

ABSTRACT

Michelle Wallace Royster, CARING FOR THE CARETAKERS: BUILDING RESILIENCE IN ALTERNATIVE LICENSED TEACHERS THROUGH THE IMPLEMENTATION OF A RESILIENCY-FOCUSED PROFESSIONAL DEVELOPMENT AND SUPPORT PROGRAM (Under the direction of Dr. Travis Lewis). Department of Educational Leadership, May, 2024.

Public schools are facing the challenge of educating children with a limited workforce. The issuing of alternative licenses has allowed schools to hire adults trained in other fields to serve as teachers. While this benefits the education system, it is not a solution without concerns. Alternative licensed teachers are entering the classroom without having taken courses on teaching using research-based instructional strategies, implementing classroom management systems, or strategies for student engagement. They are learning about teaching pedagogy on the job, which may lead to high-stress levels.

This mixed-method research study, grounded in The Collaborative to Advance Social Emotional Learning (CASEL) Framework, examined the impact of implementing a resiliency-focused professional development and support program on alternative licensed teachers in grades K-5. Participants engaged in a two-day Resources for Resilience professional development and ongoing individual coaching sessions for two months. Both qualitative and quantitative data from surveys, exit tickets, and interviews were analyzed to determine the impact of the professional development and coaching sessions. The study also explored if teachers would use the tools acquired through professional development with themselves, their students, or their co-workers.

Findings indicate that resilience training positively impacted teacher self-efficacy and is needed to assist teachers within managing the demands of the classroom setting. Findings also indicate that teachers will use resilience tools with their peers, students, and themselves when provided professional development on availability and application of the tools.

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LICENSED TEACHERS THROUGH THE IMPLEMENTATION OF A RESILIENCY-
FOCUSED PROFESSIONAL DEVELOPMENT AND SUPPORT PROGRAM

A Dissertation
Presented to the Faculty of the Department of Educational Leadership
East Carolina University

In Partial Fulfillment of the Requirements for the Degree
Doctor of Education in Educational Leadership

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May, 2024

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DEDICATION

I dedicate this dissertation to my strong supportive team, who has pushed me, encouraged me, and gave me tough love throughout this journey. To Stanley Royster, my husband, thank you for always being there for me. You believed in me even when I did not believe in myself. Your unwavering love, support, faith, and encouragement have allowed us to achieve this milestone. I hope you know that I love you and recognize the sacrifices you have made to help me achieve this degree. To my parents, William and Dorothy Wallace, you have been and continue to be the wind beneath my wings. You have instilled in me the value of education and encouraged me to pursue it with everything I am. Your constant words of wisdom have sustained and encouraged me to reach new heights.

ACKNOWLEDGEMENTS

To God belongs all the glory and the honor for this milestone in my educational career. I acknowledge that this would not have been accomplished if it had not been for the Lord. Many days and nights, I have prayed and leaned on God. The fact that I am at this point is a testimony to his greatness and mercy. He has taken what was meant for my harm and made it for my good.

Along this journey to obtain my doctorate degree, I have been blessed with a supportive group of family, friends, peers, and a cohort of fellow classmates. This journey had many obstacles that made me question if this was for me. But when I was in doubt, my God-given supporters were not. Therefore, I acknowledge them by name as they were my cheerleaders. To William and Dorothy Wallace, Stanley Royster, Lamont Wallace, Katoya Wallace, Carla McWilliams, Kendrick Alston, Shae Alston, Roderick Tillery, and Leondus Farrow, thank you for your words of encouragement and prayers.

This dissertation would not have been completed without the strong support of leaders within the school district. Dr. Steven Ellis, Dr. Leondus Farrow, Shiela Wallace, Jennifer Sharpe, Dr. Chanda Battle, Jeanne Kerr, and Natalie Robinson, thank you for your support and assistance.

Special thanks to East Carolina University for placing me within a cohort of educators who have been my resource. I want to thank Dr. Dan Novey and Dr. Travis Lewis for being my dissertation chairs and for not giving up on me. Your guidance, instruction, and support mean the world to me.

To my husband, Stanley Royster, thank you for being my rock. Thank you for understanding the demands that this process took. Thank you for pushing me and refusing to allow me to quit or use excuses. I love you more than words could ever convey.

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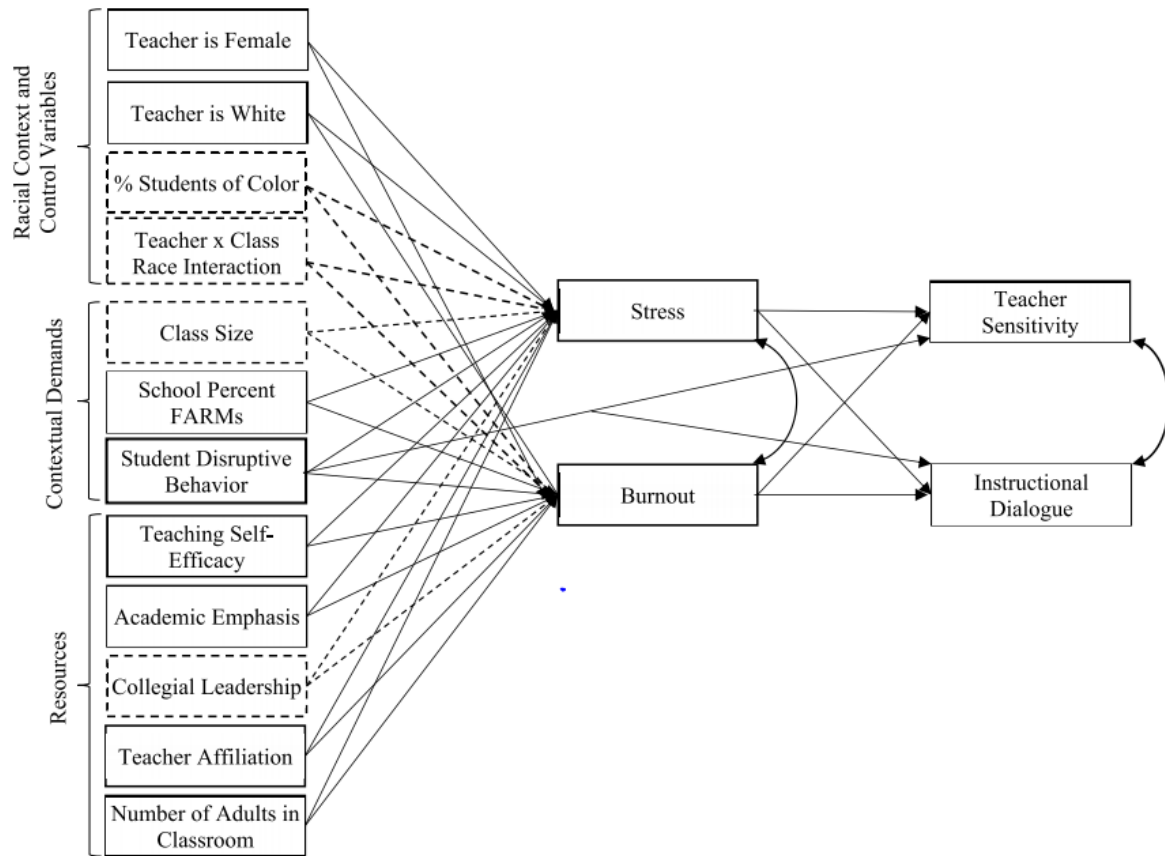
CHAPTER 1: INTRODUCTION

School systems across the United States face the challenge of recruiting teachers (Sutcher et al., 2019). The cost of not having teachers in the classroom affects students negatively (Nguyen & Springer, 2021). According to a report by the Economic Policy Institute in 2022, the teacher shortage is widespread and affecting schools that serve a high number of black students from low-income families. This report also states that the teacher shortage has only worsened since the pandemic (Schmitt et al., 2022). Each year, school systems recruit candidates to teach in their classrooms. The educational system is estimated to need about 25,000 to 30,000 teachers annually (Shibiti, 2020). To meet this need, school systems hire candidates to teach who have a clear teaching license and those who are granted an alternative temporary license to teach. Teachers hired may have teaching experience, may have attended a university and completed a teacher prep program that included student teaching, may be coming from another profession, or may have a four-year degree with no educational experience. All those hired to fill vacancies have the task of facilitating instruction, handling disruptions to the learning environment, and understanding the teaching acronyms, content, and instructional resources while meeting their students' academic, social, and emotional needs.

Educators are tasked with doing many things and facilitating instruction that will lead to the academic growth of each student assigned to them. In North Carolina, General Statute 115C-307 states that teachers are responsible for educating, providing medical care, and maintaining order and discipline among their students. Teachers are duty-bound to look for and report suspected child abuse (Hupe & Stevenson, 2019). It is expected that teachers will carry out responsibilities that go beyond just teaching the curriculum. Teachers are expected to carry out other duties, including managing student behavior, investigating incidents between students, and

reporting any abuse they observe or think a student may be experiencing. The impact of carrying out these duties adds to teachers' daily responsibilities. Other professions that perform similar tasks as those expected of a teacher have become susceptible to vicarious trauma. Vicarious trauma is the transformation that occurs within a trauma worker as a result of empathic engagement with the client's trauma experiences (Pearlman & Mac Ian, 1995). These professions include people who are employed as nurses, firefighters, counselors, EMTs, clinicians, and chaplains, and child welfare professionals are susceptible to vicarious trauma due to their job duties (Dunkley & Whelan; 2006; Hallinan et al., 2019; Middleton & Potter, 2015; Shepard, 2013). As educators perform some of the same duties as these professions, they are also susceptible to vicarious trauma, stress, and burnout due to work-related demands (Bottiani et al., 2019; Mearns & Cain, 2003).

Factors that have been identified as causing stress for teachers are interpersonal demands, diversity of tasks required, lack of professional recognition, discipline problems in the classroom, administrative red tape, lack of support, workload and time pressure, paperwork, and lack of resources provided (El Helou et al., 2016; Skaalvik & Skaalvik, 2020). Research findings indicate that white teachers, female teachers, and teachers in low-income schools report higher stress and burnout than their counterparts in the same low-income schools (Bottiani et al., 2019). Figure 1 illustrates the factors that impact the stress and burnout of educators. Stress from work has been associated with physical and mental health risks that may lead to absences, negatively impacting instructions and costing the school system financially (Haverman et al., 2018). If educators become overwhelmed due to their workload, they become less effective in carrying out the different roles that students in poverty need daily (Bottiani et al., 2019). This inquiry



Note. (Bottiani et al., 2019).

Figure 1. The interplay of job demands and resources, stress, and burnout.

recognizes that there is a shortage of candidates seeking to become teachers, making it essential to provide teachers with tools to help them be resilient as they face the challenges of teaching today's generation so that they will remain in the profession.

This inquiry aimed to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. Alternative licensed teachers are educators who did not complete the traditional undergraduate program to be teacher-certified (Darling-Hammond et al., 2002). These educators complete the requirements to be certified while working as teachers. The desired outcome of this inquiry was to equip participating teachers with strategies that they could use to be resilient as they face the inevitable adversity that comes with teaching. Additionally, teachers can teach these strategies to their students who have an emotional crisis within the classroom. In this inquiry, I aimed to focus on the most inexperienced and least prepared educators, alternative licensed teachers. As the responsibility of teaching every child requires educators to be resilient. It is especially needed for alternative licensed teachers to be resilient as they are implementing lessons while taking educational classes. In addition to learning how to do their job as they go, they are also held to the same expectations as their peers who have educational pedagogy as a result of completing requirements to be a certified licensed teacher. By implementing resilience strategies and utilizing related tools, alternative licensed teachers will remain resilient when facing the obstacles and challenges that accompany teaching. Resilient alternative teachers will hopefully choose to remain in the classroom and provide students with growth-producing lessons that build student knowledge and skills while uplifting them to the next level academically, socially, and emotionally.

Background of the Inquiry

Students may encounter many adverse situations because of their day-to-day living, commonly referred to as adverse childhood experiences (ACEs) (Lawson, 2019). Adverse childhood experiences include economic hardship, parental divorce or separation, living with someone who had an alcohol or drug problem, neighborhood violence as a victim or witness; living with someone who was mentally ill, suicidal, or severely depressed; witnessing violence; a parent or guardian serving jail time; being treated or judged unfairly due to race; or the death of a parent. In 2019 in NC, 23.6% of children ages 0-17 have had at least two adverse childhood experiences (United Health Foundation, n.d.). Children respond to the impact of ACEs in ways that sometimes negatively affect their academic abilities and classroom environment. This may affect teachers emotionally and how they view themselves, others, and the world (Nikischer, 2019). This negative psychological response may include vicarious trauma, secondary traumatic stress, and burnout (Cummings et al., 2018). While the terms are used interchangeably, they do not have the exact definition. Table 1 provides the differences between these three terms.

Teacher resilience towards the challenges, stress, job demands, and vicarious trauma they may encounter was the focus of this inquiry. Vicarious trauma affects teachers' brains in much the same way that it affects their students' brains, eliciting a fear response and releasing excessive cortisol and adrenaline that can increase heart rate and blood pressure (Minero, 2017). The impact on teachers who suffer from vicarious trauma includes disengagement, depression, mood swings, and substance abuse (Lawson, 2019). The effect of vicarious trauma and stress on teachers may be felt at the school level, especially if the teachers decide to leave the profession. Their exodus from education leads to recruiting teachers from a limited pool. This is further enhanced as teachers may choose not to work at schools that have a high-risk population.

Table 1

*Definitions of Burnout, Vicarious Trauma, Secondary Traumatic Stress and Compassion**Satisfaction*

Burnout	Vicarious Trauma	Secondary Traumatic Stress	Compassion Satisfaction
Emotional Exhaustion	Affective and cognitive changes	Similar symptoms to post-traumatic stress disorder	Satisfaction or gratification that results from being able to aid others
Depersonalization	Reduced motivation, efficacy, empathy, self-esteem, self-perception, intimacy, safety, and trust	Intrusion, avoidance, negative affect, anhedonia, externalizing behavior, anxious arousal, and dysphoric arousal	Perceived professional achievement Increases motivation and interest
Reduced sense of personal accomplishment	Takes a long to develop	Acute onset	
Physical, emotional, psychological and spiritual exhaustion			

Note. (Cummings et al., 2018).

The education profession is seeing a decline in the number of people pursuing careers in education. To compensate for the decline in candidates who have graduated from a university with a degree in education and are certified and licensed to teach, the state of North Carolina (NC) has created alternative pathways toward licensure that can be used to hire candidates to teach (Henry et al., 2014). These candidates have a four-year university degree but typically have not received teaching pedagogy training before entering the classroom. Therefore, they are instructing children without the knowledge and understanding of different pedagogical strategies and the process for effectively instructing students. The alternative licensed option allows non-licensed people to fill teaching vacancies, thus attempting to solve the teacher shortage. However, it does not eliminate the problem, as there is no guarantee that an alternative licensed teacher will choose to remain a teacher. This section will explore the challenges facing the educational system regarding teacher retention.

Facilitating instruction requires teachers to understand the curriculum, implement teaching pedagogy, use data to drive instruction, and maintain a safe and orderly learning environment. For schools and school districts that serve a high percentage of impoverished children, understanding how they have been impacted emotionally by their life experiences and how to help them overcome challenges is needed (Dorado et al., 2016). These challenges include living in poverty, exposure to violence, and exposure to trauma (Bottiani et al., 2019). Teachers serving low-income children create a learning environment conducive to their students' individual needs. Teachers must meet their students' social, emotional, behavioral, and academic needs (Bottiani et al., 2019). Teachers must have the necessary skills to meet these challenges and prepare students to meet academic performance standards, while simultaneously managing their own stress and remaining resilient. If teachers do not possess these skills, then the

educational sector loses members as they leave the field or leave high-needs schools to seek employment at less demanding schools.

Teachers leaving the profession have created vacancies that school systems must fill. According to the 2017-2018 State of the Teaching Profession in North Carolina report to the General Assembly, 7,674 teachers left the classroom (NCDPI, 2023). Table 2 provides the multiple reasons given for teachers leaving the classroom. The most frequent reason given for leaving the profession was personal reasons.

Teacher exodus, regardless of the reason, leads to vacant teaching positions. This shortage is faced by school districts across North Carolina (Berry & Shields, 2017). As teachers leave, schools must find teachers to fill the vacancies their departure created. Schools of education are a good source for recruiting teachers. Due to the declining number of college students pursuing education as a major, the number of graduates from schools of education does not equal the demand for teachers. The contribution of teachers from the university system is declining due to a decrease in the enrollment of students pursuing educational degrees. Table 3 provides the changes in enrollment in the educator preparation programs throughout the state's public university system, UNC System. In Carolina School District, a pseudonym for the school district upon which this inquiry focused, the low supply of teachers creates a marketplace for teachers, as they can shop for the school of their choice. Schools compete to hire these teachers. When unable to recruit licensed teachers, school systems recruit and hire alternative licensed teachers. Alternative Licensed teachers are teachers with at least a four-year degree in an area other than education who do not have a teaching license (Winzeler et al., 2017). Teachers hired with an alternative license have three years to complete a teacher education program (Regional

Table 2

NC Teacher Attrition Reasons by Categories for 2022-2023

Reasons for Attrition	Total Number of NC Teachers Who Left Their Position	Percentage of Total NC Teacher Attrition
Personal Reasons	3,103	42.5%
Resigned due to family responsibilities/childcare	465	6.4%
Resigned to continue education/sabbatical	154	2.1%
Resigned due to family relocation	581	8.0%
Resigned to teach in another state	507	7%
Dissatisfied with teaching	80	1.1%
Resigned due to career change	784	10.7%
Resigned due to health/disability	116	1.6%
Resigned with reduced benefits	360	4.9%
Re-employed retired teacher resigned	56	.8%
Initiated by LEA	393	5.4%
Dismissed	6	0.1%
Non-renewal (probationary contract ended)	134	1.8%
Interim contract ended – not rehired	164	2.3%
Resigned in lieu of dismissal	18	0.2%
Resigned in lieu of non-renewal	12	0.2%
Did not obtain or maintain license	59	0.8%

Table 2 (continued)

Reasons for Attrition	Total Number of NC Teachers Who Left Their Position	Percentage of Total NC Teacher Attrition
Beyond Control of Local Educational Agency		
Reduction of Force	2	0.0%
Retired with full benefits	1,114	15.3%
Deceased	37	1.5%
End of Term (VIF)	110	1.5%
End of Term (TFA)	12	0.2%
Resigned due to movement required by Military Order	94	1.3%
Other Reasons	2,433	33.4%
Resigned for other reasons	1,276	17.5%
Resigned for unknown reasons	1,57	15.9%
Total	7,298	100.0%

Note. (NCDPI, 2023).

Table 3

Change in Education Degree Enrollment for 2021-2022

UNC-System Program	Enrollment First Year (Number of Students) <i>Undergraduate</i>	Enrollment Change From Prior Year (Percentage)
Appalachian State	641	+40.3%
Elizabeth City State University	13	-84.3%
East Carolina University	717	-25 %
Fayetteville State	116	-9.4%
North Carolina A&T	51	-56%
North Carolina Central University	68	-54.5%
North Carolina State University	294	-28.6%
UNC-Chapel Hill	6	-60.0%
UNC-Asheville	27	-38.6%
UNC Charlotte	306	-54.6%
UNC-Greensboro	93	-57.9%
UNC-Pembroke	169	-53.1%
UNC-Wilmington	300	-8.0%
Western Carolina University	151	-59.4%
Winston Salem State	23	-73.6%

Note. (NCDPI, 2023).

Assistance Licensing Centers, 2019). Thus, they are practicing teachers at the same time that they are completing coursework to earn a teaching license.

Filling teacher vacancies is an ongoing task, as teachers submit their resignations at any time. Licensed and alternative licensed teachers fill vacancies. Table 4 shows the numbers and percentage of beginning teachers, alternative licensed teachers, and licensed teachers hired by the CSD district for the past four years. As a district, the school system has a consistent average of over twenty percent of inexperienced teaching staff. As the table shows, the newly recruited lateral-entry teachers receive on-the-job training on teaching pedagogy, content knowledge, classroom management, and high-stakes testing. The overly optimistic expectation is that all teachers will immediately implement effective instruction for every child and perform at peak efficiency to maximize the outcome for students who will be measured by high-stakes testing.

In addition to the stress associated with delivering peak performance, learning the curriculum, and meeting the needs of students that go beyond teaching, teachers also have to work with children from diverse populations, many of whom have had adverse childhood experiences that require teachers to meet their social and emotional needs.

Context of the Inquiry

The Carolina School District (CSD) is a primarily rural community in eastern North Carolina that serves over 15,000 students. Across this school system, 133 teachers left the district during the 2022-2023 school year out of 845 teachers. According to the exit survey that teachers completed with the district's Human Resources Department, 15 of the departing teachers cited personal reasons for leaving, 6 departures were initiated by the school district, 27 were beyond the control of the school district, and 18 teachers left for other reasons. Table 5 provides the reasons for attrition for past three school years. The school district has a need for highly effective

Table 4

*Number and Percentage of Carolina School District's Beginning and Alternative Licensed**Teachers*

School Year	Number of District Beginning Teachers	District Percentage of Beginning Teachers	Number of District Alternative Licensed Teachers	District Percentage of Alternative Licensed Teachers
2023-2024	154	17.6%	149	17.1%
2022-2023	137	15.9%	100	11.6%
2021-2022	137	17.5%	88	9.4%
2020-2021	163	15%	153	16.7%
2019-2020	124	13.8%	56	6.2%
2018-2019	128	14.0%	69	7.6%
2017-2018	185	19.4%	99	10.4%
2016-2017	191	20.2%	81	8.6%

Table 5

Carolina School District Attrition Reasons by Categories

Year	Total Teachers	Teachers Leaving	Personal Reasons	Initiated by LEA	Beyond Control of LEA	Other
2022-2023	845	133	15	6	27	52
2021-2022	902	45	45	15	1	12
2020-2021	932	66	28	7	13	18

Note. (<https://files.nc.gov/dpi/report-state-of-the-teaching-profession-12.15.20.pdf> and CSD Attrition Data).

teachers as many of its consumers are in poverty. The North Carolina Department of Commerce (2023) has identified the county that it serves as a Tier 1 county regarding economic well-being and relative economic distress. Counties within Tier 1 are the most distressed counties in the state. This designation is determined by the average unemployment rate, median household income, percentage of population growth, and adjusted property tax base per capita (North Carolina Department of Commerce, 2023). Carolina School District is a school system that serves over 15,000 students. The NC Department of Education has identified the school system as a low-performing school district. The school system has this label because over half of the schools within the school system are labeled failing due to state testing.

In North Carolina, the Education Value-Added Assessment System (EVAAS) determines student academic growth for public and charter schools. EVAAS is customized software that predicts probabilities for students at numerous academic milestones. The system also determines teacher effectiveness with their students using the state end-of-grade and end-of-course assessments (NCDPI, 2020a). Schools receive a report card grade based on student performance and growth data. In the school report card, schools receive a letter grade of A to F. The report cards that schools receive are based on student performance and growth data. Student performance on end-of-grade or end-of-course tests accounts for 80%, while academic growth accounts for 20% of a school's report card (NCDPI, 2020a). Growth data is determined by EVAAS every school year (NCDPI, 2020a). In addition to this letter grade, a school is designated a performing or low-performing school. Low-performing schools are schools that receive a school performance grade of D or F and a school growth score of met expected growth or not met expected growth on End of Grade testing in grades 3 through 8 or in End of Course testing in high school (NC General Assembly, 2020). Table 6 provides the school district's

Table 6

Carolina School District End of Grade Proficiency Data by Test, Grade, & School Year

Test/Grade	School Year					
	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
Read 3 rd	33.7	35.3	35.7	28.7	28.9	39.1
Read 4 th	36.4	38.2	37.6	30.5	33.4	38.6
Read 5 th	21.9	30.9	31.5	25.2	31.3	38.9
Math 3 rd	51.3	45.8	47.8	17.8	35.2	44.6
Math 4 th	44.5	47.1	47.3	17.4	26	37.6
Math 5 th	18.5	43.3	53.9	18.5	33.4	35.9
Science 5 th	33.9	52.6	82.2	33.9	51.5	52.8

Note. (NCDPI, 2020b, CSD testing data).

testing performance for each school year between 2016 and 2023. The school system has a strategic plan to increase student academic performance and to move to the status of a performing school district. The plan also includes recruiting and retaining highly qualified teachers.

The school system faces challenges in teacher recruitment and teacher retention of highly qualified teachers. Educators within the district face the challenge of closing academic gaps, teaching children coping strategies for their emotions, and remaining dedicated to teaching. CSD's teachers are educators who seek to teach and help students with social and emotional needs. Alternative licensed teachers' lack of experience and pedagogical skills adds another challenge. These multiple concerns leave these teachers exposed to stress and vicarious trauma. The purpose of this inquiry was to implement Resources for Resilience as well as coaching sessions for six elementary alternative licensed teachers from within the school district so that these teachers will have tools to help them to be resilient when facing the obstacles and challenges that they face as new teachers. It was my hope that this inquiry would increase teacher resilience and self-efficacy, as measured through surveys, interviews, and coaching sessions feedback responses, as well as increase the alternative licensed teacher retention rate.

Statement of the Focus of Practice

Teachers have a variety of tasks and goals to meet. Performance in meeting these goals is documented in their teacher evaluations and EVAAS teacher accountability data. A teachers' student testing data can result in labels such as a performing or non-performing teacher. A label of non-performing may inhibit the confidence of someone new to the teaching profession. Teachers who are new to teaching may lose their self-efficacy. The loss of their belief that they can make a difference can have a negative impact on them and their students. This is in addition

to the stress that they may feel from the many roles that they fulfill in their day-to-day duties. Examples of outside roles that teachers may play are parents, spouses, significant others, and caretakers. A teacher under pressure may not be able to handle the demands of the workday. The results of the intersection of the many roles teachers play and the demands of the profession are problematic if teachers choose to leave or lose their self-efficacy to do their jobs, especially in schools that serve at-risk children (Greenglass et al., 1996).

The purpose of this inquiry was to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. This professional development and support program utilized the Resources for Resilience curriculum and one-on-one coaching sessions in order to achieve the intended outcome. To determine the impact of this initiative, both quantitative and qualitative data were collected in parallel and analyzed separately prior to triangulation of findings.

Teachers have decided to teach and work with children who may come with multiple social and emotional needs or gaps in their learning. Students who have had two or more ACEs can impact the learning environment in classrooms negatively, which will affect teachers' ability to meet the academic goals set. Teacher exposure to student misbehavior and teaching tasks may lead to teacher burnout (Chang, 2009), particularly for those lacking in pedagogical training and preparation. This inquiry centered on taking care of our caretakers through quality resilience training and creating processes that ensure an environment conducive to resilience.

Inquiry Guiding Questions

The following question served to guide this inquiry:

1. What impact does professional development focused on teacher resilience have on the self-efficacy of alternative licensed teachers?
2. What impact does one-on one coaching sessions have on teacher self-efficacy within a group of alternative licensed teachers?
3. How will teachers utilize the skills and strategies acquired from a comprehensive professional development and support program focused on teacher resilience?

Overview of Inquiry

The foundation of this mixed methods inquiry was the facilitation of professional development, the application of resilience tools, and engagement in coaching sessions. It was me and my inquiry partners' belief that the combination of these three strategies would help to increase teacher resilience, and self-efficacy thereby increasing teacher retention. As such, this inquiry was a collaborative effort with key members of the CSD school district.

Organization of this inquiry included identifying candidates who had alternative licenses and less than three years of experience. Recruitment of the candidates was done by meeting with principals to get their support for their teachers to participate and by meeting with individual teachers. The professional development took place over two days. Data were gathered from participants prior to start of this inquiry, at the end of the professional development, at each coaching session, and at the conclusion of this inquiry. A self-efficacy survey was administered prior to the start of the professional development and at the end of the professional development, to determine if it had an impact of teacher self-efficacy. Following the conclusion of the coaching sessions, another self-efficacy survey was administered to see if teacher self-efficacy

improved, decreased, or remain the same as a result of participation in coaching sessions.

Teachers were surveyed to determine if they utilized the resilient tools they were taught at each coaching session.

The managerial part of arranging to have the professional development, bi-weekly coaching sessions, ensuring a secure location, and recruiting teachers was completed by me. I also worked with principals of alternative licensed teachers to recruit teachers to participate in this inquiry. Once participants were selected, we implemented the professional development at a school district location. Feedback was gathered from teachers once they complete the workshop sessions. The information gained from participating teachers was studied and analyzed. After completion of the professional development, participants participated in bi-weekly coaching sessions. Each session included gathering information using a survey to see if participants used a resilience tool, which tool, and with whom. I reviewed data collected from teachers to determine steps to take with the implementation of the next coaching session. Once all coaching sessions have been completed, data were gathered and reviewed by the district's Resilience Team and staff from the Human Resource department.

Collaborative Inquiry Partners

This focus of practice was a collaborative project that has multiple inquiry partners. The inquiry partners included the district's Project Aware Director, Executive Director of Human Resources, Assistant Superintendent for Student Support and Operations, Director of Professional Development, Elementary School principals, and district-trained Resources for Resilience Facilitators. The research study included planning for implementation of the professional development with the Director of Professional Learning and Special Programs as well as the Human Resources department. Coaching sessions were facilitated by me. The

district's Executive Director for Human Resources and Project Aware Directors were collaborating partners. I also worked with principals of alternative licensed teachers to recruit teachers to participate in this inquiry. The district's human resources office assisted with the inquiry by providing me with the names and schools of all alternative licensed teachers who had three or fewer years of experience. The principals at the schools that these alternatively licensed teachers serve provided a meeting space and time that I can meet to recruit teachers to participate. The district's Superintendent granted permission for this inquiry and agreed to help me with this process.

Conceptual Framework

This inquiry was grounded and guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. This framework was founded in 1994 by Daniel Goleman, Mark Greenberg, Eileen Growald, Linda Lantieri, Timothy Shriver, and David Sluyter (CASEL, 2020). CASEL is an international organization focused on establishing social and emotional learning (SEL) in the school setting (Payton et al., 2017). SEL refers to the process by which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Jagers et al., 2019). CASEL has identified five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Lawson et al., 2019). CASEL has outlined four focus areas that include procedural steps for creating a trauma-informed learning environment. The components of the professional development that teachers received were in alignment with the CASEL framework. While all four focus areas was completed, the central focus of this inquiry was on the second area: adult SEL.

Definition of Key Terms

The following are key terms that were used throughout this inquiry:

Alternative Licensure – Licensure obtained through opportunities other than the traditional four-year undergraduate program path to teacher certification (Darling-Hammond et al., 2002).

Teacher Retention – Teachers remaining in the field of education (Kelchtermans, 2017).

Vicarious resilience – is a unique and positive effect that transforms therapists in response to client trauma survivors' own resilience (Acevedo & Hernandez-Wolfe, 2013).

Burnout – emotional exhaustion, depersonalization, reduced sense of personal accomplishment, and physical, emotional, psychological, and spiritual exhaustion (Jenkins & Baird, 2002).

Vicarious trauma – the reaction to emotional demands from exposure to trauma survivors that causes affective and cognitive changes, reduced motivation, efficacy, empathy, self-esteem, self-perception, intimacy, safety, and trust (Jenkins & Baird, 2002).

Secondary Traumatic Stress – a set of psychological symptoms that mimic post-traumatic stress disorder but is acquired through exposure to persons suffering the effects of trauma (Baird & Kracen, 2006). Symptoms include post-traumatic stress, intrusion, avoidance, negative affect, anhedonia, externalizing behavior, anxious arousal, and dysphoric arousal, acute onset (Jenkins & Baird, 2002).

Compassion Fatigue – negative feelings that sometimes come from the experiences of caring for people who are suffering (Todaro-Franceschi, 2019).

Compassion Satisfaction – gratification that results from being able to aid others, perceived professional achievement, and increased motivation and interest (Jenkins & Baird, 2002).

Social and Emotional Learning – a process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020).

Self-efficacy – a person’s belief in their ability to execute and accomplish a task (Bandura, 1997).

Professional Development – processes and activities arranged to improve teachers’ professional knowledge, strategies, skills, and attitudes to enhance students’ learning (Mizell, 2010).

Assumptions

Several assumptions were made regarding this inquiry. First, it was assumed that alternative licensed teachers have a deficit in teaching pedagogy and understanding the curriculum and have a more difficult time performing their duties when compared to experienced teachers (Unruh & Holt, 2010). Additionally, it was assumed that experiencing stress is harmful to a teacher’s emotional health, decreases effectiveness in completing their jobs, and negatively impacts learning (Choi, 2018). As such, this inquiry assumed that one of the causes behind teachers leaving the profession is insufficient skill development and application to rebound from prevailing obstacles of high-need schools, resulting in a decrease in their self-efficacy. This inquiry was dependent upon teachers to be honest regarding their feelings and abilities to do their job. The method of using coaching sessions required a sense of trust among participants during coaching sessions so that teachers could be honest without fear of information being shared.

Scope and Delimitations

This inquiry worked with a small percentage of alternative licensed teachers. Teachers selected to participate had less than three years of experience and had to complete coursework towards licensure as well as participate in this resilience program. The rationale for alternative teachers with two or three years of experience is that first-year teachers have other required professional learning regarding district resources. Teachers have three years to complete the state requirement for licensure; thus, my inquiry focused on teachers who are in their second or third year. This inquiry sought to see if alternative licensed teachers would be impacted by intentional practices to increase self-efficacy and resilience, resulting in higher teacher retention. While the findings from this inquiry was limited to a small group of teachers, it was possible that the data collected may inform practices for other groups of teachers and other schools.

Limitations

My experience as a former principal of a low-performing school that had 95% of its students identified as being in high need and from homes in poverty may lead to potential bias on my part as the scholarly practitioner guiding this inquiry. This could have resulted in tunnel vision on anticipated results and missing other problems or variables for consideration. To address potential bias, I worked with my inquiry partners to review and analyze data and draw conclusions.

As this inquiry sought volunteers, being able to recruit enough alternative licensed teachers within their first three years of teaching limited the inquiry to a less than desirable number of participants. Further, the inquiry could have been further limited if the volunteers of the inquiry did not embrace the professional learning and coaching sessions, and implement the strategies shared.

Significance of Inquiry

Working at schools that serve a high-risk population coupled with federal and state expectations for performance can lead to a decrease in self-efficacy, stress, and burnout (Chang, 2009). This stress can be increased as they work with children who have had more than one adverse childhood encounter. Without proactive steps to help alternative licensed teachers navigate this, they suffer burnout, leading to emotional exhaustion, depersonalization, and reduced personal accomplishments (Byyny et al., 2020). A teacher suffering from burnout may lead to students not receiving the best from their teachers. Thus, this inquiry focused on the problem of taking care of teachers so that they are more resilient to the pressures of being an educator and increase their self-efficacy. The school district has a vested interest in seeing how this inquiry impacts our alternative licensed teachers. If the data showed that this inquiry had a positive impact, the district will add this to its new teacher orientation.

This inquiry recognized that, like other professions that work with people who help people deal with traumatic events, educators are just as susceptible to vicarious trauma and compassion fatigue (Killian, 2008). Professions that have been shown to be vulnerable to vicarious trauma include detective officers investigating child protection cases (MacEachern et al., 2018), nurses (Clark & Gioro, 2007), and social workers (Ashley-Binge & Cousins, 2020). While the expectations and challenges that teachers face cannot be eliminated, methods can be done to assist teachers in being resilient and keeping their beliefs in themselves. Institutions of learning have recognized the toll of social and emotional learning on students and have focused on many initiatives that seek to meet these needs in children. The purpose of this inquiry was to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The

inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. This inquiry hoped to increase awareness of the need to provide alternative licensed teachers with tools to lessen the impact of day-to-day actions on teachers. Educational practitioners at the collegiate level and the K-12 level will benefit from the research and the results of this project. If teachers are provided with strategies to help them be resilient and maintain their belief that they make a difference, schools will retain teachers, and children will benefit. If teachers are retained, schools will avoid spending to bring newly hired staff members up to date with district resources and initiatives.

Advancing Equity and Social Justice

Studies have shown that teachers in schools that serve low-income, low-achieving, and students of color are more likely to leave than their counterparts (Ronfeldt et al., 2013; Simon & Johnson, 2015). This leads to students being taught by the least experienced and least effective teachers (Simon & Johnson, 2015). Turnover has a negative effect on student achievement, especially in schools with a large population of low-performing and students of color (Ronfeldt et al., 2013). While all children are entitled to free and appropriate public education, efforts are needed to assist teachers in being adaptable to meet the needs of their students as well as maintaining their belief in their abilities. By addressing the needs of teachers, especially those who serve our most fragile communities, we will be able to address teacher retention. When comparing students of low income to their counterparts, a disparity can be seen (Sass et al., 2012). This disparity is in the hiring of teachers and retaining of teachers, as schools serving low-income and African American children have a hard time recruiting teachers (Sass et al., 2012).

One intention of this inquiry involved providing resilience professional development as a practice for all of the district's beginning teachers in their annual onboarding program as well as

implementation in other school systems that face similar challenges of raising student proficiency performance, exceeding student growth, and meeting the needs of the stakeholders we serve. CSD and other school districts that seek to educate children attending schools that are labeled low-performing, high needs, and serve a large minority population depend on teachers to close gaps. Schools serving these at-risk populations need teachers who build positive relationships and remain in the classroom. With teachers supported with strategies to help them be resilient despite the obstacles and challenges of teaching children of poverty, children who have the greatest need for an education can be adequately served. Education is a mobilizing force that can provide equal access to higher learning, jobs, and financial stability. Students from underserved communities need schools with teachers who can perform their jobs at peak performance.

Advances in Practice

In the 1980s, national attention focused on the pending teacher shortage in elementary and secondary schools (Ingersoll, 2001). In 2020, this remained a concern in NC as the number of college students who choose to major in education has decreased. With a limited pipeline of future educators, we must take care of our current teachers. School leaders, district leaders, and politicians need to understand educators' plight and needs. Intentional strategies need to be put in place so that teachers are supported where it counts. Those in the profession have chosen to make a difference by educating children. Educators in places of leadership must be proactive in ensuring that educators are supported with resources that address their growth as educators, as well as implement strategies that address the social and emotional needs of educators. If district leaders implement professional development that helps teachers to develop strategies to use when they are under pressure and stressed, then both teachers and students will benefit.

Education and government leaders will benefit from the information that this inquiry addressed, by using this study to create practices and policies that will help teachers to be more effective and remain in the classroom.

Summary

The purpose of this inquiry was to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. Teachers are the most important factor in affecting student achievement and closing academic gaps. To take care of the teacher who works at a school serving at-risk students is to take care of the students. The intended results will be teachers who remain in the profession and can be resilient when faced with the challenges of teaching, especially in high-need schools. In the next chapter, the CASEL framework will be presented, as well as Guskey's Framework in relation to this inquiry. The chapter will also share current literature regarding the obstacles facing high-need schools and the difference between vicarious trauma, burn-out, and secondary traumatic stress. In addition, the upcoming chapters will provide details regarding this study, collaborators and their roles in this study, findings of this study, and areas for opportunities to further the research on building teacher resilience.

CHAPTER 2: REVIEW OF LITERATURE

The following review of literature provides the conceptual framework that guided this inquiry as well as a background for understanding the problem in this inquiry. This inquiry focused on schools that had been labeled as high-needs schools, low-poverty, or at-risk schools in the United States that serve many low-income families. In addition to these schools serving a high proportion of low-income families, they also have many minority children (Hoglund et al., 2015). In meeting the needs of students attending these types of schools, instructional leaders have to close academic gaps, recruit and retain highly qualified and effective teachers, and meet children's non-academic needs. President Lyndon Johnson stated, "Poverty must not be a bar to learning, and learning must offer an escape from poverty" (Johnson, 1965, p. 706). In 1964, the United States president brought to the attention of the American people that we must use education to help end poverty. The literature that I will review within this chapter will focus on several topics: the challenges and obstacles that educators face in high-needs schools, the concept of stress and its impact on teachers, vicarious trauma, and self-efficacy.

Conceptual Framework

The conceptual framework that guided this inquiry is the Collaborative Academic, Social, and Emotional Learning Framework (CASEL). CASEL is an integrated framework that contains five core competencies of social and emotional learning (Maughan, 2018). The purpose of the CASEL framework is to organize Social and Emotional Competencies so that it can be used to identify curricula for Social and Emotional learning instruction (Lawson et al., 2019). Figure 2 explains each competency as well as provides a visual of how they are interrelated. Questions that align with the five core competencies were included in the teacher interviews to measure if

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

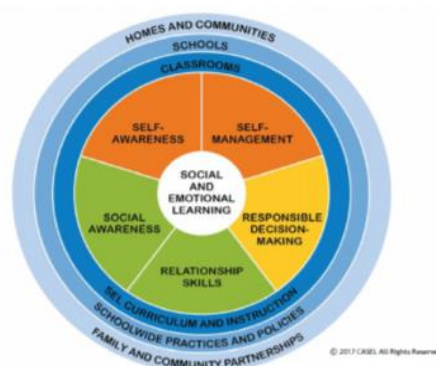
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



Note. Available at <https://casel.org/core-competencies/>

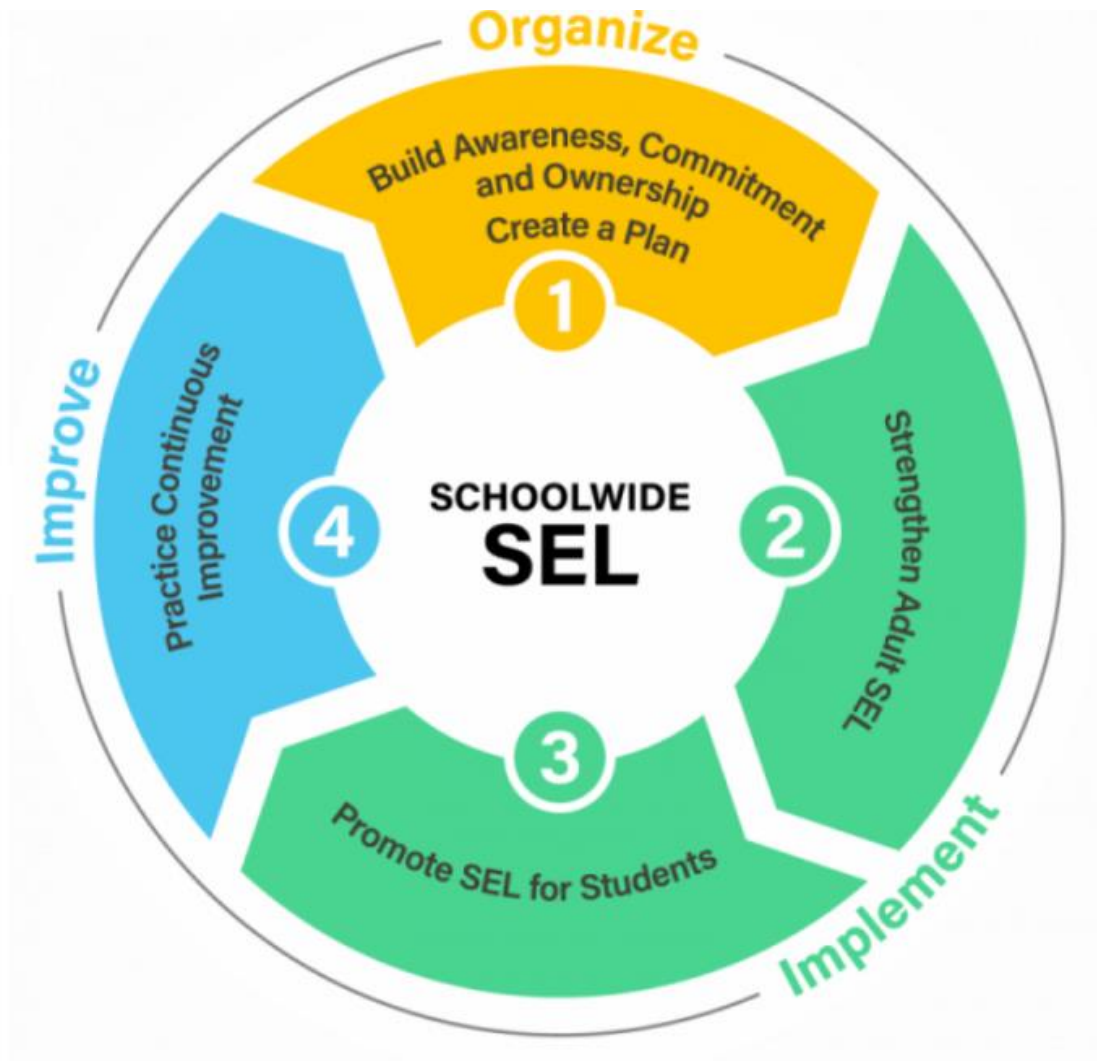
Figure 2. CASEL Framework and five core competencies.

the professional development provided impacts teacher awareness, skills, self-management, and decision-making.

In addition to the framework, CASEL has a Social and Emotional Learning (SEL) process for school-wide implementation. The process consists of four focus areas that are illustrated in Figure 3. The process's first phase is creating a team and getting a commitment. For this inquiry, the school district's resilience team facilitated the professional development. I served on this team. The school district and the NC Resilience and Learning Project committed to this initiative that carries out each of the SEL process steps. This inquiry focused on the second step: strengthening Adult SEL.

Educator SEL

Educational leader and former Atlanta Public Schools Superintendent Meria Carstarphen explains the impact an educator with mastery of the SEL standards could have with the following statement: "If we just made sure that every student had one consistent adult, we would be giving hope" (Carstarphenn & Graff, 2018, p. 22). Educators' skill set and knowledge regarding the SEL competencies will be the focus of this section. SEL is defined as "the process through which young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2020, para.1). As this definition implies, educators are also expected to possess and implement SEL as they are needed to manage their emotions as they deal with student behavior, achieve student performance expectations, and build positive relationships. This is an area where literature is limited, as the focus for SEL has been on students (Gimbert et al., 2023).



Note. Available at <https://schoolguide.casel.org/what-is-sel/what-is-sel/>

Figure 3. Schoolwide SEL process.

Adult/educator SEL is a part of the CASEL framework in step two. A mixed methods study was conducted that examined educators' SEL competencies between 2000 and 2020. The findings of this study was that it is imperative that a focus on educator's personal health and their own beliefs surrounding social-emotional competences be a priority (Gimbert et al., 2023).

Challenges and Obstacles Facing High-Need Schools

Schools that serve a high population of low-income and ethnic minority children and are located in high-poverty areas are known as high-needs schools (Hoglund et al., 2015). High-need schools face academic gaps, behavior and social-emotional needs, and low recruitment and retention of high-quality teachers. Students with low socioeconomic backgrounds, especially African Americans, enter kindergarten performing below their White counterparts (Potter & Moris, 2017). Students who have early experiences with a rich vocabulary environment develop a more extensive vocabulary. Children with the opposite experiences start school with less developed vocabulary and, as a result, acquire fewer new vocabulary words (Brabham et al., 2012). This underdeveloped vocabulary results in a growing gap between students entering with a more extensive vocabulary and those who entered with a smaller vocabulary, as well as leads to a higher risk of school failure (Coyne et al., 2019; Hart & Risley, 1995).

In addition to a vocabulary deficit, children from minority and low socio-economic background studies also show shortfalls in math and reading standardized tests. Students from low socio-economic backgrounds score more than a standard deviation below children from the top quintile on standardized tests in reading and math (Duncan & Murnane, 2011). Children entering kindergarten from low socio-economic families have weaker academic and attention skills. This gap does not shrink as children navigate through elementary school (Duncan & Murnane, 2011). Consequently, the educational gaps children from low socio-economic homes

enter kindergarten with are only one facet of the problems confronting high-needs schools. Student social and emotional needs, as well as the trauma they face, also provide obstacles for a school serving at-risk populations.

Children attending high-need schools come to school with many of their needs, such as food, living space, and appropriate health insurance, not being met (Wright et al., 2011). This hurts the learning that teachers are trying to accomplish. In addition to this, many children have been exposed to ACEs. ACEs are negative experiences that a child may have endured, such as abuse, neglect, and household dysfunction (Boullier & Blair, 2018). Abuse includes emotional abuse, physical abuse, and sexual abuse, while neglect includes emotional neglect and physical neglect. Experiences also involve residing in a household that has substance abuse, mental illness, parental separation/divorce, and having a member in the home involved in crime (Boullier & Blair, 2018). In 2015, researchers studying ACEs recommended expanding ACEs to include the following: witnessing violence, feeling discrimination, unsafe neighborhoods, experiencing bullying, and living in foster care (Cronholm et al., 2015). Forty-five percent (45%) of all children are exposed to at least one ACE, with the demographic distribution among those exposed to two or more ACEs as follows: 16% White, 26% Black, 4% Asian, 17% Hispanic, and 22% other (Sacks & Murphey, 2018). More exposure to ACEs leads to low school attendance, behavioral issues, and failure to meet grade-level standards (Blodgett & Lanigan, 2018). ACEs impact children's brains, affecting the hippocampus, pre-frontal cortex, and amygdala (Blodgett & Lanigan, 2018). This physical impact can be seen in children through their actions, such as behavioral problems, difficulties concentrating, and memory (Blodgett & Lanigan, 2018). Children who experience two or more ACEs are nearly three times more likely to repeat a grade and two times more likely to be diagnosed with ADHD or other behavior-related problems

(Bettencourt et al., 2018). The socioemotional and behavioral problems that accompany children from poverty impact their ability to follow directions, comply with rules, manage emotions, solve problems, organize and complete tasks, and get along with adults and peers (Bettencourt et al., 2018). Children entering school with these socioemotional and behavioral problems are more challenging for educators to teach (Bettencourt et al., 2018).

Children attending high-needs schools (high-poverty schools) will also encounter schools with a disparity regarding teacher quality and effectiveness. Low-poverty schools' teachers were less effective than teachers in high-poverty schools (Sass et al., 2012). Teacher turnover causes a problem with retaining teachers, as well as recruiting teachers. Many principals fill teacher vacancies with inexperienced teachers or candidates who are not the top choice for their schools (Sass et al., 2012; Simon & Johnson, 2015). Teachers tend to prefer to work in schools that are classified as lower-needs schools or schools close to their homes (Sass et al., 2012). The accountability system can enhance the negative impact by making it difficult to recruit and retain high-quality teachers at high-needs schools (Sass et al., 2012).

Stress and Its Impact

This inquiry's premise was that teachers need support to help them with the stress of everyday life and the stress of working with students at high-need schools. Having this need met will hopefully have a positive impact on instruction. Thus, my research naturally took a deeper look into what stress is, the types of stress, its impact on the individual and the workplace, and what can be used to combat stress.

The term stress is used by many, but the definition of the term is ambiguous. Dr. Paul J. Rosch, President of the American Institute of Stress, states that many people talk about stress, but no one knows what stress is (Humphrey, 2002). The research pioneer on stress, Hans Selye,

defined stress as the result of any demand upon the body. Stress is also defined as “a real or perceived imbalance between environmental demands required for survival and an individual’s capacity to adapt to these requirements” (Sherbourne, 1999, p. 11). An alternative definition for the concept of stress is a factor acting internally or externally, making it difficult to adapt and maintain a state of equilibrium both internally and with the external environment (Humphrey, 2002). While the term stress is not easily defined, nor is there a consistent definition, it is recognized as existing and impacting the mental and physical health of people (Jackson, 2013).

Clarification of stress is just as broad as the definition. Stress can be classified as (1) desirable and undesirable, (2) physical stress, (3) psychological stress, and (4) social stress (Humphrey, 2002). Undesirable classification is also referred to as distress. Distress refers to the body’s reaction to stress that has a negative physical and emotional impact on the body, for example, depression, anger, and exhaustion (Papworth, 2003). Desirable stress is referred to as eustress (Humphrey, 2002). Eustress is the stress that positively affects the body, for example, joy and hope (Papworth, 2003). Some researchers state that whether a stressor is distress or eustress depends on how it is viewed and handled by the individual (Humphrey, 2002). Physical stress is a real situation that causes a physical response from the body, such as an elevated heart rate and a rise in blood pressure (Humphrey, 2002). Psychological stress is a perceived stressor in the mind that can result in a high heart rate and mental anguish (Humphrey, 2002). Social stress is the reaction that comes from interacting with others. Negative attitudes about social interactions lead to more stressful conditions (Humphrey, 2002).

While stress can be classified into different categories and has no clear, uniform definition, it is an invisible force that impacts emotionally and physically. Stress causes both physical and mental illness. Stress causes changes in the body, such as a rapid beating in the

heart, an increase in blood pressure, and a tight feeling in the chest (Humphrey, 2002). Stress can cause anxiety, difficulty concentrating, and depression (Powell, 1997). Teacher stress has been characterized by two areas: workload excess and student misbehavior (Hydon et al., 2015). Teachers under pressure can experience all the symptoms of stress. Symptoms for teachers can manifest in the use of sick leave days, teachers leaving the profession, or burnout.

Vicarious Trauma, Burn-Out, and Secondary Traumatic Stress

Employees in professions geared toward helping others are indirectly exposed to the other person's trauma (Cummings et al., 2018). Helping professions include mental health workers, social workers, and nurses. As the teachers' main job is to help students, they also fit this category. According to Jenkins and Baird (2002), professions that involve helping others can lead to burnout, vicarious trauma, and secondary traumatic stress. Burnout is "conceptualized as a defensive response to prolonged occupational exposure to demanding interpersonal situations that produce psychological strain and provide inadequate support" (Jenkins & Baird, 2002 p. 424). Vicarious trauma refers to harmful changes that occur in professionals' views of themselves, others, and the world as a result of exposure to working with people suffering from trauma (Baird & Kracen, 2006). Secondary Traumatic Stress is defined as a set of psychological symptoms that mimic post-traumatic stress disorder but are acquired through exposure to persons suffering the effects of trauma. The terms burnout, vicarious trauma, and secondary stress disorder have been used interchangeably (Jenkins & Baird, 2002). There is some disagreement regarding the terms as being separate and not able to be interchangeable. According to Jenkins and Baird (2002), the terms should not be interchangeable because burnout is related to the workplace rather than exposure to secondhand trauma.

In contrast, secondary traumatic stress and vicarious trauma result from exposure and not the workplace (Jenkins & Baird, 2002). While the terms are separate and have different definitions, they apply to teachers because they work with students who may have multiple ACE experiences. Teacher preparatory programs do not prepare teachers to work with students with mental health needs (Hydon et al., 2015). This lack of preparation, as well as helping students who have had traumatic experiences, can lead to secondary stress (Hydon et al., 2015). Secondary traumatic stress/vicarious trauma may manifest with the symptoms of stress described above, thus having a negative effect on teachers. It may also lead to low work effort in the classroom (Hydon et al., 2015).

Teacher burnout affects the person and the organization (Chang, 2009). For the person, emotional exhaustion may be a symptom of fatigue, which can then lead to ineffectiveness, which then affects the organization (Chang, 2009). The top factor for teacher burnout is students' disruptive behavior (Kahn et al., 2006).

Self-Efficacy

Caring for teachers so that they can navigate the obstacles that come with choosing to work with at-risk children in at-risk schools and handle the stress/vicarious stress to prevent burnout is possible. Teacher effectiveness can be impacted by vicarious trauma, secondary traumatic stress, and burnout. According to the Social Cognitive Theory, an individual's belief in their capability to exercise control over challenging demands (Bandura, 1997) and cope with job demands can counter burnout (Aloe et al., 2013). In a study conducted by Shoji et al. (2016), self-efficacy was found to play a role in burnout. Teacher self-efficacy is the extent to which teachers believe that they can teach students (Aloe et al., 2013). One of the most cited reasons for teacher burnout and leaving the profession is classroom management (Chang, 2013). To address

this, building a teacher's self-efficacy in classroom management will help to combat burnout (Aloe et al., 2013). This concept is called classroom management self-efficacy (Aloe et al., 2013). Teachers who believe in themselves and their ability to accomplish their jobs can lead to decreased burnout and increased teacher retention.

Research has concluded that teacher self-efficacy has an impact on the learning environment, students, and individual teachers. While teacher self-efficacy may vary according to the tasks, students, and circumstances, the impact that it has is important to this inquiry (Zee & Koomen, 2016). Teacher self-efficacy (TSE) has been divided into two types: general teacher efficacy (GTE) and personal teacher efficacy. Personal teacher efficacy is a teacher's confidence regarding their ability to teach (Protheroe, 2008). General teacher efficacy refers to a teacher's belief that they can teach children who are a challenge (Protheroe, 2008). Empirical research has concluded that teachers' beliefs drive their outlook on goals, choices, and actions (Pajares, 1996; Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). The outlook of a teacher with high self-efficacy is more positive, resulting in lower stress, less burnout, high psychological well-being, and increased job satisfaction (Zee & Koomen, 2016). Whereas teachers with low self-efficacy may perceive that things are worse than they are, thus creating stress, depression, and a narrow expectation for success (Pajares, 1996). A teacher's outlook impacts their drive and the effort that they put into their work. In terms of effectiveness within the classroom, TSE impacts the amount of effort that a teacher puts into helping all students to achieve (Pendergast, 2020). When a teacher has a high TSE, they are resilient, more academically focused, and provide different types of feedback (Zee & Koomen, 2016). Therefore, the students who are the primary customers of our educational system are impacted by their teachers' beliefs in their ability to do the job.

Due to a teacher's sense of self-efficacy, a student's education can be negatively impacted if assigned to a teacher who has low self-efficacy. Teacher self-efficacy impacts a student's academics, motivation, as well as their self-efficacy (Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). Efficacious teachers use more strategies to teach and engage students, which benefits student attainment of knowledge and skills (Tschannen-Moran & Hoy, 2001). Teachers with a firm belief in their ability to teach can create a classroom environment conducive to learning as well as build positive relationships with students (Mojavezi & Tamiz, 2012). A study conducted by Mojavezi and Tamiz (2012) showed a positive correlation between TSE and student motivation.

Job Demand-Resources Model

Understanding the causes of teacher burnout is essential to this inquiry. The Job Demand-Resources Model, also known as JD-R, assumes that risk factors associated with job stress and burnout can be classified into two general categories: job demands and job resources (Baker & Demerouti, 2007; Van den Broeck et al., 2010). Job demands refer to physical, psychological, social, and organizational aspects of the job (Baker & Demerouti, 2007). These demands include work that overburden employees' personal capacities (Van den Broeck et al., 2010). It accounts for employee burnout and engagement in the context of workload, cognitive workload, and emotional demands (Van den Broeck et al., 2010). Job resources refer to the physical, psychological, social, or organizational aspects that can reduce job demands, increase the ability to achieve goals, and lead to personal development and growth (Baker & Demerouti, 2007).

In the context of teaching, resources consist of teacher efficacy, support from co-workers, participation in decision-making, public recognition, and professional development (Rudow, 1999). Job demands for educators include work overload, discipline problems, low student

motivation, large student diversity, conflicts with peers, and lack of administrative support (Skaalvik & Skaavlivik, 2020).

Trauma-Informed Schools

There is no universal definition of Trauma-informed schools (Luthar & Mendes, 2020; Thomas et al., 2019). There is consensus that Trauma Informed Schools have educators who are essential in implementing different components that create an environment that enables both students and teachers to regulate their feelings and behaviors in a supportive environment (Luthar & Mendes, 2020). According to the Substance Abuse Mental Health Services Administration, or SAMHSA, trauma-informed is defined as having a program or organization that is trauma-informed, realizes the impact of trauma, understands how to recover, recognizes the signs and symptoms of trauma and responds using knowledge about trauma in policies, procedures, and practices (Luthar & Mendes, 2020). Other research literature states that there are four components of trauma-informed schools. These components are school-wide relationships, structure and stability, shared control and self-regulation, and social-emotional learning (Giboney Wall, 2022). As teachers work directly with students, they are essential in implementing the different components of having a trauma-informed school (Luthar & Mendes, 2020).

Trauma-informed schools require administrative buy-in and support, trauma-sensitive practices, positive and restorative responses to behavior, professional development, and collaboration between educators and mental health providers (Thomas et al., 2019). Schools that are trauma-informed are knowledgeable about trauma, provide prevention programs, and focus on interventions (Garcia et al., 2023). There are six key principles of trauma-informed care: safety, trustworthiness, peer support, collaboration, mutuality, empowerment, and attention to

cultural, historical, and gender issues (Mulholland & O'Toole, 2021). A visual of these six keys is provided in Figure 4. In creating trauma-informed schools, two focus areas are needed: one that focuses on the educator (Lawson et al., 2019).

The Impact of Trauma-Informed Schools on Educators

Trauma-informed schools embrace ideas and practices that are beneficial to not only students but educators as well. Trauma-informed schools recognize the impact of trauma on students as well as teachers (Lawson et al., 2019). The practices used in Trauma Informed Schools impact educators as they are provided with knowledge regarding trauma, strategies to use, and a shift in how they view students' behavior (Gavin et al., 2024). Benefits to educators include the ability to recognize when they or their co-workers need help dealing with secondary traumatic stress (Lawson et al., 2019). Awareness and knowledge regarding trauma allow educators to protect themselves as well as heal themselves (Lawson et al., 2019). Knowledge regarding student trauma and how to respond helps teachers to understand their students better, implement strategies for de-escalating inappropriate behavior, help with social and emotional regulation, as well as build positive relationships (Gavin et al., 2024).

Summary

Education is one of the strategies used to help counter the negative impact of poverty and to better the lives of people. In the pursuit of education for children, states have created curriculums to prepare students to be college and career ready. Some children come to Kindergarten prepared to learn and to have a successful experience from grades K-12. Other students enter kindergarten not prepared for grade and age-level skills. These students are often found in large numbers in schools that are identified as high-need schools. Students attending



Note. (Mulholland & O'Toole, 2021).

Figure 4. The Principles of Trauma-Informed Practice.

high-need schools have several academic as well as social and emotional challenges to overcome in order for education to be able to help them overcome poverty by being Career and College Ready. Teachers are employed to help students overcome these challenges by providing them with an appropriate education. With the right tools, including self-efficacy and an understanding of ACEs, teachers can be better armed to tackle the challenge of educating children in at-risk schools.

CHAPTER 3: METHODS OF INQUIRY

The purpose of this inquiry was to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. The two strategies are Resources for Resilience Professional Development and one-on-one coaching sessions. First, Resources for Resilience is training that is trauma-informed and resilience-focused. This training provides strategies that can be used by individuals or organizations to promote emotional balance and well-being for individuals and organizations. Some of the standard tools include Rapid Reset, Resource, and Highlight. Rapid reset offers strategies such as walking and taping side-to-side as ways to help de-escalate or bring a person back who has mentally shut down (Resources for Resilience, 2020). Resource is a strategy that has a person to remember a positive experience to be resilient (Resources for Resilience, 2020). Highlight helps a person who is not in a resilient zone to notice how they are making it through and who or what is helping them (Resources for Resilience, 2020). Second, the coaching sessions allowed participants to connect with another person and share what they are feeling and experiencing while engaged in their careers (Resources for Resilience, 2020).

The rationale for this inquiry was that proactive steps like implementing Resources for Resilience strategies and utilizing coaching sessions could help teachers as they face challenges, such as learning the curriculum at the same time that they are implementing it. The two strategies could also help teachers manage the learning environment and reduce student misbehavior that can negatively impact learning. It was the aim of this inquiry to increase teacher self-efficacy as alternative licensed teachers practice strategies to help them remain resilient through the

challenges of learning to teach while “on the job” and tackling the challenges that come with teaching students in poverty.

This inquiry recognized that alternative licensed teachers have the added burden of learning the curriculum, teaching pedagogy, and managing the classroom while completing requirements for licensure. This inquiry sought to provide a solution to help prevent teacher burnout, flight from the profession, or mental shutdown. Using techniques learned from Resources for Resilience, teachers were able to return to a resilient zone when they found themselves stressed and frustrated. From resilience training, they were able to assist students and co-workers when they are not in their resilient zone. Coaching sessions provided alternative licensed teachers with a safe zone in which they could freely talk about their experiences and stressors. This inquiry sought to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers’ self-efficacy. This inquiry will be guided by three guiding questions that will be covered in this chapter and an explanation of the theoretical framework that will be used. A description of the inquiry design, procedures and rationale, and details regarding the procedures are included in this chapter.

Inquiry Guiding Questions

The following question will serve to guide this inquiry:

1. What impact does professional development focused on teacher resilience have on the self-efficacy of alternative licensed teachers?
2. What impact does one-on one coaching sessions have on teacher self-efficacy within a group of alternative licensed teachers?

3. How will teachers utilize the skills and strategies acquired from a comprehensive professional development and support program focused on teacher resilience?

The method and data collected to answer the questions that are posed by this inquiry are listed in Table 7. This table lists the data in a Likert-type scale.

For this inquiry, participants completed Resources for Resilience professional development. The purpose of this training was to gain an understanding of how the brain responds to stress, what is a resilient zone, and methods to help a person help themselves and others to be in a resilient zone. Over the course of two days, a trainer and I shared Resources for Resilience professional development for a total of 14 hours. Next, participants were provided support in the form of coaching sessions. Alternative licensed teachers learned to utilize resilient strategies in the two-day training that occurred in October. Coaching sessions provided teachers with a safe place to discuss what they are experiencing, as well as allow the facilitator to reinforce the use of resilience strategies.

Inquiry Question One

What impact does professional development focused on teacher resilience have on the self-efficacy of alternative licensed teachers? To answer this question, a pre-and post-self-efficacy survey was administered to determine if teacher self-efficacy increased, remained the same, or decreased for participants. The impact of Resources for Resilience fourteen-hour training on a select group of alternative licensed teachers was measured using the Teacher Sense of Efficacy Scale (TSES). The Teacher Sense of Efficacy Scale (TSES) survey is listed in Appendix D. The short form of the TSES was used as the pre-and post-assessment regarding efficacy. The decision to use the short form was due to the findings in a study conducted by

Table 7

Inquiry Guiding Questions with Data Collection Methods

Action Research Inquiry Questions	Data Collection Methods
What impact does professional development focused on teacher resilience have on the self-efficacy of alternative licensed teachers?	Self-efficacy Scale Exit Surveys Post Survey to the 14-hour Resources for Resilience Professional Development
What impact does one-on-one coaching sessions have on teacher self-efficacy within a group of alternative licensed teachers?	Self-efficacy Scale Surveys Summative Interview
How will teachers use skills and strategies acquired from a comprehensive professional development and support program focused on teacher resilience?	Exit Surveys from Coaching Sessions

Fives and Buehl (2009), who determined that the short and long forms of the TSES yielded similar means and reliability. By comparing the pre-and post-surveys of these questions, I was able to determine the degree to which the activities of this inquiry impacted teachers' perceptions regarding self-efficacy.

In addition to the TSES surveys, exit survey data were collected regarding the participants' perception of the quality of the professional development and their reaction to the professional development. The exit survey used is listed in Appendix F. The questions posed aligned with level one, participants' reaction, as well as level two, participants' learning of Guskey's Framework. Table 8 aligns the exit survey questions to the corresponding level of Guskey's Framework.

Inquiry Question Two

What impact does one-on one coaching sessions have on teacher self-efficacy within a group of alternative licensed teachers? Following the completion of the Resources for Resilience two-day training, teachers completed the Teacher Sense of Efficacy Scale survey. The data gathered from this survey was used to determine the impact of the Resources for Resilience professional development had on teacher self-efficacy as well as a baseline to determine if adding coaching via coaching sessions impacted teachers. Teachers participated in coaching sessions every other week for two months. Within these coaching sessions, teachers were provided with opportunities to practice resilience tools and have a safe place to openly share information regarding their experiences, frustrations, and successes. Participants had four coaching sessions. At the end of two months, participants took the Teacher Sense of Efficacy Scale survey. The data collected from this survey was compared to the baseline data that was

Table 8

<i>Exit Survey Likert-Type Scale Questions Aligned with Guskey's Framework</i>	
Likert-Type Scale Questions	Guskey's Framework Level
Today's content was relevant to my professional responsibilities.	Level Two
The objectives for the session were relevant to my learning.	Level Two
The presenter was knowledgeable.	Level Two
The materials provided were helpful.	Level Two
How can we improve this professional development session?	Level One and Two

gathered at the conclusion of the Resources for Resilience professional development to determine if the support had an impact.

Inquiry Question Three

How will teachers utilize the skills and strategies acquired from a comprehensive professional development and support program focused on teacher resilience? Guskey's Evaluation Level Four evaluates participants' use of new knowledge or skills. To determine the degree to which teachers used the resilience strategies, participants completed a survey at the end of each coaching session. The survey asked teachers to document the use of resilience strategies between each session and to identify whether they used the strategy on themselves, a student, or a co-worker. They also answered if the strategies helped them be resilient. The data gathered from each session was compiled to determine if the strategies were used and if they were successful.

I used Guskey's Framework with a focus on participants' learning and reaction to both the professional development and the coaching sessions. To gather participants' feedback on these two levels of Guskey's Framework, I met with each teacher privately at their school to conduct a summative interview. The purpose of this interview was to gather qualitative information. Questions posed during the summative interview sought teachers' perceptions of the components of this inquiry. For instance, teachers had the opportunity to discuss and explain if the strategies positively or negatively impacted their classroom. Additionally, I asked them if they would recommend this professional development to other alternative licensed teachers. Table 9 provides the specific questions from the survey that align with Guskey's framework and provides data for this inquiry question. As a part of the professional development, participants were assigned to use a strategy they learned prior to the next session. Participants described how

Table 9

Interview Questions Aligned with Guskey's Framework

Rate your belief in your ability on a scale of 1-5 (5 is high and one is low):	Evaluation Level Guskey's Framework
How have the knowledge and skills you learned helped your students who have emotional deficits that impact the learning environment?	Participants use new knowledge or skills.
How has your participation in the Resources for Resilience professional development helped or hindered you?	Participant's Learning/ Participant's Reaction
How has your participation in the Listening Circles helped or hindered you?	Participant's Learning/ Participant's Reaction
Would you recommend other alternative licensed teachers? Participate in Coaching Sessions?	Participant's Reaction
<i>Note.</i> Completed at the end of professional development.	

they used the strategy and whether they used it by themselves, with a colleague, or with a student, and if it was successful. They shared their descriptions at the beginning of each professional development session. Upon completing the training, participants provided feedback regarding their learning by taking a post-professional development survey. Please see Appendix D for this survey. In addition to the survey, questions were posed in the summative interview with teachers regarding the impact of professional development on their classroom, students, instruction, and their belief regarding their abilities. See Appendix C for the questions posed to teachers.

Inquiry Design and Rationale

My inquiry sought to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. The professional development sessions included a focus on supporting teachers as they develop social and emotional, and coping skills. As a collaborative partner who is a member of the school district's Resilience Team, I worked with the district's Beginning Teacher Director and the District's Project Aware Director to conduct the inquiry and collaborated with them throughout the inquiry. I recruited participant, planned and facilitated professional development with the help of my collaborative partners. My goal was that alternative licensed teachers would be able to use the strategies taught in the professional development of themselves and with other people in the educational environment. These acquired skills could create a positive learning environment that increases teacher attendance and retention and indirectly impacts student learning.

This mixed-methods inquiry focused on action research designed to build resilience among alternative licensed teachers by implementing strategies that support teacher resilience and positively impact their self-efficacy. As this inquiry centered on providing teachers with strategies for implementation in the form of professional development, Guskey's Five Levels of Professional Development theoretical framework was a key construct for this action research. Guskey's Framework has five levels for evaluating professional development (Guskey, 2016). A visual representation of Guskey's Framework is provided in Figure 5. Level one revolves around the professional development and the participants' responses. Level two seeks to answer whether professional development accomplishes its goals. Level three focuses on the organizational support for teachers to implement what they have learned. Level four seeks to see if there is a change in practice. Level five questions address the impact of professional development on student learning (Guskey, 2016). This study focused on levels one through four.

The district's Project Aware Director and I collaborated to make the professional development possible by providing funds for providing substitute teachers and hiring Resources for Resilience trained facilitators. The purpose of the professional development was to teach resilience strategies that alternative licensed teachers could use on themselves and within the educational environment. Through participation in this professional development, it was intended for teachers to gain the necessary resilience tools to overcome the stress and vicarious trauma that may affect their ability to be resilient and effective and desire to continue to work within schools identified as high-poverty schools. It was imperative to this inquiry that teachers could be honest without the fear of repercussions. Surveys did not collect any identifiable information, allowing participants to remain anonymous. My position within the school district served as a benefit for this inquiry as I am not an evaluator or a school administrator. Therefore, teachers

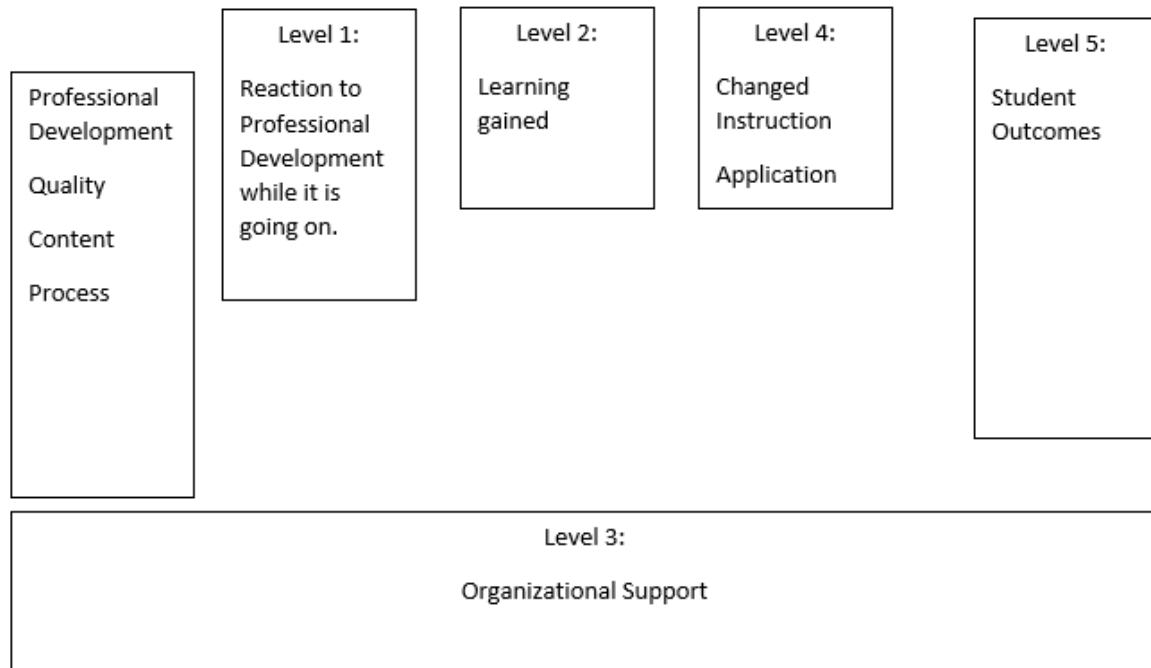


Figure 5. Guskey's Evaluation Framework.

were protected from actual or perceived repercussions by taking measures that provide confidentiality. As a result, the feedback collected should be more accurate.

Since this research is a mixed-methods inquiry, I collected both quantitative and qualitative data. In keeping with Mertler's (2019) system for conducting mixed-methods research, the participants will provide answers regarding their personal experiences and perceptions in coaching sessions and surveys. Quantitative data gathered included information such as teacher self-efficacy data. Qualitative data gathered included perceptions of teachers involved in professional development and their evaluation of the professional development and its implementation.

Context of the Inquiry

The CSD school district is a low-performing school system that is located in Eastern North Carolina (NCDPI, 2020b). The school system serves a population of 15,285 students. The system's population consists of 52.00% African American, 30.0% White, 12.09% Hispanic, 3.00% two or more races, 0.09% Asian, 0.51% Native Americans, and 0.07% Pacific Islander. Currently, the school system has 16 elementary schools, six middle schools, four high schools, one Early College, one Innovative High School, and one alternative school. Sixty-six percent (66%) of the district's teachers have a credential license, and 34% have an alternative license. The school system data show that 49% of the teachers left the system after the 2018-19 school year. If the trend of teachers leaving continues, there is a possibility that the percentage of teachers with alternative licenses may someday outnumber the traditionally trained faculty. The impact of teacher attrition and the number of alternative licensed teachers hired to replace them may provide obstacles to the school district's goal of exiting low-performance status. Table 10

Table 10

Grade Level Teacher Licensure and Attrition Percentages for 2018-2019

Grade Level	% Fully Licensed	% Alternative Licensed/Alternative Emergency Licensed	% Teachers Who Left the District
Elementary	91%	9%	14%
Middle	84%	16%	17%
High	91%	9%	18%

Note. District license for the school district and attrition rate by grade level.

provides the breakdown regarding the license qualification for the teachers and the attrition rate per grade level for the 2018-19 school year.

The purpose of this inquiry was to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy.

Inquiry Partners

The research conducted required the cooperation of several essential district and school leaders. As the school system leader, the Superintendent approved the inquiry. Central Office staff assisted in recruiting participants, analyzing data, and providing productive feedback. The HR Personnel Director and the Director for Beginning Teachers helped identify possible candidates by providing a list of alternative licensed teachers. Principals were also stakeholders who assisted by arranging a location on campus where I could meet with alternative licensed teachers to recruit participants and conduct summative teacher participant interviews. The district's Project Aware Director was an inquiry partner who assisted with facilitating the workshop sessions. The Project Aware Director also assisted in facilitating the professional development, analyzing collected data. I collaborated with the Professional Development Coordinator regarding the data from this inquiry to determine ways to improve as well as to see if we need to expand this professional development to other alternative licensed teachers or beginning teachers.

Ethical Considerations

To ensure that this inquiry is ethical and reliable and protects the identity of those involved with this inquiry, strategic security measures were taken and will continue to be taken.

Prior to beginning any work with students or staff, I completed the Collaborative Institutional Training Initiative (CITI Program). Modules on Human Research and Conflicts of Interest have been completed. Verbal approval has been granted by the school district's superintendent, guaranteeing that the school and school district will remain anonymous to protect individuals and the school district. I sought and received approval from East Carolina University's Institutional Review Board (IRB) to conduct this inquiry (see Appendix A). With IRB approval, written approval from the school district was granted. To ensure that this inquiry continued to have the support of the school district, measures were taken to align this research with the school district's Board policy for participation in research projects by ensuring that the research would benefit the students and schools and would not disrupt instruction.

Once approval was granted from IRB, I met with the Director of Human Resources to identify schools with alternative licensed teachers. I met with principals at those schools to discuss this project and request to meet with their alternative licensed teachers. At the meeting with the alternative licensed teachers, I recruited volunteers to participate in this inquiry. Once volunteers have been recruited, I gave teachers a letter that outlines the inquiry and a form for their consent (see Appendix B). Teachers were informed that this was voluntary and that they could choose not to participate or to exit prior to the end of the inquiry. Surveys, coaching sessions, and interviews will not interfere with core instructional time. Teacher coaching sessions took place outside of school hours. Coaching sessions were not recorded so that participants could express themselves freely without any ramifications. Surveys were administered at each coaching session to gather data on what resilience tool were used and with whom it was used. This data were compiled and recorded on a locked USB drive, of which I am the only person with the password. Information gathered from teachers was anonymous, with information shared

with the school administrators and district leaders as it is needed to make adjustments that will benefit the stakeholders.

Upon completion of this inquiry, the results was shared with the school system's Superintendent, Assistant Superintendent, Director of Human Resources & Federal Programs, and the Beginning Teacher Director. Teacher participants will also receive the results of this inquiry as an assurance that confidentiality has been maintained.

Inquiry Procedures

According to Kurt Lewin, creator of the term action research, research that takes place where the problem exists is the key to solving the problem (Mertler, 2019). The procedures for this inquiry sought to address teachers being resilient when they are under stress and being impacted by vicarious trauma. For this inquiry, I have selected a school district that shares some of the characteristics of several hard-to-staff school districts in NC. According to a Policy Brief from the Public School Forum of North Carolina, hard-to-staff schools were characterized as schools in troubled inner cities or isolated rural areas, with high poverty, higher teacher turnover rates, insufficient physical resources, and low performance on state accountability measures (Center for Teaching Quality, Inc., 2001). The school system selected have teachers participate in both an isolated rural area and some inner-city students. The school system has approximately 76% of its students being identified as being in poverty numbers and has been labeled as a low-performance school district. With input from the school principals and the Director of Human Resources and the Director of Beginning Teachers, I recruited volunteers. The inquiry Recruited six teachers who do not have a clear license and have not completed licensure requirements. Teachers took the Teacher Self-Efficacy Survey to measure their perception of

themselves, the school, and their students. This inquiry will be conducted in four phases (see Figure 6).

Phase I: Recruiting and Planning

Once I received IRB approval, I sent a detailed letter to the Superintendent designee that outlines the purpose of the inquiry, the data being collected, and the uses for the collected data. I met with the Human Resource Director and the Beginning Teacher Director to discuss schools with alternative licensed teachers that they recommend for the inquiry, particularly the schools from which they would prefer for me to recruit alternative licensed teachers. A meeting was scheduled and held with principals of the recommended schools to recruit teachers. A presentation was presented to alternative licensed teachers at a location chosen by school leadership. A participation agreement was given to teachers that includes details of the inquiry, expectations for teachers, and the process for opting out of the inquiry. Collaboration between the district Project Aware Director, Beginning Teacher Director, and the Director of Professional Development was conducted to finalize the resilience 14-hour training plans (see Figure 7).

Phase II: Resources for Resilience Professional Development

Before attending the professional development, teachers completed the TSES short form survey that was emailed to them by the researcher. Teachers then participated in staff development using the Resources for Resilience curriculum. Participants were provided information regarding what trauma is, how it affects the brain, and how it can lead to a person not being in a resilient zone. This training included practical ways to handle stress and adversity. Participants learned what happens to their brains and bodies when they are under stress, as well as tools that they can implement to rebound when under stress (Resources for Resilience, 2020).

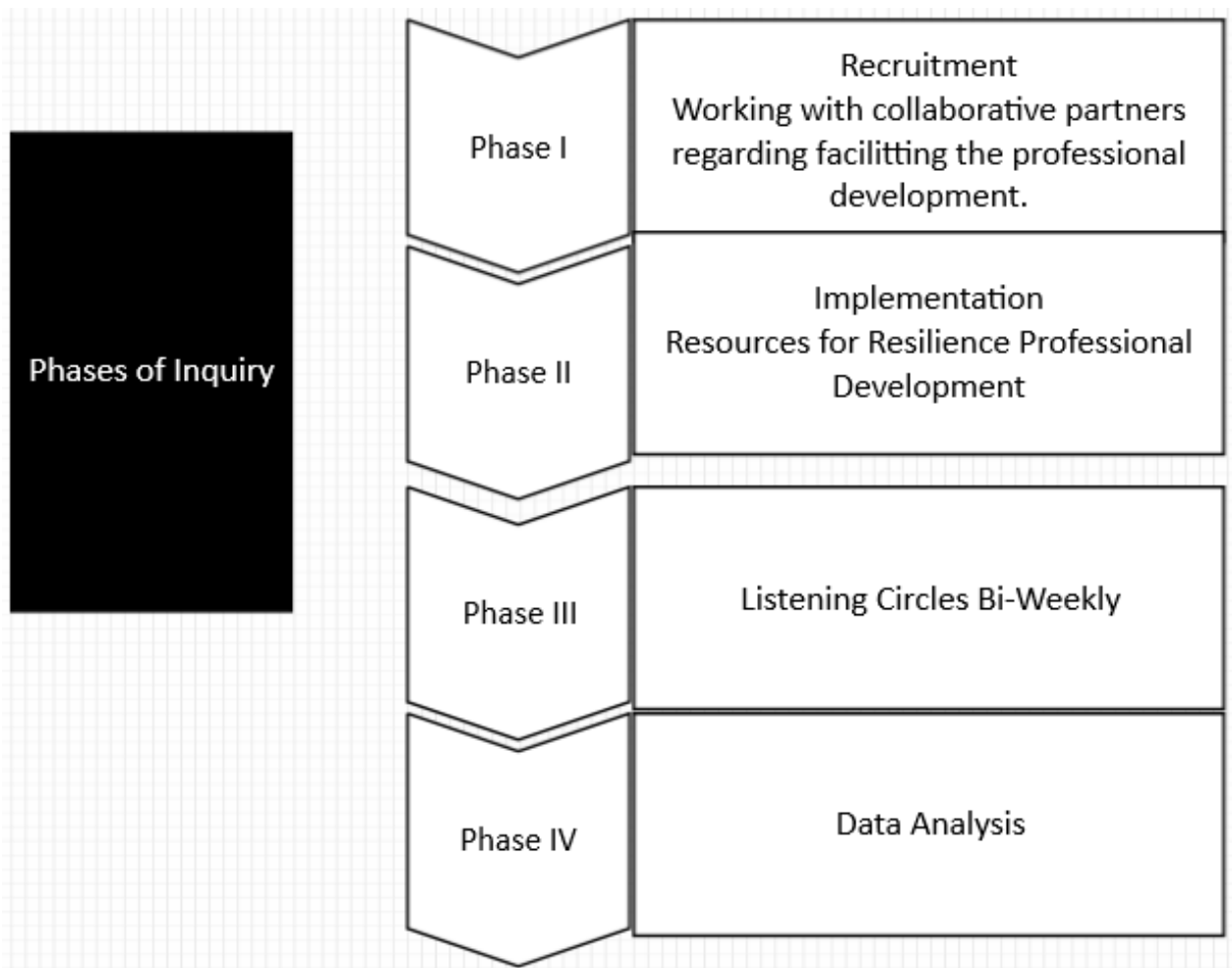


Figure 6. Phases of Inquiry.

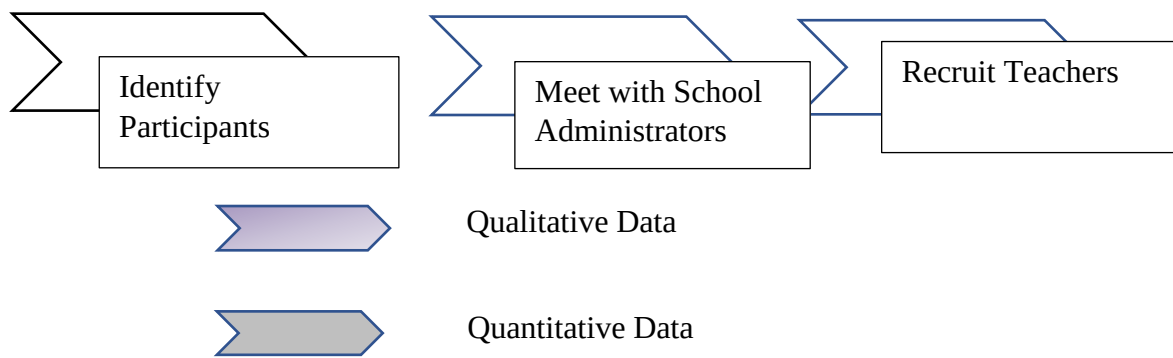


Figure 7. Phase I - Planning and recruitment.

Upon completion of the two-day training, teachers took the TSES survey again to determine the impact of the professional development on teacher self-efficacy. To evaluate the professional development, a survey was completed that aligned to Guskey's Framework (see Appendix E). Figure 8 provides a visual representation of Phase II.

Phase III: Coaching Sessions

Participants participated in bi-weekly coaching sessions for two months. Coaching sessions included teachers documenting what strategies they used, with whom, and whether they thought it was successful. Teachers received support within the coaching meetings to support them emotionally in a safe, secure environment. The one-on-one coaching meetings allowed participants to share how they were feeling and any stressful situations they are experiencing. The researcher implemented resilience strategies to help participants be resilient doing the coaching sessions (see Figure 9). Information shared that is personal were included in this inquiry.

Phase IV: Conclusion

After all parts of the professional development and coaching session were completed, this phase will occur. Individual interviews was conducted with each participant. The quantitative and qualitative data from this inquiry was compiled and analyzed. The results of this research was shared with district staff to determine if this professional development would be beneficial for other alternative licensed teachers throughout the school district. Figure 10 provides a visual of this phase.

This inquiry aimed to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would



Figure 8. Phase II - Implementation of resources for resilience professional development using Guskey's Framework.

Coaching Sessions

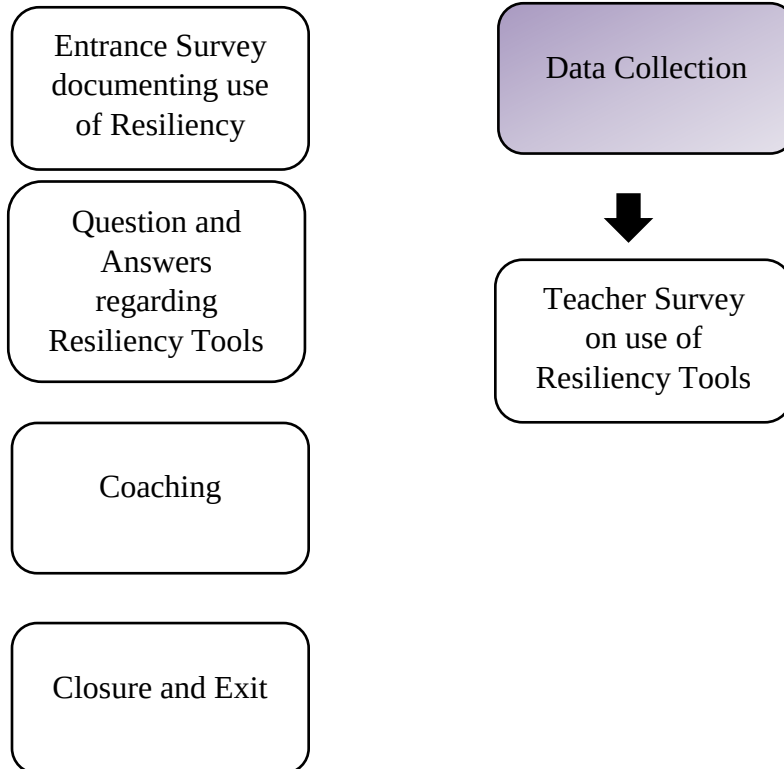


Figure 9. Phase III - Implementation of coaching sessions.



 Qualitative Data

 Quantitative Data

Figure 10. Phase IV - Data analysis.

influence these teachers' self-efficacy. Data that was gathered during this phase include qualitative data in the form of interviews with each participant. The TSES Survey was administered again to determine the impact of coaching session on teacher self-efficacy.

During this phase, the participants were thanked for their participation and review the results of the inquiry. An opportunity for their feedback on the results will be provided in a follow-up meeting.

Description of Participants and Recruitment Strategies

Participants were full-time teachers working in CSD. Recruited teachers were alternative licensed teachers with 1-3 years of experience. School administrators reviewed the list of alternative teachers provided by the human resources department. The administration assisted in selecting teachers for possible participation. The school administration's input ensured that the teachers selected will not be on action plans. Teachers on action plans have required action steps that must be completed that may interfere with their ability or willingness to participate in this inquiry. I met and discussed my inquiry from the list of teachers and requested their participation. Teachers were informed that this is voluntary, and that information shared would maintain their confidentiality.

Inquiry Design Rigor

As an educator with 27 years of experience working in high-need schools that are hard to staff, I have a vested interest in this research. I ensured that my interest and desire to positively impact public schools did not bias my research. Thus, I incorporated the following five criteria for validating research (Mertler, 2019):

1. Descriptive validity- All data will be presented as it is. No information will be distorted or manipulated. All data will be available for verification for five years. The data will exclude the names of the participants to maintain their confidentiality.
2. Interpretive validity- A collective group will analyze and reflect upon the data through peer debriefing. The data will be shared with the participants, and their feedback will be requested. All data will be available for verification for five years. The data will exclude the names of the participants to maintain their confidentiality.
3. Interpretive validity- A collective group will analyze and reflect upon the data through peer debriefing. The data will be shared with the participants, and their feedback will be requested.
4. The theoretical validity- The practitioner will look at the data gathered from teachers to see if a pattern arises. Interviews will be transcribed using NVivo software to help with seeing patterns.
5. The evaluative validity- Methods will be implemented to ensure that questions are not leading questions. This will be obtained by peer debriefing to check items and surveys for any bias before implementing them. Approval from the dissertation chair will also assist with maintaining the validity of the questions answered.
6. Generalizability- The research questions have determined the selection of data to gather. Thus, all data collected has a purpose and will apply to the CSD School District.

As this inquiry included professional development, all steps aligned with Guskey's Evaluation Framework. This ensured that the professional development aligned with research

best practices and eliminates the facilitation of professional development as a hindrance to the inquiry.

Delimitations, Limitations, Assumptions

It was recognized that delimitations, limitations, and assumptions would impact the research findings of this inquiry. While methods were taken to ensure that the data are valid, there could factors that affect this inquiry that could not be controlled or fully accounted for. The COVID-19 epidemic has become a limitation of this inquiry. Post-COVID times have impacted students academically and emotionally. Teachers' amount of stress since the start of the pandemic may impact their self-efficacy. Teachers may have opt not to participate in this inquiry due to their being overwhelmed and burned out due to having taught virtually and face-to-face and teaching summer school. Due to the lack of substitute teachers, some teachers have to cover classes and do not get a planning break. This may have deterred them from wanting to participate. Some teachers had to meet virtually due to their schedules.

A delimitation to this inquiry was the number of participants. The inquiry only include six teachers. This is a small percentage of the district's alternative licensed teachers and may not be a good representation of alternatively licensed teachers in general. There may be teachers who would have needed the professional development but are on an action plan and, therefore, unable to participate.

My role in the school district may have impacted the inquiry negatively or positively. I may be seen as an outsider from the district office who cannot be trusted. Teachers may also perceive that I left the classroom and school level. Thus, I may lack the ability to understand their obstacles as they teach post-COVID. Even though it will be hard to insulate participants from it, there may be a lack of trust, and open, honest communication may limit this inquiry.

Another impact may be that some may feel that they must participate. They may also seek to provide responses the practitioner wants to hear. From a positive perspective, participants may choose to be honest so that they can be heard at the district level.

Role of the Scholarly Practitioner

My role in this inquiry was that of a member of the Resilience Team and organizer for the Professional Development and Coach. As a part of the District's Resilience Team, I was able to provide feedback to the district on strategies to support alternative licensed teachers in the district. The practitioner gathered data and maintained the security of the information by following IRP and CITI guidelines. To ensure no bias exists in the interpretation of the findings, I worked with my peers, as well as the dissertation chair, to interpret the data.

Summary

This action research inquiry involves providing teachers with professional development on resilience that is further supported through one-on-one coaching sessions. By using Guskey's Framework, the professional development was provided that intentional measures were taken to maximize the teacher learning of material and skills. The research questions guided the type of data collected and when the data would be collected.

CHAPTER 4: RESULTS

The purpose of this inquiry was to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. Teacher self-efficacy data were collected three times throughout the course of the inquiry: prior to the start of implementation of the inquiry, at the end of the professional development offered, and at the end of the inquiry, including the professional development and the coaching sessions. The professional development plan for the Carolina School District focused on implementing Resources for Resilience professional development that was conducted by trained lead Resources for Resilience Facilitators. The inquiry also included further coaching support in the form of one-on-one coaching sessions. A comparison of the data sets from before and after the professional development and again at the end of the inquiry were conducted, with the objective being to see an increase in teacher self-efficacy and belief that they can make a difference. A positive increase in teacher self-efficacy indicated that intentional professional development on resilience can be a positive contributor to assisting teachers as they encounter obstacles that come with instructing children, especially in low-poverty communities.

Inquiry Guiding Questions

This inquiry addressed self-efficacy for alternative licensed teachers and was guided by the following three questions:

1. What impact does professional development focused on teacher resilience have on the self-efficacy of alternative licensed teachers?

2. What impact does one-on one coaching sessions have on teacher self-efficacy within a group of alternative licensed teachers?
3. How will teachers utilize the skills and strategies acquired from a comprehensive professional development and support program focused on teacher resilience?

Data were obtained throughout this inquiry to answer the research questions for this study. Participants completed the TSES short form three separate times. Before the start of this study, after the Resources for Resilience professional development, and again at the end of the study. I collected data at each coach session using an exit survey to determine if teachers used the acquired resilience skills, which resilience tools they used, and with whom. Individual interviews with participants were the last data gathered.

Implementation

This inquiry was organized into four phases. Phase I included recruitment of participants and planning the professional development, including logistics regarding location. Phase II included administering the TSES Self-Efficacy Survey and facilitating the Resources for Resilience Professional Development Plan. Phase III was the implementation of the Coaching Sessions. Phase IV was analyzing the data. Phases I to III required no adjustment to the original plan for this inquiry. Phase IV was adjusted as the participants taught at different schools located across the school district and had different afternoon duties as well as meetings in the afternoon. After numerous attempts to coordinate schedules, ultimately, it was determined that it was not possible for participants to come together as a group to one central location. Instead, each participant had one-on-one coaching sessions with me that were most conducive to their respective schedules and did not interfere with instruction. All participants met with me for a

total of four sessions, except for one participant who did not continue after the third session due to health.

Participant Recruitment and Demographics

To conduct the inquiry, I recruited teachers who had alternative licenses with less than three years of teaching experience. Six elementary school teachers volunteered to participate in this inquiry. All six teachers had alternative licenses to teach within the state of North Carolina. Two of the teachers were Black females, one was a White female, two were Black males, and one was a White male. Table 11 provides the demographics of the participants. All participants had three or less years of teaching experience. More teachers qualified but were not able to participate due to conflicts in scheduling or because they did not want to participate.

Teacher participants work at different schools throughout the school district. I met with participants individually and virtually and shared the Staff Script for Research Participation (see Appendix F) along with the Adult Informed Consent document (see Appendix B). It was explained that participating in the inquiry would be strictly voluntary and would not have any identifying information. For any staff who may have had questions about the inquiry at a later time, my email address and cell phone number were shared as a point of contact. The six teachers received and reviewed the information, and all agreed to be participants in the inquiry and signed the Adult Informed Consent document (see Appendix B). I sent emails to the teachers to re-emphasize that the inquiry was voluntary and would not have any identifying information. Participants for this inquiry were provided with a copy of their signed Adult Informed Consent document (see Appendix B).

Table 11

Staff Who Volunteered to Participate in Inquiry on Restorative Practices

Staff ID #	Years of Experience	Grade	Race	Gender
Teacher 01	3	4	White	Female
Teacher 02	3	4	Black	Female
Teacher 03	2	K-5	Black	Male
Teacher 04	0	1	Black	Female
Teacher 05	1	4/5	White	Male
Teacher 06	2	K	Black	Male

Note. District license for the school district and attrition rate by grade level.

Data Collection

Data collection began during the fall semester of the 2023-2024 school year. Data for this inquiry was collected prior to the start of the inquiry, during the inquiry, and at the end of the inquiry. Participants' demographic data were collected prior to the start of the inquiry in October 2023. Teacher self-efficacy data were collected three times during this inquiry using the TSES short form. The first administration of the TSES short form occurred in October 2023, prior to the start of the Resources for Resilience professional development. The second administration of the TSES occurred after the professional development was completed. Also collected at the end of the professional development was feedback on the professional development, using a survey that aligned with Guskey's Framework. Further data were collected on the implementation of resilience tools by participants at each coaching session. This survey had participants to identify the resiliency tools that they had used and with whom. Final data were gathered during individual interviews with teacher participants in December 2023.

Professional Development Plan

In the summer of 2023, the Project Aware Director, Beginning Teacher Director, and Professional Development Director and I agreed to conduct the professional development during October 2023. During the summer, the decision was made that the training would be two days back-to-back. We decided that it was better to do two days back-to-back for the fourteen-hour training. Teachers would have a substitute teacher to teach their classes that was funded by the school district.

The week prior to the professional development, the district's Resources for Resilience team met with the Resources for Resilience training facilitators. The purpose of this meeting was

to ensure that the logistics, technology, resources, and training materials were accessible and functional. I sent reminder emails to participants that included location and arrival times. On the day before the professional development, I and two other district-trained facilitators set up the room, including having the resources for the staff development. The professional development took place on October 10, 2023, and October 11, 2023, for a total of 14 hours. The goals for the professional development were to teach teachers about the biological effects of stress and tools that they can use when they, their students, or others are not in a resilient zone. Level One of Guskey's framework seeks participants' reactions to the quality of the professional development design and gathers participants' satisfaction. An exit survey was provided on day two to gather participant feedback. Table 12 denotes the feedback gathered from participants. Participants stated that they agreed or strongly agreed that the professional development met their needs and was a good use of their time. All strongly agreed that they plan to use what they learned from the Resources for Resilience professional development.

Data Analysis

To determine the impact of the professional development and one-on-one coaching sessions on teacher self-efficacy, the TSES short form was administered via email through Qualtrics. The data for each administration of the TSES was exported from Qualtrics into an Excel spreadsheet. I then took each of the spreadsheets and combined them into a single one. This allowed me and the inquiry partners to compare data from each administration of the TSES and to identify trends. I also took the TSES survey responses and grouped them into three categories: low, moderate, and high self-efficacy. Low self-efficacy were responses in the range of 1 to 3, moderate self-efficacy was responses of 4 to 6, and high self-efficacy was responses of 7 to 9. To organize the data further, TSES questions were grouped into domains exploring either

Table 12

*Frequency Distribution of Likert Type Responses by Percentage for Pre-Implementation**Teacher's Sense of Efficacy Scale*

Questions	No Influence	Some Influence	Quite a Bit
Q1. How much can you do to control disruptive behavior in the classroom?	0.0%	16.7%	83.3%
Q2. How much can you do to motivate students who show low interest in schoolwork?	0.0%	50.0%	50.0%
Q3. How much can you do to get students to believe they can do well in schoolwork?	0.0%	16.7%	66.7%
Q4. How much can you do to help your students value learning?	0.0%	16.7%	83.3%
Q5. To what extent can you craft good questions for your students?	0.0%	0.0%	100.0%
Q6. How much can you do to get children to follow classroom rules?	0.0%	50.0%	50.0%
Q7. How much can you do to calm a student who is disruptive or noisy?	0.0%	66.7%	33.3%

Table 12 (continued)

Questions	No Influence	Some Influence	Quite a Bit
Q8. How well can you establish a classroom management system with each group of students?	0.0%	16.7%	83.3%
Q9. How much can you use a variety of assessment strategies?	0.0%	16.7%	83.3%
Q10. To what extent can you provide an alternative explanation or example when students are confused?	0.0%	66.7%	33.3%
Q11. How much can you assist families in helping their children do well in school?	0.0%	50.0%	50.0%
Q12. How well can you implement alternative strategies in your classroom?	0.0%	50.0%	50.0%

instructional strategies, student engagement, or classroom management to determine efficacy in these three areas. In addition to the TSES surveys, data on the use of the resilience tools and with whom the tools were used were collected through exit survey tickets. The exit tickets were compiled into a spreadsheet to determine the frequency of the use of each tool, with whom, and whether the participants thought they were successful. The inquiry concluded with a structured interview with each teacher participant outside of their teaching schedules. Responses were audio recorded by me as the interviewer. Once all interviews were concluded, I transcribed the recordings and cleaned them. In reviewing the data from the interviews, I looked for patterns in the responses to the questions posed. As these patterns emerged, I categorized them into three groups: communication, school environment, and student. I then went back through the interview responses and grouped comments into these categories. Then I analyzed the data for connections to the impact of this study on their self-efficacy, remaining in education, as well as what were the challenges and benefits of being an educator.

Results

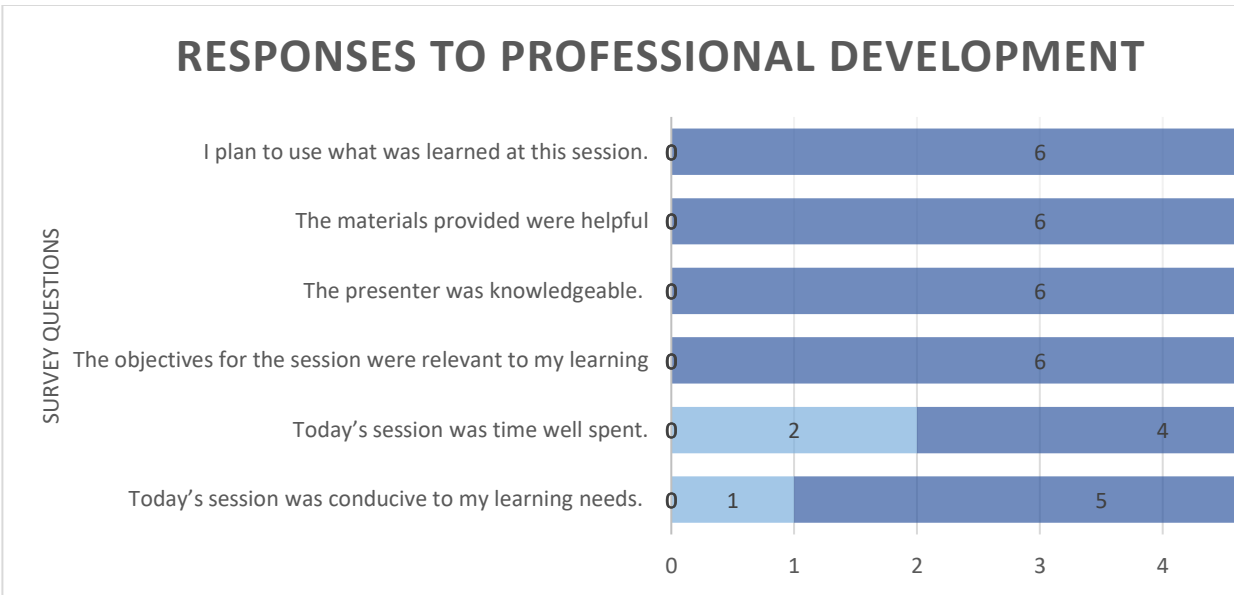
I organized the results for this study by the data collection instrument used. This section will present data according to these instruments. I will discuss the data from the three administrations of the TSES results in classroom management, student engagement, and instructional strategies. I will follow with the data the results from implementing the Resources for Resilience tools and then the interviews.

The first research question asked how Resources for Resilience professional development impacts a group of alternative licensed teachers' self-efficacy. To answer this question, participants completed the Teacher's Sense of Efficacy Scale (TSES) before the Resources for Resilience professional development and after the completion of the professional development

(see Appendix D). The survey comprised twelve Likert scale questions about teacher self-efficacy in classroom management, student engagement, and instructional strategies. Each question asked about teachers' belief in their ability to perform different work-related tasks. Responding to each question, participants could select from 1 to 9, with 1 representing nothing and 9 representing a great deal. For the study, I combined the responses into no-influence (1-3), some influence (4-6), and 7-9 (quite a bit). Table 12 denotes the first administration of the TSES.

A major component of this study included providing teachers with professional development; guidelines and structures were needed to ensure that the professional development did not hinder the study. Thus, Guskey's Framework was used as a guide for professional development. To evaluate the professional development as aligned to Guskey's Framework, participants completed a survey at the end of the two days of training. This survey addressed questions regarding levels 2 and 3. Figure 11 displays participants' feedback on the professional development. Based on participant feedback, all agreed that the materials were helpful and relevant to their learning. Five participants thought the sessions were conducive to their needs, while one strongly disagreed. All participants stated that they planned to use what they learned. A part of the research for this study, included documenting if participants used the strategies learned from the Resources for Resilience professional development as well as with whom.

Participants of this inquiry also completed the TSES survey for the second time. The second survey aimed to determine the impact of the Resources for Resilience professional development on alternative licensed teachers' self-efficacy. Table 13 shows the data from the second administration of the TSES. In analyzing the data, I divided the levels into three groups. Group one included levels one to three, representing little to no self-efficacy. Group two



Note. Feedback for participants at the end of the two-day Resources for Resilience Professional Development. Scale with five being the highest.

Figure 11. Frequency Distribution of Likert-Type Responses to Professional Development

Aligned To Guskey's Framework.

Table 13

Frequency Distribution of Likert Type Responses by Percentage for Post Resources for

Resilience Teachers Sense of Efficacy Scale

Questions	No Influence	Some Influence	Quite a Bit
Q1. How much can you do to control disruptive behavior in the classroom?	0.0%	0.0%	100.0%
Q2. How much can you do to motivate students who show low interest in schoolwork?	0.0%	16.7%	83.3%
Q3. How much can you do to get students to believe they can do well in schoolwork?	0.0%	50.0%	50.0%
Q4. How much can you do to help your students value learning?	0.0%	16.7%	83.3%
Q5. To what extent can you craft good questions for your students?	0.0%	50.0%	50.0%
Q6. How much can you do to get children to follow classroom rules?	0.0%	33.3%	66.7%
Q7. How much can you do to calm a student who is disruptive or noisy?	0.0%	50.0%	50.0%
Q8. How well can you establish a classroom management system with each group of students?	0.0%	16.7%	83.3%
Q9. How much can you use a variety of assessment strategies?	0.0%	16.7%	83.3%
Q10. To what extent can you provide an alternative explanation or example when students are confused?	16.7%	33.3%	50.0%
Q11. How much can you assist families in helping their children do well in school?	0.0%	50.0%	50.0%
Q12. How well can you implement alternative strategies in your classroom?	16.7%	33.3%	50.0%

included Levels 4 to 6, which represented some self-efficacy. Group three included Levels 7-9, which represented a great deal of self-efficacy.

The second research question asked, what impact does one-on one coaching sessions have on teacher self-efficacy within a group of alternative licensed teachers? The same teacher self-efficacy survey that I administered before the start of this inquiry and at the end of the professional development was administered at the conclusion of the coaching sessions. Six teachers participated in the inquiry, while only five completed it. The results of the final survey are in Table 14. In addition to the survey, I conducted interviews with each participant.

The TSES short form asked participants to answer questions that addressed teacher self-efficacy in the areas of classroom management, student engagement, and instructional strategies. Each question focused on a particular area. Figure 12 is a visual representation of the question and the areas that they aligned. I analyzed the data from participants by grouping the questions into these three categories.

Teacher Sense of Efficacy Scale

Classroom Management

Question #1: How Much Can You Do to Control Disruptive Behavior in the Classroom? Teacher self-efficacy showed a positive trajectory after the professional development regarding question 1. Figure 13 is the visual representation of participants' responses to this question. Participants responded that 83% had self-efficacy in their abilities to control disruptive behavior prior to the start of this inquiry. After the professional development, self-efficacy regarding this question increased to 100%. Teacher belief in this area remained 100%, as indicated by their responses to the final TSES survey administration.

Table 14

*Frequency Distribution of Likert-Type Responses by Percentage for Post-Implementation**Teachers' Sense of Efficacy Scale*

Questions	No Influence	Some Influence	Quite a Bit
Q1. How much can you do to control disruptive behavior in the classroom?	0.0%	0.0%	20.0%
Q2. How much can you do to motivate students who show low interest in schoolwork?	0.0%	40.0%	60.0%
Q3. How much can you do to get students to believe they can do well in schoolwork?	0.0%	40.0%	60.0%
Q4. How much can you do to help your students value learning?	0.0%	80.0%	20.0%
Q5. To what extent can you craft good questions for your students?	0.0%	40.0%	60.0%
Q6. How much can you do to get children to follow classroom rules?	0.0%	60.0%	40.0%
Q7. How much can you do to calm a student who is disruptive or noisy?	0.0%	20.0%	80.0%
Q8. How well can you establish a classroom management system with each group of students?	0.0%	40.0%	60.0%
Q9. How much can you use a variety of assessment strategies?	0.0%	40.0%	60.0%
Q10. To what extent can you provide an alternative explanation or example when students are confused?	0.0%	60.0%	40.0%
Q11. How much can you assist families in helping their children do well in school?	0.0%	60.0%	40.0%
Q12. How well can you implement alternative strategies in your classroom?	0.0%	80.0%	20.0%

Classroom Managment	Instructional Strategies	Student Engagment
• Question 1 • Question 6 • Question 7 • Question 8	• Question 5 • Question 9 • Question 10 • Question 12	• Question 2 • Question 3 • Question 11 • Question 4

Figure 12. TSES Questions aligned to specific areas of efficacy.

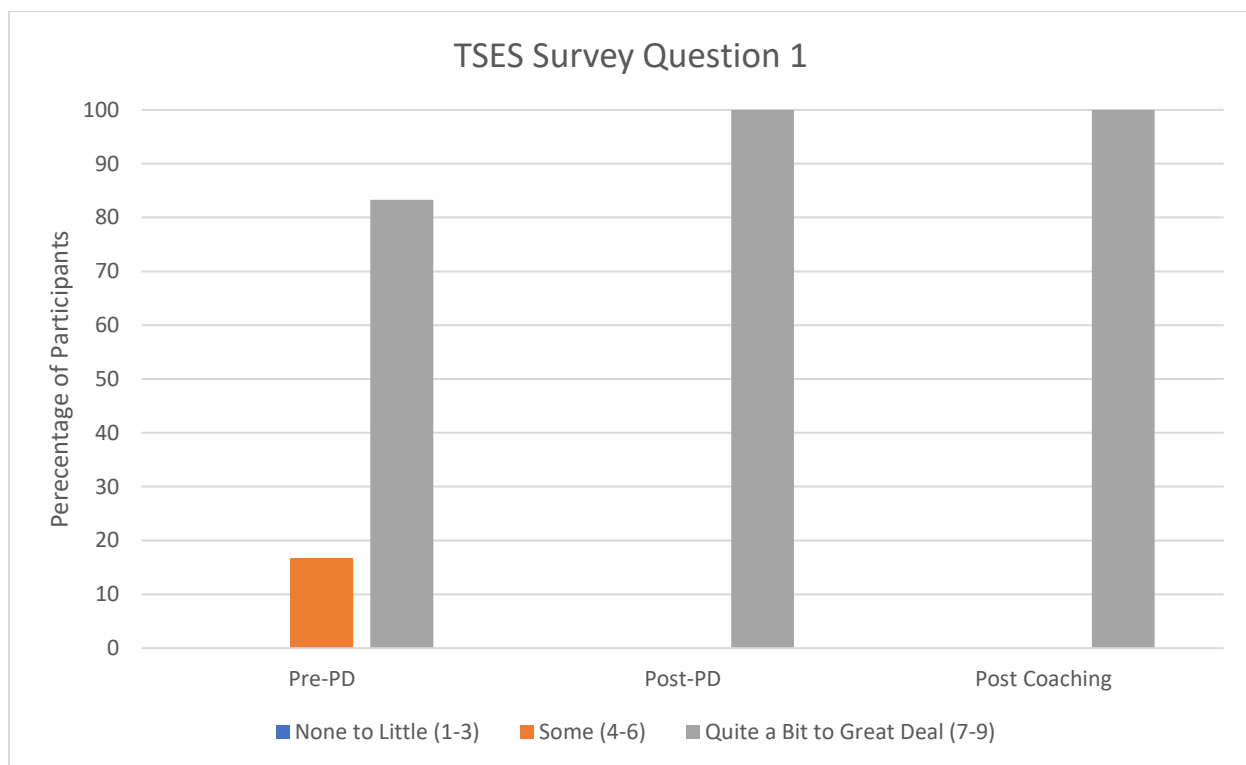


Figure 13. Participants' response to Question # 1: How much can you do to control disruptive behavior in the classroom?

Participants believed that they possessed the skills and ability to control disruptive behavior. While student discipline was stated in post-interviews as an area of concern for them, participants believed they could control disruptive behavior.

Question #6: How Much Can You Do to Get Children to Follow Classroom Rules?

Data from this question revealed that self-efficacy in this area went up with the second administration and down for the third administration. In the pre-survey, 50% of participants selected responses in the range of quite a bit to a great deal for this question. Upon completion of the professional development, there was a 17% increase in the range of 7 to 9. However, at the end of the inquiry, the percentage of responses that fell in the high self-efficacy category dropped to 40%. This was a 10% drop from the first administration and a 27% decrease from the second administration. Participants final survey results revealed that 60% of those surveyed needed to have higher self-efficacy in getting students to follow classroom rules. Figure 14 compares the data from the three administrations of the survey.

Question #7: How Much Can You Do to Calm a Student Who is Disruptive or Noisy? A positive trajectory in teacher self-efficacy was determined by the number of participants selected in the range of 7 to 9. On the pre-survey, 33% of participants selected responses from 7 to 9. In the second administration, 50% of participants responded within the range of 7 to 9. This was a 17% increase. On the third administration of the TSES survey, 80% were selected from 7 to 9. This was a 47% increase from the first administration and a 30% increase from the second administration. Figure 15 is the visual response to the comparison data for responses on all three survey administrations.

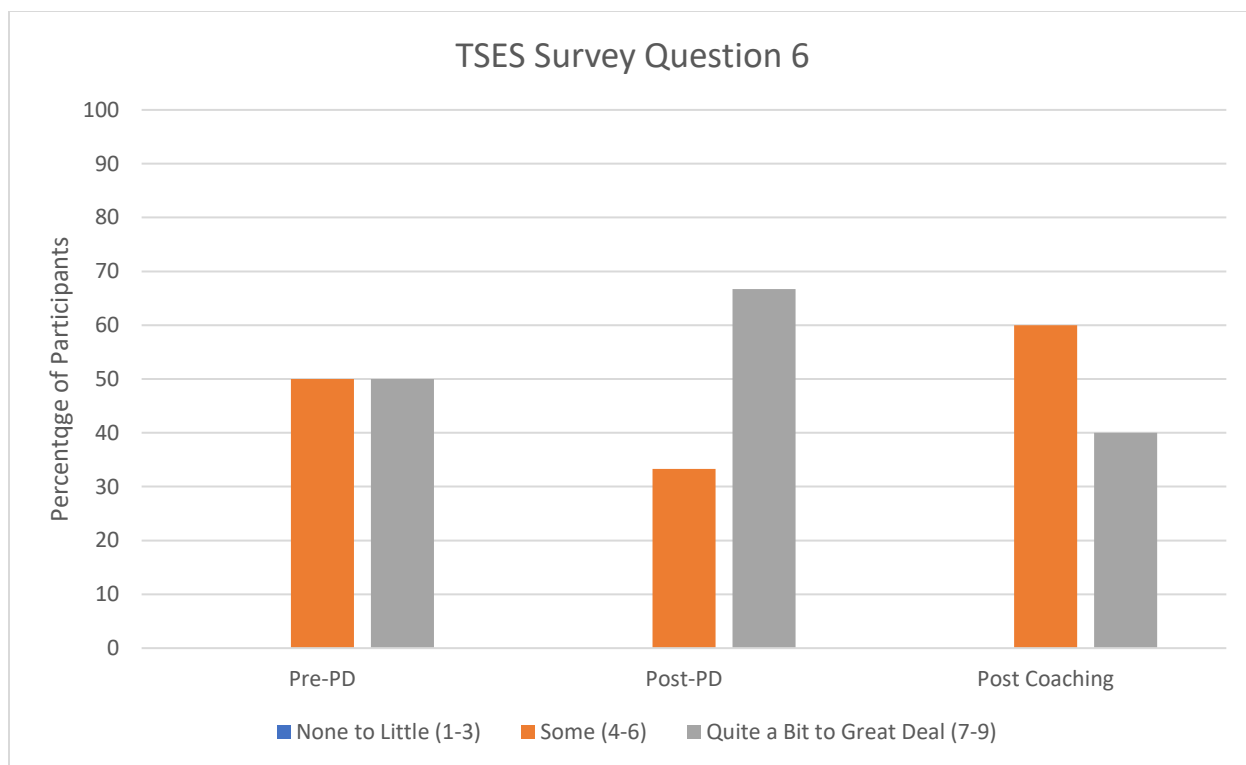


Figure 14. Participants' response to Question #6: How much can you do to get children to follow classroom rules?

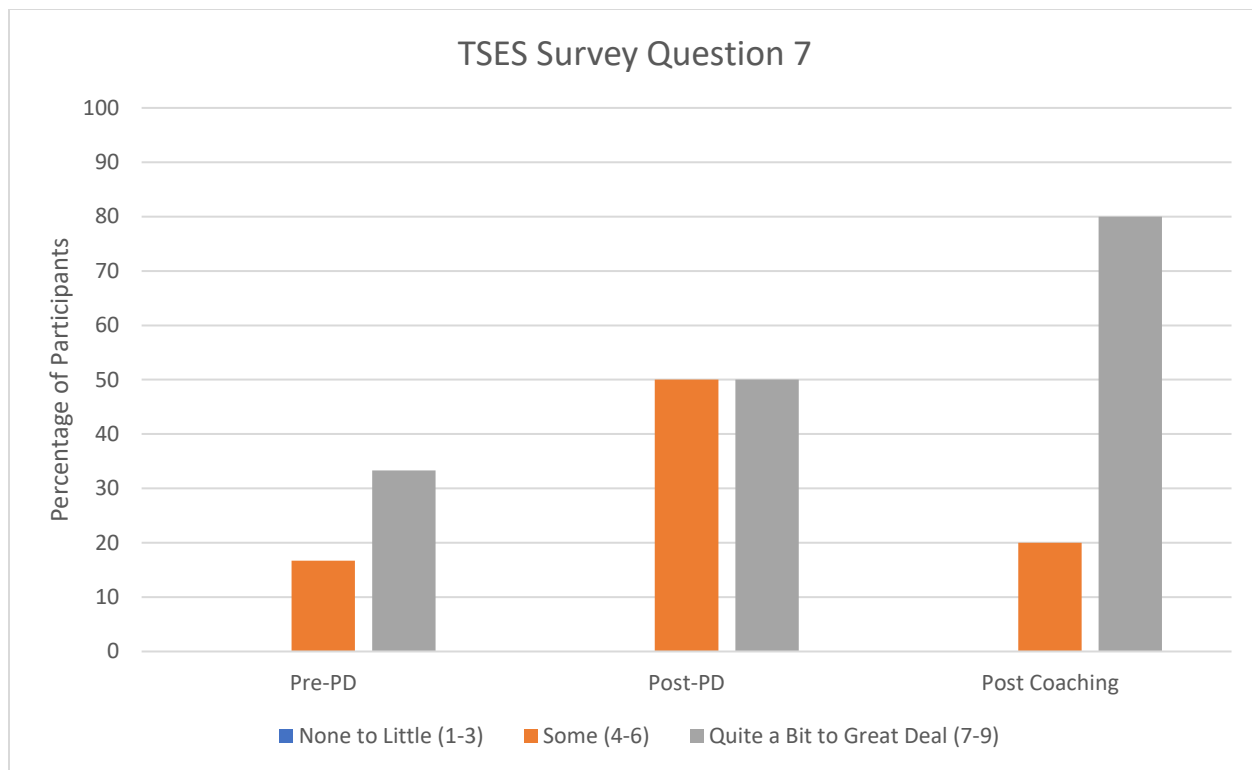


Figure 15. Participants' response to Question #7: How much can you do to calm a student who is disruptive or noisy?

Question #8: How Well Can You Establish a Classroom Management System with Each Group of Students? Data on the pre-survey and after the professional development were the same, with 83% of participants selecting responses in the range of 7 to 9. Following the coaching session, there was a decrease in the percentage of participants who rated their self-efficacy in the 7-9 high range, decreasing by 23%, from 83% on the first two administrations to 60% post-coaching. Refer to Figure 16 for a visual representation of the responses to question 8.

Student Engagement

Question #2: How Much Can You Do to Motivate Students with Low Interest in Schoolwork? Fifty percent (50%) of participants in the first administration of the TSES had high self-efficacy in motivating students. This increased to 83% for those who stated that they believed they had quite a bit to a great deal of the ability to motivate their students. This belief in their abilities declined with the third administration, which had a 23% drop in efficacy compared to the second administration. However, teacher responses were still higher than with the first administration, as there was a 10% increase in this area from the TSES that was administered before the start of the inquiry. Visual results on this question are in Figure 17.

Question #3: How Much Can You Do to Get Students to Believe They Can Do Well in Schoolwork? This question revealed a decline in the percentage of teachers who had high self-efficacy regarding their ability to impact student beliefs that they could do well on their schoolwork. Results from the three administrations of question 3 are in Figure 18. The responses to the pre-survey showed that high self-efficacy was 67% for believing that they could positively impact students' belief that they could do well on schoolwork. After the Resources for Resilience professional development, the teacher responses showed a decline in teachers who selected rankings between 7 and 9. The second administration had a 17% decrease in teachers who

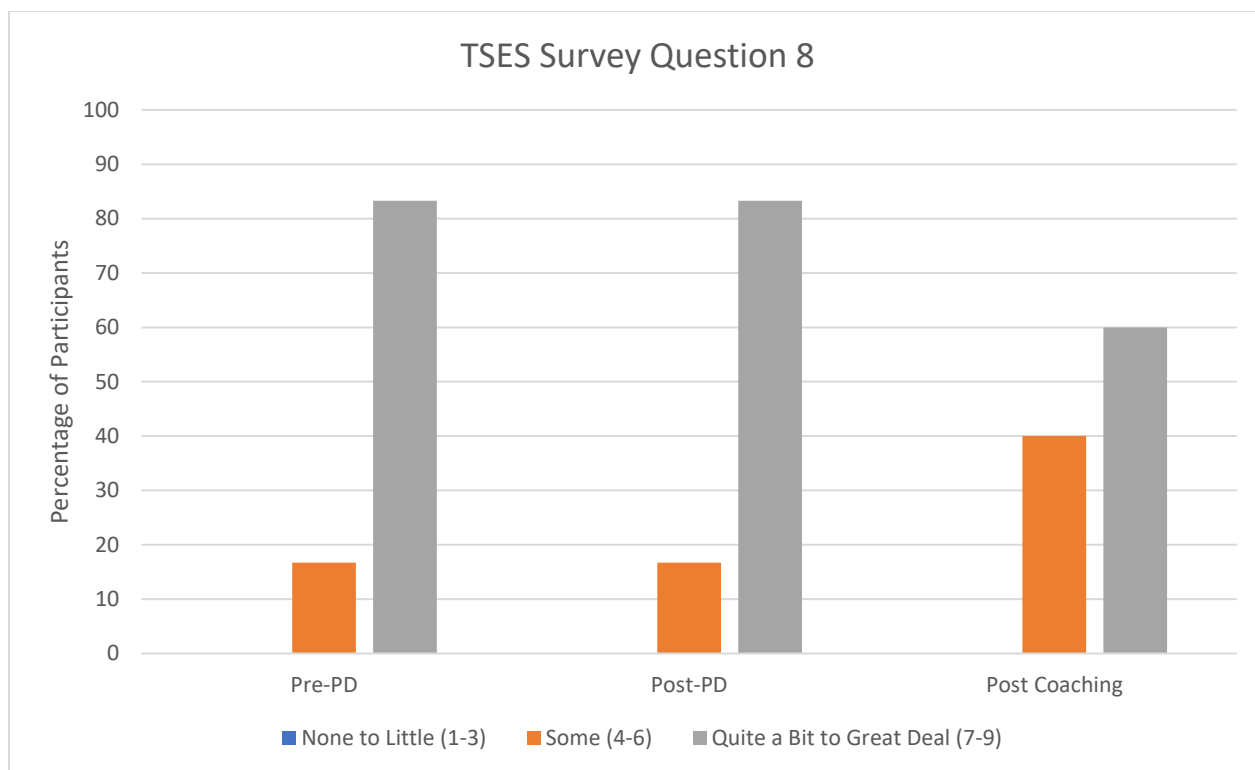


Figure 16. Participants' response to Question #8: How well can you establish a classroom management system with each group of students?

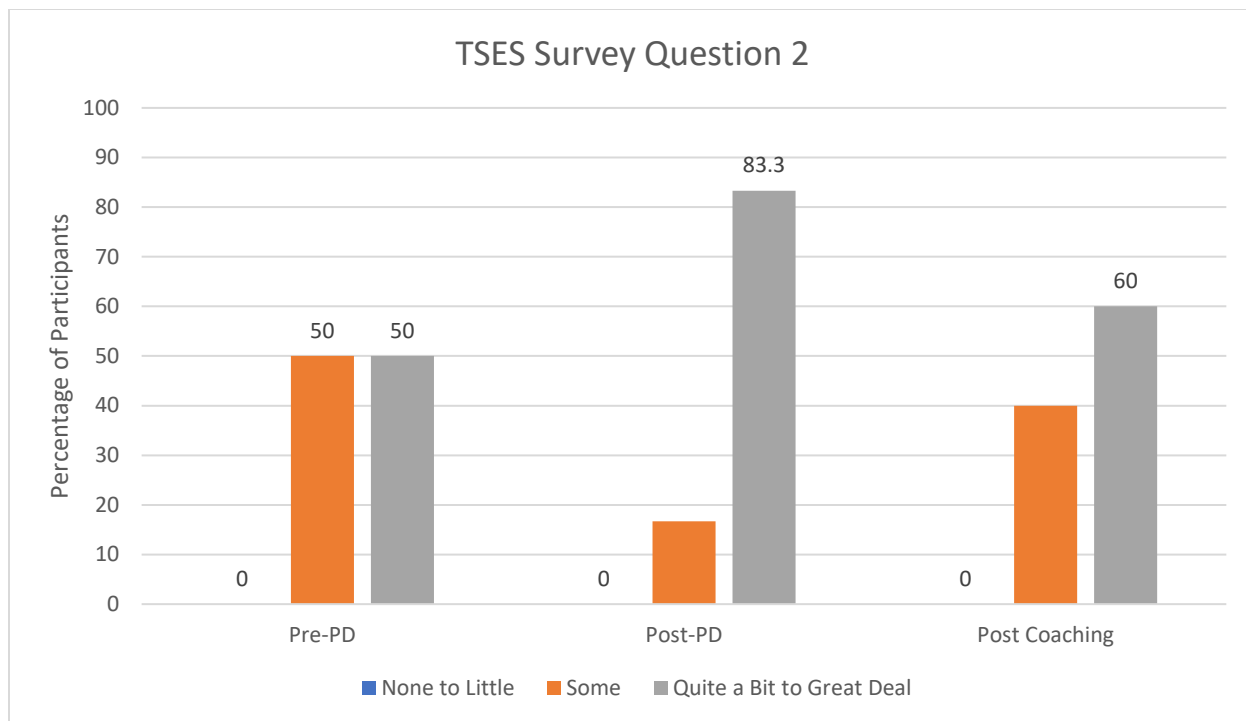


Figure 17. Participants' response to TSES question # 2 - How much can you do to motivate students with low interest in schoolwork?

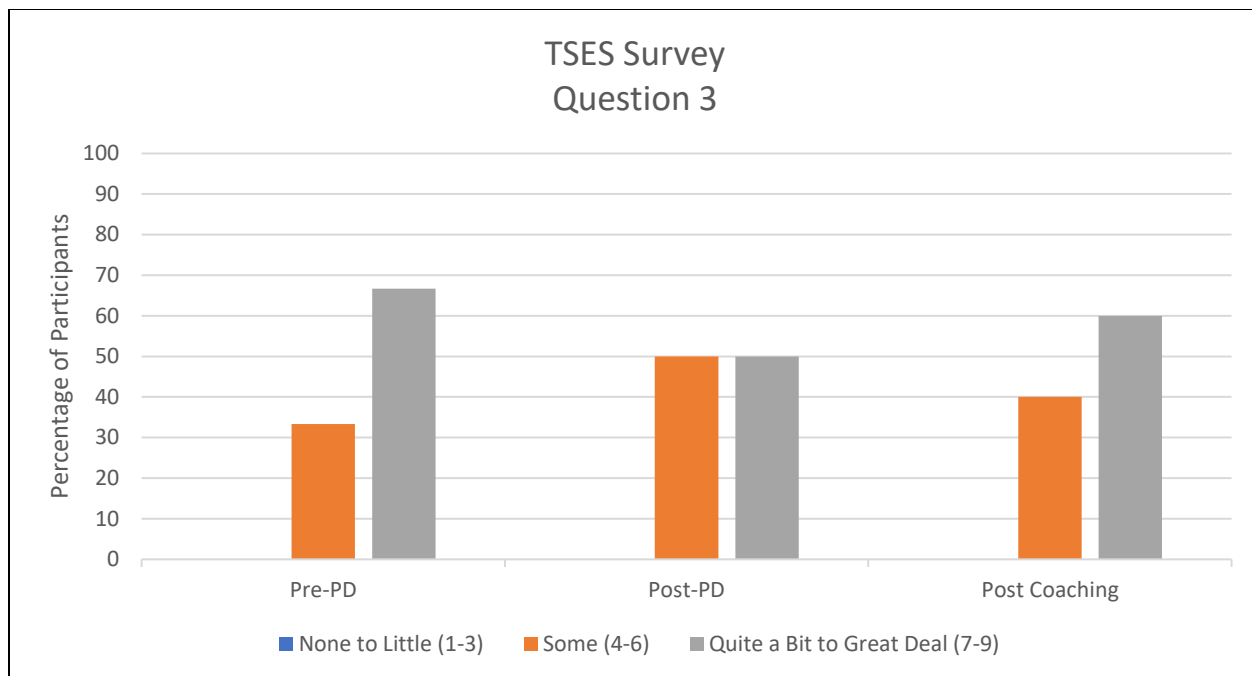


Figure 18. Participants response to Question #3: How much can you do to get students to believe they can do well in schoolwork?

selected responses that revealed high efficacy in helping students believe they could do well on their schoolwork. Data from the third administration, which occurred at the end of this inquiry, showed an increase in high efficacy from the second administration, with a 10% increase in teachers who selected responses from 7 to 9—in looking at the overall data regarding this question, teacher self-efficacy regarding impacting student beliefs in themselves on their schoolwork had a decline of 7%.

Results from the three administrations of question 3 are in Figure 18. This question revealed a decline in the percentage of teachers who had high self-efficacy regarding their ability to impact student beliefs that they could do well on their schoolwork. The responses to the pre-survey showed that high self-efficacy was 67% for believing that they could positively impact students' belief that they could do well on schoolwork. After the Resources for Resilience professional development, the teacher responses showed a decline in teachers who selected rankings between 7 and 9. The second administration had a 17% decrease in teachers who selected responses that revealed high efficacy in helping students believe they could do well on their schoolwork. Data from the third administration, which occurred at the end of this inquiry, showed an increase in high efficacy from the second administration, with a 10% increase in teachers who selected responses from 7 to 9—in looking at the overall data regarding this question, teacher self-efficacy regarding impacting student beliefs in themselves on their schoolwork had a decline of 7%.

Question #4: How Much Can You Do to Help Your Students Value Learning?

Teachers who ranked themselves with high self-efficacy by selecting responses in the range of 7 to 9 decreased drastically from before the inquiry's start to the end. For the pre-survey and after the Resources for Resilience professional development, 83% of participants selected responses

from 7 to 9. In the third administration, which occurred after the coaching sessions, only 20% of participants selected responses from 7 to 9. This was a decline of 63% of participants who believed they had high self-efficacy in their ability to help students value learning. None of the participants selected answers that showed they believed they had little to no impact on helping students value learning. The vast majority selected responses in the range of 4 to 6, which indicated some belief that they had some influence in helping students value learning. See Figure 19 for the participant responses.

Question #11: How Much Can You Assist Families in Helping Their Children Do Well in School? Responses to this question revealed that participants' self-efficacy with their ability to assist families in helping their children do well in school was low. Figure 20 displays the data regarding answers to this question the three times it was administered. Fifty percent (50%) of participants responded in the range of 7 to 9 on the pre-survey. This percentage declined to 40% on the second and third administration of the TSES. There was an overall decline of 10% in teacher self-efficacy in assisting families in helping their children from prior to the intervention to the end of the study.

Instructional Strategies

Question #5: To What Extent Can You Craft Good Questions for Your Students? Data from the first administration of the TSES revealed that participants had a high sense of their ability to craft good questions for students, as 100% selected responses in the ranges of 7 to 9. This changed during the second administration after the Resources for Resilience professional development. Only 50% of the teachers surveyed were selected from 7 to 9 on the second administration of the TSES survey. The final survey saw an increase from the second administration by 10%, as 60% of those surveyed selected answers within the 7-9 range.

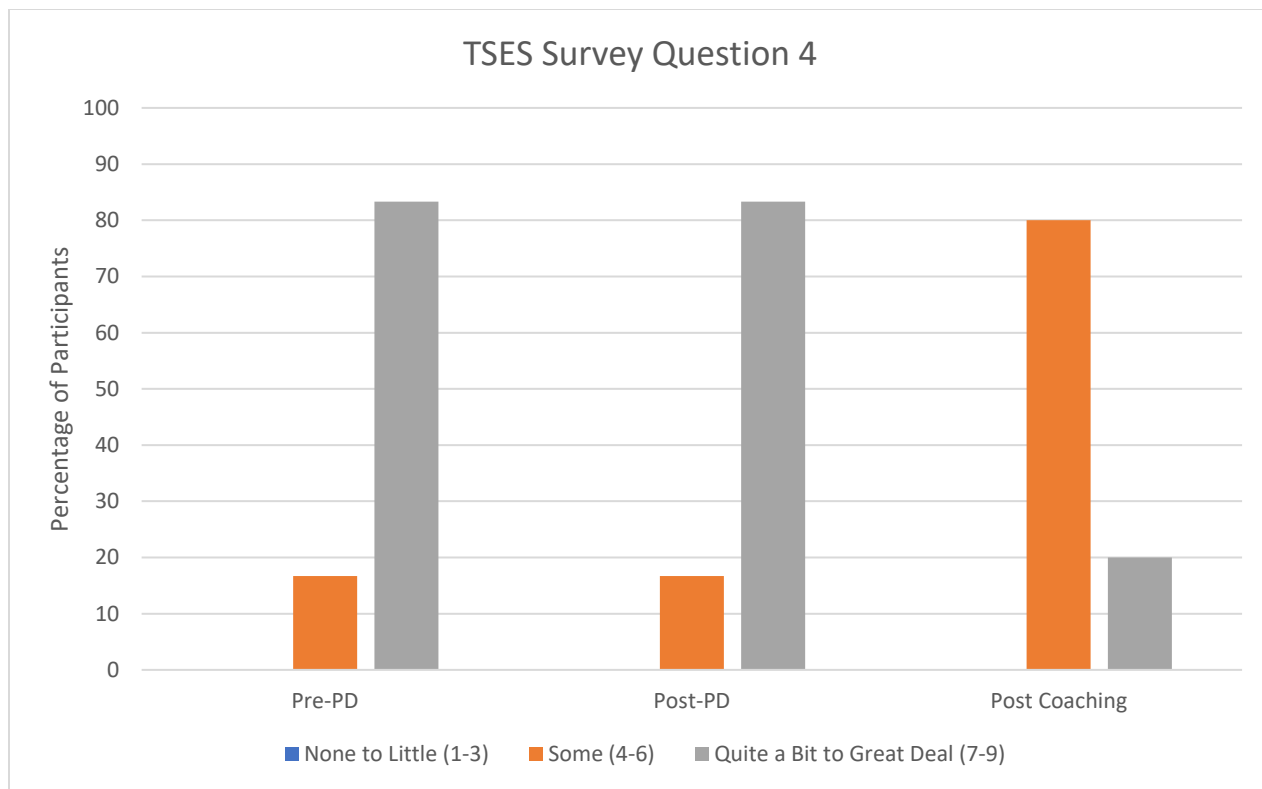


Figure 19. Participants' response to Question # 4: How much can you do to help your student value learning?

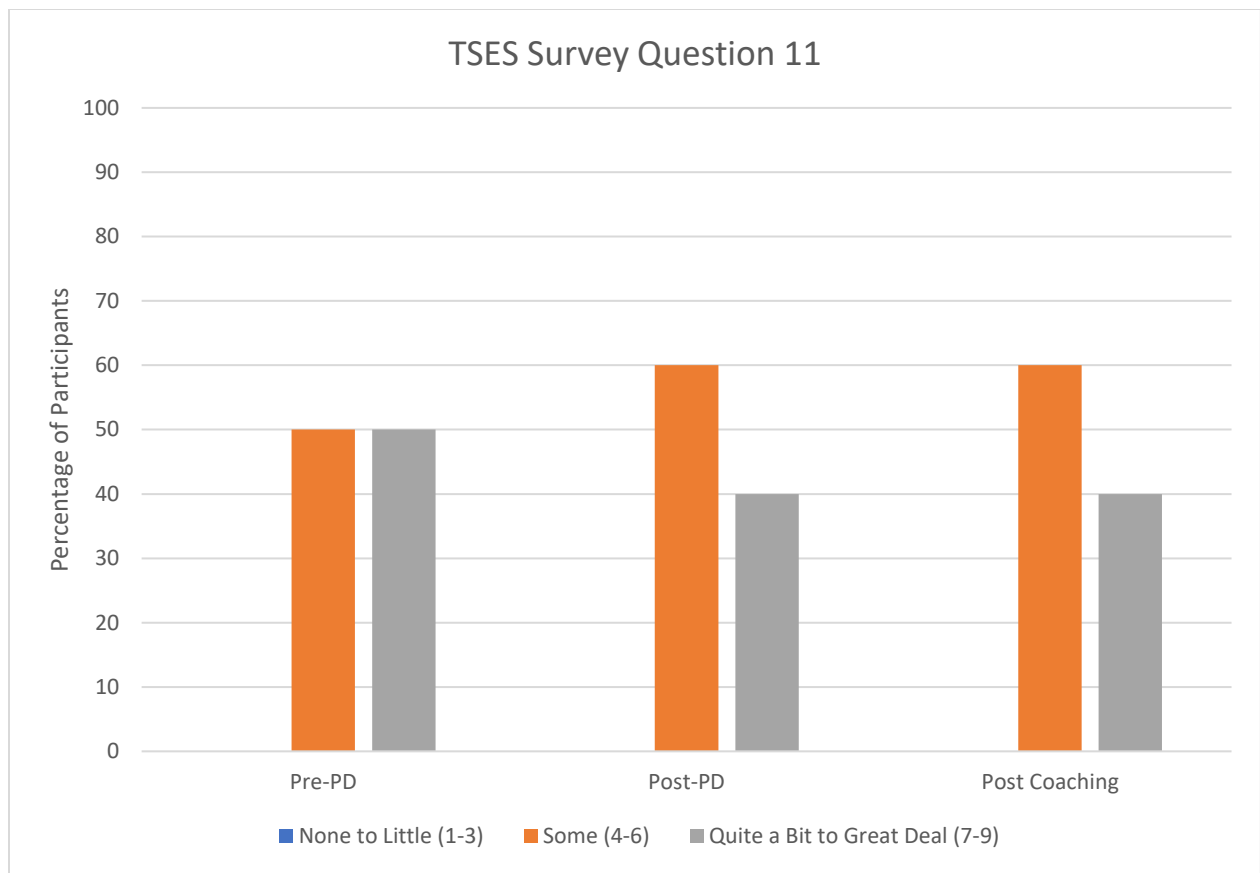


Figure 20. Participants' response to Question #11: How much can you assist families in helping their children do well in school?

Participant self-efficacy regarding crafting good questions declined from the first to the second administration by 40%. A visual of this data is in Figure 21.

Question #9: How Much Can You Use Various Assessment Strategies? On the pre-TSES survey and following the professional development, 83% of participants selected responses in the range of 7 to 9, high self-efficacy. In the first and second administrations, 17% of participants had some efficacy in using a variety of assessment strategies. On the post-coaching TSES survey, teacher self-efficacy declined regarding the use of a variety of assessment strategies. This percentage of teachers ranking themselves in the quite a bit to a great deal decreased by 23% on the third administration. Forty percent of participants rated themselves with some efficacy in using different assessment strategies. Figure 22 displays the data from all three administrations of the TSES survey for question 9.

Question #10: To What Extent Can You Provide an Alternative Explanation or Example When Students are Confused? Participants were asked to what extent they could provide an alternative explanation or example when students were confused. The data from this question shows that teacher self-efficacy was low. The first administration of the TSES had 50% of participants selecting answers in the 7 to 9 range. The second administration increased by 17%, the highest percentage of all three administrations. The final administration had 40% of the participants having high efficacy regarding providing an alternative explanation or example when students are confused. Figure 23 is the visual representation of the response to question 10, the three times it was asked of participants.

Question #12: How Well Can You Implement Alternative Strategies in Your Classroom? Before the start of this inquiry, 50% of participants had some self-efficacy, and 50% had quite a bit to a great deal of self-efficacy in implementing alternative strategies.

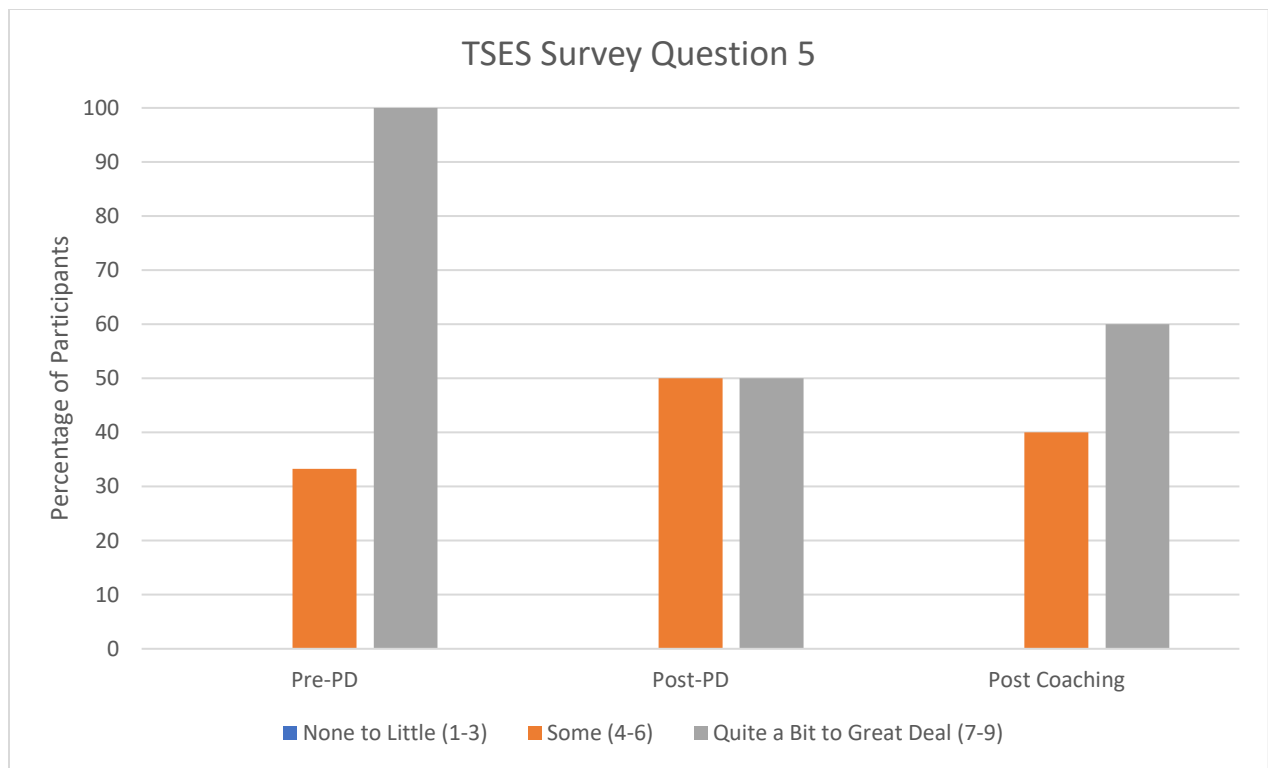


Figure 21. Participants' response to Question #5 To what extent can you craft good questions for your students?

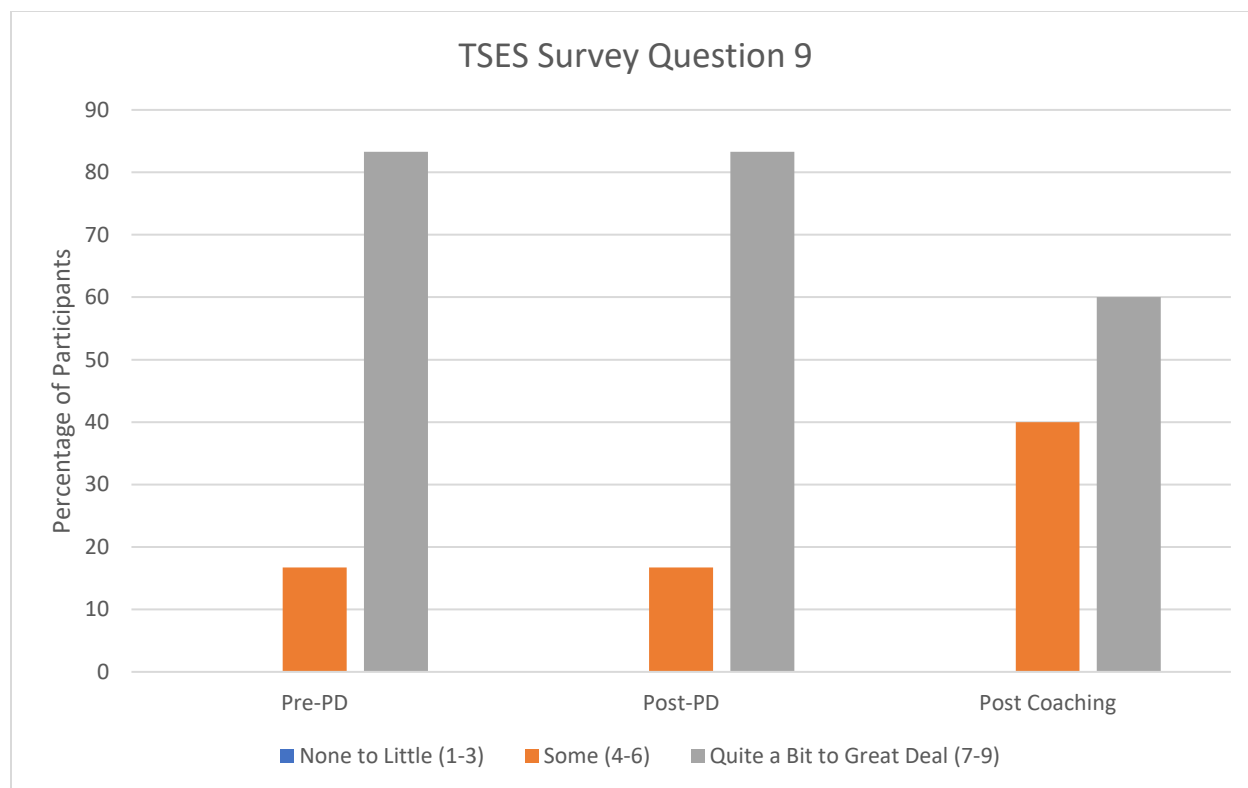


Figure 22. Participants' response to Question #9: How much can you use a variety of assessment strategies?

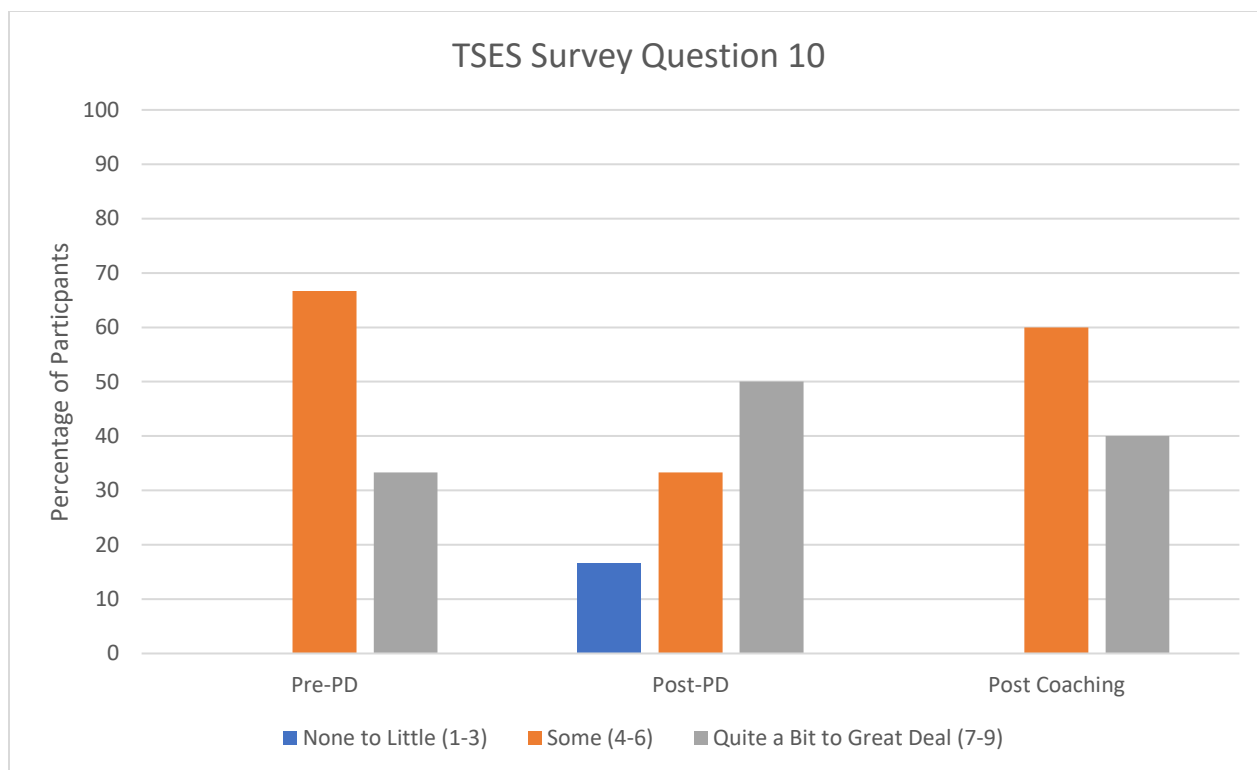


Figure 23. Participants' response to Question #10 To what extent can you provide an alternative explanation or example when students are confused?

Upon completion of the professional development, 16.7% selected none to have little efficacy in implementing alternative strategies in their classroom. In comparison, 33% had some efficacy, and 50% had quite a bit to a great deal of self-efficacy. Post-coaching saw a decline in answers from 7-9, from 50% to 20%. Refer to Figure 24 for a visual of the data for question 12.

Resilience Tools Utilization

The third research question that guided this inquiry was to what degree will teachers use the strategies acquired from attending the Resources for Resilience professional development within the school setting after participating in Coaching Sessions. This data were gathered using the Teacher Strategy Documentation Form (see Appendix F) at each listening circle. The data gathered from this form included what tools were used, with whom, and if they thought they were successful with the tools. Table 17 provides the compiled data from these surveys. All participants reported using the resilience tools with themselves, students, and co-workers. Rapid Reset tools had the highest usage. One teacher included rapid resets in her morning meetings with her students. Another teacher stated that he used the tools by himself, which helped him remain calm when another adult confronted him. Participants reported that they successfully used all tools except for Rapid Resets, which was unsuccessful for two incidents.

Teacher Interviews

Theme 1: Lack of Communication Negatively Impacted Teachers, while It was a Source Used for Overcoming Job-Related Obstacles. When analyzing the interviews, communication was a running theme that was mentioned multiple times. Communication was listed as both negative and positive. Teachers stated that there was a lack of communication. Communication between co-workers and administration was cited. One participant stated, "No one listens to the teachers, to their call for help." Another stated that when she reached out to the

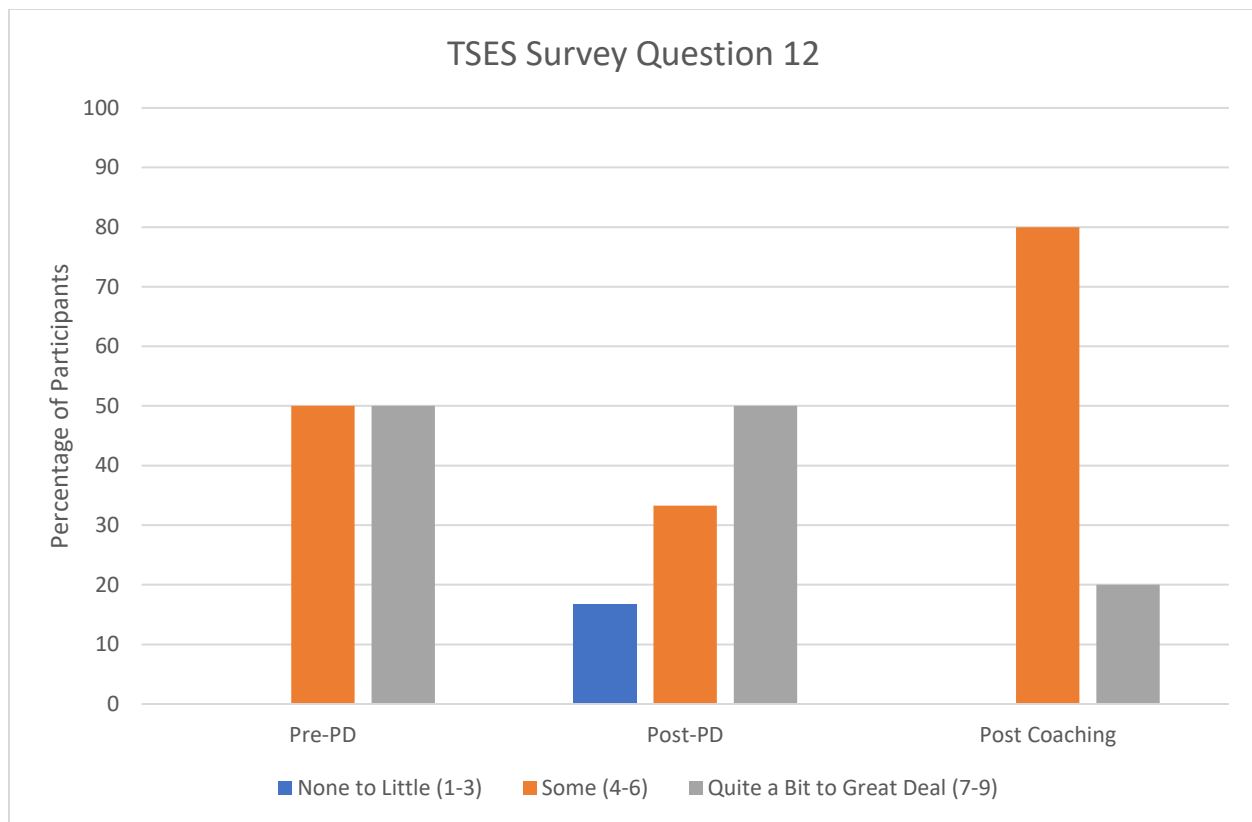


Figure 24. Participants' response to Question #12: How well can you implement alternative strategies in your classroom?

Table 17

Implementation of Resilience Tools within the School Setting

Resilience Tool	Total Used	Count of Whom Tools Utilized With			Helpful with Resilience	
		Students	Myself	Co-Workers	Yes	No
Sense In	14	7	9	0	14	0
Connect	6	4	2	2	6	0
Rapid Reset	19	14	14	0	17*	1
Resource	7	4	3	4	6	1
Redirect	8	5	5	2	8	0
Highlight	6	5	3	4	6	0
Restore	4	3	3	0	4	0

Note. *An additional single (1) response of “Sometimes” was indicated by a participant for this resilience tool but was not included in the “yes” or “no” category.

administration regarding a student, she did not hear anything back from them; this lack of follow-up made her feel like she was not being listened to. Another participant stated that the negative comments from his co-workers affected him negatively. While communication was a daily challenge, it was also noted to be a method used to help deal with stress and the workload of the profession. Communicating with peers helped manage daily challenges. One person stated that talking to their peers and getting their feedback helped them cope with the demands of their job. Another participant stated, “I reset by listening to music, drawing, and meditating. I sometimes vent to a friend to relieve the pressure of the job, then laugh about it.”

Theme 2: Students’ Behavior is a Challenge. Interviews with teachers revealed that student discipline, disrespect, and social-emotional needs were challenges. One teacher stated that it is discouraging when parents do not lay a foundation and expect us to build on something that is already broken. Students being disrespectful was cited by half of the participants as having a negative impact on them. Another person stated that the handling of student disrespect and misbehavior was a concern for them, especially when they were not supported by the administration. Another participant stated that it was affecting them when students were supported by their parents when they called them regarding classroom disruptions and being disrespectful. She stated that it seemed that the child was always right. In addition, students’ social and emotional needs had a negative impact on their ability to teach. One teacher noted that the expectation to keep teaching when students are in pain and hurting was affecting her emotionally. She also stated that there was a lack of support and resources to help students who have social and emotional needs. While student disrespect, behavior, and social-emotional needs were listed as challenges to instruction, it was noted that four out of the five who were interviewed stated that their students were the reasons they were encouraged to persist as

educators. Interviewees stated that seeing students grow, the "awe-awe moments," and the connections they made with their students kept them in education.

Theme 3: Need for Support from Administration at the School Level and Central Office Level. Responses to several questions revealed a theme of a need for more support and being heard by the administration. One participant stated, "Upper management does not seem to appreciate what teachers do but yet are more interested in satisfying numbers and having unhappy, dissatisfied employees." Another stated that her school's administration did not hear or respect her voice. One participant cited a situation in which the schedule was changed without including everyone in the loop. Another stated that the administration does not follow up when concerns are reported. Another participant stated that "Dealing with administration being very deceiving and undermining my abilities." was a problem for them. The phrase 'lack of support' was used by four out of five of the participants in their responses.

Theme 4: Resources for Resilience and Coaching was Beneficial. Participants stated that the Resources for Resilience professional development and coaching session were helpful. Participants stated that the tools learned were a benefit to them and their students. One participant stated, "I had quick tools to implement in my classroom." Another participant stated, "The participation helped me to focus on myself and my well-being....It showed me how to reset and also how to connect with my students and show them how to rest." Regarding the coaching sessions, one person stated that it helped to have someone to talk to who seemed to care. Two other participants noted that they liked having one to talk to who listens. The theme that teachers want to be heard was re-emphasized by one participant who stated that "teachers have feelings and emotions, too."

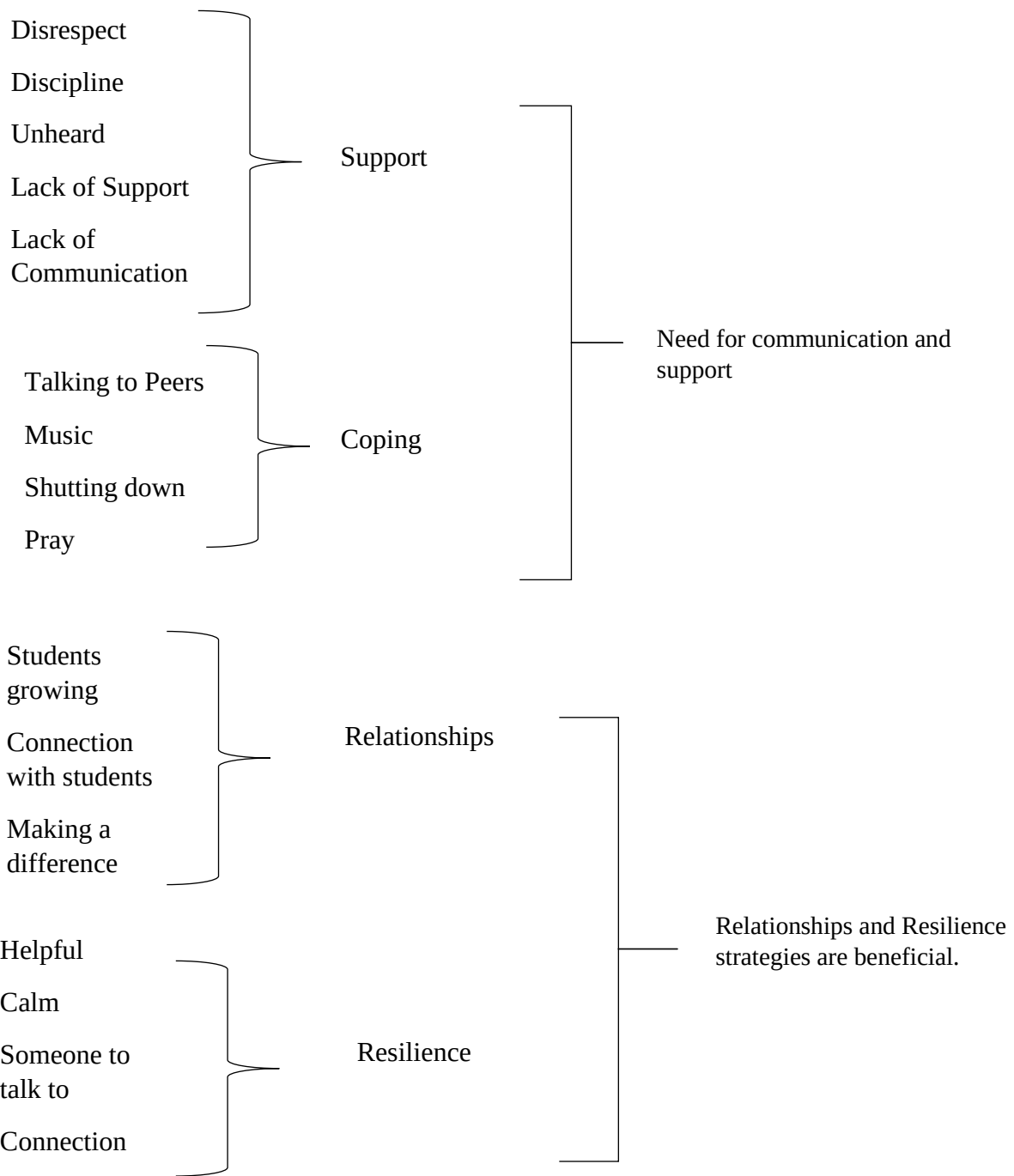


Figure 25. Codes, categories, and themes identified in interview responses.

Summary

This inquiry was driven by three guiding questions about teacher self-efficacy at the Carolina School District. The analysis of the data has provided valuable information regarding the impact of Resources for Resilience and coaching. The results show modest improvement in teacher self-efficacy. While classroom discipline has high self-efficacy, it still concerns teachers. The inquiry also reveals that teachers are willing to implement strategies with themselves, co-workers, and their students. An area repeated several times in interviews was that teachers needed administrative support and someone to hear them.

In Chapter 5, I will provide my reflections regarding the significant findings from the inquiry based on the literature and the data I have collected. I will also include the challenges of conducting my inquiry across the school district. I will also share recommendations on improving using Resources for Resilience and coaching sessions to support alternative licensed educators better.

CHAPTER 5: SUMMARY, CONCLUSIONS, & RECOMMENDATIONS

This research study aimed to examine the impact that providing professional development focused on teacher resilience would have on the self-efficacy of alternative licensed teachers in the Carolina School District. The inquiry also examined if support in the form of coaching would influence these teachers' self-efficacy. Alternative teachers were the target for this study as the researcher believed they were facing the challenges that all teachers face and the challenges of teaching while learning how to teach, analyze student data, facilitate data-driven design lessons, and manage classroom behavior. This study was a collaborative effort of many district and school administrators, who supported it by providing funds for professional development and professional leave for the participants. Participants of this study participated in a two-day Resources for Resilience professional development facilitated with support in the form of one-on-one coaching sessions. Throughout this inquiry, data were collected and analyzed. Before the start of this study, baseline data regarding participants completed the TSES questionnaire. The results of this first administration of the TSES were gathered and analyzed. After the professional development, teachers completed the second administration of the TSES survey. The first and second administrations were compared to determine if the professional development impacted teacher self-efficacy. Data were also collected to gather participant feedback on professional development. Participants received further support with one-on-one meetings with the researcher. Data regarding the strategies learned and with whom was collected at each meeting. At the end of the study, participants participated in interviews and completed the last administration of the TSES survey. The last TSES aimed to determine if one-on-one coaching sessions would impact teacher self-efficacy. The findings, interpretations, and limitations of this inquiry will be discussed in this chapter.

Summary of the Findings

Teacher self-efficacy was measured in three specific areas: instructional strategies, classroom management, and student engagement. The findings of this study indicate that the implementation of Resources for Resilience and one-on-one coaching positively impacted teacher self-efficacy. While the data does show that some areas of teacher self-efficacy had a slight decrease, they did have self-efficacy in all areas. In the areas of being resilient, the findings are that the strategies were implemented with success with multiple stakeholders. In providing the summary, each inquiry guiding question will be analyzed.

Inquiry Guiding Question 1

This study sought to see the impact that providing alternative teachers with professional development focused on resilience would have on teacher self-efficacy. The data gathered from the TSES responses revealed a positive impact on teacher efficacy. In the four questions that targeted classroom management, no participants' self-efficacy dropped due to their lack of belief in their abilities.

The findings for this question are that upon completion of the professional development, teacher self-efficacy increased when classroom management involved one-on-one interaction with students. Teachers believed that they could get children to follow the rules as well as calm students who were disruptive. Teachers' belief in their ability to manage whole classroom management remained the same or had little to no impact.

In analyzing questions to focus on teacher self-efficacy with student engagement, teacher self-efficacy improved regarding motivating students. However, teachers' belief in their ability to assist families in helping their children and increasing student self-efficacy decreased.

Teacher pedagogy was an area that saw a decline in teacher self-efficacy. Teachers ranked their belief in their abilities to do instructional tasks, such as providing alternative explanations or examples and implementing alternative strategies, lower after the professional development.

For schools and school districts that serve a high percentage of impoverished children, understanding how they have been impacted emotionally by their life experiences and how to help them overcome challenges is needed (Dorado et al., 2016). Knowledge regarding student trauma and how to respond helps teachers understand their students better, implement strategies for de-escalating inappropriate behavior, help with social and emotional regulation, and build positive relationships (Gavin et al., 2024).

Inquiry Guiding Question 2

This study endeavored to see what impact coaching and support in the form of coaching sessions had on teacher self-efficacy within a group of alternative licensed teachers. This changed due to the teachers' schedules involved in this study to one-on-one coaching sessions. The theme of this study was that teachers needed to have someone to talk to regarding their experiences.

Data from the impact of coaching sessions revealed a continuing trend from the second administration regarding positive impact. Teachers' self-efficacy regarding the ability to impact students one-on-one improved. Managing whole group behavior saw a decrease in teacher self-efficacy.

Teacher self-efficacy regarding student engagement decreased after coaching. All participants had some self-efficacy; however, the percentage of teachers who believed they had great efficacy decreased from the second administration after the coaching sessions were

completed. Only believing that they could get students to think that they could do well in schoolwork increased. Other areas regarding student engagement decreased or had a neutral impact.

Participants' self-efficacy around instructional strategies was positively impacted. Teachers believed they could craft good questions, provide alternative explanations when students were confused, and implement alternative methods in their classrooms.

Teacher self-efficacy was measured in three areas: instructional strategies, classroom management, and student engagement. Teachers had high self-efficacy regarding instructional strategies; by the end of this study, their self-efficacy declined. Expressly, their belief in their ability to craft good questions, use a variety of assessments, and provide alternative answers declined slightly from high self-efficacy to some self-efficacy.

Inquiry Guiding Question 3

The third inquiry question inquired how will teachers utilize the skills and strategies acquired from a comprehensive professional development and support program focused on teacher resilience? On exit tickets all participants stated that they were using the tools learned from the professional development. In only two instances did a participant state they were unsuccessful with the tools. All participants stated that they used the tools on themselves when they were upset. They also reported that they utilize the tools and skills with their students and co-workers successfully. Rapid Resets was most often used to return to a resilient zone. Rapid resets are multiple ways in which a person can do something that takes little time to get back in a resilient zone.

Interpretation of the Findings

Teacher self-efficacy is critical to education. Teacher self-efficacy impacts a student's academics, motivation, and self-efficacy (Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). The outlook of a teacher with high self-efficacy is more optimistic, resulting in lower stress, less burnout, high psychological well-being, and increased job satisfaction (Zee & Koomen, 2016). Whereas teachers with low self-efficacy may perceive that things are worse than they are, thus creating stress, depression, and a narrow expectation for success (Pajares, 1996). A teacher's self-efficacy impacts their drive and effort within the classroom (Pendergast, 2020). Teachers with high self-efficacy are resilient, more academically focused, and provide different types of feedback (Zee & Koomen, 2016). This is important to alternative licensed teachers teaching at high-need schools in that an academic, social, and emotional gap already exists that needs to be closed for our students. Thus, there is a need for teachers who believe they can close the gaps and have the tools needed to help themselves and their students overcome the obstacles associated with closing these gaps.

According to the Social Cognitive Theory, an individual's belief in their ability to control challenging demands (Bandura, 1997) and cope with job demands can counter burnout (Aloe et al., 2013). Burnout can be combatted by building a teacher's self-efficacy in classroom management (Aloe et al., 2013). The resilience tools participants learned helped build their self-efficacy for dealing with individual student behavior. This is significant because the research shows that teacher stress can be categorized into workload excess and student misbehavior (Hydon et al., 2015). Thus, this study addressed one of the areas, classroom management, in which teacher stress is categorized. Classroom management is one of the most cited reasons for teacher burnout and leaving the profession is classroom management (Chang, 2013).

The Job Demand-Resources Model assumes that risk factors associated with job stress and burnout can be classified into two general categories: job demands and job resources (Baker & Demerouti, 2007; Van den Broeck et al., 2010). Resources consist of teacher efficacy, support from co-workers, participation in decision-making, public recognition, and professional development (Rudow, 1999). This study recognized that the teaching job demands were outside of the researcher's control and instead focused on job resources. This study provided teachers with the ability to make the decision to participate and drop out whenever they wanted, professional development, and a coach.

As teacher preparatory programs do not prepare teachers to work with students with mental health needs (Hydon et al., 2015), school districts would benefit if teachers were provided tools that they could implement to overcome these challenges. The findings of this study confirm the need for providing teachers with professional development on resilience. The five competencies of the CASEL Framework – self-awareness, social awareness, self-management, responsible decision-making, and relationship skills – were impacted as indicated in coaching sessions and data documenting resiliency strategies. This study extends the current literature regarding the impact of professional development on increasing educators' SEL competencies, knowledge, and skills, as there is a need for more research-based data on educator SEL. The implications of the data collected show a need to provide educators with professional development that focuses on educator SEL, and how to implement resiliency strategies with themselves, students, and peers. Also, there is a need for teachers to have a place to talk to someone confidently. Teachers have a voice that they need to know is heard. Opportunities are needed for teachers to talk.

Limitations of the Inquiry

There were several limitations to this research study. The first was the size of the study. The inquiry only included six teachers, with only five teachers completing the study. The sixth person completed up until the last coaching sessions and missed the final interview due to health. This is a small percentage of the district's alternative licensed teachers and may not be a good representation of elementary alternative licensed teachers in general. Another limitation was that the participants worked at different schools across the school district and could not meet as a group. This denied them the ability to hear from other alternative teachers. Time was also a limitation for this inquiry. The study took place over three months from start to finish. This is a small window to determine the long-term impact on teacher self-efficacy and the learning environment. Further limitations to this study is that there may be other contributing factors that may have impacted teacher self-efficacy that were not documented.

Implications of the Findings for Practice

This study was focused on meeting the resilience needs of alternative teachers. The researcher recognized that the teacher impacts the education and lives of the students charged with education. Assisting alternative licensed teachers with resilience tools as they facilitate instructions with students who may have social and emotional needs that can lead to classroom disruptions and behavior was the purpose of the professional learning and coaching sessions. This study was conducted at the district level. From the study, implications were discovered for the school level, district level, and collegiate level.

The Collaborative to Advance Social and Emotional Learning (CASEL) Framework grounded and guided this inquiry. CASEL has identified five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-

making (Lawson et al., 2019). The second area of the CASEL framework focuses on adult SEL. This study provides steps and processes that school districts could use to provide alternative teachers with information and tools to increase their self-awareness, social awareness, self-management, relationship skills, and decision-making. The CASEL framework can assist school district leaders and administrators implement the Social and Emotional Learning curriculums for their student body and trauma-informed practices by ensuring that teachers understand the five competencies as they apply themselves and their students.

Guskey's Five Levels of Professional Development theoretical framework was the key construct for this action research. Guskey's Five Levels of Professional Development include how to conduct professional development, participants' reactions, measuring learning gained, application, and organizational support (Guskey, 2016). This conceptual framework is vital to this study as it ensures that there is a framework that is researched based to maximize the learning from the Resources for Resilience professional development. Schools and districts can use this framework to ensure that professional development for teachers is organized so that teacher feedback guides the process, and that organizational support is provided.

For school and district leaders, the implications of this study suggest that alternative teachers would benefit from having professional development that focuses on educator SEL and how to implement resiliency strategies with themselves, students, and peers. Alternative teachers are hired due to the decline in people pursuing educational degrees. These teachers enter the classroom with the expectation that they will facilitate data-driven instruction and meet their students' academic, social, and emotional needs. As alternative educators are working in a profession that involves helping others, they can suffer burnout, vicarious trauma, and secondary traumatic stress (Jenkins & Baird, 2002). Thus, this study can assist school districts in helping

teachers be resilient as they go about their work by being proactive and providing them with tools to help them and their students face challenges.

Retaining teachers in the classroom is vital to providing students with sound instruction. With a decline in the number of people seeking to become school teachers, intentional supports are needed to assist teachers so that they remain within the classroom. Beginning Teacher coordinators/directors and HR directors could use the findings of this study to add components regarding increasing teacher resiliency and self-efficacy.

CSD school district has committed to providing additional Resources for Resilience professional development opportunities for district educators. As a result of the findings of this study, future offerings will occur two days back-to-back, as recommended by participants. This study revealed that teachers needed someone that they could talk to regarding their experiences and how they felt. The school district will identify and train a Resilience Champion for each school in the district. This will provide a coach at each site who can support teachers within the building and meet their need to be heard.

Implications of the Findings for Equity

Ensuring students have a resilient teacher who believes they can implement growth-producing instructional strategies, engage students, and have mastered classroom management provides equitable instruction and opportunity. Schools that serve many impoverished students need to implement resiliency strategies that benefit both the educator and students to help students overcome adverse childhood experiences (Dorado et al., 2016). Teachers need self-awareness and social awareness within the classroom to respond appropriately whenever they or their students are out of their resilient zone. Teachers without self-awareness are not able to see when they are becoming burned or suffering from vicarious trauma, thus contributing to a

reduction in effort and the possibility of exiting the classroom or schools that serve high-need students.

High-need schools have students with academic gaps and behavior and social-emotional needs (Hoglund et al., 2015). Teachers must be in the classrooms to help students to close these caps. Ideally, these students will need highly effective and experienced teachers who have a command of classroom behavior and instructional pedagogy and can create positive student engagement. The teacher shortage is widespread and affecting schools that serve a high number of black students from low-income families, this has only increased since the COVID pandemic. (Schmitt et al., 2022). Some experienced teachers want to work in schools that have students with lower needs (Sass et al., 2012). High-need schools challenge to fill the needs of students is compounded by low teacher recruitment and retention of high-quality, licensed teachers. Many schools fill teacher vacancies with inexperienced teachers who are not the best candidates (Sass et al., 2012; Simon & Johnson, 2015). This can present issues of inequity as the most fragile students are being taught by teachers who are learning how to facilitate instruction as they are facilitating instruction. Alternative licensed teachers enter the classrooms with a desire to teach but lack the pedagogy.

Today's schools face challenges, especially schools serving many students in poverty or serving a high number of minority students. Students who have endured many adverse childhood experiences have many needs that school systems can provide if practitioners are trained to address their needs and provide the support to meet these needs. These needs include overcoming adverse childhood experiences, academic gaps, and social and emotional. Alternative licensed teachers enter the classrooms of some of our most fragile students with a desire to teach but lack the pedagogy and knowledge to implement the curriculum in a way that

student learning is maximized. As alternative teachers enter education, it is up to educational leaders to help prepare them.

Education can provide equitable access for all children if conditions are made within the school setting. The first step is to provide each child with an effective teacher grasp of pedagogy and classroom management and can build positive relationships that keep students engaged. When a child has a teacher with low self-efficacy regarding classroom management, instructional strategies, and engagement, they do not receive an equitable education.

Recommendations for Practice

Based on data analysis, there are several practice recommendations. The first recommendation is for school systems to provide all educators with professional development that targets building resiliency. All schools have children who are survivors of adverse childhood experiences. Forty-five percent (45%) of all children are exposed to at least one ACE (Sacks & Murphey, 2018). Sixteen percent (16%) of Whites, 26% of Blacks, 4% of Asians, 17% of Hispanics, and 22% of others have had two or more ACEs (Sacks & Murphey, 2018). Thus, a need exists for educators to understand ACEs, their impact on the brain, and how they could show up within the classroom setting, as exposure to ACES can lead to low school attendance, inappropriate behavior, failure to perform on grade level (Blodgett & Lanigan, 2018). Knowledge and understanding of student trauma and how to respond are beneficial to teachers in that it helps them to build positive relationships as well as help them to de-escalate inappropriate behavior (Gavin et al., 2024). This is critical as classroom behavior is most often cited for teacher burnout and exodus from the profession (Aloe et al., 2013)

Professional development should occur prior to students' first day of school. This would equip teachers to be ready to handle the challenges that may come throughout the school year. It

will also help to increase student engagement. Guskey's Framework has organizational support as the foundation upon which professional development is the most effective (Guskey, 2016). Following Guskey's framework, resiliency professional development should also include support for teachers planned and executed throughout the school year. Recommendation for support from mentors of beginning teachers, instructional coaches, and others who understand adult SEL and know how to use resiliency tools to apply this knowledge to those they are mentoring and coaching.

As this study saw improvement in the area of classroom engagement and student engagement, it is recommended that in addition to resiliency professional development all teachers should be administered the Teacher Self-efficacy short form. The data from this survey should guide district professional staffing opportunities. The TSES allows for teacher data to reveal areas they need assistance with. When used as a diagnostic assessment for teachers, districts and schools can provide job-embedded professional development that meets the needs of their teachers. For example, this study's data showed that teachers would benefit from professional development focused on providing alternative explanations and examples to confused students. If teacher's needs are met, with sound targeted professional development then teacher self-efficacy would increase.

Recommendations for Future Study

Adult SEL is an area in which the literature is limited (Gimbert et al., 2023). The results of the Covid pandemic have shown that it negatively impacted students, who in turn have responded to this impact in ways that negatively impact the classroom. The response in CSD has been to implement K-12, SEL instruction. While this is needed for students, the need to meet adult SEL is an area that would benefit from more research and inquiry studies.

It is also recommended that a similar study be done regarding school administrators. School administrators have the same responsibilities as teachers to meet students' academic, social, and emotional needs. This makes them just as susceptible to burnout and vicarious trauma. School administrators have the additional stressful task of creating an inclusive school culture for all students, teachers, staff, and families while ensuring that academic targets are met. If academic targets are not met, the possibility of being demoted, fired, or not having their contract renewed can lead to stress, burnout, and low efficacy.

Another recommendation for future study would be to provide professional development in addition to the resiliency professional development that targets instructional strategies, classroom management, and student engagement. This study only provided teachers with tools focusing on resiliency strategies, self-awareness, social awareness, self-management, and responsible decision-making. Areas that the TSES measured were not addressed. Thus, teachers were not provided with tools to increase their efficacy in these areas. A study that combines resiliency professional development with a targeted focus on these other areas could answer the question of the impact on teachers who have their SEL needs met and are able to remain resilient as they are provided with tools to better their practice.

Conclusions

The teacher shortage is a crisis felt by school systems throughout the United States (Sutcher et al., 2019). The teacher in the classroom can be seen as an endangered species that, if not protected, may leave the field of education. It is crucial to families, students, communities, and the government to have educators within the classroom who can make a difference in student education. State departments of education and state legislatures are creating ways to fill the classroom with non-traditional licensed educators. While this provides an adult in a classroom, it

does not ensure a teacher. It is the responsibility of school administrators to provide those they hire to teach with the tools to understand children, especially children who have had trauma, as well as tools and strategies that meet the academic, social, and emotional needs of students. The first step is recognizing that teaching is exhausting and can impact teachers emotionally. Proactive steps such as providing teachers with support that meets their adult SEL needs benefit both the adults in the building and the children we serve.

Having seen burnout's devastating impact on educators, I believe that adult social and emotional health should be a priority for school districts. In order to increase a teacher to be effective and in taking care of mental health needs of their students, there is a need to make sure that their social and emotional needs are met. North Carolina administers a teacher working condition survey to teachers every other year. This survey is used in schools, school districts, and state levels to drive policies and teacher retention initiatives. While this addresses educators' job demands and resources, it does not address adult SEL. School leaders and school systems must address adult SEL so that caretaker can take care of the students that they serve.

In conclusion, the teacher has a critical role in the education of our future generation. This heavy burden leads to many deciding not to become teachers or exiting the profession. This burden is further weighed down by the politics that surrounds today's educators. The demands of the jobs, caring for students who are hurting, and dealing with life's everyday challenges can and do take a toll on educators. Recognition is needed that it is better to build up our current teacher workforce so that they remain in the classroom, where the greatest impact is for our students. It is the responsibility of all to support teachers and help them support themselves.

Scholarly Practitioner Reflections on Leadership

Through implementing this study, I have grown professionally and personally. While pursuing my educational leadership degree, I transitioned from being a principal to working at the district level. While this transition impacted and changed my original study, it gave me a different opportunity to address teacher self-efficacy across a larger group of educators. Along this pursuit, I have formed new relationships with others in different school systems and within my school district. These new relationships have expanded my understanding of how different components in a school system work together and increased my appreciation.

I have learned to expand my view beyond what I see. This entails talking to a variety of stakeholders to understand their perceptions. I also now understand that research is an ongoing process and that there is much more to be learned in the future. Throughout this study, I would read a new journal article that increased my knowledge while at the same time showing I was only at the tip of the iceberg regarding teacher self-efficacy.

One of the things I have learned is that principals hold the key to accessing teachers within their school building. For teachers to participate, principals had to be on board and allow teachers to participate. All principals I spoke with supported this study and allowed their teachers to participate. I am thankful for their cooperation; without it, I would not have been able to study.

I have learned to use my voice and passion to speak with district and community leaders. As a member of multiple district committees, it is imperative to keep the need to build teacher self-efficacy on the table as well as be a champion for teachers.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
Willis Building · Mail Stop 682
600 Moyer Boulevard · Greenville, NC 27834
Office 252-744-2914 · Fax 252-744-2284 ·
rede.ecu.edu/umcirb/

Notification of Amendment Approval

From: Social/Behavioral IRB
To: [Michelle Royster](#)
CC: [Daniel Novey](#)
Date: 1/26/2024
Re: [Ame2 UMCIRB 22-002091](#)
[UMCIRB 22-002091](#)
CARING FOR THE LATERAL ENTRY CARETAKERS

Your Amendment has been reviewed and approved using expedited review on 1/26/2024. It was the determination of the UMCIRB Chairperson (or designee) that this revision does not impact the overall risk/benefit ratio of the study and is appropriate for the population and procedures proposed.

Please note that any further changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a Final Report application to the UMCIRB prior to the Expected End Date provided in the IRB application. If the study is not completed by this date, an Amendment will need to be submitted to extend the Expected End Date. The investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Description:
End date extended to 4/1/24.

For research studies where a waiver or alteration of HIPAA Authorization has been approved, the IRB states that each of the waiver criteria in 45 CFR 164.512(i)(1)(i)(A) and (2)(i) through (v) have been met. Additionally, the elements of PHI to be collected as described in items 1 and 2 of the Application for Waiver of Authorization have been determined to be the minimal necessary for the specified research.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B: INFORMED CONSENT FORM



Adult Informed Consent to Participate in Research

Information to consider before taking part in research that has no more than minimal risk.

Title of Research Study: CARING FOR THE CARETAKERS: BUILDING TEACHER RESILIENCE THROUGH THE IMPLEMENTATION OF A SOCIAL AND EMOTIONAL NEEDS PROFESSIONAL DEVELOPMENT

Principal Investigator: Michelle Royster. (Person in Charge of this Study)
Institution, Department or Division: East Carolina University
Address: 1297 E. Castalia Rd. Nashville, NC 27856
Telephone #: 252-813-4746

Researchers at East Carolina University (ECU) study issues related to society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?

The purpose of this research is to analyze the implementation of Resources for Resiliency Professional Development and Resiliency Listening Circles with Lateral Entry Teachers with three or less years of experience. You are being invited to take part in this research because you are a lateral entry teacher with three or less years of experience. The decision to take part in this research is yours to make. By doing this research, we hope to learn your thoughts and feelings about the impact that Resources for Resiliency Professional Development and Resiliency Listening Circles has on you as a Lateral Entry Teacher.

If you volunteer to take part in this research, you will be one of about 10 people to do so.

Are there reasons I should not take part in this research?

You should not participate in this study if you are unwilling to be truthful about your experience in education.

What other choices do I have if I do not take part in this research?

You can choose not to participate.

Where is the research going to take place and how long will it last?

The research will be conducted at Williford Family Resource Center for the Listening Circles and at Englewood Baptist Church for the Resources for Resiliency Professional Development.

The total amount of time you will be asked to volunteer for this study will be for no more than 16 hours over the next year.

What will I be asked to do?

You will be asked to do the following:

- If you are a teacher at the school, you will be asked to take part in 7 surveys about your perceptions and if you are using the resiliency tools as well as two audio recorded interviews.
- Participate in two full days of professional development.

What might I experience if I take part in the research?

We don't know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We don't know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?

We will not be able to pay you for the time you volunteer while being a participant in this research.

Will it cost me to take part in this research?

It will not cost you any money to be part of the research. The school district will provide for substitutes with no cost to you.

Who will know that I took part in this research and learn personal information about me?

ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:

- Any agency of the federal, state, or local government that regulates human research. This includes the Department of Health and Human Services (DHHS), the North Carolina Department of Health, and the Office for Human Research Protections.
- The University & Medical Center Institutional Review Board (UMCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.
- People designated by Nash County Public Schools. Members of the school district will not have access to the audio recording. Nash County Public Schools designated staff will have access to the de-identified or aggregate data.

How will you keep the information you collect about me secure? How long will you keep it?

The information collected in this study will be securely kept using a secure digital drive and on a secure flash drive that will be kept in a locked cabinet drawer in my office that only I have a key to. I will keep this information until I successfully defend my research and for a period of 3 years after the research is complete. All audio recorded and written interviews will be destroyed after a successful dissertation defense.

What if I decide I don't want to continue in this research?

You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

If this research involves the collection of identifiable private information:

Your information collected as part of the research, even if identifiers are removed, will not be used or distributed for future studies.

Is there anything else I should know?

There is nothing else you should know. All information concerning this research has been shared.

Who should I contact if I have questions?

The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at 252-567-3379, Monday-Friday between 9:00 a.m. and 8:00 p.m.

If you have questions about your rights as someone taking part in research, you may call the University & Medical Center Institutional Review Board (UMCIRB) at phone number 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director for Human Research Protections, at 252-744-2914

I have decided I want to take part in this research. What should I do now?

The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

Participant's Name (PRINT)	Signature	Date
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Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above, and answered all of the person's questions about the research.

Person Obtaining Consent (PRINT)	Signature	Date
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APPENDIX C: INTERVIEW QUESTIONS FOR TEACHER PARTICIPANTS

1. What challenges do you face daily at school that negatively impact you emotionally?
2. How do you cope with the stress and workload of this profession?
3. How many years do you plan to teach? How many years to you plan to stay in education?
4. What factors encourage you to persist as an educator?
5. What factors discourage you to persist as an educator?
6. What do you believe has been the most negative impact to your morale as a teacher?
7. Rate your belief in your ability on a scale of 1-5 (with 5 being high belief in your ability and a 1 being low belief in your ability):
 - a. Assisting a student who has emotional deficits that impact the learning environment.
 - b. Teach a student who is academically behind their peers by two or more years.
 - c. Ability to grow your students this year such that they meet growth standards.
 - d. Ability to grow your students this year such that they exceed growth standards.
8. What is the frequency on a 1-5 scale have you considered quitting?
9. How has your participation in the Resources for Resilience professional development helped or hindered you?
10. How has the coaching sessions helped or hindered you?

APPENDIX D: TEACHERS' SENSE OF EFFICACY SCALE

Teacher Beliefs		How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal				
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Note. (Tschannenn-Moran & Woolfolk-Hoy, 2001).

**APPENDIX E: FEEDBACK ON PROFESSIONAL DEVELOPMENT ALIGNED TO
GUSKEY'S FRAMEWORK**

Please rate the following on a scale of 1 to 5.

1=Strongly Disagree 2= Disagree 3 = Neutral 4= Agree 5- Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. Today's session was conducive to my learning needs | 1 | 2 | 3 | 4 | 5 |
| 2. Today's session was time well spent. | 1 | 2 | 3 | 4 | 5 |
| 3. The objectives for the session were relevant to my learning. | 1 | 2 | 3 | 4 | 5 |
| 4. The presenter was knowledgeable. | 1 | 2 | 3 | 4 | 5 |
| 5. The materials provided were helpful | 1 | 2 | 3 | 4 | 5 |
| 6. I plan to use what was learned at this session. | 1 | 2 | 3 | 4 | 5 |

How can we improve this professional development session?

APPENDIX F: TEACHER STRATEGY DOCUMENTATION FORM

Teacher Name:	Week of:
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The purpose of this form is to document which strategy you have used in the since our last listening circle and with whom. Please place a check mark besides the tool that you have used and write with whom.

Resilience Tool	With Whom (Myself, Student, Co-Worker)	Were you able to assist in helping to be resilient?
Sense In		
Connect		
Rapid Reset		
Resource		
Redirect		
Highlight		
Restore		

