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AN EXPLORATORY STUDY OF SUPPORTING ELEMENTARY PRE-SERVICE

TEACHERS' SOCIAL AND EMOTIONAL LEARNING

A Thesis in

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by

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ABSTRACT

Social and Emotional Learning has gradually become a central theme in education all over the world. There is growing literature that tackles the social and emotional learning of learners across grade levels and beyond, in addition to the surrounding factors such as the role families and after-school programs play, yet there is a predominant focus on the role schools and universities play in the lives of learners. However, there is a dire need for examining the social and emotional learning of teachers in general and of pre-service teachers in particular. Not just the social and emotional learning competencies that enable them to transfer those skills to learners, but rather pre-service teachers' personal social and emotional learning, as you cannot pour from an empty cup. To this end, this study aims to explore the perceptions of a student teacher, a cooperating teacher, and a university supervisor with regard to social and emotional learning, and how the relationships among the three participants mediate the development the student teacher's social and emotional learning. First, I establish what social and emotional learning means and situate it in the literature. Then, I delineate the study design and analysis process. After that, I present the data findings, and finally, I discuss the contributions of the study to the field and prospects of future research.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

Chapter 1

Introduction and Theoretical Framework

Social and emotional learning (SEL) has risen in importance in U.S. schooling over the last 26 years. According to Collaborative for Academic, Social, and Emotional Learning: "Social and emotional learning (SEL) is the 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, 2020a)

Based on this definition, it is evident how vital SEL is for both students in different grade levels and teachers. According to the prosocial classroom model developed by Jennings and Greenberg (2009, p. 493-494; see Figure 1.1), teachers' SEL and their well-being have an impact on the relationship between teachers and students, classroom management, and the implementation of SEL strategies and programs.
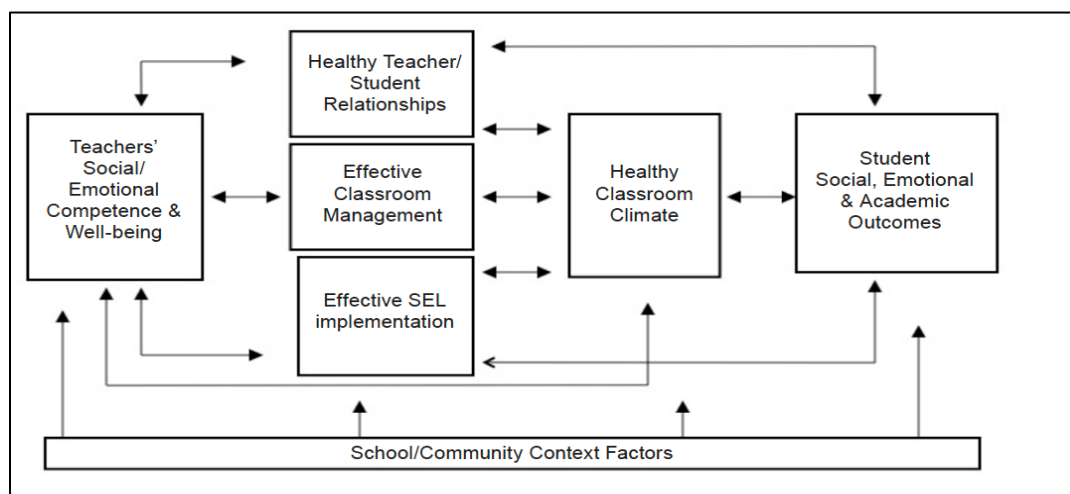
Figure **1-1**: The prosocial classroom model (Jennings & Greenberg, 2009, p. 494)

An SEL-aware teacher understands the origins of students' challenges and has the abilities to address the students' needs, which supports healthy teacher/student relationships. Furthermore, teachers' personal SEL helps them to enact effective classroom management and

supports them to effectively enact effective SEL implementation with their students. These three factors work together to create a healthy classroom environment for teachers and students, which, in turn, has an impact on students' social, emotional, and academic outcomes. Finally, the context of the school and community play a role, as there are factors involved such as the school leadership, teacher mentorship, and teachers' personal lives; all of which have a correlation with teachers' and students' SEL and their learning outcomes.

To date, research has focused predominately on K-12 students' SEL (e.g. Dusenbury et al., 2015) or on teachers' practices in supporting students' SEL development (e.g. Buchanan et al., 2009). Little research has been conducted to examine educators' personal SEL (Jones et al., 2013). The need for better understanding teachers' personal SEL is warranted for a number of reasons. Research has consistently shown that almost half of teachers leave the profession within their first five years (Fantilli and MacDougall, 2009; Ingersoll and Smith, 2003; Maciejewski, 2007). Additionally, in an attempt to avoid the "burnout cascade" (See Jennings and Greenberg, 2009, p. 492), "stress contagion" (See: Wethington, 2000; Milkie and Warner, 2011), and intertwine the notion of self and other in the profession (Mackenzie and Wolf, 2012), it is imperative to study the SEL of teachers as a way to address those challenges. While some research exists about in-service teachers' personal SEL, there is a dearth of research that examines how relationships within the student-teaching experience (i.e., between student teacher, cooperating teacher, and university supervisor) support student teachers' personal SEL development. Not only is studying preservice teachers' personal SEL warranted to extend the field's knowledge base, it also makes sense from the student teacher perspective, as can be seen in this quote by the cooperating teacher participant in this study:

> I just think it's really interesting that you're studying this aspect of it because I think
> you're right that it's not always looked at and it is probably what is a defining reason for
> why some people leave because yeah they don't feel free, I mean I can see like they, they

get caught emotionally as a teacher, it's a lot of work, I mean we're expected to be not

just a teacher, but almost like a substitute parent, nurse, psychologist, you know? We're

expected to be so many things to these students and it's hard.

This research aims to contribute to the literature to establish mediation tools for

supporting student teachers' developing SEL, in order to, like the butterfly effect, address teacher

burnout and retention, stress contagion in the classroom, and how to provide both educators and

learners with a socially and emotionally safe learning environment. As such, the specific research

questions addressed by this study are:

- How does one student teaching triad's members (student teacher, cooperating teacher,

  and university supervisor) perceive social and emotional learning?

- In this triad, in what ways did the cooperating teacher and university supervisor mediate

  the development of one student teacher's SEL?

Theoretical framework

In this section, I provide an overview of the origins of, delineate the terminology used in

the field, and explain the five components of SEL for students. In addition, I make an argument

for using the sociocultural theory as a lens to uncover the ways cooperating teachers and

university supervisors' support their student teachers' SEL.

According to Cefai and Cavioni (2014), emotional education is much broader than SEL.

They define "emotional education" as:

the process by which an individual develops emotional competence, which in turn

develops through a social learning process. Emotional education is concerned with the

broad, multifactorial nature of learning, which includes the biological, emotional,

cognitive and social aspects of learning. (p. 11)

To the authors (2009, p. 3), emotional education has "a proactive approach to the

promotion of functional and healthy emotional development". Furthermore, they also use a

broader term, Social and Emotional Education (SEE) consisting of the fields in the two concentric circles, moving from the six main SEE-related perspectives, one of which is SEL, to the different disciplines that intersect with them (See figure 1-2).
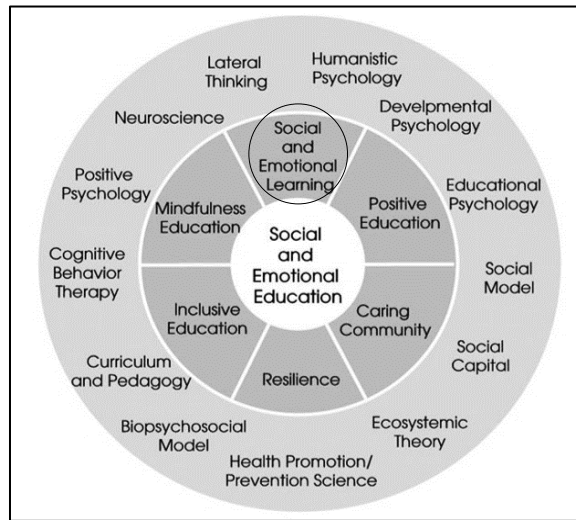
Figure **1-2**: Social and Emotional Education perspectives (Cefai & Cavioni, 2014, p. 12)

CASEL's SEL competencies

To refer to the various "aspects" that SEL encompasses, "competencies" (e.g. Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020b), and "competence domains" (e.g. Weissberg et al., 2015, p. 6) are used interchangeably to refer to those aspects. However, for the purpose of this study, "social and emotional learning" and "competencies" are used throughout.

According to CASEL (2020b), the five competencies of SEL are self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Those competencies are more geared towards students' SEL rather than educators, although I contend that they apply to educators as well. Self-awareness involves the ability to identify and understand one's emotions, thoughts, goals, and values, which entails understanding one's areas of strength and limitations, self-efficacy, and how one's emotions and thoughts play a role in

behavior. (Jones & Doolittle, 2017; Weissberg et al., 2015). Self-management is the ability to regulate one's attitude and behavior through a set of skills such as stress management and self-motivation (CASEL 2020b; Weissberg et al., 2015). Social awareness involves showing empathy towards others and perspective-taking. Relationship skills and responsible decision making are two other crucial competencies to help people communicate with other people and understand ethical responsibility (CASEL, 2020b).

A sociocultural perspective

There are several theoretical approaches that can help with understanding SEL in order to effectively implement it. Some of those approaches are: "system theories", "learning theories", "theories of child development", "theories of information processes", and "theories of behavior change" (Brackett et al., 2015, p. 23-27). The sociocultural theory stems from the writings of L. S. Vygotsky, a Russian psychologist, (Lantolf et al., 2015) and developed through the works of various scholars (e.g. Wells, 1999; Lantolf, 2000, 2006a; Johnson, 2009). According to Johnson (2009, p. 1):

> A sociocultural perspective assumes that human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs, and symbols, referred to as *semiotic artifacts*, that mediate those relationships that create uniquely human forms of higher-level thinking. Consequently, cognitive development is an interactive process, mediated by culture, context, language, and social interaction. Knowledge of the world is mediated by virtue of being situated in a cultural environment and it is from this cultural environment that humans acquire the representational systems that ultimately become the medium, mediator, and tools of thought.

One of the kinds of mediation are "other-regulation" and "self-regulation" (Lantolf et al., 2015, p. 209) Other-regulation revolves around the guidance provided by other people. In the

context of teacher education, it encompasses the support of teacher educators towards learners through different tools such as implicit or explicit feedback. Another form of mediation is self-regulation, which is the internalization of knowledge acquired through external mediation, such as other-mediation, to re-access the knowledge internalized from mediation to perform tasks (Lantolf et al., 2015).

Humans do play a role in their own learning by progressively moving from external mediation to internal mediation (Johnson, 2009). The use of these constructs makes good sense for my study based on its ultimate goal: documenting mediation tools that educators use to develop student teachers' SEL, in order for student teachers to, eventually, achieve self-regulation, or internal mediation. In Chapter 2, I present a review of literature with regard to SEL.

Chapter 2

Review of Literature

In order to situate the development of pre-service teachers' SEL, it is essential to examine where SEL falls on the research map, in addition to SEL in teacher education in general, and in pre-service teacher education, in particular. To this end, a conceptual literature review of exemplars was conducted, using the guiding questions:

1. What have researchers studied about SEL?

2. What has been studied in the development of teachers' SEL in general, and pre-service teachers' SEL in particular?

SEL overview and implementation

There is a rich knowledge base that examined the history, the future, and teachers' voices about SEL. The literature provides an overview of SEL (e.g. Weissberg et al., 2015) to situate it in the field of education and calls for the need for it in educational systems, and describes its potential (e.g. Elias et al., 1997). To ensure successful development of SEL, scholars delineated the importance of having a theoretical framework to make sense of SEL, such as Brackett et al. (2015) who present a number of theories that can inform SEL: "systems theory", "learning theories", "theories of child development", "theories of information processing", and "theories of behavior change."

Two themes emerged from my review of literature: theory and practice. To ensure a successful implementation of SEL programs, it is important to examine the different components of SEL programs, it is imperative to take into consideration the educational and environmental context (such as teacher practices, school and classroom climate, and partnerships with families). Collecting feedback from students, parents, and other stakeholders can significantly help with assessing and improving SEL implementation. Furthermore, it is important to be specific about

the competencies to support better assessment of the program. Inarguably, there is a call for adopting theories to inform SEL practices, bridging the gap between theory and practice.

The interdisciplinary nature of SEL scholarship

Several studies have looked at the incorporation of SEL in classroom management (e.g., Elias and Schwab, 2006). There is also an interest in the use of technology to enhance SEL (e.g., Stern et al., 2015). There are also studies that looked at the economic aspect of SEL and financing of SEL initiatives (e.g. Jones et al., 2015; Price, 2015). In addition, Hecht and Shin (2015) tackled the intertwining nature of culture and SEL by attempting to define and understand culture, and how culture is connected to SEL competencies.

Many themes can be synthesized from the studies above. SEL can be incorporated in classroom management through four actions: teaching SEL skills, building caring relationships, setting firm boundaries and sharing responsibility with students. Moreover, there is much potential in the integration of technology in SEL by incorporating technology-related research into evaluations of SEL programs. It is also crucial to explore other disciplines to get ideas for SEL development, in addition to building partnerships and developing effective communication around SEL. In addition, it is vital to take ethical concerns into consideration. Another theme that emerged was the consideration of perceiving SEL interventions from an economic lens, to ensure effective SEL implementation by bearing in mind the costs and benefits. Also discussed was the significance of carrying out more research to delineate the importance of the economic aspect of SEL.

Assessing the impact of SEL-focused programs

According to Durlak et al. (2011), SEL programs have been studied the least in high schools and rural areas. Furthermore, Durlack and colleagues remarked that program designers often incorporate both the social and emotional aspects into the programs; however, from an intervention perspective, dealing with the two aspects separately would shed light on how

different factors in SEL programs lead to different outcomes. To address the need for more follow-up studies to check the effectiveness of programs, a meta-analysis study was conducted (Taylor et al., 2017). This study reviewed 82 school-based, universal SEL programs and came out to follow-up with participants between six months to 18 years after the intervention.

Because poor conditions when implementing SEL programs can lead to poor execution (Durlak et al., 2011), several studies have examined assessment of SEL programs in terms of the assessment of organizational readiness for SEL programs (e.g. Wanless et al., 2015) Further, Oberle et al. (2016), argued that lack of sufficient funds is one of the challenges of SEL implementation at schools.

It can be synthesized that there are different factors involved in the assessment of SEL in educational settings, which is a complex process. When it comes to an organization's readiness to adopt SEL interventions, there are three issues to consider: a) How to assess organization readiness? b) How to interpret the results in the grand scheme of organization readiness generally? And, c) how to share the results in the organization. To address the first question, it can be good to use different assessment tools in order to balance out any pitfalls among those tools. Furthermore, it is recommended that organizations use an external evaluator in order to gain an outside perspective and avoid bias. As for the second question, measuring the time and effort needed to work on the characteristics of organization readiness is a way to interpret the data derived from the assessment tools. Finally, it is important, for assessment, to take into consideration both the individual and organization levels. In order to report to the organization about the readiness, it is good to achieve a balance between the areas of strengths and the areas for development.

SEL research: Implications for teachers

There are many empirical studies that contributed to the literature about SEL of learners that span grade levels, such as Payton et al. (2008), who focused on grades K-8, and Dusenbury et

al. (2015), who proposed creating high-quality SEL standards for pre-school through high school. Others have looked at specific age groups. For instance, some research has dealt with SEL of preschool children (e.g. Bierman & Motamedi, 2015) and studies that review SEL curricula, such as Gunter et al. (2012) who reviewed an SEL curriculum for pre-school students. Furthermore, there is growing literature in SEL of elementary school learners (e.g. Rimm-Kaufman & Hulleman, 2015) and also at the middle school level (e.g. Jagers et al., 2015). There were studies, yet not many, that examined SEL programs in high school (e.g. Williamson et al., 2015) in addition to research in SEL in higher education (e.g. Conley, 2015; Wang et al., 2012).

It can be synthesized from this area of literature that there is a dire need for professional development of pre-school teachers for a successful SEL implementation and the importance of making coaching more accessible, which can be achieved through the use of technology. Furthermore, parents play a role in the development of pre-school learners SEL. Given how important SEL is for children in elementary education, it was recommended that the field carry out research examining the components of SEL interventions in order for teachers to understand SEL and why, how, and what makes an effective execution of SEL interventions. Moreover, at the middle school level, more research is needed with regards to understanding the traits of SEL program implementers and there is a need for involving teachers in the implementation process. As for high school, there is a need for more research on high school SEL programs, and, just like the case with SEL in preschool education, the role of technology is a missing element. As for higher education, more research is needed to investigate the long-term impact of SEL programs in higher education and the factors involved in the success of SEL programs.

Furthermore, there is a call for states to have comprehensive SEL standards that encompass different grade levels and are culturally and linguistically appropriate. Furthermore, it is important to take into consideration the learning context and how to create a positive, safe, and supportive learning environment. In addition, it is important to ensure teachers' readiness and

ensuring that those standards fit the culture of the students and the learning context. Finally, it is

important to link those standards to strategies and practices aiming towards a successfully

implementation of SEL.

Teachers' beliefs about SEL

There are also studies that have emerged to highlight teachers' knowledge and

perceptions, with regards to SEL, locally (e.g. Brackett et al., 2012). Brackett and colleagues

propose developing an effective and valid tool to use to measure teachers' beliefs about SEL in

order to find out about the school readiness when it comes to implementation and the

consequences of that implementation. This study was carried out in two phases and had 935

teacher participants. In phase one, the researchers gave a survey to the teachers through three

reliable, valid scales. The areas of study were: comfort with teaching SEL, commitment to

learning SEL, and the extent of the school culture for supporting SEL. In phase two, the

researchers looked at teachers implementing an SEL program. The authors believe that the use of

the three scales can determine the amount of time and support the teachers will need when

implementing an SEL program.

Collie et al. (2015) used Brackett's (et al., 2012) scale to examine teachers' beliefs about

SEL in relation to their level of job comfort in order to contribute to the knowledge base of how

teachers view SEL. The authors came to conclusion that there are three categories of teachers: a)

SEL-thriver: who has high comfort, commitment, and culture; b) SEL-striver: who has high

commitment, low comfort and culture; and c) SEL-advocate: who has low comfort, high

commitment and culture. These categories of teachers' beliefs are helpful to the field for

understanding differences in SEL program implementation.

Teachers' SEL and teacher education

Martínez (2016) identifies the supports needed for the development of teachers to be able to implement SEL programs and how that support will ultimately positively impact teachers practice and students' SEL. This research found that teachers' commitment was necessary for successful implementation. One theme, however, that arose from this research was time constraints hinder teachers in addressing students' SEL. These researchers found that teachers need time to develop and review teaching materials and many schools do not allocate such time regularly.

Schonert-Reichl et al. (2017) synthesized U. S. states' teacher certification requirements and teacher education programs, which revealed the following data (see figures 2-1, 2-2, 2-3-2-4).
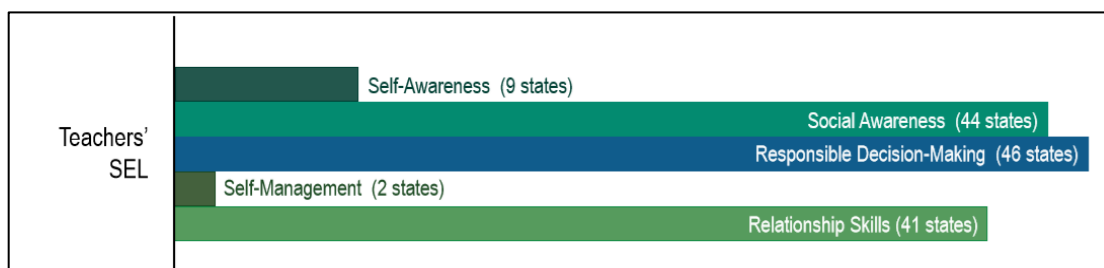
Figure **2-1**: "Number of states that include SEL competencies in teacher certification requirements" (Schonert-Reichl et al., 2017, p. 26)
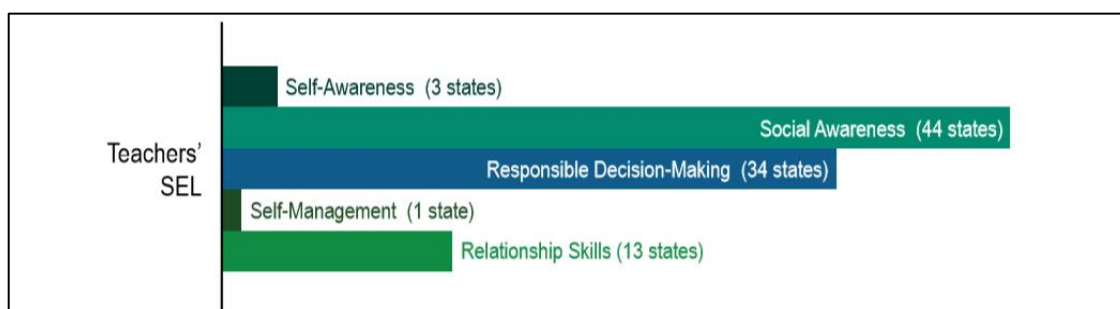
Figure **2-2**: "Number of states where the majority of its teacher education programs include SEL competencies in its required coursework" (Schonert-Reichl et al., 2017, p. 33)
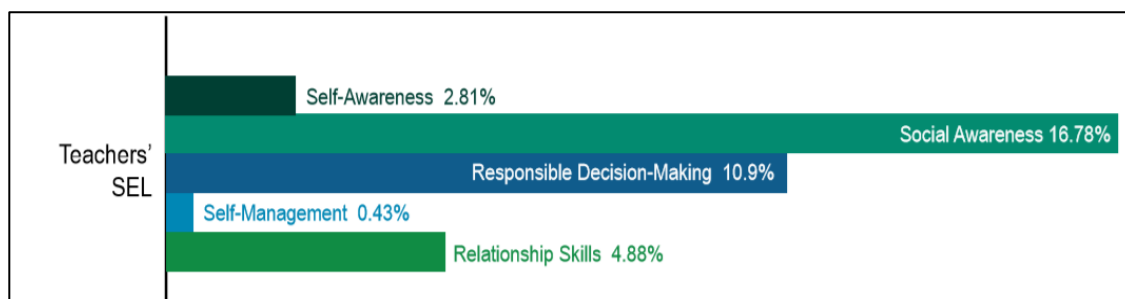
Figure **2-3**: "Percentage of SEL competencies in required coursework for teachers' Social and emotional Learning (Based on 3,916 courses)" (Schonert-Reichl et al., 2017, p. 34)
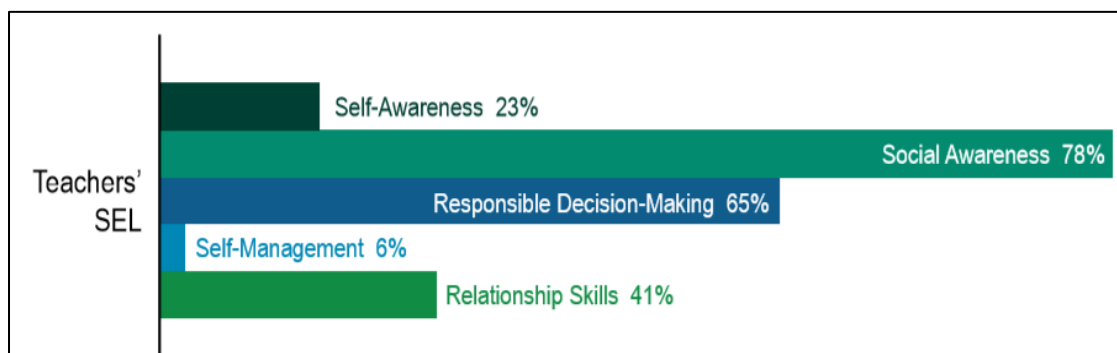
Figure **2-4**: "Percentage of SEL competencies in required coursework for teachers' Social and emotional Learning (Based on 304 schools)" (Schonert-Reichl et al., 2017, p. 34)

This study found that the least addressed SEL competencies were self-management and self-awareness, which revolve around managing and regulating emotions and stress, all of which are catalysts for teacher turnover, which is high in the U. S. This finding strongly suggests that research is needed on supporting these two competencies.

Pre-service teachers' personal SEL

There is a major gap in the literature with regards to the personal SEL of preservice teachers, both in understanding their personal SEL and on how to support the development of pre-service teachers' SEL. Most of the literature on pre-service teachers' SEL focuses on the

professional aspect SEL for pre-service teachers; i.e., how to teach SEL education to pre-service teachers in order to improve students' SEL (e.g. Schonert-Reichl et al., 2015, 2017). However, there are plenty of studies that report the challenges teachers face such as teachers' anxiety, depression and job satisfaction, such as in Ferguson et al. (2012). This small body of literature suggests the potential of developing personal SEL of pre-service teachers.

Conclusion

In summary, for the past 26 years significant contributions to the literature have been made in several areas. First is in defining SEL and describing its interdisciplinary nature and how to implement it. There is a healthy body of literature about students' SEL at different grade levels and how to assess SEL programs. There is some literature that reported findings about teachers' beliefs about SEL and the factors involved in teachers implementing SEL education, in addition to SEL foci in teacher education programs and the extent to which programs prepare teachers for teaching SEL to students. However, there is a major gap in the literature that depicts teachers' personal SEL. Most of the literature on teachers' SEL focuses on factors such as anxiety and job stress. The gap in the literature indicates that there needs to be more literature that directly researches the development of teachers' own SEL.

Chapter 3

Methods

In this chapter, I describe the study design, which includes the context of the study and the participants. I then describe data collection and analysis for the study. I end the chapter with a statement of the trustworthiness of the study.

Study design

For this study, I followed an *exploratory case study* methodology. A case study, as an empirical research method, is a problematic matter (Gerring, 2006). In qualitative research, a case study involves intensively examining a case, or a "contemporary phenomenon" (Yin 2017, p15). The word *case* varies in meaning (Glesne, 2016) as the line between the phenomenon and the context, or what *bounds* the study, can be blurry (Yin, 2017).

In this case study, the case is bounded by the student teaching triad, consisting of the student teacher, the cooperating teacher, and the university supervisor. The following questions guided this case study: a) How does one student teaching triad's members perceive social and emotional learning? and b) In this triad, in what ways did the cooperating teacher and university supervisor mediate the development of one student teacher's SEL?

Context

This is a holistic case study, as it focuses on a single unit of analysis (Lochmiller & Lester, 2015, p. 104). The context of the study is a rural school district near a research-intensive university. The school district and the university collaborate to support a strong and long-term professional development school (PDS), as described by Nolan et al. (2009):

> The mission of our elementary PDS collaborative, which encompasses and extends the mission of each partner, is expressed by our four goals: first, enhance the educational experiences of all learners; second, ensure high-quality induction into the profession of

new teachers; third, engage in furthering our own professional growth as teachers and

teacher educators; and fourth, educate the next generation of teacher educators. (p. 20)

This PDS enhances the educational experience, as it follows a co-teaching model, as opposed to

individual teaching, aimed to reduce the student-to-teacher ratio (Nolan et al., 2009). Co-

facilitation at the PDS, where the research took place, is considered to be *innovative*, according to

Nolan et al. (2009, p. 25). When the partnership started, university faculty members were

typically the facilitator or director of the PDS. However, since 2004-2005, classroom teachers and

university faculty members worked as facilitators of the PDS.

There are formal titles for the partnership roles which include *Professional Development

Associate* (an equivalent to university supervisors or methods course instructors), *mentor teacher*

(the title used for cooperating teachers), and *intern* (preservice teachers at the PDS), and *student*

(child in elementary school) (Lloyd et al., 2018). For the purpose of this study, I will be using

university supervisor, *cooperating teacher*, and *student teacher* to refer to the triad members,

even though the PDS-specific titles were sometimes used in the transcripts of the one-on-one

interviews with the participants.

Given the distinct nature of the Professional Development School generally and the

relationships within student teaching triads particularly, it is likely that there are practices within

those triads that support student-teachers' SEL. However, there are no studies in the literature that

address how such a triad is supportive of student-teachers' personal SEL. In this exploratory case

study, I focus on one student-teaching triad and examine the triad members' perceptions of SEL

and how the triad supports the student-teacher's SEL. Although the findings of this exploratory

case study are not generalizable, they can be considered transferable, in that this case of the triad

duplicates across the U. S. thousands of times a year. Further, this case study is the first in the

field to tackle SEL at the professional development school, at student-teaching triad level, and to capture ways of how SEL is supported.

Participants

This study focused on three participants in one student teaching triad:

- Student-teacher (ST): A 25-year old student-teacher in elementary education, who was on her final year internship at the PDS.

- Cooperating teacher (CT): An elementary teacher who volunteered to support student-teachers on the internship at the PDS.

- University supervisor (US): A university instructor with more than two-years of experience supporting student teachers as a university supervisor.

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Data collection

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Audio-recordings of weekly meetings

There are different ways that members of the triad met. In some cases, the university supervisor met one-on-one with the student teacher. The same happened with the cooperating teacher and student teacher. There were also times that the three members met as a group. Over four weeks of data collection, eight audio recordings of these meetings were collected: four meetings between the student-teacher and the US and other four between the ST and CT.

Table **3-1**: Data collection timeline

Timing of audio-recordings	Week #	Cooperating Teacher (CT)-Student Teacher (ST)	University Supervisor (US)-Student Teacher (ST)
Prior to COVID-19 remote learning *(January, - March, 2020)*	1	Meeting 1	Meeting 1
	2	Meeting 2	Meeting 2
	3	Meeting 3	Meeting 3
	4	Meeting 4	Meeting 4
During COVID-19 remote learning *(April, 2020)*	One-on-one interviews ● University supervisor ● Cooperating teacher ● Student-teacher		

One-on-one interviews

Semi-structured one-on-one interviews were conducted with the three participants after all group meeting data were collected. Interviews were guided by a protocol (see **Appendix B**); I also asked follow-up and probing questions. It is also worth noting that the questions for the ST were different from the questions for the CT and university supervisor in the interview protocol. The student-teacher was interviewed first, the CT next, and finally the US.

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Data analysis

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Audio-recordings of weekly meetings

To analyze the audio-recorded meetings, I coded the data using the CASEL SEL competencies, thus engaging in a priori content analysis. The framework was created by using the social and emotional learning descriptors from the CASEL framework and the SEL framework used in Anchorage school district in Arizona (**Appendix A**). Then, after grouping all the segments of the meetings under each competency, a second round of coding was done using the

sub-competencies as codes. Some segments were double-or triple-coded. Finally, I wrote a description summarizing all the episodes that went under each sub-competency.

One-on-one interviews

A first round of coding was conducted by grouping the responses of the participants by each interview question. Next, a second round of coding was done by grouping the evidence of social and emotional learning development by SEL competency. Then, evidence of SEL development was synthesized, along with the notes from the audio-recordings analysis. Finally, a thematic analysis was carried out by looking at each competency.

Chapter 4

Findings

After conducting a thematic analysis, the following themes emerged:
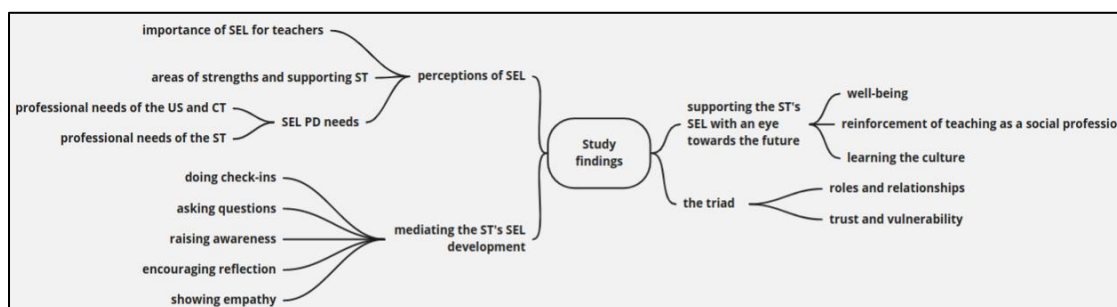
Figure **4-1**: Study findings by theme, designed by http://www.miro.com

In the one-on-one interviews, the participants spoke about how they perceived SEL and their professional development needs in SEL. Second, in addition to the interview responses, the weekly meetings uncovered several mediational tools to support the ST's SEL. Then, particularly in the CT and US interviews, the participants talked about the ST's future in relation to her SEL. Finally, the participants in the one-on-one interviews were asked questions about their relationships in the triad (Appendix B).

Perceptions of SEL

Several perceptions emerged when the participants were interviewed about how they view the multifaceted nature of SEL and the significance of the five competencies. First, there were questions about the essential SEL competencies for STs. Then, the participants were asked areas of strengths when providing SEL support for the ST. Finally, there were questions about professional development needs with regards to SEL. I present findings in each of these areas in this chapter.

Importance of teachers' personal SEL

Referencing the SEL framework, I asked the three participants to pick the competencies that they considered the most important for teachers. According to the US, self-awareness is the overarching competency and impacts the other four competencies:

They're all very important, I think. I think self-awareness is the most important. You need self-awareness to be able to do the other four things. To be able to manage you need to be self-aware. For you to be able to be appropriate in social situations, then you need to be aware of yourself and how you're coming off. For you to build relationships, again, you need to know who you are and what you need and what others need. So, I feel self-awareness is probably the most important because if they don't know who they are or know how they come off to other people, it's hard to do all of the other things.

Described as a "ladder," the ST reported that self-awareness and social awareness are the most key competencies:

I think self-awareness is one of the most important because like I said you need to be aware of yourself, your background, how you're feeling … so I think self-awareness is important. I also think that social awareness is important so those two are probably the most important because I think everything else stems from those two things….I think you can't have relationship skills or maybe responsible decision without self or social awareness. For me, I think that you can't self-manage if you're not aware of what's going on. You need self-awareness to manage yourself, if that makes sense, so I think that's important, but if I had to, if I was forced to pick two...that's what I would say, because I think it's kind of almost a ladder, that's how I'm picturing it.

Finally, the CT thinks that, along with the importance of relationship skills, self-awareness fosters self-management, and social awareness. She remarked that the competences intertwine. For example, she talked about how self-awareness is vital to support self-management and social

awareness. Based on the responses, it is evident that self-awareness was the competency that all the participants agreed is of considerable significance.

Areas of strengths and supporting the ST

The CT and US had varying responses when asked what competencies they felt that they did a good job of supporting for the ST. According to the CT, self-awareness, self-management, and relationship skills are the competencies that she thinks she can support. As for the US, self-awareness and self-management are the most addressed competencies when working with their STs.

I asked the ST about the competencies that she felt that she already possessed prior to her internship year (STs are in the classroom for the entire academic year). She remarked that she came to the PDS with social awareness, relationship skills, and responsible decision-making (which, interestingly, the US believes is the ST's most robust competency):

I think that I came with a lot of responsible-decision making because that is something that I had to do from a very young age first off. I think I had a lot of them already socially. I think that the self stuff was on the back burner -- that's something that has really been supported through the PDS because I've had to really focus on the social aspect in my life versus myself. I'm an adult, I'm 25, so I'm not your average intern. So coming into this with having been in a career and putting myself through college and having a rough start and just building myself up. I think I came with a lot of those skills socially and also just taking care of my mental health whether it was good or not and just addressing it. I think that's something I came with. I wasn't just harnessing that part? So, I'm not perfect at all. I'm not but that's what I came with. I think I came a little bit more with the social aspect. I know professional is not really in there but I would say that's kind of still like social, relationship skills, things like that.

SEL professional development needs

The US and CT

The US and CT were asked about the SEL competencies they would like to learn more about and work on to support STs, a question to which they gave different answers. The CT said she would like to work on self-management, on both the personal level and the professional level, when supporting the STs. The US expressed interest in working on supporting the social awareness of their STs:

I think for me, probably, social-awareness. The reason I say this is because I feel developing that skill is the most awkward for me because it usually comes off wrong and so to have conversations with STs around social awareness, it's usually because socially they're not behaving [in a way that they] should be or could be [laughing]. And so I feel with me and my interns who are less socially aware, those are the hardest and most difficult and most awkward conversations for me to have because most of the time they don't see their social awareness or lack thereof. I should say so it's really difficult [inaudible] to them...How do I tell somebody talk like this and not like this, you know? So I think so me that would probably be the one I'd be most interested in learning more about because it's the one that I struggle to mentor the most.

However, through the ST lens, the ST commented on her need for receiving targeted feedback when discussing the ST's performance, especially with regards to the areas for development, which is under the self-awareness competency, making it one potential competency the US and CT need to work on:

So, the one thing I'm thinking of is, I don't really know, I feel I was craving criticism. I wanted to know what I could get better at and I keep asking those things and it would come like "Well you're doing everything right." So that's literally the answer I would get. I wasn't getting feedback as far as what I could fix, which if there was nothing to fix,

I get it, that's fine. I would say that's a personality thing. I just, because I wanna be better and I wanna make sure I'm doing everything right. I'm always trying to have control, I think? And so I need to know - what's going on that's wrong? What can I fix? What can I control? Which again, like I was saying to you before I need to figure out what can I control right now and do that.

The ST's professional SEL needs

The three participants agreed that self-management is one of the competencies the student-teacher needs to work on, and that was confirmed in the three one-on-one interviews with them by talking about the ST's areas for development directly and indirectly. When asked to share a story when they supported their ST with self-awareness, the CT referred to self-management. In the excerpt below, she talked about worrying how the student-teacher will be doing in the future:

The thing is she just takes on too much and thinks she can do more than I think is healthy for he. I mean everyone is different and she, and a lot of people can balance and juggle a ton of stuff like that and that helps them feel productive and accomplished and like they did something that day. But I think this is something I can help her hopefully see that to make it the long haul in this in this job, you definitely need to prioritize and let things go and it's hard. It's hard to let things go, I get that.

Furthermore, on a different occasion, when the university-supervisor was supporting their ST during COVID-19 when the student-teacher was exhibiting stress and detachment from their ST inquiry group, the university-supervisor was trying to support the ST with her self-management, and said, "you need to think about what you can take off our plate."

As for the ST, she said something that aligns with what the CT and US said:

I guess it would be more self-management. Honestly, just dealing with negative emotions that I'm having or being aware but having those negative emotions letting myself have those negative emotions, handling them in a healthy way, reaching out to people that can support me, the kinds of things that I'm doing with [US].

The ST was asked about managing her emotions and if that is related to their profession or outside of teaching, to which she said the following:

I would say outside of my profession because I think I have a very good, I can hide my emotions very well. So if they were negative emotions, in a professional environment, I know that I can manage them. I think that if I feel really strongly about something and it goes against what maybe most other people are feeling or believing, I need to do a better job at recognizing that and letting myself, like being confident enough with myself that I can share those things and say that for myself in that respect.

Perceptions section conclusion

According to the Table 4-1, which summarizes the participants' responses, I can make several observations. *Self-management* is the competency that the US and CT believe they are good at supporting their ST with and that ST needs to work on. Moreover, according to the US, this competency is the most important for STs. Furthermore, it was interesting that *responsible decision-making* did not get as many responses as the other competencies. There is a possibility that it was due to what ST said about *responsible decision-making* being a competency that they are strong at, which was confirmed by the US as being ST's strongest competency.

Table **4-1**: Participants' perceptions of SEL

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
The most important competencies				
ST CT US	US	ST	CT	
ST's strongest competencies according to Stand the competencies US and CT are good at supporting their ST with				
CT US	CT US	ST	ST CT	ST
ST's professional development needs				
ST	US CT	US		
Competencies that the US and CT need to learn more about				
	US CT	US CT		
Most needed competencies for ST				
CT	CT	US	CT	

Mediating the ST's SEL development

With regards to the ST's SEL, the data collected from the meetings and one-on-one interviews uncovered several mediation tools that can support STs' SEL development: Doing check-ins; asking questions; raising awareness; encouraging reflection; and showing empathy.

To gain a better perspective of the mediational tools used in this triad, a frequency count was done to assess which mediational tools were used to address each SEL competency. Each tool was examined from different angles, using the following leading questions:

1. Within each competency, what were the mediational tools used?

    a. What is the most used mediational tool across the competencies? What mediation tools were used within each the competencies?

2. What were the most addressed competencies?

    a. What competencies were addressed the most by the US?

    b. What competencies were addressed the most by the CT?

Table **4-2**: Frequency counts of the mediational tools within each competency

Findings	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
Asking questions	A1: 3 A2: 1 A3: 0 A4: 1 A5: 0 A6: 1 **Total: 6**	B1: 0 B2: 0 B3: 0 B4: 2 B5: 3 B6: 0 **Total: 5**	C1: 2 C2: 1 C3: 0 C4: 0 **Total: 3**	D1: 0 D2: 1 D3: 0 **Total: 1**	E1: 0 E2: 0 E3: 2 E4: 4 E5: 1 E6: 0 E7: 0 **Total: 7**
Doing check-ins	A1: 8 A2: 0 A3: 0 A4: 0 A5: 0 A6: 0 **Total: 8**	B1: 0 B2: 1 B3: 0 B4: 4 B5: 0 B6: 0 **Total: 5**	C1: 0 C2: 0 C3: 0 C4: 0 **Total: 0**	D1: 0 D2: 0 D3: 0 **Total: 0**	E1: 0 E2: 0 E3: 0 E4: 0 E5: 0 E6: 0 E7: 0 **Total: 0**
Raising awareness	A1: 1 A2: 10 A3: 4 A4: 2 A5: 8 A6: 4 **Total: 29**	B1: 4 B2: 1 B3: 1 B4: 9 B5: 5 B6: 3 **Total: 23**	C1: 10 C2: 8 C3: 2 C4: 0 **Total: 20**	D1: 0 D2: 0 D3: 0 **Total: 0**	E1: 0 E2: 0 E3: 0 E4: 6 E5: 3 E6: 1 E7: 2 **Total: 0**

Encouraging reflection	A1: 0 A2: 1 A3: 3 A4: 0 A5: 0 A6: 0 **Total: 4**	B1: 0 B2: 0 B3: 0 B4: 0 B5: 0 B6: 0 **Total: 0**	C1: 0 C2: 0 C3: 0 C4: 0 **Total: 0**	D1: 0 D2: 0 D3: 0 **Total: 0**	E1: 0 E2: 0 E3: 2 E4: 2 E5: 1 E6: 0 E7: 1 **Total: 6**
Showing empathy	A1: 3 A2: 0 A3: 0 A4: 0 A5: 0 A6: 0 **Total: 3**	B1: 0 B2: 1 B3: 0 B4: 0 B5: 0 B6: 0 **Total: 1**	C1: 0 C2: 0 C3: 0 C4: 0 **Total: 0**	D1: 0 D2: 0 D3: 0 **Total: 0**	E1: 0 E2: 0 E3: 0 E4: 0 E5: 0 E6: 0 E7: 0 **Total:0**

Based on these data, I can make two initial observations. First, note that no uses of the mediation tool "showing empathy" were found under social awareness, which involves perspective-taking. Furthermore, even though the mediation tool "raising awareness" was found almost under each competency, it was not used at all to support to PTs' relationship skills. That raises the question of whether that competency had already been developed before the study was conducted to the extent of not needing that mediational tool. I discuss other observations in the upcoming sections.

Doing check-ins
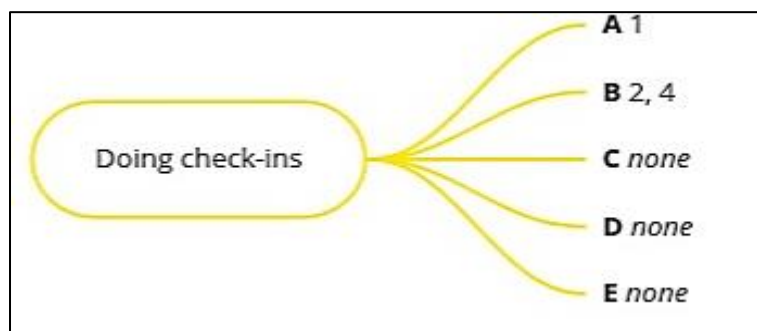
Figure **4-2**: Sub-competencies supported by the mediational tool, designed by http://www.miro.com

Doing check-ins occurred in one-on-one meetings to support the ST's awareness of their emotions (A1) and develop personal judgment (A2) towards her teaching practice. Check-ins helped the ST build her organizational skills (B4). Across the six mediational tools to develop the ST's SEL, checking in with the ST came as the third most used mediational tool. Furthermore, checking in can be found the most under self-awareness first and under self-management second. The mediational tool was not used to develop the social awareness, relationship skills, or responsible decision-making of the ST. However, out of the six mediational tools, it was the second most used mediational tool under self-awareness. Out of three strategies, it was the least used to develop the ST's self-management. The CT supported the ST in different ways with regards to this mediational tool. In one episode, the CT asked the student-teacher if they felt interested in carrying out some classroom activities while reassuring the ST that they have the option of not doing them.

When working with the CT, checking in was done several times in one meeting (W1.CT/ST) to ensure that the ST was okay with the amount of work they were doing, so as not to feel overwhelmed. The CT checked-in with the ST on different occasions, such as in the episode below:

CT:	And then here's my transition phase one for Friday. And you can take the book.
ST:	Okay. Awesome.
CT:	Is that okay?
ST:	Yes. No. Yeah.
CT:	All right. Thanks. I do [inaudible] just want to make sure you're not feeling overwhelmed this weekend.

The meeting data was confirmed in the one-on-one interviews. The ST commented:

I think also with [CT], she expresses a lot of concern for me if she thinks that maybe I'm taking on too much, she'd be like, "I'm just worried about YOU", "Are you taking on too

much?," "Is that too much for you?" because I'm very quick to [pause] do things for

other people and take it all on.

Moreover, the ST, later in her interview, gave a specific example when the CT checked in with

her with regards to some work the ST took on:

... this wasn't recorded for you but there, even recently, so I've taken on, I'm doing a

news broadcast for my school. I've taken it on with some of the other interns, so I'm

putting that out every day. So I'm editing it and facilitating the whole thing and really

doing a lot of it. And really, she's again, "Is that too much? I'm worried that you're

taking on too much" and so she helps me think about that kind of think. A lot I would

say.

Furthermore, in the one-on-one interview, the CT commented on what the checking in from the

meeting stems from:

For my intern she tends to take on way too much. I think I'm always trying to point out to

her that "you're trying to do," you know, "A, B, C, D, and E when, while aren't really

your more important things.

On several occasions, the CT said that she consistently makes sure to check in with the

ST to see if the latter would be overwhelmed when she showed interest in doing more work.

Furthermore, in another episode, when the agenda of one meeting was to discuss specific

teaching-related issues, there was not enough time to discuss some lesson planning. Instead of not

addressing that and moving on with the meeting, the CT made sure to ask the ST if she would feel

stressed because of putting off the lesson planning for another day.

The US supported the ST in different ways with this mediation tool. For instance, before

teaching an observed lesson, the US asked the ST about her needs for her to do well in her lesson.

The US was acknowledging and being empathetic towards the feelings of the ST about some

teaching practices. Furthermore, the US was empathetic about how hard it is for the ST to ask

people for help. On several occasions, the US asked the ST about how she would be spending her weekend and if she would be having some downtime. The checking-in episode demonstrates an opportunity for the ST to reflect on their emotions.

In the one-on-one meetings with the ST, data indicated that, in at least three meetings (W2.US/ST, W3.US/ST, W4.US/ST), the US made sure to check-in with the ST, such as in the episode below:

W2. University supervisor and student teacher

US: Okay. So I know you want to talk about your own mind.

ST: Yeah.

US: Is there anything else that you want to talk about or just how are you doing?

ST: Not well.

US: Why?

ST: I'm very stressed. I like really overbooked myself this week, I think.

In W2.US/ST, it was quite evident how stressed the ST was, to which the US responded by checking in with ST in the meeting that followed:

W3. University supervisor and student-teacher

US: Okay. So, how are you? I know last week you were stressed.

ST: Yeah.

US: Still feeling stressed or you feel better?

ST: Um I feel a little better because I like sat down and wrote everything out that I just need to do this week. And I'm like keeping post-its like the ones you remember during the day.

US: Okay.

In the one-on-one interview, the ST was asked about her communication with her US. The ST responded by talking about the time between the two weekly meetings above, "even after that conversation she reached out to me again just to check-in with me and say, 'hey I've been thinking about you. How are you doing?' That's just the person she is, yeah."

The data above made it evident that the US was SEL conscious, which was confirmed when the ST was asked in the one-on-one meeting about how the US supported her self-awareness:

I think any conversation I've ever had with [US], she makes a point to make me think about how I'm feeling and what's my opinion, how am I dealing with certain things. [US] is always very big about checking-in with me…

Asking questions
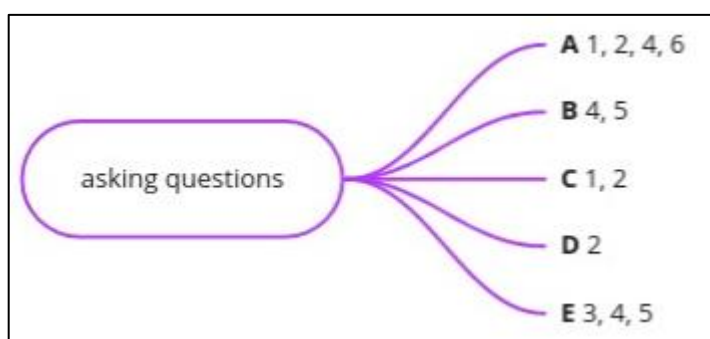
Figure **4-3**: Sub-competencies supported by the mediational tool, designed by http://www.miro.com

Asking questions, as a mediational tool, was extensively used to support a plethora of SEL competencies and sub-competencies. For self-awareness, the tool helped the ST to become aware of her emotions (A1) towards her teaching practice, in addition to her personal judgment of her ability to succeed in her teaching practice (A2). The tool also supported the ST with assessing her strengths and weaknesses (A4) and making her more aware of external support (A6). For self-management, this mediational tool helped reveal the ST's ability to set and achieve personal and

academic goals (B4), in addition to developing her organizational skills (B5). As for social

awareness, the tool supported the ST with having an awareness of other people's emotions and

perspectives (C1) and consideration for others (C2). The mediational tool helped with developing

and maintaining relationships within a diverse range of individuals and groups (D2). Finally, it

supported ST's responsible decision-making by addressing her ability to analyze situations (E3),

reflect on her teaching practice (E4) and evaluate her decisions (E5).

In six data sources spread across the one-on-one meetings (W1.US/ST, W2.US/ST,

W3.US/ST, W1.CT/ST, W2.CT/ST, triad meeting), several conversations occurred with the ST

about her practitioner inquiry, which encompassed topics such as research skills, identity, and

multiculturalism.

The US asked the ST many questions about her practitioner inquiry project. The

questions covered topics such as the kind of inquiry data the ST was going to collect and how she

was going to collect it. Furthermore, through questioning, the US encouraged the ST to

continually think about her steps ahead with the inquiry and how to map it out. The US shared her

experiences with organizing her work when she was working on her dissertation.

Moreover, several conversations took place with the CT focusing on the participants of a

learner group the ST was forming for her inquiry. The discussions revolved around discussing

who would be an excellent fit for the group and to have students representing the diversity of the

class and its multicultural nature. Furthermore, the triad meeting data showed that asking

questions was a technique to elicit from the ST what she thought her strengths were and if she

needed support to achieve the goals she set for herself from then until the end of the semester.

The data (W1.US/ST, W2.CT/US) also indicated the use of questions during lesson planning with

the ST - asking the ST about her needs and feelings about a future observed lesson and asking the

ST about decisions she had made when planning a lesson. The data was confirmed in the

interview with the CT:

She does have a say when choosing which books to use and she wants to present the lessons before and we have [inaudible] here is the standard we want to teach, here's some [inaudible] do it, how do you wanna present it? You know, you can teach it how you wanna teach it. So usually with that she's just sharing with me and I might ask her a few questions [if I'm] unclear for how she's doing it or say, 'yes it looks great' and 'I like this idea.' So she does have some choice in there of how to present it, maybe some of the materials [inaudible] she [inaudible] teach it and I think [inaudible] by asking her to tell me what it is she's looking at, I look at it and research it and see if it's appropriate and gonna work and provide feedback based on that.

As the one-on-one interviews took place during COVID-19, the US referred to an incident when the ST was not herself. The UT asked the ST many questions about her feelings and how she was doing, which revealed that the ST was overwhelmed with work and was feeling stressed. To address those feelings, the US asked the ST to reflect on what work she could take off of her plate. That US was going to check-in with the ST the week after to see how she was doing.

Raising awareness
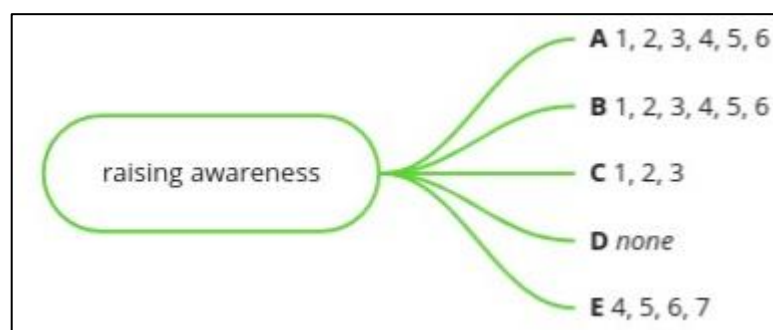
Figure **4-4**:   Sub-competencies   supported   by   the   mediational   tool,   designed   by http://www.miro.com

Data analysis revealed that raising awareness was the most used mediation tool across the five competencies and the most used tool within each competency, except for responsible decision-making. At the sub-competencies level, raising awareness was found to address all the sub-competencies of self-awareness and self-management (see **Appendix A**). As for social-awareness, the tool supported all the competencies, except for reading social cues (C4), which was not supported by any of the mediation tools. Although raising awareness was the most used mediation tool, it was surprising to find that the tool was not used at all to support the ST's relationship skills. As for responsible decision-making, the tool was used to support the ST to reflect on her teaching practice (E4), evaluate her decisions (E5), solve problems (E6), and her realistic evaluation of the consequences of her actions (E7). Raising awareness encompassed the following topics:

- The benefits of what the ST experienced for her professional future
- Raising awareness about the importance of reflection
- Learners: classroom/inquiry/creating a safe space
- Willingness to help/offering support
- Praise about the good stuff the ST was doing
- The ST's goals
- Lesson planning related things (e.g. thinking about the standards)
- Inquiry project (e.g., data collection)
- Time management
- Identity

One of the topics found under raising awareness was showing the ST how her experiences contribute to her future career. For instance, the ST expressed to their US how they are attached to their students and aware of their different needs. The ST wished she had had the time to address her students' individual needs. In response to what the ST said, in the episode

below, the US raised the ST's awareness about the significance of those feelings and classroom experiences and how those will make the ST a more effective teacher. That is a way of mediation to potentially encourage the ST to be in that mindset as well:

It's good that you're thinking about all of these things and that in these situations what you would do in your future classroom. You're having an opportunity to learn about how you would address these types of issues. Some interns in their internship don't get to even see these things and learn about them and experience them until they're in their own classroom and later on.

Another way of raising awareness is to encourage the ST to reflect on her practice, which also happened to be a part of the ST's practitioner inquiry. In the episode below, the US is drawing the ST's attention to something that can be a research finding, framing a reflection prompt to the ST. In a meeting with the ST, the US said:

Because not only are you understanding the dynamics of the students that you're working with and why they are the way they are and how, you know, they feel like they have to hide their identity in order to fit in. So that's one of your findings, but to, sorry, but to, um, you need to think about how those specific findings, and I think this is where like your students and you come into your inquiry, so then whatever your other findings are about your students, you then need to be able to reflect meaningfully about how now that you know these things, what does that mean for your teacher.

Inquiry project data collection, analysis, and management were all foci of the one-on-one meetings. In the episode below, the CT is raising the ST's awareness to think about her time management and to start her data collection as soon as she could.

W1. *Cooperating teacher and student teacher*

CT: Yeah, yeah. And I would recommend starting sooner rather than later.

ST: I know. I know.

CT: So you're not pressed at the end to gather data and go, oh my god, I don't have enough data.

ST: I know.

It was evident that for the majority of the time, the inquiry discussions mostly took place in the one-on-one meetings with the US, an observation on which the CT comments: "Usually my focus is that they are teaching right now and how can I support them with the teaching. So I'm not always involved with the inquiry as much, and I see that more as a PDA role."

In the one-on-one meetings, it was evident that raising the ST's awareness about time management was a topic that came out several times, especially in the meetings with the CT, which the latter commented about in the one-on-one interview:

> For my intern, she tends to take on way too much and I'm always trying to point out to her that you're trying to do, you know, A, B, C, D and E when, while aren't really your more important things..

What the CT said here was also confirmed in the one-on-one meetings, as described by the ST:

> And so, I think with [CT], she expresses a lot of concern for me. If she thinks that maybe I'm taking on too much like she'd be like "I'm just worried about you. Are you taking on too much? Is that too much for you?' Because I'm very quick to do things for other people and take it all on.

The episode below best captures one of the incidents when the CT was supporting her ST when the latter was planning to sacrifice much free time for a practitioner inquiry the ST was working on. The CT demonstrated B4 by directly drawing the ST's awareness of the latter's behavior. The CT also shared with her an insight into the consequences of poor time-management

and how vital downtime is to the CT, an essential part of the daily life in the teaching profession.

Raising the ST's awareness of such behavior will help her beyond her internship, in the long run,

combating teacher burnout.

W1. Cooperating teacher and student teacher

ST: And so [US] was like, 'So what would you need to do is ask the kids if they want to participate and then just send an email to the parents saying we're going to be meeting like twice a week or whatever.'

CT: You should make it once a week.

ST: Yeah.

CT: Is that enough data though?

ST: I don't know. That's what I'm saying. So unless I did.

CT: Because you could also - does it have to be talking to them or could some of it be observations? Or things they're doing or a written reflection by them or something else that they can do at morning work that wouldn't take your lunch?

ST: Yeah. Can I work with them during morning time? But I just worry they're going to have morning work to do and they won't be able to, you know?

CT: Yeah. But if it was just one morning a week and one lunch?

ST: Yeah.

CT: Then at least you're not losing two lunches.

ST: Yeah. Maybe we'll do that.

CT: That's a lot of your time to give up. I feel like -

ST: Yeah.

CT: I don't want you to overwhelmed

ST: Yeah.

CT: Because as you start to do more, you're really gonna need that decompression time.

ST: That's true.

CT: I just need to sit here and let my brain rest for a minute and get things ready for the afternoon.

Another episode demonstrates how the CT was raising the student-teacher's awareness of time

management when planning a lesson:

W3. Student teacher and cooperating teacher

CT: So, well yeah, probably not that day. Let's not plan on that that day and we need to stay really focused on what we're doing. That's another thing that I've noticed. We were having trouble staying on the task and [laughing]. So, let's make sure we are just doing biographies Thursday and will adjust the information right [inaudible] that day.

ST: Okay.

One episode best captures a challenge the ST had with seeking help. The ST said it is a

personal trait, and the US remarked that, according to the ST, it stems from not wanting to bother

people and sometimes comes from not trusting people who were doing the work the way the ST

wants and preferring to do things themselves. The ST, in the one-on-one interview, commented

on how the US supported them with that issue:

> So, I'm not great at that but she has helped me to see that I need to do that. But she is also
>
> like 'hey, I don't ask for help either.' We have developed a relationship where we're
>
> telling each other 'hey; you need to ask for help.'

The US has addressed ST seeking help on different occasions, which the US did by

showing that she was willing to support ST with things such as looking at her resume or cover

letter for jobs. The US and CT, on different occasions, asked the ST several times if she needed

support. According to both the US and ST, it is a personal trait that ST does not typically ask

people for help. In the excerpt below, the US starts by offering support, then tells the ST about

how she will be if she reaches out to people and finally shows empathy about how difficult and

challenging it is for the US to ask for help as well, raising her awareness of her needs for help.

W2. *University supervisor and student teacher*

US: Well anything I can do to help too. Just let me know.

ST: Yeah. I just need to ask you.

US: for you get better at that.

ST: I know. Yup.

US: Maybe that's something that you learned through this process too.

ST: Yeah.

US: Is that you are going to be a teacher who is not afraid to ask for help.

ST: Yup.

US: and use her resources.

ST: I know, PAUSE, think it's realizing that people want to help me, you know what I mean? Like reaching out and not being like turned down. That's a personal thing too for me though. I just don't ask for help.

US: I get it. I don't do that either.

ST: Yeah.

US: It's very hard for me,

ST: mhm

US: but I just don't want to put people out. But they get it. I get it. But I know the struggle.

Raising awareness about learners was evident in several episodes in the one-on-one

meetings between the ST and the CT or the US in the context of the ST's inquiry, lesson

planning, or creating a safe space for learners, as shown in the episode below:

W3. *University supervisor and student teacher*

US: Well, before you have her come to your group.

ST: I wanted to start with them a little bit first.

US: but I think you need to ask them if they're okay if she comes and visits sometime.

ST: Oh yeah, oh yeah.

US:	Because you know you're creating too. You're creating a very safe space for them,
ST:	right
US:	Or they to themselves

Lesson planning was predominantly discussed in one-on-one meetings with the CT. However, it was also evident how the US was providing support with that as well by raising awareness during these types of episodes. The episode below is an exemplar. First, the US acknowledges that there was nothing for the ST to be worried about. The US then boosted the ST's confidence by highlighting that the ST was good at what they were doing. Finally, she enumerated ways to the US to combat that stress by reading through the lesson plan several times and having notes to support the ST while teaching the lesson.

W1. University supervisor and student teacher

US:	Okay, I don't think you have anything to worry about.
ST:	Okay.
US:	I mean you've really thought the lesson
ST:	Yeah, it's just performance, but I think I'll be okay.
US:	Yeah. I would just reread it tonight, reread it tomorrow at special or recess or lunch or whenever.
ST:	mhm
US:	But I mean you're really good about enacting your lessons without having to.
ST:	Like look at it. I probably wouldn't even look at it. That's the thing. I might want to break up parts. You wrote myself a note. Because I wrote myself notes, but I don't look at them.
US:	Yeah you could do like just write the numbers with little phrases case
ST:	And time maybe
US:	Yeah. And you just put them on post-it and I think that'll help keep you.

The episode above entails a series of techniques for the ST to managing her stress. The US acknowledges the ST's stress and explains why there is nothing for the student teacher to be worried about by enumerating the reasons. The US reminds their ST that the latter spent time thoroughly plan the lesson, and with a few reads, the lesson would go well. Furthermore, the ST was reminded that teaching is a performance, one of the characteristics of teaching, and a good reminder when having a classroom observation or a daunting lesson. Then, raising their self-confidence, the US reminded the ST that they are good at implementing their lesson plan seamlessly. Finally, the US raised the ST's awareness by sharing a few techniques to help the ST while teaching the lesson.

Another theme that came out was discussing the ST's goals and providing praise by talking about the ST's areas of strength. The episode below from the triad meeting is an exemplar. In this episode, the CT raised the ST's awareness of her areas of strengths. For example, she said that ST was a very reflective person and that they were on top of their work and did their research on the work they were doing.

W4. Triad

US: Okay, [CT's name], is there anything that you want to say as far as what you have observed her strengths be?

CT: She's always very on top of what she's going to teach too. If you [the ST] don't understand it, you make it a point to research it and understand it, which is a strength. And you're very far ahead. You're thinking ahead, which is good too because we can always do it all ahead, but you've got in your mind what you're thinking about doing next. And that'll help when you have to do these specific plans and revisit them again before you teach them. And definitely strengths are her relationships with the students. I like all of her goals. They're great. I think they match very well with what we were thinking.

Encouraging Reflection
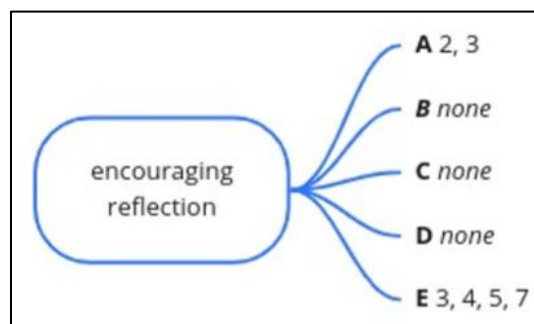
Figure **4-5:** Sub-competencies supported by the mediational tool, designed by http://www.miro.com

Data analysis revealed that this mediational tool supported two competencies and several sub-competencies. For self-awareness, the tool was used to help the ST develop her personal judgement of her ability to succeed in their teaching practice (A2), in addition to having a sense of perception of her identity (A3). As for responsible decision-making, the tool was used to help the ST with analyzing situations (E3), reflect on her teaching practice (E4), make decisions (E5), and with having a realistic evaluation of the consequences of her decisions (E7). Encouraging reflection was the fourth most used mediation tool to develop the ST's SEL. The mediation tool was most used to support self-awareness. Within the competency, it came as the fifth most used tool.

Asking the ST to reflect frequently came up in five meetings with the CT and US (W1.US/ST, W2.US/ST, W3.US/ST, W1.CT/ST, triad meeting). The majority of these episodes revolved around the ST's inquiry project. The inquiry project is about ST's identity, about the social justice work she was doing with her learners, and how the identity of the learners interacted with the teacher's identity.

As such, much of her inquiry project data collection required self-reflection. In the meeting episode below, the US supported the ST by highlighting the importance of on-going

journaling about the inquiry and about everything she shares with the US. Furthermore, the US

asked the ST to think about how those things she is sharing would impact her identity as a teacher

and what it means for the ST to be a teacher.

W2. *University supervisor and student teacher*

US: So, I know that part of your inquiry too, is you reflecting.

ST: Yeah.

US: So one thing that you need to make sure is -

ST: I'm saying this.

US: Is that you're journaling about this and you are really thinking about how everything that you're sharing with me right now is impacting your identity as a teacher.

ST: I know like I..

US: and what it means for who you want to be as a teacher.

ST: I know, like I.

US: Because this is all, I mean that will impact what you present in your inquiry and what your findings are.

There were several reflections prompts in this episode, including thinking about how

ST's identity was changing and about how the complex nature of the classroom was impacting

the ST's identity. The ST was also asked to reflect on her data collection and analysis for her

inquiry project. In the meetings, especially with the US, the ST talked a lot about how her inquiry

project was unfolding. On several occasions, the US encouraged the ST to do "meaningfully

focused reflections."

W4. *Triad*

US: I don't know if you [ST] have any questions for us about how we feel you're doing. Do you have any additional ways that either of us can support you throughout the rest of the semester?

ST:	Not really. I think that by doing those observations I might be able to find things instead of just like the general umbrella of 'you're doing great.' Let's go under that umbrella to find what I can get better at. Cause right now you didn't, I don't know.
CT:	I feel like I [inaudible] don't yet either because I need to see you do the [inaudible] three and the other things have been much smaller content areas that are a little different.
US:	I don't know either because you are really doing a great job.
ST:	Thanks.
US:	So
ST:	Well those are like, I don't know [inaudible]
CT:	What's going to happen is you're going to know too. We're going to sit down and go, 'Oh, after you reflect I wish this had gone this way or now that I'm looking at these scores, why didn't I catch this?' It's going to happen organically and naturally. I think that we're going to find things that you'll want to work on.

Showing empathy
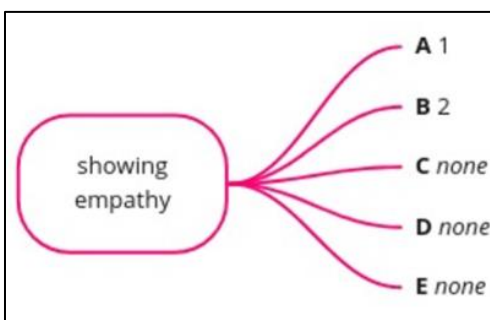
Figure **4-6**: Sub-competencies supported by the mediational tool, designed by http://www.miro.com

Showing empathy for the ST was one of the mediation tools used to develop the ST's

SEL. The tool was used in the one-on-one meetings and aimed at helping the ST demonstrate

awareness of her emotions towards her teaching practice (A1) and the her ability to manage and

control her impulses (B2). It was the least used out of the six mediation tools. Unsurprisingly,

empathy was used to support the ST's self-awareness competency, which focuses on feelings.

The US and CT exhibited empathy in four episodes across two one-on-one meetings between the US and the ST (W3.US/ST, W4.US/ST). The episode below demonstrates the US's understanding of how demanding teaching is time-wise to reframe what the ST said about her stress.

W3. University supervisor and student teacher

US: It's hard to find that time.

ST: Yes it is. But I feel good. It's all good stuff. Like it's all good stress, but it's just like a lot of stress.

US: Okay. I'm glad you're kind of considering it good stress.

The data from the one-on-one meetings was confirmed by what the ST said about her US:

> I feel like [US] is the type of person that you can tell absolutely anything to and would never come out or be judged or go against you in any way and that's something that is so important for me.

Most addressed competencies: summary

Table 4-3 contains the results of data analysis and shows what competencies were addressed by the CT and US. First, note that the competencies were addressed in the following order, from the most addressed to the least addressed: Self-awareness; Self-management; Social awareness; Responsible decision-making; and Relationship skills. With regards to the support from the CT, the level of support is in the following order, from the most addressed competencies to the least addressed: self-management and self-awareness (tie); responsible decision-making and self-awareness (tie); and relationship skills. For the US, the degree of support came in the following order, from the most addressed to the least addressed competency: self-awareness; responsible decision-making; self-management; social awareness; and relationship skills. From the frequency counts, it can be synthesized that across the SEL competencies, the mediational

tools were used in the following order, from most used to least used: Raising awareness; Asking

questions; Doing check-ins; Encouraging reflections; and showing empathy

Table **4-3**: Most addressed competencies by the US and CT

		Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
Asking questions	**CT**	0	0	1	0	3
	US	3	2	2	1	4
Check-in	**CT**	4	3	0	0	0
	US	4	2	0	0	0
Raising awareness	**CT**	2	7	9	2	2
	US	19	12	9	2	22
Encouraging reflection	**CT**	0	0	0	0	1
	US	4	0	0	0	4
Showing empathy	**CT**	0	0	0	0	0
	US	3	1	0	0	0
Total	**CT**	6	10	1	2	6
	US	33	17	11	3	30

Taking another slice as these data allows an examination of the mediational tools that

were used the most to develop each competency (see Figure 4.7). As indicated by this figure,

specific mediational tools were used to support the five SEL competencies. For self-awareness,

raising awareness was used the most, followed by doing check-ins, asking questions, encouraging

reflection, and, finally, showing empathy. To support self-management, the following

mediational tools were used in this order: raising awareness, asking discovery questions, and

doing check-ins. To support social awareness, raising awareness and asking questions were used.

Asking questions was the only mediation tool used to support relationship skills. Finally, asking

questions, and encouraging reflection were used to support responsible decision-making.
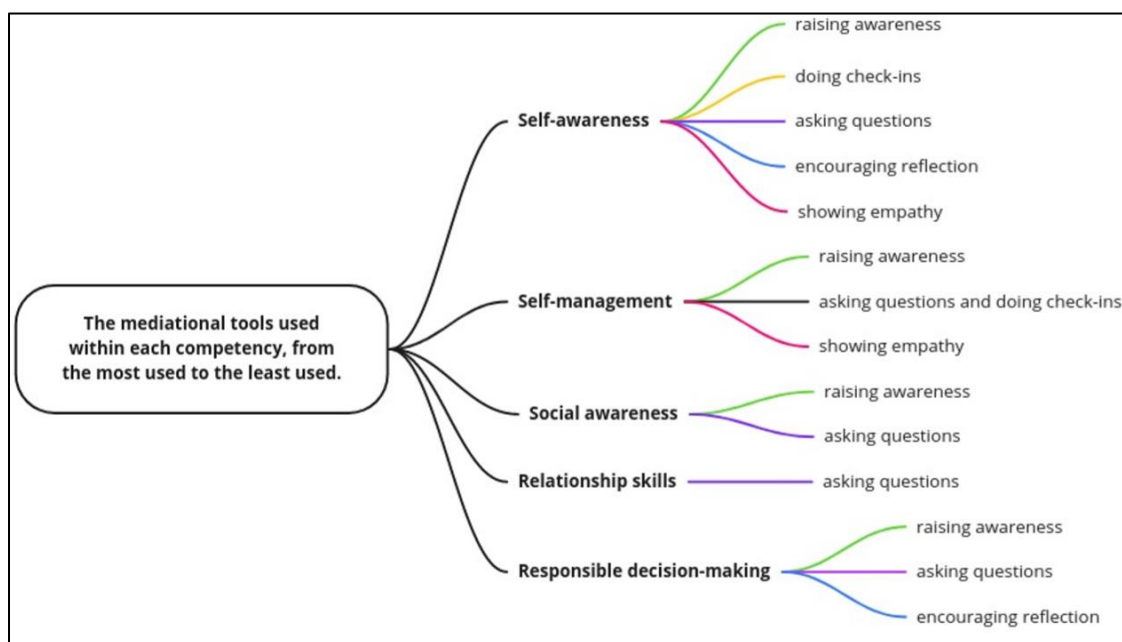
Figure **4-7**: Mediational tools used within each competency, from the most to the least used, designed by http://www.miro.com

Supporting the ST's SEL with an eye towards the future

Analyses conducted on the CT and US interviews uncovered three purposes for

supporting the ST's SEL: the CT and US felt that they were preparing the ST for her future. In the

next sub-sections, I document three purposes pertaining to the ST's future: supporting her well-

being as a beginning teacher, reinforcing teaching as a social profession, and encouraging

learning about the culture of the school, school district, and community where the ST gets her

first teaching position.

Supporting future well-being

The CT and US talked about supporting the ST's SEL for the purpose of helping her

navigate her future well-being. In a previous section, I documented how the CT focused on self-

management with the ST. The CT elaborated on how crucial the competency is and her concern about the ST's future about that by giving examples of new teachers the CT had witnessed, losing sight of what the cooperating teacher called the "bigger picture":

> ...she's trying to do so much that it worries me for the future and I keep trying to point it out to her and have her self-aware that she needs to prioritize. I'm not saying she doesn't but she needs to not let herself get burnt out because that's much of a concern for teachers in general. So many young teachers get [inaudible] by the responsibility of teaching and I almost feel like sometimes student teaching shows them the full scope of what they're gonna have to handle and then they might get bogged down in some small details and forget to see the bigger picture. I feel like that is something I'm always trying [to do]. There's not one specific time, but I'm trying to get across to her, 'I know you're passionate about this and you're passionate about that and there's ways to [inaudible] them in. But if you commit yourself to all these, these seven other things when these three things are the most important thing that they might suffer in [inaudible] just because you're over extending yourself.'

The US told of an incident when the ST had much work to do during COVID-19 remote teaching. The US sat down with the ST, who was overwhelmed, and asked her to reflect on what she could do to better manage her work and the amount of the work she does. The US confirmed, to a great extent, what the CT said about the ST's work ethic:

> She's just in her style to do everything herself and take it to heart and I've been trying to work with her on that because teaching is a collaborative endeavor and she can and should depend on other people to help her. That's hard for me too because I'm very much that in some ways. I'm just do-it-myself person and I don't seek help very much either. So I guess I can relate to her in some way through it, it's a bit easier to help her with that

because I know what the negative effects that happen as a result to not asking other people for help or other people and choosing to just do things on your own um yeah.

Reinforcing teaching as a social profession

Another purpose that emerged was the CT and US's focus on reinforcing teaching as a social profession. There was an incident when the ST was working on a unit about biographies for class, about which the CT and US had prolonged discussions with her. The discussions were about the school district teaching standards and diversifying the curriculum and taking other people's perspectives, such as the school curriculum developers, when planning the unit. To address working with colleagues, the CT commented:

> I said to her, 'We have to check on this. I know you're passionate about it but check with me before you consult another colleague and do something - because I don't know that we can do it.' So that's another place where I need her to just slow down a little bit and ask more questions before she moves forward.

In a one-on-one meeting with the ST and US, there was an extended discussion about the biography unit planning. The US was encouraging the ST to look at the positive side when the latter had to make changes to her biography unit. The data from the meeting was confirmed when the US elaborated, in the one-on-one interview, on compromise when working with a team:

> ...she's working with colleagues. I guess one that I have tried to do with her is to help her see the positive aspects of the opposite opinion and the intent behind them so that she recognizes that the intent is good. I guess I also try to help her see the positive in her colleagues' opinions and areas that she can work with – 'cause with that whole conversation you just referenced I tried to give her compromises or alternative things that she could do. That still allowed her to do what she wanted to do but still fell in place with

what her colleagues want, because working with other people is all about compromise and being willing to give a little.

Learning the culture

It was evident that the CT extensively focused on the importance of the ST learning the school's culture and beyond, based on the ST's work on the biography unit project in particular. She also emphasized the importance of checking in with different people:

I feel she just didn't know all the things she needs to check before she can do something and it's just the learning curve for a new teacher. If she was a teacher in our district, she would find out pretty fast if she tried to do something that didn't follow curriculum from our coaches or from our curriculum director. She would hear that 'you shouldn't be doing that.' But it's her time to learn, right? And now she's learning it with someone telling her, 'yeah we can't do that because this is what, here's what they've prescribed for us, and we have some latitude within what we're supposed to be teaching.'

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Dynamics of the triad

</div>

Data analysis indicated that were different perspectives among the ST, CT, and US about their roles and relationships as well as about trust and vulnerability. I detail those differences in the following sections.

Roles and relationships

The participants were asked four questions with regards to the roles and relationships within the student-teaching triad. First, they were asked about their relationships, particularly with the ST. Then, the participants were asked about how the relationship dynamics would be different if they met as a triad more often instead of one-on-one with the ST. I then asked them if there were any distinctions between the roles of CT and the US when they worked with the ST.

Finally, the CT and US were asked about what would happen to their relationship with the ST if their roles were switched.

>When asked about the ST's relationship with the CT and US, the ST responded:
>
>I feel if I had to describe it I would say I have more of a professional relationship with [CT] and more of a social emotional relationship with [US]....And I do think I do have a strong emotional bond with [CT] as well, but it's emotion. It's, how do I explain this? It's like more of a social thing versus a self thing.

The US shared the same stance as the ST, and added:

>It took me some time to realize who I was as a teacher educator and what my role was. And it shouldn't have taken me so long to realize that it's just as much my role to teach the WHOLE intern as it is for me to teach the WHOLE elementary school child.

The CT shared a different point of view, stating that her relationship with the ST was more of a partnership:

>I feel like with [US] and [ST], it could be a little more formal because she is more her college professor who's giving her a grade on what she is doing. And although I'm guiding [ST] too and I contribute to the feedback, it's more a partnership with her and me. But I could be wrong, they could be a partnership too. I just wonder if [US] had been to every meeting, if it would have been more formal.

The US spoke of her point of view that aligns, to a great extent, with what the CT believed about the roles in the triad:

>My relationship with the intern, it's more of a teacher-student relationship. But with the relationship with the mentor, [it's a] colleague relationship. I feel very few of our CTs see themselves as a teacher educator even though they are. And so they don't see the intern as a student.

At the PDS where the research took place, there are different "modes" of triad meetings; some CT and US prefer to meet as a triad; whereas others meet one-on-one with the ST, followed by check-in triad meetings twice a semester. As meeting one-on-one was the case with these three research participants, I asked them if the relationships within the triad would have been different if three participants met weekly instead of one-on-one. The participants shared the same view that it was good that they were meeting one-on-one. The ST and US said that it was essential to keep the relationships separate, as the meetings and relationships were personal. As for the CT, she said she was not sure as the relationship between the ST and US was more formal because the US is a grader.

Finally, the CT and US were asked what the triad would be like if their roles switched, to which the CT commented:

> I would be giving [ST] expectations like, 'okay, don't forget you have this assignment due and you have this to do with it and here is your feedback for what I need you to change this and I need you to change that.' I think if I was the US, yeah that's different because I'd be expecting things from her.

The US expressed that she would be using the knowledge she now has as a US and apply it to her CT role:

> I think because of my experiences of my own social and emotional health and because of my experience in this position, I think I would see the importance of building a really good, trusting relationship with my ST if I were the CT. And I think I'd go out of my way to let STs know that they can be vulnerable with me and I think the best way to do that is to be vulnerable with them. So I think I could focus on the social emotional in that mentor role now. I don't think I would have if I wouldn't have had my personal experiences and my experience in this position.

Trust and vulnerability

Another theme that emerged from the data analysis was the importance of trust and vulnerability among the triad members. The US shared the following observation at least twice in the one-on-one interview:

I haven't met a ST that feels comfortable being vulnerable with their mentor. I'm thinking back to all my STs and no, I mean it's really hard for them because they don't want their mentor to feel like they can't do the work that they're being asked to do. Or they don't want their mentor to not give them more work to do 'cause they want teaching experience.

It can be interpreted, to a great extent, that the insight the US shared was confirmed by the CT's response:

She didn't often show her stress to me, which surprised me. She shows her stress more to [US], I think [ST's] stress was more revolving around deadlines and getting things done so I guess that makes sense because that would be [US's department].

Furthermore, in the interview, the ST commented on the US when asked about the trust between the two:

She just has this way about her. I don't even know how to explain it, she just makes me feel like she's there. It has no judgement. She's just always there. And specifically from the beginning when I shared that with her, and I've shared with her things with family that really have impacted my life, my career, things like that, and her just immediately responding with 'you know I'm here if you just need someone to text or talk to, I'm here.' Just letting me know that she's there is something that's really important to me because that's not something I get...I'm gonna be very sad when I don't have her. That's like my number one contact all the time - that's something I'm really not looking forward to, so yeah, I love her.

Chapter Conclusion

To sum up, data analysis revealed how the triad members perceive SEL and the relationship dynamics within the triad. It has also uncovered a number of mediation tools that have the potential to be transferable and support the STs in other triads. The list of mediation tools that emerged from this study can be replicated in a number of contexts and added to through additional research on student teaching triads. Furthermore, the findings showed how the cooperating teacher and university supervisor perceive the future of student-teachers beyond the internship year in general and the future of the ST in the case study, in particular.

Chapter 5

Discussion

As a reminder, the study's aims were to capture the perceptions of the three participants about SEL, in addition to how the relationships among the three participants mediate the development of the ST' SEL.

The study has made an important contribution to the field as it is the first study to document how CTs and USs can support STs' SEL, thus extending the work of CASEL, and of scholars such as Schonert-Reichl, Durlak, and Weissberg.

This study also contributes to the field by establishing that sociocultural theory, specifically the role of mediation in a student teaching triad, can be a theoretical perspective for interpreting how student teachers are supported in developing SEL. Lastly, this study established four mediation tools that CTs and USs use in their everyday work with STs to support their personal SEL, which establishes a novel beginning framework to use to study student teaching triads and informs the work in such triads.

This study established that the CT and US in this particular triad focused most on developing the ST's self-awareness and self-management, which are typically the least addressed competencies in teacher education program policies in the US (citation). Is this true of other student teaching triads? Further research is warranted to address this question. Furthermore, the study suggests that replication in other professional development schools is need in order to verify these exploratory findings. It is also important to replicate the study in non-PDS contexts.

I found the differences in perspective on critical feedback interesting. From the one-on-one interview excerpts and the episodes used in this thesis, I contend that there are two approaches to delineating an ST's areas of weaknesses. The CT and US thought that encouraging reflection would support the ST to analyze her teaching and find places to provide herself critical

feedback, whereas the ST talked about wanting to hear more critical feedback from the CT and US. A future study should be designed to examine how USs and CTs approach talking about a ST's areas of weakness and describing the discourse used.

The data from the one-on-one meetings showed that encouraging reflection *and* emphasizing the importance of reflection were discussed. However, missing from these data is whether the CT and US established with the ST what reflection entails and how to approach it in a meaningful way. Anecdotally from my experiences, for some teachers, reflection is expressing one's stream of consciousness on a piece of paper without having a specific question to guide the reflection. The data from this study raise the question about the degree of mediation between the CT/US and the ST about what it means to reflect on one's teaching. This study also suggests that talking about an ST's weaknesses is uncomfortable for CTs and USs. It is also worth mentioning the word "weakness" was not used in any of the one-on-one meetings, which may indicate how the CT and US tip-toed around the word. It is also interesting to note that the ST thought that self-awareness, particularly in A4 (Assessing areas of strengths and weakness in their teaching practice), is a competency that STs may need more support for, even if it is uncomfortable for CTs and USs. This leads to a practice-based recommendation from this study: CTs and USs need to talk with each other about the ST's observed weaknesses. They should also assess the ST's need for critical feedback. In this study, the US and CT's desire to not criticize raises a question for me: are we really doing STs a favor or benefiting them by not providing critical feedback?

Reflecting on the study

In reflection, I have several observations about the study with regards to the nature of the study, research timeline, and how the research was carried out.

Nature of the study

This study focused on one student teaching triad, which limits the transferability of the findings. If the study had focused on more than one triad, it could have revealed that different

triads have their own distinct natures. This study also did not consider the role that context plays, most notably the role of the PDS experience in supporting STs' developing personal SEL. These limitations lead to the following research-based recommendation: In order to narrow the gap with the issue of transferability, there is a dire need for replicating the study with several triads in the same school, among different PDSs, and outside the PDS context, in rural and urban settings, and across different student teaching grade bands. The aim is to delineate any distinctions between the student-teacher's SEL development in different contexts. This need implies the following research-based recommendation: Durlak et al. (2011) argued that it is important to look at the social and the emotional sides separately - which is not a predominant lens in the literature - in order to dissect those SEL development practices closely.

Timeline

Moreover, the research timeline has played a significant role in the study. For instance, from the one-on-one interviews, the CT and US talked extensively about relationship-building with the ST, both at the beginning and during the yearlong internship. However, the data, which was collected in the second half of the internship, showed that the least addressed competency by the CT and US was relationship skills. This leads to the following research-based recommendation: This discrepancy and contradiction found in the data suggests that it is important to do a longitudinal study of how CTs and USs support STs' personal SEL development. The fact that not all the conversations were recorded throughout the internship or on a daily basis limited the ability to make to document mediation tools used outside of one-on-one and triad meetings.

Research process

Conducting a thorough literature review in this area was a challenging process, given the different names used to refer to SEL. While SEL intertwines with different disciplines of social and emotional education, it makes it challenging for novice researchers when working on the

literature review. Furthermore, Jones and Doolittle (2017) delineated the variety of conceptual

frameworks used to examine SEL, which has led to diverse research questions and approaches to

study SEL development. According to Jones and Doolittle, having different conceptual

frameworks means referring to SEL competencies with varying terms depending on the

framework. This leads to the following research-based recommendation: Jones and Doolittle

(2017) pose the following questions: To what extent do these different frameworks for measuring

and intervening to promote something like self-control make a difference in practice? And to

what extent does the use of different frameworks in research and evaluation underlie some of the

contradictory evidence? Based on these questions, it is abundantly clear how important it is to do

research triangulation for the future to see how the data findings in the present study would differ

when using different conceptual frameworks. Furthermore, it is important to consider creating an

SEL framework specifically for pre-service teachers.

Thesis Conclusion

This study was conducted to investigate the perceptions of the members of one student

teaching triad about SEL and document the mediation tools that the US and CT used to support

the ST's personal SEL development, thus following a sociocultural perspective. A series of

weekly meetings and one-on-one interviews with the participants were conducted. Moving

forward, I firmly believe in the importance of developing STs' personal SEL, and I am committed

to investigating this phenomenon more deeply using the recommended questions written in this

chapter. In the end, the US member of the triad sums up this study:

> I definitely feel it is very important to help pre-service teachers develop their social and
>
> emotional skills because 1) teaching is a social profession, but 2) and it's also an
>
> emotional profession. I think it's super important for teachers to be able to be hyper-
>
> aware of their well-being and are able to step back and make sure that they're taking care
>
> of themselves because a lot for teachers are more of the care-taking type and less of the 'I

need to make sure I'm taking care of myself' [type]. I think in this profession we are so

emotional and there's so much about it that just involves every aspect of you. I think it's

very important for [STs] to not only have those skills in place, but to have a very open

awareness of themselves and ways to reflect and kind of monitor what they need.

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a) CASEL. (n.d.). *What's SEL?* https://casel.org/what-is-sel/

b) CASEL. (n.d.). *Core SEL Competencies.* https://casel.org/core-competencies

Appendix A

Meetings' Analysis Framework

	PDA/Mentor teacher helps intern:
A. Self-awareness	Demonstrate awareness of their emotions towards their teaching practice. (A1) Develop their personal judgement of their ability to succeed in their teaching practice. (A2) Have an accurate sense of perception of their identity. (A3) Assess their areas of strengths and weakness in their teaching practice. (A4) Develop a well-grounded sense of self-confidence. (A5) Demonstrate awareness of their external supports. (A6)
B. Self-management	Develop the ability to regulate their emotions, thoughts and behaviors constructively. (B1) Manage stress and control impulses. (B2) Become able to motivate themselves. (B3) Develop organizational skills. (B4) Demonstrate ability to set and achieve personal and academic goals. (B5) Demonstrate self-discipline. (B6)
C. Social awareness	Demonstrate awareness of other people's emotions and perspectives. (C1) Demonstrate consideration for others and a desire to positively contribute to their community. (C2) Demonstrate awareness of cultural issues and respect for human dignity and differences. (C3) Read social cues. (C4)
D. Relationship skills	Use positive communication and social skills to effectively engage and work with others in a team. (D1) Develop and maintain constructive relationships with diverse individuals and groups. (D2) Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (D3)
E. Responsible decision-making	Identify and articulate problems. (E1) Demonstrates awareness of ethical standards, responsibility, safety concerns, and social norms. (E2) Analyze situations. (E3) Reflect on their teaching practice. (E4) Evaluate their decisions. (E5) Solve problems. (E6) Demonstrates realistic evaluation of consequences of actions and a consideration of the well-being of oneself and others. (E7)

Adapted from:

Explore SEL. (n.d.). Retrieved July 04, 2020, from

> http://exploresel.gse.harvard.edu/frameworks/29 K-12 SEL Standards (Anchorage)

Explore SEL. (n.d.). Retrieved July 04, 2020, from

> http://exploresel.gse.harvard.edu/frameworks/1 Framework for Systemic Social and

> Emotional Learning (CASEL)

Appendix B

Semi-structured Interview Protocol with the Participants

Thank you again for participating in the second phase of data collection. This interview is semi-structured; we will start with a quick activity to establish what the Social and Emotional Learning (SEL) means in the study, followed by a number of questions about how you are thinking about SEL as an intern in your program. I might also refer to some of the data from the meetings with [**PDA's name**] and [**teacher mentor's name**] or ask follow-up questions. There are no right or wrong answers. I am most interested in HOW YOU ARE thinking.

I will be asking you to record the interview, but we can turn off the recording at any time. Every time I turn on the recorder, I will be asking you to acknowledge that you are being recorded. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared. Do you have any questions before we begin?

[**Turn on recorder, and say**] This is [**my name**]; today is [**date**]; I am interviewing [intern's name]. I would like you to please acknowledge that you are being recorded. Do you have any questions before we begin?

Starting with the research area of focus, Social and Emotional Learning, we are going to do a quick activity about what SEL means. There are different frameworks that define SEL, one of which is the framework developed by CASEL, which stands for Collaborative for Academic, Social and Emotional Learning. According to CASEL, SEL revolves around five competencies: self-awareness, social awareness, self-management, relationship skills, and responsible decision making.

1. Based on what you know about SEL, to what extent do you think it is important to develop your (student-teachers') SEL as an intern and why?

For the purpose of the study, I tweaked the SEL framework. I would like you to take a few minutes to look at the revised framework [**Ask participant to look at the analysis framework of the meeting audio-recordings in Appendix A**]

2. Looking at the SEL revised framework used for the study, do you see some as more important than others to develop? Which ones? Why?

3. Tell me a story of a time when you think your mentor teacher or your PDA (you) supported you (your student-teacher) in developing (one of the competencies)? [Ask about each competency]

4. *(Ask the university supervisor or cooperating teacher)* Are there any distinctions between your role and the university supervisor/cooperating teacher?

5. When you think about how the semester has been, what was your state of mind before COVID-19 and now during COVID-19, if there have been any changes? How about your student-teacher's state of mind?

6. How are you dealing with the abrupt transition from face-to-face to online instruction because of COVID-19? How are your mentor teacher or your PDA supporting you during this time?

7. Are there things or other support networks outside of the triad that support your SEL? Like do you make sure you eat well every day, for example?

8. From the transcriptions, I could sense that you demonstrate many of the SEL competencies. Do you think you came with some of those skills, before joining the PDS? Do you think the PDS has helped you develop some of these?

9. Walk me through your inquiry question. What led you to that question, and has it evolved in any way because of the period of time we are in right now?

10. Which competencies of the five do you want to get better at, on the personal level?

Note: Questions in blue are specific for the university supervisor and cooperating teacher