

Yale Educator Well-Being and Social and Emotional Learning Surveys

Report prepared for SCHOOL NAME
TOWN, STATE

Survey administered DATE

Report prepared DATE

Table of Contents

Introduction.....	3
Survey Participants.....	5
Results from Yale Emotion-Focused Educator SEL Survey (EFESS).....	8 - 18
SEL Introduction.....	8
General Social and Emotional Learning.....	9
Classroom Practices Summary.....	10
Classroom Practices: Classroom Culture (detailed results) ...	11
Classroom Practices: Emotional Literacy (detailed results) ...	12
Classroom Practices: Emotion Self-Regulation (detailed results) ...	13
Classroom Practices: Social Problem-Solving (detailed results) ...	14
Individual Practices Summary.....	15
Individual Practices: Emotional Literacy (detailed results) ...	16
Individual Practices: Emotion Self-Regulation (detailed results) ...	17
Individual Practices: Social Problem-Solving (detailed results) ...	18
Results from Yale Educator Well-Being Survey (AES & SOW).....	19 - 30
Educator Well-Being Introduction	19
Affective Experiences Scale (AES)	21
Social Well-Being ...	21
Workplace Well-Being ...	21
Emotional Well-Being ...	22
Sources of Well-Being (SOW)	23
Teacher-Student Relationships ...	24
Teacher-Colleague Relationships...	24
Teacher-Principal Relationships I ...	25
Teacher-Principal Relationships II ...	25
Teacher-Family Relationships ...	26
School Resources ...	26
Student Social and Emotional and Academic Behavior...	27
Support for Diversity, Equity, & Inclusion ...	27
Time Pressure ...	28
Educational Policy Demands ...	28
True Self/Authenticity at School ...	29
Salary Support ...	29
Physical Safety ...	30
Correlation Table between AES and SOW.....	31
Well-Being and Social-Emotional Learning Resource Bank.....	30
References	

Introduction

Thank you again for participating in the Emotion-Focused Educator Social-Emotional Learning (SEL) Surveys and Yale Teacher Well-Being. We know this is a challenging time for schools, and we hope this report will provide helpful information.

Background

Researchers from The Yale Center for Emotional Intelligence and The Consultation Center at Yale began developing the Yale Teacher Well-Being and Emotion-Focused Educator Social-Emotional Learning (SEL) Survey in 2018 based on prior research on educator well-being and social and emotional learning in K-12 schools. The survey has evolved in the years since, both before and during the COVID-19 pandemic. All surveys will be applicable to in-person learning, distance learning, or hybrid learning.

Contents of this Report

This report shares your **schools** aggregated results. Although our study results are preliminary, this report provides information on the implementation of SEL practices at your **school**. When interpreting the results, note that this is only a sample of the teachers in your district.

Interpreting and Using this Report

Please keep in mind that these survey results capture a snapshot of educator-reported feelings, beliefs, and behaviors at one time point during this challenging year. Also remember that this report only reflects the perspectives of educators in **your school** who chose to complete the survey.

Since March 2020, educators and schools have been forced to adapt continuously as the pandemic evolves. As a result of these challenges, this report may not reflect the level of SEL practices that your **school** would hope to see under normal circumstances. Now more than ever, this report should *not* be used to make high-stakes decisions about staff performance or programming for students. Rather, our intention is that this snapshot of your **school's** current strengths and opportunities for growth will support ongoing conversations about how your community can work together to build healthy and productive educational environments for all, now and in the future.

Introduction

Questions?

Please send any questions or feedback about this report to our team at yceiresearch@yale.edu.

Yours in partnership,

A handwritten signature in dark blue ink that reads "Jessica".

Jessica Hoffmann, Ph.D.

Research Scientist

Director of Emotion and Implementation Science

A handwritten signature in dark blue ink that reads "Jenny".

Jennifer Seibyl, M.Ed.

Assessment Manager

Survey Participants

Additional demographic information

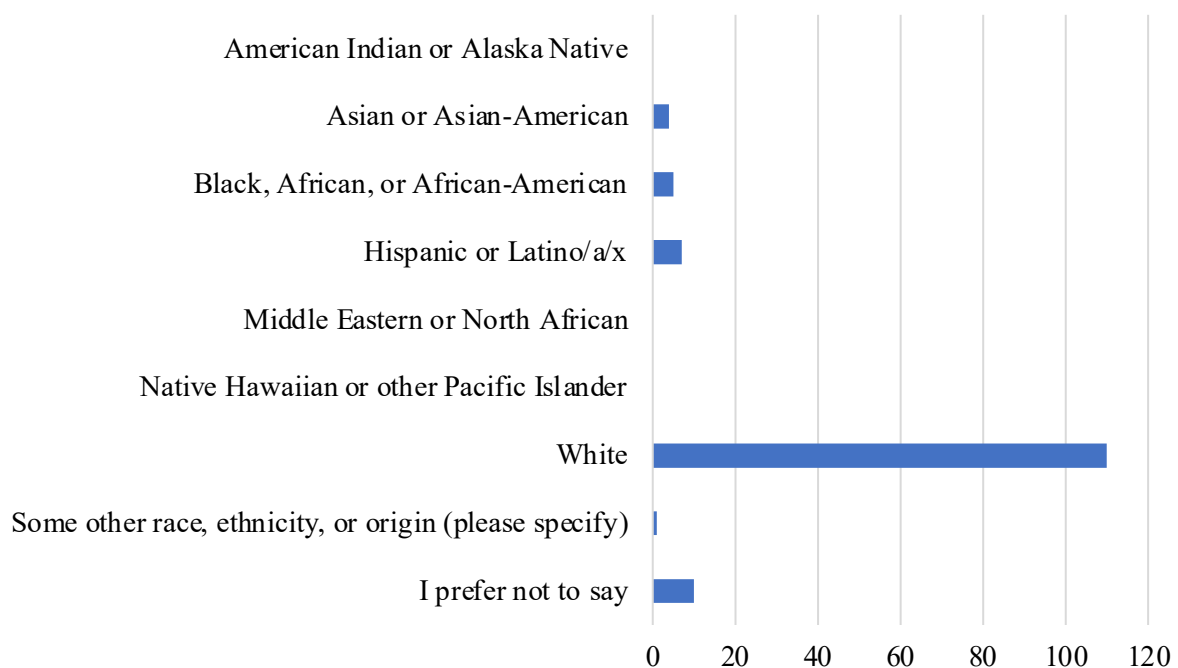
Survey Participants

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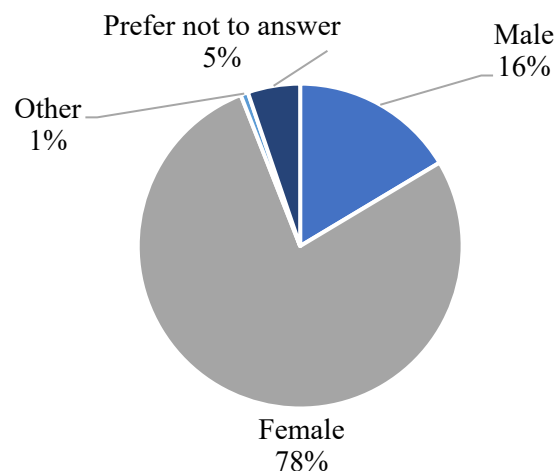
people participated in the survey.
141 people completed the entire
survey.

Note. Some demographic questions allow for multiple responses; thus, totals may exceed the total number of participants (e.g., dual roles). Additionally, the EFESS was administered to classroom teachers only.

Race



Gender

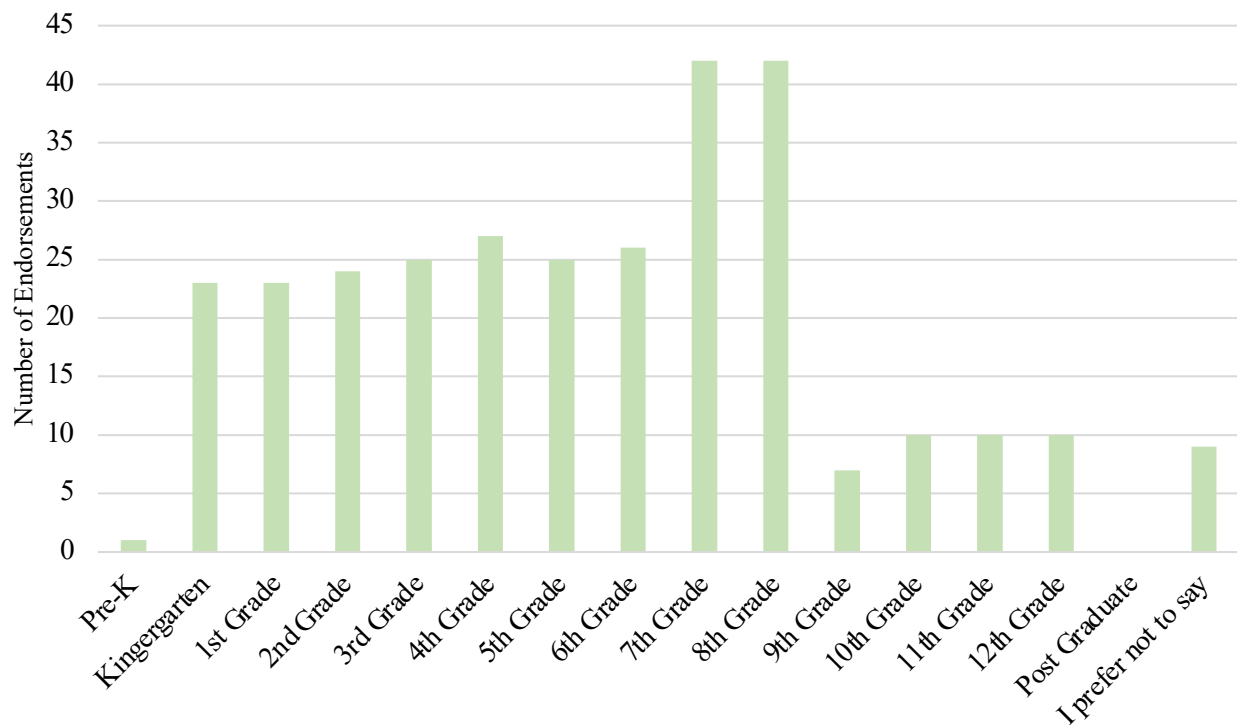


Survey Participants

Average of
17.35 yrs
working in education.
Range of 17 - 45yrs

Average of
8.74 yrs
at your school.
Range of 0 - 35yrs

Grades Taught



Emotion-Focused Educator SEL Survey (EFESS)

What is social-emotional learning (SEL)?

- Social and emotional learning (SEL) can be defined as the process through which children and adults develop the knowledge, attitudes and skills necessary to understand and manage emotions, reach goals, show empathy for others, build positive relationships, and make responsible decisions (Collaborative for Academic, Social and Emotional Learning, 2022).

Why study SEL practices?

- Research has shown that participation in SEL programming is associated with positive school climate and better student outcomes, including social and emotional skills, behavior, and academic outcomes (Durlak et al., 2016).
- SEL programming and school climate also may be associated with positive outcomes for adults, including improvements in teacher stress, job satisfaction, and self-efficacy (Collie et al., 2012).
- The degree to which a given SEL program or approach is implemented as intended within a school often varies considerably.
- To understand whether SEL programming has the intended benefits in a specific setting, it is necessary to examine the quality and dosage of SEL implementation.

What is the EFESS Report?

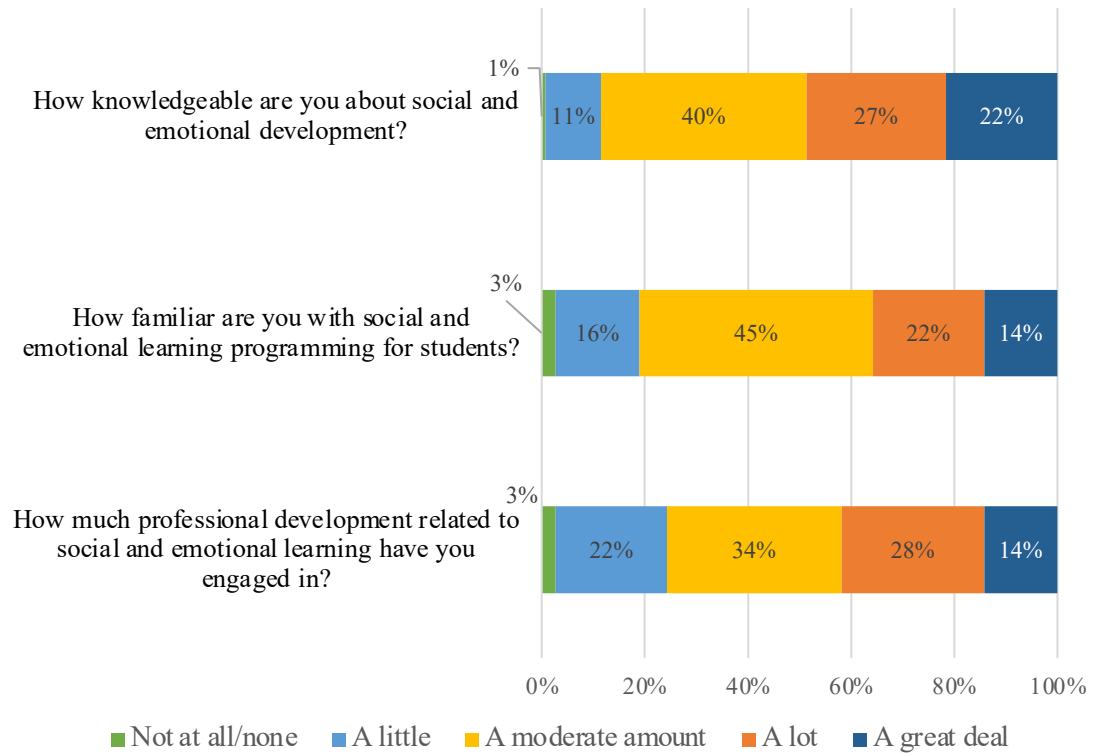
- This report focuses on teacher responses *from your school*. It summarizes the responses to multiple choice questions in seven SEL practices domains: four domains related to classroom practices that teacher's use to support students' social-emotional development and three domains related to individual practices that teachers use to support their own social and emotional well-being.
- The items in this survey are based on prior research on SEL and educator well-being. All questions were designed to be applicable to in-person learning, distance learning, or hybrid learning. We are in the process of examining the reliability and validity of the current items, so results are preliminary.
- We hope these results will help schools to identify their strengths and opportunities for growth in the area of SEL. Focusing on SEL in these ways may be an effective approach to improving school climate and reducing student and educator stress, especially during challenging times.
- When interpreting your district's results, remember that the survey results represent the perspectives of participating teachers at one point in time and should not be used to make high-stakes decisions about staff performance or student instruction.

121

Educators who participated in this part of the survey. The EFESS is designed for classroom educators and thus was only shown to those who identified as such.

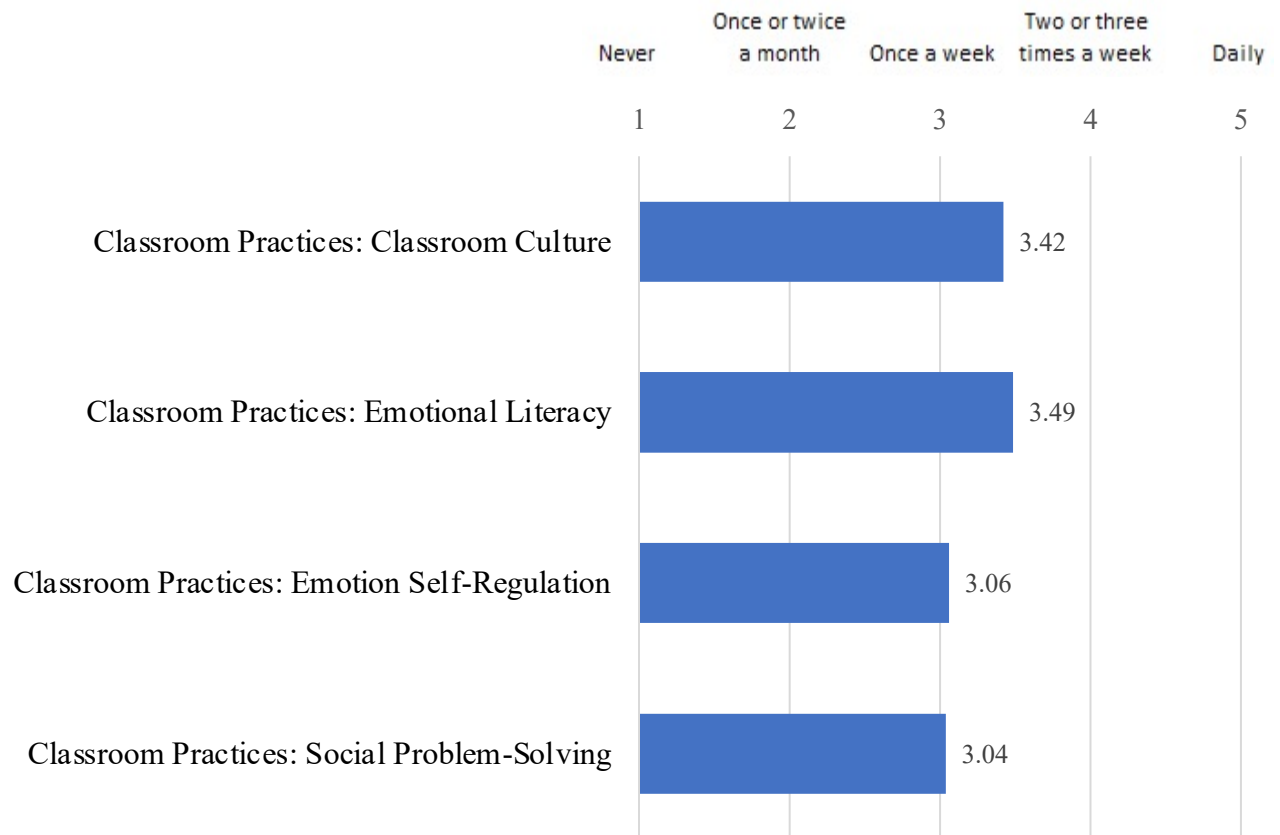
General Social and Emotional Learning

These questions focus on how much knowledge and familiarity educators have in social and emotional learning.



Classroom Practices: Average Domain Scores

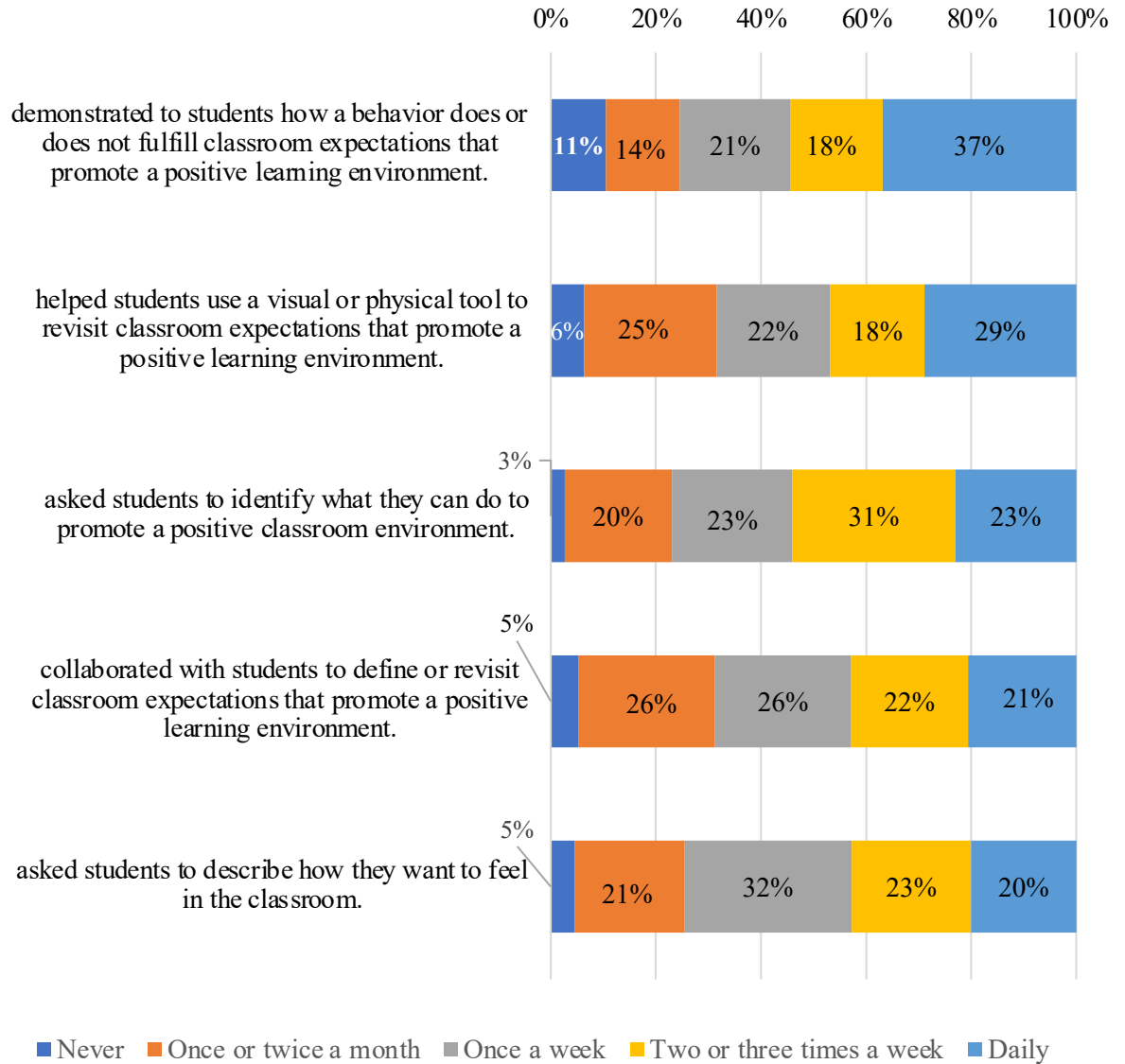
These four domains focus on classroom practices that teachers use to support students' social and emotional learning.



Classroom Practices: Classroom Culture

These questions focus on classroom practices that teachers use to cultivate a positive classroom environment.

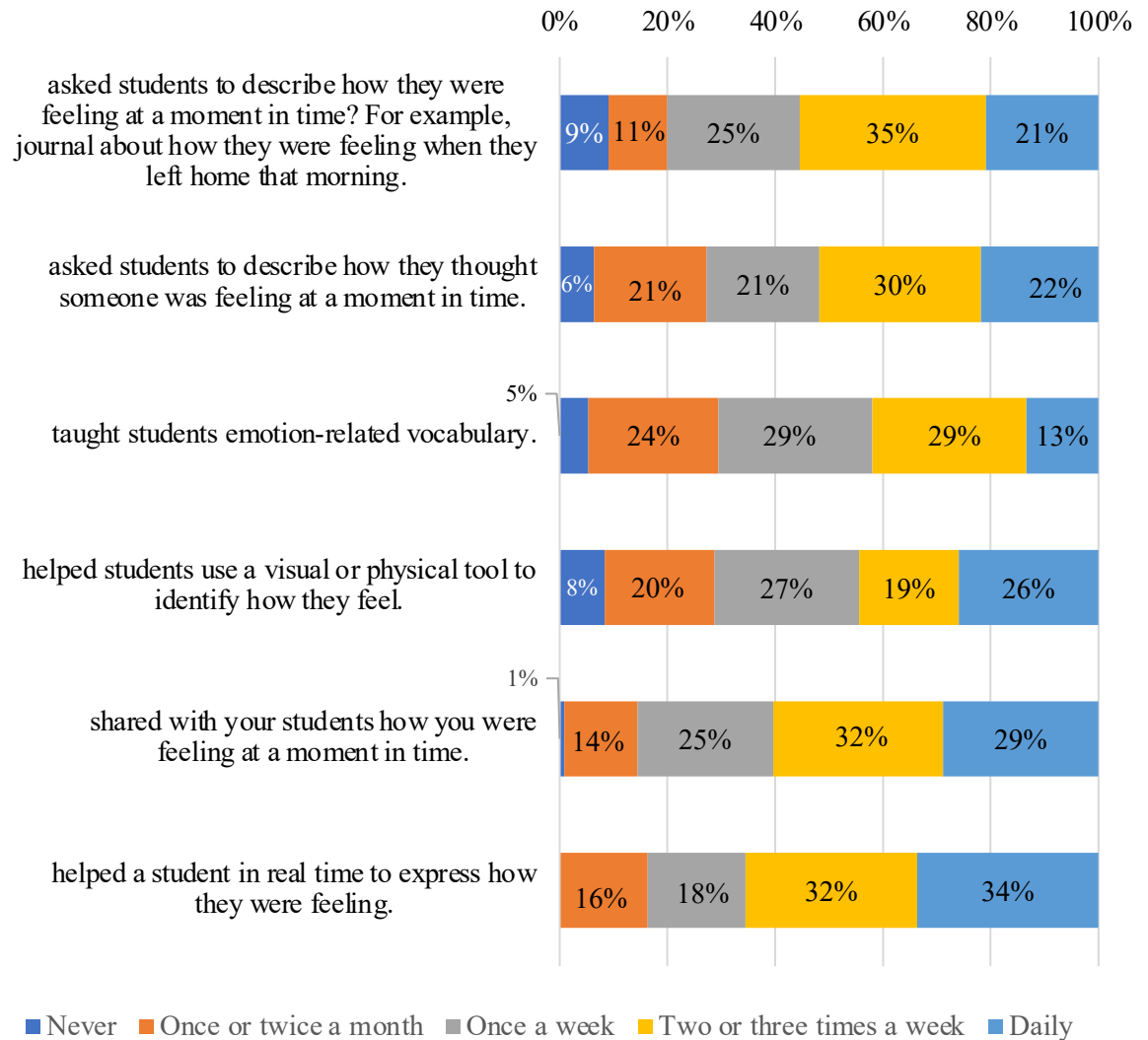
In the past month, how often have you...



Classroom Practices: Emotional Literacy

These questions focus on classroom practices that teachers use to help students develop emotional literacy.

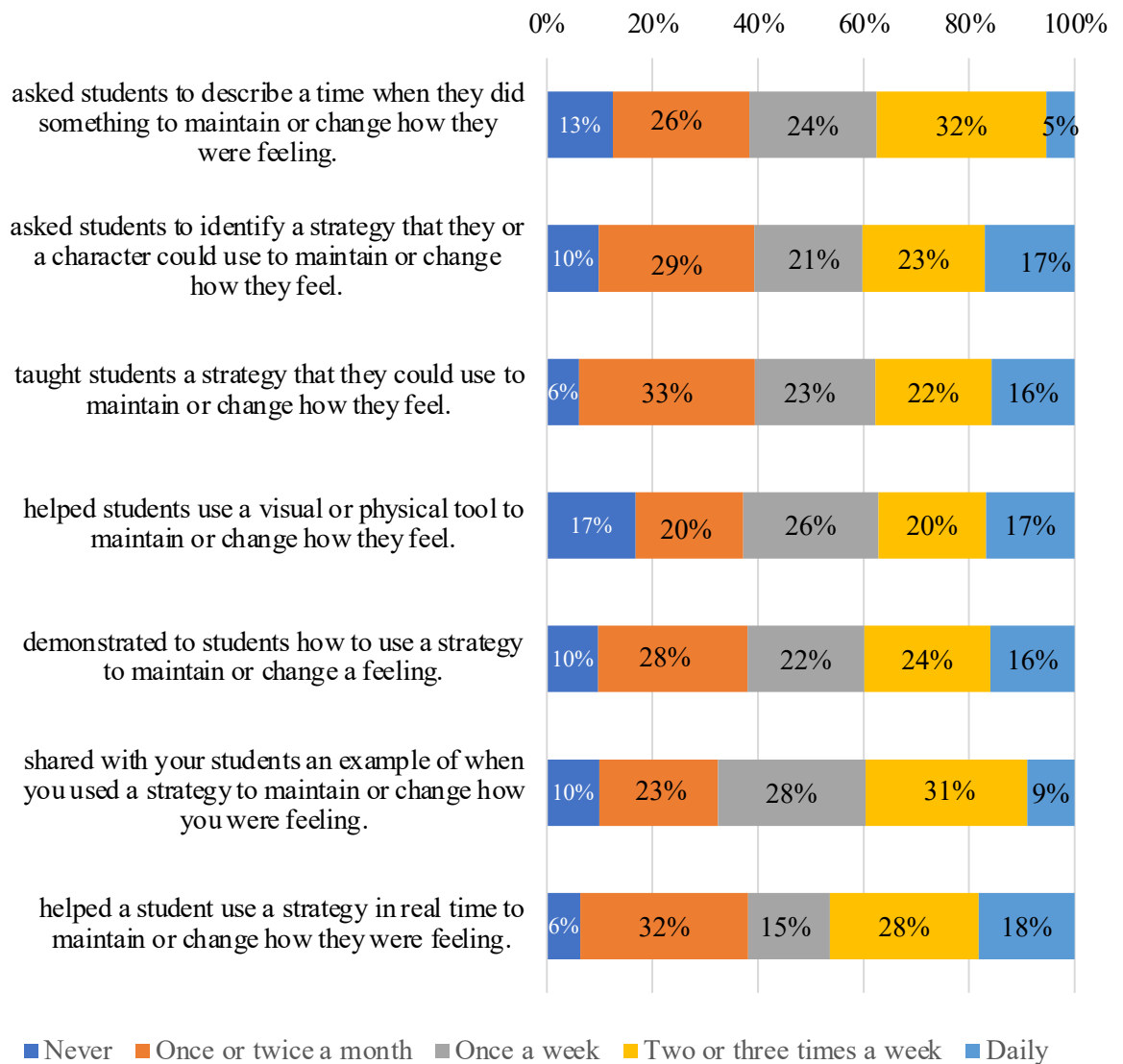
In the past month, how often have you...



Classroom Practices: Emotion Self-Regulation

These questions focus on classroom practices that teachers use to help students develop emotion self-regulation skills.

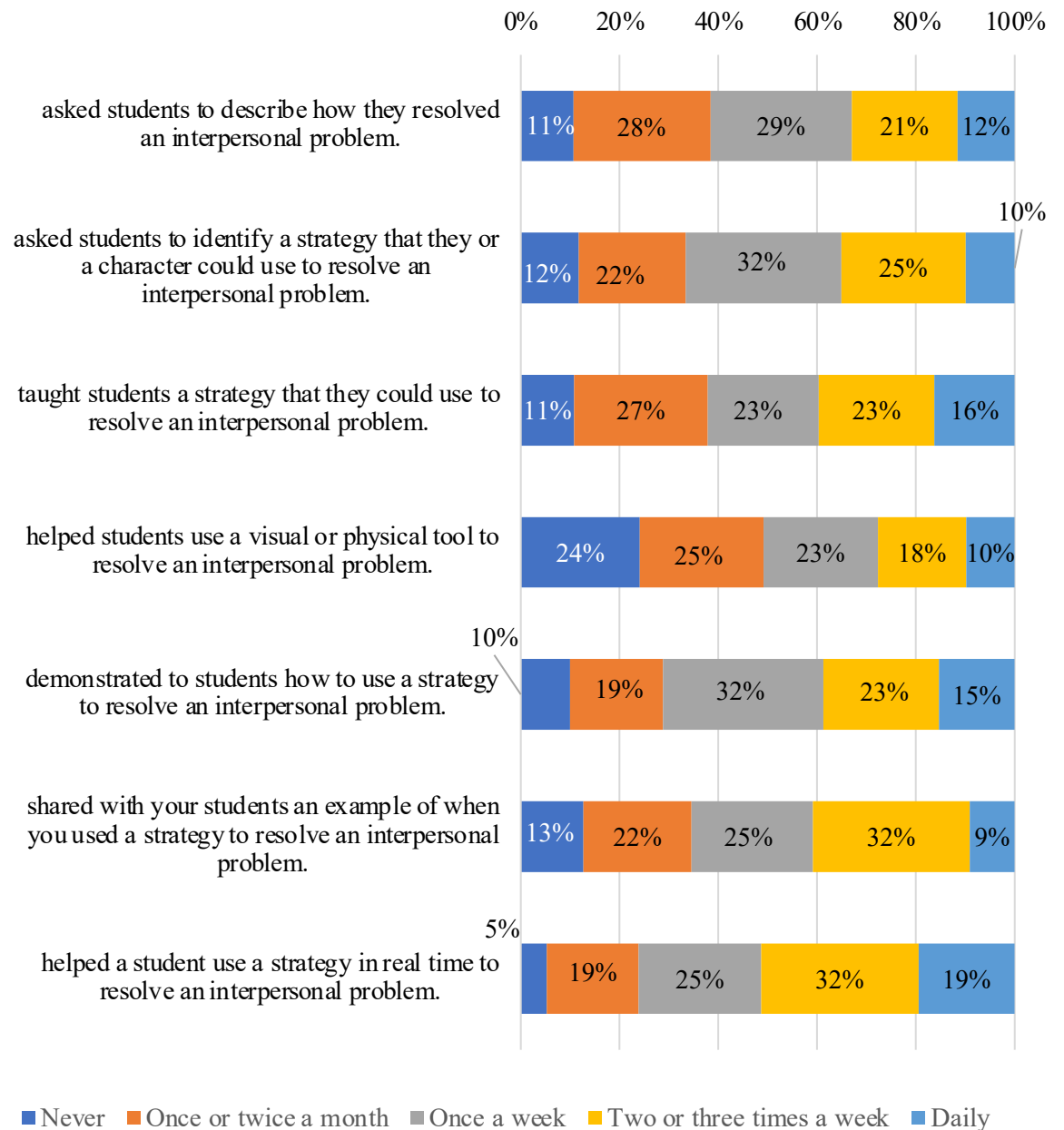
In the past month, how often have you...



Classroom Practices: Social Problem-Solving

These questions focus on classroom practices that teachers use to help students develop social problem-solving skills.

In the past month, how often have you...



Individual Practices: Average Domain Scores

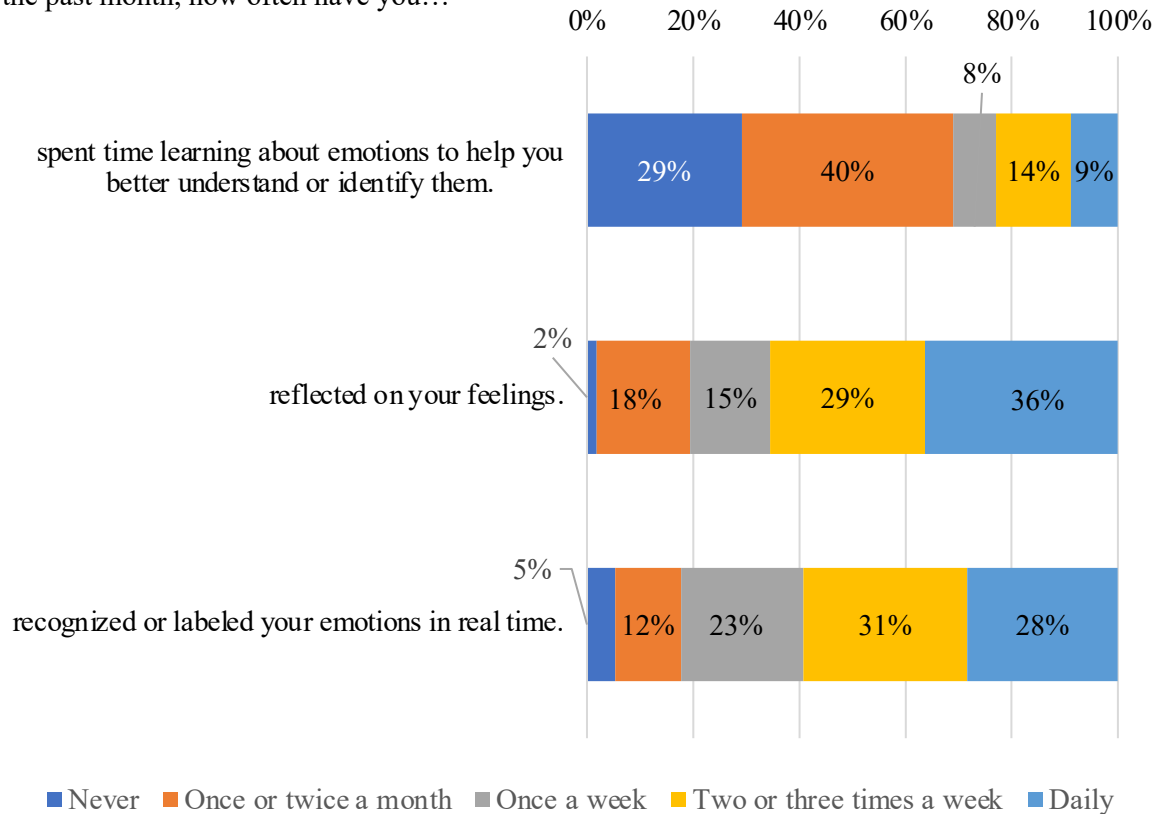
These three domains focus on individual practices that teachers use to support their own social and emotional well-being.



Individual Practices: Emotional Literacy

These questions focus on practices that teachers use to support their own growth in emotional literacy.

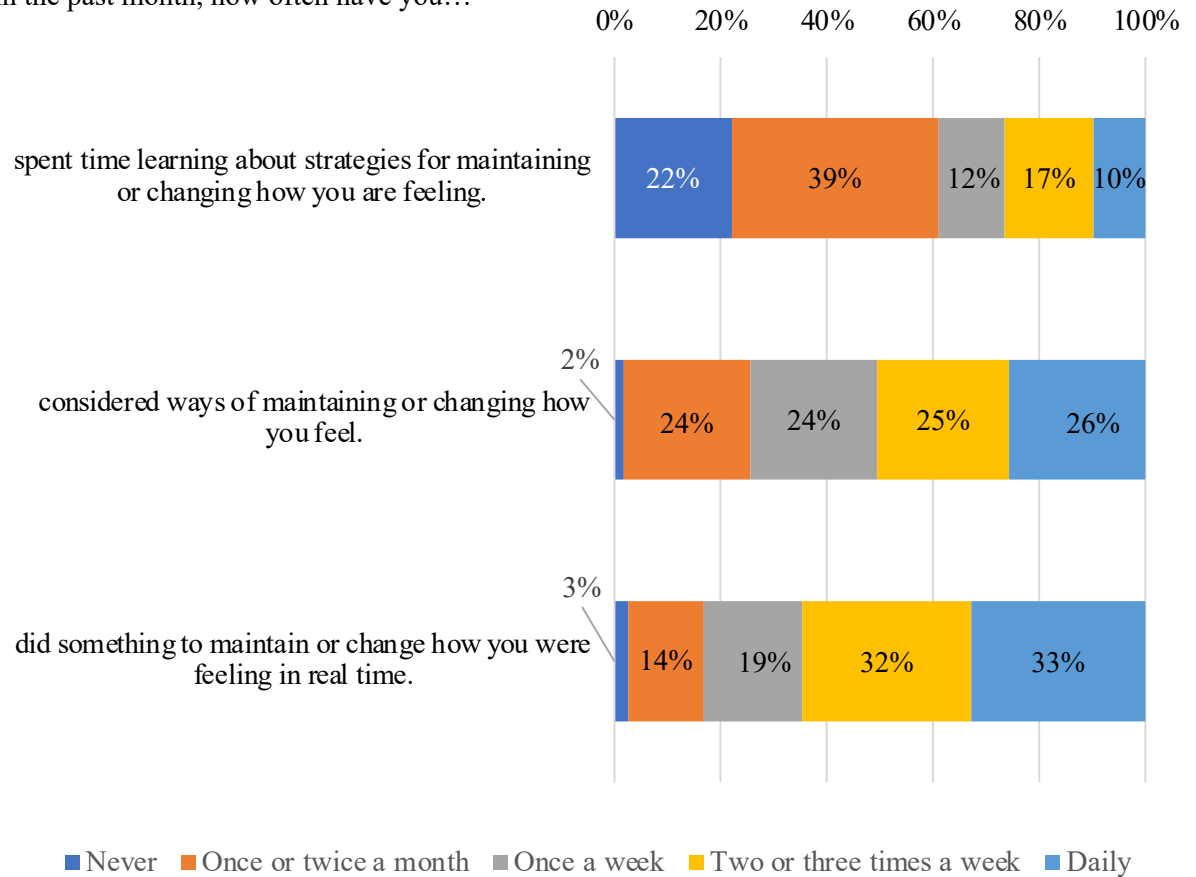
In the past month, how often have you...



Individual Practices: Emotion Self-Regulation

These questions focus on practices that teachers use to support their own growth in emotion self-regulation.

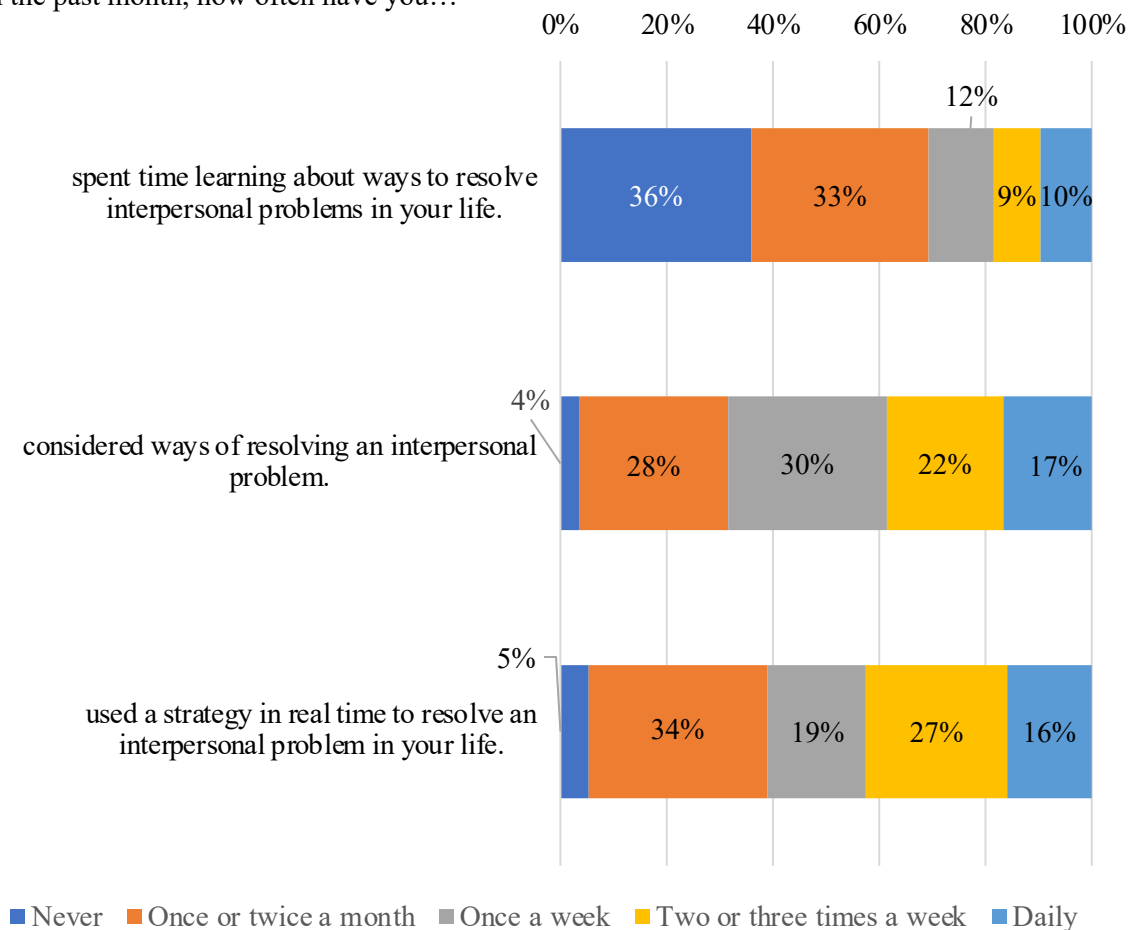
In the past month, how often have you...



Individual Practices: Social Problem-Solving

These questions focus on practices that teachers use to support their own growth in social problem-solving.

In the past month, how often have you...



Affective Experiences Scale (AES) and Sources of Well-being (SOW)

Why study teacher well-being?

- Before the pandemic, US teachers evidenced among the highest rates of stress and burnout recorded – 46% of teachers report high levels of daily stress (Gallup, 2014; McIntyre et al., 2017).
- Pre-pandemic, about 30% to 50% of teachers left the profession in the first five years, often citing stress and burnout as leading factors (Greenberg et al., 2016).
- Since the pandemic, teacher stress and burnout have escalated (Cipriano & Brackett, 2020; Ferren, 2021; Hamilton et al., 2020) with stress becoming the leading reason that teachers leave the profession (Diliberti et al., 2021; Steiner & Woo, 2021).
- The cost of turnover to the US economy is estimated to exceed \$7 billion annually (National Commission on Teaching and America's Future, 2007).
- Teacher well-being is linked with student outcomes: social and emotional health and academic achievement (Milkie & Warner, 2011; Oberle & Schonert-Reichl, 2016; Roorda et al., 2011).

What is well-being?

- Based on decades of research, well-being is considered to have three primary dimensions.
 - Social Well-Being: is the extent of one's social connectedness and social inclusion with valued others; one's social reciprocity and concern for others in need; and one's ability to be themselves around others (Keyes, 1998; Ryan & Deci, 2000).
 - Emotional Well-Being: is the extent to which individuals feel excited or content in their daily lives rather than anxious and depressed; and that individuals experience pleasant emotions consistently and somewhat frequently, and overall at a higher rate than they experience unpleasant emotions (Diener, 2009; Lyubomirsky, 2008).
 - Workplace Well-Being: is the extent to which individuals have a sense of meaning and purpose that motivates their professional lives; that individuals actively engage their faculties and are stimulated by their work; and that individuals feel a sense of accomplishment in pursuing their goals (Ryan & Deci, 2001; Ryff & Singer, 2008).

What is the Yale Teacher Well-Being Report?

- This Yale Teacher Well-Being Report provides initial information on the social, emotional, and workplace well-being of teachers at your school.
- Please remember that the results only represent the portion of teachers **in your school** who responded to the survey.
- All the measures are grounded in empirical science, following the core assessment standards of reliability and validity. That said, we're piloting new tools, so these data are *preliminary*.
- By measuring teacher well-being, the intention is to identify areas of strength and opportunities for development to enhance school climate and support teacher flourishing.

161

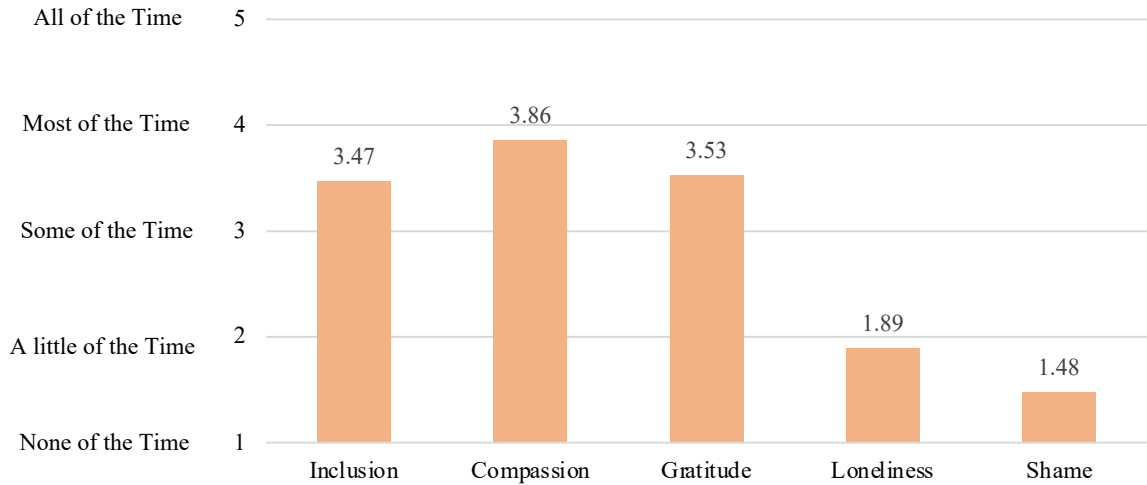
Educators who participated in this part of the survey. The AES and SOW are designed for all educators in a school building and thus all participants were given these parts of the survey.

Yale Teacher Affective Experiences Scale

Teachers were asked to rate how frequently they experienced each feeling and emotion over the past few weeks on a scale from 1 (None of the time) to 5 (All of the time).

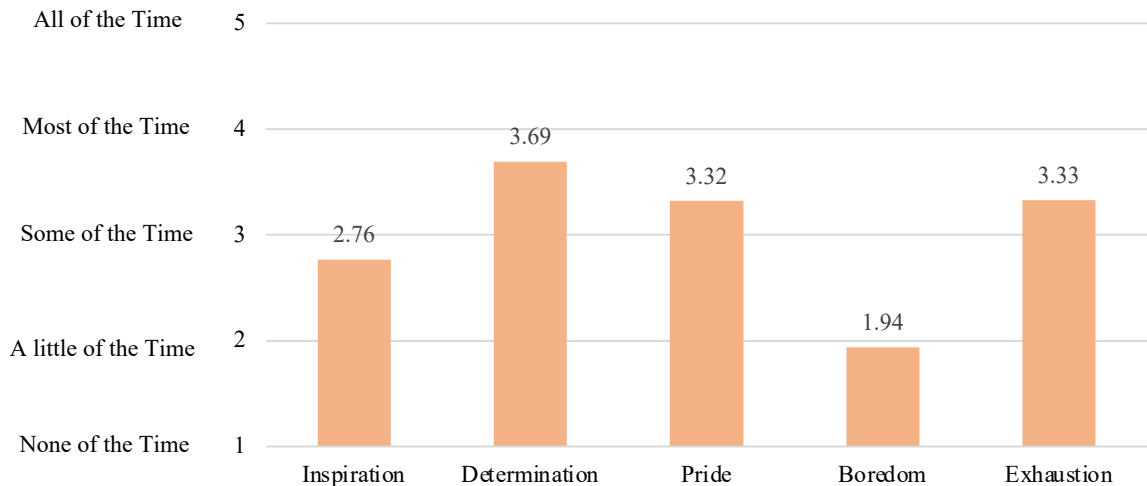
The numbers above the bars represent the mean score.

Social Well-Being



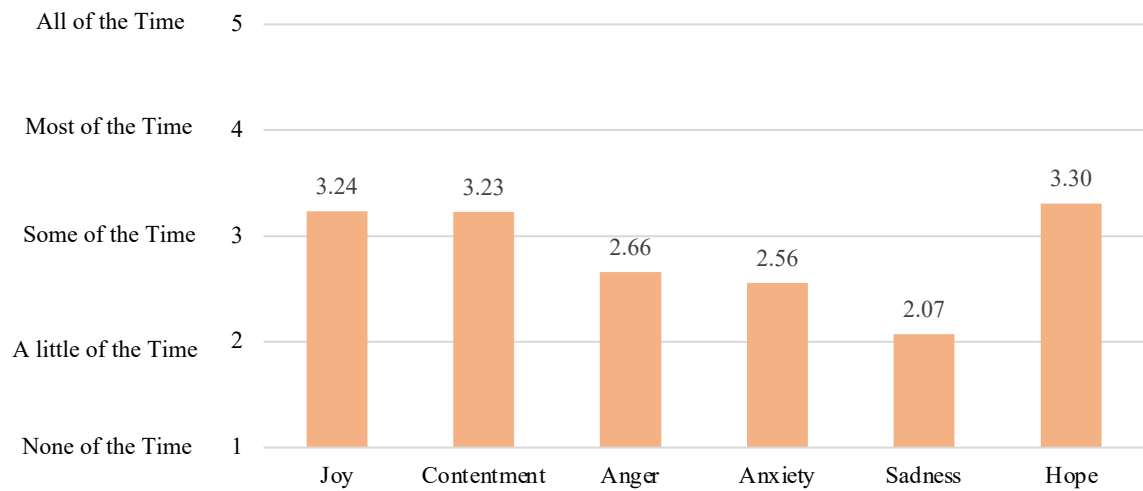
Note: Inclusion = accepted, included, valued; Compassion = compassionate, empathic, sympathetic; Gratitude = grateful, appreciative, thankful; Loneliness = isolated, alone, excluded; Shame = embarrassed, ashamed, humiliated.

Workplace Well-Being



Note: Inspiration = inspired, amazed, awed; Determination = determined, motivated, focused; Pride = accomplished, proud, successful; Boredom = disengaged, bored, disconnected; Exhaustion = exhausted, tired, burned-out.

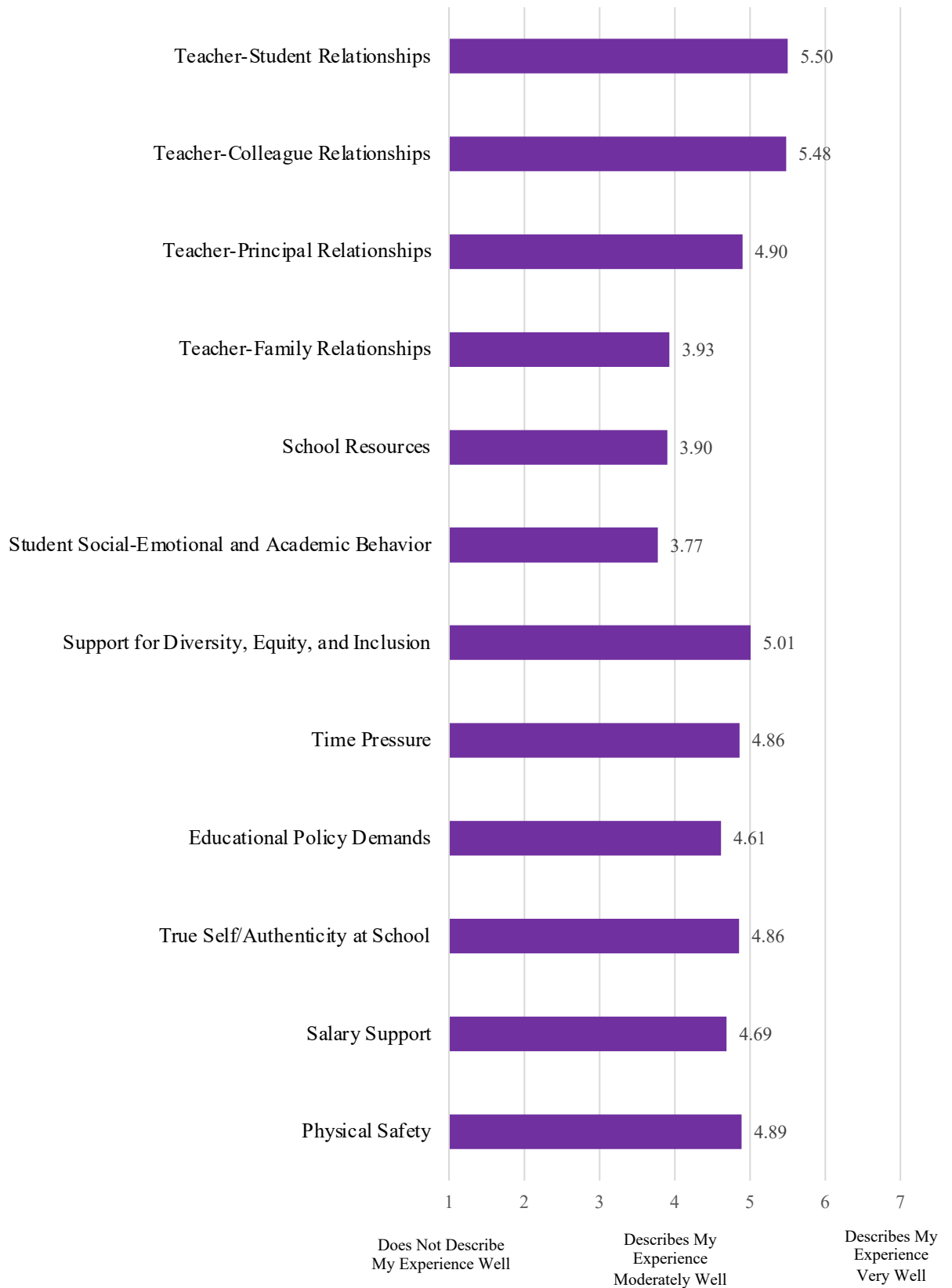
Emotional Well-Being



Note: Joy = excited, enthusiastic, joyful; Contentment = content, fulfilled, satisfied; Anger = angry, annoyed, frustrated; Anxiety = anxious, nervous, worried; Sadness = sad, down, depressed; Hope = hopeful, optimistic, wishful.

Yale Educator Sources of Well-Being Scale (SOW)

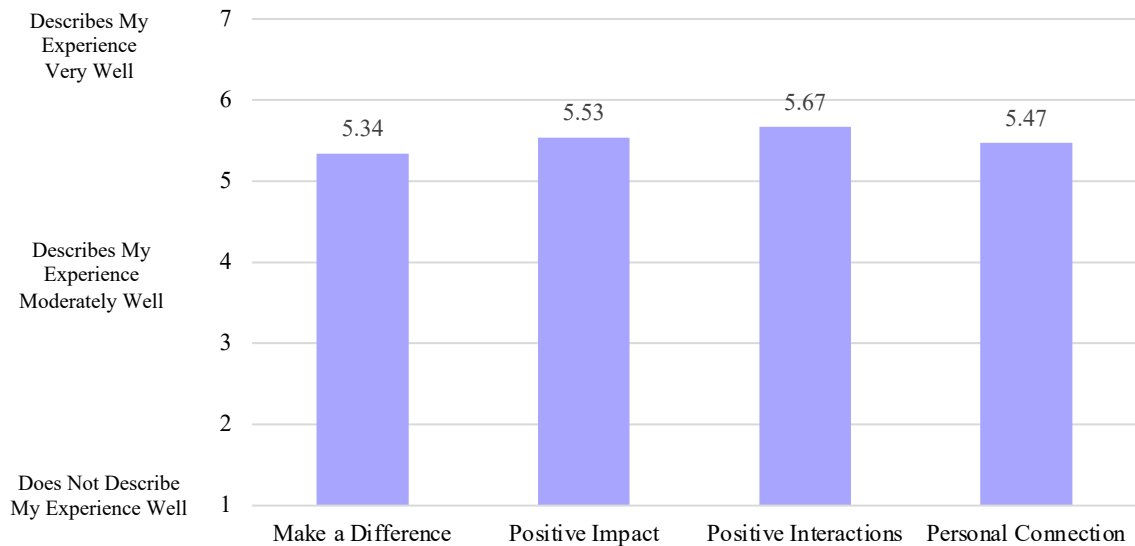
This bar graph represents the average score across all domains of the Sources of Well-being Scale. The domains are on a scale from 1 (Does Not Describe My Experience Well) to 7 (Describes My Experience Very Well).



SOW at the Item Level

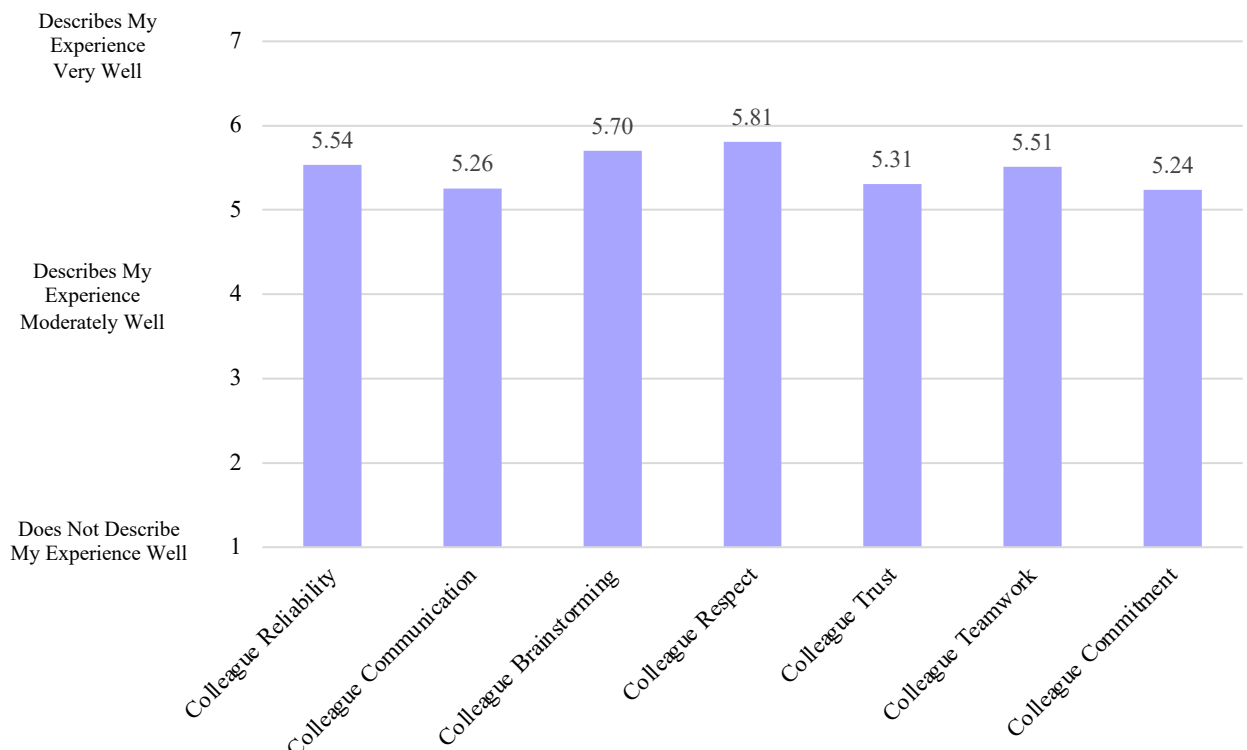
The following graphs are of the individual items that make up each domain. Teachers were asked to rate the extent to which they agree or disagree with the following statements on a scale from 1 (Does Not Describe My Experience Well) to 7 (Describes My Experience Very Well). The numbers above the bars represent the mean score.

Teacher-Student Relationships



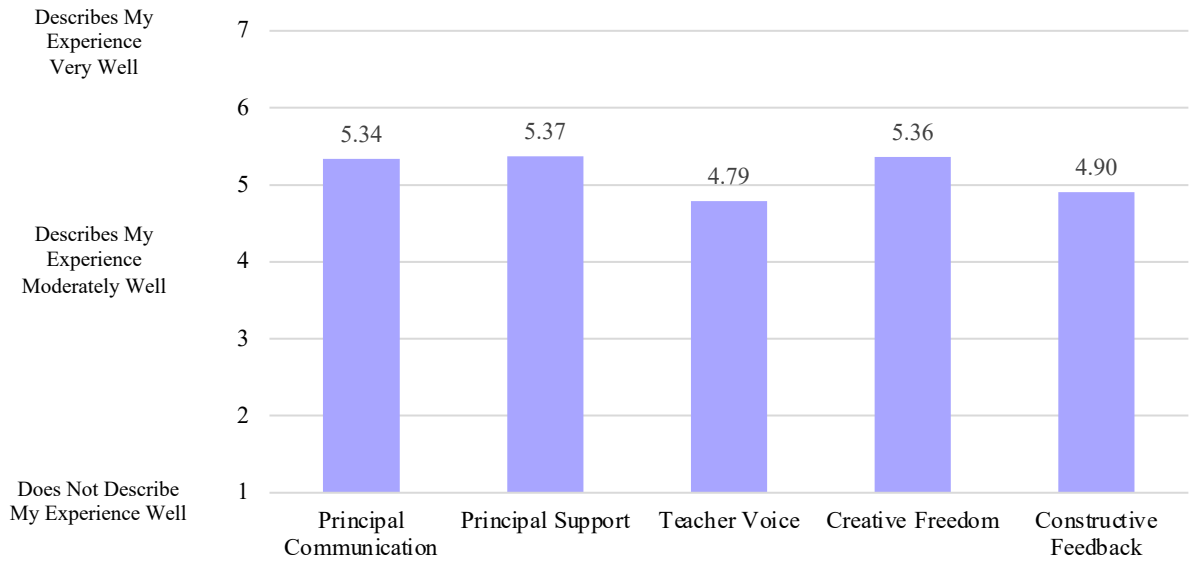
Note: Make a Difference = I make a difference in my students' lives; Positive Impact = I have a positive impact on my students; Positive Interactions = I have positive one-on-one interactions with my students; Personal Connection = I learn about my students' personal lives.

Teacher-Colleague Relationships



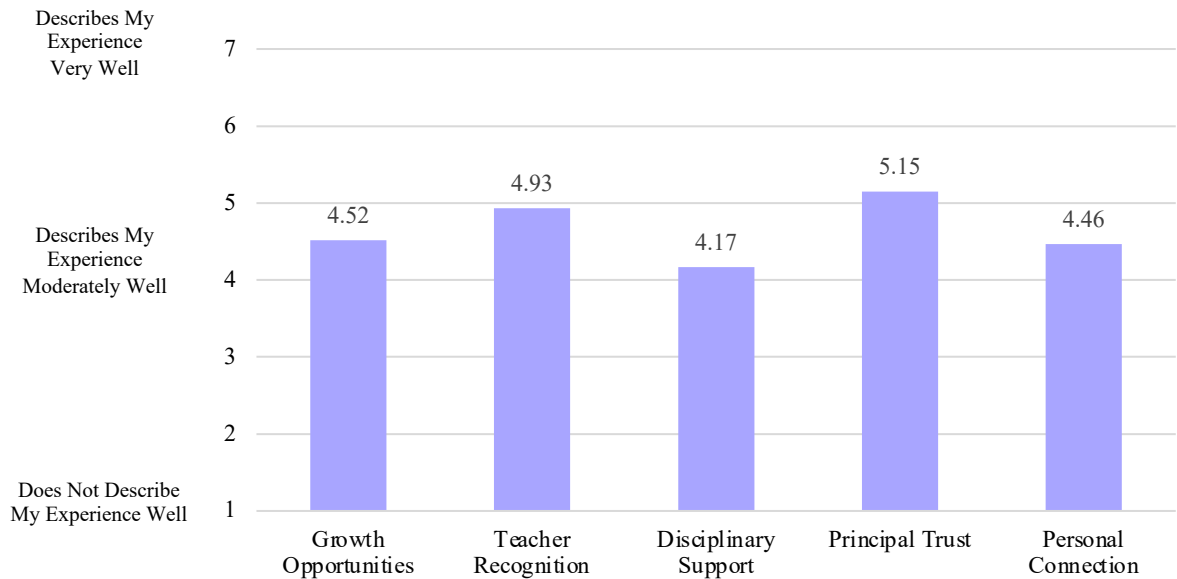
Note: Colleague Reliability = I can rely on my colleagues; Colleague Communication = I can talk through problems with my colleagues openly and honestly; Colleague Brainstorming = I exchange ideas with my colleagues; Colleague Respect = My colleagues are respectful to me; Colleague Trust = My colleagues are people I can trust; Colleague Teamwork = My colleagues are team players; Colleague Commitment = My colleagues go above and beyond their duties at work.

Teacher-Principal Relationships I



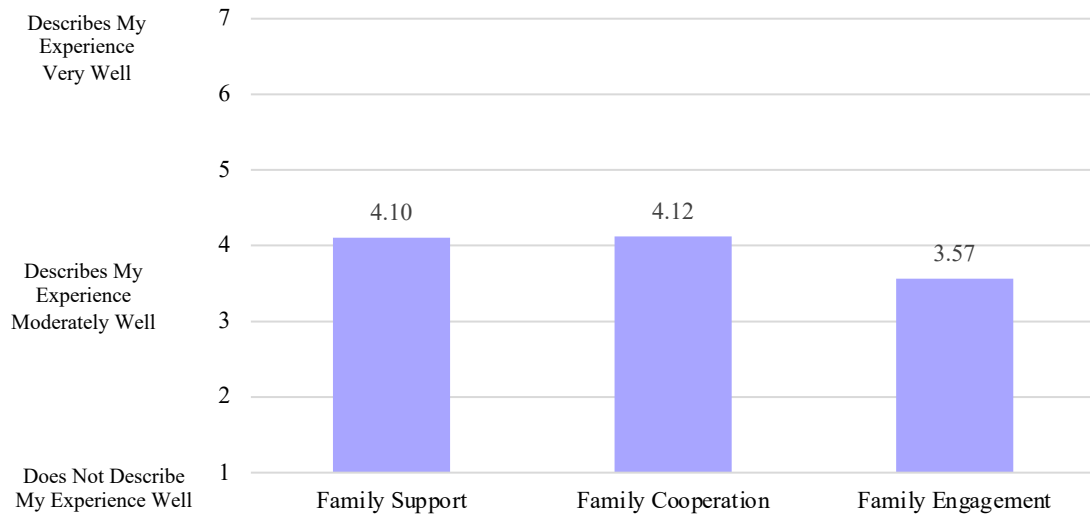
Note: Principal Communication = My principal communicates openly and honestly with me; Principal Support = My principal is easy to talk to about school related problems; Teacher Voice = My principal consults me in the decision-making process; Creative Freedom = My principal gives me permission to be creative in my work; Constructive Feedback = My principal provides me with constructive feedback.

Teacher-Principal Relationships II



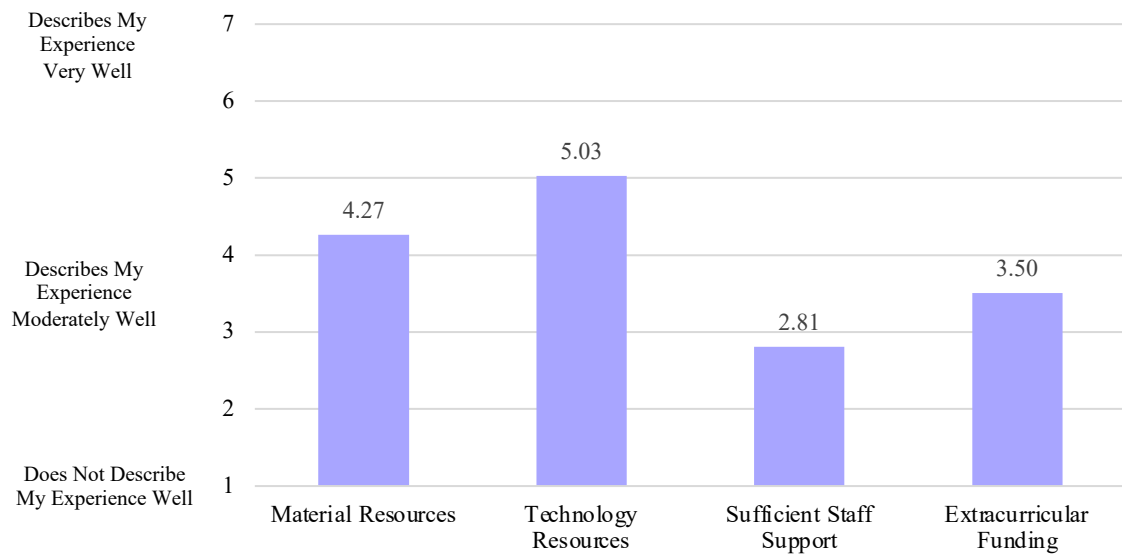
Note: Growth Opportunities = My principal offers valuable professional development opportunities to help me perform at my best; Teacher Recognition = My principal recognizes my contributions to the school; Disciplinary Support = My principal provides me with student disciplinary support; Principal Trust = My principal is someone I can trust; Personal Connection = My principal is someone who knows me well.

Teacher-Family Relationships



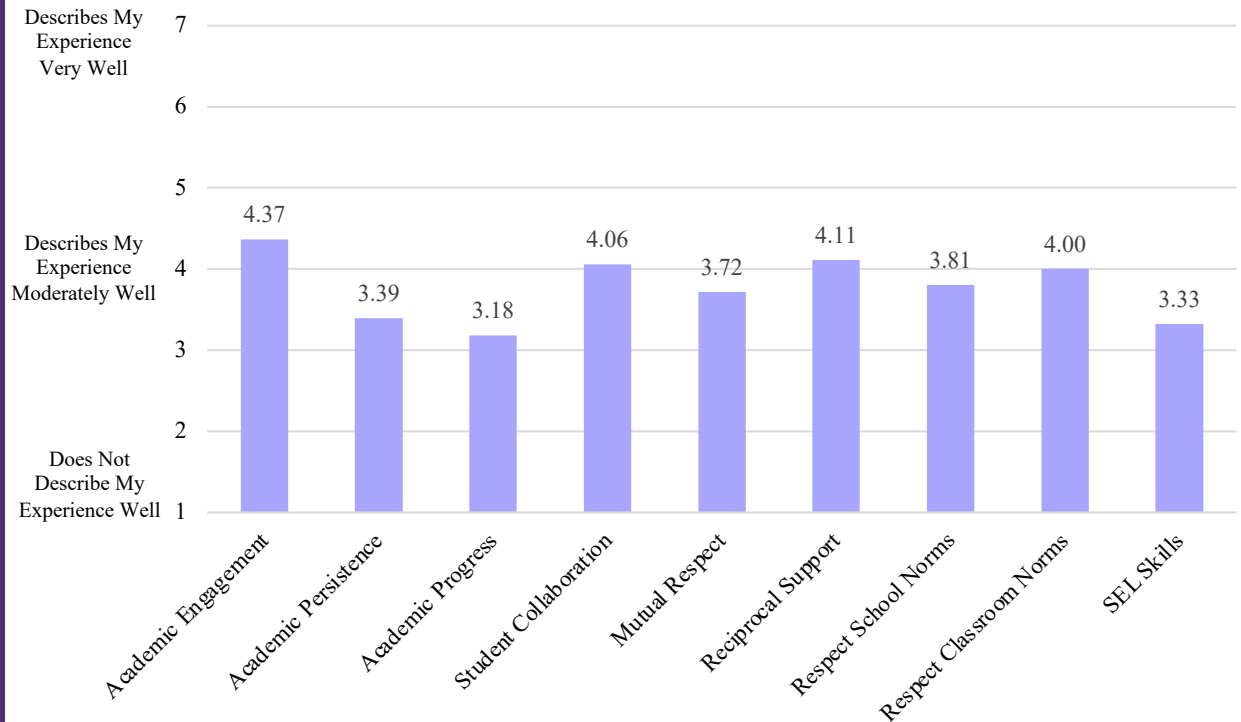
Note: Family Support = My students' families support the work I am doing with their child;
 Family Cooperation = My students' families cooperate with me to promote their child's success; Family Engagement = My students' families are engaged in their child's education.

School Resources



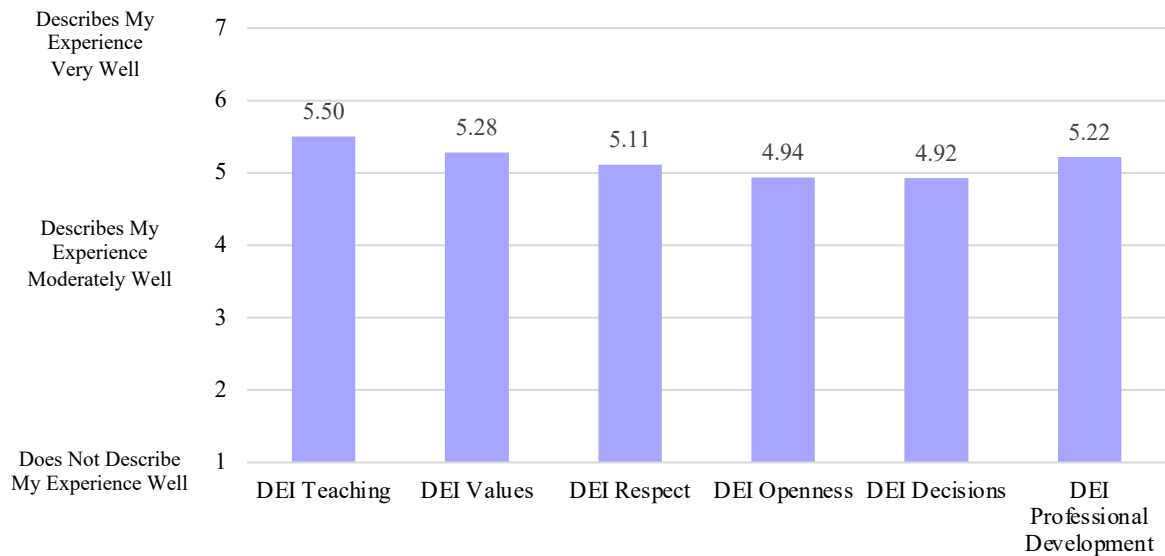
Note: Material Resources = My school has enough material resources (e.g., books, writing utensils) needed to teach effectively; Technology Resources = My school offers the necessary technology to support student learning; Sufficient Staff Support = My school has sufficient staff to meet all student learning needs; Extracurricular Funding = My school has sufficient funding for extracurricular projects.

Student Social, Emotional and Academic Behavior



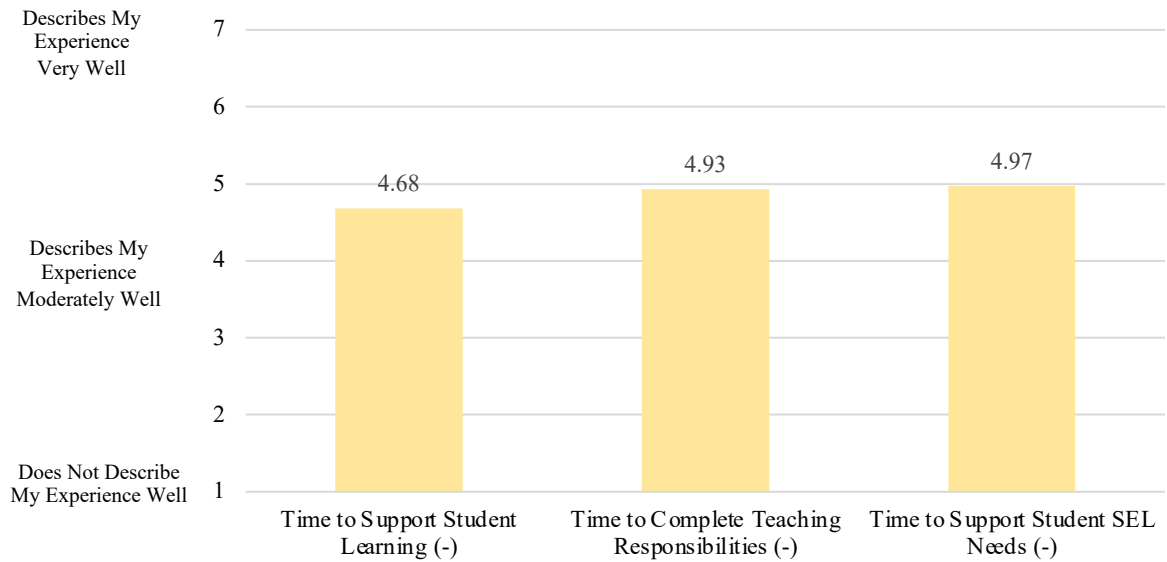
Note: Academic Engagement = My students are engaged during class; Academic Persistence = My students persist when they face challenges with their learning; Academic Progress = My students make academic progress over the school year; Student Collaboration = My students work well together; Mutual Respect = My students treat each other with respect; Reciprocal Support = My students make an effort to support one another; Respect School Norms = My students respect school norms; Respect Classroom Norms = My students respect classroom norms; SEL Skills = My students have the social and emotional skills they need to succeed in my classroom.

Support for Diversity, Equity & Inclusion



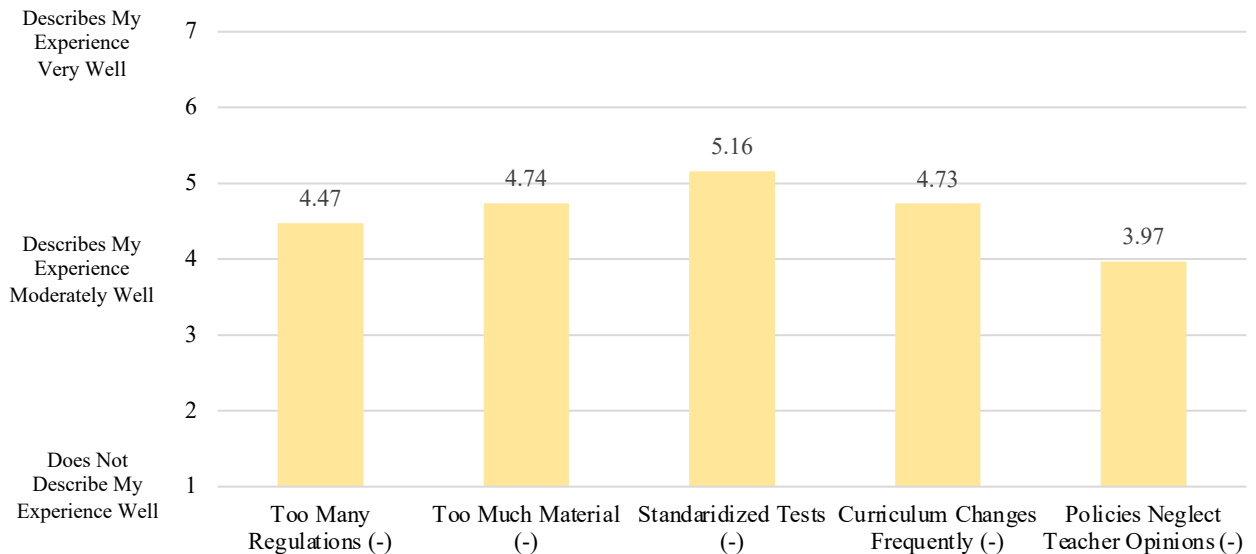
Note: DEI Teaching = In my school, we are encouraged to incorporate students' diverse identities and cultural backgrounds into our teaching; DEI Values = In my school, diversity, equity, and inclusion are part of our core values; DEI Respect = In my school, my identity and cultural background are appreciated; DEI Openness = In my school, we have open and honest conversations about diversity, equity, and inclusion; DEI Decisions = In my school, important decisions are informed by a diversity, equity, and inclusion lens; DEI Professional Development = In my school, we are provided professional development around diversity, equity, and inclusion.

Time Pressure



Note: Time to Support Student Learning = I do not have enough time to support each student's learning needs (-); Time to Complete Teaching Responsibilities = I do not have enough time in the school day to complete my teaching responsibilities (-); Time to Support Student SEL Needs = I do not have enough time to support each student's social and emotional needs (-).

Educational Policy Demands

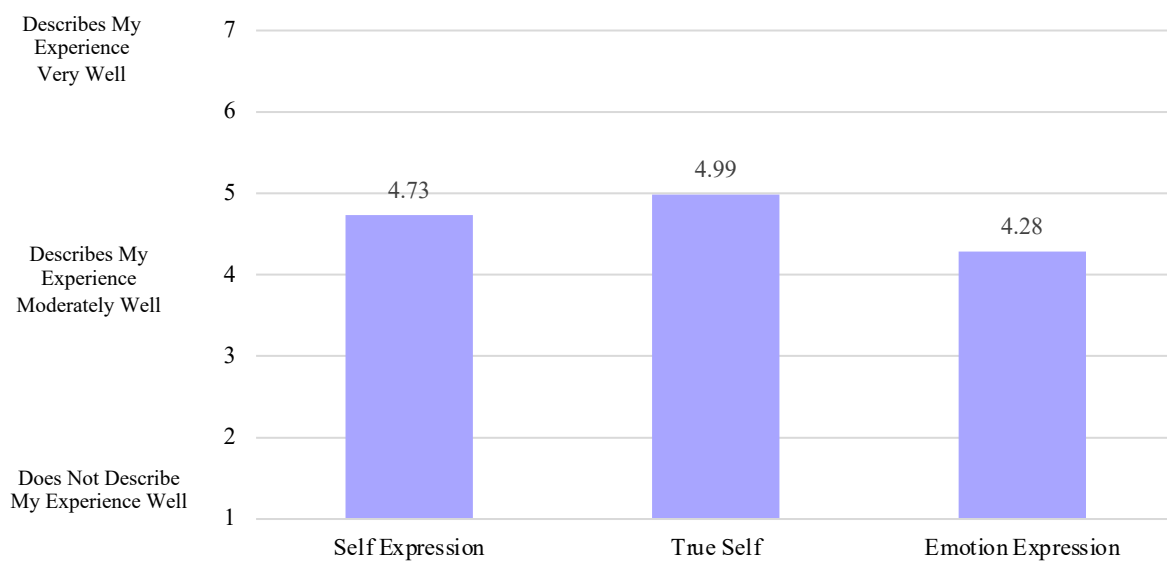


Note: Too Many Regulations = Educational policies contain too many rules and regulations directing how I teach (-); Too Much Material = Education policies require me to cover too much material in the school year (-); Standardized Tests = Education policies focus too heavily on standardized testing (-); Curriculum Changes Frequently = Education policies about the curriculum change too frequently (-); Policies Neglect Teacher Opinions = Education policies do not reflect my thoughts and opinions about education (-).



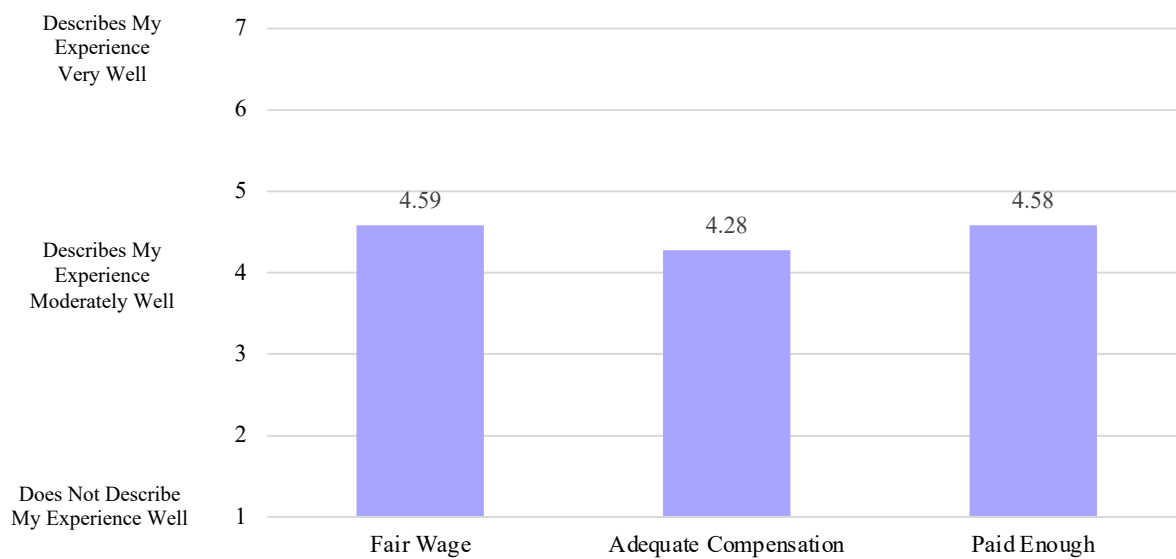
The yellow bars are a reminder that these particular questions are worded negatively, where the lower numbers are a more favorable response (i.e., a 1 on **Too Many Regulations** would indicate that “Educational policies contain too many rules and regulations directly how I teach.” does *not* describe your experience well).

True Self/Authenticity at School



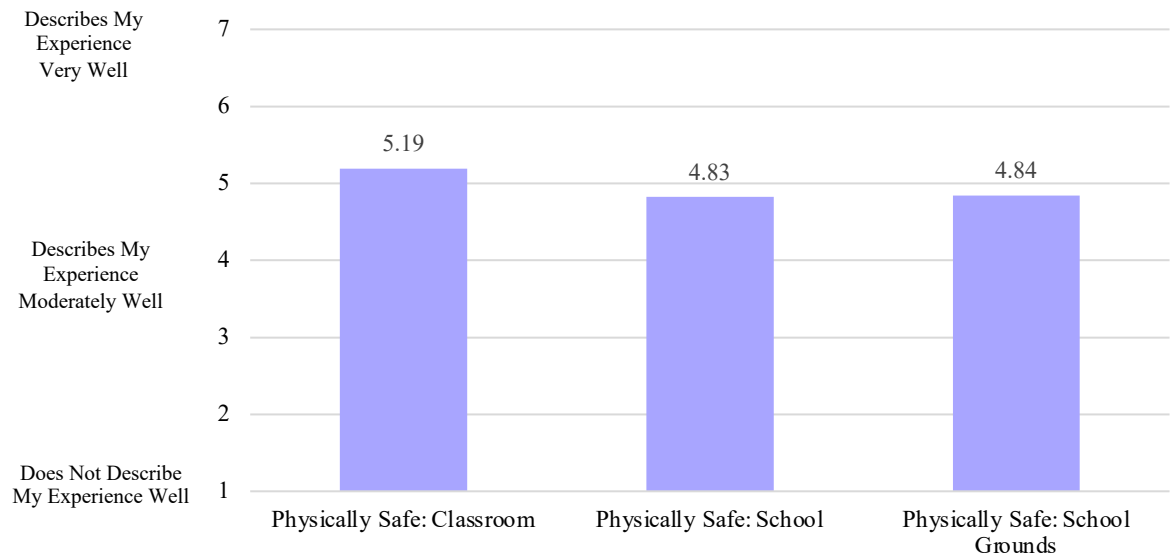
Note: Self Expression = I am comfortable sharing my opinions at school, even if they are different from those of others; True Self = I can be my true self at school; Emotion Expression = I can express my true emotions at school.

Salary Support



Note: Fair Wage = In my school, I am paid a fair wage; Compensation = In my school, I am adequately compensated; Pay Adequacy = In my school, I am paid enough to make ends meet.

Physical Safety



Note: Physically Safe: Classroom = I feel physically safe in my classroom; Physically Safe: School = I feel physically safe in my school; Physically Safe: School Grounds = I feel physically safe on my school grounds.

Correlation Table between AES and SOW

Below are your *schools's* correlations between the Affective Experiences Scale and Sources of Well-Being. While correlations can indicate patterns, they do not necessarily indicate that one item is caused by another.

Affective Experiences Scale

Sources of Well-Being

	Inclusion	Compassion	Gratitude	Inspiration	Determination	Pride	Joy	Contentment	Hope	Loneliness	Shame	Boredom	Exhaustion	Anger	Anxiety	Sadness
Teacher-Student Relationships		●	●		●	●	●	●						●		
Student Social-Emotional and Academic Behavior	●	●	●	●	●	●	●	●	●			●	●	●		
Teacher-Principal Relationships	●		●				●	●	●					●		
Teacher-Colleague Relationships																
Teacher-Family Relationships			●			●								●		
Educational Policy Demands																
Time Pressure														●		
School Resources							●						●	●		●
Physical Safety	●		●		●	●	●	●					●	●		
True Self/Authenticity at School	●					●	●	●		●						
Support for Diversity, Equity, and Inclusion	●		●	●	●		●		●							
Salary Support													●	●	●	●



Moderate to Strong positive correlation (≥ 0.400)



Moderate to Strong negative correlation (≤ -0.400)

Teacher Well-Being and Social and Emotional Learning Resource Bank

Emotional intelligence, well-being, connection, and kindness are skills that can be taught and developed over time—with practice. Below are a series of research-based resources to support daily efforts to develop these vital human capacities and demonstrate resilience inside and outside of the classroom.

Resources for Adults and Teachers

Well-Being, SEL, and Mindfulness Courses and Practices

- Free 10-hour course designed by the Yale Center for Emotional Intelligence to help school staff better manage their emotions and create supportive learning environments for students <https://www.coursera.org/learn/managing-emotions-uncertainty-stress>
- Greater Good in Action (GGIA) collects the best research-based practices for a happier, more meaningful life—and puts them at your fingertips in an online format that's easy to use: <https://ggia.berkeley.edu/>.
- Center for Investigating Healthy Minds UW-Madison has created a Well-Being Toolkit with practices they have found in their research to support both physical and mental health: <https://centerhealthyhinds.org/your-well-being-toolkit>
- Free 8-Week online Mindfulness-Based Stress Reduction (MBSR) Course (with Certification): <http://palousemindfulness.com/index.html>. MBSR is the most studied and empirically supported secular mindfulness program in the West. Find schedules for in-person MBSR classes near you here: <https://www.umassmed.edu/cfm/mindfulness-based-programs/mbsr-courses/find-an-mbsr-program/>
- Paid 8-Week evidence-based Compassion Cultivation Training (CCT) Course: <http://ccare.stanford.edu/education/directory-of-certified-teachers/>. CCT is an 8-week in-person evidence-based training program designed to develop the qualities of compassion, empathy, and kindness for oneself and for others.
- Free Yale University course on the Science of Human Emotion: <https://www.youtube.com/watch?v=8KFFkNhID4Y&list=PLh9mgdi4rNewieO9Dsj-OhNBC9bF4FoRp>.
- Free Online Course on the Science of Meditation: <https://www.coursera.org/learn/science-of-meditation>
- The Mindful Awareness Research Center (MARC) at UCLA provides a variety of meditation types and lengths for an introduction to meditation that you can practice on your own: <http://marc.ucla.edu/mindful-meditations>

Well-Being, SEL, and Mindfulness Research and Information

- The Collaborative for Academic and Social-Emotional Learning (CASEL) is *the* clearinghouse for SEL research, policy and practice information: <http://www.casel.org/>
- The Science of Happiness: Learn science-based principles and practices for a happy, meaningful life: <https://www.edx.org/course/science-happiness-uc-berkeleyx-gg101x-4>
- America Mindfulness Research Association (AMRA) created this site for accessing latest research; sign up for their monthly research roundup email: <https://goamra.org/>.
- Gallup created this tool to help understand and address teacher well-being. <https://www.gallup.com/education/316709/how-to-improve-wellbeing-in-education.aspx>
- Kaiser-Permanente published the School employee well-being collaboration guide: How school employees, their unions, and school administrators at all levels can create a better place to learn, work and thrive. https://thrivingschools.kaiserpermanente.org/wp-content/uploads/2021/06/Wellbeing-Guides-Part-1-and-2_School_Employee_June-2021.pdf
- The National Association for Family, School, and Community Engagement (NAFSE) created a set of activities to support teacher identity development: https://cdn.ymaws.com/nafsce.org/resource/resmgr/media/Sample_Activities_to_Support.pdf
- Organizing Engagement created this framework of six types of involvement, often referred to as the School-Family-Community Partnership model. <https://organizingengagement.org/models/framework-of-six-types-of-involvement/>

Resources for Working Across Differences:

- Annie E. Casey Foundation created the Race, Equity, and Inclusion Action Guide, a step-by-step guide to help schools advance and embed equity and inclusion. https://assets.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf
- Greater Good Science Center created the Bridging Differences Playbook, a tool for helping individuals and teams to work across differences. https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf
- Understood created a guide to help those who think and learn differently: <https://www.understood.org/>
- MIT Teaching Systems Lab created Becoming a More Equitable Teacher: Resources and Articles, a free online course to help teachers understand, honor, and work across differences to help students thrive. <https://openlearninglibrary.mit.edu/courses/course-v1:MITx+0.503x+T2020/about>

Resources for Youth and the Classroom

Well-Being, SEL, and Mindfulness Practices and Programs

- The Educating All Learners resource library brings together resources and practical approaches from best-in-class providers across education: <https://educatingalllearners.org/resource-library/>
- ClassDojo is a free online-based SEL program that gamifies building a positive classroom climate and is used by many teachers and schools: <https://www.classdojo.com/>
- The Random Acts of Kindness Foundation (RAK) provides free, downloadable evidence-based SEL lesson plans: <https://www.randomactsofkindness.org/for-educators>. This curriculum features complete developmentally appropriate, standards-aligned lessons for grades K-12 with handouts that teach kids important social and emotional skills.
- The Mood Meter is a research-based SEL application to build greater emotional awareness and regulation in teachers and students: <http://ei.yale.edu/mood-meter-app/>
- MindYeti is a free online mindfulness platform and mobile application for kids made by the creators of Second Step (The Committee for Children): <https://www.mindyeti.com/sessions>
- Mindful Teachers offers free tips and activities for implementing developmentally appropriate mindfulness practices in the classroom: <http://www.mindfulteachers.org/>
- Mindfulness for Teens has free audio and video recordings of practices appropriate for introducing mindfulness-based exercises to teens: <http://mindfulnessforteens.com>
- Paid theory-based and research-supported mindfulness and emotion skills training program for teens: <http://learning2breathe.org/>

Well-Being, SEL, and Mindfulness Information and Assessment

- The WestEd compendium provides resources for district leaders to consider as they seek to implement evidence-based supports to ensure social and emotional learning (SEL) is fully integrated into the educational experience of their students, families, staff, and community. While targeted to the district level, many of these resources may be useful to school leaders as well. https://selcenter.wested.org/wp-content/uploads/sites/3/2020/09/SELCenter_CompndiumofResources.pdf
- Social-Emotional Learning (SEL) Resource Finder: <http://www.selresources.com/sel-resources/sel-apply-resources/>. The Resource Finder provides a variety of resources to help you learn about SEL, to apply teaching methods, and to assess your efforts.
- Heart-Mind Online is an online-based resource portal to social-emotional learning lessons, practices, and information: <http://heartmindonline.org/>.
- The Early Development Instrument (EDI) is a free questionnaire that measures five core areas of early child development that are known to be good long-term predictors of adult health, education and social outcomes: <http://earlylearning.ubc.ca/edi/>
- The Middle Years Development Instrument (MDI) is a free questionnaire that asks children in Grade 4 and Grade 7 how they think and feel about their experiences both inside and outside of school, which is strongly linked to well-being, health and academic achievement: <http://earlylearning.ubc.ca/mdi/>

- The Classroom Assessment Scoring System (CLASS) was developed to help teachers improve what matters most in the classroom—the interactions that drive learning and development: <http://teachstone.com/classroom-assessment-scoring-system-class/>

Resources for Adult and Youth Mental Health Support

Please see below a set of resources to support your mental health as well as the mental health of the youth you work with. The Yale Center for Emotional Intelligence does not officially endorse any particular resource or organization. In the case of an emergency, always call 911 immediately.

Mental Health Support for Adults

- Get Immediate Help: If you are in crisis, and need immediate support or intervention, call 1-800-273-8255, or chat live online at <http://www.crisischat.org/>. Trained crisis workers are available to talk 24 hours a day, 7 days a week. Calls are toll-free and confidential.
- Find a Health Care Provider or Treatment: For general information on mental health and to locate treatment services in your area, call the Mental Health Services Treatment Referral Helpline at 1-800-662-4357. SAMHSA also has a Behavioral Health Treatment Locator on its website that can be searched by location: <https://findtreatment.samhsa.gov/>
- Accessible Mental Health Information: The HelpLine is a mental health information and referral service run by the National Alliance on Mental Illness (NAOMI). It can be reached by calling 1-800-950-6264 Monday to Friday 10 am - 6 pm EST or by emailing info@nami.org. Also, their website provides helpful information on navigating mental health concerns: <https://www.nami.org/Find-Support/>.

Mental Health Support for Youth

- Get Immediate Help: If you are in crisis, and need immediate support or intervention, call 1-800-273-8255, or chat live online at <http://www.crisischat.org/>. Trained crisis workers are available to talk 24 hours a day, 7 days a week. Calls are toll-free and confidential.
- Teenage Health Resource Line: Confidential psychological and physical health information for teens by calling 1-888-711-8336 (7 a.m. - 11 pm. All Week).
- Accessible Mental Health Information: The HelpLine is a mental health information and referral service run by the National Alliance on Mental Illness (NAOMI). It can be reached by calling 1-800-950-6264 Monday to Friday 10 am - 6 pm EST or by emailing info@nami.org. Also, their website provides helpful information on navigating mental health concerns: <https://www.nami.org/Find-Support/Teens-and-Young-Adults>.
- Young Women's Health Information: www.youngwomenshealthsite.org. Young Women's Health is a website for teen girls and young women featuring up-to-date mental and physical health information.
- Young Men's Health Information: www.youngmenshealthsite.org. Young Men's Health is a website for teen guys and young men featuring up-to-date mental and physical health information.

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