

Exploring how Positive Psychology Characteristics Influence Bilingual/ESL Teacher Candidates' Mental Health

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Project Summary

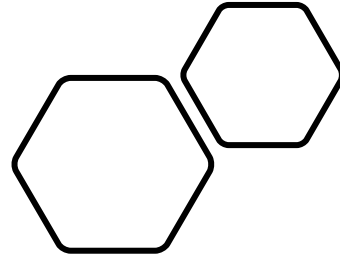
- Teachers report more significant levels of poor mental health, stress, and anxiety (Zarate et al., 2019), which can negatively affect their students' academic achievement. As a result, K-12 schools and teacher preparation programs have been challenged to reflect and serve students' current needs, including social, emotional, and cognitive development (Darling-Hammond & Hyler, 2020). In this study, we will explore how bilingual/ESL teacher candidates' hope, grit, resilience, and life satisfaction influence their wellbeing and depressive symptoms. Based on this study's findings, there will be several potential contributions to the field. First, we will identify relationships among positive psychology characteristics and teacher candidates' wellbeing and mental health. If we identify relationships, such as hope and depressive symptoms, there will be implications for teacher education programs to design professional development or integrate class activities to improve candidates' hope.

Teachers' Mental Health Has Suffered in the Pandemic. Here's How Districts Can Help



By [Catherine Gewertz](#) — May 04, 2021 ⌚ 9 min read

Teachers' Mental Health

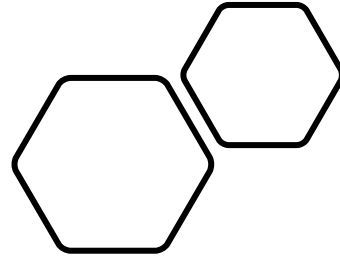


- Before the COVID-19 pandemic, researchers found that teachers' mental health, stress, and symptoms of burnout were high (Richards et al., 2018; Zarate et al., 2019).

Teachers' Mental Health on Student Learning

- When teachers experience challenges with mental health, there is potential to negatively influence student learning, the classroom learning environment, relationships with students (McClellan & Connor, 2019), students' classroom experiences (Hamre & Pianta, 2004), self-regulatory development (Ursache et al., 2012), and student behavior patterns (Jeon et al., 2014).

Teacher Candidates



- Although some researchers have examined practicing teachers' mental health as well as the impact on student learning, less attention has focused on teacher candidates' mental health, particularly culturally diverse teacher candidates who might have experienced greater challenges with COVID-19 (Digital Promise, 2019)

Theoretical Framework

- When researchers use a positive psychology framework (Seligman, 2002) to understand predictive factors of important outcomes such as subjective well-being, practitioners can identify interventions to target those factors that contribute to mental health



Theoretical
Framework:
Positive
Psychology

Meaning in life

Grit

Hope

Resilience

Outcome Variables

- A dual-factor model of mental health with indicators of subjective well-being (e.g., happiness) and psychopathology (e.g., depressive symptoms) allows researchers to understand complete mental health (Suldo & Shaffer, 2008).



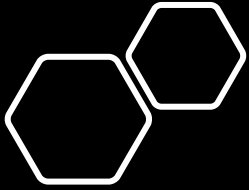
Purpose of Study

Utilizing positive psychology as a framework to understand teacher candidates' mental health during COVID-19 (Seligman, 2002) would be useful and beneficial to teacher preparation programs.

When researchers use a positive psychology framework to understand the predictive factors of essential outcomes, teacher educators can identify interventions to target those factors that contribute to teacher candidates' mental health.

Outcomes

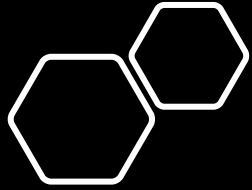




Next Steps

Institutional Review Board (IRB)





Potential Implications

**Exploring the Impact of a Positive Psychology Intervention
with Latina/o Adolescents**

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Potential Implications

Mindfulness for Teacher Candidates: A Pilot Study to Examine Teacher Self-Efficacy, Stress, and Awareness

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Keywords: Mindfulness, Pre-service teacher, Higher Education, self-efficacy, perceived stress, burnout, awareness



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