New Teachers and Wellbeing

by

Rachel Anne Hallquist

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Danah Henriksen, Chair
Elizabeth Frias
Rona Zollinger

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ABSTRACT

New teachers quit the profession at high levels, particularly in rural and urban schools. These high rates of turnover create staffing issues, particularly in high-needs areas like math and special education. High levels of stress and dissatisfaction with the profession have been cited as common reasons teachers exit the profession within the first few years. However, positive interventions from the field of positive psychology as well as mindfulness have been used in the workplace and have been found to support increasing wellbeing as well as reducing stress. This study defines workplace wellbeing as a construct of positive emotions, engagement, positive relationships, meaning/purpose, achievement and health within the workplace. In this mixed methods quasi-experimental study, 26 new teachers within a large suburban schools were sorted into experimental (n=13) and a control (n=13) groups. The experimental group was provided with a mindfulness training (in-person or virtually) as well as was asked to journal twice a week about three things that went well during the week, why those things went well, and what impact that had on students. The experimental group was invited to share their journals with their Teacher Induction and Support Program (TISP) coach in-person during their weekly confidential meetings. The control group was asked to write down any three things that occurred over the week (positive, negative, or neutral) and was also invited to share this with their TISP coach. Participants completed journals for the months of November, December, and January. All participants took a workplace wellbeing survey (developed by Peggy Kern and used with permission of Dr. Kern) at October, December, March and June. Additionally, five participants from the control group and five participants from the control group were interviewed about their experiences as new teachers and their experiences using the interventions. Participants in the control group experienced decreases in their workplace wellbeing throughout the year whereas participants in the control group experiences steady or increases to their workplace wellbeing, particularly in the areas of positive emotions, relationships, meaning, and self-efficacy. Participants in the experimental group also reported mindfulness practices increased their confidence and promoted positive emotional regulation that supported a positive classroom, despite challenging student behaviors. While this study uses a small sample size, these findings

were confirmed in qualitative data, quantitative data, and are consistent with findings in related literature. While the findings are consistent with findings in related studies utilizing positive interventions and mindfulness within the workplace, these findings run counter to studies on the emotional experiences of teachers which assert that teacher's (particularly new teachers) experience high levels of negative emotions and stress, particularly during the middle of the year. The findings from this dissertation suggest positive interventions and mindfulness may bolster new teacher's workplace wellbeing and self-efficacy during the first year.

DEDICATION

This dissertation is dedicated to new teachers everywhere who bravely and daringly step into this incredible profession in order to have a job that provides them with happiness, engagement, meaning, positive relationships, and achievement of great things that impact our world in positive ways. May you meld your soul and role and find everything you are seeking.

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Lisa cried during our interview. She was a second-year teacher at the same high school she graduated from less then ten years earlier. Lisa wanted all her students to succeed. However, she believed there was a wide gap between her current teaching skills and the expectations she held for herself. She worried that she also could not meet the expectations of others:

> The emotion [I feel] is inadequacy. I feel like there are expectations that are contrasting. One person might say you need complete control over the class, someone else will say its all about making connections and being flexible. At the end of my first year I felt like there was no way I could meet everyone's expectations, (personal communication, April 8, 2016).

Lisa's concerns and confusion are not new to me. I have sat with many new teachers as they navigate the challenging, and sometimes overwhelming, emotional experience of being a new teacher.

I am an induction coach for teachers in their first and second year of teaching. My role is to support new teachers mastering the California Standards for the Teaching Profession (CSTPs), which include student engagement, classroom management, understanding and organizing content for all students, student assessment and continuous professional growth. However, a lot of the support I provide is emotional support as new teachers establish aspects of a brand new instructional practice requiring them to often expend more internal resources then they ever have before. In Lisa's case, she worried she did not have the resources required to meet her own and everyone else's expectations.

As a teacher myself, I understand how emotions impact student learning. Negative emotions can create barriers to learning. As a classroom teacher, I knew overwhelmed and exhausted learners would struggle with mastering new skills. I worried the emotionally taxing experiences the new teachers I supported would create barriers for their own learning too.

Initially, I worried about the intense emotional experience of new teachers but I came to see these early years of teaching were often not only emotionally overwhelming but also physically, cognitively, and even spiritually. I began to worry about new teachers overall holistic wellbeing as they begin a profession in which many of them, in my coaching experience, felt called to for profound and meaningful reasons. Dr. Martin Seligman (2011) defines wellbeing as a construct of positive emotions, engagement, relationships, meaning, achievement, and health. I began to then wonder, if new teachers characterize their teaching experience as one of failure, inadequacy, and a constant depletion of internal resources, then what can I do, as a coach, to support new teachers' renewal of their internal resources of wellbeing?

In this chapter one, I will describe the wellbeing of new teachers. I begin by describing the larger context of teacher emotions as well as the experiences of new teachers throughout the world. In this section I will also discuss the possible sources of these emotions within the educational systems. Next, I discuss the local context of this study, a large suburban school district, and describe the nature of the problem of practice for this study. I conclude this chapter with my research questions.

Larger Context: Overwhelmed and Exhausted

As an induction coach I work with new teachers. Many of these teachers are overwhelmed and exhausted early in the academic year from the demand of starting a new career. The new teachers I support are consumed with developing curriculum, learning about their teaching context, meeting the performance expectation of administrators, and establishing a positive and productive instructional environment. Numerous studies have attempted to organize the typical trajectory of learning to teach into models, which include various phases, increasingly complex concerns, or turning points as novice teachers become master teachers (Bullough, 2009). Some models are linear like Ryan's (1986) step-by-step phases of fantasy, survival, mastery, and impact. Some models are cyclical like Bullough & Baughman's (1997) cycles of stabilization, experimentation, and reassessment. However, most models include emotional

aspects to the experience of learning to be a teacher (Bullough, 2009). For example, Ryan (1986) discusses the unrealistic optimism of the fantasy phase giving way to the feelings of being overwhelmed in the survival phase. Some researchers have documented the roller-coaster like trajectory of new teacher's emotional states—with anticipation in summer steeply plummeting into disillusionment by winter break and slowing climbing back to anticipation by summer vacation (Bullough, 2009; Moir, 2011). Additionally, new teachers may simultaneously experience contradictory feelings of hope and fear within teaching contexts that are emotionally and cognitively overwhelming (Bullough, 2009). For example, a teacher might feel encouraged and hopeful at the achievement of one student while also discouraged and overwhelmed by challenging behaviors in another student.

A common statement I hear from new teachers is that their teacher preparation program did not prepare them for the complexity of their future career and once in the job, they sometimes report facing isolation and feeling little support. This sentiment is echoed more broadly in a press release from the United States Department of Education (2012), which explains some of the challenges facing teachers:

> Despite the fact that teaching is an intellectually demanding, rigorous, and complex job, American educators are too often not treated like professionals. They typically receive little real-world classroom experience before certification, and once in the profession, they are generally not effectively supported, appropriately compensated, or promoted based on their accomplishments (Department of Education, 2012).

Additionally, new teachers are more likely to be given the most challenging teaching assignments with students with the most specialized needs. They often work in isolation within their classrooms and rarely have time to meet with colleagues (DePaul, 2000).

These factors could be particularly disheartening for Millennials, individuals born approximately between 1979 and 2000, who may be entering the profession straight from college. Millennials comprise the majority of the new teacher work force (Hodges, 2016). Millennials have

been characterized as being eager to be successful, valuing quick feedback and thriving in collaborative lateral work environments where their supervisors value them as employees and people (Hodges, 2016; Katz-Sidlow, Baer, & Gershel, 2016). Furthermore, Millennials do not value the kind of company-loyalty of the baby-boomer generation, rather, they seek jobs that fuel their goals, help them develop their potential and provide a sense of purpose. If Millennials are not happy, they are open to switching jobs and even careers in search of a better fit (Hodges, 2016). In other words, if the majority of new teachers are Millennials and these Millennials struggle to find purpose and happiness as teachers, we can anticipate increases in the number of teachers leaving the profession.

Currently, an estimated 41% of new teachers leave the profession by the end of the fifth year, with the highest teacher turnover rates in high-poverty, high-minority, urban and rural schools (Ingersoll et al., 2014). Retention statistics are more dramatic in California with 20 percent of new teachers leaving the profession within three years, and in urban school districts close to 50 percent leaving the profession within five years (California Teachers Association, 2015). Additionally, workforce projections predict that California will need to replace one third of its teacher workforce (approximately 100,000 teachers) within the next decade despite the fact that enrollment in teacher preparation programs is declining (California Teachers Association, 2015). Teacher shortages and high turnover (especially in high-need areas) cause many problems for schools. High turnover leads to staffing problems, especially in content areas like math and science, and again, concentrated more in high-poverty, high-minority, urban and rural schools. Furthermore, teaching skills develop and improve over time and the teacher workforce fails to collectively benefit from this improvement when a large percentage of the workforce leaves the profession.

Emotions and Well-Being in the Workplace

In a survey of teachers leaving after their first year of teaching, 45.3 percent cited dissatisfaction as the main reason for their departure (Ingersoll, Merrill & Stuckey, 2014). Various

frustrations included poor working conditions, salaries, student behavior, and school leadership. The expectations teachers place on themselves and the expectations others place on them are significant factors in making teaching among the most stressful professions (Larrivee, 2012). While my job is to support new teacher instructional development, much of the support I provide new teachers is emotional support to endure or reframe the intense emotional aspects of their teaching practice.

Positive and negative emotions can play a role in job performance; negative emotions can narrow our skills to only what is needed to respond to the immediate situation, while positive emotions can broaden our skills (Achor, 2010; Fredrickson et al, 2000). Interest sparks intellectual curiosity and builds knowledge, contentment can ignite insights; it is through positive experiences that our attention is broadened and we build physical, intellectual, psychological and social resources (Fredrickson, 2004). According to Fredrickson (2004) these positive emotional experiences are important for helping individuals see the broader picture and build their repertoire of skills. Negative emotions, however, narrow our attention scope and lead to specific action responses (Fredrickson, 2004). For example, a teacher's frustration with the negative classroom behaviors may consume the teacher's attention and the teacher may struggle to perceive the numerous factors that may influence student behavior. The teacher's focus will be narrow; *How do I get the students to stay in their seats? How do I get my class quiet?* Taken together, new teachers experiencing high levels of stress and negative emotions in their teaching context may struggle to develop their practice.

Direct Experiences Framing the Problem

Based on my own experience with new teachers, including a small-scale study I conducted in a prior cycle of this action research, new teachers characterize their experience predominantly in negative terms. In order to begin to understand the emotional experience of new teachers in my local context, Mount Diablo Unified School District (MDUSD), in the spring of 2016 I interviewed two new MDUSD teachers and two coaches for new teachers. Based on these

interviews, all participants identified a sense of inadequacy and failure as a central emotion of new teachers. This inadequacy comes from frustrations with a developing practice as well as awareness of not meeting the expectations of others. Maggie, a first year middle school math teacher stated, “It’s very frustrating. I feel like I know a lot about teaching but I don’t have the skills yet. It’s like being able to understand a language but not being able to speak it. I’m so desperate to be a better teacher right now” (personal communication, April 7, 2016). Laura, the induction coach, agreed and pointed out that the numerous responsibilities a teacher has and the complex, dynamic nature of teaching and learning are too daunting for a new teacher to tackle and this leads to exhaustion and inadequacy, “Its hard to be reflective when you are putting in so many hours and working so hard and you feel like what you are doing still isn’t enough” (personal communication, April 14, 2016).

However, both participants also talked about the need for new teachers to seek wellbeing in their personal and professional lives. For example, Lisa developed a mindfulness practice to make a habit of self-care, “I felt so overwhelmed and exhausted by the spinning plates. I realized I shouldn’t rely on summer vacation to recharge my batteries. I need to be able to deal and be present,” (personal communication, April 8, 2016).

Lisa’s statement illustrates the concept of burnout, as well as the potential of renewal through her mindfulness practice. Mindfulness practices are used in professional settings to monitor internal reactions to emotional experiences in order to respond thoughtfully, sometimes with kindness and compassion, instead of reactively (Roesner, Schonert-Reichl, Jha, Cullen, & Wallace, 2013). Burnout is a term applied typically in professional settings when individuals continuously expend more internal resources then they possess. As Lisa states, excessive job demands lead to feeling overwhelmed and exhausted. Symptoms of burnout include feelings indicative of emotional exhaustion such as hopelessness and helplessness, behavioral manifestations like hyperactivity, outbursts, and overconsumption of caffeine and alcohol, social problems such as isolating oneself, detachment and even dehumanization of others, and even physical symptoms like headaches, sleeplessness, pain and even prolonged illnesses like colds and flus (Schaufeli & Buunk, 1996).

These extreme emotional experiences have been striking to me in my experience as a coach, partly because they are in such sharp contrast to what new teachers sought when they entered the profession. The teachers I coach often state that they entered the profession to make a difference in the world. Marshall's (2009) studies of pre-service teachers found that teachers entered the profession for a number of reasons including life-long desire to be a teacher and prior successful teaching experience but also for profound spiritual reasons like a search for purpose and a sense of connectedness. As noted earlier, Seligman (2011) notes purpose and achievement are aspects of wellbeing. In other words, teachers entered the profession seeking a sense of wellbeing yet when they enter the classroom they are faced with profound negative emotions, overwhelming work contexts, and more job demands then they can manage.

Local Context: Instructional Coaching for Wellbeing in Mount Diablo Unified School District

I coach new teachers in their first or second year of teaching in the Mount Diablo Unified School District (MDUSD), a large San Francisco Bay Area public school district, comprised of nearly 60 schools ranging from transitional kindergarten (TK) through adult education. Our district serves approximately 30,000 TK-12th grade students and 10,000 adult students. We serve students from nine cities with 42% of students qualifying for Free/Reduced Lunch services. MDUSD provides special education services to approximately 4,000 special education students. There are at least 50 different home languages spoken by students and approximately 7,000 students classified as English-language (EL) learners.

MDUSD's mission states that, "MDUSD students will graduate as responsible citizens prepared to succeed in the college or career of their choice," (Mt. Diablo Unified School District: About Us, n.d.). District leadership has identified five strategic initiatives: academic excellence and learning, supportive family and community involvement, high quality effective staff, respectful responsive service and communication, and optimal operations and infrastructure.

"The key to MDUSD success is its people, and MDUSD will recruit, develop, support, and retain the most talented staff," states the district website (Mt. Diablo Unified School District: About Us, n.d.). To support instruction, the district has a large instructional support department. MDUSD has recently expanded the coaching program to include content coaches to support high quality instruction. In addition to content coaches, the coaching staff also includes eight new teacher induction coaches, technology integration coaches, and EL coaches. The coaches are known as the teachers on special assignment (TOSAs) and new teacher coaches are referred to as Teacher Induction and Support Program (TISP) coaches.

I serve as a TISP coach along with seven other coaches. We collectively support approximately 100 new teachers (no more then 18 per coach) with a preliminary teaching credential. Through weekly, individual, confidential one-on-one meetings with each teacher, induction coaches support teachers completing a four-module individualized learning plan (ILP) that documents their growth. The modules are broken down as follows:

1. Building a Context for Teaching and Learning: Participating Teachers will learn about their teaching environment by identifying challenges, investigating resources and gathering information about students.
2. Individual Learning Plan- Cycles of Inquiry: Participating Teachers will identify professional learning goals tied to the California Standards for the Teaching Profession aligned with their evaluation. Professional development and research supporting these goals will support measurable growth in teaching practice.
3. Assessment of Teaching Practice: Participating Teachers consider prior knowledge from their credential program, their current teaching context and evidence gathered by the observations of their Peer Coach to identify areas of strength, areas of growth, and the resources and types of support needed to implement the professional goals identified within their Individual Learning Plan (ILP).
4. Final Reflections: Participating Teachers will reflect on and summarize the growth made during Induction. This module illustrates and celebrates the work of the

Participating Teacher as applied to teaching practices and student learning. (Mt. Diablo Unified School District Teacher Induction Program, 2017).

Successful completion of the portfolio is a requirement to receive a California clear credential and the requirements of the program are largely directed by the state of California yet districts are free to design an induction program meeting the needs of their district. The state directed induction programs to redesign programs in order for coaches to provide each teacher with targeted support based on the teacher's self-identified areas of growth in the their instructional practice. The state of California and this study define instructional practice in terms of the California Standards for the Teaching Profession (CSTP). The CSTPs define teaching practice in six standards (see Appendix H):

> Standard 1: Engaging and supporting all students in learning: Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.
>
> Standard 2: Creating and maintaining effective environments for student learning: Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and

supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3: Understanding and organizing subject matter for student learning: Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4: Planning instruction and designing learning experiences for students: Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Standard 5: Assessing students for learning: Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

> Standard 6: Developing as a professional educator: Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct. (Commission on Teacher Credentialing, p. 4-15, 2009).

The new portfolio requires coaches to support new teachers in identifying two teaching goals aligned with the CTSPs and the teacher's evaluation goals. The main focus of the hour-long weekly coaching meeting is documenting continuous growth on these two goals. This support is highly individualized and might include learning-focused conversations, instructional rounds visits to other classes, examining student data (including student work), evidence-based observations, and peer modeling or co-teaching.

A high degree of trust and rapport is foundational to being able to support a teacher's needs and growth. An additional critical aspect of the weekly coaching meeting is building and maintaining the positive coaching relationship. Each Wednesday all induction coaches meet for the full day and we often discuss how important it is to establish and maintain a positive relationship with the coaches we serve. The support and encouragement we provide our teachers builds this relationship. This was confirmed in the small study I conducted earlier. New teachers interviewed did state their positive relationship with their coach was one major source of professional wellbeing.

However, additional supports and tools are clearly needed for supporting the professional wellbeing needs of new teachers. Despite these positive professional relationships, new teachers

still report high levels of professional stress. Additional coaching tools are needed to support boosting new teacher wellbeing as well as their resilience in the profession.

Problem of Practice and Research Questions: Melding Soul and Role

Parker Palmer (2008) describes a divided life as when our souls disappear into our roles. New teachers are drawn to the profession seeking aspects of wellbeing such as positive emotions, connections with students, a sense of purpose and a sense of achievement. However, once in the classroom, across the nation almost half of them leave dissatisfied with the profession. Attempts to help new teachers through mentorship have been shown to be effective at supporting teachers increasing their skills, and the new teachers I interviewed in a prior study did identify their TISP mentors as positive supports. However, they also still characterized their first few years as years of extreme stress, exhaustion, and a nagging sense of inadequacy. These characteristics are strikingly different then the positive states of wellbeing teachers sought entering the profession. Therefore, new approaches, ideas, and interventions are needed to help new teachers in addressing, dealing with, and working through their emotions for a greater sense of well-being.

As I have laid out in my description of the broader impact and importance of teacher emotions, and my discussion within the more local context of MDUSD and this study, it is critical that new teachers have a sense of well-being to help them weather the stresses and emotions of a challenging profession. Yet conversely, both in the broader and my local context many new teachers feel the opposite of this—they struggle with feelings of stress, inadequacy, failure or unhappiness.

Parker Palmer (2008) also states within divided lives there is always a hidden wholeness, but the soul needs to be nourished through both solitude and community. I have concern that the focus on instructional coaching, despite the foundation of positive trusting relationships, fails to always provide opportunities to meld soul and role and nourish the kind of holistic wellbeing new teachers entered the profession to find. Thus, new ideas, enrichment, and interventions are

needed to help nurture and support the kind of well-being that new teachers need to have. In this dissertation, I propose such an intervention that will aim to support and better understand the emotions and wellbeing of new teachers. Within my district and within the nation, we face a unique opportunity to elaborate on the ways that we support and retain our new teachers. My research questions are:

- *What are the emotional experiences of first and second-year teachers?*
- *How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive psychology, and learning about mindfulness, impact new teachers' sense of well-being?*
- *How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive psychology, and learning about mindfulness, impact new teachers', and instructional practice?*

Chapter Two: Theoretical Perspectives and Supporting Scholarship

In my coaching practice I have found that stressful emotions may be disabling. Negative emotions may prevent growth for new teachers, and increase frustrations with their lack of ability to solve problems, a nagging sense of isolation, and guilt about not achieving the outcomes they hoped for when they ambitiously entered the classroom. In my current context, I work with teachers in their first or second year in the profession, many of whom are overwhelmed and exhausted early in the academic year from the demand of this new career. The new teachers I have supported have been consumed with developing curriculum, learning about their teaching context, meeting the performance expectation of administrators, and establishing a positive and productive instructional environment. As noted in chapter one, new teachers often experience debilitating levels of stress and unhappiness. This stress impacts their job performance as well as their own learning. These stresses have been shown to contribute to high new teacher turnover rates. The literature described here examines how individuals have increased their wellbeing and how this increased wellbeing improves job performance.

Numerous studies identify that a pattern of stress emotions are often typical with teachers, particularly new teachers (Frenzel et al, 2015; Moir, 2011; Roesner, Schonert-Reichl, Jha, Cullen, & Wallace, 2013). Furthermore, negative emotions are linked to specific teaching contexts like specific groups of students, specific content areas, or even specific aspects of job performance (Frenzel et al, 2015). The emotional aspect of teaching practice is important because positive and negative emotions have been shown to play a role in job performance; negative emotions are shown to narrow our skills to only what is needed to respond or survive in the immediate situation, while positive emotions are shown to broaden our skills to extend beyond that situation into other areas (Achor, 2010; Fredrickson, 2000). Given that emotions may play a role in teacher performance, I aim to understand what kinds of interventions or conditions are positively enabling and can bring about the broadening of skills necessary for new teacher induction. The field of positive psychology studies and measures the impact of conditions that bolster positive mental health. Additionally, there is a growing body of research in the field of education about teachers, their emotions, and how emotions impact achievement outcomes.

In this chapter two, I examine theories from the field of psychology, specifically the fields of positive psychology and social cognitive psychology. First, I look at Martin Seligman's (2011) theory of wellbeing, including its six constructs (positive emotions, engagement, positive relationships, meaning, achievement, and health). Next, I consider Albert Bandura's (1997) theory of self-efficacy from the field of social cognitive psychology as an additional important construct related to wellbeing and achievement. In this section, I have specifically examined sources of self-efficacy and examined current related literature on this topic including learned optimism and mindfulness as tools that have been shown to support boosting self-efficacy.

There are affordances and limitations to the multitude of research into wellbeing. The research presented here has a broad view of well-being. I chose these two theories based on the ways the theories examine well-being as a construct of measureable interrelated elements shown to impact overall well-being, including attainment of skills and performance. In this chapter I address how these constructs have been assessed, however many of these assessments are subjective self-reported assessments.

Theory of Well-Being

Martin Seligman (2011) founded positive psychology as a subset within the broader field of psychology, after he noted the field of psychology largely sought to remove disabling symptoms from patients through various means like therapy and medications. However, he observed that his patients did not only want their negative symptoms like depression or anxiety to cease—they wanted to be happy, have positive relationships, and feel like their life had a purpose. Seligman hypothesized in addition to removing disabling conditions, patients needed to cultivate enabling conditions such as joy, engagement and achievement to increase wellbeing (Seligman, 2011). Similarly, in my local context, wellbeing interventions often focus instructing teachers on skills for removing or minimizing stress. These interventions have not necessarily dealt with supporting new teachers in exploring how to be happy, find meaning, or increase their engagement at work.

Seligman's theory of wellbeing is a construct with five interrelated elements contributing to positive wellbeing: positive emotions, engagement, positive relationships, meaning, and achievement (Seligman, 2011)—each of which I provide an overview of, as follows. The criteria for each element are: "1. It contributes to well-being and a life well-lived, 2. Many people pursue it for its own sake, not merely to get any of the other elements, 3. It is defined and measured independently of the other outcomes," (Jayawickreme, Forgeard, & Seligman, 2012). Additionally, health is sometimes included in Seligman's theory of wellbeing as it does contribute to wellbeing and is pursued for its own sake (Kern, 2014). Each element of Seligman's original wellbeing construct (positive emotions, engagement, positive relationships, meaning, and achievement) and additional related literature from the fields are discussed below.

Positive Emotions. Positive emotions play a major role in being well and doing well. Positive emotions are important because they have created conditions allowing individuals to broaden and build their skills needed for survival whereas negative emotions have caused isolation and narrow skills to only those needed to survive (Fredrickson, 2013; Seligman, 2011). Fredrickson (2013) refers to this as the Broaden and Build Effect. Negative emotions like anger and fear help in the immediate present, positive emotions like joy and happiness help in overall areas of our life and long-term survival. Positive emotions are an important aspect of wellbeing because they enable us in the present, but have also had implications for our wellbeing in the future (Fredrickson, 2013; Seligman, 2011).

Engagement. Engagement is defined as a passionate interest pursued for its own sake. Sometimes referred to as being in a state of flow, engagement occurs when an individual is completely absorbed in a task (Seligman, 2011). Seligman (2011) noted how activation of an individual's signature strengths can produce engagement, "You go into flow when your highest strengths are deployed to meet the highest challenges that come your way" (p.24). Application of signature strengths is used in therapy and coaching contexts. Therapy and coaching often have placed a focus on deficits and weaknesses yet teaching individuals to leverage their top strengths in the face of adversity has been proven to be more effective. Not only can activation of signature strengths produce engagement, it also produces positive emotions. Working together, this has

contributed to increasing an individual's subjective sense of well-being, how the individual has evaluated and perceived their life satisfaction, but also objective aspects of their life satisfaction such as goal achievement.

Positive Relationships. Positive relationships are an element of wellbeing. As noted earlier, the negative emotions new teachers face may have isolating implications for new teachers. Seligman has stated only a small amount of what people perceive as positive is solitary. The positive aspects of our lives often happen with other people, "When was the last time you laughed uproariously? The last time you felt indescribable joy? The last time you sensed profound meaning and purpose? The last time you felt enormously proud of an accomplishment?" (Seligman, 2011, p.20). Positive relationships bring about positive emotions as well as build up an individual's network of resources. These resources have been leveraged in challenging times and have resulted in increases of positivity and potentially a broadening of skills.

Meaning. Typically, in my role as an induction coach, when I meet a new teacher we often begin by discussing their previous experiences and how they inform their current practice. A typical response often has been organized around a desire for meaning. New teachers I have supported have entered the profession pursuing a sense of meaning which has included a desire to serve something larger than themselves through teaching. Seligman has included meaning as one of the five elements of well-being. Like engagement, there has been an activation of signature strengths in the pursuit of meaning. This element contains subjective and objective qualities, which may be important to consider in assessing this element. For example, a new teacher may have subjectively felt that one of their lessons had little meaning to students, and yet objectively, it may actually be that the lesson was foundational for later learning or meaning-making for the students.

Achievement. Seligman has noted that humans are drawn to the future and not necessarily driven by our past. He describes how individuals pursue achievement, mastery, and accomplishment for their own sake, even when they do not necessarily bring positive emotions or great relationships. Seligman relates a theory proposed by Angela Duckworth in which she asserts that achievement equals skill times effort (Seligman, 2011). Skill, the automaticity of a

task, and effort, how much time has been put into the task, will determine the achievement. The amount of achievement has been determined by the amount of perceived success and progress an individual makes towards their goal. An achieving life has been researched as having been a powerful motivator and contributor to work place and life satisfaction (Amabile & Kramer, 2011; Seligman, 2011).

Integrating the Elements. Though each element of Seligman's theory of wellbeing (positive emotions, engagement, positive relationships, meaning, and achievement) are framed or defined, and are measured independently of the others, the elements are interrelated. For example, the time a new teacher has spent with a mentor has nurtured the teacher's positive relationship as well as (ideally) increased positive emotions and bolstered achievement. A new teacher may also increase their positive emotions as they reaffirm their meaning for the profession through recognizing that they have been making achievements. While the elements have been independent and have been interrelated, they also have occurred in varying configurations in varied individuals. Naturally low-positive affective individuals may lack cheeriness and enthusiasm, yet may experience high levels of engagement and meaning. Not all individuals experience them in the same way, yet an increase in any element has resulted in an increase is well-being.

Resilience

Resilience has been defined as the ability to recover positivity to challenges and setbacks (Seligman, 2011; Reivich, 2003). In this view, a resilient teacher can adapt to the challenges of a new profession while maintaining a high quality of life satisfaction. Programs teaching resilience skills include the development of the elements of wellbeing. Resiliency researcher Karen Reivich notes that some of resiliency is genetic, yet skills of resiliency can be taught.

The skills of resiliency Reivich (2003) discusses include several affective, cognitive, and behavioral skills. Reivich states the skills of resilient people include realistic optimism, an awareness of one's emotional experience as well as emotional control, impulse control, flexible

thinking, self-efficacy, flexible thinking, and being willing to take risks to reach beyond their current state to expand their horizons.

Optimism. Reivich (2003) notes the engine of resiliency is optimism. Optimism, while often believed to also be a fixed character trait, can be learned as well. Optimists believe bas events are temporary, isolated and often beyond their control and believe good events are permanent, global and as a result of their own efforts. For example, an optimistic teacher might believe a lesson that did not go as well as planned was not characteristic of their entire teaching practice. They might see that it was most likely isolated to this specific lesson, and that most of their good teaching is a result of their hard work and efforts. However, a pessimist has the opposite view of good and bad events. An pessimist believes bad events are permanent, global, and due to their efforts while good events are temporary, isolated occurrences and were beyond their control (Seligman, 1991). A teacher with a more pessimistic explanatory style might characterize a good lesson as a random occurrence and that lessons usually go poorly due to their poor planning.

Awareness and control of emotions and impulses. Emotional awareness and control are also keys to resiliency. Reivich (2003) noted resilient people do experience a full range of emotional experiences including sadness, fear and disappointment yet they have an awareness they are experiencing these emotions and how the emotional experience is affecting their behavior. Additionally, they are able to exercise control over their emotions in order to push through challenging emotions that are creating barriers or negatively impacting their behavior. In connection with this, resilient individuals also have the skills to exercise control of their impulses that are unkind or not in their best interest. For example, a resilient teacher will be able to recognize that a her classes challenging behaviors are making her feel angry and may take some action such as deep breathing or reframing in order to calm herself so she does not respond by yelling at her students. Srinvasan (2014) writes in her book *Teach, Breath, Learn* about using a mindfulness practice, initially to calm her stress and anger when she overheard a group of students referring to her a “mean.” Srinvasasan (2014) uses daily mindfulness practice in order to support cultivating calmness and gratitude in these stressful situations so she can respond

positively to her students. This mindful practice provides her with needed time to stop and think and often cultivate gratitude and empathy for her students instead of reacting negatively to her students' challenging behaviors.

Empathy. Srinvasasan (2014) discussed her mindful practice supported to her cultivating empathy for her students. In one instance she describes in her book, a student responded he hoped the new teacher at the International School in New Delhi would not be Indian. As the only American teacher in the school of Indian decent, she was understandably very hurt by this comment. However, her mindfulness practice supported her responding to him with curiosity about why he felt that way. In his response, she learned he had no intent in being hurtful. She learned he was struggling to learn in general and was frustrated that he was living in India, a decision he had no control over (Srinvasasan, 2014). While this new information may not take away the hurt his comment caused her, she noted that it did provide her with more empathy and understanding for this student. Reivich (2003) agrees empathy is a critical component of resiliency. She states resilient people typically have strong relationships with at least one person and empathy is a key part of these strong relationships (Reivich, 2003). These strong relationships provided needed connection and even support allowing them to overcome even the hardest circumstances.

Flexible thinking. Reivich (2003) describes resilient people as having flexible thinking and a kind of cognitive agility. Being able to reframe and reconsider problems from a variety of viewpoints allows individuals greater insights into their challenges and increases the likelihood they might find a viable solution. For example, when a resilient teacher has a conflict with a student, he can imagine the conflict from the student's perspective as well as the perspective of other students in the class and is therefore more likely to develop a solution that could support all students' needs.

Self-efficacy. Self-efficacy, a belief in one's ability and skills to be effective in the world, is also a trait of resiliency. While this will be discussed later in chapter two in more detail, Reivich (2003) states resilient individuals have a strong understanding of their strengths and their weaknesses. They know how to leverage their strengths to be effective. For example, resilient

teacher may know how to use their skills at interpersonal relationships to create a positive relationship with a struggling student in their classroom.

Expanding Horizons. Finally, resilient individuals are not afraid to expand their horizons and try new things and meet new people. A resilient teacher will try a new unfamiliar approach in their classroom even if they may be afraid, they are able to manage and control their fears. Their empathy may help them imagine the approach from a variety of student's perspectives. Their optimism and self-efficacy provides a sense of hope allow them to take the risk even though they may fail. Even when they do fail, their optimism frames this experience as temporary. Through repeated experiences expanding their horizons, resilient individuals expand their skills and even their social network.

The Penn Resiliency Program and the Comprehensive Soldier Fitness Program. Skills of resiliency have been taught, assessed for their effectiveness and shown to provide short-term and long-term benefits to well-being. Seligman helped to develop and assess two programs fostering the skills of resiliency to improve the elements of wellbeing: The Penn Resiliency Program and the Comprehensive Soldier Fitness Program.

The Penn Resiliency Program has been assessed through over twenty studies, many of which were randomized control studies, and has been shown to be effective at preventing depression, anxiety and behavior problems in diverse groups of children and adolescents between the ages of eight and twenty-two (Seligman, 2011). The focus of this program was mainly on the identification of signature strengths and increasing ways to use these strengths in daily life. Other elements such as meaning, engagement, and positive relationships were examined as well through discussions, personal journaling, and real-world homework assignments. An additional finding was parents reported the benefits of the program even three years after completing the program.

The Comprehensive Soldier Fitness program supports the well-being of soldiers in the United States military. The program included four modules addressing skills needed to improve resilience and well-being. The first module was emotional fitness, which addressed leveraging emotional intelligence to support well-being and growth. Soldiers learn negative emotions have

been important in signaling danger yet there was importance of monitoring emotional responses. Soldiers also learned about developing a robust Losada ratio, the ratio of positive to negative emotions, in their lives in and out of the military to improve well-being through improving relationships and positive emotions. The second module taught soldiers about family fitness and skills for maintaining positive relationships with their families, even while they are away. The third module also focused on positive emotions and taught soldiers about social fitness and social resiliency. This module emphasized empathy as an important social skill and also discusses how an individual's emotions can impact others. For example, the negative emotions of a leader have impacted others. The final modules addressed engagement and meaning through spiritual fitness. This module did not emphasize theological principles but general human principles like seeking truth and meaning in life and work, recognizing they are a part of something bigger than themselves. Additionally, sergeants also received training in how to lead well-being practices through tools like increasing Losada rations and understanding theirs and other's signature strengths. Each soldier self-assessed periodically using a Global Assessment Tool (GAT) examining their well-being. Individual results were confidential and were only reported to the soldier for their use within the modules though the results are analyzed in groups. Results showed well-being increased and symptoms of post traumatic stress disorder (PTSD) decreased.

These two programs have been well-researched and have been shown to have lasting impacts on the well-being of participants (Seligman, 2011). These programs did not work directly with new teachers, yet they provided examples of effective approaches for increasing resilience while also increasing wellbeing. Studies have statistically shown the significance of teacher resilience in student achievement (Day & Qing, 2009). A program with the components described here to bolster resilience could be beneficial to new teachers as they begin their careers in teaching.

Measuring Wellbeing

Well-being has been defined as a construct and has been measured by assessing each of element of well-being; positive emotions, engagement, positive relationships, meaning, and

achievement. As described in the resilience research, these elements have been measured through a number of reliable valid self-assessments (Seligman, 2011). These self-assessments can provide snapshots into an individual's well-being by assessing the subjective. Longitudinal assessments have shown changes in well-being over a period of time and have been used to track the effectiveness of a well-being intervention. On Seligman's website at the University of Pennsylvania (Authentic Happiness, n.d.), questionnaires can be found to subjectively assess for dimensions of well-being such as positive emotions, engagement, signature strengths, meaning, relationships, and optimism. Positive emotions and engagement have been only subjectively assessed because only the individual has had the authority on how they feel. However, positive relationships, meaning, and achievement can also be assessed objectively. For example, a teacher may have perceived she has a negative relationship with their principal because of criticism she receives during an evaluation yet the principal may feel she is warmly mentoring a teacher whose practice she cares about. The same has held true for meaning and achievement because others may have assessed them according to standards different than those of the individual.

These assessments have provided data to others monitoring well-being, however, individuals have used these assessments to bolster their own well-being. For example, the Values in Action (VIA) test for signature strengths has been used in schools with children, clinical mental health settings, as well as in the military. Once the self-assessment has determined an individual's strengths, an individual was taught to deploy their strengths to address challenges while boosting positive emotions.

Related literature on well-being theory

Emotions are multi-dimensional and are ubiquitous in academic environments. Emotions impact individuals greatly because they are multi-dimensional psychological processes. Emotions have been defined as affective, cognitive, motivational, physiological, and behavioral (Stupnisky, Pekrun, & Lichtenfeld, 2014). Emotions impact our thinking and can be a result of our thinking, can effect our motivation, our physiological responses such as heart rate, and can influence

behavior. For example, feeling angry may have made someone feel hostile (affective), provoked (cognitive), tense (physiological), seek retaliation (motivational) and display an angry facial expression (behavioral). Additionally, Stupnisky et al (2014) noted emotions are ever-present in all academic environments. As noted earlier, Moir (2011) states teacher emotions, particularly the negative emotions such as distress, fear and disillusionment are a theme for first year teachers. Additionally, particular content areas, groups of students, and job assignments can cause high levels of negative emotional reactions for teachers (Frenzel et al, 2015).

Losada Ratio. Barbara Fredrickson, through several empirical studies has found a high ratio of positive to negative statements, referred to as a Losada ratio, in flourishing organizations and individuals (2013). Fredrickson (2013) noted that the Losada ratio's application has been important not only in interpersonal relationships but also in personal well-being. Fredrickson described flourishing as not only well-being but also doing good things well. Flourishing companies that she researched, despite an economic downturn, had a Losada rate of close to three positive statements for every one negative statement. In Fredrickson's studies, companies with low Losada rates struggled and individuals experienced a high number positive emotions as part of mundane daily routines flourished (Fredrickson, 2013; Seligman, 2011).

However, Fredrickson noted there could be too much of a good thing. A high Losada ratio was consistent with troubling human functioning, including decreased employee creativity. Fredrickson hypothesized "ultra-happy" employees could potentially be content, complacent, and avoid important information. A modest, yet still low, amount of negativity supported individuals perceiving and adapting appropriately to challenges. The Losada ratio accounts for, at most, a fairly low amount of negatively as being practicable and manageable; and this is important to new teacher induction when we note that the exorbitantly high amount of stressful emotions new teachers experience may actually narrow or impede their development. According to Fredrickson (2013) and to Seligman's theories, if we do not find ways to increase positive emotions for new teachers, they will continue to struggle for wellbeing both personally and professionally, which ultimately impacts the profession of teaching, teacher retention, and of student learning, more broadly.

Self-Efficacy

Self-efficacy is described as an individual's belief in their ability to be successful in a situation (Bandura, 1977; Bandura 1997). Self-efficacy is defined as an affective, physiological, behavioral, motivational, and cognitive construct impacting wellbeing. Bandura noted positive self-efficacy enhances an individual's well-being and makes up part of an individual's self-knowledge. Individuals with a robust sense of self-efficacy perceived themselves as capable of overcoming obstacles. Such individual view challenges as things to master, rather than things to avoid. They set high goals for themselves and remain committed to those goals (Bandura, 1993, 1997). A person with low self-efficacy may see himself or herself as incapable of overcoming a challenge. They feel fearful of perceived obstacles and could clearly visualize their failure. They may feel less committed to goals and may give up on them easily.

Not surprisingly then, teacher self-efficacy has been linked to not only to student achievement but also student's self-efficacy, beliefs and motivation (Tschannen-Moran & Woolfolk Hoy, 2007). A positive sense of self-efficacy has been important for new teachers because it has impacted their learning, teaching, and likelihood of continuing in the profession. The nature of high stakes testing and accountability movements, political agendas tied to public schools, challenging and complex nature of schools, and even relationships within schools may erode teacher's self-efficacy (Day & Qing, 2009). Day and Qing (2009) also note personal, situated and professional aspects to teacher's lives interact to influence their wellbeing, commitment and resilience. Well-being, commitment and resilience then influence teacher's self of self-efficacy. For this reason, Day & Qing (2009) note it is important for schools to attend to teacher's emotional experiences in order for teacher's to be effective.

New teachers may be more likely to experience lower self-efficacy then experienced teachers (Tschannen-Moran & Woolfolk Hoy, 2007). This could in part be due to the fact they are new to the profession and have less skills but it is important to also note teachers leaving the profession also have low self-efficacy. Using an assessment designed to measure self-efficacy in teachers, Tschannen-Moran & Woolfolk Hoy (2007) also found self-efficacy is an important factor

to consider for teachers because stress and commitment to teaching has also been positively correlated with self-efficacy.

Sources of Self-Efficacy. Again, Bandura noted the construct of self-efficacy is a major source of an individual's self- knowledge. Bandura (1997) noted four contributors of self-efficacy: enactive mastery experiences, vicarious experiences, social and verbal persuasion, and physiological and affective arousal.

Enactive mastery experiences. Enactive mastery experiences were experiences where an individual successfully achieves mastery (Bandura, 1997). These were the most effective sources of self-efficacy because they were rooted in concrete personal experience. Successful mastery experiences lead to a high sense of self-efficacy whereas failure resulted in low beliefs about one's capacity. However, quick wins lead to heightened efficacy lead to frustration when presented with more challenging situations later. Gaining mastery through repeated effort as needed for not only a robust but also a resilient self-efficacy.

Additionally, individuals approach mastery experiences with a complex history of self-knowledge impacts their mastery. Individuals hold biases about their abilities, which impact their performance and lead to confirmatory bias when they fail to reach a goal. Additional factors influence mastery such as the difficulty of the task, effort, external assistance as well as contextual and temporal factors. Individuals with a history of high self-efficacy blamed failure on external contextual factors outside of their control or they may have considered internal factors within their control like applying more effort.

Vicarious experience. Modeled behavior of mastery is also a source of attainment, though Bandura notes it is a weaker source then direct experiences. Individuals appraise their capacities in relation to the success of others. Seeing others have succeeded at a task may be a source of self-efficacy, particularly when the individual recognizes that they are similar to the model. Witnessing others failures repeatedly may negatively impact self-efficacy, unless the observer has identified a place where the model went wrong or has found a more effective strategy. In addition to having boosted self-efficacy though, these models also serve as teachers of new information or processes.

Social and verbal persuasion. An additional source of self-efficacy comes from social and verbal persuasion following appraisal provided by others. This external validation provides social and verbal persuasion for high self-efficacy, particularly if the appraisal was realistic. This was most effective when the persuader was an important person and was considered knowledgeable and credible. Unrealistic beliefs and statements from others about capacity only negatively impact self-efficacy (Bandura, 1997). Focusing on progress as proof of ability and noting effort were two kinds of appraisal Bandura noted as sources of positive self-efficacy. However, Bandura noted that the former is most effective, as the latter implies the individual only has ability because of hard work, where all ability has been gained through taxing labor.

Physiological and affective arousal. A final source of self-efficacy from Bandura's theory is physiological and affective arousal. Bandura noted individuals do appraise their abilities based on their physiological and affective arousal. For example, an individual may doubt their capacity for public speaking based on the discomfort and anxiety they experience. They may have perceived these arousals as signs of poor performance. Bandura has noted positive emotions produce higher performance and self-efficacy, negative emotions and high arousal has produced lower performance and lower self-efficacy. Mood states have also contributed to self-efficacy and were connected with emotions. Previous experiences with success and failure were linked to cognitive and affective memories, which then affectively or cognitively primed the individual's appraisal and even performance.

Related literature on self-efficacy. Self-efficacy theory states individuals appraise their ability to be successful and their appraisal (positive or negative) actually impacted their performance. Sources of self-efficacy are mediated by various processes where an individual controls and interprets information to inform efficacy. This section will look briefly into two related ideas and also discuss bolstering self-efficacy through controlling and interpreting appraisals. The first theory is Seligman's theory of learned optimism. The second idea stems from an experimental study of mindfulness as an approach to avoid stress and burnout in teachers.

Learned Optimism. Individuals with a pessimistic explanatory style have been more likely to perceive challenges as permanent and perceive themselves as helpless. However, individuals

with a more optimistic explanatory style may have perceived their challenges as temporary and may believe they can impact outcomes (Seligman, 1991). As noted earlier, optimism can be a critical component of optimism as it provides hope that supports individuals persevering through challenges, setbacks, and even failure. Optimism can be cultivated through cognitive reassessment and appraisal of situations. One method Seligman (1991) uses to support cultivating optimism invites participants to first journal about adverse events using the following ABC method: First participants describe the adverse event, next they state their negative beliefs, and finally journal about the consequence. For example, a pessimistic explanatory style teacher might write the adverse event was out of control student behavior during an observation by their principal, their belief might be that they think they are a bad teacher that shouldn't be teaching, and the consequence might be they feel anxious and struggle to sleep worrying about the upcoming principal meeting to review their observation.

Seligman's final step is disputation and energization. In the example used above, the teacher might dispute the negative thinking by reminding themselves that every teacher was once a new teacher, that the challenging behavior during the observation isn't characteristic of everyday, or even that it was lucky the principal was present to see some of the most challenging class behaviors and perhaps provide some advice. The energization might come from the teacher them looking forward to the upcoming principal meeting and to learning more from their principal's insights. Given that optimism can be learned and that learning optimism is part of the kind of mental agility of taking various perspectives Reivich (2003) describes as being important in cultivating resiliency, it may be an important skill for new teachers and mentors for new teachers to consider.

Mindfulness Training. Mindfulness is a practice to support stress reduction, by promoting and allowing individuals to train their mind to notice and acknowledge their thoughts, feelings, and physiological sensations, with awareness and lack of judgment. Roesner, Schonert-Reichl, Jha, Cullen, and Wallace (2013) used mindfulness training (MT) with teachers to reduce stress and boost resiliency through continuous monitoring of their emotional and physiological responses without judgment or criticism. By monitoring their affective and physiological responses, Roesner

et al. (2013) hypothesized teachers would be able to exercise more control, make more positive choices about their responses, and increase their cognitive and physical capacities by not expending energy needed to process and react to stress. In addition to mindfulness training, participants were also taught occupational self-compassion practices. The self-compassion practices taught participants to develop self-awareness of thoughts, feelings, and bodily sensations through MT, avoid judgment in favor of self-compassion, and acknowledge challenges and setbacks as part of the human experience.

In a study of 113 elementary and secondary teachers in the United States and Canada, Roesner et al. (2013) examined the impact of an 8-week MT and self-compassion training on teachers. Through a randomized experimental study, Roesner et al. (2013) found participants in the experimental group receiving the MT and self-compassion training experienced lower levels of stress, increased focused attention and working memory, and less occupational stress and burnout than participants in the control group. However, Roesner et al. (2013) did not find differences between these groups' physiological measures of stress like blood pressure and resting heart rate. These findings are important because they suggest a tool supporting boosting self-efficacy through monitoring the physiological and affective experiences like what Bandura notes can impact self-efficacy.

Conclusion

Well-being theory and self-efficacy theory described in this chapter suggest that the emotional experience of new teachers significantly impacts their well-being, their feelings about themselves and their work, and their ability to appreciate and find positivity in their work. This could have important implications for students of new teachers because increases or decreases in the elements of wellbeing could have implications for teacher's instructional practice, and as described in chapter 1, could also have much broader issues of teacher retention and success in the field. As challenges and issues of teacher retention become more urgent at a larger scale, it is vital that we find ways to support and manage their wellbeing at a local scale. Without such

supports, we risk failing the profession at the level of the classroom, and at the systemic level of education. Therefore, there is great significances to the aims and inquiry sought in this study.

Importantly, these two theories and their supporting literatures suggest there are tools to assess well-being and efficacy and ways to increase well-being and self-efficacy. Also significant is that tools such as resilience programs, learned optimism, and mindfulness as models for understanding and influencing individual and collective wellbeing.

Chapter Three: Methods

Wellbeing in the ways I discussed in chapter two are an important aspect of new teacher's professional lives that have been largely formally neglected in my teaching context, and many others—as evidenced by the problems of teacher burnout at a broader level. Again, much of the coaching I provided in the past is instructional coaching intended to improve instruction. But it has not necessarily been structured to support cultivating aspects of the inner world of new teachers also needed for effective instruction, such as wellbeing, self-efficacy and resiliency. For this reason, I designed a study and an intervention aimed at providing a structure within the coaching context to support optimism, resiliency and wellbeing.

In this chapter I describe the methodology for this quasi-experimental, mixed methods study and intervention. First, I will describe the approval, and setting and participants in MDUSD TISP coaching program. Next, I will describe the interventions used with the experimental group of new teachers. Finally, I will discuss the timeline and the tools I used to collect data to understand the experiences of wellbeing and if the intervention has any impact on the wellbeing of the new teachers.

Approval, Setting and Participants

In the fall of 2017, all new MDUSD teachers were selected to participate in this study to understand how new teachers perceive their well-being throughout the course of the year as well as to determine if coaching for well-being has any benefits for new teachers. This study was conducted within Mount Diablo Unified School District (MDUSD), a large suburban school district comprised of almost 60 schools ranging from transitional kindergarten through adult education.

This study was conducted within MDUSD's Teacher Induction and Support Program (TISP), MDUSD's state-required program providing peer mentorship and support for one or two years to new teachers as part of new teachers obtaining a California clear credential. Teachers with no teaching experience are supported for two years whereas teachers with more then five years as a teacher of record (often experienced teachers from private schools or teachers transferring credentials from out of state) can apply to complete the program through one year of

mentorship. While this study will focus on new teachers, there were some teachers new to MDUSD but not new to teaching. While this is typically a very small group of teachers (less then five of the almost 100 teachers we serve) these data were included as they may provide some comparison between teachers in their first and second year and teachers with more then five years of experience.

Permission to conduct research within TISP was acquired in July 2017 by Jennifer Sachs, MDUSD's supervisor of TISP and the executive director of school support. I presented the methodology to Ms. Sachs, reviewed the recruitment consent forms, and the survey I intended to use to assess new teachers' workplace wellbeing. Additionally, we discussed potential benefits to the new teachers, the coaches, and MDUSD and identified no foreseeable risks to any participants or the program. Following approval from MDUSD, I obtained permission from Arizona State University's (ASU) Internal Review Board (IRB). A study protocol, two recruitment letters (one for teachers and one for coaches), interview questions, proof of approval from MDUSD and the workplace well-being profiler (see Appendices D, A, E, F, and G, respectively) were all submitted and approved by ASU's IRB.

Teacher participants and instructional context. In order to obtain the largest sample possible, all new teachers participating in TISP were invited by email to join the study (see Appendix A). My contact information was provided on the recruitment consent form (see Appendix A) and I responded to all emails about the study. There was only one email about the study in which the participant expressed enthusiasm for participating in the study. Follow-up emails were also sent to all teachers and a flier was delivered to all new teachers by their peer coach in order to obtain the largest possible sample. The flier and the emails contained a link to a Google form to sign up to participate in the study and 26 teachers signed up to participate.

The participants ranged in years of experience teaching; 38% (n=10) were in their first year of teaching, 38% (n=10) were in their second year of teaching and 24% (n=6) had between four and ten years of experience in teaching. I am including the teachers with between four and ten years of experience because they do not have a clear credential which means they are

considered new teachers. In my experience, these teachers may have had periods of interrupted work or taught as substitute teachers for years.

Teachers worked in a large variety of teaching contexts reflecting the diversity of MDUSD's almost 60 schools. Forty-one percent (n=7) on the final survey of the participants worked in Title 1 (schools with large populations of low-income students). However, in the final survey, 67% (n=6) of participants in the experimental group reported working in Title 1 schools and only one participant in the control group reported working at a Title 1 school. Participants included teachers with assignments ranging from transitional kindergarten through adult learners, teachers in bilingual and dual immersion programs, and teachers in a variety of programs for children and adults with special needs. Participants all had access to technology as part of their instructional context and, as part of the TISP requirement, had an hour of instructional coaching every week from a TISP coach who visited them at their teaching site. TISP coaches also observed teachers at least five times per year although these visits are not be formally part of this study. However, these classroom instruction observations might inform the TISP coaches understanding of the experience of new teachers.

Induction coach participants and instructional context. In order to obtain the largest sample possible, all eight induction coaches were invited informally to participate in the study in May 2017. All induction coaches verbally expressed interest in participating in the study. These coaches were also presented with an IRB-approved recruitment consent form to participate in interviews.

These induction coaches possessed instructional expertise in a variety of areas. All induction coaches all have more than 10 years of teaching experience and at least eight within MDUSD. Myself and two other induction coaches were secondary classroom teachers and all other induction coaches were elementary teachers. One induction coach was a bilingual educator and two were special education teachers. Induction coaches typically support up to 18 new teachers through weekly one-hour meetings tailored to address goals identified by the teacher and utilizing the TISP curriculum discussed in chapter one.

Intervention

Development of the intervention. Coaches often begin meetings with new teachers by discussing what has occurred over the previous week. Teachers may report positive things have occurred, but in my coaching experience often these conversations focus on the challenges, the stress, and the problems of the previous week, often of that very day. As teachers are exhausted by the week, I (and the other induction coaches) spend time trying to help them identify their internal and external resources to address their challenges. For example, a teacher who is overwhelmed with developing curriculum may need a coaching conversation about utilizing their positive relationships within their department or grade-level to ease the burden of planning or a conversation about what strategies were successful in previous lessons they could repeat. In other words, the stress and strain of the day-to-day requirements of teaching forces them to react to the immediate needs.

I created an intervention that provides them with a positive emotional experience that makes their achievement concrete for them and utilizes the affordances of Seligman's positive psychology, self-efficacy, and mindfulness training. This is also aimed at leveraging identified internal and external resources to avoid burnout, an experience that occurs when external demands exceed internal and external resources. Additionally, this activity did not provide additional stress or demand on these already busy new teachers or make it difficult for them to make progress completing induction. In other words, the intervention fit in with the weekly TISP coaching meetings, while not requiring too much time from teachers outside of these meetings. It actually is just a simple shift in the reflection teachers are already doing independently and a simple change in coaching practice.

Positive intervention. Two types of well-being interventions were determined to fit the requirements to fit within the TISP coaching framework and not require too much time from teachers outside of these weekly meetings; bi-weekly journaling with a coaching follow-up conversation about journaling, and mindfulness training.

A variety of daily journaling practices have been researched in many positive psychology contexts and found to not only increase workplace wellbeing but also provide enduring benefits of well-being even after these studies were completed. Seligman (2011) found participants who wrote down three things they were grateful for experienced positive emotional benefits and even continued to journal six months after the study was completed. Based on these studies, I wanted to understand whether positive daily journaling about teaching could support new teachers in reframing their daily experience, to move it away from one of stress to one of rewards, and away from failures toward learning and achievement.

Additionally, all eight induction coaches (including myself) were invited to participate in the mindfulness, journaling, and wellbeing profiler assessment. Participating in these tasks was intended to support the coaches in developing an increased sense of empathy for the experience of new teachers, allow the coaches to reflect on their well-being, and also provide the study will data on how the coaches wellbeing experience changes throughout the year as well. In order to accomplish this, coaches will receive the same information in mindfulness and journaling as the teachers and took the assessments at the same time as the new teachers. Two coaches (myself included) participated in an additional mindfulness training (with the new teachers). I was the only coach that completed the journaling, though one coach stated she shared her own “three good things” with one of her teachers. Coaches were all sent the wellbeing profiler at three points during the school year. Five out of seven took the survey in September, five out of seven took the survey in April, and six out of seven took the survey in June

However, in my own participation of these activities I extended my experience of the wellbeing interventions further. In addition to cultivating a daily mindfulness practice, daily positive journaling, and completion of the wellbeing profiler, I also kept my own personal reflections and notes on the experiences in a journal and in audio recorded memos in which I transcribe. Completing this journal supported me in capturing my own reflections of the experiences (positive, negative, and neutral) of using the wellbeing practices, cultivate empathy for the new teachers experiencing the intervention, and provide additional insights which are added to my final analysis of the intervention.

Study Design

This was a mixed-methods study of teacher wellbeing, including a positive intervention designed to improve new teacher wellbeing. The study included a qualitative and quantitative survey, which new teachers took four times throughout the year to assess their wellbeing. After reading the informed consent letter and signing up for the study online, the new teachers were sorted randomly using a random number generator into an experimental and control groups. There were 13 teachers in the control group and 13 teachers in the experimental group. Both groups were asked to journal twice a week from October 2017 through January 2018, but the experimental group had a journaling prompt designed to support wellbeing, optimism, and resiliency, by prompting them to note positive moments, successes, or areas of gratitude in teaching. The control group was asked to journal about anything that occurs during the week (positive, negative, or neutral). A control group was included in the study to determine if positive journaling has a different impact then simply journaling. Teachers were invited to share their journals with me anonymously in January. Additionally, teachers in the experimental group were also invited to a session about mindfulness in the workplace. Finally, I also interviewed several randomly selected new teachers during the school year and interviewed the coaches as a focus group or through an online survey about the experiences of new teacher wellbeing. In the section that follows, I will describe this study in more detail.

The new teachers in this study were split into two grounds, an experimental group and a control group. Each group was assigned to complete a journaling prompt, to be completed Tuesday and Thursday each week between October 2017 and January 2018. Journals were completed in a word document but were not required to be shared with anyone unless the participating teachers wanted to share it. In an introductory email, teachers were encouraged to share their weekly journals with their TISP coach, but not required (see Appendix A). The prompt for the experimental group was:

> Describe three things that went well this week so far and describe why these things are important for students. Focus on things that you are grateful for, things you did well, or

things that felt rewarding and satisfying to you—keep in mind things that are positive and that you can feel proud or good.

In order to determine if the experimental journaling prompt impacted the new teachers' perceptions of their wellbeing, or if simply the act of journaling impacts wellbeing, the control group also completed a journal. However, the control group was prompted more neutrally, to journal about *any* occurrences during the week (positive, negative, or neutral). The control group used the following prompt in their journal:

> In this document, describe three things that occurred during the week. Making a few notes during the week may be beneficial by providing you with a brief record of your week. If you like, you may share these notes with your TISP coach at your weekly meeting. These notes are completely anonymous, however, sharing them with your coach may help your coach understand and support your teaching practice better.

In order to remind teachers to journal twice a week on Tuesday and Thursday, coaches were asked to check in with participating teachers during their weekly coaching meeting. Additionally, this provided teachers with an opportunity to share their journals with their coaches.

These experimental journals support the kind of mental agility Reivich (2003) discusses as being a critical component of resiliency. Optimism, the engine of resiliency, provides hope that even though challenges may exist now, they are temporary, local, and not characteristic of global patterns of struggle for the individual. Journaling about three positive or grateful things that occurred during the teaching week and either why these things occurred or why these things are important, could hypothetically bolster optimism by refocusing new teachers on a pattern of positive occurrences during their week rather then the pervasive patterns of stress and inadequacy that plague new teachers. Additionally, Reivich found that being able to perceive situations from different perspectives also was a characteristic of resilient individuals. Lastly, these journals provide concrete evidence of internal and external resources new teachers can leverage to address challenges, which could support self-efficacy.

In addition to resiliency, the experimental journals may support the some of the components of wellbeing. Asking participants to journal about positive experiences and areas of

gratitude has been shown to increase positive emotions (Seligman, 2011). Additionally, these journals may support teachers feeling positively about their teaching, and therefore may increase their sense of meaning and achievement. It is possible these teachers may increase their Losada ratio, the ratio of positive to negative emotions, which would, if the theory is correct, increase their wellbeing in their workplace. Finally, the experimental journals may improve new teachers' relationships if they journal about positive connections between their students, their students' families or even colleagues by providing a space for new teachers to reflect on the meaning and importance of these positive relationships. Additionally, if new teachers choose to share their experimental with their coaches, they may find this improves their coaching relationship. The weekly check in with the coaches provides an accountability measure as well. As I wrote in chapter one, about the problem of practice, Parker Palmer (2008) stated individuals need both solitude and community to unite meld soul and role. The journals provide a reflective and introspective place for new teachers, and discussing it with their TISP coach offers an opportunity to reflect more socially with a peer.

Mindfulness Intervention. As an additional component of wellbeing support, the experimental group was also invited to attend or view a Mindfulness Training (MT) for Teachers workshop in December 2017. Mindfulness training was selected as a component of the intervention because of its previous use as an effective intervention for burnout in teachers. Roesner et al. (2013), found MT was effective at reducing many indicators of stress in teachers as well as increasing working memory. MT was not effective at reducing physiological indicators of stress such as blood pressure and cortisol levels, however, the authors speculate decreased stress would improve teaching practice. Therefore, in offering this mindfulness training to the experimental group along with the positive psychology journaling, the intervention aimed to build up teacher wellbeing support, in manifold ways.

New teachers in the experimental group were offered in-person or virtual training on mindfulness. The in-person training occurred on Tuesday, December 5th, 2017 from 3:30-4:30 and was taught by a district teacher on special assignment who specializes in mindfulness training. Induction coaches were also invited to participate and two (myself included) attended.

The training covered the benefits of mindfulness for students and teachers, offered some quick mindfulness strategies for new teachers, along with a few resources such as downloadable mindfulness apps. The training concluded with a mindfulness session. The Powerpoint slideshow from the presentation was sent to all teachers in the experimental group. Finally, to determine the effectiveness of the training, teachers in the experimental group were asked in the March and June surveys if they practiced daily mindfulness and to what effect mindfulness impacts their teaching practice.

Ending the intervention. The journaling closed in January 2018. At the close of the journaling activity in January 2018, coaches were instructed they no longer needed to remind teachers to complete the bi-weekly journals. At the end of January 2018, new teachers will receive an email thanking them for journaling and requesting them to share their journals by confidentially through email. Teachers were instructed that they may choose to stop journaling or continue journaling on their own and, if they wish, may continue to share these journals with their TISP coaches for the remainder of the year.

Ending the journaling activity midway through the year served two purposes in the research design. First, journaling for part of the school year and only twice a week may increase the likelihood teachers will participate because they will not need to commit to journaling daily for a full year. Based on my experience and the research on stress and new teachers, it is important in the design of this study that the intervention minimizes any additional work for new teachers. Secondly, journaling only for the first half of the year allowed me to determine if changes in the wellbeing of the experimental group are sustained after the intervention stops. In one study from Seligman where participants wrote down three things they were grateful for every day before going to bed, Seligman found participants increased their self-reported wellbeing for longer and this affect was sustained long after the intervention was completed because participants continued to journal. Roesner et al.'s (2013) mindfulness study also included an element of the design where participants were reassessed for stress after a period of time also to determine if the study had any long-term affects.

Instructional Coaching and the Intervention. An additional element of the design of this study included coaching for wellbeing and resiliency. Prior to this intervention, new teacher wellbeing was regularly discussed informally and resources from the district's wellness coach were informally passed along sometimes through coaches and sometimes through sites. As a district, there has not been any formal coaching specifically for wellbeing provided to new teachers other then the instructional coaching all new teachers receive. In theory, the instructional coaching should provide the needed support to reduce new teacher stress by supporting instructional practice.

In a study I completed prior to this proposed study, in which I interviewed coaches and new teachers, the coaches were identified as a consistent source of instructional and emotional support for new teachers. Other studies also have shown that new teachers with mentors have stronger instructional skills and are more likely to remain in the teaching profession. However, new teachers I interviewed still identified stress and a sense of inadequacy as characterizations of their teaching experience. For these reasons, coaches received some training in wellbeing and coaching for resiliency.

In an initial presentation in the fall of 2018, coaches learned about the design of the study and the theoretical framework of the study. First, coaches learned about the various models of teacher growth and the inherent emotional aspects of teaching. Next, coaches reviewed the high turnover rates and the current statistics on new teacher retention. Coaches then reviewed some current data from a cycle zero in which the findings illustrated the pattern of coaches and new teachers reporting high levels of inadequacy and the need for self-care. The TISP team then learned about Seligman's model of wellbeing, positive interventions, and the impact of mindfulness on teaching practice. Finally, the coaches reviewed and provided input on the methodology. Coaches were provided with information about how new teachers will sign up for the study and all agreed to provide the information to new teachers. Additionally, coaches agreed to take the wellbeing survey throughout the year at the same time as the new teachers, attend the mindfulness training and were invited to participate in the journaling exercises during a

coaching for resiliency training. All coaches informally and verbally agreed to participate in the study in May 2017 and agreed again in Fall of 2017.

Coaches developing their own wellbeing strategies. As a final step within this first training, all coaches (including me) were invited to practice some strategies for coaching for wellbeing and resiliency for themselves throughout the intervention. Additionally, coaches were invited to take the wellbeing profiler at the same times as the teachers in order to increase empathy for new teachers, reflect on their own wellbeing, and for me to understand how their own wellbeing may change throughout the year. Coaches were also invited to also participate in the "three things that went well" journaling for themselves and to attend the same mindfulness training with the new teachers. Coaches were also asked to describe their perceptions of using these strategies within their coaching practice with the new teachers in the experimental group and how mindfulness and journaling impacted their teachers.

Coaches mentoring new teachers for wellbeing. Coaches were invited to use some or all of the following coaching strategies in connection with the weekly journals. For the participants in the control and experimental groups, coaches simply asked the participants if they would like to review their notes from the week. The following mentoring strategies for wellbeing were included in the study design to aid in understanding the role of a coach in supporting wellbeing. Additionally, since positive relationships are an aspect of wellbeing, the strategies were selected also because of their potential not only to support teaching growth within the mentoring relationship, but also to strengthen this relationship in positive ways.

During the second training, coaches received a follow-up training in which they reviewed the pre-intervention data of both the control and experimental groups as well as reached a consensus on a protocol for discussing the weekly journals with the new teachers. The data were shared in order to provide cycles of feedback to coaches on the experiences of new teachers. Additionally, these data provided relevance and highlighted the need for the journaling intervention. Developing a protocol for responding consistently throughout the intervention to the weekly journaling activity was important to the validity of this study to ensure the new teachers are all experiencing the benefits of coaching for wellbeing. In order to establish this consistency,

coaches learned about the following aspects of meaningful responses reported in the literature and developed a protocol for responding that incorporates the following aspects:

Savoring. Bryant and Veroff (2006) describe savoring as the process in which positive experiences are noticed, appreciated, and enhanced. Positive experiences can become more positive when relived in positive social situations, such as when shared and relived by describing it to a coach. Savoring is considered the positive counterpart to coping. Whereas coping exists to provide strategies to manage or mitigate negative emotions or experiences, savoring is intended to maximize positive experiences.

Savoring may have a self-focus, such as savoring a personally experienced positive event from the past, the present, or even something that is being anticipated occurring in the future. Savoring may also take the form of marveling when it has a more world-focus, such as marveling at how the ability to learn or the beauty of humanity. Savoring prolongs the enjoyment of the positive emotions and can even intensify the positive emotions.

Strength-based coaching. Seligman states, “Very little that is positive is solitary.” By savoring positive experiences with TISP coaches, teachers could re-experience those positive experiences and strengthen the relationship with their coach. Coaches learned active-constructive responses to enhance savoring. Coaches could provide positive non-verbal displays of engagement including positive displays of emotion, ask questions inviting the teacher to relive the moment, and affirm the positive experience.

Sharing the journals could promote a social connection and could enhance instructional coaching as well. By sharing the journals with coaches, coaches and teachers can identify strengths in the teachers coaching practice. Identifying strengths and assets in the coaching sessions help coaches and teachers reflect on leveraging these resources to address challenges they face in their classrooms. Lastly, savoring with active-constructive responses has been shown to enhance relationships (Seligman, 2011). Savoring in this way in the context of celebrating positive occurrences during the week will also support increasing the positive relationship between the TISP coaches which will support their wellbeing.

Open and honest questions. Inspired by the work of Parker Palmer's Center for Courage and Renewal, McNamara (2012) states that open honest questions illicit spacious and authentic questions. Acknowledging that questioning can often imply judgment, advise and problem-solving, when using open honest questions, the mentor would invite the wisdom of the new teacher's "inner teacher" to come forth. One characteristic of an open honest question is one in which the coach could not possibly know the answer such as "What surprises you?" and "What inspires you?".

Coaches decided to respond using the coaching system already used, Mentoring Matters, as this combines open honest questions and active constructive responses. Using Mentoring Matters allowed coaches to use a mentoring practice they were already familiar with and to link the content of the teacher journals to teaching practice through questioning and active response. Additionally, during the year of this study, coaches were utilizing a new portfolio with massive shifts in the program requirements. Using the established Mentoring Matters coaching system meant the coaches could use the questioning and responding system they were already familiar with while still incorporating aspects of the coaching for wellbeing strategies discussed earlier.

Assessing variances in the coaching relationships. Finally, there was a need to further understand the consistency of the wellbeing coaching since it occurs within weekly meetings between the coach and the new teacher. In order to understand this, I also asked both the new teachers and the coaches to describe what occurred in relation to the discussion of their weekly journals. I asked them to describe how and to what extent this conversation supported the new teacher's professional wellbeing and their instructional practice. These questions were included both in the online survey and in the interviews with new teachers and coaches.

Timetable for Implementation, Data Sources, and Instruments

In the summer of 2017, the innovation was developed and approved by MDUSD. Based on the literature recommended by the committee members, I revised the study design. Next, I drafted a proposal and submitted them to ASU's Internal Review Board (IRB). Jennifer Sachs, the

executive director of school support and the supervisor of TISP, approved the study in July 2017. ASU's IRB approved the study in August of 2017.

Instruments and Data Sources. This was a mixed-method study; the interviews with coaches and teachers provided specific in-depth qualitative knowledge of the changes in new teacher wellbeing throughout the year while quantitative wellbeing surveys provided a larger but more general understanding of how new teacher wellbeing changes throughout the year.

Workplace Wellbeing Profiler. The Workplace Wellbeing Profiler (see Appendix C) was developed by Peggy Kerns for participants to self-assess their wellbeing using Seligman's elements of wellbeing; positive emotions, engagement, relationships, meaning, achievement, and health. The questions were designed to work within a work context and includes three questions about each pillar of wellbeing as well as three questions about health, three about negative emotions, and one about loneliness. Taken together, the entire survey provided a quantitative score for overall wellbeing as well as scores for the various components of wellbeing.

At the end of the last survey, I will ask some basic demographic questions such as gender-identification, teaching assignment, years of teaching expertise, age range, and ethnicity. These data helped me investigate possible correlations between teacher characteristics and wellbeing such as teacher expertise and perceptions of wellbeing. Questions about characteristics were added to the end of the final survey in order to prevent stereotype threat impacting teacher responses. Stereotype threat (Steele, 2013) occurs when individuals are aware their responses may confirm stereotypes about some aspect of their identity and this awareness impacts their responses or performance. When questions about aspects of identity are placed at the beginning of a survey, it makes participants aware their responses might be correlated to their identity and could put unnecessary stress on participants and affects their answers.

The survey was administered four times during the school year (October, December, March, and June) to all consenting TISP teachers using a Google Form. The goal in administering these repeated measures was to understand if or how the intervention is impacting teachers' wellbeing over time. The survey was piloted in the Spring of 2017 using Google Forms and it was determined that the layout of Likert scales on Google Forms was confusing for

participants because the site cut off some of the scale. The form was modified and tested on a variety of devices to ensure the assessment could be properly administered.

Teachers were emailed using their preferred email a link to the survey. By clicking the link, teachers will be directed to the survey, where they took the survey after reviewing the consent information. The survey was anonymous and teachers used a participant code (the first three letters of their mothers name followed by the last four numbers of their cell phone) in order to track changes in wellbeing throughout the school year. Teachers received two reminder emails for each survey following the initial email requesting they take the survey.

Data Analysis of Quantitative Data. The quantitative data were analyzed in a number of ways to examine its reliability as well as to track changes in teacher wellbeing throughout the year. Due to the small sample, the quantitative data were converted from a Likert scale of zero to ten to a scale of negative, neutral, or positive. Scores between zero and four on the Likert scale were considered negative and reported as a -1. A score of five was considered neutral and reported as a zero. A score of six to ten was considered positive and reported as a one. Finally, descriptive statistics were created to understand trends in the data, with regard to positive emotions and well-being, both to track how they change over the school year with respect to the efficacy of the intervention, and to compare these trends between the experimental and control groups.

Teacher Journals. In January, new teachers received an email inviting them to share their bi-weekly journals with me anonymously. These journals could provide an additional source of qualitative data about the experience of new teachers.

Data Analysis of Qualitative Data. These qualitative data were analyzed using HyperRESEARCH, a qualitative coding program. Data were downloaded from the Google Form and uploaded to Hyper RESEARCH. For the first cycle of coding, the data were coded using In Vivo coding. Saldaña (2016) states In Vivo coding is a kind of descriptive coding appropriate for drawing concepts directly from participants words. By coding in this way, the first codes were as close to the participant's own words as much as possible. For the second cycle of coding, I used a combination of pattern coding, a process where the codes are abstracted into patterns or

groups, as well as shop-talk. Shop-talk, a process in which you talk through the data analysis with a trusted person who can ask helpful analytical questions (Saldaña, 2016). I used shop-talk with the a focus group TISP coaches as well as with individual coaches. This not only helped with abstracting the data, it also served as a kind of member checking. Member-checking is important because it provides a form of internal validity (Creswell, 2009). Member-checking was used in the middle of the qualitative coding for these journals to provide a form of internal validity. Coaches were able to affirm, elaborate on, or clarify the initial codes. Next, axial coding was used to develop models illustrating the statements made by teachers and coaches. Axial coding was used because it links groups of codes, showing their relationship. Code-weaving was used finally as a way to describe the overall patterns emerging from the two groups of journals.

Interviews. In order to obtain more specific and in-depth information about the wellbeing of teachers throughout the year and the ways in which they were affected or not by the intervention, I interviewed 10 new teachers (five from the control group and five from the experimental group) as well as a focus group containing all TISP coaches. New teachers were selected and invited to participate in the study using a random and purposeful selection method. I randomly selected a variety of teachers from the experimental and the control groups. Teachers were emailed a recruitment letter and invited to participate in four 20-minute interviews during the school year in October, December, March, and June. The interview questions are:

- *How would you describe your experience in your workplace this year so far?*
- *What are some of the emotions you have experienced in the first year or two years of teaching?*
- *How have these emotions influenced your teaching?*
- *How is the experience of note taking about your teaching going? What are some things you are noticing about your journals?*
- *Have you shared your journal with your coach? How is the experience of sharing these notes with your coach?*

The purpose of these interviews was to obtain more in-depth information about the experience of new teachers wellbeing throughout the year, and to understand how and to what extent the intervention was working. These questions provided additional details and depth that the quantitative surveys do not. These questions were designed to gather description about the

specific emotions and the contexts of these emotions as well as how they influence instructional practice. In short, they provided more detailed answers that helped explain the teachers' experiences, and illuminated the quantitative results and the nuances of the intervention even further.

Additionally, all eight TISP coaches consented to participate in the study. Because the TISP coaching group meets regularly to discuss coaching and the needs of our new teachers, the coaches were interviewed all together as a focus group. These coaches have expertise coaching new teachers ranging from a few months to almost ten years and coaching throughout our entire school district. Because they have a range of experience, I anticipated a focus group will have a rich conversation with diverse perspectives. Additionally, because there was a high level of comfort in this group, I anticipated that a focus group might capture a more natural conversation then individual interviews. The focus groups were scheduled to be conducted at four points during the year, September, December, March and June, and provide detailed qualitative data about the coaches' perceptions of new teacher wellbeing throughout the school year. However, due to complicated work, the focus groups were unable to meet in March and June. Instead, questions were sent to the coaches to respond and they replied through a Google Form.

Data Analysis of Interviews. These interviews were audio-recorded (with participant permission), transcribed and later coded in HyperRESEARCH. Interviews were transcribed using a confidential transcription service, rev.com. Interviews were coded again using In Vivo coding so the first round of coding remains close to the participant's own words. Next pattern coding was used to create groups of codes and form connections between categories. Shop-talk was used for internal validity of the study. To do this, I reviewed initial patterns with the TISP coaches individually and collectively. Finally, axial coding was used to organize the patterns into groups and finally code-weaving was used to develop the themes fully.

Threats to Validity

In my study, I used surveys, journals and interviews to document new teacher wellbeing and examine if there were any positive change to the teachers' well-being as a result of the

coaching intervention. The design of this study carefully considered a number of threats to validity.

History and Maturation as Threats to Validity. First, according to Smith & Glass (1987), history is a threat to validity when some kind of event independent of the study occurs that could also impact participants in a similar way. This was a concern for me because the teachers I survey were participating in a number of supports aimed at helping new teachers including weekly coaching, on-campus support groups for new teachers, and the district-wide wellness program. Additionally, Smith & Glass (1987) describe maturation as a threat to validity if the change might be occurring because the participants change internally. This was also a threat to validity and a concern because, as noted in chapter two, teacher happiness increases in the later part of the school year and teachers may grow naturally in their teaching skills, self-efficacy and their overall coping mechanisms. To maximize validity, I conducted a quasi-experiment in which there was a control group as well as an experimental group. These two groups allowed me to compare results and determine if the experimental group experienced any changes in wellbeing as a result of the intervention.

Validity of the Wellbeing Survey. Smith & Glass (1987) also noted that testing and pretest sensitization is a threat to validity when participants can learn just from taking the survey, not necessarily from the intervention. For example, in a survey about well-being, the survey might include some information and ideas about well-being that might give participants some insights into wellbeing that they might apply. Again though, the quasi-experimental design of this study allowed any testing and pretesting sensitization to still show differences between the experimental and control groups.

Validity of the Journals and Mindfulness Interventions. Smith and Glass (1987) wrote that when something new is introduced to the participants it may have a stronger effect because it is new. Mindfulness and journaling could potentially have had a stronger effect because they may have been novel practices. To maximize validity, these interventions were stopped in January but the interviews and surveys continued to be recorded to determine if any long-term effects were noted.

June 2017	TISP coach invitation: presentation of rationale for positive intervention. All coaches agreed to participate.
August 2017	Development of proposal. The proposal was reviewed and approved by MDUSD. Submitted IRB proposal. Study was approved by ASU's IRB. Emailed dissertation proposal to all dissertation committee members.
September 2017	Dissertation proposal defense approved with requested changes. Made changes to methodology and context as requested. Teacher recruitment letter was emailed to all new teachers. Provided all coaches with printed copies of the recruitment letter to be delivered in-person to new teachers. Follow-up email was emailed to all new teachers. Initial training for coaches: positive intervention, rationale, and methodology of study Create lists of experimental and control groups, provide these to coaches. Randomly select, recruit and interview 5 experimental teachers and 5 control teachers.
October 2017	Wellbeing survey #1 (coaches and teachers) TISP coach focus group. Additional training for TISP coaches: report on initial data, discuss protocol for reviewing journals with teachers.
November	Positive interventions began with bi-weekly journals and mindfulness reminders.

2017	Emailed journals to all teachers. Sent follow-up emails, responded to teacher emails. Interviews with teachers.
December 2017	Positive interventions continue with bi-weekly journals reminders. Mindfulness training offered to all participants in the experimental group. Wellbeing survey #2 (teachers) Interview 5 experimental teachers and 5 control teachers. TISP coach focus group.
January 2018	Teachers in the experimental and control groups were emailed about ending the journaling at the end of January (participants were told they may continue on their own if they wish). Participants were invited to share their journals anonymously.
April 2018	Wellbeing survey #3 (coaches and teachers) Interview 5 experimental teachers and 5 control teachers.
June 2018	Wellbeing survey #4 (coaches and teachers) Interview 5 experimental teachers and 5 control teachers.

Chapter Four: Data Analysis and Results

The following section describes the collection and analysis of the data collected in order to answer the research questions. This chapter begins with an overview of the data collected in order to address the research questions and an overview of the data analysis process. Next, I share my analysis of the use of the positive interventions (positive journaling, mindfulness and positive coaching) in order to understand to what extent the control and experimental groups utilized these practices. Finally, I present the qualitative and quantitative data analysis organized by each of the four research questions. I include some analysis and discussion of these results in this chapter; however, further discussion of the results is included in the next chapter.

Data were collected from participants (teachers and coaches, including myself) throughout the 2017-2018 school year in order to answer the research questions. Participants took a quantitative survey, the Workplace Wellbeing Profiler, in October, December, March, and June, that asked participants to rate their own experiences of dimensions of wellbeing (positive emotions, engagement, relationships, meaning, achievement and health) on an 11-point Likert scale ranging from zero to ten. Also included at the end of this survey where some qualitative questions. Additionally, there were numerous focus groups and interviews conducted with Teacher Induction and Support Program (TISP) coaches and participants from both the experimental and control groups over the course of the year to assist in answering the research questions.

Qualitative and quantitative data were analyzed and the findings are reported across the research questions in this chapter. Qualitative data were analyzed using several data analysis cycles in HyperResearch. Results from the quantitative survey were coded and analyzed as percentages of positive responses, negative responses, and neutral responses to the questions about aspects of wellbeing (positive emotion, engagement, relationships, meaning, achievement and health). Percentages of frequencies of positive, negative, and neutral responses were totaled and are reported in line graphs showing trends in responses for the experimental and control groups throughout the year.

Research Question 1: What are the emotional experiences of first and second year teachers?

In order to address understand the question, "What are the emotional experiences of first and second year teachers?," I interviewed ten teachers (five from the control group and five from the experimental group), interviewed TISP coaches, and surveyed the teachers at four points during the 2018-2019 school year (October, December, March and June). In this section, I report on the analysis of these qualitative and quantitative data. First, I report on three themes that emerged from the analysis of the qualitative data. These three essential themes are: *teachers emotional experiences are located within a complex schooling system*; *participants perceived a connection between teacher emotions and student emotions*, and, lastly, *teacher perceptions of self-efficacy was identified as a source of positive and negative emotions*. Finally, I will review the analysis of quantitative data collected throughout the year through the survey, particularly the differences in the emotional experience of participants in the control and experimental groups.

Qualitative Data. Several sources of qualitative data were collected in order to understand the emotional experiences of first and second year teachers. First, two qualitative questions were included in the Workplace Wellbeing Profiler, which teachers took in October, December, March and June. The qualitative questions designed to understand teacher emotions and how they might change throughout the year were, "What are you most excited and happy about in teaching at this point in the year?," and "What are you most nervous or uncertain about in teaching at this point in the year?" Additionally, coaches were asked these same questions about teachers, "What do you think the teachers you support are most excited and happy about in teaching at this point in the year?," and "What do you think the teachers you support are most nervous or uncertain about in teaching at this point in the year?" These questions were asked of coaches in order to gather additional data possibly not in the teacher responses as well as to validate the data through triangulation. Finally, ten teachers (five from the experimental group and five from the control group) were interviewed in November, January, April and June and asked to

describe their experience at that point in the year as well as to describe their emotional experience at that point in the year.

Several processes were used to analyze these data. Interviews were recorded and transcribed using a confidential transcription service. These transcripts were analyzed in HyperResearch. The interviews as well as the responses from the qualitative survey were analyzed first using in Vivo coding, a process in which the codes stay as close to the participants own words as possible. Next, pattern coding was used to establish patterns among the codes. Finally, codes were organized into three themes describing the emotional experience of first and second year teachers.

Three themes emerged from the analysis of the qualitative data, including: *teacher emotions occur within and are related to a complex schooling system*, the *teachers perceived a relationship between their emotions and their student's emotions*, and *teacher perceptions of efficacy are a source of positive and negative emotions*. These themes were present in both the experimental and control groups but differences did exist in their reporting of the impact of the intervention on the emotional experience, particularly emotional regulation, of teachers.

Theme 1: Teaching within a Complex System. Participants described their emotional experience as occurring within and related to a complex schooling system they were in the process of understanding. This theme is a broader theme that the other two themes (teachers viewed their emotions in relation to their perceived student emotions and that self-efficacy is a major source of positive and negative emotions) stemmed from. Teachers are working within a nested education system. They are in their classrooms, with their students, but their classroom is part of a grade-level team and, in some cases, a content-area department. This grade or discipline level is nested within the larger school system, which is nested within a community and various communities are nested within our larger school district.

Teachers discussed their emotions throughout the year as being related to aspects of this complex nested system. Positive emotional experiences arose from feeling supported and connected in positive ways like receiving support from administration or peers. Negative feelings arose from feeling uncertain of the expectations of the system or not feeling like they had support

from peers or administrators. Statements about trying to understand the system were very common among all participants early in the year as sources of frustration, confusion, and anxiety. As the year went on and their work with peers and administrators deepened, conflict between peers was a source of stress and helplessness as well as feelings of gratitude and joy accompanied positive peer partnerships. Additionally, the emotional connections between teachers and students was shown to have strengthened and deepened as the year progress; however, this will be examined in the next theme. In this theme, I look at similarities shared by the experimental and control groups.

Early in the year, participants' description of their emotional experience was dominated with their concerns for understanding their education system and teaching context and accessing needed support. This included understanding and collaborating with peers, getting support from administrators, understanding and managing school wide features such as facilities and schedules, understanding and managing district-wide initiatives, and collaborating with families.

All of this understanding is developing dynamically while teachers are also in the process of building an instructional practice—a practice which needed to meaningfully incorporate aspects of this emerging understanding of their schooling system. Some examples included, participants worried about understanding how the school's vision should be incorporated into the classroom, expectations around the grading policy, and what behaviors were acceptable within the classroom. Their concerns around support involved their feelings about administrative support and peer support (both peers on campus and TISP coaches). As follows, I discuss several subthemes that emerged under this broader theme of teaching in a complex system, including: administrative support, peer support, additional responsibilities, and district level concerns.

Administrative Support. Teachers and coaches stated the need for administrators to provide guidance and support to new teachers in order for them to understand their instructional context. As part of settling into their school and building an instructional practice at the beginning of the year, teachers desired a need to identify, understand and apply the expectations of the system within their instructional practice. In order to accomplish this, support from administrators was needed. For example, one coach recognized the new teachers' limitations in supporting

school-wide initiatives, noting that new teachers may not have the skills they need yet to implement them. In one interview, she mentioned a group of Title 1 schools implementing Positive Behavior Intervention & Supports (PBIS), a school-wide system teaching positive behavior, and implementing the school-wide rules “Be safe, be respectful, and be responsible.” She commented:

> They are really working on be safe, be respectful, be responsible. The respect piece is just not there for a lot of them. Trying to tap in and figure out what to do with that and what does that look like…They are not necessarily feeling equipped to do that on their own. So what supports are there for them and they're struggling to find that out.”

Teachers addressed their perceptions of the effectiveness of administrators at providing support often when describing their emotional experience. Teachers who felt they had effective administrative support, reported feelings of joy, engagement and relief in discussing their classroom practice. For example, Avery, a first-year middle school math teacher, spoke warmly about the help she had received from her administrators but she had to seek out answers after her initial welcome at the beginning of the year, “… after that, it kind of tapered off. I felt a lot like I had to approach them, which is probably pretty normal…I stayed very shy, but I've learned how to take the initiative. I'm not going to get what I need or what I want if I don't seek out the person that I need to ask.” Avery also stated that her administrators reassured her to never feel badly for asking for help. In a focus group, the coaches agreed many teachers they support were feeling good as a result of the positive support they were receiving from administrators, including feeling their evaluations were supportive, accurate and helpful, even if there were areas the new teachers needed to work on.

Stress and frustration occurred when teachers felt they were not supported by their administration which included ineffective or unresponsive help and teacher perceptions that the administration was too busy to provide needed support. Chloe, a second-year English teacher, was new to the school district this year and had taught middle school English in a different district the year before. In our first interview, she pointed out that things are very different at every school, and she sought out information about expectations from a variety of sources, including

peers, administrators and staff resources. However, many of her questions went unanswered or weren't included in the staff handbook she was given at the beginning of the year. "Maybe they didn't know what I needed … It was the beginning of the school year for everybody else too, right."

Within the first quarter of the year, Chloe was fired from her position teaching high school English and reassigned to be an elementary school librarian, and she felt unhappy about this. She felt she had not been given adequate feedback from her principal and the opportunity to incorporate this feedback into her practice:

> It felt awful…the principal never talked to me about any of this stuff, never one exchanged word. She had this huge list, and the only thing she had talked to me about was…keeping the kids in during the blocks periods and I was like, 'Okay, I'm trying.' Honestly, it had never even occurred to me that kids would try to sneak out of class.

In her new role as an elementary-school librarian, Chloe also felt she was not given adequate support and opportunities to incorporate feedback into her still developing practice. Chloe and I sat on little chairs in the small bilingual library she maintained. The library walls were filled with colorful posters Chloe handmade advertising popular books, the library's student of the week, and a school-wide book club she developed. She told me about her most recent evaluation in her new role as an elementary school librarian:

> I got this really horrible, horrible review, and I'm worried now about losing my job, and I feel like there was mistakes that I made just in terms of not being with it, just a bunch of little assumptions, and I just need to be a little bit more conservative, and not do anything without being told it's okay, or something. I'm too, "shoot from the hip."

For Chloe, settling into this new system required support from her principals in understanding her role and also in incorporating school-wide systems into practice, like the school-wide reward system. Additionally, this involved her incorporating these expectations within her personal and professional value system. In Chloe's case, the school-wide rewards system did not seem as important and valuable as other aspects of her developing practice. She said, "It really makes me question whether I am destined to be part of the public education system,

because things that are important…[like] having a little token rewards system in my class, I just don't think that's important.

Isabella, a second-year elementary special education teacher, and I sat on the floor talking while she prepared lessons for the next day. Her classroom was orderly with tables in neat rows filling the center of the room. Work-stations lined the perimeter of the room. She beamed with pride explaining how wonderfully her students were able to use the work-stations independently now and how engaging the students find them. Her mood and tone shifted as she described her emotional experience, "…Outside of the classroom dealing with adults, essentially, I'm frustrated and angry, and feel unsupported in ways. She had reached out to administrators for support but did not feel she received any adequate support, so much so that she spoke of leaving the school:

> [It is at] a point where it's like, 'you just have to deal with it.' …Then I've been told by administrators to do things a certain way when, really, it's like they don't understand what's happening in the classroom and why I can't do that… I feel like they're just kind of not trying to be sued… I love this school, and I don't want to leave it. I really like my team. I'm really getting established, but I'm just trying to navigate my way of how to advocate best for my students without being told to back off more, which is kind of what's happening.

One coach made a similar statement about special education teachers not being supported adequately by administrators, which leads to teachers feeling overwhelmed and missing lunches and breaks. She mentioned that in addition to administrators struggling to provide support with classroom behaviors, staffing issues in special education made it impossible for teachers to be absent for professional development or illnesses:

> My special education teachers are really overwhelmed at being inadequately staffed to be able to do their jobs effectively. They're missing their preps and lunches. They've got some extreme behaviors that are unsafe for the teacher, the staff, and the students. In many cases, instead of being able to focus on instruction, we are focusing on instruction around 'how can we all stay safe today?' [Teachers are experiencing] a real feeling of not being heard on that matter… At the elementary level, the principals will go in and try to deal with those behaviors, but when the students grow older with significant disabilities

> and significant unsafe behaviors, administrators are trying to support their teachers and also run this giant school. [In] special education, we can't get enough staff. Staff will not pick up the sub jobs so they are just understaffed and there's nothing to be done.

Stress arose when teachers were confused about expectations for job performance and support from administration. A student assaulted Emma, a first-year high school art teacher, during the year and she feared losing her job. She described her confusion about when she was supposed to reach out to the administration for help and what behaviors she was supposed to handle within the classroom:

> I was scared I wasn't going to get a job for next year. I was feeling anxious.. because I felt like it was my fault even though it wasn't. [I felt] confused about when to approach an admin about situations because I don't want it seeming like my fault.

She added that her student teaching experiences hadn't provided her with any similar situations or experiences. Furthermore, she stated that her student teaching mentor had poor classroom management and didn't handle discipline issues that arose. In the absence of prior experience, she needed to know how to manage inappropriate behaviors in class and was unsure when or how to reach out for help.

All of these instances point to the broader critical point of having adequate administrator support and leadership presence. Teachers discussed the need for administrators to help them understand working within the system as well as direct support with classroom issues such as discipline and staffing. This emerged again and again in teachers' comments about issues that played into their emotional experience as a new teacher.

Peer Support. Participants also mentioned peer support and collaboration as a component of the emotional experiences of new teachers. Similar to administrative support, participants expressed positive emotions when they felt supported by colleagues, and negative emotions when they felt unsupported by or had conflict with colleagues. Some participants even felt very worried that the conflict with colleagues had negative effects on students. Several teachers spoke of feeling supported by their colleagues and how this could potentially mitigate their feelings of stress.

Aaliyah, a second-year kindergarten teacher, spoke of how overwhelming a new curriculum adoption was but pointed out her gratitude for a colleague for creating a pacing guide for her to follow, “Whoever it was typed it all out as far as what week and what unit, so that's been very helpful..” She also noted that the whole school year was easier and felt positive because she was were collaborating well with colleagues on curriculum and there was consistency on policies and practices school wide. She noticed this impacted student behavior as well, “Which does make a difference, I feel like we're partnering more together…but definitely at the beginning of the year there was so much enthusiasm and behavior was really positive.” Avery, a first-year middle school Math teacher, said her peers had been a huge source of classroom support as she learned to address behavior challenges in the classroom:

> I've asked other teachers, especially other math teachers like, “What do you do? How often have you made support calls this year?” Because before asking them, I was so convinced that I had to take care of it myself, even though it was taking away from my class time. They said, ‘Yeah, we make support calls for things like disrespect, or disobedience, or defiance’…That just made me feel so much better. A couple days later, I had a student who was just pushing, and pushing, and pushing over a few days. The final day, I made a support call on him, and he's been great ever since.

Avery also mentioned peers provided her with needed perspective, she worried it was her personality that was making students act out. Avery added, “That week was rough. Then, that's the same week that I talked to my colleagues about it. Like, ‘I feel so defeated this week. What do I do?’” Avery told me her colleagues provided her with ideas (and even a script) for how to address inappropriate behaviors in class and some insights as to when they reach out for administration support. She reported these relationships as helpful in making her feel positive about the school year even though developing her teaching practice had been challenging.

Some teachers worried their colleagues were too busy to offer help. Chloe, an elementary school librarian, found teachers were busy and mentioned that the structure of schooling may prevent the development of good collegial relationships:

> Teachers are really busy… They're really busy, and it's not like you have these easy times to chat at the water cooler, like if you're in another kind of office. I'm very friendly, but people are like, boom, boom, they've got to get in and out.

Emma, a first-year high school art teacher, also worried her colleagues were too busy and was grateful for a TISP coach to help advise her throughout the year.

In the data collection cycles in June, stress around planning for the next year was discussed by several participants, particularly as it related to conflicts with colleagues. Aaliyah, a second-year Kindergarten teacher, described potential district-wide changes in the kindergarten schedule from a half-day to almost a full-day. She felt her colleagues outside of the kindergarten-level team didn't understand the importance of her role and were critical of her job performance:

> I've just been really anguished and it just feels like on the outside, people looking in, they don't take the time to actually see what we do…I just feel like we all show up at the same time and we all go home at the same time, give or take, and we're all here to help these kids succeed and it's just it's hard to hear or to perceive what I'm hearing. Nobody's come up to me, but the body language and the negative interactions are just really hard.

Teachers also pointed out conflicts between peers were stressful and difficult to manage. James, a second-year high school math teacher pointed out how hard it is to resolve conflicts with peers and the sense of hopelessness he feels about these conflicts, "A definite concern is conflict resolution between staff members, and communication between staff members. I feel that's an area of growth that I don't know if professional development can help solve." He said this was very stressful and felt it was a source of the high turnover rate of teachers at his site. He added:

> Someone told me… people don't leave companies, people leave managers… And I think that, that's also true in schools, for administrators and teachers, especially those teachers that are put in the leadership roles…Even though we often think of other things that cause the high teacher turnover rate I think that's one of the things that does contribute to it as well.

Additionally, he noted that even being a witness to conflict between colleagues was stressful and predicted this could negatively impact students. He added:

> I feel the more stressful thing about this school year is actually interactions between the staff, and even just observing interactions. I feel like there's a lot of unhealthy conflict resolution between other staff members, and just watching that the play out, I feel like it makes for a really unhealthy environment for everyone involved. For the teachers, I assume for the students as well.

Additional Responsibilities: Becoming Aware of Issues Beyond the Classroom. Teachers also expressed concern about issues beyond the classroom that they were increasing their awareness of as the year progressed. Oliver, a second-year high school English teacher, was beginning to worry about how his work fit into each student's entire education within the larger system (past, present and future). He wondered how his teaching philosophy was different than his colleagues, particularly after a student told him he was weird because the annotated readings and text analysis they did in class were entirely new to her, "There might be a different generation of ... A different iteration of thought in other classes." He added:

> And I know a lot of teachers have been here for 10 or 15 years, so whenever they went to [college] ... There were probably a couple different cycles of thought on what's the best thing to teach…I haven't been to the six periods a day, but I imagine every period is a like a whole new world. You never know what they're coming from and what they're going to unless they can tell you about it.

Teachers also expressed concern for the additional responsibilities beyond the classroom that were part of their workload. Aiden, a first-year high school History teacher, said:

> I'm concerned about just about all the excess nonsense you have to do as a teacher. About meetings, being on committees, and doing various extra, extra, extra things that they make you do, or that you're expected to do that just are not… things that you really ought to have to be doing as a teacher. It really shouldn't be part of your job.

Aidan also was beginning to become aware of the larger issues students faced and how this impacted their learning as well. For example, he described the busing issue many students

face who ride a bus for an hour daily because they live in a part of the school district without a neighborhood high school, “They can't do tutoring or only half of them can even if they wanted to. Granted a lot of kids don't want to, but they have to get on a bus and go ride an hour.” Aliyah, a second-year Kindergarten teacher also pointed out she was more aware of student’s needs but felt concerned the school didn’t provide her with enough resources to support these needs, “…They just put us in here, but they didn't really give us the tools to be able to serve these kids,”

Teachers and coaches addressed new teachers emerging understanding of the stresses at various times of the year. Coaches also brought up that scheduling can play a role in stress. For example, settling into a new routine at the beginning the year and returning to school after vacations causes stress. Additionally, times of the year include various extra work such as parent conferences for elementary school teachers. Coaches mentioned that during conferences students attend school for half of a day and teachers stay late after school for conferences. This made for an extended work-day for a period of time, then the schedule switches back to full days of instruction. This change in schedules was described as a stress teachers were becoming aware of. Additionally, teaching schedules may have also changed due to staffing needs. For example, on rainy days elementary students do not play outside during lunch and recess. Rather, they stay inside with teachers all day, which makes for a stressful day for teachers because they have no, or very short breaks, in the school day.

District-Level Concerns. Teachers also expressed concern for district-level issues that impacted their education. For example, the adoption of a new elementary literacy curriculum was identified as a source of stress as the level of support for the adoption varied. As mentioned earlier, Aaliyah, a second-year kindergarten teacher, felt grateful for the support she received from colleagues that helped her implement the new curriculum. However, the coaches expressed concerns over the district-wide implementation. One coach said:

> Since elementary teachers [adopted] the new Wonders adoption, [they are] feeling very overwhelmed and frustrated trying to figure it out. They got the half day PD before school started and now there's been nothing. It doesn't seem like some of them are getting much time to do that during PLC time or are having time to have those conversations with other

colleagues to dig deeper and figure out what's working and what's not working. I've been hearing this from new teachers and veteran teachers that I know.

In summary, new teachers reported emotions around their need for understanding their role and teaching within complex and nested systems. In order to establish their new teaching practice, they needed support from their colleagues, peers, and even district-level leaders. When teachers felt this support was effective, they reported positive emotions and a sense of belonging. When teachers felt help was unsupportive and ineffective, they felt frustrated and even angry. These findings highlight the importance of positive collegial relationships within schools and how these impact the emotional experience of new teachers. These factors align with components of the theory of wellbeing such as positive emotions, positive relationships, and achievement in Seligman's (2015) theory. These data show how the interactions between the teacher and their new schooling system impact their overall wellbeing. In the next section, I will report on how the relationships within the classroom between teachers and students impact teacher emotions as well.

THEME TWO: A Relationship Between Teacher Emotions and Student Emotions. Within this nested system, the classroom, at its core, was a central theme in teacher's discussion of their emotional experience. Other models have noted aspects of instruction, particularly classroom management, can be sources of stress and negative emotions (Larrivee, 2013). Within the core of instruction, two themes emerged about the emotional the dynamics of the relationship between the teacher, the student and the learning. In this section, I will discuss the first theme: teacher emotional experiences within the classroom are connected to student emotional experiences. Throughout the year, teachers learned to manage these emotions, particularly as they related to instruction. In the next section, I will explore the final theme that teacher's' emotional experiences are related to their perceptions of their efficacy in the classroom.

In this section, I will examine several key subthemes, such as the emotional connection between students and teachers within the classroom. First, I will look at how teachers recognized early in the year the need to build positive relationships with students and how this was a source of happiness for them. Teachers expressed feeling a sense of love for their students early in the

year and this love was identified as a source of resiliency. Next, I will look at how these relationships fostered a deep sense of empathy, which linked the emotions of students and the emotions of teachers. In other words, teachers spoke often of their own feelings as being connected to those of their students. Finally, I will examine how teachers explained how they managed these emotional connections with students. In some cases, they used their knowledge of student emotions to make adjustments to instruction to better support students. In other cases, they spoke of using this knowledge but needing to mitigate negative emotions through emotional regulation tools like meditation and deep breathing.

Building Relationships. Participants generally identified building relationships with students as a source of excitement, happiness, and sometimes stress at the beginning of the year. One anonymous teacher in the survey reported, “I am most excited and happy about building relationships with my students.” They recognized getting to know students was important for learning. One participant said in the survey they were most happy about, “How well I’ve gotten to know my students and support them.” Maya, a first-year middle school science teacher, noted that the positive relationships she had with students helped as a source of resiliency and to mitigate the other challenges and stresses of teaching. In the first coach focus group, the coaches identified the positive emotional responses to students as theme with the teachers they support. They acknowledged that despite the challenges of teaching, teachers cared deeply about their students. They noted that even though teachers may have been managing challenging student behaviors in the classroom, when asked to talk about students, they responded with warmth:

> When they talk about their students as a whole, you can literally watch their bodies change, faces light up…Even the ones that really are having a hard time with some of those behaviors and really struggling, there's a total shift. When you start talking about their class, they just love those little guys.

Teachers also reported getting to know students and building positive relationships was a source of stress. Oliver, a second-year high school English teacher, recognized the importance of learning names but told me he experienced a lot of stress at the beginning of the year with the

process, “I don't know their names…I'm not good with names and so I stressed about the fact that I make mistakes when I call on them and I didn't know who they were.” Maya, a first year middle school Science teacher also worried about not knowing basic information about student’s academic and linguistic background, “Not knowing the students levels, where they stood academically, concerned me because I didn't know how to prepare for them. And I'm still learning, I'm still learning that oh this student really can't read that's why they act up.”

Along these lines, the topic of emotional work as a labor came up. Teachers are expected and may be evaluated by their ability to build positive and caring relationships with all teachers, as this is a key condition for a positive learning environment. This requires emotional management on the part of the teacher to publicly exhibit the appropriate behaviors and attitudes to foster this environment. Aiden, a first-year high school History teacher, pointed out it was challenging to enjoy and build relationships with students but a necessary part of student success. He said he didn’t enjoy being a high school student and hated the social aspects of his own schooling. However, he valued positive relationships with his students and knew a student feeling that he cared was critical for their success. Building these relationships and responding to student needs was a source of happiness, but he acknowledged it took emotional management on his part:

> It's labor to enjoy the kids. It really is something that you have to put a lot of thought into. I am going to see these kids, even when they're doing things that I don't like... You still need to see them as kids. Just accept that they don't mean harm. I think I'm better at that, but it's a constant self-reflection.

Emotions as a dialectic: Empathy in and out of the Classroom. As participants reported improved relationships between teachers and students, expressions of empathy increased as well, including teachers often reporting similarities between their own emotions and student emotions. Oliver, a second year English teacher commented, “I feel like there's a connection both ways… If they come in in a sour mood ...They're not ready to participate, be partners in the classroom setting…and that affects my mood as well.” He also shared that when the students are displaying positive emotions, he too feels positive emotions. Maya, a first-year middle school

science teacher, also made a similar statement that she feels excited when students are excited. She described getting chills at watching her students' success at a recent science fair and seeing the students' positive response to their own success.

Additionally, teachers commented that they also shared their student's negative emotions. Aliyah, a second-year kindergarten teacher, commented towards the end of the year that she felt tired and so did her students. She added, "I think we feed off of each other…I feel like we're a family. And I think we have that love and that friendship going, but then we also have some bickering going because we are like a family." James, a second-year high school Math teacher agreed when describing how his student's emotions impacted his own emotions when a student struggled:

> …It feels frustrating, because you're not making as much of an impact as you would like in their cognitive abilities, or even in their study skills, or maybe, socially, helping them to fit in more with the classroom, and to seek help from their peers. Those are a little bit hard. I guess, the emotion from that would be frustration, because they're frustrated. You're kind of receiving that from the students. That is another emotion that is transferred.

He added that in addition to these emotional experienced occurring in class, he felt them mostly when assessing student work and observing their successes and their frustrations:

> The part where I feel the most emotions is while grading papers, especially if it's a summative assessment, because those you feel their frustrations and their victories very directly. Even if you're not with them, you can still see things, people that don't get it, like, 'I don't know how to do this…'. It's like…even from paper, I can feel those two things. Or…they show their work [and I can see] 'Oh, this person's excited to show me that they understand it.' That's exciting.

Aiden, also a high school teacher, also connected his own emotions to student achievement. For example, he stated he always felt very happy and relaxed because when his students performed well on an assessment.

Later in the year, James recognized how emotions were transferred between his students and himself in class and how this could have had a negative impact on him, even hours later at home:

> It's that students, when they have any kind of, like, emotional burden, they pretty much take that off of themselves and put it directly into you…Sometimes you feel yourself a certain way when you go home, and you're like, why do I even feel that way? And so right now I think I'm taking a lot of the students' anxiety about finals, and feeling it myself. Just because, since they're anxious about it, now I'm anxious about it.

Furthermore, in discussing his emotional experiences, James also discussed his empathy for the possible negative stigmas his students faced. He taught students in the beginning Algebra class, which taught at a reduced pace from the other Algebra classes. He worried about the negative emotional impacts that tracking had on them and was concerned they were negatively impacted by Stereotype Threat, the phenomenon in which individuals exhibit lowered performance in response the stress of affirming negative stereotypes.

Teachers exhibited several responses to their perceptions of student emotions and their increased empathetic responses to students. First, a common response was to use their own emotions and their empathetic understanding of students to planning for student need. Secondly, teachers in the experimental group used tools like mindfulness and deep breathing to manage their own emotions during instruction.

Oliver, a second-year English teacher, recognized he need to use his knowledge of students to adjust his approach to interventions for his students, “The senior guys, I need to give them a lot of room, I feel like. On a relationship level, they won't accept me harassing them to get work done.” He added, “… I'm part of the learning environment. I think [I’m aware of that]. So sometimes I feel I can make things a little bit lighter, kind of fun…Little things that I can do to help the learning environment remain positive.”

As the year ended, participants discussed student’s enthusiasm waning as well. Emma, a first-year high school Art teacher, stated she surveyed her students about what they liked and didn’t like and used this information to plan her won instruction. Maya, a first-year middle school

science teacher, felt successful when she gave a struggling student a leadership role in the classroom and the student responded positively. Avery, a first-year Math teacher, also adjusted her instructional approaches to meet students needs and this was an emotionally rewarding experience for her, “We've done tests and we've done I-Ready testing, so they're very tested out. So today we did more of a group activity, with stations and brainteasers. They got to have fun with that, and really just keep them thinking.”

Mindfulness practice (in the experimental group) for emotional regulation in the classroom. The experimental group received a mindfulness workshop (through email or in-person) in December and many participants noted the positive changes in their emotional state. This is also reflected in quantitative data and other research questions, but it also arose as a theme in qualitative data around teachers’ emotional experiences. Participants responded to a question on the December, March, and June surveys asking them if they continued using the mindfulness practices, did these practices impact their teaching. In these three surveys, there were a total of 13 responses. One was negative, noting, the teacher stated, “not really.” Three responses were coded as neutral because teachers didn’t know if there was any impact. The remaining 9 responses all indicated positive outcomes.

A theme in these responses was the presence of mindfulness as an emotional regulation tool within the classroom. One teacher stated it helped them start the day at peace. Others noted it kept them calm. Another stated it made them aware of how they were coming across to students. One new teacher stated that because of using it, “…I feel more centered and emotionally resilient. Kids’ behavior doesn’t throw me off.” Another teacher stated that they shared these practices (and others) with students as well and they had positive benefits within the classroom for all:

> Yes, my mindfulness practice impacts my teaching, as I perform the practice along with my students. Whether it takes the form of seated meditation, standing exercises (Tai Chi), or a pledge that I created for the purposes of affirmation, I feel that my students and myself have benefited from these practices by feeling more relaxed, calm, and confident afterward.

Tears and emotions: Ending the year. Ending the year, teachers spoke of a variety of emotional responses related to student emotions. As noted earlier, teachers spoke of feeling tired, like their students, or feeling anxious about final exams because their students felt anxious about final exams. Aaliyah, the first-year kindergarten teacher, described the end of the year as bittersweet. She felt so proud of her students, yet also recognized the community they had built together had come to an end:

> My personality's really sensitive… so it wouldn't be a surprise that I would cry…I feel for them and I'm going to miss them. And they're my people. And the other day I was like, looking around the room and I'm like wow, we have a community here. Our family is here. Everybody knows what we need. Nobody's alarmed at anybody's behavior or anybody coming in or out or... like we have a heartbeat going on in this room.

Taken together, Aaliyah's feelings make sense. Over the course of the year teachers and students have forged emotionally charged relationships within the classroom and at the end of the school year these daily encounters end. While Aaliyah is proud of their caring community, she also recognizes her students must move on to first grade without her. In my own end of the year journals, I also shared this same sentiment with Aaliyah. I feel proud that the teachers I support at the end of the year no longer need me as a mentor, but I also will miss working with them regularly.

THEME 3: Teacher's Self-Efficacy was a Constant Source of Emotions. The final theme addressed in this research question involved how teachers' perceptions of their self-efficacy were a source of positive and negative emotion through the year. Similar to the previous theme, this theme was located within the classroom within the educational system. As mentioned earlier, teachers felt positive when students felt positive about their learning, and felt frustrated when students felt frustrated with their learning. This theme goes into more depth exploring how teacher perceptions of their self-efficacy impacted their emotions as well.

Teacher's perceptions of self-efficacy changed throughout the year and were observed to be sources of both positive and negative emotions—which I examine in several ideas related to the broader theme of teachers' self-efficacy. For instance, teachers exhibited negative emotions

when worrying about their students' success, they worried about their students' academic progress, they worried or felt frustrated with student behavior and they worried the pacing of their teaching was going to leave students lacking skills at the end of the year. Teachers also experienced positive emotions around their own efficacy, mostly when feeling happy about the achievement and success. Teachers also worried about how effective they would appear in the eyes of others, mostly in regard to their student achievement and their student's achievement. Finally, the positive interventions were cited as a source of self-efficacy; they boosted positive emotions about achievements and provided a way for teachers to celebrate their achievements with their coach. Mindfulness practices also provided participants with a sense of confidence in the classroom. Teachers commented the mindfulness practices increased their sense of confidence and their ability to stay calm despite challenging student behaviors.

Negative emotions: Teachers worried about student success. Participants (teachers and coaches) discussed the presence of negative emotions around teacher self-efficacy. First, teachers experienced negative emotions like frustration and anxiety around their beliefs about their ability to manage challenging student behavior. Secondly, teachers had a variety of emotions around their perceptions of their general instructional abilities in facilitating student learning.

Participants identified teacher perceptions around classroom management and managing behaviors the teachers deemed inappropriate, such as disruptive or non-participatory behaviors, were a source of negative emotions like stress, anxiety and frustration. Classroom management was a larger concern earlier in the school year and less later in the school year. Avery, a first-year middle school Math teacher, stated, "Classroom management was a big concern in the first quarter.

New teachers may have learned some classroom management in their teacher preparation courses, but many reported they were not feeling prepared to handle more challenging behaviors. The coaches agreed, noting that they observed most teachers were able to manage a lot of inappropriate behaviors, but there were students with more challenging behaviors they struggled to know how to support. One coach observed, "You have your outliers.

How do you handle those situations with those students? [Teachers are] not feeling equipped to handle those situations. They got the baseline classroom management that they learned, but then those behaviors." Teachers echoed this sentiment. Maya, a first-year middle school Science teacher, stated her ability to manage challenging student behavior was a source of stress and she was still learning about it, "Class management, which is kind of linked to the students academically but there's just certain behaviors that ... I'm still having to learn how to deal with." She added, "So, I'm always putting out fires…That's what I feel bad about, is that's not helping anybody. That's not helping them learn the material." She stated she felt disappointed in herself and this disappoint would impact her for several days:

> [I feel] disappointment in myself…and worry. I'm not sure you can call that an emotion. Sadness that these issues have come up. And sometimes it'll take me a couple days to snap out of it because I doubt myself. I doubt what I'm doing. It's like I can't seem to get a grip on things. I can't seem to make it work right. What is wrong?

An additional source of negative emotions was new teachers perceptions of their ability to facilitate student achievement. Teachers worried about their instructional skills teaching content and supporting the diverse learners they serve. Teachers also worried about their abilities to plan and pace learning appropriately in order to keep students engaged and well as prepare students for success at their next level of education.

Participants described the importance of planning and pacing, which includes assessment. In the interview with coaches, coaches described teachers as feeling overwhelmed by grading and not sure how to analyze the results. As one coach stated, grading became overwhelming and the instructional tasks outside of the class challenged work-life balance, "My teachers are starting to feel overwhelmed with grading and that's a big one for them. There's so much. How do they still have a life and get their planning and their grading done?"

Teachers worried about the pacing of their courses often, particularly at the end of the school year. Teachers in both the interviews and the online survey worried about completing all the content. Oliver, a second-year high school English teacher, worried about his pacing as well as if he had enough background knowledge of the novels his students were reading. He felt he

needed to read the novels at least a dozen times to fully understand how to support student learning. He also worried about his lesson planning as well, “My concerns about myself are whether I'm planning well enough on doing enough writing assignments and how can I make speaking tasks more meaningful. Because they have a tendency to feel a little chaotic…” Additionally, as he used his empathetic understanding of student emotions, he continued to worry as he became increasingly aware of the numerous factors that are part of planning a lesson:

> There's a lot of resistance, or a lot of variables, like are they ready to speak? Did you prepare them well enough? Are you asking the appropriate level of questions to get them to talk? Did you prepare them for the expectations of what they should be doing? How much of their own being scared to speak or unwilling to speak...Is that just personal fear or whatever? They just don't like it, or is it preparation on your part? It’s a lot more complicated than I thought, so I'm wondering what can I do better… So I'm trying to balance those things and to understand goals in English class and how they're being fulfilled.

Teaching a particular amount of content within the school year was another concern for teachers. Maya, a first-year middle school ~~s~~cience teacher, stated that covering the expected amount of material was a major stressor for her “…We cannot cover everything that they suggest being covered…. That makes me lose sleep, that I need to pick up the pace.” James, a high school ~~m~~ath teacher, also worried about pacing, “[I am concerned] about the students, whether they're successful, especially after this year. I only have 180 hours to spend with them. It's almost nothing.” Aaliyah, a kindergarten teacher, worried her students would leave the classroom without the skills they needed for success in first grade. She said she felt like she was racing the clock to teach the entire required curriculum:

> I think the one thing that's concerning is trying to get all of the required curriculum in our short time. As a kindergarten teacher, I only have my early class for three and a half hours… then I have the late class for three and a half hours. So trying to get the math standards and the language standards during that time is really ... we're just racing with the clock trying to get it done.

> And the expectations are really high for them. They're only five or six years old and trying to have all of the standards and everything that is expected of them is really a lot.

During the coach focus group, the unique challenges of Special Education teachers was discussed. While Special Education teachers have a maximum number of students they serve on their caseload, they may also be required to perform assessments on students not on their caseload in order to qualify these students to receive Special Education services. According to California Education Code, the school has 15 days from the time of referral to propose an assessment plan and 60 days after the parental consent of the assessment plan to determine the student's eligibility for Special Education. However, students that are being assessed do not count towards a Special Education teacher's caseload until and if they qualify for Special Education. One coach explained this workload, while essential in identifying Special Education students and while still meeting the needs of current Special Education students, causes stress:

> There is a fear of inadequacy… Back to the concern with the assessment piece, [A teacher thought] 'oh my goodness, I can't support my own students on my case load and I'm getting inundated with all these assessments that I have to do.' Being pulled in these different directions. She loves her job and students, but doesn't feel like she's doing a good job at all.

Positive emotions: Teachers were happy about student success. When participants spoke about positive emotions occurring within their instruction, they spoke of how student learning increased their sense of efficacy. Overall, the findings on this theme are more brief because teacher responses were very similar across all groups, grade levels, and throughout the year.

Teachers reported feeling happy when they could recognize their students were learning and making positive progress (individually or collectively) in some way such as academically, socially, or behaviorally. For example, Aiden, a first-year History teacher, spoke of having what he described as his best day ever, which arose when he could see learning occurring within a positive learning environment, "..I just felt like, I'm a good teacher…Every one of my classes learned something and they all were good and everyone did some work and they were all

respectful and happy and learning stuff. It felt good." Aiden described feeling terror as he worried students would do poorly on an exam, but as the semester ended he was anticipating final exams happily knowing the students would do well. Aiden's comments were typical responses when teachers were asked about their emotional experiences throughout the year. Additional data were found on self-efficacy and how the interventions impacted it and this will be reported on later in this chapter.

In summary, the qualitative data show how teacher emotions in this study are relational within their school context. Teachers reported positive emotions when they felt supported within their schools and negative emotions when they felt unsupported. These emotions extended to their relationships with their students and teachers experienced, for better or for worse, a deep empathetic connection with their students. Also, meditation was identified as an emotional regulation tool for managing negative emotions that arose in the classroom. Finally, teachers reported their own self-efficacy as a source of either positive or negative emotion. Quantitative data were also collected on this research question and will be reported on in the next section.

Quantitative Data. Data were analyzed to determine to what effect teacher emotions in the control and experimental group have changed over the course of the year. The control group was asked to journal twice a week about three things that occurred over the course of the week. This journal could include things that were positive, negative, or neutral. They were also invited to share this journal weekly with their TISP coach. The experimental group was asked to journal about three good things that occurred during the week and were invited to share this weekly with their TISP coach. The experimental group was also provided with an in-person or virtual mindfulness training. Positive emotions were assessed through three questions on the survey instrument: at work, how often do you feel joyful, at work, how often do you feel positive, and at work, to what extent do you feel contented? Participants were also asked three questions about their negative emotions: at work, how often do you feel anxious, at work, how often do you feel angry, and at work, how often do you feel sad. Participants were asked one question about loneliness: Finally, participants were asked one question about happiness at the end of the survey: Taking all things together, how happy would you say you are with your work.

Participants responded on an 11-point Likert scale between zero and ten. Due to the small sample size, responses were coded as negative (responses between zero and four), neutral (a response of five), or positive (responses between six and ten). I created frequency tables by tabulating the percentage of positive, negative and neutral responses for the experimental and control groups for each survey cycle (October, December, March, and June). In this section, I will report on the changes in positive emotions, negative emotions, loneliness and happiness throughout the year for the experimental and control groups. In collecting and analyzing both the qualitative and quantitative data, I found comparing the quantitative data in this way to be the most effective way to understand the differences and similarities between these two groups before, during, and after the intervention.

Positive Emotions. Positive emotions are critical for workplace wellbeing because they were identified as a component of wellbeing and as important in broadening and building knowledge (Fredrickson, 2004; Seligman, 2011). However, models of teacher growth cycles typically report high levels of negative emotions and teaching is considered to be one of the most stressful professions.

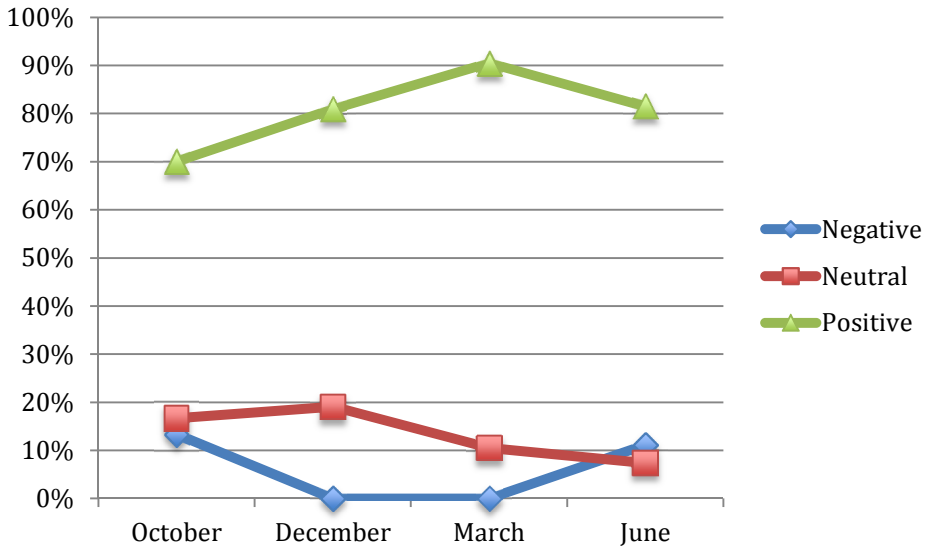

Figure 1. Experimental group's frequency of responses to questions about positive emotions at work during the 2017-2018 school year.

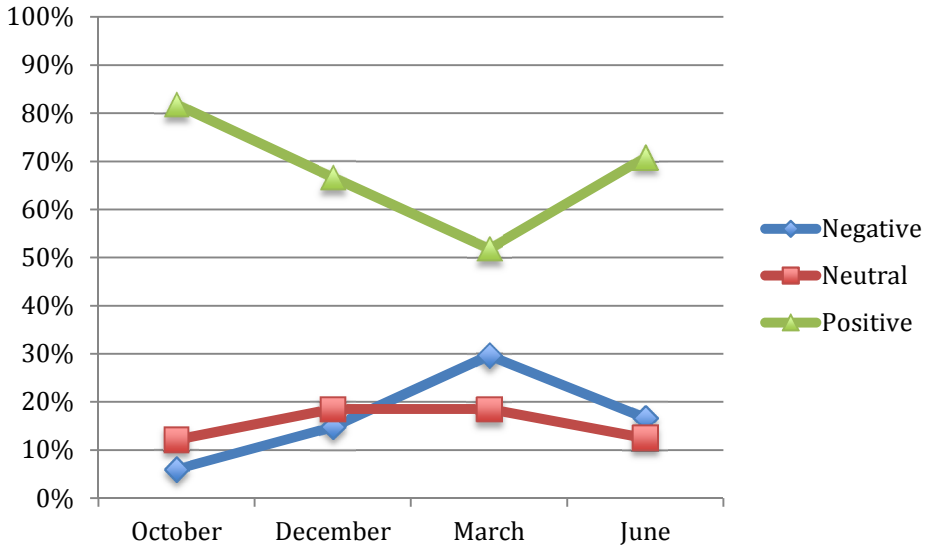

Figure 2. Control group's frequency of responses to questions about positive emotions at work 2017-2018 school year.

In this study, teachers in the both the experimental and control groups experienced changes in their reported positive emotions throughout the year (see Figure 2 and 3). However, the trend for the experimental group's frequency of reporting positive emotions was positive throughout the year while the control group's was more negative. Pre-intervention, the control

group reported experiencing positive emotions at work at higher rates. However, as observed in Figures 2 and 3, the percentage of positive responses in the experimental group experienced increased October and March while the percentages in the control group dropped in these months. Additionally, no experimental teachers reported a negative response during the December (during the intervention) and March (post-intervention) surveys. However, the control group's rates of negative responses to these same questions continued to rise in October and March. In other words, the data suggest the teachers in the experimental group may have experienced an increase in positive emotions while the teachers in the control group experienced fewer positive emotions. Finally, the experimental group's percentage of positive responses dropped in the final survey while the control group's rose. However, the experimental group's responses still remained more positive than in the initial, pre-intervention survey in October. While the experimental teachers experienced a drop in reported positive emotions between March and June, they still reported positive emotions more frequently than the control group and more than in their initial pre-intervention survey.

These data are important to this study because the experimental group's responses are counter to other models of teacher's emotional experiences throughout the year; instead of positive emotions decreasing, these data suggest they may have increased (see Figures 1 and 2). However, these data are similar to reported finding in Seligman's study of positive journaling where he found positive journaling (journaling about what went well and why) was shown to increase positive emotions in participants in the short and long term. Additionally, the control group's responses are similar to reported patterns of new teacher emotions dropping mid-year and slowly rising by the end of the school year. These initial data on positive emotions suggest the mindfulness, positive coaching and positive journaling may have impacted the emotional experience of new teachers in positive ways.

Acknowledging that this is a small and non-generalizable sample, and that we must be cautious with regard to making any assertions about quantitative data in such an instance—it remains an interesting pattern to observe the way that the experimental group's emotions appear to hold steadier and even climbed at certain points in the year in which the control group's

emotions dipped. Similarly the experimental group's negative responses did not experience the same uptick as the year progressed that the control group did.

Small sample sizes present limitations in interpretation of findings (Creswell, 2009). But while I am cautious about inferences in any quantitative findings for a small group and single study, the findings do indicate promise and reveal an interesting pattern that holds consistent with existing studies on the emotional resiliency developed by positive psychology and/or mindfulness interventions (Seligman, 2015; Roeser et al., 2013). Additionally, the integration of qualitative and quantitative data in mixed method studies provides internal validity by triangulating data across these multiple data sources (Ivankova, 2015).

To further understand the impact, if any, of these positive interventions on new teachers, I will next look at the frequency rates of questions about negative emotions.

Frequency of Negative Emotions. Negative emotions in high amounts contribute to stress and are believed to narrow thinking to only what is needed for survival (Fredrickson et al, 2000). While negative emotions can be valuable, models of teacher growth cycles typically report high levels of negative emotions (Bullough, 2009; Moir, 2011, Ryan, 1986). In this study teachers were asked three questions about negative emotions: one question about anxiety, one question about anger, and one question about sadness. It's important to note these should be thought of as reverse scored because participants were asked to report the frequency of these negative emotions. For example, a positive response on these questions indicates the teacher reports the presence of these negative emotions such as anxiety, sadness and anger while a negative response indicates a low prevalence of these negative emotions.

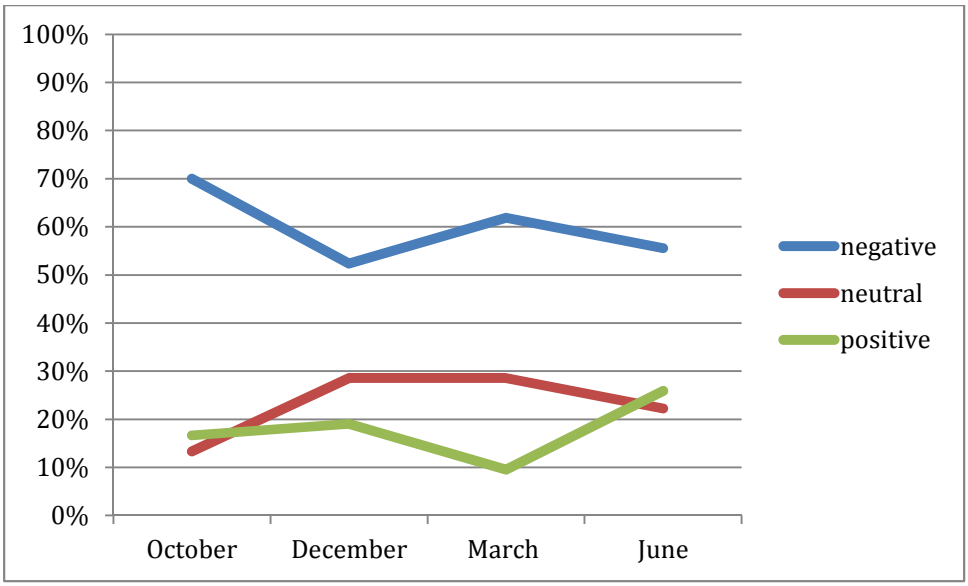

Figure 3. Experimental group's frequency of responses to questions about negative emotions at work during the 2017-2018 school year.

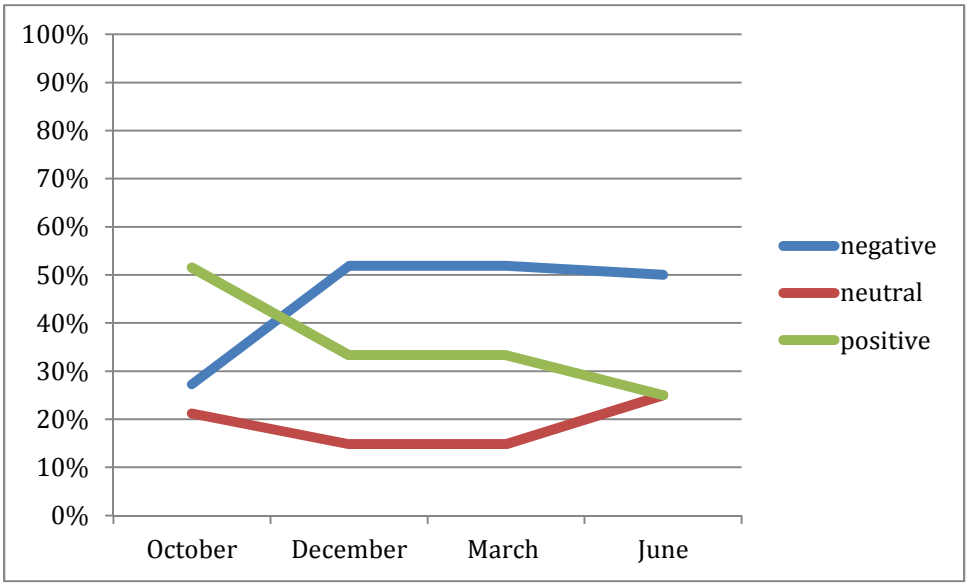

Figure 4. Control group's frequency of responses to questions about negative emotions at work 2017-2018 school year.

Similar to positive emotions, both the experimental and control groups reported changes in their negative emotions. The frequency of reported negative emotions was higher in the pre-intervention survey for the control group (52 percent) than the experimental group (17 percent). The experimental group's frequency of reported negative emotions increased slightly during the intervention (from 17% to 19%), then dropped to 10 percent in March and increased to 26 percent

in June (see Figure 3). While the control group's frequency of reporting negative emotions were much higher before the intervention, they did continuously drop throughout the school year, ending at 25 percent in June, just slightly lower than the experimental group (see Figure 4).

It is challenging for me to analyze the patterns in these data because the two groups began with such differences in reporting negative emotions before the intervention. However, the levels of negative emotions in the experimental group remained somewhat stable throughout the year, despite increases in positive emotions. In analyzing these data in comparison to the reports of positive emotions, I feel reiterating some realities about the complexity of emotions is helpful in understanding these data. Teachers may feel contradictory emotions simultaneously within the classroom (Bullough, 2009). For example, a teacher may feel happiness at the whole classes success yet worried about the low achievement of one particular student. These data do align with the overall descriptions of positive and negative emotions teachers reported experiencing. For example, teachers reported feeling happy at the progress their students made while also feeling worried that they weren't making enough progress to be successful in the next grade level.

Frequency of Loneliness in the Workplace. Loneliness in the workplace is a negative emotional response to perceptions of isolation at work. Participants were asked an additional question about loneliness. Again, these responses are reverse scored meaning that a positive response indicates feelings of loneliness. For this study, I am considering loneliness at work an emotional experience. However, I also believe it relates to the experience of relationships in the workplace. The presence of positive relationships in the workplace is important. First, relationships are an aspect of wellbeing (Seligman, 2011). Secondly, they are a critical component of resiliency (Reviech, 2003).

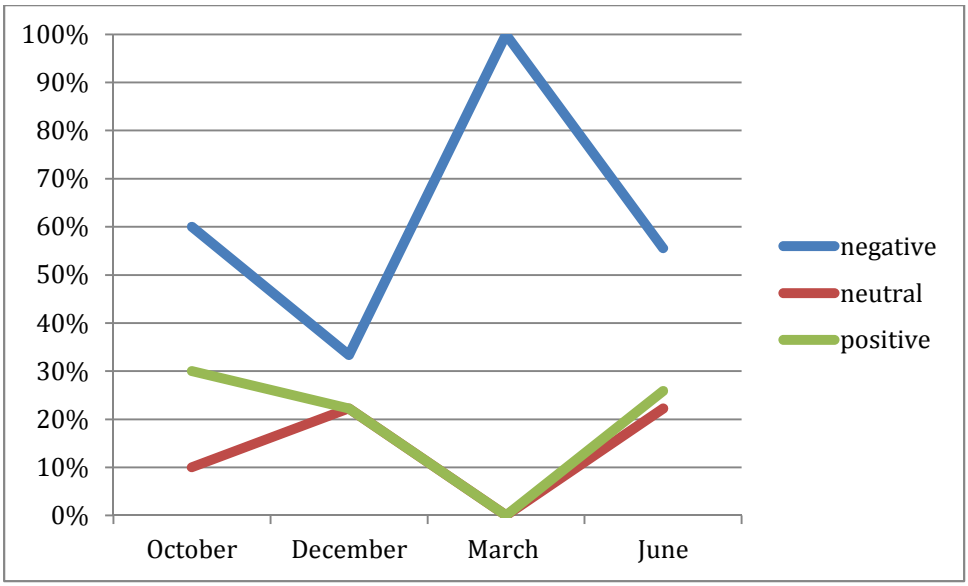

Figure 5. Experimental group's frequency of responses to questions about loneliness at work during the 2017-2018 school year.

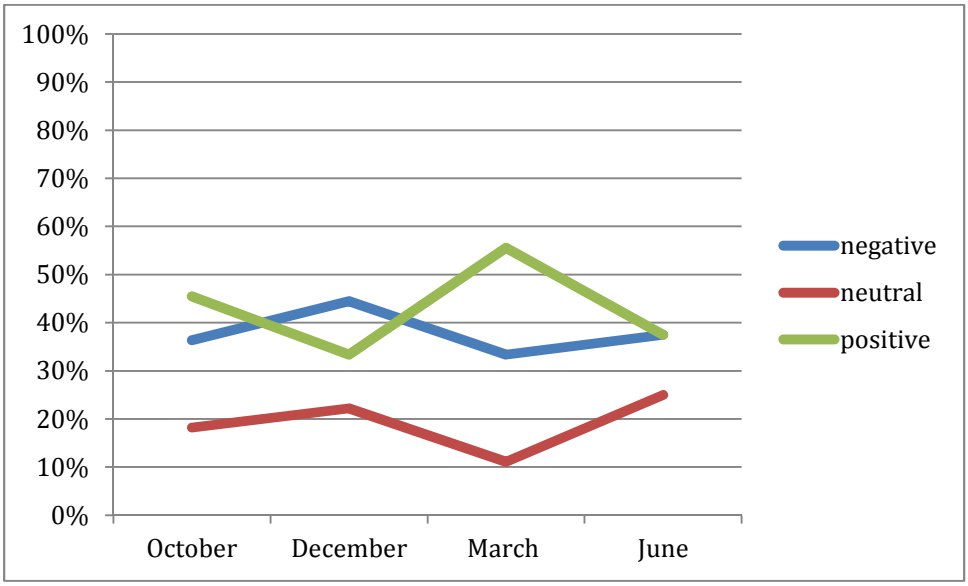

Figure 6. Control group's frequency of responses to questions about loneliness at work 2017-2018 school year.

Similar to the other emotions reported here, the emotion of loneliness changes throughout the year for teachers; however, there are important differences between the experimental and control groups. The experimental group reported some loneliness in October, the experimental group's frequency of loneliness was 30 percent while the control group's was 45

percent (see Figures 5 and 6). However, the experimental group's frequency of reporting loneliness decreased to 29 percent during the intervention in December and to 0 percent in March (with no participants reporting feelings of loneliness) before increasing to 33 percent in June. The control group's loneliness also decreased in December to 33 percent from 45 percent in October. However, it then increased to 56 percent in March before decreasing to 38 percent in June.

The initial data on loneliness suggest that, like other emotions, perceptions of loneliness change throughout the year. Interestingly, the experimental group reported no loneliness at the same time the control group reported the most loneliness experienced all year—at a typically difficult point in the year midway through the second semester. Again, the sample size here limits claims about the statistical significance of these findings;, however, there is clearly an observed pattern of dramatic differences in these groups during and after the intervention. While it cannot be said it is statistically significant due to the small sample size, this interventions appeared to bolster positive emotions for the experimental group at a time when prior models of teacher emotions, like the attitudinal phases of first year teachers by Moir (1991), have shown are the most challenging. This change was not found in the control group, suggesting the positive value in the interventions.

Frequency of Happiness. Participants were asked one question about their overall happiness at work. Happiness is considered a positive emotion and as noted above, positive emotions may have a positive impact on work performance by possibly contributing to our workplace wellbeing and broadening and building our knowledge. The experimental group reported high levels of happiness all year long while the control group's waned throughout the year.

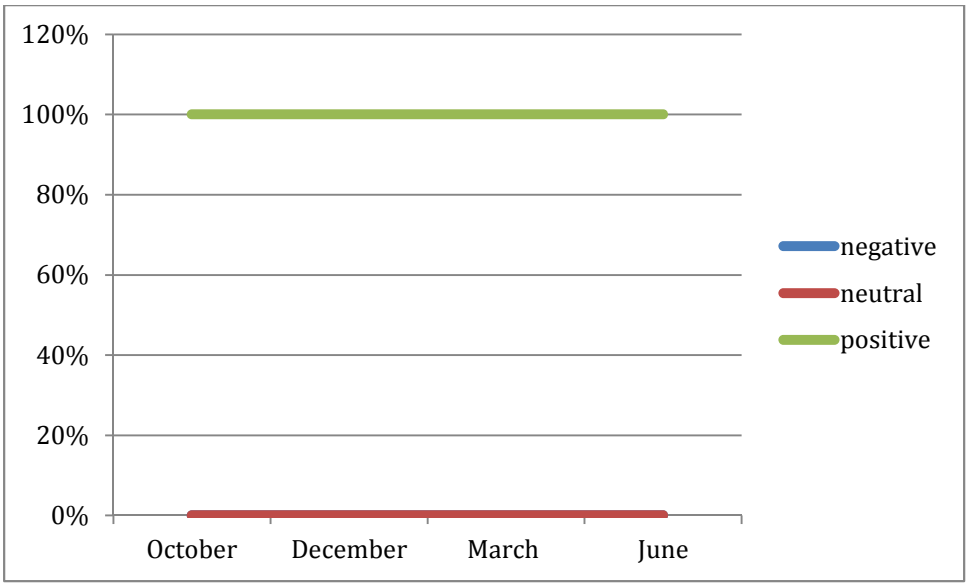

Figure 7. Experimental group's frequency of responses to questions about happiness at work during the 2017-2018 school year.

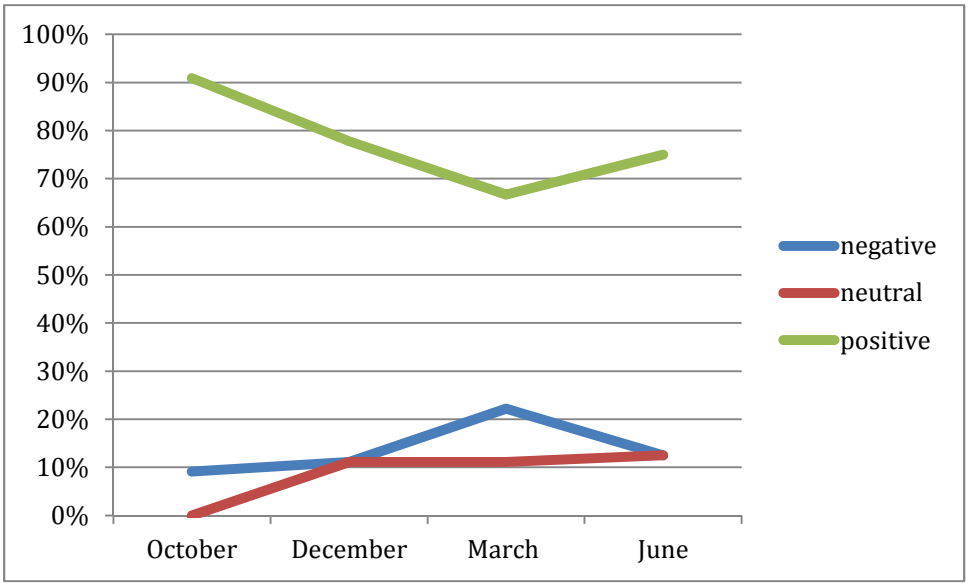

Figure 8. Control group's frequency of responses to questions about happiness at work 2017-2018 school year.

Participants in the experimental group all gave a positive response 100 percent of the time all year long (see Figure 6). Participants in the control group, reported a similar frequency of happiness at the beginning of the year, with a 91% positive response pre-intervention (see Figure 7). However, the percentages of positive responses dropped in the control group in December to

78 percent and in March to 67 percent before finally increasing to 75 percent in June (see Figure 7).

Not surprisingly, these data follow the pattern of responses for the other data set on positive emotions. These data suggest both groups began the school year with a not dissimilar high frequency of reported happiness. However, these data also suggest the experimental group's positive emotions remained stable and positive throughout the year while the control group's positive emotions waned mid-year and continued to dip until the very end of the year just as school was letting out.

Again, the experimental group and control group's responses suggest the control group's happiness followed prior models like the attitudinal phases of first year teachers (Moir, 1991). Within this model, teachers begin the year with anticipation, then plummet into disillusionment mid-year before climbing again to anticipation by the end of the year (Moir, 1991). However, the experimental group's happiness remained constant throughout the year. These data suggest the positive interventions may have had a beneficial impact on happiness and positive emotions in the workplace for the experimental group.

Research Question 2: Impact of intervention on teacher wellbeing

This study aims to look at wellbeing holistically as a construct of a variety of conditions. Interventions participating teachers in the experimental group used were designed to address the dimensions of Seligman's model of wellbeing as a construct of positive emotions, engagement, relationships, meaning, achievement and health. The positive journaling was selected intentionally for its potential to increase positive emotions and to increase engagement with work, reflect on the impact of instructional practice, identify successes, and bolster relationships with their TISP coaches. As discussed earlier, quantitative and qualitative surveys were collected at four points in the year, 10 teachers and all coaches were interviewed and teacher journals were collected. In this section, I will analyze these data to understand how the interventions impacted overall wellbeing in order to address the research question, "How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive

psychology, and learning about mindfulness, impact new teachers' sense of well-being." First, I will review the qualitative data analysis and findings for each aspect of wellbeing. Next, I will review the quantitative data collected from teachers about their wellbeing.

In order to address the research question, "How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive psychology, and learning about mindfulness, impact new teachers' sense of wellbeing?" I collected teacher journals, survey data, and teacher and coach interviews were collected. In this section, I will report on the analysis of these qualitative and quantitative data. First, I will discuss the analysis and findings of the qualitative data related to the impact of the intervention on the emotional experience of new teachers. These data include free responses included at the end of the workplace wellbeing profiler, transcribed interviews from participating teachers and coaches, my own transcribed field notes, and, lastly, one journal from a teacher in the experimental group. Next, I will discuss the analysis and results of the quantitative data, which were collected in the workplace wellbeing profiler. This quantitative survey provides wellbeing data from participating teachers in the experimental and control groups at four points during the year (October, December, April and June).

Qualitative Data on Impacts of Positive Interventions. Teachers in the experimental group noted positive impacts to aspects of wellbeing, most notably to positive emotions, relationships, meaning and achievement. Teachers reported positive benefits to their positive emotions in the classroom as a result of positive journaling, positive coaching, and use of mindfulness practices. Teachers in the experimental group also discussed positive relationships as well. Finally, teachers discussed the positive journaling and coaching regularly highlighted positive aspects of their practice, which improved their sense of achievement.

Teachers in the experimental group noted an increase in positive emotions that resulted from participating in the three good things positive journaling. Though teachers noted that thinking of three good things that occurred during the week was challenging, the activity generally produced positive emotions around their teaching practice, students, and classroom. One teacher in the survey noted it increased their happiness throughout the year. While teachers generally

described the experience as feeling like a positive experience, they often described this in relation to their sense of achievement and their positive relationships at work with their coach and their colleagues.

Achievement and Relationships. Teachers also discussed the three good things had positive impacts on their relationships and their sense of achievement. One coach noted that beginning the conversation with highlights and celebrations from the week helped the teachers she supports identify positive aspects of their teaching practice:

> …Usually it takes some think time and then they'll find that they have not only one thing, but multiple things going well. They're usually saying 'Well this is really little but ...' but still it is something worth celebrating. I think that's been really really helpful.

Aaliyah, a second-year kindergarten teacher, brought the practice to her grade-level team and they started beginning their lunch break with positive things that occurred in the day:

> I feel like when we talk to people, it's about what's not going well. And one thing I noticed with our kinder lunch table, is that we were bringing stuff up that were negative, and things that were not going well. And so I just said you guys, you need to stop complaining, and I know I complain and that's something that's a new year's resolution for myself, to find more things that I'm grateful for instead of complaining about everything. Really, it did get to that point where I was like okay really, find what's good and what you're grateful for. So at lunch, we did start to go around the table and every person says one positive thing about the day.

Aaliyah described this experience as being positive for workplace relationships in that the daily practice was encouraging to her, "…because if you're negative all the time, that's just going to bring you down even more. Instead of build you up, because you want to be building up instead of tearing down."

In the qualitative survey, one teacher noted, "It helps to keep my teaching in perspective because there are positives that are happening, despite the negatives that may fill my mind." Another teacher noted, "It was a good reminder that it wasn't all hard." Additionally, another teacher stated, "I always let myself focus on the negative things that are happening way more

than anything else. It helps to take a breath and just listen to the good things that I am doing to reassure myself as a teacher."

Participants noted that simply thinking of three good things was beneficial, but sharing them with their coach has additional positive aspects. In the qualitative survey, teachers also noted the benefits of sharing their journal with their coach, both in the positive aspects of their relationship and their coach helping them understand the significance of these events. One teacher described this experience as helpful, "The experience of sharing three positive aspects of each week with my TIPS coach is cathartic and relaxing, as they have either experienced the same feelings, or/and are interested in learning more." Another teacher stated, "There are time where it is extremely hard to find 3 good things that happened. However, it helps to celebrate even the smallest things with my coach to remind me that I am doing a good job with my students."

Quantitative data on impact of positive interventions. Data were collected on through the workplace wellbeing profiler (see Appendix C). The profiler included three questions about each aspect of wellbeing in Seligman's construct (positive emotion, engagement, relationships, meaning, achievement, and health) (see Appendix C). Participating teachers took the survey four times during the 2017-2018 school year: October (pre-intervention), December (during the intervention), March (post-intervention), and June (post-intervention). Participants responded on an 11-point Likert-scale. Responses between six and ten were coded as a positive response, a five was coded as a neutral response, and responses between zero and four were coded as a negative response. The figures and discussion here report on the frequency of positive, neutral, and negative responses to the questions. Each assessed aspect of wellbeing will be discussed in the following sections.

Positive emotions. As discussed in the earlier section on the overall changing emotions of new teachers, participants in the experimental group were found to have experienced positive changes during and after the intervention (see Figures 1, 3, and 7). While both the control and experimental groups began the study with a similar frequency of positive responses to questions about feelings at work of happiness, joy, positivity, contentedness, the experimental groups

frequency increased during the intervention while the control group's decreased (see Figures 1, 2, 3, 4, 5, 6, and 7). These data suggest a trend for the experimental group that is different than the most commonly known patterns of teacher emotions, which suggest positivity wanes mid-year (Bullough, 2009; Moir, 2011), similar to the responses of the control group.

Engagement. Engagement is an aspect of wellbeing that refers to one's positive feeing of involvement and absorption (Seligman, 2011). Engagement often accompanies positive emotions and can be a critical aspect of work satisfaction. Three questions about engagement were asked in which participants rated how often they felt absorbed in their work, excited and interested in their work, and lost track of time doing something they enjoyed at work. Engagement in the workplace is not only an aspect of wellbeing, disengagement is considered an indicator of professional burnout.

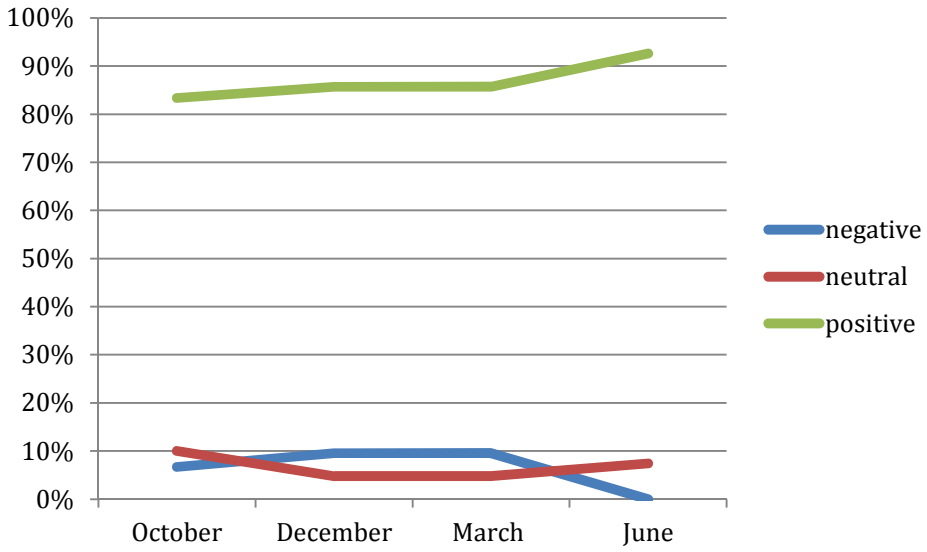

Figure 9. Experimental group's frequency of responses to questions about engagement at work during the 2017-2018 school year.

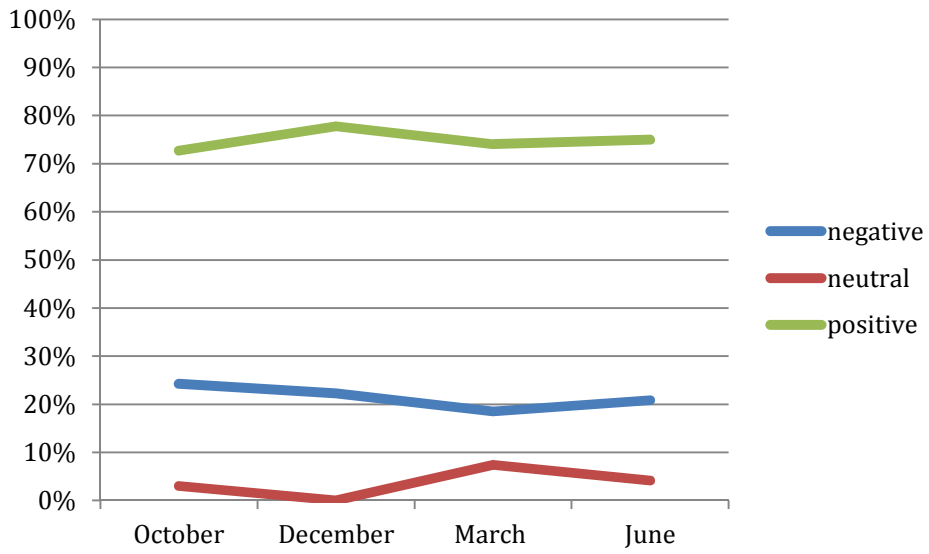

Figure 10. Control group's frequency of responses to questions about engagement at work during the 2017-2018 school year.

Figures 9 and 10 show the changes in frequency of reported engagement for the experimental and control groups, respectively. Both groups began the year with different reported frequencies of positive engagement. The control group's frequency of reported engagement was 75 percent whereas the control group's reported frequency was 83 percent. However, looking at the overall changes in frequency of reporting positive engagement, the control group increased by 2 percent over the course of the year whereas the experimental group increased by 10 percent. Looking also at the frequency of negative responses to questions about engagement, the experimental group ended the year with no teacher's responding negatively to the engagement questions, whereas 21 percent of the control group's responses were negative when asked about engagement.

Taking all these data together, the experimental group's data shows a modest gain in engagement while the control group shows a stable level of engagement. Additionally, the majority of responses for both groups suggest both groups maintained high levels of engagement throughout the year. Given that decreases in engagement could potentially be indicators of professional burnout, these high and steady levels of engagement are positive signs that all participating teachers remained engaged and interested in their work, despite fluctuating

emotional experiences. However, the experimental group's larger gains in engagement are interesting with respect to the potential of the intervention toward engagement.

Relationships. Positive relationships are a component of wellbeing. As discussed earlier, Seligman (2011) stated that only a small amount of what is perceived as positive is solitary because many of the good things in life occur or are enhances within the context of relationships. When we laugh it is often with others, when we celebrate we do so with other people.

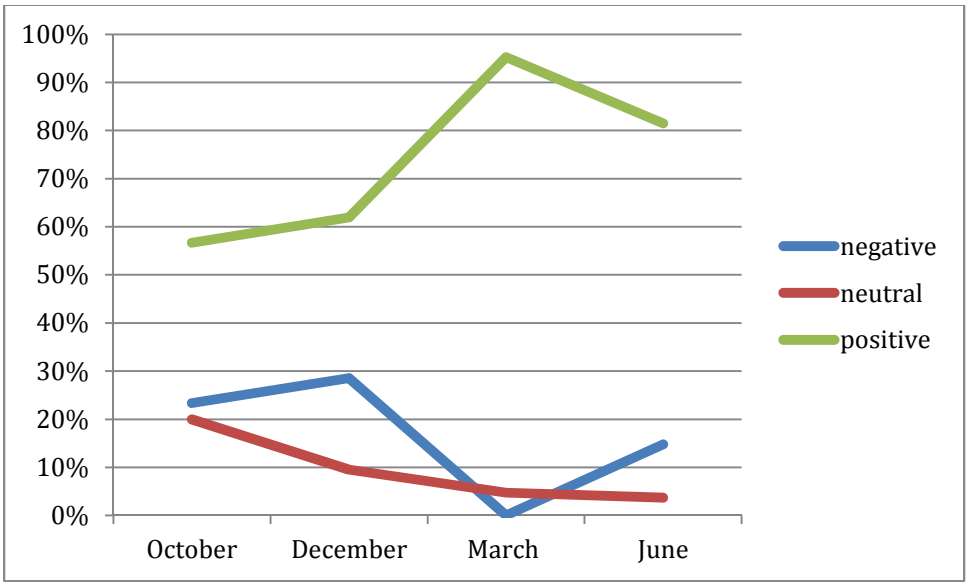

Figure 11. Experimental group's frequency of responses to questions about relationships at work during the 2017-2018 school year.

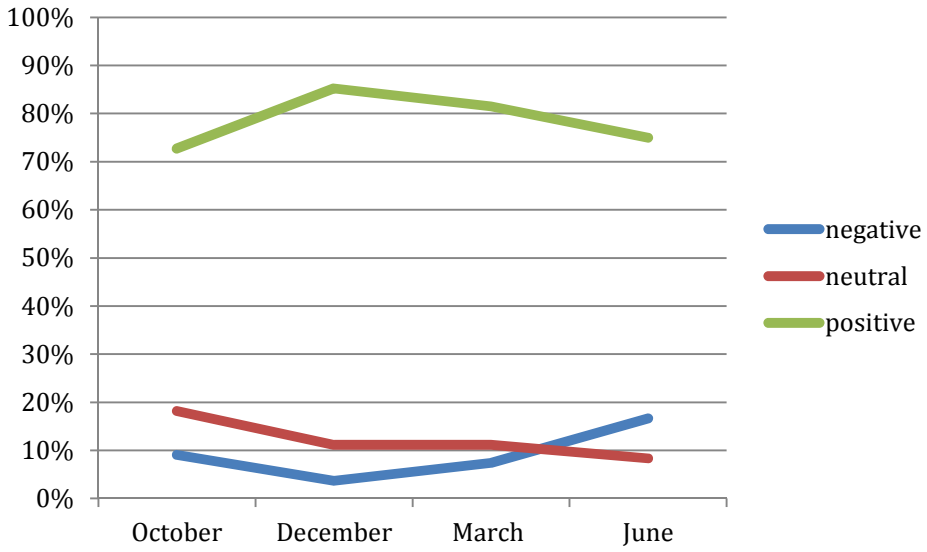

Figure 12. Control group's frequency of responses to questions about relationships at work during the 2017-2018 school year.

The interventions were designed to intentionally support bolstering the positive relationship with coaches by encouraging teachers to share these journals with the peer coaches. Additionally, the journals could also have been places where teachers reflected on the impact of positive aspects of their relationships with students and the inclusion of the additional question, "Why are your three good things important for students" allows for further reflection on how their actions are positively impacting their students. These journals could also have been places where teachers reflected on the importance of collegial relationships in providing support and encouragement. In order to support understanding the participants' perceptions of their relationships at work, they responded to three questions on the survey, which asked them to rate to what extent they receive the help and support they need at work, to what extent they feel appreciated by their coworkers, and how satisfied they were with their relationships at work.

Participants in both groups experienced changes in the frequency of reporting positive relationships at work, however, the experimental group reported a more positive increase than the control group (see Figures 11 and 12). The control group's frequency of reporting positive relationships at work was initially higher (73 percent) then the experimental group (57 percent) when assessed pre-intervention in October. Additionally, the control group's did increase in

December to 85 percent before declining to 81 percent in March and ending the year at 75 percent. However, the experimental group's increased to 62 percent in December and sharply increased to 95 percent in March before falling to 81 percent at the end of the year. Still, the experimental group's overall frequency gains in reporting positive relationships increased by 24 percent whereas the control group's increased by 2 percent. Overall, the experimental group's frequency of reporting positive relationships increased more than the control group's during the course of the year, suggesting the interventions were successful at increasing positive relationships. Given that an aspect of the intervention was designed to support a more positive relationship between the coach and the participant, it could be an indicator that positive coaching could increase teacher perceptions about feeling supported and encouraged at work.

Meaning. As discussed earlier, many teachers enter the profession seeking a career that provides meaningful and purposeful work yet struggle to sustain this over the course of the year. Meaning is an aspect of wellbeing characterized by having a sense of purpose. Participants were asked three questions during each survey in October, December, March and June to rate to what extent their work is purposeful and meaningful, to what extent their work is valuable and worthwhile, and to what sense they feel they have a sense of direction in their work.

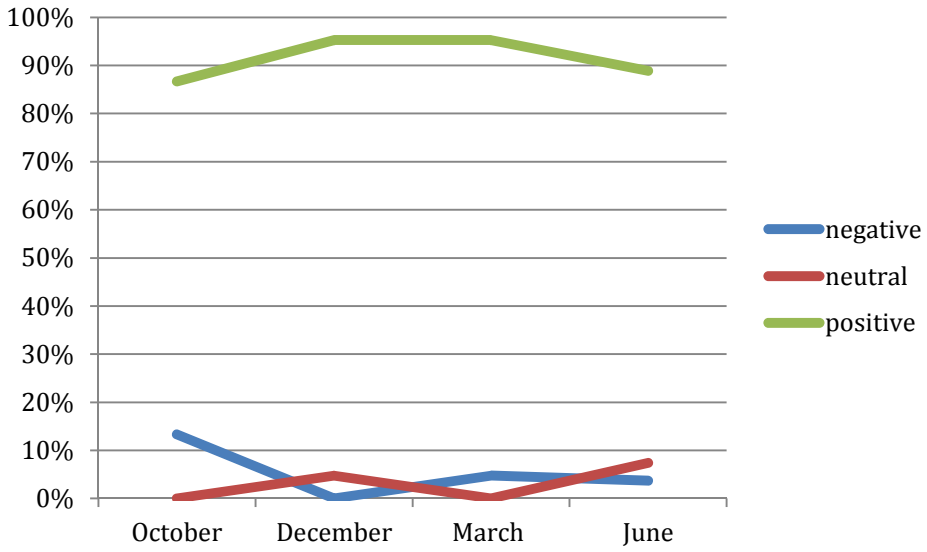

Figure 13. Experimental group's frequency of responses to questions about meaning at work during the 2017-2018 school year.

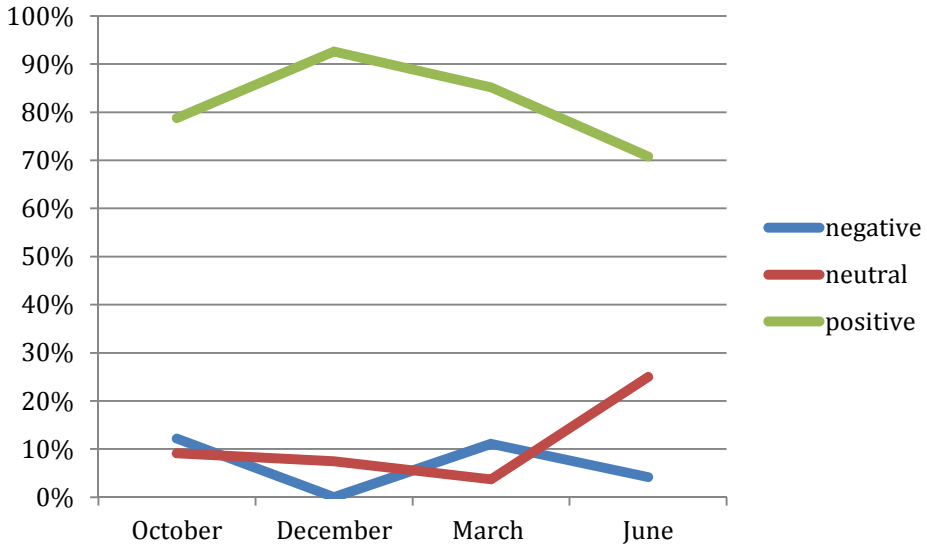

Figure 14. Control group's frequency of responses to questions about meaning at work during the 2017-2018 school year.

Similar to other aspects of wellbeing, the frequency of positive responses to questions about meaning varied during the year for both the experimental and control groups (see Figures

13 and 14). In October, participants in both the experimental and control groups had similar frequencies, 87 percent and 79 percent, respectively. Both groups also experienced increases during the intervention with the experimental group's frequency increasing to 95 percent and the control groups also increasing to 93 percent. However, the control group's declined in March and June, ending at only 71 percent, lower then their response rate in October. The experimental group's frequency stayed the same in March and dropped in June, ending at 89 percent, lower than the month before but still a higher frequency than they had when they began the year.

Taken all together though, both groups' data shows high levels of purpose and meaning being reported throughout the year and both show a decline towards the end of the year. However, the experimental group's does show a slight upward trend while the control group's overall frequency of positive reporting of meaning shows a more negative trend over the course of the year. My hope was that in adding the question to the experimental group's journal about how their good things impacted their students, it might more directly connect the teacher's experience to positive student outcomes. It is possible the positive interventions were successful in providing opportunities for this reflection.

Achievement. Achievement in the workplace is an aspect of wellbeing connected to our feelings of mastery at tasks and our sense that we can do our jobs well. I believe it is related to our self-efficacy in that our sense of achievement in the workplace reflects our perceptions that we can achieve goals we set out to complete and do important things well. Achievement can be long-term (such as achieving a career goal) and short-term (completing daily tasks).

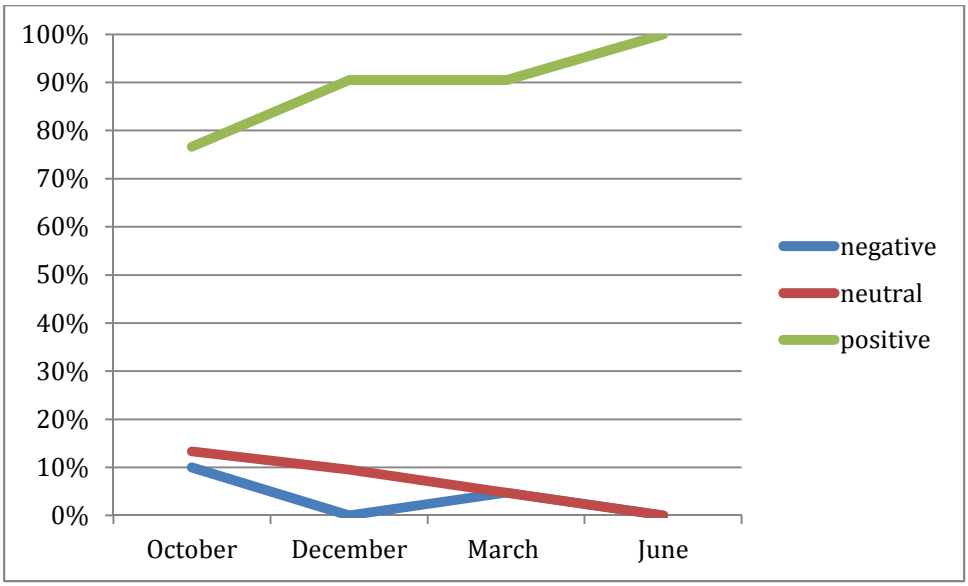

Figure 15. Experimental group's frequency of responses to questions about achievement at work during the 2017-2018 school year.

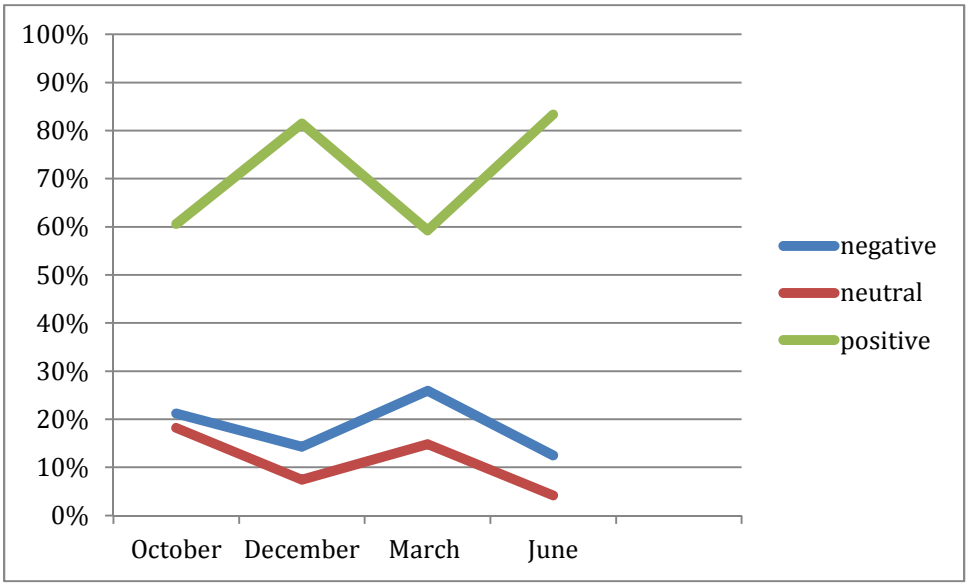

Figure 16. Control group's frequency of responses to questions about achievement at work during the 2017-2018 school year.

Maggie, a brand new math teacher, described to me her long-term goals as seeming daunting every day, "It's very frustrating. I feel like I know a lot about teaching but I don't have the skills yet. It's like being able to understand a language but not being able to speak it. I'm so desperate to be a better teacher right now." My hope was that the journals would be a place

where participants could recognize daily growth for themselves and their students and increase their sense of self-efficacy and achievement. To assess this, teachers were asked about their sense of achievement by rating how often they feel they are making progress towards their work-related goals, how often they achieve important goals they have set, and how often they can handle their responsibilities at work.

Similar to all other aspects of wellbeing, participants in both the experimental and control groups experienced changes achievement and the experimental group reported a more upward trend than the control group (see Figure 15 and 16). For the experimental group, the frequency in which they reported a positive sense of achievement began at 77 percent in October, climbed to 90 percent during the intervention, remained at 90 percent and rose to 100 percent by June. The control group experienced fluctuations in the frequency of their positive reports of achievement. In October the frequency they made a positive report of achievement was 61 percent. This frequency rose to 81 percent in December, fell to 59 percent in March and climbed again to 83 percent in June. Both groups made very similar overall gains over the course of the year, however the experimental group did not experience the sharp drop the control group did. These data make sense given that the positive journaling asked teachers to reflect regularly on the successes within their classroom and the impact of these successes on students. These successes were then shared and savored with TISP coaches. Not surprisingly, the experimental group continued to feel more and more successful. These interventions show promise very clearly for bolstering and sustaining new teachers sense of self-efficacy.

Health. Health is also an aspect of wellbeing that is pursued for its own aims and has more recently been added to Seligman's understanding of wellbeing. The topic of health often comes up in my coaching as teachers become sick throughout the year and work in high stress conditions that may weaken their immune responses. Additionally, chronic illness can be a symptom of burnout and should be understood as an aspect of overall wellbeing for teachers. Teachers were asked to rate their perceptions of their health in three questions that asked how they would rate their overall health, how satisfied they were with their health, and compared to others their same age and sex how healthy they thought they were.

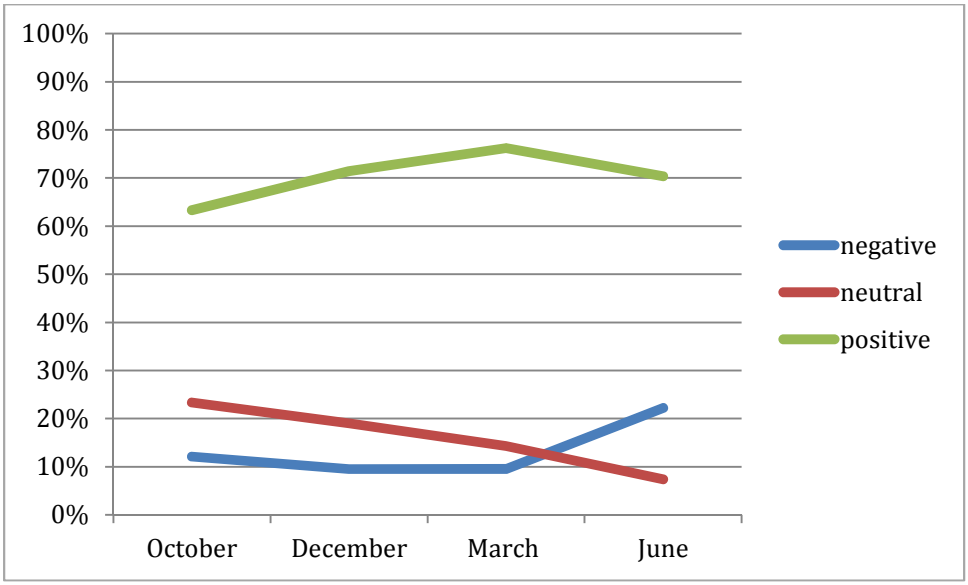

Figure 17. Experimental group's frequency of responses to questions about health at work during the 2017-2018 school year.

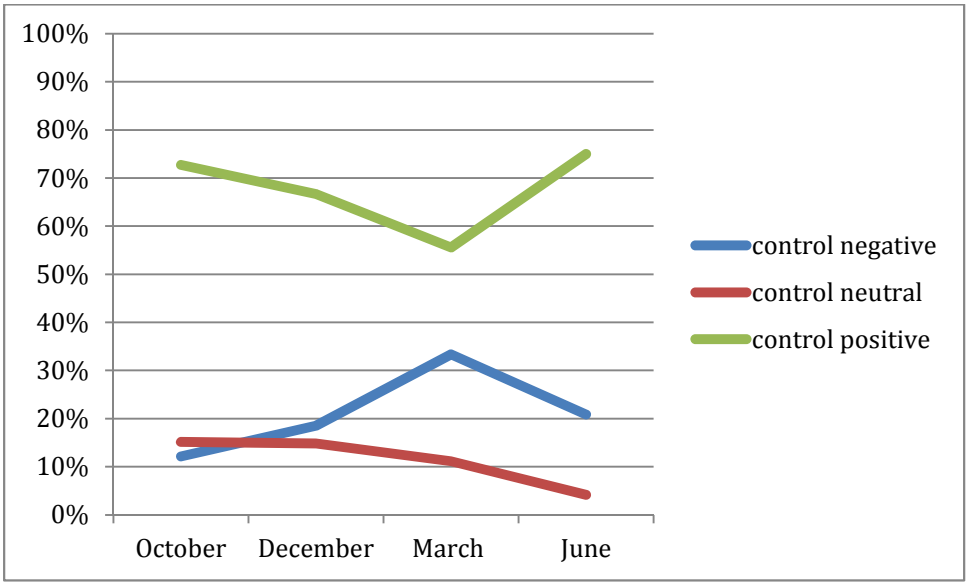

Figure 18. Control group's frequency of responses to questions about health at work during the 2017-2018 school year.

As seen in Figures 17 and 18, participants perceptions of their own health varied throughout the year. The experimental group's frequency of reporting a positive view of their health shows a more positive trend. Participants positive views of health increased in the experimental group during the intervention in December and after the intervention in March

before dropping to 70 percent in June. The control group's frequency of a positive report of health was initially higher (73 percent) than the experimental group in October however, this frequency dropped to 67 percent in December and 56 percent in March before ending at 75 percent. The control group's frequency of a positive response to questions about health increased two percent between October and June whereas the experimental group's changed by 7 percent.

Again, the control group follows a pattern similar to patterns of teacher emotions during the year where teachers begin the year feeling well but this wellbeing declines throughout the year before climbing back up again towards the end of the year. The experimental group's gains in their perceptions of their health runs counter to the claim that the middle of the school year is a time when teacher's health suffers.

Overall PERMAH. Finally, the overall wellbeing taking the PERMAH (positive emotions, engagement, relationships, meaning, achievement and health) were looked at all together (see Figure 19). In order to examine the entire wellbeing of the participants, I examined the frequency of positive responses for each of these dimensions of wellbeing.

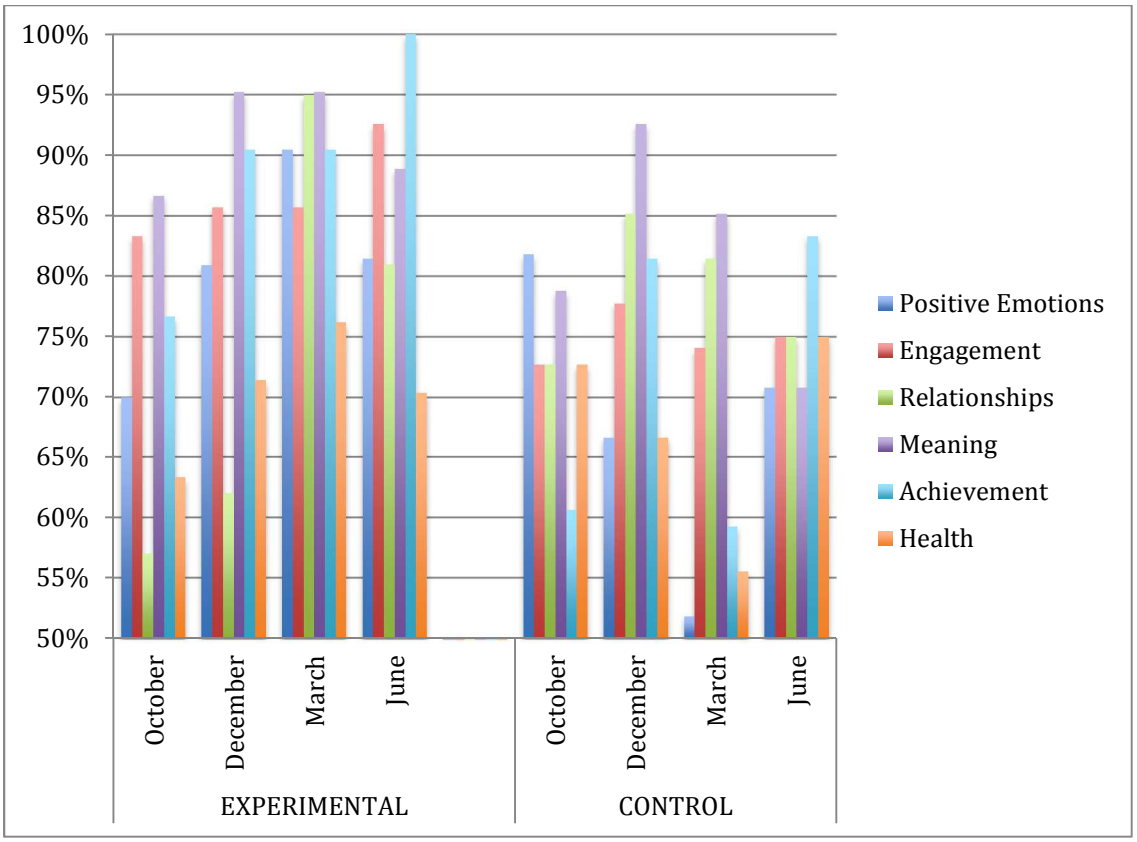

Figure 19. **Overall Wellbeing frequency of positive responses to questions about positive emotions, engagement, relationships, meaning, achievement, and health at work during the 2017-2018 school year.**

Examining all the frequencies of positive reports of each dimension shows the differences between the groups as well as each groups changes over the course of the year. First, the experimental group's frequency of reporting positive wellbeing is higher then the control groups in most measure after the intervention including positive emotions, engagement, relationships, meaning, and achievement. Additionally, figure 19 illustrates some key differences such as the higher levels of positive emotions in the experimental group. Because these dimensions of wellbeing are interconnected, it is not surprising that increases in some resulted in increases in all. This graph also illustrates some key strengths of both groups. Relative to the other dimensions of wellbeing, meaning stands out as a general strength of both groups in October,

December and March. Positive emotion stands out as a stronger aspect of wellbeing at the end of the school year in June.

Research Question 3: Impact of Intervention on Instructional Practice

In order to understand the research question, "How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive psychology, and learning about mindfulness, impact new teachers' instructional practice?," teachers in both the experimental and control groups were interviewed, coaches were interviewed, and some qualitative questions were added to the surveys—therefore all data in this section is qualitative. In the interviews, coaches and teachers were asked if they used the intervention practices and about this experience. In the qualitative survey, teachers were asked if the intervention impacted their instructional practice.

Based on these data, two themes emerged from the data. In the first theme, teachers noted the interventions had a positive impact on their self-efficacy within their teaching practice. This included teachers noting positive journaling and positive coaching had a positive impact on teachers' instructional practice as it provided a way for teachers to highlight what was working in their practice. The second theme was that teachers reported positive impacts to their class environment as a result of the mindfulness practices.

Theme 1: Positive Interventions as a source of self-efficacy and positive emotions in teaching. The positive interventions (positive journals, mindfulness workshop, and positive coaching) were found to also support increases in self-efficacy and positive emotions about self-efficacy. It should also be noted that the control group identified some benefits to keeping a list of things (positive, negative, or neutral) that occurred during the week. However, as I will discuss below, experimental group reported far more positive benefits throughout and after the intervention.

Positive Journaling and Positive Coaching. In November, all participants were asked to write down three things about their week and invited to share this with their coaches during their weekly coaching meeting. Experimental group participants were asked to write down three things

that went well and to reflect on why these things were important for students. Control group participants were asked to simply write down three things about the week, positive, negative or neutral. Coaches decided to respond with the same Mentoring Matters style of cognitive coaching which includes paraphrasing to affirm all statements and open-ended questioning to support teacher reflection.

Control Group Journals and Coaching. The control group reported a good place and reflecting, record things to talk to coach about. Again, the completion rate for these journals was very low, making it difficult to assess any possible benefits The control group generally reported it was useful to complete some kind of formal reflection during the week. Maya, a first-year Science teacher stated, ‘”It's a reflection. Let's just say it's reflective for me of the day—what didn't go well, what do I need to do differently tomorrow. That's kind of how it ends up being.” Isabella, a second year Special Education teacher read the prompt closely which stated responses could be positive, negative or neutral. She said this was a reminder to also include some positive things in her reflection and that this was a good reminder to also look for the positive things in her practice.

Within the qualitative survey there were only two comments from participants in the control group and both comments spoke to the impact the sharing aspects of their week with their coach. One person shared that they had not completed the journals but did discuss what happened in the classroom and “in life” weekly with their coach. The other participant described it as a relief, “A relief, my coach is very supportive even though I do not feel successful.” Emma, a first-year art teacher, also commented that the coaching was positive because she needed support but didn’t want to burden peers, “It's good…I burden the other teachers but I want to give them their space sometimes. I'll go over and they give me tips and stuff, but sometimes it's good to have just a main person that I get stuff to.” These comments from the control group do illustrate new teachers need for support and the value they found in meeting weekly with a peer coach, yet neither comment speaks to an increases in self-efficacy and any emotional responses connected to self-efficacy.

Experimental Group Journals and Coaching. Participants in the experimental group described some difficulties completing the task but also reported benefits to their self-efficacy as

a result of completing the journals and sharing them with their coaches. As noted at the beginning of this chapter, there was a higher percentage of completion of the experimental journals and/or discussing it with a coach than the control journals.

Teachers described some difficulties completing these notes. One teacher in the survey described it as, “It’s ok, but it seems like one more thing I have to remember to do.” Others described it as challenging and hard to complete because negative things often are the focus of our internal reflection, “Finding 3 good things that occurred during the week is challenging. It's not that good things aren't happening, but that they are hard to focus in on when there are other negative things that consume my thoughts.”

However challenging, participants did the practice and more importantly described some key benefits to this practice. One teacher said, “It was hard to complete, but worth it to think of 3 positives.” Throughout the course of the year teachers in the experimental group noted their own negativity bias, their tendency to place emphasis on what isn’t working rather than what is working, “Yes. It helps to keep my teaching in perspective because there are positives that are happening, despite the negatives that may fill my mind.” Another teacher described the journaling as, “Great…The benefits are obvious. It's so easy to forget what went well and just press forward towards what you are still trying to do.” In the March survey, another teacher hypothesized it increased their happiness over the course of the year, “I would think it would raise the scores about overall happiness if I was to know what my past entries to this survey are.” Aaliyah, a first-year kindergarten teacher, speculated that thinking of three good things was a positive way to build a practice, instead of continuously critiquing her practice, “…If you're negative all the time, that's just going to bring you down even more….because you want to be building up instead of tearing down, so we don't burn out. Because we love our work, we love our kids.”

Participants (teachers and coaches) also found positive benefits to positive coaching. For this study, I am considering positive coaching as coaching focused on addressing aspects of wellbeing and not just on fixing problems and addressing areas of growth. One participant noted in the qualitative survey that sharing it with a coach increased positive emotions about good things happening in the classroom, “I enjoy sharing my 3 good things with my coach because she

makes me feel even better about the good things that are happening in my classroom." When asked about the experience of sharing their journals with their coaches, another teacher also noted benefits to the way they think about their practice, "I enjoy that I'm constantly being reminded that teaching is about seeing what works and what doesn't and just learning from it." In the March survey, which occurred almost two months after the intervention ended, a participant stated, "There are time[s] where it is extremely hard to find 3 good things that happened. However, it helps to celebrate even the smallest things with my coach to remind me that I am doing a good job with my students."

THEME 2: Mindfulness, Self-Efficacy and Positive Class Environment. The participants in the experimental group as benefitting instructional practice identified mindfulness practices. These benefits were observed in all data cycles after the mindfulness training in December, March and June. Participants identified two major benefits to their instructional practice. First, participants identified benefits to their own sense of self-efficacy in the classroom and their emotional regulation skills. Next, participants identified benefits to their class environment, particularly when participants practiced mindfulness along with their students.

Teachers in the experimental group identified benefits for their sense of self-efficacy and emotional regulation skills. For example, one teacher reported in December the mindfulness practices were helpful in staying calm and not reacting to inappropriate student behavior, " … I feel more centered and emotionally resilient. Kids' behavior does not throw me off." Other teachers reported that regular mindfulness practices helped them feel more calm and confident during the day. Finally, one teacher reported in June the possible benefits to emotional intelligence, "I am more aware of how I am coming across to the students."

Aaliyah, a second-year kindergarten teacher, did not attend the mindfulness training for new teachers, but her school offered the same training the next week. After attending the training, she told me that she felt it was one of the only professional developments that really offered her teaching tools needed to support her students as well herself. After one day using the mindfulness practices herself and with her students, she said, "It is working for the students, and

it's working for me. I'm feeling more relaxed…I do feel focused, I feel like we can do the next section of time without getting all flustered, and frustrated."

Conclusion

In summary, teachers reported that the experience of being a new teacher is filled with both positive and negative emotions and the interventions were supportive at bolstering wellbeing. First, teachers noted that becoming acclimated to a new and complex schooling system and while also developing an instructional practice requires support from both peers and administration. Teachers experienced positive emotions when they felt this support was effective and negative emotions such as anger and frustration when they felt this support was ineffective. Additionally, teachers reported a high degree of connection between their own emotional experience and the experience of their students. Mindfulness was shown to support new teacher emotion regulation so that student emotions didn't negatively impact their own emotions or their instruction. Finally, teacher self-efficacy was also found to be a source of positive and negative emotions. When students were successful teachers reported high levels of efficacy, when new teachers perceived learning was not successful teachers experienced negative emotions. These findings highlight the importance of new teachers building positive relationships in school with students, peers, and administrators as well as the need for new teachers to understand and reflect on student achievement, learning to use these data to improve their own practice and student learning.

Finally, the interventions were found to be supportive of teacher wellbeing and instructional practice. The control group showed emotional patterns similar to those described in Moir's (1991) attitudinal phased of first-year teachers. However, the experimental group's positive emotions remained relatively steady or increased throughout the year. Additionally, the experimental group experienced gains or remained steady in every measured aspect of wellbeing including positive emotions, engagement, relationships, meaning, and achievement. These findings were echoed in both the qualitative and quantitative data. Additionally, teachers noted the interventions helped them to remain positive and understand what was working in their instructional practice. Mindfulness was noted as having benefits to emotional regulation.

Teachers reported practicing mindfulness benefitted classroom instruction by helping them remain calm, despite challenging student behavior. Mindfulness was also reported by teachers as helpful in supporting them feeling confident in the classroom.

Chapter Five: Discussion

The purpose of this study was to examine the emotional experience of new teachers and attempt to understand how positive interventions like positive journaling, positive coaching, and mindfulness practices could support teacher wellbeing and instructional practice. As a coach for new teachers and as an advocate for students, I have seen how high levels of stress impacts student learning. I have seen how the stressful aspects of teaching impact new teacher's learning and how it can lead to high turnover rates.

Numerous studies also highlight patterns of high stress found in teachers, particularly new teachers (Frenzel et al, 2015; Moir, 2011; Roesner, Schonert-Reichl, Jha, Cullen, & Wallace, 2013). Ingersoll et. al (2014) found in teachers leaving after their first year of teaching, 45.3 percent cited dissatisfaction as the main reason for their departure and also noted various workplace frustrations such as poor working conditions, low salaries, challenging student behavior and school leadership concerns. Larrivee (2012) noted that teachers internal demands, such as the pressure they put on themselves for high achievement in the workplace, was also a source of stress. Taken together, both internal and external factors have been identified as contributing to teacher stress. In addition to leading to high turnover rates particularly in urban and rural schools (Ingersoll et al., 2014) these factors negatively impact the instructional environment for students (Sutton & Wheatley, 2003).

In this study, I aimed to understand the emotional experiences of new teachers as well as assess the effectiveness of an intervention designed to bolster teacher wellbeing. Positive interventions were designed intentionally to increase wellbeing while also enhancing instructional coaching, along several lines. First, teachers in the experimental group were asked to journal twice a week about three things that went well, why these things were important, and why they were important for students—therefore purposefully pushing them to recognize the positive elements in their teaching experiences. This is important because new teachers are frequently overly critical of their teaching, which leads to negative perceptions and increased challenges (Sutton & Wheatley, 2003). Additionally, teachers in the experimental group were also invited to

share their journals with their TISP coach, as a means of helping them to process and discuss their positive reflections. Finally, teachers in the experimental group were also offered a mindfulness training as a means of helping them to regulate and be aware of emotions.

In order to understand the effectiveness of these interventions as well as the emotional experience of new teachers, three research questions guided this study:

- RQ1. What are the emotional experiences of first and second-year teachers?
- RQ2. How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive psychology, and learning about mindfulness, impact new teachers' sense of well-being?
- RQ3. How and to what extent does an intervention designed around principles of coaching for wellbeing, journaling for positive psychology, and learning about mindfulness, impact new teachers', and instructional practice?

In order to address these questions, qualitative and quantitative data were collected in the form of surveys, transcripts of teacher interviews, transcripts of coach interviews, and my own researcher field notes. These data were analyzed and reported in chapter four. This chapter focuses on integrating the analysis of the qualitative and quantitative data and providing more contextual interpretation. I discuss these findings, including a discussion of the limitations of this study. Finally, I conclude with implications of this study for future research and practice.

Integration of Quantitative and Qualitative Data

Teacher Emotions. I began this study by examining the emotional experience of new teachers throughout the year. From the data, three themes emerged from the qualitative data. First, teachers emotional experiences are located within a complex schooling system. When relationships within this system were perceived as effectively supportive of instruction, teachers experienced positive emotions like happiness and belonging. When teachers felt these supports were ineffectively supportive of instruction they felt isolated, angry and frustrated. Secondly, participants perceived a connection between teacher emotions and student emotions. Teachers recognized the importance of building positive relationships in order to create and maintain an effective learning environment. Teachers felt worry, concern or stress when they struggled to build relationships, but were more satisfied and happy when they had positive relationships with students. This is relevant and concerning in considering existing literature (Hargreaves, 2000)

that suggests that emotional distance between teachers and students "threatens the basic forms of emotional understanding on which high-quality teaching and learning depend" (p. 811). Additionally, teachers expressed a strong sense of empathic connection with their students. They described themselves as feeling happy when their students were happy and nervous when their students were nervous. Finally, in alignment with existing scholarship (Sutton, 2000), teacher perceptions of self-efficacy was identified as a source of positive and negative emotions. Teachers felt upset when they worried their students weren't learning and felt happy when their students were successful. While these findings are perhaps intuitive, it is nevertheless salient to have them appear so clearly in the context of a real-world inquiry into teacher emotions. Sutton and Wheatley (2003) point out the comparative lack of research into teacher emotions—therefore it is imperative to understand a foundational, research-based awareness of the tight linkages between teachers' emotional experiences and relations with students. Additionally, teacher self-efficacy has been closely linked with student self-efficacy, motivation, and beliefs, and new teachers are at risk of having low self-efficacy (Tschannen-Moran & Woolfolk Hoy, 2007).

This study's results are hopeful and promising, in providing simple strategies that support the positive development of new teachers in their first few years of teaching, which potentially could have positive impacts on students.

The quantitative data confirmed that teacher emotions changed throughout the year. Teachers in both the experimental and control groups experienced changes in positive and negative emotions throughout the year. These findings are consistent with the literature on models of teacher emotions which note that teacher emotions change throughout the school year and throughout a teacher's professional development and highlight the emotional aspect of teaching and learning to teach (Bullough, 2009; Bullough & Baughman, 1997; Moir, 2011, Ryan, 1986). However, the teachers in the experimental group showed increases in the frequency of reporting positive emotions when the control group was declining—a key finding for future consideration with regard to the efficacy of the intervention and need to attend to and design opportunities that bolster teacher emotions. This finding is consistent with the studies on positive journaling and mindfulness that informed this study. Seligman (2011) found that participants that

journaled daily about what went well and why this occurred experienced increases in happiness and decreases in depression within one week and these benefits were still experiences by the participants six months after the study was completed. Through a randomized experimental study, Roesner et al. (2013) found participants in an experimental group receiving an eight-week mindfulness and self-compassion training experienced lower levels of stress and less occupational stress and burnout than participants in the control group.

These data, both qualitative and quantitative suggest that teaching itself, not simply learning to teach, includes a number of emotional aspects that vary during the year. Teachers noted various aspects of high quality instruction as sources of positive and negative emotions such as building positive relationships, adjusting instruction to meet student needs, and assessing student progress. This is interesting, considering that Roseman and Smith (2001) and Scherer (2001) use appraisal theory to suggest that teachers' positive emotions are prevalent when teaching occurrences or experiences align with teachers' goals (i.e. when teachers perceive that things that happen in their teaching align with what they hope to see). This study provides evidence that this is indeed relevant to teachers' emotional experiences. Additionally, the positive journaling and coaching provides an opportunity to have teachers reflect on the ways their current practice does align with their goals. These emotional experiences, while both positive and negative, are not unique to new teachers but are, in my own personal teaching experience, common even after years of experience. The qualitative data though do suggest that positive interventions like positive journaling, positive coaching, and mindfulness were effective in this group of teachers at providing supports to increase positive emotions, though teachers still experienced negative emotions as well, as noted in both the qualitative and quantitative data. In other words, the nature of the teaching profession includes a variety of emotions such as joy, frustration, happiness and anger (Erb, 2002), but positive interventions may be effective at maximizing the positive aspects of the profession.

Wellbeing. This study aimed not only to study the emotions of new teachers but also to understand how positive interventions like positive journaling, positive coaching, and mindfulness could impact wellbeing. The wellbeing definition I used for this study defined wellbeing as a

construct of positive emotions, engagement, relationships, meaning, achievement, and health. The qualitative data suggest that the positive journaling and coaching did increase positive emotions, relationships, and achievement. Teachers noted that the practice was positive and one teacher even believed it increased happiness over time. Teachers and coaches also noted it was valuable to discuss the aspects of practice that were working well because it was energizing, helpful to place some emphasis on the positive aspects of practice, and they enjoyed celebrating successes with their coaches. Additionally, the mindfulness was described by participants as a tool for positive emotional regulation.

The quantitative data also suggest the intervention was successful at either increasing or maintaining all measured aspects of wellbeing including positive emotions, engagement, relationships, meaning, and achievement. These data show the experimental groups frequency of reporting positive emotions increased during the December and March surveys, the times when other models, such as the Attitudinal Phases of First Year Teachers (Moir, 2011*),* suggest teacher emotions should be plummeting into disillusionment. Furthermore, these data also suggest the interventions may have improved the teacher's sense of achievement, which was also noted within the qualitative data. The quantitative data for the control group however do suggest similar patterns to Moir's (2011) attitudinal phases, with participants frequency of reporting positive emotions at work dropping in the middle of the year and increasing at the end of the year. The qualitative data from this group about the journaling showed the group found it helpful to discuss their practice with their coach, but did not note the wellbeing benefits like increased positive emotions and a sense of achievement in the way the experimental group did.

The qualitative data are closely aligned with the quantitative data about the impact of the positive interventions on wellbeing. In both sets of data, the experimental group appeared to increase or maintain aspects of wellbeing despite the emotional challenges they faced at the most challenging times within the academic year. Though the sample size of the experimental and control groups were small, these data suggest the interventions were successful at supporting wellbeing, despite negative emotions, throughout the school year for this experimental group.

Instructional practice. Foundational to this study was the hope that supporting teacher wellbeing would have a positive impact on instructional practice. Positive emotions in the workplace can broaden and build our knowledge (Fredrickson, 2004). Also, high turnover rates have also been linked to high levels of teacher stress and dissatisfaction with the profession. However, I was curious if teachers and coaches would notice any benefits to instructional practice as a result of using the positive interventions.

Both coaches and teachers noted positive benefits resulting from the use of the positive journaling and positive coaching. Teachers and coaches noted these practices supported teachers reflecting and identifying positive aspects of their practice that were later leveraged to address challenges. The experimental group described increases to their self-efficacy and the quantitative data also showed an increased frequency of reporting a positive sense of achievement. While these data do not directly show an improved instructional practice, they suggest teachers are feeling more effective at doing their jobs and are happy with student achievement.

Mindfulness was an important skill for emotional regulation within the classroom. Teachers described the mindfulness practices as helping them feel not only calm but also confident in the classroom, despite challenging student behavior. No quantitative data were collected about the mindfulness practices except the data indicating the frequency of use of mindfulness practices. These data though, when correlated with qualitative responses, suggest that when practiced regularly, mindfulness had benefits for teachers in the experimental group, particularly their self-efficacy and ability to regulate their emotions.

Discussion of Findings

The data confirmed that teacher emotions changed throughout the year, are part of teacher development, and are important aspects of instructional practice. As noted earlier, this finding is consistent with other studies on the emotions of teachers throughout the year and throughout their development (Bullough, 2009; Bullough & Baughman, 1997; Moir, 2011, Ryan, 1986). Teachers and coaches identified empathy and positive relationships as critical aspects of

an effective teaching practice. These findings are consistent with research on best practices in education, which note positive relationships and teachers learning about students are essential for learning (American Psychological Association, 2015). The development of an instructional practice brings about positive and negative emotions (Bullough, 2009; Moir, 2011; Ryan, 1986). In this study, positive emotions like feelings of success and joy in positive relationships with students, families, and peers were associated with not only workplace satisfaction but also high-quality instructional practices. These aspects of instruction included positive classroom environment, positive and collaborative relationships with students, families, and peers, and student achievement, and a positive sense of self-efficacy. Negative emotions were associated with stressful work environments and poor conditions for learning like strained colleague and student relationships, ineffective collegial support and low self-efficacy.

The literature suggests stress emotions are typical of new teachers (Frenzel et al, 2015; Moir, 2011; Roesner, Schonert-Reichl, Jha, Cullen, & Wallace, 2013) and I found this to be the case as well in this empirically driven examination of practice. Teachers in both groups reported experiencing these emotional lows. In my earliest cycle of research, teachers characterized their first year as being consumed with a nagging sense of inadequacy and failure. Similarly, I found teachers (both experimental and control) worried about their efficacy. They worried their instruction wouldn't prepare students for their futures, they worried about the pacing in their courses, they felt frustrated with their instructional skills and wondered if they were making any progress. Importantly, the experimental group more frequently reported a sense of positive emotions over the year or appeared more resilient at points that the control group struggled.

Despite some worries and negative feelings about their instructional practice, the data suggest the intervention practices of positive journaling, positive coaching, and mindfulness seem to have provided some positive benefits for teachers in the experimental group. Teachers in this group reported higher frequencies of aspects of wellbeing in every assessed indicator including positive emotions, engagement, relationships, meaning, achievement and health. The qualitative data suggest these were most noticeable in the areas of positive emotions, relationships and achievement. Teachers and coaches reported that the practice of identifying and celebrating

(privately or with their TISP coach) created a positive coaching context while also identifying and celebrating positive aspects of the participants developing practice. These data are in alignment with the studies that informed the methodologies. First, the noting what went well and why has been shown to positively impact happiness in the short and long-term (Seligman, 2011). Secondly, mindfulness programs have been shown to decrease stress in teachers (Roesner et al., 2013).

These practices also provided teachers with a positive sense of self-efficacy. This makes sense as the 'three good things' exercise may highlight for teachers the mastery experiences they are already having but, as many new teachers pointed out in this study, their don't take the time to notice. This is again notable in when considering Roseman and Smith's (2001) and Scherer's (2001) suggestion that appraisal theory—or teachers' perception of alignment between actual events and goals—accounts for a stronger sense of positive emotions. As noted earlier, mastery experiences are the most influential source of positive self-efficacy (Bandura, 1997). In fact, many teachers and coaches noted this activity was very hard to do, not because there weren't good things occurring, but because they were consumed with worrying about what wasn't working in their practice. However, if teachers are to develop a positive sense of self-efficacy, they must take time to notice the successes (even small ones) that they are experiencing. Positive teacher self-efficacy has been linked with higher student achievement and even student's self-efficacy, beliefs and motivation (Tschannen-Moran & Woolfolk Hoy, 2007). A positive sense of self-efficacy has been found to be important for new teachers because it impacts their learning, teaching, and likelihood of continuing in the profession. Additionally, new teachers may be more likely to experience lower self-efficacy then experienced teachers (Tschannen-Moran & Woolfolk Hoy, 2007). For this reason, the data suggest renewal practices like the interventions used here could be used to increase new teacher self-efficacy, which could have positive benefits to instructional practice and to students. One coach noted teachers often felt the good things that occurred during the week were small, but the coach pointed out they were still valuable for instruction and for were worth celebrating. This highlights that mastery experiences may be small and go unnoticed without intentional practices to notice and reflect on their significance. Perhaps self-

efficacy, in this way, can be built up in small increments, through intentional practices to recognize mastery or positive alignment between goals and outcomes.

Additionally, teachers using the mindfulness practices noted that mindfulness has a positive impact on their practice and self-efficacy. Again, they described it supporting their self-efficacy positively by making them feel calm and confident in their classroom. They also reported it being a positive emotional regulation tool. This finding is in alignment with other studies on mindfulness. Roesner et. al (2013) noted mindfulness practices when used in professional settings can support monitoring internal reactions to emotional experiences in order to respond thoughtfully, sometimes with kindness and compassion, instead of reactively. Mindfulness practices have been shown to be effective at reducing stress in teachers (Larrivee, 2013; Roesner et al, 2013).

Given that teachers described their emotional experience as correlating with their students' emotions, skills at mindful emotion regulation could have many potential benefits in the classroom. Mindfulness practices seemed to disrupt the stressful survival responses (such as fight, flight, or freeze) that may have come from negative emotional responses to students. Emotional regulation allows for a pause between an experience and a response instead of the experience immediately provoking an impulsive emotional response. It is not surprising that teachers reported the mindfulness practices helped them to feel centered and focused and to not be "thrown off" by student behavior.

In coaching, we do provide some emotional support and encouragement, but our work focuses on the instructional aspects of teacher practice. This makes sense, our role is to support high quality instruction that has a positive impact on students. However, one thing that was reiterated more strongly in this study is the fact that there are emotional aspects of teaching that are woven throughout instruction. As an action researcher and teacher practitioner and coach, I can see more clearly how providing instructional supports to address the sources of their negative feelings about building relationships, understanding student achievement, and maintaining positive relationships does provide emotional supports as well. However, teachers also need appreciative practices as well to build their sense of self-efficacy in the classroom. Because

teachers and coaches reported these practices were so hard to complete, it may lead one to consider whether developing a positive sense of self-efficacy is also difficult for teachers to complete. Even for myself, a year into completing these positive journals, as an experienced teacher and an unshakable optimist, it is still challenging to identify three things that went well. This highlights the importance of prioritizing this kind of reflection because it does not occur effortlessly or naturally.

Limitations of study

This study has some limitations, particularly in the small sample size of participants. Some limitations were noted earlier in the chapter three when discussing the methodologies, but they will be reviewed and discussed in more depth here. Additionally, while every effort was made to achieve the largest sample size possible, the overall number of participants was 26, with 13 teachers in the experimental group and 13 teachers in the control group. The small sample size makes it more challenging to make claims about the quantitative data and this will be discussed in more depth below.

History and Maturation as Threats to Validity. According to Smith & Glass (1987), history can be a threat to validity when some kind of event independent of the study occurs that could also impact participants and therefore alter the outcomes of the study. This was a concern for me because there are a number of on campus and district-wide supports for new teachers, including mindfulness professional developments at many sites for all teachers. Smith & Glass (1987) describe maturation as a threat to validity if a change might be occur because the participants change internally. This was also a concern because, as noted in chapter two, teacher happiness increases at the end of the school year and teachers will likely improve their teaching skills and wellbeing.

The quasi-experimental design of the study was an attempt to minimize these threats to validity. By having a control group and an experimental group that were randomly selected, I was able to compare the qualitative and quantitative data collected and better make claims about the possible impacts of the interventions.

Validity of the Wellbeing Survey. Smith & Glass (1987) also noted that testing and pretest sensitization could be a threat to validity when participants can learn just from taking the survey, not necessarily from the intervention. In this study, the workplace wellbeing profiler included information and ideas about well-being that might have given participants some insights into wellbeing that they might reflect on and apply.

However, the quasi-experimental design of this study allowed any testing and pretesting sensitization by showing differences between the experimental and control groups, both of whom were exposed to the same survey. Even though the groups took the same survey, there were very different results and trends observed by the two groups frequency of reporting positive aspects of wellbeing.

Validity of the Journals and Mindfulness Interventions. Smith and Glass (1987) wrote that when something new is introduced to the participants it may have a stronger effect because it is new. Mindfulness and journaling could potentially have had a stronger effect because they may have been novel practices for the participants.

Again, the quasi-experimental nature of the design attempted to maximize validity by accounting for the novel nature of simply journaling about three things in order to understand if journaling about three good things produced improvements to wellbeing and instructional practice. In order to further understand this novelty effect, participants were asked to complete the journals for three months, in which case the novelty of the practice might have decreased. Additionally, teachers continued to take the surveys in March and June, months after the intervention ended, to understand any long-term impact the interventions had.

Sample Size. Finally, the sample size for this study is considered small for a quantitative study. This creates several problems with making larger claims about the correlation between the quantitative results and the interventions. First, the sample size was too small (n=26) to use Cronbach's Alpha to assess the internal consistency reliability of the instrument. For these reason, quantitative data were analyzed descriptively and reported as percentages of frequency of positive, negative or neutral responses. Additionally, the mixed-method design of this study creates internal validity by triangulating multiple data sources, both qualitative and quantitative. A

mixed-methods approach bolsters the findings because numerous sources of data point to the same conclusion (Greene, 2007), the positive intervention and mindfulness practices had a positive impact on new teachers in this study. Additionally, as noted throughout this chapter, the findings are also in alignment with similar studies and existing literature. These mixed methods methodology and the similarities in existing literature mitigate the low available sample size.

Implications for Practice and Next Steps

Implications for the researcher's practice. This study illuminates some major limitations of existing teaching coaching practice. The model of instructional coaching, is frequently to support teachers in building new instructional skills through setting goals and supporting teacher growth to achieve these goals. The focus remains on the filling in gaps in knowledge and practice, with limited recognition of the assets in the practice. Beginning coaching conversations with what is working in classrooms provided me with a broader view of what teachers felt was successful. Incorporation of more appreciative models of coaching, such as using the positive journaling within the coaching practice, are worth incorporating as I believe they benefit the coaching relationship as well as teachers sense of self-efficacy. I also now see how self-efficacy can be built through many mastery experiences and some of these experiences may seem small. Intentional reflection on these victories is needed in order to cultivate positive efficacy.

These findings have the potential for diffusion of this intervention throughout the district to support new teachers, veteran teachers, coaches, and school leaders. Rodgers (1995) states that innovations can diffuse through an organization when the innovations are matched to appropriate agendas. The challenge is that the agenda in schools is student learning, not teacher wellbeing. However, this study suggests that student learning and teacher wellbeing are connected in many ways and addressing teacher wellbeing supports student learning. First, positive journaling and positive coaching had a positive impact on instructional practice as well as resulted in higher frequencies of positive reports of every measurement of wellbeing (positive emotions, engagement, relationships, meaning, achievement, and health). Teachers in the experimental group reported that identifying successes helped them see what was working in their instructional

practice, increased their confidence and strengthened their relationship with their TISP coach. I hypothesize that these conditions could lead to higher rates of teacher retention as potentially lower levels of stress could follow increases in wellbeing. Additionally, mindfulness was shown to have a positive impact on self-efficacy for teachers as well as positive emotional regulation when teachers were faced with challenging student behaviors. Illustrating these benefits for students for a variety of members of my district (teachers and school leaders) could help with the diffusion of this innovation including TISP coaches, new and veteran teachers, and school leaders.

Since the completion of this study, I reviewed the data with the TISP coaches. The success of the interventions has changed coaching practice. Several coaches are reporting they begin every meeting with new teachers by discussing what went well, why this occurred, and why its important for students. This is a great beginning for embedding wellbeing practices into the culture of our coaching and shifting away form deficit models of coaching, however, more can be done. Sharing the rationale for these practices with the teachers could be done through an info-graphic that reports on some of the positive benefits noted in this study. Additionally, this study suggests the mindfulness practices have benefits to classroom management and these practices could become part of the classroom management professional development we already provide to teachers. Positive journaling could be a practice we as coaches use at our weekly meeting with each other as well as in other professional meetings and trainings we lead for other coaches as well as veteran teachers. Given the stressful nature of teacher, embedding these signature wellbeing practices continuously into instructional coaching could benefit our coaching practice as well as new teachers.

Additionally, embedding these practices within our coaching practice could have broader implications within my district. New teachers may share these practices within their own contexts and the positive impact may organically spread in this way. For example, Aaliyah, a new kindergarten teacher, began sharing the “what went well” strategy with her kindergarten teaching colleagues and she reported it positively shifted the tone of their lunchtime conversations. Additionally, these new teachers will become veteran teachers and these practices will support their sustainability and they will share these practices with other teachers.

Communicating the information about the findings in this wellbeing intervention is also important. New teacher emotions were very centered around relations within the schools, including perceptions of support from administrators. As teacher retention is often a concern for principals, training in the sources of stress for new teachers and strategies for mitigating new teacher stress could be an area of interest and potential growth in practice at supporting positive relationships with new teachers. Additionally, the positive coaching practices could be beneficial for instructional coaching by principals as part of the support they provide new teachers and as part of the evaluation process.

Implications for broader teaching practice. This study highlighted the significance of positive relationships at all levels within the school and the interdependence of the wellbeing of all individuals within a complex school system. Looking after the wellbeing of one influences the wellbeing of many. When administrators and colleagues respond effectively and supportively to the needs of new teachers, this may have a positive impact on that teacher's students. The positive coaching was successful at building a positive relationship with teachers. Given that a sense of belonging within their complex educational context was identified as an emotional need of teachers and that peer and administrator relationships were a source of emotion, the three good things exercise could be used in other ways within the school to bolster workplace relations. Administrators could use this practice when meeting with new teachers. Like Aaliyah, the second year kindergarten teacher in this study, did with her grade-level team, colleagues could use this practice at lunch to transform this short time into a renewal practice.

This study demonstrates how simple and low/no-cost positive interventions (positive journaling and mindfulness) can have an impact on teachers and has the potential, theoretically, to support achievement and retention for new teachers as well as positive outcomes for students. These interventions have potential for usage at all levels of teacher development, pre-service as well as induction, as new teachers traverse the emotionally challenging terrain of being a new teacher. These practices could also support the resilience development of all teachers. Also, these positive interventions challenge the notion that the first years of teaching are inherently a "make or break" scenario where teachers are in survival mode and some will not survive. This

study highlights that these aspects of workplace wellbeing (positive emotions, engagement, positive relationships, meaning, achievement, and health) may be enhanced through these interventions. This study provides some promise that simple practices can help teachers find what they sought when they entered the professions; positive relationships, feeling like they are making a positive impact in children's lives, happiness, and an engaging a job with a sense of purpose.

Implications for Research

Action research is a cyclical and iterative process. The end of this cycle of research suggests the beginning of many future areas of research and creation. First, I have recognized that these practices are hard to routinize and strategies are needed to ensure these practices occur. I would like to develop some tools that could support teachers using renewal practices within their instructional contexts regularly. A next area of research and study for me is exploring what kinds of instructional tools could be adapted to support the integration of wellbeing practices like positive journaling and mindfulness for teachers. How might tools, such as a lesson planner, be designed to support the productivity and instructional needs of teachers, while also supporting the wellbeing needs of teachers?

Secondly, this study highlights the need for more attention given to the emotional experience of new teachers. The emotions of new teachers are an equity issue in our country. The negative experience many new teachers have leads to most new teachers leaving the profession and at higher rates for our most at-need students. These students and schools don't benefit from having an experienced staff and the teaching profession as a whole doesn't benefit from the collective wisdom that comes from years of teaching. In addition to understanding the emotional experience of teachers, it is important to continue to study what is effective at supporting a positive emotional experience for new teachers. As Larrivee (2013) stated, improvements to teacher emotions must be two-fold; schools and schooling systems must take on improving workplace conditions (such as salaries, staffing issues, funding issues) as well as

providing supports to teacher's individual wellbeing. Further research into effective practices that support these two areas is needed.

Additional areas of research include: How might school leaders use wellbeing practices to support teacher retention? What might models of teacher wellbeing look like? What other positive interventions impact teacher wellbeing and self-efficacy? How might appreciative coaching impact instructional practice?

Concluding Thoughts

As I conclude this study, I return to the beginning of my exploration of the topic of the emotional experience of new teachers. When I entered this study, like new teachers, I was looking for what Parker Palmer describes as a way to meld the soul and the role. I knew there was more to instructional coaching then helping new teachers implement best-practices to help all students learn. I knew intuitively the emotional experience was an aspect of teaching that could not be ignored. I knew there were spiritual aspect of teaching that brought teachers to the profession, but I didn't know how to ingrate this meaningfully into coaching. I watched as teachers burned themselves and quit the profession and knew I had to change how I coached new teachers.

I knew there had to be ways to help teachers find what they sought when they entered the profession. Teachers entered the profession expecting the melding of soul and role. The aspects of wellbeing discussed in this paper (positive emotions, engagement, relationships, meaning, and achievement) are what new teachers seek when they enter the profession. However, the stresses of the profession are overwhelming and profound. Teachers witness poverty and injustice daily and, must remain in the profession in order to continue to fight against these problems they most likely will never solve in their lifetime. This requires resiliency, commitment, and continuous renewal of the spirit.

Larrivee (2013) states that teacher renewal must be twofold. First, leaders must work to improve schools overall so they are better places for learning and working. Secondly, though, teachers must take action on their own to improve their wellbeing in order to maintain their

motivation and commitment to their students. This study has shown that the nature of teaching can be stressful and must involve intentionally using some practices to support wellbeing such as the positive journaling, positive coaching, and mindfulness practices used here. The wellbeing practices used here did not come easily or effortlessly for participants, including myself, even though there were clear and immediate benefits to wellbeing.

Finally, wellbeing should also be cultivated because the emotional value that teachers seek when they enter the profession has immense benefits to education overall. Students benefit when a teacher finds joy in teaching, is engaged and interested in their work, builds positive relationships with students and colleagues, knows their work is meaningful and important, and has ways to understand and assess how their teaching helping students grow. The wellbeing of one enhances the wellbeing of many.

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APPENDIX A

TEACHER RECRUITMENT CONSENT LETTERS

Dear Colleague:
My name is Rachel Hallquist. I am an MDUSD Teacher Induction and Support Program (TISP coach). I am also a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Danah Henriksen, a faculty member in MLFTC. We are conducting a research study on the experiences of new teachers. The purpose of this interview is to better understand concerns of new teachers.

We are asking for your help, which will involve your participation in four very brief online surveys throughout the school year about your experience in your workplace. We anticipate the survey will take approximately 10 minutes or less. Your survey responses will be entirely anonymous. No identifiable information will be collected. You will use an anonymous participant code only known to you to ensure your anonymity.

If you chose to participate in this study, your TISP coach will invite you to participate in a related activity during your coaching session designed to improve your teaching experience and offer you tools to support you in the challenges of teaching. You may be asked to make some very brief notes twice a week between September and January about your teaching. You may choose to share your notes with your TISP coach. You may be invited to share your notes anonymously (using the same anonymous participant code as you did in your survey) with me in December but you will not be required to share these notes. I may also contact you during the school year to request four 20-minute interviews about your teaching experience (your participation in this, as a follow-up, would also be entirely voluntary and at your convenience). Your responses during these voluntary interviews would be confidential.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever and it will have no impact on your participation in the peer coaching program. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about your teaching experience, and potentially develop skills and tools for managing the challenges of teaching. Your responses will also inform future work with Mount Diablo Unified School District teachers – and potentially offer ideas that can improve new teachers' experiences in general. Thus, there is potential to enhance the experiences of our new teachers as well as our students. There are no foreseeable risks or discomforts to your participation.

Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. Filling out the surveys and the providing the TISP Coach with your notes will be considered consent to participate.

If you have any questions concerning the research study, please contact the research team – Danah Henriksen at Danah.Henriksen@asu.edu or (517) 256-2344 or Rachel Hallquist at rachelhallquist@mac.com or (415) 971-5317.

Thank you,
Rachel Hallquist, Doctoral Student
Danah Henriksen, Assistant Professor

Dear Colleague:
My name is Rachel Hallquist. I am an MDUSD Teacher Induction and Support Program (TISP coach). I am also a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Danah Henriksen, a

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If you have any questions concerning the research study, please contact the research team – Danah Henriksen at Danah.Henriksen@asu.edu or (517) 256-2344 or Rachel Hallquist at rachelhallquist@mac.com or (415) 971-5317.

Thank you,
Rachel Hallquist, Doctoral Student
Danah Henriksen, Assistant Professor

APPENDIX B

EMAIL SIGNALING THE END OF JOURNALING

Dear Colleague:
Thank you so much for participating in our research study on the experiences of new teachers. We hope this research helps us better understand the experiences of new teachers.

Thank you so much for completing the weekly teacher notes. We hope this experience was helpful. At this time, you may stop taking notes if you like. We are asking you to anonymously share your notes with us by copying and pasting them in the GoogleForm linked below. We anticipate this will take no more then 5 minutes. Your responses will be entirely anonymous. No identifiable information will be collected. You will use an anonymous participant code only known to you to ensure your anonymity.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever and it will have no impact on your participation in the peer coaching program. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about your teaching experience, and potentially develop skills and tools for managing the challenges of teaching. Your responses will also inform future work with Mount Diablo Unified School District teachers – and potentially offer ideas that can improve new teachers' experiences in general. Thus, there is potential to enhance the experiences of our new teachers as well as our students. There are no foreseeable risks or discomforts to your participation.

Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications but your name will not be used. Filling out the surveys and the providing the TISP Coach with your notes will be considered consent to participate.

If you have any questions concerning the research study, please contact the research team – Danah Henriksen at Danah.Henriksen@asu.edu or (517) 256-2344 or Rachel Hallquist at rachelhallquist@mac.com or (415) 971-5317.

Thank you,
Rachel Hallquist, Doctoral Student
Danah Henriksen, Assistant Professor

APPENDIX C

WORKPLACE WELLBEING PROFILER

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DR. PEGGY KERN

UNIVERSITY OF PENNSYLVANIA

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Version 1: presented as a single question per page

#	Question	Response Anchors	Label
1	To what extent is your work purposeful and meaningful?	0 = not at all, 10 = completely	**M1**
2	How often do you feel you are making progress towards accomplishing your work-related goals?	0 = never, 10 = always	**A1**
3	At work, how often do you become absorbed in what you are doing?	0 = never, 10 = always	**E1**
4	In general, how would you say your health is?	0 = terrible, 10 = excellent	**H1**
5	At work, how often do you feel joyful?	0 = never, 10 = always	**P1**
6	To what extent do you receive help and support from coworkers when you need it?	0 = not at all, 10 = completely	**R1**
7	At work, how often do you feel anxious	0 = never, 10 = always	**N1**
8	How often do you achieve the important work goals you have set for yourself?	0 = never, 10 = always	**A2**
9	In general, to what extent do you feel that what you do at work is valuable and worthwhile?	0 = not at all, 10 = completely	**M2**
10	At work, how often do you feel positive?	0 = never, 10 = always	**P2**
11	To what extent do you feel excited and interested in your work?	0 = not at all, 10 = completely	**E2**
12	How lonely do you feel at work?	0 = not at all, 10 = completely	**Lon**
13	How satisfied are you with your current physical health?	0 = not at all, 10 = completely	**H2**
14	At work, how often do you feel angry?	0 = never, 10 = always	**N2**
15	To what extent do you feel appreciated by your coworkers?	0 = not at all, 10 = completely	**R2**
16	How often are you able to handle your work-related responsibilities??	0 = never, 10 = always	**A3**
17	To what extent do you generally feel that you have a sense of direction in your work?	0 = not at all, 10 = completely	**M3**
18	Compared to others of your same age and sex, how is your health?	0 = terrible, 10 = excellent	**H3**
19	How satisfied are you with your professional relationships?	0 = not at all, 10 = completely	**R3**
20	At work, how often do you feel sad?	0 = never, 10 = always	**N3**
21	At work, how often do you lose track of time while doing something you enjoy?	0 = never, 10 = always	**E3**
22	At work, to what extent do you feel contented?	0 = not at all, 10 = completely	**P3**
23	Taking all things together, how happy would you say you are with your work?	0 = not at all, 10 = completely	**hap**

APPENDIX D

ASU IRB PROTOCOL

Instructions and Notes:

- Depending on the nature of what you are doing, some sections may not be applicable to your research. If so, mark as "NA".
- When you write a protocol, keep an electronic copy. You will need a copy if it is necessary to make changes.

1 Protocol Title
Include the full protocol title: New Teacher Well-Being

2 Background and Objectives
Provide the scientific or scholarly background for, rationale for, and significance of the research based on the existing literature and how will it add to existing knowledge.

- Describe the purpose of the study.
- Describe any relevant preliminary data or case studies.
- Describe any past studies that are in conjunction to this study.

The purpose of this study is to understand the well-being of new teachers and to determine if any coaching practices can shape the workplace well-being of new teachers. Well-being has been defined as a construct consisting of positive emotions, engagement, relationships, meaning, health, and achievement.

I conducted a prior qualitative study consisting of interviews. These data suggested, despite instructional coaching, new teachers still experienced significant levels of stress at work. A common experiences participants shared was a nagging sense of inadequacy and failure. However, these interviews were conducted at only one point during the school year and only from three teachers and three instructional coaches. This study seeks to examine new teacher's workplace well-being at four points in the school year as well as determine if a well-being intervention from their district-assigned instructional coaches improves the well-being of new teachers.

3 Data Use
Describe how the data will be used. Examples include:

- Dissertation, Thesis, Undergraduate honors project
- Publication/journal article, conferences/presentations
- Results released to agency or organization
- Results released to participants/parents
- Results released to employer or school
- Other (describe)

The data will be used in a dissertation for a Doctor of Education degree from the Mary Lou Fulton Teachers College in the Leadership and Innovation program. The data may also be used in publications such as books and journal articles as well as in presentations at conferences. Additionally, data will be shared with teachers, instructional coaches, and leaders within my local context, a large suburban school district, in order to develop experiences to support and retain new teachers.

4 Inclusion and Exclusion Criteria

Describe the criteria that define who will be included or excluded in your final study sample. If you are conducting data analysis only describe what is included in the dataset you propose to use.

Indicate specifically whether you will target or exclude each of the following special populations:

- Minors (individuals who are under the age of 18)
- Adults who are unable to consent
- Pregnant women
- Prisoners
- Native Americans
- Undocumented individuals

*These data collection methods have already been presented and approved within the study's context by Mount Diablo Unified School District executive director of school support Jennifer Sachs (sachsj@mdusd.org) who supervises the MDUSD Teacher Induction and Support Program in which this study will be conducted.

Three sets of data will be collected from two different groups of participants: Quantitative survey: a workplace well-being profiler will be given to a sample of approximately 100 teachers in their first or second year of teaching. All new teachers within my school district, Mount Diablo Unified School District (MDUSD), participating in the Teacher Induction and Support Program (TISP) will receive a recruitment email and a paper copy of the recruitment email from me. Participants must opt-in to be included in the study by clicking or visiting the link to the anonymous survey included in the recruitment letter. The online survey will first include the consent information for the survey, including the statement that by clicking on the link and taking the survey, participants agree to the consent statement. Additionally, permission to survey all new teachers in TISP has already been obtained from Jennifer Sachs, MDUSD's executive director of school support, who supervises the TISP program.

Participant journals: Participants will make notations twice a week about their teaching practice in a word document. Teachers will have the opportunity to anonymously share this journal with me, the co-PI.

20-minute interviews: Audio-recorded interviews will also be conducted to gather more specific and in-depth understanding of the experiences of new teachers. Instructional coaches will be interviewed four times during the school year about their perceptions of the experiences of new teachers. Additionally, from the new teachers opting-in to the study, participants will be invited to participate in a short interview at four points in the year. Interviews will be voluntary and at the discretion of participants and their schedule.

Participation, from teachers or instructional coaches, will have no affect on participation in the MDUSD TISP program. Participants who do not want to join the study will continue to receive the same support from TISP. Participation will have no affect on employment.

5 Number of Participants

Article I. Indicate the total number of participants to be recruited and enrolled*:* approximately 110.

6 Recruitment Methods

- Describe who will be doing the recruitment of participants.
- Describe when, where, and how potential participants will be identified and recruited.
- Describe and attach materials that will be used to recruit participants (attach documents or recruitment script with the application).

*These recruitment methods have already been presented and approved within the study's context by Mount Diablo Unified School District executive director of school support Jennifer Sachs (sachsj@mdusd.org) who supervises the MDUSD Teacher Induction and Support Program in which this study will be conducted.

New teachers: All new teachers in the TISP program will be invited to participate. All new teachers will receive a recruitment consent email and a paper-copy of the recruitment letter as well from me, the co-PI.

Interviews with Instructional Coaches: All 10 instructional coaches will receive a recruitment letter to participate in the interviews.

Interviews with teachers: Teachers will be randomly selected from the group of participants to participate in short interviews. These participants will be invited to participate in the interviews and provided with a separate recruitment consent form.

7 Procedures Involved

Article II. Describe all research procedures being performed, who will facilitate the procedures, and when they will be performed. Describe procedures including:

- The duration of time participants will spend in each research activity.
- The period or span of time for the collection of data, and any long term follow up.
- Surveys or questionnaires that will be administered (Attach all surveys, interview questions, scripts, data collection forms, and instructions for participants to the online application).
- Interventions and sessions (Attach supplemental materials to the online application).
- Lab procedures and tests and related instructions to participants.
- Video or audio recordings of participants.
- Previously collected data sets that that will be analyzed and identify the data source (Attach data use agreement(s) to the online application).

*These procedures have already been presented and approved within the study's context by Mount Diablo Unified School District executive director of school support Jennifer Sachs (sachsj@mdusd.org) who supervises the MDUSD Teacher Induction and Support Program in which this study will be conducted.

Time frame: The study will span from September 2017 to June 2018. New teachers will be surveyed using the workplace well-being profiler at four points in the school year (September, December, March, and June). Interviews with instructional coaches and new teachers will also be conducted during these months. Recruitment will begin in September.

Surveys and instruments: The workplace well-being profiler will be administered online through Survey Monkey to new teachers only. The interview questions for instructional coaches and new teachers are also attached. Interviews will be audio recorded, with permission. Participants will be asked to make notations about their teaching in a journal between September 2017 and January 2018. In January 2018, participants will be invited to anonymously share their journals with the co-PI.

8 Compensation or Credit

- Describe the amount and timing of any compensation or credit to participants.
- Identify the source of the funds to compensate participants
- Justify that the amount given to participants is reasonable.
- If participants are receiving course credit for participating in research, alternative assignments need to be put in place to avoid coercion.

No compensation or credit will be offered.

9 Risk to Participants
List the reasonably foreseeable risks, discomforts, or inconveniences related to participation in the research. Consider physical, psychological, social, legal, and economic risks.

There are no foreseeable risks to the participants.

10 Potential Benefits to Participants
Article III. Realistically describe the potential benefits that individual participants may experience from taking part in the research. Indicate if there is no direct benefit. Do not include benefits to society or others.

The benefit to participation is the opportunity to reflect on and think more about well-being in the workplace. These meta-level reflections may be beneficial toward the overall well-being that we are aiming to improve in new teachers.

11 Privacy and Confidentiality

Article IV. Describe the steps that will be taken to protect subjects' privacy interests. "Privacy interest" refers to a person's desire to place limits on with whom they interact or to whom they provide personal information. Click here for additional guidance on ASU Data Storage Guidelines.

Article V. Describe the following measures to ensure the confidentiality of data:

- Who will have access to the data?
- Where and how data will be stored (e.g. ASU secure server, ASU cloud storage, filing cabinets, etc.)?
- How long the data will be stored?
- Describe the steps that will be taken to secure the data during storage, use, and transmission. (e.g., training, authorization of access, password protection, encryption, physical controls, certificates of confidentiality, and separation of identifiers and data, etc.).
- If applicable, how will audio or video recordings will be managed and secured. Add the duration of time these recordings will be kept.
- If applicable, how will the consent, assent, and/or parental permission forms be secured. These forms should separate from the rest of the study data. Add the duration of time these forms will be kept.
- If applicable, describe how data will be linked or tracked (e.g. masterlist, contact list, reproducible participant ID, randomized ID, etc.).

Article VI. If your study has previously collected data sets, describe who will be responsible for data security and monitoring.

Participant recruitment consent forms: Recruitment consent forms will be emailed by me, the co-PI, and also a paper copy will be included in the TISP welcome packet. The recruitment form includes a link which will take teachers to the consent form. Filling out the surveys and the providing the TISP Coach with notes will be considered consent to participate. Surveys will be anonymous and teachers will use a self-generated anonymous participant code.

Participant list: A list of participants will be stored in ASU cloud storage on ASU's GoogleDrive.

Survey and journal data: Surveys and journals will be anonymous. Participants will include an anonymous participant code (the first three letters of their mother's name and the last four numbers of their cell phone number) to track changes in their responses over the four times the survey is administered. Surveys will be administered through SurveyMonkey, a secure survey site. Survey data and journals will be downloaded onto a thumb drive and deleted online within one week of closing the survey and sharing the journals. Survey data will be stored in the thumb drive and locked in a safe only I have access to for three years. After three years, the data will be deleted.

Audio-recording: Audio-recordings will be transcribed using a professional, secure, and confidential transcription service (rev.com). Recordings will be erased after transcription is complete. Transcripts will be kept for three years in a thumb drive and locked in a safe that only the co-PI has access to for three years. After three years, the transcripts will be deleted.

12 Consent Process

Article VII. Describe the process and procedures process you will use to obtain consent. Include a description of:

- Who will be responsible for consenting participants?
- Where will the consent process take place?
- How will consent be obtained?
- If participants who do not speak English will be enrolled, describe the process to ensure that the oral and/or written information provided to those participants will be in that language. Indicate the language that will be used by those obtaining consent. Translated consent forms should be submitted after the English is approved.

NEW TEACHERS: In August 2017, the list of all TISP teachers will be obtained, with permission from Jennifer Sachs, MDUSD's executive director of school support. Participants will be emailed the recruitment consent letter and an additional paper copy will be included in their TISP welcome packets. From the participant list, 10 new teachers will be randomly selected for 20-minute interviews. The randomly selected teachers will be invited to participate in the interviews and receive the interview recruitment consent form.

TISP Coaches: All TISP coaches will be invited to be interviewed. TISP coaches will receive the recruitment consent form prior to the interview.

13 Training

Provide the date(s) the members of the research team have completed the CITI training for human participants. This training must be taken within the last 4 years. Additional information can be found at: Training.

Rachel Hallquist, CITI Training completed fall 2015
Danah Henriksen, CITI Training renewed/completed August 2015

APPENDIX E

TISP COACH RECRUITMENT LETTER

Dear Colleague:
My name is Rachel Hallquist. I am an MDUSD Teacher Induction and Support Program (TISP coach). I am also a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Danah Henriksen, a faculty member in MLFTC. We are conducting a research study on the experiences of new teachers. The purpose of this interview is to better understand concerns of new teachers.

We are asking for your help, which will involve your participation in an interview concerning your perceptions of the experiences of the new teachers you have coached. We anticipate this interview will take 20 minutes total. I would like to audio record this interview. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded; you also can change your mind after the interview starts, just let me know.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever and it will have no impact on your participation in the peer coaching program. You must be 18 years of age or older to participate.

The benefit to participation is the opportunity for you to reflect on and think more about the experience of the teachers you coach. Your responses could also inform future work with Mount Diablo Unified School District teachers. Thus, there is potential to enhance the experiences of our new teachers as well as our students. There are no foreseeable risks or discomforts to your participation.

Your responses will be confidential. Results from this study may be used in reports, presentations, or publications but your name will not be used.

If you have any questions concerning the research study, please contact the research team – Danah Henriksen at Danah.Henriksen@asu.edu or (517) 256-2344 or Rachel Hallquist at rachelhallquist@mac.com or (415) 971-5317.

Thank you,

Rachel Hallquist, Doctoral Student
Danah Henriksen, Assistant Professor

Please let me know if you wish to be part of the study and if you will let me audio record your responses by verbally indicating your consent.

If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you can contact Danah Henriksen at Danah.Henriksen@asu.edu or (602) 543 1017 the Chair of Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

APPENDIX F

INTERVIEW QUESTIONS

Interview Questions for Teachers

- *How would you describe your experience in your workplace this year so far?*
- *What are some of the emotions you have experienced in the first year or two years of teaching?*
- *How have these emotions influenced your teaching?*
- *How is the experience of note taking about your teaching going? What are some things you are noticing about your journals?*
- *Have you shared your journal with your coach? How is the experience of sharing these notes with your coach?*

Interview Questions for Coaches

1. How would you describe the teachers you support's experience in the workplace this year so far?

2. What are some of the emotions you have observed among in first-and second-year teachers?

3. What are some things you have noticed about teacher's participation in the weekly journaling?

APPENDIX G

PROOF OF APPROVAL OF STUDY FROM MOUNT DIABLO UNIFIED SCHOOL DISTRICT

From: **Jennifer Sachs** sachsj@mdusd.org
Subject: RE: ASU proposal
Date: August 18, 2017 at 9:51 AM
To: Rachel Hallquist rachelhallquist@me.com

JS

I am approving Rachel Hallquist's doctorate study with Arizona State University on how coaching practices can shape the workplace well-being of new teachers.

Jennifer Sachs
Executive Director
Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA 94519
(925) 682-8000 x4026

-----Original Message-----
From: Rachel Hallquist [mailto:rachelhallquist@me.com]
Sent: Wednesday, August 16, 2017 9:10 PM
To: Jennifer Sachs
Subject: ASU proposal

Hi Jen,

Thanks so much for meeting with me to review my research study and topic. I appreciated your advice as well. Attached is the IRB protocol as well as the recruitment documents and the survey I plan to use with the new teachers. I think for ASU's purposes, they just need a reply to this email that its okay for me to conduct this study at MDUSD in this school year.

Thanks so much Jen!

All the best,
Rachel