

Project ENTER: Enhancing Novice Teachers' Emotional Regulation (Special Education)

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Dear School Leaders,

Are you having a hard time retaining special educators? Seeing signs of burnout among your staff? Concerned about the SEL outcomes for students with disabilities in your building? You're not alone! **We are inviting you to collaborate in a research study exploring the emotional experiences of teachers and students with disabilities in co-taught middle school classrooms.** Our research goal is to better understand the role of emotions in teachers' work so that we can develop trainings and interventions to enhance teachers' emotional regulation skills—and ultimately support teachers' instructional quality and retention. Here's the basic information about the project:

Project Overview

This project consists of two studies. In Study 1, we will investigate relationships among how teachers feel, the quality of their classroom climate, and student outcomes. In Study 2, we will investigate how teachers' emotional experiences are linked to students' emotional experiences in the classroom. Your district's participation in these studies may involve the following activities, depending on what is useful and feasible within your setting:

- Allow the research team to recruit pairs of co-teachers in middle school classrooms who consent to up to 6 observations of their typical classroom instruction over the course of one school year (three observations in the fall and three in the spring)
- Allow the research team to access administrative data for students in recruited teachers' classrooms (demographics & test scores)--with parent consent
- Allow consented teachers and students to take a brief survey about teacher-student relationship quality or other SEL outcomes, at the beginning and end of the school year
- Allow consented teachers and students to spend a few minutes at the end of class to complete a 5-minute end-of-class survey about their emotional experiences during class, for one week in the fall and one week in the spring (10 days total)

Why Participate?

Districts who participate will have access to all research products, including papers and webinars related to study findings. In addition, the principal investigator will offer a free consultation with your leadership team regarding district- and school-wide strategies to support and retain special educators within your context, at the end of the data collection period. We welcome your district to participate in either study or both studies, and we are open to changes in these studies and data collection plans based on your district's needs and goals.

In order to participate, we will need you to sign a letter of intent, expressing your interest in participating, by September 5th, 2023. We can provide the template to you. This project responds to the [Institute of Education Sciences Research Training Programs in Special Education](#). If funded, we will recruit teachers in the summer of 2024 and begin data collection in the fall of the 2024-2025 school year. We recognize that things change and this is not a contract—just a required step to ensure we have funding to support this project.

Thank you in advance for your collaboration. Please do not hesitate to reach out to Dr. Kristabel Stark at kristabel.stark@uvm.edu with questions and interest!