

**Annotated Bibliography**  
**Opportunity Thrive**  
**2018**

**Emotional Awareness**

Grandey, A. A. & Gabriel, A. S. (2015). Emotional labor at a crossroads: Where do we go from here? *Annual review of organizational psychology and organizational behavior*, 2. 323-349. <https://doi.org/10.1146/annurev-orgpsych-032414-111400>

The authors, in this paper, review theoretical perspectives and evidence for emotional labor — regulating emotions as part of the work role — and its (a) construct development and measurement, (b) chronic and momentary determinants, (c) prediction of employee well-being, and (d) influence on organizational performance. Here, the researchers introduce emotional labor as a dynamic integration of three components: emotional requirements, emotion regulation, and emotion performance.

**Empathy**

Bernhardt, B. C. & Singer, T. (2012). The neural basis of empathy. *The annual review of neuroscience*, 35. 1-23. [10.1146/annurev-neuro-062111-150536](https://doi.org/10.1146/annurev-neuro-062111-150536)

In this study, the researchers explore neuroimaging studies on empathy for pain and found consistent activations when directly experiencing pain and when empathizing with the pain of others. The authors state that empathetic brain responses are not fixed but may be modulated.

Boyatzis, R. E., Passarelli, A. M., Koenig, K., Lowe, M., Matthew, B., Stoller, J. K., & Phillips, M. (2012). Examination of the neural substrates activated in memories of experiences with resonant and dissonant leaders. *The leadership quarterly*, 23 (2). 259-272. <https://doi.org/10.1016/j.leaqua.2011.08.003>

In an effort to study the relevance of leadership in organizational life, the researchers designed an exploratory study using functional magnetic resonance imaging scans to study the neural areas activated when recalling resonant and dissonant leaders. The results show that regions associated with avoidance, narrowed attention, decreased compassion, and negative emotions are activated when recalling dissonant leaders.

Riess, H. , Kelley, J. M., Bailey, R. W., Dunn, E. J., & Phillips, M. (2011). Empathy training for resident physicians: A randomized controlled trial of neuroscience-informed curriculum. *Journal of internal medicine*, 26 (1). DOI 10.1007/s11606-012-2063-z

Because physician empathy is an essential attribute of the patient-physician relationship and is associated with better outcomes and greater patient safety, the researchers tested whether an innovative empathy training protocol grounded in neuroscience could improve physician empathy as rated by patients. The results showed that a brief intervention grounded in neurobiology significantly improved physician empathy as rated by patients.

Rumble, A. C., Van Lange, P. A. M., Parks, C. (2010). The benefits of empathy: When empathy may sustain cooperation in social dilemmas. *European journal of social psychology, 40*. 856-866. Retrieved from [www.interscience.wiley.com](http://www.interscience.wiley.com)

Based on the idea that cooperation in social dilemmas is often challenged by negative noise (unintended errors), the authors explore the research that activating empathetic feelings can reduce the detrimental effects of negative noise. Thus, they argue, empathy has broad benefits for social interaction, thereby maintaining or enhancing cooperation.

Zaki, J. & Ochsner, K. (2012). The neuroscience of empathy: Progress, pitfalls, and promise. *Nature neuroscience, 15* (5). 675-680.

In this paper, the authors survey the research on the neuroscience of empathy. After examining the progress made by early research and after describing limits in validity of past research, the authors describe current research trends that show promise within empathy research.

### **Mindful Self-compassion**

Allen, A. B. & Leary, M. R. (2010). Self-compassion, stress, and coping. *Social and personality psychology compass, 4* (2). 107-118. 10.1111/j.1751-9004.2009.00246.x

This article examines self-compassion from the standpoint of research on coping in an effort to understand the ways in which people who are high in self-compassion cope with stressful events. The authors found that self-compassionate people tend to rely heavily on positive cognitive restructuring and less on avoidance and escape. Yet, highly self-compassionate people do not differ from less self-compassionate people in the degree to which they cope through problem-solving or distraction.

Arch, J. J., Landy, L. N. & Brown, K. W. (2016). Predictors and moderators of biopsychological social stress responses following brief self-compassion meditation training. *Psychoneuroendocrinology, 69*. 35-40. <http://dx.doi.org/10.1016/j.psyneuen.2016.03.009>0306-4530

Based on the findings that a brief self-compassion meditation training dampened sympathetic and subjective anxiety responses (Arch, et al, 2013), this study examined baseline predictors and moderators of these self-compassion meditation trainings. Their findings support further study of the question of for whom resiliency training benefits most, as some women with higher social anxiety benefitted less than those with lower levels of social anxiety.

Arch, J. J., Brown, K. W., Dean, D. J., Landy, L. N., Brown, K. & Laudenslager, M. L. (2013). Self-compassion training modulates alpha-amylase, heart rate variability, and subjective responses to social evaluative threat in women. *Psychoneuroendocrinology*, 42. 49-58. doi:10.1016/j.psyneuen.2013.12.018.

This group of researchers, in response to the growing body of research examining the ways in which social evaluative stressors trigger biological and psychological responses, found that after a brief training in self-compassion diminished some sympathetic, cardiac parasympathetic, and subjective anxiety responses. As a result, self-compassion may be a promising approach to diminishing potentially negative psychological and biological effects.

Atkinson, D. M., Rodman, J. L., Thuras, P. D., Shiroma, P. R., Lim, K. O. (2017). Examining burnout, depression, and self-compassion in veterans affairs mental health staff. *The journal of alternative and complementary medicine*, 23 (7). 551-557. DOI: 10.1089/acm.2017.0087

The authors of this paper define burnout as “a state of emotional exhaustion...associated with increased...errors...[and] issues...including depression, marital dysfunction, substance abuse, and suicide. Burnout is also associated with lower job satisfaction, lower likelihood of choosing the same job again if given the chance, and intention to quit”. Thus, they write, a better understanding of the psychological factors that may be associated with resilience to burnout is essential to develop effective interventions. This study of 128 individuals working as VA mental health showed that self-compassion may be associated with resilience to burnout.

Breines, J. G. & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Personality and social psychology bulletin*, 38 (9). 1133-1143. DOI: 10.1177/0146167212445599

Self-compassion, defined as “a self-attitude that involves treating oneself with warmth and understanding in difficult times and recognizing that making mistakes is part of being human”, can motivate people to improve themselves. After reviewing four experiments, the authors suggest that self-compassion may indeed represent an alternative to other common responses to failure and personal weakness.

Chung, M. S. (2016). Relation between lack of forgiveness and depression: The moderating effect of self-compassion. *Psychological reports, 119* (3). 573-585. DOI: 10.1177/0033294116663520

In an attempt to explain the strength differences between lack of forgiveness and depressive symptoms, this study examined the moderating effect of self-compassion. Aiming to extend previous research on the relationship between lack of forgiveness and depression, Chung found that self-compassion moderated the relationship between lack of forgiveness and depression.

Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout, and teaching efficacy. *Mind Brain Educ, 7* (3). doi:10.1111/mbe.12026

This study reports results from a pilot study using a modified Mindfulness-Based Stress Reduction (mMBSR) course adapted for teachers. The authors write that the results show significant reductions in psychological symptoms and burnout, improvements in observer-rated classroom organization and performance, and increases self-compassion. As such, implementing a mMBSR may be one intervention that has potential for teachers' professional development. Flook, et al, write that tending to stress reduction translates into tangible benefits for teachers' sense of well-being and effectiveness in the classroom.

Freyd, J. J. (2002). In the wake of terrorist attack, hatred may mask fear. *Analyses of social issues and public policy, 5-8*.

Freyd argues that acknowledging underlying grief and fear through self-reflection, writing, and social communication is likely to reduce unchecked anger, rage, and hatred. A first step, she writes, is to acknowledge the complexity and range of emotional responses. Freyd also argues that as social creatures, acts of caring and compassion and unity -- "tend-and-befriend" acts -- can help.

Herrmann, B. & Gallo, J. (2013). Mindfulness-based stress reduction as professional development for teachers. *Language arts journal of Michigan, 28* (2). hAps://doi.org/10.9707/2168-149X.1954

In this paper, the authors write that using MBSR as professional development provides promising opportunities for teachers in order to combat turnover and burnout. They argue that as teaching becomes more complex with changing mandates and increased demands, it is important for teachers to have support that takes into account the entirety of a teacher's life and work.

Hoffman, S. G., Sawyer, A. T., Witt, A. A., Oh, D. (2010). The effect of mindfulness-based therapy on anxiety and depression: A meta-analytic review. *Journal of*

*consulting and clinical psychology, 78 (2) 169-182. doi:10.1037/a0018555*

While mindfulness-based therapy has become a popular treatment for anxiety and depression, there is little known about the efficacy of such treatment, the authors write. In response, this group of researchers conducted a review of studies published that used mindfulness-based therapy. The conclusion the researchers reached was that this therapy is a promising intervention for treating anxiety, depression, and other mood problems.

Jennings, P. (2015, March). Seven ways mindfulness can help teachers. *Greater good magazine*. Retrieved from [https://greatergood.berkeley.edu/article/item/seven\\_ways\\_mindfulness\\_can\\_help\\_teachers](https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers)

Jennings, over the course of her forty years as an educator and researcher, found that teachers are too often not prepared to navigate the social and emotional demands of the profession. Additionally, most professional development for teachers focuses on content and pedagogy. In response to this disconnect, Jennings outlines and explains several mindfulness practices that teachers can use in the classroom.

Neff, K. D. & Costigan, A. P. (2014). Self-compassion, wellbeing, and happiness. *Psychologie in Österreich, 2 (3)*. 114-119.

This article is both a discussion of the growing evidence that self-compassion is an important source of well being and a review of the research on self-compassion as an indicator of intrapersonal wellbeing. Neff defines self-compassion as including “self-kindness versus self-judgment, a sense of common humanity versus isolation, and mindfulness versus over-identification”. They conclude that treating oneself with care and compassion is a powerful way to enhance intrapersonal and interpersonal well being.

Shapiro, S. L., Brown, K. W., Biegel, G. M. (2007). Teaching self-care to caregivers: Effects of mindfulness-based stress reduction on the mental health therapists in training. *Training and education in professional psychology, 1 (2)*. 105-115. DOI: 10.1037/1931-3918.1.2.105

Using Mindfulness-Based Stress Reduction as a program for self-care for therapists in training, the researchers found that participants reported significant declines in stress, negative affect, rumination, state and trait anxiety. Additionally, they found increases in mindfulness, positive affect, and self-compassion. The researchers conclude that instruction in Mindfulness-Based Stress Reduction would be beneficial to anyone training in demanding helping professions.

## **Vulnerability**

Korb, S., With, S., Niedenthal, P., Kaiser, S. & Grandjean, D. (2014). The Perception and Mimicry of Facial Movements Predict Judgments of Smile Authenticity. *PLoS ONE*, 9 (6). : e99194. doi:10.1371/journal.pone.0099194

This study had two major aims. First, the researchers were interested in investigating the facial features used by observers to judge that a smile is “authentic”; that is, that it is caused by a positive internal state. Second, Korb, et al, recorded the activation of facial muscles in order to test the prediction, based on theories of embodied emotion, that facial mimicry supports, and possibly mediates, judgments of smile authenticity. Findings showed that stronger smiles were perceived as more authentic and as more realistic. Yet, their research also reveals the complexity of the process through which people infer authenticity.

Luthar, S. S. (1991). Vulnerability and resilience: A study of high-risk adolescents. *Child development*, 62 (3). 600-616.

The primary aim of this study was to explore variables that promote resilience, or the variables that allow children faced with life stresses to remain competent and function well despite exposure to these stressful life experiences. Luthar found that internal locus of control -- the belief that forces shaping one's life are largely within one's own control -- was to be involved in protective processes. Social expression and the role of interpersonal skill were significant in protecting against stress. Luthar suggests that there is a need for future research that incorporates distinctions between emotional health and behavioral competence in exploring adjustments in the face of stress.

## **Effective Professional Development**

100Kin10 (2018, October). Teachers at work: Designing schools where teachers & students thrive.

After examining the research surrounding teachers' work environments -- focusing on relevant professional growth during the school day, opportunities for collaboration during the school day, and school leader responsibility for creating positive work environments -- the authors of this brief explore ways to move the profession of teaching toward a place and space where teachers can thrive. The authors propose that the field needs to shift our beliefs about schools to be places of inclusive learning; that school and district leadership needs to implement structures that value teacher learning, professionalism, and working conditions; that school leaders additional capacity of information, tools, and support to create a robust and collective learning environment; and that districts and schools need more flexible resources.

Haynes, M. (2014, July). On the path to equity: Improving the effectiveness of beginning teachers. Alliance for excellent education  
www.all4ed.org

The author of this report begins by documenting the impact of the fact that about 13% of the American workforce of 3.4 million public school teachers either moves or leaves the profession each year. This lack of retention, in addition to a high rate of turnover within schools, leads to a lack of experience, professional development, and knowledge especially in poor and/or urban schools. One of the answers explored in this report is to include comprehensive induction experiences -- including high-quality mentoring, common planning time, participation in professional development, and ongoing communication and support from school leaders -- for new teachers.

Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational evaluation and policy analysis*, 24(2), 81-112.  
Retrieved from <http://www.jstor.org/stable/3594138>

Using a selected sample of about 207 teachers in 30 schools, in 10 districts in five states, the authors examined the features of teachers' professional development and its effects on changing teaching practice in mathematics and science during the years 1996-1999. The researchers found that professional development focused on specific instructional practices increases teachers' use of those practices in the classroom. Specifically, the authors learned that specific features, such as active learning opportunities, increase the effect of the professional development on teacher's instruction.

Di Stefano, G., Gino, F., Pisano, G., & Staats, B. Making experience count: The role of reflection in individual learning.

The authors of this paper explain that the performance outcomes associated with deliberate learning efforts using both a cognitive (task understanding) and an emotional (self-efficacy) mechanism increase learning. Their results support a theoretical framework and bear important implications from both a theoretical and practical viewpoint, that is learning does not simply occur from experience, but learning occurs from reflecting on experience.

## **Teacher Burnout**

Adnot, M., Dee, T., Katz, V. & Wyckoff, J. (2016). Teacher turnover, teacher quality, and student achievement in DCPS. *Stanford center for education policy analysis*, 16

(3). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp16-03>

This group of researchers implemented a quasi-experimental event study to examine teacher turnover and its effect on student achievement in the District of Columbia Public Schools from 2011 to 2013. Instead of being an evaluation of certain policies, the paper should be viewed as a contribution to examining teacher turnover under unique policies. Because the program the researchers are investigating targets the exit of low-performing teachers, their estimates show that this type of teacher turnover improves teaching quality and student achievement in high-poverty schools.

Greenberg, M. T., Brown J. L., Abenavoli, R.M. (2016). "Teacher Stress and Health Effects on Teachers, Students, and Schools." Edna Bennett Pierce Prevention Research Center Pennsylvania State University.

This brief outlines the main areas of teacher stress -- school organizations, job demands, work resources, and teacher social and emotional competence -- in an effort to suggest changes to protect teachers and this critical role they play in shaping children's lives. Teaching is one of the most stressful occupations, the authors write, and the high levels of teacher stress are affecting teacher health and well-being. This brief suggests programs proven to reduce teacher stress including mentoring and induction programs, workplace wellness programs, social emotional learning programs, and mindfulness/stress management programs.

Guarino, C., Santibañez, L., Daley, G. & Brewer, D. (2004). A review of the research literature on teacher recruitment and retention. *Technical report*. Retrieved from the Rand corporation, [www.rand.org](http://www.rand.org)

This literature review represents a comprehensive examination of the research published since 1980 on the topic of teacher recruitment and retention. The authors aim to provide a broad understanding of the patterns of individuals entering and exiting the teaching profession.

Robinson, J. & Lloyd, B. (2017). Teacher turnover in Michigan: A look at teacher mobility and attrition rates. *Michigan department of education*. Retrieved from [https://www.michigan.gov/documents/mde/Teacher\\_Mobility\\_Brief\\_Final\\_2017.09.18\\_v2\\_ada\\_601772\\_7.pdf](https://www.michigan.gov/documents/mde/Teacher_Mobility_Brief_Final_2017.09.18_v2_ada_601772_7.pdf)

Because a vibrant teacher workforce is a key component in high-functioning education systems, this brief examines teacher mobility and attrition in Michigan as one critical step to understand patterns in the educator workforce pipeline. Michigan has a higher turnover rate when compared to national averages, costing an estimated \$9,501 per teacher lost to attrition. This brief makes clear that high turnover rates may be a key indicator of larger problems in a school system.



Ronfeldt, M., Lankford, H., Loeb, S. & Wyckoff, J. (2010). How teacher turnover harms student achievement. National bureau of economic research: Cambridge, MA. Retrieved from <https://www.nber.org/papers/w17176>

Using a unique identification strategy over a period of five years, this group of researchers worked to estimate the effects of teacher turnover on over 600,000 New York City 4th and 5th grade students. They found that students with a high teacher turnover score perform lower in both math and ELA; additionally, the effect is especially strong in schools labeled as low-performing.

Sutcher, L., Darling-Hammond, L. & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. *Learning policy institute*. Retrieved from <https://learningpolicyinstitute.org>

This document recommends policies for recruiting and retaining teachers based on reviewed research after detailing issues in the causes for teacher shortages. The authors recommend that the teacher shortage in the U.S. provides an opportunity for a long-term approach and that establishing a comprehensive and systematic set of strategies to build a strong teaching profession is important.

Teachers matter: Understanding teachers' impact on student achievement. *Rand education*. Retrieved from [www.rand.org](http://www.rand.org)

In a summary of research, this document states that teachers matter to student achievement more than any other aspect of schooling; effective teachers are best identified by their performance, not by their background or experience; and effective teachers tend to stay effective even when they change schools. Rand Education bases these findings on research using student scores on standardized tests.