AN EXPERIMENTAL EVALUATION OF A BRIEF SELF-COMPASSION TRAINING WITH FIRST YEAR TEACHERS

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For dad.
No hurry, no worry.

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Study Pre-Registration

Between the administration of the baseline survey and the self-compassion training, I pre-registered the study analyses (http://aspredicted.org/blind.php?x=ww92z8) with Aspredicted.org. The pre-registration plan includes a plan to analyze the main effects of the self-compassion training on a series of primary and secondary outcomes, as well as to assess moderation and mediation effects.

ABSTRACT

AN EXPERIMENTAL EVALUATION OF A BRIEF SELF-COMPASSION TRAINING WITH FIRST-YEAR TEACHERS

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First-year teachers face high expectations, challenging demands, and uncertainty during the transition to teaching, which can take an emotional and psychological toll that ultimately saps motivation, undermines self-efficacy, and increases their risk for stress, burnout, and exiting the profession. In this study, I hypothesized that instilling self-compassionate beliefs during the transition to teaching could shift novice teachers' interpretations of adversity and foster a resilient mindset and growth orientation toward teaching, thereby reducing stress and bolstering well-being, job satisfaction, and commitment to the profession. To instill self-compassionate beliefs, I developed a brief (~30 min) self-compassion training—the first to use social-psychological intervention techniques to impart contemplative insights. To test the efficacy of the training, I conducted a double-blind, randomized controlled longitudinal field experiment with first-year teachers in three teacher education programs. A total of 119 teachers were randomized to receive the training or control activity. There was no evidence for a main effect of training on primary and secondary outcomes. However, significant differential training effects were observed based on teachers' initial commitment to teaching, initial perceived stress, gender, and teacher education program. The training generated

significant positive effects for highly committed teachers (i.e., higher resilient mindset and growth orientation, increases in self-efficacy and job satisfaction, and reductions in burnout, all at 6-month follow-up). However, for teachers low in commitment, the training led to adverse effects on these outcomes. For teachers high in stress, the training led to significant positive effects (i.e., higher growth orientation, declines in perceived stress and increases in self-compassion over the school year). Differential effects by program and gender are also discussed. Findings suggest that a brief psychologically wise training can alter novice teacher beliefs, mindsets, and orientations toward teaching, however, the effects may be beneficial for some groups of teachers and not others. Moving forward, a purposeful investigation should be undertaken to tailor and improve this training to meet the unique range of needs and threats experienced by novice teachers. Research on these types of trainings can inform approaches used in teacher education and induction programming aiming to instill the mindsets and beliefs that promote flourishing in teaching.

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CHAPTER 1: INTRODUCTION

First-year teachers face significant challenges and uncertainty during the transition to teaching, which leads many to question their self-worth and worry whether they have what it takes to be successful in their classrooms (Corcoran, 1981; Friedman, 2000; Hoy & Spero, 2005; Veenman, 1984; Weinstein, 1988). Friedman (2000) characterized the transition period into teaching as one of "reality shock," whereby new teachers experience disparity between their expectations and the realities of teaching (p. 598). The transition has also been likened to a "trial by fire" or "sink or swim" experience (Johnson & Birkeland, 2003; Lortie, 1975). Much of this stems from the fact that new teachers are tasked with the same responsibilities as more experienced teachers right from the start. Immediately, they must demonstrate their teaching capabilities (Feiman-Nemser, Schwille, Carver, & Yusko, 1999), even though the very development of these capabilities is dependent upon having teaching experience—something that many first-year teachers, understandably, have little of (Schon, 1987).

High expectations, challenging demands, and uncertainty can take an emotional and psychological toll on new teachers, sapping their motivation, undermining their self-efficacy and, ultimately, increasing the risk of stress, burnout, and attrition (Cunningham, 1983; Haberman, 2005; Hong, 2010; Ingersoll, 2012; Liu, 2007; Richards, 2012; Sutton & Wheatley, 2003). Early career teachers have the highest rates of turnover of any group of teachers—a rate that has remained steady over the past two decades. On average, between 1993-2003, a total of 12% of new public and private school teachers left

teaching by the end of their first year (Ingersoll, Merrill, Stuckey, & Collins, 2018). In addition, 45% of new teachers left the profession within their first five years.

Some researchers contend that teachers' psychological dispositions and beliefs about teaching (e.g., self-efficacy, commitment, knowledge, emotions) inform the interpretations they make when faced with challenges in the classroom and eventually influence their stress, burnout, and decisions to stay in the profession (Byrne, 1991; Cherniss, 1980). For example, teacher efficacy beliefs are predictive of higher job satisfaction and lower stress (Tschannen-Moran et al., 1998; Tuettemann & Punch, 1992). A robust literature also points to strong associations between teachers' psychological dispositions and beliefs and retention in the profession (e.g., Ashton & Gregoire, 2003; Bandura, 1986, 1997; Borko & Putnam, 1996; Choi & Tang, 2009; Grossman, 1990; Hargreaves, 1998). Researchers have found that efficacy beliefs are associated with greater teacher resilience (Tait, 2008) and that teachers who stay in teaching have higher efficacy beliefs compared to those who leave (Hong, 2012).

Extensive literature has begun exploring how the beliefs of experienced teachers relate to their levels of stress and retention in the profession, however, there is rather limited research on novice teacher beliefs as they relate to these outcomes. In addition, a dearth of literature examines the types of beliefs and orientations toward teaching that promote novice teacher well-being, job satisfaction, and commitment to the profession. A systematic search for studies reporting on strategies to instill beliefs in novice teachers that ultimately ease the transition into teaching yielded none.

This dissertation was an attempt to fill some of this void in the research and to test an approach for cultivating adaptive and supportive beliefs in novice teachers through a brief, low-cost, and easy to implement training. In doing so, this study makes three contributions to the literature. It advances theory regarding the causes of and ways to improve first-year teachers' beliefs about and interpretations of adversity in the classroom. It also sheds light on one set of beliefs in particular—self-compassionate beliefs—and allows for a test to see if fostering these beliefs in turn buffers against teacher stress and burnout, as well as enhances their well-being, job satisfaction, and commitment to the profession. Most importantly, this study involves the development and testing of a novel training—the first of its kind to combine both contemplative and social-psychological intervention approaches.

The Problem

Steady rates of early teacher attrition are concerning, as they have significant financial, organizational, and professional consequences, not to mention the most important consequence—sub-optimal student learning and development.

Teacher attrition has significant costs for the teaching profession and for schools as organizations. The National Commission on Teaching and America's Future (NCTAF) and the Alliance for Excellent Education both estimated that the national cost of public-school teacher attrition is between $1 and $2.2 billion annually (Barnes, Crowe, &

Schaefer, 2007; Haynes et al., 2014).[1] Costs include the money allocated for recruiting substitute and replacement teachers, training new teachers, and the teaching skills lost.

Expending time and energy searching for replacement teachers can mean less time spent developing current teachers and fostering school environments that promote student learning and growth (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008; Heilig & Jez, 2010). Donaldson & Johnson (2011) point out that "routinely high levels of teacher turnover impede a school's efforts to coordinate curriculum, to track and share important information about students as they move from grade to grade, and to maintain productive relationships with parents and the local community" (p. 48). These consequences, in turn, affect a school's ability to create a cohesive culture (Johnson et al., 2012) or enact school reform efforts (Darling-Hammond, 2006; Heilig & Jez, 2010).

Early teacher attrition also has implications for teaching quality, school instructional programs, and for student learning and development. Schools where teachers leave the profession early on are at higher risk for experiencing discontinuity in their instructional programs, which can contribute to lower quality instruction and, subsequently, decreased student learning (Theobald, 1990). When teachers leave early on in their careers, they often leave while they are still developing their teaching skills and gaining mastery over their craft. First-year teachers tend to be less effective (as measured by gains in student test scores) compared to more experienced teachers on average (Clotfelter et al., 2006; Henry et al., 2012; Kane et al., 2006; Rivkin et al., 2005; Rockoff,

[1] Richard Ingersoll, University of Pennsylvania, original analyses of data from the 2007–08 Schools Statistics and Staffing Survey (SASS) and its supplement, the 2008–09 Teacher Follow-up Survey (TFS).

2004). As a result, students who are subjected to a churn of novice teachers (most often those in higher need districts) are also subjected to amateur quality instruction and thus, their learning suffers (Darling-Hammond, 1995; Lankford, Loeb, & Wyckoff, 2002).

An analysis of the 2012-2013 *Teacher Follow-up Survey* indicated that job satisfaction is the number one reason first-year public school teachers leave their school or leave the profession after their first year (Ingersoll et al., 2018). Findings from this survey revealed that roughly one third (33%) of first-year public school teachers who either left teaching or changed schools at the end of the 2012-2013 school year, reported doing so because of a school staffing action (e.g., budget cuts or budget shortfalls). A total of 38% left for personal or family reasons (e.g., pregnancy, moving), 32% left to pursue another job, and the greatest number (44%) left because of job dissatisfaction (e.g., lack of autonomy, workplace conditions, discipline problems). When given the opportunity to identify key sources of job dissatisfaction (teachers could select three), 71% of former teachers reported that their job dissatisfaction was due to low salary and 56% reported student discipline problems as a main source. The other three largest sources were dissatisfaction with administrators (53%), poor facilities and resources (53%), and lack of influence and autonomy (52%) (Ingersoll, 2018, slide 19). Nowhere on this survey are teachers asked about the psychological or emotional factors that might have played a role or influenced their decisions to leave the profession.

Along the lines of these survey results, other researchers have explored the influence of certain social and organizational factors on teachers' job dissatisfaction and ultimately their decisions to remain in teaching. Evidence shows that social support and

school management can be the most influential factors when it comes to first-year teachers' job satisfaction and attrition from the profession (Stockard & Lehman, 2004; Gu & Day, 2007). Contrastingly, lack of administrative support is a primary reason driving teachers' decisions to exit the profession (Buchanan, 2010; Ingersoll, 2003), along with poor working conditions and limited opportunities for collaboration with colleagues (Kopkowski, 2008).

In addition to the social and organizational factors, emerging research has begun exploring the impacts of psychological and emotional factors on teacher job dissatisfaction and attrition from the profession. The *MetLife Survey of the American Teacher* found that teachers who reported lower levels of job satisfaction were twice as likely to report being under great stress several days of the week or every day of the week compared to teachers who reported being very satisfied with their job (65% versus 28%, respectively) (Markow, Macia, & Lee, 2013). Other studies have found emotional stress and poor emotion management are associated with job dissatisfaction and attrition from the profession (Darling-Hammond, 2001; Jennings & Greenberg, 2009; Montgomery & Rupp, 2005). A qualitative study of 160 high school teachers also revealed that for those who decided to leave the profession, stress-related factors were among the most commonly cited when teachers described their rationale for leaving (e.g., fatigue, nervous tension, frustration, and wear and tear) as one of their primary motivator for leaving (Huberman, 1993).

When considering the factors that might buffer against the high levels of stress and burnout that novice teachers experience, one should consider teacher beliefs and

initial orientations toward teaching, as they can influence interpretations of adversity and in turn influence stress and burnout (Byrne, 1991; Cherniss, 1980). Hong (2012) argues that, "under the same working conditions, individual teachers react in different ways and make different decisions. Some teachers cope well in the face of adverse conditions, while others are more vulnerable" to stress (p. 419). In the case of novice teachers, those with high efficacy beliefs also tend to be high in job satisfaction and low in stress (Tschannen-Moran et al., 1998). Other studies of self-efficacy in teachers have found it promoted psychological well-being, attenuated physiological responses to stress and led to favorable health outcomes (Schwerdtfeger et al., 2008). In addition, initial commitment to teaching (a desire to remain in the profession over the long-term) and the perceived quality of one's early teaching experiences are predictive of early career attrition (Grady, 1990; Ruhland, 2001, 2002)

Teacher stress and burnout are negatively associated with teacher health, well-being, job satisfaction, and subsequently, teaching performance. Higher rates of teacher stress and burnout are predictive of less effective classroom management, poorer health, decreased well-being, lower self-efficacy, less satisfaction in teaching and higher rates of absenteeism (Aloe, Amo, & Shanahan, 2014; Brouwers & Tomic, 2000; Greenberg, Brown, & Abernavoli, 2016). They also are associated with poorer classroom instruction (Blase, 1986; Pianta et al., 2007; Travers, 2001), and poorer teaching performance (Huberman, 1993).

Teacher stress and burnout clearly have implications for teachers themselves and they adversely affect students. The stress and burnout that teachers experience can

negatively impact students' stress, their behavior in the classroom, and subsequently their academic achievement (Greenberg et al., 2016; Hoglund, Klingle, & Hosan, 2015; Osher et al., 2007). In one study, teachers' self-reported burnout was shown to be predictive (above and beyond other factors) of students' morning cortisol levels—a measure of students' physiological stress regulation (Oberle & Schonert-Reichl, 2016). For students being taught by teachers experiencing high levels of burnout, the ability to regulate their own stress was significantly impaired. Another study of first-graders found that students who were taught by teachers experiencing high levels of stress tended to exhibit more internalizing and externalizing disorders (e.g., anxiety and depression, aggressive behavior; Milkie & Warner, 2011).

Common Approaches to Addressing the Problem

A number of public policy efforts have sought to stem teacher turnover and early career attrition. Among the more successful efforts are teacher induction or mentoring programs—programs implemented during a teacher's first year as the teacher of record.[2] In reviews of the teacher induction literature, researchers have found that on average induction programming positively impacts teacher retention (Ingersoll & Strong, 2011; Smith & Ingersoll, 2004). Although, teacher induction programs take on many forms, the overarching aim of these programs has been "to improve the performance and retention of beginning teachers, that is, to enhance, and prevent the loss of, investments in

[2] Teachers typically enroll in or undergo induction programming during their first year of teaching (in some cases induction programming may last more than one year), when the teacher is the primary classroom teacher. Pre-service and preparatory programming is often carried out before one becomes the primary classroom teacher and may involve supported classroom teaching (e.g., student teaching, co-teaching, etc.).

teacher's human capital" (Ingersoll & Strong, 2011, p. 203). In recent years, an increasing number of states, school districts, and schools have created and implemented induction programs for new teachers. Most notably, the percentage of novice teachers participating in induction or mentoring programs has increased from 51% in 1990-91 to 91% in 2007-08 (Ingersoll, 2012).

Ingersoll and Strong (2011) found comprehensive packages or "bundles" of strategies provided during induction to be the most effective approach for reducing teacher turnover in the first year. They also found that as the number of components in the bundle increased (e.g., facetime with administrators, mentorship, beginners' seminars, collaboration with colleagues), teacher turnover decreased. Teachers receiving a comprehensive bundle were 50% more likely to remain in teaching at the end of their first year compared to those who participated in no induction activities (Ingersoll & Smith, 2004). It is notable, however, that the benefits of teacher retention were not sustained for teachers teaching in high-poverty schools, while they were sustained for teachers teaching in low-poverty schools (Ingersoll & Smith, 2004).

When examining findings from rigorous randomized controlled-trial studies, the data on teacher induction seems to be more mixed and it does not appear that all teachers benefit from induction equally. Only two studies of teacher induction programs met *What Works Clearinghouse* (WWC) group design standards without reservation (Clark et al., 2013; Glazerman et al., 2008). One study that examined the effectiveness of *the New Teacher Project (TNTP*) *Teaching Fellows* program, which recruits professionals seeking to change careers and recent college graduates who are not certified to teach and aims to

prepare them to teach in high-need public schools. Participants receive 5-7 weeks of in-person training and also complete online coursework. They also receive professional development and coaching from the program throughout their first year of teaching. Results from this randomized controlled trial found no discernible impacts on math achievement for middle and high school students at the end of the school year. Another study of the *New Teacher Center (NTC) Induction Model*, which aims to accelerate the improvement and effectiveness of beginning teachers, found no discernible effects of teacher retention effect on teacher retention at the district, school, or professional level (at the end of Year 1 of the program).

In addition to these more commonly established approaches to teacher induction programming, recent research has begun to test the role of mindfulness-based interventions (MBIs) for novice teachers (often implemented during the preparation period) for bolstering well-being and curbing the tendency toward stress and burnout. The research is limited and consists of studies conducted with relatively small and select samples—only three studies have examined the effects of MBIs with early career or pre-service teachers—making it difficult to draw conclusions about whether MBIs should be incorporated into traditional preparation and induction programming. Of these studies, one found no effects of the CARE program (Cultivating Awareness and Resilience in Education) with the small sample of student teachers (N=39; Jennings, Snowberg, Coccia, & Greenberg, 2011). The second study was conducted with pre-service teachers (N=70) in Hong Kong. Findings revealed that the 6-week mindfulness program promoted improvements in mindfulness and well-being (Hue & Lau, 2015). Finally, the third study

was conducted with a small group of pre-service teachers (N=44) who self-selected into an elective course on stress and burnout. The training generated increases in mindfulness, satisfaction with life, and self-efficacy.

More studies of MBIs with experienced teachers have been conducted and findings indicate that these interventions hold promise for promoting well-being and curbing stress and burnout. A recent review of 19 studies of MBIs with teachers (with a wide range of experience) revealed that, on average, MBIs generated improvements in mindfulness, well-being, job satisfaction, empathy, compassion, resilience, and emotion regulation, as well as reductions in stress, burnout, anxiety, and depression (Lomas, Medina, Ivtzan, Rupprecht, & Eiroa-Orosa, 2017). However, it is important to note that MBIs tend to be time-consuming and resource-intensive, making it difficult to implement them with novice teachers—given the already extensive demands of teacher preparation and induction programming.

Motivation for a New Psychological Approach during Induction

Although induction programs employ a range of approaches and show some evidence for boosting teacher retention, no studies to date have tested approaches embedded in the induction period that are designed to support the psychological dimension of teachers' lives during the transition to teaching. A further scan of the literature revealed no studies of brief psychological approaches (implemented during the induction period) that aim to instill adaptive and supportive teacher beliefs—beliefs which in other contexts have been shown to promote outcomes like, well-being, self-improvement motivation, and an increased ability to cope with negative emotions. As

mentioned above, three studies have examined the impacts of more extensive programming efforts with pre-service teachers, however, none of these studies: (1) examined approaches to instill adaptive and supportive beliefs about adversity, (2) tested brief and easy to implement approaches, and none (3) assessed approaches embedded during the induction period.

The dearth of literature on psychological approaches—and brief ones at that—to cultivate adaptive teacher beliefs and interpretations of adversity during the induction period suggests the potential value of fresh ideas and novel approaches, as teacher beliefs are highly predictive of enacted behaviors (see Pajares, 1992) and are most malleable early on. For instance, once efficacy beliefs are established, they appear to remain consistent over time in teachers "unless persuasive and conflicting evidence leads to re-evaluation" (Hultell, Melin, & Gustavsson, 2013, p. 84).

Prior studies have noted the difficulty of changing teacher beliefs (Brownlee, Purdie, & Boulton-Lewis, 2001; Gregoire, 2003; Hoy, Davis, & Pape, 2006). However, teacher educators have undertaken efforts to challenge and alter teacher beliefs during pre-service teaching—targeting pre-existing beliefs about teaching, learning, subject matter, and even the self as a teacher (Ashton & Gregoire, 2003; Borko & Putnam, 1996). Yet, none of these efforts have involved the design, implementation or testing of brief psychological trainings.

To address this void, I developed and tested a training for first-year teachers, which sought to foster self-compassionate beliefs about adversity in teaching and shift teachers' interpretations of adversity in ways that have been shown to promote a host of

salutary outcomes. To be clear, the proposal to implement and test a brief psychological approach during the induction period is not an attempt to replace or find an alternative to traditional induction programming. Instead, it meant to spearhead efforts to bring a focus onto the psychological dimension of early career teachers' lives and to find strategies that can effectively equip novice teachers psychologically and emotionally for the demands of the teaching task. Developing and testing this training stands to inform approaches for supporting new teachers during the induction period and to potentially curb burnout, stress, and attrition from the profession.

CHAPTER 2: RATIONALE & LOGIC FOR A SELF-COMPASSION TRAINING

The aim of this study was to develop and test a low-burden, low-cost psychological training designed to foster self-compassionate and adaptive beliefs in first-year teachers, as an effort to support their transition into teaching and potentially their continuation in the profession. The training integrated two separate research traditions—contemplative science and social psychological interventions—to instill beliefs and interpretations of adversity in a manner that requires minimal resources and time.

Contemplative science research is rooted in metacognitive insight traditions that offer radically different interpretations of everyday experiences; insights that, once understood, can be profoundly therapeutic (Grabovac et al., 2011). However, metacognitive insights are often embedded in time-consuming, resource-intensive, multi-component interventions (e.g., MBIs; see Benn, Akiva, Arel, & Roeser, 2012; Flook, Goldberg, Pinger, Bonus, & Davidson, 2013; Frank, Reibel, Broderick, Cantrell, & Metz, 2015; Jennings et al., 2017; Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013; Roeser et al., 2013). These intervention qualities can make it challenging, if not impossible, for many first-year teachers to engage in such trainings, should they exist.

Social-psychological interventions (SPIs) on the other hand, offer brief, theoretically grounded, and timely approaches for instilling beliefs and shaping interpretations (when administered at key transition moments). SPIs have been shown to alter teacher mindsets (with experienced teachers) and, subsequently, promote stronger student-teacher relationships (Okonofua et al., 2016), improve academic achievement in college students (Yeager, Walton, et al., 2016), and reduce stress amongst high school

students (Yeager, Lee, & Jamieson, 2016). Although brief, SPIs can generate effects that last years (Walton, 2014; Yeager & Walton, 2011).

The Training Strategy & Its Novelty

The self-compassion training designed for this study was theoretically grounded, brief (~30 minutes), and easy to administer. The goal of the training was to help teachers adopt the types of beliefs and interpretations of adversity that ultimately reduce common, but debilitating, worries. As a result of the training, the hypothesis was that teachers would be more likely to hold a resilient mindset and growth orientation toward teaching, which in turn would mitigate tendencies toward stress and burnout, and lead to higher job satisfaction and commitment to the profession.

In recent years, mindfulness-based interventions (MBIs) have been the predominate approach for instilling self-compassionate beliefs in adults (Roeser et al., 2013); however, self-compassion is often taught as a supplement to or component of the overarching "mindfulness" training. This can make it difficult to discern how participants become more self-compassionate. As an alternative, this training brought self-compassion to the foreground to identify its unique role in producing salutary outcomes in teachers (i.e., resilient mindsets, growth orientations, well-being).

The training content and method of delivery were informed both by techniques used in prior self-compassion trainings and SPIs with students and teachers. It is the first contemplative training to employ an SPI approach for instilling key insights. It is also the first self-compassion training to be developed specifically for teachers. The training was designed to be intentionally brief to reduce participation time for teachers compared to

lengthy MBIs (Benn et al., 2012; Jennings et al., 2017, 2013; Roeser et al., 2013) and to allow for support from the participating teacher education programs—teachers in these programs experience significant demands on their time and it is difficult to implement additional lengthy programming (i.e., MBIs). If initially effective, this training would serve as a promising low-cost, easy-to implement approach for fostering adaptive teacher beliefs and supporting teachers in the transition to teaching.

Testing the Training

To test the efficacy of the training, I conducted a randomized controlled trial and estimated the impact of receiving the self-compassion training as opposed to a similar length control activity (focused on the physical environment of teachers' classrooms and schools). I assessed the training's impact on teachers' self-compassionate and efficacy beliefs, resilient mindsets, orientations toward teaching, psychological well-being and distress, as well as job satisfaction and commitment to teaching.

The test of this training was novel for three reasons, 1) it was the first rigorous test of a self-compassion training for teachers and more specifically beginning teachers, 2) it was also the first study to explore the impacts of a self-compassion training on outcomes like, efficacy beliefs, mindsets, goal orientations, and commitment, and 3) it was only the second study of an SPI conducted with teachers.

There have been several studies that have assessed the impact of MBIs on teachers' self-compassion, but no studies have examined the impact of self-compassion specific trainings with teachers, let alone beginning teachers. And of the MBI studies tested with teachers, only three examined the effects on pre-service teachers and none

were conducted with teachers during the induction period (Hue & Lau, 2015; Jennings, Snowberg, Coccia, & Greenberg, 2011; Poulin, Mackenzie, Soloway, & Karayolas, 2008). Also, none of the studies with pre-service teachers measured self-compassion as an outcome, meaning little is known about approaches to promote self-compassion in early career teachers and the implications of fostering self-compassionate beliefs for their trajectory in teaching.

Although a handful of studies of MBIs with experienced teachers have examined self-compassion as an outcome, none of these studies have assessed teacher mindsets, orientations or commitment toward teaching (Benn et al., 2012; Flook et al., 2013; Frank et al., 2015a; Roeser et al., 2013). While these particular associations have not been explored, researchers have found self-compassion to be a key mechanism for generating positive psychological outcomes like, reductions in occupational stress and burnout (Kuyken et al., 2010; Roeser et al., 2013; Shapiro et al., 2006).

In terms of SPIs with teachers, there has been one study that examined the effects of an SPI with a range of teachers, not specifically beginning teachers (Okonofua et al., 2016). The study showed promise for using SPIs to shape teacher mindsets and behaviors, as the intervention led teachers to adopt more of an empathic mindset and change their approaches to discipline—the year-long suspension rate was cut in half. It also generated student-level effects, whereby at-risk students reported feeling greater respect from their teachers. No other published study has explored the impacts of SPIs on teachers, revealing a void when it comes to using brief psychological approaches with teachers.

It is important to note that there have been several SPI studies conducted with student populations, whereby the observed impacts tend to be concentrated among certain subgroups of the student population—usually the group at greatest risk for experiencing threat or adversity in their school environment. For instance, in a study conducted with college engineering students, a brief "social-belonging" intervention was developed and implemented to help female engineering students "cope with the chilly climate of STEM" and reduce inequality in STEM achievement (Walton et al., 2015, p. 469). The intervention was designed to "allay concerns that arise from a specific social context—from being a member of an at-risk and underrepresented group in a setting—not from some inherent property of ethnic minorities or of women" (p. 471).

The above study found no main effect of the social-belonging intervention on the key outcome of interest—GPA in male-dominated (i.e., STEM) majors—but, there was a significant three-way interaction between gender, major, and condition. Women in male-dominated majors who underwent the intervention showed a significant increase in GPA—an outcome that effectively eliminated the gender gap in male-dominated majors. In addition, these same women came to hold more adaptive *construals* (i.e., interpretations) of daily adversities and reported them to be less important compared to women in the control group. They also reported higher self-esteem and expressed greater confidence in their ability to handle stressors in school. In contrast, males experienced no significant impacts of the intervention on these outcomes. There were also no differences between males and females on these outcomes in gender-diverse majors. Findings from

this study provide an example of the heterogeneity of treatment effects observed when SPIs are universally administered.

Growth mindset interventions are another class of brief SPIs (also self-administered online) that have been shown to generate significant improvements in students' academic performance (i.e., grades)—effects that are driven by improvements amongst low achieving students (Good et al., 2003; Paunesku et al., 2015). Growth mindset researchers argue that these types of interventions are most helpful for lower-achievers, because a growth mindset is "most beneficial for students confronting challenges" (Yeager et al., 2019, p. 364). In other words, for students not confronting significant adversity in their environment (specifically the types of adversity highlighted in the intervention), an SPI may not produce the intended benefits, possibly because it does not tap into authentic challenges for a given group of participants or it could be that they are already high on the outcomes of interest.

Scientific methods to explore heterogeneity of intervention effects have historically been underdeveloped and underused (Bloom & Michalopoulos, 2013; Mark Greenberg & Abenavoli, 2016; Yeager et al., 2019), therefore a recent national mindset study deliberately sought to explore the ways in which SPIs vary for different groups of students (Yeager et al., 2019). The study was conducted with a nationally representative sample of high schools in the United States and is the largest study to date of a short, online growth mindset intervention. Researchers found that lower-achieving adolescents who underwent the mindset intervention earned higher GPAs (0.1 grade points) at the end of their ninth-grade year relative to students in the control group. The reported effect was

amongst lower-achieving students and no universally beneficial effect of the intervention was observed.

The study also explored the extent to which intervention effects differed based on pre-existing individual differences (i.e., academic achievement) and school context (i.e., peer norms in the school environment, academic achievement level of the school). Researchers discovered no significant variability in intervention effects in terms of self-reported mindsets across schools, however, sub-group analyses revealed significant variability across schools in terms of GPA for lower-achieving students—the effect of the intervention was smallest for lower-achieving students in the schools with higher achievement levels. In addition, the intervention generated the most benefit (i.e., increased GPA more) when the "peer norms" of a student's school were supportive of the growth mindset belief system (i.e., higher challenge-seeking norms).

Interestingly, researchers did find that the growth mindset intervention had a universally positive effect on students' willingness to engage in advanced mathematics course-taking in their 10th grade year—a homogeneous effect of 3 percentage points. Yet, this effect still varied based on school achievement level—students in the highest achieving schools (top 25%) experienced higher increases in advanced math course-taking (4 percentage points) compared to those in the lower 75% of schools (2 percentage points).

In light of these findings, researchers and training developers should consider pre-existing individual and contextual differences when developing SPIs and assessing intervention outcomes. Intervention effects will likely be concentrated among specific

sub-groups of the targeted population, usually those most at-risk for experiencing adversity and developing the types of *construals* being targeted in the intervention. In this study, I intentionally tailored the self-compassion training to the specific contexts of the participating teacher education programs, as well as explored differential effects of the training when conducting analyses.

Self-Compassion and Its Salutary Effects

Self-compassion is a kind-hearted awareness of and nonjudgmental caring toward one's own suffering (Neff, 2003). It can be understood as a countervailing force to the reflexive, negative self-evaluations triggered by failure and perceived imperfections (Dahm et al., 2015). Neff & Germer (2013) state that, "self-compassion is relevant to all personal experiences of suffering, including perceived inadequacies, failures, and painful life situations more generally" (p. 28).

There are three components of self-compassion: (1) recognizing that worries, uncertainties, and disappointments are normal and that all humans are imperfect (common humanity v. isolation); (2) seeing situations from a balanced perspective and acknowledging that situations are temporary (mindfulness v. over-identification); and (3) being kind and understanding toward oneself, as opposed to harshly self-critical (self-kindness v. self-judgment) (Neff, 2003).

Research on the Benefits of Self-Compassion in the Workplace and School. Self-compassion is associated with a range of positive outcomes, including psychological well-being, emotionally positive self-attitudes, and confidence, sustained intrinsic motivation, and lower anxiety (Neff, 2003; Neff, Hsieh, & Dejitterat, 2005; Neff,

Kirkpatrick, & Rude, 2007). A recent meta-analysis found a large effect size for the relationship between self-compassion and stress, anxiety, and depression (MacBeth & Gumley, 2012). Self-compassion also has a positive association with resilience, life satisfaction, mindfulness, and optimism in adults and university students (Leary, Tate, Adams, Batts Allen, & Hancock, 2007; Neff, Rude, & Kirkpatrick, 2007), and it is a predictor of happiness, positive affect, personal initiative, and curiosity (Neff et al., 2007). Self-compassion is positively related to self-efficacy (Iskender, 2009; Leary et al., 2007; Neff et al., 2005), intrinsic exercise motivation (Magnus et al., 2010), and reduced fear of failure (Neff et al., 2005).

Experimental evidence shows that taking a self-compassionate approach toward challenges and weaknesses can promote a growth mindset (i.e., the belief that a personal weakness can be changed) and greater personal responsibility (Breines & Chen, 2012). In one experiment, participants in the self-compassion group were instructed to write a reflection about a personal weakness based on a self-compassionate prompt, "*Imagine that you are talking to yourself about this weakness from a compassionate and understanding perspective*" (p. 3). Participants in the self-compassion group were more likely to believe that their personal weakness was changeable and not fixed (i.e., held more of a growth mindset toward their weaknesses) than those in the two control groups. In another experiment, participants in the self-compassion group were more motivated to make amends with a person they had recently transgressed and were more likely to avoid repeating their transgression in the future (i.e., greater personal responsibility) than those in the two control groups.

Those who hold self-compassionate beliefs also tend to expend more effort after experiencing failure and tend to be buffered against the psychological distress brought on by challenging situations. In another experiment, participants in the self-compassion group spent more time studying after experiencing a test failure compared to those in the two control conditions. The time spent studying ended up predicting their follow-up test scores (Breines & Chen, 2012). The authors interpreted these findings to mean to that taking a self-compassionate approach toward failure "may increase performance over time to the extent that it increases effort" (p. 8).

Other non-experimental research supports this finding, whereby those who are more self-compassionate tend to be more likely to try again after failing (Neely, Schallert, Mohammed, Roberts, & Chen, 2009). Also, evidence from a series of randomized controlled trial studies with university students shows that self-compassion moderates reactions to failure and buffers against the psychological impacts of distressing situations (Leary et al., 2007). In other words, when one learns to take a self-compassionate approach or hold a self-compassionate orientation toward failure or struggle, one may be able to short-circuit the tendency toward rumination or fixation on failure—tendencies that may thwart efforts to improve or engage in further action.

Self-compassionate individuals tend to be less fearful of failure, less motivated by the desire to avoid failure, and more likely to hold a mastery goal orientation. Research has shown that those who are more self-critical and less self-compassionate tend to be motivated by a desire to avoid failure when striving for goals, which can lead to rumination and procrastination, and reduced progress toward goals (Powers et al., 2007,

2009). As a result, self-compassion is very much related to goal orientation. In a study with undergraduate students, those who identified as being more self-compassionate were more likely to hold a mastery goal orientation (e.g., improving skills through effort and strategies) as opposed to a performance goal orientation (e.g., striving to out-perform others or avoiding underperforming compared to others)—a relationship that was mediated by reduced fear of failure and greater self-efficacy (Neff et al., 2005). In sum, self-compassionate individuals are more oriented towards growth and improvement, which can lead to beneficial performance outcomes.

Along these same lines, self-compassionate beliefs may lead to higher self-improvement motivation. In one experiment, participants in the self-compassion group reported higher self-improvement motivation than those in the two control groups (Breines & Chen, 2012). They were also more likely than those in the positive distraction group to engage in upward social comparison (e.g., pursuing the opportunity to work with someone who had a similar personal weakness and had worked successfully to overcome it)—a behavior that reflects "self-improvement motives" (p. 6). This work suggests that, unlike self-esteem, self-compassion does not rely on making inflated self-evaluations, which may decrease self-improvement motivation. Instead, taking a self-compassionate approach can help to "overcome shortcomings without being paralyzed by harsh self-criticism on the one hand or by defensive self-enhancement on the other" (p. 8). Although self-compassion involves self-kindness and acceptance, these findings suggest that it does not breed complacency or laziness—rather it may foster motivation, action, and greater personal responsibility.

Self-compassion is also associated with lower negative emotions and rumination, as well as increased ability to cope with negative emotions. One experiment found those who were high in self-compassion reported lower negative emotions and less rumination about the unpleasant evaluations that they received (Leary et al., 2007). Additionally, participants in high in self-compassion were more likely to attribute a negative event in their life to the type of person they are and were more likely to rate themselves as similar to most people. Authors of this study hypothesized that the lower negative emotions may have been due in part to participants' acknowledgment that "they were the kind of people who made mistakes, yet they did not feel badly about something that is a common experience" (p. 901). Findings from other studies indicate that self-compassionate individuals are less likely to ruminate on negative thoughts and emotions and are more capable of coping with these emotion (Neff Kirkpatrick, et al., 2007; Neff, Rude, et al., 2007).

Findings from the experimental studies highlighted above suggest that self-compassionate beliefs can be instilled through relatively short training exercises and these beliefs can generate beneficial outcomes with a diverse range of populations. However, these studies were conducted with small samples, lacked long-term follow-up and were not conducted with beginning teachers. More research is needed to determine whether or not these effects can be sustained over time and whether they are well suited for promoting outcomes like a resilient mindset or a growth orientation toward teaching.

Research on Self-Compassion with Teachers. To date, studies that have assessed self-compassion in teachers have involved tests of longer, intensive, multi-faceted

trainings (i.e., MBIs) in which self-compassion is one of many contemplative insights espoused. There have been no studies of self-compassion specific trainings in which the focus of the training is primarily teaching the skills and imparting the insights of self-compassion to teachers. MBIs often involve a series of lessons designed to impart key mindfulness concepts, as well as mindful awareness practices designed to reduce stress and boost emotional awareness and self-regulation (Jennings et al., 2017). Only a small portion of MBIs tend to focus on the concept of self-compassion instead, the focus of traditional MBIs tends to be "primarily on teaching techniques to enhance mindfulness" (Neff & Germer, 2013, p. 30).

Although not a primary focus of trainings or main outcome of interest, initial research on MBIs with teachers indicates that self-compassionate beliefs can be instilled, and once instilled, can buffer against burnout and stress. In a handful of studies of MBIs with teachers, participants reported increased self-compassion (Birnie et al., 2010; Frank et al., 2015b; Shapiro et al., 2007). One study examined the impact of a 5-week Mindfulness Training (MT) program on teacher and parents' self-compassion and mindfulness (Benn et al., 2012). The 5-week program involved approaches and activities designed to equip teachers with resources to "cope with stress more effectively and manifest emotional resilience more quickly" (p. 790). Teachers and parents randomly assigned to the MT program experienced significant decreases in stress and anxiety compared to those in the control group. MT participants also experienced increases in self-compassion and mindfulness that persisted at 3-month follow-up. The increases in

self-compassion fully explained reductions in anxiety and depressive symptoms, as well as occupational burnout and stress at 3-month follow-up (Roeser et al., 2013).

Despite this growing, albeit new, research base, no research efforts have sought to test a self-compassion specific training with teachers, where self-compassion is the primary focus of the training and the primary outcome of interest. Furthermore, studies of MBIs have not studied the extent to which self-compassionate beliefs lead to outcomes like, job satisfaction or commitment to the profession. As noted above, the training I developed and tested in this study can begin to fill this void and offers insights about these associations—both immediately following the training and later on (6-month follow-up).

Training Logic and Development

This study examined the extent to which self-compassionate beliefs and adaptive interpretations of adversity in teaching could be instilled in novice teachers through a brief training and, if so, how those beliefs influence teachers' psychological well-being and distress, job satisfaction, and commitment to the profession (Figure 2.1).

Drawing on the self-compassion literature, I hypothesized that a training designed to instill self-compassionate beliefs and interpretations of adversity amongst novice teachers would also foster a resilient mindset and growth orientation toward teaching, efficacy beliefs, and less of an avoidance and proving goal orientation toward teaching (primary outcomes). I also hypothesized that by promoting these outcomes, the training would lead to a set of secondary outcomes (i.e., reduced psychological distress, improved psychological well-being and contemplative dispositions, and increased job satisfaction

and commitment to the profession). Finally, I postulated that by fostering these primary and secondary outcomes, teachers would likely perform better in the classroom and be more likely to stay in teaching (tertiary outcomes, not assessed in this study). In the long-term greater teacher performance and retention can promote student outcomes and reduce school costs associated with teacher recruitment and development.

Teacher cognition and decision-making program of research. The proposed self-compassion training was designed to shape teacher beliefs, mindsets, and orientations toward teaching (e.g., self-compassionate beliefs, efficacy beliefs, resilient mindsets) and in doing so, generate outcomes like greater teacher well-being and job satisfaction. In other words, teacher beliefs and mindsets toward teaching represent the primary lever of change within the logic guiding this study. Much of my rationale for targeting teacher beliefs stemmed from a program of research and theoretical framework that considers the role and impact of teacher beliefs on teaching (Schulman, 1986). This program of research conceptualizes teaching in terms of teachers' "mental lives" and the psychological interpretations that teachers make in the teaching task (Peterson & Clark, 1978).

Researchers who ascribe to the teacher cognition and decision-making program of research argue that teacher beliefs inform teacher judgments and interpretations (Korthagen, 2004; van den Berg, 2002), which, in turn, influence teacher behavior (Pajares, 1992), resilience, and willingness to remain in the profession (Hong, 2012; see also, Pajares, 1992). Nespor (1987) argued that teacher beliefs are based on affective responses and evaluations. For instance, a teacher's feelings of self-worth or self-efficacy

(e.g., affect) can shape their beliefs about teaching, which is different than self-knowledge (e.g., cognitive). Beliefs about one's self-worth are informed by past experiences and can influence future orientations toward teaching, and the amount of effort one will exert to reach a specific goal.

The training itself was designed to shift pre-existing beliefs about adversity in teaching by teaching teachers how to take a self-compassionate approach toward themselves and their teaching. In so doing, the training aimed to instill self-compassionate beliefs that would ultimately shape teachers' interpretations of adversity in their classrooms. Based on the self-compassion literature, I also hypothesized that teaching novice teachers how to take a self-compassionate approach would foster other adaptive beliefs (e.g., self-efficacy), mindsets (i.e., resilience), and orientations toward teaching (i.e., growth and mastery) that lead to long-term positive outcomes (e.g., psychological well-being).

Self-efficacy theory. Along with self-compassionate beliefs, the training was designed to promote efficacy beliefs in beginning teachers (a primary outcome in the logic model, see Figure 2.1), as teacher efficacy beliefs strongly influence and are related to a host of positive outcomes. Bandura (1997; 1977) defines self-efficacy as a belief in one's ability "to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). In the case of a teacher, efficacy beliefs are developed through a cognitive process that involves evaluating relevant information and then forming beliefs about one's capacity to perform in teaching.

Bandura (1986) identified four sources of information that inform the development of one's efficacy beliefs: mastery experiences, physiological and emotional cues, vicarious experience, and social persuasion. Once formed, efficacy beliefs can influence the types of tasks an individual will choose to engage in, the amount of effort he or she will put forth, and his or her willingness to persist in the face of challenges and failures.

Guided by this theoretical framework, I hypothesized that a teacher who evaluates and interprets information in his or her classroom from a self-compassionate lens, would be more likely to evaluate and interpret adversity in their environment in a manner that bolsters efficacy beliefs. This teacher would not be over-identified with adversity—he or she would be able to view worries in teaching as common and transient and be able to exercise more self-kindness in the face of adversity. Thus, in the logic model, I proposed that a teacher who undergoes a self-compassion training and develops a more self-compassionate orientation toward teaching would also come to hold a greater belief in his or her ability to improve and succeed in teaching—a belief that can generate a host of positive outcomes in both the short and long-term.

Teacher self-efficacy is associated with and has been found to generate a range of positive outcomes. It is associated with retention in the profession (Glickman & Tamashiro, 1982), greater commitment to teaching (Coladarci, 1992; Rots et al., 2007), greater persistence in the face of setbacks (Gibson & Dembo, 1984), and lower classroom stress (Parkay et al., 1988). In addition, self-efficacy is related to teacher motivation (Lin & Gorrell, 1998; Tuckman & Sexton, 1990), job satisfaction (Trentham et al., 1985), and

student self-efficacy, motivation and achievement (Ashton & Webb, 1986; Goddard, Hoy, & Hoy, 2000; Midgley, Feldlaufer, & Eccles, 1989; Ross, 1992).

More recent studies have discovered associations between teacher self-efficacy and important outcomes like, teacher learning (Thoonen et al., 2011), engagement in reflective dialogue (Chan et al., 2008), and pursuing feedback (Runhaar et al., 2010). In addition, a review of over 40 years of research on teacher self-efficacy revealed that it is positively associated with teachers' psychological well-being, patterns of teacher behavior and practices related to classroom quality (Zee & Koomen, 2016). In the hypothesized logic model, I contended that instilling greater efficacy beliefs would lead to greater job satisfaction, well-being, and commitment to the profession, which could promote improvements in teaching quality and student learning—although these tertiary outcomes were not measured.

Professional self-efficacy discrepancy. The hypothesized logic model also proposes links between self-efficacy and stress, whereby a lack of self-efficacy or self-efficacy discrepancy exacerbates stress and eventually leads to burnout (Figure 2.1). Building upon the Person-Environment Fit Model of Stress (French et al., 1982), stress is generated from a "lack of fit between environmental demands and personal abilities, and a lack of fit between environmental demand and/or by a dearth of environmental supply" (p. 597). Csikszentmihalyi (1990) went a step further, arguing that the discrepancy between challenges and skills can be the most informative dimension of experience when it comes to stress and anxiety. In the case of teachers, a discrepancy between one's professional skills (real or perceived), for example, and the highly challenging nature of

the teaching task might lead one to experience low professional efficacy, which in turn would heighten stress.

The logic guiding this study drew primarily upon Friedman's (2000) framework of professional self-efficacy discrepancy, whereby discrepancies between expectations in teaching and the realities of the teaching task are "major factors in the etiology of burnout" (p. 597). Friedman defined professional self-efficacy discrepancy as an "individual's perception of a significant gap between expectations of successful professional performance and actual, less satisfying reality" (Friedman, 2000, p. 597). Friedman argued that in the case of professional self-efficacy discrepancy,

> Common work pressures gradually erode professionals' belief in their ability to organize and implement the actions required to produce a given set of attainments. Beliefs in their own efficacy have diverse effects that influence the course of action they choose to pursue…how much stress they can endure, and the level of accomplishment they realize (p. 597).

Along these lines, I hypothesized that certain beliefs, mindsets, and orientations toward teaching (e.g., self-compassion, self-efficacy, resilience) buffer against professional self-efficacy discrepancy and protect against the tendency toward stress and burnout in the transition to teaching. As Friedman (2000) argues, teachers or any professional "should have a well-established sense of professional self-efficacy in order to perform successfully under adverse, challenging circumstances" (p. 602). He also suggested that training for professionals either before and/or during one's career should equip them with the abilities necessary for staying motivated and persisting in the profession. I postulated that holding self-compassionate beliefs about adversity, as well as a resilient mindset and growth orientation toward teaching would be one such set of abilities.

Implicit theories of intelligence or "self-theories." Another theoretical framework guiding the logic for the self-compassion training and study outcomes was Dweck's (2000) self-theories or implicit theories of intelligence, which posits that self-theories—theories one holds about an aspect of self (e.g., intelligence, personality, belonging)—can influence one's goal orientation and future effort. Two overarching self-theories are highlighted in this theoretical framework: 1) incremental theory and 2) entity theory. If a person maintains an incremental theory about an aspect of the self, the person believes that this aspect can be changed through strategy and effort. On the other hand, if a person endorses an entity theory, this person views a certain aspect of self as immutable regardless of the strategies or effort applied (Dweck et al., 1995; Dweck & Leggett, 1988). Those with an incrementalist orientation toward an aspect of self are more motivated to improve—because of the belief that this aspect can in fact be improved.

In my logic model, I suggested that a teacher who comes to hold a more self-compassionate orientation toward teaching would come to embrace an incrementalist orientation toward teaching (e.g., growth mindset for teaching—a weakness or aspect of self can be changed) and would hence hold more of a growth orientation toward teaching—he or she would be motivated to improve and willing to engage in professional learning opportunities (see Breines & Chen, 2012). With more of an orientation toward growth, I hypothesized that this teacher would experience greater improvement in their teaching performance and would also be more committed to remaining in the profession for the long-term. Teaching commitment has been linked to retention in the profession (Chapman, 1984; Chapman & Green, 1986; Ruhland, 2001, 2002; Weiss, 1999) and

research indicates that teaching commitment can positively affect student motivation, achievement, and engagement (Firestone & Rosenblum, 1988; Kushman, 1992).

Self-theories influence teachers' goal orientation toward teaching and subsequently, the types of behaviors that they engage in. As mentioned earlier, in the goal orientation literature, there are two primary goal orientations: (1) a mastery orientation—improving skills through effort and strategies (e.g., exhibiting behaviors like persistence and problem-solving), and (2) a performance orientation—showcasing one's ability in relation to others (e.g., striving to out-perform others or avoiding underperforming compared to others; Elliot & Harackiewicz, 1996). Teachers who hold a mastery orientation toward teaching tend to be more likely to engage in critical reflection (Runhaar et al., 2010), seek out feedback (Butler, 2007), and alter their beliefs and teaching practices (Opfer et al., 2011).

The research on self-theories and goal orientations informed my proposed logic model (see Figure 2.1) that imparting self-compassionate beliefs through a brief training will also promote a growth orientation toward teaching (i.e., a growth mindset for teaching and mastery goal orientation). If teachers come to hold more of a growth orientation, they will then be more willing to engage in professional learning and thus, more likely to experience improvement in their teaching and higher teaching performance.

Research Questions

This study addressed 2 sets of confirmatory research questions. The first set pertains to the primary outcomes of interest, which are assessed both immediately post-training and 6-month follow-up.

1. Does participation in the self-compassion training (vs. control activity) affect participants' *self-compassionate beliefs*?
2. Does it affect the extent to which participants hold a *resilient mindset for teaching*? Their *growth orientation toward teaching*? Their *efficacy beliefs* and *changes in teacher self-efficacy*? Their *avoidance and proving goal orientation toward teaching*?
3. Do immediate improvements in self-compassionate beliefs *mediate the relationship* between the *training* and teachers' *resilient mindset* (both immediately post-training and at 6-month follow-up)? *Growth orientation toward teaching* (both immediately post-training and at 6-month follow-up)? *Efficacy beliefs* (both immediately post-training and at 6-month follow-up) and *changes in self-efficacy* over the course of the school year? *Avoidance and proving goal orientation toward teaching* (both immediately post-training and at 6-month follow-up)?

The other set of questions pertain to the secondary outcomes measured only at 6-month follow-up, as well as the extent to which certain outcomes (assessed immediately post-training) mediated the relationship between the training and these follow-up outcomes.

1. Does participation in a brief self-compassion training (vs. control activity) affect participants' *psychological well-being* and *distress*? *Job satisfaction*?
2. Does it affect changes over the course of the school year for outcomes measured at baseline (i.e., *global self-compassion, mindfulness, perceived stress,* and *commitment to teaching*)?
3. Do self-compassionate beliefs (immediately following the training) *mediate the relationship* between the *training* and *secondary outcomes* (e.g., *psychological well-being* and *distress*)?
4. Do *self-compassionate beliefs* immediately following the training predict participants' *resilient mindset* (immediately post-training), which in turn predicts secondary outcomes (e.g., *job satisfaction*)? Do *self-compassionate beliefs* predict *growth orientation toward teaching* (immediately post-training), which in turn predicts follow-up outcomes (e.g., *job satisfaction*)?

In addition, I conducted exploratory moderation analyses of the confirmatory questions above, designed to elicit a better understanding of for whom and under what conditions the training worked for or failed to work for. Three exploratory questions pertain to primary outcomes (measured both immediately post-training and at 6-month follow-up).

1. Do primary training impacts differ between groups of participants defined by their *baseline levels of stress*, *commitment to teaching*, and/or *teacher education program*?

2. Do primary training impacts vary based on participants' *gender, race/ethnicity*, *prior teaching experience* or *age*?
3. Is there an association between *internalization of the treatment message* and the *primary outcomes?* The *control message* and the *primary outcomes*?[3]

Another set of exploratory questions pertain to the moderating effects of treatment on secondary outcomes.

1. Do secondary training impacts differ between groups of teachers defined by their *baseline levels of stress, commitment to teaching,* and *teacher education program?*
2. Do secondary training impacts vary based on teachers' *gender, race/ethnicity*, *prior teaching experience* or *age*?
3. Is there an association between *internalization of the treatment message* and the *secondary outcomes?* The *control message* and the *secondary outcomes*?[4]

[3] Internalization of the treatment and control messages was assessed through qualitative coding of participants' responses to writing prompts.
[4] Ibid.

CHAPTER 3: DEVELOPING THE SELF-COMPASSION TRAINING

The self-compassion training developed for this study was administered online and was designed to take participants roughly 30 minutes to complete, which also included the time needed to complete the follow-up survey. The training involved three components (see Figure 3.1 for a full outline of the self-compassion training).

The first component of the training involved participants reading (and simultaneously listening to) a series of testimonials from former first-year teachers in their respective teacher education programs. Teachers in the testimonials described their experiences transitioning into teaching and the testimonials were intentionally infused with self-compassionate language to impart a self-compassionate message about approaching and interpreting adversity in teaching.

The second component of the training involved participants interpreting what they had just read and heard in the testimonials. In this aspect of the training, participants had the opportunity to identify and synthesize key themes in the testimonials (i.e., that worries and challenges during the transition to teaching are normal, temporary, and can be overcome).

Finally, the third component involved participants writing a note to a future first-year teacher in their teacher education program. Participants were encouraged to share what they had just gleaned from the testimonials and to incorporate aspects of their own experience transitioning into teaching.

The training format and approach were informed by techniques used in both self-compassion training exercises and social-psychological interventions (SPIs) to tap into

and target pre-existing beliefs about adversity in teaching. In self-compassion training exercises, participants typically are asked to write a letter or answer a writing prompt about a specific situation from a self-compassionate perspective (e.g., Breines & Chen, 2012). Similarly, this training involved having participants respond to two writing prompts, as a means for ensuring that the self-compassionate message was absorbed and that participants were beginning to interpret adversity in teaching from a self-compassionate lens.

The training was also informed by techniques used in SPIs, which are designed to subtly tap into a person's psychological beliefs —beliefs that can color their entire experience in a given environment. SPIs typically involve three features: they (1) target a participant's "subjective experience" and their *construals* (i.e., interpretations) about a given environment or situation, (2) tap into recursive thought processes, and (3) employ a psychologically wise delivery approach (Yeager, Walton, & Cohen, 2013). SPIs are usually administered during a transition experience, as beliefs are formed quickly, and researchers have found it necessary to intervene "before a negative recursive process has gained momentum" (p. 64). In addition, these interventions are brief, and usually not repeated (i.e., one-time administration).

SPIs seek to target a participant's "subjective experience" and *construals* about their environment to ultimately tap into their recursive thought processes. More specifically, in the case of this study, the training sought to target first-year teachers' *construals* or attributions of adversity in the transition to teaching. If the *construals* or attributions novice teachers make are unhealthy, unrealistic, or based upon feelings of

self-doubt or perceived self-deficits, then a negative recursive thought process can ensue. This thought process can cement strong beliefs or orientations toward teaching that, once established, can impair motivation, satisfaction, and commitment to the profession. SPIs have been shown to curb this type of negative recursive thought process. For instance, growth mindset interventions that teach struggling math students that the brain can grow can generate shifts in beliefs about one's math ability and one's ability to improve (Yeager et al., 2013). By targeting the students' *construals* about intelligence and shifting their beliefs, struggling students end up engaging more effortfully in math and experience greater improvements in math performance.

Finally, SPIs usually involve "psychologically wise delivery" approaches, designed to ensure that the intervention message sticks. SPIs are often stealthy, so participants are not made to feel stigmatized or in need of help. The aim is for participants to feel like they are the benefactors of the experience, as opposed to the beneficiaries. For example, a participant might be told that by participating in an intervention "activity," they are contributing to research that will help others just like themselves, instead of being told that the activity is targeted at and meant to help them (see Figure 3.1 for the introductory framing of the self-compassion training).

Training Content

To create the content for the teacher testimonials, I conducted focus groups with first- and second-year teachers from the same teacher education programs from which I subsequently recruited the study sample. The focus groups were designed to provide a better understanding of novice teachers and their experiences transitioning into the

profession. They also generated a fountain of stories from which the teacher testimonials in the training were based.

Sample and Procedure. In the fall of 2017 and spring of 2018, I conducted four (90-minute) semi-structured focus groups with teachers from three teacher education programs—three focus groups were conducted in the fall with first-year teachers and one focus group was conducted in the spring with second-year teachers. Twenty-five, first-year teachers (44% female) and six second year teachers (83% female) participated.

The focus groups with first-year teachers were structured, such that they provided insight into the "subjective experiences" of beginning teachers and helped to identify the types of *construals* new teachers make early on. More specifically, the focus groups shed light on the types of worries, beliefs, and adversity experienced by novice teachers in these programs.

The focus group with second-year teachers concentrated on discerning whether and how novice had overcome fears, worries, and adversity by the end of their second year. Emergent coding and narrative inquiry approaches were employed to identify discursive themes in participants' stories about teaching. The insights shared in these focus groups influenced the development of the teacher testimonials and informed the training design.[5]

Key Findings. When trying to identify universal challenges and types of adversity faced by first-year teachers across all three focus groups, I found that first-year teachers described four sets of challenges or types of adversity: (1) classroom management, (2)

[5] See Appendix I for the Focus Group Protocol.

lacking strategies and/or experience to meet the demands of their classrooms, (3) difficulty forging a teacher identity and, (4) juggling time demands and responsibilities. When sharing their stories about the challenges faced, teachers also conveyed feelings of inadequacy, hopelessness and self-doubt. Self-doubt and hopelessness appeared to originate from five main sources: (1) over-identification with challenges (lack of mindfulness), (2) failing to meet personal expectations (professional self-efficacy discrepancy), (3) comparing one's self to more experience teachers (social comparison), (4) uncertainty about teaching (fear of being the only one experiencing failure), and (5) feelings of inauthenticity (identity mismatch).[6]

In the focus group with second-year teachers, the majority of participants shared stories of growth and improvement, noting how far they had come from their first months of teaching. Each teacher recounted a moment or a specific event when their experience in teaching started to shift, which helped them to overcome initial doubts and worries. Again, these stories of improvement served as the basis for creating the teacher testimonials, which were later intentionally infused with self-compassionate language.

The Framing of the Training

Using the techniques described above, the introductory framing to the training was designed to be psychologically wise and stealthy. Participants were told that they would provide feedback and interpretations of testimonials derived from interviews and focus groups with teachers in the previous cohort of their programs. They were also informed that their responses would be shared with future cohorts of teachers in their

[6] See Appendix II for examples quotations from focus group participants.

programs. Again, the aim of this framing was for participants to feel like they were providing help and support to researchers and future first-year teachers, rather than receiving help themselves (refer to *Section A* in Figure 3.1).

Teacher Testimonials

The teacher testimonials were designed to target participants' *construals* of the teaching task and tap into their recursive thought processes related to adversity in the transition to teaching. The structure and language of the teacher testimonials were informed by SPIs carried out with students (e.g., Walton & Cohen, 2011; Walton, Logel, Peach, Spencer, & Zanna, 2015). Typically, testimonials developed for SPIs underscore the fact that feelings of doubt and threat during a new experience are not the result of a personal fixed deficit, rather they are shared, and common realities experienced by many during a transition experience. The testimonials also showed how the situation can improve with time—suggesting that nothing is fixed or permanent (refer to *Section B* in Figure 3.1).

Each testimonial also mapped the stages commonly experienced by first-year teachers to ensure that the testimonials felt authentic and exhibited the arc of improvement described by the second-year teachers. To do this, I drew upon Friedman's (2000) research with first-year teachers. When conducting interviews, Friedman found that first-year teachers typically experienced three stages in their transition to teaching. He referred to the first stage as "the slump," which tends to happen in the first few weeks of teaching. Teachers describe this period using words like, "shock" or "catastrophe" or "despair." The second stage is known as "fatigue and exhaustion"—the time when

teachers start to feel overwhelmed, criticized, frustrated, and isolated. The third stage is referred to as the "adjustment"—the period when the teacher adapts, adjusts, and compromises their expectations in order to stay focused and motivated (p. 598-600). Like the approaches used in SPIs, each teacher testimonial mapped the stages of this evolution, emphasizing the notion that although there might be feelings of self-doubt and worry in the beginning, these feelings will eventually subside with time. In addition, the testimonials seek to show that moments of adversity can be re-interpreted as opportunities for growth and improvement.

To map these stages, each testimonial begins with the teacher sharing a worry or doubt from when they first starting teaching. The worry or doubt often conveys a sense of hopelessness or despair, as well as feelings of burnout or feelings of being overwhelmed. This part of the testimonial captures "the slump" or the "fatigue and exhaustion" faced in those first few months of teaching. It is important to acknowledge that the testimonials began with the teacher describing a worry or doubt—a psychological interpretation about the teaching situation (e.g., "I worried that I would never be able to teach like another teacher")—and not a an external challenge that is fixed and outside of their control (e.g., "My classroom doesn't have the resources I need to teach effectively."). The training is psychological in nature and designed to shift teachers' interpretations of adversity, not to change aspects that are outside of their control to change. The training is also not intended to equip teachers with new pedagogical techniques or skills, it is purely targeting participants' thought processes and orientations toward teaching.

Next, the teacher in each testimonial describes a moment when their experience in teaching started to change (e.g., having an impactful conversation with a mentor), which represents the "adjustment" period. This moment is when the teacher begins to experience a psychological shift—their attitude and/or beliefs about teaching start to transform. Each testimonial explains how worries and doubts about their teaching ability had gotten better with time.

Finally, each testimonial ends with the teacher's reflection on their improvement over the first year and/or second year and the adjustments or compromises made. For this final part of the testimonial, I deliberately infused self-compassionate language—including self-compassionate insights (e.g., understanding that worries and disappointments are temporary, self-kindness). By sharing a diverse range of experiences in the testimonials, I hypothesized that participants would come to see challenges and failures as normal, common, and ephemeral during the transition to teaching.

Writing Prompts

After reading and listening to the testimonials,[7] participants were asked to interpret the experiences of those teachers they had just read and heard about. Specifically, they were asked to think about why the teachers worried initially but were able to overcome those worries with time. Having participants interpret the testimonials was meant to accomplish two aims. For one, it provided a manipulation check to discern whether or not participants grasped the training message (i.e., that worries and struggles

[7] After an initial round of pilot testing, I decided to record former teachers reading the testimonials, so that participants could both read and listen to them during the final study administration.

in the transition to teaching are normal and get better with time). And, it encouraged participants to synthesize and internalize the training message, as there were several testimonials to read and make sense of (refer to *Section C* in Figure 3.1).

Next, participants were asked to write a short note to a future first-year teacher in their teacher education program—a technique used in both SPIs and self-compassion exercises to facilitate the internalization of the intervention or training message (refer to *Section D* in Figure 3.1). This technique is commonly referred to as "saying-is-believing" in SPIs (Walton & Cohen, 2011, p. 1448). Participants provide advice to others and in so doing, they tend to take their own advice. In theory, the writing prompt encourages the participant to take ownership of the intervention message by sharing the message with others (Aronson et al., 2001; Walton & Cohen, 2011). This exercise represents a stealthy and psychologically wise approach, whereby the participants are made to feel like the benefactors of the training, not the beneficiaries.

Control Activity

The control activity had a similar structure to that of the self-compassion training (from now on referred to as the treatment). However, the testimonials in the control activity were devoid of psychological content and not designed to target participants' subjective experiences or tap into recursive thought processes about worries and doubts in teaching. By design, I crafted the teacher testimonials in the control activity, so that teachers were simply making non-evaluative observations about the physical environment of their classroom and school environments (e.g., "There were two chalkboards in my classroom."). After reading and listening to the testimonials,

participants who underwent the control activity were asked to identify common themes in the testimonials, which served as a manipulation check to determine whether or not they had, in some unintended way, internalized a self-compassionate message or made psychological inferences about the physical environments of their classrooms and schools. Finally, participants were asked to respond to two more writing prompts, which asked for participants to describe the physical environments of their own classrooms and schools (refer to Figure 3.2).

Pilot Testing the Training

The initial version of the treatment and control activity were pilot tested in the fall of 2018. The goal of the pilot testing was to improve the treatment, ensure that the treatment and control activity were distinct, and to identify, refine and validate the final outcome measures for the final study. One pilot test was conducted with student-teachers earning their master's degree in education from a teacher education program at an elite university in the Northeastern United States, and the other two pilot tests were conducted with Amazon Mechanical Turk Workers.

Guiding Approach to Refining the Training. I drew on principles used in Design-Thinking (DT; Razzouk & Shute, 2012) to improve and refine the treatment for the study administration. This approach was inspired by a recent study that used DT principles to develop and iterate upon an SPI (Yeager, Romero, et al., 2016). The authors hypothesized that using a DT approach would "increase the likelihood that an intervention [would] be more effective for a predefined population," as it draws upon a "problem-specific customization, guided by theory" (Yeager, Romero, et al., 2016, p. 375). As a result of

using this approach, the authors found that later iterations of the intervention produced better outcomes than initial versions.

Similarly, I used two DT principles to guide refinements of the treatment: (1) user-centered design and (2) A/B testing. User-centered design privileges the participant's subjective experience to generate key insights about the intervention experience. User-centered design often involves qualitative inquiry, whereby the developer asks questions of participants following the intervention (e.g., "what was confusing?). A/B testing refers to the conduct of rapid, iterative, randomized controlled trial experiments to assess the efficacy of the intervention and determine whether participants are indeed internalizing the intervention message.

In line with the user-centered design approach, I collected survey and qualitative feedback from participants after the first and second pilot tests. I sought to gain insights about participants' experiences completing the treatment and control activity, so that I could improve upon or alter each condition for the final study administration. Participants in both the treatment and control groups were asked to respond to a series of questions about their experience completing either the treatment or the control activity, whereby they rated the extent to which they found it to be one of the following: enjoyable, helpful, understandable, authentic, well-flowing, engaging, boring and cheesy (*1= Not at all, 5 = Very much*). Participants in both groups were also asked to provide written feedback on the following questions: (1) *What are the best things about the activity?* (2) *What are the worst things about the activity*? (3) *How do you feel about the quotes that were provided?*

(4) *How do you feel about the writing prompts?* (5) *Is there anything that you would change to make the activity or overall experience better?*

In addition, those in the treatment group were also asked to provide written feedback about the teacher testimonials. They were asked the following five questions: (1) *Were you aware of the worries that many first-year teachers have prior to this activity?* (2) *How did it feel to learn about these worries?* (3) *What was the most surprising thing you learned or took away from completing this activity?* (4) *Is the information provided in this activity something that beginning teachers should know?* (5) *What kind of impact, if any, will learning this information have on beginning teachers' teaching?*

To assess participants' experiences, I analyzed survey data from both groups after the first and second pilot tests—assessing whether experiences were on average above a 3.0 on the rating scales for positive items (i.e., enjoyable, helpful, understandable, authentic, well-flowing, and engaging) and below 3.0 on the rating scales for negative items (e.g., boring, cheesy). Averages that met these thresholds indicated that the treatment was acceptable, understandable, helpful, and engaging, as opposed to disconcerted, confused, or frustrated by the experience and, therefore, potentially rejecting the treatment message.

I used and analyzed the qualitative feedback as a means for gaining a deeper understanding of the patterns in survey responses. For the qualitative responses in the treatment group, I was most interested in identifying barriers to internalizing the treatment message and/or if there were any gaps in participants' understanding of the

treatment message. I was also interested in discerning whether or not participants in the treatment group felt the testimonials would be helpful for new teachers to hear and whether control participants were making psychological inferences about their classroom and school environments in an unintended way.

To discern whether or not treatment participants had absorbed the treatment message and whether control participants were making psychological inferences, I analyzed all participants' responses to the first writing prompt. Again, the prompt asked participants to identify common themes in the testimonials. My criteria for determining if treatment participants had grasped the treatment message was whether or not they had acknowledged that worries in the transition to teaching were normal and could be overcome in time. Then, I analyzed whether control participants' responses included psychological inferences about the physical environments of their classrooms and schools—suggesting that the testimonials had in some way targeted their subjective experiences in an unintended manner. Finally, I examined treatment participants' responses to the follow-up questions about their experience completing the activity and their thoughts on the teacher testimonials.

All three pilot tests employed low-cost, small-sample, random-assignment experiments, which provided initial tests of the efficacy of the treatment for instilling self-compassionate beliefs and fostering other outcomes in the hypothesized logic model (see Figure 2.1). To assess the training's efficacy for generating the hypothesized outcomes, I conducted a series of t-tests to compare the treatment and control groups on the outcomes of interest. I also conducted reliability analyses on the immediate outcome

measures to further refine the measures for use in the study. It is important to acknowledge that due to small sample sizes, there are limitations to the types of inferences I was able to draw from these pilot tests.

Pilot Study 1: Student-Teachers

Procedure. For the first pilot test, I recruited student-teachers from one teacher education program in September 2018. These student-teachers were just beginning to teach while earning their master's degree in education from an elite university in Northeastern United States. Student-teachers were recruited with the help of the program director and voluntarily consented to participate in the pilot test. Participants were not provided monetary compensation for participating, but food and drinks were provided after the pilot test was completed.

To begin with, participants received a link to the treatment/control activity and read the introductory language. Next, they were randomly assigned to one of two conditions: treatment or control. Immediately following the treatment or control activity (~20 minutes), participants were asked to complete a self-report survey designed to assess the immediate effects of treatment condition on teachers' self-compassionate beliefs, resilient mindset, and the other primary outcomes in the hypothesized logic model. Following the survey, participants were asked a set of feedback questions.

Sample. A total of 26 student-teachers consented to participate in the first pilot test (Control = 13, Treatment = 13). Of the participants, 73% identified as female and 62% identified as White. The mean age was 24 years old and 35% of participants reported having taught prior to starting the program. There were no significant

differences between the treatment and control groups in terms of demographic characteristics or in terms of prior teaching experience (see Appendix Table A.1).

Feedback about Treatment and Control Activity. Participants in both groups reported that, on average, the treatment and control activity were "somewhat" (a rating of 3.0 or higher) enjoyable, understandable, authentic, well-flowing, and engaging (see Appendix Table A.2). The only exception was for participants in the control group who found the activity to be "not so helpful" compared to the treatment group who found the training to be "somewhat" to "mostly" helpful. In addition, each group reported that the experience was "not so" boring and "not so" cheesy.

On average, treatment participants reported that the teacher testimonials were "mostly" helpful, understandable, authentic, well-flowing and engaging. In contrast, participants in the control group reported that the teacher testimonials were "not so" helpful, but "mostly" understandable, authentic, and well-flowing. The fact that the control participants found the testimonials to be "not so" helpful was not of concern, as these testimonials, were not designed to be especially helpful (nor were they meant to be harmful) and were devoid of psychological content.

When providing qualitative feedback about the self-compassion training, all treatment participants claimed to have been aware of the worries described by the teachers in the testimonials. They also noted that it was reassuring to hear these worries and comforting to know they were not alone. Every treatment participant claimed that the information provided in the training was something that beginning teachers should know, and some went on to explain that these types of testimonials are important for new

teachers to hear because they help one to feel less alone with regards to experiencing stress or worries in the transition to teaching. Some also pointed out that going through the training might help instill the message that failure is part of the process of becoming a teacher.

Participants varied somewhat in their feedback about the length of the training. Some felt it was too long with too much reading and writing, while others felt it was too short and wanted to read more teacher testimonials. Participants finished the entire activity (e.g., training, follow-up survey, and feedback questions) in roughly 19 minutes on average—much shorter than expected. As a result, I was concerned that teachers were not be reading the testimonials fully, which could thwart internalization of the treatment message.

Training Adaptations for Pilot Study 2: To make the treatment and control activity more engaging and to encourage more time spent reading over the testimonials, I decided to record former teachers reading the testimonials. The hope was that by embedding audio recordings into the training (in addition to the onscreen text), participants would slow down and listen to the stories more carefully. I thought the audio recordings would also increase the authenticity and believability of the testimonials.

I also tweaked some of the testimonials in the self-compassion training based on responses to the manipulation check, whereby a handful of treatment participants indicated difficulty trying to identify factors that had helped teachers overcome their worries. In light of this, I tried to include a more explicit moment that prompted a

psychological shift in the teacher's orientation toward teaching and their interpretations of adversity.

Pilot Study 2: Amazon Mechanical Turk Workers

Procedure. The next pilot test was conducted with Amazon Mechanical Turk (MTurk) workers recruited through a study posting on the Amazon Mechanical Turk web site—a website on the Amazon Web Services system offered by Amazon.com. Existing users who have registered for the Amazon Mechanical Turk service can browse through the site and choose to complete Human Intelligence Tasks (HITs) that they find interesting or applicable to their skillset or background. To recruit a sample of self-identified teachers, I posted a HIT for the pilot study with the following title, "Study about Improving the Transition to Teaching," and the following keywords, "Research, Teaching, Teachers, Well-Being."

Upon clicking on the HIT and agreeing to participate in the study, participants were provided with the link to the treatment/control activity and follow-up survey. Participants were compensated $3 for 30 minutes of participation. All participants were randomly assigned to one of two conditions: treatment or control. Immediately following the treatment or control activity, participants were asked to complete a self-report survey that had been updated and adapted based on results from reliability tests of measures included in the first pilot test.

Sample. A convenience sample of 100 Amazon Mechanical Turk workers consented to participate and completed either the treatment or control activity (Control = 50, Treatment = 50). When assessing baseline equivalence between groups, there was a

statistically significant difference between the treatment and control groups in terms of gender $\chi^2(1)=4.03$, $p=.05$, but no other significant differences (i.e., race/ethnicity, age, or prior teaching experience). Of the participants, 54% identified as female and 73% identified as White. The mean age was 37 years old. Although, I sought to recruit K-12 teachers, only 79% of the participants reported having prior teaching experience (see Appendix Table A.3).

Feedback on Treatment and Control Activity. Participants in the treatment group reported that the training was "mostly" helpful, understandable, authentic, and well-flowing. They also reported it was "somewhat" to "mostly" engaging and enjoyable, as well as "not so" boring and "not at all" cheesy. Participants in the control group reported that the activity was "mostly" enjoyable, understandable, authentic, well-flowing, and engaging. Participants in both groups reported that the teacher testimonials were "mostly" understandable, authentic, and well-flowing (see Appendix Table A.4).

Participant Interpretations. When analyzing participants' interpretations of the teacher testimonials, it appeared that participants in the control group were making psychological inferences about the physical environment of their schools and classrooms, despite the fact that the testimonials were not meant to target participants' psychological *construals* of their teaching environment. The responses indicated that the control activity was not necessarily a placebo, rather it appeared to be psychologically charged. This was an important finding, as a psychologically charged or active control condition might hinder attempts to accurately test the effectiveness of the training for promoting outcomes compared to business-as-usual practices.

General Qualitative Feedback. Participants in both groups shared that they enjoyed listening to the audio recordings—many said that listening to the teacher testimonials was the most enjoyable aspect of their experience. Participants also rated the teacher testimonials as relatable and interesting. Several treatment participants wrote about their appreciation in knowing that other teachers also worry. That said, a few participants in each condition still mentioned concerns about the length of the testimonials and writing prompts, describing them as time-consuming, long, and burdensome.

Training Adaptations for Pilot Study 3. In preparation for the final pilot test, I went back though the teacher testimonials in the control activity and tried stripping them of psychologically laden language that could prompt participants to draw psychological inferences. I shortened the testimonials in the treatment to reduce the length of the training and made sure the writing prompts in each condition explicitly requested brevity in responses. Finally, I made small tweaks to a few of the immediate outcome measures. For instance, I adapted items in the self-compassionate beliefs scale to ensure they were specific to the challenges raised in the testimonials.

Pilot Study 3: Amazon Mechanical Turk Workers

Procedure. For this final pilot test, I used the same procedures as Pilot 2 (see above). Immediately following the treatment/control activity, teachers were asked to complete a self-report survey that had been updated from Pilot 2 based on reliability analyses. Participants were then asked to respond to a shortened set of feedback questions.

Sample. A total of 84 Amazon Mechanical Turk workers who consented to participate and completed either the treatment or control activity (Control = 42, Treatment =42) were eligible and included in the study analyses; 15 others had participated in the first MTurk pilot test and, thus were excluded from analyses. There was a statistically significant difference between the treatment and control groups in terms of age, $t(82) = -2.09$, $p = .04$, but no other differences in terms of demographic characteristics or prior teaching experience were observed (see Appendix Table A.5). Of the entire sample, 51% identified as female and 77% identified as White. The mean age was 37 years old and 89% of the sample reported having prior teaching experience.

Assessing Treatment Effects. A series of t-tests were conducted to analyze the effect of treatment on the outcomes of interest (see Appendix Table A.6 for descriptive statistics of outcome measures), structural equation modeling was employed to evaluate the extent to which self-compassionate beliefs mediated the effect of treatment on other outcomes, and correlational analyses were carried out to discern whether or not outcome measures were associated in the hypothesized direction.

Analyses revealed that the treatment had a statistically significant effect on self-compassionate beliefs, growth mindset for teaching, beliefs about succeeding in teaching, and holding a goal orientation toward learning (see Appendix Table A.7). Furthermore, self-compassionate beliefs mediated the effect of treatment on a host of outcomes (i.e., beliefs about improving in teaching, beliefs about overcoming worries in teaching, beliefs about succeeding in teaching, beliefs about failures, efficacy beliefs confidence in handling stressors in teaching, holding a growth mindset and mastery goal orientation

toward teaching, as well as having a goal orientation toward learning and not toward avoidance; see Appendix Table A.8). In other words, the self-compassion training led treatment participants to report greater self-compassionate beliefs, which in turn led them to experience greater benefits on all of the above-mentioned outcomes. Finally, correlational analyses revealed that outcome measures were associated in the hypothesized direction put forth in the logic model (see Appendix Table A.9).

Training Adaptations for Final Study Administration. Findings from the third pilot test provided initial evidence that the self-compassion training bolstered self-compassionate beliefs—the main outcome of interest—and led to other positive outcomes. Mediation analyses suggested that the mechanisms proposed in the logic model were plausible—increases in self-compassionate beliefs reported by the treatment group explained improvements on other outcomes (see Figure 2.1). As such, no significant changes were made to the treatment or control activity after Pilot 3. A few changes were made to the outcome measures before the final study administration (see Appendix Table A.10).

After conducting the three pilot tests, I had to decide when to administer the treatment to the final study sample of first-year teachers and ultimately, I decided on the late fall for two reasons. For one, as mentioned earlier, this time period has been characterized as one in which many new teachers begin to experience "fatigue and exhaustion" (Friedman, 2000, p. 599). It is also the time when many new teachers start to struggle and begin to face substantial adversity in their teaching. Ellen Moir, Founder and Chief Executive Officer of the New Teacher Center at the University of Santa Cruz refers

to this as the "disillusionment" phase (*New Teacher Development for Every Inning*, 2016). She describes it as follows,

> "After six to eight weeks of nonstop work and stress…the extensive time commitment, the realization that things are probably not going as smoothly as they want…contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence" (p. 2)

In addition, researchers who have conducted SPIs with students have typically found it to be most effective to intervene early on in the school year to facilitate early adaptation of beliefs (Yeager, Walton, et al., 2016; Yeager & Walton, 2011). And, other researchers who have conducted SPIs with teachers contend that the late fall is a time when teachers begin to experience high levels of stress, self-doubt, and uncertainty (Okonofua, personal communication, July 2017). In light of this and in light of findings from the focus groups, I decided that the late fall was the most opportune time to intervene and instill beliefs that could buffer against stress and burnout and promote well-being and commitment to the profession.

CHAPTER 4: SAMPLE, DATA, & ANALYTIC METHODS

The study included a sample of 119 first-year teachers recruited from three graduate teacher education programs. The study data were derived from surveys administered to the sample at study intake (baseline survey), immediately following completion of the self-compassion training (treatment) or control activity (immediately post-training survey), and six-months following the training (follow-up survey) (see Figure 4.1). I conducted a combination of simple descriptive analyses and multivariate analyses with these data to address my impact questions.

The Study Sample

In the late spring/early summer 2018, I recruited the study sample from three graduate teacher education programs at an elite university in the Northeastern United States (see Figure 4.2). Of the 134 teachers recruited, 132 agreed to participate and completed both the informed consent form and a baseline survey (99%). The words "training" or "intervention" were never used to describe the study in order to prevent teachers from thinking they were receiving unsolicited external support—in keeping with the SPI approach of a "stealthy" and "psychologically- wise" intervention. The study was framed as an effort to learn more about first-year teachers transitioning into the profession. Participants were compensated $25 for each survey completed. If they completed all 3, they earned a bonus of $25 (a potential to earn a total of $100).

In the late fall of 2018, I sent an e-mail to all teachers who completed the baseline survey inviting them to complete another survey. The email included a link to the website containing the treatment or control activity, as well as the immediate post-training survey.

Of the 124 teachers who were sent the email, 119 clicked on the link and were randomized to either the treatment or control activity.[8] Once randomized, participants were immediately routed to the self-compassion training (treatment) or control activity (control) and were asked to read through an assigned set of teacher testimonials. Next, they were asked to respond to writing prompts related to the testimonials (see Chapter 3 for a full description of the self-compassion training and control activity).

Following completion of the treatment or control activity, participants were asked to complete the immediate post-training survey. A total of 119 teachers completed the treatment or control activity, along with the immediate post-training survey. Six-months following the training, participants randomized to a condition received a link to a follow-up survey—118 participants completed the follow-up survey (attrition rate of < 1%).

Profile of the Study Sample

The study sample is an individually randomized sample of 119 first-year teachers (Treatment = 58, Control, = 61) from three teacher education programs. In this study, a "first-year teacher" was defined as a K-12 classroom teacher serving as the "teacher of record"—the primary classroom teacher—for the first time.[9] The teachers were all considered to be teaching within the induction period (described in Chapter 1), whereby any pre-service training had been completed and teachers were no longer "student-teaching."

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[8] A total of 8 participants dropped out of their teacher education program or were no longer teaching by the time the treatment/control activity website link was sent out. As such, these participants did not receive an e-mail with the link.
[9] According to responses on the baseline survey, nine participants reported serving as the "teacher of record" prior to the study—some teacher education programs accept applicants with this level of teaching experience. Therefore, not all teachers in the study sample fulfilled the "first-year teacher" definition, but they were still included in all study analyses.

Sample Size and Allocation by Program. Three teacher education programs housed within the same university agreed to help recruit the study pool of future "first-year teachers." The three programs will be referred to using the following nomenclature: (1) Pre-Service program (PS), (2) the Concurrent Reduced program (CR), and (3) the Concurrent Full program (CF; see Table 4.1 for sample size and allocation by program).

The structure of the three teacher education programs differed, as did the composition of teachers in each program. Participating teachers from the PS program were recruited the week leading up to their graduation from the program (late April 2018) and had just completed one full year of student-teaching—teaching in the classroom of a cooperating teacher—while earning their master's degree in education. A few months later, PS teachers started their teaching careers in a range of K-12 schools across the United States.

Teachers from the CR program were recruited during the program's week-long summer orientation (summer 2018). Then, in the fall of 2018, participating teachers started teaching a reduced load (roughly two courses a term, as opposed to the usual four) at independent boarding and day schools throughout the Northeastern and Mid-Atlantic region of the United States while simultaneously earning their master's degree in education.

Participants in the CF program were recruited just after completing their 5-week long summer orientation. After the orientation, participants began teaching a full load, while earning their master's degree in education. Teachers in the study sample from this

program historically teach in under-resourced schools in and around a large Mid-Atlantic city.

Characteristics of the Study Sample. The study included 89% of teachers in the three participating teacher education programs—these were teachers who had graduated in Spring 2018 from the PS program and those who started the CR and CF programs in Summer 2018. Of the 89% of teachers in these programs who participated (the analytic sample), 67% identified as female, 51% identified as White, 12% identified as Asian, 13% as African American, 12% as Hispanic, and 13% as multi-racial (i.e., selected more than one racial category; see Table 4.2). A majority of the sample (N=63, 54% reported having prior teaching experience (e.g., student-teaching, substitute teaching, assistant teaching, being the teacher of record, etc.) and the average age for teachers in the study sample at the time of the baseline survey was 24 years old.

Analyses of treatment group differences with respect to demographic and background characteristics and other baseline characteristics (i.e., global self-compassion, mindfulness, satisfaction with life, perceived stress, depression, emotion regulation, teacher self-efficacy, and commitment to teaching) revealed that randomization was successful—no significant between group differences were observed (see Table 4.3). However, there were significant differences between the programs in terms of demographic and background characteristics (i.e., age, prior teaching experience) and baseline measures (i.e., depression, teacher self-efficacy, perceived stress).

To explore these program differences further, I conducted analyses of variance (ANOVAs) to examine group differences by treatment condition and teacher education

program on demographic and background characteristics and the other measures assessed at baseline. ANOVAs including study condition, teacher education program, and their interaction as the between subject factors.

First, I examined interactions between teacher education program and treatment condition with respect to participants' age. Results showed that teacher education program was a significant predictor of age, whereby those in the PS program were older than teachers in the CR and CF programs. In addition, there was a significant interaction of program and treatment with respect to participants' age—driven by a significant difference in age between those in the treatment and control groups within the CF program, whereby those in the control group were significantly older than those in the treatment group. I also discovered a significant program effect with regards to prior teaching experience. Participants from the PS program had the highest percentage of teachers with prior teaching experience (97%) compared to the CR program (57%) and the CF program (72%).

Finally, I assessed group differences by treatment condition and teacher education program on all baseline measures using ANOVAs including study condition, teacher education program, and their interaction as the between subject factors. I observed significant main effects of program on teacher self-efficacy and depression, as well as a marginally significant program effect on perceived stress (Table 4.4). Teachers in the CF program were significantly lower in self-efficacy than teachers in the PS program at baseline, as were teachers in the CR program. Teachers in the CF program

were also higher than teachers in the CR program in terms of depression and perceived stress.

Results showed two marginally significant two-way interactions of program and condition on baseline measures (see Table 4.4). For one, there was a marginally significant two-way interaction effect of program and condition with respect to teacher self-efficacy—driven by a significant difference between groups within the CF program (treatment teachers were higher in self-efficacy than those in the control group). And secondly, a marginally significant two-way interaction effect of program and treatment was observed with respect to depression—driven by a significant between condition difference within the CR program (treatment group teachers were higher than controls).

In addition, I explored if there were significant differences on the baseline measures of social-psychological characteristics based on teachers' demographic and background characteristics, as well as their orientation toward teaching (i.e., gender, race/ethnicity, age, prior teaching experience, and commitment to teaching). Results from a series of ANOVAs showed no significant differences in social-psychological characteristics based on teachers' commitment to teaching (see Table 4.5). Similarly, there were no significant differences between males and females in the study sample in terms of on baseline social-psychological characteristics or commitment to teaching, with the exception of the repression sub-scale of emotion regulation, whereby males reported a higher tendency to engage in suppression emotion regulation strategies compared to females (see Table 4.6). And there were no significant differences in these characteristics in terms of race/ethnicity with the exception of self-efficacy, whereby Black/African

American teachers in the study sample reported significantly higher levels of self-efficacy relative to White teachers (see Table 4.7).

Several significant differences on baseline social-psychological characteristics were observed with regards to participants' prior teaching experience. Those with prior teaching experience reported significantly higher levels of self-compassion and self-efficacy relative to those without prior teaching experience and were significantly lower in terms of depression (see Table 4.8). In addition, those who had prior teaching experience were significantly higher in baseline commitment to teaching as assessed through a chi-square analysis of prior teaching and baseline commitment.

Finally, I examined pairwise correlations of age and the baseline social-psychological characteristics. These analyses revealed that age was positively correlated with mindfulness (i.e., those teachers in the study sample who were older reported higher levels of baseline mindfulness) and negatively correlated with life satisfaction (i.e., those teachers in the study sample who were older reported lower levels of life satisfaction; see Table 4.9).

The Data

As described above, teachers in the study sample completed a survey at study intake (baseline survey) to capture data on demographic and background characteristics, as well as on social-psychological characteristics and orientation toward teaching. To assess immediate effects of treatment on teacher beliefs, mindsets, and orientations toward teaching (primary outcomes), participants completed a short follow-up survey immediately following completion of the treatment or control activity. Finally, to

determine whether or not the effects of the training were sustained, participants completed a follow-up survey 6-months after completing the treatment or control activity that again captured teacher beliefs, mindsets, and orientations toward teaching, as well as psychological well-being and distress, contemplative dispositions, job satisfaction, and commitment to teaching.

Baseline Survey

The baseline survey was administered in hard-copy format to participants between late spring and late summer 2018—depending on the teacher education program. The survey included measures to assess demographic and background characteristics (Table 4.2) and 9 measures to assess social-psychological characteristics and orientation toward teaching (Table 4.10), all of which provide data for descriptive purposes, as well as data for creating control variables and moderator variables in the study analysis (see Appendix Table A.14 for correlations of baseline measures).[10]

Contemplative Dispositions. Two measures pertain to participants' contemplative dispositions. First, the Self-compassion Scale (Short-Form) was included to assess global self-compassion and includes items like, "*I try to see my failings as part of the human condition*" (Raes, Pommier, Neff, & Van Gucht, 2011). Secondly, the Five-Factor Mindfulness Questionnaire was used to assess trait-level mindfulness and includes items like, "*I find it difficult to stay focused on what's happening in the present*" (Baer et al., 2008). The mindfulness measure is comprised of three sub-scales: (1) *non-judgment*, (2)

[10] See Appendix III for Baseline Survey.

acting with awareness, and (3) *non-reactivity* and does not include the scales of *observing* and *describing* (see Table 4.10 for descriptive statistics of baseline measures).

Psychological Well-Being and Distress. I also assessed participants' psychological well-being and distress with three measures. The first measure used to capture participants' psychological distress was the Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983). Participants were asked to rate the extent to which they had experienced a range of feelings in the past month (e.g., *"In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?"*). The second measure used to assess psychological distress was the Shortened Depression Scale (Zhang et al., 2012). Participants were asked to rate the frequency with which they had experienced certain emotions in the past week. For instance, one item read, "*During the past week, I felt lonely.*" The third measure used to assess participants' psychological well-being was the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985). Participants were asked to rate the extent to which they agreed with items like, "*The conditions of my life are excellent.*"

Teacher Self-efficacy. Participants' beliefs about their efficacy in teaching were assessed using the Teacher Self-Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001). Participants were asked to rate how successful they thought they would be on a range of teaching tasks in the upcoming year. For instance, one item asked, "*How successful will you be at calming a student who is disruptive or noisy?"* The original TSES measure uses items that are worded in the present tense (e.g., *"How successful are you at calming a*

student who is disruptive or noisy?"). For the purpose of the baseline survey, items were changed to the future tense, as teachers had yet to begin their first year of teaching.

Emotion Regulation. To assess emotion regulation, I used the two sub-scales of the Emotion Regulation Scale (Gross & John, 2003). The first sub-scale captures an emotion regulation strategy referred to as cognitive reappraisal, which includes items like, "*When I want to feel less negative emotion, I change the way I'm thinking about the situation*." The second sub-scale measures another emotion regulation strategy known as expressive suppression and includes items like, "*When I am feeling negative emotions, I make sure not to express them."*

Commitment to Teaching. Commitment to teaching was assessed using one item: "*Which of the following best describes your future plan*?" Participants had the following response options: (1) *I plan to teach as long as I am able*; (2) *I plan to be a teacher until I am eligible for retirement*; (3) *I will probably continue teaching unless something better comes along;* (4) *I plan to leave as soon as I can*; (5) *I am undecided at this time*; and (6) *Other* (Decker et al., 2004). For analyses, I recoded this categorical measure into a binary variable (see Analytic Methods section for description of re-coding approach).

To assess the reliability of baseline measures, Cronbach's alphas were calculated for each measure based on the pairwise correlations between items (Knapp, 1991). And reliabilities were interpreted using the following convention: above .9 (excellent), between .8-.9 (good), .7-.8 (acceptable), .6-.7 (questionable), .5-.6 poor, and below .5 (unacceptable) (George & Mallery, 2003). The reliabilities of the baseline measures were generally high and ranged between $\boldsymbol{\alpha}$ = .75 and .90 (e.g., acceptable to excellent).

Immediate Post-training & 6-Month Follow-up Survey

The immediate post-training survey was administered via Qualtrics immediately following participants' completion of the self-compassion training or control activity (late fall 2018). The survey included measures to assess the effect of treatment on 5 key areas: (1) *self-compassionate beliefs about adversity in teaching*; (2) *resilient mindset for teaching;* (3) *growth orientation toward teaching*; (4) *efficacy beliefs*; (5) *avoidance and proving goal orientation toward teaching*.[11]

The six-month follow-up survey was also administered via Qualtrics 6-months following participants' completion of the treatment or control activity (May 2019). The same measures as those found on the immediate post-training survey were included on the 6-month follow-up survey to assess the effects of treatment on the five areas listed above—and one additional measure was included to capture teachers' efficacy beliefs. In addition, the follow-up survey included measures to assess treatment effects on the following three areas: (1) *contemplative dispositions;* (2) *psychological well-being and distress*; and (3) *job satisfaction and commitment to the profession* (see Table 4.11 for descriptive statistics of immediate post-training and 6-month follow-up measures; see Appendix Tables A.15-16 for pairwise correlations of immediate post-training and 6-month follow-up measures).[12]

Self-Compassionate Beliefs. To assess the extent to which participants held self-compassionate beliefs about adversity in teaching, participants were asked how much they agreed with nine statements (e.g., "*Feeling like I can't deal with a student who acts*

[11] See Appendix IV for Immediate Post-training Survey.
[12] See Appendix V for 6-month Follow-up Survey.

out or distracts other students is something that a lot of new teachers experience"). These questions were developed from Raes et al. (2011)'s *Self-compassion Scale* and adapted to be made more specific to teaching and the situations raised in the teacher testimonials. The scale captures the three facets of self-compassion: (1) self-kindness—extending kindness to oneself; (2) common humanity—viewing one's experiences as part of the larger human experience; and (3) mindfulness—seeing one's thoughts and feelings with balanced awareness. This measure was included in both the immediate post-training and 6-month follow-up surveys.

Resilient Mindset for Teaching. To capture the extent to which participants held a resilient mindset for teaching, I assessed participants' beliefs about overcoming worries and failures, beliefs about improving and succeeding in teaching, and confidence in handling stressors in teaching. This composite measure was comprised of 22 items and included items like, "*It's up to me whether or not I can overcome the worries that I face in teaching*" (see Appendix Table A.11 for a complete list of items and where they were derived from). The items comprising this composite measure were included in both the immediate post-training and 6-month follow-up surveys (see Analytic Methods section for description of composite variable creation).

Growth Orientation Toward Teaching. Another measure was used to examine the extent to which participants held a growth and mastery orientation toward their development in teaching. This measure was comprised of 16 items, which involved participants noting how much they agreed with statements like, "*One of my main goals for the rest of the school year is to feel like I'm improving"* (see Appendix Table A.12 for

a complete list of items and where they were derived from). This measure was included in both the immediate post-training and 6-month follow-up surveys (see Analytic Methods section for description of variable creation).

Efficacy Beliefs. To assess teacher self-efficacy beliefs, I used two different measures. The first measure—the *efficacy beliefs* measure—was included in both the immediate post-training and 6-month follow-up surveys and sought to capture participants' beliefs about their ability to influence student learning. The measure was drawn from the NYC First Year Teachers' Survey (Boyd et al., 2004). Example items include, "*If I try really hard, I can get through to even the most difficult or unmotivated students*." I included an additional measure to capture teacher self-efficacy at 6-month follow-up—the Teacher Self-Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001). This measure was also included in the baseline survey, so estimated treatment effects on this outcome represent changes in teacher self-efficacy from baseline to follow-up.

Avoidance & Proving Goal Orientation. To capture the extent to which participants held an avoidance and proving goal orientation toward teaching, I combined two sub-scales (i.e., "avoiding" and "proving") from the Goal Orientation Towards Teaching Scale (GOTT; Kuscera, Roberts, Walls, Walker, & Svinicki, 2011) into one measure that was included in both the immediate post-training and 6-month follow-up surveys. The measure included items like, "*I feel like a good teacher when I teach without making mistakes"* and "*It is important to me that I do well compared to other teachers."*

Contemplative Dispositions. Participants' contemplative dispositions were assessed by three measures included in the 6-month follow-up survey: (1) the Self-compassion Scale (Short-Form)—the same measure as that included in the baseline survey; (2) the Five Factor Mindfulness Questionnaire—the same measure as that included in the baseline survey; and (3) the Teacher Self-compassion Scale—a new measure that was not included in the baseline survey (Roeser et al., 2013). The teacher self-compassion measure is comprised of thirteen items (e.g., "*When something or someone upsets me in the classroom, I am able to take a balanced view of the situation*"). This measure is an adaptation of Raes et al.'s (2011) Self-compassion Scale—altered specifically for teaching. Both the Self-compassion Scale and Five Factor Mindfulness Questionnaire were administered at baseline, so estimated treatment effects on these outcomes represent changes in self-compassion and mindfulness from baseline to follow-up.

Psychological Well-Being & Distress. To assess psychological well-being and distress, I included four measures on the 6-month follow-up survey: (1) a newly created composite measure of well-being; (2) the Perceived Stress Scale—same measure as used at baseline (estimated treatment effects represent changes in perceived stress from baseline to follow-up); (3) Teacher Occupational Stress Scale—a new measure that was not included on the baseline survey (e.g., "*I find dealing with student discipline problems puts a lot of stress on me"*; (Pettegrew & Wolf, 1982); and (4) the Maslach Burnout Inventory for Educators—new measure that was not included on the baseline survey (e.g. "*I feel emotionally drained from teaching."* Maslach, Jackson, & Leiter, 1997)—that

captures the degree to which teachers have experienced the three characteristics of burnout syndrome in the prior few months (i.e., emotional exhaustion, depersonalization, and lack of personal accomplishment).

A composite measure of well-being was created by combining four measures included on the 6-month follow-up survey: (1) the Satisfaction with Life Scale—also assessed at baseline (Diener et al., 1985)*;* (2) the Brief Resilience Scale (adapted from Smith et al., 2008); (3) Feeling of Belonging Scale (Skaalvik & Skaalvik, 2011), and (4) the Brief COPE (adapted from Carver, 1997; see Analytic Methods section for description of variable creation).

Job Satisfaction & Changes in Commitment to Teaching. I included a new measure in the follow-up survey to examine teachers' satisfaction with teaching at the school-level and overall. The measure includes 12 items, which were combined together from three separate scales—two scales from the National Teacher and Principal Survey (2015-2016) and one from the job satisfaction scale developed by Pettegrew and Wolf, 1982. The measure included items like, "*I am generally satisfied with being a teacher at this school"* and "*In general, being a teacher measures up extremely well to the sort of job I wanted before I took it."* I assessed commitment to teaching using the same measure as that in the baseline survey (Decker et al., 2004). I recoded this categorical measure into a binary variable (see Analytic Methods section for descriptions of variable creation) and the estimated treatment effects on commitment at follow-up represent changes in commitment from baseline to follow-up.

Reliabilities. Scale reliabilities of the immediate post-training measures ranged between **α** = .57 and .90. The efficacy beliefs measure had low reliability (**α** = .57) and the self-compassionate beliefs measure had questionable reliability (**α** = .66). Scale reliabilities of the 6-month follow-up survey measures ranged between **α** = .56 and .93. The avoidance and proving goal orientation measure had low reliability (**α** = .56). The scale reliabilities of these three measures should be taken into consideration when interpreting findings and drawing conclusions. The other measures all had reliabilities greater than .7, which is deemed acceptable (George & Mallery, 2003).

Analytic Methods

Testing Main Effect of Treatment. To test the main effects of treatment on primary and secondary outcomes, I ran a series of structural equation models using STATA (15.0) with Full Information Maximum Likelihood (FIML) with the exception of the binary commitment to teaching outcome, which was estimated using generalized structural equation modeling with maximum likelihood estimation in STATA (15.0). For each model, the binary indicator for treatment status (i.e., Treatment=1; Control=0) served as the independent variable predicting the primary or secondary outcome of interest (see Table 4.12). I ran three separate models to examine the main effect of treatment on each outcome.

Model 1 included the binary indicator for treatment and no covariates (with the exception of models assessing change). Models assessing change were those in which the primary or secondary outcome of interest was also assessed baseline and thus, the model controlled for the corresponding baseline variable (i.e., teacher self-efficacy, global self-

compassion, mindfulness, perceived stress, and commitment to teaching). The parsimony of Model 1 conformed to that proposed in the pre-registration plan, which expressly stated no covariates were to be included if no differences were observed between treatment and control groups on tests of baseline equivalence—which was indeed the case.[13]

In Model 2, I included demographic and background characteristics as covariates (i.e., age, gender, race/ethnicity, teacher education program, and prior teaching experience; see Table 4.13). In Model 3, I included all other covariates derived from the baseline survey data as covariates (i.e., global self-compassion, mindfulness, perceived stress, depression, emotion regulation, teacher self-efficacy, satisfaction with life, and commitment to teaching).

*Testing for Moderation***.** To test for moderation of the treatment effect on primary and secondary outcomes, I ran a series of moderation models using structural equation modeling in STATA (15.0) with FIML. The various moderators included, teacher education program, baseline commitment to teaching, baseline perceived stress, gender, race/ethnicity, age, and prior teaching experience. For each moderator variable, I ran a series of models interacting the binary indicator for treatment with the specified moderator variable predicting each primary and secondary outcome (outlined in Table 4.12). For each outcome, I ran the same three models as described above when testing for main effects of treatment.

[13] An exception to the pre-registration plan was made in the case of the change models, as it was most sensible to control for the corresponding baseline variable. It is important to acknowledge that the change models deviated from the pre-registration plan.

Each set of moderation analyses started by running the model and then conducting a Wald χ^2 test to determine whether or not a significant omnibus interaction effect of treatment and the moderator existed. A Wald χ^2 test indicates whether or not a significant difference exists between the treatment and control groups at different values of the moderator, however, it does not reveal at which values this difference occurs. To explore the nature of the moderated relationship, I conducted post-hoc probing of the models where a significant omnibus interaction effect was observed. For example, in the case of the baseline commitment to teaching moderator, I conducted post-hoc probing to determine if there were significant differences between the treatment and control groups at low (coded as 0) and high (coded as 1) commitment.

To carry out the post-hoc probing of significant omnibus interaction effects, I used simple slopes analysis, which involved the 'pick-a-point' approach for determining whether or not conditional effects of treatment were significant at different values of the moderator. Simple slopes analysis was conducted using STATA (15.0) with FIML to generate slope estimates of the conditional effect lines at different values of the moderator. The slope of the conditional effect line is generated through a simple regression equation that calculates the difference between the values of an outcome variable for two values of the predictor variable at the specified value of the moderator (i.e., the difference between treatment and control groups on resilient mindset at the moderator value of high commitment).

To determine if the slope of the conditional effect lines differs from 0, the slope is divided by its standard error, which produces a z-score. If the z-score is statistically

significant, one can conclude that the slope of the conditional effect at the specified value of the moderator is significantly different than zero and thus, a significant conditional effect of treatment at the specified value of the moderator exists (for more information regarding this approach, see Breitborde, Srihari, Pollard, Addington, & Woods, 2017).

For moderation analyses using binary or categorical moderator variables (i.e., gender, commitment to teaching, race/ethnicity, prior teaching experience, teacher education program), the above approach was used to probe omnibus interaction effects. In the case of the baseline perceived stress moderation analyses, I used the same approach but interacted the z-standardized continuous variable for baseline perceived stress with treatment status. To probe the omnibus interaction effects, I conducted simple slopes analysis at three values of the moderator—1 SD above the mean, at the mean, and 1 SD below the mean—as suggested by Cohen and Cohen (1983).

Exploratory Analyses of Internalizing the Treatment Message & Engaging in Meaning Making. I examined correlations between qualitative codes (that assessed the extent to which treatment participants internalized the training message and control participants engaged in "meaning-making") and the outcomes of interest. Analyses were conducted for treatment and control groups separately using structural equation modeling in STATA (15.0) with FIML. To carry out this analysis, I first conducted a qualitative coding analysis of participants' written responses (completed after the training or control activity) with another coder. Both the other coder and I were blind to participants' gender, race/ethnicity, age, and prior teaching experience.

For treatment participants, we coded whether or not they grasped and acknowledged the message that worries during the transition to teaching are normal and can be overcome in time. We also assessed the extent to which participants in the treatment group included self-compassionate language in their letters to future first-year teachers. For control participants, we coded for whether or not they engaged in "meaning making" (i.e., making psychological inferences about the physical environments of their schools and classroom).

Responses were coded based on coding conventions used in two other social-psychological intervention (SPI) studies (see supplements of Walton et al., 2015; Yeager et al., 2016). Our interrater reliability for coding participants' written responses was adequate (89% agreement), so we averaged both scores before conducting exploratory analyses.

Testing Mediation Effects. As per the pre-registration plan, I planned to run a series of mediation analyses when main effects of treatment were found. However, no main effects of treatment were observed, so no mediation analyses were conducted in the present study.

Handling Missing Data. Missing data in the sample was minimal. Between 98 and 100% of the sample had valid data for each outcome. Still, in order to maximize the power of the sample, I used Full Information Maximum Likelihood (FIML) to impute missing data (Institute of Education Sciences: What Works Clearinghouse, 2019). FIML is a fully efficient method in the statistical sense and is an effective method for reducing sampling error (Allison, 2003). FIML assumes that the data is missing at random, which

appears to be the case with this data, as rates of missing were less than 3% for all outcomes. Generalized structural equation modelling (used to assess effects on the binary commitment outcome), does not have the capacity to employ FIML and instead uses maximum likelihood estimation for missing data.

Primary Outcomes

Five primary outcomes were derived from the data collected immediately post-training and at 6-month follow-up: (1) *self-compassionate beliefs about adversity in teaching*; (2) *resilient mindset for teaching*; (3) *growth orientation toward teaching*; (4) *efficacy beliefs,* and (5) *avoidance and proving goal orientation.* An additional primary outcome was derived from data on a measure assessed at baseline and 6-month follow-up, *teacher self-efficacy.* As such, this outcome represents change in *teacher self-efficacy* from baseline to follow-up.

Primary outcomes were derived through a multi-step process. First, I decided upon the measures to be included on the immediate post-training and 6-month follow-up survey by identifying the most common self-report measures used in self-compassion intervention studies (e.g., Leary et al., 2007) and mindfulness-based intervention studies with teachers (e.g., Jennings et al., 2017). I also identified common measures used to assess outcomes in SPI studies with students and teachers (e.g., Walton et al., 2015). In some instances, I extracted measures verbatim from these studies, while in other cases I selected certain items or adapted items to accommodate survey length or to ensure that items were relevant to the context of teaching and this study.

Next, the proposed measures to assess the primary outcomes were tested in three pilot studies (described in Chapter 3) to determine scale reliability and to discern if the measures were associated with one another in the hypothesized directions—as proposed in the study logic model (see Figure 2.1). Reliability was assessed by examining the inter-item correlations for each measure and the item-rest correlations (i.e., the correlation between an item and the scale that is created by all the other items) to determine whether or not items fell within the acceptable range of .15-.50 (Nunnally & Bernstein, 1994). Finally, the Cronbach's alpha was examined and interpreted with the conventions described above. Items with unacceptable item-rest correlations were dropped between piloting rounds.

After piloting, I decided to include twelve measures to assess the six primary outcomes of interest. Then, during the analysis phase of the study, I conducted exploratory and confirmatory factor analyses (EFA and CFA), as well as correlational analyses to create more comprehensive composite measures, from which I derived the primary outcomes—an effort to reduce the number of multiple comparisons made in study analyses.

Two composite measures were derived through EFA and CFA to capture two primary outcomes: (1) *resilient mindset for teaching*—a composite of five measures, and (2) *growth orientation toward teaching*—a composite of three measures. In addition, a composite measure was created from two measures to capture teachers' *avoidance and proving goal orientation*. The remaining primary outcomes (i.e., *self-compassionate*

beliefs about adversity in teaching, *efficacy beliefs*, and *teacher self-efficacy*) were each derived from a single measure.

Primary Outcome: Self-compassionate Beliefs. This outcome was derived from data generated by the self-compassionate beliefs measure (included in the immediate post-training survey and the follow-up survey). This was a newly developed measure informed by Raes et al.'s (2011)'s *Self-compassion Scale (Short-Form)*. The measure included 9-items and sought to capture the extent to which participants held beliefs about the three components of self-compassion—as they relate to transitioning into the teaching profession.

Primary Outcomes: Resilient Mindset & Growth Orientation Toward Teaching. Two primary outcomes were meant to capture the extent to which participants held a resilient mindset for teaching and a growth orientation toward developing their teaching ability. These two outcomes were derived through EFA and CFA, which involved the analysis of data from eight measures included on the immediate post-training survey. It is important to note that these same measures were included on the follow-up survey, however, the latent factors were derived from immediate post-training survey data for temporal reasons. The same latent factors used to derive the primary outcomes immediately post-training were also used to derive the primary outcomes at 6-month follow-up.

For the factor analysis, I began by conducting EFA using promax oblique rotation with maximum likelihood estimation (SPSS Version 26.0). EFA was suggestive of two distinct factors—the resilient mindset and growth orientation factors (See Table 4.14 for

rotated pattern and structure matrices derived through EFA). Using the EFA output, I subjected these two factors to CFA with FIML (Full Information Maximum Likelihood) using structural equation modeling (STATA 15.0) and compared the two-factor model to a single-factor model to confirm that there were in fact two cohesive latent factors. This involved testing two competing a-priori models in the CFA. To assess the fit of these two models, I compared the chi-squared statistic (χ^2), the Comparative Fit Index (CFI), the Tucker Lewis Index (TLI), and the root mean square error of approximation (RMSEA) for each model.[14]

The one-factor model fit the data adequately in terms of the CFI indices (.93), but it did not fit the data well in terms of other indices: χ^2 value = 43.19 (df = 20, p = .002), TLI=.90, and RMSEA = .10. The two-factor model fit the data better than the single-factor model: χ^2 value = 15.30 (df = 19, p = .70), RMSEA = .000, CFI = 1.00 and TLI = 1.02. Thus, I used the two-factor model to derive the two primary outcomes (see Table 4.15 for factor loadings of final measurement model).

The *resilient mindset* factor is comprised of five measures: (1) *beliefs about succeeding in teaching;* (2) *beliefs about overcoming worries in teaching*; (3) *beliefs about improving in teaching*; (4) *adaptive beliefs about failures in teaching,* and (5) *confidence in handling stressors in teaching* (for a complete list of items see Appendix Table A.11). The *growth orientation* factor is comprised of three measures: (1) gr*owth*

[14] As an analytic note, if the χ^2 is large and the p-value is small, it is an indication that the model should be rejected. The χ^2 is sensitive to sample size. With smaller samples, it may be more likely to accept poor models (Type II errors). RMSEA values below .06 indicate a good model fit. CFI and TLI values above .90 indicate an adequate model fit, while values above .95 indicate a good fit (Hu & Bentler, 1998, 1999).

mindset for teaching; 2) *mastery goal orientation;* and 3) *willingness to engage in professional learning* (for a complete list of items see Appendix Table A.12).

Primary Outcome: Avoidance & Proving Goal Orientation. This outcome was derived from two measures that were combined into a composite measure—the "avoiding" and "proving" sub-scales of the Goal Orientation Towards Teaching Scale (GOTT; Kuscera et al., 2011). Comprised of 6 items, the composite measure seeks to capture the extent to which participants held an avoidance goal orientation (i.e., tendency to avoid certain behaviors that could increase the likelihood that they appear incompetent) and a proving goal orientation (i.e., tendency to want to prove their competency to others). I combined these two measures, because they were moderately and significantly correlated, r (121) = .45, $p < .001$, and capture a performance orientation toward teaching that distinctly contrasts the growth orientation sought to be promoted through the self-compassion training.

Primary Outcome: Efficacy Beliefs. The efficacy beliefs outcome was derived from a measure drawn directly from the NYC First Year Teachers' Survey (Boyd et al., 2004). This measure was included on both the immediate post-training and 6-month follow-up surveys. Data from this measure was used to derive the efficacy beliefs outcome at immediate post-training and at 6-month follow-up.

Primary Outcome: Change in Teacher Self-efficacy. To examine change in teacher self-efficacy over the course of the school year, I used data derived from the Teacher Self-efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001). The scale was included on both baseline and 6-month follow-up surveys, so the outcome represents

change over time (i.e., treatment predicting teacher self-efficacy at follow-up controlling for baseline teacher self-efficacy).

Secondary Outcomes

Secondary outcomes were derived from measures included in the 6-month follow-up survey and were meant to capture participants': (1) *contemplative dispositions*; (2) *psychological well-being and distress*; and (3) *job satisfaction and commitment to teaching*. Nine secondary outcomes fall within these three areas and four of these outcomes capture change from baseline to follow-up (i.e., global self-compassion, mindfulness, perceived stress, and commitment to teaching).

Secondary Outcomes: Contemplative Dispositions. To assess treatment impacts on participants' contemplative dispositions, I derived three outcomes: (1) change in global self-compassion, (2) change in mindfulness, and (3) teacher self-compassion. These outcomes are considered secondary (see Figure 2.1), due to the hypothesis that changes in trait-level self-compassion and mindfulness would only be observed after certain beliefs and interpretations about teaching had shifted (e.g., self-compassionate beliefs, efficacy beliefs).

The change in global self-compassion outcome was derived from data generated on the Self-compassion Scale (Short-Form; Raes et al., 2011) included on both baseline and 6-month follow-up surveys. The outcome represents change over time—the structural equation model included treatment predicting global self-compassion at follow-up, controlling for baseline global self-compassion. Similarly, the change in mindfulness outcome was derived from a single measure, the Five Factor Mindfulness Questionnaire

(Baer et al., 2008), administered at baseline and six-month follow-up. It too represents change over the course of the school year by controlling for baseline mindfulness in the structural equation model predicting mindfulness at follow-up. The Teacher Self-compassion outcome was derived a single measure included only on the 6-month follow-up survey (Roeser et al., 2013).

Secondary Outcomes: Psychological Well-Being & Distress. Four outcomes pertaining to participants' psychological well-being and distress were derived from seven measures assessed at 6-month follow-up: (1) psychological well-being; (2) perceived stress; (3) occupational stress; and (4) occupational burnout.

I created a composite measure to derive the psychological well-being outcome by using CFA that analyzed four measures assessed at 6-month follow-up. Before conducting CFA, I observed that data on four measures—each hypothetically representing a dimension of well-being—were strongly correlated: (1) the Satisfaction with Life Scale (Diener et al., 1985); (2) the Brief Resilience Scale (adapted from Smith et al., 2008); (3) the Feeling of Belonging Scale (Skaalvik & Skaalvik, 2011); and (4) the Brief COPE (adapted from Carver, 1997). In light of these correlations, I tested a single factor model using CFA to determine whether or not all four measures were the result of an overarching factor—again this was an attempt to reduce the number of multiple comparisons in the study analyses.

To assess model fit, I examined the chi-squared statistic (χ^2), the Comparative Fit Index (CFI), the Tucker Lewis Index (TLI), and the root mean square error of approximation (RMSEA). I found that the single factor model fit the data well, χ^2 value =

.35 (*df* = 2, *p* = .838), RMSEA = .00, CFI= 1.00 and TLI = 1.03 (see Table 4.16 for factor loadings). Therefore, I used the model of a single latent factor to derive the psychological well-being outcome at follow-up. A total of 26 items loaded onto this factor (for a complete list of items see Appendix Table A.13). This outcome was z-standardized for analysis purposes, as the four measures were on different Likert scales.

Three outcomes capture participants' psychological distress. Each outcome was derived from a single measure assessed at 6-month follow-up with the exception of the change in perceived stress outcome. The change in perceived stress outcome was derived from the Perceived Stress Scale (Cohen et al., 1983), which was included on the 6-month follow-up survey and the baseline survey. The outcome represents change over the course of the school year, by controlling for baseline perceived stress in the study model predicting perceived stress at 6-month follow-up. Next, occupational stress was derived from the Teacher Occupational Stress Scale (Pettegrew & Wolf, 1982) assessed at 6-month follow-up. And finally, occupational burnout was derived from the Maslach Burnout Inventory for Educators (Maslach et al., 1997) included on the 6-month follow-up survey.

Secondary Outcomes: Job Satisfaction & Change in Commitment to Teaching. I derived two outcomes to capture job satisfaction and change in commitment to teaching over the course of the school year. For the job satisfaction outcome, I created a composite measure that combined responses to 7 items drawn directly from section 7.5 of the National Teacher and Principal Survey (2015-2016), one item from section 7.3 of the same survey, and 4 items from the Job Satisfaction Scale used by Pettegrew and Wolf

(1982). All items were included on the 6-month follow-up survey. Because these items were on different Likert scales, the composite measure was z-standardized for sake of interpretation.

In terms of change in commitment to teaching, I derived the outcome from a single-item measure included both on the baseline and the 6-month follow-up survey. For this measure, participants were given six response options when asked the following question, "*Which of the following best describes your future plan*?": (1) *I plan to teach as long as I am able*; (2) *I plan to be a teacher until I am eligible for retirement*; (3) *I will probably continue teaching unless something better comes along;* (4) *I plan to leave as soon as I can*; (5) *I am undecided at this time*; and (6) *Other* (Decker et al., 2004).

To construct the outcome variable for teacher commitment, I recoded responses using a binary coding schema. I coded, "*I plan to teach as long as I am able*" and "*I plan to be a teacher until I am eligible for retirement,*" as '1' to represent *high commitment* to teaching. And, I coded the remaining three response options as '0' for *low commitment*. If participants marked: "*Other*," their text responses were qualitatively analyzed and coded as either '0' or '1' based on the response. An example text response for the "*Other"* category that was ultimately coded as '0' reads, "*I am going to decide at the end of this year whether I plan to continue teaching."* And an example text response that was coded as '1' reads, "*At this point I want to teach throughout my life, but I imagine I will take a couple years off here and there to do other things."* In study analyses, the change in commitment outcome represents change in commitment to teaching from baseline to

follow-up, whereby the study model predicting commitment at follow-up (estimate represented as a log-odds) controls for baseline commitment.

CHAPTER 5. FINDINGS

Main Effects of Treatment on Primary & Secondary Outcomes

There was no evidence of a main effect of treatment on the primary outcomes of interest assessed immediately post-training or at 6-month follow-up (see Table 5.1). Both the treatment and control group had relatively strong self-compassionate beliefs, were likely to hold a moderate to strong resilient mindset and a strong growth orientation toward teaching, and they were high in terms of efficacy beliefs. Interestingly, both groups tended to hold a moderate to strong orientation toward avoidance and proving in teaching.

Similarly, there was no evidence of a main effect of treatment on secondary outcomes assessed at 6-month follow-up (see Table 5.2). Participants in both groups reported moderate levels of global self-compassion, mindfulness, perceived stress, and occupational stress and burnout. Less than half of the participants in both groups reported high commitment to teaching at follow-up (see Table 4.11 for scales of measures used to derive the primary and secondary outcomes).

For the base model reported in Tables 5.1 and 5.2, no covariates were included as was specified in the pre-registration plan, (with the exception of the change models, which included the covariate for the corresponding baseline variable). In Table 5.3, I included the estimated treatment impacts for all three study models: (Model 1) treatment status predicting the outcome of interest with no covariates, (Model 2) treatment status predicting the outcome of interest with demographic and background covariates included, and (Model 3) treatment status predicting the outcome of interest with all

demographic/background and social-psychological characteristics, and orientation toward teaching covariates included (see Table 4.13 for detailed description of covariates; see Appendix Tables A.17-36 for results from all three models estimating the treatment effect on each primary and secondary outcome).

Moderation of Treatment Effects: Baseline Commitment to Teaching

To determine if the estimated training impacts differed between high and low committed teachers (as assessed at baseline), I conducted tests of the omnibus interaction effect of commitment (binary variable) and treatment status (binary) on the outcomes of interest.

A significant omnibus interaction effect was observed on one of the primary outcomes immediately post-training (i.e., resilient mindset) and on three of the primary outcomes at 6-month follow-up (i.e., resilient mindset, growth orientation toward teaching, and change in teacher self-efficacy from baseline to follow-up).

To probe these omnibus interaction effects more deeply and discern whether treatment effects differed amongst highly committed teachers, low committed teachers, or both, I explored the conditional effects of commitment at values of the moderator (i.e., low commitment = 0, high commitment = 1; see Table 5.4; see Appendix Tables A.37-56 for results of all three study models estimating the omnibus interaction effect of commitment and treatment on the primary and secondary outcomes).

For those with a high baseline commitment to teaching, the estimated immediate impacts of treatment on resilient mindset were positive and marginally significant (p =.061, see Figure 5.1). At six-month follow-up, the estimated impacts of treatment on

resilient mindset and growth orientation were positive and statistically significant, (p = .032 and .027, respectively; see Figures 5.1 & 5.2). In addition, highly committed teachers who underwent the treatment showed growth in self-efficacy from baseline to follow-up relative to their control counterparts (p = .068; see Figure 5.3).

To explore the meaningfulness of these effects on primary outcomes, I observed that those highly committed to teaching in the treatment group were 0.40 higher than those in the control group in terms of holding a resilient mindset for teaching at 6-month follow-up. On a scale of 1 to 5, this can be thought of as moving nearly halfway from "somewhat" holding a resilient mindset (3.0) to "likely" holding a resilient mindset (4.0). In terms of standard deviations, this would mean shifting from the 50th percentile to the 72nd percentile on the distribution curve.

For those with a low baseline commitment to teaching, the estimated immediate impact of treatment on resilient mindset was negative and marginally significant (p = .091). In addition, for those with low commitment, the training had a significant negative effect on resilient mindset at follow-up (p =.020; see Figures 5.1). This same group of teachers also exhibited a decline in self-efficacy from baseline to follow-up relative to treatment counterparts (p = .003).

In terms of secondary outcomes, significant omnibus interaction effects of treatment and commitment were found for three secondary outcomes (i.e., well-being, occupational burnout, and job satisfaction; see Table 5.5). For those with a high baseline commitment to teaching, the treatment led to lower burnout (p = .073) and higher job satisfaction (p = .068) at follow-up. For those low in commitment to teaching, the

estimated impacts of treatment on well-being and job satisfaction at follow-up were negative and statistically significant (p = .054 and .026, respectively; see Figure 5.4). Control teachers who were low in commitment to teaching were also higher in terms of occupational burnout at follow-up relative to their treatment counterparts (p = .065; see Figure 5.5).

Again, to explore the meaningfulness of these effects on secondary outcomes, teachers who underwent the treatment and were high in commitment to teaching at baseline were 0.56 points lower in terms of occupational burnout at 6-month follow-up. On a scale of 1 to 7, this can be likened to moving just over halfway between experiencing a burnout symptom "once a month" (3.0) to experiencing it a "few times a month" (4.0). Or in terms of standard deviations, an effect of this size would mean moving from the 50th percentile to the 67th percentile on the distribution curve for this outcome measure. Interestingly, a nearly identical difference between treatment and controls was observed on occupational burnout in a study of a 5-week Mindfulness Training (MT) with teachers. In this study, the treatment group was 0.57 points lower in occupational burnout at 3-month follow-up than the control group (Roeser et al., 2013).

Moderation of Treatment Effects: Teacher Education Program

Analyses yielded significant differences in the estimated treatment effect based on teacher education program. A significant omnibus interaction effect was observed on one primary outcome at 6-month follow-up (i.e., resilient mindset; see Table 5.6). For teachers in the CR program, the estimated impact of treatment was negative and statistically significant effect for resilient mindset (p = .015; see Figure 5.6). A significant

omnibus interaction effect was also observed on four of the secondary outcomes of interest (i.e., teacher self-compassion, well-being, change in perceived stress, and occupational burnout; see Table 5.7; see Appendix Tables A.57-76 for results of all three study models estimating the omnibus interaction effect of program and treatment on the primary and secondary outcomes).

Teachers in the CR program who underwent the treatment were lower in well-being (p = .026; see Figure 5.7) and lower in teacher self-compassion (p = .001; see Figure 5.8) at follow-up. In addition, teachers in the CR program who underwent the treatment showed an increase in perceived stress from baseline to follow-up (p = .087; see Figure 5.8) and higher levels of occupational burnout at follow-up (p = .036; see Figure 5.9). Alternatively, for teachers in the CF program, the treatment led to a decline in perceived stress over the course of the school year (p = .057; see Figure 5.8).

Moderation of Treatment Effects: Baseline Perceived Stress

A significant omnibus interaction effect of treatment and baseline perceived stress was observed for growth orientation toward teaching immediately post-training. To probe this omnibus interaction effect more deeply and discern whether treatment effects differed amongst highly stressed teachers (1 SD above the mean), moderately stressed teachers (teachers at the mean) and teachers low in stress (1 SD below the mean), I explored the conditional effects of stress at these values of the moderator (see Table 5.8). For those who were highly stressed at baseline, the estimated impact of treatment on growth orientation immediately post-training was positive and statistically significant (p = .007; see Figure 5.10).

A significant omnibus interaction effect was also observed for two secondary outcomes (i.e., change in self-compassion and change in perceived stress; see Table 5.9). For teachers who were higher in stress at baseline, the training led to growth in self-compassion from baseline to follow-up (p = .082) and a reduction in perceived stress from baseline to follow-up (p = .097). Conversely, for those who reported lower stress at baseline, the training led to a decline in self-compassion over the course of the school year (p = .099; see Figure 5.11; see Tables A.77-96 for results of all three study models estimating the omnibus interaction effect of baseline perceived stress and treatment on the primary and secondary outcomes).

Moderation of Treatment Effects: Background/Demographic Characteristics

To explore whether demographic and background characteristics moderated the effect of treatment on primary and secondary outcomes, I ran a series of moderation analyses substituting in gender, race/ethnicity, age, and prior teaching experience as the moderator interacted with treatment status. No significant moderating effects of treatment were observed with regards to race/ethnicity, prior teaching experience or age.

Significant omnibus interactions effects of gender and treatment were observed in terms of efficacy beliefs (p = .005), occupational burnout, (p = .045), and job satisfaction (p = .032), all at 6-month follow-up. When probing these omnibus interaction effects, I found that males who underwent the training were higher in efficacy beliefs than control males (p = .036), while females who underwent the training were lower in efficacy beliefs than control females (p = .084). No other significant conditional effects were observed when probing the significant omnibus interactions.

Considering Post-Hoc Corrections

Although I explicitly stated in the pre-registration plan that no post-hoc corrections would be made to correct for multiple comparisons, I decided to conduct additional analyses to explore if significant omnibus interaction effects would survive with a conservative post-hoc correction—as there were several primary and secondary outcomes, which increases the likelihood that significant effects are merely due to random chance. To carry out these post-hoc corrections, I decided to use a very conservative test to determine if the significant omnibus interaction effects still held when accounting for multiple comparisons.

The conservative post-hoc corrections that I conducted involved dividing the alpha level (.05) by the number of tests. In the case of primary outcomes immediately post-training, there were five outcomes, so the new alpha-level to determine significance for the primary outcomes became .010 (.05 divided by 5). There were six primary outcomes assessed at 6-month follow-up, which meant the new alpha-level for determining significance became .0083. Finally, there were nine secondary outcomes, meaning the new alpha level for determining statistical significance became .0056.

Given these stringent corrections, I stilled observed a significant omnibus interaction effect of baseline commitment and treatment on two of the primary outcomes of interest at 6-month follow-up: (1) resilient mindset (p = .002) and, (2) changes in teacher self-efficacy from baseline to follow-up (p = .001). In addition, I observed a significant omnibus interaction effect on one of the secondary outcomes of interest at 6-month follow-up: job satisfaction (p = .005).

Alternatively, the only significant omnibus interaction effect of program and treatment observed was on the secondary outcome of teacher self-compassion (p = .008). No significant omnibus interaction effects of baseline perceived stress and treatment held given these most stringent conditions.

Associations of Internalizing the Treatment Message & Engaging in Meaning Making with Primary & Secondary Outcomes

Qualitative coding was carried out by two coders (myself and one other coder)—blind to participants' gender, race/ethnicity, age, and prior teaching experience. The coding schema that was developed and implemented was meant to assess the extent to which participants in the treatment group internalized the self-compassionate message put forth in the teacher testimonials and participants in the control group made psychological inferences (i.e., engaged in "meaning making") about the teacher testimonials. Qualitative analyses of participants' written responses were conducted using a unique coding schema for both the control and treatment groups. A total of five codes were developed for the treatment group responses and two codes for the control group responses.[15]

For the treatment group, we created two binary codes to assess whether or not participants provided cogent and valid responses to the writing prompts (*1=response answered prompt and provided something of value, 0=response did not answer prompt and did not provide anything of value*). Again, the first writing prompt asked participants, "*Why you think these teachers felt initially worried about their teaching ability, but ultimately overcame these feelings? How did they overcome those feelings?"* And the

[15] For a detailed description of the qualitative coding schema, see Appendix VI.

second writing prompt asked teachers to write a letter to a future first-year teacher entering their program the following year,

> *"We'd like you to write a brief note (no more than a paragraph) to one of these new teachers. Imagine that this new teacher is really worried about starting out in the classroom and, they haven't read the stories that you did today... In your note to this new teacher, we'd like you to write about your transition into teaching, sharing what you've learned so far, and describing how it can be normal to worry at first, but with time, things can get better. Feel free to include any of the worries you might have had as you transitioned into the classroom."*

A total of 95% of participants in the treatment group answered the first writing prompt and provided valid and cogent responses, while 98% responded to the letter writing prompt and provided cogent and valid responses (see Table 5.10 for descriptive statistics of treatment codes).

Two additional codes were developed to analyze the extent to which participants in the treatment group acknowledged the key aspects of the treatment message in the first written response: (1) that worries in the transition to teaching are normal and common, and (2) that these worries can be overcome in time. The majority of participants in the treatment group acknowledged that worries in the transition to teaching are natural (71%), and 69% provided an explanation for how teachers in the testimonials overcame their worries with time.

One final code was developed to analyze the extent to which participants in the treatment group included self-compassionate language in their letters to future first-year teachers (the second writing response). The majority of participants in the treatment

group (88%) included moderate to extensive self-compassionate language when offering advice to a future first-year teacher (see Table 5.10).

For the control group, two binary codes were developed to analyze responses to the first writing prompt (see Table 5.11). The first code was meant to assess whether or not participants provided a cogent and valid response. The first question asked, "*What things were most commonly mentioned by these teachers as they transitioned into teaching? And, why do you think they noticed these things in particular?* Nearly all participants in the control group provided a cogent and valid response to the first question prompt (98%).

The second code assessed the extent to which participants made psychological inferences about the teacher testimonials—from now on referred to as "meaning making" (i.e., participants were making inferences about the classroom/school environments of the teachers in the testimonials and describing the implications for either teaching, students' learning or personal aspects of the teachers' lives). Participants' responses were coded on a scale from 0-2 (*0= no meaning making, 1=moderate meaning making, 2=significant meaning-making*). The majority of participants' responses were coded as either a 1 or a 2 (66%), indicating that most participants in the control group were engaging in meaning making to some extent and making psychological inferences about the role of classroom and school environments for teaching, learning, and teachers' personal lives in the transition to teaching.

After conducting the qualitative coding of participants' written responses, I set out to explore the extent to which internalizing the treatment message was associated with

primary and secondary outcomes. To do so, I used structural equation modeling with FIML in STATA (15.0) to run a series of models with each qualitative code individually predicting the primary and secondary outcomes (see Tables 5.12-14).

Associations of internalizing the treatment message & outcomes. In the first series of models, I analyzed the extent to which treatment code two—acknowledging and understanding that worries in the transition to teaching are normal and common—was associated with primary and secondary outcomes. Internalization of this aspect of the treatment message was positively and significantly associated with treatment participants' self-compassionate beliefs immediately following the training ($p = .039$, see Table 5.12). Interestingly, internalization of this aspect of the treatment message was negatively associated with most positively valanced outcomes (e.g., resilient mindset), although not statistically significantly so.

Next, I examined the relationship between code three—acknowledging that worries in the transition to teaching can be overcome with time—and the primary and secondary outcomes. I found internalization of this aspect of the treatment message to be negatively associated with holding an avoidance and proving goal orientation immediately following the training ($p = .070$). I also observed a positive relationship trend between internalizing that worries can be overcome with time and most positively valanced outcomes, but the associations were not statistically significant.

Finally, code five, which assessed the extent to which participants included self-compassionate language in their letter to future first-year teachers was positively and significantly associated with teachers' growth orientation toward teaching and job

satisfaction (p = .013 and .045, respectively) at 6-month follow-up (see Table 5.14). It also was positively and marginally significantly associated with resilient mindset at follow-up (p = .088). Similar to the pattern observed with code three, including moderate to extensive self-compassionate language in a letter to a first-year teacher was positively associated with the other positively valance outcomes, although not statistically significantly so.

Associations of Meaning Making & Outcomes. To assess the association between engaging in meaning making (for participants in the control group) and primary and secondary outcomes, I conducted the same set of analyses as described with the treatment group, except for the fact that analyses were run exclusively with control group participants. Again, these codes were created qualitatively by two coders and meant to capture the degree to which control participants made psychological inferences about the classroom and/or school environments described by the teachers in the testimonials.

Quantitative analysis of code 2—the code pertaining to "meaning making"—showed a positive and marginally significant association with changes in perceived stress (p = 0.097)—those who engaged in meaning making were more likely to experience increases in perceived stress over the course of the school year—as well as occupational stress at follow-up (p = 0.097; see Table 5.15). Also, a negative relationship trend was observed between "meaning making" and most of the positively valanced outcomes, although these associations were not statistically significant.

CHAPTER 6: DISCUSSION OF FINDINGS

Analyses of both immediate post-training data and 6-month follow-up data revealed no main effects of treatment on the primary and secondary outcomes of interest. However, moderation analyses indicated beneficial treatment effects for certain groups of teachers based on pre-existing social-psychological characteristics (i.e., baseline perceived stress), orientations toward teaching (i.e., commitment to teaching), demographic characteristics (i.e., gender), and teaching/programmatic contexts (i.e., teacher education program).

The fact that no significant main effects were observed is consistent with other social-psychological intervention (SPI) studies. Interestingly, most studies of SPIs do not observe universally beneficial effects of interventions, rather impacts tend to be concentrated among certain subgroups of participants—usually those who are at greatest risk for experiencing threat in their environment. In other words, treatment effects vary depending upon participants' pre-existing dispositions and contexts—most often SPIs will benefit those most in need (i.e., those who are the lowest achieving or the most stressed) and tend to be most effective when the treatment message aligns with environmental and peer norms.

Similarly, in this study, the treatment effects were heterogeneous and most likely influenced by both participants' pre-existing orientations toward teaching, social-psychological and demographic characteristics, and environmental contexts. More specifically, the training generated beneficial effects for teachers highly committed to teaching at the study outset, as well as for those who were highly stressed. Male teachers

benefitted from the training, as did teachers in the Concurrent Full (CF) program and Pre-Service (PS) program—although effects were only statistically significant for some outcomes. In contrast, the training produced null or adverse effects for those teachers who were low in commitment to teaching and for those in the Concurrent Reduced program (CR). The following sections explore the differential treatment effects in greater detail and provide context for and initial interpretations of these findings.

Moderating Effect of Commitment on Treatment Outcomes

Among teachers who were high in commitment to teaching at baseline, I found that undergoing a thirty-minute self-compassion training bolstered their resilient mindset and growth orientation toward teaching. The training also led to increases in their self-efficacy over the course of the first year, promoted higher well-being and job satisfaction, and lowered occupational burnout (all measured 6-months after the training).

However, the opposite trend of treatment effects was observed for teachers with low commitment to teaching at baseline. For low committed teachers, undergoing treatment led to a lower resilient mindset toward teaching and a decline in self-efficacy over the course of the school year. These teachers were also lower in terms of well-being and job satisfaction, and higher in terms of occupational burnout at 6-month follow-up. It is important to note that low and high committed teachers (at the study outset) did not differ in terms of social-psychological characteristics assessed at baseline.[16]

[16] Although not included in the pre-registration plan, I decided to run the same moderation models for commitment and treatment with a conservative post-hoc correction (i.e., dividing the alpha level of .05 by the number of tests). I found that 3 of the 7 significant omnibus interaction effects (observed with the original models with no corrections) were still statistically significant given this stringent correction. Two of the significant interactions were on primary outcomes (i.e., resilient mindset and changes in teacher self-efficacy), which were the main focus of the self-compassion training.

One explanation for these differential treatment effects could be that teachers with a strong commitment to teaching, by virtue of that commitment, also tend to hold a long-term orientation toward improving in teaching relative to those who are undecided or lack a strong commitment to teaching. Along these same lines, teachers who are lower in commitment may be more likely to hold a present bias or present orientation toward teaching, in which short-term rewards and outcomes are weighted more heavily than distant ones. For these low committed teachers, it could have been that hearing stories of adversity, worry, and self-doubt from first-year teachers activated certain worries and fears in these teachers and confirmed that a long-term investment in teaching might not be worthwhile (for more research on time discounting and time preference, see Frederick, Loewenstein, & Donoghue, 2008).

On the other hand, holding a strong commitment toward some end—in this case teaching—is often accompanied by advantageous dispositions or orientations (e.g., positive attitudes, self-beliefs, emotional investment, expectations, and intentions) that ultimately bolster and generate a host of positive outcomes (Ajzen, 1991; Bandura, 1986; Eccles & Wigfield, 2002; Gollwitzer, 1993). Thus, those entering teaching with a strong commitment might have already possessed certain dispositions and orientations toward teaching (not assessed at baseline) that led to the positive outcomes observed. It could have also been that these teachers possessed a greater willingness to invest in their development, which in turn bolstered their receptivity to the treatment message and subsequently shifted their beliefs and interpretations of adversity in teaching. Other studies have shown that brief interventions tend to be most effective amongst those with a

high commitment to or intention of achieving an outcome in a specific domain (see Galla, Baelen, Duckworth, & Baime, 2016). Thus, future iterations of this training should be developed with a consideration of teachers' initial commitment to teaching in mind.

Moderating Effect of Teacher Education Program on Treatment Outcomes

Each teacher education program, although housed within the same elite university's graduate school of education, is unique, and the differences bear out in the study data—the effect of the training varied significantly by program. It is important to note that the programs vary quite substantially in terms of the courses of study, mentorship, and teaching load (number of courses taught) that teachers undergo and experience while earning their master's degree. In addition, teachers in each program tend to teach in vastly different schools. Aware of these differences at the study outset, I conducted focus groups with teachers in each program and tailored the self-compassion training to each program's unique needs.

Participants who underwent the training in the CR program (i.e., those teaching in independent boarding and day schools with a reduced teaching load) experienced adverse treatment effects. These teachers were lower in resilient mindset, teacher self-compassion, and well-being at follow-up, as well as higher in occupational burnout at follow-up and more likely to experience an increase in perceived stress over the course of the school year. Conversely, participants in the other two programs—the CF program (i.e., those teaching in under-resourced and high-need urban public schools) and the PS program (i.e., those teaching in a broad range of schools)—experienced a trend of

beneficial outcomes, although in most cases the differences between the treatment and control groups within these programs were not statistically significant.[17]

One explanation for the heterogeneity of treatment effects could be that teachers in these programs were clearly experiencing different sets of and different degrees of adversity—adversity that hinges upon the types of schools they teach in, as well as their teaching and course load. An explanation for the adverse treatment effects in the CR program could be that these teachers were not yet struggling or facing the same levels of adversity as those in the other two programs. CR teachers were highly supported, teaching in highly resourced schools, and teaching a more manageable teaching load—half of that of teachers in the other two programs. As has been shown with SPIs tested with students in highly resourced and high-achieving schools (Yeager et al., 2019), the teachers in the CR program may have been less in need of this type of training or were not facing the types of threats raised in the testimonials. While teachers in the CF program—those teaching in challenging contexts, often with minimal supports—might have been facing tremendous threats in their classrooms and thus, were more receptive to and in need of the training.

Another explanation for the differential treatment effects by program could be that the norms surrounding adversity and approaching it are different within each teacher education program and/or the schools that teachers were teaching in. Norms surrounding

[17] Although not included in the pre-registration plan, I decided to run the same moderation models for program and treatment with a conservative post-hoc correction (i.e., dividing the alpha level of .05 by the number of tests). I found that 1 of the 5 significant omnibus interaction effects (observed with the original models) was still statistically significant given this stringent correction—teacher self-compassion. Teacher self-compassion is a secondary outcome, but given that shifting self-compassionate beliefs was the main aim of the training, this is an important outcome to note.

interpreting adversity in one program and/or school might have aligned well with the treatment message—compounding the effect of treatment—while norms in others might have been at odds—creating a level of dissonance amongst treatment participants. The most recent national mindset study found that one's environment can either promote or thwart treatment effects based on the alignment or the lack of alignment between the intervention message and the norms of the school environment (Yeager et al., 2019). Without detailed information about the norms and approaches toward adversity in each program and school, it is difficult to discern whether norms served as the mechanism driving these moderation effects of treatment.

Given substantial treatment differences observed between programs, I would argue that context matters a great deal for trainings of this kind, however, context does not explain the whole story. Although, participants in the three participating programs matched a roughly similar educational profile (all meeting the criteria to be accepted to the same elite university), each program varied by the composition of social-psychological characteristics and dispositions toward teaching that teachers held. For example, teachers in the CF program reported lower self-efficacy than teachers in the other two programs and higher depression than those in the CR program at the study outset. Thus, teachers in this program could have stood to gain more from this training than those in the CR program due to their psychological pre-disposition. Finally, commitment to teaching proved to be a significant moderator of treatment effects and teachers in the CR program were lower in commitment to teaching compared to the other

two programs. Thus, it might have been that CR teachers' low initial commitment explained some of the adverse training effects observed.

Moderating Effect of Stress on Treatment Outcomes

The present study also showed that teachers who reported higher perceived stress (1 SD above the mean) at the study outset benefited most from the training. Highly stressed teachers who underwent the training reported more of a growth orientation toward teaching immediately following the training, as well as a decline in perceived stress over the course of the school year. They also showed an increase in self-compassion over the course of the school year. In contrast, teachers low in perceived stress (1 SD below the mean) at the study outset experienced declines in self-compassion over the course of the school year.[18]

One explanation for the beneficial treatment effects amongst highly stressed teachers could be that these were the teachers most inclined to experience and perceive the adversity described by the teachers in the testimonials. As a result, teachers predisposed to higher stress could have identified more with the struggles mentioned and thus been more likely to absorb the treatment message. In contrast, those who were lower in stress at baseline may have been less inclined to perceive the adversity mentioned in the testimonials as authentic to their own lived experience in teaching or they might have already been inclined to take a self-compassionate approach toward their interpretations

[18] Although not included in the pre-registration plan, I decided to run the same models for the perceived stress and treatment interaction with a conservative post-hoc correction (i.e., dividing the alpha level of .05 by the number of tests). I found that none of the significant omnibus interaction effects (observed with the original models) were statistically significant given this stringent correction.

of adversity. Regardless, this finding mirrored that of other studies, whereby students low in stress did not exhibit the same benefits as those who were high in stress (Yeager, Lee, et al., 2016).

In terms of the mechanism of change, the self-compassion training in this study was designed to shift interpretations of adversity to be more self-compassionate and adaptive—encouraging participants to appraise adversity as a challenge to be overcome, rather than a threat associated with an endemic aspect of self. For teachers who reported higher stress at the study outset, the training might have altered their appraisals of adversity, helping them to approach difficult situations with a challenge-type mindset, as opposed to a threat-type mindset—a threat-type mindset can often involve self-conscious emotions such as shame (see Dickerson & Kemeny, 2004; Yeager, Trzesniewski, Tirri, Nokelainen, & Dweck, 2011). Without data on the types of appraisals teachers were making when faced with adversity, it is difficult to discern whether or not changes in appraisals drove the moderating effect of stress on treatment outcomes, but it is one explanation to be explored in future studies.

Moderating Effect of Gender on Treatment Outcomes.

The self-compassion training also had differential effects based on participants' gender. Males who underwent the training experienced beneficial outcomes (i.e., stronger efficacy beliefs), whereas females in some instances experienced the reverse effect (i.e., lower efficacy beliefs). It is important to note that males and females did not differ in terms of baseline characteristics (except for emotion regulation) and were no different in terms of initial commitment to teaching.

One explanation for the advantageous effects of the treatment for males could be that the testimonials raised the types of threat and adversity more often experienced by males in teaching, as they are traditionally an under-represented group in the profession. Males comprised 32% of the study sample, which is similar to the national representation of males in teaching as observed in the 2015-2016 SASS and NCES data—roughly 34% of public-school teachers identified as male, a 7% decrease since the early 1980s (Ingersoll et al., 2018).

Along these lines, it could be that by virtue of being under-represented in teaching, male teachers in the study sample were more at-risk for experiencing threat and thus had the most to gain from the treatment message. If this was indeed the case, the training might have been tapping into feelings of marginalization—feelings that colored interpretations of ambiguous events and adversity in teaching for these male teachers (Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009; Walton & Cohen, 2007). Again, SPIs tend to be most effective for those who feel marginalized or identify as being underrepresented, as they are most at risk for experiencing threat.

Another explanation for the moderating effect of gender could be that males in the sample were more self-compassionate than females at the study outset (although not statistically significantly so), making them more inclined to absorb the treatment message. Generally, women tend to be more self-critical and more likely to engage in negative self-talk (Leadbeater et al., 1999). Extrapolating this global reality to the field of teaching, female teachers in the current study could have been more likely to engage in self-blame and self-criticism when faced with negative situations in teaching—making it

harder to override these well-established tendencies. In contrast, males in the study might have been prone toward positive self-talk and more likely to approach negative situations with a challenge-type mindset—making them more responsive to and willing to enact the self-compassionate approach in their teaching. Ancillary focus groups with a subset of male and female teachers could provide greater insight into their tendencies toward self-criticism, shedding light on the mechanisms driving this moderation effect.

Associations Between Internalizing the Treatment Message & Outcomes

Three qualitative codes were developed to measure treatment participants' internalization of the treatment message and two of the three codes showed a positive association with positively valanced outcomes (e.g., resilient mindset, job satisfaction). Two codes used to assess participants' internalization of the treatment message in the first writing response revealed divergent patterns of associations with primary and secondary. First of all, participants who acknowledged that worries during the transition to teaching were natural and common (code 2, see Table 5.10) tended to be lower in self-compassionate beliefs immediately post-training (an association that was statistically significant) and lower on other positively valanced outcomes (associations that were not statistically significant). In contrast, participants who acknowledged that worries during the transition to teaching can be overcome with time (code 3, see Table 5.10) tended to be lower in avoidance and proving goal orientation immediately post-training (an association that was statistically significant). A positive pattern of associations between this code and the other positively valanced outcomes was observed, although associations were not statistically significant. Interestingly, participants in the treatment group who

mentioned this aspect of the treatment message in the first writing response were also higher in teacher self-efficacy, global self-compassion and mindfulness at baseline, suggesting that these participants were already more aware of and inclined to absorb the treatment message.

Finally, for participants in the treatment group who included moderate to extensive self-compassionate language in their letters to future first-year teachers, a positive pattern of associations was observed with positively valanced outcomes. More specifically, those who mentioned at least one component of self-compassion (i.e., common humanity, mindful awareness, or self-kindness) in their letter tended to be higher in resilient mindset and growth orientation toward teaching, as well as job satisfaction at 6-month follow-up. Including self-compassionate language in their letters was associated with other beneficial outcomes measured immediately post-training and at 6-month follow-up—associations that were positive, but not statistically significant.

Associations Between Meaning Making & Outcomes

Quantitative analysis of code 2—the code pertaining to "meaning making"—showed that engaging in meaning making was associated with increases in perceived stress over the course of the school year (an association that was marginally statistically significant). In addition, there was a negative relationship trend between engaging in meaning making and most of the positively valanced outcomes, although these associations were not statistically significant. In light of these findings, it appears that drawing psychological inferences about the physical environment of teachers' schools and classroom environments might have generated unintended adverse effects in some

cases. Because of the small sample size (analyses were just conducted with control teachers), it is difficult to discern whether or not these patterns of associations would also be observed at the sub-group level (e.g., commitment to teaching, teacher education program, etc.).

It is interesting to note that 66% of control participants engaged in some level of meaning making, whereby they made psychological inferences and drew conclusions about the importance of the physical environments of classrooms and/or schools for student learning and teaching more generally. The control activity was not meant as a psychological intervention by any means, rather it was meant as a placebo condition to ensure an accurate assessment of the treatment against business-as-usual practices. Instead, it seems as though the control activity was more psychologically charged and active than intended, obfuscating interpretations of study findings to some extent.

CHAPTER 7: LIMITATIONS, FUTURE DIRECTIONS, & CONCLUSIONS

This study involved the development and testing of a brief self-administered training designed to instill self-compassionate and adaptive beliefs in beginning teachers. The training drew on wise social-psychological and contemplative intervention approaches to shift the types of interpretations that new teachers make when faced with adversity in teaching.

The first training of its kind to blend these two approaches, this study provides useful information and insights about the design and implementation of light-touch, psychologically focused trainings with novice teachers. It also sheds light on the impacts brief trainings can have on teacher beliefs, mindsets, and orientations toward teaching.

Study Limitations

Several limitations suggest promising directions for future research. For one, all study outcomes were derived from self-report measures—some of which were newly developed through iterative pilot testing. Relying solely on self-report Likert scales to examine outcomes has inherent limitations—social desirability response bias and reference bias to name a few (see Heine, Lehman, Peng, & Greenholtz, 2002; Uziel, 2010). Reference bias, in particular, can complicate efforts to interpret effects for participants in different teacher education programs, because their frame of reference and implicit standards of teaching may vary significantly based on their programs or school contexts. Therefore, programmatic differences on these self-report measures should be interpreted with caution.

Along the lines of measurement limitations, the self-compassionate beliefs, resilient mindset, and growth orientation toward teaching measures (all primary outcomes) were newly developed for this study through iterative rounds of pilot testing. When trying to select and include measures that capture teachers' adaptive beliefs and orientations toward teaching, I was confronted with a dearth of validated measures to choose from.

Without validated measures to assess the primary outcomes, there remains some uncertainty about whether the outcomes were capturing the intended constructs and the training indeed had the intended effects. For instance, no main effects of treatment or conditional effects of treatment were observed on self-compassionate beliefs. The absence of any effects on self-compassionate beliefs is troublesome, given that the main aim of the training was to instill self-compassionate beliefs.

One potential explanation for the lack of effect on self-compassionate beliefs could be that the measure itself was not capturing the intended construct. The measure was newly developed, and items focused specifically on the issues raised in the teacher testimonials. In light of this, the measure may have been more capturing participants' attention to detail when reading the testimonials rather than their self-compassionate beliefs about teaching. In the future, I would suggest tweaking the items in the self-compassionate beliefs measure to be more generalizable to the transition to teaching and less specific to the testimonials themselves.

It is interesting to acknowledge that for teachers who were highly committed to teaching at the study outset, the training promoted beneficial effects on teacher self-

compassion and led to increases in global self-compassion, although these effects were not statistically significantly. In contrast, the training tended to produce negative effects on self-compassionate beliefs both immediately post-training and at 6-month follow-up for highly committed teachers (although not statistically significant)—suggesting an alternative pattern of effects than those found with the validated measures. These initial, albeit insignificant, findings, provide some indication that the training had the intended effects on self-compassion—at least directionally so. As a result, it may be fair to conclude that the self-compassionate beliefs measure did not capture the intended construct, even though this measure was correlated with global self-compassion and teacher self-compassion in the hypothesized direction.

A future validation study of the newly created measures could provide information about their construct and content validity. A validation study of this kind could also provide endorsement for their future use in assessing teacher beliefs, mindsets, and orientations toward teaching—outcomes that have received little attention in the teacher education, development, and well-being literature and are lacking in terms of measurement.

Also, with regards to measurement, the commitment measure—a focus of the moderation analyses profiled in this study—consisted of a single-item. A disadvantage of a single indicator is that it often fails to capture all dimensions of a construct (Kline, 1998). In future studies of this training, I would propose including a validated multi-item measure of teacher commitment in addition to the current single-item indicator. This

would allow for a replication test of the moderation findings and determination of whether the binary indicator fully captures teacher commitment.

Another study limitation is the lack of long-term follow-up, which leaves a level of uncertainty about the sustainability of findings. That said, observing moderation effects six months after a mere 30-minute training is quite remarkable. To situate these findings in the context of other intervention studies with first-year teachers, I explored studies that met What Works Clearinghouse standards for group designs without reservations. I found only four studies that met this criteria and all four were of interventions involving extensive time and programming (i.e., the *NTC Induction Model*, *TNTP Teaching Fellows,* and Teach for America; see Clark et al., 2013, 2015; Glazerman et al., 2006, 2008). Of these four studies, only two observed positive discernible intervention impacts at the end of the school year (Clark et al., 2013; Glazerman et al., 2006), and only one study included a long-term follow-up—no discernible effects were observed (Glazerman et al., 2008).

Thus, relatively few rigorous studies have assessed programming with first-year teachers, and even fewer have observed positive impacts. In light of these other studies, observing positive effects for specific sub-groups of teachers six months after a 30-minute training is notable. This spring, I will be administering another survey to participants to assess some of the same outcomes, as well as those that are less prone to bias, such as retention in the profession. It will be interesting to observe whether or not these effects are sustained 18 months following the training.

Another study limitation is that it involved a relatively small (N=119) and select sample (i.e., teachers earning their master's degree from an elite university) and has implications for generalizability. However, as an initial proof of concept study, findings indicate that not only is it feasible to implement this type of training, there is also evidence for using wise social-psychological intervention approaches for imparting contemplative insights and adaptive beliefs in novice teachers. A future study should aim to administer the training to a larger sample of teachers from a diverse range of school contexts and teacher education/induction programs. A study of this kind will require further improvement, refinement, and adaptation to ensure that the self-compassion training meets the diverse range of needs and contextual realities of the larger sample.

Another limitation of this study is that no data about the schools where participants were teaching was collected, nor was data collected about the specific training and mentoring approaches used in the three participating teacher education programs. As a result, I am limited in my ability to conclude which aspects of the teacher education programs or which factors within teachers' school contexts influenced or drove differential treatment impacts observed between programs (e.g., school/program norms, resources, demographic composition of students, and school/program leadership). A future study would do well to collect this information, as it could help with the interpretation of differential treatment effects and identification of contextual factors that might impede or facilitate the adoption of adaptive beliefs.

In addition to collecting school-level and programmatic data, a future study should involve the collection of more cyclical outcome measures like, teacher retention

and student learning outcomes. Without this data, my conclusions are limited to self-report data and cannot explore the impact of the training on outcomes that many school administrators, teacher educators, and policy makers care deeply about—instructional practice, student learning, and teacher retention.

Finally, the training was self-administered online, and teachers had complete discretion over when and where they completed it, making it difficult to determine their level of engagement and whether or not there were contamination effects. To gain a sense of their engagement level and the conditions under which participants completed the training, I did ask teachers immediately post-training, "*How focused were you during this experience?"* In both the treatment and control groups, the average response was "mostly focused." And when asked if they completed the training/control activity and immediate post-training survey in one sitting, 90% responded yes. I also asked participants where they completed the training/control activity and the majority (62%) reported completing it at home, while 30% reported completing it at school. Although a cursory assessment, these findings indicate that participants were generally engaged and completed the training/control activity in environments conducive to focus—only 3% reported completing the training while traveling and 6% reported "other" (e.g., while on dorm duty).

Additionally, the training/control activity were not monitored, so there is no way of assessing contamination effects. In the case of the CR program, several of the teachers live together in houses on the boarding school campus and in the case of the CF program, several teachers teach in the same schools and attend the same night classes for their

master's degree. It is possible that teachers completed the training/control activity amongst or with one another and/or discussed their experiences. Therefore, this should be taken into consideration when interpreting the study findings. Future studies of this training must weigh the risks of possible contamination with the benefits of being able to administer the training at scale and in a manner that places minimal burden on teachers.

Future Directions

Recently, low-burden, light-touch trainings or interventions, like the one developed for this study, have received significant media attention and been extolled for raising student achievement and closing student achievement gaps (Blad, 2016; Sparks, 2019). However, this study revealed that trainings of this kind are not "silver bullets." While they may benefit some, not all first-year teachers benefitted from the training equally.

Psychologically wise interventions tend to generate beneficial effects for a select few (usually those at-risk for experiencing threat and adversity in their environment) and tend to provide maximal benefits when certain environmental conditions are met. Thus, the differential effects of these types of interventions and trainings should be considered when deciding for whom they are intended and under what conditions they should be administered.

Moving forward, caution should be exercised when attempting to scale a training of this kind. One of the most important recommendations for any researcher and/or teacher education program seeking to design and test these types of brief psychological trainings

is to consider upfront exactly who is being targeted, as the worries of novice teachers and the types of threats experienced are not the same for all.

In light of the study findings, I would contend that a "one-size-fits-all" training approach can help some teachers, but adversely affect others. Teachers enter into teaching with a wide range of pre-existing educational experiences, beliefs about teaching, social-psychological dispositions, and personal characteristics, which influence how they interact with and absorb the training message. Not to mention, teachers are teaching in a range of school contexts and hold a variety of preparatory experiences before entering the classroom. Thus, it is important to examine the differential impacts of these types of trainings and consider these impacts when iterating upon or tailoring trainings for specific sub-groups of teachers in the future.

I would recommend that researchers and teacher education/induction programs seeking to develop or iterate upon a training of this kind employ a more purposeful approach to the development process—potentially targeting and tailoring the training to those teachers most in need. Programs can draw on their unique insights into the types of threats faced by certain groups of teachers in their programs and tailor the training to meet the needs of those most at-risk for experiencing those threats. In addition, training development should involve consideration of teachers' school contexts and established norms within the teacher education and/or induction programs. A brief social-psychological training can likely produce maximal benefits with novice teachers if designed with the intent of targeting sub-groups at greatest risk for experiencing threats and adversity in their teaching environments.

Conducting a series of focus groups and interviews with teachers from the participating teacher education and/or induction programs could be an important first step to potentially develop a more targeted version or targeted versions of the training. It could be that in the future, a specific psychological training is developed for one sub-group of teachers only or that multiple trainings are developed to meet the myriad needs of novice teachers in a particular program or school. Along these lines, a future study might involve the use of branching technology, whereby teachers receive variations of the training based on their pre-existing dispositions, orientations toward teaching or career intentions.

To further improve upon the training and support this branching approach, it would also be beneficial to explore the dispositions and needs of teachers who, in the current study, experienced adverse treatment effects. Take for example teachers who reported low commitment to teaching at the study outset, one future approach could be to develop a new condition to support their specific career orientation toward teaching. As an alternative, teachers low in commitment could be sorted into a condition involving a values-affirmation training—a social psychological intervention approach that is equally brief and easy to implement. Participants would be asked to write about self-defining values unrelated to the source of threats in their teaching environment. Engaging in this process has been shown to broaden one's sense of identity, which makes stressors feel less overwhelming and in turn promotes coping (Cohen & Sherman, 2014; Walton, Paunesku, & Dweck, 2012).

Regardless, researchers and training developers should aim to work closely with teacher education/induction program faculty and staff, as well as former teachers from these programs to develop and improve upon these trainings. Not only can this help with identifying the unique types of threat and adversity experienced by teachers in specific programs, it can also improve buy-in from the program. This buy-in and collaboration can increase support for implementing the training, help with aligning the training messaging to programmatic norms, and support the creation of authentic training content.

Throughout this study, I met regularly with the teacher education program directors to discuss the study design, develop recruitment strategies, and identify program specific pain points. I also conducted focus groups with first-year teachers in each of the participating programs (in the cohort prior to the study cohort) to learn about their beliefs, doubts, and worries when entering into teaching. These focus groups gave me a greater understanding of these teachers and helped me to tailor the training content. However, going forward, I would recommend that these focus groups be conducted with the intention of identifying how different groups of teachers struggle, rather than focusing on identifying universal themes.

Using approaches like design-based implementation research (DBIR) and improvement science (IS) could also provide useful frameworks for future training development and improvement (Bryk et al., 2011, 2015; Means & Penuel, 2005; Proeger et al., 2017). Both rely primarily on qualitative techniques to assess participant needs and explore the logic behind proposed improvements, and generally do not use experimental designs for estimating participants' responses to training improvements. I would propose

coupling these approaches with rapid cycle embedded experiments to test training improvements. This could ensure that improvements are both evidence-based and meet the needs of various sub-groups (should that be an aim). Regardless of the approaches used to develop and improve these trainings, trainings of this kind must be subjected to rigorous development and validation processes to account for the needs of specific sub-groups and various teaching contexts.

Moving forward, teacher education programs may also want to consider more comprehensive approaches to instilling these types of beliefs and adaptive interpretations of adversity in teachers. For instance, this could involve training mentor teachers and teacher education/induction faculty on how to use self-compassionate language and examples in their efforts to mentor and support new teachers. As Yeager et al. (2019) so eloquently stated at the end of their national mindset paper, sustained change may "require both a high-quality seed (an adaptive belief system conveyed by a compelling intervention) and conductive soil in which that seed can grow (a contextual congruent with the proferred belief system)" (p. 368). A comprehensive approach that involves messaging, mentoring, and additional supports within the teacher education/induction program could help to reinforce the self-compassionate message put forth in the training and lead to even more lasting teacher and student outcomes.

Conclusions

The current study shows that a brief (~30-minute) psychologically wise training can indeed alter teacher beliefs and interpretations of adversity—alterations that persisted six

months later—however, the effects of the training were beneficial for some groups of teachers and not for others.

The training did not involve teaching teachers a new pedagogical skill or imparting new pedagogical content knowledge nor did it involve changing teachers' environments, or the resources provided. Instead, the training was purely psychological in scope and sought to shift teachers' interpretations of adversity and setbacks.

That said, a training of this kind is not intended to replace traditional teacher education and/or induction programming, which is designed to impart the pedagogical skills and content knowledge necessary to be successful in the classroom. Rather, this training can be thought of as a supplement to existing induction programming and an attempt to broaden novice teacher support efforts to include the oft neglected psychological dimension of teachers' lives.

A notable strength of the self-compassion training is the ease with which it can be implemented and embedded into regular induction programming. And despite the fact that the training was brief, it still generated effects similar to those observed with extensive mindfulness-based interventions—typically involving significant time and resources (see Roeser et al., 2013). As such, the training tested in this study offers a low-cost (once developed) and easy to implement approach that can prepare certain groups of teachers with the habits of mind to face the adversity and psychological demands of teaching, something that traditional induction programming has often neglected and failed to make a priority. The training proves especially promising for those teachers who

are most invested in their teaching development and for those at greatest risk for experiencing threat—those who are highly stressed or under-represented in teaching.

Moving forward, caution should be exercised when implementing this training in other teacher education or development settings. Efforts should be undertaken to assess the unique needs, threats, and types of adversity that various groups of teachers within these programs face. With that information in hand, researchers can work alongside teacher education and/or induction program faculty/staff to iterate, tailor, and improve upon the existing training.

Teacher mindsets, beliefs, and interpretations of adversity are powerful determinants of one's trajectory in the profession, and they are most malleable early on. This study represents the beginning of a new line of experimental research that involves the development, iteration and testing of light-touch, low-cost, and low-burden trainings designed to foster the mindsets, beliefs and interpretations that can help teachers to flourish and thrive in the profession. More research of this kind is needed, so teacher education and induction programs can learn to equip novice teachers with the habits of mind to flourish and thrive in teaching.

TABLES

Table 4.1. *Sample Size & Allocation by Program*

Teacher Education Program	Treatment	Control	Total	% of Sample
Pre-Service	16	19	35	29
Concurrent Reduced	22	22	44	37
Concurrent Full	20	20	40	34
All Programs	58	61	119	100

Source: Data from baseline surveys conducted with 119 first-year teachers from three teacher education programs.

Notes: Table includes participants who were randomized to a condition and completed either the self-compassion training or control activity, along with the immediate post-training survey.

Table 4.2. *Descriptive Statistics of Demographic & Background Characteristics by Total Sample & Teacher Education Program*

		Teacher Education Program		
	Total Sample	Pre-service (PS)	Concurrent Reduced (CR)	Concurrent Full (CF)
Female (%)[a]	66.4	77.1	61.4	62.5
Race/Ethnicity (%)				
White	51.3	65.7	43.2	47.5
Asian	11.8	14.3	9.1	12.5
Black/African American	12.6	5.7	15.9	15.0
Hispanic, Latino/a, Spanish	10.9	2.9	13.6	15.0
Multi-racial[b]	13.5	11.4	18.2	10.0
Prior Teaching Experience (%)	53.9	97.1	43.2	28.2
Age (SD)	24.1 (2.8)	25.5 (2.6)	23.1 (1.3)	24.1 (3.8)
Sample Size	116 - 119	34-35	44	38-40

Source: Data from baseline surveys conducted with119 first-year teachers from three teacher education programs.

Notes: SD=Standard Deviation.

[a] Gender was coded as 0=Male, 1=Female, 2=Non-Binary (2 participants self-reported gender as Non-Binary).

[b] Participants who selected multiple racial/ethnic categories were coded as multi-racial.

Table 4.3. *Effectiveness of Random Assignment*

	Treatment Group		Control Group		*Statistical test* (df)	p-value
	Mean	SD	Mean	SD		
Background & Demographic Characteristics						
Age	23.95	0.32	24.30	0.42	$t(114) = -0.67$	.505
Prior Teaching Experience (% with prior experience)	53.57	--	54.10	--	$\chi^2(1)=0.00$	.954
Gender (% Female)	73.21	--	62.30	--	$\chi^2(1)=1.59$	.210
Race/Ethnicity (%)					$\chi^2(4)=0.33$	.987
White	51.72	--	50.82	--		
Asian	12.07	--	11.48	--		
Black/African American	13.79	--	11.48	--		
Hispanic, Latino/a, Spanish	10.34	--	11.48	--		
Multi-racial[a]	12.07	--	14.75	--		
Social-psychological Characteristics & Orientation Toward Teaching						
Global Self-compassion	3.01	0.59	3.11	0.52	$t(117)=0.92$	.361
Mindfulness	3.16	0.51	3.20	0.54	$t(117)=0.41$	.684
Satisfaction with Life	4.78	1.33	5.02	1.24	$t(116)=1.02$	.308
Perceived Stress	2.96	0.68	2.86	0.65	$t(117)=-0.86$	.389
Depression	2.05	0.60	1.92	0.55	$t(117)=-1.32$	.190
Emotion Regulation (Reappraisal)	5.13	0.87	5.15	0.85	$t(117)=0.15$	.880
Emotion Regulation (Suppression)	3.39	1.44	3.57	1.43	$t(115)=0.68$	.497
Teacher Self-efficacy	3.60	0.46	3.51	0.42	$t(117)=-1.11$	.267
Commitment (% highly committed)	47.37	-	39.34	-	$\chi^2(1) = 0.77$	.379
Sample Size	58		61		119	

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes: SD=Standard Deviation. 97% of the treatment group provided data on gender, prior teaching experience, and age. Only 98% of the control group provided data regarding age. The percentage of the study sample providing data for the other baseline measures ranged between 98 to 100% for each measure.
[a]Teachers in the study sample who selected multiple racial/ethnic categories were coded as multi-racial.

Table 4.4. *ANOVA Results for Comparisons of Baseline Social-psychological Characteristics by Treatment & Teacher Education Program*

Social-psychological Characteristics	*F* value main effect: Treatment	*F* value main effect: Teacher education program	*F* value two-way interaction: Treatment by program
Global Self-compassion	0.60	1.30	0.52
Teacher Self-efficacy	1.72	5.78***	2.45*
Perceived Stress	0.64	2.33*	0.76
Depression	1.72	4.71**	2.43*
Mindfulness	0.07	1.92	1.16
Satisfaction with Life	0.92	1.74	2.29
Emotion Regulation (Reappraisal)	0.00	0.61	1.79
Emotion Regulation (Suppression)	0.45	0.64	1.02

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes. Results of ANOVAs including binary treatment status indicator, teacher education program, and interaction term of treatment and program.
* denotes p-value of < .10, ** < .05 *** < .01

Table 4.5. *ANOVA Results for Comparisons of Baseline Social-psychological Characteristics by Baseline Commitment to Teaching*

	Low Commitment		High Commitment		*Statistical Test*	
Social-psychological Characteristics	Mean	SD	Mean	SD	*F* value	p-value
Global Self-compassion	3.05	0.51	3.07	0.62	0.02	0.878
Teacher Self-efficacy	3.57	0.44	3.53	0.45	0.18	0.669
Perceived Stress	2.93	0.71	2.89	0.62	0.07	0.796
Depression	1.99	0.52	1.96	0.65	0.07	0.798
Mindfulness	3.15	0.54	3.21	0.50	0.37	0.543
Satisfaction with Life	4.89	1.21	4.94	1.39	0.04	0.843
Emotion Regulation (Reappraisal)	5.21	0.85	5.04	0.87	1.21	0.274
Emotion Regulation (Suppression)	3.47	1.47	3.52	1.40	0.03	0.864
Sample Size	67		49-51		116-118	

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes. Results of ANOVAs with commitment to teaching predicting baseline social-psychological measures. One teacher did not report their commitment to teaching and thus, was not included in these analyses.
SD=Standard Deviation.
* denotes p-value of < .10, ** < .05 *** < .01

Table 4.6. *ANOVA Results for Comparisons of Baseline Social-psychological Characteristics by Gender*

	Males		Females		*Statistical Test*	
	Mean	SD	Mean	SD	*F* value	p-value
Social-psychological Characteristics						
Global Self-compassion	3.16	0.48	3.02	0.59	1.67	.198
Teacher Self-efficacy	3.49	0.42	3.58	0.45	0.98	.325
Perceived Stress	2.88	0.68	2.92	0.67	0.09	.768
Depression	1.94	0.54	1.99	0.58	0.2	.656
Mindfulness	3.17	0.48	3.18	0.54	0.01	.921
Satisfaction with Life	5.05	1.28	4.85	1.29	0.64	.425
Emotion Regulation (Reappraisal)	5.04	0.85	5.19	0.87	0.73	.393
Emotion Regulation (Suppression)	3.93	1.29	3.26	1.44	5.79**	.018
Orientation Toward Teaching						
Commitment to Teaching[a]	.45	.50	.42	.50	.06	.804
Sample Size	37-38		78-79		115-117	

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes. Results of ANOVAs with gender predicting baseline measures and a chi-square test of gender and commitment to teaching. Two participants self-reported their gender as non-binary and thus were not included in this analysis.
SD=Standard Deviation.
* denotes p-value of < .10, ** < .05 *** < .01
[a] Results of statistical test represent the chi-square statistic of the relationship between commitment to teaching and gender.

Table 4.7. *ANOVA Results for Comparisons of Baseline Social-psychological Characteristics by Race/Ethnicity*

	White		Black/African American		Asian		Hispanic, Latino/a, Spanish		Multi-racial		*Statistical Test*	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	*F* value	p-value
Social-Psych. Characteristics												
Global Self-compassion	3.06	0.57	3.09	0.48	2.95	0.60	2.95	0.56	3.23	0.53	0.65	.627
Teacher Self-efficacy	3.52	0.50	3.89	0.35	3.45	0.36	3.43	0.40	3.55	0.23	2.85**	.027
Perceived Stress	2.87	0.69	2.83	0.39	3.23	0.68	3.16	0.76	2.66	0.61	2.05*	.092
Depression	1.94	0.62	1.83	0.36	2.24	0.61	2.15	0.51	1.94	0.54	1.35	.257
Mindfulness	3.26	0.47	3.22	0.64	2.97	0.56	2.97	0.62	3.17	0.43	1.5	.207
Satisfaction with Life	4.86	1.21	4.67	1.23	5.07	1.49	4.62	1.46	5.33	1.30	0.78	.540
Emotion Regulation (Reappraisal)	5.15	0.89	5.44	0.95	4.93	0.71	4.94	0.81	5.17	0.77	0.87	.483
Emotion Regulation (Suppression)	3.29	1.41	3.59	1.48	4.05	1.67	3.88	1.57	3.28	1.05	1.18	.323
Orientation to Teaching												
Commitment to Teaching[a]	.48	.50	.33	.49	.57	.51	.31	.48	.31	.48	4.10	.393
Sample Size	60-61		14-15		14		13		16		117-119	

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes. Results of ANOVAs with race/ethnicity predicting baseline measures and a chi-square test of race and commitment to teaching. SD=Standard Deviation.
* denotes p-value of < .10, ** < .05 *** < .01
[a] Results of statistical test represent the chi-square statistic of the relationship between commitment to teaching and race/ethnicity.

Table 4.8. *ANOVA Results for Comparisons of Baseline Social-psychological Characteristics by Prior Teaching Experience*

	No Prior Teaching Experience		Has Prior Teaching Experience		*Statistical Test*	
	Mean	SD	Mean	SD	*F* value	p-value
Social-Psych Characteristics						
Global Self-compassion	2.94	0.59	3.17	0.52	5.11**	0.026
Teacher Self-efficacy	3.45	0.44	3.65	0.42	6.91**	0.010
Perceived Stress	3.02	0.70	2.82	0.64	2.54	0.114
Depression	2.10	0.61	1.87	0.51	4.95**	0.028
Mindfulness	3.07	0.51	3.26	0.52	3.91*	0.050
Satisfaction with Life	4.87	1.27	4.95	1.30	0.1	0.753
Emotion Regulation (Reappraisal)	5.05	0.90	5.24	0.81	1.34	0.249
Emotion Regulation (Suppression)	3.52	1.51	3.44	1.39	0.09	0.761
Orientation Toward Teaching						
Commitment to Teaching[a]	.33	.48	.52	.50	3.93**	.047
Sample Size	52-54		63		115-117	

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes. Results of ANOVAs with prior teaching predicting baseline measures and a chi-square test of prior teaching and commitment to teaching. Two teachers did not report their prior teaching experience and thus, were not included in these analyses. SD=Standard Deviation.
* denotes p-value of < .10, ** < .05 *** < .01
[a] Results of statistical test represent the chi-square statistic of the relationship between commitment to teaching and prior teaching experience.

Table 4.9. *Pairwise Correlations of Baseline Social Psychological Characteristics/Orientation Toward Teaching & Age*

Social-psychological Characteristics & Orientation Toward Teaching	Age
Global Self-Compassion	.11
Teacher Self-efficacy	.12
Mindfulness	.20**
Perceived Stress	.01
Depression	.09
Satisfaction with Life	-.19**
Emotion Regulation: Reappraisal	.13
Emotion Regulation: Suppression	-.04
Commitment to Teaching	.07

Source: Baseline surveys administered to 119 first-year teachers from three graduate teacher education programs.
Notes. Results of pairwise correlations of age and social-psychological characteristics and orientation toward teaching assessed at baseline. 116 participants reported their age and are included in these analyses.
* denotes p-value < .05, ** < .01 *** < .001.

Table 4.10. *Descriptive Statistics of Baseline Measures*

Measures	Scale	# of Items	Mean	SD	Min	Max	α
Contemplative Dispositions							
Global Self-Compassion	*(1-5)*	12	3.06	0.56	1.83	4.25	.82
Mindfulness	*(1-5)*	23	3.18	0.52	1.90	4.60	.90
Social-psychological Characteristics							
Satisfaction with Life	*(1-7)*	5	4.90	1.28	1.20	7.00	.87
Perceived Stress	*(1-5)*	10	2.91	0.67	1.70	4.60	.88
Depression	*(1-4)*	10	1.98	0.58	1.00	3.70	.85
Teacher Self-efficacy	*(1-5)*	12	3.55	0.44	2.42	4.67	.84
Emotion Regulation (Reappraisal)	*(1-7)*	6	5.14	0.86	3.17	7.00	.75
Emotion Regulation (Suppression)	*(1-7)*	4	3.48	1.43	1.00	6.25	.82
Orientation Toward Teaching							
Commitment to Teaching	*0=Low commitment, 1=High commitment*	1	0.43	0.50	0.00	1.00	-

Source: Data from baseline surveys administered to 119 first-year teachers from three teacher education programs.
Notes: See Appendix Table A.14 for correlations of baseline measures. Only 97% of the treatment group provided data on gender, prior teaching experience, and age. Only 98% of the control group provided data regarding age, For the other baseline measures, 98-100% of teachers in study sample provided data.
SD=Standard Deviation. α = Chronbach's alpha to assess scale reliability.

Table 4.11. *Descriptive Statistics of Immediate Post-training & 6-month Follow-up Outcomes*

	Likert Scale	# of Items	Mean	SD	Min	Max	α
Primary Outcomes (immediate post-training)							
Self-compassionate Beliefs	*(1-6)*	9	4.62	0.58	2.89	6.00	.66
Resilient Mindset	*(1-5)*	22	3.81	0.60	1.98	4.81	.90
Growth Orientation Toward Teaching	*(1-6)*	16	4.83	0.57	1.48	5.75	.80
Efficacy Beliefs	*(1-6)*	3	4.64	0.67	3.00	6.00	.57
Avoidance & Proving Goal Orientation	*(1-6)*	6	4.15	0.75	1.00	5.50	.75
Primary Outcomes (6-month follow-up)							
Self-compassionate Beliefs	*(1-6)*	9	4.67	0.62	2.67	6.00	.74
Resilient Mindset	*(1-5)*	22	3.78	0.70	1.51	4.78	.91
Growth Orientation Toward Teaching	*(1-6)*	16	4.62	0.67	1.89	5.94	.84
Teacher Self-efficacy[a]	*(1-5)*	12	3.14	0.61	1.00	4.42	.90
Efficacy Beliefs	*(1-6)*	3	4.55	0.81	1.00	6.00	.70
Avoidance & Proving Goal Orientation	*(1-6)*	6	4.20	0.58	2.67	5.33	.56
Secondary Outcomes (6-month follow-up)							
Global Self-compassion[a]	*(1-5)*	12	2.95	0.61	1.58	4.58	.87
Teacher Self-compassion	*(1-5)*	13	3.09	0.63	1.46	4.54	.88
Mindfulness[a]	*(1-5)*	22	3.10	0.57	1.46	4.64	.92
Well-being	*Z-Standardized*	26	0.00	0.82	-2.39	1.78	.93
Perceived Stress[a]	*(1-5)*	10	3.11	0.71	1.30	5.00	.90
Occupational Stress	*(1-6)*	7	4.08	1.00	1.57	6.00	.82
Occupational Burnout	*(1-7)*	22	3.65	1.15	1.20	6.03	.93
Job Satisfaction	*Z-Standardized*	12	0.00	1.00	-2.28	1.75	.92
Commitment to Teaching[a]	*0=Low commit, 1=High commit*	1	0.43	0.49	0.00	1.00	--

Source: Data from immediate post-training and 6-month follow-up surveys conducted with 119 first-year teachers from three teacher education programs.
Notes. 97-100% of study participants provided data for each outcome. For correlations of immediate post-training measures and 6-month follow-up measures see Appendix Tables A.15-16.
SD=Standard Deviation. α = Chronbach's alpha to assess scale reliability.
[a] Measures also assessed at baseline.

Table 4.12. *Primary and Secondary Outcomes Assessed in Study Models*

	Assessed Immediately Post-training	Assessed at 6-month Follow-up
Primary Outcomes		
Self-compassionate Beliefs	X	X
Resilient Mindset [a]	X	X
Growth & Mastery Orientation Toward Teaching[a]	X	X
Efficacy Beliefs	X	X
Change in Teacher Self-efficacy		X
Avoidance & Proving Goal Orientation	X	X
Secondary Outcomes		
Change in Global Self-compassion		X
Teacher Self-compassion		X
Change in Mindfulness		X
Well-being[b]		X
Change in Perceived Stress		X
Occupational Stress		X
Occupational Burnout		X
Job Satisfaction		X
Change in Commitment to Teaching		X

Source: Outcomes derived from immediate post-training and 6-month follow-up survey data collected from 119 teachers in three teacher education programs.
Notes: Measures of change were derived by controlling for the corresponding baseline covariate in the study model.
[a] Composite measure derived through both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).
[b] Composite measure derived through Confirmatory Factor Analysis (CFA) only.

Table 4.13. *Covariates Included in Study Models*

	Model 1	Model 2	Model 3
Demographic & Background Covariates			
Teacher Education Program		X	X
Gender		X	X
Race/Ethnicity		X	X
Age		X	X
Prior Teaching Experience		X	X
Social-psychological & Orientation Toward Teaching Covariates			
Commitment to Teaching			X
Global Self-compassion			X
Perceived Stress			X
Mindfulness			X
Depression			X
Teacher Self-efficacy			X
Satisfaction with Life			X
Emotion Regulation (Reappraisal)			X
Emotion Regulation (Suppression)			X

Source: All covariates derived from baseline survey data from 119 teachers in three teacher education programs.
Notes. Models were estimated using structural equation modeling with FIML in STATA (15.0). Models assessing change in commitment to teaching (binary outcome) were estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0) To assess change from baseline to follow-up (for outcomes also assessed at baseline), Models 1 and 2 also included the corresponding baseline covariate. Full results for Models 2 and 3 can be found in the Appendix Tables.

Table 4.14. *Rotated Pattern & Structure Matrices for Resilient Mindset & Growth Orientation Factors*

	Factor 1 – Resilient Mindset		Factor 2 – Growth Orientation	
Variables Included in Factor Analysis	Pattern	Structure	Pattern	Structure
Beliefs about Overcoming Worries in Teaching	**.86**	.77	-.21	.17
Beliefs about Succeeding in Teaching	**.88**	.90	.05	.43
Beliefs about Improving in Teaching	**.80**	.82	.06	.40
Adaptive Beliefs about Failures in Teaching	**.69**	.69	.01	.31
Confidence in Handling Stressors in Teaching	**.69**	.74	.11	.41
Growth Mindset for Teaching	-.07	.20	**.62**	.59
Mastery Goal Orientation Toward Teaching	.12	.45	**.76**	.81
Willingness to Engage in Professional Learning	-.06	.30	**.83**	.81

Source: Data from immediate post-training surveys conducted with 119 first-year teachers from three teacher education programs.
Notes. Factors derived through exploratory factor analysis (EFA) with maximum likelihood estimation using promax oblique rotation (SPSS Version 26.0). Estimates represent the correlation between variables and the overarching factors.

Table 4.15. *Factor Loadings for Two-Factor Measurement Model of Resilient Mindset & Growth Orientation*

Variables Included in Factor Analysis	Resilient Mindset	Growth Orientation
Beliefs about Succeeding in Teaching	.94	
Beliefs about Improving in Teaching	.80	
Beliefs about Overcoming Worries in Teaching	.65	
Adaptive Beliefs about Failures in Teaching	.58	
Confidence in Handling Stressors in Teaching	.64	
Growth Mindset for Teaching		.34
Mastery Goal Orientation Toward Teaching		.81
Willingness to Engage in Professional Learning		.63

Source: Data from immediate post-training surveys conducted with 119 first-year teachers from three teacher education programs.
Notes. Factors derived through confirmatory factor analysis (CFA) with Full Information Maximum Likelihood (FIML) in STATA (15.0). Estimates represent the correlation between the variables and the factors.

Table 4.16. *Factor Loadings for Single Factor Well-being Measurement Model*

				95% Confidence Interval	
Variables Included in Factor Analysis	*B*	SE	p-value	LB	UB
Satisfaction with Life Scale	0.76	0.05	.000	0.65	0.86
Brief Resilience Scale	0.74	0.05	.000	0.63	0.84
Feeling of Belonging Scale	0.82	0.05	.000	0.73	0.91
Brief COPE	0.69	0.06	.000	0.57	0.80

Source*:* Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes. SE= Standard Error. LB and UB =lower and upper bounds of 95% confidence interval.
Factors derived through confirmatory factor analysis (CFA) with FIML in STATA (15.0). Estimates represent correlation between the variables and the factor.

Table 5.1. *Estimated Impacts of Treatment on Primary Outcomes*

	Treatment		Control		Estimated Impact	
	Mean	SE	Mean	SE	Mean	p-value
Primary Outcomes (Immediately Post-training)						
Self-compassionate Beliefs	4.62	0.08	4.62	0.07	0.00	.988
Resilient Mindset	3.79	0.08	3.82	0.08	-0.03	.811
Growth Orientation	4.91	0.07	4.75	0.07	0.16	.132
Efficacy Beliefs	4.66	0.09	4.62	0.09	0.04	.724
Avoidance & Proving Goal Orientation	4.25	0.10	4.06	0.09	0.20	.147
Sample Size	58		61		119	
Primary Outcomes (6-month Follow-up)						
Self-compassionate Beliefs	4.60	0.08	4.73	0.08	-0.13	.254
Resilient Mindset	3.76	0.09	3.80	0.09	-0.04	.757
Growth Orientation	4.66	0.09	4.57	0.09	0.09	.468
Efficacy Beliefs	4.55	0.11	4.56	0.10	0.00	.979
Change in Teacher Self-efficacy	1.10	0.28	1.19	0.27	-0.09	.321
Avoidance & Proving Goal Orientation	4.23	0.08	4.17	0.07	0.06	.554
Sample Size	58		61		119	

Source: Data from immediate post-training and 6-month follow-up surveys conducted with 119 first-year teachers from three teacher education programs.

Notes. Estimates generated using structural equation modeling with FIML in STATA (15.0). No covariates included in models with the exception of models assessing change over time. Change models included the corresponding baseline variable as a covariate. Full results for Models 2 and 3 can be found in Appendix Tables. SE=Standard Error.

* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.2. *Estimated Impacts of Treatment on Secondary Outcomes*

	Treatment		Control		Estimated Impact	
	Mean	SE	Mean	SE	Mean	p-value
Change in Global Self-compassion	1.31	0.15	1.31	0.15	0.01	.934
Teacher Self-compassion	3.02	0.08	3.16	0.08	-0.15	.207
Change in Mindfulness	1.45	0.16	1.51	0.17	-0.06	.414
Well-being	-0.02	0.11	0.03	0.11	-0.05	.734
Change in Perceived Stress	2.21	0.19	2.23	0.18	-0.01	.899
Occupational Stress	4.21	0.13	3.96	0.13	0.24	.187
Occupational Burnout	3.66	0.15	3.64	0.15	0.03	.900
Job Satisfaction	-0.03	0.13	0.03	0.13	-0.07	.723
Change in Commitment	1.02	0.38	0.73	0.38	0.29	.510
Sample Size	58		61		119	

Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes. Estimates generated using structural equation modeling with FIML in STATA (15.0). No covariates included in models to assess treatment impacts with the exception of models assessing change over time. Change models included the corresponding baseline variable as a covariate. Commitment estimate is represented as a log-odds and was derived through generalized structural equation modeling with maximum likelihood estimation in STATA (15.0). Change in commitment represents the change in log-odds from baseline to follow-up. Full results for Models 2 and 3 can be found in Appendix Tables. SE=Standard Error.
* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.3. *Estimated Impacts of Treatment on Primary & Secondary Outcomes (All Study Models)*

	Estimated Impact Model 1		Estimated Impact Model 2		Estimated Impact Model 3	
	Mean	p-value	Mean	p-value	Mean	p-value
Primary Outcomes (Immediately Post-training)						
Self-compassionate Beliefs	0.00	.988	0.02	.812	0.02	.849
Resilient Mindset	-0.03	.811	-0.05	.662	-0.12	.403
Growth Orientation	0.16	.132	0.12	.211	0.13	.145
Efficacy Beliefs	0.04	.724	0.02	.835	-0.03	.776
Avoidance & Proving Goal Orientation	0.20	.147	0.16	.245	0.15	.240
Primary Outcomes (6-month Follow-up)						
Self-compassionate Beliefs	-0.13	.254	-0.15	.183	-0.15	.130
Resilient Mindset	-0.04	.757	-0.07	.560	-0.08	.406
Growth Orientation	0.09	.468	0.05	.668	0.05	.637
Efficacy Beliefs	0.00	.979	-0.05	.695	-0.05	.724
Change in Teacher Self-efficacy	-0.09	.321	-0.12	.182	-0.10	.236
Avoidance & Proving Goal Orientation	0.06	.554	0.05	.647	0.01	.920
Secondary Outcomes (6-month Follow-up)						
Change in Global Self-compassion	0.01	.934	0.00	.954	-0.03	.709
Teacher Self-compassion	-0.15	.207	-0.14	.220	-0.13	.113
Change in Mindfulness	-0.06	.414	-0.07	.314	-0.06	.423
Well-being	-0.05	.734	-0.06	.686	-0.04	.745
Change in Perceived Stress	-0.01	.899	0.00	.979	-0.04	.675
Occupational Stress	0.24	.187	0.24	.155	0.17	.233
Occupational Burnout	0.03	.900	0.03	.870	0.08	.614
Job Satisfaction	-0.07	.723	-0.09	.596	-0.10	.489
Change in Commitment	0.29	.510	0.21	.668	0.27	.647
Sample Size	58		61		119	

Source: Data from immediate post-training and 6-month follow-up surveys conducted with 119 first-year teachers from three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA (15.0). Model 1 represents a simple difference in means comparison with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes covariates for demographic and background characteristics, as well as social-psychological characteristics and orientation toward teaching. All covariates were derived from baseline survey data. For Models 1 and 2, models of change include the corresponding baseline covariate. Commitment outcome is represented as a log-odds, estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Change in commitment is the change in log-odds from baseline to follow-up. SE=Standard Error.

* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.4. *Omnibus Interaction & Conditional Effects of Commitment on Primary Outcomes*

	Omnibus Interaction Effect of Commitment				Conditional Effect of Treatment at Low & High Commitment		
Primary Outcomes (Immediately Post-training)	Wald Chi-Square	*B*	SE	p-value	*B*	SE	p-value
Self-compassionate Beliefs	1.21	-0.24	0.21	.272			
Low Commitment					0.10	0.14	.491
High Commitment					-0.14	0.16	.390
Resilient Mindset	6.29	0.54**	0.22	.012			
Low Commitment					0.46*	0.27	.091
High Commitment					-0.45*	0.24	.061
Growth Orientation	2.37	0.32	0.21	.124			
Low Commitment					0.02	0.14	.882
High Commitment					0.34**	0.16	.030
Efficacy Beliefs	1.34	0.29	0.25	.247			
Low Commitment					-0.08	0.16	.605
High Commitment					0.20	0.19	.277
Avoidance & Proving Orientation	1.46	0.33	0.27	.226			
Low Commitment					0.05	0.18	.781
High Commitment					0.38*	0.20	.064
Primary Outcomes (6-month Follow-up)							
Self-compassionate Beliefs	0.09	-0.07	0.23	.765			
Low Commitment					-0.10	0.15	.515
High Commitment					-0.17	0.17	.331
Resilient Mindset	9.87	0.79***	0.25	.002			
Low Commitment					-0.55**	0.24	.020
High Commitment					0.57**	0.27	.032
Growth Orientation	5.34	0.56**	0.24	.021			
Low Commitment					-0.16	0.16	.328
High Commitment					0.41**	0.18	.027
Efficacy Beliefs	1.28	0.34	0.3	.259			
Low Commitment					-0.15	0.20	.432
High Commitment					0.18	0.22	.416
Change in Teacher Self-efficacy	11.3	0.6***	0.18	.001			
Low Commitment					-0.36***	0.12	.003
High Commitment					0.25*	0.13	.068
Avoidance & Proving Orientation	1.64	0.28	0.22	.200			
Low Commitment					-0.06	0.14	.684
High Commitment					0.22	0.16	.176

Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.

Notes. 67 teachers in the study sample were low in commitment to teaching at baseline, while 51 were high in commitment at baseline. Moderation analyses were run using structural equation modeling with FIML in STATA (15.0) with a binary treatment status indicator, a binary indicator for commitment and the interaction term (commitment*treatment). Models assessing change over time included the corresponding baseline covariate.

Wald Chi-Square estimates indicate whether a significant difference between groups (treatment and control) exists at different values of the moderator, however, it does not reveal where the difference occurs. To explore significant omnibus interaction effects, I assessed the conditional effects of commitment at the different values of the moderator (i.e., 0 for low commitment and 1 for high commitment) through simple slopes analysis. A simple slope is defined as the regression of the outcome on treatment at specific values of the moderator and simple slopes analysis can be used to determine if the gradient of the conditional effect lines differs from 0. SE=Standard Error.

* denotes a p-value of < .10, ** < .05 *** < .01.

Table. 5.5. *Omnibus Interaction & Conditional Effects of Commitment on Secondary Outcomes*

	Omnibus Interaction Effect of Commitment				Conditional Effect of Treatment at Low & High Commitment		
Secondary Outcomes (6-month Follow-up)	Wald Chi-Square	*B*	SE	p-value	*B*	SE	p-value
Change in Global Self-compassion	1.94	.54	.22	.164			
Low Commitment					-0.09	0.10	.367
High Commitment					0.12	0.11	.290
Teacher Self-compassion	2.88	0.39*	0.23	.090			
Low Commitment					-0.31**	0.15	.040
High Commitment					0.08	0.18	.639
Change in Mindfulness	1.83	0.21	0.15	.176			
Low Commitment					-0.15	0.10	.134
High Commitment					0.06	0.11	.618
Well-being	6.15	0.74**	0.3	.013			
Low Commitment					-0.38*	0.20	.054
High Commitment					0.36	0.23	.107
Change in Perceived Stress	0.00	0.01	0.24	.972			
Low Commitment					-0.02	0.16	.909
High Commitment					-0.01	0.18	.957
Occupational Stress	1.87	-0.5	0.37	.172			
Low Commitment					0.47**	0.24	.049
High Commitment					-0.03	0.28	.919
Occupational Burnout	6.55	-1.06**	0.41	.011			
Low Commitment					0.50*	0.27	.065
High Commitment					-0.56*	0.31	.073
Job Satisfaction	8.04	1.01**	0.36	.005			
Low Commitment					-0.52**	0.23	.026
High Commitment					0.49*	0.27	.068
Change in Commitment	3.59	1.76*	0.93	.058			
Low Commitment					-0.62	0.67	.356
High Commitment					1.15*	0.65	.076

Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes. 67 teachers in the study sample were low in commitment to teaching at baseline, while 51 were high in commitment at baseline. Moderation analyses were run using structural equation modeling with FIML in STATA (15.0) with a binary treatment status indicator, a binary indicator for commitment and the interaction term (commitment*treatment). Models assessing change over time included the corresponding baseline covariate. Commitment outcome is represented as a log-odds, estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Change in commitment is the change in log-odds from baseline to follow-up.
Wald Chi-Square estimates indicate whether a significant difference between conditions exists at different values of the moderator, however, it does not reveal where the difference occurs. To explore significant omnibus interaction effects, I assessed the conditional effects of commitment at the different values of the moderator (i.e., 0 for low commitment and 1 for high commitment) through simple slopes analysis. A simple slope is defined as the regression of the outcome on treatment at specific values of the moderator and simple slopes analysis can be used to determine if the gradient of the conditional effect line(s) differs from 0.
SE=Standard Error.
* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.6. *Omnibus Interaction & Conditional Effects of Program on Primary Outcomes*

Primary Outcomes (Immediately Post-training)	Omnibus Interaction Effect of Program: Wald Chi-Square	Omnibus Interaction Effect of Program: p-value	Conditional Effect of Treatment for CR, PS, & CF Programs: *B*	Conditional Effect of Treatment for CR, PS, & CF Programs: SE	Conditional Effect of Treatment for CR, PS, & CF Programs: p-value
Self-compassionate Beliefs	0.78	.677			
CR Program			0.12	0.17	.483
PS Program			-0.10	0.19	.596
CF Program			-0.02	0.18	.903
Resilient Mindset	2.39	.302			
CR Program			-0.39	0.29	.186
PS Program			0.06	0.33	.856
CF Program			0.25	0.31	.414
Growth Orientation	0.22	.897			
CR Program			0.21	0.16	.204
PS Program			0.09	0.18	.609
CF Program			0.14	0.17	.401
Avoidance & Proving Orientation	1.04	.594			
CR Program			0.30	0.22	.890
PS Program			0.36	0.25	.142
CF Program			0.23	0.23	.327
Efficacy Beliefs	1.25	.536			
CR Program			-0.08	0.20	.702
PS Program			-0.01	0.22	.973
CF Program			0.23	0.21	.261
Primary Outcomes (6-month Follow-up)					
Self-compassionate Beliefs	1.18	.554			
CR Program			-0.27	0.18	.135
PS Program			-0.10	0.21	.642
CF Program			0.01	0.19	.954
Resilient Mindset	8.14**	.017			
CR Program			-0.70**	0.29	.015
PS Program			0.25	0.33	.453
CF Program			0.40	0.30	.188
Growth Orientation	1.29	.526			
CR Program			-0.08	0.19	.660
PS Program			0.20	0.22	.350
CF Program			0.18	0.20	.378
Avoidance & Proving Orientation	0.73	.696			
CR Program			0.02	0.17	.896
PS Program			-0.03	0.20	.866
CF Program			0.18	0.18	.315
Efficacy Beliefs	1.7	.427			
CR Program			-0.20	0.24	.409
PS Program			-0.04	0.27	.872
CF Program			0.25	0.25	.318
Change in Teacher Self-efficacy	4.12	.128			
CR Program			-0.33**	0.15	.027
PS Program			0.08	0.17	.634
CF Program			0.03	0.16	.849

Source: Data from immediate post-training and 6-month follow-up surveys conducted with 119 first-year teachers from three teacher education programs.

Notes. Moderation analyses were run using structural equation modeling with FIML in STATA (15.0) with a binary treatment status indicator, an interaction term (PS program*treatment) and another interaction term (CF program*treatment), where CR program served as the reference group. Models assessing change over time included the corresponding baseline covariate. Wald Chi-Square estimates indicate whether a significant difference between conditions exists at different values of the moderator, however, it does not reveal where the difference occurs. To explore significant omnibus interaction effects, I assessed the conditional effects of treatment at the different values of the moderator (i.e., CR, PS, and CF programs) through simple slopes analysis. A simple slope is defined as the regression of the outcome on treatment at specific values of the moderator and simple slopes analysis can be used to determine if the gradient of the conditional effect line(s) differs from 0. CR=Concurrent Reduced Program, PS=Pre-Service Program, and CF=Concurrent Full Program. SE=Standard Error.
* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.7. *Omnibus Interaction & Conditional Effects of Program on Secondary Outcomes*

Secondary Outcomes (6-month Follow-up)	Omnibus Interaction Effect of Program: Wald Chi-Square	Omnibus Interaction Effect of Program: p-value	Conditional Effect of Treatment for CR, PS & CF Programs: *B*	SE	p-value
Change in Global Self-compassion	5.28*	.071			
CR Program			-0.19	0.12	.119
PS Program			0.23*	0.14	.094
CF Program			0.03	0.13	.824
Teacher Self-compassion	9.55***	.008			
CR Program			-0.58***	0.18	.001
PS Program			0.18	0.21	.396
CF Program			0.08	0.19	.668
Change in Mindfulness	2.71	.257			
CR Program			-0.21*	0.12	.075
PS Program			0.08	0.14	.579
CF Program			-0.01	0.12	.904
Well-being	7.33**	.026			
CR Program			-0.50**	0.23	.031
PS Program			0.45	0.28	.101
CF Program			0.07	0.24	.759
Change in Perceived Stress	6.53**	.038			
CR Program			0.32*	0.19	.087
PS Program			-0.02	0.22	.923
CF Program			-0.37*	0.19	.057
Occupational Stress	5.08*	.079			
CR Program			0.71**	0.28	.010
PS Program			-0.13	0.33	.684
CF Program			-0.02	0.29	.941
Occupational Burnout	7.01**	.030			
CR Program			0.65**	0.31	.036
PS Program			-0.52	0.37	.161
CF Program			-0.27	0.33	.415
Job Satisfaction	4.56*	.102			
CR Program			-0.48*	0.26	.069
PS Program			0.36	0.31	.249
CF Program			0.07	0.28	.791
Change in Commitment	0.64	.727			
CR Program			0.08	0.13	.553
PS Program			-0.06	0.14	.691
CF Program			0.08	0.13	.551

Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes. Moderation analyses were run using structural equation modeling with FIML in STATA (15.0) with a binary treatment status indicator, an interaction term (PS program*treatment) and another interaction term (CF program*treatment), where CR program served as the reference group. Models assessing change over time included the corresponding baseline covariate. Commitment outcome is represented as a log-odds, estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Change in commitment is the change in log-odds from baseline to follow-up.
Wald Chi-Square estimates indicate whether a significant difference between conditions exists at different values of the moderator, however, it does not reveal where the difference occurs. To explore significant omnibus interaction effects, I assessed the conditional effects of treatment at the different values of the moderator (i.e., CR, PS, and CF programs) through simple slopes analysis. A simple slope is defined as the regression of the outcome on treatment at specific values of the moderator and simple slopes analysis can be used to determine if the gradient of the conditional effect line(s) differs from 0.
CR=Concurrent Reduced Program, PS=Pre-Service Program, and CF=Concurrent Full Program. SE=Standard Error.
* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.8. *Omnibus Interaction & Conditional Effects of Baseline Perceived Stress on Primary Outcomes*

Primary Outcomes (Immediately Post-training)	Omnibus Interaction Effect of Baseline Perceived Stress: Wald Chi-Square	Omnibus Interaction Effect of Baseline Perceived Stress: p-value	Conditional Effect of Treatment at Low, Moderate & High Baseline Perceived Stress: *B*	SE	p-value
Self-compassionate Beliefs	1.07	.300			
Low Stress (1 SD below mean)			0.13	0.15	.375
Moderate Stress (Mean)			0.02	0.10	.827
High Stress (1 SD above mean)			-0.09	0.15	.562
Resilient Mindset	0.01	.904			
Low Stress (1 SD below mean)			0.00	0.14	.988
Moderate Stress (Mean)			0.01	0.10	.887
High Stress (1 SD above mean)			0.04	0.14	.852
Growth Orientation	3.87**	.049			
Low Stress (1 SD below mean)			-0.01	0.14	.937
Moderate Stress (Mean)			0.18*	0.10	.062
High Stress (1 SD above mean)			0.37***	0.14	.007
Efficacy Beliefs	0.96	.327			
Low Stress (1 SD below mean)			0.18	0.17	.302
Moderate Stress (Mean)			0.06	0.12	.632
High Stress (1 SD above mean)			-0.06	0.17	.721
Avoidance & Proving Orientation	0.97	.324			
Low Stress (1 SD below mean)			0.35*	0.19	.059
Moderate Stress (Mean)			0.22*	0.13	.092
High Stress (1 SD above mean)			0.09	0.19	.623
Primary Outcomes (6-month follow-up)					
Self-compassionate Beliefs	0.07	.790			
Low Stress (1 SD below mean)			-0.08	0.16	.606
Moderate Stress (Mean)			-0.11	0.11	.318
High Stress (1 SD above mean)			-0.14	0.16	.370
Resilient Mindset	1.44	.231			
Low Stress (1 SD below mean)			-.0.14	0.17	.394
Moderate Stress (Mean)			-0.00	0.12	.993
High Stress (1 SD above mean)			0.14	0.17	.399
Growth Orientation	2.89*	.089			
Low Stress (1 SD below mean)			-0.09	0.17	.589
Moderate Stress (Mean)			0.11	0.12	.350
High Stress (1 SD above mean)			0.31*	0.17	.062
Efficacy Beliefs	0.56	.456			
Low Stress (1 SD below mean)			-0.08	0.20	.686
Moderate Stress (Mean)			0.02	0.14	.863
High Stress (1 SD above mean)			0.13	0.20	.515
Change in Teacher Self-efficacy	1.29	.256			
Low Stress (1 SD below mean)			-0.17	0.13	.181
Moderate Stress (Mean)			-0.07	0.09	.447
High Stress (1 SD above mean)			0.03	0.13	.794
Avoidance & Proving Orientation	1.15	.282			
Low Stress (1 SD below mean)			0.18	0.15	.237
Moderate Stress (Mean)			0.06	0.11	.548
High Stress (1 SD above mean)			-0.05	0.15	.736

Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs. *Notes.* Moderation analyses were run using structural equation modeling with FIML in STATA (15.0) with a binary treatment status indicator, baseline perceived stress, and an interaction term (perceived stress*treatment)—where baseline perceived stress was a continuous variable that was z-standardized. Models assessing change over time included the corresponding baseline covariate. Wald Chi-Square estimates indicate whether a significant difference between conditions exists (omnibus interaction effect) at different values of the moderator, however, it does not reveal where the difference occurs. To explore significant omnibus interaction effects, I assessed the conditional effects of treatment at the different values of the moderator (i.e., low stress—1 SD below the mean, moderate stress—at the mean, high stress—1 SD above the mean) through simple slopes analysis. A simple slope is defined as the regression of the outcome on treatment at specific values of the moderator and simple slopes analysis can be used to determine if the gradient of the conditional effect line(s) differs from 0. SE=Standard Error. * denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.9. *Omnibus Interaction & Conditional Effects of Baseline Perceived Stress on Secondary Outcomes*

	Omnibus Interaction Effect of Baseline Perceived Stress		Conditional Effect of Treatment at Low, Moderate, and High Baseline Perceived Stress		
Secondary Outcomes (6-month Follow-up)	Wald Chi-Square	p-value	*B*	SE	p-value
Change in Global Self-compassion	5.73**	.017			
Low Stress (1 SD below mean)			-0.17*	0.10	.099
Moderate Stress (Mean)			0.00	0.07	.947
High Stress (1 SD above mean)			0.18*	0.10	.082
Teacher Self-compassion	0.01	.913			
Low Stress (1 SD below mean)			-0.13	0.15	.405
Moderate Stress (Mean)			-0.12	0.11	.286
High Stress (1 SD above mean)			-0.10	0.15	.496
Change in Mindfulness	3.30*	.069			
Low Stress (1 SD below mean)			-0.18*	0.10	.073
Moderate Stress (Mean)			-0.05	0.07	.472
High Stress (1 SD above mean)			0.08	0.10	.440
Well-being	1.75	.186			
Low Stress (1 SD below mean)			-0.18	0.19	.340
Moderate Stress (Mean)			-0.00	0.14	.975
High Stress (1 SD above mean)			0.18	0.19	.363
Change in Perceived Stress	4.94**	.026			
Low Stress (1 SD below mean)			0.34	0.23	.139
Moderate Stress (Mean)			-0.02	0.16	.901
High Stress (1 SD above mean)			-0.38*	0.23	.097
Occupational Stress	1.95	.162			
Low Stress (1 SD below mean)			0.41*	0.23	.076
Moderate Stress (Mean)			0.18	0.17	.265
High Stress (1 SD above mean)			-0.05	0.23	.846
Occupational Burnout	0.87	.351			
Low Stress (1 SD below mean)			0.14	0.27	.612
Moderate Stress (Mean)			-0.04	0.19	.832
High Stress (1 SD above mean)			-0.22	0.27	.419
Job Satisfaction	1.15	.283			
Low Stress (1 SD below mean)			-0.22	0.25	.382
Moderate Stress (Mean)			-0.03	0.18	.867
High Stress (1 SD above mean)			0.16	0.25	.523
Change in Commitment	0.82	.366			
Low Stress (1 SD below mean)			-0.14	0.65	.830
Moderate Stress (Mean)			0.27	0.45	.547
High Stress (1 SD above mean)			0.68	0.62	.272

Source: Data from surveys with 119 first-year teachers from three teacher education programs at 6-month follow-up.
Notes. Moderation analyses were run using structural equation modeling with FIML in STATA (15.0) with a binary treatment status indicator, baseline perceived stress, and an interaction term (perceived stress*treatment)—where baseline perceived stress was a continuous variable that was z-standardized. Models assessing change over time included the corresponding baseline covariate. Perceived stress outcome was z-standardized to analyze change over time. Commitment outcome is represented as a log-odds, estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Change in commitment is the change in log-odds from baseline to follow-up. Wald Chi-Square estimates indicate whether a significant difference between conditions exists (omnibus interaction effect) at different values of the moderator, however, it does not reveal where the difference occurs. To explore significant omnibus interaction effects, I assessed the conditional effects of treatment at the different values of the moderator (i.e., low stress—1 SD below the mean, moderate stress—at the mean, high stress—1 SD above the mean) through simple slopes analysis. A simple slope is defined as the regression of the outcome on treatment at specific values of the moderator and simple slopes analysis can be used to determine if the gradient of the conditional effect line(s) differs from 0. SE=Standard Error. * denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.10. *Qualitative Codes & Descriptive Statistics for Treatment Responses*

Qualitative Codes	Frequency of Code	% of Treatment Group
Code 1: Participant provided a cogent and valid response to first writing prompt		
Did not provide a cogent and valid response (0)	3	5.2
Provided a cogent and valid response (1)	55	94.8
Code 2: Participant acknowledged that worries in the transition to teaching are natural		
Did not acknowledge that worries in the transition to teaching are natural (0)	17	29.3
Acknowledged that worries in the transition to teaching are natural (1)	41	70.7
Code 3: Participant identified ways that teachers in the testimonials overcame worries with time		
Did not identify way(s) that teachers overcame worries with time (0)	18	31.0
Identified way(s) teachers overcame worries with time (1)	40	69.0
Code 4: Participant provided a cogent and valid response to second writing prompt		
Did not provide a cogent and valid response (0)	1	1.7
Provided a cogent and valid response (1)	57	98.3
Code 5: Letter includes self-compassionate language		
Letter does not include self-compassionate language (0)	7	12.1
Letter includes moderate to extensive self-compassionate language (1)	51	87.9
Sample Size	58	100

Source: Data from writing responses on immediate post-training surveys with 58 first-year teachers from three teacher education programs who were randomized to receive the self-compassion training.
Notes: Coding was conducted by two coders blind to participants gender, race/ethnicity, age, and prior teaching experience.

Table 5.11. *Qualitative Codes & Descriptive Statistics for Control Responses*

Qualitative Codes	Frequency of Code	% of Control Group
Code 1: Participant provided a cogent and valid response to first writing prompt		
Did not provide a cogent and valid response (0)	1	1.6
Provided a cogent and valid response (1)	60	98.4
Code 2: Participant engaged in meaning making about the physical environment of schools and/or classrooms		
Did not engage in meaning making (0)	21	34.4
Participant engaged in moderate meaning making (1)	23	37.7
Participant engaged in substantial meaning making (2)	17	27.9
Sample Size	61	100

Source: Data from writing responses on immediate post-training surveys with 61 first-year teachers from three teacher education programs who were randomized to receive the control activity.
Notes: Coding of control participants' responses to the first writing prompt was conducted by two coders blind to participants gender, race/ethnicity, age, and prior teaching experience.

Table 5.12. *Estimated Associations Between Understanding that "Worries are Common in the Transition to Teaching" & Outcomes*

	Immediately Post-training				6-month Follow-up			
		95% Confidence Interval				95% Confidence Interval		
	B	LB	UB	p-value	*B*	LB	UB	p-value
Primary Outcomes								
Self-compassionate Beliefs	-0.33**	-0.64	-0.02	.039	-0.24	-0.61	0.14	.212
Resilient Mindset	-0.12	-0.48	0.24	.504	-0.15	-0.56	0.25	.455
Growth Orientation	0.00	-0.26	0.26	.995	0.18	-0.16	0.51	.298
Avoidance & Proving Goal Orientation	-0.02	-0.39	0.36	.930	0.16	-0.17	0.50	.340
Efficacy Beliefs	0.10	-0.27	0.47	.586	0.09	-0.31	0.48	.666
Change in Teacher Self-efficacy					0.04	-0.22	0.30	.775
Sample Size		58				58		
Secondary Outcomes								
Change in Global Self-compassion					0.20	-0.05	0.45	0.123
Teacher Self-compassion					-0.14	-0.49	0.21	0.437
Change in Mindfulness					0.00	-0.21	0.21	0.995
Well-being					-0.06	-0.53	0.41	0.802
Change in Perceived Stress					0.25	-0.14	0.65	0.208
Occupational Stress					0.00	-0.58	0.58	0.995
Occupational Burnout					0.25	-0.38	-0.38	0.441
Job Satisfaction					-0.15	-0.71	0.41	0.593
Change in Commitment					-1.19	-2.98	0.60	0.194
Sample Size		58				58		

Source: Data from writing responses on immediate post-training and 6-month follow-up surveys with 58 first-year teachers from three teacher education programs who were randomized to receive the self-compassion training.
Notes: Models conducted using structural equation modeling with FIML in STATA 15.0. No covariates included in models, except for models assessing change over time, which included the corresponding baseline variable as a covariate. Commitment is represented as a log-odds and change in commitment is the change in log-odds of being high in commitment from baseline to follow-up. Commitment model was estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Analyses conducted with treatment group only.
LB=Lower Bound of 95% confidence interval, UB= Upper Bound of 95% confidence interval.
* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.13. *Estimated Associations Between Understanding that "Worries Can be Overcome with Time" & Outcomes*

	Immediately Post-training				6-month Follow-up			
		95% Confidence Interval				95% Confidence Interval		
	B	LB	UB	p-value	*B*	LB	UB	p-value
Primary Outcomes								
Self-compassionate Beliefs	0.14	-0.17	0.46	.368	0.08	-0.29	0.45	.679
Resilient Mindset	0.23	-0.11	0.58	.189	0.27	-0.13	0.66	.183
Growth Orientation	0.15	-0.10	0.41	.229	0.11	-0.22	0.44	.516
Avoidance & Proving Goal Orientation	-0.33*	-0.69	0.03	.070	-0.27	-0.59	0.06	.107
Efficacy Beliefs	0.05	-0.32	0.41	.808	0.24	-0.15	0.62	.228
Change in Teacher Self-efficacy					0.16	-0.10	0.42	.218
Sample Size		58				58		
Secondary Outcomes								
Change in Global Self-compassion					0.11	-0.14	0.36	.383
Teacher Self-compassion					0.16	-0.19	0.51	.372
Change in Mindfulness					0.07	-0.14	0.28	.495
Well-being					0.17	-0.28	0.63	.455
Change in Perceived Stress					0.00	-0.39	0.38	.987
Occupational Stress					0.02	-0.55	0.59	.948
Occupational Burnout					-0.19	-0.81	-0.81	.543
Job Satisfaction					0.05	-0.50	0.60	.858
Change in Commitment					0.98	-0.65	2.61	.238
Sample Size		58				58		

Source: Data from writing responses on immediate post-training surveys with 58 first-year teachers from three teacher education programs who were randomized to receive the self-compassion training.
Notes: Models conducted using structural equation modeling with FIML in STATA 15.0. No covariates included in models, except for models assessing change over time, which included the corresponding baseline variable as a covariate.
Commitment is represented as a log-odds and change in commitment is the change in log-odds of being high in commitment from baseline to follow-up. Commitment model was estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Analyses conducted with treatment group only.
LB=Lower Bound of 95% confidence interval, UB= Upper Bound of 95% confidence interval.
* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.14. *Estimated Associations Between Including Self-compassionate Language in Letters to Future First-Year Teachers & Outcomes*

	Immediately Post-training				6-month Follow-up			
		95% Confidence Interval				95% Confidence Interval		
	B	LB	UB	p-value	*B*	LB	UB	p-value
Primary Outcomes								
Self-compassionate Beliefs	0.22	-0.22	0.67	.329	-0.04	-0.56	0.49	.894
Resilient Mindset	0.36	-0.13	0.85	.152	0.48*	-0.07	1.04	.088
Growth Orientation	0.22	-0.14	0.58	.229	0.57**	0.12	1.01	.013
Avoidance & Proving Goal Orientation	-0.06	-0.59	0.46	.809	-0.22	-0.69	0.24	.350
Efficacy Beliefs	0.10	-0.42	0.62	.700	0.36	-0.19	0.90	.199
Change in Teacher Self-efficacy					0.15	-0.21	0.51	.414
Sample Size		58				58		
Secondary Outcomes								
Change in Global Self-compassion					0.14	-0.21	0.49	0.425
Teacher Self-compassion					0.24	-0.24	0.73	0.323
Change in Mindfulness					0.10	-0.18	0.39	0.473
Well-being					0.40	-0.24	1.03	0.219
Change in Perceived Stress					0.15	-0.39	0.69	0.58
Occupational Stress					-0.37	-1.16	0.42	0.357
Occupational Burnout					-0.56	-1.42	0.29	0.195
Job Satisfaction					0.75**	0.02	1.50	0.045
Change in Commitment					0.40	-1.90	2.70	0.734
Sample Size		58				58		

Source: Data from writing responses on immediate post-training surveys with 58 first-year teachers from three teacher education programs who were randomized to receive the self-compassion training.

Notes: Models conducted using structural equation modeling with FIML in STATA 15.0. No covariates included in models, except for models assessing change over time, which included the corresponding baseline variable as a covariate. Commitment is represented as a log-odds and change in commitment is the change in log-odds of being high in commitment from baseline to follow-up. Commitment model was estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Analyses conducted with treatment group only.

LB=Lower Bound of 95% confidence interval, UB= Upper Bound of 95% confidence interval.

* denotes a p-value of < .10, ** < .05 *** < .01.

Table 5.15. *Estimated Associations Between Meaning Making & Outcomes*

	Immediately Post-training				6-Month Follow-up			
		95% Confidence Interval				95% Confidence Interval		
	B	LB	UB	p-value	*B*	LB	UB	p-value
Primary Outcomes								
Self-compassionate Beliefs	0.02	-0.16	0.21	.796	-0.03	-0.21	0.14	.699
Resilient Mindset	-0.10	-0.28	0.08	.281	-0.11	-0.33	0.10	.307
Growth Orientation	-0.02	-0.23	0.19	.843	-0.15	-0.38	0.08	.193
Avoidance & Proving Goal Orientation	0.16	-0.09	0.41	.211	-0.01	-0.19	0.17	.888
Efficacy Beliefs	-0.16	-0.37	0.06	.155	0.12	-0.16	0.40	.402
Change in Teacher Self-efficacy					-0.05	-0.22	0.12	.566
Sample Size	61				61			
Secondary Outcomes								
Change in Global Self-compassion					0.05	-0.07	0.17	0.401
Teacher Self-compassion					-0.16	-0.36	0.04	0.112
Change in Mindfulness					-0.06	-0.20	0.08	0.417
Well-being					-0.18	-0.44	0.08	0.176
Change in Perceived Stress					0.15*	-0.03	0.33	0.097
Occupational Stress					0.26*	-0.05	0.56	0.097
Occupational Burnout					0.28	-0.09	0.66	0.135
Job Satisfaction					-0.21	-0.53	0.11	0.204
Change in Commitment					-0.01	-0.73	0.70	0.968
Sample Size	61				61			

Source: Data from writing responses on immediate post-training surveys with 61 first-year teachers from three teacher education programs who were randomized to receive the control activity.

Notes: Models conducted using structural equation modeling with FIML in STATA 15.0. No covariates included in models, except for models assessing change over time, which included the corresponding baseline variable as a covariate. Commitment is represented as a log-odds and change in commitment is the change in log-odds of being high in commitment from baseline to follow-up. Commitment model was estimated using generalized structural equation modeling with maximum likelihood in STATA (15.0). Analyses conducted with control group only.

LB=Lower Bound of 95% confidence interval, UB= Upper Bound of 95% confidence interval.

* denotes a p-value of < .10, ** < .05 *** < .01.

ILLUSTRATIONS

Figure 2.1. Logic of Brief Self-compassion Training

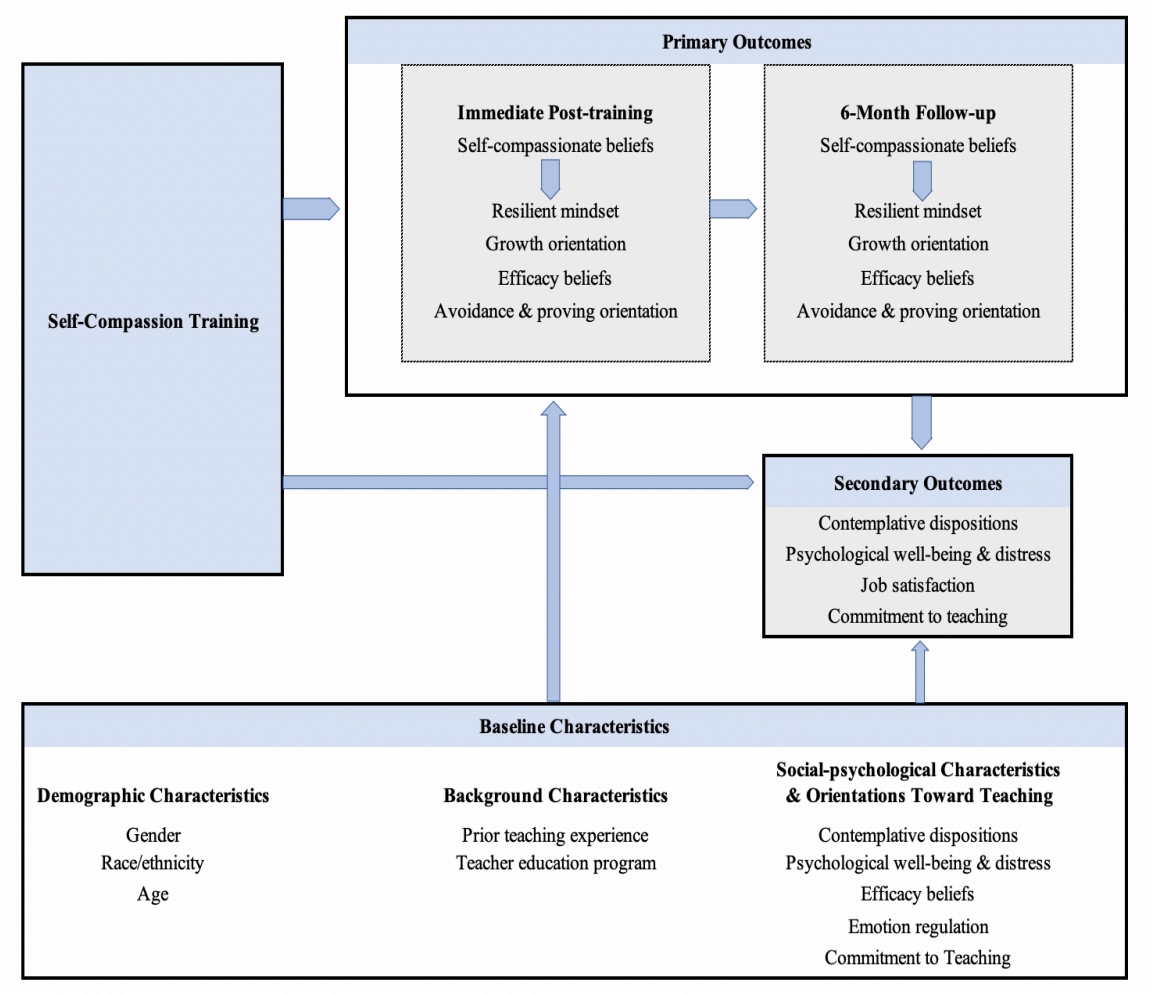


Figure 3.1. Outline of Self-compassion Training

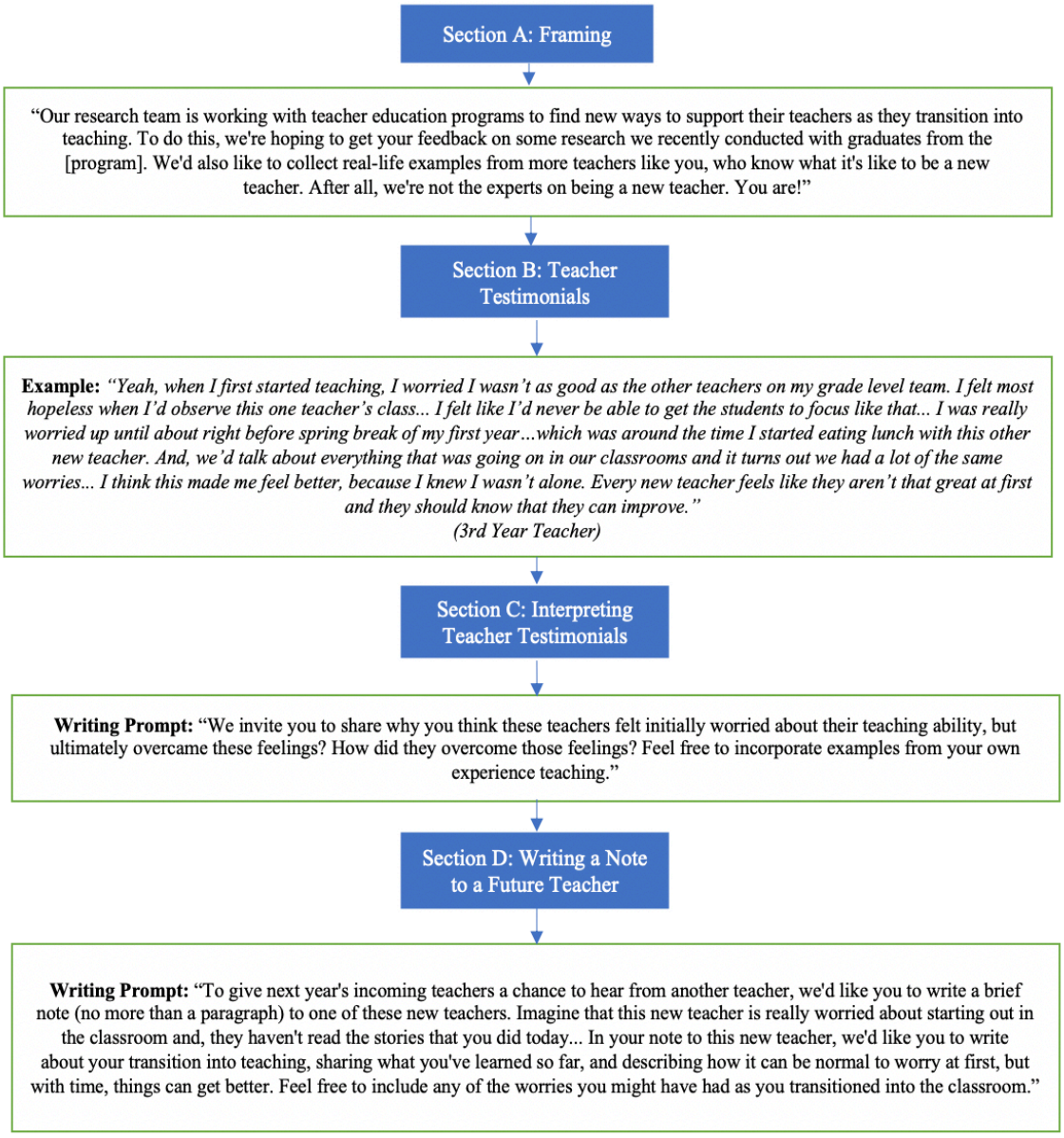


Figure 3.2. Outline of Control Activity

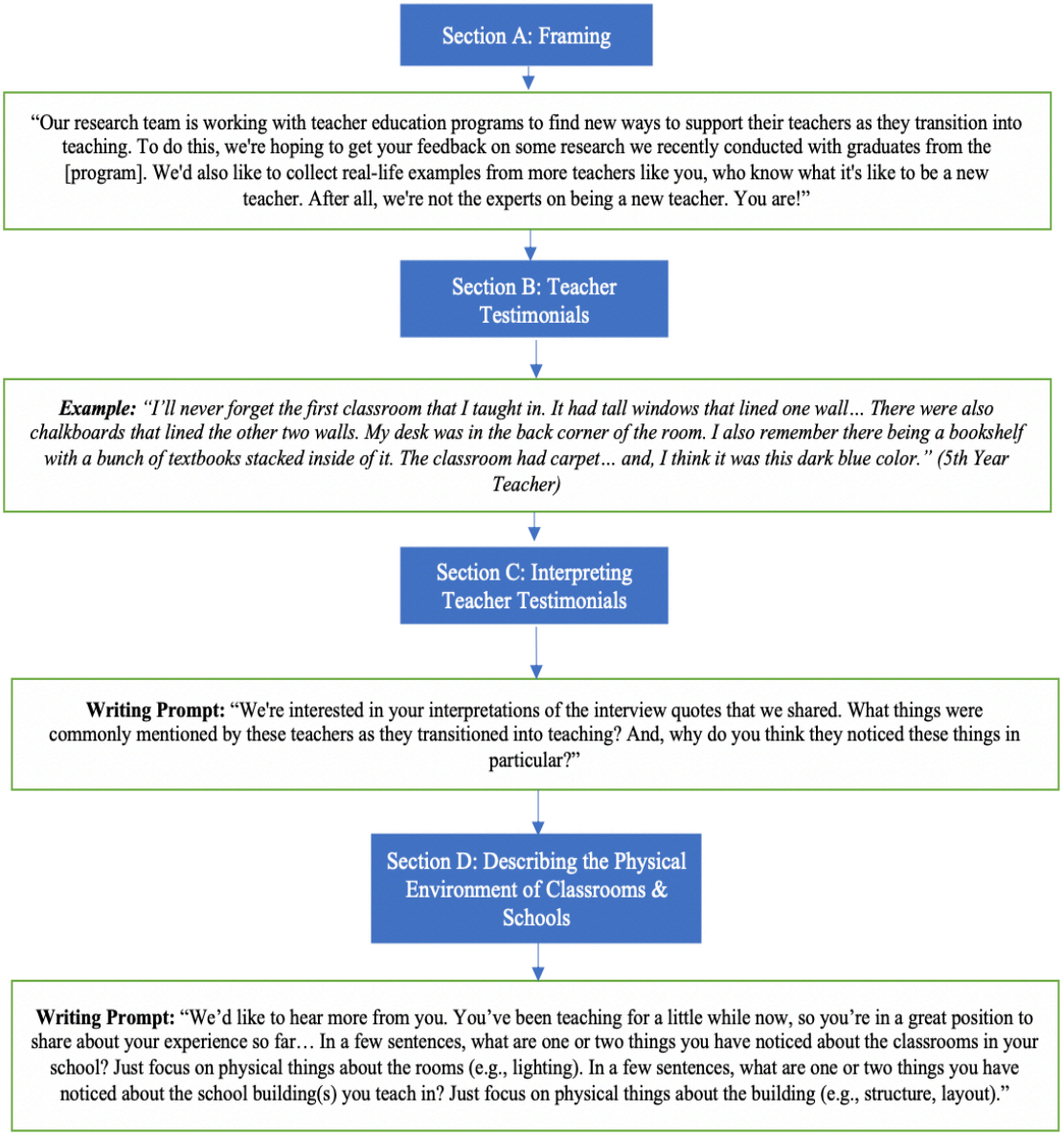


Figure 4.1. Study Timeline

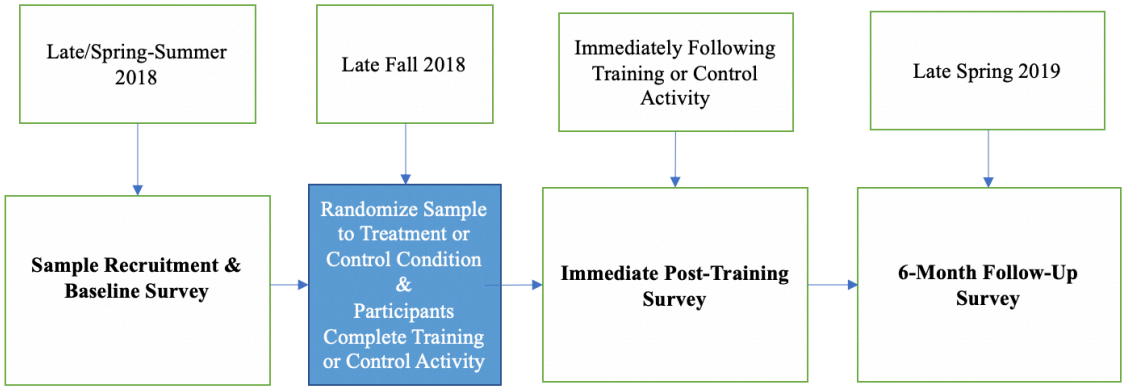


Figure 4.2. Participant Flow, Data Collection, & Analysis

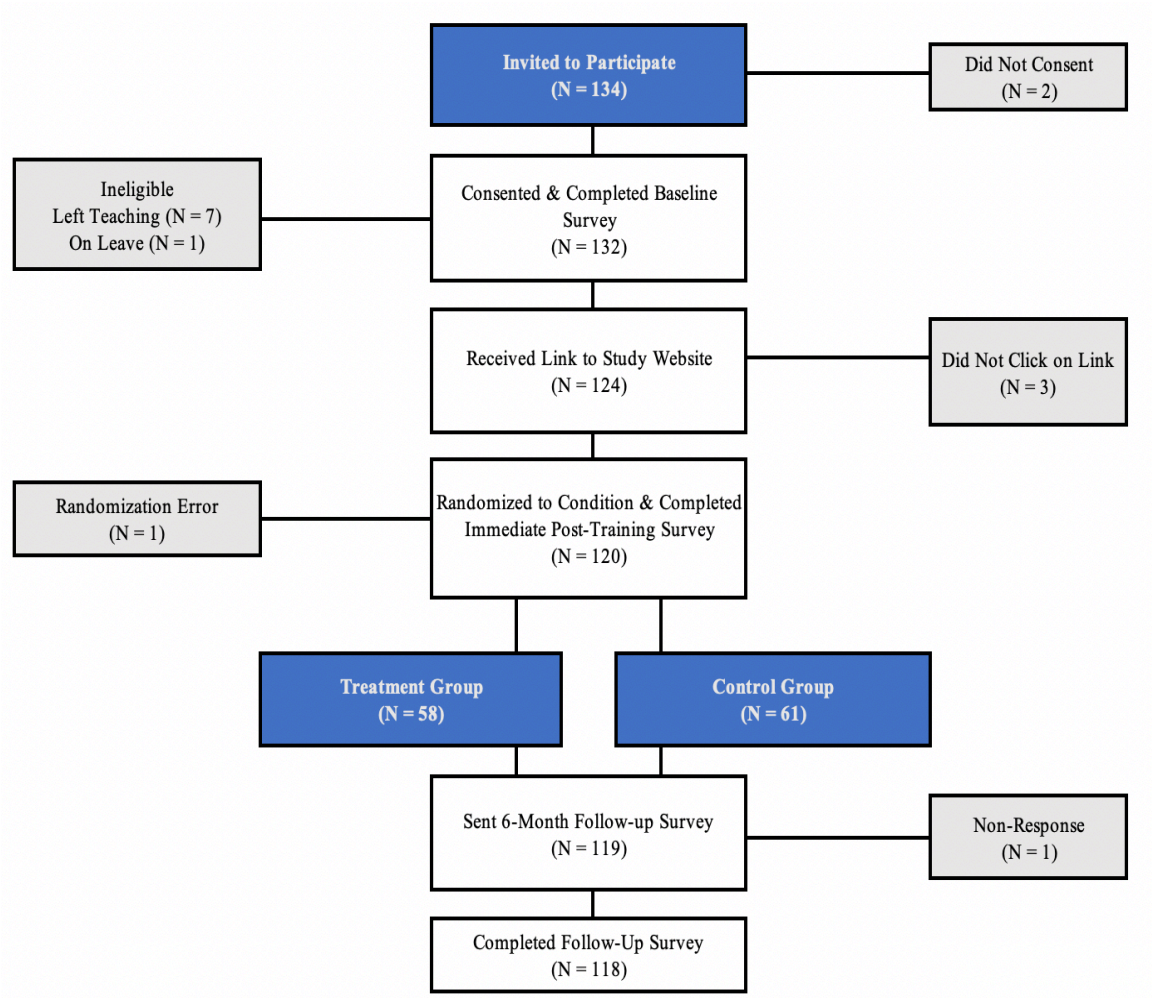
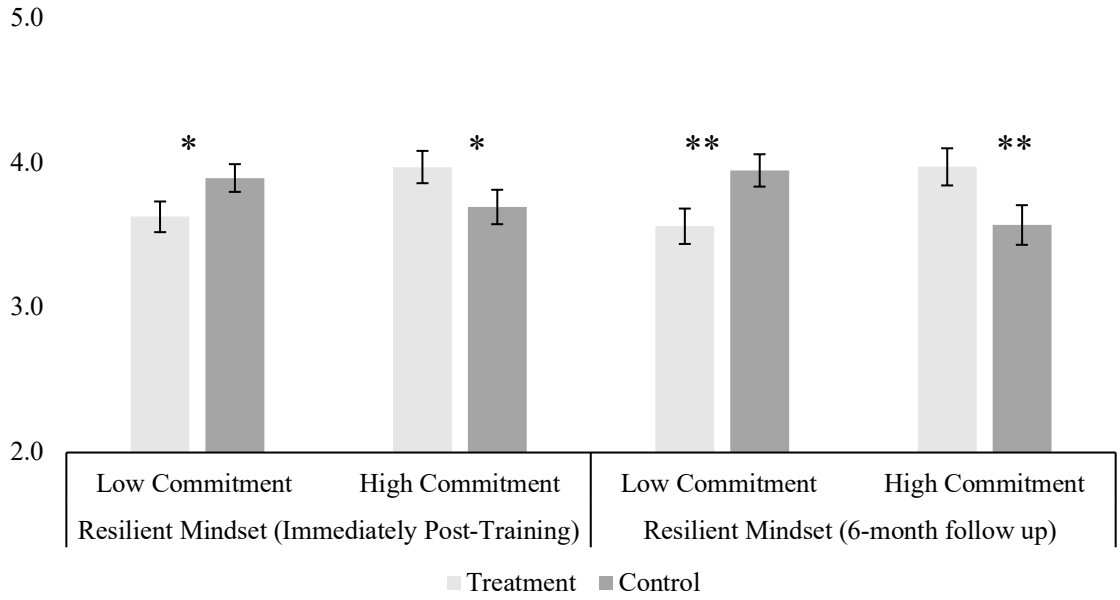
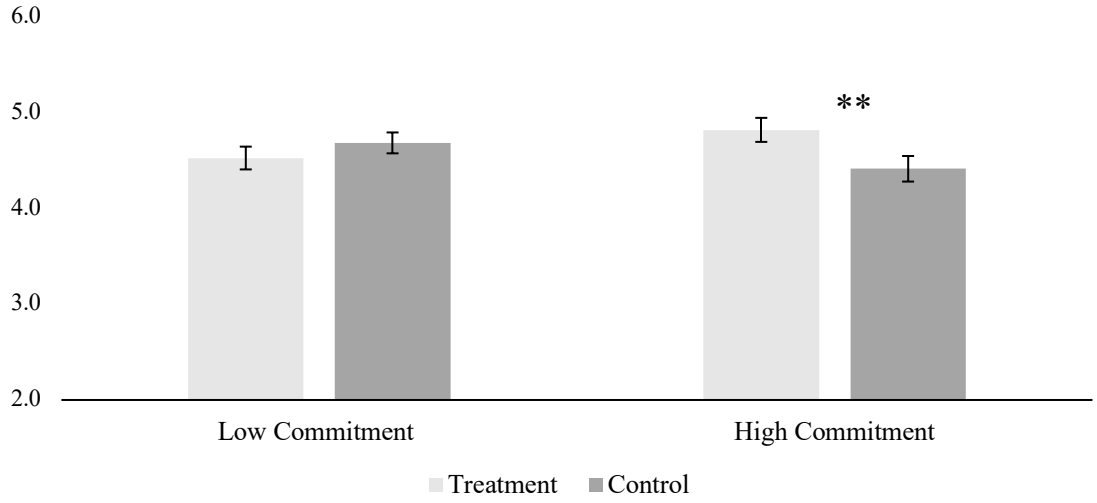


Figure 5.1. Baseline Commitment Moderates the Effect of Treatment on Resilient Mindset Immediately Post-training & at 6-month Follow-up



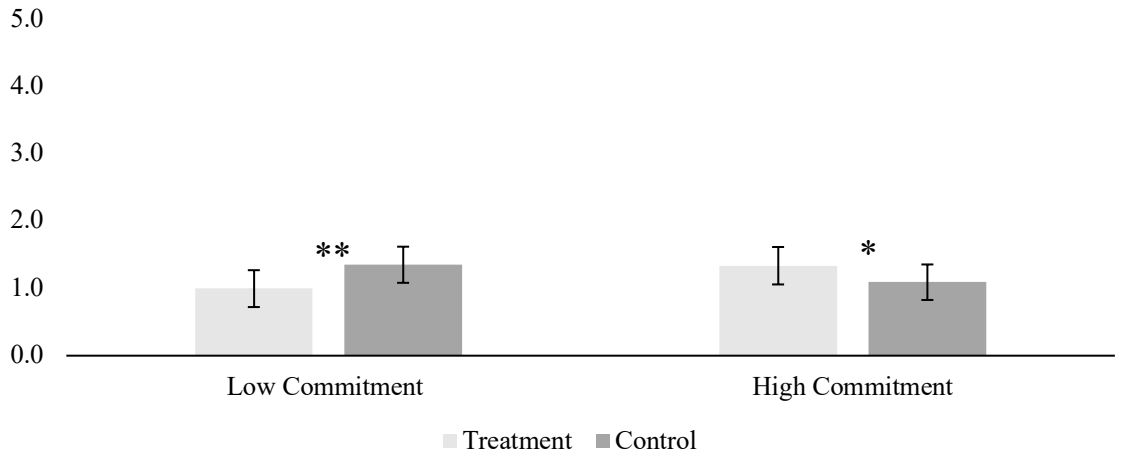
Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.2. Baseline Commitment Moderates the Effect of Treatment on Growth Orientation Toward Teaching at 6-month Follow-up



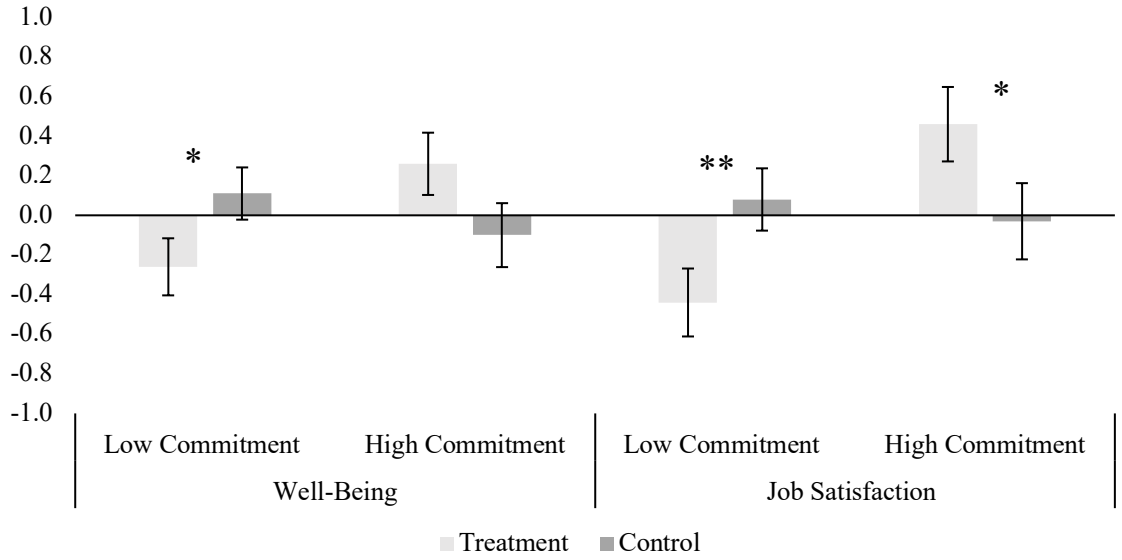
Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.3. Baseline Commitment Moderates the Effect of Treatment on Changes in Teachers' Self-efficacy from Baseline to 6-month Follow-up



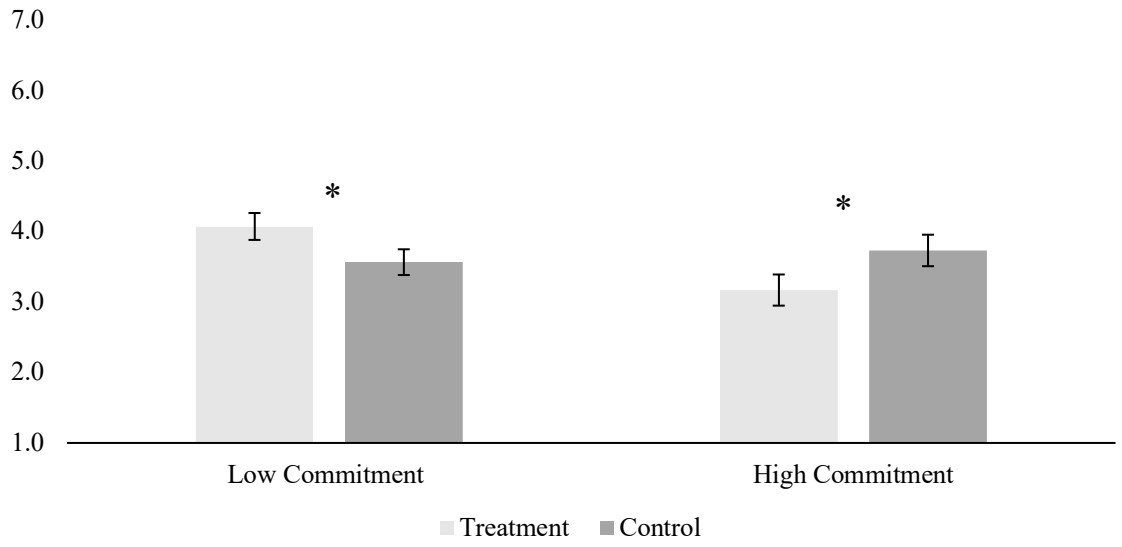
Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Estimates represent change from baseline to 6-month follow-up (models controlled for baseline levels of teacher self-efficacy). Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.4. Baseline Commitment Moderates the Effect of Treatment on Well-being & Job Satisfaction at 6-month Follow-up



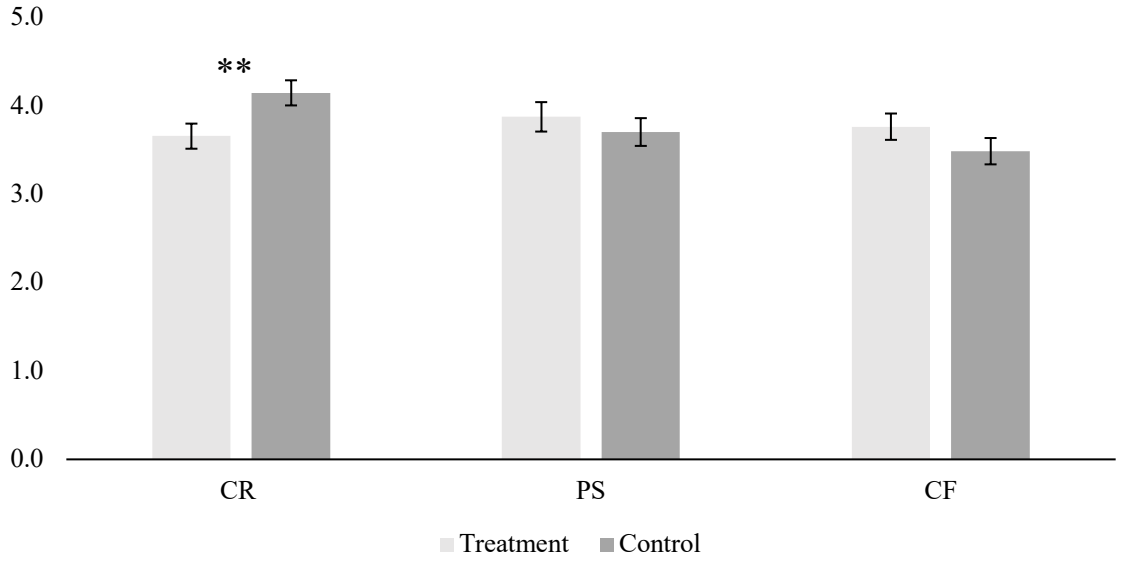
Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.5. Baseline Commitment Moderates the Effect of Treatment on Occupational Burnout at 6-month Follow-up



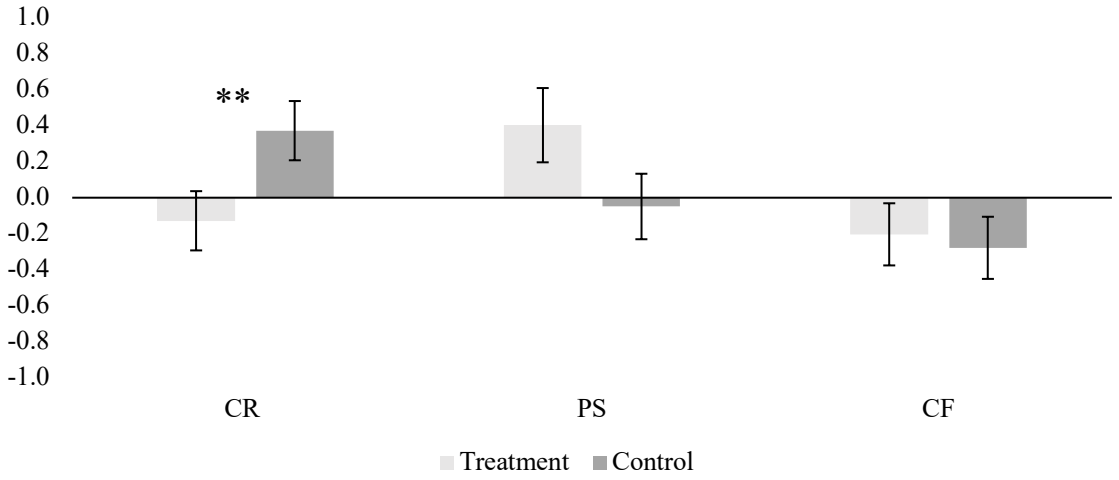
Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.6. Program Moderates the Effect of Treatment on Resilient Mindset at 6-month Follow-up



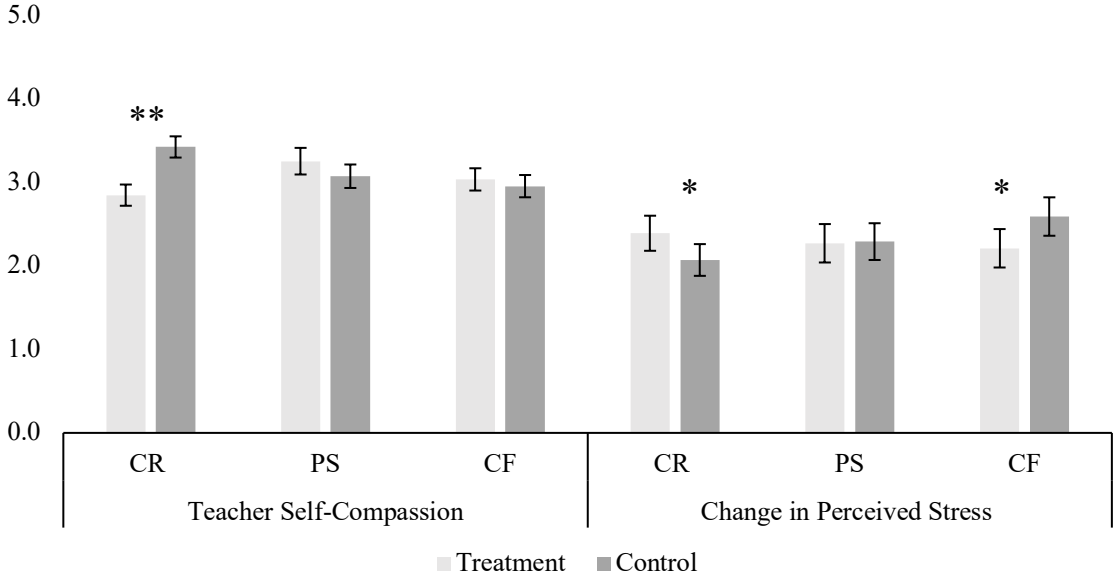
Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.7. Program Moderates the Effect of Treatment on Well-being at 6-month Follow-up



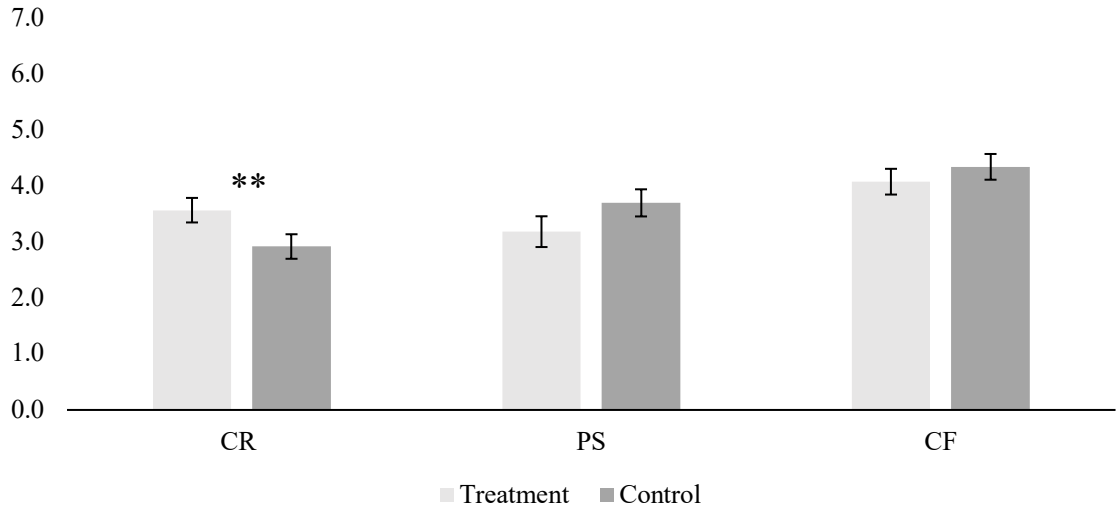
Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.8. Program Moderates the Effect of Treatment on Teacher Self-compassion at 6-month Follow-up & Changes in Perceived Stress from Baseline to Follow-up



Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Estimates for changes in perceived stress represent change from baseline to 6-month follow-up and models controlled for baseline levels of perceived stress. Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.9. Program Moderates the Effect of Treatment on Occupational Burnout at 6-month Follow-up

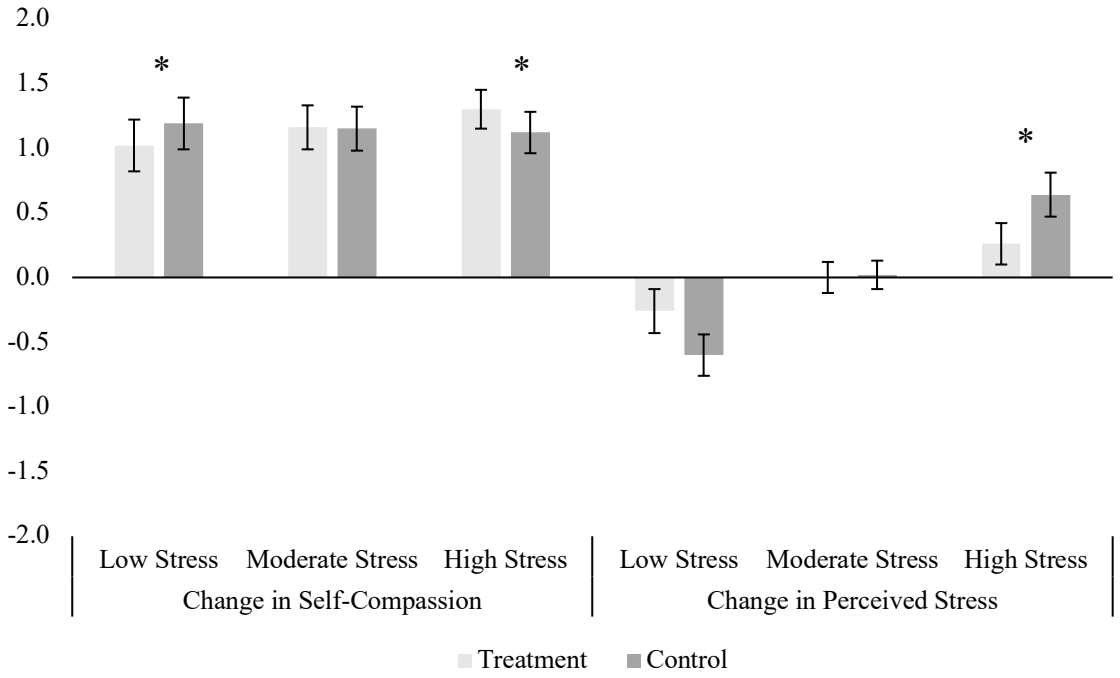


Source: Data from surveys conducted at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.10. Baseline Perceived Stress Moderates the Effect of Treatment on Growth Orientation Immediately Post-training

Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Error bars represent 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

Figure 5.11. Baseline Perceived Stress Moderates the Effect of Treatment on Changes in Global Self-compassion & Changes in Perceived Stress from Baseline to Follow-up



Source: Data from surveys conducted immediately post-training and at 6-month follow-up with 119 first-year teachers from three teacher education programs.
Notes: Estimates represent change from baseline to 6-month follow-up controlling for the corresponding baseline variable (i.e., baseline global self-compassion and baseline perceived stress, respectively). The estimated change in perceived stress represents the change in z-standardized perceived stress from baseline to follow-up. Error bars represent the 95% confidence interval. * denotes p-value < .10, ** < .05 *** < .01.

APPENDICES

APPENDIX I. FOCUS GROUP PROTOCOL (FIRST-YEAR TEACHERS)

Frame: I will be asking a few questions over the course of the next hour-hour and a half. If it is okay with you all, I will be recording the session. The purpose of the recording is so I can go back and listen to the thoughts you share. Again, any quotes that are pulled from today's focus group will remain anonymous. If at any time, you feel uncomfortable responding to a question, you are perfectly free to decline a response. Does this sound okay? Are there any questions before we begin?

Main & Probing Questions:

1. What is one of the most exciting or motivating experiences you have had so far in your teaching?

2. Thinking back to when you were in high school, what is one formative experience you had that you would hope to also provide for your students?

3. In your opinion, what makes a good or effective teacher?
    a. *Probe:* What are some examples of things a good teacher does?
    b. *Probe:* How do you imagine such a teacher might think about their practice? Their students?

4. Thinking about your own teaching, can you share an instance when you exhibited some of the characteristics you just mentioned?
    a. *Probe:* What happened?
    b. *Probe:* How did the students respond?

5. In the past few months, what have been some "general" difficulties or challenges you have faced in your teaching (particularly those that you did not anticipate)?

6. Thinking back on the past two months, can you tell a story about a time when you fell short of your expectations and then doubted your ability to succeed as a teacher?
    a. *Probe:* Can you describe what you were feeling or thinking when this happened?
    b. *Probe:* What kind of negative self-talk happens when you make a mistake or fall short of your teaching goals?
    c. *Probe:* What supports or people helped you to reframe or rethink this situation?
    d. *Probe:* Can you describe any specific things people said or did that enabled you to push past this feeling?

7. Can you share about a time when you felt overwhelmed or isolated in your teaching during the past two months?
    a. *Probe:* What happened?
    b. *Probe:* What was your biggest worry or concern?
    c. *Probe:* What sorts of things did you tell yourself in these moments?

8. In terms of overcoming these challenges and difficulties, how are you now compared to when you first began teaching?

9. Are there things you do outside of school that support your well-being and help you to take a step back—get perspective on your teaching?

10. What is one thing someone has told you that has helped you in this transition to teaching?

If you could give a new teacher a piece of advice as they enter the profession, what would it be?

APPENDIX II. EXAMPLE QUOTATIONS FROM FOCUS GROUPS

Sample Quotations from Focus Group Participants
(*Data collected between October-November 2017 with first-year teachers in three participating teacher education programs)*

1. ***Personalization or Over-Identification with Adversity***
    a. "I guess I didn't realize that I could take things so personally... I noticed that when I would cry it was because I took something personally, and so this past month it happened once, and then it's happened I think, I want to say once a week."
    b. "I felt really disheartened…I felt responsible and guilty."
    c. "It sucks to feel like you've let your students down. I think a lot about the fact that I want to be worthy of ... the trust they've put in me, and also the trust my department puts in me, like, giving me two classes with no experience... That's a lot of trust."

2. ***Failing to Meet Personal Expectations***
    a. "I haven't known what to do or how to react, and I've sort of just been a frozen bystander... and, to allow that to happen, makes me feel like a failure [as] a teacher, and makes me wonder if I've created a safe learning environment and where I went wrong."
    b. "I was just like oh my god! What am I? Literally, what am I?...I failed him as a human, … and I have not stopped thinking about it. I probably won't stop thinking about it for the rest of my life, but I literally just sat in my room yesterday and just started to cry, because I was like, 'What? How does that happen?'"
    c. "I'm giving them all of me, and it's not valued. I still don't teach them effectively, so even though I'm giving them everything that I have it's not good enough… I'm just so frustrated and hurt, and just emotionally exhausted. Just exhausted from that moment. I want to just check out."

3. ***Comparing Oneself to More Experienced Teachers***
    a. "That hopeless feeling that I was describing…it most often occurs in sixth and seventh grade…I went to do my peer observation in the math class… You could hear a pin drop, it's like they're [the students are] participating…completely focused on math. So, I'm like, 'What am I doing differently?... I just had the worst day ever cause I'm like, 'It's me, it's not the strategies, it's just me.'"
    b. "It sounds like part of it is that we don't have context for our own experiences relative to other people's…which is part of what I described about the entry for my class, (it) just feels so chaotic… like compared to other entry and dismissals."

4. ***Uncertainty about Teaching***
    a. "I'd say one of the struggles of being a new teacher is knowing how to respond to the unexpected. Students challenge your intelligence or do unexpected behaviors ... There are things that happen in the classroom that you don't plan for. And, not having practice experiencing those things, and not having developed an appropriate response, makes it really hard to navigate those situations."
    b. "I teach English, so I have very, very little direction, at all. I just have an idea of, like, 'This book should take you four weeks.' So, at first, that was terrifying. It still is kind of terrifying. But, I think, just struggling to not panic every night, and be like, 'What am I doing tomorrow? What am I doing tomorrow?' It's still kind of scary."
    c. "I feel like I really need to have more than one approach available to me to work with any particular kid, and right now I just have the one approach that's hammered into me by the administration and the school culture…I think that's definitely a first-year thing."

5. ***Feeling Inauthentic in Teaching***
    a. "You're trying to follow a syllabus given to you, or a lesson plan provided to you, which are helpful for assistance, but it still can feel like they're clothes that don't quite fit right. It doesn't quite feel genuine and authentic."
    b. "I feel like, sometimes, there are topics that I'm covering that, while I get them, I don't get them well enough to feel confident when I get questioned about it… feels just like slightly off, and then it makes it easier for students to poke holes in it…I just don't feel fully confident in being the person who is telling them what I am telling them."
    c. "I often have cognitive dissonance in the moment. Here's me being a hardass right now, but that's just not who I am and the students know, and that's why a lot of that stuff feels fake…because I don't agree, or I don't feel like I fit the role or the roles that exist for teachers at that school. I'm still forging my own, and I don't have the relationships as a bedrock to be myself, so it's just precarious."

APPENDIX III. BASELINE SURVEY

Demographic and Background Measures

1. Name (First/Last)

2. Which of the following best describes your gender? (please check one)

   ☐ Male
   ☐ Female
   ☐ Non-Binary/third gender
   ☐ Prefer not to say
   ☐ Prefer to self-describe: _____

3. Which of the following best describes your race/ethnicity? (check all that apply)

   ☐ White/Caucasian
   ☐ Asian/Filipino
   ☐ Black/African American
   ☐ American Indian/Native American
   ☐ Native Hawaiian/Pacific Islander
   ☐ Hispanic, Latino/a or Spanish
   ☐ Prefer Not to Respond

4. In what year were you born?

5. When did you complete your bachelor's degree? (Month/Year)

6. Have you taught in K-12 schools before?

   ☐ Yes
   ☐ No

7. If you checked yes above, in what capacity did you teach? (check all that apply)

   ☐ Student-teacher
   ☐ Substitute teacher
   ☐ Teacher of record (the primary classroom teacher)
   ☐ Teacher aid or assistant
   ☐ Other: _____

Orientation Toward Teaching

Commitment to Teaching
(Decker, Mayer & Glazerman, 2004)

Which of the following best describes your future plan? (Please check one box)

- ☐ I plan to be a teacher as long as I am able.
- ☐ I plan to be a teacher until I am eligible for retirement.
- ☐ I will probably continue being a teacher unless something better comes along.
- ☐ I plan to leave teaching as soon as I can.
- ☐ I am undecided at the time.
- ☐ Other: _____

Social-psychological Measures

Teacher Self-efficacy
(Adapted version of the Teacher Self-Efficacy Scale; Tschannen-Moran & Woolfolk Hoy, 2001)

Prompt: Indicate how successful you think you will be at the following things in teaching. *(1=Not at all successful, 2=Not so successful, 3=Somewhat successful, 4=Quite successful, 5=Highly successful)*

1. How successful will you be at controlling disruptive behavior in your classroom?
2. How successful will you be at motivating students who show low interest in their schoolwork?
3. How successful will you be at getting students to believe they can do well in their schoolwork?
4. How successful will you be at helping your students value learning?
5. How successful will you be at crafting good questions for your students?
6. How successful will you be at getting your students to follow classroom rules?
7. How successful will you be at calming a student who is disruptive or noisy?
8. How successful will you be at developing a classroom management system with each group of students?
9. How successful will you be at using a variety of assessment strategies?
10. How successful will you be at providing an alternative explanation or example when students are confused?
11. How successful will you be at assisting families in helping their children do well in school?
12. How successful will you be at implementing alternative strategies in your classroom?

Global Self-compassion
(Self-compassion Scale Short-Form; Raes, Pommier, Neff, & Van Gucht, 2011)

Prompt: Indicate how often you generally behave in the stated manner.
(1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

1. When I fail at something important to me I become consumed by feelings of inadequacy.*[19]
2. I try to be understanding and patient towards those aspects of my personality I don't like.
3. When something painful happens, I try to take a balanced view of the situation.
4. When I'm feeling down, I tend to feel like most other people are probably happier than I am. *
5. I try to see my failings as part of the human condition.
6. When I'm going through a very hard time, I give myself the caring and tenderness I need.
7. When something upsets me, I try to keep my emotions in balance.
8. When I fail at something that's important to me, I tend to feel alone in my failure.*
9. When I'm feeling down I tend to obsess and fixate on everything that's wrong.*
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
11. I'm disapproving and judgmental about my own flaws and inadequacies.*
12. I'm intolerant and impatient towards those aspects of my personality I don't like.*

Perceived Stress
(Perceived Stress Scale; Cohen, Kamarck & Mermelstein, 1983)

Prompt: For each of the following questions, please indicate how often
you felt or thought a certain way DURING THE LAST MONTH.
(1=Never, 2=Almost never, 3=Sometimes, 4=Fairly often, 5=Very often)

1. In the last month, how often have you been upset because of something that happened unexpectedly?
2. In the last month, how often have you felt that you were unable to control the important things in your life?
3. In the last month, how often have you felt nervous and "stressed"?
4. In the last month, how often have you felt confident about your ability to handle your personal problems? *
5. In the last month, how often have you felt that things were going your way?*
6. In the last month, how often have you found that you could not cope with all the things that you had to do?

[19] * = reverse coded item.

7. In the last month, how often have you been able to control irritations in your life?*
8. In the last month, how often have you felt that you were on top of things?*
9. In the last month, how often have you been angered because of things that were outside of your control?
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Depression
(Depression Scale, Shortened CES-D; Zhang et al., 2012)

Prompt: Please note how often you felt or behaved in the following ways during the past week.
(1=Rarely or none of the time, less than 1 day, 2=Some or a little of the time, 1-2 days, 3=Occasionally or a moderate amount of the time, 3-4 days, 4=Most or all of the time, 5-7 days)

1. During the past week, I felt bothered by things that usually don't bother me.
2. During the past week, I had trouble keeping my mind on what I was doing.
3. During the past week, I felt depressed.
4. During the past week, I felt like everything I did was an effort.
5. During the past week, I felt hopeful about the future.*
6. During the past week, I felt fearful.
7. During the past week, my sleep was restless.
8. During the past week, I was happy.*
9. During the past week, I felt lonely.
10. During the past week, I could not get "going."

Mindfulness
(Adapted version of Five Factor Mindfulness Scale; Baer, Smith, & Allen, 2008)[20]

Prompt: Please select the response that best describes your opinion of what is generally true for you. *(1=Never or very rarely true of me, 5=Very often or always true)*

1. I criticize myself for having irrational or inappropriate emotions.*
2. I perceive my feelings and emotions without having to react to them.
3. When I do things, my mind wanders off and I'm easily distracted.*
4. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.*
5. I watch my feelings without getting lost in them.
6. I tell myself I shouldn't be feeling the way I'm feeling.*
7. I am easily distracted.*

[20] Does not include the Observe or Describe Sub-Scales, only includes the Acting with Awareness, Non-Judging of Inner Experience, and Non-Reacting to Inner Experience Sub-Scales.

8. I believe some of my thoughts are abnormal or bad and I shouldn't think that way.*
9. I make judgments about whether my thoughts are good or bad.*
10. I find it difficult to stay focused on what's happening in the present.*
11. When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.
12. In difficult situations, I can pause without immediately reacting.*
13. It seems I am "running on automatic" without much awareness of what I'm doing.*
14. When I have distressing thoughts or images, I feel calm soon after.
15. I tell myself that I shouldn't be thinking the way I'm thinking.*
16. I rush through activities without being really attentive to them.*
17. When I have distressing thoughts or images, I am able just to notice them without reacting.
18. I think some of my emotions are bad or inappropriate and I shouldn't feel them.*
19. When I have distressing thoughts or images, I just notice them and let them go.
20. I do jobs or tasks automatically without being aware of what I'm doing.*
21. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about.*
22. I find myself doing things without paying attention.*
23. I disapprove of myself when I have irrational ideas.*

Emotion Regulation
(Emotion Regulation Scale; Gross & John, 2003)

Prompt: Please rate how much you agree or disagree with each statement.
(1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Neither agree nor disagree, 5=Slightly agree, 6=Agree, 7=Strongly agree)

Reappraisal Items:

1. I control my emotions by changing the way I think about the situation I'm in.
2. When I want to feel less negative emotion, I change the way I'm thinking about the situation.
3. When I want to feel more positive emotion, I change the way I'm thinking about the situation.
4. When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.
5. When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.
6. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.

Suppression Items:

7. I control my emotions by not expressing them.
8. When I am feeling negative emotions, I make sure not to express them.
9. I keep my emotions to myself.
10. When I am feeling positive emotions, I am careful not to express them.

Satisfaction with Life
(Satisfaction with Life Scale; Diener, Emmons, Larsen, & Griffin, 1985)

Prompt: Below are five statements that you may agree or disagree with. Click the response that indicates your level of agreement with each statement.
(1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Neither agree nor disagree, 5=Slightly agree, 6=Agree, 7=Strongly agree)

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

APPENDIX IV. IMMEDIATE POST-TRAINING SURVEY

Self-Compassionate Beliefs
(Newly developed scale; Baelen, 2018)

Prompt: Please read the statements below and indicate how much you agree with them.
(1= Strongly disagree, 6=Strongly agree)

1. If I snap or yell at a student, I will never be able to regain their trust.*[21]
2. Just because I might worry about designing lessons, it doesn't mean I'll always worry about it.
3. If I contradict myself, I will completely lose my credibility with my students.*
4. I'm the only new teacher who worries about being able to explain new concepts to students.*
5. If my students fail a test, it means I'm inadequate as a teacher.*
6. I'm the only new teacher who feels hopeless when observing a mentor teacher or another colleague.*
7. Feeling like I can't deal with a student who acts out or distracts other students is something that a lot of new teachers experience.
8. Just because I freeze up in front of my students or a lesson doesn't go as planned, it doesn't mean I'm a failure as a teacher.
9. Worrying that my student don't respect me is a feeling that gets better with time.

Resilient Mindset

<u>Beliefs about Improving in Teaching</u>
(Newly developed scale; Baelen, 2018)

Prompt: Thinking about teaching this upcoming year, please rate the extent to which you think the following statements apply to you. Please select one response per statement.
(1=Not at all like me, 5=Very much like me)

1. I doubt that I will be able to improve as a teacher.*
2. It's unlikely that I will be able to make changes to improve my teaching.*
3. I feel confident I can make positive changes in my teaching.

<u>Beliefs about Succeeding in Teaching</u>
(Newly developed scale; Baelen, 2018)

Prompt: Thinking about this year of teaching, please rate the extent to which the following statements are true for you. Please select one response per statement.

---

[21] *=reverse coded item.

(1=Not true at all, 5=Very much true)

1. I feel confident in my ability to learn from the challenges I experience in the classroom.
2. I don't think that I will be able to do well in teaching.*
3. I feel able to meet the challenges of performing well in teaching.
4. I doubt I will be successful at teaching.*

Beliefs about Overcoming Worries in Teaching
(Baelen, 2018)

Prompt: We'd also like to know what you think about experiencing worries in the transition to teaching. *(1=Not at all true, 5=Very much true)*

1. I don't think there's much I can do to overcome the worries that I face in teaching.*
2. It's up to me whether or not I can overcome the worries that I face in teaching.
3. I think I will have a hard time living with the worries that I face in teaching.*

Adaptive Beliefs about Failure in Teaching
(Adapted from Belonging Uncertainty items; Walton & Cohen, 2007)

Prompt: Imagine, you observe a mentor teacher or another colleague teaching. When you go back to teach the same concept to your students, the lesson falls completely flat and the students are bored and unfocused. Now imagine, when faced with this situation, how likely would you be to think the following thoughts?
(1=Not at all likely, 5=Very likely)

1. "I'm not cut out for teaching."*
2. "I'm probably not the only new teacher who has struggled with this."
3. "I don't know if I'll ever get the hang of this!"*
4. "It's okay, I can improve the lesson for next time."
5. "Why am I such a failure at teaching?"*

Confidence in Handling Stressors in Teaching
(Adapted from Walton et al., 2015)

Prompt: Please rate the extent to which you think you can handle this source of stress.
(1=Not at all well, 5=Very well)

1. Student behavioral issues
2. Lesson planning
3. Relationships with students
4. Relationships with other teachers

5. Mastering the course content to be taught
6. Workload in teaching
7. Dealing with parents

Growth Orientation Toward Teaching

Growth Mindset for Teaching
(Adapted from Teacher Growth Mindset Scale; Gero, 2013)

Prompt: Thinking about teaching more generally, please rate the extent to which you agree with the following statements.
(1= Strongly disagree, 6=Strongly agree)

1. Teachers are either good or bad at teaching and there isn't much that can be done about it.*
2. Some people are born teachers and others are not.*
3. No matter how much natural ability you may have, you can always find ways to improve your teaching.
4. The kind of teacher someone is, is something very basic about them and can't be changed very much.*
5. Every teacher, no matter who they are, can significantly improve their teaching ability.
6. Teachers can change the way they teach in the classroom, but they can't really change their true teaching ability.*
7. Some teachers will be ineffective no matter how hard they try to improve.*

Mastery Goal Orientation
(Adapted from Elliot & McGregor, 2001; Kuscera, 2011)

Prompt: Thinking about the rest of this year of teaching, rate how much the following statements apply to you. *(1=Not at all true, 5=Very much true)*

1. For me, the development of my teaching is important enough to take risks.
2. One of my main goals for the rest of the school year is to learn new strategies to improve my teaching.
1. One of my main goals for the rest of the school year is to feel like I'm improving.

Willingness to Engage in Professional Learning
(Adapted from professional learning activities scale; Gero, 2013)

Prompt: Rate the extent to which you will do the following in the NEXT MONTH:
(1=strongly disagree, 6=strongly agree)

1. Read professional literature to improve my teaching.

2. Plan a lesson with another teacher.
3. Ask a teacher (who I respect) to observe me and give me feedback about my teaching.
4. Use a colleague's materials in your own lesson.
5. Try out a new skill in my lesson.
6. Participate in a voluntary professional development.

Efficacy Beliefs
(NYC First Year Teachers' Survey; Boyd et al., 2005)

Prompt: As you think about this upcoming year of teaching, indicate how much you agree with the following statements. *(1=Strongly Disagree, 6=Strongly Agree)*

1. If I try really hard, I can get through to even the most difficult or unmotivated students.
2. By trying different methods, I can significantly affect my students' achievement levels.
3. If some students in my class are not doing well, I feel that I should change my approach (e.g., my teaching strategy).

Avoidance & Proving Goal Orientation

<u>Proving Goal Orientation</u>
(Adapted from Elliot & McGregor, 2001; Kuscera, 2011)

Prompt: Thinking about the rest of this year of teaching, rate how much the following statements apply to you. *(1=Not at all true, 5=Very much true)*

1. It is important to me that I do well compared to other teachers.
2. The opinions others have about how well I can teach are important to me.
3. It is important to me that my colleagues notice that my teaching is effective.

<u>Avoiding Goal Orientation</u>
(Adapted from Elliot & McGregor, 2001; Kuscera, 2011)

Prompt: Thinking about the rest of this year of teaching, rate how much the following statements apply to you. *(1=Not at all true, 5=Very much true)*

1. I feel like a good teacher when I can teach without making any mistakes.
2. I typically only use methods I know for sure how to use.
3. A good lesson is when everything goes exactly as planned.

Sources of Stress in Teaching
(Adapted from Walton et al.; 2015)

Prompt: Rate the extent to which the following are sources of stress.
(1=Not a source of stress, 2=Mild, 3=Moderate, 4=Severe)

1. Student behavioral issues
2. Lesson planning
3. Relationships with students
4. Relationships with other teachers
5. Mastering the course content to be taught
6. Workload in teaching
7. Dealing with parents

Background Questions

1. In what type of school are you currently teaching?[22]

   - ☐ District Public School
   - ☐ Charter School
   - ☐ Private/Independent School (non-religious)
   - ☐ Private/Independent School (religious)
   - ☐ Other

2. In what type of school are you currently teaching?[23]
   - ☐ Independent Day School (Only)
   - ☐ Independent Day and Boarding School
   - ☐ Independent Boarding School (Only)

3. What grade(s) do you teach? (Select all that apply)

   - ☐ Pre-school
   - ☐ Kindergarten
   - ☐ 1st grade
   - ☐ 2nd grade
   - ☐ 3rd grade
   - ☐ 4th grade
   - ☐ 5th grade
   - ☐ 6th grade
   - ☐ 7th grade
   - ☐ 8th grade
   - ☐ 9th grade
   - ☐ 10th grade
   - ☐ 11th grade

[22] Question asked in Concurrent Full and Pre-Service Program surveys.
[23] Question asked in Concurrent Reduced Program survey only.

- ☐ 12th grade

4. What subject(s) are you teaching? (select all that apply)

   - ☐ Early Childhood or pre-K, general
   - ☐ Elementary grades, general
   - ☐ Special Education, any
   - ☐ English and Language Arts
   - ☐ Mathematics and Computer Science
   - ☐ Natural Sciences (e.g., biology, chemistry, physics)
   - ☐ Social Sciences (e.g., history, economics, geography)
   - ☐ Foreign Language
   - ☐ Arts and Music
   - ☐ Health Education (e.g., Physical, Health)
   - ☐ Career or Technical Education (e.g., business management, marketing)

5. Do you… (check all that apply)
   - ☐ Have your own classroom full-time?
   - ☐ Team-teach full-time?
   - ☐ Have your own classroom part-time?
   - ☐ Team-teach part-time?
   - ☐ Other

Mentorship Questions

1. During this academic year, were you assigned to work with a mentor? (yes=1/no=0)

2. DURING THE MOST RECENT FOUR FULL WEEKS OF CLASS, how many hours has your mentor assigned by your program. . . ? (1=none, 2= < 1 hour, 3= 1-2 hours, 4= 2-3 hours, 5= 3-4 hours, 6= 4-5 hours, 7= > 5hours)
   a. Visited you in your school?
   b. Observed you teach?
   c. Talked with you by phone or email (estimate)?

Attention Questions

1. How focused were you during this experience?
   - ☐ Not at all focused
   - ☐ Slightly focused
   - ☐ Moderately focused
   - ☐ Mostly focused
   - ☐ Completely focused

2. Did you complete this survey in one sitting? (yes=1, no=0)

3. Where did you take this?
   - ☐ Home
   - ☐ School
   - ☐ While Traveling
   - ☐ Other

APPENDIX V. SIX-MONTH FOLLOW-UP SURVEY

Measures Used to Derive Primary Outcomes

Self-Compassionate Beliefs
(Newly developed scale; Baelen, 2018)

Prompt: Please read the statements below and indicate how much you agree with them.
(1= Strongly disagree, 6=Strongly agree)

10. If I snap or yell at a student, I will never be able to regain their trust.*[24]
11. Just because I might worry about designing lessons, it doesn't mean I'll always worry about it.
12. If I contradict myself, I will completely lose my credibility with my students.*
13. I'm the only new teacher who worries about being able to explain new concepts to students.*
14. If my students fail a test, it means I'm inadequate as a teacher.*
15. I'm the only new teacher who feels hopeless when observing a mentor teacher or another colleague.*
16. Feeling like I can't deal with a student who acts out or distracts other students is something that a lot of new teachers experience.
17. Just because I freeze up in front of my students or a lesson doesn't go as planned, it doesn't mean I'm a failure as a teacher.
18. Worrying that my student don't respect me is a feeling that gets better with time.

Resilient Mindset

Beliefs about Improving in Teaching
(Newly developed scale; Baelen, 2018)

Prompt: Thinking about teaching this upcoming year, please rate the extent to which you think the following statements apply to you. Please select one response per statement.
(1=Not at all like me, 5=Very much like me)

4. I doubt that I will be able to improve as a teacher.*
5. It's unlikely that I will be able to make changes to improve my teaching.*
6. I feel confident I can make positive changes in my teaching.

Beliefs about Succeeding in Teaching
(Newly developed scale; Baelen, 2018)

[24] *= reverse-coded item.

Prompt: Thinking about this year of teaching, please rate the extent to which the following statements are true for you. Please select one response per statement.
(1=Not true at all, 5=Very much true)

5. I feel confident in my ability to learn from the challenges I experience in the classroom.
6. I don't think that I will be able to do well in teaching.*
7. I feel able to meet the challenges of performing well in teaching.
8. I doubt I will be successful at teaching.*

Beliefs about Overcoming Worries in Teaching
(Baelen, 2018)

Prompt: We'd also like to know what you think about experiencing worries in the transition to teaching. *(1=Not at all true, 5=Very much true)*

4. I don't think there's much I can do to overcome the worries that I face in teaching.*
5. It's up to me whether or not I can overcome the worries that I face in teaching.
6. I think I will have a hard time living with the worries that I face in teaching.*

Adaptive Beliefs about Failure in Teaching
(Adapted from Belonging Uncertainty items; Walton & Cohen, 2007)

Prompt: Imagine, you observe a mentor teacher or another colleague teaching. When you go back to teach the same concept to your students, the lesson falls completely flat and the students are bored and unfocused. Now imagine, when faced with this situation, how likely would you be to think the following thoughts?
(1=Not at all likely, 5=Very likely)

6. "I'm not cut out for teaching."*
7. "I'm probably not the only new teacher who has struggled with this."
8. "I don't know if I'll ever get the hang of this!"*
9. "It's okay, I can improve the lesson for next time."
10. "Why am I such a failure at teaching?"*

Confidence in Handling Stressors in Teaching
(Adapted from Walton et al., 2015)

Prompt: Please rate the extent to which you think you can handle this source of stress.
(1=Not at all well, 5=Very well)

8. Student behavioral issues
9. Lesson planning

10. Relationships with students
11. Relationships with other teachers
12. Mastering the course content to be taught
13. Workload in teaching
14. Dealing with parents

Growth Orientation Toward Teaching

Growth Mindset for Teaching
(Adapted from Teacher Growth Mindset Scale; Gero, 2013)

Prompt: Thinking about teaching more generally, please rate the extent to which you agree with the following statements.
(1= Strongly disagree, 6=Strongly agree)

8. Teachers are either good or bad at teaching and there isn't much that can be done about it.*
9. Some people are born teachers and others are not.*
10. No matter how much natural ability you may have, you can always find ways to improve your teaching.
11. The kind of teacher someone is, is something very basic about them and can't be changed very much.*
12. Every teacher, no matter who they are, can significantly improve their teaching ability.
13. Teachers can change the way they teach in the classroom, but they can't really change their true teaching ability.*
14. Some teachers will be ineffective no matter how hard they try to improve.*

Mastery Goal Orientation
(Adapted from Elliot & McGregor, 2001; Kuscera, 2011)

Prompt: Thinking about the rest of this year of teaching, rate how much the following statements apply to you. *(1=Not at all true, 5=Very much true)*

3. For me, the development of my teaching is important enough to take risks.
4. One of my main goals for the rest of the school year is to learn new strategies to improve my teaching.
2. One of my main goals for the rest of the school year is to feel like I'm improving.

Willingness to Engage in Professional Learning
(Adapted from professional learning activities scale; Gero, 2013)

Prompt: Rate the extent to which you will do the following in the NEXT MONTH:
(1=strongly disagree, 6=strongly agree)

7. Read professional literature to improve my teaching.
8. Plan a lesson with another teacher.
9. Ask a teacher (who I respect) to observe me and give me feedback about my teaching.
10. Use a colleague's materials in your own lesson.
11. Try out a new skill in my lesson.
12. Participate in a voluntary professional development.

Efficacy Beliefs
(NYC First Year Teachers' Survey; Boyd et al., 2005)

Prompt: As you think about this upcoming year of teaching, indicate how much you agree with the following statements. *(1=Strongly Disagree, 6=Strongly Agree)*

4. If I try really hard, I can get through to even the most difficult or unmotivated students.
5. By trying different methods, I can significantly affect my students' achievement levels.
6. If some students in my class are not doing well, I feel that I should change my approach (e.g., my teaching strategy).

Teacher Self-efficacy
(Teacher Self-efficacy Scale; Tschannen-Moran & Woolfolk Hoy, 2001)

Prompt: Indicate how successful you think you are at the following things in teaching. *(1=Not at all successful, 2=Not so successful, 3=Somewhat successful, 4=Quite successful, 5=Highly successful)*

1. How successful are you at controlling disruptive behavior in your classroom?
2. How successful are you at motivating students who show low interest in their schoolwork?
3. How successful are you at getting students to believe they can do well in their schoolwork?
4. How successful are you at helping your students value learning?
5. How successful are you at crafting good questions for your students?
6. How successful are you at getting your students to follow classroom rules?
7. How successful are you at calming a student who is disruptive or noisy?
8. How successful are you at developing a classroom management system with each group of students?
9. How successful are you at using a variety of assessment strategies?
10. How successful are you at providing an alternative explanation or example when students are confused?
11. How successful are you at assisting families in helping their children do well in

school?

12. How successful are you at implementing alternative strategies in your classroom?

Avoidance & Proving Goal Orientation

Proving Goal Orientation
(Adapted from Elliot & McGregor, 2001; Kuscera, 2011)

Prompt: Thinking about the rest of this year of teaching, rate how much the following statements apply to you. *(1=Not at all true, 5=Very much true)*

4. It is important to me that I do well compared to other teachers.
5. The opinions others have about how well I can teach are important to me.
6. It is important to me that my colleagues notice that my teaching is effective.

Avoiding Goal Orientation
(Adapted from Elliot & McGregor, 2001; Kuscera, 2011)

Prompt: Thinking about the rest of this year of teaching, rate how much the following statements apply to you. *(1=Not at all true, 5=Very much true)*

4. I feel like a good teacher when I can teach without making any mistakes.
5. I typically only use methods I know for sure how to use.
6. A good lesson is when everything goes exactly as planned.

Sources of Stress in Teaching
(Adapted from Walton et al.; 2015)

Prompt: Rate the extent to which the following are sources of stress.
(1=Not a source of stress, 2=Mild, 3=Moderate, 4=Severe)

8. Student behavioral issues
9. Lesson planning
10. Relationships with students
11. Relationships with other teachers
12. Mastering the course content to be taught
13. Workload in teaching
14. Dealing with parents

Measures Used to Derive Secondary Outcomes

Global Self-Compassion

(Self-Compassion Scale Short-Form; Raes, Pommier, Neff, & Van Gucht, 2011)

Prompt: Indicate how often you generally behave in the stated manner.
(1=Almost never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)

1. When I fail at something important to me I become consumed by feelings of inadequacy.*
2. I try to be understanding and patient towards those aspects of my personality I don't like.
3. When something painful happens, I try to take a balanced view of the situation.
4. When I'm feeling down, I tend to feel like most other people are probably happier than I am. *
5. I try to see my failings as part of the human condition.
6. When I'm going through a very hard time, I give myself the caring and tenderness I need.
7. When something upsets me, I try to keep my emotions in balance.
8. When I fail at something that's important to me, I tend to feel alone in my failure.*
9. When I'm feeling down I tend to obsess and fixate on everything that's wrong.*
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
11. I'm disapproving and judgmental about my own flaws and inadequacies.*
12. I'm intolerant and impatient towards those aspects of my personality I don't like.*

Teacher Self-Compassion

(Teacher Self-Compassion Scale; Roeser et al., 2013)

Prompt: In the past few months, how true have these things been for you?
(1=Not at all true of me, 5=Very true of me)

1. When I see aspects of myself as a teacher that I don't like, I can get down on myself.*
2. I try to be loving towards myself when I'm feeling emotionally upset or stressed out at work.
3. When I am upset with my students, I can nonetheless calmly communicate to them how I am feeling.
4. When something or someone upsets me in the classroom, I am able to take a balanced view of the situation.
5. When something or someone upsets me in the classroom, it takes me some time to come to a less emotional, and more rational, perspective on the situation.*

6. I try to be understanding and patient towards myself when those aspects of my personality that I don't like come out in the classroom.
7. When things are going badly for me in the classroom, I tend to see such difficulties as part of a process of development that every teacher goes through.
8. When I'm really struggling with my teaching, I tend to feel like other teachers must be having an easier time of it.*
9. When I feel inadequate in my role as a teacher in some way, I try to remind myself that most teachers experience feelings of inadequacy.
10. I'm tolerant of my perceived inadequacies as a teacher.
11. When I face difficult students in my classes, I remind myself that there are lots of other teachers in the world facing such situations and feeling like I do.
12. When times are really difficult at work, I tend to be tough on myself.*
13. I am impatient with my perceived inadequacies as a teacher.*

Mindfulness
(Adapted version of Five Factor Mindfulness Scale; Baer, Smith, & Allen, 2004)[25]

Prompt: Please select the response that best describes your opinion of what is generally true for you. *(1=Never or very rarely true of me, 5=Very often or always true)*

1. I criticize myself for having irrational or inappropriate emotions.*
2. I perceive my feelings and emotions without having to react to them.
3. When I do things, my mind wanders off and I'm easily distracted.*
4. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.*
5. I watch my feelings without getting lost in them.
6. I tell myself I shouldn't be feeling the way I'm feeling.*
7. I am easily distracted.*
8. I believe some of my thoughts are abnormal or bad and I shouldn't think that way.*
9. I make judgments about whether my thoughts are good or bad.*
10. I find it difficult to stay focused on what's happening in the present.*
11. When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.
12. In difficult situations, I can pause without immediately reacting.
13. It seems I am "running on automatic" without much awareness of what I'm doing.*
14. When I have distressing thoughts or images, I feel calm soon after.
15. I tell myself that I shouldn't be thinking the way I'm thinking.*
16. I rush through activities without being really attentive to them.*

[25] Does not include the Observe or Describe Sub-Scales, only includes the Acting with Awareness, Non-Judging of Inner Experience, and Non-Reacting to Inner Experience Sub-Scales.

17. When I have distressing thoughts or images I am able just to notice them without reacting.
18. I think some of my emotions are bad or inappropriate and I shouldn't feel them.*
19. When I have distressing thoughts or images, I just notice them and let them go.
20. I do jobs or tasks automatically without being aware of what I'm doing.*
21. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about.*
22. I find myself doing things without paying attention.*
23. I disapprove of myself when I have irrational ideas.*

Well-Being

Satisfaction with Life
(Satisfaction with Life Scale; Diener, Emmons, Larsen, & Griffin, 1985)

Prompt: Below are five statements that you may agree or disagree with. Click the response that indicates your level of agreement with each statement.
(1=Strongly disagree, 7=Strongly agree)

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far, I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Resilience
(The Brief Resilience Scale; Smith et al., 2008)

Prompt: Please indicate the extent to which you agree with each of the following statements by using the following scale:
(1= Strongly disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly agree)

1. I tend to bounce back quickly after hard times (in teaching).
2. I have a hard time making it through stressful events (that arise in my classroom).*
3. It does not take long for me to recover from a stressful event (that happens in teaching).
4. It is hard for me to rebound when something bad happens (in my classroom).*
5. I usually come through difficult times (in teaching) with little trouble.
6. I tend to take a long time to get over setbacks in (teaching).*

Coping
(Brief COPE; Carver, 1997)

Prompt: These items deal with ways you've been coping with the stress in your life since you started teaching. Obviously, different people deal with things in different ways, but we're interested in how you've tried to deal with the stress associated with setback and challenges you may have faced in your teaching. Each item says something about a particular way of coping. We want to know to what extent you've been doing what the item says. How much or how frequently. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can.

(1 = I haven't been doing this at all, 2 = I've been doing this a little bit, 3 = I've been doing this a medium amount, 4 = I've been doing this a lot)

1. I've been concentrating my efforts on doing something about the situation I'm in.
2. I've been getting emotional support from others.
3. I've been taking action to try to make the situation better.
4. I've been getting help and advice from other people.
5. I've been trying to see it in a different light, to make it seem more positive.
6. I've been trying to come up with a strategy about what to do.
7. I've been getting comfort and understanding from someone.
8. I've been looking for something good in what is happening.
9. I've been accepting the reality of the fact that it has happened.
10. I've been trying to get advice or help from other people about what to do.
11. I've been learning to live with it.
12. I've been thinking hard about what steps to take.

<u>Belonging in School</u>
(Feeling of Belonging Scale; Skaalvik and Skaalvik, 2011)

Prompt: Please rate the extent to which the following are true for you in this past year of teaching in your school. *(1=Not all true, 5=Very much true)*

1. "I feel that I belong at this school."
2. "I feel that I am accepted by my school's leadership."
3. "I feel that my colleagues have ***confidence*** in me."

Perceived Stress
(Perceived Stress Scale; Cohen, Kamarck & Mermelstein, 1983)

Prompt: For each of the following questions, please indicate how often you felt or thought a certain way DURING THE LAST MONTH
(1=Never, 2=Almost never, 3=Sometimes, 4=Fairly often, 5=Very often)

1. In the last month, how often have you been upset because of something that happened unexpectedly?
2. In the last month, how often have you felt that you were unable to control the important things in your life?
3. In the last month, how often have you felt nervous and "stressed"?
4. In the last month, how often have you felt confident about your ability to handle your personal problems?*
5. In the last month, how often have you felt that things were going your way?*
6. In the last month, how often have you found that you could not cope with all the things that you had to do?
7. In the last month, how often have you been able to control irritations in your life?*
8. In the last month, how often have you felt that you were on top of things?*
9. In the last month, how often have you been angered because of things that were outside of your control?
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Occupational Stress
(Teacher Occupational Stress Scale; Pettegrew, & Wolf, 1982)

Prompt: To what extent do you agree or disagree with the following statements about your experience in teaching this past year?
(1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = strongly agree)

1. I find dealing with student discipline problems puts a lot of stress on me.
2. Having to participate in school activities outside of normal working hours is stressful for me.
3. I find trying to be attentive to the needs of fellow teachers is very stressful.
4. Trying to keep my work from being too routine and boring puts a lot of stress on me.
5. Trying to complete reports and paperwork on time causes me a lot of stress at work.
6. Job worries distract me when I am at home.
7. Stress at work makes me irritable at home.

Occupational Burnout
(Maslach Burnout Inventory, Educators Survey; Maslach, Leiter, & Jackson, 1997)

Prompt: How often do you experience the following job-related experiences?
(1=Never, 2=A few times or less, 3=Once a month or less, 4=A few times a month, 5=Once a week, 6=A few times a week, 7=Every day)

1. I feel emotionally drained from teaching. (exhaustion subscale)
2. I feel used up at the end of the workday. (exhaustion subscale)

3. I feel fatigued when I get up in the morning and have to face another day of teaching. (exhaustion subscale)
4. I can easily understand how my students feel about things.* (personal accomplishment subscale)
5. I feel I treat some students as if they were impersonal objects. (depersonalization subscale)
6. Working with people all day is really a strain for me. (exhaustion subscale)
7. I deal very effectively with the problems of my students.* (personal accomplishment subscale)
8. I feel burned out from my work. (exhaustion subscale)
9. I feel I'm positively influencing other people's lives through my work.* (personal accomplishment subscale)
10. I've become more callous toward people since I took this job. (depersonalization subscale)
11. I worry that this job is hardening me emotionally. (depersonalization subscale)
12. I feel very energetic.* (personal accomplishment subscale)
13. I feel frustrated by my job. (exhaustion subscale)
14. I feel I'm working too hard on my job. (exhaustion subscale)
15. I don't really care what happens to some students. (depersonalization subscale)
16. Working with people directly puts too much stress on me. (exhaustion subscale)
17. I can easily create a relaxed atmosphere with my students.* (personal accomplishment subscale)
18. I feel exhilarated after working closely with my students.* (personal accomplishment subscale)
19. I have accomplished many worthwhile things in this job.* (personal accomplishment subscale)
20. I feel like I'm at the end of my rope. (exhaustion subscale)
21. In my work, I deal with emotional problems very calmly.* (personal accomplishment subscale)
22. I feel students blame me for some their problems. (depersonalization subscale)

Job Satisfaction
(Comprised of items from 3 separate scales)

National Teacher and Principal Survey, 2015-2016

Prompt: To what extent do you agree or disagree with the following statements?
(1=Strongly agree, 2=Somewhat agree, 3=Somewhat disagree, 4=Strongly disagree)

1. The stress and disappointments involved in teaching at this school aren't really worth it.*
2. The teachers at this school like being here; I would describe us as a satisfied group.
3. I like the way things are run at this school.

4. If I could get a higher paying job, I'd leaving teaching as soon as possible.*
5. I think about transferring to another school.*
6. I don't seem to have as much enthusiasm now as I did when I began teaching.*
7. I think about staying home from school because I'm just too tired to go.*

National Teacher and Principal Survey, 2015-2016

Prompt: To what extent do you agree or disagree with the following statements?
(1=Strongly agree, 2=Somewhat agree, 3=Somewhat disagree, 4=Strongly disagree)

1. I am generally satisfied with being a teacher at this school.

General Satisfaction about Teaching as a Profession
(Roeser et al., 2013)

Prompt: Please indicate the extent to which you agree or disagree with the following statements about teaching.
(1= strongly disagree, 2=mostly disagree, 3 = disagree, 4 = agree, 5=mostly agree, 6 = strongly agree)

1. Knowing what I know now about the job of being a teacher, if I had to decide all over again, I would become a teacher.
2. My job is an important and fulfilling aspect of my life.
3. In general, being a teacher measures up extremely well to the sort of job I wanted before I took it.
4. If a good friend told me (s)he was interested in becoming a teacher, I would have serious reservations about recommending it.*

Commitment to Teaching
(Decker, Mayer & Glazerman, 2004)

Which of the following best describes your future plan? (Please check one box)

- ☐ I plan to be a teacher as long as I am able.
- ☐ I plan to be a teacher until I am eligible for retirement.
- ☐ I will probably continue being a teacher unless something better comes along.
- ☐ I plan to leave teaching as soon as I can.
- ☐ I am undecided at the time.
- ☐ Other: _____

Teacher Control:
(National Teacher and Principal Survey, 2015-2016)

Prompt: In your school, how much control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?
(1= No control, 2= Minor control, 3=Moderate control, 4=A great deal of control)

1. Selecting textbooks and other instructional materials
2. Selecting content, topics, and skills to be taught
3. Selecting teaching techniques
4. Evaluating and grading students
5. Disciplining students
6. Determining the amount of homework to be assigned

Qualitative Questions

1. What was the biggest challenge that you faced during this year of teaching? What did you do to overcome it?

2. What's the greatest success you had in the classroom this school year?

3. Describe your plans for teaching next school year.

4. If you could give a new teacher one piece of advice coming into your school what would it be?

APPENDIX VI: QUALITATIVE CODING SCHEMA

Qualitative Codes for Control Group Writing Responses

Coding Instructions for Control Code 1: Participant provided a cogent response to first writing prompt

Question 1*. What things were* ***most commonly*** *mentioned by these teachers as they transitioned into teaching? And, why do you think they* ***noticed these things*** *in particular? In the space below, write about 2-3 sentences (they don't have to be complete ones).*

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Didn't respond to the question; didn't provide a cogent or valid response. ● Note: "0" is reserved for responses that are clearly not addressing the material in the survey or the prompt.	"No"
Code response as "1" if: ● Wrote something of value and grasped the main theme that teachers were describing the physical environment of their classrooms and schools. ● Note: The attempt to address the relevant information in the prompt is sufficient. The idea is to identify that the respondent actually read the information even if the comprehension is not entirely evident or complete.	"The teachers described the furniture, layout, and location of their classroom. They also described colors and windows." "I noticed that almost all of the stories reflected on the placement of both the student desk arrangement and the placement of their own desks. Included in this, many mentioned the books and papers that were surrounding their desks. I also noticed that many stories reflected the experience of walking to the classroom, including description of what they would see on the way."

Coding Instructions for <u>Control Code 2</u>: Participant engaged in meaning making about the physical environment of teachers' schools and/or classrooms

Question 1. *What things were* ***most commonly*** *mentioned by these teachers as they transitioned into teaching? And, why do you think they* ***noticed these things*** *in particular? In the space below, write about 2-3 sentences (they don't have to be complete ones).*

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Response does not indicate that the respondent is make meaning or psychological inferences about the classroom and/or school environment. Respondent simply notes the fact that the testimonials are generally describing the layout or physical environment of the teacher's school and/or classroom. ● Note: The response doesn't include evaluative language and participant does not attempt to rationalize or explain why the teachers were describing their schools and classrooms in this way. ● Note: The response does not include any language about the respondent's views or opinions about the testimonials that they heard/read.	"They remember where they and the students were sitting. They remembered the walls and the layout and type of desks." "It seems like the teachers commonly talked about the main areas of the building and what they would see upon entering. They would also describe the types of tables/desks available in their classroom as well as the colors or types of boards on the walls." "The focus is on what were on the walls, the classroom set up regarding seating, and as well as their own desk and where they stored their books."

Code response as "1" if: ● Respondent attempts to make meaning out or psychological inferences about the teachers' testimonials and the importance of the classroom or school environment. ● Respondent might be trying to attribute a reason for the teacher focusing so much on their classroom environment in the testimonial. They might note the importance of the classroom environment for student learning. ● Note: The respondent doesn't discuss their own classroom environment or experience as a teacher.	"They all mentioned the hallways and the physical setup of their classrooms. This is probably because the first thing that they had to think about when they went into their classroom in August was how to set it up to be a friendly and welcoming environment for their students. They also might have noticed some of the things that might have made the environments not ideal for students - for example the fluorescent lights, the unused chalkboards, the cabinet of used textbooks. These all might have been challenges and/or annoyances for them and their students." "I heard a theme of teachers talking about the spaces where students could work in their classroom (desks, tables, carpet). I think new teachers noticed these areas because these are the spaces where students and teachers are having most of their interactions."
Code response as "2" if: ● Response conveys a strong sense of "meaning making." The respondent not only makes psychological inferences about the teachers focusing so much on the physical environment of their schools and classrooms, but also draws connections to their experience as a teacher or draws broader connections to the experience of transitioning into the teaching profession and being a new teacher. ● Note: Responses may show some of the anxiety, worries, or fears that first year teachers face.	"Teachers really focused on their surrounding - that is the style of the stairs or colors of the wall. Few (maybe one) actually described the desk in their classrooms. I think they mostly noticed the objects/structure of the space because they might have been nervous. This could cause one to look around or to only focus on one thing as you enter, causing it to stay engrained in your mind. It could also be because they are fixed objects/things and that is the one constant that stuck with them as they navigated new job/school."

Qualitative Codes for Treatment Group Writing Responses

Coding Instructions for Treatment Code 1: Participant provided a cogent response to first writing prompt

Question 1. *In the space below, we invite you to share why you think these teachers felt initially worried about their teaching ability, but ultimately overcame these feelings? How did they overcome those feelings? Just write 2-3 sentences (they don't have to be complete ones). Feel free to incorporate examples from your own experience teaching.*

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Didn't respond to the question; didn't provide a cogent or valid response. ● Note: "0" is reserved for responses that are clearly not addressing the material in the survey or the prompt.	"No"
Code response as "1" if: ● Wrote something of value and grasped the main theme that teachers worry at first, but that things get better with time. ● Note: The attempt to address the relevant information in the prompt is sufficient. The idea is to identify that the respondent actually read the information even if the comprehension is not entirely evident or complete.	"I believe all these teachers felt terrible about their abilities to begin because they were comparing themselves to experienced teachers and did not realize that everyone is bad their first year. They all seemed to get over this after they found that they were improving."

Coding Instructions for <u>Treatment Code 2:</u> Participant acknowledges that worries in the transition to teaching are natural and part of the transition experience

Question 1. *In the space below, we invite you to share why you think these teachers felt initially worried about their teaching ability, but ultimately overcame these feelings? How did they overcome those feelings? Just write 2-3 sentences (they don't have to be complete ones). Feel free to incorporate examples from your own experience teaching.*

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Didn't respond to the question; didn't provide a cogent or valid response. ● Note: "0" is reserved for responses that are clearly not addressing the material in the survey or the prompt.	"They may have initially felt worried because of the closer age gap than veteran teachers. Also, the question of whether they are actually qualified in the field. Overcome it through experience and student validation, that they are having great experiences in the classroom." "I think these teachers initially felt worried due to lack of experience and wanting to feel completely competent right off the bat. I think they overcame those feelings through time and by reflecting back on their process and how the year was going."
Code response as "1" if one of the following is included in response: ● Wrote something of value and grasped the theme that it is NORMAL, NATURAL, and COMMON to worry in the transition to teaching. They may note something about the newness and the difficulties associated with transitioning into a new experience as a teacher. ● Note: The attempt to address the relevant information in the prompt is sufficient. The idea is to identify that the respondent actually read the information even if the comprehension is not entirely	"I think it is natural to feel worried about your ability to do something when you are new to it. All of these teachers felt initially worried about their teaching abilities because they didn't have a ton of experience to compare their bad experiences to." "Learning to teach is like riding a bike. It's scary at first and you fall down a lot, but with time, it starts to feel effortless and even fun. It's natural for teachers to struggle at the beginning. Struggling is an important part of learning just about anything." "Transitioning into any new job or new

evident or complete. ● Note: If they share their own experience about worrying, being overwhelmed or doubting themselves in their transition to teaching it in an indication of common humanity and grasping the theme.	phase in life comes with a lot of hiccups, self-doubt, and confusion. I think in a way, teaching is especially difficult, because it's something not many of us have done before, but we are surrounded by an entire faculty of people who have devoted their life to the practice. Coming in as a new teacher feels really vulnerable and scary, and it can feel like you're the only one who is only beginning to figure it out. I think the new teachers we read about overcame these feelings by sticking with it and allowing themselves to grow. Embracing the difficult moments is so hard and sometimes painful, but it's the only way to feel better about our teaching. And, I think in the end, when first-year teachers look back at everything they've accomplished and all the ways that they've grown, the failed lessons and confused moments all have a purpose.”

Coding Instructions for <u>Treatment Code 3:</u> Participant identifies ways that teachers in the testimonials overcame worries with time

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Didn't provide a reason or explanation of how/why teachers overcome worries.	"Because all teachers have gone through their own experiences in education, loving or hating certain teachers as a student, the stakes were already high upon entering the career. And since new hires are thrust amongst people who are more comfortable with teaching/experienced, there is an added pressure to be great from the get go." "I think there is a lot of pressure put on new teachers in urban areas. We are continually told what not to do, which I think leads to a lot of anxiety and stress."
Code response as "1" if one of the following is included in response: ● Wrote something of value and grasped the theme that worries can be overcome (e.g. with time, experience, support from a mentor, etc.) by providing an explanation or example of how these worries can be overcome. ● Note: If they share their own experience about how to overcome worries that is an indication that they are grasping the theme that worries can be overcome (e.g., worries are not fixed).	"Starting to teach at a new, unfamiliar school is an anxiety inducing experience for all first year teachers. In addition to the new surroundings, a first year teacher also encounters new co-workers, new student pare/parent communities, and naturally there's an adjustment period. The duration of this anxiety filled adjustment period depends on the personality of the teacher and their susceptibility to anxiety. As the teacher learns from his, or her, mistakes and overcomes the daily challenges of teaching, their self-confidence will grow and they'll learn to shake off feelings of failure and inadequacy. Yes, these worries and concerns are common in first year teachers. But as they accrue experience, build coworker support and learn about their students, these concerns dissipate."

Coding Instructions for <u>Treatment Code 4:</u> Participant provided a cogent response to second writing prompt

Question 2. *To give next year's incoming teachers a chance to hear from another teacher, we'd like you to write a brief note (no more than a paragraph) to one of these new teachers. Imagine that this new teacher is really worried about starting out in the classroom and, they haven't read the stories that you did today...*

In your note to this new teacher, we'd like you to write about your transition into teaching, sharing what you've learned so far, and describing how it can be normal to worry at first, but with time, things can get better. Feel free to include any of the worries you might have had as you transitioned into the classroom.

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Didn't respond to the question; didn't provide a cogent or valid response. ● Note: "0" is reserved for responses that are clearly not addressing the material in the survey or the prompt. ● Note: Did not write a letter or provide any advice.	
Code response as "1" if: ● Wrote something of value and provided advice. ● Note: The attempt to address the relevant information in the prompt is sufficient. The idea is to identify that the respondent actually read the information even if the comprehension is not entirely evident or complete.	"I am currently in my first year in the DSTR program, and it has been difficult. The school has lots of amazing veteran teachers and it can be intimidating to hold yourself to that standard as a new teacher. My advice is not to do that! They know you are just starting and most people want to support you as you begin. One thing that has worried me and continues to be tricky to navigate is being able to both learn from and question other teachers' methods and priorities without offending them. I also worry about building strong relationships with students as someone who is not a permanent, full-time teacher. These things, I have realized, all take time and you should not be so hard on yourself."

Coding Instructions for <u>Treatment Code 5:</u> Displaying Self-Compassion in Letter Writing

Question 2. *To give next year's incoming teachers a chance to hear from another teacher, we'd like you to write a brief note (no more than a paragraph) to one of these new teachers. Imagine that this new teacher is really worried about starting out in the classroom and, they haven't read the stories that you did today...*

In your note to this new teacher, we'd like you to write about your transition into teaching, sharing what you've learned so far, and describing how it can be normal to worry at first, but with time, things can get better. Feel free to include any of the worries you might have had as you transitioned into the classroom.

Coding Instructions	(Unedited) Representative Responses
Code response as "0" if: ● Response did not include any of the components of self-compassion (e.g., common humanity, self-kindness, mindful awareness). ● Note: Response should be coded as a "0" if they did not provide any advice or if they just said platitudes, showing that they didn't really read or absorb the testimonials.	"Good luck. Don't quit. Ask for help." "If you can make a connection and and impact in at least one students life, then everything else will be ok." "Welcome to the absolute hardest job you will ever do but it's also so rewarding." "Embrace the fact that your lessons and goals may not be 100% met or even go according to plan. The sooner you embrace that reality, the sooner you can focus on learning and improving! Teaching is a craft that has a set of specific skills that have to developed over time. Remember, your ability does not define what kind of person you are. Best way to learn is observe, observe, observe. Take initiative and go into other teachers' classrooms (ask beforehand!) and try to find your students and see how they are in different environments. It's all about the relationship."
Code response as "1" if one of the following are included:	"I've learned to go home everyday and think of one win you had that day. After

● Response indicated moderate to strong self-compassionate language (e.g., it is common to struggle in the transition to teaching, it is important to take a step back and see the bigger picture, it can help to be kind to oneself and not be so hard on one's self). ● Note: The self-compassionate language may not be explicit but could be suggestive.	that point, leave all your emotions and memories of school behind. I am still learning how to detach but it is helping tremendously." (mindful awareness) "We were all worried about starting in the classroom, you're not alone. Standing up in front of a room of high school students can be intimidating but only if you let it be that way. You were selected for this program for a reason, and your school wouldn't have chosen you if they didn't think you could do this. You know the material, you've studied it. You know yourself. Put the two together and you got this. Not every lesson will be inspiring, give yourself permission to make errors and that will give you more space mentally to improve." (self-kindness & common humanity) "Your first year of teaching is going to suck, period. You will doubt yourself, you will cry, you will feel failure. All of that is normal. It's hard to see the incremental improvements that you are making every single day but by your second year of teaching you will see it all and feel it. Whatever you do, don't give up. You're students need you." (Common humanity & mindful awareness)

APPENDIX TABLES

Tables of Pilot Data Analyses

Table A.1. *Effectiveness of Random Assignment (Pilot Study 1)*

	Treatment (N=13)		Control (N=13)		*Statistical test* (df)	p-value
	Mean	SD	Mean	SD		
Age	25	1.13	23.38	0.35	$t(24) = -1.37$	.908
Prior Teaching Experience (% with prior experience)	69.23%	--	61.54%	--	$\chi^2(1) = .17$	.68
Gender (% Female) [a]	75.0%		76.92%	--	$\chi^2(1) = .013$	.91
Race/Ethnicity					$\chi^2 = .650$	.723
White (% White)	69.23%		53.85%	--		
Asian (% Asian)	15.38%		23.08%	--		
Multi-racial[b]	15.38%		23.08%	--		

Source: Data from a convenience sample of 26 teachers who completed a survey for pilot study 1.
Notes: [a] One participant reported non-binary gender status. For the sake of this table, participant data was coded as missing.
[b] Participants who selected multiple racial/ethnic categories were coded as multi-racial. SD=Standard Deviation

Table A.2. *Participant Feedback about Treatment & Control Groups (Pilot Study 1)*

	Treatment Group			Control Group		
	Mean	SD	Range	Mean	SD	Range
Feedback on Treatment & Control Experience						
Enjoyable	3.77	0.60	3.0-5.0	3.46	0.52	3.0-4.0
Helpful	3.77	0.83	2.0-5.0	2.85	0.80	1.0-4.0
Understandable	4.38	0.96	2.0-5.0	4.46	0.66	3.0-5.0
Authentic	4.31	0.63	3.0-5.0	3.85	0.99	2.0-5.0
Well-Flowing	4.00	1.08	2.0-5.0	3.77	1.01	2.0-5.0
Engaging	3.23	0.93	2.0-5.0	3.00	0.91	2.0-5.0
Boring	2.54	0.52	2.0-3.0	2.54	0.78	1.0-4.0
Cheesy	2.31	0.63	1.0-3.0	2.54	0.88	1.0-4.0
Feedback on Teacher Testimonials						
Helpful	4.38	0.65	3.0-5.0	2.77	0.93	1.0-4.0
Understandable	4.46	0.66	3.0-5.0	4.62	0.51	4.0-5.0
Authentic	4.46	0.95	3.0-5.0	4.46	0.78	3.0-5.0
Well-Flowing	4.31	0.95	2.0-5.0	4.08	1.12	1.0-5.0
Engaging	4.08	0.83	3.0-5.0	3.38	0.77	2.0-4.0
Boring	1.85	0.80	1.0-3.0	2.77	1.23	1.0-5.0
Cheesy	2.23	0.85	1.0-3.0	2.46	0.97	1.0-4.0
Sample Size	13			13		

Source: Data from a convenience sample of 26 teachers who completed a survey for pilot study 1.
Notes: Items were rated on a scale from 1=*Not all*, 5=*Very much*, with exception of Enjoyable item, which was rated on a scale from 1=*Awful, please never make me do that again,* 5=*Really enjoyable, I would do it again*. SD=Standard Deviation.

Table A.3. *Effectiveness of Random Assignment (Pilot Study 2)*

	Treatment (N=50)		Control (N=50)		*Statistical test* (df)	p-value
	Mean	SD	Mean	SD		
Age	35.56	1.44	39.06	1.62	$t(98) = 1.62$	.055
Prior Teaching Experience (% with prior experience)	84.0	--	74.0	--	$\chi^2(1) = 1.51$	.220
Gender (% Female)	44.0		64.0	--	$\chi^2(1) = 4.03$	.045
Race/Ethnicity					$\chi^2(5) = 3.27$	.659
White (% White)	80.0		66.0			
Asian (% Asian)	4.0		10.0			
Black/African American (% Black)	8.0		10.0			
American Indian/Native American (% American Indian)	2.0		2.0			
Hispanic, Latino/a, or Spanish (% Hispanic)	2.0		6.0			
Multi-racial (% Multi-racial) [a]	4.0		6.0			

Source: Data from a convenience sample of 100 Amazon Mechanical Turk Workers who completed a survey for pilot study 2.
Notes: [a]Participants who selected multiple racial/ethnic categories were coded as multi-racial. SD=Standard Deviation.

Table A.4. *Participant Feedback about Treatment & Control Groups (Pilot Study 2)*

	Treatment Group			Control Group		
	Mean	SD	Range	Mean	SD	Range
Feedback on Treatment & Control Experience						
Enjoyable	3.98	0.77	2.0-5.0	4.22	0.65	3.0-5.0
Helpful	4.10	0.86	2.0-5.0	3.94	0.91	2.0-5.0
Understandable	4.34	0.92	2.0-5.0	4.42	0.81	2.0-5.0
Authentic	4.12	1.04	1.0-5.0	4.30	0.74	3.0-5.0
Well-Flowing	4.20	0.90	2.0-5.0	4.40	0.76	2.0-5.0
Engaging	3.84	1.02	2.0-5.0	4.24	0.80	2.0-5.0
Boring	2.12	1.13	1.0-5.0	1.76	0.85	1.0-4.0
Cheesy	1.78	1.04	1.0-5.0	1.68	0.96	1.0-4.0
Teacher Testimonials						
Helpful	4.08	0.80	2.0-5.0	3.98	1.00	2.0-5.0
Understandable	4.54	0.54	3.0-5.0	4.48	0.68	2.0-5.0
Authentic	4.12	0.90	1.0-5.0	4.28	0.78	2.0-5.0
Well-Flowing	4.20	0.95	1.0-5.0	4.38	0.81	2.0-5.0
Engaging	3.96	0.92	2.0-5.0	4.06	0.84	2.0-5.0
Boring	1.76	0.80	1.0-4.0	1.76	0.92	1.0-4.0
Cheesy	1.78	0.95	1.0-5.0	1.70	0.95	1.0-4.0
Sample Size	50			50		

Source: Data from a convenience sample of 100 Amazon Mechanical Turk Workers who completed a survey for pilot study 2.
Notes: Items were rated on a scale from 1=*Not all*, 5=*Very much*, with exception of Enjoyable item, which was rated on a scale from 1=*Awful, please never make me do that again,* 5=*Really enjoyable, I would do it again*.
SD=Standard Deviation.

Table A.5. *Effectiveness of Random Assignment (Pilot Study 3)*

	Treatment Group (N=42)		Control Group (N=42)		*Statistical test* (df)	p-value
	Mean	SD	Mean	SD		
Age	38.62	1.54	34.45	1.27	$t(82) = -2.09$	.04
Prior Teaching Experience (% with prior experience)	85.71	--	92.86	--	χ^2 (1)= 1.12	.29
Gender (% Female) [a]	50.0		54.76	--	χ^2 (1)= 0.186	.666
Race/Ethnicity					χ^2 (4) = 2.13	.712
White (% White)	82.93		73.81	--		
Asian (% Asian)	4.88		7.14	--		
Black/African American (% Black)	7.32		7.14			
Hispanic, Latino/a, or Spanish (% Hispanic)	2.44		2.38			
Multi-racial (% Multi-racial) [b]	2.44		9.52	--		

Source: Data from a convenience sample of 84 Amazon Mechanical Turk Workers who completed a survey for pilot study 3.
Notes: SD=Standard Deviation
[a] One participant reported non-binary gender status and one self-reported their gender. For the sake of this table, data for these two participants was coded as missing.
[b] Participants who selected multiple racial/ethnic categories were coded as multi-racial.

Table A.6. *Descriptive Statistics of Outcomes (Pilot Study 3)*

	Likert Scale	# of Items	Mean	SD	Min	Max	α
Contemplative Disposition							
Self-compassionate Beliefs	*(1-6)*	9	4.23	0.79	2.89	6.0	.71
Beliefs about Teaching							
Beliefs about Improving in Teaching	*(1-5)*	3	4.48	0.84	2.0	5.0	.84
Beliefs about Overcoming Worries in Teaching	*(1-5)*	3	3.97	0.97	1.0	5.0	.78
Beliefs about Succeeding in Teaching	*(1-5)*	4	4.27	0.76	2.25	5.0	.74
Beliefs about Failures in Teaching	*(1-5)*	5	3.93	0.82	2.20	5.0	.76
Confidence in Handling Stressors in Teaching[a]	*(1-5)*	7	3.81	0.61	2.43	5.0	.80
Efficacy Beliefs[b]	*(1-6)*	5	4.82	0.74	2.8	6.0	.81
Orientation Toward Teaching							
Growth Mindset for Teaching[c]	*(1-6)*	7	4.51	1.02	2.29	6.0	.86
Goal Orientation Toward Learning[d]	*(1-6)*	2	4.71	0.86	2.5	6.0	.75
Goal Orientation Toward Proving[d]	*(1-6)*	3	4.68	0.81	2.67	6.0	.58
Goal Orientation Toward Avoidance[d]	*(1-6)*	3	4.23	0.87	1.67	6.0	.59
Mastery Goal Orientation[e]	*(1-5)*	4	4.0	0.79	1.75	5.0	.77
Performance Goal Orientation[e]	*(1-5)*	4	3.20	0.97	1.0	5.0	.74
Willingness to Engage in Professional Learning Opportunities[f]	*(1-5)*	6	3.60	0.86	1.0	5.0	.89
Sample Size				84			

Source: Data from a convenience sample of 84 Amazon Mechanical Turk Workers who completed a survey for pilot study 3.
Notes: SD=Standard Deviation. α = Chronbach's alpha, denotes the scale reliability.
[a] Adapted from Walton et al. (2015)'s confidence in ability to handle daily stressors scale.
[b] Scale from 2004-2005 Survey conducted with First-Year Teachers in New York City (Boyd et al., 2004).
[c] Adapted from Gero (2013) Teacher Mindset Scale.
[d] Adapted Goal Orientation Scale (Kuscera et al., 2011).
[e] Adapted from Elliot & McGregor (2001).
[f] Adapted from Gero (2013) Professional Learning Activities scale

Table A.7. *Estimated Impacts of the Self-compassion Training (Pilot Study 3)*

	Treatment	Control	Estimated Impacts		
Outcomes	Mean	Mean	Mean	SE	p-value
Contemplative Disposition					
Self-Compassionate Beliefs	4.58	3.88	.70***	0.16	.000
Resilient Mindset & Efficacy Beliefs					
Beliefs about Improving in Teaching	4.58	4.37	.21	0.19	.261
Beliefs about Overcoming Worries in Teaching	4.00	3.94	.06	0.22	.770
Beliefs about Succeeding in Teaching	4.43	4.11	.32*	0.17	.056
Beliefs about Failures in Teaching	3.96	3.91	.05	0.18	.792
Confidence in Handling Stressors in Teaching	3.87	3.74	.14	0.13	.307
Efficacy Beliefs	4.95	4.69	.26	0.16	.114
Orientations Toward Teaching					
Growth Mindset for Teaching	4.80	4.21	.60***	0.21	.007
Goal Orientation Toward Learning	4.90	4.52	.38**	0.18	.042
Goal Orientation Toward Proving	4.70	4.67	.03	0.18	.859
Goal Orientation Toward Avoiding	4.17	4.29	.12	0.19	.533
Mastery Goal Orientation	4.04	3.96	.07	0.17	.682
Performance Goal Orientation	3.10	3.30	.20	0.21	.341
Willingness to Engage in PL	3.58	3.62	.03	0.19	.858
Sample Size	42	42		84	

Source: Data from a convenience sample of 84 Amazon Mechanical Turk Workers who completed a survey for pilot study 3.
Notes: Conducted t-tests to assess between group differences. SE=Standard Error.
* denotes p-value < .10, ** < .05 *** < .01.

Table A.8. *Estimates of the Indirect Effect of Treatment via Changes in Self-compassionate Beliefs (Pilot Study 3)*

Indirect Path	Indirect Effect of Treatment	95% Confidence Interval	
	B	LB	UB
Treatment →SC Beliefs→ Beliefs about Improving in Teaching	.45***	0.20	0.69
Treatment →SC Beliefs→ Beliefs about Overcoming Worries in Teaching	.47***	0.23	0.70
Treatment →SC Beliefs→ Beliefs about Succeeding in Teaching	.36***	0.18	0.54
Treatment →SC Beliefs→ Beliefs about Failures in Teaching	.37***	0.18	0.56
Treatment →SC Beliefs→ Confidence in Handling Stressors in Teaching	.16**	0.02	0.30
Treatment →SC Beliefs→ Efficacy Beliefs	.23***	0.07	0.39
Treatment→ SC Beliefs→ Growth Mindset for Teaching	.44***	0.15	0.73
Treatment →SC Beliefs→ Goal Orientation Toward Learning	.23***	0.06	0.41
Treatment →SC Beliefs→ Goal Orientation Toward Proving	.12	-0.03	0.28
Treatment →SC Beliefs→ Goal Orientation Toward Avoiding	-0.22**	-0.41	-0.02
Treatment →SC Beliefs→ Mastery Goal Orientation	.17**	0.00	0.34
Treatment →SC Beliefs→ Performance Goal Orientation	-0.19	-0.43	0.05
Treatment →SC Beliefs→ Willing to Engage in Professional Learning	-0.00	-0.19	0.18
Sample Size	84		

Source: Data from a convenience sample of 84 Amazon Mechanical Turk Workers who completed a survey for pilot study 3.
Notes: Mediation analyses were conducted using structural equation modeling in STATA 15.0 with 1,000 bootstrapped samples. LB and UB =lower and upper bounds of the 95% confidence interval. SC=Self-compassionate.
* denotes p-value < .10, ** < .05 *** < .01

Table A.9. *Pairwise Correlations of Measures (Pilot Study 3)*

Measures	SC	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1.Beliefs about Improving	.53***	1.00											
2.Growth Mindset	.52***	.59***	1.00										
3.Beliefs about Succeeding	.52***	.70***	.51***	1.00									
4.Efficacy Beliefs	.36***	.52***	.40***	.57***	1.00								
5.Beliefs about Failures	.42***	.53***	.34***	.55***	.46***	1.00							
6.GOTT: Learning	.34***	.37***	.29***	.37***	.43***	.26**	1.00						
7.GOTT: Proving	.15	.24**	.21**	.21*	.25**	.07	.14	1.00					
8.GOTT: Avoiding	-.26**	-.15	-.24**	-.06	.01	-.11	-.10	.17	1.00				
9.Mastery Goal	.22**	.40***	.38***	.31***	.55***	.32	.31**	.35***	-.00	1.00			
10.Perform Goal	-.22**	-.11	-.24**	-.03	.08	.04	-.03	.28***	.49***	.30***	1.00		
11.Engage in Prof. Learning	-.01	.19*	.20*	.17	.37***	.10	.18	.31***	-.15	.61***	.01	1.00	
12.Belief about Overcoming Worries	.44***	.63***	.44***	.64***	.58***	.59***	.21**	.21*	.07	.38***	-.02	.25**	1.00
13.Handling Stressors	.29***	.30***	.20*	.42***	.54***	.39***	.42***	.23**	.03	.52***	.15	.37***	.37***

Source: Data from a convenience sample of 84 Amazon Mechanical Turk Workers who completed a survey for pilot study 3.
Notes: Self-compassionate beliefs had a sizeable association with positive outcomes—associations were in the hypothesized direction. Beliefs about improving and succeeding in teaching were also positively associated with positive outcomes and in the hypothesized direction. The correlations between goal orientation outcome variables were also correlated in the hypothesized direction with the exception of the moderately positive correlation between mastery goal orientation and a goal orientation toward proving, which was not in the hypothesized direction. In light of these correlation analyses, it appeared that the outcome variables were indeed associated with one another in the hypothesized directions, supporting the hypothesized logic model.
SC=Self-compassionate beliefs about adversity in teaching.

Development & Descriptions of Measures Used in Final Study Administration

Table A.10. *Summary of Adaptations to Measures for Final Study Administration*

- A few items in the self-compassionate beliefs measure were tweaked to ensure all dimensions of self-compassion were captured (i.e., common humanity, mindful awareness, and self-kindness).
- Combined the goal orientation toward learning and mastery goal orientation measures, as these two scales captured a similar goal orientation construct.
- Combined the performance goal orientation and goal orientation toward proving measures, as these were also capturing a similar construct.
- 3 goal orientation scales were to be included in the final survey administration: (1) mastery goal orientation, (2) proving goal orientation, and (3) avoidance goal orientation.
- Dropped 2 items from the efficacy beliefs scale to improve construct-validity and one item was dropped from the willingness to engage in professional learning scale, as it was redundant with another item.

Notes: See Table A.9 for results of pair-wise correlation analysis of measures included in pilot study 3.

Table A.11. *Measures & Items Comprising the Resilient Mindset Composite Measure (Assessed Immediately Post-training & at 6-month Follow-up)*

Measures & Likert Scales	Items	Notes on Measure Development
Beliefs about Succeeding in Teaching: "Thinking about the remainder of this year of teaching, please rate the extent to which the following statements are true for you." *(1=Not at all true, 2=Slightly true, 3=Moderately true, 4=Mostly true, 5=Very much true)*	1. I feel confident in my ability to learn from the challenges I experience in the classroom. 2. I don't think I will be able to do well in teaching.* 3. I feel able to meet the challenges of performing well in teaching. 4. I doubt I will be successful at teaching.*	*Adapted from a pilot study of a self-compassion intervention with high schoolers; Further adapted through pilot testing*
Beliefs about Overcoming Worries in Teaching: "We'd also like to know about how you approach or think about worries that you may face in teaching. Please rate the extent to which the following statements are true for you." *(1=Not at all true, 2=Slightly true, 3=Moderately true, 4=Mostly true, 5=Very much true)*	1. I don't think there's much I can do to overcome the worries that I face in teaching.* 2. It's up to me whether or not I can overcome the worries that I face in teaching. 3. I think I will have a hard time living with the worries that I face in teaching.*	*Adapted from a pilot study of a self-compassion intervention with high schoolers; Further adapted through pilot testing*
Beliefs about Improving in Teaching: "Thinking about the remainder of this year of teaching, please rate the extent to which the following statements are true for you." *(1=Not at all true, 2=Slightly true, 3=Moderately true, 4=Mostly true, 5=Very much true)*	1. I doubt that I'll be able to improve as a teacher.* 2. It's unlikely that I'll be able to make changes to improve my teaching.* 3. I feel confident I can make positive changes in my teaching.	*Adapted from a pilot study of a self-compassion intervention with high schoolers; Further adapted through pilot testing*
Adaptive Beliefs about Failures in Teaching: "Imagine, you observe a lesson taught by your mentor teacher or another teacher in your school. When you try to teach the same lesson, it falls completely flat. The students look bored and confused. If this situation were to happen to you, how likely would you be to think the following thoughts?" *(1=Not at all likely, 2=A bit likely, 3=Moderately likely, 4=Likely, 5=Very Likely)*	1. "I'm just not cut out for teaching."* 2. "I'm probably not the only new teacher who has struggled with this." 3. "I don't know if I'll ever get the hang of this!"* 4. "It's okay, I can improve the lesson or try something different next time." 5. "Why am I such a failure at teaching?"*	*Adapted from Walton & Cohen's (2007) Belonging Uncertainty Items*
Confidence in Handling Stressors in Teaching: "Please rate how well you can handle each of the sources of stress listed below." *(1=Not at all well, 2=Slightly well, 3=Moderately well, 4=Mostly well, 5=Very well)*	1. Student behavioral issues 2. Lesson planning 3. Relationships with students 4. Relationships with other teachers 5. Mastering the course content to be taught 6. Managing the teaching workload 7. Dealing with parents	*Adapted from Walton et al.'s (2015) Confidence in Ability to Handle Daily Stressors Scale*

Notes: Resilient mindset composite measure was derived through exploratory and confirmatory factory analyses of immediate post-training survey data—data collected from 119 first-year teachers in three teacher education programs.
*reverse-coded items.

Table A.12. *Measures & Items Comprising the Growth Orientation Toward Teaching Composite Measure (Assessed Immediately Post-training & at 6-month Follow-up)*

Measures & Likert Scale	Items	Notes on Measure Development
Growth Mindset for Teaching: "Thinking about teaching more generally, please rate the extent to which you agree with the following statements." *(1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly agree)*	1. Teachers are either good or bad at teaching and there isn't much that can be done about it.* 2. Some people are born teachers and others are not.* 3. No matter how much natural ability you may have, you can always find ways to improve your teaching. 4. The kind of teacher someone is, is something very basic about them and can't be changed very much.* 5. Every teacher, no matter who they are, can significantly improve their teaching ability. 6. Teachers can change the way they teach in the classroom, but they can't really change their true teaching ability.* 7. Some teachers will be ineffective no matter how hard they try to improve.*	*Adapted from Gero (2017)'s Teacher Mindset Scale*
Mastery Goal Orientation: "Thinking about the remainder of this year of teaching, please rate how much you agree with the following statements." *(1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly agree)*	1. For me, the development of my teaching is important enough to take risks. 2. One of my main goals for the rest of the school year is to learn new strategies to improve my teaching. 3. One of my main goals for the rest of the school year is to feel like I'm improving.	*Adapted from Kuscera et al. (2011) GOTT scale* *Adapted from Van Yperen & Jannsen (2002)* *Adapted from Van Yperen & Jannsen (2002)*
Willingness to Engage in Professional Learning: "Please indicate the extent to which you will do the following things in the next month." *(1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly agree)*	1. Read professional literature to improve my teaching. 2. Plan a lesson with a colleague. 3. Ask a teacher (who I respect) to observe me and give me feedback about my teaching. 4. Use a colleague's materials in my lesson. 5. Try out a new skill in my lesson. 6. Participate in a voluntary professional development event/workshop.	*Adapted from Gero (2017)'s Professional Learning Activities Scale (Original scale included 17 items)*

Notes: Growth orientation toward teaching composite measure was derived through exploratory and confirmatory factory analyses of immediate post-training survey data—data collected from 119 first-year teachers in three teacher education programs.
*reverse-coded items.

Table A.13. *Measures & Items Comprising the Well-being Composite Measure (Assessed at 6-month Follow-up)*

Measures & Likert Scale	Items	Notes on Measure Development
Satisfaction with Life: "Below are five statements that you may agree or disagree with. Click the response that indicates your level of agreement with each statement." *(1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Neither Agree or Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree)*	1. In most ways my life is close to my ideal. 2. The conditions of my life are excellent. 3. I am satisfied with my life. 4. So far, I have gotten the important things I want in life. 5. If I could live my life over, I would change almost nothing.	*Deiner et al. (1985): exact measure*
Resilience: "Please indicate the extent to which the following statements are true for you and your experience in teaching this past year." *(1= Not at all true of me, 2= Not really true of me, 3= Moderately true of me, 4= Mostly true of me, 5= Very much true of me)*	1. I tend to bounce back quickly after hard times in teaching. 2. I have a hard time making it through stressful events that arise in my classroom.* 3. It does not take long for me to recover from a stressful event that happens in teaching. 4. It is hard for me to rebound when something bad happens in my classroom.* 5. I usually come through difficult times in teaching with little trouble. 6. I tend to take a long time to get over setbacks in teaching.*	*Adapted from Smith et al.'s (2008) Brief Resilience Scale*
Feeling of Belonging: "Please rate the extent to which the following are true for you in this past year of teaching in your school." *(1=Not at all likely, 2=A bit likely, 3=Moderately likely, 4=Likely, 5=Very Likely)*	1. I feel that I belong at this school. 2. I feel that I am accepted by my school's leadership. 3. I feel that my colleagues have confidence in me.	*Skaalvik & Skaalvik (2011): exact measure*
Coping: "We are interested in how teachers respond when confronted with challenges or stressful events in teaching. There are lots of ways to deal with stress. With the next items, we're asking you to indicate what you generally do and feel, when you are experiencing stressful events or challenges in your teaching. Obviously, different events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress in your teaching." *(1= I have NOT been doing this at all, 2=I have been doing this a little bit, 3= I have been doing this a medium amount, 4= I have been doing this a lot)*	1. I concentrate my efforts on doing something about the situation I'm in. 2. I get emotional support from others. 3. I take action to try to make the situation better. 4. I get help and advice from other people. 5. I try to see it in a different light to make it seem more positive. 6. I try to come up with a strategy about what to do. 7. I get comfort and understanding from someone. 8. I look for something good in what is happening. 9. I accept the reality of the fact that it has happened. 10. try to get advice or help from other people about what to do. 11. I learn to live with it. 12. I think hard about what steps to take.	*Adapted from Carver's (1997) Brief COPE scale: all original items, scale reduced from 28 items to 12*

Notes: Well-being composite measure was derived through exploratory and confirmatory factory analyses of 6-month follow-up survey data—data collected from 119 first-year teachers in three teacher education programs).
*reverse-coded items.

Correlational Analyses of Study Measures

Table A.14. *Pairwise Correlations of Baseline Measures*

Measures	Self-compassion	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.Mindfulness [a]	.64**	1.00						
2.Satisfaction with Life	.43**	.41**	1.00					
3.Perceived Stress	-.54**	-.61**	-.52**	1.00				
4.Depression	-.48**	-.47**	-.58**	.69**				
5. Emotion Regulation: Reappraisal	.36**	.38**	0.14	-.22*	-.24*			
6.Emotion Regulation: Suppression	-.04	-.04	-.10	.07	.05	.00		
7.Teacher Self-efficacy	.29**	.40**	.37**	-.41**	-.41**	.40**	-.17	
8.Commitment to Teaching	.04	.06	.01	-.02	-.03	-.11	.02	-.05

Source: Data from surveys conducted at the study outset with first-year teachers from a sample of 119 teachers in three teacher education programs.
Notes: 98-100% of the study sample provided data for each of the baseline variables.
[a] Combined Non-Judgment, Acting with Awareness, and Non-Reactivity Sub-Scales of Five Factor Mindfulness Questionnaire.
* denotes p-value < .05, ** < .01 *** < .001.

Table A.15. *Pairwise Correlations of Immediate Post-training Measures*

Immediate Post-training Variables	Self-compassionate Beliefs	Resilient Mindset	Growth Orientation Toward Teaching	Efficacy Beliefs
Resilient Mindset	.45**	1.00		
Growth Orientation Toward Teaching	.06	.42**	1.00	
Efficacy Beliefs	.08	.44**	.31**	1.00
Avoidance & Proving Goal Orientation	-.24**	-002	.16	.11

Source: Data from surveys conducted immediately post-training with first-year teachers from a sample of 119 teachers in three teacher education programs.
Notes: * denotes p-value < .05, ** < .01 *** < .001.

Table A.16. *Pairwise Correlations of 6-month Follow-up Measures*

Measures	SCB	RM	GO	EB	TSE	AP	GSC	TSC	M	WB	PS	OS	OB	JS
RM	.64**	1.00												
GO	.24**	.58**	1.00											
EB	.32**	.51**	.58**	1.00										
TSE	.39**	.72**	.47**	.54**	1.00									
AP	-.22*	-.12	-.02	-.01	-.04	1.00								
GSC	.43**	.57**	.32**	.36**	.42**	-.29**	1.00							
TSC	.51**	.66**	.27**	.33**	.51**	-.25**	.78**	1.00						
M	.34**	.46**	.30**	.30**	.38**	-0.07	.64**	.51**	1.00					
WB	.54**	.78**	.54**	.50**	.63**	-.19*	.68**	.64**	.65**	1.00				
PS	-.43**	-.59**	-.37**	-.35**	-.35**	.21*	-.69**	-.57**	-.67**	-.74**	1.00			
OS	-.38**	-.58**	-.45**	-.44**	-.47**	.11	-.55**	-.54**	-.59**	-.71**	.71**	1.00		
OB	-.37**	-.71**	-.56**	-.48**	-.62**	.13	-.56**	-.57**	-.57**	-.80**	.68**	.74**	1.00	
JS	.32**	.65**	.64**	.48**	.53**	-0.10	.44**	.38**	.44**	.77**	-.59**	-.65**	-.84**	
CT	-.02	.01	.01	.03	.00	.01	.07	-.06	.03	.09	-.02	-.13	-.15	.19*

Source: Data from surveys conducted at 6-month follow-up with first-year teachers from a sample of 119 teachers in three teacher education programs.
Notes: 97-100% of the study sample provided data for each of the follow-up outcomes.
SCB=Self-compassionate beliefs; RM=Resilient Mindset; GO=Growth Orientation; EB=Efficacy Beliefs; TSE=Teacher Self-efficacy; AP=Avoidance & Proving Goal Orientation; GSC=Global Self-Compassion; TSC=Teacher Self-Compassion; M=Mindfulness; WB=Well-being; PS=Perceived Stress; OS=Occupational Stress; OB=Occupational Burnout; JS=Job Satisfaction; CT=Commitment to Teaching
* denotes p-value < .05, ** < .01 *** < .001.

Estimating Effect of Treatment on Primary Outcomes (All Study Models)

Table A.17. *Estimating Effect of Treatment on Self-compassionate Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.00	0.02	0.02
	(0.11)	(0.10)	(0.09)
Teacher Education Program[a]			
Concurrent Full		0.14	0.23*
		(0.13)	(0.12)
Pre-Service		0.11	0.15
		(0.15)	(0.14)
Demographic & Background Characteristics			
Female		-0.17	-0.18
		(0.12)	(0.11)
Black/African American		-0.06	-0.17
		(0.16)	(0.15)
Asian		-0.13	0.03
		(0.16)	(0.15)
Hispanic		-0.19	-0.05
		(0.17)	(0.16)
Multi-racial[b]		0.21	0.24
		(0.16)	(0.14)
Prior Teaching Experience		0.26*	0.14
		(0.13)	(0.12)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.10
			(0.12)
Perceived Stress			0.05
			(0.11)
Commitment to Teaching			0.08
			(0.10)
Mindfulness			-0.05
			(0.14)
Life Satisfaction			-0.03
			(0.05)
Depression			-0.22
			(0.12)
Teacher Self-efficacy			0.22
			(0.14)
Emotion Regulation (Reappraisal)			0.16**
			(0.06)
Emotion Regulation (Suppression)			-0.09**
			(0.03)
Constant	4.62***	4.91***	3.97***
	(0.07)	(0.47)	(0.86)
R^2	.00	.10	.31
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value of <0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.18. *Estimating Effect of Treatment on Resilient Mindset (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.03	-0.05	-0.07
	(0.11)	(0.10)	(0.08)
Teacher Education Program[a]			
Concurrent Full		-0.18	-0.06
		(0.13)	(0.11)
Pre-Service		-0.11	-0.11
		(0.15)	(0.13)
Demographic & Background Characteristics			
Female		-0.04	-0.03
		(0.12)	(0.09)
Black/African American		0.17	0.05
		(0.17)	(0.14)
Asian		0.05	0.19
		(0.17)	(0.14)
Hispanic		-0.31	-0.14
		(0.18)	(0.14)
Multi-racial[b]		0.03	-0.01
		(0.16)	(0.13)
Prior Teaching Experience		0.24	0.13
		(0.13)	(0.11)
Age		-0.05**	-0.06***
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.19
			(0.11)
Perceived Stress			-0.11
			(0.10)
Commitment to Teaching			0.11
			(0.09)
Mindfulness			0.04
			(0.12)
Life Satisfaction			0.03
			(0.04)
Depression			0.05
			(0.11)
Teacher Self-efficacy			0.35**
			(0.13)
Emotion Regulation (Reappraisal)			0.12*
			(0.06)
Emotion Regulation (Suppression)			-0.08*
			(0.03)
Constant	3.82***	5.09***	2.98***
	(0.08)	(0.47)	(0.78)
R^2	.00	.13	.47
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.19. *Estimating Effect of Treatment on Growth Orientation Toward Teaching (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B (SE)	*B* (SE)	*B* (SE)
Treatment	0.16	0.12	0.13
	(0.10)	(0.10)	(0.09)
Teacher Education Program[a]			
Concurrent Full		-0.29*	-0.27*
		(0.12)	(0.11)
Pre-Service		-0.34*	-0.36**
		(0.14)	(0.13)
Demographic & Background Characteristics			
Female		0.17	0.13
		(0.11)	(0.10)
Black/African American		-0.08	-0.04
		(0.15)	(0.15)
Asian		-0.00	0.10
		(0.16)	(0.15)
Hispanic		-0.23	-0.12
		(0.16)	(0.15)
Multi-racial[b]		0.10	0.03
		(0.15)	(0.14)
Prior Teaching Experience		0.19	0.17
		(0.12)	(0.12)
Age		-0.03	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.10
			(0.11)
Perceived Stress			-0.07
			(0.10)
Commitment to Teaching			0.00
			(0.09)
Mindfulness			0.00
			(0.13)
Life Satisfaction			0.08
			(0.05)
Depression			0.04
			(0.12)
Teacher Self-efficacy			0.05
			(0.13)
Emotion Regulation (Reappraisal)			-0.02
			(0.06)
Emotion Regulation (Suppression)			-0.12***
			(0.03)
Constant	4.75***	5.46***	5.11***
	(0.07)	(0.44)	(0.82)
R^2	.02	.16	.34
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.20. *Estimating Effect of Treatment on Efficacy Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.04	0.02	-0.03
	(0.12)	(0.12)	(0.11)
Teacher Education Program[a]			
Concurrent Full		-0.17	-0.16
		(0.15)	(0.14)
Pre-Service		-0.00	-0.10
		(0.18)	(0.17)
Demographic & Background Characteristics			
Female		-0.00	0.01
		(0.13)	(0.13)
Black/African American		0.20	0.13
		(0.19)	(0.19)
Asian		0.05	0.09
		(0.19)	(0.19)
Hispanic		-0.01	0.03
		(0.20)	(0.19)
Multi-racial[b]		-0.18	-0.22
		(0.18)	(0.18)
Prior Teaching Experience		0.22	0.20
		(0.15)	(0.15)
Age		-0.03	-0.06*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.27
			(0.14)
Perceived Stress			0.01
			(0.13)
Commitment to Teaching			0.07
			(0.12)
Mindfulness			0.14
			(0.17)
Life Satisfaction			-0.01
			(0.06)
Depression			0.27
			(0.15)
Teacher Self-efficacy			0.25
			(0.17)
Emotion Regulation (Reappraisal)			0.10
			(0.08)
Emotion Regulation (Suppression)			-0.04
			(0.04)
Constant	4.62***	5.39***	2.93**
	(0.09)	(0.54)	(1.06)
R^2	.00	.08	.22
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value of <0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.21. *Estimating Effect of Treatment on Avoidance & Proving Goal Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.20	0.16	0.15
	(0.13)	(0.13)	(0.13)
Teacher Education Program[a]			
Concurrent Full		-0.19	-0.11
		(0.16)	(0.16)
Pre-Service		-0.20	-0.09
		(0.20)	(0.19)
Demographic & Background Characteristics			
Female		0.20	0.20
		(0.15)	(0.14)
Black/African American		-0.00	-0.02
		(0.21)	(0.21)
Asian		-0.01	0.03
		(0.21)	(0.21)
Hispanic		0.00	0.07
		(0.23)	(0.22)
Multi-racial[b]		-0.06	-0.03
		(0.21)	(0.20)
Prior Teaching Experience		0.09	0.05
		(0.17)	(0.17)
Age		-0.03	-0.03
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.41**
			(0.16)
Perceived Stress			-0.43**
			(0.15)
Commitment to Teaching			0.04
			(0.13)
Mindfulness			0.16
			(0.19)
Life Satisfaction			-0.01
			(0.07)
Depression			0.13
			(0.17)
Teacher Self-efficacy			0.13
			(0.19)
Emotion Regulation (Reappraisal)			-0.06
			(0.08)
Emotion Regulation (Suppression)			0.09*
			(0.05)
Constant	4.06***	4.79***	6.06***
	(0.09)	(0.61)	(1.18)
R^2	.02	.06	.21
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.22. *Estimating Effect of Treatment on Self-compassionate Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B (SE)[a]	*B* (SE)	*B* (SE)
Treatment	-0.13	-0.15	-0.15
	(0.11)	(0.11)	(0.10)
Teacher Education Program[a]			
Concurrent Full		0.11	0.19
		(0.13)	(0.12)
Pre-Service		0.05	0.06
		(0.17)	(0.15)
Demographic & Background Characteristics			
Female		0.12	0.13
		(0.12)	(0.11)
Black/African American		-0.07	-0.19
		(0.17)	(0.16)
Asian		-0.18	-0.00
		(0.18)	(0.17)
Hispanic		-0.20	-0.07
		(0.19)	(0.17)
Multi-racial[b]		0.07	0.09
		(0.17)	(0.15)
Prior Teaching Experience		0.20	0.08
		(0.15)	(0.13)
Age		-0.04	-0.04*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.25*
			(0.12)
Perceived Stress			0.14
			(0.12)
Commitment to Teaching			0.02
			(0.10)
Mindfulness			0.04
			(0.14)
Life Satisfaction			-0.06
			(0.05)
Depression			-0.23
			(0.13)
Teacher Self-efficacy			0.17
			(0.15)
Emotion Regulation (Reappraisal)			0.16*
			(0.06)
Emotion Regulation (Suppression)			-0.08*
			(0.04)
Constant	4.73***	5.42***	3.91***
	(0.08)	(0.53)	(0.91)
R^2	.01	.07	.31
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.23. *Estimating Effect of Treatment on Resilient Mindset (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.04	-0.07	-0.08
	(0.13)	(0.12)	(0.10)
Teacher Education Program[a]			
Concurrent Full		-0.14	0.03
		(0.15)	(0.13)
Pre-Service		-0.17	-0.10
		(0.18)	(0.15)
Demographic & Background Characteristics			
Female		0.07	0.11
		(0.13)	(0.11)
Black/African American		0.27	0.06
		(0.19)	(0.17)
Asian		0.03	0.21
		(0.20)	(0.18)
Hispanic		-0.27	-0.11
		(0.21)	(0.17)
Multi-racial[b]		0.17	0.15
		(0.19)	(0.16)
Prior Teaching Experience		0.35*	0.17
		(0.16)	(0.13)
Age		-0.06*	-0.07**
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.27*
			(0.13)
Perceived Stress			-0.06
			(0.12)
Commitment to Teaching			0.08
			(0.11)
Mindfulness			-0.11
			(0.15)
Life Satisfaction			-0.02
			(0.05)
Depression			-0.14
			(0.14)
Teacher Self-efficacy			0.41**
			(0.15)
Emotion Regulation (Reappraisal)			0.19**
			(0.07)
Emotion Regulation (Suppression)			-0.06
			(0.04)
Constant	3.80***	5.12***	3.01**
	(0.09)	(0.57)	(0.94)
R^2	.00	.14	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.24. *Estimating Effect of Treatment on Growth Orientation Toward Teaching (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.09	0.05	0.05
	(0.12)	(0.11)	(0.11)
Teacher Education Program[a]			
Concurrent Full		-0.46***	-0.38**
		(0.14)	(0.14)
Pre-Service		-0.51**	-0.49**
		(0.17)	(0.17)
Demographic & Background Characteristics			
Female		0.20	0.20
		(0.13)	(0.13)
Black/African American		-0.14	-0.19
		(0.18)	(0.18)
Asian		0.23	0.33
		(0.19)	(0.19)
Hispanic		-0.01	0.10
		(0.19)	(0.19)
Multi-racial[b]		-0.02	-0.03
		(0.17)	(0.17)
Prior Teaching Experience		0.25	0.15
		(0.14)	(0.14)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.11
			(0.14)
Perceived Stress			0.03
			(0.13)
Commitment to Teaching			0.06
			(0.11)
Mindfulness			0.02
			(0.16)
Life Satisfaction			0.02
			(0.06)
Depression			-0.14
			(0.15)
Teacher Self-efficacy			0.18
			(0.17)
Emotion Regulation (Reappraisal)			0.03
			(0.07)
Emotion Regulation (Suppression)			-0.06
			(0.04)
Constant	4.57***	5.12***	4.15***
	(0.09)	(0.52)	(1.02)
R^2	.00	.17	.27
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.25. *Estimating Effect of Treatment on Efficacy Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.00	-0.05	-0.05
	(0.15)	(0.14)	(0.13)
Teacher Education Program[a]			
Concurrent Full		-0.04	0.06
		(0.17)	(0.17)
Pre-Service		-0.10	-0.05
		(0.21)	(0.20)
Demographic & Background Characteristics			
Female		0.28	0.30*
		(0.15)	(0.15)
Black/African American		0.18	0.11
		(0.22)	(0.22)
Asian		-0.01	0.14
		(0.23)	(0.23)
Hispanic		0.30	0.45*
		(0.24)	(0.23)
Multi-racial[b]		-0.02	-0.05
		(0.21)	(0.21)
Prior Teaching Experience		0.44*	0.32
		(0.18)	(0.18)
Age		-0.05	-0.05
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.15
			(0.17)
Perceived Stress			-0.05
			(0.16)
Commitment to Teaching			0.07
			(0.14)
Mindfulness			0.01
			(0.20)
Life Satisfaction			0.02
			(0.07)
Depression			-0.12
			(0.18)
Teacher Self-efficacy			0.17
			(0.20)
Emotion Regulation (Reappraisal)			0.12
			(0.09)
Emotion Regulation (Suppression)			-0.06
			(0.05)
Constant	4.56***	5.31***	4.09***
	(0.10)	(0.65)	(1.24)
R^2	.00	.13	.25
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.26. *Estimating Effect of Treatment on Change in Teacher Self-efficacy (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.09	-0.12	-0.10
	(0.09)	(0.09)	(0.09)
Teacher Self-efficacy	0.78***	0.79***	0.66***
	(0.11)	(0.11)	(0.13)
Teacher Education Program[a]			
Concurrent Full		0.12	0.13
		(0.11)	(0.11)
Pre-Service		-0.01	0.05
		(0.13)	(0.13)
Demographic & Background Characteristics			
Female		0.09	0.09
		(0.10)	(0.10)
Black/African American		0.06	0.09
		(0.15)	(0.15)
Asian		0.19	0.26
		(0.15)	(0.15)
Hispanic		-0.15	-0.09
		(0.15)	(0.15)
Multi-racial[b]		0.18	0.15
		(0.14)	(0.14)
Prior Teaching Experience		0.16	0.14
		(0.11)	(0.12)
Age		-0.04*	-0.05*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.03
			(0.11)
Perceived Stress			-0.20
			(0.10)
Commitment to Teaching			0.04
			(0.09)
Mindfulness			-0.13
			(0.13)
Life Satisfaction			-0.02
			(0.05)
Depression			0.01
			(0.12)
Emotion Regulation (Reappraisal)			0.11
			(0.06)
Emotion Regulation (Suppression)			-0.03
			(0.03)
Constant	0.40	1.21*	2.24**
	(0.37)	(0.56)	(0.81)
R^2	.32	.39	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates except for baseline self-efficacy. Model 2 includes covariates for demographic and background characteristics, as well as baseline self-efficacy. Model 3 includes all covariates.
Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.27. *Estimating Effect of Treatment on Avoidance & Proving Goal Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.06	0.05	0.01
	(0.11)	(0.10)	(0.10)
Teacher Education Program[a]			
Concurrent Full		0.03	0.05
		(0.13)	(0.12)
Pre-Service		-0.06	-0.05
		(0.16)	(0.15)
Demographic & Background Characteristics			
Female		0.09	0.07
		(0.12)	(0.11)
Black/African American		-0.04	-0.08
		(0.17)	(0.16)
Asian		-0.11	-0.10
		(0.17)	(0.17)
Hispanic		0.30	0.31
		(0.18)	(0.17)
Multi-racial[b]		-0.19	-0.11
		(0.16)	(0.15)
Prior Teaching Experience		0.02	0.07
		(0.13)	(0.13)
Age		-0.01	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.44***
			(0.12)
Perceived Stress			-0.15
			(0.11)
Commitment to Teaching			0.02
			(0.10)
Mindfulness			0.32*
			(0.14)
Life Satisfaction			-0.02
			(0.05)
Depression			0.14
			(0.13)
Teacher Self-efficacy			0.12
			(0.15)
Emotion Regulation (Reappraisal)			0.04
			(0.06)
Emotion Regulation (Suppression)			0.09**
			(0.04)
Constant	4.17***	4.47***	4.30***
	(0.07)	(0.48)	(0.90)
R^2	.00	.07	.24
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Estimating the Treatment Effect on Secondary Outcomes (All Study Models)

Table A.28. *Estimating Effect of Treatment on Changes in Global Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.01	-0.00	-0.03
	(0.08)	(0.07)	(0.07)
Global Self-compassion	0.80***	0.82***	0.84***
	(0.07)	(0.07)	(0.09)
Teacher Education Program[a]			
Concurrent Full		-0.06	-0.06
		(0.09)	(0.09)
Pre-Service		-0.03	-0.09
		(0.11)	(0.11)
Demographic & Background Characteristics			
Female		0.05	0.03
		(0.08)	(0.08)
Black/African American		-0.07	-0.09
		(0.12)	(0.12)
Asian		0.03	-0.04
		(0.13)	(0.13)
Hispanic		-0.27*	-0.28*
		(0.12)	(0.12)
Multi-racial[b]		-0.07	-0.05
		(0.11)	(0.11)
Prior Teaching Experience		-0.08	-0.07
		(0.10)	(0.10)
Age		-0.01	-0.02
		(0.01)	(0.01)
Social-psychological Characteristics & Orientation Toward Teaching			
Perceived Stress			0.17*
			(0.08)
Commitment to Teaching			0.13
			(0.07)
Mindfulness			-0.05
			(0.11)
Life Satisfaction			0.04
			(0.04)
Depression			-0.02
			(0.10)
Teacher Self-efficacy			0.09
			(0.11)
Emotion Regulation (Reappraisal)			0.07
			(0.05)
Emotion Regulation (Suppression)			-0.03
			(0.03)
Constant	0.51*	0.86*	-0.27
	(0.22)	(0.39)	(0.67)
R^2	.54	.57	.62
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates, except for baseline self-compassion. Model 2 includes covariates for demographic and background characteristics, as well as baseline self-compassion. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.29. *Estimating Effect of Treatment on Teacher Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.15	-0.14	-0.13
	(0.12)	(0.11)	(0.08)
Teacher Education Program[a]			
Concurrent Full		-0.05	0.03
		(0.13)	(0.10)
Pre-Service		-0.09	-0.10
		(0.16)	(0.12)
Demographic & Background Characteristics			
Female		-0.18	-0.06
		(0.12)	(0.09)
Black/African American		0.19	0.08
		(0.17)	(0.13)
Asian		-0.04	0.12
		(0.19)	(0.14)
Hispanic		-0.26	-0.18
		(0.19)	(0.14)
Multi-racial[b]		0.17	0.06
		(0.17)	(0.12)
Prior Teaching Experience		0.35*	0.21*
		(0.14)	(0.10)
Age		-0.02	-0.04**
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.77***
			(0.10)
Perceived Stress			0.02
			(0.10)
Commitment to Teaching			-0.06
			(0.08)
Mindfulness			-0.10
			(0.12)
Life Satisfaction			-0.03
			(0.04)
Depression			0.07
			(0.11)
Teacher Self-efficacy			0.16
			(0.12)
Emotion Regulation (Reappraisal)			0.13*
			(0.05)
Emotion Regulation (Suppression)			-0.04
			(0.03)
Constant	3.16***	3.70***	0.93
	(0.08)	(0.50)	(0.75)
R^2	.01	.12	.57
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.30. *Estimating Effect of Treatment on Change in Mindfulness (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.06	-0.07	-0.06
	(0.08)	(0.07)	(0.07)
Mindfulness	0.75***	0.77***	0.53***
	(0.07)	(0.07)	(0.10)
Teacher Education Program[a]			
Concurrent Full		-0.08	-0.03
		(0.09)	(0.09)
Pre-Service		-0.13	-0.10
		(0.11)	(0.11)
Demographic & Background Characteristics			
Female		0.02	0.03
		(0.08)	(0.08)
Black/African American		0.08	0.04
		(0.12)	(0.12)
Asian		-0.00	-0.01
		(0.13)	(0.12)
Hispanic		-0.04	-0.02
		(0.12)	(0.12)
Multi-racial[b]		0.06	0.03
		(0.11)	(0.11)
Prior Teaching Experience		0.10	0.04
		(0.09)	(0.09)
Age		-0.03*	-0.02
		(0.01)	(0.01)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.20*
			(0.09)
Perceived Stress			0.06
			(0.08)
Commitment to Teaching			0.02
			(0.07)
Life Satisfaction			0.02
			(0.04)
Depression			-0.15
			(0.10)
Teacher Self-efficacy			0.03
			(0.11)
Emotion Regulation (Reappraisal)			0.05
			(0.05)
Emotion Regulation (Suppression)			-0.02
			(0.03)
Constant	0.76**	1.37***	0.97
	(0.23)	(0.39)	(0.66)
R^2	.48	.52	.58
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates, except for baseline mindfulness. Model 2 includes covariates for demographic and background characteristics, as well as baseline mindfulness. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.31. *Estimating Effect of Treatment on Well-being (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.05	-0.06	-0.04
	(0.15)	(0.15)	(0.12)
Teacher Education Program[a]			
Concurrent Full		-0.26	-0.09
		(0.18)	(0.15)
Pre-Service		-0.05	0.00
		(0.22)	(0.18)
Demographic & Background Characteristics			
Female		0.02	0.08
		(0.16)	(0.14)
Black/African American		-0.09	-0.19
		(0.23)	(0.20)
Asian		-0.16	0.06
		(0.25)	(0.21)
Hispanic		-0.41	-0.17
		(0.24)	(0.20)
Multi-racial[b]		0.10	0.06
		(0.22)	(0.19)
Prior Teaching Experience		0.24	0.01
		(0.18)	(0.16)
Age		-0.05	-0.04
		(0.03)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.39**
			(0.15)
Perceived Stress			-0.01
			(0.14)
Commitment to Teaching			0.16
			(0.12)
Mindfulness			-0.10
			(0.17)
Life Satisfaction			0.06
			(0.06)
Depression			-0.28
			(0.17)
Teacher Self-efficacy			0.18
			(0.18)
Emotion Regulation (Reappraisal)			0.19*
			(0.08)
Emotion Regulation (Suppression)			-0.08
			(0.04)
Constant	0.03	1.19	-0.93
	(0.11)	(0.66)	(1.13)
R^2	.00	.10	.42
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.32. *Estimating Effect of Treatment on Change in Perceived Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.01	-0.00	-0.04
	(0.12)	(0.12)	(0.10)
Perceived Stress	0.47***	0.45***	0.03
	(0.09)	(0.09)	(0.11)
Teacher Education Program[a]			
Concurrent Full		0.13	0.08
		(0.14)	(0.12)
Pre-Service		0.07	0.12
		(0.18)	(0.15)
Demographic & Background Characteristics			
Female		-0.02	-0.12
		(0.13)	(0.11)
Black/African American		0.18	0.26
		(0.18)	(0.16)
Asian		0.01	0.04
		(0.20)	(0.17)
Hispanic		0.04	0.04
		(0.20)	(0.17)
Multi-racial[b]		0.17	0.22
		(0.18)	(0.15)
Prior Teaching Experience		-0.11	-0.04
		(0.15)	(0.13)
Age		0.03	0.03
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.55***
			(0.12)
Commitment to Teaching			-0.06
			(0.10)
Mindfulness			0.13
			(0.14)
Life Satisfaction			-0.09
			(0.05)
Depression			0.17
			(0.13)
Teacher Self-efficacy			0.01
			(0.15)
Emotion Regulation (Reappraisal)			-0.19**
			(0.06)
Emotion Regulation (Suppression)			0.00
			(0.04)
Constant	1.76***	1.05	4.64***
	(0.27)	(0.58)	(0.91)
R^2	.19	.22	.49
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates, except for baseline perceived stress. Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.33. *Estimating Effect of Treatment on Occupational Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.24	0.24	0.17
	(0.18)	(0.17)	(0.14)
Teacher Education Program[a]			
Concurrent Full		0.59**	0.37*
		(0.20)	(0.18)
Pre-Service		0.42	0.27
		(0.25)	(0.22)
Demographic & Background Characteristics			
Female		0.16	-0.02
		(0.18)	(0.16)
Black/African American		0.12	0.22
		(0.26)	(0.24)
Asian		-0.15	-0.35
		(0.28)	(0.25)
Hispanic		0.31	0.08
		(0.28)	(0.24)
Multi-racial[b]		0.26	0.31
		(0.25)	(0.22)
Prior Teaching Experience		-0.70***	-0.38*
		(0.21)	(0.19)
Age		0.02	0.01
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.57**
			(0.18)
Perceived Stress			0.10
			(0.17)
Commitment to Teaching			-0.16
			(0.15)
Mindfulness			0.21
			(0.21)
Life Satisfaction			-0.04
			(0.08)
Depression			0.41*
			(0.20)
Teacher Self-efficacy			-0.14
			(0.22)
Emotion Regulation (Reappraisal)			-0.05
			(0.09)
Emotion Regulation (Suppression)			-0.01
			(0.05)
Constant	3.96***	3.34***	4.72***
	(0.13)	(0.76)	(1.34)
R^2	.01	.20	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.34. *Estimating Effect of Treatment on Occupational Burnout (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.03	0.03	0.08
	(0.21)	(0.20)	(0.17)
Teacher Education Program[a]			
Concurrent Full		0.85***	0.55**
		(0.24)	(0.21)
Pre-Service		0.41	0.37
		(0.29)	(0.25)
Demographic & Background Characteristics			
Female		-0.01	-0.12
		(0.22)	(0.19)
Black/African American		0.07	0.36
		(0.31)	(0.27)
Asian		0.18	0.02
		(0.33)	(0.29)
Hispanic		0.33	0.06
		(0.33)	(0.28)
Multi-racial[b]		-0.12	-0.10
		(0.30)	(0.26)
Prior Teaching Experience		-0.43	-0.10
		(0.24)	(0.21)
Age		0.04	0.04
		(0.04)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.39
			(0.21)
Perceived Stress			0.11
			(0.20)
Commitment to Teaching			-0.43*
			(0.17)
Mindfulness			0.21
			(0.24)
Life Satisfaction			-0.08
			(0.09)
Depression			0.19
			(0.23)
Teacher Self-efficacy			-0.76**
			(0.25)
Emotion Regulation (Reappraisal)			-0.17
			(0.11)
Emotion Regulation (Suppression)			0.03
			(0.06)
Constant	3.64***	2.53**	6.38***
	(0.15)	(0.88)	(1.55)
R^2	.00	.17	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.35. *Estimating Effect of Treatment on Job Satisfaction (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.07	-0.09	-0.10
	(0.18)	(0.16)	(0.15)
Teacher Education Program[a]			
Concurrent Full		-0.96***	-0.76***
		(0.20)	(0.19)
Pre-Service		-0.46	-0.44
		(0.24)	(0.23)
Demographic & Background Characteristics			
Female		0.06	0.13
		(0.18)	(0.17)
Black/African American		0.02	-0.12
		(0.26)	(0.25)
Asian		0.11	0.12
		(0.28)	(0.26)
Hispanic		-0.10	0.08
		(0.28)	(0.25)
Multi-racial[b]		-0.14	-0.08
		(0.25)	(0.23)
Prior Teaching Experience		0.31	0.08
		(0.21)	(0.19)
Age		-0.04	-0.03
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.12
			(0.19)
Perceived Stress			0.17
			(0.18)
Commitment to Teaching			0.46**
			(0.15)
Mindfulness			-0.17
			(0.22)
Life Satisfaction			0.12
			(0.08)
Depression			-0.40
			(0.21)
Teacher Self-efficacy			0.34
			(0.23)
Emotion Regulation (Reappraisal)			0.16
			(0.10)
Emotion Regulation (Suppression)			-0.00
			(0.05)
Constant	0.03	1.35	-1.32
	(0.13)	(0.75)	(1.39)
R^2	.00	.22	.41
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.36. *Estimating Effect of Treatment on Change in Commitment to Teaching (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.29	0.21	0.47
	(0.44)	(0.49)	(0.63)
Commitment to Teaching	2.37***	2.90***	4.03***
	(0.44)	(0.58)	(0.87)
Teacher Education Program[a]			
Concurrent Full		-0.29	-0.63
		(0.62)	(0.91)
Pre-Service		-0.97	-1.30
		(0.74)	(1.00)
Demographic & Background Characteristics			
Female		0.33	-0.45
		(0.54)	(0.70)
Black/African American		1.27	1.07
		(0.80)	(0.98)
Asian		1.02	0.83
		(0.80)	(0.95)
Hispanic		0.95	0.54
		(0.83)	(0.96)
Multi-racial[b]		0.49	0.19
		(0.79)	(0.94)
Prior Teaching Experience		1.05	1.88*
		(0.61)	(0.83)
Age		-0.18	-0.15
		(0.10)	(0.12)
Social-psychological Characteristics			
Global Self-compassion			-1.46
			(0.78)
Perceived Stress			-0.45
			(0.77)
Mindfulness			-2.10*
			(0.90)
Life Satisfaction			0.42
			(0.33)
Depression			0.13
			(0.83)
Teacher Self-efficacy			0.28
			(0.89)
Emotion Regulation (Reappraisal)			1.31**
			(0.48)
Emotion Regulation (Suppression)			-0.35
			(0.26)
Constant	-1.64***	1.56	4.06
	(0.39)	(2.20)	(5.20)
R^2	.22	.30	.40
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 represents a simple difference in means comparison of the treatment with no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. R^2 is a McFadden Pseudo R^2 with maximum likelihood for missing data (models estimating binary outcomes do not produce an R^2). This estimate represents the ratio of the log likelihood of the full model and the intercept model. When comparing two models, the pseudo R^2 is higher for the model with the greater likelihood and better fit. Values in parentheses represent standard errors.
* denotes p-value of <0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Estimating the Omnibus Interaction Effect of Commitment on Primary Outcomes (All Study Models)

Table A.37. *Estimating the Omnibus Interaction Effect of Commitment on Self-compassionate Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.10	0.15	0.20
	(0.14)	(0.14)	(0.13)
Treatment*Commitment	-0.24	-0.28	-0.41*
	(0.21)	(0.21)	(0.19)
Commitment to Teaching	0.20	0.16	0.29*
	(0.15)	(0.15)	(0.14)
Teacher Education Program[a]			
Concurrent Full		0.12	0.21
		(0.13)	(0.12)
Pre-Service		0.09	0.14
		(0.15)	(0.14)
Demographic & Background Characteristics			
Female		-0.19	-0.22*
		(0.12)	(0.11)
Black/African American		-0.04	-0.16
		(0.16)	(0.15)
Asian		-0.11	0.07
		(0.16)	(0.15)
Hispanic		-0.16	-0.00
		(0.17)	(0.16)
Multi-racial[b]		0.23	0.25
		(0.16)	(0.14)
Prior Teaching Experience		0.27*	0.17
		(0.13)	(0.12)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.06
			(0.12)
Perceived Stress			-0.01
			(0.11)
Mindfulness			-0.10
			(0.13)
Life Satisfaction			-0.03
			(0.05)
Depression			-0.20
			(0.12)
Teacher Self-efficacy			0.22
			(0.14)
Emotion Regulation (Reappraisal)			0.18**
			(0.06)
Emotion Regulation (Suppression)			-0.10**
			(0.03)
Constant	4.54***	4.87***	4.22***
	(0.09)	(0.47)	(0.85)
R^2	.02	.11	.34
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.38. *Estimating the Omnibus Interaction Effect of Commitment on Resilient Mindset (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.27	-0.26	-0.25*
	(0.14)	(0.14)	(0.11)
Treatment*Commitment	0.54*	0.48*	0.42*
	(0.22)	(0.21)	(0.18)
Commitment to Teaching	-0.20	-0.17	-0.10
	(0.15)	(0.15)	(0.12)
Teacher Education Program[a]			
Concurrent Full		-0.15	-0.04
		(0.13)	(0.10)
Pre-Service		-0.08	-0.10
		(0.15)	(0.12)
Demographic & Background Characteristics			
Female		-0.01	0.01
		(0.11)	(0.09)
Black/African American		0.17	0.04
		(0.16)	(0.14)
Asian		0.00	0.15
		(0.16)	(0.14)
Hispanic		-0.34	-0.19
		(0.17)	(0.14)
Multi-racial[b]		0.02	-0.03
		(0.16)	(0.13)
Prior Teaching Experience		0.20	0.10
		(0.13)	(0.11)
Age		-0.05*	-0.06***
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.23*
			(0.10)
Perceived Stress			-0.04
			(0.10)
Mindfulness			0.09
			(0.12)
Life Satisfaction			0.03
			(0.04)
Depression			0.03
			(0.11)
Teacher Self-efficacy			0.35**
			(0.12)
Emotion Regulation (Reappraisal)			0.10
			(0.06)
Emotion Regulation (Suppression)			-0.07*
			(0.03)
Constant	3.90***	5.11***	2.73***
	(0.10)	(0.46)	(0.77)
R^2	.05	.17	.50
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.39. *Estimating the Omnibus Interaction Effect of Commitment on Growth Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.02	0.01	0.03
	(0.14)	(0.13)	(0.12)
Treatment*Commitment	0.32	0.26	0.21
	(0.21)	(0.20)	(0.19)
Commitment to Teaching	-0.19	-0.13	-0.11
	(0.15)	(0.14)	(0.13)
Teacher Education Program[a]			
Concurrent Full		-0.27*	-0.26*
		(0.12)	(0.11)
Pre-Service		-0.32*	-0.36**
		(0.14)	(0.13)
Demographic & Background Characteristics			
Female		0.19	0.15
		(0.11)	(0.10)
Black/African American		-0.09	-0.04
		(0.15)	(0.15)
Asian		-0.02	0.07
		(0.16)	(0.15)
Hispanic		-0.25	-0.14
		(0.16)	(0.15)
Multi-racial[b]		0.09	0.02
		(0.15)	(0.14)
Prior Teaching Experience		0.17	0.15
		(0.13)	(0.12)
Age		-0.03	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.12
			(0.11)
Perceived Stress			-0.03
			(0.11)
Mindfulness			0.02
			(0.13)
Life Satisfaction			0.08
			(0.05)
Depression			0.03
			(0.12)
Teacher Self-efficacy			0.05
			(0.13)
Emotion Regulation (Reappraisal)			-0.03
			(0.06)
Emotion Regulation (Suppression)			-0.12***
			(0.03)
Constant	4.83***	5.48***	4.97***
	(0.09)	(0.44)	(0.83)
R^2	.04	.17	.35
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.40. *Estimating the Omnibus Interaction Effect of Commitment on Efficacy Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.08	-0.07	-0.15
	(0.16)	(0.16)	(0.16)
Treatment*Commitment	0.29	0.22	0.27
	(0.25)	(0.25)	(0.24)
Commitment to Teaching	-0.10	-0.10	-0.07
	(0.17)	(0.18)	(0.17)
Teacher Education Program[a]			
Concurrent Full		-0.16	-0.15
		(0.15)	(0.14)
Pre-Service		0.01	-0.10
		(0.18)	(0.17)
Demographic & Background Characteristics			
Female		0.01	0.03
		(0.13)	(0.13)
Black/African American		0.20	0.12
		(0.19)	(0.19)
Asian		0.03	0.06
		(0.19)	(0.19)
Hispanic		-0.03	-0.00
		(0.20)	(0.19)
Multi-racial[b]		-0.19	-0.23
		(0.19)	(0.18)
Prior Teaching Experience		0.20	0.19
		(0.15)	(0.15)
Age		-0.03	-0.06*
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.29*
			(0.14)
Perceived Stress			0.05
			(0.14)
Mindfulness			0.17
			(0.17)
Life Satisfaction			-0.01
			(0.06)
Depression			0.26
			(0.15)
Teacher Self-efficacy			0.25
			(0.17)
Emotion Regulation (Reappraisal)			0.09
			(0.08)
Emotion Regulation (Suppression)			-0.04
			(0.04)
Constant	4.66***	5.40***	2.76**
	(0.11)	(0.54)	(1.06)
R^2	.01	.08	.23
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.41. *Estimating the Omnibus Interaction Effect of Commitment on Avoidance & Proving Goal Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.05	0.02	0.09
	(0.18)	(0.18)	(0.17)
Treatment*Commitment	0.33	0.30	0.14
	(0.27)	(0.28)	(0.27)
Initial Commitment to Teaching	-0.13	-0.06	-0.03
	(0.19)	(0.20)	(0.19)
Teacher Education Program[a]			
Concurrent Full		-0.18	-0.10
		(0.16)	(0.16)
Pre-Service		-0.19	-0.09
		(0.20)	(0.19)
Demographic & Background Characteristics			
Female		0.23	0.22
		(0.15)	(0.15)
Black/African American		0.00	-0.02
		(0.21)	(0.21)
Asian		-0.04	0.02
		(0.21)	(0.21)
Hispanic		-0.01	0.05
		(0.23)	(0.22)
Multi-racial[b]		-0.06	-0.04
		(0.21)	(0.20)
Prior Teaching Experience		0.06	0.05
		(0.17)	(0.17)
Age		-0.03	-0.03
		(0.03)	(0.03)
Social-psychological Characteristics			
Global Self-compassion			-0.40*
			(0.16)
Perceived Stress			-0.41**
			(0.15)
Mindfulness			0.18
			(0.19)
Life Satisfaction			-0.01
			(0.07)
Depression			0.13
			(0.17)
Teacher Self-efficacy			0.13
			(0.19)
Emotion Regulation (Reappraisal)			-0.07
			(0.08)
Emotion Regulation (Suppression)			0.09*
			(0.05)
Constant	4.11***	4.80***	5.97***
	(0.12)	(0.61)	(1.19)
R^2	.03	.08	.21
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.42. *Estimating the Omnibus Interaction Effect of Commitment on Self-compassionate Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.10	-0.13	-0.13
	(0.15)	(0.15)	(0.14)
Treatment*Commitment	-0.07	-0.04	-0.04
	(0.23)	(0.23)	(0.21)
Commitment to Teaching	0.02	-0.02	0.04
	(0.16)	(0.16)	(0.15)
Teacher Education Program[a]			
Concurrent Full		0.11	0.18
		(0.14)	(0.13)
Pre-Service		0.05	0.06
		(0.17)	(0.15)
Demographic & Background Characteristics			
Female		0.11	0.13
		(0.12)	(0.11)
Black/African American		-0.07	-0.19
		(0.18)	(0.16)
Asian		-0.17	0.00
		(0.18)	(0.17)
Hispanic		-0.20	-0.07
		(0.19)	(0.17)
Multi-racial[b]		0.06	0.09
		(0.17)	(0.15)
Prior Teaching Experience		0.20	0.08
		(0.15)	(0.13)
Age		-0.04	-0.04*
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.25*
			(0.13)
Perceived Stress			0.13
			(0.12)
Mindfulness			0.03
			(0.15)
Life Satisfaction			-0.06
			(0.05)
Depression			-0.23
			(0.13)
Teacher Self-efficacy			0.18
			(0.15)
Emotion Regulation (Reappraisal)			0.17*
			(0.07)
Emotion Regulation (Suppression)			-0.08*
			(0.04)
Constant	4.72***	5.41***	3.93***
	(0.10)	(0.53)	(0.92)
R^2	.01	.07	.31
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.43. *Estimating the Omnibus Interaction Effect of Commitment on Resilient Mindset (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.55*	-0.56*	-0.57**
	(0.24)	(0.23)	(0.19)
Treatment*Commitment	1.13**	1.03**	1.00***
	(0.36)	(0.35)	(0.29)
Commitment to Teaching	-0.54*	-0.48	-0.39
	(0.25)	(0.25)	(0.21)
Teacher Education Program[a]			
Concurrent Full		-0.14	0.10
		(0.21)	(0.18)
Pre-Service		-0.17	-0.11
		(0.25)	(0.21)
Demographic & Background Characteristics			
Female		0.17	0.24
		(0.19)	(0.16)
Black/African American		0.35	0.06
		(0.27)	(0.23)
Asian		-0.03	0.21
		(0.28)	(0.24)
Hispanic		-0.48	-0.27
		(0.29)	(0.24)
Multi-racial[b]		0.20	0.18
		(0.26)	(0.21)
Prior Teaching Experience		0.42	0.17
		(0.22)	(0.18)
Age		-0.08*	-0.09***
		(0.03)	(0.03)
Social-psychological Characteristics			
Global Self-compassion			0.47**
			(0.18)
Perceived Stress			0.07
			(0.17)
Mindfulness			-0.04
			(0.20)
Life Satisfaction			-0.03
			(0.07)
Depression			-0.25
			(0.19)
Teacher Self-efficacy			0.59**
			(0.21)
Emotion Regulation (Reappraisal)			0.22*
			(0.09)
Emotion Regulation (Suppression)			-0.07
			(0.05)
Constant	0.25	1.98*	-1.68
	(0.16)	(0.79)	(1.29)
R^2	.08	.20	.49
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.44. *Estimating the Omnibus Interaction Effect of Commitment on Growth Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.16	-0.15	-0.16
	(0.16)	(0.15)	(0.15)
Treatment*Commitment	0.56*	0.43	0.47*
	(0.24)	(0.23)	(0.23)
Commitment to Teaching	-0.27	-0.17	-0.17
	(0.17)	(0.17)	(0.16)
Teacher Education Program[a]			
Concurrent Full		-0.43**	-0.36**
		(0.14)	(0.14)
Pre-Service		-0.48**	-0.47**
		(0.17)	(0.17)
Demographic & Background Characteristics			
Female		0.23	0.25*
		(0.13)	(0.12)
Black/African American		-0.14	-0.20
		(0.18)	(0.18)
Asian		0.19	0.29
		(0.19)	(0.19)
Hispanic		-0.04	0.05
		(0.19)	(0.19)
Multi-racial[b]		-0.04	-0.04
		(0.17)	(0.17)
Prior Teaching Experience		0.21	0.12
		(0.15)	(0.14)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.16
			(0.14)
Perceived Stress			0.11
			(0.13)
Mindfulness			0.08
			(0.16)
Life Satisfaction			0.02
			(0.06)
Depression			-0.16
			(0.15)
Teacher Self-efficacy			0.18
			(0.16)
Emotion Regulation (Reappraisal)			0.00
			(0.07)
Emotion Regulation (Suppression)			-0.06
			(0.04)
Constant	4.68***	5.13***	3.86***
	(0.11)	(0.52)	(1.02)
R^2	.05	.20	.29
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.45. *Estimating the Omnibus Interaction Effect of Commitment on Efficacy Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.15	-0.18	-0.14
	(0.20)	(0.19)	(0.18)
Treatment*Commitment	0.34	0.26	0.21
	(0.30)	(0.29)	(0.28)
Commitment to Teaching	-0.11	-0.08	-0.03
	(0.21)	(0.21)	(0.20)
Teacher Education Program[a]			
Concurrent Full		-0.03	0.07
		(0.17)	(0.17)
Pre-Service		-0.08	-0.05
		(0.21)	(0.20)
Demographic & Background Characteristics			
Female		0.31*	0.32*
		(0.16)	(0.15)
Black/African American		0.19	0.10
		(0.22)	(0.22)
Asian		-0.04	0.12
		(0.23)	(0.23)
Hispanic		0.28	0.43
		(0.24)	(0.23)
Multi-racial[b]		-0.02	-0.05
		(0.22)	(0.21)
Prior Teaching Experience		0.41*	0.30
		(0.18)	(0.18)
Age		-0.05	-0.05
		(0.03)	(0.03)
Social-psychological Characteristics			
Global Self-compassion			0.17
			(0.17)
Perceived Stress			-0.02
			(0.16)
Mindfulness			0.03
			(0.20)
Life Satisfaction			0.02
			(0.07)
Depression			-0.13
			(0.18)
Teacher Self-efficacy			0.18
			(0.20)
Emotion Regulation (Reappraisal)			0.11
			(0.09)
Emotion Regulation (Suppression)			-0.06
			(0.05)
Constant	4.60***	5.32***	3.96**
	(0.13)	(0.65)	(1.25)
R^2	.01	.13	.25
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.46. *Estimating the Omnibus Interaction Effect of Commitment on Changes in Teacher Self-efficacy (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.36**	-0.39***	-0.35**
	(0.12)	(0.11)	(0.12)
Treatment*Commitment	0.60***	0.60***	0.55**
	(0.18)	(0.18)	(0.18)
Commitment to Teaching	-0.26*	-0.27*	-0.23
	(0.13)	(0.13)	(0.13)
Self-efficacy	0.76***	0.77***	0.66***
	(0.10)	(0.11)	(0.13)
Teacher Education Program[a]			
Concurrent Full		0.15	0.15
		(0.11)	(0.11)
Pre-Service		0.03	0.07
		(0.13)	(0.13)
Demographic & Background Characteristics			
Female		0.12	0.14
		(0.09)	(0.10)
Black/African American		0.05	0.08
		(0.14)	(0.14)
Asian		0.14	0.22
		(0.14)	(0.15)
Hispanic		-0.20	-0.15
		(0.14)	(0.14)
Multi-racial[b]		0.15	0.13
		(0.13)	(0.13)
Prior Teaching Experience		0.12	0.10
		(0.11)	(0.11)
Age		-0.04*	-0.05**
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.08
			(0.11)
Perceived Stress			-0.11
			(0.10)
Mindfulness			-0.07
			(0.13)
Life Satisfaction			-0.03
			(0.05)
Depression			-0.02
			(0.11)
Emotion Regulation (Reappraisal)			0.08
			(0.06)
Emotion Regulation (Suppression)			-0.02
			(0.03)
Constant	0.59	1.31*	1.92*
	(0.37)	(0.54)	(0.79)
R^2	.38	.45	.48
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment and baseline self-efficacy. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment and self-efficacy. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.47. *Estimating the Omnibus Interaction Effect of Commitment on Avoidance & Proving Goal Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.06	-0.08	-0.09
	(0.14)	(0.14)	(0.13)
Treatment*Commitment	0.28	0.28	0.22
	(0.22)	(0.22)	(0.21)
Commitment to Teaching	-0.13	-0.11	-0.09
	(0.15)	(0.16)	(0.15)
Teacher Education Program[a]			
Concurrent Full		0.04	0.06
		(0.13)	(0.12)
Pre-Service		-0.05	-0.05
		(0.16)	(0.15)
Demographic & Background Characteristics			
Female		0.11	0.09
		(0.12)	(0.11)
Black/African American		-0.05	-0.09
		(0.17)	(0.16)
Asian		-0.13	-0.12
		(0.17)	(0.17)
Hispanic		0.28	0.28
		(0.18)	(0.17)
Multi-racial[b]		-0.20	-0.11
		(0.16)	(0.15)
Prior Teaching Experience		0.01	0.06
		(0.13)	(0.13)
Age		-0.01	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			-0.42***
			(0.12)
Perceived Stress			-0.11
			(0.12)
Mindfulness			0.34*
			(0.14)
Life Satisfaction			-0.03
			(0.05)
Depression			0.13
			(0.13)
Teacher Self-efficacy			0.11
			(0.15)
Emotion Regulation (Reappraisal)			0.03
			(0.07)
Emotion Regulation (Suppression)			0.10**
			(0.04)
Constant	4.22***	4.47***	4.17***
	(0.10)	(0.48)	(0.91)
R^2	.02	.08	.25
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Estimating the Omnibus Interaction Effect of Commitment on Secondary Outcomes (All Study Models)

Table A.48. *Estimating the Omnibus Interaction Effect of Commitment on Change in Global Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.09	-0.13	-0.16
	(0.10)	(0.10)	(0.10)
Treatment*Commitment	0.21	0.27	0.30*
	(0.15)	(0.15)	(0.15)
Commitment to Teaching	-0.02	-0.03	-0.02
	(0.11)	(0.11)	(0.11)
Self-compassion	0.81***	0.84***	0.87***
	(0.07)	(0.07)	(0.09)
Teacher Education Program[a]			
Concurrent Full		-0.05	-0.05
		(0.09)	(0.09)
Pre-Service		-0.02	-0.08
		(0.11)	(0.11)
Demographic & Background Characteristics			
Female		0.08	0.06
		(0.08)	(0.08)
Black/African American		-0.06	-0.10
		(0.11)	(0.12)
Asian		0.01	-0.06
		(0.12)	(0.13)
Hispanic		-0.27*	-0.31*
		(0.12)	(0.12)
Multi-racial[b]		-0.07	-0.06
		(0.11)	(0.11)
Prior Teaching Experience		-0.13	-0.09
		(0.10)	(0.09)
Age		-0.01	-0.02
		(0.01)	(0.01)
Social-psychological Characteristics			
Perceived Stress			0.21*
			(0.09)
Mindfulness			-0.01
			(0.11)
Life Satisfaction			0.04
			(0.04)
Depression			-0.02
			(0.10)
Teacher Self-efficacy			0.09
			(0.11)
Emotion Regulation (Reappraisal)			0.06
			(0.05)
Emotion Regulation (Suppression)			-0.02
			(0.03)
Constant	0.49*	0.82*	-0.47
	(0.22)	(0.39)	(0.67)
R^2	.56	.59	.63
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment and self-compassion. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment and self-compassion. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.49. *Estimating the Omnibus Interaction Effect of Commitment on Teacher Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.31*	-0.26	-0.33**
	(0.15)	(0.15)	(0.11)
Treatment*Commitment	0.39	0.32	0.48**
	(0.23)	(0.23)	(0.17)
Commitment to Teaching	-0.26	-0.27	-0.29*
	(0.16)	(0.16)	(0.12)
Teacher Education Program[a]			
Concurrent Full		-0.01	0.05
		(0.13)	(0.10)
Pre-Service		-0.05	-0.08
		(0.16)	(0.12)
Demographic & Background Characteristics			
Female		-0.17	-0.02
		(0.12)	(0.09)
Black/African American		0.17	0.07
		(0.17)	(0.13)
Asian		-0.04	0.09
		(0.19)	(0.14)
Hispanic		-0.30	-0.24
		(0.19)	(0.13)
Multi-racial[b]		0.13	0.04
		(0.17)	(0.12)
Prior Teaching Experience		0.35*	0.19
		(0.14)	(0.10)
Age		-0.02	-0.04**
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.81***
			(0.10)
Perceived Stress			0.09
			(0.10)
Mindfulness			-0.05
			(0.11)
Life Satisfaction			-0.03
			(0.04)
Depression			0.07
			(0.11)
Teacher Self-efficacy			0.15
			(0.12)
Emotion Regulation (Reappraisal)			0.11*
			(0.05)
Emotion Regulation (Suppression)			-0.03
			(0.03)
Constant	3.27***	3.73***	0.63
	(0.10)	(0.50)	(0.73)
R^2	.04	.14	.60
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.50. *Estimating the Omnibus Interaction Effect of Commitment on Change in Mindfulness (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.15	-0.14	-0.12
	(0.10)	(0.10)	(0.10)
Treatment*Commitment	0.21	0.15	0.13
	(0.15)	(0.15)	(0.15)
Commitment to Teaching	-0.11	-0.06	-0.05
	(0.11)	(0.11)	(0.10)
Mindfulness	0.76***	0.78***	0.55***
	(0.07)	(0.07)	(0.10)
Teacher Education Program[a]			
Concurrent Full		-0.08	-0.02
		(0.09)	(0.09)
Pre-Service		-0.12	-0.09
		(0.11)	(0.11)
Demographic & Background Characteristics			
Female		0.03	0.05
		(0.08)	(0.08)
Black/African American		0.08	0.03
		(0.12)	(0.12)
Asian		-0.01	-0.01
		(0.13)	(0.12)
Hispanic		-0.05	-0.04
		(0.12)	(0.12)
Multi-racial[b]		0.06	0.02
		(0.11)	(0.11)
Prior Teaching Experience		0.09	0.03
		(0.09)	(0.09)
Age		-0.03	-0.02
		(0.01)	(0.01)
Social-psychological Characteristics			
Global Self-compassion			0.22*
			(0.09)
Perceived Stress			0.08
			(0.09)
Life Satisfaction			0.02
			(0.04)
Depression			-0.16
			(0.10)
Teacher Self-efficacy			0.03
			(0.11)
Emotion Regulation (Reappraisal)			0.04
			(0.05)
Emotion Regulation (Suppression)			-0.02
			(0.03)
Constant	0.77***	1.36***	0.89
	(0.23)	(0.38)	(0.67)
R^2	.49	.52	.58
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment and mindfulness. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment and mindfulness. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.51. *Estimating the Omnibus Interaction Effect of Commitment on Well-being (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.38	-0.39*	-0.35*
	(0.20)	(0.19)	(0.16)
Treatment*Commitment	0.74*	0.73*	0.71**
	(0.30)	(0.29)	(0.25)
Commitment to Teaching	-0.21	-0.22	-0.19
	(0.21)	(0.21)	(0.17)
Teacher Education Program[a]			
Concurrent Full		-0.23	-0.07
		(0.17)	(0.15)
Pre-Service		0.00	0.03
		(0.21)	(0.18)
Demographic & Background Characteristics			
Female		0.09	0.15
		(0.16)	(0.13)
Black/African American		-0.09	-0.20
		(0.22)	(0.19)
Asian		-0.21	0.01
		(0.24)	(0.21)
Hispanic		-0.45	-0.25
		(0.24)	(0.20)
Multi-racial[b]		0.08	0.04
		(0.22)	(0.18)
Prior Teaching Experience		0.17	-0.03
		(0.18)	(0.15)
Age		-0.04	-0.04
		(0.03)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			0.46**
			(0.15)
Perceived Stress			0.08
			(0.14)
Mindfulness			-0.01
			(0.17)
Life Satisfaction			0.06
			(0.06)
Depression			-0.28
			(0.16)
Teacher Self-efficacy			0.17
			(0.18)
Emotion Regulation (Reappraisal)			0.15*
			(0.08)
Emotion Regulation (Suppression)			-0.07
			(0.04)
Constant	0.11	1.20	-1.37
	(0.13)	(0.64)	(1.10)
R^2	.06	.16	.46
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.
* denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.52. *Estimating the Omnibus Interaction Effect of Commitment on Change in Perceived Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.02	-0.03	0.03
	(0.16)	(0.16)	(0.13)
Treatment*Commitment	0.01	0.05	-0.17
	(0.24)	(0.24)	(0.21)
Commitment to Teaching	-0.01	-0.02	0.03
	(0.17)	(0.17)	(0.15)
Perceived Stress	0.47***	0.45***	0.00
	(0.09)	(0.09)	(0.12)
Teacher Education Program[a]			
Concurrent Full		0.13	0.07
		(0.14)	(0.12)
Pre-Service		0.07	0.11
		(0.18)	(0.15)
Demographic & Background Characteristics			
Female		-0.02	-0.13
		(0.13)	(0.11)
Black/African American		0.17	0.26
		(0.19)	(0.16)
Asian		0.01	0.05
		(0.21)	(0.17)
Hispanic		0.04	0.06
		(0.20)	(0.17)
Multi-racial[b]		0.17	0.22
		(0.18)	(0.15)
Prior Teaching Experience		-0.11	-0.03
		(0.15)	(0.13)
Age		0.03	0.03
		(0.02)	(0.02)
Social-psychological Characteristics			
Global Self-compassion			-0.57***
			(0.12)
Mindfulness			0.11
			(0.14)
Life Satisfaction			-0.09
			(0.05)
Depression			0.18
			(0.13)
Teacher Self-efficacy			0.01
			(0.15)
Emotion Regulation (Reappraisal)			-0.18**
			(0.07)
Emotion Regulation (Suppression)			-0.00
			(0.04)
Constant	1.76***	1.05	4.77***
	(0.27)	(0.58)	(0.92)
R^2	.19	.22	.49
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment and perceived stress. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment and perceived stress. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.53. *Estimating the Omnibus Interaction Effect of Commitment on Occupational Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.47*	0.38	0.31
	(0.24)	(0.22)	(0.20)
Treatment*Commitment	-0.50	-0.30	-0.31
	(0.37)	(0.34)	(0.31)
Commitment to Teaching	-0.03	-0.03	-0.00
	(0.25)	(0.24)	(0.21)
Teacher Education Program[a]			
Concurrent Full		0.59**	0.36
		(0.20)	(0.18)
Pre-Service		0.41	0.25
		(0.25)	(0.22)
Demographic & Background Characteristics			
Female		0.12	-0.05
		(0.18)	(0.16)
Black/African American		0.10	0.23
		(0.26)	(0.24)
Asian		-0.11	-0.32
		(0.28)	(0.25)
Hispanic		0.31	0.12
		(0.28)	(0.24)
Multi-racial[b]		0.25	0.33
		(0.25)	(0.22)
Prior Teaching Experience		-0.65**	-0.37*
		(0.21)	(0.19)
Age		0.02	0.01
		(0.03)	(0.03)
Social-psychological Characteristics			
Global Self-compassion			-0.60***
			(0.18)
Perceived Stress			0.06
			(0.18)
Mindfulness			0.17
			(0.21)
Life Satisfaction			-0.04
			(0.08)
Depression			0.42*
			(0.20)
Teacher Self-efficacy			-0.13
			(0.22)
Emotion Regulation (Reappraisal)			-0.03
			(0.10)
Emotion Regulation (Suppression)			-0.02
			(0.05)
Constant	3.98***	3.35***	4.92***
	(0.16)	(0.75)	(1.35)
R^2	.05	.22	.45
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.54. *Estimating the Omnibus Interaction Effect of Commitment on Occupational Burnout (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.50	0.44	0.41
	(0.27)	(0.25)	(0.22)
Treatment*Commitment	-1.06*	-0.89*	-0.75*
	(0.41)	(0.39)	(0.35)
Commitment to Teaching	0.17	0.05	-0.05
	(0.29)	(0.28)	(0.24)
Teacher Education Program[a]			
Concurrent Full		0.83***	0.52*
		(0.23)	(0.21)
Pre-Service		0.38	0.33
		(0.28)	(0.25)
Demographic & Background Characteristics			
Female		-0.11	-0.19
		(0.21)	(0.19)
Black/African American		0.05	0.37
		(0.30)	(0.27)
Asian		0.27	0.07
		(0.32)	(0.29)
Hispanic		0.35	0.15
		(0.32)	(0.28)
Multi-racial[b]		-0.13	-0.06
		(0.29)	(0.25)
Prior Teaching Experience		-0.30	-0.06
		(0.24)	(0.21)
Age		0.03	0.04
		(0.04)	(0.03)
Social-psychological Characteristics			
Global Self-compassion			-0.47*
			(0.21)
Perceived Stress			0.00
			(0.20)
Mindfulness			0.12
			(0.24)
Life Satisfaction			-0.07
			(0.09)
Depression			0.19
			(0.23)
Teacher Self-efficacy			-0.74**
			(0.25)
Emotion Regulation (Reappraisal)			-0.13
			(0.11)
Emotion Regulation (Suppression)			0.02
			(0.06)
Constant	3.57***	2.55**	6.86***
	(0.18)	(0.85)	(1.54)
R^2	.08	.23	.46
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.55. *Estimating the Omnibus Interaction Effect of Commitment on Job Satisfaction (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.52*	-0.46*	-0.43*
	(0.23)	(0.21)	(0.20)
Treatment*Commitment	1.01**	0.79*	0.76*
	(0.36)	(0.32)	(0.31)
Commitment to Teaching	-0.11	0.06	0.08
	(0.25)	(0.23)	(0.22)
Teacher Education Program[a]			
Concurrent Full		-0.95***	-0.74***
		(0.19)	(0.18)
Pre-Service		-0.44	-0.41
		(0.23)	(0.22)
Demographic & Background Characteristics			
Female		0.16	0.21
		(0.17)	(0.17)
Black/African American		0.05	-0.13
		(0.25)	(0.24)
Asian		0.02	0.07
		(0.27)	(0.26)
Hispanic		-0.11	-0.01
		(0.26)	(0.25)
Multi-racial[b]		-0.11	-0.11
		(0.24)	(0.22)
Prior Teaching Experience		0.18	0.04
		(0.20)	(0.19)
Age		-0.04	-0.03
		(0.03)	(0.03)
Social-psychological Characteristics			
Global Self-compassion			0.19
			(0.18)
Perceived Stress			0.28
			(0.18)
Mindfulness			-0.08
			(0.21)
Life Satisfaction			0.12
			(0.08)
Depression			-0.40*
			(0.21)
Teacher Self-efficacy			0.32
			(0.22)
Emotion Regulation (Reappraisal)			0.12
			(0.10)
Emotion Regulation (Suppression)			0.01
			(0.05)
Constant	0.08	1.31	-1.80
	(0.16)	(0.71)	(1.37)
R^2	.10	.31	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Values in parentheses represent standard errors.

* denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.56 *Estimating the Omnibus Interaction Effect of Commitment on Change in Commitment to Teaching (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.62	-0.58	0.18
	(0.67)	(0.72)	(0.96)
Treatment*Commitment	1.76	1.60	0.52
	(0.93)	(1.03)	(1.32)
Commitment to Teaching	1.59**	2.20**	3.79***
	(0.58)	(0.71)	(1.05)
Teacher Education Program[a]			
Concurrent Full		-0.19	-0.67
		(0.63)	(0.93)
Pre-Service		-0.90	-1.34
		(0.74)	(1.02)
Demographic & Background Characteristics			
Female		0.44	-0.40
		(0.56)	(0.71)
Black/African American		1.24	1.02
		(0.82)	(1.00)
Asian		0.94	0.78
		(0.82)	(0.96)
Hispanic		0.83	0.44
		(0.85)	(0.99)
Multi-racial[b]		0.40	0.15
		(0.79)	(0.94)
Prior Teaching Experience		0.99	1.84*
		(0.63)	(0.83)
Age		-0.18	-0.14
		(0.10)	(0.12)
Social-psychological Characteristics			
Global Self-compassion			-1.41
			(0.79)
Perceived Stress			-0.32
			(0.84)
Mindfulness			-2.03*
			(0.91)
Life Satisfaction			0.41
			(0.34)
Depression			0.08
			(0.84)
Teacher Self-efficacy			0.27
			(0.90)
Emotion Regulation (Reappraisal)			1.28**
			(0.48)
Emotion Regulation (Suppression)			-0.35
			(0.26)
Constant	-1.25**	1.85	3.80
	(0.40)	(2.23)	(5.24)
R^2	.24	.32	.40
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the interaction effect of the binary commitment variable (1=high commitment, 0=low commitment) with the binary indicator for treatment status and includes no covariates, except baseline commitment. Model 2 includes covariates for demographic and background characteristics, as well as baseline commitment. Model 3 includes all covariates. Commitment outcome estimate is represented as the log-odds of being highly committed to teaching. Change in commitment is the change in log-odds from baseline to 6-month follow-up.

R^2 is a McFadden Pseudo R^2 with maximum likelihood for missing data (models estimating binary outcomes do not produce an R^2). This estimate represents the ratio of the log likelihood of the full model and the intercept model. When comparing two models, the pseudo R^2 is higher for the model with the greater likelihood and better fit.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Estimating the Omnibus Interaction Effect of Program on Primary Outcomes (All Study Models)

Table A.57. *Estimating the Omnibus Interaction Effect of Program on Self-compassionate Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.12	0.10	0.22
	(0.17)	(0.17)	(0.15)
Concurrent Full*Treatment	-0.14	-0.11	-0.36
	(0.25)	(0.25)	(0.23)
Pre-Service*Treatment	-0.22	-0.13	-0.28
	(0.26)	(0.26)	(0.23)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	0.78	0.32	2.83
Teacher Education Program[b]			
Concurrent Full	0.14	0.20	0.44*
	(0.18)	(0.18)	(0.18)
Pre-Service	0.30	0.18	0.30
	(0.18)	(0.19)	(0.18)
Demographic & Background Characteristics			
Female		-0.16	-0.16
		(0.12)	(0.11)
Black/African American		-0.06	-0.20
		(0.16)	(0.15)
Asian		-0.12	0.05
		(0.17)	(0.15)
Hispanic		-0.19	-0.05
		(0.17)	(0.16)
Multi-racial[c]		0.20	0.22
		(0.16)	(0.15)
Prior Teaching Experience		0.26*	0.14
		(0.13)	(0.12)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.10
			(0.12)
Perceived Stress			0.06
			(0.11)
Commitment to Teaching			0.05
			(0.10)
Mindfulness			-0.05
			(0.13)
Life Satisfaction			-0.02
			(0.05)
Depression			-0.24*
			(0.12)
Teacher Self-efficacy			0.25
			(0.14)
Emotion Regulation (Reappraisal)			0.17**
			(0.06)
Emotion Regulation (Suppression)			-0.08*
			(0.03)
Constant	4.48***	4.88***	3.73***
	(0.12)	(0.48)	(0.86)
R^2	.02	.10	.33
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001. [a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category

Table A.58. *Estimating the Omnibus Interaction Effect of Program on Resilient Mindset (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.23	-0.25	-0.13
	(0.18)	(0.17)	(0.14)
Concurrent Full*Treatment	0.38	0.29	-0.01
	(0.25)	(0.25)	(0.21)
Pre-Service*Treatment	0.27	0.36	0.17
	(0.26)	(0.26)	(0.21)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	2.39	2.31	0.84
Teacher Education Program[b]			
Concurrent Full	-0.47**	-0.32	-0.05
	(0.18)	(0.18)	(0.16)
Pre-Service	-0.22	-0.27	-0.19
	(0.18)	(0.19)	(0.16)
Demographic & Background Characteristics			
Female		-0.04	-0.01
		(0.12)	(0.10)
Black/African American		0.18	0.06
		(0.16)	(0.14)
Asian		0.03	0.19
		(0.17)	(0.14)
Hispanic		-0.30	-0.14
		(0.17)	(0.14)
Multi-racial[c]		0.07	0.01
		(0.16)	(0.13)
Prior Teaching Experience		0.25	0.13
		(0.13)	(0.11)
Age		-0.05*	-0.07***
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.19
			(0.11)
Perceived Stress			-0.10
			(0.10)
Commitment to Teaching			0.12
			(0.09)
Mindfulness			0.05
			(0.12)
Life Satisfaction			0.03
			(0.04)
Depression			0.05
			(0.11)
Teacher Self-efficacy			0.35**
			(0.13)
Emotion Regulation (Reappraisal)			0.12*
			(0.06)
Emotion Regulation (Suppression)			-0.08*
			(0.03)
Constant	4.04***	5.21***	3.05***
	(0.12)	(0.49)	(0.79)
R^2	.06	.15	.48
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.59. *Estimating the Omnibus Interaction Effect of Program on Growth Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.21	0.18	0.23
	(0.16)	(0.16)	(0.15)
Concurrent Full*Treatment	-0.06	-0.19	-0.22
	(0.24)	(0.23)	(0.23)
Pre-Service*Treatment	-0.11	0.00	-0.11
	(0.25)	(0.24)	(0.22)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	0.22	0.77	0.99
Teacher Education Program[b]			
Concurrent Full	-0.32	-0.19	-0.14
	(0.17)	(0.17)	(0.17)
Pre-Service	-0.20	-0.33	-0.30
	(0.17)	(0.18)	(0.17)
Demographic & Background Characteristics			
Female		0.20	0.15
		(0.11)	(0.10)
Black/African American		-0.08	-0.05
		(0.15)	(0.15)
Asian		0.00	0.11
		(0.16)	(0.15)
Hispanic		-0.22	-0.12
		(0.16)	(0.15)
Multi-racial[c]		0.11	0.02
		(0.15)	(0.14)
Prior Teaching Experience		0.20	0.17
		(0.12)	(0.12)
Age		-0.03	-0.03
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.10
			(0.11)
Perceived Stress			-0.06
			(0.10)
Commitment to Teaching			-0.01
			(0.09)
Mindfulness			0.01
			(0.13)
Life Satisfaction			0.08
			(0.05)
Depression			0.03
			(0.12)
Teacher Self-efficacy			0.07
			(0.13)
Emotion Regulation (Reappraisal)			-0.01
			(0.06)
Emotion Regulation (Suppression)			-0.12***
			(0.03)
Constant	4.92***	5.54***	4.99***
	(0.12)	(0.46)	(0.83)
R^2	.09	.17	.35
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.60. *Estimating the Omnibus Interaction Effect of Program on Efficacy Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.08	-0.07	-0.07
	(0.20)	(0.20)	(0.19)
Concurrent Full*Treatment	0.31	0.23	0.12
	(0.29)	(0.29)	(0.29)
Pre-Service*Treatment	0.07	0.07	-0.00
	(0.30)	(0.30)	(0.28)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	1.25	0.64	0.21
Teacher Education Program[b]			
Concurrent Full	-0.38	-0.29	-0.23
	(0.20)	(0.21)	(0.22)
Pre-Service	-0.01	-0.04	-0.11
	(0.21)	(0.22)	(0.22)
Demographic & Background Characteristics			
Female		-0.02	-0.01
		(0.14)	(0.13)
Black/African American		0.21	0.13
		(0.19)	(0.19)
Asian		0.03	0.08
		(0.19)	(0.19)
Hispanic		-0.01	0.03
		(0.20)	(0.19)
Multi-racial[c]		-0.18	-0.22
		(0.19)	(0.18)
Prior Teaching Experience		0.22	0.21
		(0.15)	(0.15)
Age		-0.03	-0.06*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.27
			(0.14)
Perceived Stress			-0.00
			(0.13)
Commitment to Teaching			0.08
			(0.12)
Mindfulness			0.14
			(0.17)
Life Satisfaction			-0.02
			(0.06)
Depression			0.28
			(0.15)
Teacher Self-efficacy			0.24
			(0.17)
Emotion Regulation (Reappraisal)			0.10
			(0.08)
Emotion Regulation (Suppression)			-0.05
			(0.04)
Constant	4.74***	5.40***	3.01**
	(0.14)	(0.56)	(1.07)
R^2	.04	.08	.23
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.61. *Estimating the Omnibus Interaction Effect of Program on Avoidance & Proving Goal Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.03	0.01	0.05
	(0.22)	(0.22)	(0.21)
Concurrent Full*Treatment	0.19	0.05	-0.09
	(0.32)	(0.32)	(0.32)
Pre-Service*Treatment	0.33	0.43	0.42
	(0.33)	(0.33)	(0.31)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	1.04	1.80	2.64
Teacher Education Program[b]			
Concurrent Full	-0.33	-0.20	-0.04
	(0.22)	(0.23)	(0.24)
Pre-Service	-0.34	-0.39	-0.27
	(0.23)	(0.25)	(0.24)
Demographic & Background Characteristics			
Female		0.23	0.25
		(0.15)	(0.15)
Black/African American		0.02	-0.00
		(0.21)	(0.21)
Asian		-0.03	0.02
		(0.21)	(0.21)
Hispanic		0.02	0.09
		(0.23)	(0.21)
Multi-racial[c]		-0.00	0.04
		(0.21)	(0.20)
Prior Teaching Experience		0.10	0.06
		(0.17)	(0.17)
Age		-0.04	-0.04
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.43**
			(0.16)
Perceived Stress			-0.40**
			(0.15)
Commitment to Teaching			0.05
			(0.13)
Mindfulness			0.19
			(0.18)
Life Satisfaction			-0.01
			(0.07)
Depression			0.11
			(0.17)
Teacher Self-efficacy			0.14
			(0.19)
Emotion Regulation (Reappraisal)			-0.07
			(0.08)
Emotion Regulation (Suppression)			0.10*
			(0.05)
Constant	4.27***	4.99***	6.17***
	(0.15)	(0.63)	(1.18)
R^2	.05	.08	.23
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.62. *Estimating the Omnibus Interaction Effect of Program on Self-compassionate Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.27	-0.31	-0.20
	(0.18)	(0.18)	(0.17)
Concurrent Full*Treatment	0.28	0.20	-0.04
	(0.26)	(0.26)	(0.25)
Pre-Service*Treatment	0.18	0.34	0.19
	(0.28)	(0.28)	(0.25)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	1.18	1.60	0.90
Teacher Education Program[b]			
Concurrent Full	-0.11	0.02	0.22
	(0.19)	(0.19)	(0.19)
Pre-Service	0.02	-0.11	-0.03
	(0.19)	(0.21)	(0.19)
Demographic & Background Characteristics			
Female		0.12	0.15
		(0.12)	(0.12)
Black/African American		-0.06	-0.19
		(0.17)	(0.16)
Asian		-0.21	-0.02
		(0.18)	(0.17)
Hispanic		-0.19	-0.07
		(0.19)	(0.17)
Multi-racial[c]		0.10	0.12
		(0.17)	(0.16)
Prior Teaching Experience		0.21	0.09
		(0.15)	(0.13)
Age		-0.04	-0.05*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.25*
			(0.12)
Perceived Stress			0.15
			(0.12)
Commitment to Teaching			0.03
			(0.10)
Mindfulness			0.05
			(0.14)
Life Satisfaction			-0.06
			(0.05)
Depression			-0.24
			(0.13)
Teacher Self-efficacy			0.18
			(0.15)
Emotion Regulation (Reappraisal)			0.16*
			(0.06)
Emotion Regulation (Suppression)			-0.08*
			(0.04)
Constant	4.76***	5.57***	3.96***
	(0.13)	(0.56)	(0.93)
R^2	.03	.09	.31
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.63. *Estimating the Omnibus Interaction Effect of Program on Resilient Mindset (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.49*	-0.55**	-0.41*
	(0.20)	(0.19)	(0.17)
Concurrent Full*Treatment	0.77**	0.65*	0.32
	(0.29)	(0.28)	(0.25)
Pre-Service*Treatment	0.66*	0.91**	0.70**
	(0.31)	(0.30)	(0.25)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	8.14*	10.85**	7.65*
Teacher Education Program[b]			
Concurrent Full	-0.66**	-0.44*	-0.13
	(0.21)	(0.20)	(0.19)
Pre-Service	-0.44*	-0.59**	-0.45*
	(0.21)	(0.22)	(0.19)
Demographic & Background Characteristics			
Female		0.08	0.13
		(0.13)	(0.11)
Black/African American		0.30	0.11
		(0.18)	(0.16)
Asian		-0.05	0.14
		(0.19)	(0.17)
Hispanic		-0.25	-0.09
		(0.20)	(0.17)
Multi-racial[c]		0.27	0.24
		(0.18)	(0.16)
Prior Teaching Experience		0.37*	0.19
		(0.15)	(0.13)
Age		-0.07**	-0.08***
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.27*
			(0.12)
Perceived Stress			-0.04
			(0.12)
Commitment to Teaching			0.14
			(0.10)
Mindfulness			-0.08
			(0.14)
Life Satisfaction			-0.02
			(0.05)
Depression			-0.12
			(0.13)
Teacher Self-efficacy			0.40**
			(0.15)
Emotion Regulation (Reappraisal)			0.18**
			(0.07)
Emotion Regulation (Suppression)			-0.07
			(0.04)
Constant	4.15***	5.49***	3.40***
	(0.14)	(0.57)	(0.93)
R^2	.09	.22	.47
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.64. *Estimating the Omnibus Interaction Effect of Program on Growth Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B (SE)	*B* (SE)	*B* (SE)
Treatment (Concurrent Reduced*Treatment)	-0.08	-0.09	-0.01
	(0.19)	(0.18)	(0.19)
Concurrent Full*Treatment	0.26	0.11	-0.05
	(0.27)	(0.27)	(0.28)
Pre-Service*Treatment	0.29	0.34	0.25
	(0.29)	(0.29)	(0.28)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	1.29	1.40	1.17
Teacher Education Program[b]			
Concurrent Full	-0.63**	-0.50*	-0.34
	(0.19)	(0.20)	(0.21)
Pre-Service	-0.50*	-0.66**	-0.60**
	(0.20)	(0.21)	(0.22)
Demographic & Background Characteristics			
Female		0.21	0.23
		(0.13)	(0.13)
Black/African American		-0.12	-0.18
		(0.18)	(0.18)
Asian		0.20	0.31
		(0.19)	(0.19)
Hispanic		0.00	0.11
		(0.19)	(0.19)
Multi-racial[c]		0.02	0.01
		(0.18)	(0.18)
Prior Teaching Experience		0.26	0.16
		(0.14)	(0.14)
Age		-0.03	-0.03
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.11
			(0.14)
Perceived Stress			0.05
			(0.13)
Commitment to Teaching			0.07
			(0.12)
Mindfulness			0.04
			(0.16)
Life Satisfaction			0.02
			(0.06)
Depression			-0.15
			(0.15)
Teacher Self-efficacy			0.19
			(0.17)
Emotion Regulation (Reappraisal)			0.02
			(0.07)
Emotion Regulation (Suppression)			-0.06
			(0.04)
Constant	4.94***	5.31***	4.21***
	(0.13)	(0.54)	(1.03)
R^2	.12	.18	.28
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.65. *Estimating the Omnibus Interaction Effect of Program on Efficacy Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.20	-0.25	-0.12
	(0.24)	(0.23)	(0.23)
Concurrent Full*Treatment	0.45	0.27	0.03
	(0.35)	(0.34)	(0.34)
Pre-Service*Treatment	0.15	0.37	0.21
	(0.36)	(0.36)	(0.34)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	1.70	1.23	0.40
Teacher Education Program[b]			
Concurrent Full	-0.38	-0.17	0.05
	(0.24)	(0.24)	(0.26)
Pre-Service	-0.05	-0.26	-0.15
	(0.25)	(0.26)	(0.26)
Demographic & Background Characteristics			
Female		0.28	0.31*
		(0.16)	(0.16)
Black/African American		0.20	0.12
		(0.22)	(0.22)
Asian		-0.05	0.12
		(0.23)	(0.23)
Hispanic		0.31	0.46*
		(0.24)	(0.23)
Multi-racial[c]		0.01	-0.02
		(0.22)	(0.21)
Prior Teaching Experience		0.45*	0.33
		(0.18)	(0.18)
Age		-0.05	-0.06
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.15
			(0.17)
Perceived Stress			-0.04
			(0.16)
Commitment to Teaching			0.09
			(0.14)
Mindfulness			0.02
			(0.20)
Life Satisfaction			0.02
			(0.07)
Depression			-0.12
			(0.18)
Teacher Self-efficacy			0.17
			(0.20)
Emotion Regulation (Reappraisal)			0.11
			(0.09)
Emotion Regulation (Suppression)			-0.07
			(0.05)
Constant	4.70***	5.49***	4.21***
	(0.17)	(0.67)	(1.26)
R^2	.02	.14	.25
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.66. *Estimating the Omnibus Interaction Effect of Program on Change in Teacher Self-efficacy (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.33*	-0.36*	-0.36*
	(0.15)	(0.14)	(0.14)
Concurrent Full*Treatment	0.36	0.22	0.25
	(0.22)	(0.21)	(0.22)
Pre-Service*Treatment	0.41	0.57*	0.56*
	(0.23)	(0.22)	(0.22)
Teacher Self-efficacy	0.76***	0.76***	0.64***
	(0.11)	(0.11)	(0.13)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	4.12	6.53*	6.55*
Teacher Education Program[b]			
Concurrent Full	-0.16	0.02	0.00
	(0.16)	(0.16)	(0.17)
Pre-Service	-0.20	-0.26	-0.23
	(0.16)	(0.16)	(0.17)
Demographic & Background Characteristics			
Female		0.11	0.10
		(0.10)	(0.10)
Black/African American		0.09	0.13
		(0.14)	(0.14)
Asian		0.14	0.21
		(0.14)	(0.15)
Hispanic		-0.14	-0.07
		(0.15)	(0.14)
Multi-racial[c]		0.24	0.22
		(0.13)	(0.14)
Prior Teaching Experience		0.19	0.16
		(0.11)	(0.11)
Age		-0.05**	-0.06**
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.03
			(0.11)
Perceived Stress			-0.18
			(0.10)
Commitment to Teaching			0.09
			(0.09)
Mindfulness			-0.11
			(0.13)
Life Satisfaction			-0.03
			(0.05)
Depression			0.02
			(0.12)
Emotion Regulation (Reappraisal)			0.10
			(0.06)
Emotion Regulation (Suppression)			-0.03
			(0.03)
Constant	0.61	1.65**	2.60**
	(0.42)	(0.56)	(0.80)
R^2	.34	.43	.48
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs and baseline self-efficacy). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics, as well as baseline self-efficacy. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.67. *Estimating the Omnibus Interaction Effect of Program on Avoidance & Proving Goal Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.02	0.03	0.03
	(0.17)	(0.17)	(0.17)
Concurrent Full*Treatment	0.16	0.12	-0.02
	(0.25)	(0.25)	(0.25)
Pre-Service*Treatment	-0.06	-0.05	-0.04
	(0.26)	(0.27)	(0.25)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	0.73	0.40	0.02
Teacher Education Program[b]			
Concurrent Full	-0.05	-0.04	0.06
	(0.18)	(0.18)	(0.19)
Pre-Service	-0.06	-0.04	-0.04
	(0.18)	(0.20)	(0.19)
Demographic & Background Characteristics			
Female		0.07	0.07
		(0.12)	(0.11)
Black/African American		-0.05	-0.08
		(0.17)	(0.16)
Asian		-0.11	-0.09
		(0.18)	(0.17)
Hispanic		0.30	0.31
		(0.18)	(0.17)
Multi-racial[c]		-0.20	-0.11
		(0.16)	(0.16)
Prior Teaching Experience		0.02	0.06
		(0.13)	(0.13)
Age		-0.01	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.44***
			(0.12)
Perceived Stress			-0.15
			(0.12)
Commitment to Teaching			0.02
			(0.10)
Mindfulness			0.32*
			(0.14)
Life Satisfaction			-0.02
			(0.05)
Depression			0.14
			(0.13)
Teacher Self-efficacy			0.11
			(0.15)
Emotion Regulation (Reappraisal)			0.04
			(0.06)
Emotion Regulation (Suppression)			0.09*
			(0.04)
Constant	4.20***	4.36***	4.28***
	(0.12)	(0.50)	(0.92)
R^2	.01	.07	.24
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Estimating the Moderating Effect of Program on Secondary Outcomes (All Study Models)

Table A.68. *Estimating the Omnibus Interaction Effect of Program on Change in Global Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.19	-0.18	-0.24*
	(0.12)	(0.12)	(0.12)
Concurrent Full*Treatment	0.22	0.15	0.17
	(0.17)	(0.17)	(0.18)
Pre-Service*Treatment	0.42*	0.44*	0.52**
	(0.18)	(0.19)	(0.18)
Global Self-compassion	0.79***	0.81***	0.84***
	(0.07)	(0.07)	(0.09)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	5.28	5.52	8.23*
Teacher Education Program[b]			
Concurrent Full	-0.17	-0.12	-0.14
	(0.12)	(0.13)	(0.13)
Pre-Service	-0.26*	-0.22	-0.34*
	(0.13)	(0.14)	(0.14)
Demographic & Background Characteristics			
Female		0.07	0.05
		(0.08)	(0.08)
Black/African American		-0.05	-0.06
		(0.11)	(0.12)
Asian		0.00	-0.07
		(0.12)	(0.12)
Hispanic		-0.25*	-0.26*
		(0.12)	(0.12)
Multi-racial[c]		-0.01	0.02
		(0.11)	(0.11)
Prior Teaching Experience		-0.06	-0.05
		(0.09)	(0.09)
Age		-0.02	-0.03
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Perceived Stress			0.19*
			(0.08)
Commitment to Teaching			0.17*
			(0.07)
Mindfulness			-0.02
			(0.10)
Life Satisfaction			0.04
			(0.04)
Depression			-0.00
			(0.10)
Teacher Self-efficacy			0.08
			(0.11)
Emotion Regulation (Reappraisal)			0.06
			(0.05)
Emotion Regulation (Suppression)			-0.03
			(0.03)
Constant	0.68**	1.15**	-0.04
	(0.23)	(0.40)	(0.66)
R^2	.56	.60	.65
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs, and baseline self-compassion). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics, as well as baseline self-compassion. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001. [a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.69. *Estimating the Omnibus Interaction Effect of Program on Teacher Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.58**	-0.62***	-0.49***
	(0.18)	(0.17)	(0.13)
Concurrent Full*Treatment	0.66*	0.69**	0.48*
	(0.26)	(0.25)	(0.19)
Pre-Service*Treatment	0.76**	0.90***	0.70***
	(0.28)	(0.27)	(0.20)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	9.55**	13.39**	13.33**
Teacher Education Program[b]			
Concurrent Full	-0.47*	-0.38*	-0.24
	(0.18)	(0.18)	(0.15)
Pre-Service	-0.35	-0.50*	-0.45**
	(0.19)	(0.20)	(0.15)
Demographic & Background Characteristics			
Female		-0.18	-0.06
		(0.12)	(0.09)
Black/African American		0.22	0.14
		(0.17)	(0.13)
Asian		-0.10	0.05
		(0.18)	(0.13)
Hispanic		-0.23	-0.17
		(0.18)	(0.13)
Multi-racial[c]		0.26	0.13
		(0.16)	(0.12)
Prior Teaching Experience		0.36**	0.24*
		(0.13)	(0.10)
Age		-0.03	-0.05**
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.77***
			(0.10)
Perceived Stress			0.02
			(0.09)
Commitment to Teaching			0.01
			(0.08)
Mindfulness			-0.09
			(0.11)
Life Satisfaction			-0.04
			(0.04)
Depression			0.12
			(0.11)
Teacher Self-efficacy			0.12
			(0.12)
Emotion Regulation (Reappraisal)			0.11*
			(0.05)
Emotion Regulation (Suppression)			-0.05
			(0.03)
Constant	3.42***	3.99***	1.36
	(0.13)	(0.50)	(0.72)
R^2	.10	.21	.61
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.70. *Estimating the Omnibus Interaction Effect of Program on Change in Mindfulness (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.21	-0.23*	-0.18
	(0.12)	(0.12)	(0.12)
Concurrent Full*Treatment	0.20	0.13	0.08
	(0.17)	(0.18)	(0.18)
Pre-Service*Treatment	0.29	0.40*	0.31
	(0.18)	(0.19)	(0.18)
Mindfulness	0.74***	0.76***	0.54***
	(0.07)	(0.07)	(0.10)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	2.71	4.52	2.97
Teacher Education Program[b]			
Concurrent Full	-0.24	-0.14	-0.07
	(0.12)	(0.13)	(0.14)
Pre-Service	-0.27*	-0.30*	-0.24
	(0.13)	(0.13)	(0.14)
Demographic & Background Characteristics			
Female		0.03	0.05
		(0.08)	(0.08)
Black/African American		0.09	0.06
		(0.11)	(0.12)
Asian		-0.02	-0.03
		(0.13)	(0.12)
Hispanic		-0.03	-0.01
		(0.12)	(0.12)
Multi-racial[c]		0.11	0.07
		(0.11)	(0.11)
Prior Teaching Experience		0.11	0.05
		(0.09)	(0.09)
Age		-0.03*	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.20*
			(0.09)
Perceived Stress			0.07
			(0.08)
Commitment to Teaching			0.04
			(0.07)
Life Satisfaction			0.02
			(0.04)
Depression			-0.14
			(0.10)
Teacher Self-efficacy			0.03
			(0.11)
Emotion Regulation (Reappraisal)			0.04
			(0.05)
Emotion Regulation (Suppression)			-0.02
			(0.03)
Constant	0.93***	1.56***	1.09
	(0.25)	(0.39)	(0.66)
R^2	.51	.54	.59
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs and baseline mindfulness). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics, as well as baseline mindfulness. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.71. *Estimating the Omnibus Interaction Effect of Program on Well-being (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.50*	-0.55*	-0.34
	(0.23)	(0.22)	(0.20)
Concurrent Full*Treatment	0.58	0.47	0.09
	(0.34)	(0.33)	(0.30)
Pre-Service*Treatment	0.95**	1.18***	0.89**
	(0.36)	(0.36)	(0.30)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	7.33*	10.85**	9.57**
Teacher Education Program[b]			
Concurrent Full	-0.65**	-0.46	-0.13
	(0.24)	(0.24)	(0.23)
Pre-Service	-0.42	-0.57*	-0.40
	(0.25)	(0.26)	(0.23)
Demographic & Background Characteristics			
Female		0.07	0.16
		(0.16)	(0.13)
Black/African American		-0.04	-0.13
		(0.22)	(0.19)
Asian		-0.22	0.00
		(0.24)	(0.21)
Hispanic		-0.37	-0.14
		(0.23)	(0.19)
Multi-racial[c]		0.23	0.19
		(0.22)	(0.18)
Prior Teaching Experience		0.27	0.05
		(0.17)	(0.15)
Age		-0.06*	-0.07**
		(0.03)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.39**
			(0.15)
Perceived Stress			0.02
			(0.14)
Commitment to Teaching			0.22
			(0.12)
Mindfulness			-0.04
			(0.17)
Life Satisfaction			0.05
			(0.06)
Depression			-0.24
			(0.17)
Teacher Self-efficacy			0.18
			(0.18)
Emotion Regulation (Reappraisal)			0.18*
			(0.08)
Emotion Regulation (Suppression)			-0.08
			(0.04)
Constant	0.37*	1.72**	-0.59
	(0.16)	(0.66)	(1.10)
R^2	.11	.18	.47
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.72. *Estimating the Omnibus Interaction Effect of Program on Change in Perceived Stress (6-Month Follow-Up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.32	0.31	0.17
	(0.19)	(0.19)	(0.16)
Concurrent Full*Treatment	-0.69*	-0.64*	-0.42
	(0.27)	(0.28)	(0.25)
Pre-Service*Treatment	-0.34	-0.34	-0.25
	(0.29)	(0.30)	(0.25)
Perceived Stress	0.42***	0.42***	0.04
	(0.09)	(0.09)	(0.11)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	6.53*	5.38	2.99
Teacher Education Program[b]			
Concurrent Full	0.51**	0.46*	0.32
	(0.20)	(0.20)	(0.19)
Pre-Service	0.22	0.25	0.26
	(0.20)	(0.22)	(0.19)
Demographic & Background Characteristics			
Female		0.02	-0.08
		(0.13)	(0.11)
Black/African American		0.17	0.22
		(0.18)	(0.16)
Asian		0.07	0.08
		(0.20)	(0.17)
Hispanic		0.05	0.04
		(0.20)	(0.16)
Multi-racial[c]		0.15	0.20
		(0.18)	(0.15)
Prior Teaching Experience		-0.11	-0.04
		(0.15)	(0.13)
Age		0.02	0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.56***
			(0.12)
Commitment to Teaching			-0.09
			(0.10)
Mindfulness			0.14
			(0.14)
Life Satisfaction			-0.08
			(0.05)
Depression			0.15
			(0.13)
Teacher Self-efficacy			0.05
			(0.15)
Emotion Regulation (Reappraisal)			-0.18**
			(0.06)
Emotion Regulation (Suppression)			0.01
			(0.04)
Constant	1.65***	1.13	4.40***
	(0.26)	(0.59)	(0.91)
R^2	.24	.26	.50
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.73. *Estimating the Omnibus Interaction Effect of Program on Occupational Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.71**	0.70**	0.42
	(0.28)	(0.26)	(0.24)
Concurrent Full*Treatment	-0.74	-0.68	-0.27
	(0.40)	(0.39)	(0.37)
Pre-Service*Treatment	-0.85*	-0.84*	-0.52
	(0.43)	(0.42)	(0.38)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	5.08	5.07	1.98
Teacher Education Program[b]			
Concurrent Full	1.06***	0.92**	0.51
	(0.28)	(0.28)	(0.28)
Pre-Service	0.45	0.80**	0.52
	(0.29)	(0.31)	(0.28)
Demographic & Background Characteristics			
Female		0.17	-0.04
		(0.18)	(0.17)
Black/African American		0.09	0.18
		(0.26)	(0.24)
Asian		-0.09	-0.30
		(0.28)	(0.25)
Hispanic		0.28	0.07
		(0.27)	(0.24)
Multi-racial[c]		0.18	0.25
		(0.25)	(0.23)
Prior Teaching Experience		-0.71***	-0.40*
		(0.21)	(0.19)
Age		0.02	0.02
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.57**
			(0.18)
Perceived Stress			0.09
			(0.17)
Commitment to Teaching			-0.21
			(0.15)
Mindfulness			0.19
			(0.21)
Life Satisfaction			-0.03
			(0.08)
Depression			0.38
			(0.20)
Teacher Self-efficacy			-0.11
			(0.22)
Emotion Regulation (Reappraisal)			-0.04
			(0.09)
Emotion Regulation (Suppression)			-0.01
			(0.05)
Constant	3.47***	3.07***	4.43**
	(0.20)	(0.77)	(1.36)
R^2	.15	.24	.46
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.74. *Estimating the Omnibus Interaction Effect of Program on Occupational Burnout (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.65*	0.72*	0.54*
	(0.31)	(0.30)	(0.27)
Concurrent Full*Treatment	-0.92*	-0.86	-0.36
	(0.45)	(0.45)	(0.41)
Pre-Service*Treatment	-1.17*	-1.41**	-1.13**
	(0.48)	(0.49)	(0.42)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	7.01*	9.09*	7.16*
Teacher Education Program[b]			
Concurrent Full	1.43***	1.25***	0.74*
	(0.32)	(0.33)	(0.31)
Pre-Service	0.78*	1.05**	0.89**
	(0.33)	(0.35)	(0.32)
Demographic & Background Characteristics			
Female		-0.04	-0.18
		(0.21)	(0.19)
Black/African American		0.02	0.28
		(0.30)	(0.27)
Asian		0.27	0.11
		(0.32)	(0.29)
Hispanic		0.29	0.03
		(0.32)	(0.27)
Multi-racial[c]		-0.26	-0.24
		(0.29)	(0.25)
Prior Teaching Experience		-0.45	-0.14
		(0.24)	(0.21)
Age		0.05	0.06
		(0.04)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			-0.39
			(0.20)
Perceived Stress			0.08
			(0.19)
Commitment to Teaching			-0.52**
			(0.17)
Mindfulness			0.17
			(0.24)
Life Satisfaction			-0.07
			(0.09)
Depression			0.12
			(0.23)
Teacher Self-efficacy			-0.73**
			(0.25)
Emotion Regulation (Reappraisal)			-0.15
			(0.11)
Emotion Regulation (Suppression)			0.03
			(0.06)
Constant	2.93***	2.00*	5.88***
	(0.22)	(0.89)	(1.53)
R^2	.19	.23	.48
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.75. *Estimating the Omnibus Interaction Effect of Program on Job Satisfaction (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	-0.48	-0.49	-0.36
	(0.26)	(0.26)	(0.25)
Concurrent Full*Treatment	0.55	0.39	0.04
	(0.38)	(0.39)	(0.37)
Pre-Service*Treatment	0.84*	0.96*	0.84*
	(0.41)	(0.42)	(0.38)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	4.56	5.31	5.62
Teacher Education Program[a]			
Concurrent Full	-1.31***	-1.13***	-0.77**
	(0.27)	(0.28)	(0.28)
Pre-Service	-0.75**	-0.88**	-0.82**
	(0.28)	(0.30)	(0.29)
Demographic & Background Characteristics			
Female		0.10	0.21
		(0.18)	(0.17)
Black/African American		0.05	-0.07
		(0.25)	(0.24)
Asian		0.05	0.07
		(0.28)	(0.26)
Hispanic		-0.07	0.11
		(0.27)	(0.24)
Multi-racial[c]		-0.03	0.04
		(0.25)	(0.23)
Prior Teaching Experience		0.33	0.11
		(0.20)	(0.19)
Age		-0.05	-0.05
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Global Self-compassion			0.12
			(0.18)
Perceived Stress			0.20
			(0.17)
Commitment to Teaching			0.52***
			(0.15)
Life Satisfaction			-0.12
			(0.21)
Mindfulness			0.12
			(0.08)
Depression			-0.37
			(0.21)
Teacher Self-efficacy			0.34
			(0.22)
Emotion Regulation (Reappraisal)			0.15
			(0.10)
Emotion Regulation (Suppression)			0.00
			(0.05)
Constant	2.93***	2.00*	5.88***
	(0.22)	(0.89)	(1.53)
R^2	.23	.26	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates.

Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.

[a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Table A.76. *Estimating the Omnibus Interaction Effect of Program on Change in Commitment to Teaching (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment (Concurrent Reduced*Treatment)	0.41	0.39	0.82
	(0.74)	(0.79)	(1.00)
Concurrent Full*Treatment	0.08	-0.48	-0.43
	(1.09)	(1.19)	(1.46)
Pre-Service*Treatment	-0.63	-0.09	-0.77
	(1.11)	(1.26)	(1.55)
Commitment to Teaching	2.65***	2.89***	4.01***
	(0.51)	(0.59)	(0.87)
Test of Omnibus Interaction	Wald Chi-Square[a]	Wald Chi-Square	Wald Chi-Square
Program*Treatment	0.46	0.17	0.25
Teacher Education Program[b]			
Concurrent Full	-0.76	-0.04	-0.39
	(0.80)	(0.87)	(1.24)
Pre-Service	-0.71	-0.92	-1.01
	(0.82)	(0.92)	(1.15)
Demographic & Background Characteristics			
Female		0.36	-0.46
		(0.56)	(0.71)
Black/African American		1.28	1.03
		(0.81)	(0.99)
Asian		1.04	0.92
		(0.82)	(0.97)
Hispanic		0.96	0.55
		(0.83)	(0.96)
Multi-racial[c]		0.50	0.16
		(0.79)	(0.96)
Prior Teaching Experience		1.08	1.90*
		(0.61)	(0.84)
Age		-0.19	-0.14
		(0.10)	(0.13)
Social-psychological Characteristics			
Global Self-compassion			-1.47
			(0.79)
Perceived Stress			-0.50
			(0.78)
Life Satisfaction			-2.14*
			(0.90)
Mindfulness			0.43
			(0.33)
Depression			0.13
			(0.82)
Teacher Self-efficacy			0.34
			(0.90)
Emotion Regulation (Reappraisal)			1.32**
			(0.47)
Emotion Regulation (Suppression)			-0.33
			(0.26)
Constant	-1.31*	1.66	3.76
	(0.53)	(2.25)	(5.23)
R^2	.24	.30	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.

Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of teacher education program (all three programs) and the binary indicator for treatment status (model includes no covariates, except for the PS and CF Programs and baseline commitment to teaching). The estimated effect of treatment represents the effect of treatment for the reference group—teachers in the CR program. Model 2 includes covariates for demographic and background characteristics. Model 3 includes all covariates. Commitment outcome estimate represents the log-odds of being highly committed to teaching. Change in commitment is the change in log-odds from baseline to 6-month follow-up. R^2 is a McFadden Pseudo R^2 with maximum likelihood for missing data (models estimating binary outcomes do not produce an R^2). This estimate represents the ratio of the log likelihood of the full model and the intercept model. When comparing two models, the pseudo R^2 is higher for the model with the greater likelihood and better fit. Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001. [a] Wald Chi-Square estimate indicates whether a significant difference exists between treatment and control groups based on values of the moderator (i.e., teacher education program). [b] Concurrent Reduced program served as the reference group. [c] Participant selected more than one racial/ethnic category.

Estimating the Moderating Effect of Baseline Perceived Stress on Primary Outcomes (All Study Models)

Table A.77. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Self-compassionate Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.02	0.04	0.02
	(0.10)	(0.10)	(0.09)
Perceived Stress*Treatment	-0.11	-0.09	-0.10
	(0.10)	(0.11)	(0.10)
Perceived Stress	-0.08	-0.06	0.09
	(0.07)	(0.08)	(0.09)
Teacher Education Program[a]			
Concurrent Full		0.17	0.22
		(0.12)	(0.12)
Pre-Service Program		0.15	0.14
		(0.15)	(0.14)
Demographic & Background Characteristics			
Female		-0.14	-0.17
		(0.12)	(0.11)
Black/African American		-0.05	-0.16
		(0.16)	(0.15)
Asian		-0.06	0.03
		(0.16)	(0.15)
Hispanic		-0.16	-0.08
		(0.18)	(0.16)
Multi-racial[b]		0.20	0.24
		(0.15)	(0.14)
Prior Teaching Experience		0.21	0.14
		(0.13)	(0.12)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.07
			(0.10)
Global Self-compassion			0.09
			(0.12)
Mindfulness			-0.04
			(0.14)
Life Satisfaction			-0.03
			(0.05)
Depression			-0.23
			(0.12)
Teacher Self-efficacy			0.21
			(0.14)
Emotion Regulation (Reappraisal)			0.16**
			(0.06)
Emotion Regulation (Suppression)			-0.10**
			(0.03)
Constant	4.62***	4.88***	4.21***
	(0.07)	(0.46)	(0.75)
R^2	.06	.13	.32
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.78. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Resilient Mindset (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.01	-0.01	-0.07
	(0.10)	(0.10)	(0.08)
Perceived Stress*Treatment	0.01	-0.05	-0.03
	(0.10)	(0.10)	(0.09)
Perceived Stress	-0.26***	-0.21**	-0.06
	(0.07)	(0.07)	(0.08)
Teacher Education Program[a]			
Concurrent Full		-0.10	-0.06
		(0.12)	(0.11)
Pre-Service Program		-0.00	-0.11
		(0.14)	(0.13)
Demographic & Background Characteristics			
Female		0.00	-0.02
		(0.11)	(0.10)
Black/African American		0.17	0.06
		(0.15)	(0.14)
Asian		0.18	0.19
		(0.16)	(0.14)
Hispanic		-0.19	-0.15
		(0.17)	(0.15)
Multi-racial[b]		-0.01	-0.01
		(0.15)	(0.13)
Prior Teaching Experience		0.14	0.12
		(0.13)	(0.11)
Age		-0.05**	-0.06***
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.10
			(0.09)
Global Self-compassion			0.19
			(0.11)
Mindfulness			0.04
			(0.12)
Life Satisfaction			0.03
			(0.04)
Depression			0.05
			(0.11)
Teacher Self-efficacy			0.35**
			(0.13)
Emotion Regulation (Reappraisal)			0.12*
			(0.06)
Emotion Regulation (Suppression)			-0.08**
			(0.03)
Constant	3.80***	4.98***	2.69***
	(0.07)	(0.44)	(0.69)
R^2	.18	.27	.47
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.79. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Growth Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.18	0.14	0.13
	(0.10)	(0.09)	(0.09)
Perceived Stress*Treatment	0.19*	0.13	0.11
	(0.10)	(0.10)	(0.09)
Perceived Stress	-0.26***	-0.20**	-0.10
	(0.07)	(0.07)	(0.08)
Teacher Education Program[a]			
Concurrent Full		-0.22	-0.26*
		(0.12)	(0.11)
Pre-Service Program		-0.27	-0.35**
		(0.14)	(0.13)
Demographic & Background Characteristics			
Female		0.17	0.12
		(0.10)	(0.10)
Black/African American		-0.09	-0.05
		(0.15)	(0.15)
Asian		0.07	0.09
		(0.15)	(0.15)
Hispanic		-0.11	-0.08
		(0.16)	(0.15)
Multi-racial[b]		0.07	0.03
		(0.14)	(0.14)
Prior Teaching Experience		0.14	0.17
		(0.12)	(0.12)
Age		-0.03	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.02
			(0.09)
Global Self-compassion			0.11
			(0.11)
Mindfulness			-0.01
			(0.13)
Life Satisfaction			0.08
			(0.05)
Depression			0.05
			(0.12)
Teacher Self-efficacy			0.06
			(0.13)
Emotion Regulation (Reappraisal)			-0.02
			(0.06)
Emotion Regulation (Suppression)			-0.12***
			(0.03)
Constant	4.73***	5.33***	4.81***
	(0.07)	(0.43)	(0.72)
R^2	.13	.22	.35
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.80. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Efficacy Beliefs (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.06	0.03	-0.03
	(0.12)	(0.12)	(0.11)
Perceived Stress*Treatment	-0.12	-0.15	-0.12
	(0.12)	(0.12)	(0.12)
Perceived Stress	-0.03	-0.00	0.07
	(0.09)	(0.09)	(0.11)
Teacher Education Program[a]			
Concurrent Full		-0.16	-0.18
		(0.15)	(0.14)
Pre-Service Program		0.02	-0.12
		(0.18)	(0.17)
Demographic & Background Characteristics			
Female		0.03	0.02
		(0.13)	(0.13)
Black/African American		0.21	0.14
		(0.19)	(0.19)
Asian		0.09	0.09
		(0.19)	(0.19)
Hispanic		-0.02	-0.01
		(0.21)	(0.20)
Multi-racial[b]		-0.19	-0.22
		(0.18)	(0.18)
Prior Teaching Experience		0.18	0.20
		(0.15)	(0.15)
Age		-0.03	-0.06*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.05
			(0.12)
Global Self-compassion			0.25
			(0.14)
Mindfulness			0.15
			(0.17)
Life Satisfaction			-0.01
			(0.06)
Depression			0.27
			(0.15)
Teacher Self-efficacy			0.24
			(0.17)
Emotion Regulation (Reappraisal)			0.10
			(0.07)
Emotion Regulation (Suppression)			-0.05
			(0.04)
Constant	4.61***	5.39***	3.05**
	(0.08)	(0.54)	(0.93)
R^2	.03	.10	.23
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.81. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Avoidance & Proving Goal Orientation (Immediately Post-training)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.22	0.18	0.15
	(0.13)	(0.13)	(0.13)
Perceived Stress*Treatment	-0.13	-0.19	-0.19
	(0.13)	(0.14)	(0.13)
Perceived Stress	-0.10	-0.07	-0.18
	(0.09)	(0.10)	(0.12)
Teacher Education Program[a]			
Concurrent Full		-0.16	-0.14
		(0.16)	(0.16)
Pre-Service Program		-0.14	-0.11
		(0.20)	(0.19)
Demographic & Background Characteristics			
Female		0.25	0.22
		(0.15)	(0.14)
Black/African American		0.01	0.00
		(0.21)	(0.21)
Asian		0.08	0.04
		(0.21)	(0.21)
Hispanic		0.03	0.00
		(0.23)	(0.22)
Multi-racial[b]		-0.08	-0.03
		(0.20)	(0.20)
Prior Teaching Experience		0.01	0.05
		(0.17)	(0.17)
Age		-0.03	-0.03
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.01
			(0.13)
Global Self-compassion			-0.44**
			(0.16)
Mindfulness			0.18
			(0.18)
Life Satisfaction			-0.00
			(0.07)
Depression			0.12
			(0.17)
Teacher Self-efficacy			0.11
			(0.19)
Emotion Regulation (Reappraisal)			-0.06
			(0.08)
Emotion Regulation (Suppression)			0.09
			(0.05)
Constant	4.05***	4.77***	4.97***
	(0.09)	(0.60)	(1.03)
R^2	.07	.12	.23
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table 82. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Self-compassionate Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.11	-0.13	-0.15
	(0.11)	(0.11)	(0.10)
Perceived Stress*Treatment	-0.03	-0.06	-0.06
	(0.11)	(0.11)	(0.10)
Perceived Stress	-0.10	-0.07	0.12
	(0.08)	(0.08)	(0.09)
Teacher Education Program[a]			
Concurrent Full		0.14	0.18
		(0.13)	(0.13)
Pre-Service Program		0.09	0.06
		(0.17)	(0.15)
Demographic & Background Characteristics			
Female		0.15	0.14
		(0.12)	(0.11)
Black/African American		-0.07	-0.18
		(0.17)	(0.16)
Asian		-0.11	0.00
		(0.18)	(0.17)
Hispanic		-0.16	-0.09
		(0.19)	(0.17)
Multi-racial[b]		0.05	0.09
		(0.17)	(0.15)
Prior Teaching Experience		0.14	0.08
		(0.15)	(0.13)
Age		-0.04	-0.05*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.01
			(0.10)
Global Self-compassion			0.24*
			(0.12)
Mindfulness			0.04
			(0.14)
Life Satisfaction			-0.06
			(0.05)
Depression			-0.24
			(0.13)
Teacher Self-efficacy			0.17
			(0.15)
Emotion Regulation (Reappraisal)			0.16*
			(0.06)
Emotion Regulation (Suppression)			-0.08*
			(0.04)
Constant	4.72***	5.37***	4.36***
	(0.08)	(0.53)	(0.80)
R^2	.05	.10	.31
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.83. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Resilient Mindset (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.00	-0.04	-0.08
	(0.12)	(0.11)	(0.10)
Perceived Stress*Treatment	0.14	0.08	0.11
	(0.12)	(0.12)	(0.10)
Perceived Stress	-0.34***	-0.28**	-0.10
	(0.09)	(0.09)	(0.10)
Teacher Education Program[a]			
Concurrent Full		-0.05	0.05
		(0.14)	(0.13)
Pre-Service Program		-0.05	-0.09
		(0.17)	(0.15)
Demographic & Background Characteristics			
Female		0.10	0.09
		(0.13)	(0.11)
Black/African American		0.26	0.05
		(0.18)	(0.17)
Asian		0.18	0.21
		(0.19)	(0.17)
Hispanic		-0.11	-0.07
		(0.20)	(0.17)
Multi-racial[b]		0.13	0.14
		(0.18)	(0.16)
Prior Teaching Experience		0.25	0.17
		(0.15)	(0.13)
Age		-0.06*	-0.06**
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.10
			(0.11)
Global Self-compassion			0.28*
			(0.13)
Mindfulness			-0.12
			(0.15)
Life Satisfaction			-0.02
			(0.05)
Depression			-0.13
			(0.14)
Teacher Self-efficacy			0.43**
			(0.15)
Emotion Regulation (Reappraisal)			0.19**
			(0.07)
Emotion Regulation (Suppression)			-0.06
			(0.04)
Constant	3.78***	4.92***	2.73***
	(0.08)	(0.54)	(0.82)
R^2	.15	.24	.44
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.84. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Growth Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.11	0.07	0.05
	(0.12)	(0.11)	(0.11)
Perceived Stress*Treatment	0.20	0.16	0.17
	(0.12)	(0.12)	(0.11)
Perceived Stress	-0.26**	-0.22*	-0.07
	(0.08)	(0.09)	(0.11)
Teacher Education Program[a]			
Concurrent Full		-0.39**	-0.36*
		(0.14)	(0.14)
Pre-Service Program		-0.43*	-0.47**
		(0.17)	(0.17)
Demographic & Background Characteristics			
Female		0.19	0.18
		(0.12)	(0.12)
Black/African American		-0.15	-0.21
		(0.18)	(0.18)
Asian		0.31	0.32
		(0.19)	(0.19)
Hispanic		0.12	0.16
		(0.19)	(0.19)
Multi-racial[b]		-0.05	-0.03
		(0.17)	(0.17)
Prior Teaching Experience		0.20	0.15
		(0.14)	(0.14)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.09
			(0.11)
Global Self-compassion			0.14
			(0.14)
Mindfulness			0.01
			(0.16)
Life Satisfaction			0.02
			(0.06)
Depression			-0.13
			(0.15)
Teacher Self-efficacy			0.19
			(0.16)
Emotion Regulation (Reappraisal)			0.03
			(0.07)
Emotion Regulation (Suppression)			-0.06
			(0.04)
Constant	4.56***	4.96***	4.09***
	(0.08)	(0.51)	(0.89)
R^2	.08	.22	.28
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.85. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Efficacy Beliefs (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.02	-0.03	-0.05
	(0.14)	(0.14)	(0.13)
Perceived Stress*Treatment	0.11	0.14	0.15
	(0.14)	(0.14)	(0.14)
Perceived Stress	-0.25*	-0.27*	-0.11
	(0.10)	(0.10)	(0.13)
Teacher Education Program[a]			
Concurrent Full		0.04	0.08
		(0.17)	(0.17)
Pre-Service Program		0.01	-0.04
		(0.20)	(0.20)
Demographic & Background Characteristics			
Female		0.29	0.28
		(0.15)	(0.15)
Black/African American		0.17	0.09
		(0.21)	(0.22)
Asian		0.12	0.13
		(0.23)	(0.23)
Hispanic		0.46	0.50*
		(0.24)	(0.23)
Multi-racial[b]		-0.06	-0.05
		(0.21)	(0.21)
Prior Teaching Experience		0.37*	0.32
		(0.18)	(0.18)
Age		-0.04	-0.05
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.10
			(0.14)
Global Self-compassion			0.17
			(0.17)
Mindfulness			-0.01
			(0.19)
Life Satisfaction			0.02
			(0.07)
Depression			-0.11
			(0.18)
Teacher Self-efficacy			0.19
			(0.20)
Emotion Regulation (Reappraisal)			0.12
			(0.09)
Emotion Regulation (Suppression)			-0.06
			(0.05)
Constant	4.54***	5.10***	3.81***
	(0.10)	(0.63)	(1.09)
R^2	.06	.18	.26
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.86. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Change in Teacher Self-efficacy (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.07	-0.10	-0.10
	(0.09)	(0.09)	(0.09)
Perceived Stress*Treatment	0.10	0.07	0.08
	(0.09)	(0.09)	(0.09)
Perceived Stress	-0.15*	-0.13	-0.18*
	(0.07)	(0.07)	(0.08)
Teacher Self-efficacy	0.69***	0.71***	0.66***
	(0.11)	(0.12)	(0.13)
Teacher Education Program[a]			
Concurrent Full		0.14	0.14
		(0.11)	(0.11)
Pre-Service Program		0.04	0.06
		(0.13)	(0.13)
Demographic & Background Characteristics			
Female		0.09	0.08
		(0.10)	(0.10)
Black/African American		0.08	0.08
		(0.15)	(0.15)
Asian		0.24	0.26
		(0.15)	(0.15)
Hispanic		-0.08	-0.06
		(0.15)	(0.15)
Multi-racial[b]		0.16	0.14
		(0.13)	(0.14)
Prior Teaching Experience		0.13	0.14
		(0.11)	(0.12)
Age		-0.04*	-0.05*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.05
			(0.09)
Global Self-compassion			0.04
			(0.11)
Mindfulness			-0.14
			(0.13)
Life Satisfaction			-0.03
			(0.05)
Depression			0.01
			(0.12)
Emotion Regulation (Reappraisal)			0.11
			(0.06)
Emotion Regulation (Suppression)			-0.03
			(0.03)
Constant	0.72	1.39*	1.59*
	(0.40)	(0.57)	(0.72)
R^2	.35	.41	.45
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress and self-efficacy). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress and self-efficacy. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.87. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Avoidance & Proving Goal Orientation (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.06	0.05	0.01
	(0.11)	(0.10)	(0.10)
Perceived Stress*Treatment	-0.11	-0.09	-0.09
	(0.11)	(0.11)	(0.10)
Perceived Stress	0.06	0.03	-0.05
	(0.08)	(0.08)	(0.09)
Teacher Education Program[a]			
Concurrent Full		0.02	0.04
		(0.13)	(0.12)
Pre-Service Program		-0.06	-0.06
		(0.16)	(0.15)
Demographic & Background Characteristics			
Female		0.11	0.08
		(0.12)	(0.11)
Black/African American		-0.04	-0.08
		(0.17)	(0.16)
Asian		-0.10	-0.09
		(0.18)	(0.17)
Hispanic		0.28	0.28
		(0.18)	(0.17)
Multi-racial[b]		-0.19	-0.10
		(0.16)	(0.15)
Prior Teaching Experience		0.01	0.07
		(0.13)	(0.13)
Age		-0.02	-0.02
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.01
			(0.10)
Global Self-compassion			-0.45***
			(0.12)
Mindfulness			0.32*
			(0.14)
Life Satisfaction			-0.02
			(0.05)
Depression			0.14
			(0.13)
Teacher Self-efficacy			0.11
			(0.15)
Emotion Regulation (Reappraisal)			0.04
			(0.06)
Emotion Regulation (Suppression)			0.09*
			(0.04)
Constant	4.17***	4.49***	3.96***
	(0.07)	(0.48)	(0.79)
R^2	.01	.07	.25
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Estimating the Moderating Effect of Perceived Stress on Secondary Outcomes (All Study Models)

Table A.88. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Change in Global Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.00	-0.01	-0.03
	(0.07)	(0.07)	(0.07)
Perceived Stress*Treatment	0.18*	0.13	0.14
	(0.07)	(0.07)	(0.07)
Perceived Stress	-0.03	0.01	0.04
	(0.06)	(0.06)	(0.07)
Global Self-compassion	0.87***	0.90***	0.86***
	(0.08)	(0.08)	(0.09)
Teacher Education Program[a]			
Concurrent Full		-0.06	-0.04
		(0.09)	(0.09)
Pre-Service Program		-0.05	-0.08
		(0.11)	(0.11)
Demographic & Background Characteristics			
Female		0.03	0.01
		(0.08)	(0.08)
Black/African American		-0.08	-0.11
		(0.11)	(0.12)
Asian		-0.00	-0.04
		(0.13)	(0.13)
Hispanic		-0.26*	-0.23
		(0.13)	(0.12)
Multi-racial[b]		-0.07	-0.05
		(0.11)	(0.11)
Prior Teaching Experience		-0.06	-0.06
		(0.09)	(0.09)
Age		-0.01	-0.01
		(0.01)	(0.01)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.15*
			(0.07)
Mindfulness			-0.06
			(0.10)
Life Satisfaction			0.04
			(0.04)
Depression			-0.01
			(0.10)
Teacher Self-efficacy			0.10
			(0.11)
Emotion Regulation (Reappraisal)			0.07
			(0.05)
Emotion Regulation (Suppression)			-0.02
			(0.03)
Constant	0.29	0.65	0.08
	(0.25)	(0.40)	(0.59)
R^2	.57	.60	.63
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress and self-compassion). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress and self-compassion. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.89. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Teacher Self-compassion (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.12	-0.11	-0.13
	(0.11)	(0.11)	(0.08)
Perceived Stress*Treatment	0.01	0.00	0.05
	(0.11)	(0.11)	(0.08)
Perceived Stress	-0.22**	-0.18*	-0.01
	(0.08)	(0.08)	(0.08)
Teacher Education Program[a]			
Concurrent Full		0.02	0.04
		(0.13)	(0.10)
Pre-Service Program		-0.01	-0.10
		(0.16)	(0.12)
Demographic & Background Characteristics			
Female		-0.15	-0.07
		(0.12)	(0.09)
Black/African American		0.19	0.07
		(0.17)	(0.13)
Asian		0.08	0.12
		(0.18)	(0.14)
Hispanic		-0.15	-0.17
		(0.18)	(0.14)
Multi-racial[b]		0.13	0.06
		(0.16)	(0.12)
Prior Teaching Experience		0.27*	0.22*
		(0.14)	(0.10)
Age		-0.02	-0.04*
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			-0.05
			(0.08)
Global Self-compassion			0.77***
			(0.10)
Mindfulness			-0.11
			(0.12)
Life Satisfaction			-0.03
			(0.04)
Depression			0.07
			(0.11)
Teacher Self-efficacy			0.17
			(0.12)
Emotion Regulation (Reappraisal)			0.13*
			(0.05)
Emotion Regulation (Suppression)			-0.04
			(0.03)
Constant	3.15***	3.57***	0.94
	(0.08)	(0.48)	(0.66)
R^2	.13	.19	.57
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.90. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Change in Mindfulness (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.05	-0.06	-0.05
	(0.07)	(0.07)	(0.07)
Perceived Stress*Treatment	0.13	0.12	0.13
	(0.07)	(0.07)	(0.07)
Perceived Stress	-0.16**	-0.11	-0.03
	(0.06)	(0.06)	(0.07)
Mindfulness	0.64***	0.71***	0.52***
	(0.09)	(0.09)	(0.10)
Teacher Education Program[a]			
Concurrent Full		-0.05	-0.01
		(0.09)	(0.09)
Pre-Service Program		-0.09	-0.08
		(0.11)	(0.11)
Demographic & Background Characteristics			
Female		-0.00	0.02
		(0.08)	(0.08)
Black/African American		0.07	0.02
		(0.11)	(0.11)
Asian		0.01	-0.01
		(0.13)	(0.12)
Hispanic		0.02	0.02
		(0.13)	(0.12)
Multi-racial[b]		0.04	0.02
		(0.11)	(0.11)
Prior Teaching Experience		0.09	0.04
		(0.09)	(0.09)
Age		-0.02	-0.02
		(0.01)	(0.01)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.04
			(0.07)
Global Self-compassion			0.22*
			(0.09)
Life Satisfaction			0.02
			(0.04)
Depression			-0.14
			(0.10)
Teacher Self-efficacy			0.05
			(0.11)
Emotion Regulation (Reappraisal)			0.05
			(0.05)
Emotion Regulation (Suppression)			-0.01
			(0.03)
Constant	1.08***	1.45***	1.02
	(0.28)	(0.40)	(0.58)
R^2	.51	.53	.59
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.91. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Well-being (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.00	-0.01	-0.04
	(0.14)	(0.13)	(0.12)
Perceived Stress*Treatment	0.18	0.14	0.16
	(0.14)	(0.14)	(0.12)
Perceived Stress	-0.43***	-0.38***	-0.10
	(0.10)	(0.10)	(0.12)
Teacher Education Program[a]			
Concurrent Full		-0.14	-0.07
		(0.16)	(0.15)
Pre-Service Program		0.11	0.02
		(0.20)	(0.18)
Demographic & Background Characteristics			
Female		0.05	0.06
		(0.15)	(0.13)
Black/African American		-0.10	-0.20
		(0.21)	(0.20)
Asian		0.05	0.06
		(0.23)	(0.21)
Hispanic		-0.19	-0.11
		(0.23)	(0.21)
Multi-racial[b]		0.03	0.06
		(0.20)	(0.18)
Prior Teaching Experience		0.12	0.01
		(0.17)	(0.16)
Age		-0.04	-0.04
		(0.03)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			0.19
			(0.13)
Global Self-compassion			0.41**
			(0.15)
Mindfulness			-0.11
			(0.17)
Life Satisfaction			0.06
			(0.06)
Depression			-0.26
			(0.17)
Teacher Self-efficacy			0.20
			(0.18)
Emotion Regulation (Reappraisal)			0.19*
			(0.08)
Emotion Regulation (Suppression)			-0.08
			(0.04)
Constant	-0.00	0.90	-1.12
	(0.10)	(0.61)	(0.99)
R^2	.18	.23	.43
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.92.*Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Change in Perceived Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.01	-0.01	-0.05
	(0.12)	(0.11)	(0.09)
Perceived Stress*Treatment	-0.26*	-0.27*	-0.33***
	(0.12)	(0.12)	(0.10)
Perceived Stress	0.44***	0.44***	0.20*
	(0.08)	(0.09)	(0.09)
Teacher Education Program[a]			
Concurrent Full		0.09	0.04
		(0.14)	(0.12)
Pre-Service Program		0.04	0.08
		(0.17)	(0.14)
Demographic & Background Characteristics			
Female		0.02	-0.08
		(0.13)	(0.11)
Black/African American		0.19	0.29
		(0.18)	(0.15)
Asian		0.00	0.05
		(0.20)	(0.16)
Hispanic		-0.06	-0.07
		(0.20)	(0.16)
Multi-racial[b]		0.18	0.22
		(0.17)	(0.14)
Prior Teaching Experience		-0.13	-0.04
		(0.15)	(0.12)
Age		0.03	0.03
		(0.02)	(0.02)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			-0.11
			(0.10)
Global Self-compassion			-0.60***
			(0.12)
Mindfulness			0.15
			(0.14)
Life Satisfaction			-0.08
			(0.05)
Depression			0.15
			(0.13)
Teacher Self-efficacy			-0.02
			(0.14)
Emotion Regulation (Reappraisal)			-0.19**
			(0.06)
Emotion Regulation (Suppression)			-0.01
			(0.03)
Constant	3.12***	2.47***	5.04***
	(0.08)	(0.53)	(0.77)
R^2	.22	.26	.53
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.93. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Occupational Stress (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.18	0.18	0.17
	(0.17)	(0.15)	(0.14)
Perceived Stress*Treatment	-0.23	-0.25	-0.31*
	(0.16)	(0.16)	(0.14)
Perceived Stress	0.53***	0.51***	0.24
	(0.12)	(0.12)	(0.14)
Teacher Education Program[a]			
Concurrent Full		0.43*	0.33
		(0.19)	(0.18)
Pre-Service Program		0.21	0.23
		(0.23)	(0.21)
Demographic & Background Characteristics			
Female		0.14	0.01
		(0.17)	(0.16)
Black/African American		0.14	0.25
		(0.24)	(0.23)
Asian		-0.41	-0.34
		(0.26)	(0.25)
Hispanic		0.01	-0.03
		(0.26)	(0.24)
Multi-racial[b]		0.34	0.32
		(0.23)	(0.22)
Prior Teaching Experience		-0.56**	-0.39*
		(0.19)	(0.18)
Age		0.01	0.01
		(0.03)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			-0.21
			(0.15)
Global Self-compassion			-0.61***
			(0.18)
Mindfulness			0.23
			(0.21)
Life Satisfaction			-0.03
			(0.08)
Depression			0.39
			(0.20)
Teacher Self-efficacy			-0.16
			(0.21)
Emotion Regulation (Reappraisal)			-0.05
			(0.09)
Emotion Regulation (Suppression)			-0.02
			(0.05)
Constant	4.00***	3.71***	5.30***
	(0.11)	(0.69)	(1.16)
R^2	.20	.35	.47
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.94. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Occupational Burnout (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.04	-0.03	0.08
	(0.19)	(0.18)	(0.16)
Perceived Stress*Treatment	-0.18	-0.11	-0.19
	(0.19)	(0.19)	(0.17)
Perceived Stress	0.57***	0.46***	0.18
	(0.14)	(0.14)	(0.16)
Teacher Education Program[a]			
Concurrent Full		0.70**	0.52*
		(0.22)	(0.21)
Pre-Service Program		0.21	0.35
		(0.28)	(0.25)
Demographic & Background Characteristics			
Female		-0.06	-0.10
		(0.20)	(0.19)
Black/African American		0.08	0.37
		(0.29)	(0.27)
Asian		-0.10	0.02
		(0.32)	(0.29)
Hispanic		0.07	-0.01
		(0.32)	(0.28)
Multi-racial[b]		-0.04	-0.09
		(0.28)	(0.25)
Prior Teaching Experience		-0.26	-0.10
		(0.23)	(0.21)
Age		0.03	0.04
		(0.04)	(0.03)
Social-psychological Characteristics & Orientation Toward Teaching			
Commitment to Teaching			-0.45**
			(0.17)
Global Self-compassion			-0.41*
			(0.21)
Mindfulness			0.23
			(0.24)
Life Satisfaction			-0.07
			(0.09)
Depression			0.17
			(0.23)
Teacher Self-efficacy			-0.77**
			(0.25)
Emotion Regulation (Reappraisal)			-0.17
			(0.11)
Emotion Regulation (Suppression)			0.03
			(0.06)
Constant	3.67***	2.87***	6.87***
	(0.13)	(0.83)	(1.36)
R^2	.18	.28	.45
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.95 *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Job Satisfaction (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	-0.03	-0.06	-0.10
	(0.18)	(0.16)	(0.15)
Perceived Stress*Treatment	0.19	0.11	0.17
	(0.18)	(0.17)	(0.15)
Perceived Stress	-0.35**	-0.25*	0.02
	(0.13)	(0.12)	(0.14)
Teacher Education Program[a]			
Concurrent Full		-0.88***	-0.74***
		(0.20)	(0.19)
Pre-Service Program		-0.36	-0.42
		(0.24)	(0.23)
Demographic & Background Characteristics			
Female		0.08	0.12
		(0.18)	(0.17)
Black/African American		0.01	-0.13
		(0.25)	(0.24)
Asian		0.24	0.12
		(0.28)	(0.26)
Hispanic		0.04	0.14
		(0.28)	(0.25)
Multi-racial[b]		-0.18	-0.08
		(0.25)	(0.23)
Prior Teaching Experience		0.23	0.08
		(0.21)	(0.19)
Age		-0.04	-0.03
		(0.03)	(0.03)
Social-psychologicalCharacteristics & Orientation Toward Teaching			
Commitment to Teaching			0.48**
			(0.15)
Global Self-compassion			0.14
			(0.19)
Mindfulness			-0.19
			(0.22)
Life Satisfaction			0.12
			(0.08)
Depression			-0.39
			(0.21)
Teacher Self-efficacy			0.36
			(0.22)
Emotion Regulation (Reappraisal)			0.16
			(0.10)
Emotion Regulation (Suppression)			0.00
			(0.05)
Constant	0.01	1.17	-0.97
	(0.12)	(0.73)	(1.22)
R^2	.08	.26	.42
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

Table A.96. *Estimating the Omnibus Interaction Effect of Baseline Perceived Stress on Change in Commitment to Teaching (6-month Follow-up)*

	Model 1	Model 2	Model 3
	B	*B*	*B*
	(SE)	(SE)	(SE)
Treatment	0.27	0.17	0.32
	(0.45)	(0.50)	(0.65)
Perceived Stress*Treatment	0.41	0.45	0.76
	(0.45)	(0.50)	(0.66)
Perceived Stress	-0.15	-0.06	-0.59
	(0.31)	(0.35)	(0.56)
Commitment to Teaching	2.46***	3.07***	4.36***
	(0.46)	(0.62)	(0.96)
Teacher Education Program[a]			
Concurrent Full		-0.31	-0.36
		(0.64)	(0.95)
Pre-Service Program		-1.08	-1.12
		(0.77)	(1.00)
Demographic & Background Characteristics			
Female		0.30	-0.66
		(0.55)	(0.74)
Black/African American		1.25	1.15
		(0.81)	(1.00)
Asian		0.90	0.82
		(0.81)	(0.94)
Hispanic		1.00	0.74
		(0.88)	(0.97)
Multi-racial[b]		0.59	0.28
		(0.81)	(0.98)
Prior Teaching Experience		1.14	1.92*
		(0.63)	(0.84)
Age		-0.18	-0.17
		(0.10)	(0.13)
Social-psychological Characteristics			
Global Self-compassion			-1.46
			(0.80)
Mindfulness			-2.17*
			(0.91)
Life Satisfaction			0.44
			(0.34)
Depression			0.07
			(0.84)
Teacher Self-efficacy			0.40
			(0.89)
Emotion Regulation (Reappraisal)			1.42**
			(0.51)
Emotion Regulation (Suppression)			-0.30
			(0.27)
Constant	-1.70***	1.60	2.05
	(0.40)	(2.22)	(4.72)
R^2	.22	.31	.45
Sample Size		119	

Source: Data from surveys conducted with 119 first-year teachers in three teacher education programs.
Notes: Models were estimated using structural equation modeling with FIML in STATA 15.0. Model 1 estimates the omnibus interaction effect of baseline perceived stress (z-standardized continuous variable) and the binary indicator for treatment status (model includes no covariates, except for baseline perceived stress). Model 2 includes covariates for demographic and background characteristics, as well as baseline perceived stress. Model 3 includes all covariates. Commitment outcome estimate represents the log-odds of being highly committed to teaching. Change in commitment is the change in log-odds from baseline to 6-month follow-up. R^2 is a McFadden Pseudo R^2 with maximum likelihood for missing data (models estimating binary outcomes do not produce an R^2). This estimate represents the ratio of the log likelihood of the full model and the intercept model. When comparing two models, the pseudo R^2 is higher for the model with the greater likelihood and better fit.
Values in parentheses represent standard errors. * denotes p-value < 0.05, ** <0.01, *** <0.001.
[a] Concurrent Reduced program served as the reference group. [b] Participant selected more than one racial/ethnic category.

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