supported and encouraged than their white peers.

Booker and Lim'squalitative investigation of African American middle school girls revealed the importance of teacher warmth and instructional relevance in the experiences of students of color in middle grades and secondary mathematics classes (Booker & Lim, 2016). Therefore, it is important to differentiate belongingness from other allied and peer acceptance (Baskin et al., 2010). While social support and peer acceptance connote a passive engagement of the individual with the social network, a sense of belonging represents a more active engagement and ainternal experience of a strong psychological connection to a group (Baskin et al., 2010).

Studies have demonstrated that school climates with frequent contact, equal treatment, and respect for diverse populations are associated with high achievement (Griffin, Cooper, Metzger, Golden, & White, 2017). Conversely,   students of color who perceive a lack of social support and low expectations from their teachers may have fewer positive academic outcomes (Griffin, Cooper, Metzger, Golden, & White, 2017). Committing to students' success in school requires committing to a positive racial climate for all students. Students experience a significantly different school context - different supports, opportunities, and relationships - depending on their academic assignments (Nasir, Jones, & McLaughlin, 2011). Students experience racial climate at two levels: in individual classrooms and on a school- level. To improve a school's racial climate, we need to investigate and address teacher's perceptions at both levels. School Psychologists and other school leaders need to examine school- systems that reinforce racial biases, and need to support teachers in examining their individual routines and behaviors as well. Research has found that an increase in school bonding between Grades 7 and 12 correlated positively with students' grade point average (GPA) and negatively with school misbehavior in 12th grade (Nasir, Jones, & McLaughlin, 2011). Further, school bonding in the senior year of high school was positively related to senior year GPA and associated negatively with grade repetition, dropping out, school misbehavior, and suspension/expulsion (Nasir, Jones, & McLaughlin, 2011). Disconnection in its ultimate form - dropping out - is most severe for African American, Latinx, and students from LIEM communities (Nasir, Jones, & McLaughlin, 2011).

Researchers found that students valued friendliness, trustworthiness, and the ability of the listener to empathize when selecting whom to reach out to for help (Nasir, Jones, &

McLaughlin, 2011). The same study found that students tended to avoid approaching a teacher for help because, instead of empathizing with the student, teachers tended to solely focus on solving the problem. These findings highlight the role relationships play in students' behavior in seeking help (Nasir, Jones, & McLaughlin, 2011). Our ability to foster authentic relationships with students may play a bigger role than we think in a student's willingness to approach school psychologists, school leaders, and teachers. Furthermore, when students perceive a discipline system as unfair their trust in the people administering the system erodes and a negative climate forms. In fundamental ways, the approach to discipline affects students' ability to learn. One study found that a school had "good intentions" where explicit racism or intentional favoritism was not found but the staff's approach to disciple was rife with racial bias (Benson et al., 2021, pg. 125).

In sum, when one considers the school community, the history of the school, and the institutional structures that inform what teachers and students do, it becomes apparent that the way in which achievement values and teaching practices are distributed in the school is potentially at play in the lack of relationship between interpersonal connection and achievement (Nasir, Jones, & McLaughlin, 2011). Therefore, it is essential to explore how teachers perceive their school climate. These findings would begin to provide the field with insights on the possible discrepancies in how school climate is perceived and experienced by teachers.

CHAPTER 2

Present Study

The current investigation draws on tenets of self-efficacy, social justice, and educational equity theory to better understand the impact of teacher effectiveness and teacher job satisfaction has on the relationship between school climate and implementing instructional approaches with an educational equity lens. The purpose of this study is to identify the key factors that contribute to teacher's effectiveness in identifying biases and inequities and taking equitable action to ensure a positive school climate. Considering the literature on school climate and the six goals of educational equity and school reform, a positive school climateincludes comparably high achievement and other student outcomes, equitable access and inclusion, equitable treatment, equitable opportunities to learn, equitable resource distribution, and school accountability. The study also exploresteachers' perceptions of their school climate andjob satisfaction when considering professional development opportunities in educational equity.

The current study will first seek to identify if there is a relationship between educational equity and school climate. Based on the literature review, it is hypothesized that educational equityis associated with a positive school climate. The current study will then seek to understand the potential mediatinroles of teacher effectiveness and teacher job satisfaction on school climate. Considering the research and initiative for educational equity, it is hypothesized thateducational equity contributes to teacher efficacy and teacher job satisfactionand is associated with a positive school climate. This is also in line with the growing body of literature providing support that teachers who implement

equitable practices will endorse positive school climates. Therefore, the influence ofteacher effectiveness, teacher job satisfaction,and educational equity impact on school climate will be explored.

Reflecting on the literature, it is hypothesized that highly effective teachers implement education equity practices within their classrooms because they are able to identify moments to implement education equity and are able to adjust their teaching style to meet the individual needs of students. Therefore, the study will seek to analyze teachers' ability to identify biases and inequities to then apply equitable practices to situations they may encounter within the school setting. Lastly, considering the literature on teacher job satisfaction, it is hypothesized that highly effective teachers have higher job satisfaction, which then contributes to the school climate. The findings from this investigation would provide essential information for the field as teachers would benefit from the support of school psychologists through consultation. The school psychologist would provide tailored direct behavioral consultation services to help improve the teacher's understanding of equity, highlight the benefits of job satisfaction, and explicitly teach self-efficacy strategies to support the teacher's new skill development.

CHAPTER 3

METHODS

Participants

Participants were educators who teach elementary and secondary level students in the Northeastern region of the United States with at least one year of experience. The resulting sample consisted of 73 educators. More specifically, 82% of the samples consisted of female educators. Representation from the Northeastern region included New York (71%), Pennsylvania (12%), Connecticut (3%), Maine (1%), and New Hampshire (1%). Concerning race and ethnicity, 85% identified as Non-Hispanic or Non-Latinx, 48% identified as black, and 40% identified as White. Regarding educational level 84% of the educators had obtained their master's degree or higher. Educator work experience varied, with roughly 23% of the participants reported having 6-10 years of experience, 18% reported having 11-15 years of experience, and 49% reported having more than 15 years of experience. The majority of participants reported teaching in public (79%), in schools that consist of majority students of color (74%), and serving students from low-income and economically marginalized communities (41%). Lastly, 34% of educators reported "sometimes" being provided with professional development opportunities to help them explore new ways to promote equity in their practice/pedagogy. While 11% reported "almost always" being provided with professional development opportunities in educational equity. Demographic data can be found in Appendix C.

Procedures

Human subject approval was requested from St. John's University's Institutional Review Board (SJU IRB). After obtaining SJU IRB approval, participants were recruited from primary and secondary level schools in the Northeastern region of the United States. Participants included in the recruitment were derived from a random sample using digital flyers, social media posts, teacher union email listserv, and flyers at community service events. The survey was anonymous and confidential. Eligible participants included educators with at least one year of experience working in a primary or secondary were recruited as it is believe that first year educators may not have had enough time to report on their job satisfaction, understanding of school climate, and perceptions concerning educational equity training in their school district or building. Eligible participants accessed the research prompt and survey via an online link using Qualtrics. Participants were asked to read an informed consent form (Appendix I) to agree to take part in the study. The informed consent form described the nature and intent of the study. This included exploring the relationship between educational equity practices, teacher efficacy, and teacher job satisfaction on teacher perceptions of school climate. The informed consent also described the rights of the participants, such as voluntary participation, the option to drop out at any time, and how these rights were protected.

After consent and assent was provided, participants completed a short demographics questionnaire. Participants were then presented with a diversity and social justice education case study, which required them to a read a vignette and answer six (6) questions consistent with cultural competency, social justice, and educational equity theory. The vignette questions were used to assess the participants' ability to analyze an

educational situation and classroom environment with an equity lens. After that, participants were presented with three (3) surveys, which included a 9-item self-efficacy survey, a 9-item teacher job satisfaction survey, and 21-item teacher perceptions of the school climate survey. Participants were also provided opportunities to provide open-ended responses to share their experiences as an educator.

Data Collection

The online survey included standardized measures of teacher self- efficacy, teacher job satisfaction, and teacher perceptions of school climate. The survey asked participants to complete a short demographic questionnaire that asked them to answer questions about their race, ethnicity, gender, level of education, and years of work experience. The demographic questionnaire also included questions about the population their school served. For example, questions regarding the gender (e.g., single-gender or co-educational) and racial make-up of the school, socioeconomic status of the community the school served, geographic setting, and type of school (e.g., public, private, charter). In addition, they were asked to complete a case study analysis and standardized measures described below.

Case Study

Educational Equity Vignette and Analysis

Teachers were asked to read a vignette and answer questions to assess their ability to analyze a classroom scenario using an educational equity lens. The Educational Equity Case Study consisted of a short vignette and six (6) items carefully chosen from *Case Studies on Diversity and Social Justice Education* by Paul C. Gorski and Seema G Pothini (see Appendix B). The selected items represent the four (4) abilities of equity

literacy (i.e., recognize even the subtlest biases and inequities, ability to respond to biases and inequities in the immediate term, ability to redress biases and inequities in the long term, and ability to create and sustain a bias-free and equitable learning environment). Utilizing such items assisted in activating behavioral thinking that is focused on effectiveness rather than confidence. Following the case study analysis, participants were asked to report on their expected level of teacher efficacy, job satisfaction, and their perceptions of the school climate. (See Appendix E)

Measures

Panorama Education – Educational Equity and Efficacy: Teacher and Staff Survey.

Participants were asked questions about self-efficacy and educational equity using *The Panorama Education – Efficacy: Teacher and Staff Survey.* The survey was developed under the leadership of Dr. Hunter Gehlbach, senior research advisor at Panorama and vice dean at the Johns Hopkins School of Education, and Dr. Samuel Moulton, director of research at Panorama. Dr. Gehlbach and Dr. Moulton developed the instrument based on modern principles of survey design. These best practices include: wording survey items as questions rather than statements, avoiding "agree-disagree" response options that may introduce acquiescence bias and instead using verbally labeled response options that reinforce the underlying topic, asking about one idea at time rather than using double-barreled items (e.g., "How happy and engaged are you?'), and using at least five response options to capture a wider range of perceptions. Each of these characteristics substantially minimizes measurement error. For the purposes of the current research, and as encouraged by the developers, select topics were chosen from the

overall survey. The following topics were deemed most appropriate: professional

learning about equity and teaching efficacy (see Appendix F). As a result, one (1) item

related to professional learning about equity and nine (9) items related to teaching

efficacy were selected.

Teacher Job Satisfaction Scale.

Participants were asked about their job satisfaction in relation to their coworkers,

parents of their students, and student behavior. *Teacher Job Satisfaction Scale (TJSS-*

9) is a questionnaire aimed at measuring job satisfaction that has been specifically

developed for use in educational contexts. The TJSS-9 is composed of three dimensions:

satisfaction with coworkers (3 items), satisfaction with parents (3 items), and satisfaction

with students' behaviors (3 items). Items are rated on a 5-point scale (1 = I am highly

dissatisfied with this aspect of the school, 5 = I am highly satisfied with this aspect of the

school) (see Appendix G). A thorough review was conducted of concepts, theories, and

approaches related to job satisfaction in order to develop a clear definition of job

satisfaction. Statistical procedures were followed to develop a representative sample of

items, and tests of reliability and validity were performed. The current version of the

instrument (with 9 items) was developed from an original set of 35 items loading on six

different dimensions: satisfaction with all the colleagues, satisfaction with coworkers,

satisfaction with management, satisfaction with parents, and satisfaction with students'

behavior responsibility. From that initial version of the questionnaire, a series of

exploratory and confirmatory analyses were conducted on data from local samples, with a

view to making the TJSS measurement model more robust, reliable, and compact. The

internal consistency of the instrument was examined by computing the Cronbach's alpha

coefficient for all three (3) dimensions of the scale. The coefficient was considered excellent as the estimate was 0.89. Participants will also be presented with one open-ended Question about the "most positive aspects of working" at their school.

School Level Environment Questionnaire.

Finally, teachers were asked to answer questions that assessed their perceptions of the school climate. The *School Level Environment Questionnaire (SLEQ)* was first reported in 1982 and has been used to measure school climate in several studies of schools in Australia, South Africa, and the United States. The resulting Revised SLEQ consists of 21 items in five scales: Collaboration, Decision Making, Instructional Innovation, Student Relations, and School Resources. Internal consistency had a relatively strong reliability coefficient. Scores for each of the five factors also had acceptable reliability coefficients, from .77 to .86. The SLEQ could be used to investigate the relationship between school climate and collective efficacy (see Appendix H).

Overall, from these scales, the current research results in a survey with fifty-two (52) items, which estimated to be completed within thirteen (13) minutes. The writer is aware that the survey items are composed of surveys that were developed by white men, which speaks to the disproportionality in the field of research. Nevertheless, the author will ensure the survey items and findings of the research represent the students it is meant to serve and protect.

Data Storage

The data that was collected was from an anonymous online survey and was stored in a password protected file on a personal laptop which only the examiner had access.

CHAPTER 4

Results

Data Preparation

There was a total of one hundred six responses. In order to ensure the assumptions for path analyses was met, the distributions were checked for skewness and missing items. A closer examination of the response styles of the participants, however, revealed that fifty-five participants completed the entire survey, eleven people were missing at least one survey item, four people were missing at least three survey item responses, and two people were missing at least four survey item responses. To correct this, a total of thirty-three responses were removed from the sample, resulting in a final sample size of seventy-three (n = 73). For the seventeen individuals who had four or fewer responses out of the core 39 survey item responses, scores were calculated using mean substitution.

Data Analysis

Quantitative data was analyzed using PROCESS macro via R studio. Data was interpreted in several ways in order to gain more understanding of the effects of educational equity, teacher efficacy, teacher job satisfaction, and teacher perceptions of school climate. Descriptive statistics obtained from demographic information collected were reviewed and subjected to frequency and central tendency measures.   The data included in th model (figure 2) was analyzed through a path analysis using hierarchical regression. The specific procedures that were implemented are informed by the work of Hayes, Baron and Kenny (1986).   More specifically, a serial mediation model with two mediators was used to hypothesize the causal link between Teacher Effectiveness and Teacher Job Satisfaction on Teacher Perceptions of School Climate.

Findings

The study assessed the serial mediation with Teacher Effectiveness and Teacher Job Satisfaction, serially mediating the relationship between Educational Equity and Teacher Perceptions of School Climate. Teacher Job Satisfaction was evaluated on four levels: Teacher Job Satisfaction with Coworkers, Teacher Job Satisfaction with Parents, Teacher Job Satisfaction with Student Behavior, and Overall Teacher Job Satisfaction. See Appendix C for Data Tables and Figures.

Results of the mediation model on Overall Teacher Job Satisfaction are shown in Figure 3 and summarized in table 8. Results of the mediation model on Teacher Job Satisfaction with Coworkers are shown in figure 4 and summarized in table 9. Results of the mediation model on Teacher Job Satisfaction with Parents are shown in figure 5 and summarized in table 10. Results of mediation model on Teacher Job Satisfaction with Student Behaviors are shown in Figure 6 and summarized in table 11.

CHAPTER 5

Discussion

The purpose of this study was to evaluate the impact of teaches' use and willingness to address equity within the classroom on their perceptions of effectiveness, job satisfaction, and school climate. Teacher Job Satisfaction was evaluated over four levels of satisfaction: Satisfaction with Coworkers, Satisfaction with Parents, Satisfaction with Student Behaviors, and Overall Job Satisfaction. More specifically, the study examined 1) the Educational Equity effect on Teacher Perceptions of School Climate; 2) Educational Equity effect on Teacher Effectiveness and Teacher Perceptions of School Climate; 3) Educational Equity effect on Teacher Job Satisfaction on Teacher Perceptions of School Climate; and 4) Educational Equity effect on Teacher Effectiveness and Teacher Job Satisfaction on Teacher Perceptions of School Climate. As predicted, Teacher Effectiveness and all levels Teacher Job Satisfaction were found to be related to Teacher Perceptions of School Climate. Educational Equity, however, was unrelated to the other variables. What then are the implications of these findings?

The results of the present study shed light on how teacher effectiveness and job satisfaction can have a positive impact on how the school climate is perceived by teachers. As previously stated, teachers' beliefs in their personal efficacy to motivate and promote learning affect the types of learning environments they create and the level of academic progress their students achieve. Teachers operate collectively within an interactive social system rather than as isolates (Bandura, 1993). Therefore, the belief systems of staff create school cultures that have vitalizing or demoralizing effects on how well schools function as a social system (Bandura, 1993). Schools in which the staff

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collectively judge themselves on how capable they are of promoting academic success imbue their schools with a positive atmosphere for development (Bandura, 1993). Additionally, job satisfaction has been defined as any combination of psychological, physiological, and environmental circumstances that cause a person to say they are satisfied with a job truthfully. Job satisfaction has also been called a set of favorable or unfavorable feelings and emotions with which employees view their work (Bourne & Schaffner, 2023). Therefore, job satisfaction, especially for teachers, is important because it results in lower turnover, loyalty, and higher productivity, which all benefit the students and communities they serve (Bourne & Schaffner, 2023). A closer examination and qualitative analysis of participant's responses to the open-ended "What are the most positive aspects of working at your school?" reveals that the majority of educators reported enjoying teaching and providing related services to students in a culturally, linguistically, and economically diverse school. Despite the challenging behaviors, educators shared that they focus on establishing and maintaining relationships to increase academic engagement and meet social-emotional students' needs. Educators also shared that they enjoy collaborating with their peers and colleagues. Contrary to results of this student, equity is essential and far from a new concept. Human and Civil Rights Movements and Acts have been advocating not only for the equal treatment and opportunity for individuals to navigate and contribute to society but also for the equitable treatment and resources in order for them to actually be successful as they navigate and contribute to society. As a reminder, equality is the quality or state of being equal, as a result each individual or group of people is given the same resources or opportunity (George Washington University, 2022). While equity recognizes that each person has

different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome (George Washington University, 2022). Politicians, more specifically the "alt-right," tend to neglect the fact that "equal" treatment does not produce "equity" when conditions and circumstances are very different. We first begin to see the impacts of equity after the decision in the Brown vs the Board of Education case. Parents of children with disabilities began to bring lawsuits against their school districts for excluding and segregating children with disabilities (Wright & Wright, 2007). As a result, we see the positive impact of equity within the school systems through the implementation of 504 plans and Individualized Education Plans. The aforementioned plans are designed to protect and provide neurodiverse and differently abled students with resources tailored to their needs in order to successfully navigate the school environment and support the acquisition of knowledge. Despite a focus on supporting academic and behavioral success, school psychology has been used to enforce Eurocentric standards of normalcy and behavior on students in schools, punishing and excluding those deemed different (Grant et al., 2022). Therefore, the fight for equity and inclusion continues as individuals continue to advocate to be seen and represented. Ensuring teachers are able to effectively implement educational equity within the classroom is imperative to providing all students with the Free and Appropriate Education that they truly deserve.

Limitations

According to the Center for Teaching Innovation at Cornell University, information about learning can be assessed through both direct and indirect measures (Cornell University, 2023). As it relates to the current study, participants were provided with direct and indirect measures. For example, self-efficacy, job satisfaction, and

perceptions of school climate were measured indirectly. Another limitation in the study was the use of self-report surveys to indirectly measure the participants behaviors. Therefore, the results of the surveys may be skewed or bias. Another limitation of the current study is that participants from Northeastern Region of the United States may have differing views and approaches to educational equity. This provides limited insight to possibility that different districts and states approach educational equity training due to resources or politics in specific regions of the country. University programs in professional or service-related fields desire their students not only to learn theory and understand why theories are important but also to learn how to apply the theoretical frameworks in practice (Wrenn & Wrenn, 2009).

Therefore, as an attempt to directly measure educational equity, a Case Study Analysis was deemed appropriate. There is evidence to support that programs attempt to create the best learning environment for their students by designing programs that integrate two learning modalities (e.g., lecture and experience) within a course rather than partitioned throughout multiple courses in the curriculum (Wrenn & Wrenn, 2009). According to a Harvard Business Review article, case studies were pioneered by Harvard University in 1921 to expose students to real business dilemmas and decisions (Nohria, 2021). Harvard professors used cases to teach individuals how to size up business problems quickly while considering the broader organizational, industry, and societal context (Nohria, 2021). It is reported that individuals recall concepts better when they are in a case, much as people remember words better when used in context (Nohria, 2021). Additionally, case studies teach individuals how to apply theory in practice and how to induce theory from

practice. Further, the case method cultivates the capacity for critical analysis, judgment, decision-making, and action (Nohria, 2021). Therefore, it is understood as to why universities and licensure exams use case studies to assess meta-skills (e.g., bias recognition, confidence, discernment) and the competency of their students and future professionals. If case study analysis are deemed evidence-based and best practice when assessing an individual's competency in a given area, then, why do the results of this suggest otherwise? The insignificant results shed light on the limitations and barriers to measuring educators understanding and ability to assess educational inequities and when or how to implement educational equity in a given situation. First, we often hear anecdotal accounts of students in internships who are unable to make this transition from theory to practice with confidence and effectiveness (Wrenn & Wrenn, 2009). In other words, there are many individuals that are known as "good test takers" but do not perform well in practicum. However, these students may have access to professional support and guidance to help improve their skills in practicum. Then, there are the graduates and professionals, presumably similar to the participants of the current study, who excel on test and in practicum but then have difficulty applying theory to practice when navigating systems (e.g., school districts) and politics (e.g., local, national, identity). Therefore, the perceived limitation of this study actually highlights the need to consider a standardized approach to educational equity training when measuring competence. In other words, it may have been beneficial to only have had educators who actively participate in educational equity professional development training in their districts deemed eligible to participate in the study. This may have provided insight on the quality of the educational equity training and how self-efficacy, job satisfaction, and

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teacher perceptions are associated. Lastly, the investigator structured the order of the case study and survey items as an attempt to prime educators to consider their efficacy, job satisfaction, and perceptions of school climate after being exposed to educational inequity. Due to the insignificance of the educational equity variable, it could be assumed that the participants did not consider educational equity when completing the survey. Therefore, another limitation to consider is the impact of explicitly stating to participants to consider their survey answers in relation to educational equity. The participants may have viewed self-efficacy, job satisfaction, and the school climate as unrelated and separate aspects of their experience as an educator.

Future Directions

In the future, it may be beneficial to measure efficacy and equity more directly in the classroom. In the next study, a pilot program will be created, which would result in a program evaluation research design. First, a standardized approach to providing educational equity training would be identified or designed. The training would include an assessment of educators understanding of inequality, equality, equity, and justice. First, trainees would be presented with a pre/post quiz on the definitions of inequality, equality, equity and justice. Then, instead of the use of written case studies, trainees would be presented with videos of actors demonstrating inequality, equality, equity, and justice within the classroom and school community setting. The videos would increase in difficulty by first presenting trainee's with blatant to sublte examples of inequality, equality, equity, and justice. The videos would help to assess trainnee's ability to visually identify the differences in inequality, equality, equity, and justice. Trainee's would also

be provided with a lesson on Cognitive Behavior Therapy to equip them with the skills necessary to reflect on their emotions, thoughts, and behaviors. After approval from a school district's Institutional Review Board, an experimental and control group would be identified. Ideally, the experimental group would include at least two teachers from primary and secondary schools. The teachers in the experimental group will receive training in educational equity. They would be observed using an educational equity rubric that was designed during the standardized training. They would also be provided with tailored direct behavioral consultation services, which include consistent opportunities for reflection, performance feedback, and skill-specific training based on their observation results to help improve their implementation of educational equity within the classroom. The control group would be provided with an opportunity to receive performance feedback to ensure they are in compliance with their school district's basic standards and procedures. Ideally, the pilot program would run during the second or third quarter of the school year. During the first and fourth quarters of the year, teachers would complete training, teacher efficacy, teacher job satisfaction, and teacher perceptions of school climate surveys. Students' grades, office referrals, and suspensions will be reviewed. Students will also have the option to complete social-emotional measures and student perceptions of school climate surveys. The data collected from such a pilot program and program evaluation study will inform the field of school psychology on how to provide behavioral and academic consultation to teachers to improve the school climate and to ensure students have the support to access learning. Teachers deserve the support and guidance to apply responsive pedagogy and evidence-based interventions that benefit their student's unique needs.

Table 1
Frequencies for Sample Gender Identity

Gender Identity	Frequency	Percent	Valid Percent	Cumulative Percent
Male	11	15.068	15.278	15.278
Female	60	82.192	83.333	98.611
Preferred Not to Share	1	1.370	1.389	100.000
Missing	1	1.370		
Total	73	100.000		

Table 2
Frequencies for Sample Ethnic Identity

Ethnic Identity	Frequency	Percent	Valid Percent	Cumulative Percent
Hispanic or Latinx	10	13.699	13.889	13.889
Non Hispanic Or Latinx	62	84.932	86.111	100.000
Missing	1	1.370		
Total	73	100.000		

Table 3
Frequencies for Sample Race Identity

Race Identify	Frequency	Percent	Valid Percent	Cumulative Percent
American Indian and Black	2	2.740	2.740	2.740
Asian	1	1.370	1.370	4.110
Asian and White	1	1.370	1.370	5.479
Black	35	47.945	47.945	53.425
Biracial (Black and White)	2	2.740	2.740	56.164
White	29	39.726	39.726	95.890
Prefer Not to Say	3	4.110	4.110	100.000
Missing	0	0.000		
Total	73	100.000		

Table 4
Frequencies for Sample Work Experience

Work Experience	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 Years	6	8.219	8.451	8.451
6-10 years	16	21.918	22.535	30.986
11-15 years	13	17.808	18.310	49.296
More than 15 years	36	49.315	50.704	100.000
Missing	2	2.740		
Total	73	100.000		

Table 5
Frequencies for Sample Northeastern Region

Northeastern States	Frequency	Percent	Valid Percent	Cumulative Percent
Maine	1	1.370	1.563	1.563
New Hampshire	1	1.370	1.563	3.125
Connecticut	2	2.740	3.125	6.250
New York	52	71.233	81.250	87.500
Pennsylvania	8	10.959	12.500	100.000
Missing	9	12.329		
Total	73	100.000		

Table 6
Frequencies for Type of School

Type of School	Frequency	Percent	Valid Percent	Cumulative Percent
Public	58	79.452	80.556	80.556
Private Religious-Based School	1	1.370	1.389	81.944
Charter School	10	13.699	13.889	95.833
Magnet School	2	2.740	2.778	98.611
Other	1	1.370	1.389	100.000
Missing	1	1.370		
Total	73	100.000		

Table 7
Frequencies for Demographics of School

Demographics of School	Frequency	Percent	Valid Percent	Cumulative Percent
Majority Students of color	54	73.973	73.973	73.973
Majority Students of Color and Single Gender	1	1.370	1.370	75.342
Majority Students of Color and Co-Ed	5	6.849	6.849	82.192
Majority White Students	4	5.479	5.479	87.671
An equal balance of white and students of color and co-ed	2	2.740	2.740	97.260
Other	2	2.740	2.740	100.000
Missing	0	0.000		
Total	73	100.000		

Table 8
Estimates and Test of the Parameter from the Mediation Model Using Teacher Job Satisfaction: Overall Outcome Variable

	Path Coefficients			Indirect Effects		
	to School Climate (Y)	to Teacher Effectiveness (M_1)	to Job Satisfaction: Overall (M_2)	Effect	Boot SE	Bias-Corrected Bootstrap 95% Confidence Interval
Educational Equity	.02	-.07	.01			
Teacher Effectiveness	.20		.26			
Job Satisfaction: Overall	.60					
Total				-.02	.10	-.17,.13
EE→TE→SC				-.01	.03	-.08, .03
EE→JSO→SC				.004	.07	-.15, .14
EE→TE→JSO→SC				-.011	.02	-.05, .03

Table 9
Estimates and Test of the Parameter from the Mediation Model Using Teacher Job Satisfaction: Coworker Outcome Variable

| | Path Coefficients | | | Indirect Effects | | |
	to School Climate (Y)	to Teacher Effectiveness (M_1)	to Job Satisfaction: Coworker (M_2)	Effect	Boot SE	Bias-Corrected Bootstrap 95% Confidence Interval
Educational Equity	.03	-.07	-.0083			
Teacher Effectiveness	.24		.28			
Job Satisfaction: Parents	.43					
Total				-.03	.06	-.15 , .08
EE→TE→SC				-.02	.03	-.10, .04
EE→JSC→SC				-.0036	.05	-.10 , .09
EE→TE→JSC→SC				-.01	.02	-.04 , .03

Table 10
Estimates and Test of the Parameter from the Mediation Model Using Teacher Job Satisfaction: Parents Outcome Variable

	Path Coefficients			Indirect Effects		
	to School Climate (Y)	to Teacher Effectiveness (M₁)	to Job Satisfaction: Parents (M₂)	Effect	Boot SE	Bias-Corrected Bootstrap 95% Confidence Interval
Educational Equity	.02	-.07	.01			
Teacher Effectiveness	.30		.18			
Job Satisfaction: Parents	.49					
Total				-.003	.01	-.03 , .02
EE→TE→SC				-.003	.01	-.02, .01
EE→JSP→SC				.001	.01	-.02 , .02
EE→TE→JSP→SC				-.001	.002	-.01 , .003

Table 11
Estimates and Test of the Parameter from the Mediation Model Using Teacher Job Satisfaction: Student Behavior Outcome Variable

	Path Coefficients			Indirect Effects		
	to School Climate (Y)	to Teacher Effectiveness (M₁)	to Job Satisfaction: Student Behavior (M₂)	Effects	Boot SE	Bias-Corrected Bootstrap 95% Confidence Interval
Educational Equity	.03	.0036	-.01			
Teacher Effectiveness	.24		.24			
Job Satisfaction: Student Behavior	.51					
Total				-.03	.07	-.18 , .12
EE→TE→SC				-.02	.03	-.08, .04
EE→JSSBx→SC				-.005	.10	-.14, .13
EE→TE→JSSBx→SC				-.01	.02	-.04, .02

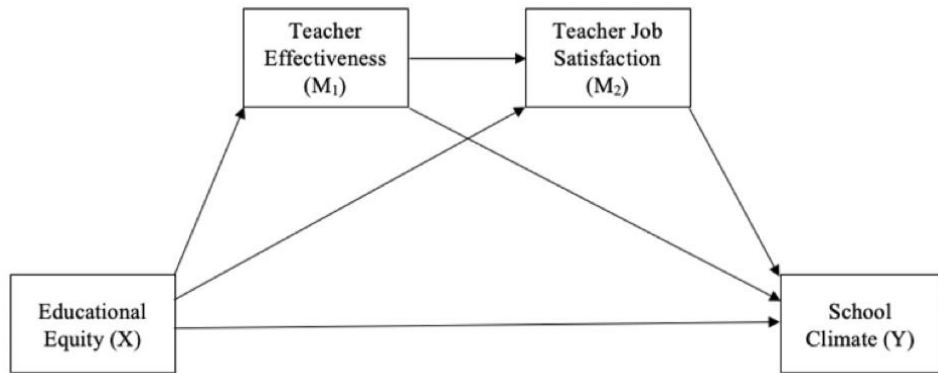Data Figures

Figure 1

Conceptual Model

Figure 2

Statistical Diagram
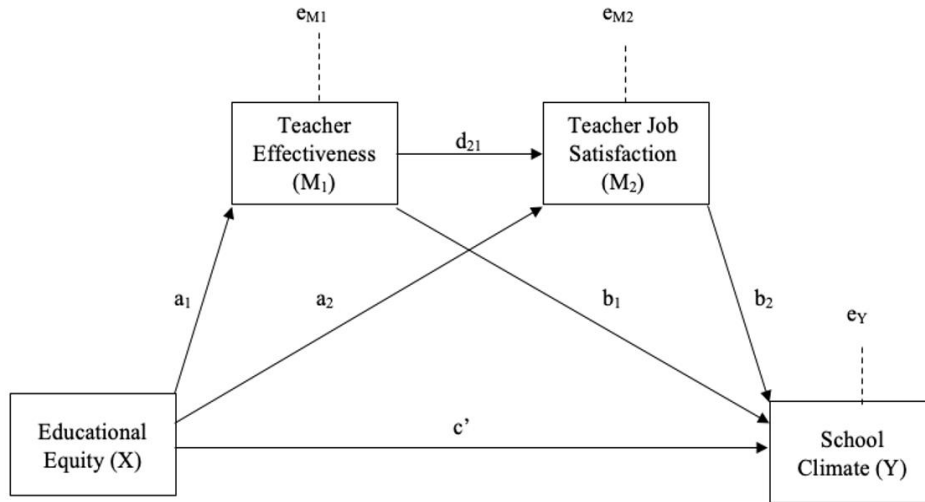
Note. Indirect effect on X on Y Through M_1 only = a_1b_1

Indirect effect on X on Y through M_1 and M_2 in serial = $a_1d_{21}b_2$

Direct effect of X on Y = c'

Figure 3

Serial Mediation Model Using Teacher Job Satisfaction: Overall Outcome Variable
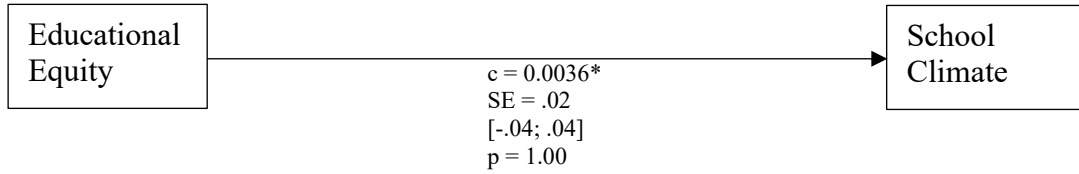
| Educational Equity | | School Climate |

c = 0.0036*
SE = .02
[-.04; .04]
p = 1.00

H_1 = Educational Equity → School Climate

d_{21}= 0.3
SE = .2
[.05; .80]
p = .03

Teacher Effectiveness

Teacher Job Satisfaction: Overall

a_1 = -.07*
SE = .021
[-.05; .03]
p = .60

a_2= .01*
SE = .03
[-.1 ; .1]
p = 1

b_1 = .20
SE = .1
[.02; .4]
p = .03

b_2 = .60
SE = .05
[.3; .5]
p = .00

Educational Equity

School Climate

c' = .02*
SE = .01
[-.03; .03]
p = .8
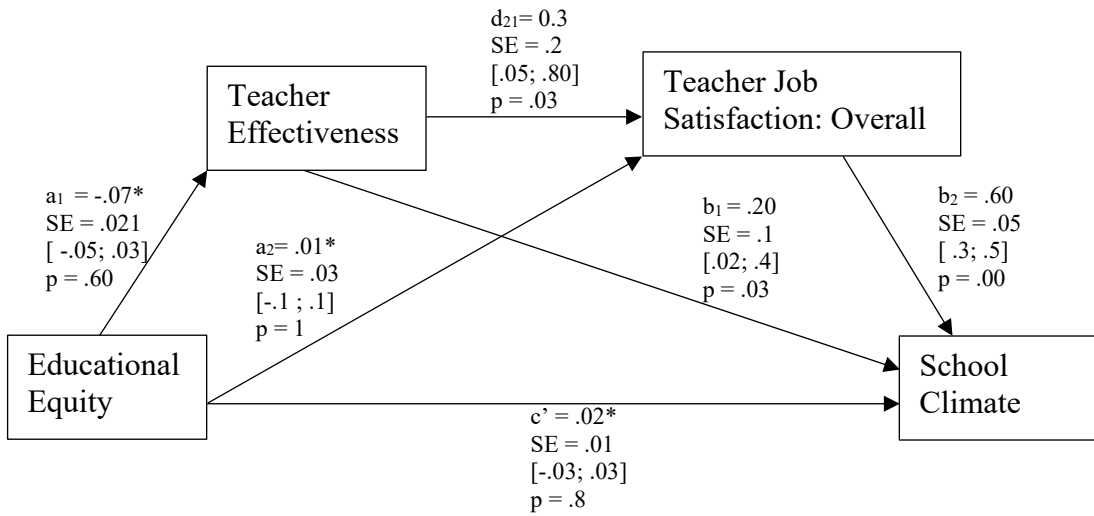
H_2 = Educational Equity → Teacher Effectiveness → School Climate
H_3 = Educational Equity →Teacher Job Satisfaction: Overall → School Climate
H_4 = Educational Equity → Teacher Effectiveness →Teacher Job Satisfaction: Overall → School Climate
*Insignificant

Figure 4

Serial Mediation Model Using Teacher Job Satisfaction: Coworker Outcome Variable

Educational Equity		School Climate

c = 0.0036*
SE = .02
[-.04; .04]
p = 1.00

H_1 = Educational Equity → School Climate

d_{21}= .28
SE = .25
[.11;1.1]
p = .02

Teacher Effectiveness

Teacher Job Satisfaction: Coworker

a_1 = -.07*
SE = .021
[-.05; .03]
p = .60

a_2=-.01*
SE = .04
[-.1; .10]
p =. 94

b_1 = .24
SE = .1
[.02; .42]
p = .03

b_2 = .43
SE = .05
[.1; .3]
p = .00

Educational Equity

School Climate

c' = .03*
SE = .02
[-.03; .04]
p = .8

H_2 = Educational Equity → Teacher Effectiveness → School Climate
H_3 = Educational Equity → Teacher Job Satisfaction: Coworker → School Climate
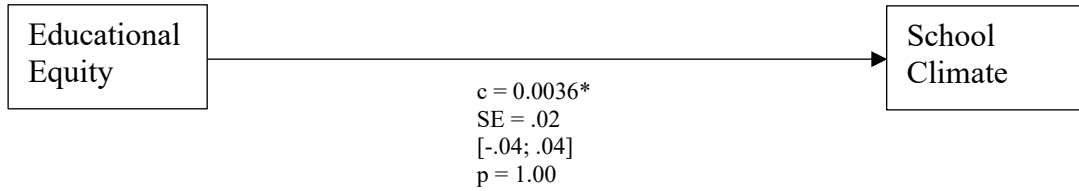H_4 = Educational Equity → Teacher Effectiveness → Teacher Job Satisfaction: Coworker → School Climate
*Insignificant

Figure 5

**Serial Mediation Model Using Teacher Job Satisfaction: Parents Outcome
Variable**
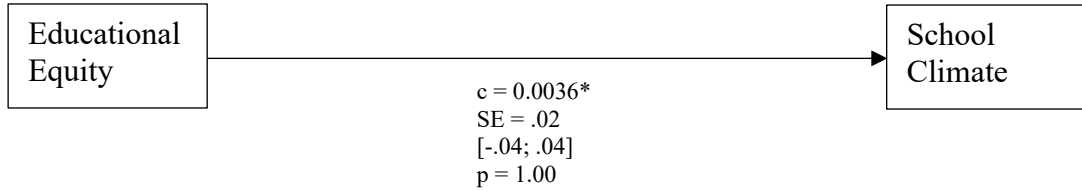
Educational Equity	→	School Climate

$c = 0.0036*$
$SE = .02$
$[-.04; .04]$
$p = 1.00$

H_1 = Educational Equity → School Climate

$d_{21} = .18*$
$SE = .25$
$[-.13; 1.0]$
$p = .14$

Teacher Effectiveness

Teacher Job Satisfaction: Parents

$a_1 = -.07*$
$SE = .021$
$[-.05; .03]$
$p = .60$

$a_2 = .01*$
$SE = .04$
$[-.08; .9]$
$p = .92$

$b_1 = .30$
$SE = .1$
$[.07; .43]$
$p = .01$

$b_2 = .50$
$SE = .04$
$[.12; .30]$
$p = .00$

Educational Equity

School Climate

$c' = .02*$
$SE = .02$
$[-.03; .04]$
$p = .82$

H_2 = Educational Equity → Teacher Effectiveness → School Climate
H_3 = Educational Equity → Teacher Job Satisfaction: Parents → School Climate
H_4 = Educational Equity → Teacher Effectiveness → Teacher Job Satisfaction: Parents
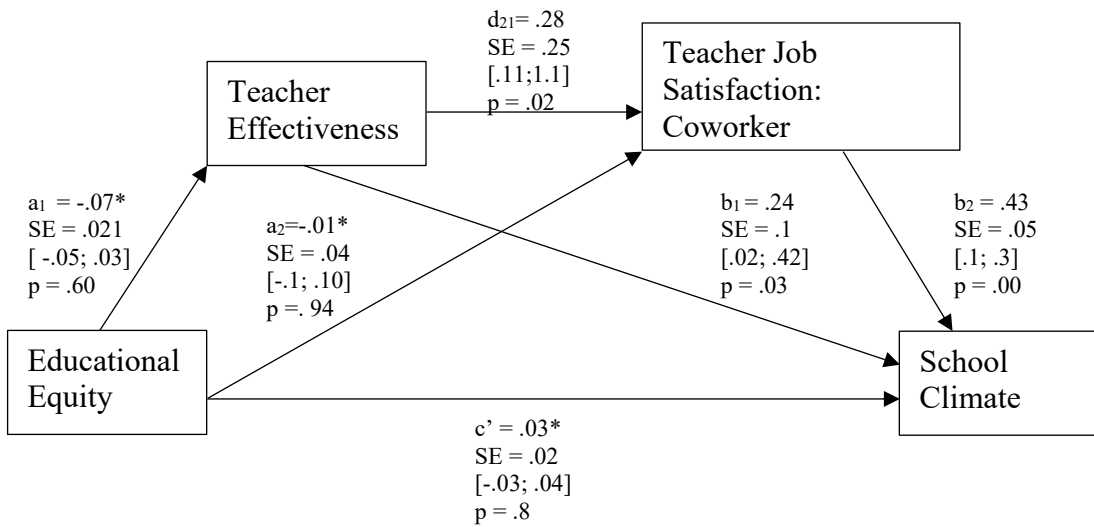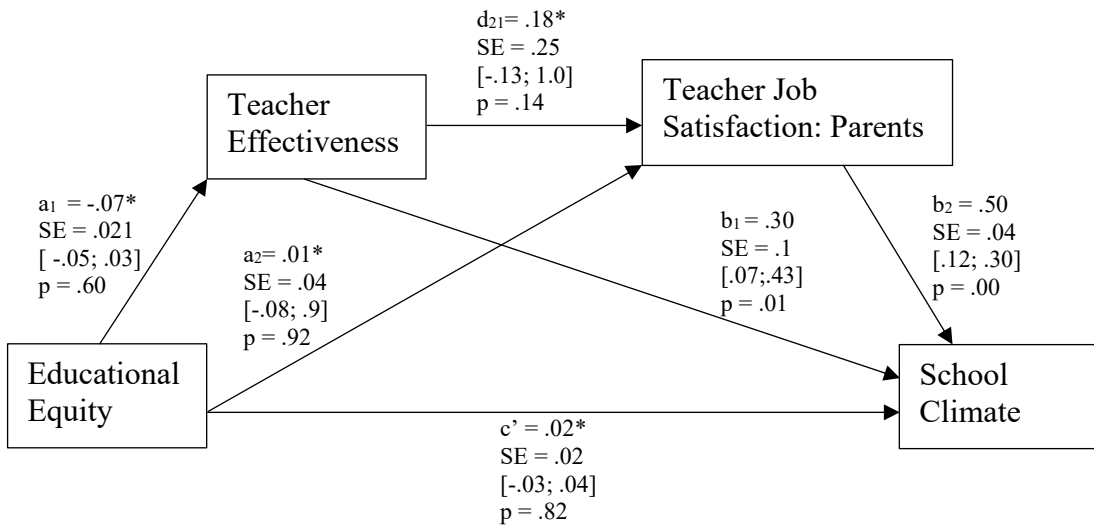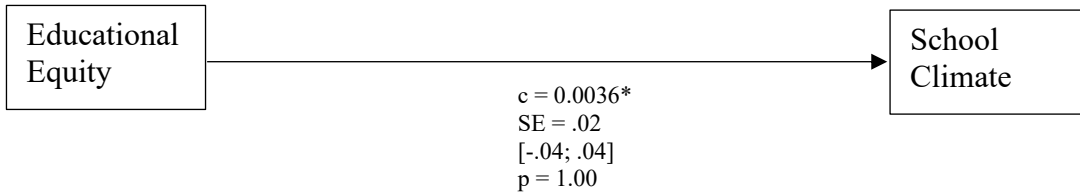→ School Climate
*Insignificant

Figure 6

Serial Mediation Model Using Teacher Job Satisfaction: Student Behavior Outcome Variable

Educational Equity		School Climate

$c = 0.0036^*$
$SE = .02$
$[-.04; .04]$
$p = 1.00$

H_1 = Educational Equity → School Climate

$d_{21}= .24$
$SE = .21$
$[.01; .84]$
$p = .05$

Teacher Effectiveness		Teacher Job Satisfaction: Student Behavior

$a_1 = -.07^*$
$SE = .021$
$[-.05; .03]$
$p = .60$

$a_2= -.01^*$
$SE = .04$
$[-.1; .1]$
$p = .93$

$b_1 = .24$
$SE = .1$
$[.04; .41]$
$p =.02$

$b_2 = .51$
$SE = .05$
$[.2;.4]$
$p = .00$

Educational Equity		School Climate

$c' = .03^*$
$SE = .02$
$[-.03; .04]$
$p = .73$
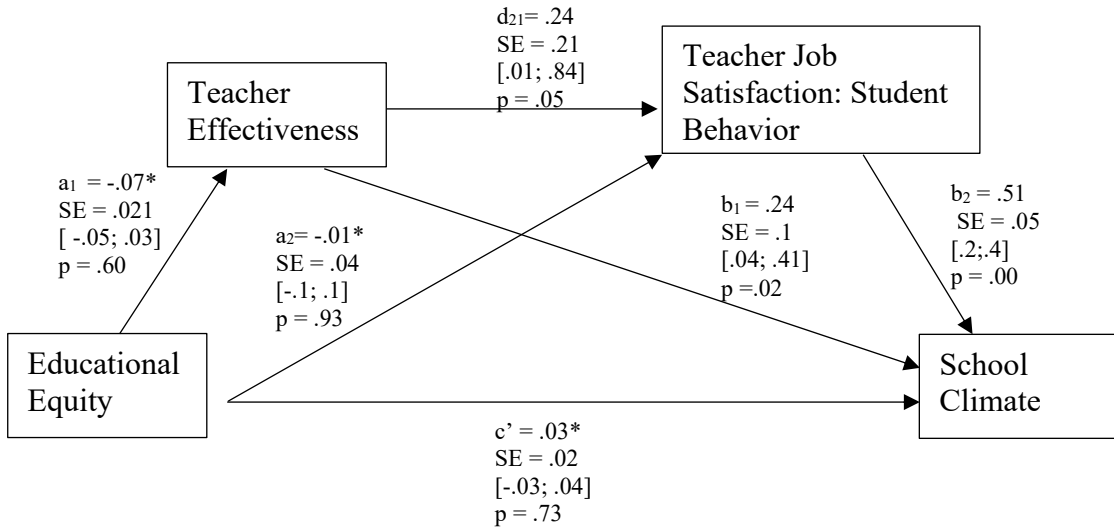
H_2 = Educational Equity → Teacher Effectiveness → School Climate
H_3 = Educational Equity → Teacher Job Satisfaction: Student Behavior → School Climate
H_4 = Educational Equity → Teacher Effectiveness → Teacher Job Satisfaction: Student Behavior → School Climate
*Insignificant

Appendix C

Demographic Questionnaire

Q1. Primary Job Classification

1. Teacher
2. Administrator
3. Certified Staff Member
4. Classified/Other Staff Member
5. I prefer not to answer.

Q2. Primary Grade taught

○ K

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7

○ 8

○ 9

○ 10

○ 11

○ 12

○ I prefer not to answer.

Q3. Years of work experience.

○ 0-5 years

○ 6-10 years

○ 11-15 years

○ More than 15 years

○ I prefer not to answer.

Q4. Highest degree earned.

○ Bachelor's Degree

○ Master's Degree

○ Educational Specialist Degree

○ Doctoral Degree

○ Other, please specify: _____

○ I prefer not to answer.

Q5. What is your gender identity?

○ Male

○ Female

○ Non-binary / third gender

○ Prefer not to say

Q6. What is your ethnicity?

○ Hispanic or Latinx

○ Not Hispanic or Latinx

○ I prefer not to answer.

Q7. What is your race? (Mark all that apply)

☐ American Indian or Alaskan Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Pacific Islander

☐ White

☐ I prefer not to answer.

Q8. How would you describe the demographics of your school? (Mark all that apply)

☐ Majority Students of Color

☐ Majority White Students

☐ An equal balance of White and Students of Color

☐ Single Gendered (e.g., all boys, all girls)

☐ Co-Educational

Q9. What type of school do you work at?

○ Public School

○ Private Religious-Based School (e.g., Catholic, Muslim, Hebrew)

○ Charter School

○ Magnet School

○ Other, please specify: _____

Q10. What communities do your students come from? (Mark all that apply)

- [ ] Low-income and economically marginalized (e.g., Low SES)
- [ ] Working Class
- [ ] Middle Class
- [ ] Upper Middle Class
- [ ] Upper Class

Appendix D

Educational Equity Case Study Analysis

The Vignette

The first unit Ms. Ward planned for the new school year focused on California. Although Rustin School, where Ms. Ward taught, was in the Midwest, she thought it would be a fun state with which to kick off the year. Students at Rustin represented a wide range of socioeconomic and racial diversity, but she knew many of them were interested in ocean beaches. California, in her mind, fit well with this theme.

  Ms. Ward gathered her students on the carpet and began writing on a flip chart. Several students whispered excitedly as she wrote "California" at the top of the sheet. Although Ms. Ward was happy to see their excitement, she reminded them to remain quiet and raise their hands if they had something to say. Immediately several hands flew up.

  "Are we going to learn about California?" Maddy asked.

   "Yes," Ms. Ward replied. Students chattered excitedly again and Ms.Ward reminded them to remain quiet: "I cannot understand you if so many of you talk at once."

  After explaining the unit a bit more, Ms. Ward asked who has been to California. DeQuan raised his hand. When Ms. Ward called on him, he said, "A few days ago, I was at my grandmother's house watching television with my little sister, but she was crying so I couldn't hear very well. I told her to be quiet and gave her a toy to play with because the person on TV...."

  Ms. Ward interrupted DeQuan and reminded him that the Question she asked was who has been to California. Growing bothered by the side chatter and DeQuan's indirect answer, she reminded the class that now was not the time for stories.

  "Please raise your hand ONLY if you can answer the question," she said. Upon hearing this, DeQuan angrily added, "I was saying that the person on TV said the show was sponsored by a company that makes raisin, which are my favorite snack, and that the raisins are made in California!"

Ms. Ward reminded DeQuan he needed to raise his hand if he had something to say and added that his tone was disrespectful. Attempting to refocus the group, she asked, "Had anyone been to Disneyland?" Maddy raised her hand and said, "I have. It's in California, and it is sunny and warm there. It's also far away because we were on the airplane for a long time."

"You're right," Ms.Ward replied as she wrote "warm" and "sunny" along with the phrase "far from Rustin School" on the flip chart.

"Any other words to describe California?" she asked. As several others raised their hands, Ms. Ward noticed DeQuan still looked angry. Anticipating another outburst, she cheerfully said, "DeQuan, please try to compose yourself so that you can remain seated with the group." Hearing this, DeQuan stood, walked to his desk, and slouched in his chair.

"Oh no", thought Ms. Ward. "He must not have heard me correctly." Ms. Ward continued teaching but wondered how she should address DeQuan if his negative behavior persisted.

Case Study Analysis Items

Q1. Identify the biases and inequities that can be considered when reflecting on the questions Ms. Ward asked her class: "Who has been to California/Disneyland before?"

○ Close-Ended Question - prevents students from thinking critically.

○ Exclusive - Alienates students.

○ Socioeconomic Status - student families may not be able to afford a trip to California or Disneyland

○ None of the above - the quQuestions equitable and free of bias.

○ All of the above

Q2. Storytelling is a rich cultural tradition for many families and a natural part of communication for some students.

○ False

○ True

Q3. How did Ms. Ward validate Maddy's experience? (Check all that apply)

☐ Giving her a star

☐ Saying she was right in front of the class.

☐ Having her come up to the board to write her responses.

☐ Asking following up questions about her trip

☐ Writing down her responses on the board

☐ None of the above

Q4. What triggered DeQuan's behavior? (Check all that apply)

☐ A memory of a trauma that took place in California.

☐ Being interrupted by Ms. Ward

☐ Side-chatter from peers in class

☐ Not being called on after raising his hand

☐ Being told his tone was disrespectful.

☐ Being told to compose himself or he would be presented with a consequence.

Q5. How can Ms. Ward make amends? (Check all that apply)

☐ Engage in restorative practices (e.g., restorative questions, connection - correction - connection)

☐ Structure lessons to include time for storytelling.

☐ Speak to DeQuan privately after the lesson.

☐ Call home to talk to parents about DeQuan's behavior in class.

☐ Provide DeQuan with opportunities to receive labeled praise for engaging in expected/appropriate behavior.

☐ Start a fundraiser to take the students to California.

☐ None of the above - Ms. Ward does not have to make amends, she handled the situation appropriately as the teacher in the classroom.

Q6. What might happen if Ms. Ward does not make amends? (Check all that apply)

☐ DeQuan may internalize this experience and become reluctant to participate in class discussions.

☐ Ms. Ward's report on his behavior may result in a reputation that describes DeQuan as "bad" "disruptive" or "disrespectful."

☐ DeQuan may externalize this experience and being to act out in class.

☐ Nothing, Ms. Ward handled the situation using appropriate classroom management skills.

Q7. How often do professional development opportunities help you explore new ways to promote equity in your practice/pedagogy?

☐ Almost never

☐ Once in a while

☐ Sometimes

☐ Frequently

☐ Almost Always

Teacher Efficacy

The Panorama Teacher Efficacy Survey

Q1. How often have you been able to help the school's most challenging students to learn?

○ Almost Never

○ Once in a while

○ Sometimes

○ Frequently

○ Almost Always

Q2. How well do you know the content you need to teach?

○ Not well at all

○ Slightly well

○ Somewhat well

○ Quite well

○ Extremely well

Q3. How often do you move through material at a pace that works well for each of your students?

○ Almost Never

○ Once in a while

○ Sometimes

○ Frequently

○ Almost Always

Q4. When one of your teaching strategies fails to work for a group of students, how well can you think of another approach to try?

○ Not well at all

○ Slightly well

○ Somewhat well

○ Quite well

○ Extremely well

Q5. If a parent were upset about something in your class, how well can you have a productive conversation with this parent?

○ Not well at all

○ Slightly well

○ Somewhat well

○ Quite well

○ Extremely well

Q6. How often have you been able to manage a particularly disruptive class?

○ Almost Never

○ Once in a While

○ Sometimes

○ Frequently

○ Almost Always

Q7. How often have you been able to engage students who typically are motivated?

○ Almost Never

○ Once in a while

○ Sometimes

○ Frequently

○ Almost Always

Q8. How often have you been able to clearly explain the most complicated content to your students?

○ Almost Never

○ Once in a while

○ Sometimes

○ Frequently

○ Almost Always

Q9. How often do you meet the learning needs of your most advanced students?

○ Almost Never

○ Once in a while

○ Sometimes

○ Frequently

○ Almost Always

Teacher Job Satisfaction

Teacher Job Satisfaction Scale (TJSS-9)

Q1. Satisfaction with Coworkers

	1 = I am highly dissatisfied with this aspect of the school (1)	2 = I am dissatisfied with this aspect of the school (2)	3 = I am slightly satisfied and slightly dissatisfied with this aspect of the school (3)	4 = I am satisfied with this aspect of the school. (4)	5 = I am highly satisfied with this aspect of the school. (5)
(1) Quality of your relations with coworkers.	○	○	○	○	○
(2) The extent to which your coworkers encourage and support you in your work.	○	○	○	○	○
(3) Your overall satisfaction with your coworkers.	○	○	○	○	○

Q2. Satisfaction with Parents

	1 = I am highly dissatisfied with this aspect of the school (1)	2 = I am dissatisfied with this aspect of the school (2)	3 = I am slightly satisfied and slightly dissatisfied with this aspect of the school (3)	4 = I am satisfied with this aspect of the school. (4)	5 = I am highly satisfied with this aspect of the school. (5)
(1) The degree of interest shown by parents in the education of their children.	O	O	O	O	O
(2) The extent to which parents are supportive of the school and its programs.	O	O	O	O	O
(3) Your overall level of satisfaction with parents.	O	O	O	O	O

Q3. Satisfaction with Students' Behaviors.

	1 = I am highly dissatisfied with this aspect of the school (1)	2 = I am dissatisfied with this aspect of the school (2)	3 = I am slightly satisfied and slightly dissatisfied with this aspect of the school (3)	4 = I am satisfied with this aspect of the school. (4)	5 = I am highly satisfied with this aspect of the school. (5)
(1) The extent to which students act in a self-disciplined manner.	○	○	○	○	○
(2) Your satisfaction with the behavior of students in your school.	○	○	○	○	○
(3) Your overall level of satisfaction with student discipline in your school.	○	○	○	○	○

Q4. What are the most positive aspects of working at your school?

_____

Appendix G

School Climate Measure

School Level Environment Questionnaire (SLEQ)

Q1. Teachers design instructional programs together.

◯ Almost Never

◯ Sometimes

◯ Often

◯ Frequently

◯ Almost Always

Q2. Most students are well mannered or respectful of the school staff.

◯ Almost never well-mannered or respectful to school staff

◯ Sometimes well-mannered or respectful to school staff

◯ Often well-mannered or respectful to school staff

◯ Frequently well-mannered or respectful to school staff

◯ Almost Always well-mannered or respectful to school staff

Q3. Instructional equipment is not consistently accessible.

◯ Almost never accessible

◯ Sometimes accessible

◯ Often accessible

◯ Frequently accessible

◯ Almost always accessible

Q4. Teachers are frequently asked to participate in decisions.

○ Almost never ask to participate in decisions.

○ Sometimes ask to participate in decisions.

○ Often ask to participate in decisions.

○ Frequently ask to participate in decisions.

○ Almost always ask to participate in decisions.

Q5. New and different ideas are always being tried out.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q6. There is good communication among teachers.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q7. Most students are helpful and cooperative with teachers.

○ Almost Never

○ Once in a while

○ Sometimes

○ Frequently

○ Almost Always

Q8. The school library has sufficient resources and materials.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q9. Decisions about the school are made by the principal.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q10. New courses or curriculum materials are seldom implemented.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q11. I have regular opportunities to work with other teachers.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q12. Students in this school are well behaved.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q13. Technology (e.g., multimedia resources) is readily available.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q14. I have very little say in the running of the school.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q15 We (school team) are willing to try new teaching approaches in my school.

○ Almost Never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q16 I seldom discuss the needs of individual student with other teachers.

○ Almost never

○ Sometimes

○ Often

○ Frequently

○ Almost always

Q17. Most student are motivated to learn.

○ Almost never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q18. The supply of equipment and resources is not adequate.

○ Almost never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q19. Teachers in this school are innovative.

○ Almost never

○ Sometimes

○ Often

○ Frequently

○ Almost Always

Q20. Classroom instruction is rarely coordinated across teachers.

○ Almost never

○ Sometimes

○ Often

○ Frequently

○ Almost always

Q21. Good teamwork is not emphasized enough at my school.

○ Almost never

○ Sometimes

○ Often

○ Frequently

○ Almost always

Appendix H

Recruitment Materials

Dear Educator,

I am inviting you to participate in a research study that I am conducting for my dissertation that involves surveying educators who teach at elementary and secondary schools in the Northeastern region of the United States of America.

I am interested in learning about the association between teacher effectiveness, job satisfaction, teacher's perceptions of school climate and educational equity. In response to recent world events, many school districts are prioritizing educational equity. However, not much is currently known about how teacher effectiveness and educational equity is associated with improved job satisfaction and the learning environment (e.g., school climate, social-emotional well-being of students).

If you are interested in participating in this survey, please take the online survey available at: https://tobin.az1.qualtrics.com/jfe/form/SV_9yplkClAdvv5Lhk

It should take approximately 13 minutes to complete. Your participation is voluntary. You may choose to withdraw at any point without any penalty to you. In addition, you may skip any questions you choose. Your answers will remain anonymous. There are no foreseeable risks to participation in this study.

I appreciate your participation and feedback in order to provide meaningful and useful data for my dissertation and for future knowledge in the field.
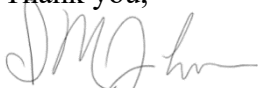
If you have any questions, please feel free to email me at: Imena.johnson16@stjohns.edu

Research Project Title: Teacher Effectiveness, Job Satisfaction, and School Climate: The Mediating Role of Educational Equity

Potential for Benefits to Subjects: Results of this survey may be used in order to inform decisions about incorporating educational equity into graduate training in school psychology and education programs. Additionally, results of this survey may be used to inform decisions about interventions to increase teacher effectiveness and ability to implement services with an equity lens. Finally, by participating in the study, you will be contributing to a growing body of research which examines the ways in which school psychologists can better support teachers and school staff to improve instruction, school climate, and the social-emotional well-being of students from low-income and economically disadvantaged communities.

Eligibility: Educators who are 18 years and older who is currently working as an elementary or secondary school in the Northeastern region of the United States of America.

Thank you,

Imena Monet Johnson (Principal Investigator)
8000 Utopia Turnpike
Jamacia, NY
Imena.johnson16@stjohns.edu

William Chaplin, PhD
8000 Utopia Turnpike
Jamacia, NY

Study #: IRB-FY2023-56

TEACHER EFFECTIVENESS, JOB SATISFACTION & EDUCATIONAL EQUITY

RESEARCH PARTICIPANTS

NEEDED

WE WANT YOU !!

PURPOSE

A virtual research study to better understand the association between teacher effectiveness and educational equity.

ELIGIBILITY

Certified Teachers working in elementary or secondary schools in the northeastern region of the United States of America

BENEFITS

By participating in the study, you will be contributing to a growing body of research which examines the ways in which school psychologists can better support teachers and school staff to improve instruction, school climate, and the social-emotional well-being of students from low-income and economically disadvantaged communities.

TO ACCESS SURVEY:
HTTPS://TOBIN.AZ1.QUALTRICS.COM/JFE/FORM/SV_9YPLKCLADVV5LHK

PRIMARY INVESTIGATOR: IMENA M. JOHNSON, M.S.
(IMENA.JOHNSON16@STJOHNS.EDU)
FACULTY ADVISOR: WILLIAM CHAPLIN, PHD
STUDY #: IRB-FY2023-39

JOIN US!

RESEARCH PARTICIPANTS NEEDED!!!

THIS SURVEY WILL TAKE ABOUT 13 MINUTES TO COMPLETE.

ELIGIBILITY TO PARTICIPATE:
Certified Teachers working in elementary or secondary schools in the Northeastern region of the United States of America

PURPOSE
A virtual research study to better understand the association between teacher effectiveness and educational equity.
NOTE: This study is entirely confidential

Primary Investigator: Imena M. Johnson (imena.johnson16@stjohns.edu)
Faculty Advisor: William Chaplin, PhD
Study #: IRB-FY2023-39

BENEFITS
By participating in the study, you will be contributing to a growing body of research that examines the ways in which school psychologists can better support teachers and school staff to improve instruction, school climate, and the social-emotional well-being of students from low-income and economically disadvantaged communities.

TO ACCESS THE SURVEY:
HTTPS://TOBIN.AZ1.QUALTRICS.COM/JFE/FORM/SV_9YPLKCLADVV5LHK

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