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Strategies and Methods of Training Teacher Emotional Competence

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A dissertation submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

In

Partial Fulfillment of the Requirements

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ABSTRACT

Teaching is an emotional endeavor. That is why teachers must be equipped with skills to manage their emotions as well as emotions of their students. The present research investigates a strategies and methods for a model of training teacher emotional competency. Elementary school teachers (N=78) were asked about their perception of the importance of emotional competencies including emotional self-awareness, emotion regulation, effective emotional expression, identifying and responding to students' emotions, promoting a positive emotional climate in the classroom, using emotions to promote learning, skills to promote student emotional competence, and skills to maintain teacher well-being. They also reported how often they use those competencies and their confidence in applying each competency in the classroom. The teachers were asked about their preferred method of training of emotional competencies. In addition to surveying teachers, individual interviews were conducted with a teacher, school counselor, and a principal to gather more in-depth information regarding training in emotional skills, emotional needs teachers may have, and explore potential barriers for training. Results demonstrated that teachers believe that the emotional competencies are very important for their work, and they use them frequently in the classroom. Teachers also reported that in-person training is most beneficial, and training which is incorporated into other in-service trainings, like training for social-emotional learning, is preferred. Additional methods they endorsed included regular consultation with school counselors or psychologists and a course on emotional intelligence during their preservice teacher training program. The present research also identified evidenced-based strategies for training emotional competencies including didactic trainings, self-reflective activities,

mindfulness practices, role plays, and case studies, and a rationale for use of strategies is provided for the training model of teacher emotional competence.

Chapter 1. Introduction

In the classroom, emotions are deeply intertwined within the learning process and relational contexts created between students, teachers, and other educational professionals (Pekrun et al., 2011; Schutz & Lanehart, 2002; Tyng et. al., 2017). For learning, emotions impact processing and retrieval of information along with attention and serve as a mediator for extrinsic and intrinsic motivational processes (Brosch et al., 2013; Schutz & Lanehart, 2002). Emotions also impact student self-regulation during learning tasks, which affects when students attend, what they attend to, and how information is received (Pekrun, 2014). Similarly, the relationships between students and their peers and teachers are inherently emotional, and relationships within the classroom can impact student academic, social, and emotional development (Decker et al., 2007; Moen et al., 2019; Prewett et al., 2019). As such, teachers are in an important role to significantly impact student well-being, especially as their responsibilities increasingly involve delivering social-emotional learning curriculum alongside academic content. However, teachers are often not equipped with the necessary competencies in order to effectively deliver formal or informal social-emotional learning curriculum, or to maintain their own emotional well-being in a highly stressful career (Jennings & Greenberg, 2009; Onchwari, 2010; Palomera et al., 2008; Sharp & Jennings, 2016). In order for teachers to be able to promote emotional development for their students and preserve their own well-being, they must be equipped with emotional competencies that are specifically geared toward the multitude of demands within the teaching profession. It is also essential to know the strategies that can be utilized to train those emotional

competencies, so that they are able to be trained in a way that maximizes their time, the amount they learn, and how much it impacts them within and outside the classroom.

It is important for teachers to have emotional competencies for several reasons. First, teachers who are emotionally competent are better able to use emotions to promote learning in the classroom. Emotions have a significant impact on cognitive processes like problem-solving, self-regulation, attention, and memory (Pekrun, 1992; Tyng et al., 2017). For example, information or stimuli that evokes emotion has been found to take up more attentional capacity, than stimuli that does not involve emotions (Schupp et al., 2007). As such, it is vitally important that teachers understand how to harness and utilize emotions within the classroom to promote learning.

Second, teachers play a pivotal role in creating a positive emotional classroom environment, which has been found to be a key factor in effective teaching (Pianta & La Paro, 2003). A positive emotional classroom environment involves several factors including a healthy student-teacher relationship, positive classroom management, peer support, and student agency (Reyes et al., 2012). This type of environment is associated with adaptive outcomes for students, especially as it relates to academic achievement (Hamre & Pianta, 2007). The Teaching through Interactions Framework states that a positive classroom emotional environment is characterized by a teacher who approaches students in a warm and nurturing manner, is attuned to student needs, and takes into account student perspectives (Hamre & Pianta, 2007). Teachers who cultivate this type of environment are more likely to develop age-appropriate educational materials and encourage cooperation rather than competition between students. Emotionally competent teachers also use effective classroom management strategies that are proactive and

preventative in nature, rather than reactive and punitive (Jennings & Greenberg, 2009). In contrast, classroom environments with a more negative emotional climate can be described as discouraging emotional connection between teachers, students, and peers. Teachers within these classrooms may not be attuned to student emotional and academic needs, which may lead to lesson development that is less responsive to student perspectives (Hamre & Pianta, 2007). As such, students may feel more bored, disconnected, or confused. Therefore, teachers who have sufficient emotional competencies are able to cultivate a positive classroom environment to promote student learning and warm and cooperative relationships between teachers, students, and their peers.

Third, teachers who are high in emotional competence are better able to deliver and implement social-emotional learning (SEL) curriculum (Jennings & Greenberg, 2009). Depending on their level of support and level of training given certain SEL curriculums, teachers may find it difficult to implement curriculums with fidelity, especially as their responsibilities continually expand. One study found that certain compounding factors, such as teacher psychological experiences along with established curriculum supports may significantly impact the delivery and student outcomes of evidence-based SEL curriculums (Ransford et al., 2009). For example, teachers who reported higher levels of burnout were less likely to deliver supplemental and beneficial aspects of the curriculum, whereas teachers who reported higher levels of self-efficacy would implement these curriculum aspects. Similarly, teachers who reported that they felt high levels of support, like provision of specific training and coaching, from their administration were found to have implemented SEL curricula at a higher level of quality

(Radsford et al., 2009). Teachers who self-identified as having high emotional competence were more likely to value and understand SEL curriculum goals and positively socialize their students to emotions and emotion regulation strategies (Zinsser et al., 2015). From these findings it becomes clear that teachers who feel supported and have higher levels of self-efficacy are better able to implement SEL curriculums with fidelity to promote social and emotional development in their students.

Finally, teacher emotional competencies are important mediators for teacher burnout, emotional exhaustion, and self-efficacy (Aldrup et al., 2020; Alrajhi et al., 2017; Chan, 2006; Mattern & Bauer, 2014; Vesley et al., 2014). Within the past several years in the United States that has been a marked teacher shortage which continues to grow. In fact, 30% of college graduates who entered the teaching profession leave the profession within 5 years (Ingersoll, 2014), and younger teachers are at a higher risk of burnout than veteran teachers (Chang, 2009). This impacts schools in high-poverty areas disproportionately, which leads to employment of teachers who may be less qualified, which further decreases quality academic outcomes for disadvantaged students (Ingersoll, 2014). High attrition rates are further compounded by high turnover rates between schools, which causes additional adjustment periods for schools, students, and teachers (Garcia & Weiss, 2019). Burnout is reportedly significantly related to high rates of teachers leaving the profession (O'Brien et al., 2008; Vanderslice, 2010). Even if a teacher chooses not to leave their school, he or she may report low job satisfaction and symptoms of burnout (Goldring et al., 2014). Teachers who feel more intense emotions after an event that challenges their self-efficacy regarding their ability to appropriately deal with a situation, are more likely to feel emotionally exhausted and feel a lower sense

of personal accomplishment (Fiorelli et al., 2017). Teachers may also find that investing significant time and energy into managing the classroom environment and student-teacher relationships can be exhausting (Chang, 2009). Thus, training teachers to be emotionally competent would help reduce their emotional burnout.

Because teacher emotional competence is so vital to academic and social-emotional outcomes for both teachers and students, it follows that there should be a focus on training teachers in emotional competence. However, the research on training teacher emotional competence is sparse. Previous research identified ways in teaching emotional intelligence during teacher preparation programs or in professional development trainings to staff members (Brackett & Kataluk, 2006; Corcoran & Tomey, 2010; Dolev & Lesham, 2016; Dorman, 2010; Flook et al., 2013; Hen & Sharabi-Nov, 2014; Jennings & Greenberg, 2009; Perez, 2011; Vesley et al., 2014; Waajid et al., 2013). However, there is often great differences between *what* emotional competencies are trained and *how* those competencies get trained. For example, some studies train teacher emotional identification and awareness (Dorman, 2010; Flook et al., 2013; Garner et al., 2018; Perez, 2011; Tuluhan & Yalcinkaya, 2018), while other studies focus on certain strategies for emotion regulation (Justo, Andretta, & Abs, 2018). Additionally, there is a divide on *when* the best time teachers may benefit from this type of training, such as during their teacher training programs while they are preservice teachers (Corcoran & Tormey, 2010; Dorman, 2010; Garner et al., 2018; Perez, 2011; Veseley et al., 2014; Waajid et al., 2013) or during professional development workshops while they are employed as teachers (Brackett & Katulak, 2006; Doley & Leshem, 2016; Flook et al., 2013; Hen & Sharabi-Nov, 2014; Justo et al., 2018; Tuluhan & Yalcinkaya, 2018; Ulloa et al., 2016).

Due to this lack of consensus on a model for teacher emotional competency and how those competencies should be trained, the present research focuses on developing a more comprehensive and specific emotional competency model for teachers. First, it will outline a model of emotional competency for educators. Second, it will focus on how to best *train* each competency, combining research from education, clinical psychology, school psychology, and mindfulness literature. Through this model, it is hoped to develop a good understanding of how to effectively develop and improve teachers' emotional competencies to help prevent emotional exhaustion within their job, while also feeling prepared to deliver social-emotional curriculum to their students, through formal and informal instruction.

Chapter 2. Literature Review

Models of Emotional Intelligence and Competence

This section will discuss three models of emotional intelligence/competence: the four-branch model from Mayer, Salovey, and Caruso (1997), the emotional-social intelligence model by Bar-On (2006), and the model of emotional competence by Saarni (2007).

Mayer and Salovey (1997) developed one the first models of emotional intelligence named the Four-Branch Model of Emotional Intelligence. They defined EI as “the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p.10.) From this definition, it is important to recognize the distinction of EI being characterized as a set of abilities, rather than dispositional traits. They relate the construct of intelligence to EI by postulating that EI corresponds to one’s social and emotional *ability*, just as intelligence refers to one’s cognitive *ability*, and also associate certain cognitive skills, like problem solving and abstract reasoning to EI (Mayer & Salovey, 1997; Mayer et al., 2016).

The first, and lowest, branch concerns one’s ability to perceive, appraise, and express emotion (Mayer & Salovey, 1997). This ability is comprised of identification of internal feeling states and emotion-related thoughts along with the perception of emotions in other people based on their body language and facial expressions. It also includes the ability to distinguish between internal states of emotions and external expression of emotion (Mayer et al., 2016).

The second branch encompasses abilities necessary for the facilitation of cognitive processes (Mayer & Salovey, 1997). For example, one can recruit emotions to assist with remembering certain information or events or to aid in making judgments. It also includes the ability to generate emotions in order to feel empathy or sympathy. Emotions can facilitate attentional focus, such that a person uses information about their emotional state to direct their attention outward. For example, a student who is feeling excited to learn about how flowers grow, will likely pay more attention to this lesson. In contrast, if this student is feeling nervous about the next math unit, she may be more avoidant of the lesson and engaged in distraction to soothe her anxiety. Additionally, the ability to facilitate thought using emotion also requires one to be able to attend to changes within their emotional states (i.e. from sad to happy or angry to anxious) in order to problem solve (Mayer & Salovey, 1997; Mayer et al., 2016).

The third branch within the four branch model outlines abilities necessary for understanding emotions within oneself and others. This requires labeling emotions, understanding how different emotions may relate to different situations, and understanding mixed or conflicting emotions (Mayer & Salovey, 1997). For instance, a teacher may feel both guilty and happy when a disruptive student is removed from the classroom, because the removal from the classroom decreases learning time (guilt), but it also alleviates tension for the rest of the class (happy). Another ability is affective forecasting, or the ability to predict what emotions may arise in future situations (Mayer et al., 2016). Affective forecasting promotes reasoning, problem-solving, and planning for the future, as it allows one to be prepared or to enact proactive coping before an emotion arises.

The final branch of the Four Branch Model of EI concerns the ability to manage and regulate emotions, which involves intentional self-reflection and self-awareness. Emotion regulation comprises skills including the ability to accept one's own emotions, engage with emotional experiences that are desired, and disengage with emotions that are unhelpful. Essentially, the ability to regulate and express emotions is essential for achieving desired outcomes (Mayer et al., 2016). The skills within each branch develop hierarchically from more basic abilities to more complex abilities, and the more complex abilities require integration of abilities from lower branches (Fernández-Berrocal & Extremera, 2006; Mayer & Salovey, 1997).

Another model of emotional intelligence was developed by Bar-On (Bar-On, 1997; 2006). This model is called the model of emotional-social intelligence (ESI). The ESI model combines personality traits related to emotional intelligence with specific abilities (Bar-On, 1997). Bar-On defines emotional-social intelligence as a “cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and express ourselves, understand others and relate to them, and cope with daily demands” (Bar-On, 2006, p. 3).

The ESI model consists of five broad domains, which can be further divided into fifteen skills and traits related to emotional and social intelligence. The first domain, called the Intrapersonal domain, includes competencies necessary for the awareness, understanding, and expression of one's own emotions. This also includes the components of self-regard, emotional self-awareness, assertiveness, independence, and self-actualization (Bar-On, 1997; 2006). The emotional self-awareness component reflects the same concept as the first branch in Mayer and Salovey's four-branch model, but the

other components take a different approach in describing personality traits, such as assertiveness and independence, and skills which Bar-On argues are necessary to relate and understand oneself effectively.

The second broad domain, the Interpersonal domain, is described as one's ability to understand and relate with others and includes empathy, social responsibility, and interpersonal relationship. Empathy is the ability to be aware of and understand the emotions of other people, whereas social responsibility concerns identification with a social group and one's capacity for cooperation (Bar-On, 2006). The interpersonal relationship component refers to the ability to establish satisfying relationships and relate well with others.

Stress Management is the third domain of the ESI model and refers to one's ability to regulate emotions in order to effectively cope with daily life. It is made up of two components, stress tolerance and impulse control (Bar-On, 1997). Stress tolerance includes having an array of positive coping strategies, while impulse control involves a person's ability to delay reaction or impulses in emotionally laden circumstances. Within an educational setting, impulse control could look like a teacher calmly asking a student who caused disruption during instruction to speak with him after class, rather than reacting on their initial impulse of anger.

The fourth domain, Adaptability, includes reality-testing, flexibility, and problem-solving. Reality-testing concerns the ability to being objective and accurately perceive the situation. Flexibility refers to the ability to adapt emotions and thinking as situations evolve, especially when the situation is novel or unpredictable. Lastly, problem-solving includes processes involved in identifying a problem, understanding the problem clearly,

generating solutions to the problem, and making the decision as to which solution is the best for the current problem (Bar-On, 1997).

The last domain in Bar-On's model is the General Mood domain, which includes one's ability to generate positive moods and be optimistic and self-motivated. The specific subskills within this domain include optimism and happiness (Bar-On, 1997).

A third framework takes a different view through the lens of developmental psychology with an emphasis on specific emotional competencies defined as "self-efficacy in emotion-eliciting social transaction" (Saarni, 2007, p. 250). The first skill in Saarni's model is awareness of one's own emotions. This skill is important because emotional awareness allow an individual to be aware of his or her needs, as awareness of self-conscious emotions (e.g., pride or shame) is especially important as these emotions are closely associated with social transactions (Saarni et al., 2006; Saarni, 2007).

The second skill involves understanding the emotions of others (Saarni et al., 2006). This competency involves the ability to discern other's emotional expressions and behavior, to understand more common emotion elicitors in a variety of situations, and to understand that other people have their own minds and beliefs. This is especially important for teachers as they must be able to understand their students' emotions, including the context in which a child grew up, to intervene in timely and appropriate ways.

The use of an emotional vocabulary and emotional expression is the third skill in Saarni's model of emotional competence (Saarni et al., 2006). An emotional vocabulary helps with communication of one's own emotional experience and understanding the emotional experience of others (Saarni, 2007). For teachers, the development of

utilization of a rich emotional vocabulary helps to initiate rich emotional discourse in the classroom and build student's emotional vocabulary.

Skill four in Saarni's model is the capacity for empathy and sympathy. Empathy is defined as "an immediate emotional response that the observer experiences on witnessing another's emotional state" (Saarni, 2007, p. 25). Sympathy typically contains a concerned response when seeing someone else's experience or when talking about the experience. In order for empathy or sympathy to occur, individuals must be able to recognize their own emotions as well as the emotions of others (Saarni et al., 2006; Saarni, 2007). Empathetic teachers report increased teaching and learning outcomes for their students and improved behavior as well as increased student's connection and belonging within their schools (Cooper, 2010; Tettegah & Andersen, 2007). In fact, empathy has been touted as a "required teaching skill for promoting a positive learning environment for all students" (Goroshit & Hen, 2014, pg. 26.).

The fifth skill is the ability to differentiate between internal and external emotional experiences and manage emotionally expressive behavior. In managing emotional expressions, one should take into account a variety of social factors including how close someone is in relationship to them, the power or status comparison between themselves and the observer, and whether the circumstance is public or private (Saarni, 2007). Managing emotionally expressive behavior is important in the classroom as teachers' emotions might have significant impact on students.

The sixth skill is the ability to regulate emotions and use adaptive coping in stressful situations. (Saarni et al., 2006). Emotion regulation within a social context requires one to be able to monitor the environment for stressors and then inhibit or

enhance emotional behaviors accordingly. This is especially important within an educational setting as burnout and emotional exhaustion are especially high in teachers (Chang, 2013). For educators, emotion regulation and adaptive, proactive coping skills have the ability to protect against potential for burnout. This means that teachers should be able to foresee potential problems in the classroom and use their emotion management and relational skills in order to manage their own and their student's response to stress.

The next skill is the awareness of emotional communication within relationships. Emotional communication includes both verbal and nonverbal communication, including body language and facial expressions. This includes recognition of the relational consequences of emotional communication with another person and the ability to adjust emotional communication based on the type of relationship (Saarni et al., 2006). This competency is very relevant in educational settings, as teachers can use this skill to modulate their emotional communication with students, parents, colleagues, and administrators.

Lastly, skill eight in Saarni's framework is the capacity for emotional self-efficacy (Saarni, 2007). This requires the ability to tolerate and accept one's own emotions without being overwhelmed by them and, thus, feel a relative sense of control of their emotional experiences. Cognitive processes, like memory recall, attention, and judgment are necessary for this emotional skill, and personality differences and mood may also have an impact on how this skill is applied. Emotional self-efficacy may require the sufficient development of the seven previous skills prior to the mastery of this skill (Saarni et al., 2006). For educators, emotional self-efficacy is important for their well-being as it allows them to feel successful in managing emotional, behavioral, and

academic problems, allowing them to feel a greater sense of control over their environment and resiliency in dealing with negative situations. Not only do teachers need emotional self-efficacy for themselves, but it also helps to model effective emotional competence skills for their students.

Comparison of these three models of emotional intelligence/competence reveals that all models identify emotional awareness as an essential skill. Emotional awareness is usually the primary or first skill that serves as the foundation of emotional intelligence, as it is the first branch in the Four Branch model (Mayer & Salovey, 1997), and the first skills outlined in Bar-On (2006) and Saarni's (2007) model. Each model also identifies understanding the emotions of others as a necessary skill. Similarly, the three models also emphasize the importance of regulation and management of emotions as a crucial skill for emotionally intelligent/competent people. As such, it follows that these three skills are necessary to include in other models proposed for emotional intelligence or competence.

More broadly, each framework incorporates problem-solving abilities and the ability to use reasoning with emotions. For example, in the 2016 update of the Mayer and Salovey four-branch model, they added the emotion reasoning ability of affective forecasting, or the ability to understand how someone might feel in the future during certain situations (Mayer et al., 2016). The Bar-On Model directly includes problem-solving as one of its components within the Adaptability domain of his model, whereas Saarni argues that problem-solving occurs as an adaptive coping skill within skill six and is part of the overall skill of emotional self-efficacy within skill eight (Bar-On, 2006; Saarni et al., 2006). When creating emotional intelligence curriculums, then, it will be important to include these similarities as they do come to a consensus on the importance

of fostering emotional awareness for self and others and effective emotion regulation.

While Mayer & Salovey endorse that people need to be able to recognize and understand the emotions of others, Saarni and Bar-On take this a step further in that social relationships are central to their models. Bar-On believes that both intrapersonal and interpersonal skills are important in promoting emotionally intelligent behavior, and the second domain within his model delineates the skills of empathy, social responsibility, and interpersonal relationships as helping to encourage social awareness and emotional intelligence (Bar-On, 1997). On the other hand, Saarni's entire model is built upon the idea that emotionally competent behavior goes hand in hand with social effectiveness (Saarni et al, 2006; Saarni, 2007). She believes that when people learn the skills necessary for emotional competence, they are situated within a certain social and cultural context that plays a large role in how and if skills of emotional competence are developed (Saarni et al., 2006; Saarni, 2007). Both models also include skills which relate to empathy and sympathy, both of which are social emotions (Bar-On, 2006; Saarni, 2007). Both models show that social contexts help us to better understand emotional contexts and they cannot be extricated from one another. This is especially important when we consider emotional competence skills within the context of education, as education is inherently an entirely social enterprise.

Overall, all three of these models provide a general schema of what emotional intelligence or competence can look like. However, the specific application with teachers and their emotional intelligence is slim. There are several teacher targeted studies which utilize the Four-Branch model as a framework for training teachers in specific skills related to emotional intelligence, like empathy and emotional awareness and regulation

(see Brackett & Kataluk, 2006; Corcoran & Tormey, 2010; and Hen & Sharabi, 2014), while Bar-On's model has been utilized as a model for teacher training in another study (see Dolev & Leshem, 2016). As such, it follows that a more comprehensive integration of concepts is needed for training teachers to be emotionally intelligent. It is not enough for teachers just to have awareness of their and their students' emotions and be able to regulate themselves within the classroom. The classroom is a socially and emotionally complex environment which requires more targeted skills for teachers to be able to navigate emotional episodes. For instance, teachers must be able to utilize emotions as a way to enhance learning in the classroom and be skilled enough to promote emotional competence in their own students. These models do not provide specific provisions related to these competencies and complexities, so a more comprehensive model for training teachers in emotional competencies will follow.

Teacher Emotional Intelligence Training Frameworks and Outcomes

The majority of the literature regarding training teacher emotional intelligence prioritizes the skills set forth by generic models of emotional intelligence including models from Mayer and Salovey or Bar-On (Brackett & Kataluk, 2006; Corcoran & Tormey, 2010; Dolev & Leshem, 2016; Hen & Sharabi-Nov, 2014; Madalinska-Michalak, 2015; Perez, 2011; Vesely et al., 2014). Most of the studies choose to select one or several skills from these models.

An example of research which investigated enhancing one EI skill is a study by Perez (2011). Perez explored whether fostering self-reflection in pre-service teachers might impact their perceived ability to help students regulate their emotions. The study was facilitated through a graduate level child development course for early childhood

educators and lasted for 15 weeks. During her analysis of her course, Perez identified three themes found in student reflective writing assignments and her own reflective teaching journal. These themes were. “1) emotions trigger emotional responses; 2) affect attunement is an interactive regulatory process; and 3) present-moment awareness is critically important during interactions” (Perez, 2011, p. 7). The participants reflected that personal reflection and inquiry into their own emotional awareness and regulation improved their ability to understand young children’s emotions and to assist them with emotion regulation.

Vesley and colleagues (2014) studied the impact of EI training on the well-being and emotional skills of preservice teachers (N=49). They used weekly group discussions accompanied by the use of a workbook to practice EI skills learned during the discussions. The five-week training was based on the Swinburne emotional intelligence model, which consists of four dimensions: emotion recognition and expression, understanding emotions of others, emotional reasoning, and emotion management (Hansen et al., 2007). The preservice teachers were given the follow pre/post self-report measures: Trait Emotional Intelligence, the Wong and Law Emotional Intelligence Questionnaire (WLEIS); the Perceived Stress Scale; the Overall Anxiety Severity and Impairment Scale; the Teacher’s Sense of Efficacy Scale the Satisfaction with Life Scale; and the Resiliency Scales for Children and Adolescents – Adult Version Revised. After the EI training program commenced, results showed an increase in scores on two EI measures (Trait Emotional Intelligence Short Form and WLEIS), indicating that the preservice teachers reported improvement in their emotional intelligence (Vesley et al., 2014).

Corcoran and Tormey (2010) created a series of workshops to enhance preservice teacher emotional intelligence. The workshops utilized activities with an emphasis on increasing awareness of global issues, though the activities they developed were not detailed within their research. Utilizing the Mayer, Salovey, and Caruso Emotional Intelligence test (MSCEIT), researchers found that while preservice teacher overall emotional intelligence did not improve, their ability to manage their own emotions did improve after attending the workshops.

Hen and Sharabi-Nov (2014) developed an EI training course based on Mayer and Salovey's four branch model of emotional intelligence and included training which emphasized all four branches of the model (i.e. emotional awareness, using emotions for facilitation of thought, understanding emotions, and emotion management). Elementary school teachers from 10 Israeli elementary schools (N=186) participated in a fourteen-week EI training course to facilitate teacher exploration and awareness of their own emotions and emotional reactions as well as the reactions of their students (Hen & Sharabi-Nov, 2014). Topics of the course included empathy, perspective taking, validation of emotional experiences, and acceptance of emotions. Three months after the training, teachers turned in a reflective final project which gave an overview of how the training impacted their overall instruction practices and their relationship with the originally described student (Hen & Sharabi-Nov, 2014). Research results from the Schutte Self Report Emotional Intelligence Test (SSREIT) and the Interpersonal Reactivity Index suggested a significant improvement in emotional intelligence, perspective taking, and stress reduction. Teachers who reported they were better able to express their emotions also reported less overall distress.

Another skill-based program developed for in-service teachers is the Emotionally Intelligent Teacher Workshop (Brackett & Katulak, 2006). Teachers were encouraged to answer four questions based around the four-branch model from Mayer, Salovey, and Caruso (2016). The workshop guided teachers through a series of activities related to the four EI skills embedded within the questions. Following the workshop, teachers learn how to promote emotional competence in their students utilizing the Emotional Literacy in the Middle School (ELMS) program for grades 5-8 (Brackett & Katulak, 2006).

Madalinska-Maichalak's study (2015) was aimed at developing emotional competencies in elementary school teachers. Participants (N=24) completed three modules, which corresponded to three emotional competencies. The first competency trained teachers to identify their own emotion states and the emotional states of others; the second competency focused on adaptive coping skills and emotional efficiency; and the third competency developed these skills in relation to their students, such as understanding and acknowledging student emotional expression (Madalinska-Maichalak, 2015). After teachers completed the three modules, they completed a survey to assess any previous knowledge they had of emotional education prior to the completion of the program, their perceptions of the usefulness of the program, and their perceptions of their personal emotional capacity. Teachers also provided examples where they could apply their knowledge in the classroom. Results from the survey showed that teachers found the program useful. New teachers reflected that building their emotional competence was important to their teacher identity and reputation as a teacher. Essentially, they wanted to be better able to regulate their emotions in order to be more competent teachers. Veteran teachers focused more on what they already knew through professional development and

what they could learn from the content of the program (Madalinska-Michalak, 2015).

A study by Kumschick, Piwovar, and Thiel (2018) sought to understand how certain emotion regulation strategies, reappraisal and suppression, may be induced in preservice teachers and may influence their perception of classroom disruption. Participants were shown three video vignettes of classroom disruptions and all participants were asked to take the perspective of the teacher within the vignette. Then, the experimental group was either shown a video or given a written dialogue from the student's perspective of the classroom disruption after two of the vignettes, with the third vignette being the same in the experimental and control groups. After the preservice teachers were shown each vignette, their elicited and expressed emotion were assessed using a battery of questions developed by the researcher (Kumschick et al., 2018). Elicited emotion and expressed emotion were assessed in order to identify whether the teachers were suppressing their emotional reaction and experiencing emotional dissonance (did their elicited emotion and expressed emotion match or was their expressed emotion different from that which was elicited). Participants regulation style was also assessed after each video, using a researcher developed questionnaire, in order to determine if reappraisal was induced within the experimental group after the student's perspective was shown. Finally, participants were asked to indicate their perceived level of stress within the classroom if they were in the same situation. According to the study's results, teachers experienced emotional dissonance regardless of the condition they were in (with or without student perspective), such that they would suppress their negative emotional reaction in order to express a more neutral or positive emotion in the classroom. Additionally, preservice teachers who were in the experimental group were

much more likely to reappraise the situation than those in the control group. It is important to note here that when the experimental group was shown a classroom disruption without the accompanying student perspective, the reappraisal regulation strategy did *not* occur, meaning that perspective taking is essential in the ability to use reappraisal as a positive emotion regulation strategy within the classroom (Kumschick et al., 2018).

A study looking at facilitating social competence and emotional intelligence in physical education teachers used psychological workshops in order to train preservice teachers (at the bachelor's and master's degree level) in a variety of competencies related to social competence and EI (Kuk et al., 2015). Students in the experimental condition participated in psychological workshops which were centered around self-awareness, emotional expression, efficient coping skills, trust, and self-acceptance. Students were assessed for social and emotional competence before, immediately after, and 6 months after the study using the Social Competence Questionnaire and the Emotional Intelligence Questionnaire. Prior to the study, levels of social competence and emotional intelligence were found to be in the average to low range for participants. Immediately after the facilitation of the workshops, higher values were observed in the experimental group. No significant change was viewed from immediately after to 6 months after the intervention.

Finally, a similar study sought to understand how two teacher training programs, one geared toward enhancing conflict resolution skills and the other geared toward enhancing emotional competence and emotion regulation skills, would provide evidence for the necessity of incorporating emotion education into teacher preparation programs

(Fincias et al., 2018). Over the course of two years (2011-12, 2015-16), Master's students were recruited to participate in two different programs. The first program, administered during the 2011-12 school year, was geared toward conflict resolution and focused on understanding conflict, understanding others, understanding oneself, group or classroom management, and conflict resolution strategies. The second program, administered during the 2015-16 school year, was geared toward emotional competence and had some overlapping themes from the previous program. This program focused on understanding emotional intelligence, recognizing emotions, emotion regulation, motivation, empathy, and social competence (Fincias et al., 2018). The length of these programs and ways of training for each component was not specified in the study. Students who participated took pre- and post-tests that were created by the authors in order to evaluate their knowledge in the two domains. For conflict resolution, the assessments tested their knowledge of conflict resolution, how to resolve conflict, and how to act when involved in a conflict. For emotional competence the assessments tested their level of perceived emotional competence as well as their level of expressed emotional competence. After implementing the programs, results showed that students in the conflict resolution program showed improved in the conflict resolution knowledge domain and the how to resolve conflicts domain, but not the how to be in conflict domain. The students in the emotional competence program showed improvement in their levels of perceived emotional competence and their levels expressed emotional competence (Fincias et al., 2018). The authors argue that these results provide evidence that emotion education is important in teacher training programs, and further evidence is necessary in order to determine how emotional competence could both teacher and student emotional well-

being.

Combining Mindfulness and Emotional Intelligence Teacher Training

Mindfulness practices are becoming a valuable tool to teacher emotional training. The bridge between mindfulness and emotional intelligence is one that is easily crossed, as they have several features which overlap with one another. Mindfulness can be defined as “moment-to-moment awareness, cultivated by paying attention in a specific way.... as non-reactively, as non-judgmentally, and as open-heartedly as possible” (Kabat-Zinn, 2015, pg. 1481). In other words, mindfulness practices allow one to be able to be supremely present in the moment that is occurring and encourages practitioners to meet themselves exactly where they are without judgment. Immediately, this brings to mind the idea of emotional awareness, one of the necessary skills for EI, as one must be present and in-tune with their inner emotional world in order to be emotionally aware. Indeed, John Kabat-Zinn (2015), the founder of a mindfulness-based stress reduction training, believes that cultivating a mindfulness practice leads one to greater awareness and insight. As such, mindfulness trainings have been infused within emotional intelligence trainings for teachers, either as a supplement to enhance emotional intelligence trainings or as a way to help decrease or prevent teacher burnout and stress.

Two emotional intelligence training programs for preservice teachers incorporated mindfulness practices with their interventions as a way to understand how mindfulness may add to emotional competence training. Garner and colleagues (2018) infused mindfulness-based practices with social-emotional learning within a child development course. Participants (N=87) enrolled in a six-week course, with one lesson devoted to mindfulness practice and the other five to SEL curriculum that was adapted from the

Tuning into Kids intervention for parents. The participants were taught emotion regulation strategies, the impact of emotions on student learning, and how emotions can impact teachers' responding to student behavior. Participants were also instructed to practice mindfulness. The control group only received mindfulness training. Data was collected using the Freiburg Mindfulness Inventory, the Self-Report Emotional Intelligence scale, and the Emotional Labor of teaching scale. Participants were also given three hypothetical scenarios depicting aggressive children and asked to describe their attitude toward the children in the scenario. For the experimental group, mindfulness scores increased more significantly than the control group. Preservice teachers in the experimental group were also better able to perceive, understand, and regulate their emotions (Garner et al., 2018).

Similarly, Dorman (2010) conducted a study where she integrated mindfulness interventions into the classes she taught as a way to aid in developing emotion self-awareness and stress reduction skills. Students (N=149) completed an anonymous open-ended survey at the end of the course to report their experiences in the class, their perception of the mindfulness practice, and the techniques they continued to utilize. Students who participated reflected that the silence and centering practices helped to foster their emotional awareness and emotion regulation. Further, fifteen percent of respondents reported that it increased their interpersonal relationships awareness, which strengthened their social awareness and relationships skills (Dorman, 2010).

Another program targeted toward in-service teachers is the Cultivating Awareness and Resiliency in Education (CARE) program: a mindfulness-based intervention targeted toward teachers to prevent burnout and increase positive emotional responses to self and

students (Jennings et. al., 2011; Sharp & Jennings, 2016). The training includes teaching of emotional regulation skills, mindfulness-based practices, and self-compassion and non-judgmental listening skills. Jennings et. al. (2011) conducted two studies using the CARE framework with different teacher populations: the first study was conducted with teachers in an urban setting (N=31) and the second study with student teachers and their mentors in a suburban setting (N=43). For the teachers and student teachers in both settings, results showed an increase in their abilities to reappraise stressful situations and recognize and regulate emotional reactions (Jennings et. al., 2011).

Follow-up research on the CARE program investigated how participants in the previous research applied skills learning during the program in their professional lives (Sharp & Jennings, 2016). Data was collected through a semi-structured interview with participants 12-14 months following the completion of CARE training. Based on participant responses through theme analysis, the emotion skills element of the training seemed to produce the most prominent, positive results as it reportedly allowed teachers to reappraise situations, address their own emotional reactivity, and respond to their students emotional reactivity in a calm way (Sharp & Jennings, 2016). The program also increased present moment awareness through mindful practices which encouraged participants to be more flexible when problems arose.

Flook and colleagues (2013) created a modified Mindfulness Based Stress Reduction (mMBSR) course aimed at addressing common educational concerns related to teacher stress and confidence. The curriculum adapted traditional mindfulness skills so that they fit within an educational context. Additionally, the number of total sessions was expanded from the original MBSR courses, and a variety of practice times was provided

in order for teachers to be able to choose and utilize the appropriate practice times for them. Participants of the study included 18 elementary school teachers, with 10 assigned to the experimental group and 8 were assigned to a wait-list control group. Self-report measures used were the Symptom Checklist 90-R, Five-Facet Mindfulness Scale, Self-Compassion Scale, Maslach Burnout Inventory -Educators Survey. The Classroom Assessment Scoring System was used as an observational coding system for teacher behavior in the classroom. Saliva samples were also collected to measure cortisol levels. Objective measures of neuropsychological and attentional tasks were the Cambridge Neuropsychological Test Automated Battery, Rapid Visual Information Processing task, and the Affective Go/No-Go task. Results of the study show that participants in the intervention group showed increased mindfulness and self-compassion and reduced symptoms of burnout compared with the control group (Flook et al., 2013). The increased mindfulness also correlated with a decrease in burnout and stress symptoms. Between the experimental and the control group, no significant difference in cortisol levels was observed.

Overall, the studies outlined above display how emotional intelligence trainings have been developed and utilized to promote EI in teachers. Each study utilizes a unique way of training, most of which developed their own workshops or courses based on previously established EI skills. However, there does not seem to be a consensus among the studies of *how* these skills were trained, or even which competencies need to be trained. Many studies do not outline the details of their trainings, but simply state that they developed them. If they did outline the details of the trainings, the rationale or mechanisms behind the types of trainings utilized were not made available. As such, it

follows that there is a deep need for a comprehensive emotional competency training for teachers that outlines essential emotional competencies for educators and provides justification and rationale for how and why the outlined emotional competencies are crucial for success within the classroom.

Methods and Strategies of Training of Teacher Emotional Competence

Previous trainings for teachers have been conducted by utilizing a variety of strategies, including training in specific emotional intelligence skills, like emotional awareness or regulation (Garner et al., 2018; Vesely et al., 2014; Brackett & Katalak, 2006; Doley & Leshem, 2016; Hen & Sharbi-Nov, 2014; Tuluhan & Yalcinkaya, 2018); by utilizing mindfulness practices to help teachers become more aware and present (Dorman, 2010; Flook et al., 2013); or through self-reflective practices like journaling and homework in order to help teachers apply the information more readily in the classroom (Perez, 2011; Ulloa et al., 2016; Waajid et al., 2013). Similarly, different methods of training, or how and when the training is conducted have been utilized. Some trainings happen while preservice teachers are still in college for teacher training (Corcoran & Tormey, 2010; Dorman, 2010; Garner et al., 2018; Perez, 2011; Vesely et al., 2014; Waajid et al., 2013), while others happen after teachers have become licensed and are actively teaching, during teacher in-service meetings or in specific workshop-style professional development trainings (Brackett & Katulak, 2006; Doley & Leshem, 2016; Flook et al., 2013; Hen & Sharabi-Nov, 2014; Justo et al., 2018; Tuluhan & Yalcinkaya, 2018; Ulloa et al., 2016). Table 1 on pages 28-31 summarizes the studies discussed in the previous section with a focus on the strategies and methods of training teacher emotional competence. The trainings reviewed list the method of training,

including if they occurred during pre-service teacher training or as in-service trainings, as well as the strategies utilized to train certain emotional skills or competencies.

One of the biggest distinctions in the literature regarding training teacher emotional competence is *when* the training occurs. All of the trainings reviewed below occurred in-person, which is important to note. Most of the research for teacher emotional competence happened before the COVID-19 pandemic, so it is likely that any of the training that happened during the pandemic likely occurred online, however, there are not published studies that reflect that shift as of yet. The existing methods of training can be divided into two categories: pre-service teacher training and in-service teacher training. Within these categories, the length of time diverges further, as pre-service and in-service trainings happen on a different timeline due to the needs of the participants.

Pre-service teacher trainings, or trainings which occur while a teaching student is still in their college or university training. These usually happen over the course of a semester, or within a course that is being taught to teachers. For example, Perez (2011) trained emotional competence over the course of a 15-week course focused on child development and emotional awareness. In other words, she infused her previously established course with emotional competency skills. Another study completed over the course of a 15-week semester focused on infusing social-emotional learning into an already established curriculum (Waajid et al., 2013). During this course, the student teachers were asked to create their own social-emotional learning curriculum, while also reflecting upon how they understood the impact of their own emotions in the classroom. Additionally, Dorman (2010) conducted mindfulness training at the beginning of each of her college classes over the course of three years to determine the impact on pre-service

teacher emotional awareness. These types of trainings seem to take advantage of helping pre-service teachers to understand their own emotions and how they intersect with their future classroom, or even how they already intersect with their current student teaching.

Other pre-service teacher trainings, though, happen during workshops or during group sessions that take place apart from teacher training classes. A study by Garner et al. (2018) occurred over the course of six weeks, where preservice teachers attended two-hour group sessions once a week. The group sessions utilized a variety of strategies to train the pre-service teachers and happened in addition to the courses they were taking. Similarly, Vesely and colleagues (2014) recruited preservice teachers for a five-week study which consisted of one-and-a-half-hour group workshops once a week.

In contrast, in-service teacher training in emotional competence had a range of training durations. All were conducted during in-person group sessions, but the times and course of the training varied greatly. One in-service teacher training was conducted over two years and included twelve after-school workshops (Doley & Leshem, 2016).

Another was conducted

Table 1. Strategies and Methods of Training Preservice and In-Service Teacher Emotional Competencies

Preservice Teacher Training in Emotional Competence				
Study	Duration	Method of Training	Strategies Used	Abilities Trained
Corcoran & Tormey, 2010	A full semester	Several emotional intelligence “workshops”	No strategies are described in the study	<ul style="list-style-type: none"> – Perception, appraisal, and expression of emotion – Using emotion to facilitate thinking – Understanding and using emotional knowledge – Regulation of emotion
Dorman, 2010	A full semester (study happened over the course of three years)	4-minute “silence and centering” sessions at the beginning of every teacher education course taught	Teaching of mindfulness and meditation strategies	<ul style="list-style-type: none"> – Emotional self-awareness
Garner et al., 2018	Six weeks	Two hour long in-person group sessions	<ul style="list-style-type: none"> – Didactics – Role-playing – Meditation and mindfulness training – Case vignettes – Group discussions 	<ul style="list-style-type: none"> – Emotion identification and awareness – Emotion regulation – Understanding how emotions impact teachers and students in the classroom
Kuk et al., 2015	Seven months	Four, 8-hour long group workshops	<ul style="list-style-type: none"> – Didactics – Video Interaction Training (VIT) – participants recorded themselves with students and were given positive feedback on body language, tone of 	<ul style="list-style-type: none"> – Self-awareness – Effective emotional expression – Emotion regulation – Self-acceptance

			voice, and positive relationships with students	
Perez, 2011	A full semester	15-week, in-person course focused on child development and emotional awareness	<ul style="list-style-type: none"> – Self-reflective journaling – Didactics – Reflective feedback on assignments 	<ul style="list-style-type: none"> – Emotional awareness – Emotion Regulation
Vesely et al., 2014	Five weeks	One-and-a-half-hour group sessions/workshops	<ul style="list-style-type: none"> – Group discussion – Workbook exercises – Homework and skill practice <p>(These strategies were listed, but not detailed in the study)</p>	<ul style="list-style-type: none"> – Emotion identification and expression – Understanding other’s emotions – Emotion regulation
Waajid et al., 2013	A full semester	15-week in-person course designed to infuse social-emotional learning for pre-service teachers as they learned about curriculum development	<ul style="list-style-type: none"> – Didactics – Team-based learning activities, like a teamed research paper related to a topic on emotions and peer relationships – Self-reflection papers 	<ul style="list-style-type: none"> – Understanding role of personal emotions in the classroom – Understanding student emotions in the classroom
In-service Teacher Training in Emotional Competence				
Study	Duration	Method of Training	Strategies Used	Abilities Trained
Brackett & Katulak, 2006	One day training workshop	In-person workshop	<ul style="list-style-type: none"> – “EI Blueprint” Set of 4 self-reflective questions to prepare teachers for emotionally laden events – Emotion tracking via emotion record log – Self-reflective worksheet about how the environment impacts the teacher’s emotions/ the use of emotions to generate certain moods in the classroom 	<ul style="list-style-type: none"> – Perception of emotion – Use of emotion in the classroom – Understanding of emotion – Emotion management/regulation

			<ul style="list-style-type: none"> – Brainstorming of ideas of how to manage emotions in the classroom 	
Dolev & Leshem, 2016	Two years	Twelve in-person workshops, Ten one-hour personal coaching sessions	<ul style="list-style-type: none"> – Didactic training was utilized to train teachers in the theoretical framework for emotional intelligence – Phone coaching sessions were utilized as a booster to help teachers further develop their emotion competency and achieve their personal and professional goals 	<ul style="list-style-type: none"> – Self-awareness – Emotion regulation – Proactive behavior – Empathy – Interpersonal relationships – Cultivating positive emotions – Optimism – Assertiveness – Self-regard
Flook et al., 2013	Eight weeks	Eight 2.5 hour in-person group sessions and one 6-hour day long workshop	A modified Mindfulness-Based Stress Reduction training for teachers was utilized to train awareness of emotions in the classroom and mindfulness	<ul style="list-style-type: none"> – Emotional self-awareness – Mindfulness
Hen & Sharabi-Nov, 2014	Fourteen weeks	Four-hour training per week, in-person group sessions	<ul style="list-style-type: none"> – Assigned readings – Self-reflective journal – Group discussions and presentations – Role-playing – Video vignettes of emotionally laden circumstances, like difficult behaviors or bullying – Didactics on emotion regulation, self-talk, and empathy 	<ul style="list-style-type: none"> – Emotion awareness and regulation – Perspective taking – Empathy
Justo et al., 2018	Four weeks	Four 120-180 minute in-person sessions adapted from Dialectical Behavior Therapy	<ul style="list-style-type: none"> – Didactics – Direct skills training in mindfulness, communication skills, emotion regulation, and reducing emotional vulnerability 	<ul style="list-style-type: none"> – Mindfulness – Interpersonal Effectiveness – Emotion Regulation – Radical Acceptance

		Skills Training (DBT-ST)	<ul style="list-style-type: none"> – Mindfulness diary – Practicing meditations – Self-reflective emotions diary 	
Tuluhan & Yalcinkaya, 2018	Nine weeks	Nine, 90-minute in-person group sessions related to communication skills training	<ul style="list-style-type: none"> – Didactics – Individual presentations – Self-observation/reflection – Group feedback <p>(These strategies were listed as being incorporated into the training, but no details about how the strategies were implemented were included in the study.)</p>	<ul style="list-style-type: none"> – Emotional awareness – Effective expression of emotions – Empathy
Ulloa et al., 2016	Duration of study and sessions was not specified	Three in-person group sessions	<ul style="list-style-type: none"> – Didactics – Video examples – Self-reflection – Group discussions – Mindfulness and meditation strategies – Role-play (Flat Face) 	<ul style="list-style-type: none"> – Emotional awareness – Understanding how emotions impact teachers and students in the classroom – Supporting children through emotion coaching

over the course of a one-day intensive workshop geared toward helping teachers become more self-reflective about their own emotional experiences (Brackett & Katalak, 2006). Between those two extremes, other trainings ranged from fourteen weeks (Hen & Sharbi-Nov, 2014) to four weeks (Justo et al., 2018).

Alongside the differences in duration of the in-person trainings, also comes differences in methods of training. For example, Doley and Leshem's (2016) was two years and twelve workshops, accompanied by ten additional one-hour coaching sessions that were specifically geared toward the needs of the participant teachers. These coaching sessions served as booster sessions to further support the teachers while they taught and occurred during the teachers' planning periods. Justo et al.'s (2018) training consisted of four group sessions over four weeks which were two to three hours in length. Another study held their training over eight weeks, which included eight, two-and-a-half-hour group sessions and one 6-hour day long workshop, which was modeled after how Mindfulness-Based Stress Reduction trainings (Flook et al., 2013).

As such, it appears that there is a variety of methods that have been utilized to train teacher emotional competence, and there is little agreement on the duration and method of training. While the pre-service teacher trainings largely happen over the course of a semester and during the classes the participants are already taking, the in-service teacher trainings are all different in the duration of training that they choose. There is a consensus that in-person, group training appears to be the most widely used method of training, especially since these trainings all occur within the context of research studies.

Like the variety of methods utilized for training, there are many different types of strategies utilized for training teacher emotional competence. Strategies of training refers

to the plans or actions utilized for training emotional competencies. Most trainings utilize a variety of strategies to meet their training goals, rather than just one strategy, including didactic training, self-reflective activities, group discussions, or role play, though the ways these strategies are implemented are different across the literature.

Didactic training

Across the trainings outlined in Table 1, the most prevalent strategy for training emotional competence is didactic training. Didactic training refers to a teacher-driven method to disseminate information to students, such as direct teaching of information or skills to be utilized by students or participants after they have been taught the information (NCPedia, 2022). These methods are usually utilized in courses or workshops in order to impart information to learners.

In a study by Garner, Bender, and Fedor (2018), researchers utilized didactic instruction to teach about emotion regulation strategies, emotional awareness, the impact of emotions on student learning, and how emotions can impact teachers' responding to student behavior. Their didactic instruction was adapted from a curriculum for parents called Tuning Into Kids, where parents are taught about child development and their emotions (Garner et al., 2018). As such, the didactic instruction focused on how emotions impact children and how child emotions and teacher emotions can impact adults in the classroom.

Another study, which was incorporated into a college course designed for curriculum development, provided didactic instruction on emotions for preservice teachers. These students were given more formal instruction on a variety of child development topics, just as Piaget's developmental model and different learning

behaviors in childhood (Waajid et al., 2013). Students were also instructed on how to research and develop their own curriculums related to emotion regulation and emotional knowledge. However, direct instruction regarding teacher emotion regulation or emotional knowledge was not incorporated, though participants did have group discussions on their topic and how they had been affected by it. Waajid et al. (2013) hypothesized by utilizing an approach which incorporated team-based learning activities, like group discussions and didactics about research and curriculum development, the participants would be able to better understand the impact of their own emotional knowledge and regulation on their teaching and overall curriculum. Results of the study did indicate that the students' knowledge of the impact of emotional knowledge and emotion regulation in the classroom increased, which is promising.

A more formal example of didactic instruction comes from Doley and Leshem (2016). Their study incorporated specific instruction related to a framework of emotional intelligence. Researchers utilized the Bar-On EI-Q method to teach participants about emotional self-awareness, emotion regulation, proactive behavior, empathy, interpersonal relationships, cultivating positive emotions, optimism, assertiveness, and self-regard. Additionally, teachers were instructed on the importance of utilizing emotional intelligence in schools and classrooms and aligning their professional goals with some aspects of emotional intelligence (Doley & Leshem, 2016). The specific didactic training was not outlined, apart from the topics covered.

Another study also reflects this theme of didactic training around an emotional intelligence framework. Hen and Sharabi-Nov (2014) included specific didactic instruction related to a framework of emotional intelligence. Specifically, they utilized

Mayer & Salovey's four-branch model of emotional intelligence and taught participants about emotional awareness, emotion regulation, positive self-talk, and empathy, and how those topics are represented within the four-branch model. They were also instructed on how emotions impact thoughts and behaviors. Part of Hen and Sharabi-Nov's (2014) didactic instruction also included weekly peer-reviewed article readings as homework, in order to help participants further learn the impact of emotional intelligence on teaching.

Dialectical Behavioral Therapy-Skills Training (DBT-ST) instruction was provided in one study to see if DBT-ST could effectively increase teacher's use of mindfulness, interpersonal effectiveness, emotion regulation, and radical acceptance (Justo et al., 2018). These didactics were adapted from Marsha Linehan's Dialectical Behavioral Therapy workshops. The instruction included what social-emotional competencies are and how they can be utilized, instructions on different types of DBT-ST skills, such as utilizing wise mind or DEAR MAN for communication. Additionally, teachers were given examples of how there are different physiological responses to different emotions and how they may be regulated. Finally, teachers participated in didactics related to radical acceptance (Justo et al., 2018). Each module within this training required teachers to read supplemental articles after the workshops, similar to the methodology utilized in Hen & Sharabi-Nov, 2014).

Ulloa and colleagues (2016) also adapted their didactic instruction from a therapeutic model, Emotion-Focused Therapy. Their didactic instruction, over the course of three group sessions, focused on helping teachers understand emotional schemas and emotional coaching. The instruction on emotional schemas emphasized how teacher's own emotional experiences can impact their perceptions of student behavior and how

they interact with students (Ulloa et al., 2016). The purpose of these didactics was to train teacher emotional awareness and help teachers to understand how emotions have an impact on teacher and students in the classroom.

Self-reflective activities

Self-reflective activities were also heavily relied upon as strategies to train teacher emotional competence, especially as it related to teachers' reflections on their emotional awareness and the awareness of emotions in others. Self-reflective activities may include journaling about personal emotional experiences or reflecting upon current experiences in the classroom. It may also include specific instruction on how to self-reflect, such as certain questions to ask once self to prompt self-reflection.

Perez (2011) explored whether fostering self-reflection in pre-service teachers might impact their perceived ability to help with student emotion regulation. Participants were asked to complete weekly emotional self-awareness logs where they recorded emotionally triggering situations that happened in their work settings along with their thoughts, emotions, and behaviors, specifically in their interactions with children. Participants also completed writing assignments which consisted of questions to prompt their reflection on how well they were attuned to the emotional state of a child who they observed while at work. The instructor of the seminar also reflected on her own teaching and student's engagement with a teaching journal. In addition to the self-reflection portion of the class, Perez (2011) used collaborative feedback by providing extensive commentary on student reflections in order to facilitate critical thinking and inquiry regarding their emotional self-awareness and awareness of their students' emotions. Similarly, Justo et al. (2018) incorporated an emotions diary within their training but did

not expand upon what the participants were prompted to write about, only that they had to reflect upon their own emotional experiences, which is another instance of training emotional awareness.

Several other studies incorporated self-reflective exercises and self-reflective journaling throughout their trainings to promote experiential emotional awareness. For example, throughout the course of Hen and Sharabi-Nov's (2014) training, teachers were asked to keep a self-reflective journal where they recorded their internal experiences and their interpersonal interactions and reactions to others. At the beginning of the training, teachers were asked to record their expectations for the training and describe the behavior of a student with whom they had difficulties. They were also asked to describe their own emotions about the student's behavior as well as how they perceive those emotions and how they regulate them. At the mid-point of the training teachers were asked to reflect on the course content as well as how emotional learning was affecting them. At the end of the training, the teachers were asked to reflect on their own self-awareness skills and learning process. They were also asked to reexamine how they perceive the student they described at the beginning and their emotions and approach to his/her problem behaviors were at that time. Three months after the training, teachers turned in a reflective final project which gave an overview of how the training impacted their overall instruction practices and their relationship with the originally described student (Hen & Sharabi-Nov, 2014).

Waajid et al. (2013) also incorporated a self-reflection paper at the end of their preservice teacher training course. This paper focused on answering specific self-reflective questions such as "How has the course impacted your views on teaching? What

do you know now that you did not before?, What is the influence of social emotional skills on children's learning? What is the role of classroom teachers in facilitating social and emotional competence?" (Waajid et al., 2013, p. 40). Overall, participants reflected positively on the courses impact, especially as it relates to continued learning for social-emotional concepts throughout the course of their teaching career. This is important, as it seems that the participants appreciated the content of the course and were eager to continue learning about their own and their students' emotions. This suggests that their emotional awareness and interest likely increased due to the course content.

An interesting way to train self-reflection was portrayed in one study by Kuk and colleagues (2015). They conducted psychological workshops that contained Video Interaction Training (VIT), which is a mode of training appropriate communication and interaction skills, where students were videoed with their school students and then shown positive aspects of the video in order to enhance students' ability to be aware of their body language and tone of voice, engage in positive communication and partnership with school students and cooperate with their students and parents on education goals (Kuk et al., 2015). This type of self-reflective training was targeted toward building effective emotional expression by bringing attention to positive behavior so that preservice teachers could reflect and build upon it.

One study also trained teachers on how to be self-reflective and asked them to practice self-reflection through four questions to help them prepare for emotionally charged events. The self-reflective questions were created for Brackett and Katulak's Emotional Intelligence Blueprint (2006), which is a plan for responding to emotional situations, and is adapted from Mayer and Salovey's four-branch emotional intelligence

model. Teachers were encouraged to answer four questions related to their past experiences or anticipated outcomes before addressing emotional situations in the classroom. including: “how was each person [in the situation] feeling; what were you and the other person thinking about as a result of these feelings; what caused each person to feel the way he/she did; and what did you and the other person do to manage these feelings?” (Brackett & Katulak, 2006, p. 6). The questions reflect three necessary skills for emotional competence, including emotional awareness of self and others, how thoughts impact emotions and behavior, and emotion regulation.

Ulloa et al. (2016) utilized a specific self-reflective exercise to prompt teachers to focus on their emotional experiences and how that may impact them in the classroom. This exercise, called “The child who concerns me greatly,” asked one participant in the study to present a recent experience with a child who concerned them. The group facilitator then led the group through a discussion and focused on prompting the participants to reflect on their own emotional reactions to the situation described and what the emotions of the child may be (Ulloa et al., 2006). The group facilitator specifically led participants away from the behavioral outcomes of the situation in order to assist teachers in becoming more reflective of their own emotions. This strategy was targeted toward increasing teacher emotional awareness and ability to identify to student emotions in the classroom.

Mindfulness training

Mindfulness training was another popular strategy utilized to train teacher emotional competencies. Mindfulness practices emphasize one’s ability to be present in the moment and encourages practitioners to experience nonjudgmental awareness (John

Kabat-Zinn, 2015). These types of practices allow for teachers to become more aware in the moment of their emotions, which is a primary skill for emotional competence.

Another aspect of a mindfulness practice is working toward being non-reactive to thoughts and emotions when they occur. This is accomplished by allowing experiences, whether external or internal, to arise and leave without prompting a reaction to them (Zou et al., 2020). This type of awareness and non-reaction can be linked to skills like emotion regulation and maintaining well-being.

Flook and colleagues (2013) studied how a modified version of Mindfulness-Based Stress Reduction (mMBSR) may address teacher concerns related to stress, burnout, and decreased self-efficacy. The modified MBSR curriculum was adapted to focus on using mindfulness skills within the classroom setting, and school-related mindfulness practices and activities were also created (Flook et al., 2013). Teachers were asked to practice mindfulness outside of class time 15-45 minutes per day for 6 days a week. Results of the study show that participants in the intervention group showed increased mindfulness and self-compassion and reduced symptoms of burnout compared with the control group (Flook et al., 2013).

Other studies incorporated mindfulness practices as an additional strategy that their participants could utilize to increase emotional awareness and emotion regulation. Dorman (2010) conducted a three-year longitudinal study where she integrated four minute “silence and centering” mindfulness interventions at the beginning of each class she taught as a way to aid in developing emotion self-awareness and stress reduction skills. Students reflected that the silence and centering practices helped them strengthen their emotional self-awareness and self-management, or emotion regulation, by teaching

them to practice present moment awareness and encouraging them to be more open-hearted to their own experiences (Dorman, 2010). Similarly, in Garner and colleagues' (2018) study, participants were instructed to practice mindfulness by utilizing 15-minute guided sessions throughout the course. They were provided with readings about mindfulness and meditative practices, and then instructed on diaphragmatic breathing exercises which emphasized focusing on present-moment awareness. Students were also provided with guided meditation recordings so they could practice daily (Garner et al., 2018). An additional study provided one example of a mindfulness practice, which included a "savory exercise" and a guided mindfulness meditation (Ulloa et al., 2016, pg. 5). Teachers were encouraged to continue utilizing the guided meditation, but their responses to this were not analyzed or tracked over time.

One study incorporated mindfulness practices and a mindfulness diary during each session of the training. During the first session, teachers were given an overview of what mindfulness is and asked to keep a mindfulness practices journal to reflect upon their emotional experiences during their mindfulness sessions (Justo et al., 2018). Additionally, each session began with a mindfulness practice, though the specific practices were not described. Because the study did not focus specifically on mindfulness, but overall development of Dialectical Behavioral Therapy skills, increase in mindfulness was not a data point collected. The participants did reflect that they felt they were able to be more self-aware in their personal and professional lives (Justo et al., 2018).

Role playing

An experiential strategy used in some teacher trainings is role-playing. Role play refers to several people taking on different roles and acting them out. Role play allows participants to take perspective on different issues, find social and personal meaning in/from a situation, and explore different dilemmas to help resolve them (Joyce & Weil, 1986). It has been shown to be an effective model of teaching for a variety of different situations or concepts (Cherif & Somervill, 1995; Joyce & Weil, 1989). For example, during a role play, teachers are provided with two different roles: one is the student, and the other is the teacher. The two teachers must act out a scenario, usually in front of a group, in order to illustrate how they may navigate the situation in a negative way and in a positive way with the roles they were assigned. After the role play, the group has an opportunity to reflect on their own emotional experiences and discuss what went well, what didn't go well, and what they may change about the situation in the future. Role play can occur in several different ways, two of which are outlined below. An additional study also referenced having role play as training strategy but did not outline how the role play was conducted (Garner et al., 2018).

Ulloa and colleagues (2016) used a specific role play situation in order to illustrate and understand teacher emotional communication with their students, or teacher's effective emotional expression. Participants are instructed to participate in a flat face role play, where one participant is expressing an emotion, while another one keeps a "flat face" and does not respond or reciprocate the emotional expression (Ulloa et al., 2016). After the exercise, participants utilized a group discussion to process what it was like to observe the flat face role play and the impact of the missed emotional matches on each participant.

Hen and Sharabi-Nov (2014) also incorporated role play into their training of in-service teachers on emotional competence. Teachers were told to select ways that they express their emotions with their students and then role-play it with another teacher. Here, group discussion was also utilized in order to elicit feedback from other group members about the situation in order to help with training teacher emotional awareness and identify student emotions in the classroom. Additionally, the feedback may be utilized to provide examples of emotion regulation.

Case Studies/Vignettes

Lastly, case studies or vignettes were utilized in three of the trainings. One of the trainings referenced used hypothetical case studies but did not describe what the case studies were or what specifically they were used to train (Garner et al., 2018). Historically, case studies have been used to promote critical thinking, self-reflection, and problem-solving skills (Crowe et al., 2011; Popil, 2011). A case study provides an outlet for perspective-taking, as people are presented with either real-life examples of a situation or story or with fictional situations which imitate real life. As such, they may be good strategies for training identifying and responding to student emotions and promoting a positive educational climate alongside emotional awareness.

In Hen and Sharabi-Nov's (2014) training, teachers watch a film about teen bullying in school. After watching the film, participants participated in a group discussion related to their thoughts and feelings about the characters in the film and asked to identify their own emotional experiences while watching the film. During another session of the training, participants were asked to read four vignettes about situations which required conflict resolution. After reading the vignettes, they were prompted to identify their

feelings after reading and the feelings they might have if they were in the situation portrayed in the vignettes. Finally, they were asked to brainstorm ways of regulating the emotions they were feeling. In this training, the use of case studies was targeted to specifically train emotional awareness, understanding the emotions of others, and emotion regulation.

Ulloa et al. (2016) utilized video vignettes to train emotional awareness and provide examples of emotion coaching. First, the participants watched video-clips of other teachers utilizing emotion coaching of their students. After they watched the videos, the group discussed the strategies used in the videos and reflective upon their feelings. This was geared toward direct skill building of emotional awareness and identifying and responding to students' emotions.

Summary

Broadly, previous literature in training emotional competence for teachers identifies some methods and strategies for training preservice or in-service teachers. However, much of the training is inconsistent and non-specific regarding the specific strategies or methods used. In fact, two studies reviewed identified several strategies, including didactics, group discussion, and self-reflection, but only listed them as strategies and did not describe them in the studies (Tuluhan & Yalcinkaya, 2018; Vesely et al., 2014). Another study stated they completed a training for preservice teachers by conducting several emotional intelligence workshops, but did not describe the workshops or any strategies to teach the competencies they identified (Corcoran & Tormey, 2010). Additionally, amongst the studies reviewed, there is a large lack of consensus on what competencies are important for training. There is an exception when it comes to the

competencies of emotional awareness and emotion regulation; most of the studies reviewed covered one or both of these competencies. Other studies may focus on using emotional knowledge or understanding student emotion in the classroom. Some studies even focus on more broad topics such as proactive behavior, empathy, interpersonal effectiveness and assertiveness (Doley & Leshem, 2016; Justo et al., 2018; Tuluhan & Yalcinkaya, 2018). Largely, most of the studies reviewed incorporate one or both of these competencies as training goals and provides ample research on different types of strategies that have been utilized for emotional awareness and regulation, or emotional competencies one and two in our proposed training model. However, the other six competencies have fewer research regarding how those skills have been trained previously.

As such, the present research has two focuses: one is to provide an understanding of practicing teacher's beliefs, confidence, and self-efficacy in using the emotional competencies identified in our emotional competency model within the classroom. This is important so that the focus of the training program is teacher-centered and so we have a better understanding of teachers' perception of their emotional needs within the classroom. The second purpose is to provide examples of the strategies that can be utilized to train the identified emotional competencies in a training program.

Chapter 3. Teacher Emotional Competence Model

A Model of Teacher Emotional Competency

The model presented here is the extension of the model delineated by Fulton (2019). It identifies the knowledge and abilities necessary for teachers to be able to navigate complex emotional interactions within the classroom while working to prevent burnout and emotional exhaustion for themselves. The Teacher Emotional Competency model is comprised of eight competencies and their subskills. Each competency begins with a description of the knowledge and skills that teachers should develop, followed by a rationale for the competency's importance for teachers and the classroom.

Competence 1: Emotional Self-Awareness

Emotionally competent teachers maintain awareness of their emotions and are knowledgeable about potential sources of their emotions. They understand how goals, beliefs, values, and appraisals influence their emotions.

Emotional awareness is a skill that is vitally important for the emotionally competent teacher. It involves the abilities to be aware of one's own emotional state, including identifying and stating specific emotions, being aware of the potential causes of emotions, and understanding one's reactions to their emotional state (Fulton, 2019). As such, emotional awareness serves as a foundation for emotional competencies for educators, as classrooms are emotionally complex, and teacher's must be able to differentiate between their own emotional states and the causes of those states in order to understand what to do with them.

Awareness of One's Own Emotional State

Being aware of one's emotional state allows the person to know when an event is

important, relevant, or particularly meaningful (Saarni et al., 2006). The ability to identify discrete emotions and distinguish between different emotional states, especially negative ones, is associated with increased well-being, access to a broader range of emotion regulation skills, and better ability to regulate those emotions (Barrett et al., 2001; Farb et al., 2014). Awareness, then, makes it more likely that a teacher will initiate action or respond to emotional cues in the classroom, if needed, or will increase the likelihood of necessary emotion regulation. Teachers who are more aware of and can identify their own emotions are also more likely to attend to the emotions of their students, which allows teachers to be more attuned to the emotional needs of students within the classroom (Ersay, 2007).

Awareness of one's emotional state involves not only the ability to identify the emotion, but also being attuned to one's own physiological and cognitive states. Physiological sensations, such as rapid heart rate, shallow breathing, increased tension, or "butterflies in the stomach," help to inform what emotion or feeling one may be experiencing. Cognitions, such as conscious thoughts, may influence how one experiences a certain emotion or situation or color their perception of an emotional state (Dolcos et al., 2011). For teachers, this is especially important as they not only experience situations within the classroom that may influence their emotional state, but also experience student emotional reactions which can influence their moods. Additionally, they are consistently responding to emotional events within the classroom, which can influence their ability to differentiate between their emotions and the emotions of their students. As such, it is important for teachers to develop emotional awareness while not becoming overwhelmed with the emotion so they can continue to attend to

themselves and their students in an effective way (Fulton, 2019).

Emotionally competent teachers also recognize that they may experience multiple emotions at one time (Saarni et al., 2006). Teachers are masters of juggling multiple responsibilities at once, such as delivering classroom instruction while monitoring students for social engagement from students, managing classroom behavior, and thinking how to flexibly adjust their lesson to meet the educational needs of different types of learners (Fulton, 2019). Each of these experiences can evoke several emotions at once. A teacher may feel pride that a struggling student finally mastered a skill, while feeling worried that another student isn't attending and seems withdrawn, while also feeling frustrated that a group of students were distracting while she was talking. Teachers should be able to differentiate between these emotions in order to regulate negative emotional experiences and attend to the emotional experiences of their students (Yin, 2016).

Awareness of Potential Causes of Emotional States

The emotionally competent teacher is aware of potential causes or factors which may have influenced their current emotional state (Saarni et al., 2006). Not only can they identify the emotion, but they are aware of the events that preceded the emotion along with their appraisal of the event and how their personal beliefs, values, and goals influence their perception of what occurred. The goals teachers have in the classroom, such as creating a positive classroom environment, helping student learning progress, and meeting state learning objectives, along with their beliefs about how lessons "should" go or how they "should" address certain situations, influence their emotion experience and behavior (Fulton, 2019).

Awareness of the potential causes or beliefs one has about their emotions increases the likelihood that one can remain open and engage in reflection about their experiences and subsequent emotional reaction (Saarni et al., 2007). The emotionally competent teacher can understand that emotional triggers may result from their personal experiences or temperament and can identify when to connect these with emotional arousal. They are also able to flexibly and openly adjust beliefs, values, or goals when they recognize that certain experiences or beliefs trigger increased negative emotional reactions. Finally, emotionally competent teachers are able to identify, narrate, and explain what preceded an emotion and how it relates to individual or historic experiences, patterns, or interactions which elicited a strong emotional response. For example, a teacher may recognize that he is feeling anxious whenever he has to teach a unit about geometry because he did not do well in geometry when he was in school.

Awareness of One's Reaction to Emotions

The last skill required for awareness of one's emotional state involves the awareness of one's *reaction* to their emotions. This means that teachers need the metacognitive capacity to think about how they are experiencing and reacting to different emotions (Dorman, 2010). For example, a teacher may be feeling anger related to how she handled difficult behavior from one of her students. When she takes a moment to reflect on her anger, she realizes that her anger is actually in reaction to feeling embarrassed about the way she interacted with the student, rather than anger that is directed at the student. In other words, she is angry with herself because she felt embarrassed for mishandling the situation, not angry with the student. She then feels judgmental about her reaction to her emotion, which increases her negative reaction.

The secondary reaction to a primary emotional experience is called a secondary emotion (Greenberg, 2015). Secondary emotions can be helpful when they lead to increased positive emotional experiences, such as feeling successful after recognizing feelings of pride for a student who masters a task. In contrast, secondary emotions can also increase negative emotionality when the secondary emotional reaction is judgment of self or others or labeling of an emotional experience of “bad.” Emotionally competent teachers should be open to their primary emotional experiences and understand that emotions are not “bad” or “good,” but that emotions are clues to further deepen our understanding of self and one’s needs. This allows a decrease in judgmental or negative secondary emotional reactions because a teacher is open to their primary emotional experience and can identify their need.

Competence 2: Emotion Regulation

Emotionally competent teachers are able to adaptively regulate their own emotions and maintain a sense of emotional self-efficacy.

Emotion regulation is the overt or covert modulation of affective states, including physiological arousal, appraisal of the emotional-eliciting situation, and expression of emotion (Nyklíček et al., 2011). Regulation of intense and negative emotional states in the classroom is important as a teacher’s ability to manage his/her/their emotion within the classroom can impact the overall climate of the classroom. In fact, teacher dysregulation can inhibit effective instruction (Garner, 2010). Efficient emotion regulation for teachers helps to facilitate effective classroom organization and management and can help with student emotion regulation. Teachers with adaptive emotion regulation skills are better able to diffuse situations with dysregulated

students, as the student will view a calm teacher as someone who is in control and competent, which provides the necessary structure the child needs to help with regulation. Adaptive teacher emotion regulation can lead to flexible informed responding (Farb et al., 2014). A teacher with well-developed emotion regulation skills will be able to identify the emotion they are experiencing and reflect prior to addressing a student in the classroom and will subsequently be able to express their emotion in a healthy way. In contrast, a teacher with under-developed emotion regulation skills may quickly react in a highly stressful situation, causing an emotional and relational rift between the teacher and her students, leading to increased stress in the overall classroom environment. Additionally, unregulated negative emotions are correlated with teacher burnout (Fiorilli et al., 2016). As such, an emotionally competent teacher will be able to effectively use two types of emotion regulation skills, response inhibition and adaptive regulation.

Differentiating Emotion and Behavioral Response

It is important for teachers to differentiate their emotions and behavioral responses stemming from the emotion, e.g., I can be angry but I do not lash out at others. In other words, feeling an emotion does not necessarily mean that one must act immediately on that feeling. Response inhibition involves the ability to maintain control over emotions while responding to a situation (Fulton, 2019). Teachers must be able to *temporarily* inhibit their emotional reaction and expression, even when they may be feeling intense emotions. This temporary inhibition allows for the teacher to reflect on the situation before responding, which requires the ability to tolerate intense emotions for a period of time. However, this skill is especially helpful within the classroom

environment, as the teacher is able to appropriately model to their students how to inhibit their emotional responses amidst emotionally charged situations. It is important to note that response inhibition does not refer to suppression or denial of an emotion, rather it allows an individual to temporarily inhibit responding in order to reflect upon their initial reaction to decide whether it aligns with their goals and would ultimately lead to a desired outcome (Fulton, 2019). Teachers must develop emotional self-control in order to effectively enhance personal and student well-being. By focusing on and lengthening the space between stimulus and response, the emotionally competent teacher is able to consider how he wants to respond and whether his response will contribute to a positive outcome for himself and his students.

Adaptive Emotion Regulation

Adaptive regulation refers to the ability or skills used in order to adaptatively modulate their emotional experience. Adaptive emotion regulation strategies allow for the emotionally competent teacher to recognize when it is essential to employ self-regulation and what type of strategies might be most beneficial for the current situation (Gross, 2015).

Werner and Gross (2010) outlined four types of emotion regulation strategies that are helpful in adaptive regulation. Here these strategies are explained by how they would be used within the classroom. First, a teacher may employ *situation selection*, where they decide whether to approach or avoid a potentially emotionally charged situation (Werner & Gross, 2010). On the other hand, a teacher may choose to use *situation modification*, where he looks at a situation which elicited an emotion and reappraises it to change its emotional influence. This means he may look at a situation that previously evoked

anxiety and remind himself that he can be excited rather than anxious about the situation, in order to change the emotional influence from negative to positive. Situation modification can also happen preemptively. Emotionally competent teachers may use this skill by preparing for their lessons beforehand or by adjusting activities within a lesson if they feel it may evoke strong emotions in their students. Teachers often engage in *attentional deployment* or redirect their attention to something else or engage in distraction to reduce uncomfortable feelings (Werner & Gross, 2010). For example, when a teacher observes a child being disruptive, she may begin to feel frustrated, but she employs attentional deployment and goes to help another student who is struggling. This provides a reprieve from her rising frustration, and likely does not reinforce the disruptive behavior from the child. Finally, teachers can use *response modulation*. This refers to the effort to change the experience of an emotion through changing physiological sensations, behavioral responses, and the subjective experience of the emotion through common emotion regulation strategies like exercise, mindfulness or relaxation activities, or thought avoidance (Fulton, 2019; Werner & Gross, 2010).

These strategies are important for teachers to understand and practice, as the more they can employ them, the more they are able to adapt and understand what strategies can be utilized in certain situations. The emotionally competent teacher would practice common self-regulation strategies like positive self-talk, labeling and accepting their emotional experiences, mindfulness exercises, and adjusting the appraisals they make about situations (Fulton, 2019). Similarly, they engage in long-term habits that promote overall well-being in both their professional and personal lives, such as physical exercise, healthy sleep routines, and developing and relying on social support.

Competence 3: Effective Emotional Expression

Emotionally competent teachers are able to safely and effectively express their own emotions to meet instructional and interpersonal goals and communicate their needs.

Healthy emotional expression helps to foster communication, learning, and relationships (Fisher & Manstead, 2008). Emotionally competent teachers are better able to express their emotions, which allows them to rely less on suppression of experience and get their emotional needs met by conveying their feelings to others. This type of emotional communication also aids teachers in modeling healthy emotional expression to students and show that expressing emotions can be done in a safe and useful way.

Teachers who use emotional expression in the classroom must understand that the way they communicate their emotions directly impacts students, as their emotion expression informs students about their behaviors.

Teachers who express their emotions effectively also aid in student learning, especially regarding cause and effect. For example, a teacher who shares her frustration with students and explains what caused her frustration, students are better able to narrate and understand how people or situations can influence emotional experiences. This also increases students' ability to be empathetic and utilize perspective-taking. On the other hand, a teacher who shows inauthentic enthusiasm within the classroom, and therefore are not authentically expressing their emotions, may experience decreased well-being and job satisfaction, as expressing emotions that aren't felt may lead to emotional exhaustion (Taxer & Franzel, 2015). In order to effectively express emotions, one must have a

sophisticated emotional vocabulary and be able to modulate emotional expression when appropriate.

Using Words to Express Emotions

The emotionally competent teacher has a well-developed and sophisticated emotional vocabulary. Emotional vocabulary includes words which describe emotional states, physiological sensations, and behavioral reactions (Saarni et al., 2006). Teachers should develop a range of emotional language that can describe intensity and duration of emotions as well as styles of emotional expression. Their emotional vocabulary should also be flexible, and they should be able to appropriately express their emotion based on their audience. For example, a teacher who wants to let her kindergarten class that she is feeling frustrated because they aren't listening should use words that are developmentally appropriate for kindergarteners, though when she is recounting the story to a colleague later, she can use more sophisticated emotional language.

When using emotional vocabulary to effectively express their emotions, the emotionally competent teachers uses "I statements," in order to communicate how they are feeling without blaming others. This type of emotional language helps the teacher's audience to understand their emotional experience and promotes engagement and further communication (Fulton, 2019). These types of statements also model healthy emotional expression to students.

Effective Modulation of Emotion Expression

Emotionally competent teachers know that all emotional experiences are acceptable and valid. They know that they have the ability to choose what they do with their emotions, and they have the ability to choose how and when it's appropriate to

express an emotion (Fulton, 2019). The emotionally competent teacher understands that when an emotion is felt internally, they do not have to express it externally and do not have to deny the emotion. They are able to modulate the expression of the emotion in order to convey it in a healthy way at the appropriate time.

Effective modulation of emotional expression may involve adjustment of vocal tone, rate, and volume of speech along with attention to body language and orientation. If a student begins yelling at a teacher because he is angry, a teacher may feel the urge to yell back. However, a teacher who is able to adjust their tone while conveying their emotion in a healthy way so they are expressing an authentic response in a calm way will help convey safety to the student. It's important to note that when modulating emotional expression, a teacher is not denying their emotional experience or expressing an emotion in a disingenuous way, they are adjusting the intensity or way in which they may express an emotion to meet the situation at hand in a safe, healthy, and appropriate way.

Competence 4: Identifying and Responding to Students' Emotions

Emotionally competent teachers are able to recognize and understand students' emotions. They understand student emotions through recognizing emotional cues and taking into account contextual variables like students' cultural background, family situation, ability, and personality. They have knowledge about potential emotion-eliciting variables within the classroom and possess a range of strategies for managing emotional incidents.

Teachers not only need to be able to identify, understand, and regulate their own emotional experiences within the classroom, but they should also be able to identify and respond when their students are expressing, or not expressing, their emotions. This is

vital to healthy teacher-student relationships, as recognition and understanding of student emotions will help facilitate student needs (Fulton, 2019). Not only does this help to diffuse or calm a distressing emotional experience, it also aids in fostering positive self-identity in the student. On the other hand, if a teacher mishandles or misinterprets a student's disruptive behavior and the emotion which underlies it, this can increase conflict within the classroom (Chang & Davis, 2009). The emotionally competent teacher is able to identify and understand a student's emotion and validates the student's feeling state. They also understand the relationship between context and emotion and maintain knowledge of potential emotion elicitors in the classroom. Finally, they have a deep capacity for empathetic responding to student emotional experience in order to facilitate adaptive responding.

Identification of Students' Emotional States

Identification of students' emotional states is a multi-layered skill. Teachers must be familiar with a student's behavioral and emotional expressive patterns, as well as understand that often outward expression may not match inner experience (Fulton, 2019). For example, a student who is feeling anxious about an upcoming test may begin to be disruptive in the classroom and express anger, rather than anxiety. A teacher who is aware of a student's past emotional and behavioral patterns and can link those with current manifestations of emotional expression will be better able to identify the student's anxiety and know how to respond. Teachers should have knowledge of student individual differences and developmental stage to help mitigate understanding of how, when, or why a student may be experiencing certain emotions (Fulton, 2019). Being aware of all of

these variables will help a skilled teacher to better identify and understand the emotions that students may be experiencing.

The emotionally competent teacher should have an understanding contextual emotional expression, or display rules, a student may hold, which may be linked to the student's culture, school culture, or culture at large (Chang, 2020). Certain cultures display or value emotional expression in different ways, so some students may have a more reserved way of expressing emotions, while some may express emotions loudly or readily. It is important for teachers to be aware of these differences and be open to each student's way of expressing emotion. Similarly, a student's family situation may significantly influence how emotions are expressed, such that they may have had to hide their emotions within their family because expressing them is unsafe, leading students to feel increased fear or powerlessness. This can lead students to internalize distressing emotions in the classroom, or if a teacher provides a safe emotional climate, it may manifest as aggression or acting out behavior. Often, these types of behaviors are interpreted as non-compliance or defiance (Fulton, 2019). Thus, it is essential that teachers not only identify the outward expression of emotion, but also the inward experience of emotion and the need the student is trying to get met.

Understanding the relationship between context and emotion is a difficult skill to master, as many proximal and distal variables intersect to influence emotions in the classroom. Within the classroom context, emotions may be influenced by peer relationships, time of year (seasonal and academic), course content, delivery of instruction, classroom organization, or school culture and rules. The classroom context also intersects with the student's individual context and culture. Similarly, the teacher

must also have knowledge of potential emotion elicitors in the classroom, such as experiences the child may have had prior to coming to class or whether the student struggles with certain course material, in order to mitigate and prepare for student emotional experiences before they occur. By “seeing ahead” of what might happen, teachers can feel more confident in responding rather than when they are caught off guard by emotional expression. By maintaining awareness of these variables, the emotionally competent teacher is better able to more accurately predict and respond to the needs of her students in a healthy way, which models appropriate emotion identification and help with student emotion regulation.

Teachers must also consider their own history and personal experiences within the context of the classroom (Chang, 2020). This is important information as how a teacher interacts with students has a significant impact on student emotions, and emotionally competent teachers should nonjudgmentally acknowledge how they contribute to emotional situations within the classroom. For example, if teachers have a history of relational difficulty with students with special needs, they may be more likely to respond in negative or reactive ways to current students with special needs. An emotionally competent teacher keeps this history in mind in order to acknowledge those difficulties and be open to their own emotional experiences so they can utilize preemptive emotion regulation strategies when interacting with special needs students. Teachers who do not recognize or acknowledge these patterns of relating and responding may have difficulty identifying emotional needs of their students and responding in helpful ways (Fulton, 2019).

Capacity for Empathetic Responding

Finally, in order for teachers to accurately identify and respond to student emotions, they must possess the capacity to respond empathetically. Empathy is an emotional response that occurs when someone witnesses the emotional state of another (Saarni, 2007). Empathetic responding within the classroom, then, happens when a teacher is able to consider a student's multiplicity of contexts, needs, and potential causes of the distressing or disruptive emotion and respond in a nonjudgmental and compassionate manner (Fulton, 2019). Empathetic responding is more likely to help get the student's needs met, increase ability for adaptive emotion regulation, and diffuse the emotional situation to reduce the likelihood of power struggles.

Empathetic responding allows teachers to respond to situations non-defensively, which decreases teacher emotional arousal and increases likelihood that he can diffuse the situation. A non-defensive stance avoids blaming of self or the student, overly critical responses, and biased perceptions. This type of stance allows for realistic appraisals of the situation and requires consideration of several elements before employing the response. First, the teacher must consider her role in the student's emotional experience and behavior. This means that the teacher must nonjudgmentally listen to the student's explanation of his experience and attempt to understand his point of view, even when it reflects negatively on the teacher (Fulton, 2019). Next, it requires the teacher to consider the different contexts that may have influenced the student's response, in order to deepen the empathetic feelings of compassion and caring for the student. Once the teacher has listened to the student's point of view, the teacher is able to adaptively respond by showing caring while setting boundaries or stating classroom norms. It is helpful to be

able to reflect the student's underlying emotion or need back to the student so that they feel understood, which can decrease emotional arousal.

Empathetic responding also involves understanding the teacher's own emotional reaction to student behavior. This means that the emotionally competent teacher is able to recognize when they are having an intense reaction to student behavior and objectively engage in self-reflection prior to responding to the student. For example, if a student begins to get angry at his teacher because he doesn't understand an assignment and starts to yell and talk back, the teacher may feel her own anger rising in response to the student, along with anxiety about how she should handle the situation. If the teacher reacts in anger, it is likely to escalate the situation and have a negative impact on the student-teacher relationship. If the teacher takes a pause before responding to self-reflect and acknowledge her own emotional experience as well as the underlying need of the student, she will be better positioned to respond empathetically and utilize her adaptive regulation skills to diffuse the situation.

Competence 5: Promoting Positive Emotional Climate in the Classroom

Emotionally competent teachers understand the transactional nature of emotions and use this knowledge to facilitate a positive emotional climate in the classroom. They respond to students' needs and emotional displays to establish trusting, nurturing, and predictable relationships. They further foster positive relationships among students.

Relationships are the fulcrum on which the classroom turns and the creation of a positive emotional climate rests on teachers creating warm and predictable relationships with their students (Hamre & Pianta, 2007). Almost every interaction within the classroom happens within relationship, either positive or negative. Teachers are the point

of power within the classroom and often communicate positive and negative feedback to students, which may facilitate the student experience of self-conscious emotions, like shame, guilt, or pride (Fulton, 2019). In communicating feedback, teachers can influence the emotional climate of the classroom and have implications for future student behavior and impact on student sense of self. More broadly, relational transactions within the classroom are often linked with academic and relational goals held by both students and teachers. As positive emotional experiences increase, teachers may feel they are meeting their goals, which further increases positive emotional responses and feelings. In contrast, when negative emotional experiences occur that are incongruent with relational or academic goals, negative emotions may increase and impact overall well-being. As such, creating a positive emotional climate in the classroom is important for the emotionally competent teacher, as it fosters further positive emotions and increases adaptive relational transactions. The emotionally competent teacher should understand that emotions are elicited by interpersonal interactions. They also know that they can meet emotional needs for themselves and their students through relationships. Emotionally competent teachers also possess the ability to engage in emotionally attuned responding and actively engage in fostering a positive emotional climate within their classroom.

Understanding that Emotions are Elicited by Interpersonal Interactions

The emotionally competent teacher understands how emotions are elicited within interpersonal interactions and use this knowledge to facilitate positive relationships. They will also understand that emotions have the capacity to be contagious and be aware when their emotions are influencing the emotional climate of the classroom. The contagious

nature of emotions can also be utilized to enhance or promote learning. For example, a teacher who is genuinely excited about a new history project and expresses this excitement is likely to enhance motivation and excitement for learning in his students. Teachers who are able to recognize the importance of developing relationships with their students are also better equipped to create an environment of support and collaboration within the classroom. In this way, they acknowledge that fostering a climate of competition or hostility between students within the classroom can elicit negative emotions and hinder learning (Fulton, 2019).

Meeting Emotional Needs through Relationships

Not only does the emotionally competent teacher understand that emotions are elicited by relational transactions, but they also develop an understanding that emotional needs can be met through relationships with students. When teachers are able to create nurturing, warm, and compassionate relationships with their students, they are fostering positive student sense of self and helping their students to feel confident that their needs will get met when asking for help or expressing their emotions. Similarly, when teachers foster relationships with their students, they also encourage students to create healthy relationships with one another. This provides students and opportunity to develop skills like conflict resolution, problem solving, perspective taking, empathy, critical thinking and reasoning (Fulton, 2019). Developing these types of relationships with students requires teachers to have an introductory understanding of attachment styles and how student attachment style can influence the teacher-student relationship. The emotionally competent teacher understands the general behavior of students with insecure attachments and how that impacts how they relate to others. They understand the emotional needs

these students may have and understand how those needs translate to behavior within the classroom. Teachers must work to develop relationships with these students as a way to provide them a model of how relationships with adults can be safe.

Utilizing Clarity, Consistency, and Praise to Promote Positive Student Development

Generally, teachers are in a prime position to promote student's positive development through the relational interactions they have. Emotionally competent teachers who develop positive and nurturing relationships with their students let their students know that they are cared for and safe within the school environment. Through the use of positive, genuine, and specific labeled praise, teachers guide their students to know what they *should* be doing, rather than tell them what they *should not* be doing (Fulton, 2019). This helps students build self-efficacy, especially when they can recognize that they are appropriate engaging with the class, rather than be confused about constantly being redirected away from what they had been doing.

Teachers can also enhance student development when they are predictable. Having predictable ways of responding along with consistent routines within the classroom aid in promoting feelings of safety for students, which is necessary especially in classrooms with children who have experienced trauma. Consistency in responding and routine help children to develop an internal locus of control, where they can consistently rely on their own actions to have predictable outcomes. For children who have experienced unpredictability and insecure attachments in their homes, consistency of relationships within school is vitally important; these relationships teach children that there are adults who they can rely on to get their needs met.

The emotionally competent teacher also develops clear goals and expectations within their classroom. They consistently and predictably set limits with students when they break the rules, so students can expect what the consequences will be if a rule is broken (Fulton, 2019). Emotionally intelligent teachers ensure that when expectations are set, they take the time to teach and refer back to the rules consistently and routinely so that children have a consistent reminder. These expectations should be simple and easy to remember, as well as reasonable for the students based on their developmental stage and age. Teachers can also involve students in creating expectations, so they feel they have a sense of ownership and responsibility to uphold the rules for the classmates.

Fostering a Positive Emotional Climate

Teachers must actively engage in fostering a positive emotional climate. This requires being aware of potential negative emotional elicitors within the classroom and preparing for them. For example, the beginning of class has a strong impact on student emotions and how students perceive teacher emotions and teacher instruction (Becker et al., 2014). The emotionally competent teacher uses this knowledge to foster positive emotional experiences at the beginning of each class to set the tone for the lesson.

Teachers also have the capacity to foster positive emotions in their students by developing relationships with them by showing interest in their lives and hobbies outside of academic content, and through labeled praise. Labeled praise is particularly important, especially when teachers praise students for their effort rather than simply for correct answers. This sends the message that the teachers are more interested in how hard the student works, and not just the outcome of their work, which increases student intrinsic

motivation. Additionally, teachers who show happiness, joy, and enthusiasm are more likely to generate positive emotional responses within their students.

Teachers can promote a positive classroom climate even when discipline or reprimand is necessary. The emotionally competent teacher attempts to discuss distressing topics or reprimands with students in private, in order to decrease embarrassment and diffuse potentially escalating conflict. Addressing concerns privately allows for the student to pause and reflect before responding to the teacher and not feel pressured to respond with others watching.

Teachers can also actively foster a positive emotional climate by encouraging positive peer relationships. Peer relationships, especially as children get older, are important as they meet affiliative needs and increase student self-confidence within social interactions (Connell & Wellborn, 1991). It also allows for students to create relationships that are collaborative and supportive, rather than competitive. Competitive relationships within the classroom are more likely to foster hostility or resentment.

Competence 6: Utilizing Emotions to Promote Learning

Emotionally competent teachers understand the impact of emotions on learning and use emotions and emotional expressions to facilitate learning.

Emotions are connected to and have the potential to enhance learning in several ways. Emotions and moods influence acquisition and recall skills. A positive mood may lead to increased rehearsal and learning of new information (Lee & Sternthal, 1999). In fact, one's mood and emotional state affect what information a person pays attention to and what is remembered (Bower, 1981). Similarly, emotional state and motivation are deeply intertwined, such that having a positive emotion state while learning increases the

likelihood for motivation and maintenance of the task (Meyer & Turner, 2006). In fact, one study found that between positive and supportive classrooms, ambiguous classrooms, and negative classroom climates, students in both the ambiguous and negative classroom environments were more likely to avoid work tasks and engage in disruptive behaviors and cheating (Meyer & Turner, 2006). This finding supports that a positive and supportive emotional environment supports student motivation for learning and may decrease the likelihood of disruptive behavior in the classroom. Therefore, emotionally competent teachers should have knowledge of *how* emotions influence learning and be able to effectively utilize that knowledge to enhance the learning environment.

Knowledge of How Emotions Influence Learning

The emotionally competent teacher knows that both positive and negative emotions can influence learning. Anxiety, fear, confusion, pride, and shame are relevant emotions for acquisition of new knowledge and recall or demonstration of learned knowledge (Pekrun & Stephens, 2012). Anxiety is a common experience in the classroom, especially when students are learning difficult novel material or during tests. A low level of anxiety, or boredom, decreases motivation to learn, whereas a high level of anxiety also decreases motivation to learn because students become preoccupied with distressing feelings and emotion regulation. An optimal level of anxiety helps students to feel motivated and emotionally aroused, which leads to increased engagement. Pride and shame are self-conscious emotions related to evaluation of performance or behavior. Pride is connected to high motivation and enhanced self-esteem, while shame may decrease motivation and lead to feelings of defeat. Curiosity is a positive emotional experience to enhance in the classroom, as it enhances motivation for new learning and

can prompt critical thinking through teaching students how to wonder or ask questions appropriately (Fulton, 2019).

Negative emotional experiences within the classroom may lead to avoidance behaviors, like avoiding or delaying tasks which have triggered negative emotions previously. The emotionally competent teacher is aware of student emotions and acknowledges when negative emotions may be elicited for students and works to respond and motivate students appropriately. Teachers should also be aware when avoidance tactics become disruptive behavior in the classroom and adjust their responses accordingly. For example, a student who historically does poorly on math tests may begin to disrupt other students around her the day of a test. The disruption of others may cause the teacher to send the student to the office. However, the emotionally competent teacher understands that the student is trying to avoid taking the test, so he may move the student to a different desk or try using labeled praise and motivate the student. The teacher may also then speak with the student and aid them in developing appropriate anxiety-related emotion regulation skills prior to tests.

Utilizing Emotions to Enhance Learning

The emotionally competent teacher utilizes their knowledge of emotions to enhance learning. Not only does this apply to their delivery of instruction, but it also applies to how the classroom is laid out and organized. A visually stimulating classroom is helpful, but too much visual stimuli can be distracting to students, leading to avoidance behaviors or increased anxiety (Fulton, 2019). Teachers should be skilled in maintaining appropriate engagement and arousal through a structured environment where students can predict what is expected of them and know where materials are supposed to go. Further, a

classroom which is set up to facilitate relationships and appears warm and inviting, likely decreases school anxiety and increases collaboration between students.

Emotionally competent teachers also display genuine, positive affect to facilitate motivation. They use curiosity and enthusiasm to promote critical thinking and engagement with new material (Fulton, 2019). They also use their knowledge of student emotional and behavioral patterns in order to respond when students are displaying signs of anxiety or anger. With these students they remain calm in the midst of dysregulated behaviors, while also showing the student that the teacher is in control and will help them regulate their emotions. This allows students to eventually learn to self-regulate.

Competence 7: Skills to Promote Students' Emotional Competence

Emotionally competent teachers have skills to promote development of emotional competence in children through modeling, direct instruction, and attuned responding.

Often, teachers are asked to deliver social-emotional learning curricula to their students. In order for children to effectively absorb the information from these types of lessons, teachers must feel competent in themselves to deliver them and help students foster their emotional development. They should have the skills the lessons are teaching and feel confident to answer questions students may ask about emotions, emotion regulation, and conflict resolution. The skills typically outlined in these curricula include developing emotional vocabulary, emotional awareness, emotion regulation strategies, and promoting empathy (Saarni, 2007). Even without the guidance of a social-emotional curriculum, teachers should have the abilities to instill these skills within students through modeling, direct instruction, and attuned responding.

Promoting Emotional Self-Awareness in Students

Teachers can promote emotional self-awareness in students in several ways. First, teachers can expand student emotional vocabulary by utilizing emotion language throughout the school day. They can label their own emotions and acknowledge the emotions that students may be feeling in the moment. They also can ask questions when reading books about how the characters in the books may be feeling, or choose an emotion word of the day. All of these skills enhance student emotional vocabulary. Teachers should take care to make sure they scaffold their emotional vocabulary for the developmental stage of the children they teach. For example, a teacher who teaches kindergarten should use simple emotion vocabulary like “sad,” “mad,” “happy,” or “nervous.” A teacher who teaches eighth grade students, though, can expand their vocabulary to identify emotion words and physiological sensations associated with those words, like “tense,” “frustrated,” “numb,” “empty,” “uplifted,” “electrified,” or “unsteady.”

Similarly, teachers can teach about the cause and effects of emotions to help students understand how they may be feeling in certain situations. A child may fall down and begin to cry and the teacher can validate their emotions while narrating what happened before and after by saying, “You fell down and now you are crying. That must have hurt and made you sad.” This allows children to begin to sequence cause and effects of emotions and consider how different situations may elicit different emotions.

Teachers can also promote emotional self-awareness in their students by teaching adaptive means of emotional expression (Fulton, 2019). The emotionally competent teacher supports students by prompting for emotional expression in an appropriate way and modeling healthy emotional expression by verbalizing genuine emotion and

matching it with appropriate facial expression and body language. Emotionally competent teachers also welcome emotional commentary within the classroom and provide opportunities to have students reflect on how they are feeling in the moment (Fulton, 2019). Teachers can also help students express their emotions in appropriate ways and redirect or teach new emotion regulation skills when a student expresses their emotions maladaptively. For example, when a student who begins screaming when another child jumps in line ahead of him, the teacher may say to this student, “I see you are feeling really sad right now. Let’s take some deep breaths and then let Johnny know how it made you feel when he got in front of your in line.” In this instance, the teacher acknowledges the student’s emotion and helps them to regulate their feelings, then he teaches the student how to get his needs met in a more adaptive way.

Teaching Students Emotion Regulation Skills

Because emotions are ever-present within a classroom environment, having appropriate adaptive regulation skills, like relaxation or self-soothing strategies is vital for students. Children have a difficult time dealing with uncomfortable or distressing emotions, as they have not developed the capacity for self-regulation yet. Teaching emotion regulation strategies to students with a tendency toward high negative emotional experiences is especially helpful, as these students are more likely to engage in avoidance or withdrawal, which may lead them to miss important learning opportunities (Florez, 2011). Similarly, students with high negative emotionality may be more likely to be off-task or overwhelmed by their emotions.

The emotionally competent teacher can facilitate development of adaptive regulation strategies through modeling and explicit instruction. First, emotionally

competent teachers make sure to teach these strategies when students are already calm and encourage them to practice them when they are calm, so that it comes more naturally in moments of distress (Fulton, 2019). Teachers can model using belly breathing, counting down from 10, utilizing sensory objects like a fuzzy bear or a glittery calm down jar, and narrate how they would use these objects to help calm down. Teachers may also identify a calm down space in the room and teach her students about times when they can ask to use the space.

Preemptively, teachers may infuse emotion regulation strategies throughout the school day as a way to give students a break from academic content. Teachers may lead stretch breaks or yoga breaks at students' desks, or have students draw or write about their feelings in the moment. Before a test, teacher may lead the students through a self-soothing strategy which provides students a reminder to self-soothe if necessary while testing.

Competence 8: Skills to Maintain Teacher Emotional Well-Being

Emotionally competent teachers understand that emotions are an integral part of teaching and professional identity. They believe in their own capacity to manage complex emotional situations and possess various strategies to maintain their emotional well-being including stress-reduction techniques.

Emotional well-being is important for teacher's mental health, personal well-being, sense of self-efficacy, and job satisfaction (Cenkseven-Onder & Sari, 2009). Higher levels of teacher self-efficacy are reported to be associated with enhanced and adaptive teaching behaviors and increased likelihood of staying in the profession (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers who struggle to maintain their

emotional well-being are more likely to experience emotional exhaustion and burnout and may feel less effective in their jobs (Day & Qing, 2009). Burnout in the teacher profession can be described as an interaction of emotional exhaustion, cynicism toward the profession, and decreased teacher self-efficacy (Fiorelli et al., 2017). There are several factors that can impact burnout in teachers. Teacher perception and appraisal of student behavior have been identified as contributing to emotional over-extension for teachers. For example, a teacher who appraises a student's misbehavior as his fault, rather than attributing the misbehavior to an emotion reaction which originated with the student, is more likely to report higher levels of emotional exhaustion (Chang, 2009; Chang, 2013). This is especially related to the intensity in which teachers may feel these emotions that are associated with student misbehavior. Therefore, it's essential that teachers feel empowered in their ability to maintain their emotional well-being through a variety of self-care and stress-reduction strategies as well as feel confident in their ability to handle emotional situations within the classroom.

Awareness of One's Goals and Values

Emotionally competent teachers continuously hold their personal and professional goals and values in mind. This means that he has a clear vision of himself in his profession and his personal life, including his beliefs, goals, and values for who he would like to be. A teacher's values system is vitally important and should be referred to often, as values inform how one relates to themselves and others, along with how they make attributions about emotional situations (Fulton, 2019).

Goals and values should be explicitly articulated and revised to fit what is reasonable and necessary for the emotionally competent teacher. Having them explicating

defined allows a teacher to refer back to them rather than be confused about ill-defined goals. If goals are set too high, teachers may begin to judge themselves when they fail to meet projected goals or when students don't make the sufficient academic progress within a certain time frame. This may enhance or promote negative emotionality or feelings of low self-efficacy within the classroom for the teacher, which increases likelihood of burnout and emotional exhaustion.

Acceptance of Emotional Experiences

The emotionally competent teacher recognizes that emotions are unavoidable, and they accept their emotional experiences. This enhances their emotional well-being as they are aware that emotions are not good or bad, but functional and help to make one aware of their needs. This means that teachers should be aware of their secondary reactions which rise out of judgment of an emotional experience, so that they can learn to acknowledge the primary emotion without judgment.

Emotional well-being is also enhanced when teachers intentionally promote genuine, positive emotions in the classroom. Teachers can enhance their own joy when they find joy in their students or in their work. In fact, positive emotional experiences are associated with increased teacher job satisfaction (Day & Qing, 2009). As such, the emotionally competent teacher develops the skills to generate and maintain positive emotions within the classroom, when possible.

Development of Self as a Competent and Efficacious Professional

Emotionally competent teachers develop a view of themselves as effective and competent professionals. They set reasonable goals and revisit them if needed, remain open and accepting to the experiences in the classroom, and recognize their own limits

(Fulton, 2019). While the emotionally competent teacher believes that all of their students have the capacity to learn, they also recognize that influences outside of the classroom heavily impact student progress and ability. This allows them to manage their expectations of their students and themselves as teachers. Further, teachers should work to not take misbehavior or lack of student progress personally or internalize that it is their fault. Rather, they should consider the myriad external influences students and school systems have that may inhibit learning or prompt negative emotional reactivity and maintain these influences in awareness, especially in challenging situations.

Teachers should feel confident in their teaching abilities and ability to manage emotional and behavioral situations in the classroom. The emotionally competent teacher strives to continually improve and learn new teaching skills through professional development, rather than relying solely on student data to determine their worth as a professional.

Maintaining Separation between Professional and Personal Identity

Teaching can be an all-consuming profession, in that the majority of teachers must take some of their work home with them in order to complete grading or lesson planning in a timely and organized manner or may worry about students during their off time. Teachers should work to develop a confident professional identity, while also working to develop a positive sense of self outside of work. Teachers should develop sufficient self-care strategies that allow them to recharge, such as exercise, healthy sleep habits, and hobbies.

Chapter 4. Methodology

Participants

This study was conducted in Virginia. Participants were recruited from two public school districts in Rockingham County, VA and Harrisonburg, VA. A total of 96 participants started the survey, however, due to incomplete data, 18 participants were not included in data analysis. The final sample was 78 elementary school teachers.

Participants for the semi-structured interview were recruited from the same schools and consisted of one administrator, one elementary school teacher, and one school counselor.

Protection of Participants' Rights

Prior to the study, information about the nature and purpose of the study was sent to each school district to gain approval and consent for research. After approval from the school district, elementary school teachers and interview participants were explained the purpose of the study before proceeding to participation. They were informed that the study was voluntary and that they could withdraw from the study at any time. Prior to completing the survey, participants provided informed consent (see Appendix A) No identifying information was collected from the survey and each participant was assigned a participant ID for research purposes.

Participants who were selected for the interviews were explained the purpose of the interview and the nature of the research (see Appendix B). The interviews were audio recorded, but no identifying information was collected, and each interview participant was assigned a participant ID for research purposes.

Measurement

The Teacher Emotional Skills Survey was designed specifically for this study (see Appendix C). It consists of 26 questions geared toward understanding teacher perception of eight identified emotional skills. Participants were also asked how long they have been in the teaching profession and their opinion on how emotional skills for teachers would best be trained.

Participants were given the definition of each emotional skill and then instructed to answer questions about the emotional skill using Likert scale. First, they were asked about the importance of that emotional skill and rated the importance on a scale of "not at all important," "slightly important," "moderately important," "very important," and "extremely important" ("1" was assigned to "not at all important" and "5" was assigned to "extremely important."). They were then asked how often the skill is needed within their job and chose from "never," "once in a while," "about half the time," "most of the time," and "always" ("1" was assigned to "never" and "5" was assigned to "always"). Lastly, they were asked about their confidence of utilizing the skill in their job and rated their confidence on a scale from "not at all confident," "somewhat confident," "neutral," "somewhat confidence," and "very confident" ("1" was assigned to not at all confident and "5" was assigned to "very confident").

Interview questions were designed for this study (see Appendix D). The interviews were semi-structured in nature to provide flexibility to ask follow-up questions for clarification. The questions were aimed at understanding any previous training teachers had received on emotional competence, how the skills could be utilized in the teaching profession, how emotions impact teachers within the classroom, what types of

future training would be the most beneficial for teachers, and any potential barriers to training.

Data Collection

Invitations to participate in the current study were sent to four school districts in Virginia. Two school districts agreed to participate. Emails were sent to elementary school teachers in the school districts containing the informed consent and the link to the survey and participants completed the survey on their own time. The surveys took approximately 10 minutes to complete.

Elementary school principals, school counselors, and elementary school teachers from the two school districts were also contacted via email to elect to participate in the interviews. The first principal, school counselor, and teacher to respond were sent the informed consent for the interviews and explained the nature of the study. Once informed consent forms were signed, the research scheduled a time with the participant to conduct the interview. Interviews were conducted via Zoom and were audio recorded. The audio recordings were then transcribed verbatim.

Chapter 5. Results

Data analyzed for this study includes results from the Teacher Emotional Skills survey and analysis of themes from the interviews with a school counselor, principal, and teacher. Survey data was analyzed through SPSS Statistics software.

Years of work experience as a teacher varied widely across survey participants, with the distribution of experience ranging from 1-38 years. The percentages of the responses, based on years of work experience, are listed in Table 2 on 77). New teachers (experience from 1-5 years) make up the most responses, with 22% of all responses.

Table 2.

Frequency and Percentage of Years of Work Experience in Survey Sample

Years of Experience	Number of Participants	Percentage
1-5 years	17	22%
6-10 years	13	17%
11-15 years	16	21%
16-20 years	14	18%
21-25 years	6	8%
26-30 years	7	9%
31-35 years	3	4%
36-40 years	2	3%

Quantitative Analysis: Teacher Emotional Skills Survey

The means and standard deviations obtained on the Teacher Emotional Skills Survey are presented in Figure 2 on page 82.

For Emotional Awareness, participants were given the following definition of the skill: the ability to be aware of how you feel in the moment. It may also involve the awareness of what caused you to feel that way. The average response for the importance of the skill's use was $M= 4.47$, $SD=.618$, indicating, participants believed that emotional awareness is very important. For frequency of use of emotional awareness in the classroom, participants use this skill most of the time ($M= 4.21$, $SD=.789$). Participants were also asked about their confidence level when using this skill. On average, participants were somewhat confident in their use of emotional awareness ($M=4.17$, $SD=.859$).

For Emotion Regulation, participants were asked to answer questions based on this definition: the ability to regulate emotions. This may include decreasing unpleasant emotions (e.g., anxiety or anger) or increasing pleasant emotions (e.g., happiness). Participants rated this skill as extremely important for use in the classroom ($M=4.68$, $SD=.497$), and determined that, on average, they used this skill most of the time ($M=4.12$, $SD=.959$). They also indicated that they felt somewhat confident using emotion regulation in the classroom ($M=4.00$, $SD=.986$).

Effective Emotional Expression was defined as the ability to express emotions (both negative and positive) openly and use emotional expression to attain instructional and interpersonal goals and communicate one's needs. For example, showing enthusiasm to motivate students for learning or showing sad feelings to obtain support from others. On average, participants rated this skill as very important ($M=4.68$, $SD=.619$). The average response to the frequency of use in the classroom was "most of the time"

($M=4.15$, $SD=.774$), and the mean response for confidence in their ability to use this skill was somewhat confident ($M=4.17$, $SD=.778$).

Identifying and Responding to Student Emotions was defined to participants as the ability to recognize and understand students' emotions. This may include recognizing emotional cues (e.g. body language) and taking into account students' cultural background, family situation, ability, and personality. This also includes knowledge of potential emotion-eliciting situations and strategies for managing emotional situations. On average, teachers responded that this skill was extremely important to their job ($M=4.85$, $SD=.363$), and responded that they always use this skill in the classroom ($M=4.55$, $SD=.658$). Their ability to use this skill was rated, on average, as somewhat confident ($M=4.22$, $SD=.704$).

For Promoting a Positive Emotional Climate in the Classroom, participants were given the following definition: This includes using skills that facilitate a positive emotional climate in the classroom, like responding to students' needs and emotions to establish trusting, nurturing, and predictable relationships. This also includes the ability to foster positive relationships among students. Similar to Emotional Competency 4, participants indicated that they believe this skill is extremely important to their job ($M=4.82$, $SD=.477$). The frequency of use in the classroom average was $M=4.55$, $SD=.596$, indicating that participants used this skill most of the time), and their confidence in their ability to use this skill average was $M=4.35$, $SD=.797$, or somewhat confident.

Utilizing Emotions to Promote Learning was defined as understanding of how emotions (both positive and negative) impact learning and using emotions and emotional

expressions to facilitate learning. The average rating for importance of the skill was $M=4.28$, $SD=.736$, or very important. For frequency of use, participants indicated that they utilized this skill most of the time ($M=3.99$, $SD=.856$). Participants indicated that they were, on average, somewhat confident in using this skill in the classroom ($M=3.91$, $SD=.751$).

Skills to Promote Student Emotional Competency, is defined as promoting emotional skills through modeling, direct instruction, and attuned responding to students' emotions. According to survey results, teachers rated the importance of this skill, on average, as very important ($M=4.28$, $SD=.804$), and their frequency of use in the classroom as most of the time ($M=3.86$, $SD=.956$). Teachers rated their confidence in using this skill, on average, as somewhat confident ($M=3.91$, $SD=.751$).

Skills to Maintain Teacher Well-Being, teachers were given the following definition: these skills include the ability to manage complex emotional situations in the classroom in a calm and positive manner, and effectively use stress-reduction techniques (e.g. deep breathing, focusing on the positive, distraction etc.). On average, teachers rated this skill as extremely important ($M=4.51$, $SD=.639$). The indicated that their average use of this skill in the classroom was most of the time ($M=3.69$, $SD=.956$), and their confidence was rated as somewhat confident ($M=3.68$, $SD=1.05$).

Qualitative Response: Teacher Emotional Skills Survey

Participants were also asked their opinions on the best ways to train teachers' emotional skills. Participants were able to select answers from several answer choices or provide their own open-ended answer to this question. Table 3 below presents the percentage distribution of responses.

Table 3.

Percentage of Responses for Best Ways of Training Teacher Emotional Skills

Type of Training	Percentage of responses
In-service training	19.40%
Consultations and coaching with school psychologists or counselors	21.39%
Course on emotional intelligence in teacher training program	21.39%
Self-paced online training program	6.97%
Embedded in other in-service training programs for classroom management or SEL	24.38%
Other	6.40%

About a quarter (24.38%) of participants responded that this type of training would be best if embedded in other in-service teacher training programs geared toward classroom management or social-emotional learning. For example, one teacher stated that the way to aid in improving teacher emotional skills was to:

Train teacher better on classroom management techniques. We only blow our top when we cannot handle the room. The main causes of emotional stress and lack of regulation is from workload. School systems in general create classroom management problems and overworked scenarios because of the lack of staff positions and the national teacher shortage. We all have off days and lose our cool overall teachers are probably more emotionally aware and able to regulate than

the average person but the conditions they are placed under are unique and have a greater affect than their individual training or understanding.

Another teacher responded:

I took an MBSR (mindfulness-based stress reduction) course several years ago voluntarily and found it to be incredibly helpful! I wish something like an MBSR class or mindfulness could be taught to teachers by a professional and knowledgeable person... I think teachers would find it valuable. Participants also believed that this type of training would be best if it was gained through consultations and coaching with a school psychologist or school counselor (21.39% of respondents). Several participants responded that weekly or biweekly check-ins would be effective for training or utilizing teacher mentorship programs would be most beneficial so that teachers can work through the materials together. Here are some examples:

- Intentional time to reflect with colleagues and coaches. I so appreciate my principal because of how he prioritizes that time in meetings.
- Check in person with teachers every 2 weeks. This could be an administrator or a colleague. Having an informal talk can be more effective.
- Teacher mentorships and/or accountability partners with guided questions to work through together.
- Wellness Group – meet weekly for emotional support

Other responses varied widely based on the preference for type of training. Some reflected on the benefits of teacher learning styles and others did not believe the training would be effective.

One participant stated that differentiation of instruction is important, due to varied learning styles. This participant shared:

Thinking of how different people learn, I think it would be great if a group of resources existed that had this information available in different formats (such as in writing, using picture models, etc.) and although this would require more time and resources, I feel like it would better prepare and bring light to emotional skills and their importance as an educator.

Another participant indicated:

There must be a variety of ways to reach and teach adults. They are as varied as the kids they teach. Embedded training as a school culture could be more effective.

Two participants indicated that the training may not be engaging or helpful. Their responses were:

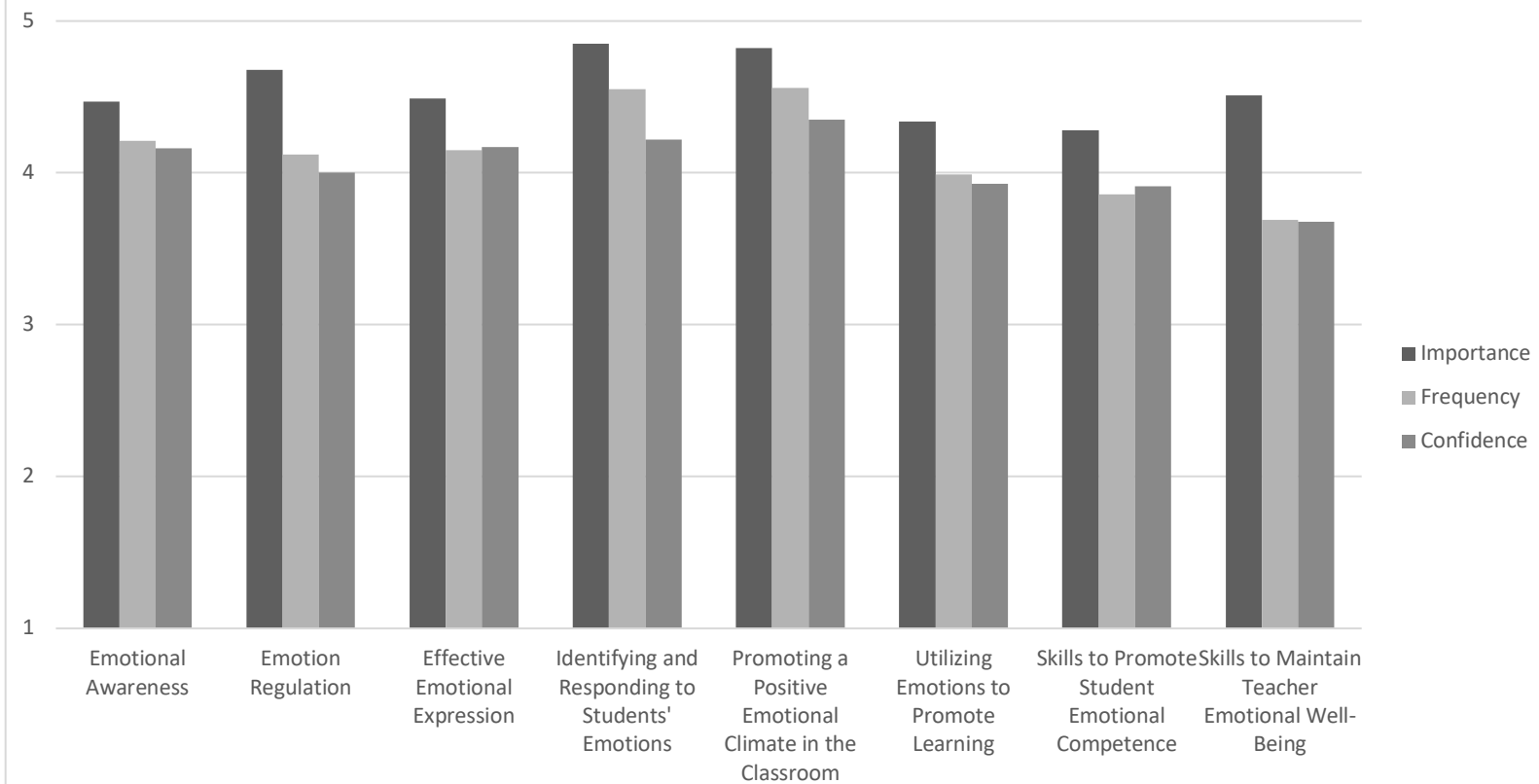
I am of the opinion that you cannot teach someone emotional skills. I believe it to be an innate part of a human. If emotions are not cared for and/or validated during their development, it becomes very difficult to teach/learn those types of skills later.

Most teachers I know would blow through this kind of training or click through it if it were a requirement, but I think that if it were optional and presented in a way that would benefit them, it might be helpful.

Qualitative Analysis: School Personnel Interviews

Semi-structured interviews with an elementary teacher, school counselor, and principal were conducted in order to gain more information on the needs and beliefs of teachers

Figure 1. Means of Emotional Competency Survey Results



and other school personnel with regard to training teachers in emotional competence. The interviews were audio-recorded and transcribed verbatim. Braun and Clarke's (2006) method of thematic analysis was utilized in order to code the data and identify themes within the interviews. This method of thematic analysis has six steps, including: "1. Familiarizing yourself with the data; 2. Generating initial codes; 3. Searching for themes; 4. Reviewing themes; 5. Defining and naming themes; 6; Producing the report" (Braun & Clarke, 2006, p. 87). After analyzing the data, four themes emerged from the interviews.

Theme 1: Students and teacher emotions impact each other reciprocally.

The most prevalent theme among the three interviews was that student and teacher emotions impact each other reciprocally. For example, the elementary school counselor shared a story about a teacher who became upset about a recent school policy. She stated, "not only did it ruin [the teacher's] day, their students were dysregulated because they could tell their teacher [was upset], by how they talked, how they presented themselves in that day, and it affected their co-teacher." She also shared that a teacher was heavily impacted by their concern for a student who was "tearing up a classroom" and the teacher was feeling fearful and concerned which impacted their mindset and the instruction.

Importantly, the teacher stated that her emotions can definitely have an impact on her students in the classroom. She shared that:

When I'm feeling good, whether it's physically or mentally in a good mood, I'm a better teacher. I'm more upbeat and forgiving... and can handle some of their

behaviors in a better manner.... If I'm upbeat and silly or laughing then [the students] are more open and receptive.

Similarly, she shared that if she is worried about a student, it can impact her instruction as her attention is more divided between her worry and teaching the rest of the class. Often, when a student is acting out behaviorally and she notices a consistent or repetitive pattern, she stated that she would feel pulled by her attention to that student, which could have an impact on her attention to other students or even the attention she pays to how she is teaching. When asked what she needs when a situation like this occurs, she responded, "a walk, a rest," acknowledging the importance of being able to adequately manage her emotions so that she is able to perform well in her job and treat her students the way she aspires to treat them. The principal also stated that teachers often "get what [they] give" in the classroom. She reflected that if a teacher is feeling a certain emotion and allowing it into the classroom space, the students usually feel and react to that emotion.

Theme 2: Teachers are exhausted, often because they wear multiple hats.

Teachers in elementary school are often asked to teach multiple subjects and wear multiple hats, in that they must often be the child's teacher, role model, counselor, and behavior manager. This theme was reflected in the interviews, as well, though all in different ways. The principal stated, "It's just simply making sure that 90-120 minutes of reading will fit in and the 60 minutes of math. Oh! and social studies, oh and science and all the specials. That seems to... create some angst for teachers. I ask teachers to do nothing extra... Teachers are exhausted" Through this, she was explaining that teachers are required to work toward multiple standards of learning, while also juggling their

students schedule, additional trainings, and their own personal lives. She reflected that recently, her teachers were required to complete a new reading training by her school district, which was exhausting her teachers and making them more frustrated. She shared that she felt her teachers were handling their frustrations the best they could, but some do struggle to manage their classrooms with the extra load that is placed upon them alongside their own lives. Additionally, the principal, teacher, and school counselor all reflected in their interviews that teachers serve the role of “role model” to their students often, so ensuring that they are able to manage and be aware of their emotions is essential.

The school counselor seemed particularly worried about her teacher’s emotional exhaustion. She stated, “Even when they approach the morning or when they get to school in the morning, they already have the emotional baggage of their home life... then when they walk into the door they’re a worker, co-worker, so the emotions that they might have there are going to perceive even the day itself.” Here, she was reflecting upon how a teacher’s home life can impact how he/she/they perceives their students and their work, but it can also have an impact on their relationships with their coworkers. The school counselor often reflected upon staff-to-staff interactions and how those can complicate and further add more responsibilities to the teacher’s plate.

Alongside this, the school counselor also seemed to indicate that teachers are often so worried about their students’ well-being and achievement, that they take off the hat reminding them to take care of themselves. For example, at one point during the interview she shared, “You know, they’re just always so used to shoving their feelings

aside and doing what's best for the student, when they could understand that addressing your feelings is doing what's best for the student.”

Theme 3: Emotion identification and regulation is essential for specific training strategies.

Both the principal and the school counselor emphasized the importance of emotional awareness and regulation for teachers. The school counselor often talked about how teachers have a difficult time identifying their own and their students' emotions outside of the usual “mad, sad, glad,” identification. She stated, “two things I really think about is the identification, not just mad, sad, glad, whatever. It needs to be more thorough than that. Identification of *where* it is stemming from. Like... why did she have that negative reaction? What is the basis of that? Then, what do you do now? Realistically, in your capacity, what can you actually do not to solve this feeling?” Similarly, the principal stated that she felt that mindfulness strategies and “self-forgiving” strategies were important for the teachers at her school. The principal talked about how she conducts social-emotional learning lessons in the classroom and likes to teach the students about mindfulness in order to help them identify their emotions. She also reflected that teachers need these skills too, especially when they “have a hard time getting past some mistake they made.” Taken together, these examples seem to infer that teachers need the time and the skills to be able to identify and regulate their emotions in the classroom, and more importantly, to regulate them for their own well-being.

It's important to note here that the teacher did not touch on this theme explicitly, which is likely relevant. In contrast to these skills, the teacher reflected that she was most concerned with time. She shared that she often brings work home at night or doesn't have

time during the day to complete the tasks she would like to do. Through this, she said the only strategies she needs right now is time during the school day to plan and grade and time with her teaching team to communicate about students. She reflected that she felt when she had Wednesdays off, due to the COVID-19 pandemic, her well-being was improved, as she had more time to herself at home, and more time to focus on planning with her team.

Theme 4: There are barriers to training, but perception of the barriers changes based on the role of the person.

Each of the interview participants were able to identify barriers to teacher training in emotional competence. However, these barriers differed depending on the role of the person, which is important, as they were likely thinking of the training through different lens and would be impacted by the training in different ways. All three participants did identify administrator buy-in as essential to any training that is done. The teacher shared that her administrators are supportive of teacher well-being, but she knows others who aren't, which has an impact on the receptivity of the school to different types of trainings. The school counselor also stated that administrator buy-in is important and went so far as to say that administrators should receive the training first. The principal primarily talked about the importance of "school culture," stating that the administrator sets the culture of the school, and if the administrator prioritizes a culture of emotional wellness, then the teachers are more likely to buy-in or be receptive to training in teacher emotional competencies.

The teacher seemed primarily concerned about the timing and relevance of training to her. She shared that trainings should not fall on a Friday, and any training at

one time should not be more than two hours. She did reflect that module-type trainings are helpful. With regard to relevance, the teacher stated that she often feels “social-emotional trainings” are geared toward either very young students or very old students, and she would prefer to make sure any training that touches on children’s emotions would be relevant to her as a first-grade teacher. This would go along with the identifying student emotions in the classroom emotional competency, as student expression of emotion likely gets more complex as they develop. This would also apply to competency 7, or skills to promote student emotional competence.

The school counselor felt that people’s biases toward mental health or counseling may be a barrier to training. She shared a story about how she was talking with a teacher about her emotional health and suggested that counseling may be helpful for her. The teacher stated that she didn’t need a counselor because she wasn’t “crazy.” Through this, the school counselor interpreted that training in teacher emotional competence, especially one that focuses on teacher emotions, may be received in a variety of ways based on teacher perception of their own emotions, and those perceptions may be a barrier to training.

Chapter 6. Discussion

Training teachers to be emotionally competent is important in order to mitigate teacher stress and burnout, promote teacher and student well-being, and aid in promoting a positive emotional climate for students (Aldrup et al., 2020; Decker et al., 2007; Jennings & Greenberg, 2009; Vesley et al., 2014). As such, understanding teacher's perception of emotional competencies, including the importance of the competency, frequency of use, and their self-efficacy in utilizing the competency is important for developing a training model for teachers. Utilizing effective strategies to train teachers would likely result in better receptivity to the train and better outcomes so that evidenced-based practices are utilized when creating the training.

The present research explored practicing teachers' beliefs, frequency of use, and confidence in a proposed model of emotional competency. It also draws upon previous literature to develop evidence-based strategies for training each competency in the proposed model.

Emotional Competency 1: Emotional Awareness

Emotional awareness refers to teacher's ability to maintain awareness of their emotions, including identifying and labeling their emotions (Fulton, 2019). It also includes being aware of emotional triggers and how they may respond to their own emotions. Results of the present study indicated that teachers believe that emotional awareness is very important for them to use in the classroom, and they use this skill very often. Previous research indicated the importance of emotional awareness for teachers. Teachers with lower levels of emotional awareness are more likely to use maladaptive coping strategies, such as self-blame and catastrophizing (Ersay et al., 2014). Teachers

who feel emotionally exhausted have a more difficult time with both emotional awareness and emotion regulation (Chang, 2009).

The importance of emotional awareness was also reflected in the interview with all three interview participants. The teacher, school counselor, and principal all reported that emotional awareness was an important skill for teachers to have and utilize in the classroom. The school counselor reported that she wanted teachers to have a nuanced and expanded emotional vocabulary so they can better understand their reactions to their students. In her interview, the teacher stated that she felt like emotional awareness was something in which she had previously received training, especially didactic training that focuses on how to handle emotions once you notice them, which may also relate to emotion regulation. However, she was unable to provide examples of what the trainings were like or what topics they covered. The principal also discussed how her teachers are asked to model emotion identification and awareness during their morning meetings with their students but did not touch on how they are taught to or how emotion identification is trained. As such, it appears that this is a coveted skill for teachers to learn and use, but there is much to be learned regarding the use of this skills in formalized trainings for teachers.

To train emotional awareness, the literature indicated several methods and strategies, such as use of didactic trainings, self-reflective strategies, mindfulness, and case studies (Dorman, 2010; Flook et al., 2013; Hen & Shrabi-Nov, 2014; Perez, 2011). Didactic trainings focus on understanding emotions and being able to identify them, while self-reflective strategies focus on utilizing journaling and group activities for tracking emotions over times and using group discussion to become aware of different

emotional responses (Hen & Sharabi-Nov, 2014; Perez, 2011). One self-reflective strategy might be to maintain an emotional awareness log throughout the week, including the intensity of the emotion and what preceded it. After completion of the log, teachers can reflect on patterns throughout the log and think of ways to manage emotions, if necessary. Furthermore, they can focus on reflecting on their beliefs about emotions, their triggers, and the emotional impact (Teper et al., 2013). Teachers may reflect upon how emotions were discussed in their family growing up and how that has impacted their beliefs about emotions now. They may also ask themselves what causes certain situations to become emotional triggers for them.

Mindfulness strategies can be included into trainings in formal or informal ways. Formally, teachers can be trained in specific mindfulness techniques and asked to practice mindfulness for a period of time each day consistently, similar to traditional Mindfulness-Based Stress Reduction courses, which allows for teachers to become more mindful of their emotions and reactions to different situations (Flook et al., 2013). They may also be utilized in brief practices, like finding silence and centering oneself, at the beginning or end of a training session, and still have the benefits of helping participants to become more aware and focused on their emotional states (Dorman, 2010). One such mindfulness strategy would be to teach a brief meditation practice, called centering, to help teachers to bring themselves back to the present moment. This type of meditation focuses on paying attention to physiological sensations in the body, in tandem with paying attention to the breath, for a brief period of time to facilitate finding peace (Savina et al., 2021).

Lastly, case studies can also be used to allow teachers to reflect upon the emotions they feel while reading a case or watching a video clip (Hen & Sharabi-Nov, 2014). For training, teachers could be provided with vignettes illustrating student situations, like a student becoming upset and storming out of the room, or teacher situations, like a teacher becoming anxious about standardized testing results. After reading over the vignettes, the group can discuss the emotions that the different situations elicited for them and make connections as to *why* they felt those emotions. This allows them to identify their emotions and think of potential causes of emotional arousal in the classroom.

Emotional Competency 2: Emotion Regulation

Emotion regulation is the ability for teachers to modulate their emotional states, including their physiological arousal, cognitions related to emotional events, and expression of emotion (Nykliček et al., 2011). It includes being able to differentiate one's emotional state from their behavioral response to a situation and one's ability to adaptively regulate their emotions. In the present study, teachers reported that emotion regulation in the classroom is an extremely important skill, and a skill they use often. These findings are similar to those obtained in previous research where teachers indicated that emotion regulation in the classroom is essential for effective classroom management (Sutton et al., 2009). Emotion regulation skills also have the potential to increase teacher's positive relationships with their students (Sutton et al., 2009). In the follow up interview with a teacher, she reported that she uses emotion regulation strategies to modulate her negative emotions. For example, she stated that she will find ways to take a break from the classroom when she is aggravated or will complete a GoNoodle!

mindfulness video with her students. Similarly, the literature suggests that teacher emotion regulation is typically utilized to decrease or manage negative emotionality, rather than to increase positive emotions (Taxer & Gross, 2018). This is important as teachers need to be equipped with both skills: modulating negative emotions and increasing positive emotions.

Regarding previous training, in the interview the teacher reflected that training in emotion regulation happened alongside the didactic training she received on emotional awareness. The principal and the school counselor perspective from the interviews provided additional nuance to emotion regulation for teachers in the classroom. The principal reiterated that she often gives her teachers a break when they need it, while the school counselor noticed that teachers could become dysregulated over a variety of things, such as personal life concerns, COVID-19 regulations, or additional tasks they don't want to do, and they often have a difficult time bouncing back from it, which is different from the survey results. The school counselor also reflected emotion regulation strategies and skills would be helpful for student teachers to learn during their coursework at university because difficulty managing emotions related to the classroom and students begins early in the teaching career. Thus, training in emotion regulation skills for teachers could be helpful, especially as teacher responsibilities increase or for teachers entering into the profession.

To train teacher emotion regulation, several strategies were used including didactic trainings, mindfulness, and self-reflection (Dorman, 2010; Flook et al., 2013; Hen & Sharabi-Nov, 2014; Justo et al., 2018). Didactic trainings include direct education and skills training in emotion regulation, such as assigning articles related to emotion

regulation and having group discussions related to different methods of regulation (Hen & Sharabi-Nov, 2014; Justo et al., 2018).

Mindfulness trainings also provide direct skill building exercises for emotion regulation. In one study, teachers practiced mindfulness strategies, like deep breathing or guided meditation for 15-minutes a day, 6 days a week (Flook et al., 2013). For example, teachers can be taught how to complete a body scan meditation, which can be used before bed to get a more restful sleep or can be used to bring themselves back to the present moment during times of stress in the classroom (Savina et al., 2021). A body scan meditation involves bringing your attention to different parts of your body systematically and noticing any sensations that may exist, such as tightness in one's shoulders or heaviness in the legs. This is also done in-sync with one's breath to help calm the heart rate. Additional strategies for using mindfulness to facilitate emotion regulation include setting an intention prior to each class to foster positive emotions or focusing one's attention on their breath during emotional arousal in order to increase the amount of time between an emotionally triggering situation and the teacher's response to it (Haydon et al., 2019).

Lastly, self-reflection has been utilized to help teachers become more reflective in emotional-eliciting situations. For example, Brackett and Kataluk (2006) created four self-reflective questions for teachers to use as they navigate emotional situations. One of the questions involved reflecting upon how they did manage their emotions related to a situation or how they would like to manage their emotions in the future. Training deeper self-reflective related to emotion regulation may also involve providing teachers with examples of emotion-eliciting situations and having them reflect upon how they might

manage their emotions in that situation. As a group, they could also brainstorm additional emotion regulation strategies to aid in developing adaptive and flexible responses.

Emotional Competency 3: Effective Emotional Expression

Effective emotional expression refers to teachers' ability to express their emotions in a safe and healthy way to help meet relational and instructional needs and communicate their needs to others (Fulton, 2019). This includes using words to express emotions and effective modulation of emotion expression. In the survey, teachers reported that effective emotional expression is a very important skill to utilize in the classroom and is a skill they use a lot of the time. They also indicated that they felt relatively confident in using this skill.

In the follow up interview with the teacher, she denied having previous training in effective emotional expression. Interestingly, though, she did discuss how she expresses her emotions at times with her students, indicating that when she is "aggravated" she has a more difficult time controlling her emotional expression and can shut down or have a more difficult time responding how she would like to in emotionally-laden situations. The principal reflected that she often encourages her teachers to express their emotions appropriately to their students, especially during their morning meetings. The school counselor focused mainly on negative emotional expression from teachers, and how often it can derail student-teacher relationships or instructional goals. This is consistent with Prosen and colleagues research (2013) related to having a higher level of negative emotions expressed in the classroom. The school counselor related this to both negative emotional expression from teacher to student, but also between two teachers, especially co-teachers, that may disrupt a teacher's mood or impact their job performance.

Literature review evidenced that role-play seems to be the dominate way of training effective emotional expression (Hen & Sharabi-Nov, 2016; Ulloa et al., 2016). For example, one study utilized a role play exercise to model how emotional expression, or lack of expression, can impact the mood of both adults and students (Ulloa et al., 2016). This could be a good exercise to practice emotional expression while teaching the importance of responding to other's emotion in a way that validates their feelings. Another way role play can be used to train this competency incorporates role play with self-reflection (Hen & Sharabi-Nov, 2014). Teachers can be asked to select the top three ways they typically express emotions in the classroom and then role play a situation where one of those emotions would be expressed with another participant. After watching the role play, the group could provide feedback on how the emotion was expressed in the situation and if there were more adaptive ways to express the emotion.

Another role play technique, called emotional charades, could be used to help teachers explore how to communicate their emotions without words (Savina et al., 2021). With emotional charades, teachers are provided with different emotionally descriptive scenarios that they must act out in small groups. The small group must practice how it is acted out, ensuring that they are expressing the emotions within the story with their facial expressions and body movement. As they act it out, the rest of the group must guess what they are acting out and provide rationale to their thought processes about their guesses to help the group who is acting know what their facial expressions and body language are communicating.

It may also be helpful to understand how emotional display rules from society or their school may determine how they express their emotions within the school setting

(Stark & Betteni, 2021). For example, teachers in a training could discuss what emotional display rules (like whether it's appropriate to express anger) are present within their school and how they combat that or continue to express their emotions in an adaptive way.

Emotional Competency 4: Identifying and Responding to Student Emotion

Emotionally competent teachers are able to recognize and understand student emotions (Fulton, 2019). They can recognize students' emotional cues and place them within the context of the students' cultural background, family situation, cognitive ability, and personality. This skill also involves the ability to respond to student emotions empathetically. Teachers responded strongly to the concept of identifying and responding to student emotion. Teachers endorsed that this skill is extremely important for their job and indicated that this is a skill they always use. They were also somewhat confident in their ability to identify and respond to student emotions. This finding is consistent with previous research, which suggests that teachers are more likely to identify and respond to severe emotional or behavioral outbursts and may be more attuned when female students internalize their emotions and when male students externalize (Green et al., 2017). Importantly, though, this research also suggests that teachers may not be as attuned to students who exhibit minor behavioral outbursts, females who externalize their emotions, and males who internalize their feelings. Ensuring that teachers are aware of the variety of ways students can express their emotions is important for any model of training teacher emotional competence.

In the individual interview, the teacher reported specific examples of previous training related to identifying and responding to student emotions, such as watching

video clips and discussing different ways students may feel in those situations. She also shared that role-play was utilized, and this was one of the training activities she enjoyed most. Neither the school counselor or the principal talked about identifying and responding to student emotions, which may have been due to the teacher-centered questions in the school counselor and principal interviews.

Role-play and case vignettes were used in research to provide training in this competency (Hen & Sharabi-Nov, 2014). Participants read vignettes and were asked to identify different emotions within the vignettes. Group discussions were held after review of the vignettes in order to discuss ways that teachers may respond to student emotions and how they would regulate their own emotions. Didactic training and self-reflection have also been found to be helpful training strategies for identifying and responding to student emotions (Hen & Sharabi-Nov, 2014). Didactic training may include information about noticing child emotions, especially as it relates to their development. Information regarding the identification and response to both negative and positive emotions from students could normalize responding to different emotions in adaptive ways (Williams et al., 2008). For example, teachers could be trained to respond to negative emotional expression from students by validating the student's feelings and helping the student express what they need in a more adaptive way, while they provide praise to a student who is expressing joy and curiosity while learning a new math skill to foster a positive student-teacher relationship. For training, this may look like helping teachers to know how to validate a students' emotions, by providing them with examples of ways to express their validation or scripts to use during more difficult times with students. A script related to a student expressing frustration may say, "I see you are feeling frustrated

right now because you're having a hard time with this assignment. Would you like to use the calming corner for five minutes before trying again, or would you like me to help you with one question before you try the next one?" This script covers both identification of student emotion and response and allows for flexibility in how the student can choose to regulate their emotion *and* still complete their assignment.

Additionally, training empathetic responding to student emotions is important. Literature review evidenced that group discussion and self-reflective exercises can help teachers talk about empathy (Hen & Sharabi-Nov, 2014). For example, teachers can be asked to reflect upon how other people have shown them empathy and to describe times when they had shown empathy to others. A group discussion could further explore how empathy can be used in the classroom to respond to students that teachers may find difficult.

Emotional Competency 5: Promoting a Positive Emotional Climate in the Classroom

Promoting a positive emotional climate in the classroom refers to teachers' understanding that learning is a relational endeavor, and emotions are transactional (Fulton, 2019). A positive emotional climate means that teachers respond to students' needs and are able to develop trusting and nurturing relationships with their students (Fulton, 2019). Student-teacher relationships are also consistent and predictable. In the present research, survey data suggest that teachers believe that promoting a positive emotional climate in the classroom is extremely important. Teachers reported that they use this skill most of the time and are fairly confident in their ability to promote a positive emotional climate in the classroom. Previous research agrees that promoting a positive emotional climate in the classroom is important, as the classroom environment

can impact student and teacher emotions (Hamre & Pianta, 2006; Hagenauer et al., 2015). More specifically, positive student-teacher relationships, which make up a significant aspect of a positive classroom environment, have been found to impact student emotional and academic outcomes (Hamre & Pianta, 2006) and are also a strong predictor of teacher emotional outcomes (Haganauer et al., 2015). Thus, training of this skill benefits both teachers and students in the classroom.

Training of this skill was also a focus during the individual follow-up interviews. The teacher indicated that promoting a positive emotional climate is a skill that is routinely, yet informally, trained in her school district and is frequent topic of faculty meetings or meetings with school counselors. The principal focused more on creating a positive school culture, which involves all school personnel. She shared how she feels it is important teachers are transparent with their students while she also models transparency with her teachers. Notably, while the principal didn't tie this to creating a positive emotional climate in the classroom, the morning meetings she discussed that teachers have daily with students likely create a more open emotional climate in the classroom, if conducted appropriately.

Training strategies for creating a positive emotional climate include didactic training which focuses on developing positive student-teacher relationships, balancing praise with corrective feedback, and teaching desired and replacement behaviors for negative behavior (Banks, 2014). For example, a teacher could be taught to provide five instances of praise for every one correction they give to a student, in order to nurture a positive relationship with that student. They could also be taught how to determine what needs students have in relationships, in order to identify how to create positive and

nurturing relationships with different students. For example, students may have a need for relatedness, so creating safe and nurturing relationships with those students will help them to feel welcome in the school environment (Furrer et al., 2014). In order to do this, training for teachers would include teaching them ways to make individual connections with students, like asking students about their hobbies and interests or gaining a better understanding of their home life in order to meet their emotional needs. Additionally, helping teachers to identify times for joint joy and play with their students would also help to facilitate a positive emotional climate.

Self-reflection may also be used to help teachers think of ways to create a positive emotional classroom environment. One self-reflective strategy used by Perez (2011) could help teachers become more mindful about the relationships they have with students, which may help to promote better student-teacher relationships and understand student emotional needs. Preservice teachers reflected on how they responded in situations with children who were dysregulated. They then thought about how they could regulate their own emotions, as well as think about what goals they were trying to meet throughout the interaction with the child. They were also asked to reflect upon how their reaction may have impacted the child they were working with or the children in the classroom. This level of self-reflection can be extended to focus on how teacher emotions or emotional expression can impact the classroom environment. For example, teachers can think of a time when they expressed an emotion to the entire class, like anger after students were talking during instruction, and reflect upon how that changed the emotional climate in the classroom. They may ask themselves questions like, “How did my

expression of anger meet the goal I was trying to achieve with my students?” or “How did my students’ emotions or behaviors change after I expressed anger?”

Emotional Competency 6: Utilizing Emotion to Promote Learning

Emotionally competent teachers are able to understand the impact of both positive and negative emotions on learning and are able to use emotions and emotional expression to facilitate learning (Fulton, 2019). According to survey data, teachers endorse this skill as very important and a skill they feel somewhat confident in using. They also reported that they use this skill most of the time. Review of the literature indicates that being able to use emotions to promote learning is essential (Pekrun & Stephens, 2012). For example, finding joy or curiosity can promote motivation toward learning, while too much anxiety may create avoidance or distress within the learning environment.

During the individual interview, the teacher stated that she received informal training related to using emotions to promote learning such as on how to do emotional check-ins with students during the day; However, this skill is more relevant to identifying and responding to student emotions rather than using emotions to promote learning. The principal and school counselor were more focused on how emotions can positively or negatively impact teachers and students, rather than how emotions intersect with learning. This is a clarification that can and should be made in the future to gather more information on how teachers and school personnel are promoting learning through utilization of emotions.

Previous research indicated that didactic training can help teachers know how learning is impacted by emotions (Pekrun & Stephens, 2012). Didactic training might include the following topics: positive emotions impact student attention, motivation, and

memory (Brosch et al., 2013; Schutz & Lanehart, 2022); and emotional arousal in the classroom can influence the emotions of teachers and students through emotional contagion (Li, Gow, Zhou, 2020). For training, teachers can then have a group dialogue about ways to promote positive emotions in the classroom and reflect upon how to foster different types of emotions to impact learning outcomes (i.e. promoting curiosity during a science unit or stoking emotions related to advocacy when learning about injustice). For example, positive emotions have been found to help to direct student attention and increase student motivation and memory (Brosch et al., 2013; Schutz & Lanehart, 2002). Therefore, teachers can learn about how positive emotions impact the learning environment and discuss ways of promoting positive emotions in the classroom. To add to an experiential element to the didactic training, teachers could be prompted to create a lesson plan about a topic and asked to execute the lesson plan in front of the group. While doing this, the group can provide feedback or suggestions related to how the lesson plan could promote different emotions like curiosity, interest, or happiness.

Teachers would also benefit from reflecting upon their positive experiences in the classroom, both as teachers currently *and* as past students, which allows them to think about how emotions have impacted their own learning experiences. For example, teachers can think of a teacher who influenced their decision to go into education, or even to think of a past student who promoted positive emotions for them and how that impacted them as a teacher.

Emotional Competency 7: Skills to Promote Student Emotional Competence

Skills to promote student emotional competence include knowledge of strategies to promote emotional self-awareness, emotional vocabulary, understanding of emotions

and emotion regulation skills in students (Fulton, 2019). It may also include helping students to problem-solve and build positive relationships. According to survey results, teachers reported this as a very important competency. They indicated that they used this skill much the time in the classroom and felt relatively confident in their ability to promote student emotional competence. In the interview, the teacher discussed how she models emotional competence to students by modeling emotion regulation in the moment when she is feeling frustrated. For example, she spoke about playing a mindfulness video for her students and practicing with them.

In addition to modeling emotion regulation, the teacher reflected that she sometimes had to teach formal social-emotional learning lessons herself, rather than the school counselor completing them, due to a high student to school counselor ratio. In her interview, the principal also discussed conducting formal social-emotional learning lessons herself and provided an example of a SEL lesson she completed in a classroom related to promoting positive peer relationships and dealing with conflict, as well as modeling mindfulness strategies like belly breathing and yoga. The teacher also expressed a need for SEL curriculums be developmentally appropriate and noted that often the curriculums she has to teach may be more focused on younger students or older students, leaving her first graders' emotional needs not met. Her point about age-appropriate SEL curriculums acknowledges the importance that emotional competence is developmental and something that needs to be tailored to the emotional development needs of students at each stage (Jones & Kahn, 2017). Additionally, this provides another example for why teachers should be equipped with skills to promote student emotional competence, as they are often the ones facilitating social-emotional learning lessons.

Because teachers are often formally or informally tasked with promoting student emotional competence, it follows that training should focus on enhancing skills that teachers already possess to help them foster EC in students. One such skill is that of direct instruction. Direct instruction of emotion vocabulary and emotional awareness skills are vital in promoting student emotional competence (Santiago-Poventud et al., 2015). Providing instruction of emotional vocabulary is important for children, as it have been shown to help students be aware of their emotions, the emotions of other, and to better regulate their emotions (Saarni et al., 2006). Thus, training teachers to pay attention to ways their instruction can increase student emotion vocabulary and emotional awareness skills would aid teachers in promoting their students' emotional competence. During training, this can happen through direct instruction and modeling. For example, reading a children's book to teachers and having them pick out different ways the book can help build emotion vocabulary would help them to become more attuned to identifying emotional themes in the stories they read to their students. Teachers can also brainstorm different reading comprehension questions related to emotion regulation strategies used in children's stories to help students become more aware of different ways to regulate their emotions.

Along with direct instruction, teachers can be taught to model appropriate emotional expression and emotion regulation skills. Just as the teacher and the principal discussed in their individual interviews, modeling can be used to help students observe a trusted adult using effective skills for emotional competence. One way to train this would be to provide feedback to teachers or student teachers on how they are already modeling skills like emotional expression and emotion regulation in the classroom (Kuk et al.,

2015). This could happen by video recording the teacher teaching a class and providing positive and corrective feedback related to teacher emotion expression, body language, tone of voice, and relational interactions with students in order help bring attention to how they model emotional skills to students. Another way to practice modeling during teacher training would be to ask teachers to model ways to teach deep breathing to their students (Savina et al., 2021). This would allow teachers to practice their own emotion regulation and mindfulness skills, while also observing other ways that this skill can be taught. For example, one teacher could guide the group through belly breathing, while another teacher would guide the group through hot chocolate breathing.

Role play may also be used to provide feedback related to the modeling of emotional skills (Hen & Sharabi-Nov, 2014). Teachers could select situations which trigger emotional arousal in the classroom for them and role play the situation with their group members. After the role play, the rest of the group provides feedback related to the situation and provides examples of how the teacher could have navigated the situation differently to model effective emotional expression and regulation to their student.

Emotional Competency 8: Skills to Maintain Teacher Emotional Well-Being

Emotionally competent teachers understand that emotions are part of their teaching and personal identities (Fulton, 2019). They are confident in their own ability to manage complex emotions and have various strategies that help to maintain their emotions well-being, including stress-reduction techniques. Teachers reported that skills to maintain teacher emotional well-being was an extremely important skill that they use most of the time. They also reported being fairly confident in using this skill. That teachers perceive this skill is extremely important is a positive result, as the lack of skills

to maintain their own emotional well-being can lead to burnout and low job satisfaction, especially in light of the COVID-19 pandemic (Goldring et al., 2014; Sokal et al., 2020). This means that skills that can help build and maintain teacher well-being are particularly relevant and necessary at the current moment.

During the individual interview, the teacher discussed how the pandemic had an impact on the topics of teacher professional development and reported a definitive shift toward making sure teachers were practicing more self-care. She stated this usually came in the form of school-wide emails on self-care strategies. In contrast, during the individual school counselor interview she spoke about how the pandemic had negatively impacted teachers, as it added an additional layer of stress to teaching. With regard to maintaining teacher emotional well-being, the principal spoke about providing teachers with breaks and not adding additional tasks to their plates, such as requiring them to complete tasks over the weekend or to take lesson plans home with them. These reports from the teacher, school counselor, and principal seem to suggest different sides of the same coin: teachers frequently don't have enough time or have too many responsibilities, which increases the need for strategies to help teachers maintain their emotional well-being.

Previous research suggested several strategies for training skills to maintain teacher emotional wellbeing. One such strategy is radical acceptance. Teachers are facing many situations within the classroom that they can't control, and radical acceptance helps them to accept the current situation (Justo et al., 2018; Kotsou et al., 2018). For instance, teachers work all year to prepare their children for standardized tests, however, they have limited control over how their students perform on the test. In this

situation, radical acceptance would be an important response to students performing poorly on the state test, as it teaches teachers to accept the outcome no matter what and work towards their next action. One way to train radical acceptance would be to have teachers acknowledge the reality of the situation and use positive affirmations, such as “I did everything I could to get my students where they needed to be,” and grounding exercises to help them move forward from the standardized testing outcome.

Another strategy used to train teachers to increase their emotional well-being is reflection on aligning one’s values with one’s goals (Justo et al., 2018). Training can focus on asking teachers to identify their personal values, such as compassion, integrity, achievement, or adaptability, and then create personal goals and professional goals which align with those values. This can help to build meaning-making into a teacher’s job, as they can reflect upon how they are prioritizing their own values while working toward their goals.

Lastly, direct teaching of stress-reduction techniques, like mindfulness, would also be important to help teachers maintain their own emotional well-being. For example, helping teachers to explore their emotional triggers and then build a variety of emotion regulation skills would help them to find flexibility in how they respond in emotionally laden situations (Justo et al., 2018). Emotion regulation skills, like self-soothing or distraction, can help teachers to identify what they need in the moment and apply the skill necessary to reduce their arousal. By training mindfulness techniques, teachers are also better able to accept their emotions in the moment and reflect on how they want to respond (Dorman, 2010; Flook et al., 2013; Justo et al., 2018). One mindfulness strategy which can be used to train distraction from anxiety is the special place meditation (Savina

et al., 2021). Teachers are taught first to focus on their breath to bring them into the present moment, and then to visualize a safe place where they feel comfortable and safe where they can place themselves and embody those feelings in order to reduce the emotional arousal they were feeling.

Preferred Methods of Training

Teachers who took the survey indicated there are several different preferred methods of training for training teacher emotional competence. Overwhelmingly, most teachers identified that in-person training would be most beneficial, as only 6% of respondents preferred online training. This is consistent with previous research, which indicates effectiveness of group, in-person training methodology (Garner et al., 2018; Vesely et al., 2014; Brackett & Katalak, 2006; Doley & Leshem, 2016; Hen & Sharbi-Nov, 2014; Tuluhan & Yalcinkaya, 2018). In contrast, the principal reported in her individual interview that she believed that teachers found an online, easily accessible bank of resources for teacher emotional competence to be beneficial. It is likely that a combination of these two methods (in-person training supplemented by an easily accessible bank of resources) would help teachers learn and apply the skills they learn from an emotional competence training.

Some participants identified that training of teacher emotional competence would be beneficial if it was embedded within previously established in-service trainings related to classroom management or social-emotional learning. This would, metaphorically, kill two birds with one stone, such that they are learning how to implement a social-emotional learning curriculum while also learning the skills they need to promote their own, and their students', emotional competency. This is a helpful finding, and one that

may bridge the gap between training focused solely on students and training focused solely on teachers. Research has been conducted on training teachers to conduct social-emotional learning lessons (Low et al., 2015; van de Weijer-Bergsma et al., 2014; Collaborative for Academic, Social, and Emotional Learning, 2021) and separate research has investigated training teachers in emotional intelligence/competence (Garner et al., 2018; Flook et al., 2013; Vesely et al., 2014; Brackett & Katalak, 2006; Doley & Leshem, 2016; Hen & Sharbi-Nov, 2014; Tuluhan & Yalcinkaya, 2018), but little research has focused on the utility of overlapping the two.

Other teachers reported that it may be beneficial to have additional support from school psychologists or counselors, or even have supported time for peer discussions and check-ins with their fellow teachers. For example, one teacher reflected that having weekly emotional support groups with their teaching peers, while another reflected that having intentional time to reflect with colleagues or coaches would help them to build their emotional competence. During the individual interview, the teacher also discussed needing more time with her teaching team in general to reflect upon academic and student progress. The principal also discussed using time during faculty meetings for teachers to express their feelings related to their job, which helps teachers to feel more comfortable expressing themselves in the school environment. Previous research indicates that having additional support from other professionals in developing teacher emotional competence would benefit teachers, especially if used as a booster for more formal training (Dolev & Leshem, 2010). Similarly, the use of group discussions and group feedback imbedded within training could serve as a similar conduit for support, as

teachers would be learning how to develop their emotional competencies through direct examples from their peers.

Limitations

While the present research contributes to understanding strategies and methods of training teacher emotional competencies, and the importance of those competencies, a few limitations should be noted. The survey provided information about teacher's perceptions of emotional competencies, their importance, frequency of use, and self-efficacy in using them. However, it is unknown whether their perceptions are accurate or not.

Additionally, teachers' responses to the survey were very positive, indicating they reported that most of the skills are very important and used most of the time, and they feel at least somewhat confident in applying them. This contrasts with the reports of the school counselor, who seemed very concerned related to the levels of stress among the teachers at her school. These positive results may be due to teachers wanting to be perceived as competent or not full understanding how the skills are applied in the classroom. As such, it may be that the survey sample was too limited, as the survey was completed by teachers recruited from two school districts in the same area of western Virginia. A larger sample size and a more diverse sample may provide more insight into how teachers perceive their use of these competencies.

Future Directions for Research

In addition to having more information related to how teachers apply the outlined emotional competencies in the classroom, it would also be beneficial to have objective or observed measures of the application of those competencies. This may look like

conducting observations in the classroom setting to understand the scope of competency use or asking teachers for concrete examples of times when they have used the skills in the classroom. Additionally, it would be necessary to gather pre- and post-test data related to teacher's objective awareness of the emotional competencies. For example, gathering their pre-test awareness and use of emotional competencies and their post-test awareness and application of the skills would help to further understand how knowledge of teacher emotional competency may affect teacher's awareness and use of it.

Additionally, since much of the research is divided into pre-service and in-service teacher training, gathering data on preservice teacher awareness and use of emotional competencies is important. Comparing the results of the preservice teacher and in-service teacher data would help to further inform the methods of training and provide empirical data related to *when* it would be most beneficial to provide training to teachers in emotional competence.

Finally, a pilot study which utilizes the skills outlined to train teachers in the emotional competency model would help to clarify the efficacy of the model and the benefits of its use in the educational setting. Assessment of pre- and post- knowledge and use of the emotional competencies would inform the effectiveness of the strategies for training and competencies trained. Collecting longitudinal data would also inform how the training may impact teacher retention rates and teacher overall experiences as they continue teaching. Additional measures of the quality of teacher-student relationships and teacher engagement in the classroom would also be important to explore.

APPENDICES

Appendix A. Cover Letter/Informed Consent for Anonymous survey

Dear Teacher,

You are invited to participate in a research study conducted by Christina Beaton, M.S, a doctoral student from James Madison University. The purpose of this study is to understand the scope emotional skills teachers utilize in their classrooms, teacher's perception of the importance of those skills, and their self-efficacy using those skills. This study will contribute to Christina's completion of her doctoral dissertation. The study consists of a survey that will be administered to individual participants online.

Participation in this study will require 15 minutes of your time. The investigator does not perceive more than minimal risk from your involvement in this study (that is, no risks beyond the risks associated with everyday life). It is very important for us to learn your opinions.

Information from this study will be used to train pre- and in-service teachers emotional skills to mitigate teacher burnout, enhance their teacher well-being, and facilitate positive teacher-student relationships in the classroom.

The results of this research will be presented to faculty members of graduate psychology, as well as conferences and publications. While individual responses are obtained and recorded anonymously and kept in the strictest confidence, aggregate data will be presented representing averages or generalizations about the responses as a whole. No identifiable information will be collected from you as a participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location accessible only to the researchers. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be destroyed.

Your participation in this study is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without any consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw from the study.

If you have any questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact Christina Beaton, or her advisor, Dr. Elena Savina:

Christina Beaton, M.S.
Combined-Integrated Program for Clinical and School Psychology
James Madison University
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Elena Savina, Ph.D.
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Questions about your rights as a research subject can be submitted to:

Dr. Lindsey Harvell-Bowman
Chair, Institutional Review Board
James Madison University
(540) 568-2611
harve2la@jmu.edu

Thank you very much for your time and support. By clicking "I Agree" below, you are submitting that you have read the above information and understand what is being requested of you as a participant in this study. You also are freely consenting to participate. You have been given satisfactory answers to your questions. You also certify that you are at least 18 years of age.

This study has been approved by the IRB, protocol #22-2773.

Appendix B. Cover Letter/Informed Consent for Confidential Interviews

Dear Participant,

You are invited to participate in a research study conducted by Christina Beaton, M.S, a doctoral student from James Madison University. The purpose of this study is to understand the scope emotional skills teachers utilize in their classrooms, teacher's perception of the importance of those skills, and their self-efficacy using those skills. This study will contribute to Christina's completion of her doctoral dissertation. The study consists of an interview which will be audio-recorded, to better understand teachers, school counselors, and administrators perception of the importance of emotional competencies for educators.

Participation in this study will require 30 minutes to an hour of your time. The investigator does not perceive more than minimal risk from your involvement in this study (that is, no risks beyond the risks associated with everyday life). It is very important for us to learn your opinions.

Information from this study will be used to train pre- and in-service teachers' emotional skills to mitigate teacher burnout, enhance their teacher well-being, and facilitate positive teacher-student relationships in the classroom.

The results of this research will be presented to faculty members of graduate psychology, as well as conferences and publications. While individual responses are obtained and recorded confidentially and kept in the strictest confidence, aggregate data will be presented representing averages or generalizations about the responses as a whole. No identifiable responses will be presented in the final form of this study. All data will be stored in a secure location accessible only to the researchers. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be destroyed, including audio recordings of interviews.

Your participation in this study is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without any consequences of any kind. However, once your responses have been submitted and confidentially recorded you will not be able to withdraw from the study.

If you have any questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact Christina Beaton, or her advisor, Dr. Elena Savina:

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Questions about your rights as a research subject can be submitted to:

Dr. Lindsey Harvell-Bowman
Chair, Institutional Review Board
James Madison University
(540) 568-2611
harve2la@jmu.edu

Thank you very much for your time and support. By checking the box below, you are submitting that you have read the above information and understand what is being requested of you as a participant in this study. You also are freely consenting to participate. You have been given satisfactory answers to your questions. You also certify that you are at least 18 years of age.

I give consent to be audio recorded during my interview. _____ (initials)

Name of Participant (Printed)

Name of Participant (Signed)

Date

Name of Researcher (Signed)

Date

This study has been approved by the IRB, protocol # 22-2773.

Appendix C. Teacher Emotional Skills Survey

Years of work as a teacher _____

Below are descriptions of emotional skills. Please read each skill, then complete the questions and ratings for each.

Skill 1: Emotional Awareness: The ability to be aware of how you feel in the moment. It may also involve the awareness of what caused you to feel that way.

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never				Sometimes				All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident				Extremely Confident	
1	2	3	4	5	6	7	8	9	10

Skill 2: Emotion Regulation: The ability to regulate emotions. This may include decreasing unpleasant emotions (e.g., anxiety or anger) or increasing pleasant emotions (e.g., happiness)

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never		Sometimes						All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident			Extremely Confident		
1	2	3	4	5	6	7	8	9	10

Skill 3: Effective Emotional Expression: The ability to express emotions (both negative and positive) openly and use emotional expression to attain instructional and interpersonal goals and communicate one's needs. For example, showing enthusiasm to motivate students for learning or showing sad feelings to obtain support from others.

How important is this skill for your job?

Not at all important				Somewhat Important			Extremely Important		
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never		Sometimes						All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident			Extremely Confident		
1	2	3	4	5	6	7	8	9	10

Skill 4: Identifying and Responding to Students' Emotions: The ability to recognize and understand students' emotions. This may include recognizing emotional cues (e.g. body language) and taking into account students' cultural background, family situation, ability, and personality. This also includes knowledge of potential emotion-eliciting situations and strategies for managing emotional situations.

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never				Sometimes				All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident				Extremely Confident	
1	2	3	4	5	6	7	8	9	10

Skill 5: Promoting a Positive Emotional Climate in the Classroom: This includes skills that facilitate a positive emotional climate in the classroom, like responding to students' needs and emotions to establish trusting, nurturing, and predictable relationships. This also includes the ability to foster positive relationships among students.

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never				Sometimes				All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident				Extremely Confident	
1	2	3	4	5	6	7	8	9	10

Skill 6: Utilizing Emotions to Promote Learning: Understanding of how emotions (both positive and negative) impact learning and using emotions and emotional expressions to facilitate learning.

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never				Sometimes				All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident				Extremely Confident	
1	2	3	4	5	6	7	8	9	10

Skill 7: Skills to Promote Student Emotional Competence: Promoting emotional skills through modeling, direct instruction, and attuned responding to students' emotions.

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never				Sometimes				All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident				Extremely Confident	
1	2	3	4	5	6	7	8	9	10

Skill 8: Skills to Maintain Teacher Emotional Well-Being: This includes the ability to manage complex emotional situations in the classroom in a calm and positive manner, and effectively use stress-reduction techniques (e.g. deep breathing, focusing on positive, distraction etc.).

How important is this skill for your job?

Not at all important				Somewhat Important				Extremely Important	
1	2	3	4	5	6	7	8	9	10

How often do you need to use this skill in your job?

Never				Sometimes				All the time	
1	2	3	4	5	6	7	8	9	10

How confident are you that you have this skill?

Not confident at all				Somewhat Confident				Extremely Confident	
1	2	3	4	5	6	7	8	9	10

In your opinion, what are the best ways to train teachers' emotional skills:

- In-service training
- Consultations and coaching with a school psychologist or school counselor
- Course on emotional intelligence while in teacher training program
- Self-paced online training program that is self-paced
- Embedded in other in-service training programs for classroom management or social-emotional learning
- Other option: _____

Appendix D. School Personnel Interview Questions

Elementary School Teacher Questions:

Go over each competency individually and ask:

1. How much training have you received using this skill? During college? During professional development or in-service training while you've been employed? Have you sought additional professional development not provided by your school district that relates to this competency?
2. (If training was provided) What was this training like? Did you find it helpful? What types of activities and/or knowledge did it include?

As a teacher, what needs do you have with regard to your own emotional skills?

Can you provide an example or two about how your emotions have impacted your teaching?

What would be helpful to know regarding the emotional development of your students?

How do you see your emotions in the classroom intersecting with teaching?

How do you see your emotions in the classroom impacting your students?

How do student emotions impact you?

What types of training do you find most beneficial? (provide examples like didactic, role-playing, etc)

What barriers to training could you see, especially as it relates to emotional skills or training for teachers?

School Counselor Questions:

We are interested in providing training for teachers in emotional competence. The focus is on training teachers in a model of emotional competency that has been directly translated for relevant use in education. Based on your experience in classrooms and in consultation with teachers, what do you feel like teachers need with regard to emotional skills?

Provide some examples of how teacher emotions intersect with student learning or emotions.

What do you think should be the focus of an emotional competence training for teachers?

How might this type of training impact teachers? Students?

What do you think the school *and* the teachers would find most helpful?

What barriers to training could you see?

Principal Interview Questions:

We are interested in providing training for teachers in emotional competence. The focus is on training teachers in a model of emotional competency that has been directly translated for relevant use in education. Based on your experience with your school, what needs can you identify that your teachers have regarding emotional skills?

Provide an example or two of how these skills could be used in your school.

Currently, what struggles do your teachers report regarding their emotional skills in the classroom? (This may not be a direct report from them, but what inferences can you make?)

What type of training or skills would be most beneficial for your teachers to learn?

How do you view teacher emotions impacting student learning? Student emotional or social development?

How do your teachers normally respond to professional development? Do they find it helpful? When they do, what do they report is the most helpful?

What barriers to training could you see?

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