2024

TEACHER SOCIAL EMOTIONAL COMPETENCIES IMPACT CLASSROOM MANAGEMENT AND WELL-BEING

Anna Lagos Kalargiros

TEACHER SOCIAL EMOTIONAL COMPETENCIES IMPACT CLASSROOM MANAGEMENT AND WELL-BEING

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 UNIVERSITY

New York

by

Anna Lagos Kalargiros

Date Submitted: February 20, 2024 Date Approved: February 29, 2024

Anna Lagos Kalargiros

Dr. Imad Zaheer

ABSTRACT

TEACHER SOCIAL AND EMOTIONAL COMPETENCIES IMPACT CLASSROOM MANAGEMENT AND WELL-BEING

Anna Lagos Kalargiros

This study sought to investigate, from an empirical standpoint, whether teacher SECs impact classroom management and their well-being. Teachers completed a questionnaire including the Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers (SSEIC) and Professional Quality of Life (ProQOL), as well as were observed once in the classroom measured by the Classroom Management Observation Tool (CMOT). Findings demonstrate that teachers' SECs are positively correlated with classroom management practices, including teachers' active supervision, encouraging participation, praise, and student feedback on social and academic behavior. Although all SEC categories individually impact classroom management, self-awareness (SA) was the most predictive SEC category on classroom management practices. This study also found that SECs are positively correlated with teachers' well-being, specifically compassion satisfaction (CS). All individual SECs were positively correlated with CS, with the expectation of self-management (SM) which had insignificant results. Teacher self-report ratings on SA and relationship skills had the strongest correlations with teacher well-being. Lastly, it was hypothesized that teachers' well-being also would impact on the association between their classroom management practices and their SECs. However, this study did not find any significant associations in this regard.

Additionally, SECs have been shown to exert an influence on instructional quality. While the primary focus of this study did not revolve around measuring teachers' instructional quality and its direct associations with SECs, it is noteworthy that the current study also found moderate to strong associations between teachers' SEL instructional practices and their SECs, supporting previous research that SECs are associated with instructional quality.

Keywords: SEL, teacher SEC, self-awareness, self-management, social awareness, relationship skills, responsible decision making, classroom management, teacher well-being.

ACKNOWLEDGMENTS

I would like to take this moment to extend my sincere gratitude to my husband, children, and family who have supported me along this journey. Thank you for your patience, love, and continued words of encouragement, which serve as the foundation of my success. I would also like to express my appreciation for my colleagues in the school district I work in who have supported me through this endeavor. Lastly, I would like to express my deepest appreciation to my dissertation committee providing me with their valuable feedback and support. Particularly, my mentor and supervisor, Dr. Imad Zaheer, for his unparalleled optimism, guidance, and commitment to my first research study. Your expertise, knowledge, and enthusiasm for the school psychology field have inspired me to push myself further as a School Psychologist and join you in augmenting the practice of mental health in the school environment with novel ways.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

Introduction

Traditionally, academic achievement has been the primary focus in schools; however, growing international research in the area of social and emotional learning (SEL) has shown that students are most successful when attention and resources target more than academics (Durlak et al., 2011). Schools are also fostering the development of key social and emotional competencies and mindsets influenced by changes and challenges currently confronting students and teachers. Most recently in the face of a COVID-19 pandemic, children's developmental and emotional competencies have significantly impacted education as many families have replaced traditional learning with distance learning; and limited social interactions, while educators are grappling with student regression in both academic and social domains.

SEL has become an increasingly recognized concept that represents school-based prevention and intervention efforts as an essential part of preschool through high school education (CASEL). Through developmentally and culturally appropriate classroom instruction, SEL builds youths' skills to recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively (Greenberg et al., 2003). The five competencies most recognized in SEL include self-awareness, social awareness, self-management, relationship skills, and responsible decision making (CASEL).

While SEL has been well studied and widely applied for students, comparatively little has been done to address adult SEL such as a focus on teachers' Social and Emotional Competencies (SEC). Teacher SEC is important for both teacher and student

outcomes, including for teachers' own benefit in terms of their self-care and well-being but also for successful implementation of SEL programs and creation of positive classroom/school environments (Jennings & Greenberg, 2009). Researchers are beginning to become aware of the importance of SEL for teachers as studies have shown that students have better outcomes when teachers show strong SEC and can effectively integrate SEL programs into their practice, therefore fostering positive student-teacher relationships and creating supportive and caring classroom environments (Jennings & Greenberg, 2009; Milkie & Warner, 2011; Durlak et al., 2011; Kress & Elias, 2006).

As such, this study will empirically investigate the relationship between teachers' SECs and classroom management practices as well as their well-being. These relationships have been suggested by theory and through emerging research in some specific social and emotional competencies (Jennings & Greenberg, 2009). However, the theory and the five competencies most recognized in SEL (CASEL) have not been empirically researched when applied to teachers and how those competencies are impacting their classroom management and well-being, which ultimately impact student outcomes.

Chapter II

Literature Review

Theory on Teacher SEC: The Prosocial Classroom Model

The chief theory driving research on teacher SEC is based on the Prosocial Classroom Model by Jennings and Greenberg (2009), considered one of the first frameworks connecting SEC in relation to CASEL's five SEL domains. This conceptual model suggests that these SEC competencies support teachers' ability to cope with the demands of teaching and prevent burnout. It also posits that teachers' SEC and well-being contribute to the development and maintenance of supportive teacher-student relationships, effective classroom management, and successful SEL program implementation, which promote a supportive classroom climate and desired student academic, social, and behavioral outcomes (Jennings & Greenberg, 2009). The model also proposes that teachers with higher SECs will lead to stronger well-being and classroom management. Conversely, teachers who lack the SEC required to manage professional demands will experience increased stress and are at greater risk for burnout, all of which may negatively impact their relationships with students. The model was created based on research suggesting relationships between SECs and teacher burnout, however, empirical studies have not been conducted to test the theory proposed by The Prosocial Classroom.

Teachers' SEC and Classroom Management

The Prosocial Classroom Model posits that teachers' SEC play a critical role in creating and maintaining a classroom where students feel safe, connected, and engaged in learning (Jennings & Greenberg, 2009). Effective classroom management creates an

environment for optimal learning which includes how the teacher establishes and maintains safe and orderly environments, designs effective instruction, deals with group and individual needs, navigates behavior management, and makes decisions (Emmer & Stough, 2001). However, teachers face several barriers for effective classroom management including lack of training, resources, and skills.

Teachers' initial training focuses mainly on the academic domain, while they lack explicit training in regards to the SEC domain for themselves. Specifically, teachers lack training in being able to identify and adequately manage their emotions and behaviors, and monitor their own progress toward achieving goals (Schonert-Reichl, 2017). Research suggests that teachers with high SEC appear to be more capable of managing their job demands and achieving higher levels of work and home life satisfaction (i.e., Talvio et al., 2013; Crain et al., 2017). Furthermore, SEC can impact teachers' ability to manage classrooms and respond to their emotional challenges, which can, therefore, positively impact the classroom climate and instructional practices. This outcome would lead to higher quality learning environments (i.e., Hagelskamp et al., 2013; Morris et al., 2013) positively affecting student well-being and academic achievement (Durlak et al., 2011; Sklad et al., 2012; Taylor et al., 2017; Corcoran et al., 2018). While these claims and the barriers have been identified in relation to classroom management, research is needed to empirically establish the impact of each individual SEC with classroom management, and identify interventions that could support teachers.

Another challenge teachers face that is linked to lack of training with respect to classroom management is when dealing with student misbehavior. Research has found that student misbehavior affects teacher stress, well-being, their confidence, and impacts

negatively on student learning time and academic achievement (Little & Hudson, 1998; Miller et al, 2000; Poulou & Norwich, 2000). Teachers are often faced with behavioral concerns within the classroom; however, most teachers feel poorly prepared to tackle such problems because they lack knowledge and skills in the areas of classroom management (Brouwers & Tomic, 2000). A national study of 2,335 educators conducted by the Coalition for Psychology in Schools and Education indicates that the majority of teachers reported that they had not received adequate preservice training for handling student misbehavior, and classroom management was ranked as one of their top two professional development needs (CPSE, 2006).

Whereas SEL programs have been shown to decrease student behavioral concerns within the classroom, teachers have not had the training in this area (Schonert-Reichl, 2017). Teachers need to feel confident in their abilities to implement a program and have the skills and resources to deliver the program as desired. Teachers are frequently asked to expertly implement a variety of new curricula, having good intentions of implementing the curricula as prescribed, but often do not have the adequate training or support to accomplish this task. If training does occur, a "train-and-hope" method (Stokes & Baer, 1977) may be used (i.e., a one-day in-service training), which ultimately does not provide the comprehensive support teachers need to improve their instructional skills and consequently affect students' skills in areas targeted for prevention (Buchanan et al., 2009).

Despite the lack of specific training to target behavioral issues and employ better classroom management skills, there are some teacher SECs that are linked to effective classroom management. For example, one specific teacher SEC that has been linked to

classroom management is “responsible decision making,” which for teachers may present as making responsible decisions with respect to students, their families, and colleagues; using pedagogy that is respectful to students; and considering the well-being of students and colleagues (Collie, 2017; Appendix E). It is evident that teachers are required to make decisions in their work on a continuous basis. Decision-making is inherent in all aspects of teachers’ work, including classroom management, instructional approaches, timing, or even problem-solving issues that arise. In that sense, decision-making includes: planning the order of learning activities to best engage students, during (i.e., adjusting lesson pacing), and after (i.e., planning changes for next lesson) events occur (Westerman, 1991). Research has shown that expert teachers tend to be more effective at decision-making, particularly with respect to classroom management (Emmer & Stough, 2004). For example, expert teachers spend significantly greater amounts of time establishing and instructing students on classroom routines and norms than beginning teachers (Emmer & Stough, 2004). It has also shown that the types of decision-making approaches utilized by teachers impact teachers’ and students’ outcomes differently. For example, teachers’ use of preventive classroom management strategies such as describing expectations to students before class rather than reactive strategies (punishments) has been associated with lower teacher stress and increased on-task behavior by students (Clunies-Ross et al, 2008).

The Interplay between Teachers’ SEC on Classroom Management and Well-Being

Although decision making has been directly related to classroom management, it also affects teachers’ well-being. For example, newer teachers who struggle with decision making, and teachers who lack resources and support face several challenges that have

been associated with negative impact on their own well-being, such as burnout. A longitudinal study of teacher burnout in the Netherlands (Brouwers & Tomic, 2000) found that teachers' depersonalization and feelings of lack of accomplishment (associated with burnout) were preceded by their low efficacy beliefs in classroom management, and emotional exhaustion led to lower efficacy in classroom management (see Emmer & Stough, 2001).

Self-efficacy, another SEC within CASEL's Self-Awareness SEC category, has been widely researched for teachers, as it relates to their work functioning (i.e. Collie et al, 2012; Holzberger et al, 2013; Kunsting et al, 2016; Ryan et al, 2015). Self-efficacy refers to teachers' judgment of their own capabilities to bring about desired outcomes of student engagement and learning, even when students may be difficult or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001). Self-efficacy has been studied in relation to student engagement, classroom management, and instructional strategies, demonstrating that teachers' self-efficacy in these areas is associated with greater job satisfaction, lower burnout, fewer physical symptoms ailments, and greater work commitment (Klassen & Chiu, 2011; H. Wang et al., 2015). Additionally, U.S. teachers' self-efficacy for classroom management was significantly associated with their teaching quality (Ryan et al, 2015). Holzberger et al. (2013) found that teachers with high self-efficacy beliefs have been found to show effective classroom management and instructional quality. Additionally, in their longitudinal study of teacher burnout and perceived self-efficacy in classroom management, Brouwers and Tomic (2000) found that perceived self-efficacy has a longitudinal effect on depersonalization and a synchronous effect on personal accomplishment.

Teacher burnout has been a significant concern within schools; currently, in the midst of the pandemic the teaching profession in the United States is rated as one of the most stressful professions (Markey & Agrawal, 2022). It appears that difficulty establishing and maintaining effective classroom management is one of the main reasons contributing to teacher burnout (Clunies-Ross et al, 2008). An SEC (when lacking) linked to teacher burnout and classroom management is self-management, also referred to as self-control or self-regulation, a competency in teachers that may manifest as respectfully engaging with others in the school environment (students, administration, staff, parents), managing stress, maintaining enthusiasm and engagement in their work, and setting clear and effective goals. Klussman et al. (2008) examined occupational self-regulation, which they define as the balance between investing and conserving resources at work. They demonstrated that teachers who exhibited a healthy self-regulatory profile tended to have higher job satisfaction, greater well-being, and were rated by students as being more effective in their instructional practices. Additionally, Collie and Martin (2016) examined adaptability among Australian teachers. Adaptability has been viewed as a specific type of self-regulation and refers to the capacity to adjust one's thoughts, behaviors, and emotions in response to changing, novel, or uncertain demands (Martin et al., 2012). Collie and Martin showed that when teachers were able to adapt their thinking, actions, and emotions, they tended to experience greater well-being, which in turn was associated with greater student achievement.

Teachers' SEC and Well-Being

Considering that teaching has been described as an emotionally demanding job linked to work-related stress and burnout (Jennings & Greenberg, 2009), the teaching

profession presents particular risks as far as teachers' occupational health is concerned, affecting not only their instructional practices and classroom management but also their mental health and well-being (Jennings & Greenberg, 2009; Durlak et al., 2015; Schonert-Reichl, 2017). Coping skills, an aspect of the SEC of self-management, which can help teachers to manage challenges with behavioral concerns, stress, and workload have been studied (Chang, 2009) due to their significance in reducing burnout and improving well-being among teachers. For example, Griffith and colleagues (1999) investigated the association between coping strategies with job stress in teachers and found that coping skills and social support not only moderate the impact of stressors on well-being but also influence how teachers perceive environmental demands as stressful.

From a slightly different perspective (related to the SEC of self-awareness), Domitrovich and colleagues (2016) examined a type of interpersonal mindfulness, which refers to awareness, openness, and compassion for others. They found that when teachers reported greater levels of interpersonal mindfulness, they also tended to report greater self-efficacy for behavioral management, greater self-efficacy for teaching SEL, and lower burnout (Domitrovich et al., 2016). When teachers are more mindful in their daily interactions at work and beyond, they tend to report lower burnout and provide more effective emotional support to students (Abenavoli et al., 2013).

Greater SECs have been associated with an increase in teachers' well-being, which specifically refers to outcomes related to personal well-being and positive emotions (i.e., positive affect, self-efficacy, personal accomplishment, job, and life satisfaction; (Jennings et al., 2013; Domitrovich et al., 2016; Crain et al., 2017). This can be demonstrated through the display of the SEC of social awareness, where teachers

show compassion for their students, families and colleagues; understand broader historical and social norms for behaviors (including misbehavior), and demonstrate empathy towards others (Collie et al., 2017; Appendix E). For example, Perry and colleagues (2015) describe the importance of perspective-taking, compassion, and knowledge of appropriate resources for teachers who are working with at-risk youth – both for the students' positive outcomes, but also for the teachers' resilience and well-being. Swan and Riley (2015) suggest that empathy, another skill within the SEC of social awareness, is essential for teachers to understand their students and, thus, provide appropriate emotional and instructional support. Furthermore, Hen and Goroshit (2016) examined the relationship between emotional well-being, teaching efficacy, and teachers' empathy. They found that teachers who have high efficacy to identify and regulate emotions will be able to be empathetic toward their students.

Another SEC related to teacher well-being is relationship skills, which may manifest as teachers' abilities to interact in caring and constructive ways with students, families, and colleagues, utilize and model appropriate conflict resolution strategies for students, and seek or offer help to students as needed (Collie, 2017; Appendix E). Research within this area has shown the significance of high-quality teacher-student relationships for teachers' well-being, motivation, and their delivery of high-quality instructional support (Rodriguez et al., 2020). Moreover, high-quality teacher-student relationships have been shown to have significant positive impacts on students' current and subsequent academic motivation and engagement, achievement, and positive adjustment (see Collie, 2017). For teachers, having the ability to collaborate with other

teachers and support staff also plays a significant role with respect to their well-being, motivation, and effective instruction (Kolleck, 2019).

Teacher SECs and SEL interventions for Teacher Outcomes

Research began identifying protective factors that may act as a buffer against occupational stress and teacher burnout (Durlak et al., 2015). Teacher SECs have been identified as one of the main protective factors from which teachers can particularly benefit since they are crucial to classroom management and teaching efficacy (Jennings & Greenberg, 2009). As teaching-specific stressors are related to their social-emotional functioning, SEL interventions targeting teacher's SEC have increased rapidly in recent years (Oliveria et al, 2021). Together, the impacts of student-focused SEL on teachers are not surprising given that teachers are influenced by their work environment (Bronfenbrenner, 1979; Collie et al., 2015; Vadeboncoeur & Collie, 2013), and given that promoting a supportive and caring environment is a core aim of SEL (Weissberg et al., 2015).

While SEC continues to be explored, a growing body of research based upon the Prosocial Classroom Model has demonstrated that mindfulness-and compassion-based interventions designed to promote teachers' SEC are effective (Klingbeil & Renshaw, 2018). A large randomized control trial of the Cultivating Awareness and Resilience in Education (CARE) program resulted in significantly reduced psychological distress and increased mindfulness and emotional regulation (Jennings et al., 2017). CARE also showed improved quality of observed classroom interactions reflecting positive classroom climate (Jennings et al., 2017; 2019) and student engagement (Brown et al., 2017). Unlike the widely accepted definitions for SECs by CASEL, the CARE study

conceptualized and measured SEC by emotion regulation as measured through the Emotion Regulation Questionnaire (ERQ, Gross & John, 2003) and teachers' well-being was measured through scales that measured psychological distress including depression, anxiety, emotion exhaustion, and sleep deprivation. Klingbeil and Renshaw (2018) conducted a meta-analysis on mindfulness-based interventions (MBI) for teachers, which are considered to improve the protective factors that buffer educators against occupational stress. They found that MBIs has the smallest effects on measures of classroom climate and instructional practices, and small to medium effects on mental health outcomes (Klingbeil & Renshaw, 2018).

Chapter III

Purpose of this Study

Although there is growing research in SEL interventions for teachers and the importance of SEC on teacher outcomes, little research has empirically validated the link between teacher SEC and classroom management and, more specifically, how each individual SEC may differentially impact teacher outcomes (i.e., classroom management, and well-being). Specifically, the five competencies suggested by CASEL might offer unique benefits in terms of teachers' ability to implement positive classroom management strategies, and how it relates to teachers' wellness. As such, the purpose of this study is to empirically examine the impact of teacher SEC on their classroom management, their own well-being, and interactions between classroom management and well-being. Specifically, this correlational study will answer the following questions:

First, do higher overall and individual teacher SEC (self-reported) ratings predict better observed classroom management practices including teachers' active supervision, encouraging participation, praise, and student feedback on social and academic behavior?

While the main 5 competencies based on CASEL's framework have not been directly measured, research in relating teacher SEC constructs such as self-efficacy, decision-making, management, compassion and empathy, and mindfulness has shown to impact classroom management.

Therefore, I hypothesize that the more socially and emotionally competent teachers rate themselves, the stronger the classroom management skills they would report.

Second, does individual teacher SEC (self-reported for each of the 5 individual SECs; self-awareness, social awareness, self-management, social awareness, relationship skills, and responsible decision-making) ratings predict better classroom management practices? I hypothesize that all SEC categories will individually predict classroom management. Particularly, self-awareness will be the most predictive SEC category of classroom management practices given the strong research on the impact of self-efficacy and classroom management (Collie et al, 2012; Holzberger et al, 2013; Klasen & Chiu, 2011; Kunsting et al, 2016; Ryan et al, 2015; H. Wang et al, 2015; Brouwers & Tomic, 2000). Particularly, self-awareness will be the most predictive SEC category of classroom management practices, as this mostly relates to the construct of self-efficacy.

Third, do higher overall teacher SEC (self-reported) ratings predict better well-being (positive affect, compassion satisfaction, burnout, and stress)? I hypothesize that the higher the teacher self-ratings are for SECs, the higher their well-being. Greater SEC has been associated with an increase in teachers' well-being including positive affect, self-efficacy, job and life satisfaction (i.e., Jennings et al., 2013; Domitrovich et al., 2016; Crain et al., 2017). However, this study will investigate teachers' well-being as measured by a clinical measure for well-being when linked to their social-emotional competencies (E.g., 5 individual SECs; self-awareness, social awareness, self-management, social awareness, relationship skills, and responsible decision-making.).

Fourth, do individual teacher SEC (self-reported for each of the 5 individual SECs; self-awareness, social awareness, self-management, social awareness, relationship skills, and responsible decision-making) ratings predict better well-being? I hypothesize that all individual SECs will predict better well-being, however, teacher self-report

ratings on self-awareness will be the most predictive based on research correlating teachers' mindfulness, (which best aligns with the SEC of "self-awareness"), with better well-being (Domitrovich et al, 2016; Abenavoli et al., 2013).

Fifth and final question, does teacher well-being moderate the predictive value between overall and individual teacher SEC (self-reported) and classroom management practices? I hypothesize that teachers' well-being also impacts their work functioning and classroom management practices. There is considerable research on teacher work-related stress and burnout that has not only been shown to impact teachers' mental health and well-being but subsequently their instructional practices and classroom management as well (Jennings & Greenberg, 2009; Durlak et al., 2015; Schonert-Reichl, 2017). However, the research for both well-being and classroom management have been distinct and not yet measured for a moderating effect.

Chapter IV

Methods

Sample

Approximately 65 teachers will be recruited from a suburban school district consisting of 4 elementary schools, one middle school, and one high school. I currently work at this same school district as a full-time School Psychologist. My duties as a School Psychologist does not involve supervision of teachers, seniority, or any authoritative position in relation to the teachers. This study is unrelated to my current duties as School psychologist, as data obtained from the study will not impact any services. Data will not be shared with administration. Additionally, identifying information will not be collected. Teachers will be asked to participate as a voluntary basis only.

To determine sample size, a prior analysis was conducted using G Power calculator. According to the protocol of power analysis using the correlation: Linear multiple regression: fixed model, single regression coefficient T test at an alpha of .05, it is determined that a sample size of 46 teachers are needed in order to get a power of .95. As a result, I will oversample to 65 teachers in order to account for missing data and attrition.

Teachers will be recruited from diverse demographics including race and ethnicity, as well as subjects taught such as: English Language Arts (ELA), Math, Science, Social Studies, Art, STEM, Foreign Language, English as a New Language (ENL), Special Education, Additional Intervention Services (AIS), and Music.

Administrators including Principals and Directors within the district will be approached to allow for teacher participation within their schools.

Procedure

Unrelated to this study, teachers will be exposed to a presentation on student SEL impacts and student SEL implementation, as part of an in-service professional development provided by the district. Following the SEL presentation, teachers will be asked to voluntarily participate in this correlational study. They will sign a consent form and will be offered an incentive for their participation which would include receiving a $5 gift card to Starbucks.

Once teachers consent, they will be invited to anonymously respond to self-report questionnaires on their SEC, social-emotional instructional practices as well as their own well-being. The total time for completing the measures will be approximately 30 minutes. As a result, arrangements will be made with school leaders to allow researchers to conduct classroom observations in assessing teachers' classroom management skills. Questionnaires will be conducted online using Google form and results will go directly to the researcher for secure storage (password protected), where teachers will be given a link should they wish to participate. Teachers will also be given a paper-format questionnaires should they not prefer to conduct online.

Measures

Demographics

Teachers will be asked to complete a demographics section, as part of their questionnaire which will ask them about their age bracket, gender, ethnicity, marital status, years of teaching, when received teaching certification, subject area(s) of their

teaching certification, area(s) they are currently teaching, professional development in SEL (i.e. seminar, class, or one-day in-service in SEL), and years of experience providing SEL (See Appendix D for questionnaire).

Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers (SSEIC)

The SSEIC was developed with the goal of operationalizing teacher social and emotional competencies (SECs) using the CASEL 5 competencies (Yoder, 2014). It is designed to help educators reflect upon their current teaching practices that impact student SEL, and their own SEL competencies to implement those teaching practices. This tool is divided into three sections: (1) Section 1: Social Interactions, (2) Section 2: Instructional Interactions, and (3) Section 3: Scoring and Action Planning. Sections 1 and 2 are also subdivided into two parts: where part A focuses on teaching practices and part B focuses on teacher's self-ratings on SEC. Section 1 focuses on individuals and Section 2 emphasizes groups and cooperative learning. (See Appendix B). The tool has not been empirically tested within a teacher evaluation system (Yoder, 2014). However, currently there are not any empirically tested tools measuring SECs in teachers due to the emerging research in the field of teacher SECs, and there are limited self-report tools measuring teacher SECs. The SSEIC is the only tool that not only measures SECs as defined by CASEL but also measures educators teaching practices that impact student SEL.

Classroom Management Observation Tool (CMOT)

The Classroom Management Observation Tool (CMOT) is a simple, efficient direct behavior rating scale and checklist for measuring key classroom management skills (Simonsen et al, 2020). Specifically, the CMOT includes two components: (a)

observation items, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a checklist of empirically-supported practices. The CMOT observation items, which assess the implementation of positive and proactive classroom management practices, have four items assessing the (1) teachers' active supervision, (2) providing students with opportunities to respond, (3) providing specific praise acknowledging students' academic and social behavior, and (4) more frequent acknowledgment for appropriate behaviors than inappropriate behaviors. The CMOT Checklist consists of periodically checking for evidence of the following effective classroom management practices: posted schedule, stated behavioral expectations, physical arrangement, routines, and consequence strategies to support student behavior. (See Appendix C)

In their study, Simonsen and colleagues (2020) demonstrated CMOT to have good content validation supporting the construct of classroom management by more than 85% indicating (a) they were certain of the match and (b) the item was relevant to the critical feature. In regards to inter-rater reliability, the weighted Cohen's values for every retained item indicated moderate (0.41–0.60) to substantial (0.61–0.80) agreement in the exploratory factor analysis data and substantial (0.61–0.80) to almost perfect (0.81–1.00) agreement in the confirmatory factor analysis data.

The Professional Quality of Life Scale (ProQOL)

The ProQOL measure is a non-diagnostic, 30-item self-report questionnaire designed to measure compassion fatigue, work satisfaction and burnout in helping professionals. Helping professionals are defined broadly, from those in health care settings as well as social service workers which includes teachers. The Creator of

ProQOL defines Professional Quality of Life as the quality one feels in relation to one's work as a helper. Both the positive and negative aspects of doing one's job influence one's professional quality of life including: (1) Compassion Satisfaction which is the pleasure you derive from being able to do your work well, (2) Burnout which is exhaustion, frustration, anger and depression related to work, and (3) Secondary Traumatic Stress which is the feeling fear in relation to work-related primary or secondary trauma (Appendix D). The ProQOL has been documented to have good construct validity (Stamm, 1999; Thomas & Otis, 2010). According to ProQOL manual, the reliability and validity found for ProQOL include the following: Compassion Satisfaction Cronbach's alpha value =.88 (n=1130), Burnout alpha=.75 (n=976), and Compassion Fatigue alpha= .81 (n=1135) (Stamm et al, 2010)

Data Analysis

In describing the sample, descriptive statistics of teacher demographic variables, the independent variable (teacher self-report of SEC), and dependent variables (classroom management and well-being) were compiled. Teachers' SECs measured on SSEIC were compared with their corresponding CMOT and ProQOL scores. ProQOL scores on teacher well-being include three separate composites. According to the ProQOL manual, there is no composite score combining the three composites into one overall score due to collinearity issues between the scales. Therefore, analyses for teacher well-being will include three separate composites.

Data was collated and analyzed on a group basis using Jamovi. The distributions of scores on the different variables are examined, using tests of normality. All hypotheses were examined using correlations to assess the relationships between variables. The

following correlations were performed: overall SEC and classroom management practices; individual SECs and classroom management practices; overall SECs and well-being; individual SECs and well-being; and whether teacher well-being moderates the association between overall and individual teacher SECs and classroom management (See Figure 1 moderator model).

Chapter V

Results

Participant Demographics

A total of 53 participants (teachers) were recruited for the study, all of whom were included in the analysis. Out of the 53 participants, 60.3% chose to participate electronically (n = 32), and the remaining 39.6% (n = 21) preferred to participate using printed questionnaires. Teachers ranged in age from 24 to 65 years old, with a mean age of 40.8 years. The sample of participants was unevenly distributed across gender, with 15.0% (n = 8) identifying as male and 84.9% (n = 45) identifying as female. In terms of ethnicity/race, nine identified as Caucasian/White (94.3%), and three identified as Other (5.6%). The range of teaching experience is from one to 36 years, with a mean of 15.3 years. Teachers identified as currently teaching Special Education (24.5%, n = 13), 9.4% teach English (n = 5), 9.4% teach Math (n = 5), 1.8% teach Science (n = 1), 3.7% are Reading Teachers (n = 2), 3.7% (n = 2) teach Foreign Languages, 9.4% (n = 5) are English and a New Language (ENL) teachers, 9.4% (n = 5) teach Special Areas including Music, Art, and STREAM, 26.4% (n = 14) identified as Primary teachers (K-6 grades), and one teacher identified as a Secondary teacher without specifying subject taught (See Table 1 for descriptives on demographics).

For training in SEL as well as the range of years teachers have been implementing SEL, 32% (n = 17) of teachers indicated that they have received repeated professional development in SEL, 26.4% (n = 14) received a seminar (few days) within a year, 24.5% (n = 13) received one day in-service (up to one and half hours) of SEL training, one teacher indicated that they received a semester class (three months) of SEL, and eight

teachers (15%) indicated they have no training or exposure to SEL. The range of teaching SEL experience (including embedding SEL within the curriculum to which they teach) was from zero to 25 years, with a mean of 6.61 years (See Table 1 for descriptives).

Classroom Management and Social and Emotional Competencies

Given the varying nature of data (i.e., ordinal and continuous scales), Spearman's rank correlation coefficients rho (ρ or r_s) were obtained to determine the associations between scores as it is a non-parametric measure that does not assume a linear relationship but rather determines the strength and direction of the monotonic relationship between variables. Considering that effect size is a quantitative measure of strength, the correlation coefficient which in this case is the Spearman correlation, is itself a measure of effect size ranging from -1 to 1, where 1 would be a perfect positive relationship, -1 a perfect negative relationship, and 0 would be no relationship at all. Cohen's standard was used to evaluate the strength of the relationships, where coefficients between 1.0 and .29 represent a small effect size, coefficients between .30 and .49 represent a medium effect size, and coefficients between .5 and above represent a large effect size (Cohen, 1988).

Correlations were used to analyze the predictive relationship between classroom management and overall social and emotional competencies (SEC) in teachers. Considering a p value of .05 for determining statistical significance, participants' scores demonstrated a significant positive moderate association ρ (51) = [.33], p=[.014] between CMOT and SEL Total (self-reported overall teacher SECs) (see Table 2 for details). This supports the hypothesis with a moderate association that higher overall teacher SEC (self-reported) ratings predict better observed classroom management

practices including teachers' active supervision, encouraging participation, praise, and student feedback on social and academic behavior.

Correlations were also performed to analyze the predictive relationship between classroom management and individual social and emotional competencies (self-reported for each of the five individual SEC; self-awareness (SA), social awareness (SAW), self-management (SM), relationship skills (RS), and responsible decision making (RDM)). When examining the relationship between classroom management and all five individual SECs, a positive correlation was found for teacher classroom management skills and each individual teacher SEC. Specifically, a positive correlation was determined for CMOT and SA ρ (51) = [.38], p=[.005]; SAW ρ (51) = [.29], p=[.033]; and RS ρ (51) = [.35], p=[.010]. No association was found between CMOT and SM ρ (51) = [.26], p=[.059]; and RDM ρ (51) = [.20], p=[.150] (See Table 2 for more details).

However, findings partially support the hypothesis that all SEC categories will individually predict classroom management, as self-management (SM) and responsible decision making (RDM) were the only SECs not demonstrating a significant correlation. In addition, it was hypothesized that self-awareness (SA) will be the most predictive SEC category of classroom management practices, which is supported with a moderate association (ρ=0.382). Similarly, relationship skills also had a moderate association (ρ=0.351). The remaining SEC, social awareness, had a weak association with small effect size (SAW, ρ=0.293).

Well-Being and Social and Emotional Competencies

A correlation was performed to determine the relationship between teacher well-being: compassion satisfaction (CS), burnout (B), and secondary traumatic stress (STS),

and overall teacher SECs. When examining the relationship between CS and teacher SECs, there was a moderate association ρ (51) = [.40], p=[.003] between teacher well-being (CS) and teacher SECs, suggesting that CS specifically was significantly predictive of teacher SECs (See Table 3 for teacher well-being and SECs associations). Conversely, the correlations using B (ρ (51) = [.02], p=[.843]) and STS (ρ (51) = [-.001], p=[.843]) to predict teacher SECs were not statistically significant. Overall, results partially support the hypothesis as only CS was only found to have a significant association.

Correlations were obtained to determine the relationship between the three well-being composites and individual SECs (See Table 3 for details). When examining the relationship between teacher well-being (CS) and each individual SECs, there were significant and moderate associations for all of the five SECs (SA, ρ (51) = [.37], p=[.005]; SM ρ (51) = [.33], p=[.140]; SAW, ρ (51) = [.32], p=[.019]; RS, ρ (51) = [.32], p=[.018]; and RDM, ρ (51) = [.28], p=[.036]. All associations demonstrated a medium effect size, with the exception of RDM which had a small effect on the association. The SA variable was the strongest association with well-being (CS) as compared to the other 4 SECs.

When examining the relationship between B and individual SECs, the correlations were not statistically meaningful for any of the SECs (See Table 3 for correlations). Similarly, the relationship between STS and individual SECs, the correlations were also not statistically significant for any of the SECs (See Table 3 for details). Findings support the hypothesis that teacher self-report ratings on self-awareness will better predict well-being. Results indicate that a significant relationship is specific with CS with all 5 SECs, and not limited to self-awareness as initially hypothesized. However, SA did

demonstrate the strongest association to CS ρ (51) = [.37], p=[.005] as compared to the other four individual SECs.

Well-Being Moderating Social and Emotional Competencies and Classroom Management

To investigate whether teacher well-being moderates the predictive value between overall and individual teacher SEC and classroom management practices, a moderator analysis was performed using a correlation. The outcome variable for analysis was teacher classroom management skills. The predictor variable for the analysis was teacher SECs. The moderator evaluated for the analysis was teacher well-being: SC, B, and STS (See Figure 1 for moderator model). The interaction between teacher overall SECs and teacher well-being was found to be statistically insignificant [*b=-9.29e-5, SE=7.77E-05, p= 0.238*] (See Table 4 for moderation associations). Non-significant results indicate that the level of teacher well-being (across CA, B, STS) does not moderate the association between overall teacher SECs and their classroom management skills.

A correlation analysis was also conducted to determine whether the association between individual teacher SECs and their classroom management skills is moderated by teacher well-being. The interaction between individual SECs and each individual teacher's well-being (CS, B, and STS) were also found to be statistically insignificant (See Table 4 for details). Therefore, the hypothesis that teacher well-being moderates the predictive value between overall and individual teacher SEC and classroom management practices was not supported.

Chapter VI

Discussion

This study sought to investigate, from an empirical standpoint, whether teacher SECs impact classroom management and their well-being. Findings demonstrate that teachers' SECs are positively correlated with classroom management practices, including teachers' active supervision, encouraging participation, praise, and student feedback on social and academic behavior. Although all SEC categories individually impact classroom management, self-awareness (SA) was the most predictive SEC category on classroom management practices. This study also found that SECs are positively correlated with teachers' well-being, specifically compassion satisfaction (CS). All individual SECs were positively correlated with CS, with the expectation of self-management (SM) which had insignificant results. Teacher self-report ratings on SA and relationship skills had the strongest correlations with teacher well-being. Lastly, it was hypothesized that teachers' well-being also would impact on the association between their classroom management practices and their SECs. However, this study did not find any significant associations in this regard.

Research considering SEL in relation to teachers is emerging due to its significance on SEL implementation. Previous research has examined constructs relevant to the five SECs identified by CASEL as well as demonstrated positive relationships with these constructs with teachers' well-being, motivation, instructional practices, and classroom management, with respect to their impact on students' social, emotional, and academic outcomes. A conceptual prosocial classroom model by Jennings & Greenberg (2009), theorized the importance of teachers' SEC (using CASEL five framework for

SECs) and well-being in developing and maintaining supportive teacher-student relationships, effectively managing their classrooms, and implementing SEL programs effectively. However, literature in the area of SECs and teachers lacked empirically validated claims.

This study sought to empirically examine the impact of teacher SECs (using the CASEL five framework) on their classroom management, their own well-being, and interactions between classroom management and well-being. The results appear to support the extant literature that teacher SECs may indeed play a role in the classroom. Specifically, this study demonstrated a positive correlation between classroom management and overall social and emotional competencies in teachers, suggesting that higher teacher SECs predict better classroom management practices.

Moreover, this study investigated whether individual teacher SEC (self-reported for each of the five individual SECs; SA, SAW, SM, RS, and RDM) ratings predict better classroom management practices. Findings partially support the hypothesis that all SEC categories will individually predict classroom management, as SM and RDM were the only SECs with insignificant correlations. This was an unexpected result and may be due to several reasons including that the constructs of RDM includes skills that are part of teacher's social awareness and relationship skills, and SM may present itself in many of the SEC categories due to emotion regulation playing an integral role in all aspects of social and emotional competencies. Moreover, when measuring SM, the SSEIC measure used in this study specifically asked teachers to respond on how they manage their stress, placing more focus on their well-being and strategies they implement to address it, rather than questions devoted to all aspects of SM including regulation of thoughts, behaviors,

and motivation. Therefore, a possible explanation for insignificant findings could be due the lack of variability within SM and RDM subscales due to limited scope of the measure (focused on stress) and dilution of these subscales across other SEC subscales.

In regards to SECs with significant findings, SA was the most predictive SEC category of classroom management practices. The hypothesis, suggesting that SA would emerge as the most predictive factor, was shaped by compelling research highlighting the significance of self-efficacy in relation to classroom management (Collie et al., 2012; Holzberger et al., 2013; Klasen & Chiu, 2011; Kunsting et al., 2016; Ryan et al., 2015; H. Wang et al., 2015; Brouwers & Tomic, 2000), based under the understanding that self-efficacy falls under the broader construct of SA within the CASEL five framework. Consistent with literature finding strong support for self-efficacy and classroom management skills, this study found SA to be the strongest SEC category of classroom management practices. However, RS demonstrated a similar robust association and was a close second. This is consistent with Jennings & Greenberg's (2009) argument that supportive teacher-student relationships and effective classroom management are related to a healthy classroom environment.

Additionally, to classroom management skills, teachers' social and emotional skills are theorized to be important in helping them avoid burnout, increase well-being, and create a positive learning environment. SECs are also important to address teachers' well-being, which has been shown to be associated with various benefits including positive affect, self-efficacy, job and life satisfaction (i.e., Jennings et al., 2013; Domitrovich et al., 2016; Crain et al., 2017). This study confirmed a positive correlation between teacher well-being (CS) in relation to their five SECs. These results indicate that

having compassion satisfaction may play a key role in teachers' motivation in performing their jobs optimally and finding satisfaction in their work, which is correlated with stronger SECs.

From the five SECs, SA holds the strongest correlation with teacher well-being as well. This could be due to several reasons including teachers being self-aware of their own personal goals, values, strengths and limitations, as well as having a good sense of self-efficacy, may be the most important factors for their professional work. Self-aware teachers understand that their behaviors are influenced by multiple personal factors, such as their background experiences, personality, emotions, knowledge base, opinions, and attitudes. Higher SA may make them more successful in their roles as teachers with better classroom management skills, motivation, and optimism.

Lastly, this study sought to investigate whether teacher well-being moderates the relationship between overall and individual teacher SECs and classroom management practices. Research on teacher work-related stress has not only been shown to impact teachers' well-being but subsequently their instructional practices and classroom management as well (Jennings & Greenberg, 2009; Durlak et al., 2015; Schonert-Reichl, 2017). However, previous research has not investigated the moderator role of well-being between SEC and classroom management. This study found insignificant associations which demonstrates that teachers well-being does not affect the association between teacher SECs and their classroom management practices. However, consistent with previous research, this study demonstrates links between SECs and classroom management and well-being.

Additionally, SECs have been shown to exert an influence on instructional quality. For instance, Ryan et al. (2015) demonstrated a significant association between

U.S. teachers' self-efficacy for classroom management and the quality of their teaching. Likewise, Holzberger et al. (2013) uncovered a positive link between high self-efficacy beliefs among teachers and their effective classroom management, indicative of a strong correlation between SECs and instructional quality. While the primary focus of this study did not revolve around measuring teachers' instructional quality and its direct associations with SECs, it is noteworthy that the SSEIC measure utilized in this study also encompassed the evaluation of ten teachers' SEL instructional practices, including components such as Student-Centered Discipline, Teacher Language, Responsibility and Choice, Warmth and Support, Cooperative Learning/Group Learning, Classroom Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Academic Press and Expectations, and Competence Building.

As part of a post-hoc analysis, Spearman rank correlations were used to analyze the predictive relationship between SEL instructional practices and SECs. Results indicated moderate to strong associations between teachers' SEL instructional practices and their SECs (see Table 5 for Overall Instructional Practices and SECs). SM was the only individual SEC with an insignificant correlation. Additionally, RDM was the only SEC that demonstrated moderate associations with each of the ten instructional practices measured (See Table 6 for individual instructional practices and SECs). RS was significant with all instructional practices except for one (Balanced Instruction). While not part of the original analysis plan, these findings support previous research that SECs are associated with instructional quality. Results align with the positive correlations demonstrated between SECs and classroom management, where all SECs were significantly associated except for SM. This comprehensive approach will further illuminate the multifaceted impact of SECs on teachers' overall classroom effectiveness.

Although most SECs demonstrated impactful associations within this study, SA was the most impactful of all SECs. In further discussion about the robust correlation observed between SA and classroom management as well as teacher well-being, it is important to consider and explore the multifaceted significance of SA within the educational context and related psychological areas. The current study is finding connections on the significant role of SA in teacher effectiveness, while other research in closely related fields of psychotherapy also have emphasized the critical role of SA among therapists (Hayes & Gregg, 2000; Sipe & Eisendrath, 2012). For example, mindfulness can be conceptualized comparably to SA such as it emphasizes the ability to focus on one's actions, thoughts, or emotions, and evaluate how they align with their values. This practice can be seen in psychotherapies involving mindfulness such as Acceptance and Commitment Therapy (ACT), Mindfulness-based cognitive therapy (MBCT), as well as through various forms in psychology and spirituality. Understanding the relevance of SA in therapy as well as its influence on teachers' success in their professional roles, can be an important finding when determining its prospective role in the school environment and with potential teacher interventions. Delving deeper into this exploration will help to unravel the intricate role of SA in teacher effectiveness and delve into its resonance with therapeutic approaches, providing a comprehensive understanding of its relevance and potential impact on teacher interventions and classroom management strategies.

Limitations and Future Research Directions

There are several methodological limitations that require consideration when interpreting the results of this study. First, a larger sample with a more diverse population

is needed to generalize these findings to a larger group of educators. The sample of participants was also unevenly distributed across gender, with 15.0% (n = 8) identifying as male and 84.9% (n = 45) identifying as female. This is a limitation for generalizing the male teachers given their small representation in the sample. Additionally, the sample fell short in diversity within ethnicity/race, as 50 identified as Caucasian/White (94.3%), and three identified as Other (5.6%). Diversity is essential to infer that the results were inclusive of all cultural differences to which may impact SECs.

Another limitation of this study is sampling bias. Teacher participation in this study, those who volunteered for this study, may have differed in well-being, classroom management skills, and SECs from the teachers who did not volunteer. Those who participated may already be confident in their abilities, thus generating higher scores. This explains the skewed data in this study where most teachers indicated higher SECs and higher abilities in their instructional practices.

Second, the observation component of the research also deterred some teachers from participating. Many teachers were reluctant to be observed in their classroom while teaching, stating that they were deterred by the idea that their teaching practice was in some way being evaluated. This is consistent with the argument that the less confident teachers did not volunteer to participate in the study. Furthermore, the observations were conducted by the researcher. Observer reliability checks were unable to be completed due to resource restrictions, which is a major limitation of this study. It is recommended that independent observers are utilized if this study is replicated, and observations to be carried out by two observers to determine observer reliability.

Addressing these limitations can help to increase confidence in the findings, including their generalizability. Moreover, this research, if further validated, can also be instrumental in creating evidence-based interventions to help teachers increase their SECs. Further research in the area of teacher SECs and their impact on classroom management and well-being may be helpful in understanding what areas to focus on when devising evidence-based interventions for teachers.

Implications for the Practice of School Psychology

The role of a school psychologist is ever evolving to meet the needs of the school community. While research in the area of SEL has positioned it as a key resource for improving schools, school psychologists have been pivotal in furthering SEL in schools. School psychologists who are trained in providing evidence-based practices for social-emotional intervention, coupled with assessment experience, and good understanding of curriculum knowledge and instructional practices, are able to assist through consultation, coaching, measurement of SEL skills and interventions.

School psychologists can also play a role in assisting teachers with developing their SECs. Emerging research in teacher SECs suggests that teacher SECs have implications for school reform. Teachers with strong SECs have the ability to positively influence student outcomes through their strong classroom management skills and instructional quality. However, there can also be negative implications for teachers who do not have strong SECs. Teachers deal with highly stressful emotional situations in ways that compromise their ability to effectively manage their classrooms, and support student learning. Understanding that there is a connection between teacher SECs, their well-being

and classroom management now places focus on possible interventions that may have the potential to promote teacher SECs.

Since these competencies are not taught in mandatory professional development courses or teacher preparation programs, we cannot assume that all educators have them in equal measure. Some of these skills might be innate to some teachers, while others might require development. Understanding that stronger SECs are associated with higher teacher well-being (CS), allows for future research in teacher interventions. Currently, research has focused on mindfulness as an effective teacher intervention targeting their well-being. This is consistent with research correlating teachers' mindfulness (which best aligns with SA), with better well-being (Domitrovich et al, 2016; Abenavoli et al., 2013).

Additionally, considering SA is the most predictive of all SECs for both classroom management and CS, future research can explore what kind of support, from coaching to psychotherapies, may be an appropriate form of intervention for teachers. Researchers can build on finding the appropriate interventions for teachers knowing that SECs, self-awareness in particular, play a critical role in their classroom management practices as well as their own well-being.

Table 1

Descriptives

	Gender	Age	Marital Status	#C	Race	Degree Level	YrsTeach	SubTeach	Grade	PDSEL	YrsTeachSEL
N	53	53	53	53	53	53	53	53	49	53	53
Mean	1.85	40.8	1.49	1.45	6.17	2.21	15.3	5.75	5.96	3.28	6.61
Median	2.00	43.0	1.00	2.00	6.00	2.00	16.0	7.00	5.00	3.00	4.00
Standard deviation	0.361	9.52	0.912	1.12	0.700	0.454	8.87	3.87	3.16	1.73	6.73
Minimum	1.00	24.0	1.00	0.00	6.00	1.00	1.00	1.00	1.00	1.00	0.00
Maximum	2.00	65.0	5.00	4.00	9.00	3.00	36.0	12.0	12.0	10.0	25.0

Table 2

Classroom Management and SECs

		CMOT		SA		SM		SAW		RS		RDM	
SA	Spearman's rho	0.382	**	—									
	Df	51		—									
	p-value	0.005		—									
SM	Spearman's rho	0.261		0.573	***	—							
	Df	51		51		—							
	p-value	0.059		< .001		—							
SAW	Spearman's rho	0.293	*	0.565	***	0.586	***	—					
	Df	51		51		51		—					
	p-value	0.033		< .001		< .001		—					
RS	Spearman's rho	0.351	*	0.743	***	0.577	***	0.546	***	—			
	Df	51		51		51		51		—			
	p-value	0.01		< .001		< .001		< .001		—			
RDM	Spearman's rho	0.2		0.591	***	0.524	***	0.695	***	0.726	***	—	
	Df	51		51		51		51		51		—	
	p-value	0.15		< .001		< .001		< .001		< .001		—	
SEL Total	Spearman's rho	0.335	*	0.835	***	0.811	***	0.789	***	0.844	***	0.823	***
	Df	51		51		51		51		51		51	
	p-value	0.014		< .001		< .001		< .001		< .001		< .001	

Note. * p < .05, ** p < .01, *** p < .001

Table 3

Teacher Well-Being and SECs

		ProQol_Com		ProQol_B	ProQol_STS	SEL Total		SA		SM		SAW		RS		RDM
SEL Total	Spearman's rho	0.406	**	0.028	-0.001	—										
	Df	51		51	51	—										
	p-value	0.003		0.843	0.993	—										
SA	Spearman's rho	0.379	**	-0.011	0.032	0.835	***	—								
	Df	51		51	51	51		—								
	p-value	0.005		0.937	0.82	< .001		—								
SM	Spearman's rho	0.335	*	-0.009	-0.022	0.811	***	0.573	***	—						
	Df	51		51	51	51		51		—						
	p-value	0.014		0.948	0.878	< .001		< .001		—						
SAW	Spearman's rho	0.321	*	0.086	0.017	0.789	***	0.565	***	0.586	***	—				
	Df	51		51	51	51		51		51		—				
	p-value	0.019		0.54	0.906	< .001		< .001		< .001		—				
RS	Spearman's rho	0.324	*	-0.011	-0.095	0.844	***	0.743	***	0.577	***	0.546	***	—		
	Df	51		51	51	51		51		51		51		—		
	p-value	0.018		0.938	0.498	< .001		< .001		< .001		< .001		—		
RDM	Spearman's rho	0.289	*	0.066	-0.071	0.823	***	0.591	***	0.524	***	0.695	***	0.726	***	—
	Df	51		51	51	51		51		51		51		51		—
	p-value	0.036		0.637	0.614	< .001		< .001		< .001		< .001		< .001		—

Note. * p < .05, ** p < .01, *** p < .001

Table 4

Moderation Estimates SECs

Predictor	Estimate	SE	t	p
Intercept	-11.9172	15.792	-0.755	0.454
SEL Total	5.3977	1.886	2.862	0.006
ProQol_Com	0.1403	0.177	0.791	0.433
ProQol_B	0.0623	0.25	0.249	0.805
ProQol_STS	0.4801	0.27	1.776	0.082
SEL Total ✻ ProQol_Com ✻ ProQol_B ✻ ProQol_STS	-9.29e–5	7.77E-05	-1.196	0.238

Moderation Estimates: Burnout and SECs

	Estimate	SE	Z	p
SA	2.9256	1.0376	2.82	0.005
ProQol_B	-0.0843	0.079	-1.067	0.286
SA ✻ ProQol_B	-0.0743	0.1804	-0.412	0.681
SM	2.3052	0.9173	2.513	0.012
ProQol_B	-0.0681	0.0799	-0.852	0.394
SM ✻ ProQol_B	-0.1465	0.146	-1.004	0.316
SAW	2.8297	1.0275	2.754	0.006
ProQol_B	-0.0995	0.0793	-1.255	0.209
SAW ✻ ProQol_B	-0.0603	0.1861	-0.321	0.746
RS	2.8848	0.9246	3.12	0.002
ProQol_B	-0.0799	0.0778	-1.027	0.304
RS ✻ ProQol_B	-0.0598	0.1562	-0.383	0.702
RDM	2.0778	1.0256	2.026	0.043
ProQol_B	-0.0948	0.0817	-1.16	0.246
RDM ✻ ProQol_B	-0.0321	0.2114	-0.152	0.879

Moderation Estimates: Compassion Satisfaction and SECs

	Estimate	SE	Z	p
SA	2.177	1.0189	2.14	0.033
ProQol_Com	0.113	0.0742	1.52	0.129
SA ✻ ProQol_Com	-0.215	0.1377	-1.56	0.119
SM	1.261	0.9785	1.29	0.198
ProQol_Com	0.115	0.0761	1.52	0.129
SM ✻ ProQol_Com	-0.144	0.1264	-1.14	0.255
SAW	2.27279	1.041	2.18326	0.029
ProQol_Com	0.12202	0.076	1.60561	0.108
SAW ✻ ProQol_Com	-0.00149	0.1876	-0.00796	0.994
RS	2.207	0.9338	2.36	0.018
ProQol_Com	0.11	0.0737	1.5	0.134
RS ✻ ProQol_Com	-0.169	0.1386	-1.22	0.222
RDM	1.111	1.0496	1.06	0.29
ProQol_Com	0.14	0.0771	1.81	0.07
RDM ✻ ProQol_Com	-0.136	0.1301	-1.05	0.295

Moderation Estimates: Secondary Traumatic Stress and SECs

	Estimate	SE	Z	p
SA	2.853	1.0496	2.718	0.007
ProQol_STS	0.0576	0.0866	0.665	0.506
SA ✻ ProQol_STS	-0.0496	0.1801	-0.275	0.783
SM	2.2426	0.9119	2.459	0.014
ProQol_STS	0.0729	0.0873	0.835	0.404
SM ✻ ProQol_STS	-0.0934	0.1345	-0.694	0.487
SAW	3.0168	1.0301	2.929	0.003
ProQol_STS	0.0356	0.0849	0.419	0.675
SAW ✻ ProQol_STS	0.3701	0.2202	1.681	0.093
RS	2.8914	0.9269	3.119	0.002
ProQol_STS	0.0936	0.0843	1.111	0.266
RS ✻ ProQol_STS	-0.1252	0.1818	-0.689	0.491
RDM	2.1119	1.037	2.037	0.042
ProQol_STS	0.0903	0.089	1.015	0.31
RDM ✻ ProQol_STS	0.0583	0.2132	0.273	0.784

Table 5

Total Instructional Practices and SECs

Correlation Matrix

		IP TOTAL	SA	SM	SAW	RS	RDM	SEL Total
IP TOTAL	Spearman's rho	—						
	df	—						
	p-value	—						
SA	Spearman's rho	0.468***	—					
	df	51	—					
SM	Spearman's rho	0.201	0.573***	—				
	df	51	51	—				
	p-value	0.149	< .001	—				
SAW	Spearman's rho	0.332*	0.565***	0.586***	—			
	df	51	51	51	—			
RS	Spearman's rho	0.468***	0.743***	0.577***	0.546***	—		
	df	51	51	51	51	—		
RDM	Spearman's rho	0.526***	0.591***	0.524***	0.695***	0.726***	—	
	df	51	51	51	51	51	—	
SEL Total	Spearman's rho	0.464***	0.835***	0.811***	0.789***	0.844***	0.823***	—
	df	51	51	51	51	51	51	—
	p-value	< .001	< .001	< .001	< .001	< .001	< .001	—

Note. * p < .05, ** p < .01, *** p < .001

Table 6

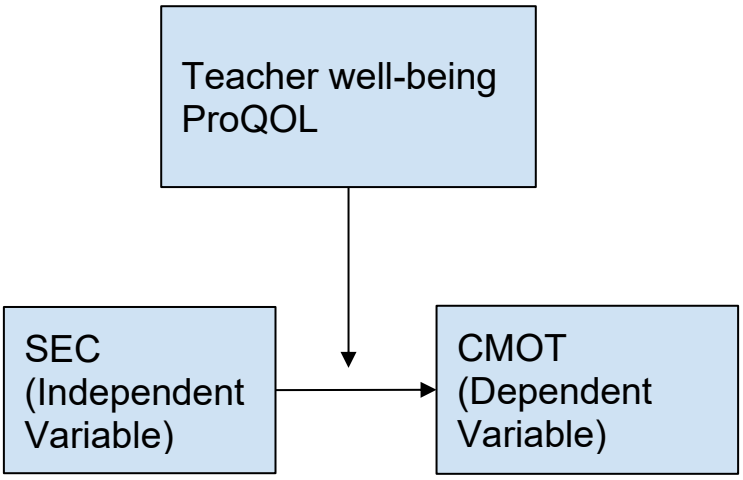
Individual Instructional Practices and SECs

		SA	SM	SAW	RS	RDM	SEL Total
SA	Spearman's rho	—					
	df	—					
	p-value	—					
SM	Spearman's rho	0.573***	—				
	df	51	—				
	p-value	< .001	—				
SAW	Spearman's rho	0.565***	0.586***	—			
	df	51	51	—			
	p-value	< .001	< .001	—			
RS	Spearman's rho	0.743***	0.577***	0.546***	—		
	df	51	51	51	—		
	p-value	< .001	< .001	< .001	—		
RDM	Spearman's rho	0.591***	0.524***	0.695***	0.726***	—	
	df	51	51	51	51	—	
	p-value	< .001	< .001	< .001	< .001	—	
SEL Total	Spearman's rho	0.835***	0.811***	0.789***	0.844***	0.823***	—
	df	51	51	51	51	51	—
	p-value	< .001	< .001	< .001	< .001	< .001	—
S_CD	Spearman's rho	0.649***	0.441***	0.382**	0.649***	0.557***	0.639***
	df	51	51	51	51	51	51
	p-value	< .001	< .001	0.005	< .001	< .001	< .001
TeachLang	Spearman's rho	0.319*	0.3*	0.316*	0.295*	0.329*	0.372**
	df	51	51	51	51	51	51
	p-value	0.02	0.029	0.021	0.032	0.016	0.006
Resp&Choice	Spearman's rho	0.426**	0.232	0.327*	0.561***	0.473***	0.457***
	df	51	51	51	51	51	51
	p-value	0.001	0.095	0.017	< .001	< .001	< .001
Warm&Sup	Spearman's rho	0.292*	0.318*	0.399**	0.33*	0.383**	0.42**
	df	51	51	51	51	51	51
	p-value	0.034	0.02	0.003	0.016	0.005	0.002
CoopL	Spearman's rho	0.4**	0.07	0.207	0.34*	0.435**	0.312*
	df	51	51	51	51	51	51
	p-value	0.003	0.617	0.136	0.013	0.001	0.023
ClassD	Spearman's rho	0.309*	0.088	0.284*	0.302*	0.469***	0.334*
	df	51	51	51	51	51	51
	p-value	0.024	0.53	0.04	0.028	< .001	0.014
SelfR&SelfA	Spearman's rho	0.234	0.208	0.147	0.424**	0.39**	0.359**
	df	51	51	51	51	51	51
	p-value	0.091	0.135	0.294	0.002	0.004	0.008
Bal.I	Spearman's rho	0.225	0.098	0.258	0.16	0.36**	0.241
	df	51	51	51	51	51	51
	p-value	0.105	0.486	0.062	0.251	0.008	0.083
AcadP&Exp	Spearman's rho	0.436**	0.282*	0.289*	0.365**	0.392**	0.416**
	df	51	51	51	51	51	51
	p-value	0.001	0.041	0.036	0.007	0.004	0.002
CompB	Spearman's rho	0.425**	0.266	0.168	0.384**	0.358**	0.382**
	df	51	51	51	51	51	51
	p-value	0.002	0.055	0.229	0.004	0.008	0.005
IP TOTAL	Spearman's rho	0.468***	0.201	0.332*	0.468***	0.526***	0.464***
	df	51	51	51	51	51	51
	p-value	< .001	0.149	0.015	< .001	< .001	< .001

Note. * p < .05, ** p < .01, *** p < .001

Figure 1

Moderator Model



Appendix A

Participant Consent Form

You have been invited to take part in a research study to investigate how teacher social and emotional competencies impact classroom management practices and teacher well-being.

This study will be conducted by Anna Lagos Kalargiros, Department of Psychology, St. John's College of Liberal Arts and Sciences, St. John's University, as part of her doctoral dissertation. Her faculty sponsor is Dr. Imad Zaheer, Department of Psychology, St. John's College of Liberal Arts and Sciences, St. John's University.

If you agree to be in this study, you will be asked to do the following:

1. Complete a questionnaire.

2. Permit the researcher to observe you once in the classroom.

Participation in this study will involve no more than 30 minutes of your time to complete the questionnaire and allow a researcher to observe you in the classroom for up to 10 minutes. There are no known risks associated with your participation in this research.

Although you will receive no direct benefits, this research may help us better understand how to better support teachers by recognizing the impacts their social and emotional competencies may have on their classroom management practices and their own well-being, which ultimately impact student outcomes.

Confidentiality of your research records will be strictly maintained by keeping participant consent forms separate from data to make sure your name and identity will not become known or linked with any information you provided. Personally identifiable information will be replaced with research identification codes (ID codes). Access to these codes will be limited to the investigator and faculty sponsor. Master lists will be stored separately from the data and destroyed as soon as reasonably possible. Data obtained from electronic questionnaires and from paper questionnaires will be stored in password-protected computers and files. Participants who choose paper-format questionnaires should know that paper questionnaires will not have identifiable information, and will be shredded as soon as data is retrieved from them.

Your responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to yourself, to children, or to others.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For the questionnaire, you have the right to skip or not answer any questions you prefer not to answer. Nonparticipation or withdrawal will not affect your professional position. This study is non-related to the institution you work in and will not impact your position in any way.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Anna Lagos at 917-378-9103, anna.lagos21@stjohns.edu, or the faculty sponsor, Dr. Imad Zaheer, at 718-990-5928, zaheeri@stjohns.edu.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, digiuser@stjohns.edu or Christina Costello, IRB Coordinator, costellc@stjohns.edu.

You have received a copy of this consent document to keep.

Agreement to Participate

Do you accept the terms and conditions of this study?

o Yes, I accept the terms and conditions of this study and consent to participate.

o No, I do not accept the terms and conditions of this study and do NOT consent to participate.

_____ _____ _____

Name Signature Date

Appendix B

Demographics Questionnaire

How do you identify?

1. *Male*
2. *Female*
3. *Nonbinary*
4. *Transgender Female*
5. *Transgender Male*
6. *Gender Variant/Non-Conforming*
7. *Prefer to self-describe* _____
8. *Prefer not to answer*

What is your age?_____

Marriage status

1. *Engaged/ Married*
2. *Divorced*
3. *Never been married, Single*
4. *Widow*

Do you have any children?

1. *Yes*
    a. *If yes, how many?* _____
2. *No*

Which best describes your Race?

1. *American Indian or Alaska Native*
2. *Asian*
3. *East Asian/ South Asian*
4. *Black/African American*
5. *Native Hawaiian or Other Pacific Islander*
6. *Caucasian/White*
7. *Caribbean*
8. *Mixed*
9. *Other*

What is the highest level of education you have completed?

1. *Bachelor's degree*
2. *Master's degree*
3. *Education specialist or professional diploma based on at least 1 year of courses past a Master's degree level*
4. *Doctorate*

How many years have you been teaching?

_____

What subject area did you receive your teaching certification? Choose ALL that apply

1. *Special Education*
2. *English*
3. *Math*
4. *Science*
5. *Social Studies*
6. *Reading*
7. *Language (Spanish, Italian, French, etc.)*
8. *ENL*
9. *Special Areas (Music, Art, STREAM, etc.)*
10. *Primary K-6*
11. *Early Childhood Pre-K & K*
12. *Secondary 7-12*
13. *Provisional*
14. *Other*_____

Which subject do you currently teach?

_____

How long have you had professional development in Social Emotional Learning?

1. *None*
2. *one day in-service (upto 1.5 hours)*
3. *seminar (few days) within one year*
4. *1 semester class (3 months)*
5. *repeated PD in SEL*

How many years have you been teaching Social Emotional Learning (this includes embedding SEL within your curriculum of the subject you teach)?_____

Appendix C

Self-Assessing Social and Emotional Instruction and Competencies:
A Tool for Teachers

Section 1: Social Interactions

Part A. Teaching Practices. Think about how often you implement a variety of practices that influence students' social, emotional, and academic skills. Think about how often you implement teaching practices that focus on positive social interactions. Using a scale of 1 to 5, rate how often and how well you use these practices.

1—I do not implement this practice
2—I struggle to implement this practice
3—I implement this practice reasonably well
4—I generally implement this practice well
5—I implement this practice extremely well

1. Student-Centered Discipline		
SEL Practices	Self-Rating	Comments
a. I have discussions with my students about how and why classroom procedures are implemented.		
b. I implement consequences that are logical to the rule that is broken.		
c. I am consistent in implementing classroom rules and consequences.		
d. I respond to misbehavior by considering pupil-specific social, affective, cognitive, and/or environmental factors that is associated with occurrence of the behavior.		
e. I hold class discussions with my students so we can solve class problems.		
f. I ask my students to reflect and redirect their behavior when they misbehave.		
g. I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration).		
h. I model strategies that will help students to monitor and regulate their behavior.		

2. Teacher Language		
SEL Instructional Practices	Self-Rating	Comments
a. I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve).		
b. I promote positive behaviors by encouraging my students when they display good work habits (e.g., acknowledge positive actions or steps to improve).		
c. I let my students know how their effort leads to positive results with specific affirmation.		

3. Responsibility and Choice		
SEL Instructional Practices	Self-Rating	Comments
a. I let my students help plan how they are going to learn in developmentally appropriate ways.		
b. I ask for student input when making decisions about how the classroom will operate in developmentally appropriate ways.		
c. I give students meaningful choices (with parameters) on what they can work on.		
d. I make sure students make the connection between their choices and potential consequences.		
e. I arrange experiences that allow my students to become responsible (e.g., classroom aids or jobs, peer tutoring, specific roles in group work) in developmentally appropriate ways.		

4. Warmth and Support		
SEL Instructional Practices	Self-Rating	Comments
a. I demonstrate to each student that I appreciate him or her as an individual (e.g., appropriate eye-contact, greeting each child by name).		
b. I use the interests and experiences of my students when teaching.		
c. I display to my students that I care about how and what they learn.		
d. I let my students know that it is okay to get answers wrong or think outside of the box (e.g., modeling, praising attempts with "good thinking").		
e. I check in with my students about academic and nonacademic concerns they might have.		
f. I follow up with my students when they have a problem or concern.		
g. I create structures in the classroom where my students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs).		

Part B. Teacher Social and Emotional Competencies. Now think about your own social and emotional competencies and how those competencies influence your ability to implement the *social interaction teaching practices*. Please use the scoring guide below to rate yourself on how your SEL skills influence your *social interaction teaching practices* with your students. Consider each statement and score yourself according to where each statement holds true for you.

> ***1 = Strongly disagree***. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.
>
> ***2 = Disagree.*** I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.
>
> ***3 = Agree.*** I am strong in this area. I know I do a good job modeling these skills for my students. I use these skills most of the time when I implement the instructional practices.
>
> ***4 = Strongly agree***. I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

Self-Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of **social teaching practices** that I need to improve upon and grow professionally.	1	2	3	4
I can effectively implement **social teaching practices** with my students.	1	2	3	4
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my **social teaching practices** with my students.	1	2	3	4
I understand how student responses (positive and negative) affect my emotions and my behaviors during **social teaching practices**.	1	2	3	4
I am aware of how my cultural beliefs and background affect my **social teaching practices** with my students.	1	2	3	4

Self-Management/Emotion Regulation

	Strongly disagree	Disagree	Agree	Strongly agree
I continuously refine my personal goals about how I will best implement **social teaching practices** with my students.	1	2	3	4
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger) when implementing **social teaching practices**.	1	2	3	4
Through the effective management of my emotions (e.g., use of stress reduction techniques), I am better able to implement **social teaching practices**, use positive approaches to discipline, and develop a positive learning environment that is free from bias and prejudice.	1	2	3	4
I model behaviors (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during **social teaching practices**.	1	2	3	4

Social Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
To effectively implement positive **social teaching practices**, I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.	1	2	3	4
I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the **social teaching practices**.	1	2	3	4
I successfully support positive emotions and respond to negative emotions during **social teaching practices**.	1	2	3	4
I address the commonalities and differences (e.g,. racial, ethnic, cultural) that exist among students when I implement the **social teaching practices**.	1	2	3	4

Relationship/Social Skills

	Strongly disagree	Disagree	Agree	Strongly agree
I clearly communicate behavioral and academic expectations in a manner that addresses students' individual needs and strengths when implementing **social teaching practices**.	1	2	3	4
I am comfortable helping my students resolve interpersonal conflicts that come up during **social teaching practice**s, and I have experienced success with this.	1	2	3	4
I use the **social teaching practices** to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships.	1	2	3	4
I use the **social teaching practices** to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills.	1	2	3	4

Responsible Decision Making

	Strongly disagree	Disagree	Agree	Strongly agree
I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviors of my entire class, while implementing the **social teaching practices**.	1	2	3	4
I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the **social teaching practices**.	1	2	3	4
I stay focused and consistent when I implement **social teaching practices**.	1	2	3	4
When I implement the **social teaching practices,** I balance students' emotional needs and academic needs.	1	2	3	4

Section 2: Instructional Interactions

Part A. Teaching Practices. Think about how often you implement a variety of practices that influence students' social, emotional, and academic skills. Think about how often you implement teaching practices that focus on positive instructional interactions. Using a scale of 1 to 5, rate how often and how well you use these practices.

1—I do not implement this practice
2—I struggle to implement this practice
3—I implement this practice reasonably well
4—I generally implement this practice well
5—I implement this practice extremely well

5. Cooperative Learning/Group Learning		
SEL Instructional Practices	Self-Rating	Comments
a. I encourage my students to work with other students when they have trouble with an assignment.		
b. I create learning experiences in which my students depend on each other.		
c. I create learning experiences in which my students must apply positive social skills to be successful.		
d. I hold individuals and the group accountable for learning during small-group work.		
e. I provide opportunities for my students to share their work and receive feedback from each other.		
f. I provide space to allow my students to collaboratively process how they work together and monitor their progress toward their goal.		
g. I give students feedback on how they interact with and learn from others during cooperative learning experiences.		

6. Classroom Discussions		
SEL Instructional Practices	Self-Rating	Comments
a. I help my students identify how to listen (e.g., tracking the speaker, making mental connections).		
b. I help students learn how to respond to and learn from their peers' contributions during a discussion.		
c. I help my students learn how to effectively communicate their points of view (e.g., elaborate on their thinking).		
d. I hold in-depth discussions about content with my students.		
e. I ask my students to listen to and think about their peers' opinions and whether they agree with them.		

7. Self-Assessment and Self-Reflection		
SEL Instructional Practices	Self-Rating	Comments
a. I tell my students the learning goals for each lesson.		
b. I have my students reflect on their personal academic goals (e.g., make connections to the lesson goals).		
c. I provide my students strategies to analyze their work (e.g., using performance rubrics, peer reviews).		
d. I create opportunities for my students to monitor and reflect on their progress toward their learning goals.		
e. I create opportunities for my students to monitor and reflect on their social learning.		
f. I help my students develop strategies to make sure they meet their learning goals.		
g. I provide my students opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals).		
h. I ask my students to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey).		

8. Balanced Instruction		
SEL Instructional Practices	Self-Rating	Comments
a. I use an appropriate balance between providing students opportunities to directly learn new information, as well as actively engage in the material.		
b. I have my students work on some extended projects that require at least one week to complete.		
c. I require my students to extend their thinking when they provide basic answers (e.g., ask multiple follow-up questions).		
d. I use multiple instructional strategies to keep my students engaged in learning.		
e. I make sure that my activities are not just fun, but represent one of the best ways for students to learn the content.		
f. I ask students to work on products (e.g., Web pages, skits, or posters) that are meant to be shared with multiple audiences (e.g., parents, community members).		

9. Academic Press and Expectations		
SEL Instructional Practices	Self-Rating	Comments
a. I give my students more challenging problems when they have mastered easier material.		
b. I ensure that my students feel responsible for accomplishing or failing to accomplish their academic work.		
c. I teach my students the connection between effort and results, and I expect my students to put in full effort.		
d. I give my students work that has more than one right answer and ask them to defend their answers		
e. I support my students socially and emotionally while challenging them with new or higher levels of learning.		

10. Competence Building—Modeling, Practicing, Feedback, and Coaching		
SEL Instructional Practices	Self-Rating	Comments
a. I model and practice new learning with my students before asking them to perform independently.		
b. I demonstrate a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons, or texts).		
c. I conference with my students on ways to make their work better.		
d. I use multiple strategies with my students until they have figured out how to solve the problem (i.e., graphic organizers, leveled text, checklist, verbal cues).		
e. I give my students frequent specific feedback to let them know how they are doing in my class (academically and socially).		
f. I have my students correct their mistakes (academic or social) based on feedback from me or their peers.		
g. I provide specific feedback that is focused on the academic task at hand.		
h. I use student misconceptions to guide my instruction without singling the student out.		

Part B. Teacher Social and Emotional Competency. Now think about your own social and emotional competencies and how those competencies influence your ability to implement the *instructional interaction teaching practices*. Please use the scoring guide below to rate how your SEL skills influence your *instructional interaction teaching practices* with your students. Consider each statement and score yourself according to where each statement holds true for you.

> ***1 = Strongly disagree***. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.
>
> ***2 = Disagree.*** I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.
>
> ***3 = Agree.*** I am strong in this area. I know I do a good job modeling these skills for my students. I use these skills most of the time when I implement the instructional practices.
>
> ***4 = Strongly agree***. I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

Self-Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of **instructional teaching practices** that I need to improve in order to grow professionally.	1	2	3	4
I can effectively implement **instructional teaching practices** with my students.	1	2	3	4
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my **instructional teaching practices** with my students.	1	2	3	4
I understand how student responses (positive and negative) affect my emotions and my behaviors during **instructional teaching practices**.	1	2	3	4
I am aware of how my cultural beliefs and background affect my **instructional teaching practices** with my students.	1	2	3	4

Self-Management/Emotion Regulation

	Strongly disagree	Disagree	Agree	Strongly agree
I continuously refine my personal goals about how I will best implement **instructional teaching practices** with my students.	1	2	3	4
I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger) when implementing **instructional practices**.	1	2	3	4
Through the effective management of my emotions (e.g., use of stress reduction techniques), I am better able to implement **instructional teaching practices** and to develop a positive learning environment that is free from bias and prejudice.	1	2	3	4
I model behaviors (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during **instructional practices**.	1	2	3	4

Social Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
To effectively implement positive **instructional teaching practices**, I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.	1	2	3	4
I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the **instructional teaching practices**.	1	2	3	4
I successfully support positive emotions and respond to negative emotions during **instructional teaching practices**.	1	2	3	4
I address the commonalities and differences (e.g,. racial, ethnic, cultural) that exist among students when I implement the **instructional teaching practices**.	1	2	3	4

Relationship/Social Skills

	Strongly disagree	Disagree	Agree	Strongly agree
I clearly communicate behavioral and academic expectations in a manner that addresses students' individual needs and strengths when implementing **instructional teaching practices**.	1	2	3	4
I am comfortable helping my students resolve interpersonal conflicts that come up during **instructional teaching practices**, and I have experienced success with this.	1	2	3	4
I use the **instructional teaching practices** to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships.	1	2	3	4
I use the **instructional teaching practices** to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills.	1	2	3	4

Responsible Decision Making

	Strongly disagree	Disagree	Agree	Strongly agree
I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviors of my entire class, while implementing the **instructional teaching practices**.	1	2	3	4
I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the **instructional teaching practices**.	1	2	3	4
I stay focused and consistent when I implement **instructional teaching practices**.	1	2	3	4
When I implement the **instructional teaching practice**s, I balance awareness of students' emotional needs and academic needs.	1	2	3	4

Section 3. Scoring, Reflection, and Action Planning

1. In the box below, indicate the score you received for each of the 10 instructional practices. In order to create a final score for each practice, take the average of the scores under each practice.

Instructional Practice	Your Score/Total Possible Points	Average Score
1. Student-Centered Discipline	_____/35	
2. Teacher Language	_____/15	
3. Responsibility and Choice	_____/25	
4. Warmth and Support	_____/35	
5. Cooperative Learning	_____/35	
6. Classroom Discussions	_____/25	
7. Self-Reflection and Self-Assessment	_____/40	
8. Balanced Instruction	_____/30	
9. Academic Press and Expectations	_____/25	
10. Competence Building	_____/40	

2. Reflect on your scores.

1. On which SEL practices did you score the highest? Why?	
2. On which SEL practice did you score the lowest? Why?	
3. What evidence do you have to support the self-rating you selected for your highest SEL practice? Your lowest SEL practice?	
4. How do these behaviors and practices look in your classroom?	
5. How do you think your students would rate you?	
6. How does your school culture affect your self-rating?	
7. What professional learning experiences could facilitate improvement in your lowest SEL practices?	
8. What can you do to ensure that you are implementing these practices fully?	

3. In the box below, indicate the score you received for each of the teacher social and emotional competencies. To create a final score, take the average of each competency for each set of teaching practices.

Social and Emotional Competency	Your Score/Total Possible Points	Average Score
1. Self-Awareness	_____/40	
2. Self-Management/Emotion Regulation	_____/32	
3. Social Awareness	_____/32	
4. Relationship Skills	_____/32	
5. Responsible Decision Making	_____/32	

4. Reflect on your scores.

1. On which social and emotional competency did you score the highest?	
2. On which social and emotional competency did you score the lowest?	
3. What evidence do you have to support the self-rating you selected? What skills do you possess that support the self-rating you received?	
4. What professional learning experiences could facilitate improvement in areas in which you scored lowest?	

Appendix D
Classroom Management Observation Tool (CMOT)

Classroom Management Observation Tool (CMOT)

(Simonsen et al., 2020)

Overview. *The CMOT includes two components: (a)* ***observation items****, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a* ***checklist*** *of empirically-supported practices to "look for" periodically.*

Instructions. *Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.*

Educator _____ Observer_____ Date_____ _____

Grade Level _____ Content Area: _____ Time Start_____ Time End _____

Instructional Activity: Setting notes:

Group size: □whole class □small group

CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

ositive and Proactive Classroom Management Practices *Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.*	1 = *Disagree strongly*	2 = *Disagree Somewh at*	3 = Agree Somewh at	4 = Agree strongly
. The educator effectively engaged in **active supervision** of students in the classroom (i.e., moving, scanning, interacting).[a]	1	2	3	4
. The educator effectively provided most/all students with **opportunities to respond** and participate during instruction.[b]	1	2	3	4
. The educator effectively provided **specific praise** to acknowledge appropriate student academic and social behavior.[c]	1	2	3	4
. The educator provided **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

. Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

a. Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.) c Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations		
1. The educator **posted schedule** for the day and/or class activity.	☐ Yes	☐ No
2. The educator **posted** 3-5 positively stated behavioral **expectations** in the classroom.	☐ Yes	☐ No
3. The **physical arrangement** of the room was appropriate for the activity.[d]	☐ Yes	☐ No
4. The educator developed **routines** for the day and/or class activity.[e]	☐ Yes	☐ No
5. The educator **taught**[f] and **prompted**[g] 3-5 positively stated behavioral **expectations**.	☐ Yes	☐ No
6. The educator selected and implemented additional **consequence strategies**, if appropriate, to support student behavior.[h]	☐ Yes	☐ No

[d]**Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction. [e]Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines. [f]Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

[g] Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment. [h] **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kooken, J., Dooley, K., Gambino, A. J., Wilkinson, S., VanLone, J., Walters, S.,
Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020). *Classroom Management Observation Tool (CMOT)*. Storrs,
CT: University of Connecticut. Retrieved from: https://nepbis.org/classrooms-data-tools-resources/

Appendix E
Professional Quality of Life (ProQOL)

COMPASSION SATISFACTION AND COMPASSION FATIGUE (ProQOL) VERSION 5 (2009)

When you *[teach]* people you have direct contact with their lives. As you may have found, your compassion for those you *[teach]* can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a *[teacher]*. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the *last 30 days*.

1=Never 2=Rarely 3=Sometimes 4=Often 5=Very Often

1. I am happy.
2. I am preoccupied with more than one person I *[teacher]*.
3. I get satisfaction from being able to *[teach]* people.
4. I feel connected to others.
5. I jump or am startled by unexpected sounds.
6. I feel invigorated after working with those I *[teach]*.
7. I find it difficult to separate my personal life from my life as a *[teacher]*.
8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I *[teacher]*.

0. I think that I might have been affected by the traumatic stress of those I *[teach]*.
0. I feel trapped by my job as a *[teacher]*.
0. Because of my *[teaching]*, I have felt "on edge" about various things.
0. I like my work as a *[teacher]*.
0. I feel depressed because of the traumatic experiences of the people I *[teach]*.
0. I feel as though I am experiencing the trauma of someone I have *[teached]*.
0. I have beliefs that sustain me.
0. I am pleased with how I am able to keep up with *[teaching]* techniques and protocols.
0. I am the person I always wanted to be.
0. My work makes me feel satisfied.
0. I feel worn out because of my work as a *[teacher]*.
0. I have happy thoughts and feelings about those I *[teach]* and how I could help them.
0. I feel overwhelmed because my case [work] load seems endless.
0. I believe I can make a difference through my work.
0. I avoid certain activities or situations because they remind me of frightening experiences of the people I *[teach]*.
0. I am proud of what I can do to *[teach]*.
0. As a result of my *[teaching]*, I have intrusive, frightening thoughts.
0. I feel "bogged down" by the system.
0. I have thoughts that I am a "success" as a *[teacher]*.
0. I can't recall important parts of my work with trauma victims.
0. I am a very caring person.
0. I am happy that I chose to do this work.

YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

Compassion Satisfaction _____

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 23, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job. (Alpha scale reliability 0.88)

Burnout_____

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

If your score is below 23, this probably reflects positive feelings about your ability to be effective in your work. If you score above 41, you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a "bad day" or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern. (Alpha scale reliability 0.75)

Secondary Traumatic Stress_____

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

If your score is above 41, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional. (Alpha scale reliability 0.81)

WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section,** total the questions listed on the left and then find your score in the table on the right of the section.

Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added then up you can find your score on the table to the right.

3. ____
6. ____
12. ____
16. ____
18. ____
20. ____
22. ____
24. ____
27. ____
30. ____

Total: ____

The sum of my Compassion Satisfaction questions is	And my Compassion Satisfaction level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about the effects of helping when you are *not* happy so you reverse the score

You Wrote	Change to
	5
2	4
3	3
4	2
5	1

*1. ____ = ____
*4. ____ = ____
8. ____
10. ____
*15. ____ = ____
*17. ____ = ____
19. ____
21. ____
26. ____
*29. ____ = ____

Total: ____

The sum of my Burnout Questions is	And my Burnout level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added then up you can find your score on the table to the right.

2. ____
5. ____
7. ____
9. ____
11. ____
13. ____
14. ____
23. ____
25. ____
28. ____

Total: ____

The sum of my Secondary Trauma questions is	And my Secondary Traumatic Stress level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

Appendix F

Teacher Social Emotional Competencies Descriptions

Competency	Definition	Teacher SEC presentation
Self-Awareness	Understanding one's emotional, personal goals, and values including knowing one's strengths and limitations, possessing a sound sense of self-efficacy and optimism, and having positive mindsets.	Among teachers this may be evident by teachers' awareness of knowledge, skills, and abilities that they have or need to develop, their sense of self-efficacy about their work, and their positive states of mind about their own and students' current abilities and future development. Socially and emotionally competent teachers understand that their behaviors are influenced by multiple personal factors, such as their background experiences, personality, emotions, knowledge base, opinions, and attitudes. They are also aware that their students' behaviors are influenced by equally distinct personal factors and that teachers must bridge differences with their students to build strong interpersonal relations and engage students in learning.
Self-Management	Regulating one's thoughts, emotions, and behaviors; managing stress; motivating oneself; and setting adaptive goals.	In the classroom, this competency may manifest as teachers' efforts at regulation in order to engage respectfully with students and manage stress, their enthusiasm and engagement in their work, and their ability to set clear and effective goals. Socially and emotionally competent teachers can identify their own positive and negative emotions in interactions with students, parents, and colleagues, and manage their emotions as necessary to promote classroom differences.
Social Awareness	Taking the perspectives of others (including those from diverse backgrounds),	In teachers' work, this may be visible in teachers' efforts to acknowledge and empathize with the perspectives of students, their

	empathizing and feeling compassion for others, understanding social norms for behavior, and recognizing resources and supports from family, school, and the community.	families, and colleagues; teachers' sense of compassion towards students, their families, and colleagues; knowledge of social norms for appropriate conduct in their interactions with different members of the school community, and knowledge of resources that may support their teaching and students' learning. In particular, socially and emotionally competent teachers recognize that perspectives differ according to age, gender, and social/ethnic/educational/economic backgrounds.
Relationship Skills	Establishing and maintaining high-quality relationships by communicating clearly, listening to and cooperating with others, negotiating conflict appropriately, and seeking and offering help.	In the classroom, this may manifest as teachers' ability to interact in caring and constructive ways with students, utilize and model appropriate conflict resolution strategies, and seek or offer help to students as needed. Socially and emotionally competent teachers establish and maintain healthy and rewarding relationships with students, parents, and colleagues. They are able to prevent, manage, and resolve interpersonal conflict between themselves and students, parents, and colleagues, and deal with conflict with students, through prosocial, cooperative behaviors and respecting and being empathetic to others.
Responsible Decision Making	Capacity to make constructive and respectful choices regarding one's behavior and social interactions by considering ethical, safety, social, and well-being concerns for oneself and others.	In teachers' work, this involves responsible decision making with respect to students, their families, and colleagues; using pedagogy that is respectful to students; and, considering the well-being of students and colleagues (i.e., adjusting activities if students are struggling or if a student is unwell). Social and emotionally competent teachers use multiple forms of

		evidence to make decisions about instruction, classroom management, and interactions with students, students' parents and colleagues. They objectively consider the well-being, needs, and academic goals of individual students and of their class, and they balance awareness of students' emotional and academic needs when making both long-term and short-term decisions.

References

Abenavoli, R. M., Jennings, P. A., Greenberg, M. T., Harris, A. R., & Katz, D. A. (2013). The protective effects of mindfulness against burnout among educators. *The Psychology of Education Review*, 37, 57-69.

B. Hudnall Stamm, 2009-2012. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL). www.proqol.org.

Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education, 16*(2), 239–253. https://doi.org/10.1016/S0742-051X(99)00057-8

Buchanan, R., Gueldner, B., Tran, O., & Merrell, K. (2009). Social and Emotional Learning in Classrooms: A Survey of Teachers' Knowledge, Perceptions, and Practices, *Journal of Applied School Psychology, 25*:2, 187-203, Doi: 10.1080/15377900802487078

Collie, R.J.(2017). *Teachers' social and emotional competence: Links with social and emotional learning and positive workplace outcomes*. In E. Frydenberg, A.J. Martin, & R.J. Collie (Eds.). Social and Emotional learning in Australia and the Asia Pacific. Singapore: Springer

Chang, M. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review, 21*, 193-218. http://dx.doi.org/10.1007/s10648-009-9106-y

Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of

proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior. *Educational Psychology, 28*, 693-710. Doi: 10.1080/01443410802206700

Coalition for Psychology in Schools and Education (CPSE), Report on the Teacher Needs Survey (Washington, DC: American Psychological Association, Center for Psychology in Schools and Education, 2006).

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104,* 1189-1204. http://dx.doi.org/10.1037/a0029356

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teachers' beliefs about social emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. *Learning and Instruction, 39*, 148-157. http://dx.doi.org/10.1016/j.learninstruc.2015.06.002

Corcoran, R.; Cheung, A.; Kim, E; Xie,C. (2018). Effective universal school based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review, 25*, 56-72. Doi: 10.1016/j.edurev.2017.12.001

Crain, T.; Schonert-Reichl, K.; Roeser, R. (2016). Cultivating teacher mindfulness: effects of a randomized controlled trial on work, home, and sleep outcomes. *Journal of Occupational Health Psychology, 22*(2). Doi: 10.1037/ocp0000043

Domitrovich, C. E., Bradshaw, C. P., Berg, J. K., Pas, E. T., Becker, K. D., Musci, R., . . .

Ialongo, N. (2016). How do school-based prevention programs impact teachers? Findings from a randomized trial of an integrated classroom management and social-emotional program. *Prevention Science*, http://dx.doi.org/10.1007/s11121-015-0618-z

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development, 82*, 405-432. http://dx.doi.org/10.1111/j.1467-8624.2010.01564.x

Elias, M.J., Zins, J.E., Graczyk, P.A., & Weissberg, R. P. (2003). Implementation, Sustainability, and Scaling up of social and emotional and academic innovations in public schools. *School Psychology Review, 32 (3)*, pp. 303-319.

Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist,36*, 103-112. http://dx.doi.org/10.1207/S15326985EP3602_5

Gause, R., & and Coholic, D. (2010) Mindfulness-based Practices as a Holistic Philosophy and Method. *New Scholarship in the Human Services. 9*(2).

Greenberg, M., Weissberg, R., Zins, J., Resnik, H., & Elias, M. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58 (6),* pp. 466-474. Doi: 10.1037/0003-66X.58.6-7.46

Griffith, J., Steptoe, A., & Cropley, M. (1999). An investigation of coping strategies associated with job stress in teachers. *British Journal of Educational Psychology, 69*(4), 517–531.

Hagelskamp, C.; Brackett,M.; Rivers, S.; Salovey, P. (2013). Improving classroom quality with the RULER approach social and emotional learning: proximal and distal outcomes. *American Journal of Community Psychology, 51*(3-4). Doi: 10.1007/s10464-013-9570

Hastings, R. P., & Bham, M. S. (2003). The relationship between student behaviour patterns and teacher burnout. *School Psychology International, 24*(1), 115–127.

Hayes, S. C., & Gregg, J. (2001). Functional contextualism and the self. In J. C. Muran (Ed.), *Self-relations in the psychotherapy process* (pp. 291–311). American Psychological Association. https://doi.org/10.1037/10391-012

Hen, M.; & Goroshit, M. (2016). Social-emotional competencies among teachers: An exanimation of interrelationships. *Cogent Education, 3*(1).

Holzberger, D., Philipp, A., & Kunter, M. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology,105*(3), 774-786. http://dx.doi.org/10.1037/a0032198

Jennings, P.A., Brown, J.L., Frank,J.L., Doyle, S., Oh, Y., Davis, R., Greenberg,M.T. (2017). Impacts of the CARE for teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology, 109(7),* 1010-1028. Doi:10.1037/edu0000187

Jennings, P., Frank, J., & Montgomery, M. (2020). Social and emotional learning for educators. In N. C. Singh & A. Duraiappah (Eds.), *Rethinking Learning: A Review of Social and Emotional Learning for Education Systems* (pp. 127-153). Retrieved from https://mgiep.unesco.org/rethinking-learning

Jennings.P.A.,& Greenberg,M.T. (2009). The prosocial classroom: Teacher social and

emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79(1)*, 491-525. Doi: 10. 3102/00346543008325693

Jennings, P.A., Minnici, A., & Yoder, N. (2019). Creating the working condition to enhance teacher social and emotional well-being. In D. Osher, M.J. Mayer, R.J. Jagers, K., Kendziora, & L. Wood (Eds.). *Keeping students safe and helping them thrive: A collaborative handbook on school safety, mental health, and wellness* (Vol.1, pp.210-239). Santa Barbara, CA: Praeger.

Kendall, M. G., & Gibbons, J. D. (1990). *Rank Correlation Methods* (5th ed.). London: Edward Arnold.

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. Contemporary Educational Psychology, 36, 114-129.

Klingbeil, D. A., & Renshaw, T. L. (2018). Mindfulness-based interventions for teachers: A meta-analysis of the emerging evidence base. *School Psychology Quarterly, 33*(4), 501–511. https://doi.org/10.1037/spq0000291

Künsting, J., Neuber, V., & Lipowsky, F. (2016). Teacher self-efficacy as a long-term predictor of instructional quality in the classroom. *European Journal of Psychology of Education*. http://dx.doi.org/10.1007/s10212-015-0272-7

Little, E., & Hudson, A. (1998). Conduct problems and treatment across home and school. A review of the literature. *Behaviour Change, 15,* 213-227.

Markey, S. & Argrawal, S. (2022). K-12 Workers Have Highest Burnout Rate in U.S. *Gallup News*

Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. A. D. (2012). Adaptability:

Conceptual and empirical perspectives on responses to change, novelty and uncertainty. *Australian Journal of Guidance and Counselling, 22*, 58-81. http://dx.doi.org/10.1017/jgc.2012.8

Milkie, M., & Warner, C. (2011). Classroom Learning Environments and the Mental Health of First Grade Children, *Journal of Health and Social Behavior, 52* (1), p4-22. DOI: 10.1177/0022146510394952

Miller, A., Ferguson, E., & Byrne, I. (2000). Pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology, 70*, 85-96.

Oliveira, S., Roberto, M.S., Pereira, N.S., Marques-Pinto, A., & Veiga-Simao, A.M. (2021). Impacts of social and emotional learning interventions for teachers on teachers' outcomes: A systematic review with meta-analysis. *Frontiers in Psychology, 12*, DOI:10.3389/fpsyg.2021.677217

Perry, N.E., Brenner, C.A., Collie, R.J., & Hofer, G. (2015). Thriving on challenge: Examining teachers' views on sources of support for motivation and well-being. *Exceptionality Education International, 25*, 6-34. Retrieved from http://ir.lib.uwo.ca/eei/vol25/iss1/2

Poulou, M., & Norwich, B. (2000). Teachers' casual attributions, cognitive, emotional and behavioural responses to students with emotional and behavioural difficulties. *British Journal of Educational Psychology, 70,* 559-582.

Rodriguez, V., Solis, L, Mascio, B., Kiely Gouley, K, Jennings, P., & Brotman, L. (2020) With Awareness Comes Competency: The Five Awarenesses of Teaching as a Framework for Understanding Teacher Social Emotional Competency and Well-being, *Early Education*

and Development, 31(7), 940-972, DOI: 10.1080/10409289.2020.1794496

Ryan, A. M., Kuusinen, C. M., & Bedoya-Skoog, A. (2015). Managing peer relations: A dimension of teacher self-efficacy that varies between elementary and middle school teachers and is associated with observed classroom quality. *Contemporary Educational Psychology, 41*, 147-156. http://dx.doi.org/10.1016/j.cedpsych.2015.01.002

Schonert-Reichl, K. (2017). Social emotional learning and teachers. *Future of Children, 27* (1), 137-155.

Sklad, M.; Diekstra,R.; de Ritter,M.; Ben, J.(2012) Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in schools, 49*(9). Doi: 10.1002/pits.21641

Simonsen, B., Freeman, J., Kooken, J., Dooley, K., Gambino, A. J., Wilkinson, S., VanLone, J., Walters, S., Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020). Initial validation of the Classroom Management Observation Tool (CMOT). *School Psychology, 35*(3), 179–192. https://doi.org/10.1037/spq0000357

Sipe WE, & Eisendrath SJ (2012). Mindfulness-based cognitive therapy: theory and practice. *Can J Psychiatry. 57(2)*:63-9. doi: 10.1177/070674371205700202. PMID: 22340145.

Stamm, B.H. (2010). The Concise ProQOL Manual, 2nd Ed. Pocatello, ID:ProQOL.org.

Stamm, B.H. (1999). *Secondary Traumatic Stress: Self-Care Issues for Clinicians, Researchers, and Educators*, (2nd ed.). Baltimore: Sidran Press.

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of*

Applied Behavior Analysis, 10(2), 349–367

Swan, P., and Riley, P. (2015). Social connection: empathy and mentalization for teachers. *Pastoral Care in Education, 33*(4)Doi:10.1080/02643944.2015.1094120

Talvio, M.; Komulaninen,E.; Lintunen, T.; Lonka,K.; Kuusela, M. (2013). Revisiting Gordon's Teacher Effectiveness Training: An Intervention Study on teachers' social and emotional learning. *Electronic Journal of Research in Educational Psychology 11*(3), 693-716. Doi: 10.14204/ejrep.31.13073

Taylor, R.; Oberle, E.; Durlak, J.; Weissberg, R. (2017). Promoting positive youth development through school based social and emotional learning interventions: A meta-analysis of follow up effects. *Child Development, 88* (4). Doi: 10.1111/cev.12864

Thomas, J.T., Otis, M.D. (2010). Intrapsychic correlates of professional quality of life: Mindfulness, empathy, and separation. *Journal of the Society for Social Work and Research, 1*(2), 83-98.

Tschannen-Moran, M., & Woolfolk Hoy, A. E. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education, 47*, 120-130. http://dx.doi.org/10.1016/j.tate.2014.12.005

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, R. P. Weissberg &

T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 3-19). New York, NY: Guilford.

Westerman, D. A. (1991). Expert and novice teacher decision making. *Journal of Teacher Education, 42*, 292-305. http://dx.doi.org/10.1177/002248719104200407

Vita

Name	*Anna Lagos Kalargiros*
Baccalaureate Degree	*Bachelor of Arts, Hofstra University, Hempstead* *Major: Public Relations* *Minors: Spanish, Marketing*
Date Graduated	*May, 2004*
Other Degrees and Certificates	*Master of Science, Adelphi University, Garden City, Major: General Psychology*
Date Graduated	*May, 2012*
Other Degrees and Certificates	*Professional Diploma, Fordham University, New York, Major: School Psychology*
Date Graduated	*May, 2015*