

The Missing Link: Emotional Intelligence in Teacher Preparation

by

Michelle Rojas

A Dissertation Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Approved January 2012 by the  
Graduate Supervisory Committee:

David Carlson, Chair  
Catherine Stafford  
Thomas Heck

ARIZONA STATE UNIVERSITY

May 2012

## ABSTRACT

The purpose of this action research study was to examine the effects the Six Seconds model on the emotional intelligence development of teacher candidates in a teacher education program described above. How would this focus impact a teacher candidate's ability navigate the emotional aspects of teaching, exercise optimism, and make daily choices based on a greater sense of purpose? A mixed-methods (QUAL-quant<sup>1</sup>) was employed to investigate this question and to gain a greater understanding of emotional intelligence in the teaching profession. The Six Seconds model of emotional intelligence was used as a foundation for the intervention and data collection. Data were collected through an emotional intelligence assessment, a teaching satisfaction survey, semi-structured interviews, observations, field notes, training transcripts, training artifacts, and a participant journal.

The results from the study indicated that the Six Seconds model has the potential to positively impact emotional intelligence development in teacher candidates. Moreover, the study resulted in broader assertions about emotional intelligence development among future teachers. Emotional intelligence starts with a commitment to change. Second, teacher candidates must have the opportunity to continuously apply new learning in an environment conducive to EQ development. Finally, the pursuit of a noble goal is critical to the application of all other emotional intelligence competencies.

---

<sup>1</sup> Indicates a primary focus on qualitative methodology

## DEDICATION

While pursuing any important goal in my adult life, my husband has been my quiet, but powerful support system. Jeremy - for the last twenty years, you have made sacrifices that have allowed me to pursue my dreams. I am better because you have been my partner in this life. To my parents – you made me believe that there was nothing I could not do. There is simply no greater gift a parent can give a child. That confidence is what has allowed me to put aside my fears and to take on new challenges. To my children, Joshua and Jordan - every decision I have made for the last eighteen years has been with you in mind. Of all things I have done in my life, I am most proud of being your mother.

And, a special thank you is offered to my amazing family members, friends, cohort classmates, former students, and colleagues who offered an encouraging word, a joke, or an offer of support during this process. I would like to extend a special thank you to my colleague and friend Sarah Beal, who played a special part my doctoral journey. Her endless optimism, her willingness to go the extra mile to support me, and her confidence in me was more than anyone could have asked for in a friend.

## ACKNOWLEDGMENTS

My doctoral studies were inspired by and supported by some of the most incredible education leaders and researchers. I am incredibly grateful to them and wish to acknowledge their contributions to my successful journey.

Dr. Scott Ridley and Dr. Suzanne Painter, who first encouraged me to pursue my doctoral degree. Dr. Ridley's belief in me strengthened me and allowed me to take risks both in my career and in my education. Dr. Painter's thoughtful leadership served as an example to me, and has proven invaluable in this doctoral journey and in my professional leadership roles.

Dr. Carlson, who served as my doctoral chair. His amazing mentorship resulted in my transformation from a doctoral student to a researcher. I was inspired by his intelligence, his love of learning, his commitment, and his caring nature. He challenged me to work at the highest level, while offering just the right amount of guidance. Dr. Carlson supported me, but reminded me that this work was my own, and that part of becoming a researcher was making (sometimes tough) decisions along the way. He put his trust in me and helped me build my confidence as a researcher. I am incredibly grateful to have had such an incredible teacher and I know his teachings have had an immeasurable impact on my life.

Dr. Catherine Stafford, who served as a member of my doctoral committee and, even though she was a busy assistant superintendent, *personally* called me to offer me my first middle school teaching job. Over the course of fifteen years, I have learned about leading with heart by observing Dr. Stafford. Her fearless

leadership has always been complemented by her genuine concern for others. She is proof that highly effective leaders are emotionally intelligent leaders. Dr. Stafford has been a part of many special moments in my career as an educator, and I am grateful that she is a part of this one.

To Dr. Thomas Heck, who served as a member of my doctoral committee and as my instructor. No textbook on leadership could have provided as much insight into school leadership as Dr. Heck was able to provide. His real-life examples forced me to consider new perspectives and to picture myself in new leadership roles.

To my participants, Jessica and Lindsay. Despite an incredibly hectic schedule, they volunteered their time to participate in the study. Both were asked to do more than their peers, but graciously committed to the project. I hope they learned as much from me as I learned from them.

## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
CHAPTER	Page
1 LEADERSHIP CONTEXT AND PURPOSE OF ACTION .....	1
Context.....	8
Previous Action Research Cycles.....	11
Intervention.....	13
2 REVIEW OF SUPPORTING SCHOLARSHIP .....	16
Emotional Intelligence/Social-Emotional Learning.....	16
Foundations: Importance of Emotions and Teaching .....	17
Emotions and Students.....	20
Emotional Regulation Ability (ERA).....	23
Measuring Emotion.....	24
3 RESEARCH DESIGN .....	27
Setting .....	28
Participants.....	29
Action Plan.....	31
Data Sources and Collection.....	36
4 ANALYSIS AND RESULTS.....	47
Quantitative Data Analysis .....	48
Quantitative Data Results .....	53

4	ANALYSIS AND RESULTS .....	47
	Qualitative Data Analysis .....	55
	Qualitative Data Results .....	58
5	FINDINGS.....	85
6	CONCLUSION .....	113
	Lessons Learned.....	114
	Implications for Practice .....	117
	Suggestions for Replication.....	125
	Next Steps .....	126
	Conclusion .....	126
	REFERENCES .....	132
	APPENDIX	Page
A	SIX SECONDS KCG MODEL .....	137
B	KCG PURSUITS, COMPETENCIES, DEFINITIONS .....	139
C	ACTION PLAN: TIMELINE, STEPS, PARTICIPANTS .....	141
D	TEACHING SATISFACTION SCALE .....	144
E	1:1 SEMI-STRUCTURED INTEVIEW (PRE) .....	146
F	SIX SECONDS TRAINING OVERVIEW/OBJECTIVES .....	148
G	KCG JOURNAL ENTRIES 1 AND 7 .....	151
H	KCG STANDARD JOURNAL PROMPTS 2-8 .....	154
I	DATA COLLECTION MEASURES AND TIMELINE .....	156
J	SEI ASSESSMENT: PEARSON’S R.....	158
K	KCG JOURNAL ENTRY: ADAPTATION FOR JESSICA .....	160

APPENDIX	Page
L KCG JOURNAL ENTRY ADAPTATION FOR LINDSAY .....	162
M PLUTCHIK'S EMOTIONAL MAP .....	164
N 1:1 SEMI-STRUCTURED INTERVIEW (OBSERVATION) ...	166
O 1:1 SEMI-STRUCTURED INTERVIEW (POST) .....	168
P SEI360 FIGURES .....	170
Q TEACHING SATISFACTION SURVEY FIGURES .....	176
R LIST OF CODES: ROUND 1 .....	178
S LIST OF CODES: ROUND 2 .....	181
T CODE FREQUENCY FIGURES .....	184
U MASKS ACTIVITY: JESSICA .....	189
V MASKS ACTIVITY: LINDSAY .....	191
W VIDEOCAMERA ACTIVITY: JESSICA.....	193
X VIDEOCAMERA ACTIVITY: LINDSAY .....	195
Y MOTIVATION ICEBERG .....	197
Z EXERCISING OPTIMISM .....	199
AA CIRCLE OF INTENTION: JESSICA .....	201
AB CIRCLE OF INTENTION: LINDSAY .....	203
AC LETTER TO PARTICIPANTS.....	205
AD IRB APPROVAL LETTER .....	207



## LIST OF TABLES

Table		Page
1.	Quantitative and Qualitative Data Measures .....	45
2.	Qualitative data sources word count .....	55
3.	Themes, Theme-Related Components, and Assertions .....	85

## LIST OF FIGURES

Figure		Page
1.	SEI360 KCG Competencies Pre-Post: Jessica .....	48
2.	SEI360 EQ Outcomes Pre-Post: Jessica .....	49
3.	SEI360 KCG Competencies Pre-Post: Lindsay .....	51
4.	SEI360 EQ Outcomes Pre-Post: Jessica .....	52
5.	Teaching Satisfaction Scale Pre-Post: both participants .....	54
6.	Code frequencies within the KY pursuit: both participants .....	56

## Chapter 1

### LEADERSHIP CONTEXT AND PURPOSE OF ACTION

In August 9, 2009, the *Washington Post* published an editorial by a former Teach for America Corps member entitled “Schools Need Teachers Like Me. I Just Can’t Stay” (Fine, 2009). When I read the title, I had chills. I had a sense that what I was about to read was the story of a bright, capable, well-educated, well-intentioned, motivated woman who was walking away from the teaching profession because she was emotionally exhausted. In my years as a teacher and administrator in elementary schools, and then in my years as a faculty member in a college of education, I had seen this story unfold too many times. My assumption was confirmed as I read her final farewell to the career she thought would be her life’s work.

The Corps member, Sarah Fine, entered the teaching profession after being inspired by her grandmother, who was a teacher for 35 years. She was compelled to “give back” (p. B2) after an incredible upbringing and education at Ivy League universities. Fine was drawn to urban, high-need schools and was certain that she could utilize her strengths to make a difference for kids who needed her most.

Four years later, she described herself as “one more teacher abandoning her students” (p. B2) and summarized her teaching experience as an eager young teacher who “plunged into the fray only to emerge, disappointed and disillusioned, a few years later” (p. B2). Her reason for leaving? Burnout. She “just couldn’t take it anymore” (p. B2). This once-inspired woman described

teaching as “a grueling job...exhilarating but disheartening” (p. B2) where she often experienced situations that forced her to hold back tears of frustration.

Fine shared her experience of teaching a tenth grade student who could “barely read and had resolved that the best way to deal with me was to curse me out under her breath” (p. B2). Fine worked many hours to put together proposals for curriculum that were never seen by her administrators. She wrote about the expansion of the workload and work hours and how she could not have imagined having enough energy for a family. Fine explained that, even though there were moments of triumph, she felt she was failing as a teacher. “Too many students showed only occasional signs of intellectual curiosity, despite my best efforts to engage them” (p. B2). Initially, Sarah had “fallen in love with the idea” (p. B2) of making a difference as a classroom teacher. Only four years later, the word she chooses to describe the profession is “grueling” (p. B2).

Sarah’s story is a common one. Across the country, half of all new teachers leave the profession within five years (Fine, 2009, p. B2). Because they leave so soon, one might assume that they are entering the field ill-prepared for the realities of a career in education. As an administrator of a program that is meant to prepare teacher candidates for teaching in high-needs communities, I am particularly interested in the high attrition rate.

Concerns about high teacher attrition and teacher quality are receiving national attention. More specifically, the spotlight is on the way teachers are trained. In an October 2009 speech at Teachers College, Columbia University, U.S. Education Secretary Arne Duncan warned that we need “a new generation of

talented teachers.” His comments focused on the institutions that prepare over half of America’s new teachers—colleges of education (Duncan, 2009). While Secretary Duncan acknowledged that positive changes were happening in colleges of education across the country, many, he stated, “are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. America’s university-based teacher preparation programs need revolutionary change—not evolutionary tinkering” (Duncan, 2009). Secretary Duncan insisted that teacher preparation programs must adjust to meet the changing demands of the profession. He argued that teaching has never been more difficult than it is currently and that there is an urgent need for high-quality teachers to enter the profession. Secretary Duncan posed a question: “Are we adequately preparing future teachers to win this critical battle?” (Duncan, 2009).

Policy makers, government watchdog organizations, and the public have questioned the quality of the education system (and teacher education programs), and education agencies are pressured to respond with timely training, accountability systems, and support. In the research on teacher education, little is said about the emotional aspects of the profession and how to prepare teachers who will not leave the profession after becoming discouraged, disheartened, and emotionally exhausted. Sarah Fine’s story is a testament to what happens to teachers who enter the profession without adequate preparation. As demands increase, training teachers to cope with those demands should also increase. A 1993 study by the International Labor Office revealed that teachers have some of the highest levels of stress compared to other professions (Jennings & Greenberg,

2009). Naturally, there is a concern about what effects stress and attrition may have on the overall quality of education (Travers, 2001).

Echoing Duncan's sentiment, in their research of teaching and learning, Palomera, Fernandez-Berrocal, & Brackett (2008) argued that "teaching is considered to be one of the most stressful occupations" (p. 441) and training in emotional competencies can support teachers in coping with stressful environments. Jennings and Greenberg (2008) found that a socially and emotionally competent teacher is most effective at working with students, yet both pre-service and in-service training programs do not emphasize this aspect of the profession. A socially and emotionally competent teacher is one who has a strong understanding of his/her emotions, successfully manages emotions, and is self-aware and empathetic. A socially and emotionally competent teacher utilizes these skills to cope with the demands of teaching.

Despite the evidence that teaching is a socially and emotionally challenging profession, teacher education programs do not adequately prepare students for these aspects of the profession. In schools where training in social-emotional learning does occur, the focus is on the social-emotional learning of the student and not the classroom teacher. Although universities have improved teacher education by focusing on clearly defined knowledge and skills required of teachers, there is still too little emphasis placed on other necessary skills—those related to the emotional nature of the profession.

So what determines what is taught in a college of education? The National Council for Accreditation of Teacher Education (NCATE) is the

organization that provides accreditation for colleges of education. According to the NCATE standards, teacher candidates must “demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn” (*Professional Standards for the Accreditation*, 2008, p. 16).

Although emotional intelligence is not mentioned in the standards, the discussion about teacher dispositions is a beginning step in acknowledging the emotional aspects of teaching. The 2008 NCATE Professional Standards define dispositions as the following:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional (*Professional Standards for the Accreditation*, 2008, p. 89).

While the intention of the professional standards is to provide guidelines for assessing dispositions, the terms (e.g. attitudes, values, beliefs) are difficult to measure because they are ambiguous. The research on social and emotional learning helps us locate specific behaviors that are closer to NCATE’s intent—and there is research to show that these behaviors are measurable.

To meet the standards for developing and assessing professional teacher dispositions, colleges of education tend to focus on the actual behaviors/actions of the teacher candidate as opposed to the emotions behind those actions. This

contradicts the theory of emotional intelligence, which asserts that the decisions we make are actually emotional responses. Including training in professional dispositions is a start, but it does not address the causes behind the choices teachers make in the classroom, in the workroom, in staff meetings, and in parent meetings—choices driven by a teacher’s emotional intelligence.

Although research about emotional intelligence (EQ) in teacher education is limited, there are some promising studies that support training in emotional intelligence for teacher candidates. In his study of EQ, educational researcher Andy Hargreaves (2000) pointed out “the disturbing neglect of the emotional dimension in the increasingly rationalized world of educational reform” (p. 811). Hargreaves (2000) argued that education policy makers and administrators are concerned with “increasingly rationalized, cognitively driven and behavioral priorities of knowledge, skill, standards, targets, performance, management, planning, problem-solving, accountability, decision making, and measurable results” (p. 812). Hargreaves (2000) asked educators and researchers to consider that “Teaching, learning, and leading may not be solely emotional practices, but they are always *irretrievably* emotional in character, in a good way or bad way, by design or default” (p. 812).

In a study of the interrelations between pedagogical content knowledge and emotional knowledge in teaching and learning, Michalinos Zembylas (2006) argued that “...an analysis of teachers’ understandings of the emotional dimensions of teaching and learning is needed to supplement the research focused on the cognitive aspects of teacher knowledge” (p. 356). He asserted that



“...teachers must be able to connect their emotional understanding with what they know about subject matter, pedagogy, school discourses, personal histories, and curriculum” (p. 364). Zymbylas is pointing to the fact that being a teacher is more than knowing content, it is about establishing relationships with students to help connect them to the content. A skilled mathematician does not automatically translate to a skilled teacher, as teaching involves unique relationships with others.

These assertions are not new. Day & Leitch (2001) suggested 10 years ago that, despite major concerns regarding teacher burnout and turnover, little was being done to address the link between emotional aspects of teaching and teachers’ decisions to leave the field. University coursework in teacher preparation and inservice professional development did not focus on developing strategies for dealing with the stress and the emotional toll of teaching, despite Goleman’s (1994) assertion that “a view of human nature that ignores the power of emotions is sadly short-sighted” (p.4). Day & Leitch (2001) warned that effective teacher training must pay attention to both cognitive and emotional aspects of teaching and warned that it was “crucial that the importance of this interaction is not only acknowledged but understood to have a central role in programmes of teacher education and continuing professional development in all phases of teachers’ lives” (p. 414). Now, 10 years later, we continue to battle issues related to teacher burnout.

Despite the fact that emotional intelligence has not made its way into most teacher education programs, there is promising research emerging. Dr. Howard

Margolis, editor of *The Reading & Writing Quarterly*, dedicated an entire double issue to the subject of social and emotional learning because he thought it was important work. In the issue's introduction, researcher David Lee Carlson (2010) made a powerful statement regarding social-emotional learning. He stated, "Schools are more than a collection of test scores, graduation completion rates, and accountability measures. They are a collection of relationships that include social, emotional, and cognitive components. In short, schools are placed where learning occurs within the context of relationships" (Carlson, 2010, p. 1).

Seminal work is coming out of comparing social-emotional learning to literature studies, and the articles on this important issue create awareness and show us how it can be done. This research focuses on social-emotional learning and academic performance, which supports the work in my study. The purpose of my research is to contribute to this growing body of knowledge. What better place to introduce these connections than where the individual is learning to become a teacher—in a college of education.

### **Context**

At the time of the study, I was a faculty member in a teaching college in the southwest region of the United States. In fall 2011, the college implemented a new model of teacher education called iTEACH<sup>2</sup>. It was funded, in part, by a Teacher Quality Partnership grant from the United States Department. iTEACH is a collaborative K-12 university-school partnership (delivered in over 20 partner

---

<sup>2</sup> Name changed to protect identity of participants

districts across the state), which includes methods of providing and modeling authentic assessment (through the use of performance-based assessment) and offers earlier and increased clinical experiences for teacher candidates. iTEACH masters level teacher candidates enter the program after earning a bachelors degree in another field and, upon completion, earn a master's degree in elementary education with elementary teaching certification. Admission is based on the grade point average from an applicant's undergraduate degree. Dispositions and emotional intelligence levels are not considered in the admission process.

Students take courses in child development, inclusive practices, lesson planning and assessment, diversity in language and learning, and subject-specific methods courses in social studies, math, science, and literacy. As part of the iTEACH reform model, minor changes were made to the course syllabi to include assessments that require students to apply course concepts in the clinical setting. To date, there has been no formal inclusion of teacher candidate emotional intelligence in the curriculum. The aim of my research is to make the case for emotional intelligence curriculum in the teacher education program.

As director of the iTEACH program, one of my primary goals is to ensure that programmatic decisions meet the needs of the K–12 districts with which we collaborate. Recently, I joined a team of faculty and school district administrators in one of our high-need, urban K–12 partners. The goal was to discuss the major initiatives in the district and to address how the collaboration between the university and the district could support the strategic goals of each partner. The

conversation immediately focused on student achievement and long-range professional development plans. The superintendent encouraged his assistant superintendent to begin the conversation, as she had a longer-standing history in the district. She began by declaring the greatest priority in the current school year was the implementation of a standards-based teacher evaluation system, and she reported that there had been an increase in student achievement through the alignment of curriculum. She posed questions regarding the need for training in differentiation and intervention. She suggested that training was needed in developing common assessments, but reminded the group that the first goal was to develop a common curriculum.

Throughout this conversation, the superintendent remained quiet. He took notes and listened as others contributed. Finally, after nearly 30 minutes, he spoke. He expressed to the group that he had different concerns, and apologized that perhaps it was because of his human resources background (as opposed to his colleagues' backgrounds in curriculum and instruction). He spoke passionately of his concerns regarding the district's identity, and that his biggest concerns were related to the culture of the school district. He stated, "We hire people with strong backgrounds in curriculum and instruction, but we are not doing enough to grow them in the relationship areas" (Madrid, September 24, 2010). He went on to say that the faculty were not given enough time to make connections, that the district needed to "iron out the culture issues" (Madrid, September 24, 2010) and that the district had not placed enough emphasis on fundamental values and relationships so that they could make improvements in instruction.

Although the importance of developing elementary students' social and emotional skills is emphasized through courses on child development and educational psychology, there is little emphasis on the *teacher's* personal growth in these areas. Colleges focus on ways to increase student content knowledge and pedagogical skills, but we place too little emphasis on social and emotional skills. Colleges may require students to consider the social-emotional skills of the learners in their classrooms, but do not explicitly ask them to consider their own skills in these areas. While it is essential that pre-service teachers know the content they are teaching and have the skills for delivering that content, they must also be aware of the emotional aspects of teaching and why they matter. In addition, a pre-service teacher's understanding of his/her own emotional intelligence can serve as a basis for reflective practice. The idea is that if we are aware as teachers where our deficits are, we can make improvements before we enter the classroom. *Emotional intelligence can be developed.*

### **Previous Action Research Cycles**

Based on my belief that emotional intelligence can be developed and has a place in teacher education, my initial action research project in fall 2009 sought to understand how teacher candidates' emotional intelligence assessment results compared to their instructors' perceptions of their EI. The EQ-i Assessment was administered to 12 students in a site-based teacher education program, and the results were compared to the scores assigned by five instructors who worked closely with the students. The results of the study showed a strong correlation between the students' self-reported scores and the reported scores of four faculty

associates and one full-time faculty member who worked with the students for 15 weeks in a teacher education program. This indicated that a student's emotional intelligence was evident in the university classroom. Instructors took notice of a student's ability to navigate emotions in stressful situations, the ability to empathize, or the ability to apply consequential thinking. At the conclusion of the first phase, I realized that the natural next step was to determine how EQ-i results could be used to shape the development of teacher candidates.

For my second phase of research, I discontinued my study of emotional intelligence and aligned my project with my current job responsibilities. As the director of a site-based teacher education program, I was responsible for the supervision of faculty who were housed full-time at approximately 15 school districts across The state. My goal was to develop and implement a protocol for conducting site visits for the purpose of mentoring and coaching. Over the course of the semester, I visited each school site and used the protocol to assist each faculty member in developing a strategy to address areas of need and to reinforce strengths.

During my site visits, I realized that most of our discussions revolved around student issues. Primarily, they were related to professionalism both in the K-12 and college classroom. I spent time with each coordinator developing plans to support struggling students with managing classroom behavior, dealing with difficult colleagues, adjusting to the demands of the program, and developing and maintaining relationships with peers. Throughout the process, I realized that

much of what faculty was struggling with was related to my first phase of action research.

At the beginning of the third phase of my research, I again connected my research to my professional responsibilities. What I realized, though, was that my first phase of action research was the one that was most meaningful to me personally and professionally, and it was research that had the potential to make the biggest impact in the teacher education program I directed. Although it was not related to my day-to-day responsibilities as an administrator of a teacher education program, it was directly related to my goal of improving teacher quality. For that reason, I decided to return to the topic of my first phase of action research—teacher candidates and emotional intelligence.

### **Intervention**

In my first cycle research study in the doctoral program, I examined emotional intelligence and teacher education, but it left me with more questions. Specifically, I wanted to know how a model designed to increase emotional intelligence would affect teacher candidates. In my fourth cycle of action research, I intend to address this question through the implementation of the Six Seconds Know Yourself, Choose Yourself, Give Yourself (KCG) model in a master's program at A state university. The master's program included students who had earned a bachelor's degree in another field and who were working toward a master's degree in elementary education and an elementary (K–8) teaching certificate. Teacher candidates who participated in the intervention were those who were also earning highly qualified middle school status and who were

student teaching in the middle grades (6–8). In fall 2011, teacher candidates were in the second semester of a two-semester program and were student teaching five days per week and taking two university courses in the evenings.

Prior to the start of the fall 2011 semester (August 2011), I trained the teacher candidates in the Six Seconds emotional intelligence model (discussed in more detail in Chapter 3). The model was a tool recognized for developing emotional intelligence in the business and education sectors. No significant changes needed to be made to the model to use it in a teacher education program. The model was comprised of three cyclical steps (Appendix A) – Know Yourself (increasing self-awareness, recognizing patterns and feelings), Choose Yourself (intentionality, building self-management and self-direction, consciously directing your thoughts, feelings, and actions), and Give Yourself (aligning your daily choices with your larger sense of purpose, using empathy and principled decision making). Within these three steps, there were eight specific, learnable competencies (Appendix B).

During a 12-week period, teacher candidates described a situation in their classroom (or in their school/professional setting) that elicited an emotional response through the use of an online journal (described in more detail in Chapter 3). For the first step, they examined the feelings they experienced as a result of the situation using the Plutchik Emotional Map (Appendix M). In the second step, teacher candidates described their response to the situation and identified three or more alternative responses they could have thought, felt, and done (Freedman, 2007, p.97). In the third step, teacher candidates asked themselves



what the empathetic, principled choice would have been (Freedman, 2007) and which response was most in line with their noble goal.

By implementing the KCG and associated measures (described in Chapter 3), my goal was to answer the research question: How, and to what extent, does the implementation of the Six Seconds (Know Yourself, Give Yourself, Choose Yourself) model with teacher candidates in a master's program in a high-needs urban middle school impact emotional intelligence and teacher satisfaction? In Chapter 2, I provide a review of the literature related to social-emotional learning and emotional intelligence. Chapter 3 describes my mixed-methods (QUAL-quant) research plan, including a description and rationale for my methodology. In Chapter 4, I provide a detailed inventory of my data sources, the methods I used to analyze data, and the results of those analyses. Chapters 5 and 6 present the assertions made from my data analysis, and how the study contributed to addressing my research question. Finally, I make recommendations for future research related to this topic, and outline the implications for practice.

## Chapter 2

### REVIEW OF SUPPORTING SCHOLARSHIP

To successfully implement my intervention, I needed to build a foundation on the theory of emotional intelligence, a strong understanding of how emotional intelligence impacts learning, and knowledge and skills related to the KCG model and associated assessment tools. To accomplish this, I conducted a literature review of these domains.

#### **Emotional Intelligence/Social-Emotional Learning**

Although both social and emotional intelligence focus on one's knowledge of self and others, there are distinctions. Researchers have made comparisons between social and emotional intelligence, but there are variations in the degree to which they differ depending on the model of emotional intelligence. Mayer and Salovey (1997) recognize the relationship between the two intelligences, but describe how they believe social and emotional intelligence interact:

“On one hand, emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for person (as opposed to social) growth. On the other hand, emotional intelligence is more focused than emotional intelligence in that its constructs have been defined as separate and apart from verbal intelligence” (p. 272).

My action research dissertation is built around the theory of emotional intelligence (EQ). According to Goleman (1997), emotional intelligence explains how individuals with obvious academic intelligence can make very irrational decisions. Goleman (1997) warned, “...people with high IQ's can be stunningly poor pilots of their private lives” (pg. 34). He defined emotional intelligence as

abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope (pg. 34). These essential skills, Goleman argued, can be taught to children (and adults) in the same way that math or reading can be taught. According to Goleman (1997), "emotional aptitude is a meta-ability, determining how well we can use whatever other skills we have, including raw intellect" (p. 36).

The most widely accepted definition of EQ is "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth" (Mayer & Salovey, 1997, pg. 124). In the late 1990s, researchers Karen McCown, Anabel Jensen, Marsha Rideout, and Joshua Freedman created a simple model of emotional intelligence utilizing the work of Goleman, as well as Salovey and Mayer, along with education theory. The result was the Six Seconds Model of EQ-in-Action, also known as the Know Yourself, Choose Yourself, Give Yourself (KCG) model. Emotional intelligence has played a role in the business field, and now it is part of the education field, too. The reason? Teaching is an emotional profession—and there is adequate research to support this claim.

### **Foundations: Importance of Emotions and Teaching**

**The emotional nature of teaching.** Hargreaves (2001) asserted that, while widespread efforts to improve teaching and learning are notable, they do not "get to the heart of it" (p. 1056). Teaching and learning, he stated, "are not only concerned with knowledge, cognition, and skill. They are also emotional

practices...” (p. 1056). Of course, teaching is not merely emotion, but is a practice that requires competence in both cognition and emotion.

Zembylas (2003) argued that teacher emotion has not received the same attention as other educational research topics because Western culture dismisses emotion as something that is “misleading” and “elusive” (p. 106). Rather, researchers focused on things that they consider measurable, such as teacher beliefs or teacher practices. Hargreaves’ (2001) work “provides a counter discourse to more technical and cognitive science-driven conceptions of teaching that dominate the language of educational policy and administration” (p. 1057). He stated that, despite proof that emotion plays a role in many occupations, each occupation is unique and, as a result, so is the expression of emotions in that field. Hargreaves (2001) used the term “emotional geographies” to describe how “teachers’ emotions are embedded in the conditions and interactions of their work” (p. 1058).

Jennings & Greenberg (2008) made the case that teachers who are socially and emotionally competent “have high self awareness...high social awareness...exhibit prosocial values and make responsible decisions based on an assessment of factors including how their decisions may affect others and themselves” (p. 492). The researchers stated that an effective teacher is one who understands a student’s emotions and cognitions and how these impact the student’s performance in the classroom. An effective teacher (one with strong social-emotional competence) is likely to be stronger at managing a classroom in that he/she anticipates student behaviors by focusing on students’ emotions and

responding with the appropriate verbal and physical expressions. Finally, those teachers who are highly competent are more likely to promote social-emotional learning in their own classrooms by explicitly teaching the skills and modeling the skills on a regular basis for students.

Teachers who are strong socially and emotionally positively impact students through planning instruction and assessment that is responsive to student needs, motivating students, and preparing students for productive relationships with others. Research has shown that student performance lags in classrooms where teachers are not prepared to manage the social and emotional aspects of teaching. Student performance is not the only consequence, however. When teachers are not prepared for the emotional aspects of the profession, their personal sense of success is in jeopardy.

**Teacher burnout.** Research has shown that teacher burnout is a major contributor to teacher turnover. Stress can be caused by a number of factors, but student behaviors and teacher-student relationships are on the top of the list (Maag, 2008). Specifically, when students misbehave, it can lead to an emotional response that increases the intensity (and related stress) of the situation. Evers, Tomic, and Brouwers (2005) found that teachers who were emotionally exhausted were at risk of experiencing burnout. The primary source of stress and subsequent burnout has been teacher-student interactions (Friedman & Lotan, 1985). Several researchers have found the most stress-inducing student behaviors were disrespect, inattentiveness, low motivation, poor achievement, apathy, and social incompetence (Blasé, 1982; Friedman, 1995; Hastings & Bham, 2003;

Milstein & Golaszewski, 1985; Milstein, Glaszewski, & Duquette, 1984). In general, significant correlations have been found between high levels of teacher burnout at all grade levels and student misbehavior (Borg & Riding, 1991; Byrne, 1994; Lamude, Scudder & Furno-Lamude, 1992). Finally, teachers interpret students' behaviors as more negative as burnout becomes more severe (Kokkinos, Panayiotou, & Davazoglou, 2005; Whiteman & Young, 1985)

As mentioned in Chapter One, researchers in emotion and teaching have argued that “teaching is considered to be one of the most stressful occupations” (Palomera, Fernandez-Berrocal, & Brackett, 2008, p. 441) and training in emotional competencies can support teachers in coping with a stressful environment. Teacher burnout can be predicted based on a teacher's EQ, and teachers “with high EQ use more positive, well-adapted coping strategies when dealing with different sources of stress at school, and they feel greater satisfaction with their work” (Palomera, Fernandez-Berrocal, & Brackett, 2008, p. 444). Burnout not only affects a teacher's longevity in the profession and his or her personal satisfaction, it also affects student learning. “Teachers identify the ability regulate their emotions as an indispensable competency in order to reach academic goals” (Palomera, Fernandez-Berrocal, & Brackett, 2008, p. 444).

### **Emotions and Students**

With research proving the impact of emotional intelligence on a teacher's ability to reach his/her goals, we must also consider how emotional intelligence impacts the students a teacher serves. Goleman (1997) argued that students with poor emotional intelligence struggle academically due to the fact

that negative emotions interfere with a student's attempt to focus on learning. He stated that "students who are anxious, angry, or depressed don't learn" (p. 78) and argued that negative emotions can overwhelm concentration, taking over the mental capacity cognitive scientists call "working memory" (p. 79).

Just as negative emotions interfere with learning, positive emotions contribute to student learning. Goleman (1997) asserted that emotions such as enthusiasm, pleasure, and zeal have a profoundly positive effects on students' performance and success in pursuing goals. Goleman's (1997) belief is that "for a given level of intelligence, your actual achievement is a function not just of talent, but also of the capacity to stand defeat" (p. 89). The work of Palomera, Fernandez-Berrocal, & Brackett (2008) supported Goleman's research related to the correlation between emotions and achievement. They argued that students with higher levels of emotional intelligence "cope better with the transition from primary to secondary school, with better academic results, better self-assessment, better attendance and more well-adjusted behavior, as compared to their classmates with low EI" (p. 444).

Goleman (1997) demonstrated the possible effects of emotional illiteracy through the story of a dispute between three high school students in Brooklyn, New York. The students were engaged in an ongoing feud, and as it escalated, one student brought a .38 caliber pistol to school. As school security watched, the student shot and killed two of his classmates. Goleman (1997) provided this example as a worst-case scenario of students who are ill-prepared to handle their emotions. Goleman (1997) pointed out teachers' realizations that,

even when student performance and math and reading is less-than-desirable, the most alarming deficiency is emotional illiteracy. He quoted one Brooklyn teacher who argued that “we care more about how well schoolchildren can read and write than whether they’ll be alive next week” (Goleman, 1997, p. 231).

Yet another consequence of poor emotional skills is high dropout rates. Students who are not well-adjusted emotionally and struggle socially are more likely to drop out of school. According to Goleman (1997), children who are rejected by peers are between 2–8 times more likely to drop out than their peers who have friends. He cited another study that found 25% of children who were unpopular in elementary school had dropped out before completing high school, compared to a general rate of 8%. This is no surprise, considering that these children often experience loneliness, rejection, anxiety, and depression. Goleman (1997) asked us to consider “spending thirty hours a week in a place where no one likes you” (p. 250). By ignoring the opportunity in elementary school to teach students the skills they desperately need to build and maintain relationships, we set them up for potential major struggles in school and in life.

**Middle school & high school children and EI.** Research has shown that emotional intelligence plays a major role in teacher efficacy and student-teacher relationships in the middle and secondary grades. In Sutton’s (2004) interviews of middle school teachers, it was apparent that teachers experienced negative emotions that had the potential of interfering with their ability to teach and students’ ability to learn. Over 90% of teachers interviewed talked about holding in their anger, reducing their anger, stepping back and breathing, keeping



themselves in check, and monitoring their tone (Sutton, 2004). They also talked spontaneously about their losses of control and about their regrets about those incidents (Sutton 2004). Emotional intelligence researchers would identify the ability to prevent these losses of control as Emotional Regulation Ability.

### **Emotional Regulation Ability (ERA)**

Emotional regulation ability (ERA) is defined as a “core component of emotional intelligence...the capacity to regulate one’s own and others’ emotional states” (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010, p. 407). Those with a higher ERA are better able to maintain positive emotions and manage the emotions of themselves and others. Because teaching involves emotional practices and emotional interactions between teachers and students, a higher teacher ERA should result in better emotional management, more appropriate emotional expressions, and more positive interactions with students. Brackett, et al. (2010) made a powerful statement regarding the importance of teachers’ emotional regulation ability: “One inappropriate display of contempt for a student can destroy forever a teacher’s relationship with that student” (p. 407).

Sutton and Knight (2006) stated that teachers’ beliefs about the effectiveness of regulating positive emotions are consistent. In their study of over 400 teachers, 97% indicated that “showing positive emotions made them sometimes, usually, or always more effective” (Sutton and Knight, 2006). There were differences, however, in their beliefs regarding the effectiveness of regulating negative emotions. “Nearly 60% of respondents said showing negative emotions made them sometimes, usually, or always less effective, whereas only

36% said showing negative emotions made them feel sometimes, usually, or always more effective” (Sutton and Knight, 2006b).

Based on the fact that emotional regulation ability has a proven impact on teacher effectiveness, any training and/or support in emotional intelligence should address this area. Specifically, any intervention aimed at increasing emotional intelligence in preservice teachers should aim to increase their ability to *regulate* emotions. To do so, it is important to consider how emotions are measured.

### **Measuring Emotion**

So how do we measure a teacher’s ability to regulate positive or negative emotions? Until recently, it was difficult to reliably measure emotional regulation ability beyond the types of surveys mentioned in the previous section. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), however, reliably measures “an individual’s knowledge and capacity to reason with and about emotions” (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010, p. 407). The MSCEIT provides hypothetical scenarios and asks respondents to evaluate the effectiveness of various behaviors.

Higher scores on the Mayer-Salovey-Caruso Emotional Intelligence Test (J. D. Mayer, Salovey, & Caruso, 2002) are associated with higher-quality interpersonal relationships (Brackett, Warner, & Bosco, 2005; Lopes et al., 2004), academic performance and social competence (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006; Gil-Olarte Marquez, Palomera, & Brackett, 2006; Lopes et al., 2006), and important workplace outcomes, such as higher stress tolerance and peer and/or supervisor ratings of interpersonal facilitation (Lopes et

al., 2006). Lower scores are associated with drug use, alcohol consumption, and deviant behavior (Brackett, Mayer, & Warner, 2004).

Another method of measuring is a self-report assessment. One such tool is the Six Seconds Emotional Intelligence Assessment (SEI). The SEI was developed by Joshua Freedman and the organization Six Seconds as a tool for individuals to develop their emotional intelligence and to put it into practice. It is the only assessment aligned with the Six Seconds model of emotional intelligence (described below) and has proven effective for predicting success factors such as personal effectiveness, relationship quality, general health, and quality of life (Freedman, 2007). “A regression analysis of the SEI found that 54.79% of the variability in the combined variable is predicted by the SEI” (Freedman, 2007, p. 239).

The MSCEIT and SEI were both considered for my study based on their strengths and weaknesses. According to Six Seconds, the strengths of MSCEIT are that it is “highly objective, very rigorous, truly measures unique dimensions of emotional awareness and processing” ([www.6seconds.com](http://www.6seconds.com)) and its cons are that it is “unusual (some people even find it strange or hard to see the relevance to work and life)” and it is “fairly time consuming” ([www.6seconds.org](http://www.6seconds.org)). The SEI’s strengths are that it is an “actionable, clear model” that “puts EQ in the context of important life and work outcomes” ([www.6seconds.org](http://www.6seconds.org)). The SEI was normed with over 25,000 respondents from over 30 countries and has Cronbach Alphas ranging from .73–.84, and it strongly predicts self-reported outcomes such as effectiveness ( $R^2=.501$ ) and quality of life ( $R^2=.435$ ) ([www.6seconds.org](http://www.6seconds.org)). The

cons of the tool are that it is “relatively new (2005) so not as well known as other tools” and that it is “not created by academics so few academic research articles are published with it” ([www.6seconds.org](http://www.6seconds.org)).

The literature makes a strong case for emotional intelligence training for future teachers. The results are in-teachers who are socially and emotionally competent make better decisions regarding instructional practices, are better classroom managers, and *stay in the profession*. This research study is critical to understanding how emotional intelligence training is operationalized in a college of education and how it impacts pre-service teachers. Chapter 3 describes the research design and outlines the setting, participants, action steps, and methodology.

## Chapter 3

### RESEARCH DESIGN

#### **Research Design**

My goal of increasing pre-service teachers' emotional intelligence through the implementation of the Six Seconds Know Yourself, Choose Yourself, Give Yourself (KCG) model resulted in an action research study. Mills (2007) stated, "Action research has the potential to be a powerful agent of educational change" (Mills, 2007, p. V). My study spanned a period of 12 weeks, but the goal was that strategies implemented during that time would continue and the innovation would positively impact teacher candidates in the long-term. According to Mills (2007), "incorporating action research into pre-service teacher education programs and professional development programs for in-service teachers will help make action research an ongoing component of a professional teacher's practice" (p. V).

I utilized a mixed-methods (Johnson & Onwuegbuzie, 2004) approach to address the research questions. Mixed methods is defined as research "where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004, p. 17). Using both quantitative and qualitative measures offered the most comprehensive information regarding the impact of my innovation and allowed me to "draw from the strengths and minimize the weaknesses of both" types of measures (Johnson & Onwuegbuzie, 2004, p. 15). Quantitative measures included the Six Seconds Emotional Intelligence Assessment (SEI360) and a Pre/Post Teacher Satisfaction Scale (TSS).

Qualitative measures included a participant journal, Six Seconds training transcripts, SEI360 open-ended responses, researcher observations, and 1:1 semi-structured interviews.

### **Setting**

The study was conducted within a teacher education program at A state university. The program was a master's and certification program housed in an urban school district in the southwest. According to the National Center for Education Statistics (<http://nces.ed.gov/surveys>), the community included a population of 34.2% Hispanic or Latino, 50.4% White, 5.9% Black or African American, and 5.0% American Indian or Alaska Native. For those under the age of 19, 50.9% were Hispanic or Latino, and 49.1% were Non Hispanic or Latino. The community consisted of 35.1% owner-occupied housing units and 64.9% were renter-occupied units.

The school district that housed the teacher education program included three K–6 schools, a primary school (grades K–3), an intermediate school (grades 4–6), and a middle school (grades 7–8). The student population was 63% Hispanic, 13.2% White, 11.3% Black, 1.8% Asian, and 10.7% Other. The school district represented students from high-poverty households with 89.1% of students in the district eligible for free or reduced-price lunches.

The school district was identified by the state's department of education for Title I Local Education Agency Improvement because, under the Federal No Child Left Behind Act of 2001 and the state's accountability system, it did not meet "adequate yearly progress (AYP) for three consecutive years in the same

indicator and across all grade-spans” (www.greatschools.net) In 2009–2010, the [state standardized test] was administered to students in grades three through eight in reading and mathematics (www.greatschools.net). The writing assessment was administered only to students in grades five, six, and seven. The science assessment was administered to students in grades four and eight. In the middle school in 2010, 70% of seventh grade students and 61% of eighth grade students met or exceeded the standard on the AIMS. In writing, 65% of seventh grade students met or exceeded the standard. In mathematics, 58% of seventh and eighth grade students met or exceeded the standard. In science, 48% of eighth grade students met or exceeded the standard.

### **Participants**

The teacher candidates eligible for the study were those assigned to student teach in a middle school classroom and were working to become highly qualified in middle school content areas. In the master’s program, there were two teacher candidates who met the criteria and, as a result, were selected as the two participants for the study. The rationale for selecting this grade level was based on literature that asserted that the highest levels of burnout and emotional stress occurred with teachers who worked with adolescents. The candidates were in the second semester of a two-semester accelerated teacher education program. These students had completed all methods coursework prior to the student teaching semester. Each candidate was placed 1:1 with a certified classroom teacher who served as the supervisor on a daily basis. Teacher candidates and classroom mentor teachers planned and delivered instruction in a co-teaching model.

Through this model, they shared responsibility for all planning, instruction, assessment, management, and parent communication for a period of 18 weeks.

The first participant, Lindsay<sup>3</sup>, a 25-year-old white female, had earned a Bachelor of Science in Retailing and Consumer Science with minors in General Business Administration and Sociology. Prior to entering the master's and certification program, Lindsay had been in a managerial role for a major national retailer. She was unhappy with her boss and with the corporate setting (1:1 semi-structured interview) and left retail and to enter teaching. Prior to her student teaching semester, Lindsay had successfully completed the state teacher certification examination in both professional knowledge and elementary content. She had not yet taken the state examination for middle school language arts, where she hoped to eventually teach. Lindsay student taught in a seventh grade language arts classroom for the first half of the semester, and a sixth grade language arts classroom for the second half of the semester.

The second participant, Jessica<sup>4</sup>, a 28-year-old white female, had earned two undergraduate degrees prior to her decision to enter the master's program. She held a Bachelor of Science in Psychology and a Bachelor of Arts in Spanish. When the study began, Jessica had successfully completed the state's teacher certification examinations in professional knowledge and elementary content. She had not taken the middle school mathematics content examination. Her goal

---

<sup>3</sup> Participant's name changed to protect identity

<sup>4</sup> Participant's name changed to protect identity



was to teach middle school mathematics, and she was placed in a seventh grade mathematics classroom for student teaching.

### **Action Plan**

From January 2011 through July 2011, I participated in an SEI Certification Training with a 1:1 Six Seconds SEI coach and earned SEI Certification from Six Seconds. This training certified me to administer the SEI assessment and to provide feedback and coaching to participants. The training required me to go through a series of lessons before administering assessments to colleagues, analyzing the results, and providing feedback and coaching. Each step in the process was done under the direction of a certified Six Seconds SEI Coach.

In July 2011, I attended the full Six Seconds EQ Certification training in Palo Alto, California. The training was facilitated by Joshua Freedman, author of *At the Heart of Leadership* and co-developer of the SEI assessment. The training was participatory in nature and allowed me to develop skills in teaching/coaching the model while improving my own emotional intelligence. At the conclusion of the training, I was a certified Six Seconds trainer.

On August 15, 2011, I began my study by administering the Teaching Satisfaction Scale survey to each of my participants via Survey Monkey. I also administered the SEI360 Assessment to each participant using the online test administration system. The same assessment was administered to nine other raters for each participant to provide a “360 view” of each participant’s emotional

intelligence. The assessment allows participants to compare their assessment results to their raters to see how others perceive their emotional intelligence.

On August 23, 2011, I met with the participants to provide an overview of the training and the timeline and expectations for the study. In addition, I introduced them to the online Google document that would contain their KCG journals. On August 25, 2011, I met privately with each participant in a 1:1 semi-structured interview (Whiting, 2008) to discuss the findings of the SEI360 Assessment.

Six Seconds training began on August 25, 2011. It was held in a classroom within the district and took place over a period of three days (see training overview in Appendix F). The objectives of the training were to strengthen participants' emotional intelligence, understand the Six Seconds Know Yourself, Choose Yourself, Give Yourself approach to increasing and applying EQ, and to learn mechanisms that increase personal performance.

Day one began with an overview of the Six Seconds Know Yourself, Choose Yourself, Give Yourself model and a preview of the training. We began by reading the *Washington Post* article, "Schools need teachers like me, I just can't stay" (Fine, 2009, p. B2). We discussed the article and created a brainstorm on the whiteboard that answered questions about what background/skills Fine possessed that should have predicted a successful career in teaching, and then discussed what factors may have contributed to her decision to leave the profession after four years.

The objective of the second phase of the Six Seconds training was for participants to understand the “Know Yourself” pursuit of the Six Seconds model. I taught a mini-lesson on Enhancing Emotional Literacy and introduced participants to the Plutchik Emotional Map (Appendix M). I taught participants about the purpose emotions serve and the basic messages they send and ended the session with a segment on emotions and the brain. This segment included a discussion regarding emotional hijacking of the brain and the Six Seconds Pause. Participants learned that using their analytical brain for a period of six seconds allows time to choose a constructive response to emotions.

The mini-lesson on Recognizing Patterns asked participants to look for links between the way they think, feel, and act on a regular basis. Participants completed an activity that asked them to examine their patterns by describing the mask they presented to the outside world (how they want to be perceived) and then describing the mask they wanted to hide from the outside world (what they did not want the world to see) (Appendices U and V). They answered the following questions in this activity: What mask do you present to the outside world? What do you want them to think of you? What do you do so they will believe this mask is true? What do you want your mask to hide? What are you afraid they will see? What do you do so they won’t see behind your mask?

The objective of phase three of the Six Seconds training was for participants to understand the “Choose Yourself” pursuit of the Six Seconds model. I began with a mini-lesson on the Apply Consequential Thinking competency where participants examined the costs and benefits of their thoughts,

feelings, and actions through a “Videocamera Activity” (Appendix W). I taught a mini-lesson on Engage Intrinsic Motivation where we examined the motivation iceberg (Appendix Y), and then a mini-lesson on Exercise Optimism that included a tool for increasing performance in this area (Appendix Y). Finally, I facilitated a mini-lesson on Navigating Emotions where we examined the emotional reactive cycle (set-up, escalation, and interpretation) and a tool for shifting to balance (prevention, intervention, de-escalation).

The objective of phase four of the Six Seconds training was for participants to understand the “Give Yourself” pursuit of the Six Seconds model and to establish a first draft of a noble goal. I facilitated a mini-lesson on Increase Empathy where participants looked at the situations of others and practiced how they might increase empathy. Finally, I taught a mini-lesson on Pursue Noble Goals. I discussed the “ground rules” of the noble goal (beyond your lifetime, points outward, integrates all domains of one’s life, gets you out of bed, and nobody is made less because of it). Then, I modeled the process and shared my noble goal along with other examples of noble goals. The next step was for participants to develop a noble goal. This step was essential as the “Noble goal activates all of the other elements of EQ” (Freedman, 2007, p. 194). I modeled the use of the Circle of Intention and then each participant was asked to complete one individually and to create a draft of her noble goal. During the allotted time, Jessica established a draft statement. Lindsay asked for more time to complete the activity at home.

The Six Seconds training concluded on day three with a review of emotional intelligence and a discussion about our individual competencies and areas where we have strengths and weaknesses. We discussed the alignment of the Know Yourself, Choose Yourself, Give Yourself (KCG) Journal with the KCG Pursuits and competencies, and discussed the next steps in the process. Participants were assigned Journal Entry 1. Together, we determined that subsequent weekly journal entries would be due each Sunday.

Over the next five weeks, participants completed journal entries 2–8 in the KCG journal (Appendix H). Participants were not required to complete a journal entry for the week of October 3, 2011, due to a planned school district recess. Journal entries 7 and 8 were completed during the weeks of October 17, 2011, and October 24, 2011 (with the final journal entry due on October 31, 2011).

During the semester, I conducted two classroom observations of each participant. The first was during the week of September 25, 2011 and was followed with a short, 1:1 semi-structured interview (Appendix N). I conducted a second classroom observation of each teacher candidate on November 15, 2011, and followed up with a 1:1 semi-structured interview. During each observation, I recorded data using scripted notes. These notes were used to supplement the 1:1 semi-structured interview protocol.

The post assessments of the Teaching Satisfaction Survey and SEI360 were administered from November 14–18, 2011. When all data were collected from the SEI360 Assessments, I provided copies of the reports to each participant so she could complete the final KCG journal entry during the week of November

22, 2011. On December 2, 2011, I conducted a final 1:1 semi-structured interview with each participant.

### **Data Sources and Collection**

According to Mills (2007), “researchers should not rely on any single source of data, interview, observation, or instrument” (p. 56). Multiple sources of data were employed (Appendix I) to answer the research question: “How and to what extent does the implementation of the KCG model impact teacher candidates’ emotional intelligence?” Quantitative measures included the Six Seconds Emotional Intelligence Assessment and the Teaching Satisfaction Scale. Qualitative measures included Six Seconds training transcripts, Six Seconds training activities, SEI360 open-ended responses, journal entries, and 1:1 semi-structured interviews. What follows is a detailed description of each data source and its function, reliability, validity, and intended use in this study.

**Six Seconds Emotional Intelligence Assessment.** I administered the Six Seconds Emotional Intelligence Assessment (SEI360) as a pre and post assessment. The instrument was a questionnaire comprised of 46 items and three open-ended questions and included a self-correcting index and two informational scales (positive impression and consistency). It measured the eight fundamentals of emotional intelligence (Appendix B) according to the Six Seconds Model of emotional intelligence. According to the Six Seconds SEI Technical Manual v3.1 (2010), a regression analysis “revealed that the SEI had considerable predictive power: SEI predicted 54.79% of overall performance (where performance is a combination of the reported outcomes)” (Freedman & Jensen, 2010, p. 4). Higher

scores on the SEI were positively correlated to the following emotional intelligence outcomes: participants' health (25.13%), relationship quality (31.68%), quality of life (43.54%), and personal effectiveness (50.11%) (Freedman & Jensen, 2010).

In addition to the reliability analysis (Fraenkel & Wallen, 2005), the SEI underwent two additional validation analyses to confirm structural and predictive validity (Fraenkel & Wallen, 2005). The first analysis, a correlational analysis, examined the internal consistency of the eight scales. Cronbach's coefficient alphas (Fraenkel & Wallen, 2005) ranged between .661–.818 (Freedman & Jensen, 2010). The second analysis was an inter-scale correlation. Appendix J shows the Pearson's  $r$  for each scale with each other scale (Freedman & Jensen, 2010).

The SEI360 was selected as the pre/post assessment for emotional intelligence based on its high rate of predictability, its alignment with my intervention, and the purpose of my study. The first purpose of the assessment was to provide detailed feedback to each participant regarding his/her emotional intelligence at the time of administration. It provided a starting point for conversations regarding emotional intelligence and assisted each teacher candidate in determining an area of strength and an area of weakness. Second, the SEI360 served as a pre/post measure of emotional intelligence for each participant. Although the goal of the study in a 16-week period was not to improve all areas of emotional intelligence, the SEI360 provided information to each participant regarding progress and next steps.

According to the technical manual (2010), “SEI is effective for coaching, training, selection, and professional/personal growth” (and it focuses on EQ skills that can be both developed and applied in an educational setting. Results of the SEI were divided into five performance zones. A score of less than 70 was the Vulnerable category, defined in the technical manual as “This area may be an obstacle for you to meet your goals’ it may be creating personal and professional challenges for you” (Freedman & Jensen, 2010, p. 21). A score between 71-90 was Emerging, defined as “This is an area where you are showing some development of skills and awareness, and it may be helpful to continue to develop” (p. 21). A score of 91-110 was Functional and defined as “In most situations your skills are serving you well in this area; you may wish to develop here” (p. 21). A score of 111-130 was Skilled and was defined as “probably a valuable strength...to leverage” (p. 21). Finally, a score of 131 and above was defined as Expert and was defined as “unique ability in this area” (p. 21).

The assessment was administered electronically via a link emailed to each student on August 15, 2011, and again at the conclusion of the intervention on November 14, 2012. The assessment was administered to each participant as well as up to nine raters (selected by each participant) representing three categories—friends/family, colleagues, and supervisors. This allowed for participants to compare their responses to those with whom they interacted on a regular basis. Each participant received a detailed report describing her results on the SEI360 and illustrating how she and others perceived her emotional performance. The report included a chart of the participant’s SEI360 scores compared to her raters’



scores in each competency. Scores were reported as 1-5. A score of 1 was Vulnerable, an area that “may be creating personal and professional challenges” (Freedman & Jensen, 2010, p.21). A 2 was Emerging, defined as “an area where you are showing some development of skills and awareness, and it may be helpful to continue to develop” (p.21). A 3 is Functional, defined as “In most situations your skills are serving you well in this area; you may wish to develop here” (p. 21). A 4 was Skilled and “probably a strength...to leverage” (p.21). Finally, a participant who scored 5 (Expert) in any competency had unique ability in that area.

The assessment was administered to each participant and her self-selected raters. Lindsay identified eight raters with a response rate of 100%—four family members, two colleagues, and two supervisors. Because Lindsay had less than three raters in two of the categories, the colleagues and supervisors were reported in a single category as “all others.” Family was reported as its own category as there was a minimum of three respondents. Jessica identified nine raters with a response rate of 100%—three family/friends, three colleagues, and three supervisors. Due to the fact that she had three raters in each category, results were reported in three distinct categories of family/friends, colleagues, and supervisors.

The SEI360 report provided results for the participant from her self-assessment and from all other raters in each of the three overarching pursuits of Six Seconds—Know Yourself, Choose Yourself, and Give Yourself. Then, the report provided scores for the eight competencies within each of the eight

pursuits. Within the Know Yourself pursuit, scores were provided for Emotional Literacy and Recognize Patterns. Within the Choose Yourself pursuit, scores were reported for Apply Consequential Thinking, Navigate Emotions, Engage Intrinsic Motivation, and Exercise Optimism. Within the Give Yourself pursuit, scores were reported for Increase Empathy and Pursue Noble Goals. The assessment also tested and reported outcomes correlated to emotional intelligence—is in good health, seems to have a good life, has excellent relationships, is achieving his/her goals, makes decisions that lead to positive results, and is able to influence others effectively. Numerical tables provided means across each of the pursuits and competencies for both the study participants and their raters. The report also provided a summary of the largest gaps between each participant’s self-evaluation and others’ ratings. This summary included gaps where the self-rating was higher and gaps where others rated higher. In addition, the report included a table with responses by question, showing the number of people who rated each participant a 1, 2, 3, 4, or 5 on each item, as well as a mean score of all other raters. The final section of the report included a narrative where raters had the option to add examples or comments for any question on the assessment, as well as responses to three open-ended questions: What would you like to see the participant starting doing or doing more? What would you encourage the participant to stop doing or do less? What is the participant doing now (that is effective) that you’d like to see continue? The report included verbatim responses from both the participants and their raters.

**Pre/Post survey.** While the SEI was intended to help me focus my intervention and gain an understanding of how the intervention impacted each participant's emotional intelligence, I administered another assessment to determine each participant's satisfaction with the profession. "The TSS offered a simple, direct, reliable, and valid assessment of teaching satisfaction" (Ho & Au, 2006, p. 172). The TSS reliability resulted in a Cronbach alpha coefficient of .77 and a two-week test-retest reliability coefficient of .76 (Ho & Au, 2006, p. 180). The TSS consisted of five items that were adapted from the Life Satisfaction Scale to align with the teaching field (Ho & Au, 2006). Each participant completed the Teaching Satisfaction Scale (Appendix D) on August 15, 2011, and at the completion of the intervention on November 15, 2011. Participants responded on a 5-point Likert scale (Jamieson, 2004) ranging from strongly disagree to strongly agree. In addition to the Likert-scale items, demographic information was collected regarding each participant's sex, grade-level taught, and subject area taught.

**KCG Journal.** Each participant in the study was asked to complete a Know Yourself, Choose Yourself, Give Yourself (KCG) journal entry each week during the study. The journal was in the form of a password-protected Google document jointly owned by the student and me. The first journal entry and the last journal entry (Appendix G) were related to each participants SEI360 (pre and post) and asked students to reflect on the results of the assessment. Journal entries 2–8 included five standard prompts (Appendix H). As each participant

established a focused goal in a particular emotional intelligence competency, the journal prompts were adapted for each participant (Appendices K and L).

In the KCG journal, Prompt A asked participants to describe an emotional event that took place during the week. Participants were asked to provide as much detail as possible when responding to this prompt. Prompt B asked teacher candidates to label their feelings associated with that event using a list of basic emotions (Freedman, 2007). According to Freedman (2007), “one of the biggest obstacles to Emotional Literacy is a limited vocabulary” (Freedman, 2007, p. 115). Researchers do not always agree on a basic list of emotions, and theorists disagree on how to organize/select emotions. To maximize clarity and consistency of responses, participants were required to choose emotions illustrated in Plutchik’s Emotional Map (Appendix M) (Freedman, 2007).

Prompt C in the standard KCG model was designed so that participants were asked to consider their options for responding to a situation (Freedman, 2007). In this approach, they were asked to consider how they might respond to a situation, including three choices of what they could think, feel, or do. I adapted this prompt to ask participants to describe how they *actually responded* to the situation. The reason for this adaptation was that, generally speaking, teacher candidates responded to situations immediately in their classrooms, without time to consider the appropriate response, and had already responded to the situation by the time they completed their journals at the end of each week. Prompt D asked participants to consider and then describe three alternative responses to the situation. Prompt E asked the participants which of the responses (including the

way they actually responded) was the most ethical and principled choice and best aligned with their noble goal.

Additions or adaptations were made to each participant's journal prompts based on the results of her SEI360 and personal goals established in the Six Seconds Training. Jessica identified a goal of Enhancing Emotional Literacy after her initial SEI360, and also Applying Consequential Thinking after the Six Seconds training. To address Enhancing Emotional Literacy, Jessica included multiple words from Plutcik's Emotional Map to describe the emotional event for each week. In addition, Jessica's journal included the Six Seconds Videocamera Activity (Appendix K). The activity was introduced in the Six Seconds training to improve one's ability to apply consequential thinking. In this activity, Jessica was asked each week to describe how she thought, felt, and acted during the emotional event, and then to consider the costs and benefits of her actions to her and to others.

Lindsay identified a goal of Increasing Optimism after reviewing the results of her SEI360 and completing the Six Seconds training. As a result, Lindsay's journal was adapted so that she had to consider six alternative responses to the emotional situation she described rather than the standard three responses (Appendix L).

**Observations.** I planned one classroom observation of each participant during the 16-week period of the study. Each observation was intended for a time when the participant was in a leadership role with instruction and management of the class within the co-teaching model. I scheduled and conducted the first

observations on September 30, 2011. I observed for approximately 30 minutes and independently scripted notes of events that elicited an emotional response from the teacher candidate. Several weeks after my observations, Lindsay was moved to a new student teaching placement. Because Lindsay was in the new classroom for the remainder of the study, I conducted an observation in the new placement on November 14, 2011. I also conducted a second observation of Jessica on that day, but she was not in a teaching role at the time of the observation, so I could not collect any data.

**Interviews.** Following each observation, I conducted a 1:1 semi-structured interview (APPENDIX N) with each teacher candidate. In the interview, I asked the teacher candidate to describe a moment during the observation that elicited an emotional response. I asked the candidate to describe the moment, label the emotion using the emotions from the KCG journal, and describe his/her response. Then, I asked the teacher candidate to consider if her response was impacted in any way by the KCG process. I allowed time for additional questions/discussion based on the data collected in the observation.

**Post interviews.** After the completion of the intervention period, on December 2, 2011, I conducted a 1:1 semi-structured interview that lasted approximately 1 hour (APPENDIX O) with each teacher candidate. In the interview, I asked broader questions around the emotional intelligence pursuits as well as the teaching satisfaction scale. I provided an opportunity for participants to share how the intervention impacted their professional behaviors, as well as an opportunity to share additional information that they believed was relevant to my

study. Chapter 4 provides a detailed account of the analysis of each of the instruments, as well as results gleaned from those analyses.

## Chapter 4

### ANALYSIS AND RESULTS

Data were collected, organized, and analyzed to answer the research question. My goal was to determine how and to what extent the implementation of the Six Seconds model impacted the emotional intelligence and teacher satisfaction of the two participants. I employed a mixed-methods (QUAL-quant<sup>5</sup>) approach to address the research question (Johnson & Onwuegbuzie, 2004).

Table 1

#### Quantitative and Qualitative Data Measures

Type	Data Measure	Detail
Quantitative	SEI360 Assessment	Pre-Intervention and Post-Intervention
Quantitative	Teaching Satisfaction Scale Survey	Pre-Intervention and Post-Intervention
Qualitative	Transcripts of Six Seconds Training	38,619 words
Qualitative	Six Seconds Training Activities	8 activities/8 pages each for a total of 16 pages
Qualitative	Journal Entries	9 entries for a total of 16,720 words
Qualitative	1:1 Semi-Structured Interviews	Pre-Intervention and Post-Intervention for a total of 31,796 words
Qualitative	Observation Notes	14 total pages of handwritten notes

---

<sup>5</sup> Refers to a primary emphasis on qualitative data methods



Table 1 illustrates the data instruments used throughout the study. Data analysis began after the final interview was conducted. A brief description of the organization of the data, as well as data collection procedures, for each of these instruments is presented in two sections—quantitative data and qualitative data.

### **Quantitative Data Analysis**

The SEI360 Assessment was administered pre-intervention and post-intervention via the Six Seconds online assessment system. Data reports from these assessments were stored in the online database. In addition, I downloaded a Portable Document Format (PDF) version of each participant's report as a backup measure and loaded it into my password protected Google Documents account. I also emailed a copy of the report to each participant for her review prior to our first 1:1 semi-structured interview and for her use in responding to Journal Entry 1 (Appendix G). The Teaching Satisfaction Survey was administered pre intervention and post intervention via the online survey management system Survey Monkey. Data reports from the survey were stored in the Survey Monkey online database, and I downloaded a PDF version of the report to load into my Google Documents account.

Analysis of each of the two quantitative measures began after the final observation was completed. To examine the data in reference to my research question, I entered data from each instrument into Microsoft Excel software. To understand the differences in pre-post test scores for each of Six Seconds pursuits, competencies, and emotional intelligence outcomes, I created an Excel workbook for each of the participants and placed each of the Six Seconds KCG pursuits and

competencies on the Y axis. On the X-axis, I entered pre and post for the self-score and for each category of raters (colleagues, friends/family, supervisors, and all others). I entered all SEI360 data into each cell and ran multiple analyses to address my research question.

I conducted an analysis of each participant's pre/post scores in each of the Six Seconds pursuits/competencies and emotional intelligence outcomes and compared them to all other raters (see Appendix P). After completing an analysis on each participant separately, I created a combined Excel worksheet and compared pre/post SEI360 scores between the two participants (Appendix P). Finally, I compared total change pre/post between the two participants (Appendix P).

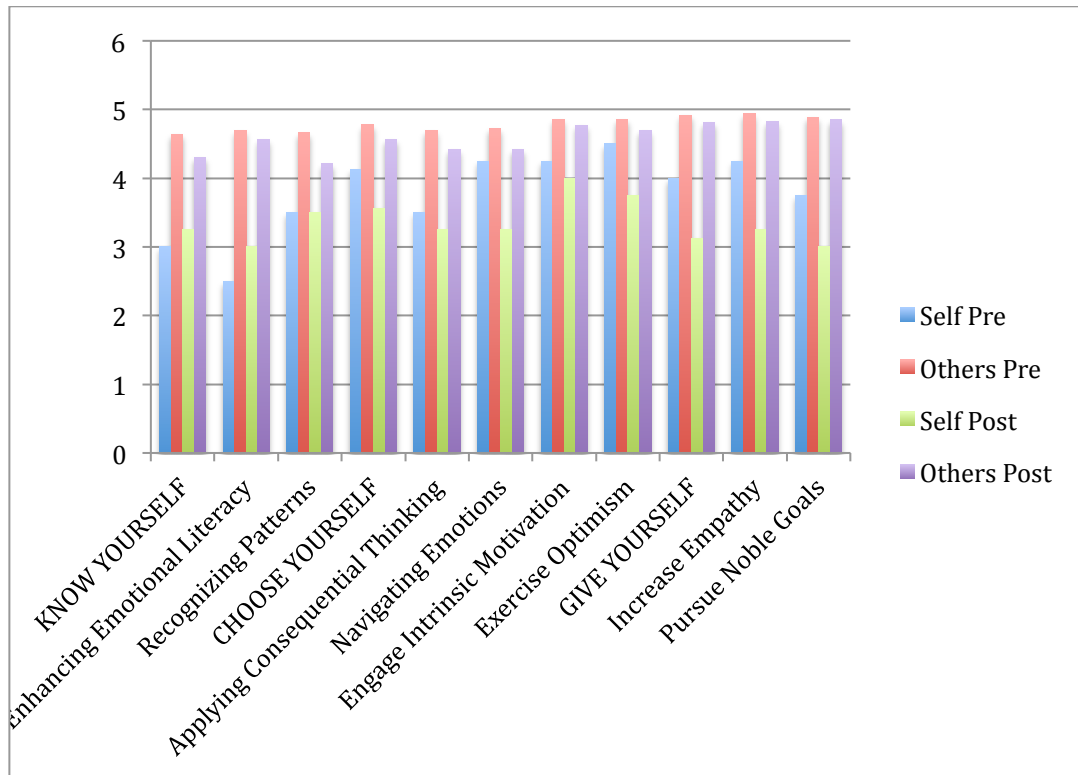
Data from the Teaching Satisfaction Survey was also entered into an Excel workbook for analysis. Survey prompts were entered on the Y-axis and pre/post on the X-axis. All Likert responses (1-5) were entered in each cell with 1 representing strongly disagree, 2 representing disagree, 3 representing neutral, 4 representing agree, and 5 representing strongly agree. I created a figure to illustrate pre/post scores for each participant, as well as a figure comparing the pre/post of each of the participants (Appendix Q)

### **Quantitative Data Results**

I examined an analysis of the results of each quantitative instrument first by participant and did a comparison across cases for each instrument. This section described the results for each instrument in the following order: SEI360 results for Jessica, SEI360 results for Lindsay, SEI360 comparison of results

between both cases, TSS results for Jessica, TSS results for Lindsay, TSS comparison of results between both cases.

**SEI360 assessment: Jessica.** I conducted an analysis on the pre/post intervention SEI360 Assessment results for each participant.



*Figure 1: Jessica's scores on the pre and post SEI360 assessment in the KCG competencies, including her self-score compared to the combined scores of all other raters.*

Jessica's self-assessment showed the following changes pre to post: an increase in 1 of 8 competencies (Enhancing Emotional Literacy), no change in 1 of 8 competencies (Recognizing Patterns), and a decrease in 6 of 8 competencies. The mean score of all competencies on the pre assessment was 3.78 (Functional) compared to the mean score on the post assessment of 3.35 (Functional).

Jessica’s colleagues showed the following changes pre to post: an increase in 8 of 8 competencies with a mean score of 4.51 (Skilled) on the pre assessment and a mean score of 4.94 (Skilled) on the post assessment. Jessica’s family/friends showed an increase in 7 of 8 competencies and no change in 1 of 8 competencies (Pursue Noble Goals) with a mean of 4.60 (Skilled) on the pre assessment and a mean of 4.94 (Skilled) on the post assessment. Jessica’s supervisors showed an increase in 1 of 8 competencies (Increase Empathy) and a decrease in 7 of 8 competencies. The mean score on the pre assessment was 4.55 (Skilled) and the mean score on the post assessment was 4.56 (Skilled).

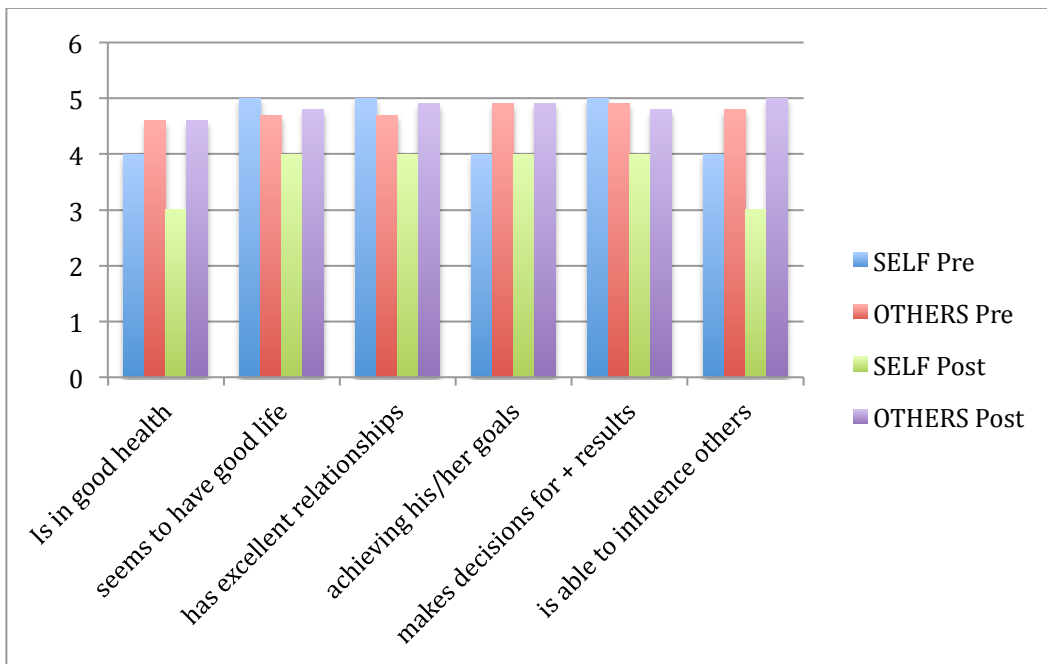


Figure 2: Jessica’s emotional intelligence outcomes pre to post. Includes self-score and a combined score of all other raters.

The SEI360 Assessment self-score results (Figure 2) for emotional intelligence outcomes showed that Jessica’s scores increased in 0 of 6 outcomes, decreased in 5 of 6 outcomes, and showed no change in 1 of 6 outcomes with a

mean score of 4.5 (Skilled) on the pre assessment and a mean score of 3.66 (Functional) on the post assessment. Colleagues showed an increase in 3 of 6 outcomes (is in good health, seems to have a good life, and makes decisions for positive results), no change in 3 of 6 outcomes (achieving his/her goals, has excellent relationships, and is able to influence others) and a decrease in 0 of 6 outcomes with a mean score of 4.85 (Skilled) on the pre assessment and a mean score of 5.00 (Expert) on the post assessment. Family/Friends showed no change in 6 of 6 outcomes from pre to post with a mean score of 4.61 (Skilled) on the pre assessment and a mean score of 4.95 (Skilled) on the post assessment. Supervisors showed an increase in 0 of 6 outcomes, no change in 1 outcome (achieving his/her goals), and a decrease in 5 of 6 outcomes with a mean score of 4.55 (Skilled) on the pre assessment and a mean score of 4.46 (Skilled) on the post assessment.

**SEI360 assessment: Lindsay.** I conducted an analysis of Lindsay's SEI360 pre/post assessments.

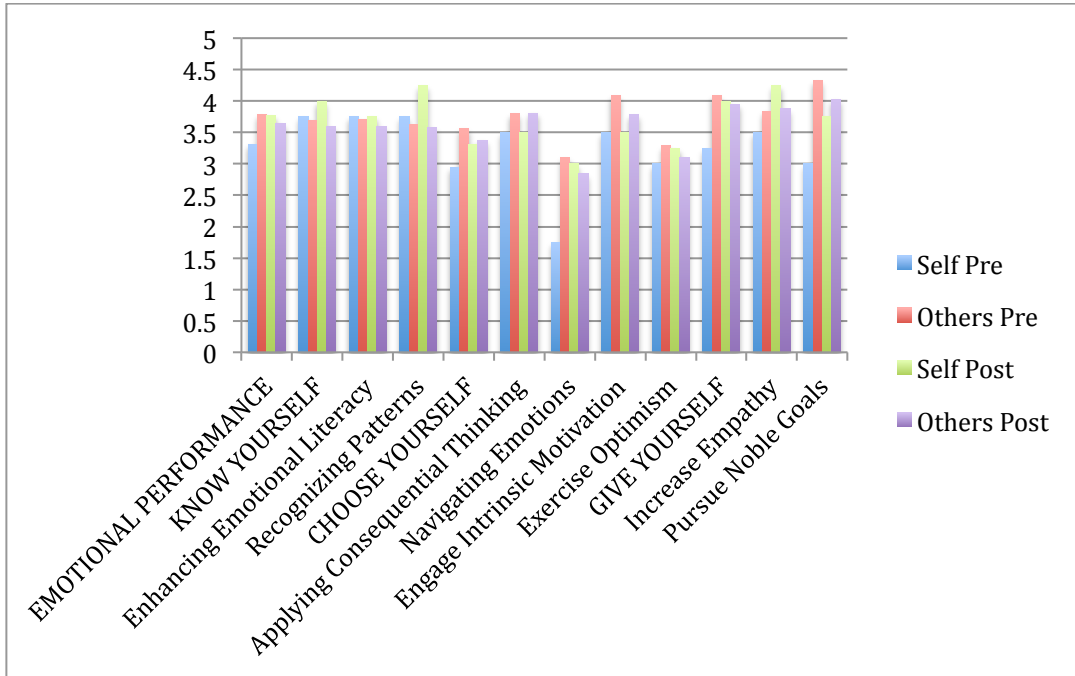


Figure 3: Lindsay's SEI360 KCG competencies pre to post. Includes self-score and a combined score of all other raters.

Lindsay's SEI360 self-assessment showed the following changes pre to post: an increase in 5 of 8 competencies (Recognizing Patterns, Navigate Emotions, Exercise Optimism, Increase Empathy, Pursue Noble Goals) with a mean score of 3.25 (Skilled) on the pre assessment and a mean score of 3.69 (Skilled) on the post assessment. Family showed an increase in 2 of 8 competencies (Applying Consequential Thinking and Pursue Noble Goals), no change in 1 of 8 competencies (Recognizing Patterns), and a decrease in 5 of 8 competencies (Enhancing Emotional Literacy, Navigating Emotions, Engage Intrinsic Motivation, Exercise Optimism, and Increase Empathy) with a mean score of 3.76 (Skilled) on the pre assessment and a mean score of 3.79 (Skilled) on the post assessment. Due to the smaller sample size in the categories of

colleagues and supervisors, these two categories were combined into one category named “all others.” This category of raters showed an increase in 2 of 8 competencies (Applying Consequential Thinking and Increase Empathy) and a decrease in 6 of 8 competencies with a mean of 3.74 (Skilled) on the pre assessment and a mean of 3.60 (Skilled) on the post assessment.

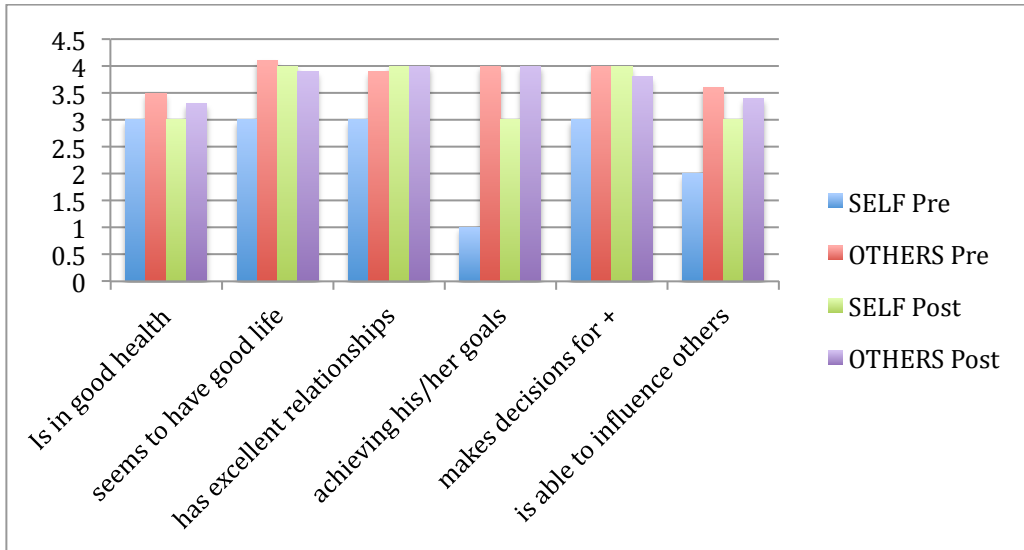


Figure 4: Lindsay’s emotional intelligence outcomes pre to post. Includes self-score and a combined score of all other raters.

The SEI360 self-assessment results related to emotional intelligence outcomes showed that Lindsay showed an increase in 5 of 6 outcomes (seems to have good life, has excellent relationships, achieving his/her goals, makes decisions for positive results, and is able to influence others) and no change in 1 of 6 outcomes (is in good health) with a mean of 2.5 (Functional) on the pre assessment and a mean of 3.5 (Skilled) on the post assessment. Family showed an increase in 1 of 6 outcomes (makes decisions for positive results), no change in 4 of 6 outcomes (is in good health, seems to have a good life, achieving his/her goals, and is able to influence others), and a decrease in 1 of 6 outcomes (has

excellent relationships) with a mean of 3.82 (Skilled) on the pre assessment and 3.77 on the post assessment. All others showed an increase in 1 of 6 outcomes (has excellent relationships), no change in 1 of 6 outcomes (achieving his/her goals), and a decrease in 4 of 6 outcomes (is in good health, seems to have a good life, makes decisions for positive results, and is able to influence others) with a mean of 3.85 on the pre assessment and a mean of 3.73 on the post assessment.

**SEI360 assessment comparison of both participants.** The analysis of each participant's self-assessment showed the following: On the SEI360 pre assessment, Lindsay scored higher than Jessica on 2 of 8 Six Seconds competencies and scored lower than Jessica on 5 of 8 competencies with a mean of 3.25 (Skilled) for Lindsay and 3.78 for Jessica. The two scored equally in 1 of 8 competencies. On the post assessment, this trend reversed. Lindsay scored higher than Jessica on 5 of 8 competencies and lower than Jessica on 3 of 8 competencies with a mean of 3.69 (Skilled) for Lindsay and 3.35 (Skilled) for Jessica.

**Teaching Satisfaction Survey (TSS).** The TSS indicated a positive change for Jessica in 2 of 5 prompts and no change in 3 of 5 prompts with a mean score of 3.4 (agree) on the pre survey and a mean score of 4.00 (strongly agree) on the post-survey. The TSS indicated a positive change for Lindsay in 2 of 5 prompts, no change in 2 of 5 prompts, and a negative change in 1 of 5 prompts with a mean score of 3.8 (agree) on the pre survey and a mean score of 4.00 (strongly agree) on the post survey.



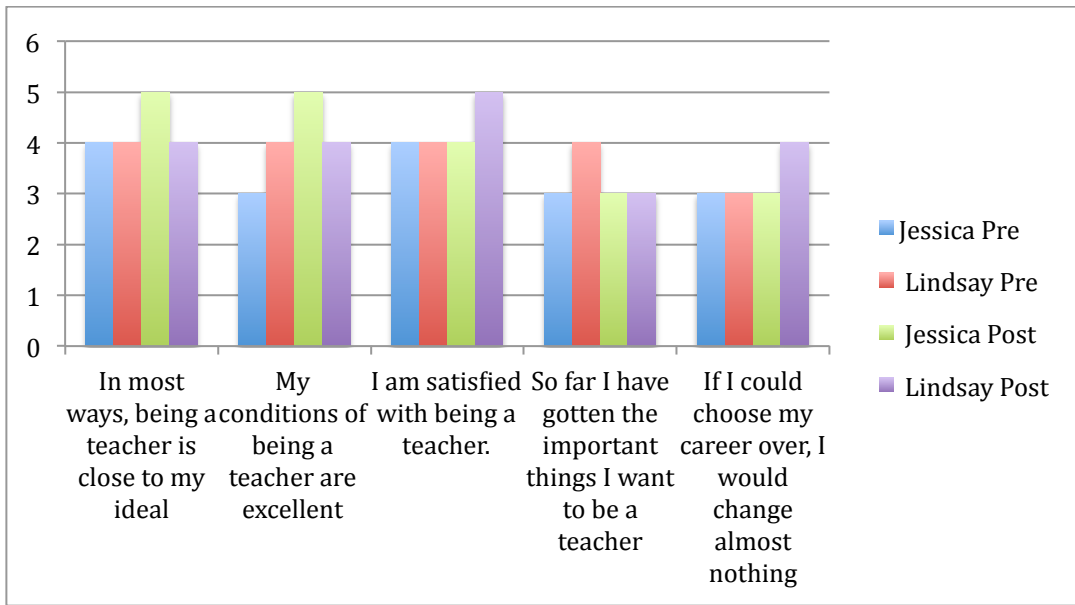


Figure 5: Results of pre and post Teaching Satisfaction Survey

### Qualitative Data Analysis

Qualitative data measures included the following sources for each participant: transcripts from an audio-recorded 1:1 semi-structured interview conducted prior to the intervention, transcripts from an audio-recorded Six Seconds training, Six Seconds training activities collected from participants, KCG journal entries, SEI360 open-ended responses, classroom observation notes, and transcripts from an audio-recorded 1:1 semi-structured interview conducted after the intervention. To determine a grounded interpretation (Glaser & Strauss, 1967) of the data, I analyzed data systematically obtained (Glaser & Strauss, 1967) from each of these sources.

**Table 2**

**Qualitative data sources word count**

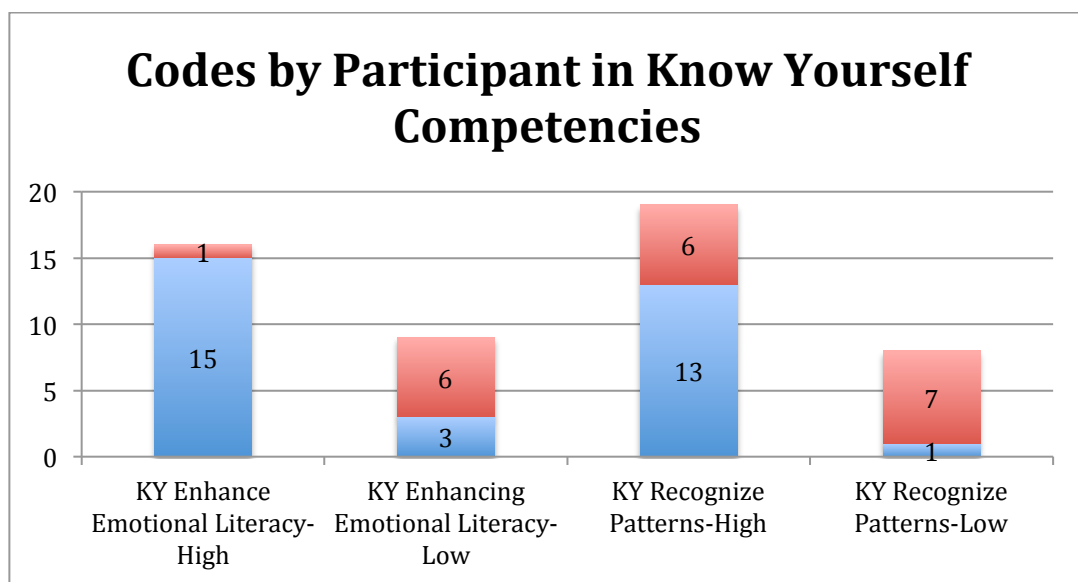
<b>Data Source</b>	<b>Word Count</b>
Training	38,619
Journal Entries	16,720
Interviews with Participants	31,796
Total Word Count	87,135

Table 2 illustrates the quantity of qualitative data collected during the study. Audio from the Six Seconds training was transcribed using the software Intel ExpressScribe v5.10 and labeled so that comments could be linked with each participant. In addition, all written training materials were collected for analysis. Journal entries were collected each week via a shared Google document. This tool allowed me to immediately view and respond to journal entries, and it allowed me to document questions and comments posed to each participant. Those comments/questions and participants' responses were stored electronically in the Google document so that they could later be analyzed. Interview audio was transcribed using Intel ExpressScribe v5.10 and labeled to discriminate between interviewer and interviewee.

The qualitative data were analyzed using the constant comparative method (Strauss & Corbin, 1988) using HyperRESEARCH 3.0.2 software. All qualitative data (i.e. Six Seconds training transcripts, open-ended SEI360 responses, training materials, interview transcripts, and journal entries) were uploaded into the

HyperRESEARCH 3.0.2 software at the completion of the intervention. Initially, open coding was conducted on all qualitative sources to identify ideas and concepts. Those open codes were organized into larger categories using axial coding. The initial analysis resulted in 94 codes with 61 of the codes organized within 12 groups (Appendix R). After a 24-hour period, I conducted a second round of coding. In this analysis, I subdivided codes to discriminate between positive and negative responses, as appropriate. The analysis resulted in 66 codes and 17 groups (see Appendix S).

Once all coding was complete, I used HyperRESEARCH 3.0.2 to run a code frequency report. This report revealed differences in frequency between each participant within each code. To gain a better understanding of these differences, I created an Excel workbook to conduct further analysis on code frequencies and illustrate those results. I entered the names of all codes on the Y-axis and each participant's name on the X-axis. I entered the frequencies in each cell and created figures to illustrate the frequency of each code by participant.



*Figure 6: Code frequency by participant in each of the Six Seconds competencies within the Know Yourself pursuit (Jessica is shown in red and Lindsay in blue)*

Figure 6 is an example of the frequency of codes by participant in each of the Six Seconds competencies within the Know Yourself pursuit. Additional analyses were conducted across other codes that included a positive or negative sub-category. Code frequency analyses were conducted on the following groups and/or codes: know yourself competencies, choose yourself competencies, give yourself competencies, response to criticism/feedback, mentor impact on EQ, cognitive over emotional communication, commitment, perceptions, and relationships (Appendix T).

### **Qualitative Data Results**

Results from qualitative data is presented in code groups. Each code group is presented with a definition (if appropriate) for the code group and a description of the sub-codes within that group. Each code group is then summarized separately for each participant.

**Classroom management.** The code group “Classroom Management” included three sub-codes. *Classroom management confidence* was coded each time the qualitative source showed confident behavior or attitudes in classroom management. *Classroom management – ineffective* was coded each time the qualitative source showed ineffective classroom management behaviors or attitudes. *Classroom management – neutral/positive* was coded each time the qualitative source showed discussion of classroom management (neutral) or positive/effective classroom management behaviors or attitudes.

The SEI360 open-ended responses stated that Jessica should “stop being insecure about wanting to take action on how to discipline the children in her classroom” (post SEI360). In my classroom observation notes, I noted that Jessica ignored significant student misbehaviors until, after multiple disruptions by a student, she stated in a frustrated tone, “Maybe you would know what to do if you came to school once in a while” (classroom observation notes). In her post-lesson interview, Jessica revealed that she had difficulty managing classroom behavior due to her lack of relationships with the middle school students, including the student who was disruptive in the observation. Jessica stated that one of her biggest fears was responding to a student who was disrespectful and had anxiety about being confronted by angry students. She stated that she did not feel empowered to take action in her student teaching classroom. When asked about the school-wide 1,2,3 Magic<sup>6</sup> program, she stated that she did not want a student to go to the nest<sup>7</sup> because it was not productive, but she acknowledged that, each day, 5–6 students were sent to the nest for misbehaving after being in the classroom a few minutes.

Lindsay discussed her frustration with classroom management in the Six Seconds training and in her KCG journal. She used the 1,2,3 Magic Program, but stated that it had not positively impacted student behavior. She stated that many students were disruptive, did not listen, talked while she was talking, and did not

---

<sup>6</sup> Students who earn 1 go to in-classroom time out; a 2 is a buddy room, and a 3 requires the student to go to “the nest” (an in-school suspension placement)

<sup>7</sup> in-school suspension placement

reciprocate the respect she tried to show them. She stated that she quickly escalated the 1,2,3 Magic system each time a student misbehaved because she didn't "have tools to fix the problem." She stated that some kids "don't want to learn" and it negatively affected her whole class. When I asked in her post-observation interview how much time she was willing to invest in these students, she stated that some situations were not worth the energy.

**Commitment.** The group "Commitment" included three sub-codes. *EQ Commitment-positive* was coded each time a qualitative source showed a commitment to emotional intelligence development. *EQ Commitment-negative* was coded each time a qualitative source showed a lack of commitment to emotional intelligence development. *Commitment to Teaching-positive* was coded each time a qualitative source showed a commitment to the teaching profession. *Commitment to Teaching-negative* was coded each time a qualitative source showed a lack of commitment to the teaching profession.

Jessica stated, "emotions are what persuaded me to be here," and "through this study I think it has been important for me to truly reflect on the emotions that I feel and figure out why I am feeling them and what the purpose is for me. I find it interesting that we are taught to control our emotions. I never realized, on the other hand, that emotions act as a guide for energy" (KCG journal). Qualitative evidence demonstrated that Jessica did not exhibit any lack of commitment to emotional intelligence development.

In the first 1:1 interview and Six Seconds training, Jessica stated that teaching was a fit for her, but she was not sure how long she would stay in a

middle school classroom. She said that it was not her style to stay in one place too long, but that switching classrooms or grade levels would allow her enough variety to keep her in the classroom. In her post interview, Jessica stated, “Teaching is my niche. I finally found what I want to do. Emotions are the driving force behind me pursuing a career in education. I feel passionate about making a change, being a part of children’s lives.”

In her KCG journal, Lindsay stated that she was interested in using her emotions more effectively and felt her self-starter personality would be helpful in accomplishing the task. When asked what role emotions play in the education field, Lindsay responded, “A huge role! Understanding the objectives (emotionally and otherwise) of your students is imperative to teaching anything! If a teacher doesn’t understand what their students are feeling and what she is feeling, then effective learning cannot occur” (KCG journal). In the Six Seconds training, Lindsay’s discussions were not focused on the development of the noble goal during the goal-setting activity. She discussed frustration with nail salons that try to upsell her to get her eyebrows waxed. When she expressed frustration with the process, I offered to model again to help her define her noble goal. She watched as I modeled, and then stated, “I am starting to find these really long gray hairs all of a sudden...the fact that they are living long enough to be this long is really starting to freak me out.” During the Six Seconds training, I asked Lindsay how much time she was willing to invest in a group of six students whose misbehavior was changing the tone of her classroom. She said, “I am not really sure how much time I am willing to invest because, realistically, I am only gonna

be there until December, and I know that this isn't like a great way to think, but it is almost like it is gonna take me less energy to just go home and kind of, you know, stew for five minutes and get on with it and have them keep acting like this.”

Lindsay discussed her commitment to teaching in the Six Seconds training. She discussed how student misbehavior frustrated her and forced her to ask why she was there. In her final interview, Lindsay stated, “It is not that there is anything wrong with teaching, it's that I still don't know what I want to do. I like teaching, but I don't know if it's what I want to do. It is something that I am going to do, and it is something that I enjoy doing right now, but I just got the sense from other people that they woke up one morning and knew what they wanted to do for the rest of their life, and I've never felt that way.”

**Confidence.** The group “Confidence” included two sub-codes. *Confidence-high* was coded each time a qualitative source showed behaviors or attitudes that demonstrated confidence. *Confidence-low* was coded each time a qualitative source showed behaviors or attitudes that demonstrated a lack of confidence.

Jessica stated in her journal that she trusted her student teaching experience would be enough to prepare her to be an excellent teacher. In multiple sources (journal, interview, and Six Seconds training), Jessica expressed a lack of confidence in classroom management. She stated that her fears lead her to ask, “Am I really gonna be a good teacher? Am I really gonna last?” Jessica also stated that she lacked confidence in speaking up when she was confronted with a



difficult situation. In her final 1:1 interview, she provided an example of a situation where teacher colleagues were speaking negatively in the cafeteria about Native American students. Her mentor teacher spoke up and expressed concern about the teachers' comments, and Jessica was bothered that she did not speak up, as well. She stated that she fears that she will not be able to "say something" to advocate for her students when she becomes a teacher. She explained that this lack of confidence was related to her upbringing, where she was directed to keep her opinions to herself (KCG journal).

In the Six Seconds training Masks (Appendix X) activity, Lindsay described herself as "a jack of all trades, master of none." She said she did not believe she was as smart as others perceived her, and she was unsure of herself. She stated, "I don't know why anyone would aspire to be like me because I am not super pleased with who I am." In her first 1:1 interview, Lindsay had questions about her place in the profession and said that she had not realized how much work it was going to be and was not sure if she would be a good teacher. In her KCG journal, Lindsay described her lack of confidence in planning a lesson for an observation by her university supervisor. She said she thought, "I don't know what I am doing. I'm going to fail miserably at this lesson and everyone is going to know." Lindsay expressed a lack of confidence in her relationship with her students, as well. She said, "I am not worried they don't think I'm cool. I am worried that they don't think I am worth their time."

**EQ Competency: CY Apply Consequential Thinking.** The definition for this competency is evaluating the costs and benefits of your choices, assessing

your decisions and their effects, managing impulses, acting intentionally (rather than reacting), and using both thoughts and feelings to identify a response that is optimal for yourself and others (Freedman). The code group included two sub-codes. *Apply Consequential Thinking-high* was coded each time a qualitative source showed evidence representative of this competency. *Apply Consequential Thinking-low* was coded each time a qualitative source showed evidence not representative of this competency.

In the post SEI360, colleagues stated that Jessica had improved in applying consequential thinking. Jessica responded by saying that she asks herself to consider how she is thinking, feeling, and acting when kids misbehave in her class. She said she asks herself, “What are kids really bringing? How much of this is me personally?” Jessica stated she is developing this competency. Despite her growth, in the final journal entries, Jessica stated that she had been reactive after failing the state teacher certification examination for middle school mathematics. She said, “After reading through my prior journal entry, I was interested that I put ‘reacting’ because it is how I feel I am living life right now. Just reacting to situations and not necessarily responding.” In her KCG journal, Jessica also described a situation where a student shut down and she persisted in questioning him. She did allow herself time to change her thinking. She wanted an answer and did not pay attention to the signals the student was sending her. Jessica said she was feeling frustrated when she should have been feeling supportive, and she was accusatory when she should have been listening carefully. She stated that she had not considered the costs and benefits of not

exercising and putting others before herself, as she described in the training as “putting too much energy out with not enough left for me.”

In the Six Seconds training, Lindsay reflected that she had a pattern of overcommitting herself to others and taking on more than she could handle. She projected someone she was not. She said that others benefit from her hard work and dependability, but the consequences to Lindsay are that she is often overextended and stressed. In her KCG journal, Lindsay expressed a growing frustration with students who were not respecting her. She stated that she initially tried to control student misbehavior, but she was not successful. She said, “When I feel frustrated with student behaviors and personalities, I stop trying to make a connection.” She said that the benefit to her was “self-preservation...disconnecting is helping me not care about it intensely because that is when I would feel just too worn down.” She said that she had not considered the consequences for students because she just could not put herself out there any more “just to get hurt.”

**EQ Competency: CY Engage Intrinsic Motivation.** Engaging Intrinsic Motivation is defined as gaining energy from personal values and commitments instead of being driven by external forces, engaging inner drivers, allowing one to challenge the status quo, take risks, and persevere in challenging situations and inspire that in others (Freedman). The group included two sub-codes. *CY Engage Intrinsic Motivation-High* was coded each time a qualitative source showed evidence representative of this competency. *CY Engage Intrinsic Motivation-Low*

was coded each time a qualitative source showed evidence not representative of this competency.

In an open-ended response on the pre SEI360, Jessica stated she is not easily influenced by external forces, and said, “If I want to stop doing something in my life, I just stop doing it.” In her journal, she described a day when student behaviors were challenging; there was a school fire alarm that interfered with lunch; and she got a phone call in which she learned that her friend’s cancer had returned. Despite this, Jessica said she told herself to “stay on track” for her students. Jessica described challenges in standing up for what she believes and speaking up, which was validated by her post SEI360 where one rater stated, “She holds back from taking risks with her own ideas.” She stated that she struggled with speaking up against injustice because, as a child, she was told to “keep her mouth shut” when she disagreed (KCG journal). In her final 1:1 semi-structured interview, Jessica stated that her SEI360 final scores in this area were impacted due to additional stress. She stated, “I think maybe because I am really burnt out right now. I think that is why I rated myself so low, because I don’t have that passion I felt like all 11 months. I ... just wanna get done. I am ready to have my own classroom.”

In the first 1:1 interview, Lindsay stated that she has been intrinsically motivated since she was a young child. She shared that she had always done well in school and was never a behavior problem, unlike her younger sister. She said her sister had to be extrinsically motivated by her parents, so Lindsay adapted to motivating herself. She said, “I have always been good at self-motivating.”

Lindsay felt that this skill would help her develop other areas of emotional intelligence. During the semester, in her KCG journal, Lindsay shared her struggles to engage intrinsic motivation. She described the planning of a lesson for a formal observation by her university supervisor where she had a two-week school break to plan the lesson, but could not get started on the lesson plan. In her journal, Lindsay wrote, "I am the kind of person who needs to very planned. Sometimes when something big requires a large plan, I will just get kind of paralyzed." She also described her struggles to persevere when students misbehaved. She said when kids misbehaved, she disconnected. "If they don't want to be there, why should I be there either?" (KCG journal). She stated she had not made great efforts to connect with kids that consistently misbehaved because the cost was too great for her. "Some kids will resist learning at all costs and it has nothing to do with the teacher" (Six Seconds training).

**EQ Competency: CY Exercise Optimism.** Exercise Optimism was defined as "taking a proactive perspective of hope and possibility; owning your decisions and outcomes; using a solutions-oriented approach that encourages innovation and engages others' positive energy; and possessing the ability to see beyond the present and take ownership of the future." (Freedman). There were two codes in this group. *Exercise Optimism-High* was coded each time a qualitative source showed evidence representative of this competency. *Exercise Optimism-Low* was coded each time a qualitative source showed evidence not representative of this competency.

After receiving positive feedback in this competency on the post SEI360, Jessica stated she was “particularly happy that everyone thinks I am proactive. I am very proud to be proactive.” She was happy that she had managed to maintain a positive attitude about students when surrounded by negative discussions in the teacher workroom. While she felt that she was proactive most times, she reflected on times where she struggled to remain optimistic. At the end of her teaching semester, she had trouble staying focused due to stress; she had a sick cat that required expensive medical intervention; her husband’s friend was shot on duty as a police officer; she lost her medical insurance and was sick; and she found out she did not pass the middle school teacher certification examination. She said that she thought, “Damn it. What a waste of time. So disappointed in myself. When do I have time to study?” Due to her lack of optimism around these events, she noticed she was taking a less solution-oriented approach. She became frustrated with the school “not cracking down on attendance” and blamed it on the fact that the attendance clerk had been cut from the budget. She was frustrated because a student brought a razor to school and nothing was done. She stated, “If someone brought a razor to a bank, it would be shut down, but not at [our school].”

In her KCG journal, Lindsay identified this as an area she wished to work on throughout the study. She stated, “I find that through my overwhelming urge to plan every aspect of my life, I often times consider a ridiculous and unlikely worst-case scenario for every problem. I think I need to work on not dwelling on this, since typically it is not a realistic scenario and can sometimes be paralyzing.” In her post SEI360 open-ended responses, raters stated that she should start with

the assumption that she can positively influence situations. In her post 1:1 interview, Lindsay stated she understood getting low scores in this competency, but was bothered by someone giving her a 1. She stated, “I feel like I see the potential goodness but then worry about every other bad outcome.” She felt that this attitude at least reflects a 2 in this competency, but that a score of 1 was too harsh. She said, “I am at least averagely proactive.” In a discussion about optimism in the Six Seconds training, Lindsay stated that there are times as a teacher that little can be done. “There are the kids that don’t want to learn from you, that don’t want to be there, and that don’t want to get to know you, and are just like, god, like they are jerks, and I feel really weird calling a 12-year-old a jerk, but it is true.”

**EQ Competency: CY Navigate Emotions.** Navigate Emotions was defined as assessing, harnessing, and transforming emotions as a strategic resource. Rather than ignoring feelings or controlling them through sheer force of will, this competence lets one manage emotions, gain valuable insight from them, and then transform them to create feelings that are helpful to self and others (Freedman). There were two sub-codes in this group. *Navigate Emotions-High* was coded each time a qualitative source showed evidence representative of this competency. *Navigate Emotions-Low* was coded each time a qualitative source showed evidence not representative of this competency.

Jessica documented her difficulties in navigating emotions in her KCG journal. She described a situation where a student wrote a note that said she wanted to be raped and Jessica felt “hopeless” and “felt like throwing up.”

Jessica described situations where her “brain was spinning” and discussed the fact that the semester had included long periods of continuous stress rather than the normal ups and downs she had experienced prior to becoming a student teacher. She stated “the emotional harboring of this for me is hard.”

Jessica also demonstrated application of this competency in her journal and in her 1:1 semi-structured interview. She stated that the journaling process “helped me identify precisely what I was feeling and what I needed to do.” She said she asked herself questions in her journal, such as “I am mad, but really what am I? If I am mad, what am I really mad about?” She stated that it has been a challenge this semester to “choose to feel a different way” but she made a genuine effort. Jessica stated the individualized journal activities were important for her to complete and, as she experienced strong emotions, she was harnessing the energy from her emotions and asking herself, “Why am feeling this way, and what is it I need to get out of it?” She stated that difficult experiences with students had made her stronger and she had a better understanding about how her emotions had driven her decisions throughout the semester. In her final 1:1 semi-structured interview, Jessica acknowledged that her self-score in this area had decreased, but said she did not think this was a bad thing, “it is just more concrete.”

In the Six Seconds training, Lindsay said she recognized the importance of navigating emotions. She said, “I guess you kind of need to label it to deal with it appropriately, like, if you are feeling rage, or like you think you are actually feeling rage, but it is actually you are sad...you are going to deal with if



differently because the causes of rage and sadness are totally different.” Lindsay said she could then define the purpose of that emotion “so that it didn’t escalate.” In the training, when we discussed the Six Second Pause, Lindsay struggled with the concept. She said, “I have a question about that, I guess. I feel like maybe this just isn’t a best practice that I have been doing it wrong, but a lot of time when I have students act out or misbehave in class, if I react more than six seconds later...they won’t understand why they are being penalized for what they did. Cause they yell out in class and you count them down (referring to 1,2,3 Magic)” Lindsay described escalating situations with students quickly and realizing that some situations were not worth her energy. She described one situation where a student displayed misbehavior in her summer school classroom. When she escalated 1,2,3 Magic in reaction to the situation, she stated that she almost used profanity because she was so upset. Instead, she managed to “quickly replace the f-word with ‘That is a big, FAT 2!’”

In the SEI360, an open-ended response stated, “I would like Lindsay to be able to control her emotions when dealing with difficult situations,” and another said, “I would like to see her take a more relaxed approach when things don’t work out.” Lindsay admitted in her pre 1:1 interview that she is working on this. Lindsay admitted that her mentor pulled her out of the classroom twice during the semester to discuss incidents where she had not appropriate controlled her emotions. In the first incident, Lindsay said students “were not getting it” and she was frustrated and did not react well. She was frustrated that her mentor pulled her out to discuss this and said that she apologized because “she just wanted to get

it over with.” On another occasion, Lindsay’s mentor removed her from the classroom because she felt Lindsay had used a disrespectful tone with her. Lindsay explained that she was rushed to get papers passed out and had allowed herself to get frustrated. Lindsay said, “Nobody tells you, like, sometimes I just want to yell at them. And I don’t, but it doesn’t mean I don’t feel that way. Like how do I avoid taking this feeling too far?”

**EQ Competency: GY Increase Empathy.** Increase Empathy was defined as recognizing and appropriately responding to others’ emotions; possessing a nonjudgmental openness to others’ feelings that builds connection and awareness; noticing pleasant and unpleasant feelings; genuinely caring about what the other person is experiencing; listening, sharing, and responding in a way that shows concern (Freedman). There were two sub-codes in the group. *Increase Empathy-High* was coded each time a qualitative source showed evidence representative of this competency. *Increase Empathy-Low* was coded each time a qualitative source showed evidence not representative of this competency.

In the Six Seconds training, Jessica shared that she wanted to have a positive influence on those who didn’t have role models. She said, “As a teacher, we need to care for people, tend to their needs.” She shared that kids sometimes just need a lap to read on, someone to hold them and sometimes “nothing more than to feel cared for.” In Jessica’s journal, she stated, “My actions steps are that I want to be consistent and conscious of how and what I say to kids.” In Jessica’s post 1:1 interview, she addressed her decreased scores in this competency on the

SEI360. She said she struggled with exercising empathy only in the final weeks of the semester, particularly when faced with repeated student misbehaviors. “I don’t know, I feel like sometimes, I just look at these kids and I am like, really? I know the next steps include listening, sharing, and responding while showing concern, but I have shown my concern like 99 times, what is wrong with you?”

Lindsay was given feedback by a rater on the post SEI360 that she should not consistently point out others’ errors. Lindsay’s response was that she has been working on this, but it continues to be a challenge for her. In her journal and in Six Seconds training, Lindsay described situations where she had not demonstrated empathy. She described a particular student as “a kid who is really immature and is not quite proficient in English yet, and is also kind of geeky, which is the perfect storm of drive-me-nuts.” She described another student with whom she has not had a positive relationship, saying “like the kid that is just constantly misbehaving and always talks out of turn and is a super-rude jerk to me, like I feel like I haven’t made great efforts to be like, ‘Oh, Juan<sup>8</sup>, like tell me more about yourself, where are you from?’ because in the beginning when I did try to do that, he was a jerk...it’s self preservation for me to not put up with someone treating me badly, but at the same time it is kind of my job to let him treat me badly until I can like break him down to like and respect me enough to learn from me.”

---

<sup>8</sup> Name changed to protect identity

In Six Seconds training, Lindsay described an emotional event that took place outside of her student teaching. It was an argument with her best friend that resulted in them not speaking and deciding not to be in one another's weddings, which took place during the semester. Lindsay explained that the problem started over a disagreement over bridesmaids' dresses. The best friend asked for Lindsay's opinion about the dresses and Lindsay gave her an opinion that upset her. Lindsay's best friend later accused Lindsay of purposely buying her a bridesmaid's dress that was a large size (too big for her actual size) for her to wear in Lindsay's wedding. Lindsay's response to this situation was, "...there is really no way to say it is not my fault that you are overweight, like I don't make the dress sizes, and I didn't choose to eat out every day and not work out." Lindsay said she tried to tell her friend in the least defensive way that she was fatter than her. She said, "It came out as 'It is not my fault that I have a smaller stomach than you, which in inches, logically and mathematically, is true' but no girl wants to hear that." Lindsay stated that she had not spoken to her best friend since that conversation.

**EQ Competency: GY Pursue Noble Goals.** Pursue Noble Goals is defined as connecting your daily choices with your overall sense of purpose. Noble goals activate all other competencies in the Six Seconds model. When one examines his/her personal vision, mission, and legacy, and uses that conviction to set his/her goals and objectives, emotional intelligence becomes relevant and powerful. When one is clear about the noble goal, he/she feels compelled to pay attention to daily choices so that he/she does not undermine his/her life's purpose.

Pursuing a noble goal facilitates integrity and ethical behavior, which helps maintain focus, inspire others, and access one's full power and potential (Freedman, 2007). There were two sub-codes in this group. *Pursue Noble Goals-High* was coded each time a qualitative source showed evidence representative of this competency. *Pursue Noble Goals-Low* was coded each time a qualitative source showed evidence not representative of this competency.

Jessica's noble goal was "to inspire and motivate others (through love)." After Jessica defined her noble goal in the Six Seconds training, she stated in her KCG journal, "I am still in the process of defining my noble goal. I wanted to make sure it was simple enough (to remember) and to implement, and that every day I would be able to extend or begin anew with my noble goal as my day's foundation." In her post 1:1 interview, she said she believed her noble goal was "what is going to keep me in the teaching, it is not the money, it is the relationships that I build with these kids." In her journal, she reflected each week about her actions and how they were aligned with her noble goal (and responses when they were not). She said she believed that "showing people how to react is the best way to motivate and inspire." In her final 1:1 interview, Jessica stated she has put a lot into the program, but did not feel that she had had the opportunity to act on her noble goal in her student teaching placement due to a strained relationship with her mentor. She said her mentor made it clear to her that they were "her kids," and she felt that developing a relationship with students could have damaged her relationship with her mentor. She stated, "My noble goal is to love on kids to inspire them to educate and better themselves. And I can't

love on them. I can't create that relationship where they want to learn." She stated that the choices she had made during the semester went against her noble goal "by just not doing it."

Lindsay's noble goal was "to celebrate differences and work to increase unity." Lindsay was unable to develop her noble goal during the Six Seconds training and requested additional time to complete it at home. She had defined the goal by the time she completed her first journal entry. Lindsay said it was a goal that she had possessed for most of her life and that it was something she had always valued because her family placed a very high value on diversity. In her KCG journal, Lindsay discussed a situation that elicited an emotional response when her mentor teacher sent a student out of the room for tapping his pencil repeatedly. The student had been diagnosed with Attention Deficit Hyperactivity Disorder, and Lindsay said she felt she should have helped her mentor understand the student's differences. The KCG journal and interviews with Lindsay revealed some thoughts, feelings, and actions that were not in line with her noble goal. She described an emotional situation where a parent accused the classroom teacher of being racist. Lindsay's response was, "I don't know why this woman thinks we are treating her crazy son any differently. He does get preferential treatment in that we are not nearly this patient and accommodating of any of our other students." In her journal, she described a situation where a student rolled his eyes at her and she chose to ignore it. In response to the prompt asking her to consider a response in line with her noble goal, she said, "I should have discussed with [the student] why he felt that rolling his eyes was necessary and why he felt so

aggravated by not being given special treatment. I think that this would have been more in line with my noble goal.” She discussed children with whom she had a difficult time connecting, and stated, “I want to be to be able to connect to the kids even when I think they are total d-bags.”

**EQ Competency: KY Enhance Emotional Literacy.** Enhance

Emotional Literacy is defined as accurately identifying and interpreting both simple and compound feelings; noticing, naming, and understanding feelings that give you insight into the core drivers of behavior, which is key to managing reactions (Freedman). There were two sub-codes in this group. *Enhance Emotional Literacy-High* was coded each time a qualitative source showed evidence representative of this competency. *Enhance Emotional Literacy-Low* was coded each time a qualitative source showed evidence not representative of this competency.

In her KCG journal, Jessica said she did not have a model for emotional literacy. “My mom has always gone along with what my dad says. I am the oldest so I have no model there. Speaking up was taught to me as disrespectful. ‘Be respectful and keep your mouth shut until you are older.’ Now I am older and it is difficult for me to express myself.” Jessica said the weekly journaling process had been helpful in developing her emotional literacy. In the final 1:1 interview, Jessica said she had been deliberate in developing this competency throughout the course of the study. “There was a large discrepancy in my ability to appropriately communicate about my emotions in August. I have worked on verbalizing what I am feeling. This was a personal goal I have always worked on,

but through this study, when it was pointed out, I made it a point to be more honest—honest with people, honest with myself and my feelings, and being okay with what/how I was feeling and discussing it.” Jessica said she started by communicating her feelings with her husband and sister, and became more realistic about her emotions and more aware of her emotions in the process. She said she forced herself to use more descriptive vocabulary and recognized the importance of verbalizing what she was feeling. Jessica said she was “Recognizing now what I am feeling and labeling it. Being a teacher has really brought out not hiding emotions.”

In her KCG journal, Lindsay said she was pleased with her ratings in this competency because she tried to consider what other people were feeling, and she felt that showed most of the time. In her final 1:1 interview, she said she was worrying less about the effect she was having on others. “Regardless of my effect on them, if I show up and they are already having a great day, like, they could go from bad to worse, and it is not like I sent them to worse stage from having a wonderful day. Like, or conversely, if they are, you know, having a decent day, and I just push it over the edge to great, like realizing my effect I guess.”

**EQ Competency: KY Recognize Patterns.** Recognize patterns is defined as acknowledging frequently recurring reactions and behaviors, helping one track and monitor reactions (essential to managing them), and seeing others’ patterns (Freedman). There were two sub-codes in this group. *Recognize Patterns-High* was coded each time a qualitative source showed evidence



representative of this competency. *Recognize Patterns-Low* was coded each time a qualitative source showed evidence not representative of this competency.

In the KCG journal, Jessica said she recognized her pattern of becoming quiet and wished she could be stronger in speaking up. She recognized her pattern of speaking with a filter and taking things personally. She also recognized a pattern that if she feels she has wasted time, she gets frustrated and disappointed. In her post interview, Jessica realized a new pattern after not passing the state's middle school mathematics certification examination and experiencing additional stress. She said her pattern was, "living life right now just reacting."

In her post 1:1 interview, Lindsay said she rated herself high in recognizing patterns because she thinks about patterns in her own feelings and actions. In her KCG journal, Lindsay said she struggled with easily adjusting to new situations and would like to become better at "going with the flow." She said she cried at what she considers inappropriate times (e.g. after a difficult lesson, in a meeting with her mentor or university supervisor, or other meetings). She said, "I just feel like I should be able to control everything, like, I know that's not reasonable, but I think that I have a hard time relinquishing the fact that there are some things that are out of my control."

**EQ training.** There were two sub-codes in this group. *EQ Training Feedback* was coded each time a qualitative source showed feedback regarding EQ training (positive or negative). *EQ Relevancy in Teaching* was coded each

time a qualitative source showed that EQ training was relevant/not relevant to the teaching profession.

In her post 1:1 interview, Jessica said emotional intelligence training allowed her space to be honest about what she was experiencing as a pre-service teacher. She said that during the entire program, she had not reflected on this aspect of teaching until she began her KCG journal. Jessica said her cohort had participated in community-building activities during the first semester, but there was “no deeper meaning,” and these activities often did not address issues related to being a middle school teacher. She described the KCG journaling as “hard,” but said that it was an important part of this semester. In her post 1:1 interview, she said, “If I could do it again, I would increase the amount of training involved” and recommended the emotional intelligence training become part of the master’s curriculum.

Jessica said her entire cohort spent the first rotation (approximately the first quarter of the program) in middle school classrooms, and she said it was a time of “high emotion” for her and for the other teacher candidates. “Everyone wanted to be so involved in these kids’ lives, but it was like...we are not supposed to have emotion with them, and almost like we shouldn’t care.” Jessica said one of her university classmates “wiggled out,” and she felt that her classmate's experience would have been completely different if she had the skills learned in emotional intelligence training. Jessica said the teacher candidate “internalized it so much that she will never teach at the middle school, just because of that single situation. Just not being able to talk about the fact that it is okay to have emotions

and to be able to see and recognize them. I mean, this would have been huge.” Jessica said the realities of emotional experiences in middle school would not be “such a slap in the face” if teachers were educated about these issues.

In the post 1:1 interview with Lindsay, she gave feedback about the timing and duration of the emotional intelligence training. She said, “I think that it would be best if it were during the first couple weeks or month, and then someone to support you through the rest of the program.” She discussed the fact that the study had been mostly self-directed after the initial Six Seconds training. She said, “It was fine because you were definitely checking in and keeping us on track, but it wasn’t like a performance assessment where you meet afterwards and you talk about it and you reflect with another person.” Lindsay said she needed more than just a few months to practice. She said, “I can see how it will be helpful once I have practiced it more.” Lindsay suggested including emotional intelligence training in the program’s curriculum and instruction course, but mentioned that the faculty member would need to be trained first. In regard to emotional training relevancy, Lindsay said, “I think that continuing to work on this is tied to a productive career in teaching, not to mention one that doesn’t result in a quick and permanent burnout.”

**Relationships.** There were two sub-codes in this group. *Relationships with Friends/Family, Mentor, Students, Others-Neutral/Positive* was coded when thoughts, feelings, or actions represented positive relationships or when relationships were discussed in a neutral manner. *Relationships with*

*Friends/Family, Mentor, Students, Others-Negative* was coded when thoughts, feelings, or actions represented negative relationships.

In the Six Seconds training, Jessica said she had strong relationships with family and friends, particularly her mother, sister, and fiancé. As she was developing her noble goal, she articulated what she wanted most from her relationships with her family and friends. Words she used to describe her wants included the following: comfort, lasting spark, encouragement, strength, depth, closeness, honest, health, and priority.

In her post 1:1 interview, Jessica described her relationship with her mentor as strained: “She didn’t want me in the first place.” Jessica said her mentor made it known that the students in the classroom were her students and Jessica felt like a visitor. Jessica felt she needed to distance herself from the students to keep peace with her mentor. When Jessica was married in October, her mentor did not ask about the wedding, and did not allow Jessica time to share the experience with the students in the classroom.

Jessica said her relationships with students did not align with her noble goal, and she was burned out from the student teaching experience in the classroom. She said student teaching was unlike her summer school experience, where she built strong relationships with students, or her previous internships where she felt like crying when they were over. She said she had been with students for four months in middle school and felt nothing for them. She said she felt as though she did not even know them. When her husband asked her who her

favorites were, she said she didn't know. She felt that the students did not get to see her "love of life, energy, etc."

In her final 1:1 interview, Jessica described one day with a substitute teacher during the semester as "the best ever." She said she told them stories and shared with them that she was feeling sad and frustrated because she recently failed the middle school mathematics certification exam. She said she explained that the test would allow her to teach middle school and that she loved middle school kids. The students encouraged her to share the math problems she was struggling with, and she did. She said she put one of the most difficult problems on the board, and a student in the classroom solved it. She described the entire day as laid-back, quiet, productive and said, "It was bizarre the difference in the classroom."

In the Six Seconds training, Lindsay described a situation where she had an argument with her best friend regarding bridesmaid dresses that resulted in them not speaking. When I asked her about the status of this relationship in the final interview, Lindsay said they were still not speaking. She said she had apologized for being rude, but her former best friend did not reciprocate. Lindsay said, "Whatever, I have moved on." When I asked about her emotional intelligence outcome of "had excellent relationships" increasing by 1 full point on the post SEI360, she responded, "Yeah, because I got married and it was awesome!"

In the Six Seconds training, Lindsay expressed dissatisfaction about her relationship with her mentor for the first half of the semester. She stated, "I don't

feel empowered because [my mentor] and I are sharing discipline responsibilities and I think I am a little stricter than her so I will count kids down faster.” Lindsay moved to a new mentor teacher’s classroom mid-way through the semester. In a post-observation interview, I asked Jessica what outcomes she was not achieving with students. She responded, “Honestly, it is more with the other teach than with the kids.” Lindsay expressed frustration with her new mentor. “[My mentor] called me out for being disrespectful, but like when the kids are acting goofy, she’ll be like ‘Sixth graders! Get it together!’ and...that is so belittling!” She said her mentor often said things that were upsetting and, on two occasions, pulled her out of the classroom to address disrespectful behavior—once toward the students and once toward the mentor teacher. Lindsay said she knew she was not being polite, but did not know if it was worth being called out of the classroom. “During the semester, I would think about it and I would say I am not going to let this get to me. We are moving really quickly and she probably didn’t realize ... it probably doesn’t really matter and she probably didn’t mean anything by it” (post interview). Lindsay said that some days her mentor seemed like she wanted her there, and other days it seemed as though she wanted her out of her classroom. Overall, Lindsay said her biggest frustration this semester was not related to students. She said, “I feel like a lot of the really strong emotional stuff is more related to having to share a classroom with someone.”

In regard to relationships with students, Lindsay pointed out some students with whom she felt a connection. In her KCG journal, she stated, “I have a strong connection with this student due to previously teaching his younger brother and

sister and just generally enjoying him as a person,” or, “I wanted the student to know that his input was valued and that I was proud of his willingness to share in class.” Lindsay said she had one class period with “the biggest personalities and needs the most redirecting, but I love them.”

Lindsay also expressed concern regarding her lack of connection with some students. She stated, “I worried...that students that were challenging for me, that I did not have a strong emotional connection with, perceived me as being mad at them, when in actuality, I was frustrated that I could not manage a better situation” (KCG Journal). In her post 1:1 interview, Lindsay described one student who misbehaved during her formal observation by her university supervisor. After telling students who the university supervisor was and why she was there, she was challenged by a student during her lesson. Lindsay said, “He knew who she was and what she was there for, and was just intentionally asking me really asinine questions, or like giving contrary responses...you could tell it was in a way that he was just trying to be a jerk...I feel like I am getting better at not letting that bother me, I don’t know, I always joke with people and say ‘Nothing a sixth grader could do could make me cry. Absolutely nothing.’ Like, even if it really hurts me at the moment, I can step back and say, they are twelve, they don’t know anything...like not even holding on to it for a second, just letting it roll right off, and like, this kid is a jerk.” She described another situation where she had to send a student to the office and he claimed her classroom expectations were unclear. She said, “Instead of being like ‘You are full of it’...we explained the expectations to him again like he was a toddler.” Jessica said that she could

not understand why students did not respect her, saying “I am respecting them, why won’t they give it back to me?”

## Chapter 5

### FINDINGS

The purpose of this study was to determine how and to what extent the Six Seconds Know Yourself, Choose Yourself, Give Yourself impacted the emotional intelligence of teacher candidates in a master’s program. After conducting an analysis using descriptive statistics for the quantitative data and completing the open and axial coding for the qualitative data, I analyzed all data across all sources to develop themes. Once themes were developed, I reviewed all data sources using a color-coding process (Smith, 1997) to construct assertions around each theme. Table 3 provides an overview of the themes, theme-related components, and assertions.

TABLE 3

Themes, Theme-related Components, and Assertions

<b>Themes and Theme-related Components</b>	<b>Assertions</b>
<p><i>Theme: Tools for developing emotional intelligence</i></p> <ul style="list-style-type: none"> <li>• The SEI is a tool to assist individuals with emotional intelligence development, as it provides data directly tied to KCG competencies.</li> <li>• The KCG journal is a tool for self-directed examination of how we put emotional intelligence into action in our lives.</li> </ul>	<p>Emotional intelligence development begins with a commitment to change. Then, the SEI360 and KCG journal become valuable tools for impacting emotional intelligence development.</p>



---

<ul style="list-style-type: none"> <li>• Commitment is critical to the development of emotional intelligence.</li> </ul>	
<p><i>Theme: Learning opportunities</i></p> <ul style="list-style-type: none"> <li>• The student teaching placement impacted emotional intelligence development.</li> <li>• The emotional intelligence training should include coaching and feedback cycles over an extended period of time.</li> </ul>	<p>To develop emotional intelligence, teacher candidates must have the opportunity to continuously apply what they have learned in a learning environment conducive to EQ development.</p>
<p><i>Theme: Pursuit of the noble goal</i></p> <ul style="list-style-type: none"> <li>• Teacher candidates each developed noble goals, but the application of the noble goal (and all other emotional competencies) varied.</li> <li>• The pursuit of the noble goal differed among participants.</li> </ul>	<p>The pursuit of a noble goal is critical to the application of all other emotional intelligence competencies</p>

---

**Tools for developing emotional intelligence.** Assertion 1–*Emotional intelligence development starts with a commitment to change. Then, the SEI360 and KCG journal become valuable tools for impacting emotional intelligence development.* The following theme-related components substantiated this assertion: (a) The SEI is a tool to assist individuals with emotional intelligence development, as it provides data directly tied to KCG competencies; (b) the KCG journal is a tool for examining how we put emotional intelligence into action; (c) commitment is critical to the development of emotional intelligence.

Freedman stated, “Emotional intelligence lets you explore and understand a large part of what’s hidden beneath the surface – in yourself and in others” (Freedman, 2007, p. 83). As the concept of emotional intelligence has become more prevalent in the business and education community, individuals interested in

developing emotional intelligence have gained access to more tools. Two such tools are the SEI360 and the Know Yourself, Choose Yourself, Give Yourself (KCG) Journal. Regardless of the tool, the key to developing emotional intelligence is an honest exploration that requires an individual to take ownership of his/her learning.

The SEI360 was an assessment tool used in this study pre/post intervention. Although the terms suggest a “beginning” and “end” of learning, and the study design supports this suggestion, the SEI360’s primary use in the study was as feedback for growth of each participant. The SEI360 should be thought of as a “snapshot” of emotional intelligence at any given time, and should be used to inform our emotional intelligence development. The process of using the scores on the assessment to change our thinking, acting, and feeling is far more important than the “score” itself. According to its co-author, the SEI was developed as a “tool that would help people with their learning and development – an assessment that would assist individuals in putting emotional intelligence into action in their lives and leadership” (Freedman, 2007, p. 235).

In this study of emotional intelligence, teacher candidates were presented data from the SEI360 assessment. Each teacher candidate completed a SEI360 assessment prior to the commencement of the intervention. The SEI360 was first used in the study in a 1:1 semi-structured interview and in a journal entry where each participant had the opportunity to review the assessment, respond to the assessment, and consider her first steps in developing her emotional intelligence. Each participant’s response to the information in the SEI360 was a first glimpse

into her interpretation of its value and her plans for using feedback to nurture EQ development.

In our first 1:1 interview, Jessica reviewed her score results and the open-ended responses from her raters. When I asked what stood out to her, she responded, “Well, this first [response], I was like ouch. Then I am like, well it is kind of true.” In the first journal prompt, Jessica was asked what she was feeling after what she had just read, to which she responded, “After allowing the information to settle in, the part of the assessment that sticks most with me is the qualitative results. I feel very grateful that the 9 people I selected know me as well as they do.” When asked if she was surprised by anything, Jessica said, “I am surprised someone said they wished I was more organized. It was kind of a shock in my mind because in my mind I am quite organized. For me, everything is in its spot and there is no need to worry about organizing the ‘small stuff.’ Either way, it is evident that I am bothered by that because I needed to explain myself.” I asked her why she felt she needed to explain herself. She said, “I think I am really feeling this way because when I was younger, I was very organized. Now that life is happening, it's a luxury to clean my house and get organized. I don't feel like I have the time to get organized.” When asked if there was any feedback she received that she found challenging, she said, “I am still working on communicating when I am upset. I feel like this is only fair to [my fiancé] and my relationship. I don't know if I had a model who spoke up. My mom has always gone along with what my dad says. I am the oldest, so I have no model there. Speaking up was taught to me as disrespectful. ‘Be respectful and keep

your mouth shut until you are older'. Now I am older and it is difficult for me to express." Jessica said it was important to communicate when she was upset and said she knew she had a tendency to shut down. She also said that she wanted to be "consistent and conscious of how and what I say to kids" and wanted to be a model for expressing herself appropriately. When asked to identify an area she was interested in developing based on the SEI360, she identified the competency Enhance Emotional Literacy.

Throughout the semester, Jessica was deliberate about enhancing her emotional literacy. In her first journal entries, she made an effort to name what she was feeling, even though she described this as "hard" (1:1 interview). She carefully examined what she was thinking and feeling after each emotional event in her journal. As the semester progressed, she named her feelings using multiple words from Plutchik's Emotional Map and justified why each word was selected (and why, sometimes, one word was not adequate). After we added the video camera activity to her journal (which aims to address Apply Consequential Thinking, but includes multiple KCG competencies), Jessica changed her emotion word after having more time to consider what she was really feeling. In addition to applying her learning in the classroom, she discussed practicing these skills in her personal life. "I am still working on communicating when I am upset. I feel like this is only fair to [my husband] and my relationship. I have started openly communicating when I am upset with my sister, though that does not always end pretty."

In the post SEI360, Jessica scored a 3 in Enhance Emotional Literacy (an increase .5 from the first administration). In her final interview, she said, "I have forced myself to use bigger vocab, not like bigger vocabulary, but more descriptive vocabulary, trying to pinpoint." She recognized how enhancing emotional literacy would help her career and personal life. "Being a teacher has really brought out not hiding emotions, like it is important to verbalize what I feel...I think I brought that into my life, like with [my husband], and our communication is really good." In her final journal entry, Jessica discussed her commitment to further developing her skills in this competency. "Appropriately communicating about my emotions was a score with a large discrepancy in August. I have worked on verbalizing what I am feeling. This was a personal goal I have always work on, but through this study, when it was pointed out, I made it a point to be more honest. Honest with people, honest with myself and my feelings, and being okay with what/how I was feeling and discussing it." As Jessica reviewed her final SEI360, she immediately looked for trends in the data that would offer insight into areas she could develop as a future teacher. She was pleased to see that her efforts in increasing emotional literacy had resulted in an increase in her scores, but said she was committed to developing beyond the study. In regard to her "Skilled" score in this competency on the final SEI360, Jessica said she wanted to continue to develop this area despite the improvement.

Lindsay also took the SEI360 prior to the intervention and met with me to discuss the results. In that interview, I noted a difference in Lindsay's response to feedback compared to Jessica's. When I asked what stood out to her, she noted

that she scored herself lower than her raters in some places and that there were gaps in her perception of her emotional intelligence compared to her raters. She laughed and said, "I am good at faking it." As we looked together at her scores and feedback, it became apparent that Lindsay was bothered by feedback regarding her integrity. She stated in an irritated tone, "I want to know who said I have an average amount of integrity! What do they mean? It is not like a bad thing, but I feel like I have higher than average integrity." As she read each open-ended response, she focused on trying to determine who wrote each of them. "I think [my fiancé] wrote most of them...it kind of makes me wonder what other people were thinking...rationalizing their average amount of integrity [choice]...explain it! I think some people would logically look at [that prompt] and think, well she is not Mother Theresa, she just like everyone else, so she is average. Fair enough, but I'd like to know that that is what you were thinking, not that you were thinking I am without integrity." At multiple points during this interview, Lindsay became visibly upset and her eyes filled with tears.

One on SEI360 open-ended response, Lindsay said she would like to cry less. I asked her why she thought crying was inappropriate, and she shared it had been a problem in her career. She explained that her previous boss had been "out to get me" and it resulted in her getting emotional at inappropriate times. "I was getting feedback from people that was, in fact, really not fair...so I would go in meetings and he would start telling me things and I would just start crying." She told me that she felt embarrassed about her "body's go-to reaction" of crying and that she "should be above that." One of her SEI360 raters stated Lindsay had a lot

of anxiety about how others felt about her. "I am going to sound crazy now," she said, "I think I am kind of paranoid about it. Because if somebody were to walk up to me and be like 'I really don't like you'...I would be like, okay, that's cool. But I really worry about people telling other people bad things about me...I tend to blow it into insane proportions." Another SEI360 rater gave feedback on the open-ended response that said, "There are many things that people do wrong, it is not always good to correct them." When I asked her to tell me what she thought about that comment, she said, "I know! I read that! I am super bad about that! Probably my stepmom...it is not something endearing about me...Do you watch *How I Met Your Mother* by chance?" When I said that I had not seen the television show, she said, "Oh, never mind, there is a character on there who does that a lot who would be a good comparison (laughed)." After reviewing the SEI360 scores and feedback, I asked Lindsay if she could identify any areas to develop. She said she did not have any questions at the time and was interested in hearing more about emotional intelligence before deciding on an area to develop. I noted in my field notes that Lindsay did not appear to be solutions-oriented in the interview, but was reactive and used humor to avoid genuine discussions about her SEI360 feedback.

In her first KCG journal prompt, Lindsay was asked what she was feeling about what she had just read (in the SEI360). She responded, "I agree with what I just read. I think many of the places where other people have scored me differently than I scored myself are because I am intentionally leading people to believe I am strong in those areas." When asked if she was surprised by anything,

Lindsay wrote, "I was surprised to find that people said I inspired them. I don't really think of myself as inspiring, partially because I think that people who think they inspire people are vane and partially because I don't think I do any inspiring things in my life." When asked what areas of emotional intelligence she was interested in developing, Lindsay responded, "I find that, though my overwhelming urge is to plan every aspect of my life, I often times consider a ridiculous and unlikely worst-case-scenario for every problem. I think I need to work on not dwelling on this since typically it is not a realistic scenario and can sometimes be paralyzing to progress on the matter at hand." As a result of this comment, I identified the competency Exercise Optimism as an area of focus for Lindsay.

The 1:1 interview left me with concerns about Lindsay's commitment to developing emotional intelligence. Lindsay's subsequent statements in the Six Seconds training validated my concerns. After describing a challenge she was facing with classroom management (related to her inability to connect with challenging students), I asked her how much time she was willing to invest in solving the issue. She responded, "I am not really sure how much time I am willing to invest because realistically I am only gonna be there until December, and I know this isn't like a great way to think, but it is almost like is it gonna take me less energy to just go home and kind of, you know, stew for five minutes and get on with it and have them keep acting like this." I consulted with author Joshua Freedman about how to support Lindsay in her development of optimism. He suggested a simple but powerful way to allow Lindsay to consider other



perspectives in her KCG journal. Based on Freedman's advice (email communication, September 10, 2011), I adapted Lindsay's journal after week three to ask her to consider six alternatives to responding to a situation (rather than the original three alternatives). My hope was that it would stretch Lindsay to consider other perspectives.

In our final 1:1 interview, I asked Lindsay how helpful the KCG model had been in her development. She responded, "I can see how it will be helpful once I have practiced it more. Like right now I can't really say that it has made a huge change for me, but I can foresee it making a substantial change once I have been doing it a while." I asked her if she noticed any differences in how she was assessing new situations and responding to them. She said, "Yeah, I mean I definitely think about it more now. I don't know if it is changing the outcome as much, but it's more intentional. I am being aware of it." I asked her to be more specific. She said, "Just not getting frustrated with the kids or about a teacher or whatever. But I will definitely stop and think about it now, and, um, it is easier said than done to choose to feel a different way, but I will definitely try if that makes sense."

As we reviewed her final SEI360 scores, she said, "Generally, it looks like my raters' opinions of me didn't change much. I think that I was rated similarly by others because I was working on things that may not have been outwardly apparent." In addition, she was displeased with low scores from her raters in the competency Increase Optimism. She guessed it was her mentor who scored her low, and said, "[My university supervisor] wouldn't give me a 0 in being

proactive, and I am like, okay, so the only other person...is [my mentor]...she is really moody, and I think that maybe she wasn't very pleased with me when she was filling it out." When another rater gave her a 1 in the Exercise Optimism competency, she responded, "So, to me, marking a 1 there is saying that I never see the best in situations. That is harsh! Never? Really? I could see someone saying 'She sees the negative more than she sees the positive' because that is something I struggled with because I get very wrapped up in things and, like, thinking about the ways things could go wrong because I want them to go right...but...never seeing the goodness in things, that seems so unlike me. I feel like I see the potential goodness but then I worry about every other bad outcome." As Lindsay continued reviewing her SEI360, she said, "Yeah, there are a couple of categories...that really brought my score down quite a bit, and I don't know if she read it wrong, or what, and it is like the kind of thing that is too stupid to say, 'Why do you think I am not proactive?' because the way I got the information is so shady." In the final part of the interview, I asked Lindsay to consider if a lack of commitment on completing the journal may have contributed to her SEI360 results. I reminded her that she had been asked her to come up with six alternative responses to difficult situations, and she had not done that. She responded, "I think I did once. I tried."

I did not note one instance in the post 1:1 interview where Lindsay demonstrated commitment to changing her behavior. Instead, she placed blame on others. This lack of ownership was precisely the skill she was supposed to be

developing during the semester. She had not demonstrated a commitment to putting the skill into action, and her outcomes reflected that.

The two participants in the study demonstrated differences in their commitment to developing emotional intelligence. In Jessica's case, she perceived the SEI360 as a tool to provide insight into her own EQ. Lindsay, on the other hand, took a defensive stance and placed blame on her raters. Jessica used the KCG journal as a means to continuously examine her own emotional intelligence and to challenge herself to name her emotions even when it was "hard." Lindsay demonstrated some commitment to the journaling process by her detailed descriptions of emotional events in her classroom, but she did not extend that commitment to the application of new learning around increasing her optimism. Depending on how the SEI360 and KCG journal tools were used as tools to direct learning, and depending on the commitment of the participants, changes were evident in the thoughts, feelings, and actions of participants.

**Learning opportunities.** *Assertion 2–To develop emotional intelligence, teacher candidates must have the opportunity to continuously apply new skills and receive feedback in an environment conducive to EQ development.* The following theme-related components substantiated this assertion: (a) The student teaching placement impacted emotional intelligence development; (b) The emotional intelligence training should include coaching and feedback cycles over an extended period of time.

The iTEACH reformed teacher education model is defined by the following key features: increased clinical experience, explicit opportunities to

apply and evaluate new learning from university coursework, performance-based assessment of knowledge and skills, and the recruitment and selection of a trained, highly qualified mentor teacher. In the same way that education reformers argued that future teachers learn through real-life classroom experiences, Freedman (2007) believed that people learn emotional intelligence through real-life experiences (p. 15). As mentioned, in the teacher education program, the goal was to place teacher candidates in classrooms with proficient teachers. Proficiency was determined in varied ways depending on the school district partner, but was generally measured by a mentor teacher's scores on an evaluation of his/her teaching pedagogical skills and student achievement outcomes. If developing emotional intelligence is tied to real-life experiences as the literature has asserted, and if we agree that an emotionally intelligent teacher is critical to student success, then we need to give the same attention to a mentor teacher's skills in emotional intelligence as we do any other teaching skill. The lessons learned in the Six Seconds training were conceptual, with limited opportunities to apply new learning, and no opportunities to apply new learning in the classroom setting. New learning could not be applied in "real-life experiences" (and documented in the KCG journal) until the teacher candidates went into their mentor teacher's classroom. After examining the data from each participant, it was clear that the student teaching placement (and the relationship between a mentor teacher and teacher candidate) impacted the teacher candidates' emotional intelligence development. Jessica's experience during this study illustrates how the student teaching affects emotional intelligence development.

During the Six Seconds training sessions, Jessica demonstrated that she was an empathetic, motivated future teacher who was genuinely committed to emotional intelligence development and to the teaching profession. She also demonstrated that she possessed many of the fears common among new teachers. Jessica expressed fears regarding classroom management, and stated her biggest fear was that she would not know what to do if a student became angry while she was teaching. Despite evidence in the training and initial interviews that she was personally committed to the success of students in her classroom and to building strong relationships with students to impact their learning, there was dissonance between what Lindsay said about her commitment and what she revealed about her thoughts, feelings, and actions in her journal responses. In her KCG journal, there were times where she seemed disconnected from students and disheartened by her inability to establish relationships with them. In my classroom observation, I intended to investigate this further.

In September 2011, I conducted a classroom observation in Jessica's seventh grade mathematics classroom. At the time of the observation, Jessica had been in the classroom approximately seven weeks, five days per week. As students entered the classroom, they gathered in excitement around the mentor teacher, joking and laughing and sharing stories about lunchtime events. The mentor reciprocated with jokes and stories until the bell rang. It was evidence that the mentor enjoyed interacting with students and they enjoyed interacting with her. As students were talking to the mentor, I noticed Jessica remained at her desk in the corner of the classroom. When the bell rang, Jessica got up from

the desk and went to the front of the room to start a timer for her math warm-up activity. As the timer began counting down, most students got to work, but some continued to chat with the mentor teacher. After a few minutes, most students were on task and Jessica was ready to begin her instruction. I noted that Jessica delivered content as if there were no other people in the room. She moved through the lesson while disregarding student behaviors—some insignificant, and some significant. I took notice of a young man in front of me who was repeatedly disruptive throughout the lesson. Jessica ignored the behavior for about 15 minutes before saying, in an agitated tone, “Maybe you would know what to do if you came to school once in a while.” It was obvious by her facial expression and posture that she regretted the comment as soon as she made it, but she had been emotionally hijacked.

In a 1:1 interview after the lesson, we discussed the incident with the student, who I will call Jason<sup>9</sup>. In the interview, Jessica appeared disheartened. She began our conversation by stating that she knew she did not meet her lesson objectives and that student behavior was an issue. I asked her what she thought contributed to the misbehavior. She explained that there were about five students in the class that were normally not there because they either do not come to school or are sent out of the classroom to the nest within the first few minutes of class. Jessica said that she does not want to send them out of the room, but she recognized that they were a disruption to learning. I asked her to tell me about the

---

<sup>9</sup> Name changed to protect student identity

incident where she became emotional and made the comment to Jason about not coming to school. She said, “I can’t believe I did that. I just let it build up and then I just said that. Oh, gosh. That is not me at all. That is not me.”

Jessica explained that Jason was a major classroom disruption and was normally out of the classroom either at home or in in-school suspension. Despite his behavior issues, Jessica expressed frustration that she could not inspire or motivate him. I asked what she had done to build a relationship with him. She said that she had done nothing, and did not know what to do. I told her that it would involve an investment of her time and energy, and that she would need to do it on his territory (the school basketball court, the cafeteria) because the classroom had not proven to be the right environment. I reassured her that this investment outside of the classroom would translate into the classroom, but she had to be willing to try and fail. I shared a story with her about a student like Jason in my middle school classroom and how an investment of my time resulted in a productive classroom relationship and, ultimately, positively impacted his success. Jessica took notes on notebook paper and nodded in agreement as I discussed possibilities for repairing her relationship with this student, especially considering the statement she made to him in front of his classmates. Jessica thanked me for the conversation and we concluded our interview.

Weeks later, in Jessica’s final 1:1 interview, I asked her to respond to an open-ended statement made by one of her raters on the final SEI360. It said, “Jessica thinks she can’t try certain things because she thinks it conflicts with her mentor’s style of teaching. She frequently says [her mentor] doesn’t do it that

way.” Jessica fidgeted in her seat and stayed quiet for a moment. I allowed her time to think about her response. Jessica asked me if her mentor teacher would know what she said in the interview, and I reminded her that her name would not be used in my report. When she finally spoke, her response made sense of all of the questions I had developed after studying her for the entire semester. She said she was not comfortable speaking negatively about her mentor, but she felt it was important for me to understand what she had experienced as a teacher candidate in her mentor teacher’s classroom. Jessica explained that her mentor teacher “did not want her in the first place” but was required to take Jessica after her original mentor was promoted prior to the start of the school year. The mentor was the only middle school mathematics teacher qualified to mentor (based on her teaching evaluations and student achievement outcomes). Jessica explained that she quickly recognized that her mentor was possessive of the students and that she viewed Jessica as a visitor in the classroom. When she made attempts to establish relationships with students, it placed a strain on her relationship with her mentor. Jessica feared changing placements, because she knew that there were no other middle school mathematics placements available, and it was important to her to become highly qualified. For that reason, she kept peace by distancing herself from the students.

Jessica said students never got to see the “real” her because she “didn’t want to cross over that line, like taking that relationship, because they were her [the mentor’s] kids.” She explained how previous internship cycles had caused her to become emotional when it was time to move on because she had



established genuine, caring relationships with children. This semester, despite the fact that she spent over four months with students, five days each week, she felt like she “didn’t even know [the students].” Jessica realized how little she knew her students when her fiancé asked her about the kids and which ones were her favorites. As she exhaled heavily, she said, “Michelle, I didn’t even know”. Jessica shared that she had not been given the opportunity to live out her noble goal in her classroom for an entire four months, and it had been very discouraging. “My noble goal is to love on kids to inspire them to educate and better themselves. And I can’t love on them. I can’t create that relationship where they want to learn...” The choices she felt she had to make to maintain the relationship with her mentor teacher went against her noble goal.

For the entire semester, Jessica said that she wanted to connect with students, but instead she strictly delivered math content without revealing her personality. When she was married mid-semester, she did not share any of the experience because she did not feel comfortable doing so. Jessica said that the “best day ever” was a day when the mentor teacher was absent and there was a substitute teacher in the room. She saw this as an opportunity to test some of the emotional intelligence skills she was learning. She said she shared stories with the students, talked about a movie she had recently seen, and shared pictures of her wedding. She also shared with students that she had been stressed recently because she found out she did not pass the state middle school mathematics exam. When students asked what the exam was, she explained that it was a test she had to take to teach middle school, and that she was sad because she really loved

teaching middle school students. Jessica shared how she had been struggling with solving a few challenging questions as she studied for her retake, and students encouraged her to put the problems on the board. Jessica said she put a problem up on the board that she had been struggling with for days, and the students solved it. Jessica described the day as her most productive of the semester and it reassured her that she would be a competent middle school teacher.

Suddenly, Jessica appeared to remember something. She responded, "Oh, I have to tell you about Jason!" She explained that, earlier in the semester, the class was having a Thanksgiving party and the mentor teacher needed ice. When the mentor told Jessica to take someone to help carry the ice, she chose Jason. She said that, although he acted like he was agitated by the request, she sensed that he might have been proud of being chosen. As they walked to the cafeteria, Jessica talked about the upcoming holiday and asked him about his plans. Jason revealed to Jessica that his mother had abandoned their family and that he lived with his dad and younger siblings and that he did not think they would be doing much for the holiday. Jason went on to tell her that he held most responsibility for raising the younger siblings and that his home life was difficult. Jessica listened to Jason and responded empathetically. When they returned to the classroom, she said her mentor said, "I bet that was awkward." Jessica nodded and did not share her conversation with her mentor teacher. She said, "I just kept the moment to myself." What amazed her most was that Jason became a completely different student that day. When she saw him in the hallway, he would joke with her, and, in the classroom, his behavior issues were gone.

I asked her if she deliberately chose Jason to help her get ice, and, if so, why? Jessica explained that it was a result of the conversation we had had after her observation. This was an eye-opening experience for me because it revealed the importance of ongoing coaching conversations and their potential for positively impacting emotional intelligence development. This further validated my assertion that teacher candidates must have the opportunity to continuously apply new skills and get feedback to develop their emotional intelligence.

At the completion of the intervention, both teacher candidate participants provided feedback about all aspects of the study. Both indicated that they would have benefitted from more support (in the form of coaching) to develop their emotional intelligence. Lindsay recommended training during the first couple of weeks or months of the program, and then someone to support teacher candidates throughout the remainder of the program. She acknowledged that, as the researcher, I checked in regularly and kept them on track, but she said that most of the study was self-directed after the initial training. She said, "It wasn't like a performance assessment where you meet afterwards and you talk about it and you reflect with another person." I agree that the participants would have benefitted from this type of support. Increased observations with follow-up coaching would have been helpful to both participants.

Both participants also suggested that more time would have been beneficial to their emotional intelligence development. Specifically, they both said that the training should have occurred at the beginning of the program and been part of the curriculum. Jessica said that, if it could not be part of the

curriculum for everyone, it should at least be required for those planning to teach in the middle grades. She said, "I think it would be beneficial in opening people's eyes to middle school. Our feel like in our first rotation, when everybody had to be in middle school, it was such high emotion." Jessica supported her assertion with an example where one of her classmates "wiggled out" when she experienced an emotional event in a middle school classroom. Jessica said, "She internalized it so much that she will never...teach at the middle school, just because of that single situation." Jessica felt strongly that this teacher candidate's experience could have been completely different if she had had the training that she and Lindsay received.

It is a serious dilemma when a teacher candidate is committed to developing her emotional intelligence but does not have meaningful learning opportunities, such as a place to apply new learning and opportunities to receive feedback from a trained emotional intelligence coach. In this study, instead of making excuses about her learning environment, Jessica chose a competency (Enhance Emotional Literacy) that she could apply in both her professional and personal life without crossing the barrier that had been established in her classroom. Although Jessica made gains in this competency, her learning opportunities should not have been limited by her student teaching placement.

We know that an emotionally intelligent teacher experiences more success with students and stays in the profession longer. If we are serious about our commitment to promoting EQ skills in teacher candidates, then we should consider the mentor's emotional intelligence just as much as we consider the

mentor's instructional practices and understanding of the curriculum. In addition, in the same way we believe ongoing coaching and support in a real-life environment are the best way to develop teaching pedagogy, then we must provide the same level of coaching and support for an equally important competency—emotional intelligence.

**Pursuit of the noble goal.** Assertion 3—*The pursuit of a noble goal is critical to the application of all other emotional intelligence competencies.* The following theme-related components supported this assertion: (a) Both teacher candidates developed noble goals, but the application of the noble goal (and all other emotional competencies) varied, and (b) The pursuit of the noble goal differed among participants and impacted their application of all other emotional intelligence competencies.

According to the literature, “Noble goals activate all of the other elements of EQ. By connecting with our sense of purpose, the commitment to emotional intelligence gains relevance and power. Just as our personal priorities shape our daily choices, the Noble Goals shape our long-term choices. They give us a sense of direction, a “north star” to calibrate our compass, and they help us align our thinking, feeling, and acting to maintain integrity” (Freedman, 2007, p.194). For this reason, the final activity in the Six Seconds training was the development of a noble goal, which was also the focus of the first journal entry. To begin, I taught a lesson about the noble goal, and then modeled the development of my noble goal. The first step in the process was the Circle of Intention (Appendix AA). Participants divided their lives into major domains and made notes about what

they wanted most within each of those domains. While each participant worked on this activity, I made notes about their progress. I noted that Jessica was focused and intentional. Lindsay participated, but her behavior suggested she was either uncomfortable with the idea or not committed to the process. She would work on the task for a while, and then discuss something else. Examples included discussions about her frustration with her nail salon's upselling practices, or that she was discovering more gray hair. I allowed them adequate time to brainstorm the Circle of Intention in preparation for drafting their noble goal statements. When each participant completed the Circle of Intention, I modeled the next step in the process and shared examples. We discussed several noble goal statements and reviewed the process of moving from a Circle of Intention to a noble goal statement. When Jessica completed her noble goal statement, Lindsay said she knew this was our last activity for the day and she would finish at home to allow herself more time to think about it. I asked both participants to continue to refine their noble goal draft statements and to include their noble goals in their first journal entries in the KCG journal. It was important that the noble goal was completed prior to the next step in the intervention, as it was defined in the literature as the competency that activated all other competencies.

In her first journal entry, Lindsay included her noble goal statement, "to celebrate differences and work to increase unity." Despite developing her noble goal at the beginning of the semester and describing it as one she had possessed most of her life, Lindsay frequently demonstrated thoughts, feelings, and actions misaligned with her noble goal. She often discussed her disconnect with students

(and her lack of desire to change it). She often used terms to describe children in her classroom (i.e. jerks, d-bags, a-holes, geeky, crazy) that clearly did not demonstrate a commitment to diversity, and repeatedly described cases where she had difficulty managing impulsive reactions to difficult situations. This dissonance became more pronounced as the semester progressed, and I turned to the literature for a possible explanation. Freedman (2007) stated that individuals who do not pursue a noble goal may burn out or have trouble persevering through challenges. The key word here was *pursue*. Lindsay had *developed* a noble goal as instructed, but it was not evident she was *pursuing* that goal. Freedman (2007) discussed the pursuit of a noble goal and described its role in emotional intelligence. He discusses the idea of surface acting:

“Emotions researchers talk about two kinds of emotion management. ‘Surface acting’ is an effort of will where you force yourself to suppress an impulse. You want to scream at someone but you stifle that and say something banal and ‘polite’. Surface acting is a social necessity, and in many places, such as Asia, a cultural imperative. But it comes at a price. First, surface acting requires a kind of effort called ‘emotional labor’. It is stress inducing. When you do a lot of surface acting you become exhausted...second, everyone knows you’re faking it. People think of themselves as masterful liars, but few actually are...so, when you control your emotions through surface acting you exhaust yourself and you lose credibility” (p.193).

Throughout this study, Lindsay’s thoughts, feelings, and actions represented the “surface acting” (p. 193) Freedman described. In the Masks activity (Appendix V), Lindsay shared that she did not want the outside world to see that she was inflexible, weak, unsure, directionless, and tired. To ensure that others did not see this side of her, she said that she acted excited even if she was

not and dove into projects wholeheartedly that she was not sure she was passionate about. On her mask, she wrote, “fake it 'til you make it.” In Lindsay’s 1:1 interview, she shared, “I am good at faking it.”

Lindsay’s surface acting came at a price, as Freedman (2007) suggested. In her KCG journal, Lindsay showed evidence of exhaustion as she made statements like “[the students] don’t care, so why should I?” Freedman (2007) wrote that surface acting requires acting, but “...everyone knows your faking it” (p.193). As discussed previously, Lindsay’s raters questioned her integrity and proactive behaviors on the SEI360. One could derive that Lindsay’s surface acting had resulted in a loss of credibility with her colleagues and supervisors.

Freedman (2007) discussed the alternative to surface acting, called deep acting:

“The alternative is deep acting. In deep acting, you actually transform the feelings. You shift from frustration to appreciation, from impatience to empathy, from judgment to quality. It can happen in a matter of seconds, and it can be efficient and worth the energy expended. The advantage of deep acting is that it actually gives you energy and make you more authentic” (p.195).

Freedman (2007) describes the process for deep acting. The first step is defining a noble goal that you can pursue every day, no matter what the situation. When one is deep acting, they are faced with the same difficult situations as anyone else, but have a tool that will help them move out of negative patterns. Jessica saw her noble goal as a tool to help her activate other emotional intelligence competencies. Despite Jessica’s challenges in her classroom, she demonstrated her ability to move from judgment to curiosity and from impatience



to empathy. In her KCG journal, Jessica defined what she was learning from her mentor teacher. Jessica wrote, “I am learning a lot about speaking up from my mentor teacher.” Rather than being spending four months being impatient and becoming exhausted with her student teaching situation, Jessica asked herself how she would feel as a mentor teacher in a middle school classroom. In her final 1:1 interview, Jessica said that she understood her mentor teacher’s desire to maintain a strong relationship with students because she would be with them for the entire year.

Jessica’s noble goal was “to inspire and motivate others (through love).” In her KCG journal, she wrote, “I am still in the process of defining my noble goal. I wanted to make sure it was simple enough (to remember) and to implement, and that every day I would be able to extend or begin anew with my noble goal as my day’s foundation.” Throughout the semester, Jessica documented how her actions in the classroom were aligned (or not aligned) to her noble goal. As mentioned, Jessica had not been able to fully act on her noble goal in her classroom, but she looked for opportunities to apply her noble goal in other aspects of her life. She recognized that some of her choices were not in line with her noble goal in her student teaching placement, but she continued to examine her thoughts, feelings, and actions through the lens of her noble goal.

Developing a noble goal is a challenging endeavor, but not nearly as challenging as the *daily pursuit* of the noble goal. The noble goal is built around the power of purpose, and an individual’s purpose should impact all aspects of life—personal, political, social, financial. In the Six Seconds training, Freedman

defined the noble goal as something you can do when making a major decision, or standing in line at the grocery store. Freedman (2007) defined the noble goal as “connecting with purpose” (p. 177); a notion that he says may sound “lofty and idealistic – and even impractical in a day-to-day business sense” (p. 177). Despite the challenges related to developing and pursuing this goal, it is critical that teacher candidates understand its relevance and work to integrate the noble goal into their daily choices. Without the noble goal as a foundation, emotional intelligence development cannot occur.

## Chapter 6

### CONCLUSION

The purpose of this action research study was to examine the impact of the Six Seconds model within the context of a teacher education program. The findings of the study assert the need for emotional intelligence training for pre-service teachers, especially those in a middle school setting. The study found that emotional intelligence is positively impacted when: (1) an individual is committed to his/her EQ development; (2) is given opportunities to practice Six Seconds competencies in an environment conducive to EQ development; and (3) defines and pursues a noble goal. It further asserts that the Six Seconds model is appropriate within a teacher education program and addresses the unique role emotions play in the teaching profession.

The study coincides with research that asserts a critical need for emotionally intelligent educators and warns of the consequences of ignoring the role of emotions in the teaching profession. Researchers in emotions and teaching argue that “teaching is considered to be one of the most stressful occupations” (Palomera, Fernandez-Berrocal, & Brackett, 2008, p. 441) and teachers who are emotionally exhausted are at the greatest risk of burnout (Evers, Tomic, and Brouwers, 2005). Why does it matter? Burnout not only affects a teacher’s longevity in the profession, but student learning. Future teachers will face emotional situations (as evidenced in this study), and they must be equipped with the tools to navigate those situations. “Teachers identify the ability to regulate

their emotions as an indispensable competency in order to reach academic goals” (Palomera, Fernandez-Berrocal, & Brackett, 2008, p. 444).

In this chapter, I present lessons learned, implications for practice, limitations/changes, implications for future research, and closing remarks.

### **Lessons Learned**

In July 2011, I boarded a plane to attend Six Seconds training in Palo Alto, California. Although I recognized the importance of this training to my role as the researcher in this study, I knew it would be difficult to be away from my workplace for the full week that was required. My hope was the training would “pay off,” that I would get a neatly organized binder full of training materials that would provide a structure for my intervention.

On the first day of the training, we were asked by our trainer, Joshua Freedman, to leave our cell phones and computers at home to promote our full engagement in the training. He assured us that the training would be so transformative that we would not want the items anyway. I was in shock. First, I had been to other trainings where cell phones and computers were discouraged, but this trainer sounded like he really meant it. No cell phones or computers. *Could I do that?* I was a busy person. I was in the midst of leading a major teacher education reform initiative, and I could not afford to be unavailable for an extended amount of time. And, did he say that this training would be *transformative*? That was a pretty bold statement. I had spent two years in a doctoral program studying emotional intelligence. I had read nearly every piece of professional literature related to emotional intelligence, including literature

directly related to the Six Seconds model. Prior to my doctoral study, I had spent years studying the concept of emotional intelligence and its implications for the education field. What had I not already studied?

The answer to that question came after first day of training. The answer: myself. I quickly discovered this was going to be more than training; it was going to be a journey. Although I had genuine expertise in the concept of emotional intelligence, I had not experienced the process of examining and developing emotional intelligence. As it turned out, the process was difficult; it was messy; and it involved trust and commitment. As a result of the experience, I gained an invaluable new understanding of the process of developing emotional intelligence that I could not have learned by reading any peer-reviewed article. The lessons I learned were ones that I applied to working with my participants in this study.

We were introduced to the Six Seconds training philosophy that included the following key components: (1) Wisdom lives within; (2) No way is the way; (3) The process is the content; (4) 1,2,3 Pasta; (5) Fish don't talk about water. This philosophy served as the guide for any Six Seconds training, and it guided my action research study. Each component is briefly presented here.

**Wisdom lives within.** We all have answers inside of us, and we need to deliberately set aside time for reflection. Emotional intelligence training is not about telling others how to be more intelligent, but providing them with tools for assessing their EQ and for continuously reflecting on how it is put into action in their lives. The Know Yourself, Choose Yourself, Give Yourself journal was an

example of one such tool that allowed teacher candidates to search for answers within.

**No way is the way.** There are not three simple steps for developing emotional intelligence that apply to everyone. Freedman said, “We are talking about intelligence, not a program. Cookie cutter experiences do not recognize the complexity of the human experience” (Six Seconds training, July 2011). Just like there is not one way to use mathematical intelligence, there is not one way to use emotional intelligence. The development is a journey unique to each individual. There is not a prescribed method that meets the needs of every person.

**The process is the content.** The experience is more powerful than content. We have to make a commitment to practice emotional intelligence, and to make mistakes and do our best to recover from them. Freedman asked us to notice what went on in the structure of the training that made it transformational. This philosophy proved true to my journey, as the content related to emotional intelligence was important, but the experience made all the difference. I hoped to create this same experience for teacher candidates, and used many of the same activities used in the certification training to promote experiential learning.

**1,2,3 Pasta.** When Freedman’s son was younger, this was his own version of the phrase “3,2,1 Blast-Off.” Freedman said the term stuck, and is now used within Six Seconds to describe the need for immediate action. He challenged us to find at least one thing at the end of each day that excited us, that we could apply immediately to our career, our relationships, etc. In my study, the KCG journal was set up for participants to continuously challenge themselves to apply

emotional intelligence competencies in their classrooms, giving them an opportunity to “jump in” and test new learning.

**Fish don’t talk about water.** We often do not see our surroundings because we are so saturated in them. In order to learn, we need to step out to a place just outside our comfort zone so that we can examine the context. The process of reflecting in the KCG journal was a way for teacher candidates to step outside of their experiences and to look at them from other perspectives. It was a chance for the teacher candidates to take a “second look” at these experiences and consider how they might change their thoughts, feelings, and action to align with their noble goals.

When I began the study, I did not anticipate that I would examine and develop my *own* emotional intelligence. The Six Seconds provided learning opportunities that went beyond what I knew before my doctoral studies and beyond what I was reading in the professional literature. I experienced the process of naming my emotions and understanding the purposes these emotions served. I examined my behavioral patterns and weighed the costs and benefits of my choices. I struggled through the process of defining my noble goal. I understood what it was like to examine my thoughts, feelings, and actions, and their alignment to my sense of purpose. I was no longer just “well-read” in the topic of emotional intelligence; I was *experienced* in emotional intelligence development. The training changed me as a researcher and as a human being. It was *transformative*.

### **Implications for Practice**

Emotional intelligence has gained attention recently as a capacity that allows us to fully utilize our intellectual abilities. Still, most literature about emotional intelligence relates to the business community. Freedman (2007) dedicated a chapter of his book, *At the Heart of Leadership*, to making a case for emotional intelligence in the business world. The chapter began with the statement, “There are many pressures coming together to require a new way of running a successful business.” I considered that statement for a moment and replaced just one word, *business*, with a new word—*classroom*. I asked myself if the statement was still true. Is it true that there are pressures coming together that require a new way of thinking about preparing a successful teacher? Yes.

Consider the January 3, 2012, headlines from major news organizations across the country: From the *L.A. Times*, “Charter tackles middle school challenges with young faculties and a no-no-nonsense attitude”; “Accused of sexual abuse, but back in the classroom”; from *The New York Times*: “City Schools Missing Out on Aid for Special Needs”; “State Threatens to Pull Millions for Schools in the City and Elsewhere”; “The Haves’ Children are Healthier than the Have-Nots”; and from *The Washington Post*: “Test scores will be checked for cheating”; “Whose Children have been left behind?” Our nation, and our education system, is in a state of crisis. Now more than ever, children in this country need teachers and teacher leaders who have the knowledge, skills, and dispositions to make a positive impact in their classrooms. Nobody would argue that we need smart, well-educated teachers who can deliver engaging, content-



rich lessons. I argue that we also need teachers who will establish meaningful relationships with children and their families.

This study illustrated the importance of emotional intelligence training and support. Both of the two participants in the study were smart, articulate, well-educated women who had varied career experiences prior to entering the teaching profession. At the time of the study, both had demonstrated knowledge of content through their successful completion of the state proficiency assessment for elementary educators. Both had taken university coursework (and earned high marks) in child and adolescent development, classroom instruction and management, assessment, educational psychology, and content methodology. Despite these advantages, when faced with the daily challenges of teaching in a middle school classroom, these teacher candidates struggled to navigate their emotions... Why? Neither participant had ever considered how their emotions would impact their ability to utilize their intellect or their training in the middle school classroom. They had not considered it because their university teacher education program did not provide the structure or support to do so. Rather, as Jessica explained, it was a “slap in the face” for many teachers who entered the classroom and had to deal with the emotional realities of teaching.

This study contributes to the growing body of research regarding emotional intelligence. The study challenges education researchers to consider the role emotional intelligence plays in teaching and challenges teacher educators to include emotional intelligence training within the (sometimes rigid) guidelines of teacher preparation. Including emotional intelligence training may require

removing other aspects of teacher preparation, but we ignore emotional intelligence at our own peril.

There are noteworthy implications of this research for teacher education programs, including the following: (1) The role of university coursework in emotional intelligence development; (2) The role of the site coordinator; (3) The role of the mentor teacher; (4) The use of a performance assessment process for EQ; and (5) Differentiated coursework to address the unique role of the middle school teacher candidate. These implications are described in more detail below.

**The role of university coursework.** Just as elementary and secondary schools are bound by state curriculum requirements, universities must adhere to guidelines for state teaching certification and for degree completion. Although the guidelines are fairly prescribed, there are places within the curriculum that are flexible and can be changed based on the needs of the profession. Over the last five years, I have seen changes made to university coursework based on student outcomes, research on best practices, and literature around innovative practices.

A case has been made for the need for emotional intelligence training within a teacher education program. This study has asserted its importance, and suggested that any training must be accompanied by opportunities for real-world application and evaluation, and ongoing coaching and support. One of the limitations of the study was that teacher candidates were restricted by tight schedules that did not allow for increased amounts of training, observation, or coaching support. It was clear that offering emotional intelligence training as an

“add-on” to the program would diminish its importance and create added stress to already-stressed teacher candidates.

A teacher education program should include an entire course dedicated to emotional intelligence. This course should span the entire program to provide ongoing learning opportunities and opportunities to practice. Both participants in this study gave feedback about the need for emotional intelligence training prior to the start of the internship, during the first few months of the internship, and throughout the program as new experiences arise. The course should include ongoing assessment, instruction provided by a trained faculty member, opportunities to apply new learning in the K-12 classroom, and support through the form of coaching in the clinical setting.

**The role of the site coordinator.** One of the key features of the iTEACH teacher education model was the assignment of a full-time faculty member to each cohort of teacher candidates. This faculty member, called a “site coordinator”, teaches some of the coursework (including the student teaching capstone course), supervises teacher candidates in clinical placements, and provides ongoing training and support to mentor teachers. If emotional intelligence training is to be embedded across program coursework and clinical experience, the site coordinator plays a key role in successful implementation.

Each site coordinator should be trained in the Six Seconds model and should act as the instructor for emotional intelligence courses within the program. As new skills are applied in the K-12 classroom, the site coordinator should act as a supervisor and coach. In the same way the site coordinator provides feedback

about teaching pedagogy using an instructional rubric, he/she should provide feedback around each of the competencies of emotional intelligence. This requires the coordinator to reinforce strengths so teacher candidates recognize the contribution to their teaching, and it requires the coordinator to refine weaknesses. In cases where emotional intelligence is interfering with a teacher candidate's ability to teach effectively, the site coordinator should be responsible for developing an intervention plan. If, after structured intervention with meaningful coaching and support, a teacher candidate displays serious gaps in emotional intelligence, a site coordinator must make a decision about the candidate's suitability for the profession.

**The role of a careful selected mentor.** Although the site coordinator acts as a supervisor and coach to the teacher candidate, the classroom mentor serves an important role teacher training. Teacher candidates spend almost 1000 hours under the mentorship of the classroom teacher in a single semester. Compare that to 40 hours in a university course. The mentor teacher is a major piece to the puzzle in teacher training and the importance of this role cannot be ignored.

As mentioned in Chapter 5, each mentor teacher in the iTEACH model is trained in the key features of the program prior to the beginning of the semester, and then once per month for the duration of the program. Topics include co-teaching, instructional planning, mentoring pre-service teachers, and the use of the program's instructional rubric for feedback and support. Mentor teachers regularly assert the importance of these trainings to the success of their jobs as mentors. In addition, they give feedback about how the trainings impact their

own practice as classroom teachers. Emotional intelligence would also do both of these things – it would assist mentors in coaching teacher candidates' EQ, and it would impact the emotional intelligence of the classroom teacher.

**Performance assessment.** Students in the iTEACH model are required to show evidence of new learning through a performance assessment process. In this process, the teacher candidate participates in a pre-conference with the site coordinator in preparation for the classroom observation. Then, the site coordinator observes the teacher candidate (while the teacher candidate is also being videotaped by a peer). Immediately following the observation, the teacher candidate leaves the classroom to prepare for a post conference. The candidate completes a self-assessment using an instructional rubric, and provides evidence for each score from student work, mentor teacher notes, and evidence from the videotaped lesson. The instructional rubric acts as a guide as the student assesses proficiency across each of its domains.

The performance assessment process is a critical component of the teacher education program because it assesses a teacher candidate's ability to apply teaching skills in a real-world situation. It makes sense, then, that a teacher candidate should be expected to apply emotional intelligence competencies in the classroom in the same way. A site coordinator could observe for these competencies within the structure of the current performance assessment process. This would require the development of an observation protocol and evaluation instrument to allow for structured feedback and coaching, and to provide novice teachers a tool for self-evaluation.

**Differentiated curriculum.** Participants in this study noted the differences in teaching middle school opposed to any other elementary grade level. They described the middle school internship as one with “high emotion” (KCG journal). The literature validates this claim, as the highest level of teacher burnout occurs among teachers who work with adolescents (Sutton and Knight, 2006). In the university where this study took place, teacher candidates select from programming in early childhood education, elementary education, or secondary education. Early childhood focuses on teaching children birth to age five, elementary education focuses on grades 1-8, and secondary focus on grades 7-12 with specialized curriculum each content area.

The participants in this study were in the elementary education program. At the program’s completion, they would be eligible for a K-8 teaching certificate. If they completed the state’s middle school content examination (as both participants intended), they would also be deemed “highly qualified” to teach in the middle grades within a given content area. Both participants mentioned that their classroom instruction and management class was not geared toward teaching the adolescent within the structure of a middle school environment. Strategies for management were more appropriate for younger children. Both participants stated that they would have benefitted greatly from coursework that addressed the unique aspects of teaching middle school.

Teacher education programs must provide differentiated coursework for middle school teacher candidates. Emotional intelligence could be emphasized within the coursework, as research shows that emotional intelligence plays a

major role in teacher efficacy and student-teacher relationships in the middle and secondary grades (Sutton, 2004).

### **Suggestions for replication**

Given the opportunity to implement this study again, I would change the following aspects of my research design: (1) training format; (2) observation schedule and purpose; (3) post-observation 1:1 interview purpose.

**Training format.** I delivered a Six Seconds training over the course of three days at the beginning of the semester. Given the opportunity to structure training again, I would offer the initial Six Seconds training in the same format over the same period of time, but would follow up with weekly trainings. I understand there are limitations to this, as teacher candidates spend five days per week in the classroom, take two university courses, and complete an action research project unrelated to the emotional intelligence intervention. Despite this limitation, evidence presented in this study asserts that participants would have benefitted from an increased amount of training at regular intervals throughout the semester.

**Observation schedule and purpose.** During the intervention period, I observed each teacher candidate twice. The purpose of the observation was to collect data for triangulation. Given the opportunity to do the study again, I would conduct bi-weekly observations. The observations would be mini-performance assessments where teacher candidates would apply their new learning. It would provide an opportunity for candidates to define areas of

refinement and reinforcement and to measure their emotional intelligence development as it applied in a real-life setting.

**Post-observation 1:1 interview purpose.** In the study, I conducted two observations that were each followed by a 1:1 interview. The purpose of the interview was to verify findings from my observations and to collect data related to the teacher candidate's emotional intelligence. Given the opportunity to implement this study again, I would structure the post-observation meeting as a coaching session where I would provide specific feedback about the lesson and define areas of refinement and reinforcement.

### **Next Steps**

The action research study generated more questions about the impact of emotional intelligence training in a teacher education program that can be addressed in future research projects. Specifically, how and to what extent would training combined with ongoing coaching in emotional intelligence impact a teacher candidate's emotional intelligence? And, how can we appropriately assess a teacher candidate's ability to apply emotional intelligence skills in the classroom? How can we structure an EQ performance assessment process?

### **Conclusion**

In Chapter 1, I introduced you to Joseph Madrid<sup>10</sup>, an experienced educator and superintendent in a high-needs urban community. I met Madrid in September 2011, as we worked together to define the partnership between the

---

<sup>10</sup> Name changed to protect identity



university and the school district for the purpose of teacher education programming and comprehensive school reform. In a room filled with university faculty and district-level administrators, the conversation quickly focused on measurable outcomes—student achievement data, teacher evaluation data, retention, etc. The meeting was just like many I had attended, where we discussed the potential impact of standards-driven instruction, accountability for student achievement, etc. While I agreed with the importance of each of these elements, I always had a sense of unrest as I considered what was *not* being discussed. Imagine my surprise when, after thoughtful consideration of what had been discussed, Madrid took the conversation in a new direction. The superintendent made a bold statement in his quiet, yet confident, manner. He asked the group of experienced educators to consider the culture of the school district and an element that seemed to be missing—a focus on relationships. You could have heard a pin drop that day, and it stirred a sense of excitement inside of me that made me want to shout out loud. Something different would happen here. I knew it would take time, but this education leader was different. He *knew*.

Fast forward to December 2011. I had just completed my intervention and was attending the graduation ceremonies for teacher candidates who had completed the district-based teacher education programs. Mr. Madrid was the keynote speaker at the ceremony to honor graduates from his district. He opened his speech by congratulating teacher candidates for meeting their goals of becoming teachers and acknowledged the quality of their preparation. “You are entering the field of education during an exciting, but very demanding, time.

There is not a doubt in my mind that teachers entering the field of education today...are much better prepared than those of us who were in the classroom 10, 15, 20 years ago. I know the rigor of the iTEACH program and there is no doubt you are highly prepared to teach. Because I know how prepared you are, up until this morning, I was not sure what message I would share with you today.”

Madrid shared that an event occurred that morning that might have seemed insignificant, but within that event was an important message for future teachers. He described his visit to school in the district where a middle school student came into the office. The student who had a reputation for behavioral issues and was well known in the front office. That day, he had come to the office to drop off donated items for a food drive and Madrid had noticed a package of familiar pasta in the students’ hand. As Madrid shared this part of the story with the iTEACH graduates, he held up a package of the pasta so they could see it. “Do you know what this is?” he asked. He told teacher candidates that it was vermicelli (just like it read on the package), but in his house growing up, it was called “fideo.”

Madrid described how the student did not interact with him, how the student attended to his task without making eye contact. Madrid shared with graduates that he asked the student, “Is that fideo?” Immediately, he noticed a change in the student. It was subtle, but it was a change. The furrowed brow that had defined the student over multiple visits to the office suddenly became a little more smooth. “Yes...?” the student responded. Madrid continued the conversation by talking about how his mother had prepared fideo in his house

growing up—cooked with tomato sauce and ground beef and eaten with homemade beans and warm tortillas. The student related, and shared the similarities in how his family prepared the pasta. Soon, office staff who had experienced “run-ins” with the student were part of the conversation. As the student left the office, he stood prouder; he was happier. The student would likely start his school day much differently due to a simple conversation about pasta.

The point of this story, Madrid said, was that he had “connected with the child within the context of his experiences.” With that, Madrid offered his advice to the graduating teachers. “Good teachers” he said, “Know their content, prepare well, deliver effective, engaging lessons, assess constantly and make adjustments, and individualize instruction. *Great teachers* do all of that and connect with kids. Great teachers find a way to make every child in their classroom feel special. I stand before you because of the great teachers that connected with me. That made me feel important. That were sensitive to my life experiences” (Madrid, 2011).

To illustrate the concept of sensitivity to students’ experiences, Madrid shared a little about his upbringing and his school experiences. He grew up the youngest of eight children. His parents were in their mid-40s when he was born and his family did not have a lot. Like most children, these were things that embarrassed him as a child. He dreaded the first day of school every year, when students would often be asked to write about their summer vacations. His family did not go on vacation, so any time he had been asked to write that story, he lied. The teachers he remembered most were the ones who recognized his circumstances and were sensitive to them. As a result, they did not put him in

situations that made him uncomfortable. These were the teachers who he *liked*, and so he *learned more from them*. They made him feel good about who he was.

Madrid ended his keynote address by talking about a recruitment trip he had taken as a human resources administrator in a previous school district. At the event, he was approached by a young prospective teacher. “Are you Mr. Madrid?” she asked. “Yes,” he responded. “Oh, Mr. Padilla said to say hello.” The prospective teacher went on to tell Madrid that she knew all about him from Mr. Padilla. She knew about his accomplishments as a teacher and school administrator, and about his current role as a district administrator. Madrid explained to the graduates that Padilla had been his sixth grade teacher. As Madrid began describing his former middle school teacher, he paused. He was overcome by emotion. “He was a teacher who had high expectations, made learning fun, and made me feel important.” This connection, he explained, was the reason that, over 30 years later, he becomes emotional when he speaks about Padilla. Madrid urged teacher candidates, “Build relationships with students. Be sensitive to their circumstances. Be a *great teacher*.”

It is critical that we provide the opportunities for teacher candidates to move from *good* teachers to *great* teachers. Over 30 years after leaving his sixth-grade classroom, Madrid did not recall his teacher’s content knowledge, nor his ability to deliver a standards-driven, aligned lesson. Though those things were certainly present (and important), Madrid recalled his teacher’s ability to motivate, his sense of optimism, his empathy, and his daily choices aligned with a larger sense of purpose. Mr. Padilla was an emotionally intelligent teacher. He

set the standard for an effective teacher, which is a standard that we should strive to meet in our teacher education programs.

## REFERENCES

- Algina, J. (2000). Measures of effect size for comparative studies: applications, interpretations, and limitations. *Contemporary Educational Psychology*, 25, 241-286.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417.
- Brackett, M. A., Patti, J., Stern, R., Rivers, S. E., Elbertson, N. A., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based approach to building emotionally literate schools. In M. Hughes, H. L. Thompson, & J. B. Terrell (Eds.), *Handbook for developing emotional and social intelligence* (pp. 329-358).
- Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating emotional abilities to social functioning: a comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*, 91(4), 780-795.
- Bradberry, T., & Greaves, J. (2005). *The emotional intelligence quick book: everything you need to know to put your EQ to work* [Nook].
- Carlson, D. (2010). Introduction: Social-emotional learning and resolving cohen's paradox. *Reading & Writing Quarterly*, 27(1-2), 1-4. doi: DOI:10.1080/10573569.2011.532694
- Day, C., & Leitch, R. (2001). Teachers' and teacher educators' lives: the role of emotion. *Teaching and Teacher Education*, 17, 403-415.
- Drew, T. L. (2006). *The relationship between emotional intelligence and student teacher performance* (Doctoral dissertation, University of Nebraska, Lincoln, NE).
- Duncan, A. (2009, October 22). *Teacher preparation: reforming the uncertain profession*. Keynote speech presented at Teachers College, Columbia University, New York, NY.

- Elias, M. J., Arnold, H., & Hussey, C. S. (2003). *EQ+IQ=best leadership practices for caring and successful schools*. Thousand Oaks, CA: Corwin Press, Inc.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock, (Ed.), *Handbook of research on teaching* (3rd. ed.)
- Fine, S. (2009, August 9). Schools need teachers like me. i just can't stay. *Washington Post*, p. B2.
- Fraenkel, J. R. & Wallen, N. E. (2005). Validity and reliability, in J. R. Fraenkel and N. E. Wallen, *How to design and evaluate research in education with PowerWeb*, pp. 152-171, Hightstown, NJ: McGraw Hill Publishing Co.
- Freedman, J. (2007). *At the heart of leadership: how to get results with emotional intelligence*. San Mateo, CA: Six Seconds.
- Freedman, J., & Jensen, A. (2010). *SEI certification: measure & develop the competencies for people performance* [Pamphlet]. Freedom, CA: Six Seconds.
- Goldstein, L. S., & Freedman, D. (2003). Challenges enacting caring teacher education. *Journal of Teacher Education*, 54, 441-454.
- Goleman, D. (1997). *Emotional intelligence: why it can matter more than IQ*. New York, NY: Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- Hargreaves, A. (2001, December). Emotional geographies of teaching. *Teachers College Record*, 103(6), 1056-1080.
- Ho, C.-L., & Au, W.-T. (2006). Teaching satisfaction scale: measuring job satisfaction of teachers. *Educational and Psychological Measurement*, 66, 172-185. doi:10.1177/0013164405278573
- Hughes, M., Patterson, L. B., & Terrell, J. B. (2005). *Emotional intelligence in action*. San Francisco, CA: Pfeiffer.

- Jamieson, S. (2004). Likert scales: how to (ab)use them. *Medical Education*, 38(12), 1217-1218. Retrieved from EBSCOhost.
- Jennings, P. A., & Greenberg, M. T. (2008, December). The prosocial classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 29, 491-525. doi:10.31020034654308325693
- Johnson, R. B., & Onwuegbuzie, A. J. (2004, October). Mixed methods research: a research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Justice, M., & Espinoza, S. (2007, Summer). Emotional intelligence and beginning teacher candidates. *Education*, 127(4), 456-461.
- Kaldi, S. (2009). Student teachers' perceptions of self-competence in and emotions/stress about teaching in initial teacher education. *Educational Studies*, 35(3), 349-360. doi:10.1080/03055690802648259
- Lynn, A. B. (2005). *The EQ difference: a powerful plan for putting emotional intelligence to work* [Kindle].
- Lynn, A. B. (2007). *Quick emotional intelligence activities for busy managers* [Kindle].
- Maag, J. W. (2008, September). Rational-emotive therapy to help teachers control their emotions and behavior when dealing with disagreeable students. *Intervention in School and Clinic*, 44(1), 52-57. doi:10.1177/1053451208318680
- Mayer, J. D., & Salovey, P. (1997). *Emotional development and emotional intelligence: educational implications* (P. Salovey & D. J. Sluyter, Eds.).
- Mills, G. E. (2007). *Action Research* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Palomera, R., Fernandez-Berrocal, P., & Brackett, M. A. (2008). Emotional intelligence as a basic competency in pre-service teacher training: some



evidence. *Electronic Journal of Research in Educational Psychology*, 6(2), 437-454.

*Professional standards for the accreditation of teacher preparation institutions*. (1008, February). [Pamphlet].

Ria, L., Seve, C., Saury, J., Theureau, J., & Durand, M. (2003, November). Beginning teachers' situated emotions: a study of first classroom experiences. *Journal of Education for Teaching*, 29, 219-233.

Segal, J. (1997). *Raising your emotional intelligence*. New York, NY: Henry Holt and Company, Inc.

Smith, M.L. (1997). Mixing and matching: Methods and models. In J.C. Greene & V.J. Caracelli (eds.), *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms* (No. 74, pp. 73-85). San Francisco, CA: Jossey-Bass.

Smith, M. L. & Glass, G. V. (1987). Correlational studies in M. L. Smith and G. V Glass, *Research and Evaluation in Education and the Social Sciences*, pp. 198-224, Needham Heights, MA: Allyn and Bacon.

Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Sutton, R. E. (2005, May). Teachers' emotions and classroom effectiveness: implications from recent research. *The Clearing House*, 78(5), 229-235.

Sutton, R. E., Mudrey-Camino, R., & Knight, C. C. (2009). Teachers' emotion regulation and classroom management. *Theory into Practice*, 48, 130-137. doi:10.1080/00405840902776418

Sutton, R. E., & Wheatley, K. F. (2003, December). Teachers' emotions and teaching: a review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327-358.

Terrell, J. B., & Hughes, M. (2008). *A coach's guide to emotional intelligence: strategies for developing successful leaders*. San Francisco, CA: Pfeiffer.

- Wall, B. (2007). *Coaching for emotional intelligence: the secret to developing the star potential in your employees* [Kindle].
- Whiting, L. (2008). Semi-structured interviews: guidance for novice researchers. *Nursing Standard*, 22(23), 35-40. Retrieved from EBSCOhost.
- Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationship: stress, negative affect, and self-efficacy. *Social Behavior and Personality*, 30(5), 485-494.
- Zembylas, M. (2003). Caring for teacher emotion: reflections on teacher self-development. *Studies in Philosophy and Education*, 22, 103-125.

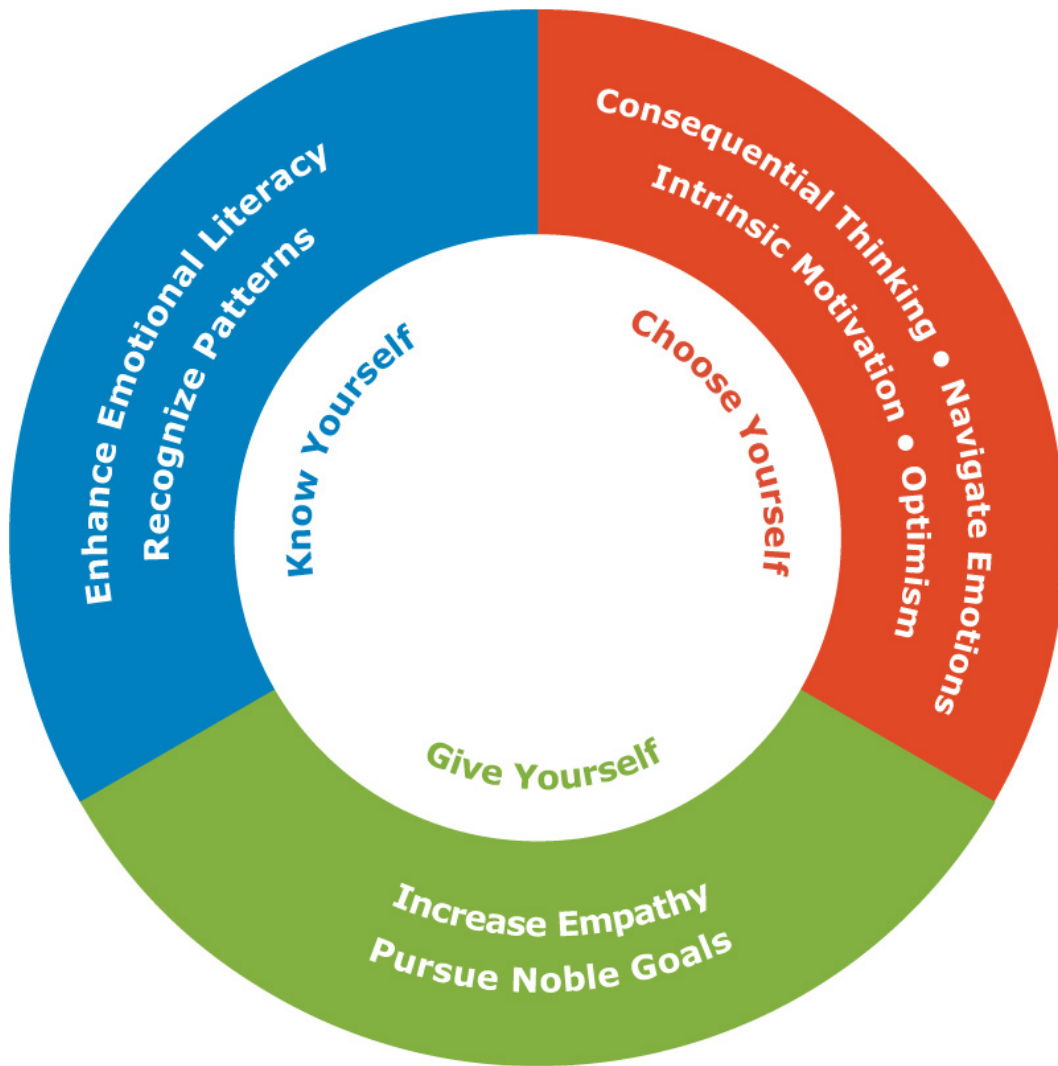
[www.greatschools.net](http://www.greatschools.net)

<http://nces.ed.gov/surveys>

APPENDIX A

SIX SECONDS KNOW YOURSELF, CHOOSE YOURSELF, GIVE

YOURSELF MODEL



<http://www.6seconds.org/blog/2010/01/the-six-seconds-eq-model/>

## APPENDIX B

### KCG PURSUITS, COMPETENCIES, AND DEFINITIONS

Pursuit	Competency	Definition
Know Yourself	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings.
	Recognize Patterns	Acknowledging frequently recurring reactions and behaviors
Choose Yourself	Apply Consequential Thinking	Evaluating the costs and benefits of your choices
	Navigate Emotions	Assessing, harnessing, and transforming emotions as a strategic resource.
	Engage Intrinsic Motivation	Gaining energy from personal values & commitments vs. being driven by external forces.
	Exercise Optimism	Taking a proactive perspective of hope and possibility.
Give Yourself	Increase Empathy	Recognizing and appropriately responding to others' emotions.
	Pursue Noble Goals	Connecting your daily choices with your overarching sense of purpose.

## APPENDIX C

### ACTION PLAN: TIMELINE, STEPS, PARTICIPANTS

Date	Action Step	Participants
8/15/11	Administration of the Teaching Satisfaction Scale	Jessica/Lindsay
	Administration of the SEI/EQ360 Emotional Intelligence Assessment	Jessica/Lindsay Raters for each
	Administration of the SEI/EQ360 Emotional Intelligence Assessment	Jessica and Lindsay
8/23/11	Introductory Meeting	Jessica/Lindsay
8/25/11	1:1 Semi-Structured Interview	Jessica/Lindsay
	Six Seconds Training Part I	Jessica/Lindsay
	KCG Journal Entry 1	Jessica/Lindsay
9/5/11- 9/10/11	Journal Entry 2 (due 9/10/11)	Jessica/Lindsay
9/11/11- 9/17/11	Journal Entry 3 (due 9/17/11)	Jessica/Lindsay
9/18/11- 9/24/11	Journal Entry 4 (due 9/24/11)	Jessica/Lindsay
9/25/11- 10/2/11	Classroom Observation	Lindsay
	Classroom Observation	Jessica
	Journal Entry 5 (due 10/2/11)	Jessica/Lindsay
10/3/11- 10/9/11	Journal Entry 6 (due 10/9/11)	Jessica/Lindsay
10/10/11- 10/16/11	(No journal entry this week due to school break)	
10/17/11- 10/23/11	Journal Entry 7 (due 10/23/11)	Jessica/Lindsay
10/24/11- 10/31/11	Journal Entry 8 (due 10/31/11)	Jessica/Lindsay



11/15/11	Classroom Observation Classroom Observation	Jessica Lindsay
11/14/11- 11/18/11	Administration of the Teaching Satisfaction Scale Administration of the SEI/EQ360 Emotional Intelligence Assessment Administration of the SEI/EQ360 Emotional Intelligence Assessment	Jessica/Lindsay Jessica/Lindsay Raters for each Jessica and Lindsay
11/22/11	Journal Entry 9 (Post EQ360 Reflection)	Jessica/Lindsay
12/2/11	1:1 Semi-Structured Interview	Jessica/Lindsay

APPENDIX D  
TEACHING SATISFACTION SCALE

Teaching Satisfaction Scale Items and Factor Pattern Coefficients (Ho, 2006, p. 180)

Item	Coefficient
1. In most ways, being a teacher is close to my ideal.	.75
2. My conditions of being a teacher are excellent.	.75
3. I am satisfied with being a teacher.	.80
4. So far I have gotten the important things I want to be a teacher.	.81
5. If I could choose my career over, I would change almost nothing.	.51

Note:  $N = 202$ .

## APPENDIX E

### 1:1 SEMI-STRUCTURED INTERVIEW (PRE-INTERVENTION)

- What are you feeling now about what you've just read?
- Are you surprised by anything? What?
- Is there any of the feedback you received that you find challenging?
- Is there any feedback you received that you are particularly happy about or feel proud of?
- Which EQ areas are you interested in developing? Why?
- Which areas of EQ are your strengths? Could you use these more?
- Is there anything else you would like to share?

APPENDIX F

SIX SECONDS TRAINING OVERVIEW/OBJECTIVES

Training Objectives:

- Strengthen your own emotional intelligence
- Understand the Know Yourself, Choose Yourself, Give Yourself model and approach to increasing and applying your EQ
- Learn mechanisms to increase personal performance

Agenda Item/Objective	Activities
Understand the case for emotional intelligence.	<p>Read Washington Post article            Fine, S. (2009, August 9). Schools need teachers like me. i just can't stay. <i>Washington Post</i>, p. B2.</p> <p>Discuss article            Create chart comparing IQ and EQ</p>
Understand the “Know Yourself” Pursuit of the Know Yourself, Choose Yourself, Give Yourself Model (Enhancing Emotional Literacy, Recognizing Patterns)	<p>Mini-Lesson: Enhancing Emotional Literacy            Plutchik’s Emotional Map            Basic messages emotions send            Emotions and the Brain                The Neocortex Brain, the Limbic Brain, the Reptilian Brain                Emotional Hijacking of the Brain            The Six Seconds Pause</p> <p>Mini-Lesson: Recognizing Patterns            Looking for typical linkages between the way we think, feel, and act            Masks Activity (Appendices W and X)                Illustrate the mask you present to the outside world                    What mask do you present to the outside world? What do you want them to think of you?                    What do you do so they will believe this mask is true?                Illustrate the mask you want to hide                    What do you want your mask to hide?                    What are you afraid they will see?                    What do you do so they won't see behind your mask?</p>
Understand the “Choose Yourself” Pursuit of the Know Yourself, Choose	<p>Mini-Lesson: Apply Consequential Thinking            Activity: Videocamera (Appendix W)            Mini-Lesson: Engage Intrinsic Motivation</p>

<p>Yourself, Give Yourself Model (Apply Consequential Thinking, Navigate Emotions, Engage Intrinsic Motivation, Exercise Optimism)</p>	<p>Motivation Iceberg (Appendix Y)  Mini-Lesson: Exercise Optimism  PPP vs. TTE (Appendix Z)  Mini-Lesson: Navigate Emotions  Reactive Cycle: Set-Up, Escalation, Interpretation  Shifting to Balance: Prevention, Intervention, De-Escalation</p>
<p>Understand the “Give Yourself” Pursuit of the Know Yourself, Choose Yourself, Give Yourself Model (Increase Empathy, Pursue Noble Goals)</p>	<p>Mini-Lesson: Increase Empathy  Activity: Empathy Cards Warmup  Activity: Empathy Aerobics  Mini-Lesson: Pursue Noble Goals  Activity: Circle of Intention (Appendices AA and AB)</p>
<p>Closing/Reflection/Next Steps</p>	<p>What are your strongest competencies?  What are your weakest competencies?  What are things you can do over the next 8 weeks to improve your EQ?  How will that benefit you?  Next steps...</p>



APPENDIX G

KCG JOURNAL ENTRIES 1 AND 9

## Journal Entry 1

---

### Reflection from SEI360: first administration

---

- What are you feeling now about what you've just read?
- Are you surprised by anything? What?
- Is there any of the feedback you received that you find challenging?
- Is there any feedback you received that you are particularly happy about or feel proud of?
- Which EQ areas are you interested in developing? Why?
- Which areas of EQ are your strengths? Could you use these more?

---

### Training Reflection/Action Plan

---

- MY NOBLE GOAL IS:
  - How was the process of developing your noble goal?
  - What challenges did you encounter?
  - How confident are you in your noble goal?
  - Based on your SEI360 and Six Seconds Training, please select 2 competencies that you would like to focus on
  - Please provide days/times that I can come to observe you in your classroom. Think about how my classroom visit can support the development of the EQ competencies you selected.
  - When should I visit your classroom?
  - How can my visit support your development? What can I look for? What skills will you be working on? What action steps will you be implementing?
- 

## Journal Entry 9

---

### Reflection from SEI360: second administration

---

- What are you feeling now about what you've just read?
- Are you surprised by anything? What?
- Is there any of the feedback you received that you find challenging?
- Is there any feedback you received that you are particularly happy about or feel proud of?
- Which EQ areas are you still interested in developing? Why?
- What similarities stand out to you from your first EQ360 in August to this one in November? Why do you think the similarities exist?
- What differences stand out to you from your first EQ360 in August to this one in November? Why do you think the differences exist?

---

### Training Reflection

---

- Describe how your initial understanding of EQ is the same or different from your current understanding.
  - What role (if any) do emotions play in the education field?
-

- 
- How has the KCG (Know Yourself, Choose Yourself, Give Yourself) model impacted the way you think, act, and/or feel as a future teacher?
  - Which (if any) elements from the KCG model will you use in your own teaching?
  - Is there a place for emotional intelligence training in a teacher education program? Is it a good idea? Why or why not? What recommendations would you make? Please be specific.
-

APPENDIX H

KCG STANDARD JOURNAL PROMPTS (ENTRIES 2-8)

PROMPT	ALIGNMENT TO KCG MODEL
Prompt A: Describe an emotional situation you have encountered in your professional setting within the last week.	
Prompt B: Identify which emotion best describes the emotion you felt as a result of that event. Please choose from the Plutchik Model.	KNOW YOURSELF: Enhance Emotional Literacy
Prompt C: How did you respond to the event? What did you think, say, do?	CHOOSE YOURSELF: Navigating Emotions and Applying Consequential Thinking
Prompt D: Consider three alternative ways you could have responded to the event. What else could you have thought, said, or done?	CHOOSE YOURSELF: Navigating Emotions, Applying Consequential Thinking, Increasing Optimism
Prompt E: Review your actual response and the three alternatives you provided. Which of the responses is the most ethical and principled response (and aligned to your noble goal)?	GIVE YOURSELF: Pursue Noble Goals

## APPENDIX I

### DATA COLLECTION MEASURES AND TIMELINE

Measure	Data Collection Timeline
Six Seconds Emotional Intelligence Assessment (SEI)	Pre/Post
Teaching Satisfaction Scale	Pre/Post
KCG Journal	Weekly for a period of 9 weeks
Classroom Observation	Twice during intervention period
1:1 Semi-Structured Interview	Once during intervention period (immediately following observation)
1:1 Semi-Structured Interview	Post

APPENDIX J

SEI ASSESSMENT: PEARSONS R FOR EACH SCALE WITH EACH OTHER

TABLE



	EL	RP	CT	NE	IM	EO	IE	NG
EL	1							
RP	0.7656	1						
CT	0.6716	0.5684	1					
NE	0.6701	0.6682	0.4733	1				
IM	0.6646	0.633	0.4652	0.6426	1			
EO	0.6955	0.634	0.5273	0.596	0.7266	1		
IE	0.5288	0.5169	0.5182	0.5774	0.4385	0.4405	1	
NG	0.6364	0.5822	0.5113	0.4678	0.626	0.6031	0.3661	1

APPENDIX K

KCG JOURNAL ENTRY: ADAPTATION FOR JESSICA

In addition to the standard journal prompts, complete the following:

WHAT DOES THE VIDEOCAMERA CAPTURE?		
REAL WANTS:		
THOUGHTS	FEELINGS	ACTIONS
WHEN I _____, I _____.		

COSTS TO ME	COSTS TO OTHERS
BENEFITS TO ME	BENEFITS TO OTHERS
CONCLUSION:	

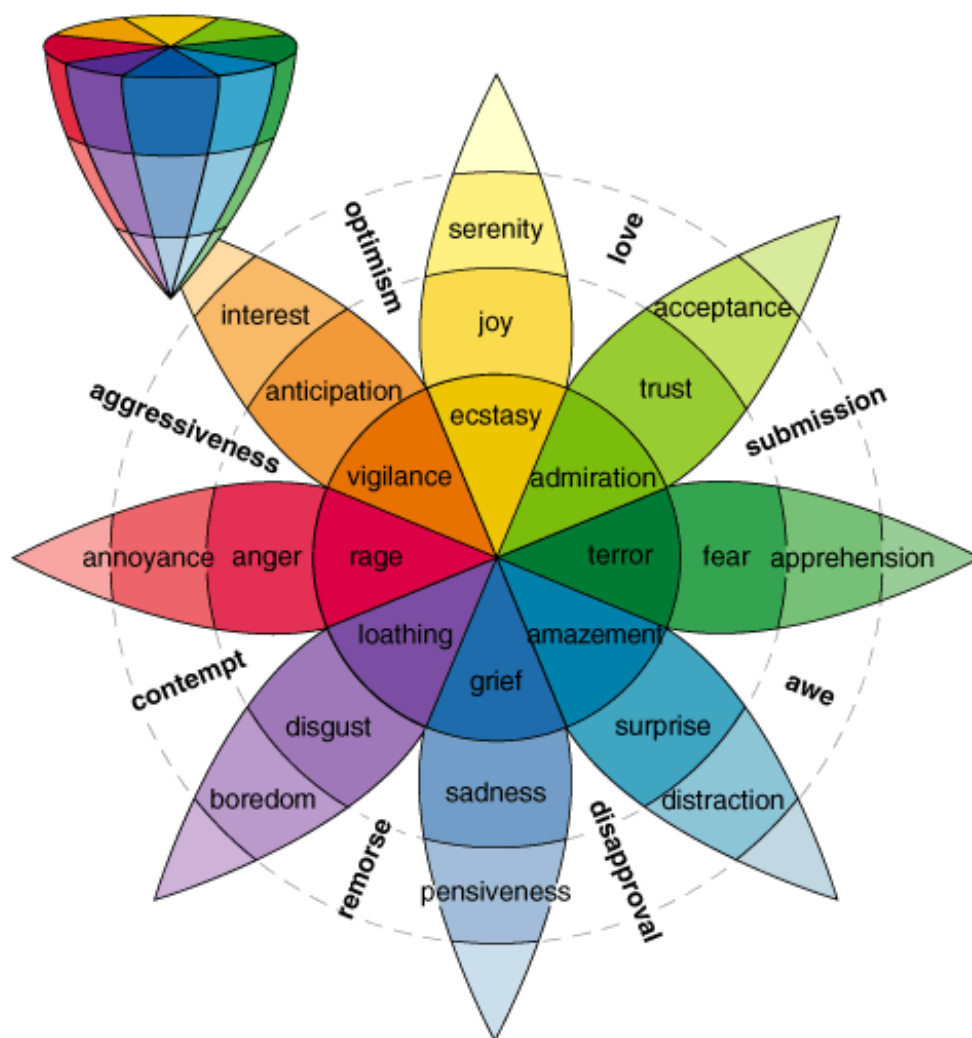
APPENDIX L

KCG JOURNAL ENTRY: ADAPTATION FOR LINDSAY

PROMPT	ALIGNMENT TO KCG MODEL
Prompt A: Describe an emotional situation you have encountered in your professional setting within the last week.	
Prompt B: Identify which emotion best describes the emotion you felt as a result of that event. Please choose from the Plutchik Model.	KNOW YOURSELF: Enhance Emotional Literacy
Prompt C: How did you respond to the event? What did you think, say, do?	CHOOSE YOURSELF: Navigating Emotions and Applying Consequential Thinking
Prompt D: Consider <b>six</b> alternative ways you could have responded to the event. What else could you have thought, said, or done?	CHOOSE YOURSELF: Navigating Emotions, Applying Consequential Thinking, Increasing Optimism
Prompt E: Review your actual response and the three alternatives you provided. Which of the responses is the most ethical and principled response (and aligned to your noble goal)?	GIVE YOURSELF: Pursue Noble Goals

APPENDIX M

PLUTCHIK'S EMOTIONAL MAP



([www.sixseconds.org](http://www.sixseconds.org))

## APPENDIX N

### 1:1 SEMI-STRUCTURED INTERVIEW: POST-CLASSROOM OBSERVATION



The purpose of this interview is to gain a better understanding of the emotional experiences teachers encounter and how they respond to them. With your permission I will record the interview in order to make a transcription for analysis. I will provide you with a copy of the transcription so you can check it for accuracy.

Intro/Context	Interview Questions
<p>The first section of this interview is intended to give me some information about emotional experiences teachers encounter.</p>	<ul style="list-style-type: none"> <li>• Describe an emotional experience you encountered during the lesson I observed.</li> <li>• What emotion would you associate with that event? Please choose emotion words from the Plutchik Mode.</li> </ul>
<p>The second section of this interview is focused on your response to these events.</p>	<ul style="list-style-type: none"> <li>• How did you respond to the event (what did you think, say, or do)?</li> <li>• If you could respond to the situation again, what would be the most principled and/or ethical way to think, to say, or to do?</li> <li>• Did any aspect of the KCG model impact your response?</li> </ul>

Follow Up/Big Picture:

1. Is there any information you would like to add that you see as relevant to our conversation?

## APPENDIX O

### 1:1 SEMI-STRUCTURED INTERVIEW: POST INTERVENTION

The purpose of this interview is to gain a better understanding of the emotional experiences teachers encounter and how they respond to them. With your permission I will record the interview in order to make a transcription for analysis. I will provide you with a copy of the transcription so you can check it for accuracy.

<b>General questions (25 minutes)</b>	<ol style="list-style-type: none"><li>1. Describe how your initial understanding of EQ is the same or different from your current understanding.</li><li>2. What role (if any) do emotions play in the education field?</li></ol>
<b>Specific questions (15 minutes)</b>	<ol style="list-style-type: none"><li>1. How has the KCG model impacted the way you think, act, and/or feel as a future teacher?</li><li>2. Which (if any) elements from the KCG model will you use in your own teaching?</li></ol>

APPENDIX P  
SEI360 FIGURES

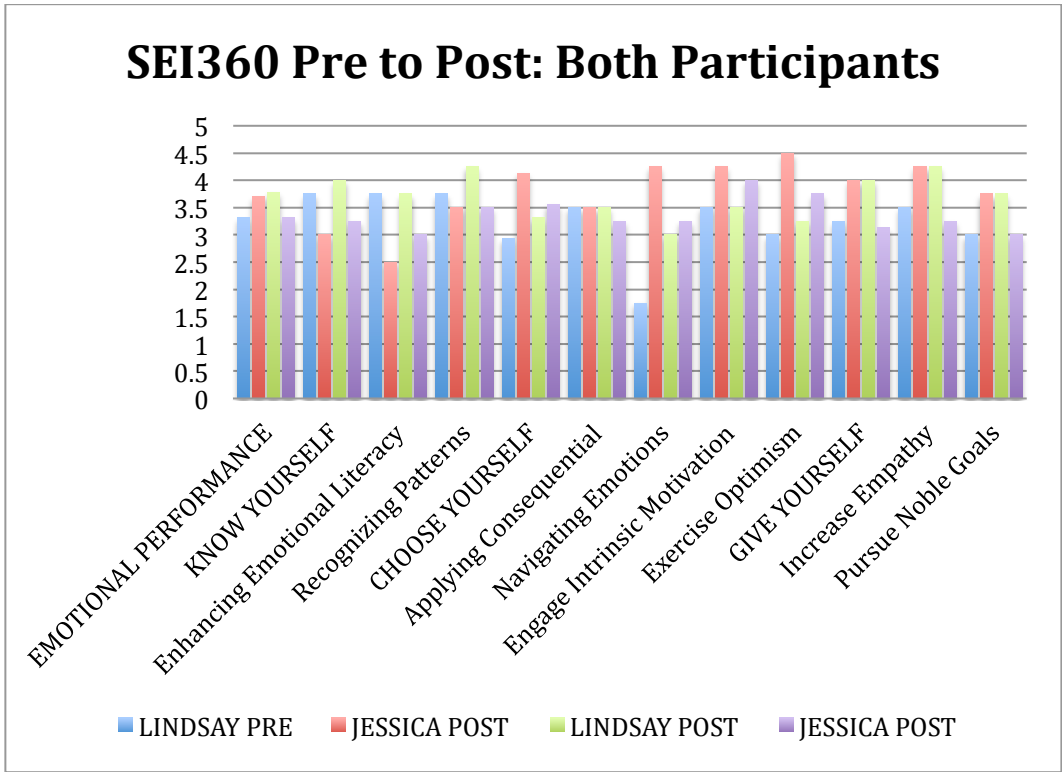


Figure P1: SEI360 Scores Pre-Post: a comparison of self assessment scores between Lindsay and Jessica. The figure includes an overall score for Emotional Performance, then an overall score by KCG Pursuit, then by KCG competencies

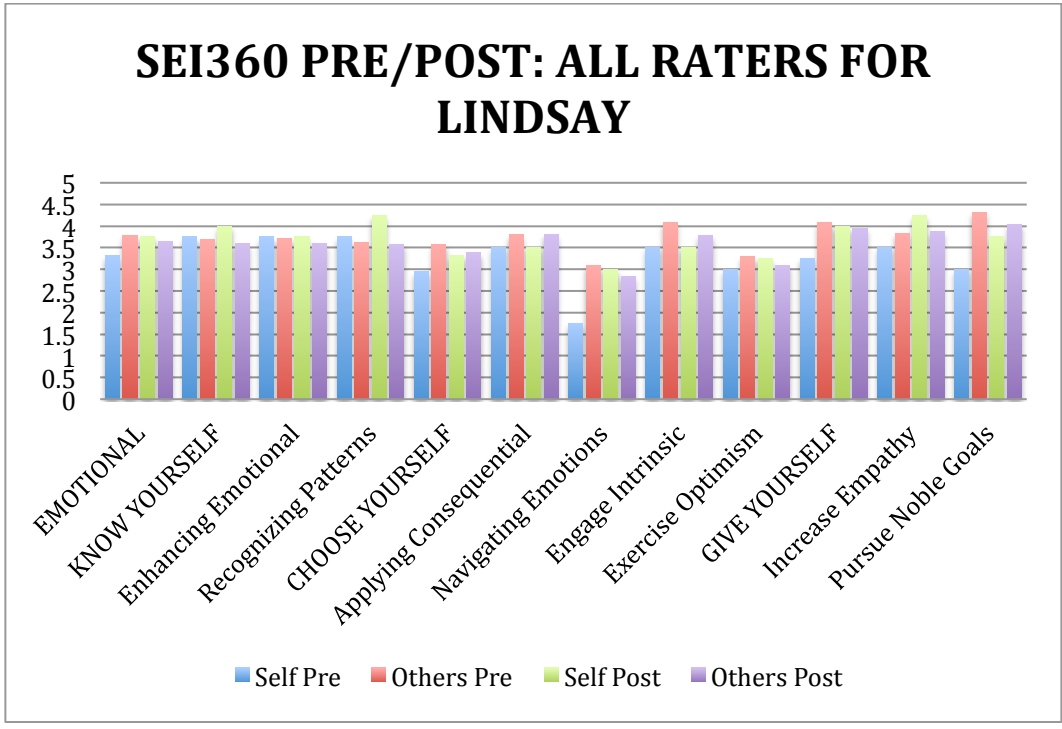


Figure P2: SEI360 Pre-Post Scores: a comparison between Lindsay’s scores and her rater’s scores pre to post

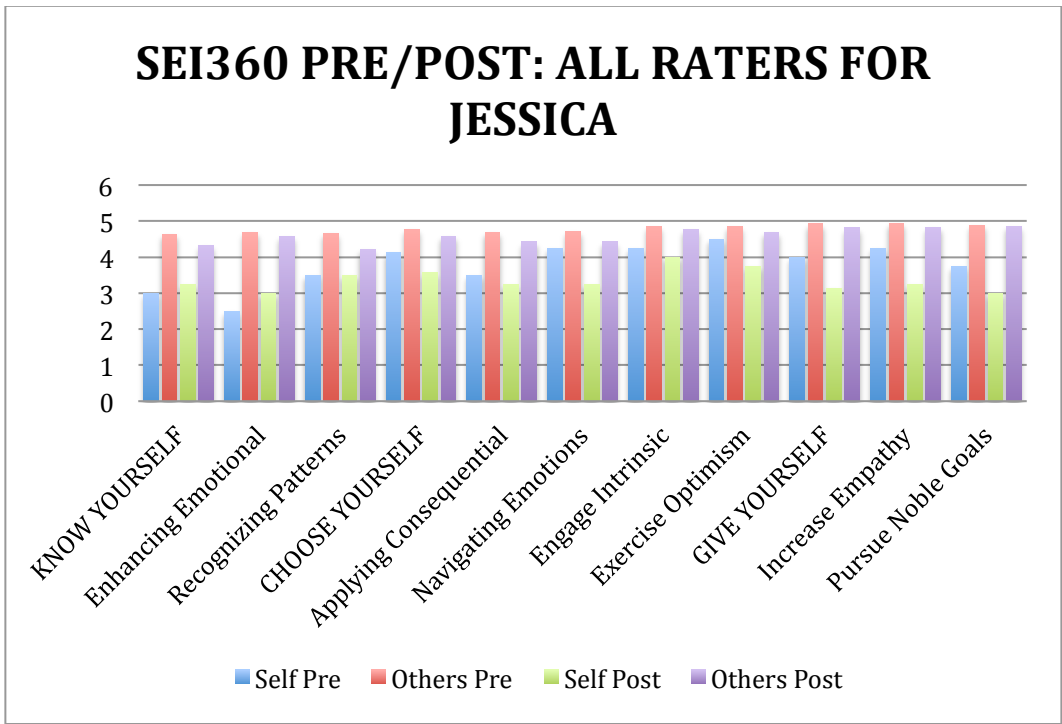


Figure P3: SEI360 Pre-Post Scores: a comparison between Lindsay’s scores and her rater’s scores pre to post

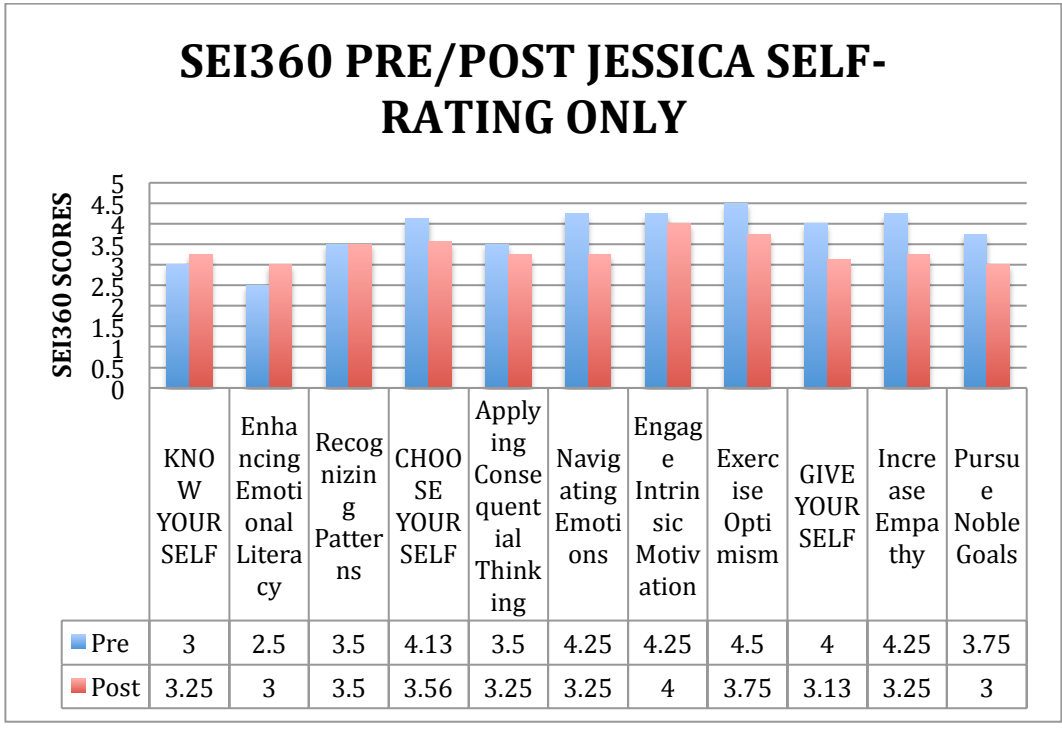


Figure P4: SEI360 Pre-Post self assessment scores for Jessica in each of the KCG Pursuits and Competencies.

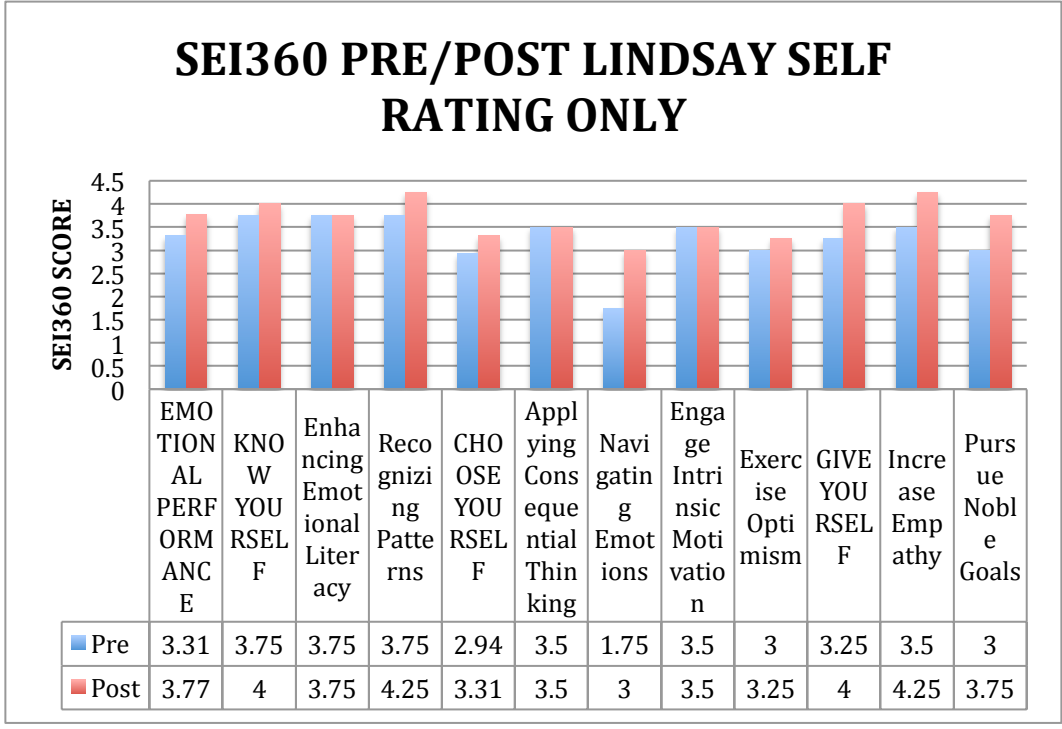


Figure P5: SEI360 Pre-Post self assessment scores for Jessica

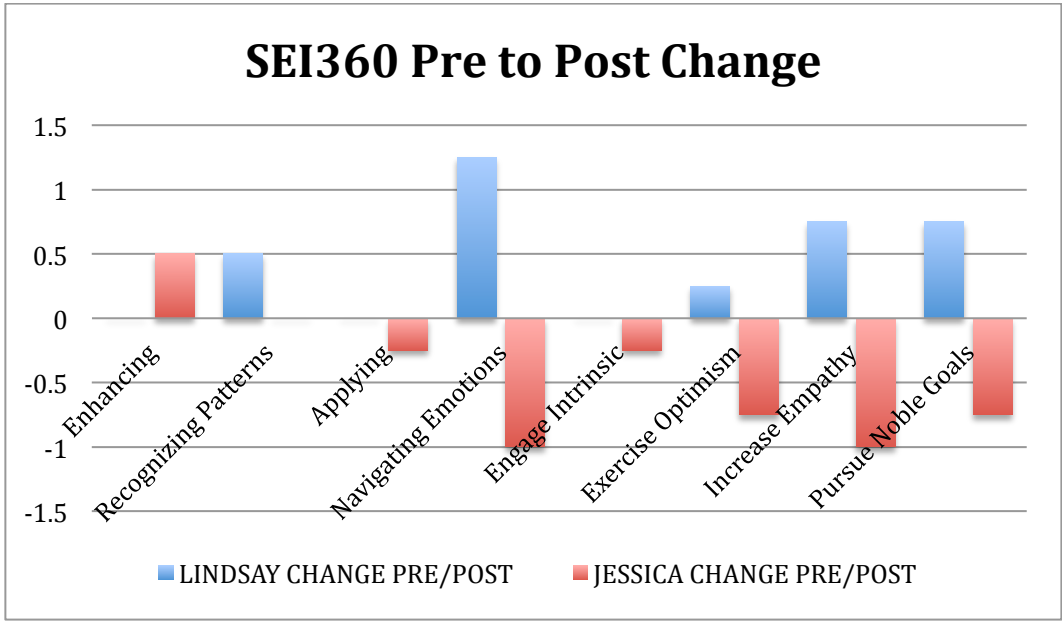


Figure P6: The change in scores from pre-post in each competency: a comparison of Lindsay's scores and Jessica's scores

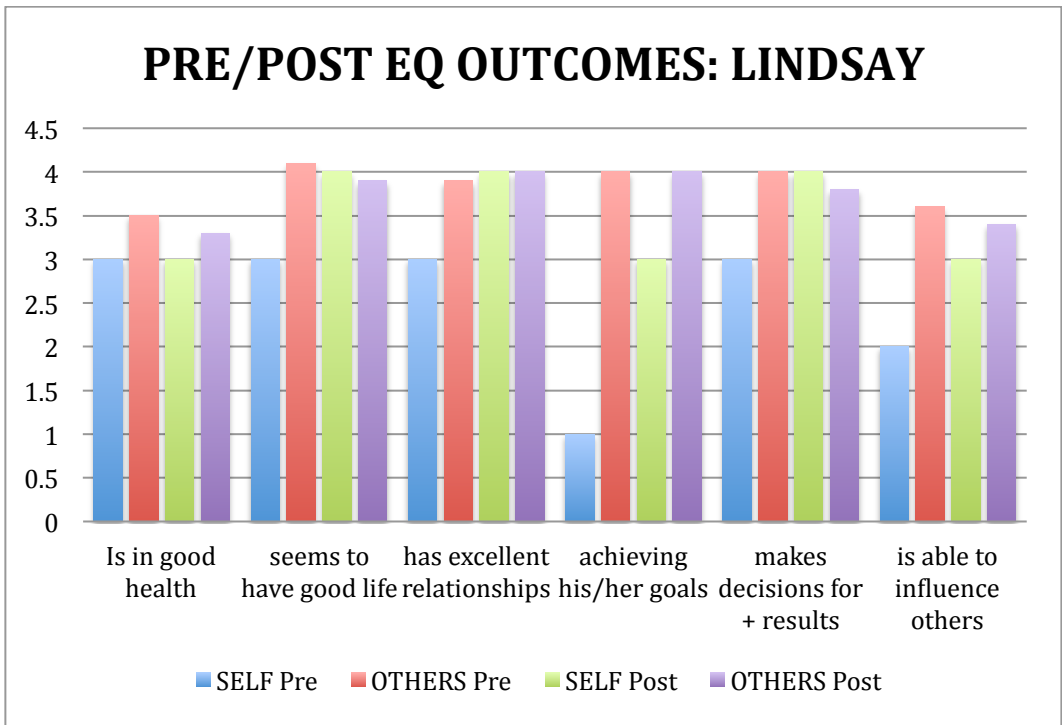




Figure P7: Pre/Post SEI360 Scores in the emotional intelligence outcomes. This figure illustrates Lindsay's self assessment pre-post compared to her raters' assessment pre-post

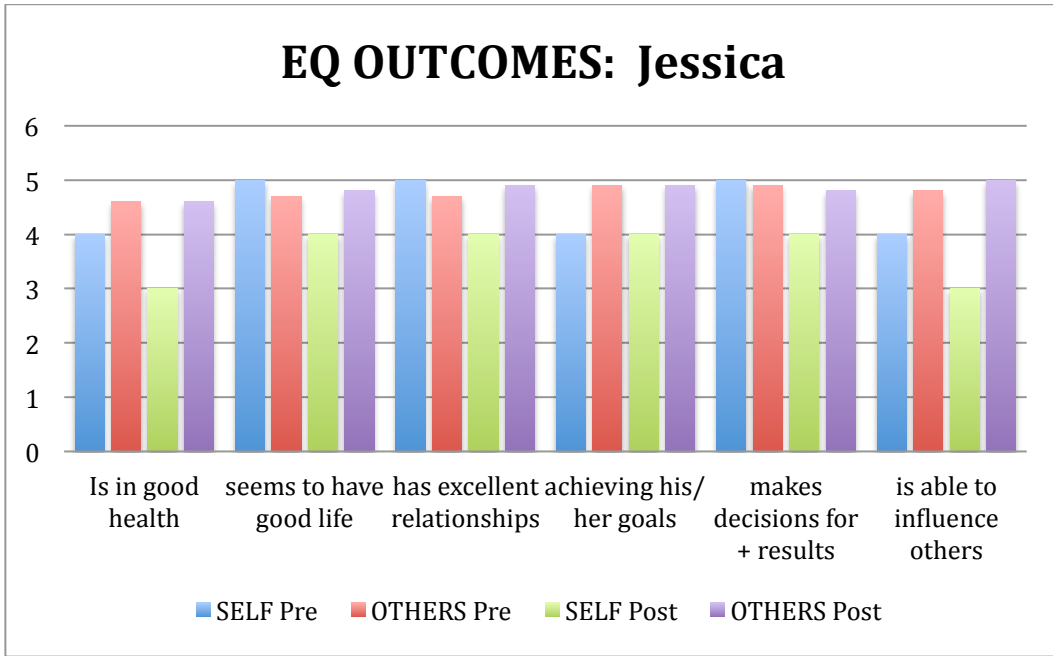


Figure P8: Pre/Post SEI360 Scores in the emotional intelligence outcomes. This figure illustrates Lindsay's self assessment pre-post compared to her raters' assessment pre-post



APPENDIX Q  
TEACHING SATISFACTION SURVEY FIGURES

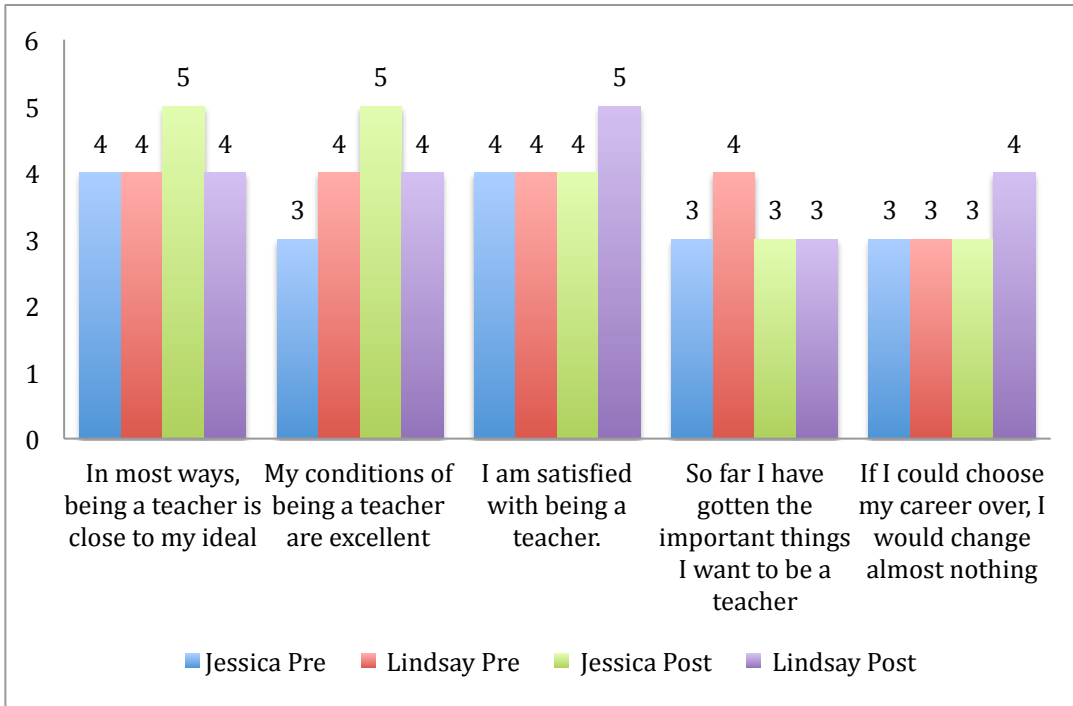


Figure Q1: Teaching Satisfaction Survey Results<sup>11</sup>; a view of pre-post for each participant and a comparison between each participant's pre and post scores.

---

<sup>11</sup> 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

APPENDIX R

LIST OF CODES: ROUND 1

GROUPS	CODES
	Additional Comments
	Classroom Management
	Classroom Observation
	Commitment to Teaching
Communication	Cognitive Over Emotional
	Communication with university supervisor
	Communication with Family/Friends
	Communication with Mentor
	Communication with Others
	Communication with Students
	Emotional Over Cognitive
	Confidence
Consequential Thinking	Actions
Videocamera	Benefits to Her
	Benefits to Others
	Conclusions
	Costs to Her
	Costs to Others
	Feelings
	Real Wants
	Recognizing the Pattern in the Video
	Thoughts
	Camera Capture
	Did not respond
	Disposition
	Disposition/Teacher Talk
	Emotional Response
	Emotional Situations Outside of Journal
	Emotional Situations Outside of Teaching
	Emotions and Teaching
	EQ Commitment
EQ Competencies	CY Apply Consequential Thinking
	CY Engage Intrinsic Motivation
	CY Exercise Optimism
	CY Navigate Emotions
	GY Increase Empathy
	GY Pursue Noble Goals
	KY Enhance Emotional Literacy
	KY Recognize Patterns
EQ Training	EQ Relevancy in Life
	EQ Training Feedback
	EQ Training Relevancy in Teaching

	EQ360 Scoring Process
	Faking
	History
	Lessons Learned for Teaching
	Masks
Middle School	Middle School Emotions Middle School is Different What it takes to Teach Middle School
Perceptions	How She Wants Others to Perceive Her Others' Perceptions of Her Perception of iTEACH Perception of School Admin Perception of Self Perception of Self as Teacher Perception of Teaching Profession Perception of Mentor Perception of Other Teachers Perception of Students Students' Perception of Her What she does to Support Others' Perception of Her
	Planning
	Plans for Own Classroom
Process	Process of developing noble goals Process of journaling
Relationships	Relationship with Family/Friends Relationship with Others Relationships with Students Relationships with Colleagues Relationships with Mentor Relationships with Parents of Students
Responses	Response to Criticism Response to Criticism from Mentor Response to EQ360 Response to Positive Feedback
	Role of Teacher Candidate
School Related Scenarios that Invoked Emotional Response	Alternatives to Scenarios Description of Emotional School-Related Scenarios Emotion to Describe Scenario Response to Scenario Selected Alternative to Scenario
	Stress/Burnout
	Vision

APPENDIX S

LIST OF GROUPS AND CODES: ROUND 2



GROUPS	CODES
Classroom Management	Classroom Management – Neutral/Positive Classroom Management – Confidence Classroom Management – Ineffective
Commitment	Commitment to Teaching – High Commitment to Teaching – Low EQ Commitment – High EQ Commitment – Low
Confidence	Confidence – High Confidence – Low
	Did not respond
EQ Competency: CY: Apply Consequential Thinking	EQ Competency: CY: Apply Consequential Thinking – High EQ Competency: CY: Apply Consequential Thinking – Low
EQ Competency: CY: Engage Intrinsic Motivation	EQ Competency: CY: Engage Intrinsic Motivation – High EQ Competency: CY: Engage Intrinsic Motivation – Low
EQ Competency: CY: Exercise Optimism	EQ Competency: CY: Exercise Optimism – High EQ Competency: CY: Exercise Optimism – Low
EQ Competency: CY: Navigate Emotions	EQ Competency: CY: Navigate Emotions – High EQ Competency: CY: Navigate Emotions – Low
EQ Competency: GY: Increase Empathy	EQ Competency: GY: Increase Empathy – High EQ Competency: GY: Increase Empathy – Low
EQ Competency: GY: Pursue Noble Goals	EQ Competency: GY: Pursue Noble Goals – High EQ Competency: GY: Pursue Noble Goals – Low
EQ Competency: KY: Enhance Emotional Literacy	EQ Competency: KY: Enhance Emotional Literacy – High EQ Competency: KY: Enhance Emotional Literacy – Low Cognitive over Emotional Communication
EQ Competency: KY: Recognize Patterns	EQ Competency: KY: Recognize Patterns – High EQ Competency: KY: Recognize Patterns – Low
EQ Training	EQ Training Relevancy in Life EQ Training Feedback EQ Training Relevancy in Teaching
	EQ360 Scoring Process
	Health
	History
	Lessons Learned for Teaching
	Masks
	Mentor Impact on EQ
	Middle School
Perceptions	Perception of Mentor – Negative Perception of Mentor – Positive

	Perception of Other Teachers – Neutral/Positive Perception of Self – Negative Perception of Self – Neutral/Positive Perception of Self as Teacher – Negative Perception of Self as Teacher – Neutral/Positive Perception of Students – Negative Perception of Students – Neutral/Positive
Relationships	Relationships with Family/Friends – Negative Relationships with Family/Friends – Neutral/Positive Relationships with Mentor – Negative Relationships with Mentor – Neutral/Positive Relationships with Students – Negative Relationships with Students – Neutral Relationships with Students – Positive
Responses	Response to Criticism from Mentor – Neutral/Positive Response to Criticism from Mentor – Negative Response to SEI Criticism – Negative Response to SEI Criticism – Neutral/Positive Response to SEI Positive Feedback – Negative Response to SEI Positive Feedback – Neutral/Positive
School Related Scenarios that Invoked Emotional Response	Alternatives to Scenarios Description of Emotional School-Related Scenario Emotion to Describe Scenario Response to Scenario Selected alternative to scenario
	Teacher Talk – Negative about Students

APPENDIX T  
CODE FREQUENCY FIGURES

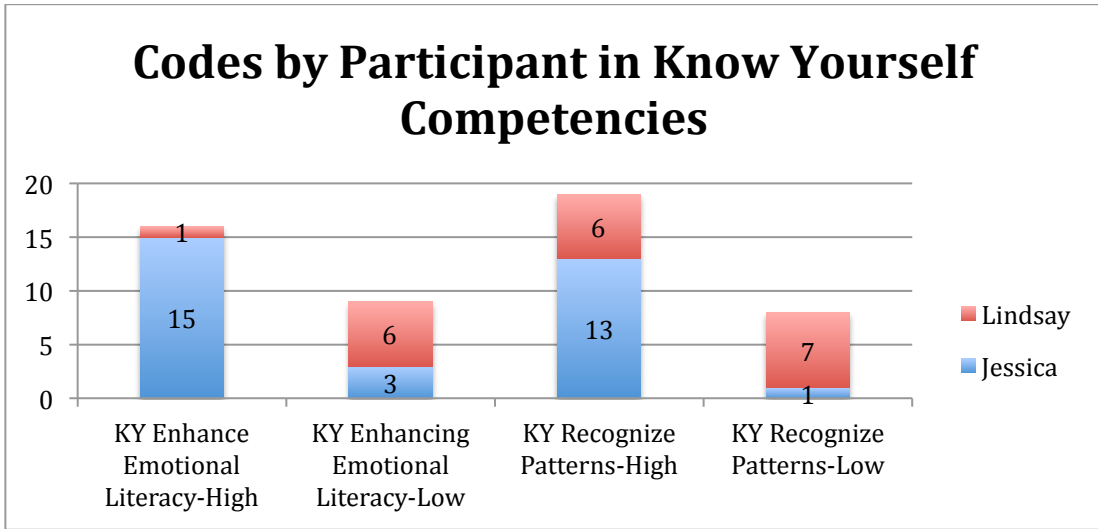


Figure T1: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources

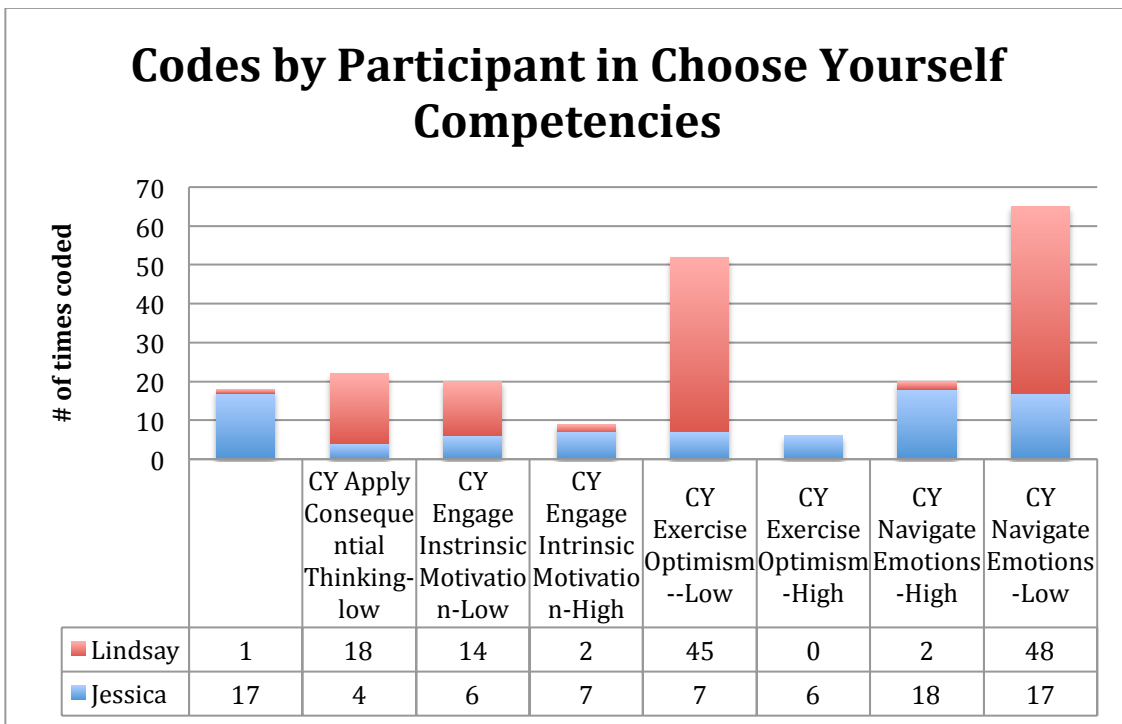


Figure T2: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources

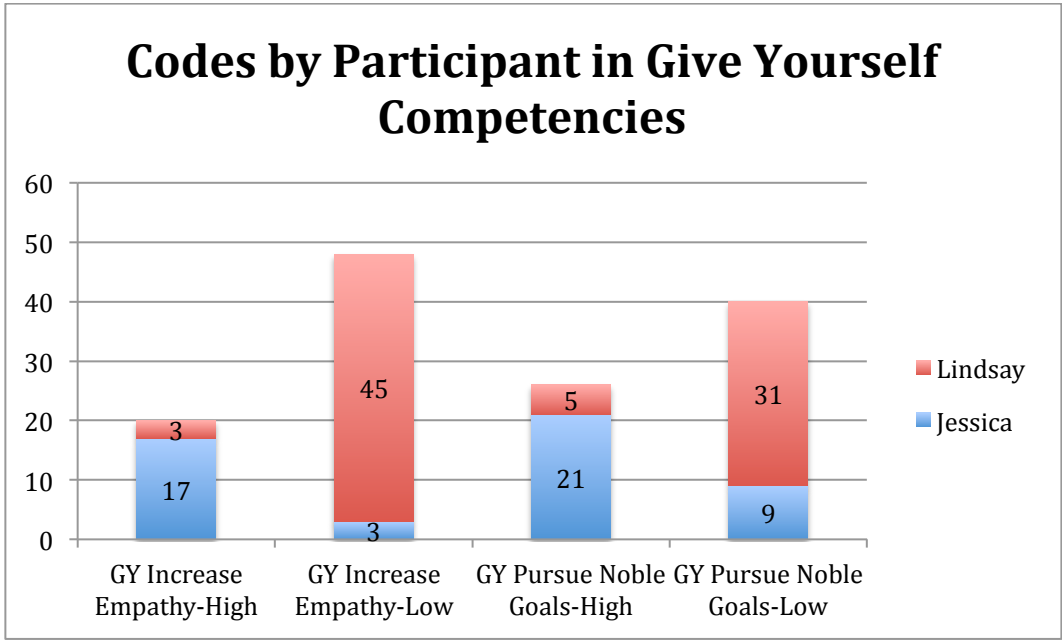


Figure T3: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources

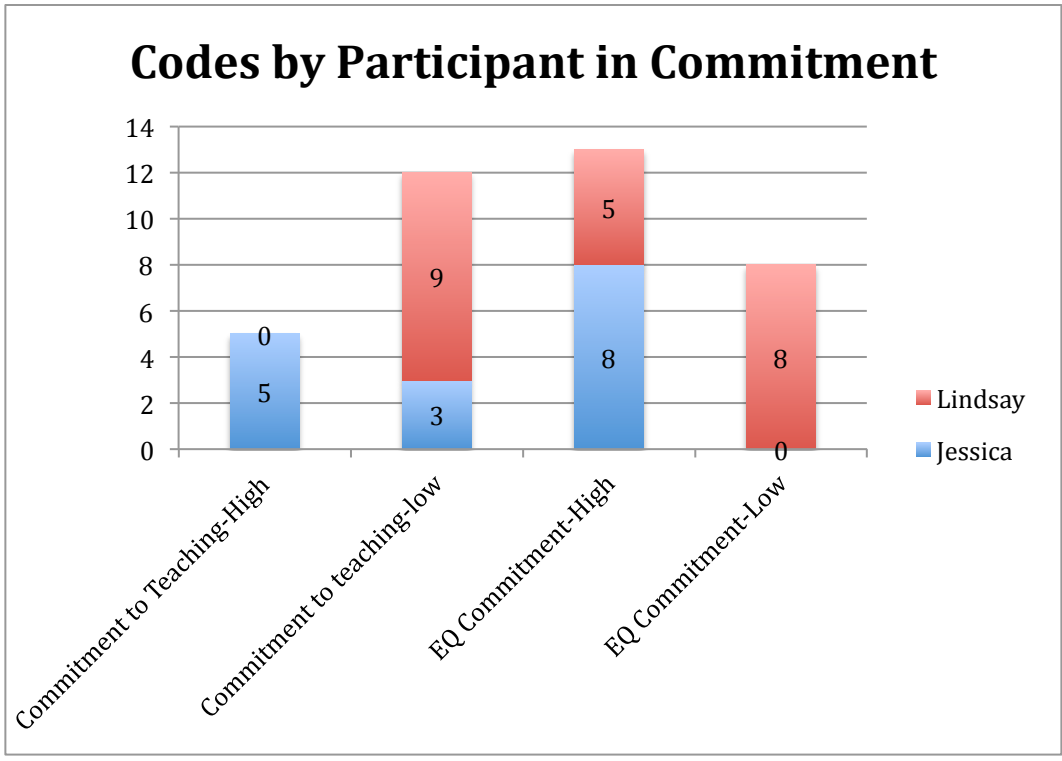


Figure T4: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources

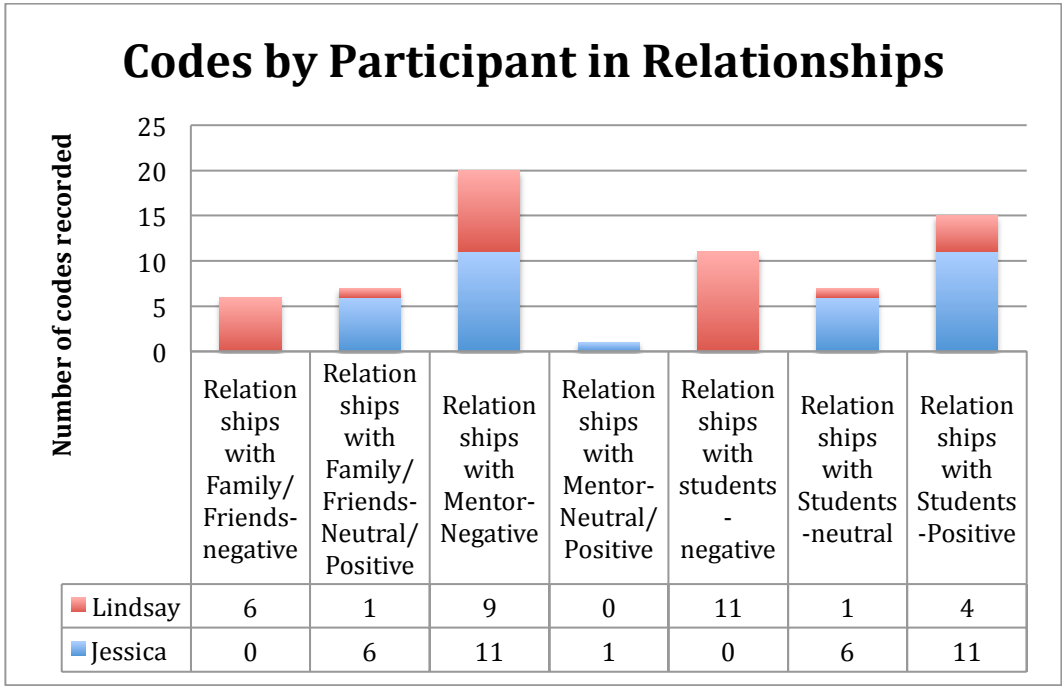


Figure T5: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources

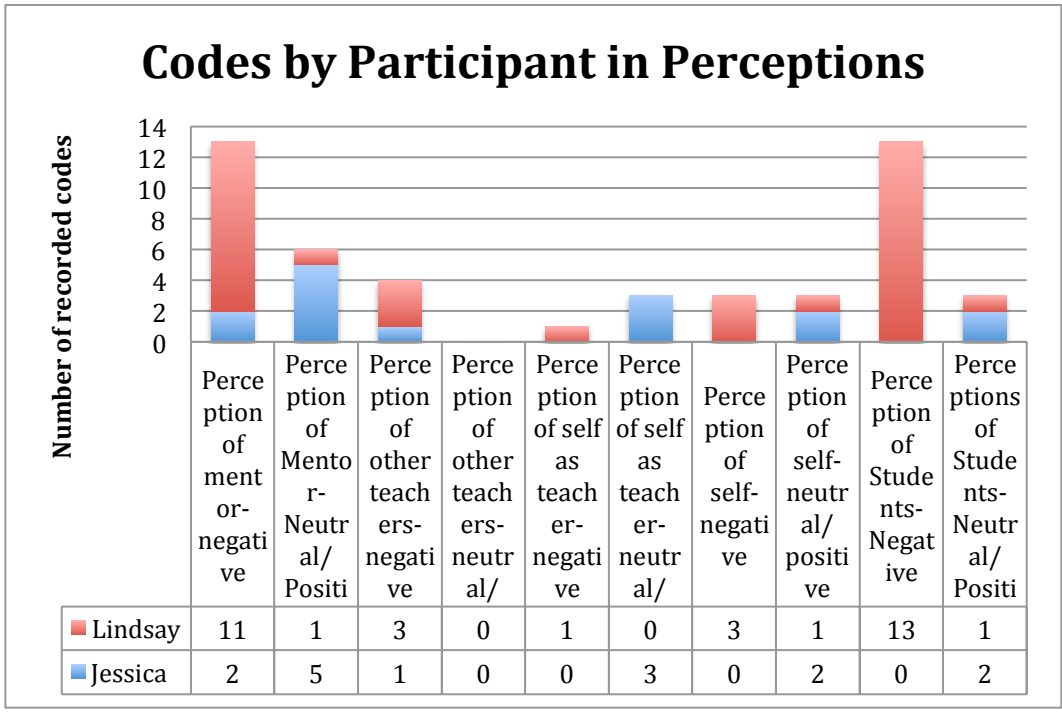
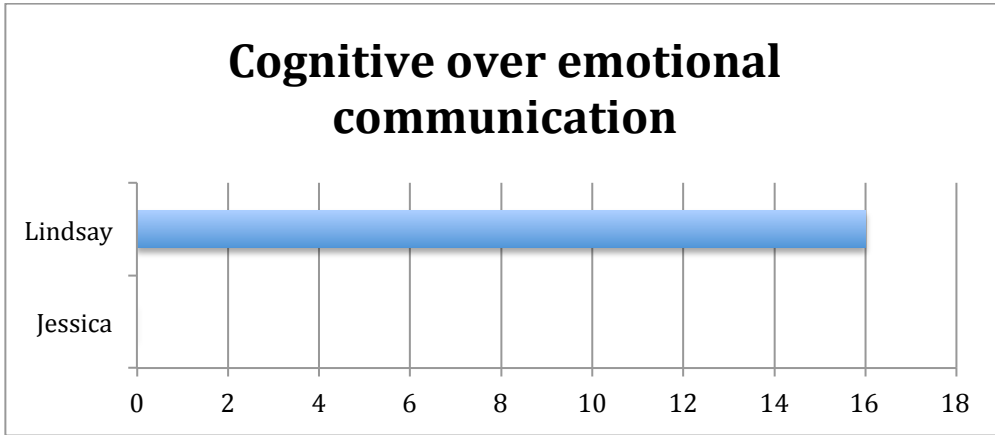
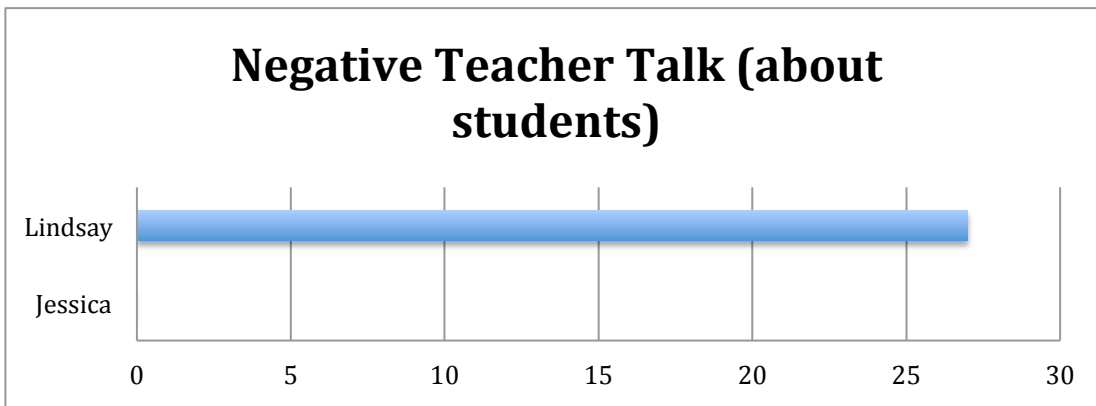


Figure T5: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources



*Figure T6: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources*

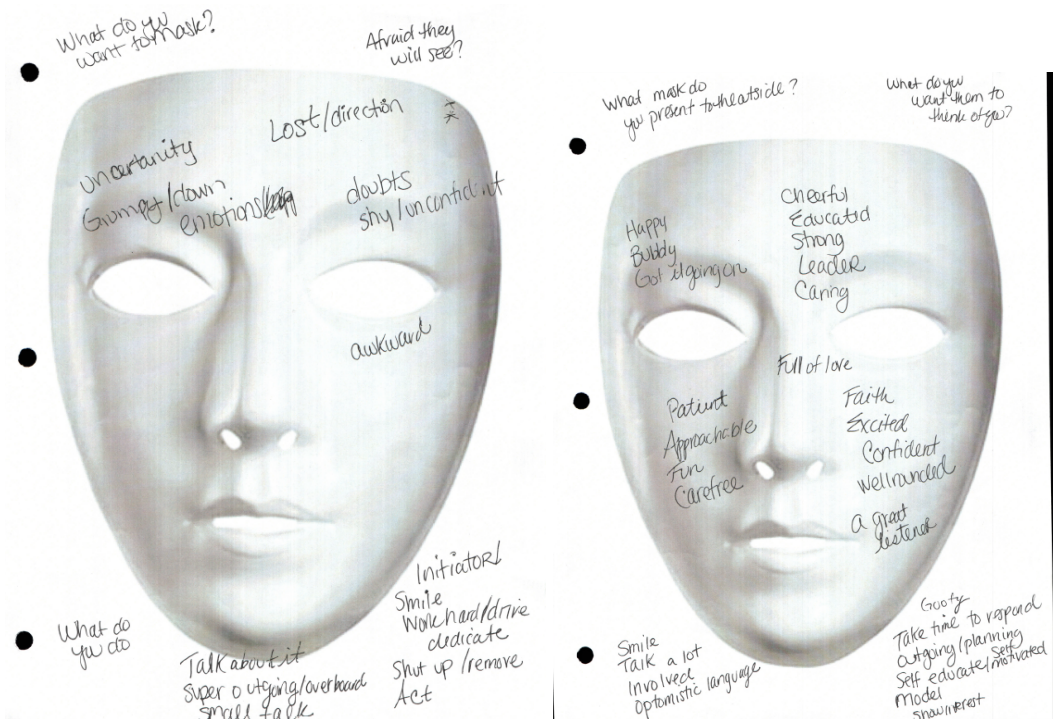


*Figure T7: The figure indicates the number of times each item was coded by participant based on evidence from each participant's qualitative data sources*

APPENDIX U

MASKS ACTIVITY: JESSICA





<p><b>WAYS THAT WEARING THE MASK IS POSITIVE FOR ME</b></p> <ul style="list-style-type: none"> <li>Show who I am / send energy into the world regardless of who it touches</li> <li>Kill 'em w/ Kindness / Karma</li> <li>feels good</li> <li>makes life interesting</li> <li>I love a challenge</li> <li>Try different/new things</li> </ul>	<p><b>WAYS THAT WEARING THE MASK IS POSITIVE FOR OTHERS</b></p> <ul style="list-style-type: none"> <li>support system</li> <li>influence mood/attitude/thoughts</li> <li>fun relationship</li> <li>leader / guide / model / conf</li> </ul>
<p><b>WAYS THAT WEARING THE MASK IS NEGATIVE FOR ME</b></p> <ul style="list-style-type: none"> <li>draining/hurtful if I'm off</li> <li>too much energy out (not enough in / for me)</li> <li>suppress emotion</li> </ul>	<p><b>WAYS THAT WEARING THE MASK IS NEGATIVE FOR OTHERS</b></p> <ul style="list-style-type: none"> <li>false read</li> <li>sudden shock</li> <li>gap</li> </ul> <p>emotion . express)</p>

APPENDIX V

MASKS ACTIVITY REFLECTION: LINDSAY

ACT EXCITED EVEN IF IM NOT  
 "FAKE IT 'TIL YOU MAKE IT"  
 Dive into projects whole heartedly  
 that I'm not sure im passionate  
 about.

READ lots  
 of books  
 get lots  
 of education  
 coffee  
 get things  
 done.

agree to  
 10 things/  
 take on  
 projects/  
 change  
 plans when  
 I DON'T  
 want to  
 feel  
 resentful  
 about it.

Tired  
 NOT AS smart as I appear  
 INFLEXIBLE  
 WEAK  
 UNSURE

directionless  
 "Jack of all trades,  
 Master of none."

Confident  
 qualified  
 educated  
 Intelligent

fun  
 caring  
 accommodating  
 Helpful  
 organized

Don't  
 Slouch  
 my  
 shoulders  
 • get college  
 degrees.  
 • go out even  
 when I'm tired  
 • make lists  
 • change schedule  
 to help people  
 • volunteer to help people  
 with projects

concede my opinion  
 to go with the majority  
 even if I don't want to

<p><b>WAYS THAT WEARING THE MASK IS POSITIVE FOR ME</b></p> <p>Makes me seem stronger          Makes me more likeable.</p>	<p><b>WAYS THAT WEARING THE MASK IS POSITIVE FOR OTHERS</b></p> <p>Dependable          Hardworker          Helper</p>
<p><b>WAYS THAT WEARING THE MASK IS NEGATIVE FOR ME</b></p> <p>Stressful          Creates cognitive dissonance          Makes people who see the <del>mask</del> <sup>inside</sup>          frustrated w/me.          Makes me feel overextended at times.</p>	<p><b>WAYS THAT WEARING THE MASK IS NEGATIVE FOR OTHERS</b></p> <p>• May be spread too thin @ times.  <del>People</del>          • NOT AS smart/dependable as they need.</p>

APPENDIX W

VIDEOCAMERA ACTIVITY: JESSICA

WHAT DOES THE VIDEOCAMERA CAPTURE?

Jetting off of campus and being indecisive w/ my next step/plan even though I had a plan b4 the day began. my cell phone in my hand & gym bag on my floor

REAL WANTS:

to do something fun/relaxing

THE REACTION:

<p>THOUGHTS: I'll call Greg-see what he doing. I should really go 2 the gym. I wonder if JB wants to grab</p>	<p>FEELINGS: Avoidant</p>	<p>ACTIONS: text Greg text JB call mom/Dad</p>
---	-------------------------------	--

early dinner. I should go home & do school stuff

When I \_\_\_\_\_, I \_\_\_\_\_  
have a plan; I want to do anything but that when I don't have a plan, I need one

<p>COSTS: Unhealthy unfocused Unorganized Get less done</p> <p>feel guilty / strong feel angry Inter</p>	<p>BENEFITS: Get to spend time w/ peeps I love Relaxing</p>
--	---

APPENDIX X

VIDEOCAMERA ACTIVITY: LINDSAY

**WHAT DOES THE VIDEOCAMERA CAPTURE?**

3/4 class. Students constantly having side convos, disrupting, Not listening to lessons/directions & not really achieving where they should.

**REAL WANTS:**

Students to reciprocate the respect im trying to show them. To be able to connect with kids even when I think they're total D-bags.

**THE REACTION:**

<b>THOUGHTS:</b> This class doesn't respect me enough to learn from me.	<b>FEELINGS:</b> frustrated, confused, stressed, disconnected.	<b>ACTIONS:</b> efforts to connect with students are diminished.
--	--	--

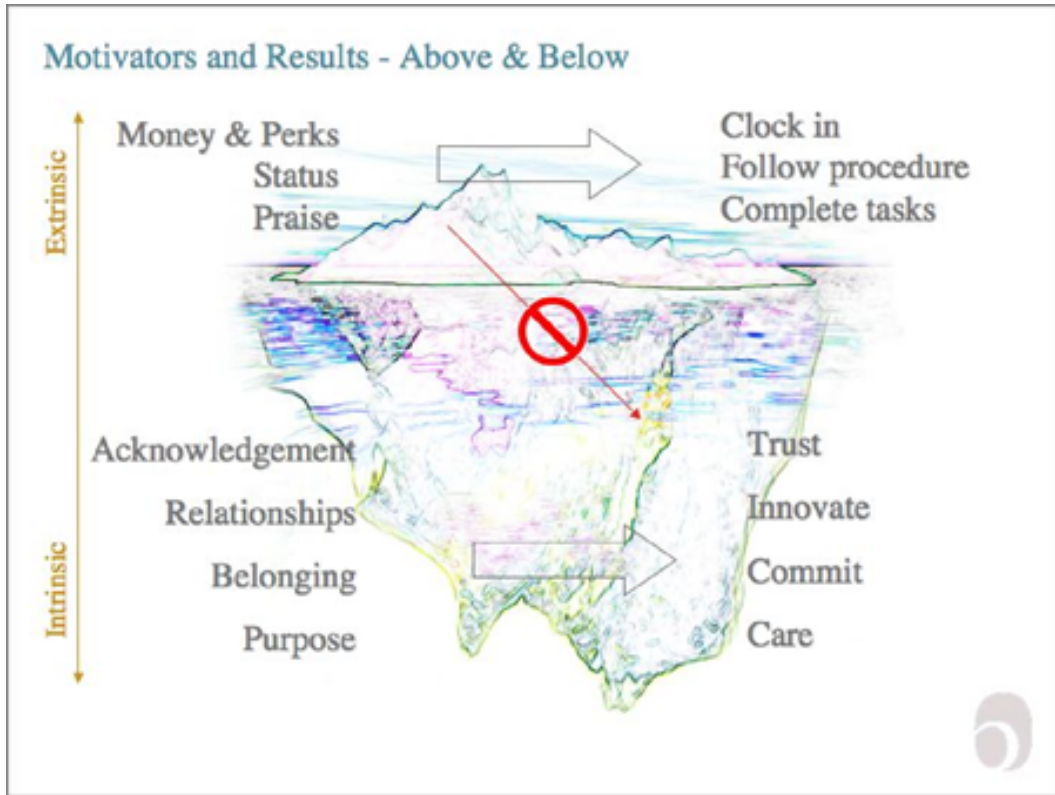
When I \_\_\_\_, I \_\_\_\_.  
When I feel frustrated with student behaviors/personalities, I stop trying to make a connection.

<b>COSTS:</b> Less respect in the entire class. Lower scores/less achievement Negative environment. Personal toll. Endurance.	<b>BENEFITS:</b> Self preservation. Not getting hurt Continuing in the program
--	---

**CONCLUSION**

APPENDIX Y  
MOTIVATION ICEBERG





<http://www.6seconds.org/2009/11/25/the-motivation-iceberg/>

APPENDIX Z

EXERCISING OPTIMISM: PPP VS. TIE

## PPP vs TIE

PERMANENT

TIME/DURATION  
(How long will this last?)

TEMPORARY

PERVASIVE

ISOLATION/SCOPE  
What areas of my life does this affect?

ISOLATED

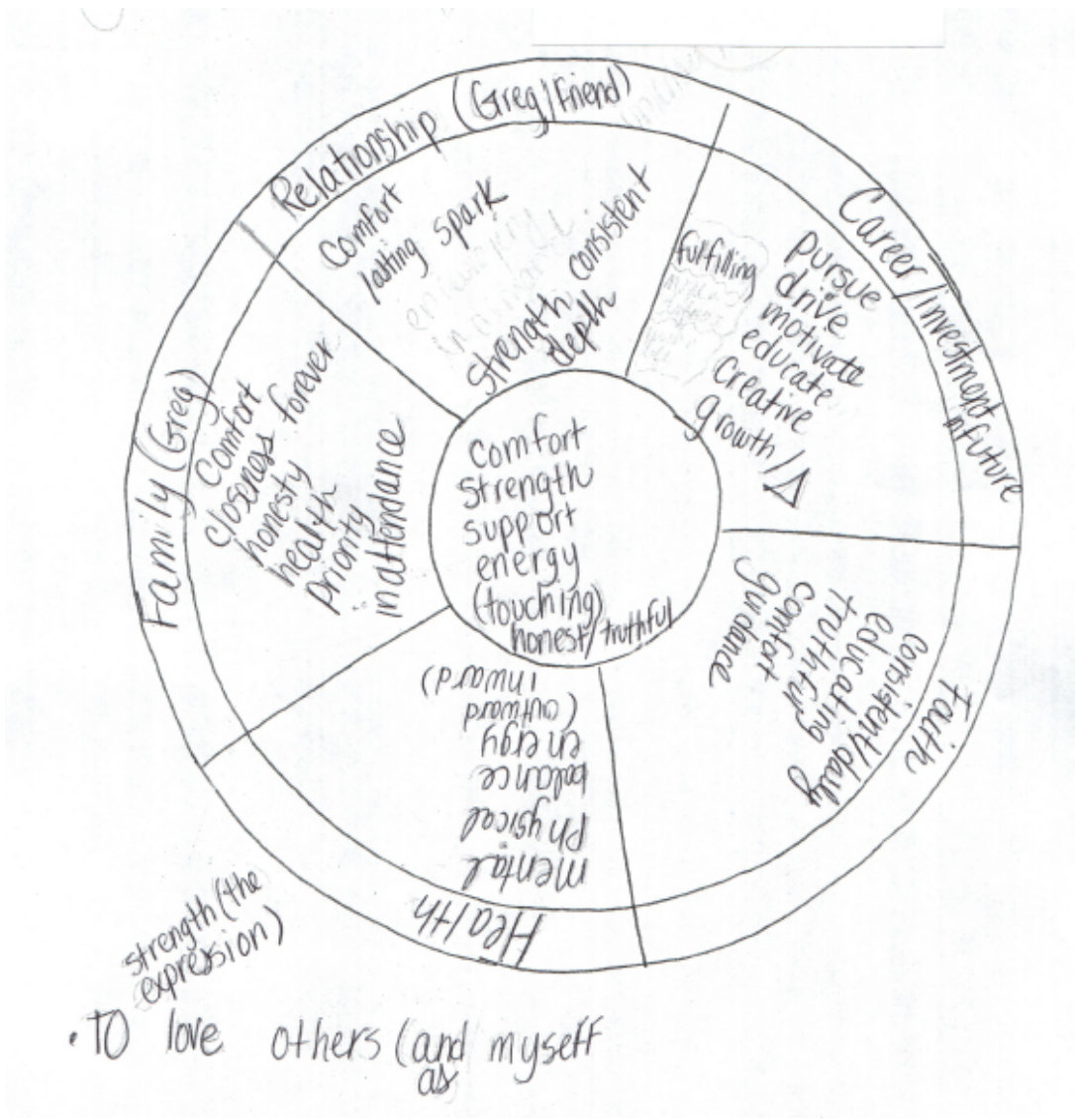
POWERLESS

EFFORT/PERSONAL INVOLVEMENT  
With effort, can I change it?

EFFORT  
POSSIBLE

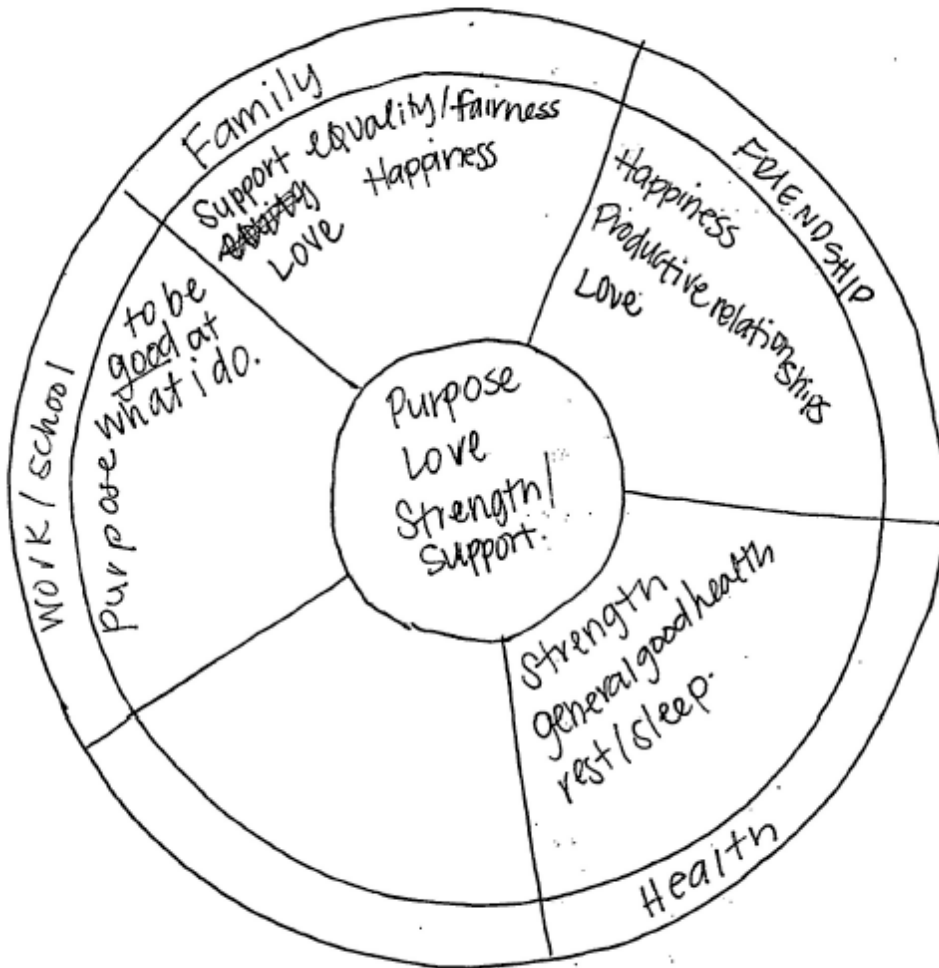
APPENDIX AA

CIRCLE OF INTENTION: JESSICA



APPENDIX AB

CIRCLE OF INTENTION: LINDSAY



APPENDIX AC  
LETTER TO PARTICIPANTS



## EMOTIONAL INTELLIGENCE AND TEACHER EDUCATION

Date \_\_\_\_\_

Dear \_\_\_\_\_

I am a graduate student under the direction of Professor David Carlson in the College of Teacher Education and Leadership at Arizona State University.

I am conducting a research study to study the impact of an emotional intelligence curriculum on teacher candidates' emotional intelligence and teaching satisfaction. I am inviting your participation, which will involve a 12-week intervention to include a pre/post assessment and survey, a training in emotional intelligence and how it impacts teaching, weekly journal prompts, a single observation, and 2 interviews.

Your participation in this study is voluntary. You can skip questions if you wish. If you choose not to participate or to withdraw from the study at any time, there will be no penalty, (for example, it will not affect your grade).

The study serves two purposes. First, the goal is to assist you in increasing your emotional intelligence in preparation for your own classroom. Second, the study provides information that will assist us in providing training to other teacher candidates in the area of emotional intelligence. There are no foreseeable risks or discomforts to your participation.

Throughout this study, your confidentiality will be maintained in the following ways: Both the pre/post assessment and survey will be administered online in a secure, password-protected environment. You will have the opportunity to select a pseudonym (or, if you prefer, one will be selected for you). Your legal name will not be used in any area of the study. Journal prompts (via a shared electronic document between you and the researcher) will be password protected and kept confidential. Your name will not be used when reporting journal or interview responses within the study.

The results of 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 at the following email address: [David.L.Carlson@asu.edu](mailto:David.L.Carlson@asu.edu) or [Michelle.Rojas@asu.edu](mailto:Michelle.Rojas@asu.edu). If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

Return of the questionnaire will be considered your consent to participate.

Sincerely, Michelle Rojas

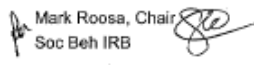
APPENDIX AD  
IRB APPROVAL LETTER

---

Office of Research Integrity and Assurance

---

**To:** David Carlson  
FACULTY/AD

**From:**  Mark Roosa, Chair  
Soc Beh IRB

**Date:** 07/07/2011

**Committee Action:** Exemption Granted

**IRB Action Date:** 07/07/2011

**IRB Protocol #:** 1106006572

**Study Title:** Emotional Intelligence and Teacher Education

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(1).

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.