

MOTIVATING THE SEL FIELD FORWARD THROUGH EQUITY

ADVANCES IN MOTIVATION AND ACHIEVEMENT

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VOLUME 21

MOTIVATING THE SELF FIELD FORWARD THROUGH EQUITY

EDITED BY

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And

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INVESTOR IN PEOPLE

We dedicate this volume in memory of Drs. Stuart Karabenick and Roger Weissberg, leaders in the fields of motivation and social and emotional learning, respectively, and mentors to us all.

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Charity Brown Griffin, PhD, is an Assistant Professor in the Department of Psychological Sciences at Winston-Salem State University. She earned a BA in Psychology from the University of North Carolina, Chapel Hill, and an MA and a PhD in School Psychology from the University of South Carolina. After completing her graduate training, Dr. Griffin served children and families through her practice as a Nationally Certified School Psychologist and she is also

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Katie H. Buckley, EdD, joined Teach for America in 2021 as a Senior Managing Director/Senior Research Scientist of Social and Emotional Learning (SEL). In her role, she oversees research and evaluation related to social-emotional development of students and educators. She has deep expertise in measurement, impact, and strategies related to SEL and equitable school environments. Dr. Buckley's work is driven by the belief that rigorous research needs to be translated to practice in order to drive authentic change that will reduce inequitable outcomes and create learning environments where all students can thrive. She received her doctorate in Quantitative Policy Analysis in Education from Harvard University and her master's degree in Public Policy from Georgetown University. Prior to joining TFA, she worked at Transforming Education, Education Development Center, Abt Associates, The Center for Assessment, and the Center for Education Policy Research at Harvard. She currently lives in Massachusetts with her husband and two daughters.

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Rebecca J. Collie, PhD, is a Scientia Associate Professor of Educational Psychology in the School of Education at the University of New South Wales, Sydney, Australia. Rebecca conducts research in the broad areas of motivation, well-being, and social-emotional development using quantitative research methods. Rebecca has published over 70 peer-reviewed journal articles and book chapters, along with a recently published coedited book, *Social and Emotional Learning in Australia and the Asia-Pacific*. Broadly speaking, her research aims to identify how to best support and promote social, emotional, and academic/occupational thriving among students and teachers. She is Associate Editor of *Journal of Educational Psychology* and a Consulting Editor of *Educational Psychology*. Previously, Rebecca worked as an Elementary School Teacher in Melbourne. She completed her Doctoral Studies at the University of British Columbia.

Jessica Furrer, MEd, is a Doctoral Student in the School Psychology Program at Texas A&M University. She has worked as a Bilingual Teacher for newcomer high school students in highly diverse school districts. Hearing the unique stories her students shared with her motivated her to pursue her doctorate in school psychology. She hopes to help improve the provision of mental health services for LYOI students across the country. Her research focuses on the social-emotional and academic needs of students with limited and interrupted education.

Stephen R. Getty, PhD, is the Director of the Quantitative Reasoning Center at Colorado College, Colorado Springs, Colorado. He has a BS in Geology from University of Notre Dame, an MS in Geological Sciences from Brown University, and a PhD in Geological Sciences from Brown University. He teaches a variety of courses, and works with instructors on curriculum design and professional development.

Johari Harris, PhD, is a Research Assistant Professor at the University of Virginia. She examines how social identities, specifically race and gender, along with cultural values systems, like Afro-centric values, influence Black adolescents’ social-emotional competencies. Her research is grounded in intersectionality, developmental psychology, and social psychology theories. She has developed and implemented culturally responsive curriculums and conducted qualitative,

quantitative, and mixed-method studies with Black American and Black South African middle and high school students. Ultimately, she believes the best way to support Black adolescents' positive youth development is through a strength-based, multileveled approach which builds off their cultural backgrounds and keeps their voices at the forefront of the conversation.

Tara L. Hofkens, PhD, is a Research Assistant Professor in the School of Education and Human Development at the University of Virginia. Dr. Hofkens has a PhD in Learning Science and Policy and a Master of Science in Applied Child Developmental Psychology Research from the University of Pittsburgh. Her research program examines how the social and emotional processes that underlie student engagement in learning contribute to income-based disparities in educational attainment and psychological well-being. Specifically, she applies her background in child development, adult-child interactions, and stress physiology to study engagement in classroom learning, and how teacher-student relationships and interactions contribute to educational trajectories and well-being from early childhood through adolescence.

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Robert J. Jagers, PhD, is CASEL's Vice President of Research. Prior to joining CASEL, he was a faculty member in the Combined Program in Education and Psychology at the University of Michigan, a Co-PI of the Center for the Study of Black Youth in Context (CSBYC), and the founding director of Wolverine Pathways, a university-sponsored diversity pipeline program for qualified secondary school students. Among his various CASEL duties, Dr. Jagers is leading work with partner districts to explore how social and emotional learning can be leveraged to promote equitable learning environments and equitable developmental outcomes for students from historically underserved groups. He has a particular interest in participatory approaches to SEL research and practice and their implications for the civic development of children and youth.

Patricia A. Jennings, MEd, PhD, is an internationally recognized leader in the fields of social and emotional learning and mindfulness in education and Professor of Education at the School of Education and Human Development at the University of Virginia. Her research places a specific emphasis on teacher stress and how it impacts the social and emotional context of the classroom, as articulated in her highly cited theoretical article "The Prosocial Classroom." Dr. Jennings led the team that developed CARE, a mindfulness-based professional development program shown to significantly improve teacher well-being, classroom interactions, and student engagement in the largest randomized controlled trial of a mindfulness-based intervention designed to address teacher stress. She is currently Principal Investigator of Project CATALYZE, a study that will examine whether CARE enhances the effectiveness of a social and emotional learning curriculum. She is a coauthor of *Flourish: The Compassionate Schools Project* curriculum, an integrated social and emotional learning, health, and physical education program. She is the author of numerous peer-reviewed journal articles and chapters and several books including *Mindfulness in the Pre-K-5 Classroom: Helping Students Stress Less and Learn More*, part of Social and Emotional Learning Solutions, a book series by WW Norton of which she is editor.

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Vanessa Kurdi, PhD, is a licensed Psychologist and a Postdoctoral Research Fellow funded by the *Fonds de Recherche du Québec – Société et Culture (FRQSC)* at the University of Reading. Her research focuses on how teachers and parents support children's basic psychological needs and motivation under the self-determination theory. Her current projects specifically investigate the impact of teacher empathy on student motivation and well-being in class.

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Helen H. Min, M.S.Ed., is a PhD Candidate in Curriculum and Instruction at the University of Virginia's School of Education and Human Development. She received her Master of Science in Secondary Education from Johns Hopkins University. Her research interests include understanding the impact of trauma on learning, assessing the influence of empathy-based stress (e.g., secondary traumatic stress, vicarious trauma, compassion fatigue) on teachers, and evaluating trauma-sensitive pedagogy. Helen is currently the Principal Investigator of an exploratory sequential mixed methods study on stress, trauma, and teaching during the COVID-19 pandemic, which seeks to understand how the pandemic is impacting teachers' well-being, their ability to teach, and their perceptions of student well-being and learning.

Lindsey Minder, MS, CCLS, is an Independent Consultant focused on creating holistic educational experiences at the classroom, school, and system level. After over a decade in the classroom, she has deep experience and expertise in strategies and systems that support students' holistic growth, as well as, a strong commitment to the social-emotional development and well-being of school-based staff. Through her current work she collaborates with school leaders and partner organizations across the country on ways to integrate social-emotional learning into all elements of school models. Lindsey is dual certified in Elementary and Special Education, holds a BA in Psychology from Marist College, a Masters Degree in Child and Family Studies from Wheelock College and is trained as a yoga and mindfulness teacher. Most recently Lindsey was a Lead Partner at Transforming Education. Prior to that role she worked as the Director of Social Emotional Learning at Codman Academy where she was also a founding teacher. She also taught at Dorchester Collegiate Academy and The Fayerweather Street School and was a Certified Child Life Specialist at Boston Children's Hospital and Albany Medical Center. Lindsey currently lives in Boston, Massachusetts.

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and intermediary organizations and has collaborated with the Kauffman Foundation, Alliance for a Healthier Generation, Higher Achievement, National AfterSchool Association, NatureBridge, YMCA of the USA, and Every Hour Counts. She is the coauthor of the field-friendly resources (including AIR's *Beyond the Bell*® Toolkit, and the *Ready to Assess* and *Ready to Implement* toolkits), and has authored multiple briefs (such as the National AfterSchool Association's resource, *SEL to the Core*), chapters, and presentations that cover SEL, youth development, and out-of-school time. Ms. Newman is driven by her work in translating research and evaluation into practice and then using practice to drive research and evaluation.

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Sarah Pierce is a Senior Advisor at Education Northwest who focuses on ensuring all students have access to a quality education through system-wide school supports. As a National Board-Certified Educator, she promotes a solid foundation of literacy and the integration of math and other content areas. Her

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Deborah Rivas-Drake, PhD, is a Professor of Education and Psychology at the University of Michigan. The overarching goal of her work is to illuminate promising practices that disrupt racism and xenophobia and help set diverse young people on trajectories of positive contribution to their schools and communities. She is currently the Principal Investigator of the School and Community Pathways to Engagement (SCoPE) project, which explores the connections between social-emotional learning, ethnic-racial assets, and civic/sociopolitical development in early adolescence. In addition to her academic publications, she has lent her expertise more broadly by collaborating with school leaders and district policymakers to develop translational activities for educators; in writings and webinars for parents and educators; and by consulting on race and ethnicity issues in youth for the Collaborative on Academic, Social, and Emotional Learning (CASEL), Sesame Workshop, and Committee for Children, among others.

Enid M. Rosario-Ramos, PhD, is an Assistant Professor of Educational Studies at the University of Michigan. Her scholarship is concerned with understanding and addressing historical legacies of educational injustice, with a particular interest in the ways in which young people challenge and disrupt those injustices through their development of critical consciousness and their participation in civic engagement activities. She is currently a Coprincipal Investigator of the School and Community Pathways to Engagement Project, a research project that studies the intersections between social and emotional learning instruction, identity development, and civic engagement. Dr. Rosario-Ramos teaches courses on Literacy Education, Latinx Education, and Education for Social Justice.

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