Building the Foundation: References Staff Wellbeing and Organizational Care

- Aldridge, J. M., & McChesney, K. (2018). The relationships between school climate and adolescent mental health and wellbeing: A systematic literature review. *International Journal of Educational Research*, 88, 121–145. https://doi.org/10.1016/j.ijer.2018.01.012
- Alterman, T., Colligan, M., Goldenhar, L., Grubb, P., Hamilton, A., Hurrell, J. J., Johnston, J., Murphy, L. R., Sauter, S. L., Scharf, F., Sinclair, R., Swanson, N., & Tisdale, J. (1999). Stress—at work (NIOSH Numbered Publication). National Institute for Occupational Safety and Health. https://stacks.cdc.gov/view/cdc/6926
- Antonelli, M. A., & Sembiante, S. F. (2022). A systematic review of research on LGBTQ educators' experiences and LGBTQ curriculum in K-12 U.S. public schools. *Multicultural Education Review*, 14(2), 134–152. https://doi.org/10.1080/2005615X.2022.2087031
- Bottiani, J. H., Duran, C. A. K., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36–51. https://doi.org/10.1016/j.jsp.2019.10.002
- Bradshaw, C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting Cultural Responsivity and Student Engagement Through Double Check Coaching of Classroom Teachers: An Efficacy Study. *School Psychology Review*, *47*(2), 118–134. https://doi.org/10.17105/SPR-2017-0119.V47-2
- Bristol, T. J., & Mentor, M. (2018). Policing and Teaching: The Positioning of Black Male Teachers as Agents in the Universal Carceral Apparatus. *The Urban Review*, *50*(2), 218–234. https://doi.org/10.1007/s11256-018-0447-z
- Cormier, C. J., Wong, V., McGrew, J. H., Ruble, L. A., & Worrell, F. C. (2021, February). Stress, burnout, and mental health among teachers of color. The Learning Professional, 42(1), 54–57, 62. https://learningforward.org/wp-content/uploads/2021/02/stress-burnout-and-mental-health-among-teachers-of-color.pdf
- Figley, C. R., & Roop, R. G. (2006). *Compassion fatigue in the animal-care community* (No. 5) [Ebook]. Wellbeing International. https://www.wellbeingintlstudiesrepository.org/ebooks/5
- Fute A, Sun B, & Oubibi M. (2022). Assessing Teaching Compassion, Work Engagement and Compassion Fatigue Among Teachers During the Pandemic. *Psychology Research and Behavior Management*, 15, 2561–2571.
- Gerwitz, C. (2019, September 25). *Hiring teachers of color is just the first step. Here's how to keep them. Education Week*. https://www.edweek.org/leadership/hiring-teachers-of-color-is-just-the-first-step-heres-how-to-keep-them/2019/09
- Lane, J., Everts, S. S., Hefner, Y., Phillips, R., & Scott, K. (2021). Crises of Care: School Leaders and Narratives of Compassion Fatigue. *Journal of Organizational Psychology*, 21(1), 16–31. https://doi.org/10.33423/jop.v21i1.4023

- Gabel, S. (2012). Demoralization in Mental Health Organizations: Leadership and Social Support Help. *Psychiatric Quarterly*, *83*(4), 489–496. https://doi.org/10.1007/s11126-012-9217-3
- Gregory, A., Hafen, C. A., Ruzek, E., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2016). Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. *School Psychology Review*, 45(2), 171–191. https://doi.org/10.17105/SPR45-2.171-191
- Grooms, A. A., Mahatmya, D., & Johnson, E. T. (2021). The Retention of Educators of Color Amidst Institutionalized Racism. *Educational Policy (Los Altos, Calif.)*, 35(2), 180–212. https://doi.org/10.1177/0895904820986765
- Guijarro-Ojeda, J. R., Ruiz-Cecilia, R., Cardoso-Pulido, M. J., & Medina-Sánchez, L. (2021). Examining the Interplay between Queerness and Teacher Wellbeing: A Qualitative Study Based on Foreign Language Teacher Trainers. *International Journal of Environmental Research and Public Health*, 18(22), 12208. https://doi.org/10.3390/ijerph182212208
- Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S., & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *Journal of Affective Disorders*, 242, 180–187. https://doi.org/10.1016/j.jad.2018.08.080
- Kim-Seda, J. (2022, February 23). Retaining BIPOC educators starts with belonging. *ASCD Education Leadership*. https://ascd.org/el/articles/retaining-bipoc-educators-starts-with-belonging
- Klassen, R. M., Usher, E. L., & Bong, M. (2010). Teachers' Collective Efficacy, Job Satisfaction, and Job Stress in Cross-Cultural Context. *The Journal of Experimental Education*, 78(4), 464–486. https://doi.org/10.1080/00220970903292975
- Liontos, L. B. (1994). *Shared decision-making* (ERIC Document Reproduction Service No. ED368034). ERIC. https://files.eric.ed.gov/fulltext/ED368034.pdf
- Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105, 101714. https://doi.org/10.1016/j.ijer.2020.101714
- Mahatmya, D., Grooms, A. A., Young Kim, J., McGinnis, D., & Johnson, E. (2021). Burnout and Race-Related Stress among BIPOC Women K–12 Educators. *Journal of Education Human Resources*, 40(1), 58–89. https://doi.org/10.3138/jehr-2021-0007
- Maulik, P. (2017). Workplace stress: A neglected aspect of mental health wellbeing. *Indian Journal of Medical Research (New Delhi, India: 1994)*, *146*(4), 441–444. https://doi.org/10.4103/ijmr.IJMR 1298 17
- National Education Association. (2023, December 8). Compassion fatigue and teachers: What it is and how to cope. *NEA Today*. https://www.nea.org/nea-today/all-news-articles/compassion-fatigue-teachers
- National Education Association. (2022, January 31). *NEA member COVID-19 survey summary*. https://www.nea.org/sites/default/files/2022-02/NEA%20Member%20COVID-19%20Survey%20Summary.pdf

- National Education Association. (2022, April 14). Beyond burnout: What must be done to tackle educator shortage. *NEA Today*. https://www.nea.org/nea-today/all-news-articles/beyond-burnout-what-must-be-done-tackle-educator-shortage
- National Child Traumatic Stress Network, Secondary Traumatic Stress Committee. (2011). Secondary traumatic stress: A fact sheet for child-serving professionals. National Center for Child Traumatic Stress.
- Oberle, E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine* (1982), 159, 30–37. https://doi.org/10.1016/j.socscimed.2016.04.031
- Peetz, C., & Baker, L. (2024, April 26). What schools can do to make sure support staff feel appreciated. Education Week. https://www.edweek.org/leadership/what-schools-can-do-to-make-sure-support-staff-feel-appreciated/2024/04
- PFLAG National. (n.d.). *Glossary*. https://pflag.org/glossary/
- Plouffe, R. A., Ein, N., Liu, J. J. W., St. Cyr, K., Baker, C., Nazarov, A., & Don Richardson, J. (2023). Feeling safe at work: Development and validation of the Psychological Safety Inventory. *International Journal of Selection and Assessment*, *31*(3), 443–455. https://doi.org/10.1111/ijsa.12434
- Rozmiarek, D., & Crepeau-Hobson, F. (2024). A Qualitative Examination of Compassion Fatigue in School Psychologists Following Crisis Intervention Work. *California School Psychologist*, 28(1), 30–42. https://doi.org/10.1007/s40688-022-00440-6
- Santoro, D. A. (2018, June 1). Is it burnout or demoralization? *ASCD Education Leadership*._ https://ascd.org/el/articles/is-it-burnout-or-demoralization
- Shimony, O., Malin, Y., Fogel-Grinvald, H., Gumpel, T. P., & Nahum, M. (2022). Understanding the factors affecting teachers' burnout during the COVID-19 pandemic: A cross-sectional study. *PloS One*, 17(12), e0279383. https://doi.org/10.1371/journal.pone.0279383
- Steiner, E. D., Doan, S., Woo, A., Gittens, A. D., Lawrence, R. A., Berdie, L., Wolfe, R. L., Greer, L., & Schwartz, H. L. (2022). Restoring teacher and principal well-being is an essential step for rebuilding schools: Findings from the State of the American Teacher and State of the American Principal surveys. RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1108-4.html
- The Education Trust. (2016). *Through our eyes: The voices of students of color in Washington state* [PDF]. https://edtrust.org/wp-content/uploads/2014/09/ThroughOurEyes.pdf
- World Health Organization. (n.d.). *Burn-out an occupational phenomenon: Frequently asked questions*. https://www.who.int/standards/classifications/frequently-asked-questions/burn-out-an-occupational-phenomenon
- Zhu, C., Xia, M., Xie, H., Wang, Y., Ye, J., & Xu, J. (2024). Primary school teachers' perceived organizational support and job satisfaction: The mediating role of collective efficacy. *Social Behavior and Personality*, 52(2), 1–9. https://doi.org/10.2224/sbp.12915