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Editorial

Self-Regulation and Social and Emotional Learning

Laura Dallman

This issue of the SSRL magazine explores the role of teacher emotion regulation in student social-emotional learning. Student social-emotional learning (SEL) has received recent attention with a plethora of curricula devoted to teaching students social-emotional skills and behavior (CASEL).

Less discussed, however, is the effect of teachers' emotion-regulatory behavior on student social-emotional learning. Teachers serve as direct instructors of SEL curricula, but they also serve as models and co-regulators of student emotion and social-emotional behavior (Becker et al., 2014; den Brok & van Tartwijk, 2015).

Their environmental, emotional importance is indicated by research on the beneficial effects of positive teacher -student relationships and classroom climate on numerous student outcomes, including student social-emotional behavior and development (Avant et al., 2011; Buyse et al., 2008; Hamre et al., 2007; Hughes & Im, 2016).

Teacher social-emotional behavior undergirds student learning and healthy social-emotional development (Rutledge et al., 2015; Hamre et al., 2013). The social aspects of teaching and learning are readily apparent. Teachers and students must interact to affect learning. Less obvious, however, is the emotional component of the social-emotional dynamic (Pekrun & Linnenbrink-Garcia, 2014). Emotion has an initiating, albeit unconscious, role in behavior and learning.

Emotion is a student's first response to the educational experience and determines whether cognitive or behavioral resources are activated (Damasio, 1999; Siegel, 2012). How and whether those resources are activated depends not just on the value and valence of the stimulus but also on experience, cultural values, social roles, and social context (Barrett, 2017).

Because emotion is the first response to stimuli, social behavior and emotional response are inextricably linked. Teachers provide myriad emotional stimuli through their social interactions: Feedback may be encouraging or discouraging; directions may be intimidating or welcoming; instruction may be engaging or boring. These teacher behaviors necessarily elicit a student's emotional response, which, in turn, shapes student learning, behavior and development (Pekrun & Linnenbrink-Garcia, 2014).

The primacy of this dynamic makes teachers' ability to influence it paramount to effective teaching (Becker et al., 2014; Jennings, 2013). Teachers' positive environmental influence is based on a responsive awareness and regulation of their own emotions and consequent emotional and behavioral response. They must be aware of and regulate their own emotional experience and be aware of students' emotional needs and work to attune – or regulate – their response to it (Roeser et al., 2012).

The following articles offer varied insight into this crucial self-regulatory teacher behavior. Braun, Shonert-Reichl, and Roeser describe the intra- and interpersonal consequences of teacher cognitive reappraisal and expressive suppression on student social and emotional well-being. Addressing American cultural and ethnic diversity, Vesely and Brown propose a connection between teacher self-regulation and antiracist pedagogical processes, and Cressy and Donnellan describe how they combine SEL with culturally responsive teaching in the education of teacher candidates.

With practical experience from the classroom, Rodriguez-Gregg describes the self-regulation required to shift her language use to the Responsive Classroom's reinforcing language. Herrara and Trinh offer teacher self-regulation strategies for work with English Language Learners, and Reeves and Meadowbrook share a model that they find facilitates teacher emotional behavior based on Nodding's care themes.

Also, offering practical strategies, Baharaj, Hinden, and Cross describe modeling self-management through each stage of Zimmerman's self-regulation model, and Ben-Eliyahu advises including emotional space for and attention to student academic, emotional learning.

Finally, Buric and Wang explain the emotional labor of teacher self-regulation and describe student and teacher consequences of differing emotional regulation strategies. As these articles articulate, teacher emotional responsiveness is work – hard work, but it is essential to work to make the difference for student learning and social-emotional development.

Upon request, references are available by contacting the guest editor (ldallman@masonlive.gmu.edu).

We express appreciation to Jill Salisbury-Glennon, our SSRL SIG Chair, for her support to the *Times Magazine*, and the assistance provided and laudable work of our copy editor, Amanda Ferrara.

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The Role of Teacher Self-Regulation in Developing Students' Social-Emotional Competencies

Pavneet Kaur Bharaj, Anna Hinden & Dionne Cross Francis

Pavneet Kaur Bharaj is a first-year doctoral student in Learning Sciences and Psychological Studies program at the University of North Carolina at Chapel Hill. She is interested in examining how teachers' knowledge of representations is translated into their instructional decisions in a mathematics classroom.

Anna Hinden is a second-year doctoral student in the Culture, Curriculum, and Teacher Education program at the University of North Carolina at Chapel Hill. Her interests focus on the intersectionality of math education and teacher and students' feelings about math.

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Self-regulation is a self-directed process in which individuals organize and manage their mental and behavioral processes to achieve their goals. Zimmerman (2008) conceptualized this process as unfolding through three phases: forethought, performance, and self-reflection (Figure 1). Researchers have found that academic success and various forms of self-management are linked to enacting self-regulated behaviors (Zimmerman, 2002).

For teachers, self-regulatory behaviors are central for engaging in high-quality teaching (Capa-Aydin et al., 2009) and supporting students holistically (Karlen et al., 2020). They are crucial for prosocial behavior (attributes of one's behavior which benefit others either by helping, cooperating, comforting or sharing; Eisenberg & Fabes, 1998) in both teachers and students – otherwise referred to as social-emotional competencies (SEC; Jennings & Greenberg, 2009). In this regard, teacher self-regulation strategies become essential for developing students' academic knowledge and SEC.

We foreground one of five competencies promoted by the *Collaborative for Academic, Social, and Emotional Learning* (CASEL), a leading organization promoting social and emotional learning – self-management. S*elf-management* involves effectively managing one's emotions, thoughts, and behaviors in different situations. Teachers can support students' development of self-management through explicitly integrating academic and social-emotional learning and employing self-regulatory behaviors throughout the instruction process.

Forethought. Through the thoughtful selection of and engagement with tasks, teachers can build students' self-management, including perseverance, goal-setting, and organizational skills. Teachers can also predict potential challenges that can emerge in the learning situation and create options to provide extra support when needed.

For example, in planning for a math lesson, teachers can choose to organize manipulatives so they are accessible, thereby providing additional opportunities for students to explore or address challenges independently. Pre-planning talk moves to support students in unpacking the task can help students set task-related goals and track progress. Such pre-considerations might limit distractions and maximize the chances of success.

Performance. As the lesson unfolds, teachers can actively model metacognitive and emotional regulatory processes. Also, having opportunities to share reasoning encourages students to consider their thinking and organize their thoughts clearly to communicate to peers. These collaborative interactions can be emotion-inducing (as they involve criticism from others and require compromise); thus, students have opportunities to exercise agency concerning how they feel and act.

During the phase, teachers can describe their own experiences along with strategies they apply in challenging situations. Teachers can share what happens when they get stuck on a problem, being explicit about their emotions (e.g., frustration) and strategies they use (e.g., taking deep breaths) to persevere through challenges.

Self-reflection. This is a critical phase in which an individual judges the quality of their performance based on a set of standards. Teachers can evaluate if they were able to accomplish their desired goals and engage students in making reasonable evaluations about the skills they developed in the lesson.

During the self-reflection phase, the teacher can ask questions that encourage reflection about academic learning and self-management, e.g., How did you feel when your ideas were accepted (or rejected) by the group? How did you manage those feelings? What strategies did you use when you got stuck that were effective? Considering questions like these can instill persistence as the students learn how to regulate cognitions and emotions when the impulse is to give up in situations when the path to the end-goal is not immediately apparent.

Zimmerman's model can be strategically assimilated into instructional planning to enhance students' social-emotional competencies. Teachers can engage in active forethought – plan tasks/activities to develop SEC; perform – support the expression and regulation of emotions and cognitive labor; and promote self-evaluation – encourage healthy assessment of one's strengths both cognitively and socio-emotionally.

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Figure 1. Zimmerman's model of Self-Regulation (2008, p. 178)

Teacher Emotion and Self-Regulation for Antiracist Pedagogy: Interrupting the (Pre)school to Prison Pipeline

Colleen K. Vesely & Elizabeth Levine Brown

As the US continues to reckon with racial injustice, antiblackness, and antibrownness, we must examine systemic racism across major institutions, and how these macro-level forces shape micro-level experiences and interactions. The education system is inextricably linked with the criminal justice system for Black families, colloquially referred to as the (pre)school to prison pipeline. This connection between education and punitive punishment rooted in racism begins as early as the preschool years (Zulauf & Zinsser, 2019), with expulsion disproportionately impacting Black children, especially Black boys (U.S. Department of Education Office for Civil Rights, 2014).

PK-12 teachers' self-regulatory strategies are essential to stopping this epidemic. We submit that antiracist pedagogical processes, including teachers' critical consciousness and creation of antiracist and culturally aware positive classroom climate are connected to teachers' empathy, compassion and emotional support.

These self-regulatory skills are especially critical to antiracist teacher-student interactions and, in turn, children's social and emotional well-being. Here we connect ideas of culturally responsive teaching, antiracist pedagogy, and teacher emotional support to provide classroom strategies to transform how teachers foster the social and emotional development of Students of Color.

Research spanning decades supports teachers' use of culturally responsive pedagogies within the classroom (Ladson-Billings, 1995; Gay, 2018), with current calls asking for a narrower focus on antiracist pedagogy that decenters whiteness (Hambacher & Ginn, 2020). The first step in antiracist pedagogy is developing *teacher critical consciousness* by (1) building teachers' understanding of racial identity development and racial socialization among Children of Color (Abawi, 2021; Coard & Sellers, 2005); and (2) developing teachers' critical reflection skills for recognizing and addressing racialized actions in the classroom that may be detrimental to Children of Color (Brookfield, 2017).

These approaches towards critical consciousness-raising build compassion and empathy, which are central to teachers' self-regulatory capacities, and antiracist teaching (Day, 2018). This is especially important as most teachers in the US are White and continue to operate in schools that uphold whiteness as the norm (Frank et al., 2018).

A second step towards antiracist pedagogy is focusing on students of color's emotional support by *creating an antiracist and culturally aware positive classroom climate* to nurture positive social and emotional development.

Emotional support is a crucial domain of classroom interaction linked to students' optimal development (Ruzek et al., 2016). How teachers manage their emotions on the job to best interact sensitively with students can stem from how well they understand the emotional display rules required of them (Brown et al., 2017). These emotional display rules are often steeped in whiteness; however, we posit that building critical consciousness, connected to teachers' knowledge of students' and families' socio-historical contexts, can contribute to teachers developing the appropriate emotional display rules to support their Students of Color.

Table 1 provides suggested self-regulatory, antiracist strategies for teachers to employ to positively advance teacher-student interactions, social, emotional and academic trajectories of Students of Color, and move towards derailing the (pre)school to prison pipeline.

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Elizabeth Levine Brown, Ph.D., is an associate professor of Elementary Education, Educational Psychology and Human Development and Family Science in the College of Education and Human Development at George Mason University. Brown's research and scholarship focus on developmental (i.e., social and emotional) and psychosocial influences on learning for marginalized children across PreK-12 schooling. Brown teaches courses in child development, curriculum, foundations, research methods and individual and family development.

Table 1. Self-regulatory Antiracist Strategies for Teachers

Teachers' Emotion & Self-Regulation Anchor Constructs	Antiracist Pedagogical Processes	Classroom and Reflection Strategies
Teacher compassion Teacher empathy	Developing teacher critical consciousness	1. Learn about the socio-historical contexts of students' lives (Garcia Coll et al., 1996). 2. Develop understanding of racial socialization and identity development among Families of Color (Coard & Sellers, 2005; James et al., 2018). 3. Build and engage in a Community of Practice inclusive of diverse critical colleagues and reflection of how teacher emotion contributes to community building (Vesely et al., 2021).
Emotional support	Creating an antiracist and culturally aware positive classroom climate	1. Use children's literature to regularly engage with children regarding issues of race, racism, ethnicity, and discrimination (Martin & Spencer, 2020). 2. Structure the classroom environment to both reflect students' racial and ethnic backgrounds, and promote social connections, prosocial emotional exchanges and opportunities to explore problem solving (Vesely & Ginsberg, 2011). 3. Intentionally create student pairings and groupings that are multiracial, multiethnic, multilingual (Alanis & Arreguin, 2019).

ESOL Teachers and Well-Being

Luis Javier Pentón Herrera & Ethan Trinh

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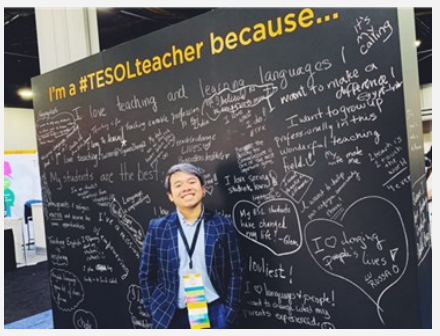

Ethan Trinh is a doctoral student at Georgia State University who researches the intersection of gender, sexualities, race, and language in TESOL.

Supporting English language learners' (ELLs') social-emotional needs requires proactively prioritizing teacher well-being (Pentón Herrera, 2020). For English Speakers of Other Languages (ESOL) teachers, well-being is particularly prominent because the content we teach and the population we support require continuous emotional work. One source of our emotional work arises from the diverse social-emotional challenges English language learners bring. This can affect the mental and emotional well-being of teachers, causing secondary traumatic stress. Not only is this detrimental for ESOL teachers, but it also affects our students.

Luis experienced secondary traumatic stress when he simultaneously felt deep empathy and despair in reaction to a student's situation. Julián was an 18-year old newcomer who arrived alone in the United States. He came to flee violence and to reunite with his mother after 12+ years. Upon his arrival, Julián had to navigate unfamiliar situations in a society with different customs, languages, and social expectations.

Julián had to live with his mother and her alcoholic husband, someone Julián did not know. His step-father would often physically attack Julián's mother, and eventually, he attacked Julián. Luis's suspicions that something was dangerously not okay back home were sadly confirmed when Julián arrived in class with bruises on his arm and neck. Luis called the school's nurse and counselor, and measures were taken. He had done what he was supposed to do, and the system was trying to respond to Julián's needs.

Regardless of the steps we took, however, Julián began to dissociate from school and eventually stopped attending. When Julián dropped out, Luis felt a deep sense of guilt and regret. Luis kept asking himself, What could I have done differently? How could I have supported him in our classroom? What could I have done to motivate him to stay in school?

Luis' students felt his initial inability to regulate his sense of guilt. "Anímese, mister, Julián va a estar bien" ("Cheer up, mister, Julián will be fine"), reassured a student. At that moment, Luis realized that his guilt and sadness were noticed by his students and were affecting the learning environment. His students saw worry and shifted their attention from instruction to comforting.

Luis's experience is not unique. Many teachers experience the emotional toll of supporting students. This feeling of helplessness can take a toll on teachers' mental and emotional well-being, leaving us overwhelmed, mentally drained, and emotionally exhausted (Mercer, 2020).

Draining our emotional reservoir leaves little or no personal, social-emotional resources for us to share with our ELLs, affecting the classroom's overall energy, our students, and our teaching practices. Following are self-regulation strategies we have found helpful in our work with ELLs:

1. **De-compress:** Take 5 minutes in-between classes to take a deep breath and clear your mind. Relax your body. Play music or use aromatherapy to briefly transport you to your happy place. Take another deep breath before the next class.
2. **Reflect:** At the end of each day, write three things you have learned. Then, reflect on how you can use that knowledge to de-escalate or resolve similar conflicts in the future.
3. **Share:** Have a *buddy* or *support team* who will listen to your emotional struggles. Share your situation and listen to feedback as you work together to answer questions like What else can I do? What resources can I marshal or consult? Who can I reach out to?

Taking care of ourselves is an important practice in caring for our English language learners. Student social-emotional experience depends on our ability to infuse positive, adaptive emotions into our teaching practices and classroom environments. In our experience, discipline to care for yourself proactively enables you to care more empathetically for your students.

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SOCIAL-EMOTIONAL LEARNING IN TESOL: WHAT, WHY, AND HOW

"In this article, I advocate for the adoption of SEL in Teaching English to speakers of other languages (TESOL) as a promising pedagogy for ESOL educators and ELs. For this, I divide the remainder of the manuscript into four sections in addition to the introduction. In the first section—What is SEL? —I provide a brief theoretical description of SEL as it remains a fairly new concept in the ESOL field. In the second section—Why SEL in TESOL? —I elucidate my position of why we (ESOL educators) should embrace SEL pedagogies in our learning spaces using personal vignettes as support. The third section—SEL Application in TESOL—is the heart of this article. In this section, I introduce four practices TESOL educators can use to incorporate SEL in their learning spaces. Lastly, in the fourth section—Final Thoughts—I share a final message of encouragement and strength for educators hoping to adopt SEL in their teaching practices."

Pentón Herrera, L. J. (2020). Social-emotional learning in TESOL: What, why, and how. *Journal of English Learner Education*, *10*(1), 1-16. https://stars.library.ucf.edu/jele/vol10/iss1/1

Teachers' Emotion Regulation Skills: Intrapersonal Effects and Interpersonal Consequences for Students' Social and Emotional Well-Being

Summer S. Braun, Kimberly A. Schonert-Reichl, & Robert W. Roeser

Much of the research on social and emotional skills in education has focused on how educators can develop these core competencies in children. However, theoretical perspectives have drawn attention to how teachers' emotion regulation skills, occupational health, and personal well-being may support or impede students' development of these skills (Jennings & Greenberg, 2009; Roeser et al., in press; Schonert-Reichl, 2017).

In this essay, we focus on two common emotion regulation strategies that teachers use in the classroom and consider their *intrapersonal* effects on teachers themselves and *interpersonal* consequences for students' social and emotional well-being.

Cognitive Reappraisal

Cognitive reappraisal is an emotion regulation strategy that involves re-conceptualizing a potentially challenging, emotion-eliciting situation more positively or less emotionally (Gross, 2002). Individuals' use of cognitive reappraisal reduces stress and emotional distress and is associated with positive affect (Haga et al., 2009).

Although most studies of cognitive reappraisal have focused on these types of *intrapersonal* benefits of engaging in this strategy (e.g., Haga et al., 2009; Martin & Dahlen, 2005), there is the initial evidence of *interpersonal* benefits (Gross, 2002). In a paper recently published in the *Journal of Applied Behavioral Development*, our team sought to understand such interpersonal effects of elementary teachers' use of cognitive reappraisal in the classroom (Braun et al., 2020).

We found that students whose teachers reported engaging in cognitive reappraisal to manage their emotions reported less emotional distress than students whose teachers reported using this strategy less frequently. Although additional research is necessary to determine the causal nature of this association, these results suggest that teachers who use this strategy may both appear more regulated and positive and model emotional equanimity to their students either explicitly or implicitly (Bandura, 1971).

Expressive Suppression

Teachers may feel compelled to suppress negative emotions in order to be upbeat for their students. This strategy, called ***expressive suppression,*** involves modifying a behavioral expression of emotion (Haga et al., 2009). Empirically, individuals who attempt to suppress their emotions report exacerbated feelings of the negative emotion they are attempting to suppress (Gross & Levenson, 1993) and are more emotionally reactive than individuals who do not use suppression (Haga et al., 2009).

Similarly, in teachers, expressive suppression is related to increased feelings of anger in the classroom (Keller et al., 2014). As such, expressive suppression is considered an unhealthy and ineffective emotion regulation strategy. In addition to these *intrapersonal* effects, the functionalist theory of emotion asserts that emotionally expressive behavior is critical for *interpersonal* relations by helping individuals establish and maintain positive social bonds (Butler et al., 2003; Srivastava et al., 2009).

Results from our recent study corroborated these claims; we found that students reported that their classmates were less prosocial in classes in which teachers engaged in more expressive suppression. These students also reported a less positive outlook (Braun et al., 2020). Results suggest that when teachers appropriately express their own emotions, they set the tone for a positive social context for their students.

In sum, in addition to the *intrapersonal* effects of teachers' use of these emotion regulation skills, we have found initial evidence suggesting *interpersonal* effects on students' social and emotional well-being. With so much of the focus on supporting students, school leaders must recognize the critical role teachers' own social and emotional skills play in their ability to carry out this task.

Amongst others, programs demonstrating promise in helping teachers cultivate these necessary skills include the mindfulness-based MBEB program (Roeser et al., in press) and the CARE program (Jennings et al., 2017).

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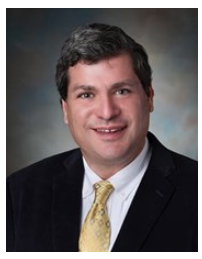
SOCIAL AND EMOTIONAL LEARNING AND TEACHERS

"Teachers are the engine that drives social and emotional learning (SEL) programs and practices in schools and classrooms, and their own social-emotional competence and wellbeing strongly influence their students. Classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students, writes Kimberly Schonert-Reichl. But when teachers poorly manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer. If we don't accurately understand teachers' own social-emotional wellbeing and how teachers influence students' SEL, says Schonert-Reichl, we can never fully know how to promote SEL in the classroom."

See the following reference for more information: Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *Future of Children*, *27*(1), 137–155. https://doi.org/10.1016/j.pedhc.2017.06.001

Summer S. Braun, PhD, is a Postdoctoral Research Associate at the University of Virginia's School of Education and Human Development. Her research focuses on understanding the antecedents and consequences of teachers' occupational health and well-being and interventions to support the well-being of teachers and their students.

Kimberly A. Schonert-Reichl, PhD, is the NoVo Foundation Endowed Chair in Social and Emotional Learning in the Department of Psychology at the University of Illinois at Chicago. Her research focuses on identifying the processes that foster positive human qualities such as empathy, compassion, altruism, and resiliency in children, adolescents, and educators.



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TEACHER SELF-REGULATORY LANGUAGE

Lauren Rodriguez-Gregg taught a range of elementary grades for eight years in Fairfax County Public Schools and currently serves as Instructional Facilitator and Equity Lead at an elementary school in the Loudoun County public school system. She holds a Master's degree in Curriculum and Instruction from George Mason University and is passionate about work around equity, culturally relevant pedagogy, and social-emotional learning.

Early in my elementary school teaching career, I often found myself saying, "good job!" and "awesome!" to my students. I thought that by doing so, I was letting them know they were on the right track. After becoming trained in responsive classroom, I learned that I was not helping my students grow as I thought I was. By saying, "Good job!" or "Awesome!" I was building extrinsic motivation in my students, inadvertently encouraging them to do things they thought might please me.

I realized that I needed to be intentional about using specific language to increase self-awareness for my students and foster their intrinsic motivation. This article will discuss how teacher language self-regulation benefits and supports all-aged students' social, emotional, and academic development.

Responsive classroom is an evidence-based approach to teaching and discipline that focuses on engaging students in learning, building a positive community, implementing a positive and growth-enhancing classroom management plan, and increasing teachers' developmental awareness (Responsive Classroom, 2021).

"Language is the most powerful tool available to teachers" (Responsive Classroom, 2014), and being able to use it effectively can have numerous benefits for students. What students hear and construe from their teachers can significantly influence their actions, thoughts, and how they learn (Responsive Classroom, 2014). There are three main types of teacher language in the responsive classroom approach that can be used in any educational setting in response to student behaviors: reinforcing, reminding, and redirecting (Responsive Classroom, 2014). The focus of this article is on reinforcing language.

Reinforcing language involves the practice of noticing and naming what students are doing well. This raises student consciousness about what is expected of them, allowing them to grow exponentially. Responsive Classroom (2015a) compares reinforcing language to a ladder; when teachers use this type of language, it helps students reach each consecutive "rung" in their learning.

Reinforcing language changes the way teachers respond to students. It shifts general praise to specific noticings and overly sing-songy tones to warm and professional ones. Teachers who use reinforcing language help build intrinsic motivation in their students (Responsive Classroom, 2015b). Refer to the table below for some examples of what shifting to reinforcing language sounds like.

Shifting to the practice of reinforcing language was not an easy task for me. To engage in self-regulation, I reflected daily on the words and tone I used in the classroom; often modeled self-correction for my students when I caught myself giving general praise; and invited colleagues to observe my teaching with a focus on my language. As a result, the way I spoke to my students evolved, and I observed changes in them.

Over time, I saw how my use of reinforcing language cultivated the development of CASEL's (2021) five core competencies of social-emotional learning in my students: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. They became more self-aware, self-motivated, and better able to set and achieve academic goals.

They knew exactly where they were and where they needed to go and took greater ownership of their learning. At the end of each lesson, the students had an opportunity to reflect both independently and as a group, and the way they talked about their learning changed from general to specific.

For example, "I got all of my work done" shifted to "I picked a spot to work that didn't have any distractions. This helped me stay focused so I could finish my writing!" Relationships in my classroom improved as students developed and refined their social skills. The sense of community within our classroom grew stronger, and students expressed the same genuine respect for each other that I demonstrated for them.

With time, practice, and deliberate effort, self-regulating my language facilitated my students' social, emotional, and academic growth during their time in my classroom. It improved the way I taught and the way they learned. I like to think that this practice sent them on their way with improved self-awareness and a stronger drive to grow.

Upon request, references are available by contacting the author (lauren.rgregg@gmail.com).

General Praise	Reinforcing Language
"Nice work on your writing!"	"You put spaces between each of the words in that sentence."
"I'm so proud of you!"	"You persevered through that tricky math problem. What helped you?"
"I appreciate you following our class rules."	"You remembered to raise your hand before you shared. That gave your classmates an opportunity to share, too."

Teacher Emotion Regulation: Implications for Teachers and Students

Irena Burić & Hui Wang

Teaching is an emotional endeavor – while teaching and interacting with students, teachers experience a wide range of emotions. For example, they may experience enjoyment when students are interested and engaged and experience love when students exhibit their lovely childish nature. In contrast, teachers could be angry when students behave disruptively and are hopeless when students fail despite all the efforts.

Nonetheless, teachers do not always freely display such emotions. Instead, the expression of teacher emotions is often bounded with emotional display rules, such as displaying positive emotions like enjoyment, hiding or suppressing negative emotions such as anxiety, and keeping the intensity of their emotions at moderate levels (Taxer & Frenzel, 2015; Winograd, 2003). To achieve these goals and act professionally, teachers often engage in emotion regulation.

Teachers use an array of strategies to regulate their emotions. While some strategies are antecedent-focused since they are implemented before an emotion develops, others are response-focused as they target the emotional responses when emotion is already experienced (Gross, 1998).

In particular, to prevent the emergence of undesirable emotions, teachers may engage in behaviors such as avoiding disturbing situations in the classroom, actively trying to change the aspects of emotionally arousing situations, shifting their attention toward more pleasant contents, or reappraising the emotionally-saturated classroom events.

In contrast, to manage the undesirable emotions that are already experienced, teachers may try to hide or suppress these emotions, take deep breaths, or pour out their problems to colleagues, friends, or family members (Burić et al., 2017).

Teacher emotion regulation is often viewed through three emotional labor strategies – deep acting, surface acting, and genuine expression of emotions. Deep acting refers to putting conscious effort into feeling and expressing the desirable emotions, surface acting implies hiding the undesirable emotions and faking the required ones, and genuine emotional expression involves displaying naturally felt emotions that are already aligned with the emotional display rules (Ashforth & Humphrey, 1993; Grandey et al., 2013). However, it seems that not all these strategies are equally adaptive for teachers and their students.

In general, engaging in deep acting and genuinely expressing emotions are considered beneficial for teachers since these strategies are related to greater job satisfaction and lower burnout. On the contrary, hiding and faking emotions in most cases turned out to be costly for teacher well-being (Wang et al., 2019). Nonetheless, the effects of emotional labor might be very different and even contrasting on teachers and their students.

More specifically, while teachers who hide their emotions to a greater extent are seen by their students as those who deliver instruction of poorer quality, those who tend to fake emotions (e.g., displaying enthusiasm even when they do not feel enthusiastic) have students who are more motivated and engaged in learning (Burić, 2019; Burić & Frenzel, 2020).

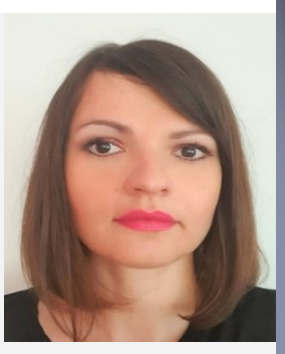
However, regardless of its possible positive effects on students, faking emotions just like hiding them can be highly emotionally exhaustive and hence maladaptive for teachers themselves.

In sum, research suggests that teachers should choose their emotion regulation strategies wisely and adopt those that are good both for them and their students (e.g., genuinely express emotions; deep acting; strategically display negative emotions to foster student engagement).

These adaptive emotion regulation strategies might be the key pathways to facilitate student social and emotional development while simultaneously preserving teachers' professional well-being.

Moreover, training teachers to use adaptive emotion regulation strategies could be of great importance to teachers and their students and stakeholders, with an overarching aim of providing high-quality education and attaining the most positive cognitive, motivational, and emotional outcomes among students.

Upon request, references are available by contacting the authors (iburic@unizd.hr or hwang@eduhk.hk).



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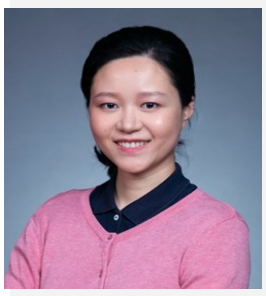

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Supporting Academic-Emotional Learning

Adar Ben-Eliyahu, PhD, is a senior lecturer (tenure assistant professor) at the Education Faculty and head of the Psychology Teaching Certificate Program at the University of Haifa. Her research focuses on emotion regulation and supports self-regulated learning across development, different learning contexts, and situations such as crisis and normalcy.

Imagine sitting in a classroom with a monotonous teacher, who talks about history's greatest stories in a way that makes students fall asleep. He focuses on his books and notes, hardly makes eye contact, and shies away from the spontaneous conversation. Students tend to be bored and uninterested, and most will likely learn to dislike this history class and perhaps even history as a topic.

Now imagine a math teacher who greets her students with a smile and teaches the most complex phenomena with passion. She enables spontaneous questions and, at times, allows off-topic conversation, luring students back to equations through dynamic math problems. This teacher welcomes mistakes and encourages students to share how they fixed them. Students most likely will enjoy this class dynamic and look forward to math class. Some even may develop an affinity for math!

These contrasting examples illustrate how emotions are present in and are part of learning and how teacher communication can profoundly affect students' academic-emotional learning.

Academic emotional learning is defined as emotion acquired as part of intellectual, cognitive-based learning (Ben-Eliyahu, 2019). Pekrun (2006) considered emotions as they relate to achievement activities.

Learners have emotions not just during a task (activity emotions), but also in anticipation of a task (prospective emotions) and after they have completed the task (retrospective emotions). However, emotions not only emanate in relation to intellectual learning.

They are learned and internalized so that they become part of the learning process and academic content. For some, chemistry raises discomfort, literature raises anxiety, but perhaps statistics brings joy. The emotions become part of what the learner learns.

What can teachers do to positively influence students' academic emotional experience and learning? Overall, it requires teachers to regulate their emotional behavior to facilitate a positive student emotional experience. Teachers must be aware of their emotional state and reflect on how materials are presented and how their behavior influences student emotional experience. To do this, teachers must:

- First set an emotional goal for individual students or the class. Should learners take pleasure in learning? Explicitly stating the emotional goal enables work towards it.
- Second, instructors need to assess and become aware of student emotion related to course content and learning. Do students enjoy course content or do they enter class with crippling anxiety? Do we need to reduce anxiety? Boredom? Facilitate coping?
- Third, instructors need to modify their delivery to address the established emotional goals. Teachers might model positive emotional responses to course content. Short sentences such as "I love this topic!" can have a profound effect. Teachers can also model problem-solving or coping strategies to scaffold students' positive responses to challenges.

Teachers can provide instruction in how to manage stress, in addition to giving students the time and emotional space to do it. For example, a specific coping strategy I use is to pause and breathe. When I notice student tension, whatever its source, I tell my class, "Let's all take five long breaths and breath all this tension out." Sometimes, stepping away from the material can ease our minds and help us learn.

Teacher emotional awareness and self-regulation can play an essential role in student academic emotional learning. Such intentional teacher behavior can grow positive academic emotion as well as undo negative emotion. When teachers attend to the emotional experience in their classrooms, intentional academic emotional learning can take place – and maybe they'll even like it!

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"Teacher emotional awareness and self-regulation can play an essential role in student academic emotional learning. Such intentional teacher communication can grow positive academic emotion as well as undo negative emotion."

Academic Emotional Learning: A Critical Component of Self-Regulated Learning in the Emotional Learning Cycle

"The aim of this article is to map the academic emotional learning cycle from a theoretical and practical perspective through the lens of self-regulated learning. Focusing on the learner, a further iteration of the emotional dimension of the integrated self-regulated learning model is articulated by considering within-individual components (i.e., the intraindividual system). Academic emotions are considered an important component of learning that, along with intellectual behavioral-cognitive goals, should be explicit targets of learning. An emotional learning cycle is presented, according to which broader affective inclinations—the expectation to experience certain affect or emotion—shape the relations between emotions and self-regulated emotions that occur during a learning episode. Strategies for self-regulated emotions are outlined in light of the need for more research in this field, along with proposed future directions for research and educational implications."

Ben-Eliyahu, A. (2019). Academic Emotional Learning: A critical component of self-regulated learning in the emotional learning cycle. *Educational Psychologist*, *54*(2), 84-105. https://doi.org/10.1080/00461520.2019.1582345

Teaching with the Gap in Mind

Jocelyn Reeves & Meadow

A teacher deeply involved in writing report cards said, “I frame it (report card writing) as though I’m writing a love letter to every kid.” What is happening to cause this teacher to make such a statement? More than reporting on the knowledge and skills they have been mandated to teach their learners. Something compelling is occurring, something relational. More goes on in our interactions with learners than instruction and learning academic skills.

We must take these teacher-learner interactions seriously and regulate our instruction accordingly if we want to influence learners’ social-emotional development. Gert Biesta describes this interactive space as the *third space*, the *in-between*, the *gap* (Bingham & Sidorkin, 2004). We must keep this gap in mind and modify our behavior with interactions that bridge the space between us to positively influence the social-emotional development of our learners.

The gap between teachers and learners is bridged when educators explicitly approach interactions with a relational pedagogical lens - an approach that seeks and communicates positive connection. The basic tenet of relational pedagogy is that positive, social, emotional and academic development depends, to a considerable degree, on whether the contexts in which learners learn are reliable sources of supportive and caring relationships (Pianta, 1999).

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Noddings’ Care Theory (2003, 2005) provides guidelines – **modeling, dialogue, practice** and **confirmation** – for *how* teachers create such caring contexts within which healthy relationships between teachers and learners grow. Noddings further outlines six care themes for daily consideration. We developed our Concentric Rings of Care (CRC) model based on these themes. At the center of the model cares for the individual, but then it radiates out to encompass the world: local and global communities, animals, plants, the earth, the human-made world, and ideas.

This expansive view of care naturally encourages an all-embracing caring mindset activated when we engage with the CRC. The CRC acts as a compass to remind, guide and help regulate our modeling, dialogue, and practice. It confirms and enhance our teacher-learner relationships. Further, we found it relevant during all aspects of teaching/learning, from lesson planning and classroom management to how we interact with children, parents, each other, and any visitors to our school community.

We have used the CRC in our local elementary school and have found it a powerful tool that informs and supports our teacher-learner relational reflection, regulation and behavior. Based on this experience, the following are recommendations for using the CRC.

- Use it school-wide.
- Develop a common language so *all* teachers are supporting *all* students when they offer or talk about care.
- Create visual CRC posters to post throughout the school – classrooms, office, library, hallways.
- Keep CRC vital with continued student and staff conversation.
- Use the CRC framework as a touchstone for classroom learning. Use it in class discussions and meetings, daily morning announcements, weekly student-services team meetings, weekly library time, office visits for misdemeanors, whole school community activities and projects.
- Dedicate time during every staff meeting to discuss CRC and scaffold teacher self-reflection about their classroom and care.

The CRC presents a model of caring as a way of being in the classroom and the world. It also gives us the confidence to risk entering the “gap” where, although we do not know how our interactions with others will unfold, we know there will be an opportunity to express and amplify care.

Because we frame our conversation and hopes using the CRC, the experience and learning that occurs in the gap are enhanced for both learners and teachers. This experience epitomizes a relational pedagogy, and we believe it provides fertile ground for positive social and emotional development.

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Modeling Culturally Responsive SEL in Online Teacher Education Courses During COVID-19 and Beyond

James Cressey & Susan Donnellan

James Cressey, PhD, is the education department chair and coordinator of the Chris Walsh Center at Framingham State University. He specializes in inclusive practices for students with and without disabilities.

Susan Donnellan, EdD, is an assistant professor of education at Framingham State University. Susan teaches courses in social-emotional learning, special education, and early literacy. Her research interests are focused on teacher preparation curriculum, classroom management, and mentoring.

As preservice teacher educators, we emphasize the importance of social-emotional learning (SEL) among teacher candidates in our courses and our overall approach to teacher education. We practice SEL through a lens of culturally responsive teaching (CRT), with a focus on three central assertions (adapted from Donohue-Keegan et al., 2019):

1. Emphasizing SEL empowers teacher candidates (TCs) to reflect on issues of privilege, implicit bias, and equity, facilitating their adoption of culturally responsive and anti-racist teaching practices.
2. TCs need high levels of self-efficacy and self-regulation in order to develop into effective teachers.
3. SEL supports for teacher educators are essential to an effective teacher education program that promotes the well-being of teacher candidates.

Our context is an early childhood and elementary teacher education program at a small public university in Massachusetts. The majority of TCs enrolled in Susan's SEL course are first-year students, and James teaches a special education methods course for seniors. The SEL and CRT practices introduced in this article were part of our work before Spring 2020.

During this challenging year, TCs and faculty experienced the loss of family and friends, illness, isolation, and racial injustice, as well as the unexpected shift to online teaching and learning. This prompted us to lean into the three assertions above to support our community of learners.

One example of how we brought assertion #1 into our work was an event series built around racial equity in education. Faculty, staff, and TCs participated in a common reading of *We Want to Do More Than Survive* (Love, 2019). The department also hosted a panel discussion focused on the documentary film *Black Boys*, including one of our TCs as a student panelist.

These powerful experiences prompted reflection and engagement in work necessary to develop and sustain an anti-racist university community. In our courses, we reflected with our TCs on the social-emotional experiences that occur within examining racism within educational systems.

To implement assertion #2, Susan promoted self-efficacy by introducing TCs to VoiceThread, an app used to create stories with photos, videos, audio, and text content. TCs showed increased confidence with technology while also building their classroom community through sharing goals and commenting on their peers' stories. Susan also focused on self-regulation practices by inviting TCs to engage in "emotional check-ins" at the beginning of class. This practice was introduced on the first day of class and became part of the daily routine thereafter.

As TCs gathered in the virtual classroom, they were asked to share non-verbal cues, such as a thumbs up or down via camera or Zoom emoji, to reflect how they felt at the start of class. TCs were then provided with time to share a rationale for presenting their respective non-verbal cue with a response via camera or Zoom chat.

This daily routine provided opportunities to develop and demonstrate a range of self-regulation skills as TCs prepared for an active day of learning, in addition to providing the instructor with insight regarding additional supports TCs may require.

To bring assertion #3 into effect, James used SEL as a framework for his leadership practices as a new department chair beginning in summer 2020. Seeing each faculty and staff member as a whole person, who may be dealing with challenges or crises in their lives, has been an essential component of supporting this fully remote teacher education program during COVID-19. One such strategy has been the use of a shared decision-making approach, in which everyone's voice is heard and valued before the department takes action on important matters.

We encourage anyone who supports preservice or inservice teachers to continue using SEL and CRT approaches, even beyond times of crisis. The ripple effect of COVID-19 will require educators to support students transitioning to face-to-face learning environments. Including the aforementioned strategies upon their return will assist as they adjust to new routines, practices, and interactions with peers and faculty.

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