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School Monitors: A Quantitative Study on the Support Needed for These Professionals

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SCHOOL MONITORS: A QUANTITATIVE STUDY ON THE SUPPORT NEEDED FOR THESE PROFESSIONALS

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ABSTRACT

Minimal research has been focused on the role of school monitors in the public-school setting. This study explored the perspectives of school monitors on preparation, training, communication, and feedback. The study looked to examine if these aspects contribute to the overall role of school monitors and to identify specific areas where they require guidance and support to assist students throughout their day. Additionally, the study determined if schools who use a social emotional curriculum have school monitors who feel more supported in their role. Preparation, support, communication, and feedback was investigated using a 27 statement Likert-scale survey and three open-ended questions. Participants were school monitors from Long Island public school districts. A survey of the demographic information of participants such as, age, gender, age level of students, years of experience working in a school setting, professional preparation, and social emotional curriculum of school district were included. A significant number of monitors expressed concerns about inadequate training, unclear roles, and a lack of respect from students. Involvement in school committees and professional development, particularly in behavior management, was linked to greater awareness of school policies. While social-emotional learning (SEL) programs had minimal impact on perceived support, they did increase awareness of school policies. The study highlights the need for better training and inclusion of monitors in school processes to enhance their effectiveness and improve student outcomes.

Keywords: school monitors, preparation, support, communication, feedback, social emotional learning

Chapter I: School Monitors: A Quantitative Study on the Support Needed for these Professionals

This purpose of this study is to explore the role of school monitors, non-instructional adults who supervise students outside the classroom, in a school. Guidance and support are needed for these professionals to help facilitate the social emotional growth of students. Below is short fictional description of a typical day for school monitors.

The door to the lower playground bursts open as 100 third-grade students run out at the start of recess. Children can be heard screaming with joy as they run to their favorite activities, lining up for kickball, climbing the monkey bars, and beginning a spirited game of tag.

Mixed in with the students exiting the building are five school monitors who find their assigned location on the playground, strategically located to allow a view of all areas and ensure the safety and well-being of the students. School monitors begin to engage in typical routines, such as tying students' shoes, opening the door to allow students to use the restroom or visit the nurse for common bumps or bruises, and talking to students who struggle to find an activity or friend.

As a school monitor scans the playground, she notices a game of basketball where tension appears to be increasing between students. A disagreement of raised voices and finger-pointing seems to break out over whose turn it was to shoot the ball. As two students start grabbing at the same ball, the school monitor blows the whistle and hustles over to the court, attempting to deescalate the argument.

As the school monitor begins saying, “stop yelling, let go of the ball,” the students continue arguing with their voices growing louder. Realizing that the students are not

responding to her attempts to intervene, the school monitor blows her whistle again and tells the students to take a time-out, guiding them to sit on opposite benches. As the students sit, one of the children can be seen crying.

A second school monitor walks over to check on the situation, and they exchange glances towards the students. “Conflicts like these are happening more and more at recess, and the students are not responding to us,” one monitor comments to the other. “How are we to get them to resolve conflicts?”

Such incidents as the ones cited above have led to Anderson-Butcher and colleagues (2001) to refer to recess supervision in schools as “the job that nobody wants” (p. 135). The job responsibility with some of the most challenges is given to the staff member with the least amount of training (Sharkey et al., 2014). Does this make sense when the narrative has also been around supporting students’ social and emotional well-being? During critical moments of the day when students need to practice their developing social-emotional skills, it is not just classroom teachers who interact with them. School monitors, frequently overseeing students in informal environments like lunch, recess, and the hallways, are also frequently tasked with addressing students who may encounter challenges with these skills.

Effective supervision of children plays a vital role in fostering positive youth development. This supervision becomes particularly crucial during instances characterized by extensive freedom and unstructured interactions, such as recess. Despite the significance of supervising children during recess, there remains a scarcity of published research concerning the training and support of monitors, from the perspective of school monitors.

Background of Study

Social Emotional Learning

The conversation surrounding social emotional skills continue to be a current topic among educators. Social emotional learning (SEL) has been a component in education with even more of an emphasis since the advancement of technology and social media platforms. Additionally, social and emotional learning has proven to be especially crucial during the COVID-19 pandemic, aiding students in navigating through challenging circumstances (Murphy et al., 2021). In the United States, there have been rapid and unprecedented increases in adolescent depressive symptoms (Keyes et al., 2019). Children are struggling with increased emotional distress, creating positive attitudes about themselves, and externalizing behaviors. Organizations such as Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.a) have acknowledged the adverse impacts facing children today and have furnished resources to assist educators, parents, and caregivers in fostering children's social and emotional learning. CASEL has taken a leading role in the expanding movement to incorporate social and emotional learning as an essential component of education. As an organizational platform, CASEL has emerged as a guiding force in the worldwide movement and a reliable authority in the swiftly expanding field of social and emotional learning. According to CASEL, the definition of social and emotional learning (SEL) is: The procedure by which individuals of all ages acquire and utilize the knowledge, skills, and attitudes to foster robust identities, regulate emotions, attain personal and collective objectives, express and comprehend empathy, form, and sustain supportive relationships, and make responsible and compassionate decisions (CASEL, n.d.a). The benefits of SEL programs are improved academic achievement and social skills, such as emotional regulation and interpersonal skills (Durlak et al., 2011).

In 1994, the Fetzer Institute organized a conference dedicated to addressing the diverse and fragmented school-based initiatives that had emerged over the years to promote the healthy social and emotional development of children. Shortly after that, the term social and emotional learning was introduced, paving the way for a framework that aims to provide opportunities for both young people and adults to acquire the skills essential for achieving and sustaining personal well-being and fostering positive relationships throughout their lives (Brackett et al., 2019).

In recent years, there have been many federal policies put into place to help fund school initiatives that support the social and emotional development of students. The American Rescue Plan Act (ARP) of 2021 includes support for students' learning and development, educator well-being, family and community partnerships, and more inclusive and equitable learning environments (CASEL, n.d.b.). The funding from this act and other acts can be used for SEL and is a needed part of the curriculum in elementary schools.

Frequently, training to address the social-emotional needs of students is exclusively provided to classroom teachers. The classroom primarily concentrates on delivering standards-based educational content along with teaching group etiquette and social interaction skills to students (Cline et al., 2022). As a result, the role of teachers has changed to incorporate more opportunities for students to develop social skills and manage their emotions. Classroom teachers are not the only staff who interact with students during vital times of the day where students must exercise their developing social emotional skills. School monitors who often supervise students in unstructured settings such as, lunch, recess, and the hallways are often called upon to respond to students who struggle with these skills.

CASEL (n.d.a) states that the benefits of social and emotional learning are well-researched, with evidence demonstrating that an education that promotes SEL yields positive outcomes for students, adults, and school communities. When students have supportive relationships and opportunities to develop and practice social, emotional, and cognitive skills across many different contexts, academic learning accelerates.

Recess

In the early days of psychology, it was hypothesized that play served as a means for children to rehearse life skills and language, address emotional distress, cultivate social skills and self-esteem, practice self-regulation, and facilitate the transition of the developing mind from concrete thinking to abstract reasoning (Beisser et al., 2013). Recess is one of the few settings in school where spontaneous interaction between peers occurs, and where children can gain social cognitive skills that allow them to participate in rule-based game play and group membership (Borman, 1979). During recess, children have the opportunity to put into practice the social-emotional skills they are learning in the classroom.

In her examination of research and policy regarding recess in the United States, London (2019) outlined the common challenges encountered by students during recess. These challenges include students' difficulties in starting or maintaining games and activities, instances of bullying, fighting, and exclusion, feelings of boredom and fear, the need for adult supervision, and the requirement to train monitors to be positive guides and role models during recess. Students need feedback and scaffolded skill building to have a positive recess experience where they can problem solve and appropriately initiate social interactions. Children require effective strategies for addressing social conflict and bullying, along with the assistance of adults to implement them (Mak & Koustova, 2023). These strategies might

include conflict resolution techniques, empathy-building exercises, and clear guidelines for appropriate behavior. However, for these strategies to be successful, they must be supported by adults who can provide guidance, model positive behavior, and enforce rules consistently. Adults play a crucial role in helping children understand and apply these strategies, creating a safe and supportive atmosphere where children can learn and grow.

Over time, the increasing influence of teachers' unions has resulted in the role of recess supervision shifting from certified school personnel to staff with minimal qualifications (Nelson et al., 1995). Lewis et al. (2000) indicated that a consequence of this trend is the delegation of supervision responsibilities to staff members with less formal training in instruction and student behavior management. Generally, this function is performed by a group of individuals serving under the title of "School Monitors."

School Monitors

School monitors are staff members in a public school whose primary task is to ensure safety and maintain order when students are outside of their classroom, not under the supervision of their teacher. A review of job listings on Indeed.com shows school districts across Long Island indicate that the distinguishing features of a school monitor are that they are responsible for the supervision of students and student activities and for maintaining order in school buildings, school district public libraries, on school grounds and playgrounds, and at street crossings. Work requires the employee to be able to maintain discipline among students in a courteous but firm manner.

School monitors can enhance their sense of purpose and experience greater success in their role when school districts provide support tailored to their specific needs. The preparation of school monitors necessitates clear and explicit guidance within the public-

school setting. To deliver this form of guidance, it is essential to seek input from school monitors themselves.

Numerous school monitor job descriptions posted on hiring websites recommend that school monitors have the following qualities: the ability to get along well with school-age children and command their respect; familiarity with classroom routine; good observation skills; tact; courtesy; good judgment; and physical condition commensurate with the demands of the position (Indeed, n.d.). This description demonstrates that supporting students during lunch and recess requires an employee with unique characteristics, not to mention that the salary is usually just slightly more than minimum wage.

The New York State United Teachers Union (NYSUT) (2023) describes a Teacher Aide/Monitor as an employee under civil service law who is a non-instructional school employee. Teacher aides (sometimes referred to as paraprofessionals) provide non-teaching services such as assisting students with behavior or physical needs, grading papers and proctoring exams under the supervision of the building principal.

Westchester County School District (n.d.) and the Hyde Park Central School District (n.d.) both acknowledge the distinction between this class and the Teacher Aide role. The Teacher Aide assists teachers within a classroom setting, while the school monitor typically operates outside the classroom to maintain order. School monitors can be used to assist during the arrival of students at the start of the school day, at dismissal, on the bus, and supervising student behavior in the hallways, during lunch, and during recess. While school monitors effectively provide routine supervision for students, the expectations and responsibilities associated with their roles in different settings can be unclear.

In a recent posting on Indeed, Board of Cooperative Educational Services (BOCES) (2023) lists responsibilities of work for school monitors as:

- Oversees and monitors student behavior by walking hallways, campus grounds, and cafeteria to ensure students are proceeding to their classes in an orderly manner.
- Helps maintain order in classrooms and on school grounds by removing students in the event of unruly behavior.
- Takes attendance and searches for students who are on campus but not assigned in class.
- Greets visitors to campus, ascertains their business, issues a pass and directs the individual(s) to the proper location.
- Guides students safely and controls traffic while school buses are arriving and departing.

In most cases, the qualifications for the position are listed as experience in overseeing the activities of children and/or teenagers is preferred and possibly a high school diploma. In addition, in accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.

Understanding the needs of school monitors begins with ensuring they have clear knowledge of their role and responsibilities in all the different environments they may serve. The individual tasked with assigning the role differs from one school to another and can vary within schools, too. Generally, the responsibility for assignments tends to lay with the

principal or assistant principal. School administrators should have an ‘onboarding’ plan for school monitors. According to the Society for Human Resource Management (2023), onboarding describes the procedures involved in assimilating new hires into the organization, encompassing activities that guide them through an initial orientation and provide insights into the organization's structure, culture, vision, mission, and values. The onboarding process varies, ranging from one or two days of activities in some organizations to a series of activities extending over one or several months in others.

Effective school monitors have the potential to make a large impact on the social-emotional well-being of students. Sharkey et al. (2014) stated adult supervision of students during recess could provide opportunities for students to learn appropriate social skills and prosocial behaviors. Lewis et al. (2000) reported that in a study he conducted, examining the impact of pre-correction and active supervision on students' transition behavior, there was a significant decrease in problem behavior due to increased interactions with supervising staff and other students.

When professionals are provided with guidance or support in their role, it can result in deeper understanding of expectations causing staff to feel more certain of themselves. Educators and school administrators need to recognize that the potential impact of supervision and guidance during recess can have significant implications, not only for fostering positive student development but also for promoting more appropriate behavior in the classroom (Anderson-Butcher et al., 2003). When teachers and other personnel realize this possibility, they may reconsider their perceptions of the role school monitors play for students during recess.

Specialized training for school monitors is essential because their role on the playground, balancing the freedom for unstructured play with intervention to ensure safety, differs from that of a teacher in the classroom, whose focus is on encouraging participation in highly structured learning activities (Sharkey et al., 2014). Lack of direction and feedback for school monitors can impact the support given to students at recess. School monitors, as a school employee, have annual performance reviews that are completed by the building principal or assistant principal. The content of the review is created at the district's discretion and provided varying levels of feedback. Lewis et al. (2000) found that after providing playground monitors with critical features of active supervision, which included moving around, looking around and interacting with students, the quality of active supervision increased, and negative student behaviors decreased. This improvement was seen after one fifteen-minute meeting and a ten-minute follow-up meeting. The discipline team provided reminders of these active supervision behaviors at each staff meeting during the course of the study. Opportunities for direct communication and feedback must be given to school monitors in order for them to understand their job responsibilities and have chances to improve upon their practices while supervising students. This communication also needs to give school monitors the opportunity to voice their views, their concerns, and offer their own reflection and feedback on their role.

Job satisfaction as defined by Evans (1997), is characterized as a mental state influenced by the degree to which an individual believes their job-related needs are fulfilled. Teachers have been the focus of numerous studies to determine the influences of their job satisfaction. Teacher job satisfaction comprises two primary elements: job comfort and job fulfillment. Job comfort pertains to the satisfaction an individual derives from the favorable

conditions and circumstances of their job. On the other hand, job fulfillment is the extent to which one finds satisfaction through personal achievements within meaningful aspects of the job (Evans, 1997). For a school monitor to feel satisfied in their job, they too would likely need to have job comfort and job fulfillment. Previous research has not been found that investigates the job fulfillment of school monitors. It is essential to have a clear understanding of job responsibilities, have opportunities for communication, and receive feedback in order to determine if one is achieving their professional goals.

Statement of the Problem

This study sought to bring attention to the needs of school monitors and the absence of explicit guidance and support for these professionals. Presently, the New York State Education Department has not provided any formal guidelines to assist school monitors in fulfilling their roles. This is especially important when the perception of being assigned the "dreadful" duty of recess supervision by teachers or aides results in the supervising staff intervening only if it is absolutely necessary or if asked directly by a student (Lewis et al., 2000). Even though educators and support staff may not enjoy the recess duty role, the absence of supervision during this period can make recess one of the most anxiety-inducing times for many school children (Anderson-Butcher et al., 2003). More importantly, school monitors are essential to ensuring the physical and emotional safety of students throughout the school day. If guidelines were developed to clarify roles in the areas of practice, deployment, and preparedness, perhaps the effectiveness of school monitors would improve. Schools need to address systematic issues on the playground alongside incorporating a school monitor training program (Sharkey et al., 2014).

In a public-school setting, each school district supports their school monitors differently. Some school districts may provide a detailed 'on boarding' process which include start of the job training, a mentor, days to shadow a fellow school monitor, or continued training opportunities throughout the year. In other districts, school monitors are given a list of job responsibilities and are expected to get to work. This creates a lack of uniformity across the position. In addition, due to the general nature of civil service job descriptions, districts have the flexibility to interpret the role in diverse and varied ways. To allow school monitors to be most effective, the specific expectations of the role in various settings must be established to ensure emotional and physical safety of students is provided.

Overwhelmingly, studies (Lewis et al., 2000; Samuels et al., 1980; Sharkey et al., 2014) have highlighted the lack of impact of school monitors due to the scarcity of role clarification, preparation, feedback, and support. While there have been limited studies that have evaluated the role of school monitors since the 1980s, they have focused on the impact of their role on students, not learning the support needed for the success of the role from school monitors themselves.

Purpose of the Study

The purpose of the study was to determine how perceptions of preparation, training, communication, and feedback contribute to the overall role of school monitors and to identify specific areas where school monitors require guidance and support to assist students during the school day. Additionally, the study determined if schools that utilize social emotional programs have school monitors that feel more supported in their role. School monitors play a crucial role in ensuring the success of students' experiences while working with them. Seeking input from school monitors can address individual challenges, enhance

their sense of purpose and motivation, and foster open lines of communication and support for everyone involved. Through effective communication, specific areas of difficulty can be identified, shedding light on the required level of support, guidance, and collaboration for school monitors in public school districts. Armed with this knowledge, public school districts can take steps to strengthen communication channels between school monitors and other professionals, improve the professional development provided for school monitors, create an onboarding process to clearly identify job responsibilities for school monitors, and ultimately improve job satisfaction of these employees.

Significance of the Study

This study will fill several important gaps in the current research as well provide groundbreaking feedback directly from school monitors, who have never been directly surveyed prior. Supporting students' social emotional skill development is a highly researched topic as well as the impact of recess on students' social-emotional well-being. There have been limited studies that looked to identify how to improve students' behavior at unstructured times of the day through interventions that provide training for school monitors around active supervision and the school rules. Studies have also included questionnaires for students, teachers and parents about recess and observations of school monitor and student interactions. Research has not yet been identified that explores the specific guidance and support that school monitors require to enhance their effectiveness in their roles.

Students struggle with self-regulation during times such as arrival, dismissal, lunch, recess, the bus, the bathrooms, and more. Often, administration and mental health staff are spending their time to resolve conflicts that arise during these times of the day. Research has shown that students need more support in the development of their social emotional skills

(Cline et al., 2022; Low et al., 2015) and that there are many effective social emotional programs that can support the students with the implementation of these skills (Brackett et al., 2012b; Daley et al., 2023; Durlak et al., 2015). Studies suggest that teachers have found success with supporting behaviors in their classrooms with the implementation of SEL programs (Greenberg, 2003; Greenberg et al., 2010; Hodges et al., 2022). What we do not know is how school monitors would define their role or the type of support, in terms of training, communication, and feedback, school monitors feel they need to be more effective in their supervision of students.

If school monitors are more successful at active supervision, anticipating student challenges, responding to student behavior, and providing strategies for students' social skill development, students will reap the benefits by finding more success in regulating their behaviors during unstructured activities during the day.

Research Questions

The following research questions will guide this investigation:

RQ1: How do school monitors define their roles in their school?

RQ2: From the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?

RQ3: Do school monitors perceive that they are able to communicate regularly with and receive effective feedback from school staff, including administration?

RQ4: Does a social emotional program utilized by a school influence whether or not school monitors feel supported in their role?

The hypothesis for the research problem is that schools that use a social emotional approach, with appropriate training will have school monitors that feel better prepared, have better training, receive better communication, and receive better feedback.

Theoretical and Conceptual Framework

The theoretical framework helps to explain what the researcher hopes to find in their study through their data collection, analysis, and interpretation (Creswell and Clark, 2018). The theoretical rationale of this study is based on the theory of human motivation which was the catalyst of Maslow's hierarchy of needs theory and is also added to by Herzberg's motivation-hygiene theory and Vygotsky's social development theory. The purpose of this study is to explore school monitors' need to receive support and guidance in their roles to be satisfied in their position.

Vygotsky's social development theory centered around the premise that children develop new social and cognitive skills through interactions with older individuals. When students are in unstructured settings, they are working on their developing social and emotional skills. They need to be guided through a task that is in the zone of proximal development by a more knowledgeable person, the school monitor. Consequently, the school monitor needs training to support students' social emotional needs so that children can develop these skills.

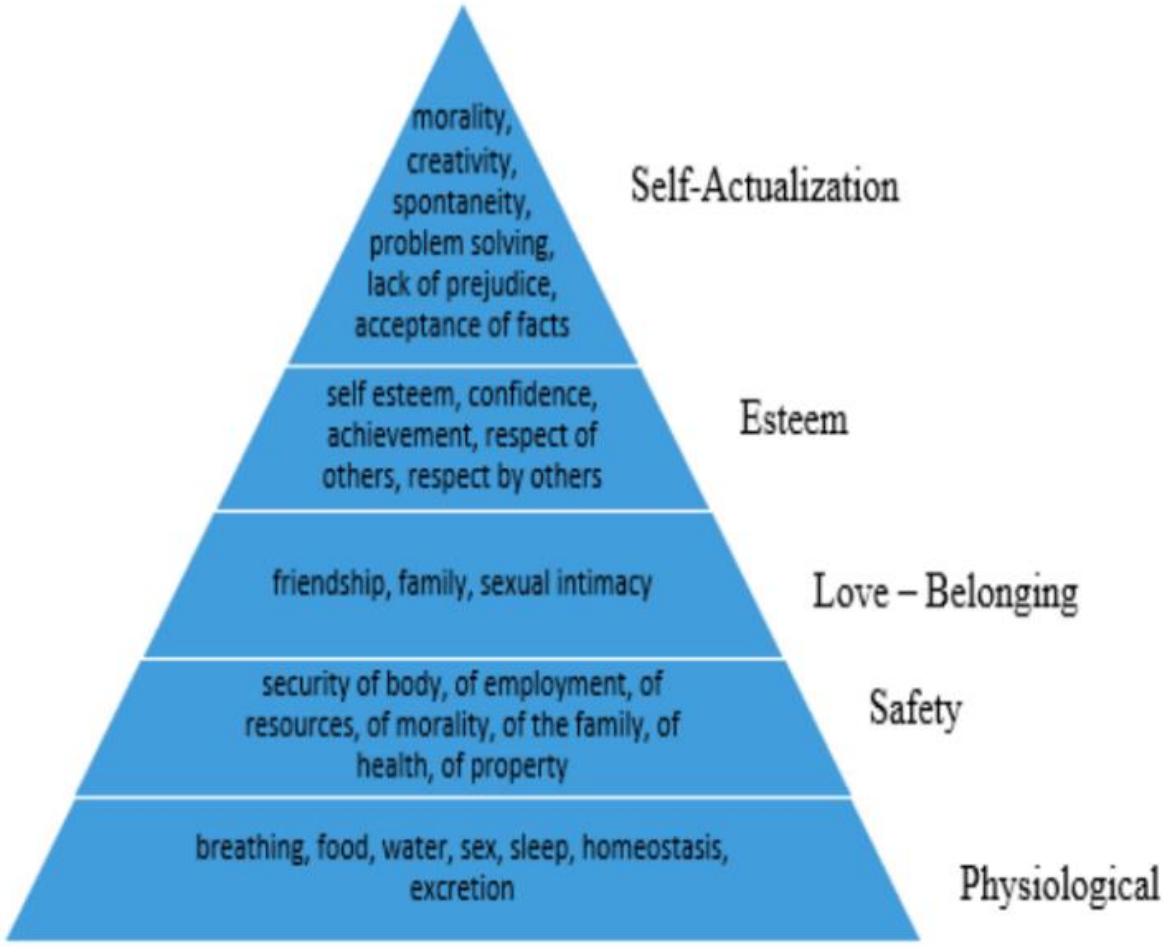
The perspectives of Maslow, Hertzberg, and Vygotsky provide the foundational theoretical framework for understanding the motivations of school monitors, how to support them in their roles, and the assistance required to aid students in developing their social-emotional skills.

Maslow's Hierarchy of Needs

Motivation is the premise to Abraham Maslow's Hierarchy of Needs, a theory, derived from scientific research, which delineates the basic requirements that influence human behavior. Consisting of five sequential stages, Maslow's hierarchy is marked by the reliance of each stage (Figure 1) on the satisfaction of the preceding one (Maslow, 1943). Beginning with the physiological stage, it encompasses the basic needs essential for human survival, such as food, water, shelter, and sleep. Only after fulfilling these fundamental requirements can individuals progress to the safety stage, which involves mitigating threats, maintaining good health, establishing a routine, and ensuring job security. After the completion of the safety stage, humans enter the love stage, where social connections with friends, family, and a romantic partner become crucial. Maslow (1943) underscores that the love stage includes both receiving and giving love to others. Advancing further, the stage following love is the esteem stage, characterized by self-respect, the respect of others, and the achievement of higher self-confidence and self-efficacy upon its fulfillment. The final stage in Maslow's hierarchy is self-actualization, a concept that varies in interpretation among individuals. It represents a theoretical pinnacle of self-fulfillment.

Figure 1

Maslow's Hierarchy of Needs



(Source. https://www.interaction-design.org/literature/article/maslow-s-hierarchy-of-needs)

Stewart et al. (2018) found that studies indicate that elevating employee compensation, job satisfaction, empowerment, and receiving support from management leads to enhanced employee productivity, efficiency, morale, loyalty, and retention. While aspiring to make comprehensive improvements is ideal, there are essential steps that every company should take to alleviate excessive stress among its employees. People want to be respected as equals, be taken seriously, and be rewarded for their efforts. Material compensation satisfies Physiological and Safety needs, but emotional compensation satisfies Self-Esteem and Self-Actualization.

Given the limited research attention on job satisfaction, encompassing support, preparation, communication, and feedback, for school monitors, how can we understand the needs of these crucial staff members to enhance their effectiveness? The role of school monitors is instrumental in shaping students' educational experiences. Seeking input from monitors can help identify individual challenges, enhance their sense of purpose and motivation, and foster open communication and support among all stakeholders.

Herzberg's Two-Factor Theory of Motivation-Hygiene

Herzberg et al. (1959) determined the two factors of intrinsic and extrinsic motivation that existed in the workplace and supported individuals' motivation. Furthermore, Herzberg (1987) identified that achievement, recognition for achievement, the work itself, responsibility, and growth or advancement are the motivating factors that are intrinsic to the job. Factors that are extrinsic to the job and result in dissatisfaction-avoidance or hygiene are company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security. According to Herzberg, hygiene factors lack the capacity to motivate employees but can mitigate dissatisfaction when effectively managed.

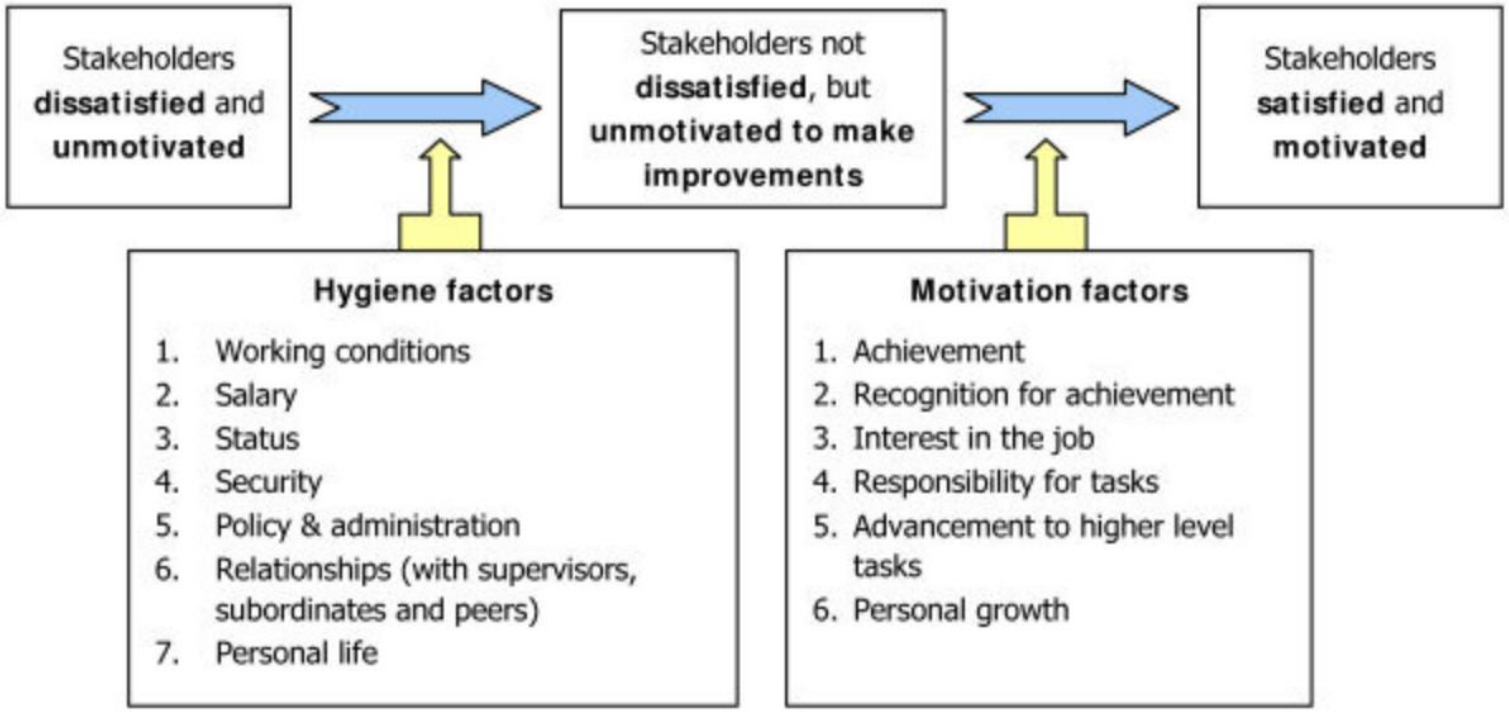
Once the hygiene areas are addressed, the motivators will promote job satisfaction and encourage production.

Motivating Factors. Herzberg (1959) delineated factors surrounding the dynamics of motivation, categorizing them as internal factors. He emphasized the necessity of motivation for personal development, highlighting the limited sources of motivation, the significant long-term impact of improvements in motivators, the addictive nature of motivators, the non-escalating zero point of motivator needs, and the clear and defined nature of answers to these needs. Motivating factors were described as complex, subjective, and notably challenging to quantify in comparison to hygiene factors. Additionally, he proposed that motivating factors typically had an intrinsic nature. He further suggested that, at times, intrinsic factors will not lead to overall job satisfaction if extrinsic (hygiene) factors are not being met (Pardee, 1990).

Hygiene Factors. Herzberg (1959) believed that hygiene factors caused pain or discomfort. Hygiene factors were created based on the understanding that hygiene needs were the avoidance of pain from the environment. In addition, he also defined the following dynamics of hygiene regarding dissatisfaction. While hygiene factors typically address workplace constraints and alleviate overall job dissatisfaction, they have minimal impact on motivating individuals to achieve their maximum potential (Pardee, 1990).

Figure 2

Herzberg's Two Factor Theory of Motivation



(*Source.* https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/leadership-and-management/herzbergs-model/)

Motivation is a key component of improving overall work productivity and performance (Pardee, 1990). People will demonstrate levels of high motivation when they believe there is a strong relationship between themselves and the leader, when they believe hard work produced high levels of school and student success, and when they believe they are supported and encouraged by their leader (Culver, 2023). In a study that looked at the correlation between teacher turn over and leadership style, Hastings (2024) found that leadership styles that were laissez-faire resulted in staff who had lower levels of trust and were more likely to not continue employment in the school.

This study adds support for Herzberg's two factor theory by examining the needs of school monitor's so that they feel supported in their role. The study will look at a correlation between communication and feedback from building administration and how it impacts the support school monitors feel in their role.

Vygotsky's Social Development Theory

Theory refers to a structured statement of principles linked with observed phenomena and their relationships to each other. It serves as a framework for organizing and explaining data. A theory of child development examines and documents the progression and behavior of children, while also interpreting the recorded data (Saracho, 2023). Lev Semenovich Vygotsky (1896–1934) was a constructivist theorist in cognitive psychology. Vygotsky distinguished between two forms of development: natural and cultural. Natural development was attributed to maturation, while cultural development was linked to language and reasoning abilities. As a result, individuals' cognitive patterns are shaped by the cultural practices they encounter in their upbringing. Additionally, advanced modes of thought, such

as conceptual thinking, are communicated verbally to children, highlighting language's essential role in evaluating individuals' capacity for learning how to think.

Another aspect of Vygotsky's theory involves the notion that cognitive development occurs within a "zone of proximal development" (ZPD). This "zone" represents the realm in which children possess the necessary cognitive readiness, but they require assistance and social interaction to fully progress (Briner, 1999). Vygotsky observed that children advance within their zone of proximal development, which surpasses their independent capabilities. Within this zone, children can operate and develop new skills with the guidance of more experienced individuals (Saracho, 2023). These newfound skills become integrated into the individual's cognitive framework. Children's thinking is improved when they are exposed to challenges slightly beyond their abilities.

Vygotsky's constructivist framework highlights teachers' role in imparting desired behaviors to students through leadership and guidance. Social and emotional learning is regarded as a form of learning just as any other academic discipline within the educational setting (Hutchinson, 2023). Hutchinson (2023) found that teachers are aware of the benefits of SEL education and SEL programs help to build relationships within the school. Burkman (2023) conducted a qualitative descriptive study to explore how elementary school educators describe implementing social-emotional learning competencies in the classroom setting. The results from this study showed that teachers modeled effective relationships by being committed, communicating, and actively listening to their students. In addition, teachers modeled building and maintaining effective relationships by staying committed and consistent with their students, communicating with students and parents consistently, and practicing active listening skills. The staff that is supervising students is essential to the

acquisition of new skills that are being taught within the students' zone of proximal development. Students were able to find success in Burkman's study due to the support of the classroom teachers. It is imperative that school monitors learn how they can support student's social emotional learning so that they can provide the guidance as the more experienced individual as children acquire new social and emotional skills.

Definitions of Terms

Paraprofessional

A person to whom a particular aspect of a professional task is delegated but who is not licensed to practice as a fully qualified professional. According to Indeed, a paraprofessional, alternatively known as a teacher assistant or instructional assistant, collaborates with a classroom instructor to provide support for classroom instruction and aid targeted students in achieving educational objectives. Their responsibilities include working with students individually or in small, targeted groups to review lesson material. Additionally, they may accompany specific students throughout the school day. In some organizations a paraprofessional is an umbrella term that refers to any school employee (teaching assistant, teacher aide, school monitor) who supports students in the classroom, but is not a licensed teacher.

School Monitor

The term "school monitor" may have multiple variations that are all non-instructional, including monitor, lunch monitor, recess teacher, yard supervisor, paraprofessional, lunch aide, and playground monitors. For the purpose of this study, the term school monitor will be used throughout the remainder of the dissertation, unless described otherwise in a cited article.

Social Emotional Learning (SEL)

The process by which individuals, both young people and adults, acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, demonstrate empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, n.d.a).

Limitations

In any research study, it is important to acknowledge the limitations that may influence the interpretations of the results and findings. This study primarily concentrated on exploring the viewpoints of school monitors, across public schools on Long Island, concerning the guidance and assistance required for them to perceive success in their role. However, the study's scope is limited to non-instructional school staff responsible for overseeing students in environments beyond the classroom. Consequently, the findings cannot be generalized to instructional staff members. Furthermore, this research solely represents the perspectives of school monitors and does not delve into the influence that these monitors may have on students' behavior during recess or other non-classroom settings.

Error is inevitable and occurs in any survey. They can be random or systematic. Systematic errors are referred to as bias. Error is the difference between the true value and whatever the obtained or observed value turns out to be. According to Cowles and Nelson (2018) there are ways to reduce errors, such as, being aware of possible error to try to identify sources of error in our data. Researchers should make sure that the sample is an appropriate representation of the population and take steps to minimize nonresponses. Data should be checked and rechecked to make sure that errors were not created in the data filing and analysis. Survey error should be taken into account when reporting findings.

Summary of Chapter and Outline of Next Chapters

Chapter 1 provides a contextual and conceptual understanding of the problem and importance surrounding the issue of guidance and support needed for school monitors so they can scaffold the social and emotional development of students.

Chapter 2 presents the literature review on the benefits of SEL and the needs of school monitors. According to the CASEL, the benefits of SEL are well-researched, with evidence demonstrating that an education that promotes SEL yields positive outcomes for students, adults, and school communities. As students foster supportive relationships and engage in the development and application of social, emotional, and cognitive skills across various contexts, academic learning experiences accelerated (CASEL, n.d.a).

Chapter 3 focuses on the design of the study. It details the quantitative design used to provide an analysis of how school monitors can be provided with preparation, communication, and feedback, specifically around training in supporting the social emotional development of students, in order to support in assisting students throughout their school day. This chapter additionally includes the research questions employed to enhance the understanding of participants' experiences within a school environment. Furthermore, it offers a thorough exploration of the research methodology to show the researcher's approach to data gathering and analysis.

Chapter 4 presents the findings of this study based on school monitor’s perspectives on defining their role, identifying the preparation, communication and feedback they receive in order to support students while in settings outside the classroom. It also provides responses to the research questions and includes analysis of the relevant data.

Ultimately, Chapter 5 offers a discussion and conclusions regarding the findings and their implications toward school monitors, building administrators, and school districts. The chapter also addresses recommendations for further research in these areas.

Chapter II: Review of the Literature

The purpose of the present study was to determine how perceptions of preparation, training, communication, and feedback contribute to the overall role of school monitors. In addition, the study investigated if schools that utilize social emotional learning (SEL) programs had school monitors that felt more supported in their role. The review begins with examining the role of the school monitor including the impact of any support given to these professionals. The second section highlights the impact of job satisfaction for professionals working in education. The next section dives into the history and impact of social emotional learning. It is important to understand the role students' social skills play in the effectiveness of school monitor's supervision. The fourth section further analyzes the impact of SEL programs and highlights some of the different SEL programs offered in public schools across Long Island, New York. Next, the views of leadership, teachers, and parents on the value of social emotional learning is explored. This section includes the roles that leaders, teachers, and parents play in social emotional learning and the challenges they may face. Lastly, the sixth section summarizes the present state of knowledge in the field, highlighting any gaps in the research, and addressing how this study will speak to these missing areas.

Role of School Monitor

The Role of School Monitor at Lunch and Recess

Samuels et al. (1980) researched how to support paraprofessionals, school monitors, in the lunchroom. They mentioned that schools are increasingly recognizing the necessity of providing training for paraprofessionals, given that many enter the school environment with minimal or no experience in managing groups of children. Effectively employing group management techniques is especially vital in overseeing the lunchroom within a school. The

lunchroom experience significantly influences the overall school environment (Samuels et al., 1980).

In Samuel et al.'s (1980) case study, four paraprofessionals, serving as lunchroom supervisors in a rural low-middle class Michigan town, received training in employing behavior management techniques to effectively reduce the occurrence of disruptive behavior. The elementary school principal requested the investigation to develop an in-service training program for paraprofessional lunchroom supervisors in order to help them deal better with an ever-increasing number of behavioral disturbances occurring during the 'noon hour.' The school established a comprehensive management plan consisting of developing a set of rules. This plan was shared at three, two-hour, in-service workshops with the paraprofessionals where they had a chance to discuss the implementation of the plan and behavioral management techniques (e.g. positive reinforcement, negative reinforcement, extinction, modeling.) Findings from the study indicated that paraprofessionals felt more prepared to respond to student behavior, having a clear understanding of established expectations themselves. They expressed greater job satisfaction and took a more active role in their work. This was one of the few studies conducted involving school monitors and was published over 4 decades ago, demonstrating the need for the current study. Participation in professional development can increase skills and efficacy of staff (McKeown et al., 2016). This demonstrates that more opportunities for professional development need to be given to school monitors in order to help support their success and the development of students' social emotional skills.

Proper adult supervision is key to high-quality recess. To create safe play environments for students and reduce the number of injuries that occur annually, active

supervision has been identified as a vital characteristic (Franzen & Kamps, 2008). London (2019) emphasized the importance of adults supporting students at recess by engaging with students in pro-social ways, teaching simple strategies for conflict resolution, and ensuring that all students are included. School monitors may play alongside students, act in supporting roles, or referee games in order to ensure they are engaged in the activities with students. School monitors also have competing priorities such as resolving conflicts and ensuring safety, which can be challenging (London, 2019).

Sharkey et al. (2014) proposes that children should experience a certain level of independence from authority during recess, yet there is also a need for direction, monitoring, and skills acquisition from adults to facilitate appropriate interactions. Effective supervision efforts by "yard supervisors" can address both needs. They can utilize their supervision time as a chance to instruct and reinforce positive behaviors, employing methods like corrective feedback and modeling. Students also seem to acknowledge the necessity of adult supervision, as indicated by a study in which 53% of students expressed a desire for improved adult supervision, especially on the playground (Hughes et al., 2009).

School monitors hold the potential to foster relationships with children by cultivating an enjoyable, secure, and positive environment. In this setting, students can adeptly navigate unstructured play opportunities, potentially aiding them in maintaining or rediscovering their engagement with school. Conversely, if school monitors view their role solely as enforcing rules and delivering consequences without prioritizing the development of student relationships, they may miss valuable opportunities to connect with students or, even more detrimentally, contribute to an environment that estranges students from the school community (Sharkey et al., 2014).

Lewis et al. (2000) introduced a school-wide recess intervention at an elementary school which was one of the first recess supervision observational study conducted. The school was in a suburban working-class neighborhood comprised of 42 staff and 475 students who were characterized as predominantly white. Before initiating the study, the school actively participated in a continuous project aimed at enhancing student behavior. During the intervention 1) classroom teachers reviewed school rules and related social skills specific to the playground, 2) playground monitors reviewed school rules and supervision expectations, and 3) researchers introduced pre-corrections and active supervision across three recess periods. Subsequently, yard supervisors received training in and applied proactive supervision techniques on the playground. The instructions for yard supervisors included reinforcing student adherence to playground rules, offering verbal reminders of the rules when students violated them, and maintaining constant movement around the yard while conducting visual scans of the area and students. In this study it was unclear if yard supervisor training is important to increase positive play and reduce problem behaviors during recess or if teaching positive play skills directly to children is sufficient.

Franzen and Kamps (2008) implemented a study in a large urban midwestern elementary school setting and included (a) teaching rules, routines, and desired behavior on the playground linked to a School-Wide Positive Behavior Support (SwPBS), a social emotional curriculum; (b) increasing active supervision, including reteaching zones (a novel strategy to the study); and (c) using individual and group contingencies with recess loops. The study found that the comprehensive recess intervention under SwPBS demonstrated an increase in the frequency of teacher active supervision, leading to a consequent decrease in the overall frequency of student problem behaviors. Active supervision, as defined in this

context, encompasses neutral and positive interactions between teachers and students. This involves precorrection, conversational remarks, positive feedback on appropriate behavior, and the distribution of recess loops, a reinforcement incentive. Lewis et al. (2000) defined active supervision as behaviors exhibited by supervisors with the intention of promoting more suitable student behavior and discouraging rule violations. This may involve actions such as moving around, scanning, interacting with students, and reinforcing displays of targeted social skills. These results highlight the importance of training for recess teachers to learn support strategies such as active supervision.

Franzen and Kamps (2008) suggest ongoing implementation of setting specific SwPBS programs, including recess interventions, particularly in urban schools, to mitigate inappropriate behaviors and enhance overall safety. Potential advantages encompass fostering more positive teacher–student interactions, improving playground supervision effectiveness, and enhancing cooperative student interactions.

A needs assessment was performed by Sharkey et al. (2014) at an elementary school to evaluate the recess environment and the interactions between students and yard supervisors. The goal was to create a tailored training program to assist yard supervisors in responding more effectively to student conflicts and fostering a positive school climate. Observations indicated that the primary strategy employed by yard supervisors when interacting with students was engagement, which involved talking with them. This was followed by providing nurturance and giving commands. Notably, strategies like offering rewards, encouraging student responsibility, coaching, and providing corrective behavioral feedback were among the least utilized. Despite the prevalence of positive or neutral strategies, it was noteworthy that yard supervisors were not frequently employing approaches

that would empower students to address their own conflicts and challenges on the playground, such as coaching and corrective feedback. This study resulted in the yard supervisors expressing that they had not undergone any training for their role but expressed a keen interest in receiving training or acquiring more effective conflict resolution skills for handling playground issues. Additionally, both yard supervisors and students acknowledged that the primary responsibility of yard supervisors was to ensure safety on the playground, and students perceived the supervisors as genuinely concerned about their well-being.

It is helpful to connect the school monitors with classroom teachers. In Samuel et al.'s (1980) study, lunchroom supervisors visited each classroom to discuss the rules, consequences, and to answer questions posed by the students. The teachers also discussed the lunchroom rules with the students. Students made posters in their classrooms to illustrate the lunchroom rules.

In London's (2019) research, she found that by having organized recess, there is an improvement in student engagement in play, increased physical activity, and enhanced school climate. The success of recess falls on the shoulders of school monitors who often are not professionally trained to support students during this unstructured time.

The need for yard supervisors at recess generally stems from concerns over student safety, lack of appropriate supervision, ensuring students appropriately interact with one another (Lewis et al. 2000). Expecting yard supervisors to create positive play environments for children without proper training or professional development is unrealistic. Even qualified teachers may encounter challenges in implementing effective behavior management strategies (Sharkey et al., 2014).

Job Satisfaction

Numerous studies have underscored the significance of job satisfaction, revealing its association with a range of behaviors that impact both individuals and organizations. These behaviors encompass task performance, absenteeism, turnover, organizational citizenship behavior, counterproductive work behavior, and organizational profitability (Judge & Kammeyer-Mueller, 2012). Understanding what influences job satisfaction will allow employees, such as school monitors, to engage in more productive work behavior and increase retention in these roles.

There have been many studies that look to understand what motivates teachers' job satisfaction. Within the global context, Sims (2017; 2018) examined teacher data from 35 countries as part of the Teaching and Learning International Survey (TALIS) 2013—a worldwide investigation into school learning environments and working conditions. The study revealed a consistent positive correlation between teacher job satisfaction and both student discipline and teacher cooperation across all surveyed countries.

Toropova et al. (2021) conducted a study with eighth-grade math teachers in Sweden to determine the relations between school working conditions and teacher characteristics on job satisfaction. In the context of school working conditions, key factors influencing teacher job satisfaction include teacher workload, collaborative efforts among teachers, and student discipline. Higher levels of job satisfaction are observed among female teachers, those with more extensive professional development experience, and teachers demonstrating greater efficacy. Notably, teacher cooperation holds greater significance for job satisfaction among male teachers, while perceptions of student discipline are crucial for determining job satisfaction among educators with lower levels of efficacy.

Similarly in a study of 658 K-12 teachers, Ortan et al. (2021) found that the most significant factor impacting job satisfaction is the teacher's self-efficacy. This sense of confidence assures that teaching processes, collaboration with colleagues, workload, and tasks are handled with precision and efficiency. Furthermore, instilling a passion for learning in students contributes to positive educational outcomes.

Lester (1987) developed the Teacher Job Satisfaction Questionnaire to assess the importance of various factors influencing teacher satisfaction in educational settings. The results, when analyzed by location (suburban vs. urban), showed significant differences at the .05 level in the areas of Supervision, Working Conditions, Pay, Work Itself, and Advancement, with suburban teachers generally reporting higher satisfaction than urban teachers, except for the factor of Supervision. When comparing district size (small vs. large), only Pay showed significant differences, with teachers in small districts being more satisfied than those in large districts. Additionally, analysis by school level revealed significant differences across factors such as Supervision, Colleagues, Working Conditions, Pay, Responsibility, and Work Itself. Elementary school teachers were generally more satisfied than senior high school teachers on all factors except for Supervision.

With little research focusing on job satisfaction which encompasses support, preparation, communication, and feedback, for school monitors, how can we know from these vital staff members what they need to feel more successful in their role? For teachers, job satisfaction was linked to collaboration, professional development, and self-efficacy. The role of school monitors is pivotal in ensuring the success of students' experiences throughout their engagement with educational activities. Seeking input from school monitors can

effectively address individual challenges, boost their sense of purpose and motivation, and promote open lines of communication and support for all parties involved.

Social Emotional Learning

History of Social Emotional Learning

The history of SEL is rich and enduring, spanning centuries of educational ideologies. The roots of SEL can be traced back to ancient Greece and Plato's contemplations on education. Although many feel that this is somewhat of a new phenomenon, SEL was acknowledged as an important part of the educational process over 30 years ago. In 2022, the Collaborative for Academic, Social, and Emotional Learning (CASEL) reported that 27 states have adopted K-12 SEL competencies and all 50 have adopted pre-K SEL competencies, a drastic increase from one state in 2011 (CASEL, n.d.d).

The authentic role and mission of schools should go beyond the imparting of core subjects like math, reading, and writing. To achieve success, schools should skillfully blend the instruction of fundamental skills with the cultivation of a social environment, facilitating the development of 21st-century communication skills (Cline et al., 2022). As states increasingly incorporate competencies and guidelines, there has been a surge in the adoption of school-based SEL programs. There is also evidence indicating the effectiveness of these programs on outcomes such as problem-solving, self-esteem, and positive social behaviors (Durlak et al., 2011).

SEL fosters the personal, social, and emotional competencies of school-age children across five domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Durlak et al., 2015). Regularly, general education teachers are assigned the responsibility of implementing interventions for students experiencing

social, emotional, and behavioral challenges (Gibson et al., 2014). Even though there is professional acknowledgment of the essential role SEL plays in fostering and sustaining positive outcomes for students, the implementation of practices supporting SEL is frequently deficient in educational settings (Durlak et al., 2011; Greenberg, 2010). While teachers are typically provided district trainings or resource manuals, school monitors are not afforded these opportunities to familiarize themselves with SEL programs adopted by their district.

In the absence of a focus on social and emotional learning, students experience a lack of cohesion among peers and within the learning community, leading to difficulties in comprehending academic content. When schools do not incorporate SEL programs, students are often at a disadvantage, and this may manifest in various negative behaviors. These behaviors encompass subpar academic performance, disciplinary problems, disengagement, a lack of commitment, feelings of alienation, and an elevated risk of student dropouts (Cline et al., 2022).

Student Behavior

Contemporary educators often find themselves unprepared to address the behaviors they encounter in their classrooms on a daily basis. Teachers lacking adequate classroom management skills may inadvertently allow student behaviors to disrupt academic learning and daily routines (Cline et al., 2022). The importance of SEL for students goes beyond the impact of academic achievement and includes improved behavior (Durlak et al., 2011). Gregory and Fergus (2017) discovered that integrating social-emotional lessons into the daily schedule contributed to fostering a healthier school environment and improving educators' overall capacity to teach students social-emotional competencies. During the course of the study, the researchers observed a reduction in negative student behaviors and discipline

issues as a whole. Consequently, the incorporation of a social-emotional curriculum allows teachers to allocate less time to managing student behavior and more time to academic instruction.

When teachers engage in daily social emotional lessons, they are encouraging positive social interactions between peers and adults (Cline, 2022). Rather than emphasizing punitive measures for behavior, the widespread implementation of SEL in schools holds the potential to reshape the code of conduct within the educational environment. In fact, ample research evidence supports a robust correlation between teacher-student relationships and the emotional and behavioral challenges faced by students. (Birch & Ladd, 1997; Ladd & Burgess, 2001; Silver et al., 2005; Spilt et al., 2010).

Dodge et al. (2015) conducted a longitudinal study aimed at assessing the effects of an intervention program on kindergarten students exhibiting high levels of aggressive or disruptive behavior. Approximately half of the students, totaling 445 children, received instruction in social-cognitive skills and peer relationships. After eighteen years, researchers examined the arrest rates, drug and alcohol use, and psychiatric symptoms of all participants. The results revealed lower rates of externalizing and internalizing behaviors among individuals who participated in the intervention. Investing in students' social-emotional development through SEL programming and initiatives can yield both short-term impacts, such as increased achievement and prosocial skills, and long-term benefits, including reductions in negative adult outcomes (Hardy, 2018).

SEL lessons can have an impact on children outside of the classroom, especially if they are reinforced by personnel supervising these activities. Practicing life skills and language, resolving emotional distress, developing social skills and self-esteem, practicing

self-regulation, and helping the mind transition from concrete thinking to abstract reasoning is often done through play for children (Beisser et al., 2013). Recess is the time of the day when children have the opportunity to play freely and practice the aforementioned skills. This is a favorite time of day for many students. Positive experiences on the playground have physical, social, and cognitive benefits (Lodewyk et al., 2020) The use of explicit instruction in behavioral expectations coupled with positive adult reinforcement may lead to a reduction in undesired recess behavior (Lewis et al., 2000)

Many educators have negative perceptions of recess because of concerns surrounding bullying, supervision requirements, managing student safety, and cutting into academic time (Baines et al., 2020). Kaiser (2020) noted that teachers need to take the time to teach students explicitly the right way to be competitive and how to take a loss graciously. Integrating social and emotional learning into a classroom setting would cultivate a more robust social-emotional environment, concurrently enhancing the social and emotional competencies of educators. As a result, this improvement translates to enhanced teaching abilities for instructors (Gregory & Fergus, 2017). It is not only teachers who need to know how to teach these skills, but the school monitors who are with the students during this crucial time of the day.

Impact of Social Emotional Learning Outside the Classroom

Results are robust on the social-emotional learning benefits of recess (Hodges et al., 2022). Hodges et al. (2022) conducted a systematic review of studies published from 2009 to 2021 on school recess. The findings suggested that recess has positive effects on students' academic performance, cognitive functioning, behavior, emotional well-being, physical health, and social health. Recess offers chances for social-emotional learning. Through the

abundant social interactions encountered during recess, students acquire the skills to cultivate and maintain more robust and positive relationships with both peers and teachers. Furthermore, Hodges et al. (2022) found that these improvements show a positive correlation with a sense of connectedness to the school and the overall school environment, indicating that recess contributes to the well-being of the entire school community.

Studies also indicate that there are various social emotional benefits from students engaging in recess when they participate in activities and games that are unstructured and based on student interest. Pellegrini and Bohn (2005) suggested that through play with peers, children build social skills and behavioral flexibility, develop perspective-taking ability, produce social signals, and inhibit their aggression. According to Baines et al. (2020), social interactions between children who are getting to know each other can be scaffolded by engaging in playful activities and games. Mak and Koustova (2023) felt that through recess activities, peers develop shared identity and norms, as well as joint social understanding through mechanisms like inside jokes and group goals. In a study by Massey et al. (2021) it was found that the students had a greater social benefit when the physical activity was free play versus activities organized and instructed by adults. Recess holds significance in a child's school day because this is also the time of day where the students have the least structure and least scaffolds to support their learning of social emotional skills.

Perryman et al. (2022) found by incorporating staff into decisions made around the structure and support for recess can result in positive outcomes for students. The researchers note that the existing literature consistently highlights the positive effects of recess and physical activity on children. In response, a growing trend in schools across the United States involves the adoption, and in some instances, the mandatory inclusion of extended recess

time for students. The research was through a grounded theory approach, and the results not only affirmed the well-known advantages of recess but also deepened comprehension of the process. This encompassed the identified challenges and underscored the significance of feedback from stakeholders. The themes that emerged from the data unveiled the advantages for students associated with prolonged recess, encompassing enhancements in both physical and social development, as well as improvements in higher-order processing. Another identified theme emphasized the importance of feedback from faculty and staff, centering on the inclusion of diverse perspectives in decision-making about the implementation of extended recess. To optimize the advantages of increased recess time, school administration should actively seek input and ideas from teachers and paraprofessionals. This approach not only enhances their commitment but also enables awareness of logistical challenges, allowing for proactive measures to minimize their impact before implementation.

To further highlight the importance of training adults who are at recess, Todd et al. (2002) implemented an intervention during elementary school recess. The team devised instructional plans to teach recess routines and expectations. The outcomes revealed an 80% and 76% reduction in office discipline referrals over the two-year period compared to the baseline year. The findings underscore that skills developed during SEL need to be explicitly taught in relation to recess.

With the majority of problem behaviors occurring during unstructured times (Yassine & Tipton-Fisler, 2022), studies indicate that students are not transferring the skills they are learning in the classroom to recess. Aggression, teasing, harassment, isolation, bullying, and social cliques are some of the problem behaviors that occur at recess (Mak & Koustova, 2023).

With a well-structured recess, students can develop a positive sense of school climate which is based on norms, values and expectations that support people feeling socially, emotionally and physically safe (National Center of Safe Supporting Learning Environments, 2023).

The playground is not the only location around a school where students are required to use their developing social skills with less support from adults than in the classroom. Hallways, cafeterias, buses, bathrooms, locker rooms, and other areas in and around the school grounds function as locations where both positive and negative social dynamics unfold (Wellenreiter, 2021). A crucial responsibility for educators at the middle school level is to offer assistance to young adolescents as they navigate the intricate nuances of social interaction. Studies have shown that in order to better cater to young adolescents within these environments and foster positive school atmospheres, educators should explore the perspectives of those most affected by the policies, procedures, and social dynamics in these spaces—namely, the students themselves (Johnson et al., 2012).

In Wellenreiter's (2021) case study with four middle school students, it was found that throughout their school days and overall educational journeys, young adolescents participated in both positive and negative social interactions across a diverse range of non-academic spaces within their schools. Influencing these intricate and continually evolving processes are factors such as the physical layout of the school, the cultures and histories of the school community members, administrative rules, and processes, among others. A crucial aspect in fostering healthy non-academic social spaces is a proactive adult understanding that can contribute to positive environments and address negative ones (Wellenreiter, 2021).

Since school monitors are often the adults supervising these non-academic locations, it is important for researchers to include the voices of these professionals.

Social Emotional Programs

Impact of Social Emotional Learning Programs

There have been a variety of SEL curricula created to improve students' social-emotional skills. Consistent research underscores that evidence-based SEL programs can instill strong values, nurture relationships, and offer comprehensive support for students by leveraging the social resources of the school, family, and community (Greenberg, 2010; Greenberg et al., 2003). The effectiveness of a curricula can vary, having different levels of positive impact. The programs for SEL are typically geared for instruction given by a classroom teacher. A close look needs to be given to determine if aspects of established programs can be beneficial for implementation by school monitors.

In a study conducted by Egan et al. (2019), the emphasis was on teacher preferences for interventions. The findings indicated that the majority of teachers favored involvement in an evidence-based universal program or a targeted intervention with consultation, as opposed to directing students to a support program. Additionally, teachers who preferred a less intense, nonevidence-based general support intervention package reported higher stress and mental health symptoms, and lower mental health literacy than teachers who preferred the other two interventions. This highlights the understanding that adults must be socially/emotionally well themselves to support children in having positive emotional and social growth. Preferences for interventions may play an important role in a teacher's adoption and implementation of classroom interventions; therefore, it is important to establish 'buy in' from the teachers.

Findings from this study provide an initial examination of how specific outcome, content, and process attributes fare in relation to each other. Specifically, teachers have stronger preferences for knowledge about or development of specific skills to solve social–emotional, behavioral, and academic problems of students in comparison to time or intensity of the intervention and consultation delivery. Additionally, simulations of three interventions demonstrated that most of the teachers preferred to be involved with an evidence-based universal program or targeted intervention with consultation, rather than send students to a generic support program (sometimes occurring as a "pull-out program").

According to Haymovitz et al., (2018), the success of an SEL curriculum required 'buy-in' from stakeholders which could be done through the formation of a committee that includes training for parents and teachers. Consequently, the facilitation of the core ideas to be implemented can be shared by the stakeholders themselves.

Types of Available SEL Programs

Using an SEL program results in positive outcomes in academics, such as improvements in academic motivation and performance and a decrease in retention and remedial academic services (Davies et al., 2021; Lewis et al., 2021). Additionally, Davis et al. (2021) found that students' overall well-being and positive mental health outcomes improved and seemingly compounded over the course of multiple years of a program's implementation. Several researchers, who were initially investigating the broader impact of social and emotional learning, discovered that SEL programs emphasizing social and emotional growth show potential for enhancing classroom social processes, peer interactions, and academic learning (Rimm-Kaufman & Chiu, 2007).

According to CASEL (n.d.c), studies indicate that well-executed, evidence-based social-emotional learning programs are the most successful means of promoting the success and overall well-being of young individuals in both their academic endeavors and beyond. CASEL has created a program guide, with 85 programs, to help educators select an evidence-based SEL program to best meet the needs of their community. To be highlighted in CASEL's program guide, the program needs to be universal, have written documentation of their approach and rigorous evidence documenting their effectiveness. Schools across Long Island, New York may implement SEL through specific programs, using district created materials and/or following a framework from a specified organization.

A close look will be given to popularly used programs on Long Island that are also acknowledged in CASEL's program guide. Specifically, this research focused on the Responsive Classroom approach, the RULER approach, and Second Step Elementary which are identified by CASEL (n.d.c) as SELect programs- their highest designation, which can be implemented either school-wide or in individual classrooms. A social emotional program is designated by CASEL as a SELect program if it promotes students' social and emotional growth through all five competencies, provides opportunities for practice, offers multi-year programming, and delivers high quality training and other implementation supports. The five student competencies that must be addressed in order to qualify to be a SELect program are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By understanding the impact of these social emotional programs, this study will determine if there are components of SEL programs or approaches that can be taught to school monitors or if there are ways that school monitors can support the social emotional development of students by reinforcing skills taught in the classroom.

Responsive Classroom. Responsive Classroom was created by the Northeast Foundation for Children (NEFC). This approach operates on the premise that effective social-emotional learning not only enhances academic performance but also contributes to an overall improvement in students' well-being.

Responsive Classroom was established in 1981 by a group of public-school educators in Greenfield, Massachusetts who were looking to establish new approaches to education. It began as a small laboratory school with 40 students and is now used in all 50 states and more than 29 countries. Responsive Classroom is a teaching and discipline approach grounded in evidence, emphasizing engaging academics, fostering a positive community, implementing effective management, and promoting developmental awareness (CASEL, n.d.a). The creators of Responsive Classroom intentionally avoided positioning it as an "add-on" program to be implemented only a couple of days a week. The approach is crafted to provide ongoing support so that SEL is integrated seamlessly into educational best practices. Responsive Classroom functions as a framework rather than a step-by-step curriculum (Hildenbrand, 2020).

Before children are available to learning, a safe environment needs to be created where children can feel safe to take risks. The core belief of Responsive Classroom (n.d.) is that in order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The approach focuses on the transfer of the skills to be applied in various settings. As students learn assertiveness and cooperation in their class, school monitors can be supporting those skills on the playground.

For any pedagogical approach or curriculum to be successful, the educators implementing it have to be appropriately trained and supported. The Center for Responsive Schools (n.d.) provides professional development in the form of on-site services, four-day courses, one-day workshops and webinars. The four-day courses consist of an elementary core course, elementary advanced course, middle school course and advanced middle school course. In the elementary core course, educators learn to create a safe, joyful, and engaging learning environment ideal for student success and growth. Teachers learn and engage in energizers and interactive learning structures that can be used with students. They plan an interactive modeling lesson, role play, and a guided discovery lesson to use with students. Teachers learn to map out their learning spaces to organize their classroom for success, engage in planning workshops to create plans for implementation of Responsive Classroom practices, and reflect on their current teaching context and new content learned throughout the week. All of these activities allow educators to develop the skills they need in order to teach the necessary set of social, emotional and academic competencies. The social and emotional competencies will be utilized by the students when they are also in less structured environments; therefore, school monitors also need training to support the student's acquisition of the skills.

According to Baroody et al. (2014), Responsive Classroom is a social-emotional learning intervention that uniquely emphasizes content delivery. The impacts of the Responsive Classroom approach have been studied for decades. The approach has been a focal point in numerous research projects and longitudinal studies. Elliott (1995) determined that a robust interconnection exists among social skills, academic performance, and social support. This underscores the importance of considering SEL when working with elementary

students. Despite being in existence for an extended period and being widely employed, there have been relatively few studies specifically examining the impact of Responsive Classroom on the role of school monitors.

Brock et al. (2008) engaged in a quasi-experimental three-year longitudinal project called Social and Academic Learning Study (SALS) addressing the efficacy of the Responsive Classroom (RC) approach. The purpose of the study was to analyze the relation between RC teacher practices, children's perceptions of the learning environment and children's social and academic gains.

The research discovered that Responsive Classroom teacher practices were associated with favorable outcomes for students. Specifically, teachers who used more RC practices had students with better academic and social behavior, and more favorable perceptions towards school (Brock et al., 2008). While the outcomes were small, any positive change in children's social and academic functioning are consistent with the general findings of research on social and emotional learning interventions.

Brock et al. (2008) found the efficacy of socio-emotional interventions, such as the Responsive Classroom approach, results in an improved social performance. It is through teacher practices that promote proactive behavior management strategies and explicit skill training that garner these positive results. Implementing a proactive behavior management strategy involves establishing classroom expectations and enabling students to foresee consequences for their actions. This approach liberates the teacher or school monitor from the continual need to redirect misbehavior or negotiate punishment throughout the school year. Results from Brock et al.'s (2008) study suggests that explicit social skill instruction is an effective way to improve social skills.

Cline et al. (2023) conducted a study to observe the correlation between implementations of social-emotional learning in the classroom and the social behaviors exhibited by students. Participating educators gathered qualitative data related to Responsive Classroom principles. This study involved four classrooms across four school districts in central Illinois, where researchers introduced various components of Responsive Classroom at different points in time.

The teachers completed rubrics on their students at the start, mid-way and the end of the study. This rubric was intended to examine students' social-emotional behaviors within the classroom and throughout the school. Additionally, the teachers kept observation logs, reflective journals, and a completion survey that was intended to help identify the effects these Responsive Classroom components have on social interactions, academics, behavior, and overall success (Cline et al., 2022). Data was summarized by analyzing the amount of time that teachers spent teaching social-emotional lessons vs. academic content, while also examining the success of student behavior and relationships inside the classroom setting.

The first major theme that emerged from the Cline et al.'s (2023) study was that Responsive Classroom elements such as Morning Meetings and Closing Circles, positively affect building a classroom community in addition to communication among students, between staff and students, and among staff members. Other themes that emerged were that implementing Responsive Classroom fosters relationships inside the classroom setting and encourages goal setting. This introspective and adaptive period during the school day serves as a meaningful time for students and teachers to connect, learn, and develop together.

Hildenbrand (2020) conducted a single year study to determine the impact of the Responsive Classroom approach on student achievement and social skills. In this study,

fourteen teachers and two administrators participated in the 4-day Responsive Classroom training and used the train-the-trainer method of training all other staff for a school-wide implementation of Responsive Classroom. In this study the qualitative aspect provided a more diverse analysis of the Responsive Classroom approach. All measures that analyzed behavior, showed improvement, as evidenced by a decrease in problem behaviors that resulted in office referrals (Hildenbrand, 2020). Her findings were supported by the results of the teacher surveys when 76% of teachers indicated that their students showed "very good" or "exceptional" interpersonal or social skills with peers and 72% reported that their students were "positive" or "very positive" about their reactions to school.

According to teacher surveys, the majority of educators viewed the Responsive Classroom approach as a contributing factor to positive experience. They reported observing both academic growth and SEL development in their students during the implementation of the Responsive Classroom approach (Hildenbrand, 2020).

The discipline data from Hildenbrand's (2020) study showed decreases in office referrals, bus referrals, in school suspensions (ISS), and out of school suspensions (OSS). The number of ISSs saw a decrease of 54%, and the OSSs saw a decline of 20%. These findings align with CASEL (2023), in which participation in SEL programs is linked to decreased emotional distress, more positive attitudes about self and others, and fewer externalizing behaviors and discipline problems.

Responsive Classroom contributes to the creation of a positive social environment by cultivating a sense of connection between teachers and students, as well as fostering peer relationships among students. This connection has nurtured feelings of safety and belonging. Additionally, the approach has been instrumental in enhancing students' intrinsic motivation

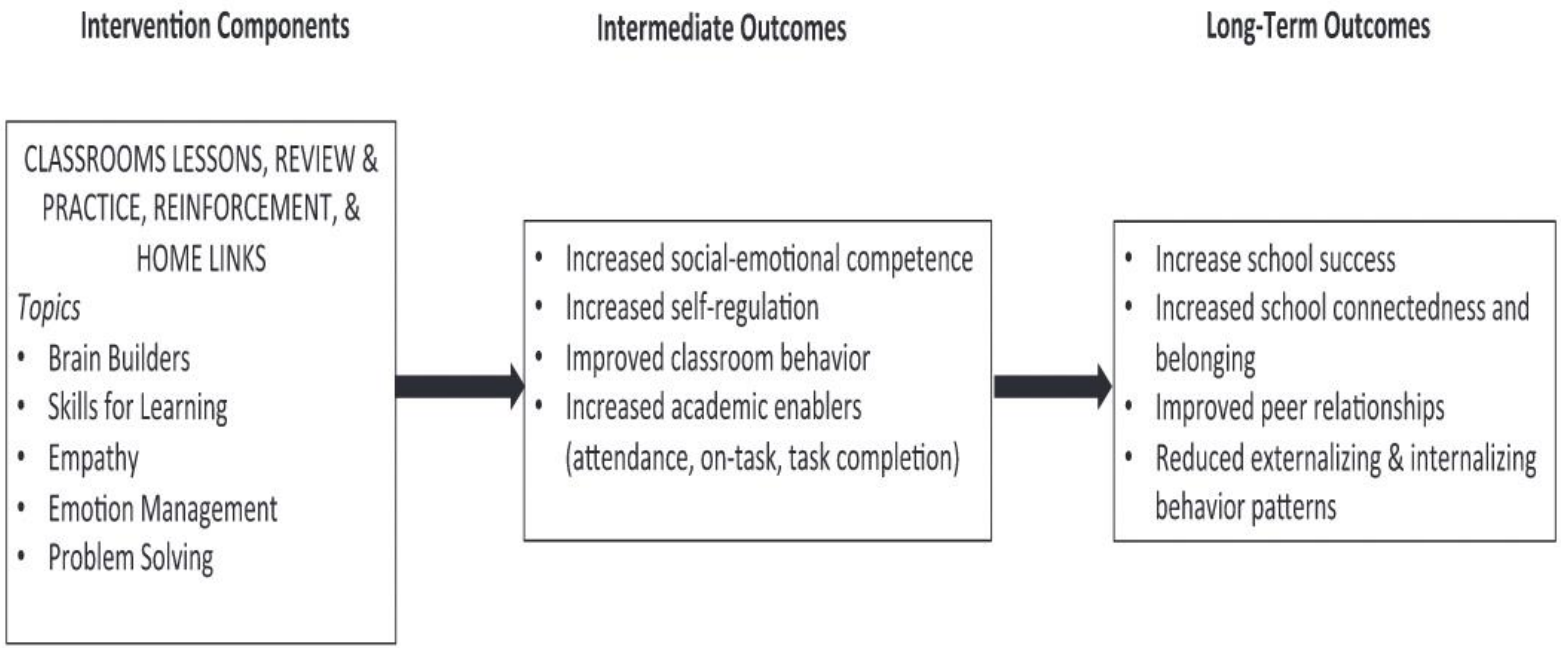
through academic choice and interactive learning structures. The implementation of this approach has resulted in increased closeness between teachers and students, ultimately translating into heightened motivation that positively impacts student engagement (Baroody et al., 2014).

Second Step. The Second Step curriculum is considered an SEL and character development curriculum utilized to enhance children's social and emotional competence as well as prevent aggression and violence. It is a comprehensive, classroom-based curriculum aimed at teaching skills in the areas of empathy, perspective taking, problem solving, self-control or self-regulation, and anger management or emotion regulation for preschool through 8th grade (Committee for Children, 1997). Among the extensively adopted SEL programs for elementary students is Second Step, created by the Committee for Children (CfC) (2016), a nonprofit organization located in Seattle. Second Step is a skill-focused SEL curriculum that places emphasis on the direct instruction of students, enhancing their capacity to learn, showcasing empathy and compassion for others, managing negative emotions, and resolving interpersonal issues.

The logic model of Second Step (see Figure 3) proposes that students who receive direct SEL instruction will gain social-emotional skills, opportunities to apply these skills, and reinforcement for demonstrating them. Additionally, the theory of change for Second Step indicates that students are likely to encounter various enhanced intermediate outcomes, leading to a cascade of positive distal outcomes (CfC, 2016).

Figure 3

Logic model for the Second Step Program



(Low et al., 2015)

School districts that utilize Second Step as their SEL curriculum can leverage their logic model by providing school monitors with instruction in the language used to promote empathy, emotional management and problem solving. This can support the long-term outcomes proposed that students will gain social-emotional skills, opportunities to apply these skills, and reinforcement for demonstrating them.

Committee for Children introduced the 4th Edition of the Second Step program in 2012. This updated program incorporates revised content and materials aimed at providing additional support for student success in the school environment. The most notable modification to Second Step involves the inclusion of new content focused on teaching students Skills for Learning. Specifically, the lessons in the first unit of each grade address three aspects of self-regulation: attention, working memory, and inhibitory control (Low et al., 2015). Distinct curricula are provided for each grade, allowing teachers to deliver instruction that is developmentally suitable and pertinent to their students. The program encompasses scripted, teacher-friendly lesson cards; posters outlining acquired skills; DVDs illustrating specific skills; brain builder games aimed at enhancing retention and application of skills; and a material binder containing lessons for teaching and reinforcing skills, Skills for Learning cards, and home links for families. The curriculum consists of a total of 22 lessons organized across four units: (a) Skills for Learning, (b) Empathy, (c) Emotion Management, and (d) Problem Solving. These units address various skills and behaviors, such as fostering respectful learners, planning for learning, recognizing others' feelings, demonstrating compassion, forming friendships, and coping with disappointment. Teachers seamlessly integrate these student-focused lessons into their regular classroom activities,

with each lesson typically lasting 25–40 minutes, depending on the grade level, conducted once per week.

Top et al. (2016) conducted a study to explore whether student engagement in Second Step leads to a reduction in negative school behaviors and an increase in positive school behaviors, as compared to control schools**.** In this longitudinal study, the impact of the Second Step program on observed problem behaviors, observed prosocial behaviors, and school grades was examined over four school semesters for students in grades 5 to 8. A total of 5,189 students from 35 schools, comprising 16 control schools and 19 treatment schools, within an open-enrollment charter school system, participated in the study. The Second Step curriculum demonstrated its influence on school outcomes by manifesting a decrease in problematic school behaviors and an increase in academic achievement. Specifically, over the span of four school semesters, students in treatment schools exhibited greater academic success and fewer adverse school behaviors compared to their counterparts in control schools.

In a randomized controlled trial, Low et al. (2015) explored the effects of the 4th Edition Second Step on social-behavioral outcomes over a one-year duration, coupled with brief training on proactive classroom management. The study involved participants from kindergarten to 2nd grade in 61 schools (involving 321 teachers and 7,300 students) across six school districts. Favorable outcomes were observed in terms of conduct problems, hyperactivity, peer issues, prosocial skills, SEL skills, learning skills, emotion management, and problem-solving, as reported by teachers. However, these effects were specifically notable among children who had ranked in the lower half (50th percentile) on the focused skills compared to their peers. Thus, even though the program follows a universal delivery

and format (i.e., non-targeted), teachers are primarily observing enhancements in the skills and behaviors of students that fall below the average of their peers.

Cooke et al. (2007) discovered that one in four of the students who underwent the Second Step program exhibited distinct positive shifts in self-reported measures of prosocial behaviors and attitudes that are theoretically linked to Second Step. This was through a study evaluating 741 third through fifth graders across six schools. Second Step was implemented through a comprehensive approach that involved parents, community providers, and all school staff members, ranging from teachers and principals to food service workers. Feedback from each of these groups, along with input from students, indicated that Second Step was implemented with a high level of fidelity, well-received by both teachers and students, and has now become an integral part of the elementary school curriculum within the district.

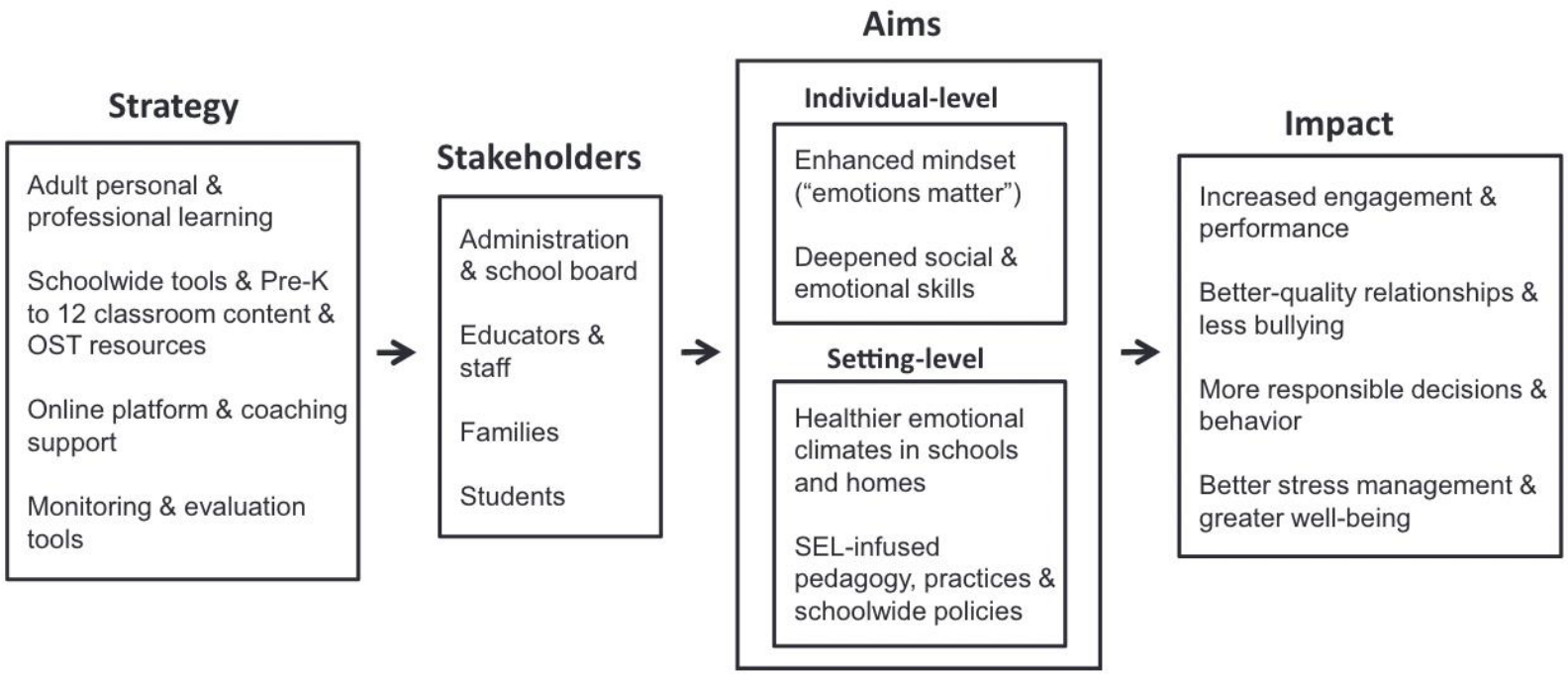
CASEL (n.d.c) has designated Second Step Elementary as a SELect program, reporting that findings from numerous randomized control trials affirm the program's effectiveness. The evidence suggests that Second Step Elementary is successful in reducing problem behaviors and emotional distress while fostering improvements in positive social behaviors among diverse elementary school students. Additionally, the program has demonstrated efficacy with students who are at risk for behavioral challenges.

RULER Approach. The RULER Approach, developed by the Yale Center for Emotional Intelligence, offers an organizational framework for SEL. RULER encapsulates the quintessential components of emotional intelligence through its acronym, signifying five vital skills. Firstly, it involves the ability to recognize emotions both within oneself and in others. This foundational skill lays the groundwork for a deeper understanding, the second

aspect of RULER, which entails comprehending the root causes and subsequent consequences of emotions. Moving forward, the third skill emphasizes the importance of labeling emotions with a nuanced vocabulary, fostering a more articulate expression of one's emotional state. Additionally, RULER advocates for the culturally attuned expression of emotions, urging individuals to convey their feelings in accordance with societal norms and contextual appropriateness. Finally, the fifth skill pertains to the regulation of emotions, emphasizing the adoption of helpful strategies to manage and navigate through various emotional states. In essence, RULER serves as a comprehensive guide for cultivating emotional intelligence by encompassing these crucial dimensions (RULER, n.d). Resources for staff development, RULER tools, and high school curricular content are accessible in Spanish. Furthermore, all training, staff development, and instructional content for early childhood education is available in Mandarin (CASEL, n.d.c.). The RULER Approach for SEL aims to enhance the caliber of classroom interactions by incorporating emotional literacy instruction into teaching and learning through professional development and classroom curricula. The theory of change (see Figure 2) for RULER outlines that it initially transforms the emotional dynamics within classrooms. Subsequently, these changes are expected to lead to improvements in classroom organization and instructional support over time (Hagelskamp et al., 2013).

Figure 4

RULER Theory of Change



(Brackett et al., 2019)

Furthermore, for teachers to be motivated, engaged, and perform effectively in the classroom, they, like their students, must experience a sense of support and competence (Hakanen et al., 2006). In order for students to grasp the knowledge and importance of emotions, cultivate social and emotional skills, adopt positive behavioral patterns through interactions with teachers and peers, and evolve into contributing citizens, the integration of SEL into a school must account for the role of adults (Brackett et al., 2019). School monitors should have their role in the implementation of the RULER approach so that strategies can be utilized across settings in a school.

The primary goal of RULER is to enhance the quality of social interactions within the classroom, fostering a more supportive, empowering, and engaging climate. This is achieved through the integration of skill-building lessons and tools, allowing both teachers and students to cultivate their emotional literacy (Rivers et al., 2013).

Brackett et al. (2019) describes "RULER skills" as our ability to (a) recognize our own emotions and those of others, not just in the things we think, feel, and say but in facial expressions, body language, vocal tones, and other nonverbal signals; (b) understand those feelings and determine what experiences actually caused them; (c) label our emotions with a nuanced vocabulary; (d) express our feelings in accordance with cultural norms and social contexts; and (e) regulate our emotions by using helpful strategies for dealing with what we feel and why. RULER incorporates a variety of practices and routines intended to improve the lives of both children and adults, as well as to positively impact the overall climate of classrooms and schools. Due to these considerations, RULER is classified as an approach—an encompassing set of guidelines, principles, and practices to steer the implementation of social and emotional learning and behavior—rather than just a program consisting of planned

activities. Although sequenced and structured programming is a vital component, RULER extends beyond that framework.

Research investigating the influence of RULER on student outcomes has yielded encouraging findings. In a particular study, students in fifth and sixth grades exhibited improved performance in reading, writing, and science assessments after seven months of utilizing RULER, as opposed to students in classrooms where RULER was not implemented (Brackett et al., 2012b). In this study, students within RULER classrooms also experienced a reduction in attention and learning issues compared to their counterparts in non-RULER classrooms.

Researchers have also examined the impact of RULER on classroom climate. According to the theory of change proposed by RULER, the program initiates by altering the emotional dynamics within classrooms, leading to subsequent improvements in classroom organization and instructional support over time. To test hypotheses derived from this theory, Hagelskamp et al. (2013) conducted a two-year cluster randomized controlled trial. In this trial, sixty-two urban New York schools were either assigned to integrate RULER into fifth and sixth-grade English Language Arts (ELA) classrooms or served as comparison schools, utilizing their standard ELA curriculum exclusively. The results of this study reinforce the idea that social and emotional learning programs can serve as impactful initiatives to enhance the quality of learning environments. This study is the initial one to propose that focusing on the social-emotional qualities of a classroom proves particularly effective in instigating changes in the overall classroom quality system.

Using the same participants and trial of the before mentioned study Rivers et al. (2013) looked to determine if RULER improves classroom emotional climate (CEC). The

study characterized CEC as the social processes or interactions occurring between teachers and students, embodying warmth and support, consideration of student perspectives in learning, teacher awareness of individual students' abilities, and teachers assisting in empowering students in their own learning. The trial indicates that schools tasked with implementing RULER had classrooms exhibiting a higher emotional climate at the conclusion of the school year compared to schools assigned to the comparison group. Within the initial 8 months of implementation, observers and teachers rated classrooms using RULER as having a more positive emotional climate compared to those in the comparison group. Social emotional learning programs like RULER provide the opportunity for school-based programming to improve the quality of the environments in which academic, social, and emotional learning occurs by addressing the whole child.

Enhancing teachers' personal and professional skills could promote good teacher-student relationships, prevent rational conflict, and address students' emotional and behavioral difficulties (Poulou, 2017). The ideal environment described by CASEL is the core principles and practices that are upheld in the Responsive Classroom approach, Second Step and The RULER Approach. All the programs highlighted in the studies reviewed show some increase in positive intended outcomes, such as prosocial behaviors and decision making.

Leadership Views of Social Emotional Learning

Leaders bear the responsibility of establishing the direction within their districts, ensuring that staff development aligns with that direction, and establishing organizational structures that yield the intended outcomes (Leithwood et al., 2004). Consequently, the leaders in an educational setting have to identify SEL implementation by formulating

policies, defining a vision, and establishing strategic goals. This will include allocating funds to be spent on programming, professional development and materials. Setting direction, developing people, and redesigning the organization are three sets of practices through which leaders can facilitate change (Leithwood et al., 2004).

Developing a vision and outlining a strategy to achieve that vision are standard practices among effective educational leaders (Leithwood et al., 2008). Leaders can most effectively cultivate support for reform by aiding staff in comprehending the connections between the proposed change and existing practices, highlighting the necessity of the reform, and clarifying the reasons for selecting a specific reform. A leader's proficiency in articulating a compelling vision for the organization has the potential to inspire and motivate staff to actively participate in the organizational reform (Minckler, 2014). Regardless of the process used to formulate a vision, it remains the leader's responsibility to establish the organizational vision and chart the direction for the organization (Leithwood et al., 2004), whether through an individual or collaborative approach.

Minckler (2014) found that providing professional development to staff can increase the skills and the successfulness of the initiative administrators are trying to implement. Teachers are more likely to attempt new strategies or instructional practices if they are provided with the appropriate training for them to feel successful. Educational leaders can support staff development by providing appropriate external professional development or by facilitating access to internal resources or expertise.

Hardy et al. (2018) completed a study to explore the role of the school and district leaders in supporting implementation of social-emotional learning in public education. Specifically, the researchers examined the role of district leaders in establishing SEL

initiatives, the district's approach to SEL-related professional development, the practices of principals and counselors, and the practices of school leaders in supporting teachers to build a positive learning environment. Their findings determined that school district leaders should perform an assessment of professional development needs and then create a strategic plan for providing targeted support.

Hardy et al. (2018) discovered that discussions about establishing positive classroom environments were more frequently associated with addressing problematic student behavior. This reactive approach to fostering positive environments underscored that many leaders perceived social and emotional learning as the implementation of a predetermined program or curriculum, rather than viewing it as a set of skills to be integrated into teacher-student interactions and academic content. Through policy and practice, leaders should seek to establish SEL as a component of instruction essential for all students in the district (Zins & Elias, 2007).

To build a safe, caring learning environment Hardy et al. (2018) established the importance of staff providing proactive strategies for SEL rather than reactive strategies. Leaders may contemplate utilizing counseling staff to offer proactive explicit instruction to students, as opposed to a reactive approach (Zins & Elias, 2007). According to Hardy et al. (2018), leaders are advised to broaden their understanding of social and emotional learning to encompass the interactions between adults and students, as well as the relationships they establish. While school leaders assist teachers in cultivating these relationships, they often do so in response to issues rather than through proactive professional development.

Professional development should be provided to staff in order to ensure consistency of the implementation of a social emotional curriculum and that it is being enacted with

fidelity (Jomaa et al., 2023; Waajid et al., 2013). Often it is the teaching staff who is offered the opportunity to develop new skills. There are many more staff members who interact with students, namely school monitors, who are with children during the time of the day where they are practicing these skills but are not afforded these opportunities.

Teacher Views of Social Emotional Learning

Currently, teacher certification standards in the United States primarily emphasize the cognitive aspects related to teaching, with minimal emphasis on the social-emotional development of teachers or their understanding of these skills in students (Gomez et al., 2004). When teacher preparation programs encourage prospective teachers to consider children's social emotional skills once they enter the classroom as teachers, views towards instruction shift from teacher focused to learner-centered (Waajid et al., 2013).

The incorporation of SEL in classrooms is influenced by teachers' perceptions of SEL and their self-efficacy in teaching it (Forrester, 2020). Educators who recognize the importance of teaching SEL in classrooms make efforts to impart it to their students, particularly through formal curricula (Zinsser et al., 2014). Positive beliefs among teachers regarding SEL have been linked to their increased confidence in delivering SEL instruction (Brackett et al., 2012a).

Jomaa et al. (2023) conducted a qualitative study with elementary teachers in Ontario where SEL instruction is a mandated part of the curriculum. Educators were in consensus that SEL forms the basis for students' academic success. They held the belief that when students have trust in the teacher and feel psychologically secure to make mistakes in the classroom, it positively influences their academic performance. The research found that teachers felt it was important to begin teaching SEL competencies in the elementary grades

so that students could use the competencies at different stages in their life. It was noted that there were barriers to teaching SEL which consisted of resistance from students and parents and a lack of formal curriculum. Professional development had a positive impact on the participants' attitudes towards teaching SEL competencies and would appreciate continued support in this instructional practice.

Steed et al. (2022) conducted a mixed methods study which was to investigate the views of 1154 teachers, spanning preschool through second grade, who were employed in elementary schools. The focus was on assessing the effectiveness of their school's SEL approach. Most early childhood teachers perceived their classroom and elementary school SEL approaches to be effective, with slightly higher ratings for classroom strategies (92.19%) over the school's approach (74.12%). Additionally, teachers shared what they perceived as effective features of a school's SEL approach, which are, the use of a SEL program, the use of trained support staff to provide SEL lessons, an SEL team to support the teachers' implementation of SEL in their classroom, training in SEL curricula and practices, clear expectations and discipline, partnerships with families, and administrative support.

Buchanan et al. (2009) also found that nearly all of the 263 teachers whom they surveyed expressed the opinion that SEL is important for students in school and life endeavors and agreed with the notion that having SEL skills enhances academic outcomes. The presence of school structures, including an SEL team, dedicated time for SEL instruction, administrative support, and adequate SEL training, plays a crucial role in teachers perceiving the effectiveness of their utilization of an SEL program (Buchanan et al., 2009; Steed et al., 2022).

Parent Views of Social Emotional Learning

Even though schools have undertaken the responsibility of imparting SEL competencies to students, it is typically the parents and caregivers who serve as children's initial teachers (Zinsser et al., 2014). To be more precise, parents demonstrate the process of identifying emotions, managing them, and responding to emotional expressions in others. They also guide their children through various emotional situations (Denham et al., 2007). Essentially, parents integrate SEL competency instruction into everyday activities (Zinsser et al., 2014). Additionally, CASEL (n.d.a) suggests fostering collaboration between parents and teachers.

Daley et al. (2022) surveyed 485 parents/caregivers and found that parents/caregivers were strongly supportive of the term Social-Emotional Learning and support its inclusion in school. Caregivers have a vital role in SEL as they model and reinforce the development of social-emotional skills in their children. Caregivers are more inclined to engage willingly in SEL when they perceive social-emotional skills and SEL interventions as advantageous. Daley et al. (2023) explored the alignment between caregivers' perspectives and the benefits established in previous research on social-emotional skills and SEL. They found that perceptions of caregivers of various backgrounds align with the research-based benefits of SEL and the value of social emotional skills.

To comprehensively grasp the viewpoints and opinions of parents regarding SEL, including the significance they attribute (or don't attribute) to various aspects of it, and their assessment of how their child's school is managing it, the Fordham Institute collaborated with YouGov to formulate and administer a survey (Tyner, 2021). Parents are in consensus that schools should impart particular SEL-related skills, like goal setting and fostering an understanding of people from diverse backgrounds. However, their response is less positive

when it comes to abstract concepts and terms, especially those directly incorporating the term "social and emotional learning." While there is overall support for SEL across various parental demographics with some differing opinions based on race, class, and religion, the most substantial and consistent variations are observed based on political party. Specifically, Democratic parents express a higher regard for SEL in general, including specific approaches to its implementation, compared to their Republican counterparts. In general, parents agree that families hold the utmost significance in instilling SEL, with schools also playing a crucial role. Nonetheless, Democratic parents place more emphasis on the role of teachers and formal education compared to Republican parents. In contrast, Republican parents tend to lean towards addressing SEL outside of school or through indirect approaches within the school setting. Republicans are more inclined to favor a school vision that prioritizes academics and traditional values, whereas Democrats place a higher priority on typical SEL-related skills such as communication, cultural sensitivity, and curiosity compared to their Republican counterparts.

Roegman et al. (2023) surveyed school board members in different districts across Illinois and it showed that concerns about divisiveness, a national issue, are also prevalent at the local level. The COVID-19 pandemic and addressing educational equity are identified as two divisive topics, although there is less disagreement about the role of SEL in schools. The differing opinions on SEL seem to stem from varied understandings of what SEL is, its role in schools, and its connection with critical race theory. Some participants view SEL positively, while others believe it should not be taught in schools. A minority sees SEL as a way to promote a political agenda. School boards face numerous challenges today, particularly in dealing with political and social divisions within their communities. Managing

these issues becomes more challenging as different parent and teacher groups advocate for various positions.

Taken together, parents/caregivers play a key role in developing their students' social emotional skills by extending learning opportunities to students' home environments and modeling social emotional skills to support their children's social emotional skill development (Daley et al., 2022).

Summary of Chapter

Despite the evident significance of adequately supervising children during recess, there is limited published research on the training of school monitors. Often, these supervisors are excluded from teacher professional development opportunities aimed at imparting behavior management skills (Sharkey et al., 2014). The necessary training remains uncertain, and it is probable that school monitors' needs differ across schools, influenced by factors such as the defined role and the quality of training provided for their specific school monitor responsibilities.

It is clear that more research needs to be done in order to determine how perceptions of preparation, support, communication, and feedback contribute to the overall role of school monitors and to identify specific areas where school monitors require guidance and support to assist students during lunch and recess. Additionally, the purpose of this study was to determine if schools that use an SEL program have school monitors who feel more supported in their role.

Chapter III: Methodology

The literature reviewed has highlighted a connection between the adoption of SEL programs and observable behavioral improvements. Furthermore, it emphasized the significance of training staff responsible for overseeing children in non-classroom settings, such as lunch and recess. Few studies have explored the support mechanisms for these crucial staff members, specifically school monitors, examining how they are bolstered in their roles through training, communication, and feedback.

In Chapter Three, the methodology for this quantitative, descriptive study focusing on school monitors' perceptions of their roles, training, preparation, communication, and feedback is detailed. The data for this study was gathered through a Likert-scale survey questionnaire. By understanding the perspectives and needs of school monitors, public school administrators can enhance their support for these professionals and foster continuous communication. This research not only aimed to improve the practices of school monitors but also considered potential benefits for the students directly interacting with them.

While researching previous studies that looked at the role of paraprofessionals, a dissertation by Amanda Agurkis (2023), *Guidance and Support for One-to-One Paraprofessionals: A Multiple Regression Analysis*, was reviewed. This dissertation helped to formulate the focus of this current study. The objective of Agurkis' study was to assess the impact of perceptions related to preparation, support, communication, feedback, and planning on the overarching role of one-to-one paraprofessionals. Additionally, the study aimed to identify specific areas where guidance and support are needed for one-to-one paraprofessionals in assisting students receiving special education services. While the participants and setting of Agurkis' study differed, it offered a framework for the

methodology used in this current study, for example, the research questions, focus on school monitors as a specific population for a study and the steps taken to implement the study.

Restatement of the Problem

School monitors are essential professionals who support students during non-instructional times in public schools across New York. An understanding of school monitor's perceptions of the preparation, training, communication, and feedback they receive may have implications for their impact on assisting students throughout the school day. A comprehensive examination of school monitors' background information, encompassing factors such as age, gender, students' age level, years of experience in a school setting, professional preparation, and school district's social emotional curriculum, was conducted. The central issue addressed in this study was the absence of specific support for school monitors from their standpoint, coupled with the scarcity of research concerning support systems for school monitors. This study aimed to explore the impact of school monitors' perspectives on preparation, training, communication, and feedback on their overall role, identifying precise areas where they require guidance and support in facilitating student activities throughout the school day. Furthermore, the research sought to determine if schools employing a social emotional curriculum exhibit school monitors who perceive a higher level of support in their role. The following research questions (RQ) provided the focus of the study and guided the research:

RQ1: How do school monitors define their roles in their school?

RQ2: From the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?

RQ3: Do school monitors perceive that they are able to communicate regularly with and receive effective feedback from school staff, including administration?

RQ4: Does a social emotional program utilized by a school influence whether or not school monitors feel supported in their role?

Research Design

This study utilized a quantitative approach to examine and emphasize preparation methods, professional development, and support strategies for school monitors. The objective was to directly gather information from school monitors, providing insights into potential areas for improvement in supporting students throughout the school day.

Survey research stands out as the most widely embraced quantitative research design in the realm of social sciences. Muijs (2022) noted that survey research designs exhibit considerable flexibility and can manifest in various forms. However, they share a common trait of data collection through standardized questionnaire forms, administered in diverse ways, with a growing trend toward utilizing web-based and email forms. The internet and a QR code were used to deliver survey questions to participants in this current study. Survey research is particularly well suited for descriptive studies or when researchers aim to examine relationships between variables within specific real-life contexts.

This study used a compilation of targeted participants retrieved from Nassau County Elementary School Principal Association (NCESPA) and Nassau County Council of School Superintendents (NCCSS). This frame included email information for assistant superintendents and superintendents working in public-school districts on Long Island. Superintendents and administrators (Appendix A) were contacted and asked to share survey information (Appendix B) with school monitors. In addition, recruitment fliers (Appendix

C) were disseminated to school buildings and the internet, specifically, email was used to contact participants.

Study Participants

This research project focused on school monitors in public schools on Long Island, Nassau and Suffolk Counties, of New York State, who are non-instructional adults who supervise kindergarten through twelfth grade students outside the classroom. The research design aimed to obtain a non-random sample comprising more than 100 adults serving as school monitors across public school districts. Contact was established with district superintendents and administrators via email, requesting their collaboration in sharing the survey with school monitors. Additionally, contacts from the researcher's professional network and snowball sampling techniques were employed, encouraging participants to distribute the survey among their fellow school monitors. The survey had responses from 64 school monitors working in public school districts in Long Island, New York, though 84% of the 64 respondents (54) completed the survey. Only respondents who completed the survey were included the analyses. Before participation, each individual received a detailed study description and informed consent forms (Appendix B). Only respondents who completed the survey were included the analyses.

Setting

This study was distributed to public school districts across Long Island, New York, due to more accessibility through the researcher's professional networking. The participants were individuals employed in a public-school environment, engaging with students from kindergarten to twelfth grade. Given that communication about the study was conducted online, respondents had the flexibility to participate at their convenience.

Data Collection

Data was collected using an anonymous, online survey administered once to a group of voluntary participants. To facilitate the distribution of the survey among school monitors in different districts, efforts were made to engage superintendents and administrators, seeking their collaboration. Emails were sent to superintendents and administrators of participating public schools (Appendix A). These emails introduced the researcher, outlined the study's purpose, and requested the dissemination of study information to school monitors within their staff. A recruitment flier (Appendix C) was shared for posting in the main office of school buildings. Respondents received a link to share with school monitors via email, accompanied by direct communication containing details of the study, the survey link, and a request for survey sharing among Long Island public school monitors.

Qualtrics

After IRB review, it was determined that the survey was classified as exempt (Appendix D) and made available from May 2024 through the end of the school year, June 2024. The survey was conducted through Qualtrics (https://www.qualtrics.com), a secure and professional online survey hosting service. Qualtrics is an online survey tool that enables users to design and edit surveys, respond to live survey inputs, collect and analyze data, and generate reports that present data through visualizations, graphs, tables, and charts (Qualtrics, n.d.). Qualtrics created a private link that was administered through email and a QR code was added to the recruitment flier. Data collection began on May 6, 2024, when the survey was emailed to the contacts of the researcher’s professional network and snowball sampling techniques were employed, encouraging participants to distribute the survey among their fellow school monitors. In addition, the survey was emailed to participants in Nassau County

Elementary School Principal Association (NCESPA) and Nassau County Council of School Superintendents (NCCSS).

Before initiating data collection, explicit consent was obtained from participating school monitors, a crucial step to communicate study objectives, ensure privacy protection, and stress the voluntary aspect of participation.

Upon clicking the provided link, participants accessed the research consent form (Appendix B), demographic information questions (Appendix E), and the survey for school monitors facilitated through the Qualtrics Survey Tool. Communication with participants emphasized the voluntary nature of participation, with consent assumed upon survey response. The participants were informed in the consent letter that their identities would be kept anonymous from the researcher, and measures implemented to prevent any linkage between their names and responses. Despite this, the inherent nature of web-based surveys posed a potential risk of identification through Internet Protocol (IP) addresses or other electronic records associated with the responses. To address this concern, the online survey software was programmed to prevent the capture of such data by the researcher, or anyone associated with the survey. Any reports or publications derived from this research would exclusively utilize aggregate data, ensuring that no participant was individually identified as being associated with this project. To encourage participation, a user-friendly Likert-scale survey consisting of 27 questions and three open-ended questions was utilized, designed for convenience and easy readability. The online survey aimed to collect data on school monitor perspectives regarding preparation, training, communication, feedback, and social-emotional curriculums in their respective public-school districts.

Between May 8th and June 25th, the survey was opened 97 times with 31 participants using the anonymous link and 66 participants using the QR code. Thirty-three of the times the survey was opened, the respondent did not move past the Consent to Participate question, with 64 respondents completing at least the first demographic question. By June 25, 2024, 54 participants answered all the demographic questions and the 30 survey questions.

Survey Instrument

There were four parts to the present research study: introduction, participants' consent to use their recorded responses, demographic information, and survey of constructs. The introductory section of the research survey (Appendix B) offered details on important aspects, including the study's purpose, estimated completion time, participant rights, and a reminder of the survey's strictly voluntary nature. Upon obtaining participant consent, inquiries regarding demographic and background information were posed. Each participant was asked about their age, gender, the age level of students they work with, years of experience in education, participation on school committees, and their schools' social emotional curriculum.

Participants were asked to respond to 27 Likert-scale survey statements and three open-ended questions. This study used five categories to select after each statement, strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Developed by social psychologist Rensis Likert (1932) during his doctoral studies at Columbia University, the Likert scale is a psychometric measurement tool. A Likert scale is a tool for gauging opinions, attitudes, or behaviors. It comprises a statement or question, accompanied by a set of five or seven response statements. Respondents select the option that most accurately aligns with their sentiments about the statement or question. The use of a Likert scale is

advantageous as it provides respondents with a spectrum of potential answers, allowing for a more nuanced capture of their level of agreement or feelings regarding the topic.

Based on Lester's (1987) Teacher Job Satisfaction Questionnaire (TJSQ), which was developed to measure constructs for teacher job satisfaction, a survey was developed to measure school monitor's perceived preparation, training, communication, and feedback in their role. In Lester's creation of the TJSQ a comprehensive examination was undertaken to define job satisfaction by reviewing concepts, theories, and approaches related to the subject. Lester (1987) conducted her study, validating her TJSQ by administering it to eight school districts across New York City, Westchester, Nassau, and Suffolk Counties to 1,600 teachers in an elementary, junior high school, or senior high school. Lester received 631 responses with 526 usable returns after further analysis. Upon finalizing the factor solution, reliability tests were conducted for the overall scale and for each of the nine factors (subscales). The internal consistency of the TJSQ was assessed by calculating the Alpha coefficient. Content validation was achieved through a modified Q sort conducted by faculty and graduate students. Statements with less than 80% agreement were rewritten or discarded. Items were evaluated based on length, clarity, redundancy, and their relevance to an educational setting. This process resulted in the development of a representative sample, generating an initial pool of 120 items.

A compilation of various factors potentially influencing teacher job satisfaction was created through a systematic literature review. The questionnaire was broken down into nine factors to be analyzed. Of the factors in Lester's TJSQ supervision, colleagues, working conditions, responsibility, work itself, security, and recognition are relevant to the research questions in the current study. In addition, training was a factor to be analyzed, as unlike

teachers, a degree is not a requirement for these positions. These factors were assigned operational definitions (Table 1), forming the basis for an item pool.

Table 1

Definition of Eight Factors of School Monitor Questionnaire

Factor Number	Factor	Definition
1	Supervision	The task-focused conduct and the individual-focused conduct of the direct supervisor.
2	Colleagues	The collaborative dynamics and social engagement among colleagues within the working community.
3	Working Conditions	The workplace atmosphere and elements of the physical surroundings.
4	Responsibility	The chance to take responsibility for one's own tasks and the opportunity to engage in policy or decision-making processes.
5	Work Itself	The role of a school monitor or the duties associated with the position. The individual's independent work efforts.
6	Job Security	The school's guidelines concerning tenure, seniority, workforce reductions, pension, retirement, and termination.
7	Recognition	The gesture of expressing gratitude and recognition to employees for their contributions to the school, aligning with the institution's purpose, mission, and values.
8	Training*	The action of teaching a person a particular skill or type of behavior

*Training is an added factor which is not part of Lester's TJSQ

To validate the statements used to determine how preparation, training, communication, and feedback contribute to the overall role of school monitors, school monitor's feedback was used to refine the instrument. A sample of school monitors using a 5-point Likert scale rated 64 statements (Appendix F). Of the original 77 items in Lester's TJSQ, 13 items were discarded as they were not relevant to the current study. Item analyses and tests for item discrimination were carried out to eliminate undesirable items. A focus group of experts was surveyed to determine Delphi relevance. After analysis of the feedback, the researcher converted the Likert-type scale items into numbers (entering −2 for a *strongly dislike statement* response, −1 for a *dislike statement* response, 0 for a *neither like or dislike statement* response, +1 for a *like statement* response, and +2 for a *strongly like statement* response), creating a coarse interval scale. The researcher verified that the subscale response measures were normally distributed and were internally consistent as well. This resulted in 27 statements.

To validate the effectiveness of the School Monitor Support Questionnaire, a pilot study was conducted to further refine the survey instrument. The pilot study contributed towards 'generalizable knowledge' and was designed to help refine the survey instrument. Data collected in the polit study was not used towards research data. Fifteen school monitors were asked to respond to 27 statements with a response of "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The statements were developed to determine how preparation, training, communication, and feedback contribute to the overall role of school monitors and is informed by the work of Maslow and Herzberg.

The current survey for research encompassed three inquiries outlined in Table 2 that the study sought to investigate. After analyzing the results from the pilot study, it was

determined that adding three additional open-ended questions—one for each of three research questions—would enhance understanding of how preparation, training, communication, and feedback contribute to the overall role of school monitors. There were 27 statements on the Likert scale and three open-ended questions that pertain to the research questions. Adaptations were implemented from Lester's (1987) original survey to accommodate the distinct job responsibilities of the participants, diverging from those of teachers who were the primary focus of Lester's TJSQ. Dr. Paula Lester gave written permission for the use of her TJSQ and the questionnaire's adaptation to focus on school monitors (Appendix G). Furthermore, adjustments were made to specifically account for school monitors' perspectives on their role within a school setting. Table 2 illustrates the connection among research questions, Likert-scale statements, and factor analysis.

Table 2

Connection among research questions, Likert-scale statements, and factor analysis

Research Question	Likert-Scale Statements for School Monitor Survey "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree"	Factor Analysis
RQ1- How do school monitors define their roles in their school?	1. It is my responsibility to monitor student behavior in locations around the school (Cafeteria, hallways, recess, or buses, etc.).	Work itself
	2. The work of a school monitor consists of routine activities.	Work itself
	3. Working as a school monitor encourages me to be creative.	Work itself
	4. My students respect my work as a school monitor.	Responsibility
	5. I get along well with the students in my care.	Responsibility
	6. Being a school monitor provides me the opportunity to help students.	Responsibility
	7. I try to be aware of the policies of my school.	Responsibility
	8. I received an accurate job description that outlined the various roles and responsibilities for which I am responsible.	Responsibility
	9. How would you define your role as a school monitor?	Dependent on Participant's Response
RQ2- From the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?	10. I receive training or professional development on how to respond to misbehavior.	Training
	11. I receive training or professional development on active supervision.	Training
	12. I would like more support for working with students, such as training on proactive strategies for managing student behavior, responding to misbehavior, building relationships with students, active supervision, etc.	Training
	13. Behavior problems interfere with active supervision.	Work itself
	14. I am afraid of losing my school monitor job.	Security
	15. My immediate supervisor is willing to listen to suggestions.	Supervision
	16. What support do you need to feel more successful in your role?	Dependent on Participant's Response
	17. When I do a good job, my immediate supervisor notices.	Supervision
	18. My immediate supervisor explains what is expected of me.	Supervision

RQ3- Do school monitors perceive that they are able to communicate regularly with and receive effective feedback from school staff, including administration?	19. I get along well with my colleagues.	Colleagues
	20. My colleagues stimulate me to do better work.	Colleagues
	21. My immediate supervisor treats everyone equitably.	Working Conditions
	22. The administration in my school communicates its policies well.	Supervision
	23. If I have concerns about my role, I am comfortable to voice them to my immediate supervisor.	Working Conditions
	24. I receive too little recognition.	Supervision
	25. I receive recognition from my immediate supervisor.	Recognition
	26. My immediate supervisor offers suggestions to improve in my role.	Supervision
	27. My immediate supervisor gives me assistance when I need help.	Supervision
	28. My immediate supervisor provides assistance for improving my job performance.	Supervision
	29. My immediate supervisor praises active supervision.	Supervision
	30. How does your immediate supervisor let you know you are doing a good job?	Dependent on Participant's Response

Lester (1987) found that the TJSQ is an excellent tool for staff development because it can identify actual or potential problems within a school or district that might otherwise be overlooked. After the organizational assessment is completed, the data from the TJSQ analysis provides immediate feedback. This feedback highlights areas where the staff are either satisfied or dissatisfied. Positive areas should be reinforced, while negative areas, identified as weaknesses, require staff development. Each subscale offers valuable information for feedback, staff development, and in-service education.

Data Analysis

The independent variables that were assessed in the study encompassed school monitor preparation, training, communication, and feedback. These variables were scrutinized using a Likert-scale survey and open-ended questions, aiming to pinpoint precise areas where school monitors may need guidance and support in their supervision of students throughout the school day. The school monitor survey was administered using the Qualtrics Survey Tool and analyzed using SPSS. The Qualtrics Survey Tool was utilized to capture preparation, training, communication, and support needs of school monitors working in public schools across Long Island. Responses were measured through 27 Likert-scale (rated as 1 = strongly disagree, 2 = disagree, 3=neutral, 4 = agree, 5 = strongly agree) survey statements and three open-ended questions. Statements and the open-ended question one to nine are linked to the initial research question, which revolves around school monitors defining their roles. These queries explore various aspects, including job descriptions, crucial details regarding roles and responsibilities, and adherence to school policies. The subsequent set of seven statements and the open-ended question are connected to the second research question, which centers on the theme of support. Consequently, these inquiries tackle facets

related to training and opportunities for professional development. Moving forward, statements and the open-ended question seventeen through thirty align with the third research question, concentrating on communication and feedback. These questions touch upon interactions with colleagues and supervisors, encompassing expectations and fostering camaraderie. In addition, these statements cover areas such as recognition and suggestions for improvement.

To do the analysis of the subscales of the survey, the Likert-type scale items were converted into numbers (entering 1 for a *strongly disagree* response, 2 for a *disagree* response, 3 for a *neutral* response, 4 for an *agree* response, and 5 for a *strongly agree* response), using descriptive statistics to create a mean scale. It was verified that the subscale response measures are normally distributed and internally consistent.

Data collected through the Qualtrics Survey Tool underwent analysis to identify commonalities in responses. Descriptive statistics and standard deviations among survey responses were generated using SPSS, a robust statistical tool designed for data analysis in the social sciences, natural sciences, and business (George & Mallery, 2021).

Subsequent analysis focused on identifying patterns of relationships among perceived preparation, training, communication, feedback, and social-emotional curricula. Likert scale statements were coded based on their relevance to specific research questions and were examined to explore any relationships among statements related to each research question.

Ethical Considerations and Human Subjects Protections

To protect the human subjects involved in this study, the survey was delivered via the Internet to minimize direct contact between the researcher and participants. Before beginning the survey, respondents were informed about the study's purpose and reminded that

participation was entirely voluntary. To reduce nonresponse bias and maximize participation, the survey was distributed using multiple methods, including a QR code, Internet, and email.

In my professional role as an elementary assistant principal, I am acutely aware of the critical role that school monitors play in ensuring the safety and success of students, particularly during transitions and activities outside the classroom. This firsthand experience underscores the importance of their contributions to the overall school environment. However, while I work closely with school monitors in my professional capacity, I took deliberate steps to mitigate any potential bias in conducting this research. My dual role as both a researcher and an administrator necessitated a clear separation between my professional responsibilities and the objectivity required for the study. Throughout the research process, I adhered strictly to ethical standards, ensuring that school monitors who worked with me were not included in the study.

Furthermore, all participants were fully informed of their rights and the voluntary nature of their involvement in the research. Confidentiality was rigorously maintained, with no identifiable information collected that could link responses to specific individuals. The integrity of the research was paramount, and any potential conflicts of interest were carefully managed to ensure that the study's findings accurately reflect the experiences and perspectives of school monitors.

Summary of Chapter

This chapter outlines the four research questions guiding the current study, providing detailed descriptions of the research design, target population, and data collection procedures. Subsequently, the methods for data analysis are elucidated to uncover potential relationships among responses, with a detailed description of the proposed analysis.

Chapter IV: Results

This chapter summarizes the findings from the survey responses through a descriptive analysis and the results of the Pearson correlation analysis. The study provides a comprehensive overview of the specific areas where school monitors in public schools need support and guidance. Samuels et al. (1980) found that after increasing communication and providing paraprofessional lunchroom supervisors with behavioral management techniques, they were more cognizant of students' behaviors, were more satisfied with themselves and expressed greater job satisfaction. In addition, they took a more active role in their work setting. This study aimed to prioritize areas that public school districts can improve upon addressing the preparation and support needs of school monitors as they support students outside the classroom setting.

This chapter is organized into three sections to present the data collected and analyzed in this study. The first section describes the participants' demographic information. The second section reports the findings from the Qualtrics survey using descriptive analysis. The final section summarizes the Pearson Correlation results, all of which is to address the following research questions:

RQ1: How do school monitors define their roles in their school?

RQ2: From the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?

RQ3: Do school monitors perceive that they are able to communicate regularly with and receive effective feedback from school staff, including administration?

RQ4: Does a social emotional program utilized by a school influence whether or not school monitors feel supported in their role?

Demographic Results

Of the 54 respondents, 98% (53) were female and 2% (1) of the respondents were male. Forty-one percent (22) of the school monitors who responded were between 45 and 54 years of age. Twenty-six percent (14) of the respondents were between 55 and 64 years of age. Nineteen percent (10) of the respondents were between 35 and 44 years of age. Nine percent (5) of the respondents were 65 years of age or older. Four percent (2) of the respondents were between 25 and 34 years of age. Two percent (1) of the respondents were between 18 and 24 years of age.

Participants were asked how many years they have worked in a school setting. Forty-one percent (22) of the respondents stated they have worked one to four years in a school setting. Seventeen percent (9) of the respondents stated they have worked more than sixteen years in a school setting. Thirteen percent (7) of the respondents stated they have worked five to eight years in a school setting. Thirteen percent (7) of the respondents stated they have worked less than one year in a school setting. Nine percent (5) of the respondents stated they have worked nine to twelve years in a school setting. Seven percent (4) of the respondents stated they have worked thirteen to sixteen years in a school setting.

Respondents were asked about their professional preparation and involvement in school development committees. Ninety-four percent (51) of the respondents said they were not on a school development committee. Four percent (2) respondents stated they were on a committee that was not listed, and two percent (1) respondent stated they were on the Shared Decision-Making committee. When asked to select the highest degree earner, forty-one percent (22) of the respondents stated they had a high school diploma or GED. Thirty-two percent (17) of the respondents stated they had a bachelor's degree. Fifteen percent (8) of

the respondents stated they had an associate degree. Seven percent (4) reported having a master's degree, and six percent (3) selected 'other,' indicating a degree not listed.

Participants were told that a social-emotional curriculum was the approach their school used to develop self-awareness, self-control, and interpersonal skills in students that were vital for success in school, work, and life. They were then asked which social-emotional curriculum their school utilized. Sixty-five percent (35) of respondents did not know if their school used a social-emotional curriculum. Twenty-eight percent (15) of respondents stated that their school used Responsive Classroom as their social-emotional curriculum. Six percent (3) stated 'other' for their school's social-emotional curriculum, and two percent (1) of the respondents stated their school used Second Step as their social-emotional curriculum.

Lastly, regarding the age of the students the respondents supervise, they were asked to list all applicable grades. Fifty-six percent (30) of the respondents supervise first graders. Fifty percent (27) supervise second graders. Forty-eight percent (26) supervise third graders. Forty-six percent (25) supervise fourth graders. Forty-four percent (24) supervise fifth graders. Thirty-two percent (17) supervise kindergarteners. Twenty percent (11) supervise sixth graders. Nineteen percent (10) supervise seventh graders. Nineteen percent (10) supervise eighth graders. Thirteen percent (7) supervise pre-kindergarteners. None of the respondents supervise students in ninth through twelfth grade.

Table 3

Demographic Characteristics of Participants

Characteristic	n	%
Gender		
Female	53	98%
Male	1	2%
Age		
18-24 years old	1	2%
25-34 years old	2	4%
35-44 years old	10	19%
45-54 years old	22	41%
55-64 years old	14	26%
65+ years old	5	9%
Years of experience		
Less than 1 year	7	13%
1-4 years	22	41%
5-8 years	7	13%
9-12 years	5	9%
13-16 years	4	7%
16+ years	9	17%
Professional preparation / degree		
High school diploma or GED	22	41%
Associate's degree	8	15%
Bachelor's degree	17	32%
Master's degree	4	7%
Other	3	6%
School development committees		
Shared-Decision Making	1	2%
Committee		
Not on a committee	51	94%
Other	2	4%
Social emotional curriculum		
Responsive Classroom	15	28%
Second Step	1	2%
I do not know	35	65%
Other	3	6%
Age of students supervised*		
Pre-K	7	13%
Kindergarten	17	31.5%
First Grade	30	55.6%
Second Grade	27	50%
Third Grade	26	48.1%
Fourth Grade	25	46.3%
Fifth Grade	24	44.4%
Sixth Grade	11	20.4%

Seventh Grade	10	18.5%
Eighth Grade	10	18.5%
Ninth Grade	0	0%
Tenth Grade	0	0%
Eleventh Grade	0	0%
Twelfth Grade	0	0%

Note. N = 54. Totals of percentages are not 100 for every characteristic due to rounding.
* The percentage for each grade level is out of 100% due to participants selecting all applicable grades.

Survey Results (Descriptive Analysis)

Likert-scale data is ordinal data and can be analyzed through descriptive statistics. Ordinal data can be sorted and ordered, allowing you to determine which items come before or after others. However, the exact distance between the variables cannot be measured, meaning it is not possible to quantify how much one item is greater than another. Experts over the years have argued that the median (Mdn), rather than the mean (M), should be used as the measure of central tendency for Likert scale data (Jamieson, 2004). Although, Likert type data can be considered for statistical operations in social sciences, thus the mean and standard deviation can be calculated. Using descriptive analysis research, the ordinal data was analyzed to find the mean (average), median and inter-quartile range. According to Kostoulas (2014) the median, which is the value located at the center of a distribution, serves as a measure of central tendency. Essentially, it provides an idea of what the "average" respondent might think or indicates the "most likely" response, particularly suited for this type of data. The interquartile range (IQR) measures the spread of the data, indicating whether responses are closely clustered or widely dispersed. The raw data from the analysis of the Likert-scale items can be found in Appendix H.

Open-ended questions were asked for three of the research questions. After reviewing each response, a few general categories were established, such as positive, neutral, or negative. Recurring themes emerged within these general categories, leading to the creation of sub-categories for more detailed analysis. The responses were re-read to ensure proper categorization. Some responses were assigned to multiple categories due to the nature of open-ended comments, which could cover more than one category. As a result, the percentages may not total 100%.

Results for RQ1

RQ1: How do school monitors define their roles in their school?

As shown in Figure 5 and Figure 6, most respondents indicated agreement with the idea that it was their responsibility to monitor student behavior in locations around the school (Cafeteria, hallways, recess, or buses, etc.) (Mdn=5, IQR=1, M=4.2), they got along with the students in their care (Mdn=5, IQR=1, M=4.56), being a school monitor provided them with the opportunity to help students. (Mdn=5, IQR=1, M=4.52), and they attempted to be aware of the policies of their school (Mdn=5, IQR=0), which had the strongest agreement (M=4.7). Opinions seem to be divided about students respecting their work as a school monitor. Many respondents (n= 33, 61%) expressed strong agreement or agreement. However, 16 respondents, 30%, expressed strong disagreement or disagreement (Mdn=4, IQR=3, M=3.65). Additionally, there was a split in opinions on whether respondents received an accurate job description that clearly outlined their roles and responsibilities. A significant portion of respondents (n=31, 58%) strongly agreed or agreed, while 15 respondents (28%) expressed strong disagreement or disagreement (Mdn=4, IQR=3, M=3.46).

Figure 5

Median and IQR Results for RQ1

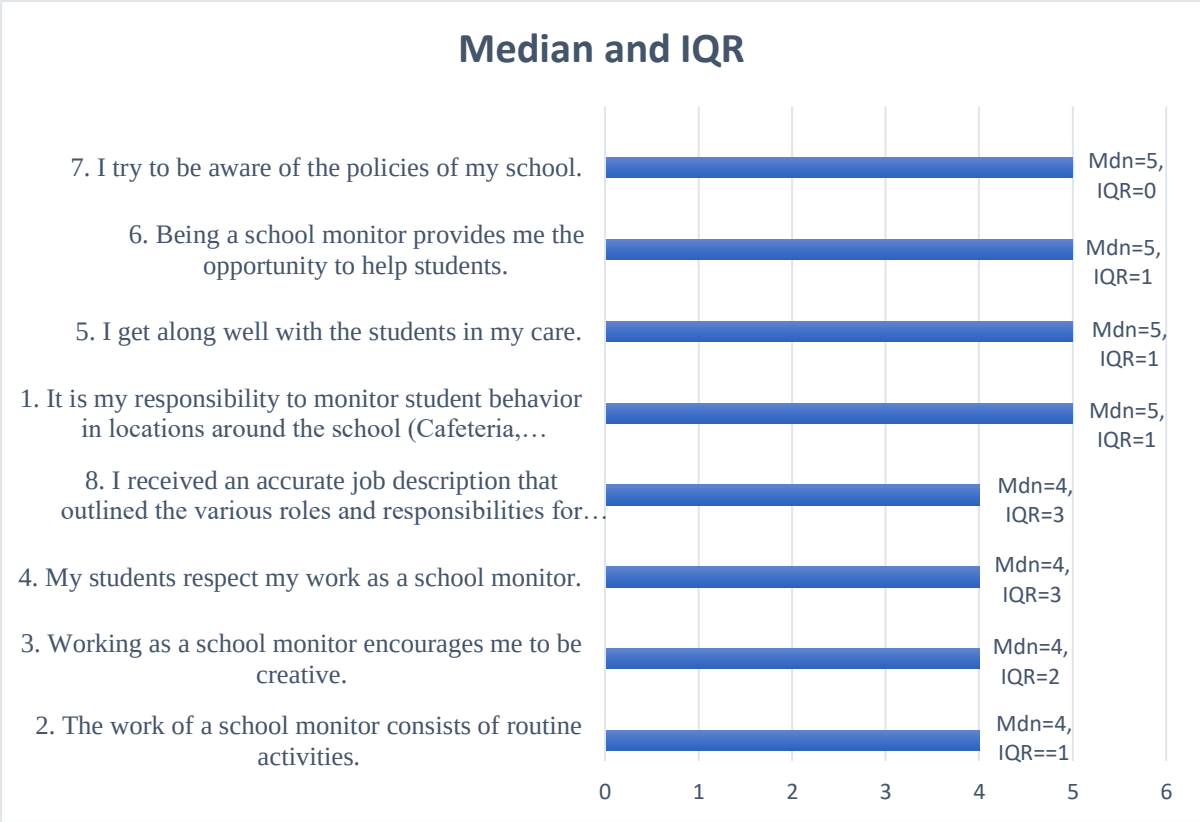
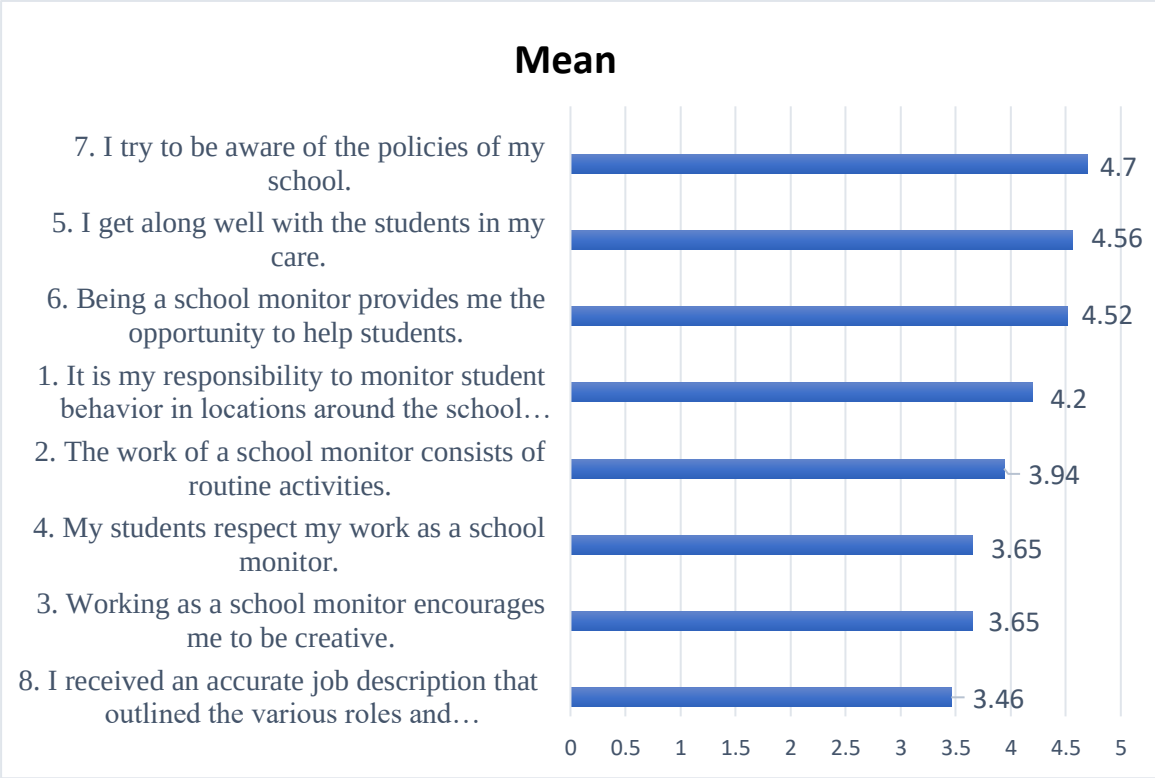


Figure 6

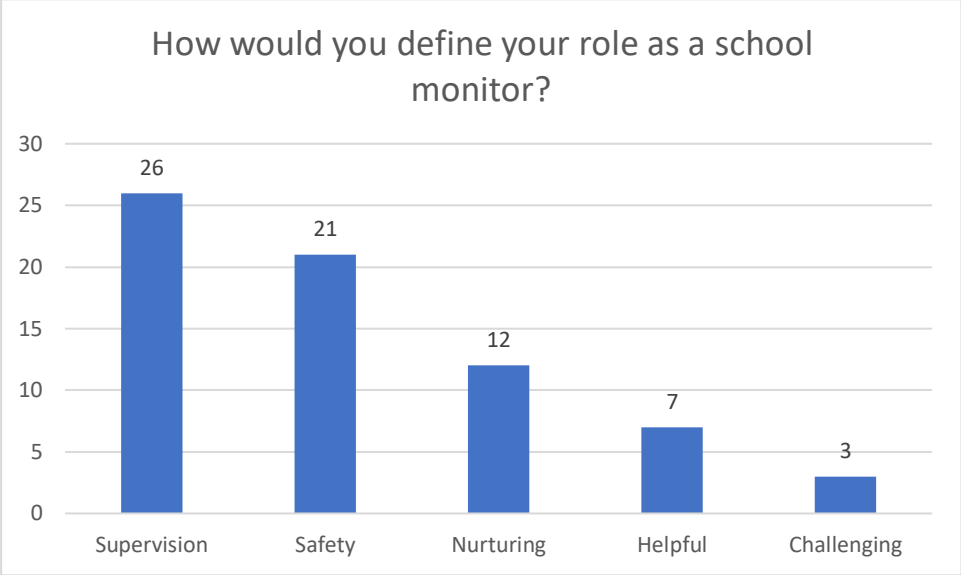
Mean Results for RQ1



School monitors were asked the open-ended question, “How would you define your role as a school monitor?” As shown in figure 7, the responses were categorized as supervision (n=26, 46%), safety (n=21, 39%), nurturing (n=12, 22%), helpful (n=7, 13%), or challenging (n=3, 6%). There were participants whose responses fell into multiple categories such as participant 30 who stated, “Make sure the kids are safe and doing what they are supposed to be doing.” This participant’s response indicates their role as safety and supervision. Participant 12 defined their role as helpful by stating, “As a helper to the students and to the teacher I’m working with.” Participant 14 gave a response which reflected supervision, safety and helpful by stating, “During lunch/cafeteria, help students to open their snacks/drinks, assist them in any way possible. Recess time, be aware of our surroundings, make sure students play safely. In the hallways guide the students to their classroom, if any help is needed assist the students. In the classroom as a para, I assist the teacher in what she/he needs and will do my best to help students when needed/asked for.”

Figure 7

Categorized responses given for the question "How would you define your role as a school monitor?"



Results for RQ2

RQ2: From the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?

As shown in Figure 8 and Figure 9, most respondents indicated agreement with the idea that they would like more support for working with students, such as training on proactive strategies for managing student behavior, responding to misbehavior, building relationships with students, active supervision, etc. (Mdn=5, IQR=1, M=4.15) and their immediate supervisor was willing to listen to suggestions (Mdn=5, IQR=1, M=4.22). Opinions seem to be divided in regard to receiving training or professional development on how to respond to misbehavior. Many respondents (n= 25, 46%) expressed strong agreement or agreement. However, 24 respondents, 45%, expressed strong disagreement or disagreement (Mdn=3, IQR=3, M= 2.94). Additionally, there was a split in opinions on whether respondents received training or professional development on active supervision. A significant portion of respondents (n=27, 50%) strongly agreed or agreed, while 18 respondents (34%) expressed strong disagreement or disagreement (Mdn=3.5, IQR=3, M=3.13).

Figure 8

Median and IQR Results for RQ2

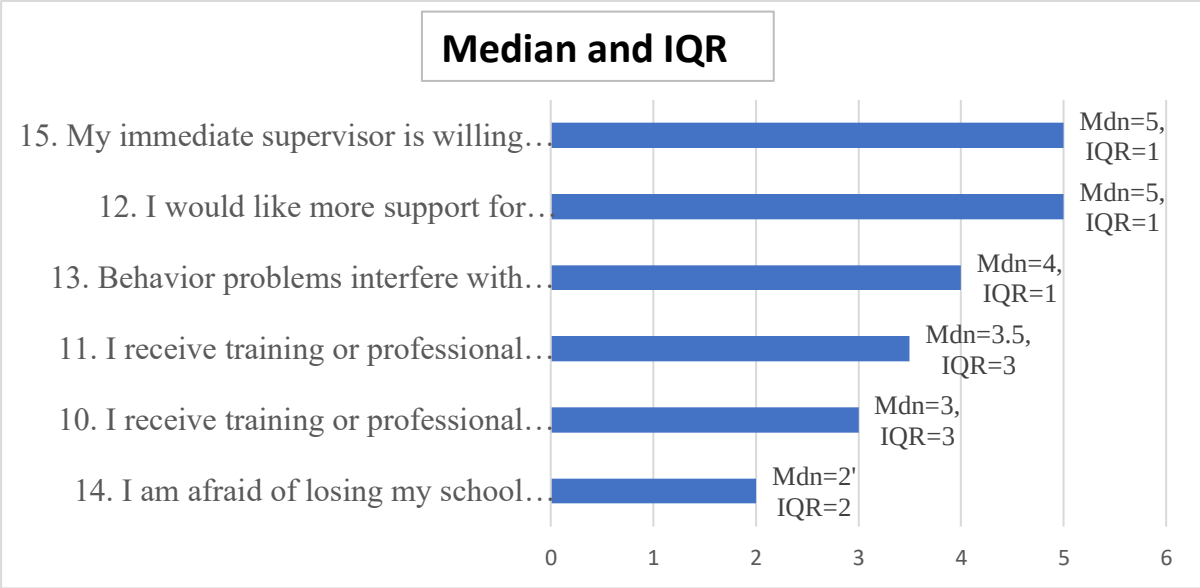
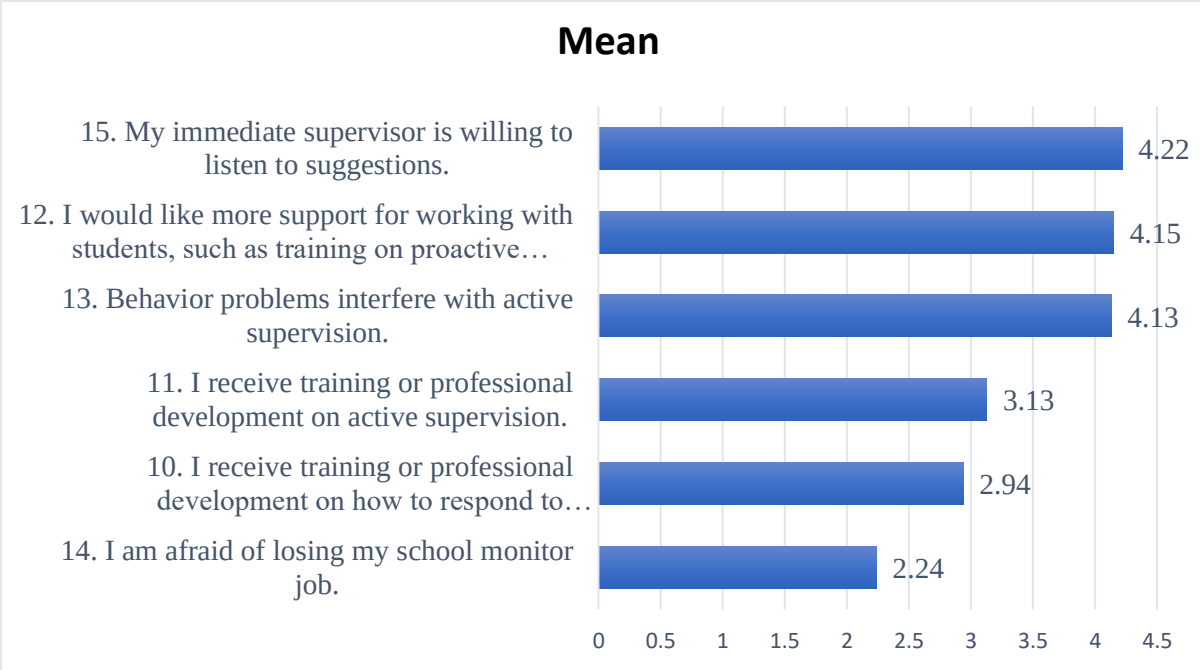


Figure 9

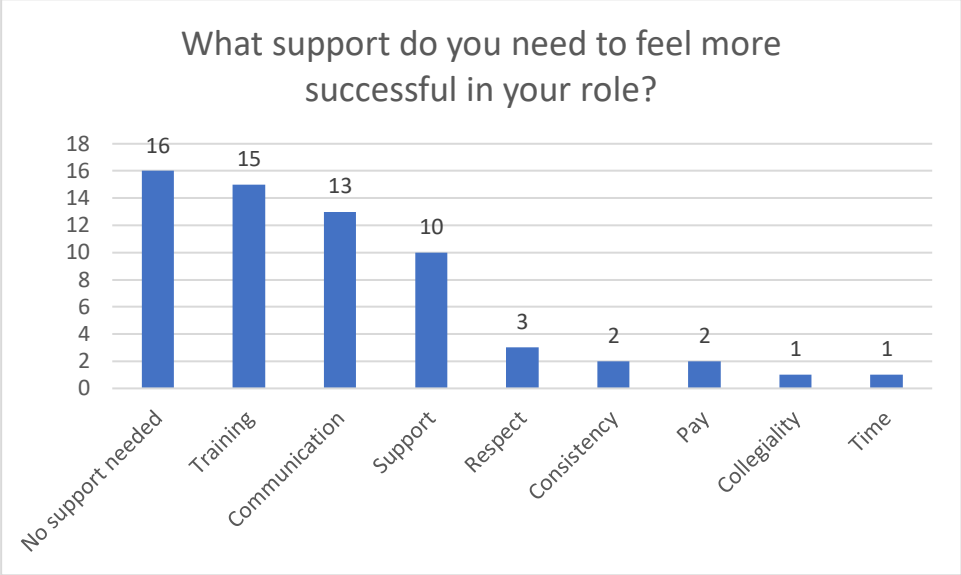
Mean Results for RQ2



School monitors were asked the open-ended question, "What support do you need to feel more successful in your role?" As shown in Figure 10, the responses were categorized as no support needed (n=16, 30%), training (n=15, 28%), communication (n=13, 24%), support (n=10, 19%), respect (n=3, 6%), consistency (n=2, 4%), pay (n=2, 4%), collegiality (n=1, 2%), and time (n=1, 2%). Participant 41 had a response that fell into the category, no support needed, based on the statement, "I am completely satisfied with my training and role as monitor." Participant 24's response, "More support from administrators," aligned with the category of support. Respondent 17 stated, "Updated training with the different behaviors children have," falling in the category of training.

Figure 10

Categorized responses given for the question "What support do you need to feel more successful in your role?"



Results for RQ3

RQ3: Do school monitors perceive that they are able to communicate regularly with and receive effective feedback from school staff, including administration?

As shown in Figure 11 and Figure 12, most respondents indicated agreement with the idea that they get along well with their colleagues (Mdn=5, IQR=0, M=4.74), if they had concerns about their role, they were comfortable to voice them to their immediate supervisor (Mdr=5, IQR=1, M=4.48), their immediate supervisor gave them assistance when they needed help (Mdr=5, IQR=1, M=4.33), and their immediate supervisor treated everyone equally (Mdn=5, IQR=1, M=4.28). Opinions seem to be divided about receiving too little recognition. Many respondents (n= 16, 30%) expressed strong agreement or agreement. However, 23 respondents, 43%, expressed strong disagreement or disagreement (Mdn=3, IQR=3, M=2.69).

Figure 11

Median and IQR Results for RQ3

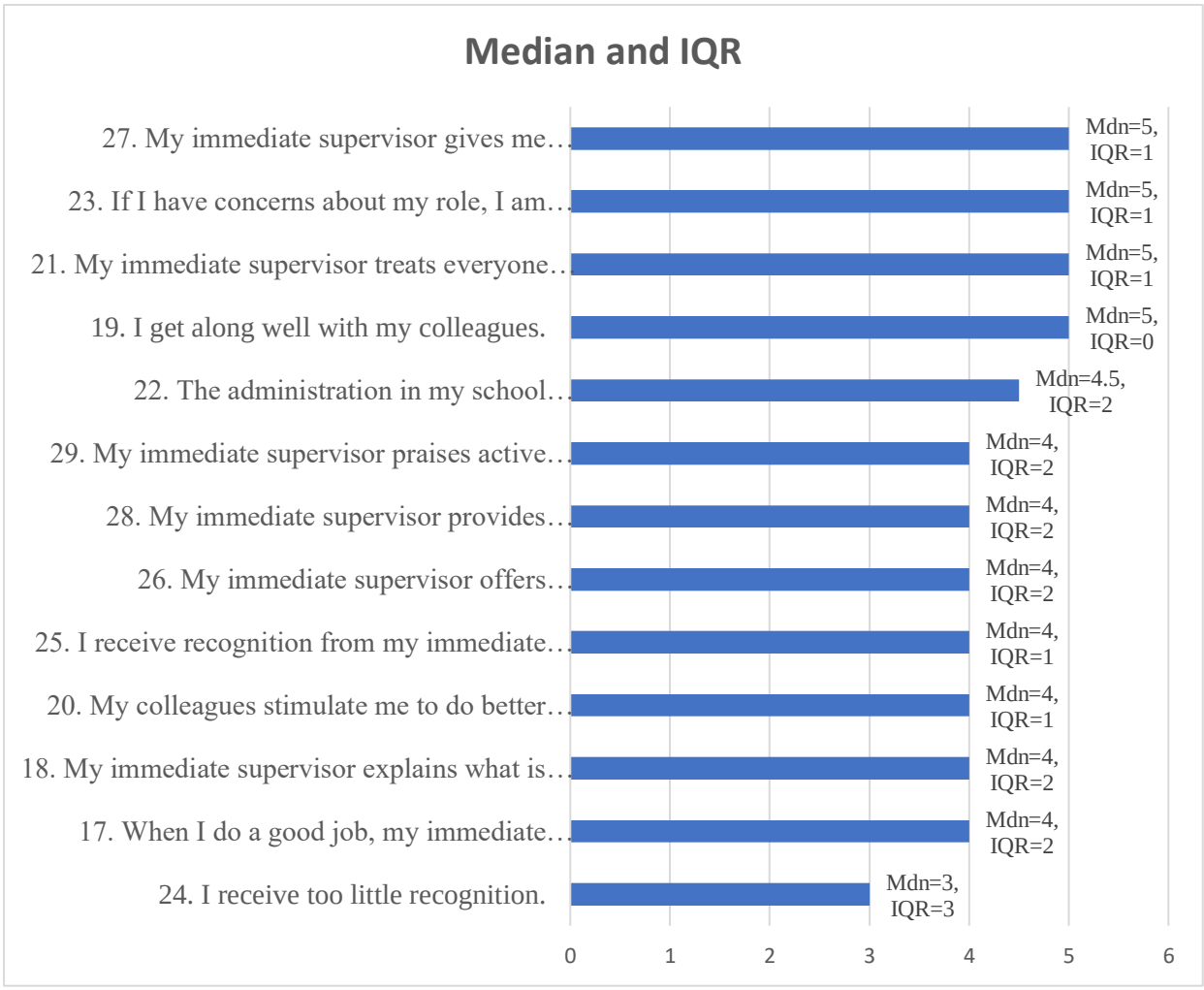
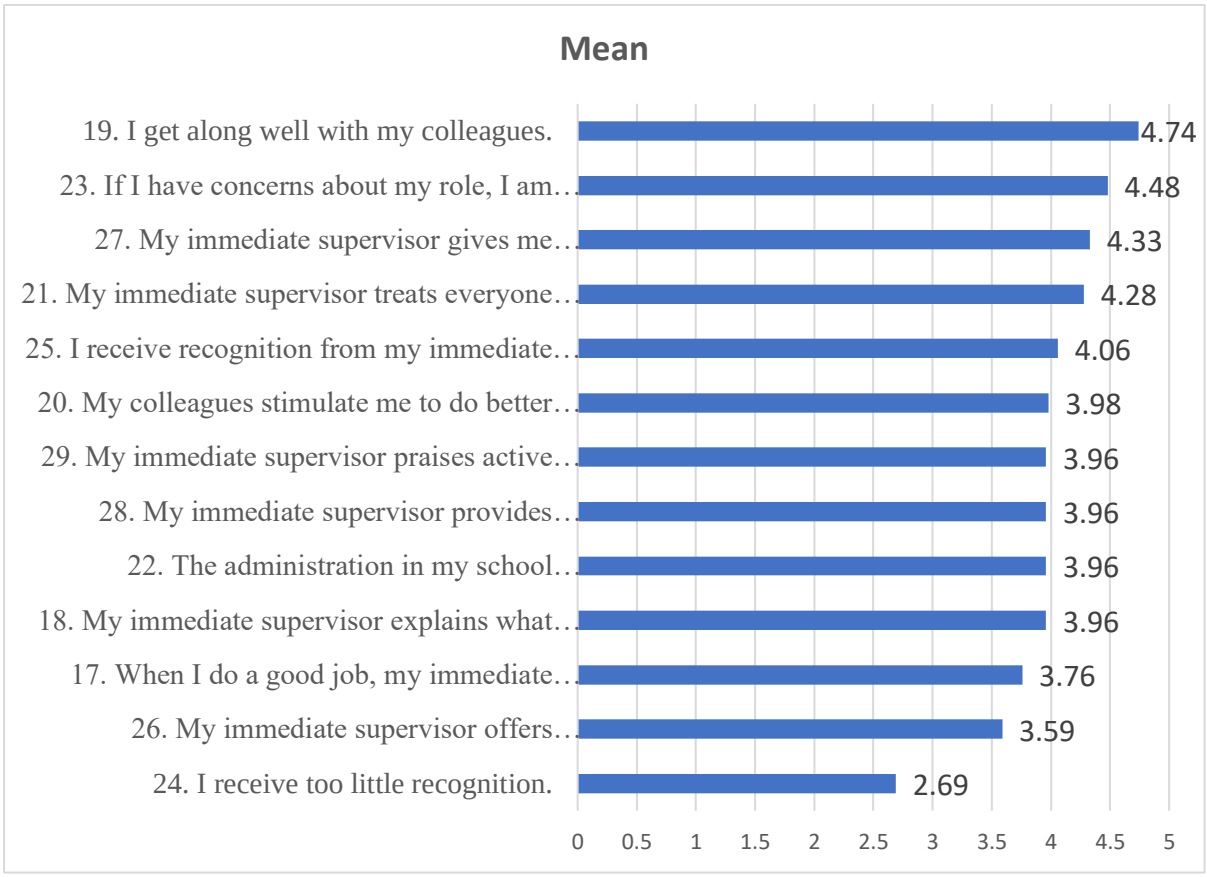


Figure 12

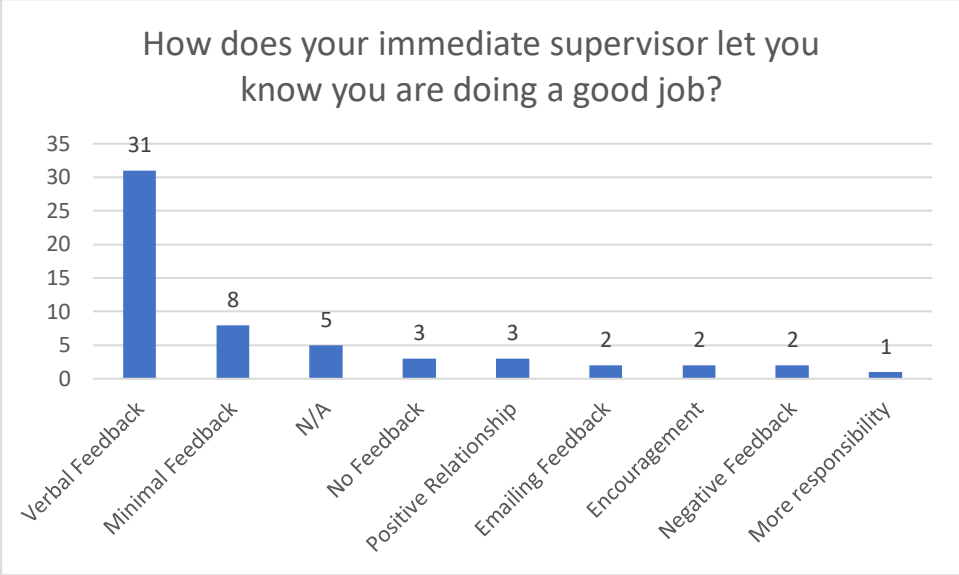
Mean Results for RQ3



School monitors were asked the open-ended question, “How does your immediate supervisor let you know you are doing a good job?” As shown in Figure 13, the responses were categorized as verbal feedback (n=31, 57%), minimal feedback (n=8, 15%), N/A (n=5, 9%), no feedback (n=3, 6%), positive relationship (n=3, 6%), emailing feedback (n=2, 4%), encouragement (n=2, 4%), negative feedback (n=2, 4%), and more responsibility (n=1, 2%). Respondent 15 stated, “Always very appreciative and says thank you. Acknowledges tough situations and commends on a job well done” and respondent 41 stated, “By speaking to me individually,” which both fell into the category of verbal feedback. The category of minimal feedback was given to respondent 21’s statement, “In general I do not receive much in terms of letting me know that I am doing a good job. This usually occurs at the end of the year when I am asked to return.” Participant 5 responded, “We have a good working relationship,” which indicated a category of positive relationship.

Figure 13

Categorized responses given for the question "How does your immediate supervisor let you know you are doing a good job?



Pearson Correlation Analysis

A Pearson correlation analysis was conducted for each statement variable to measure the strength of their associations. This analysis was performed to determine whether any of the demographic variables correlated with the survey responses. Correlation research is a study of the relationship between one or more quantitative independent variables and one or more quantitative dependent variables (Burke Johnson & Christensen, 2014).

Results for RQ4

RQ4: Does a social emotional program utilized by a school influence whether or not school monitors feel supported in their role?

To analyze the results of research question 4, a Pearson correlation analysis was conducted between the variable, "What is the social emotional curriculum your school uses?" and all other survey questions. There was one significant relevance found through the analysis. In examining the relationship between the use of a social emotional curriculum in a school and school monitors being aware of school policies, a chi-square test was conducted. The relation between these variables was significant, χ^2 (1, N=54) = 22.752, p=.007. Although 46 of the 54 participants (85%) indicated that they strongly agree with the question, only 16 (30%) were able to identify that their district is using a social emotional curriculum and most of the responses indicated Responsive Classroom. There was a positive association between school monitors who did not know the social emotional curriculum used or if they used Responsive Classroom, and the response, "I try to be aware of school polices."

Table 4

*The use of a social emotional curriculum in a school * I try being aware of school policies.*

The use of a social emotional curriculum in a school * I try being aware of school policies.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.752[a]	9	.007
Likelihood Ratio	14.995	9	.091
Linear-by-Linear Association	2.620	1	.106
N of Valid Cases	54		

a. 14 cells (87.5%) have expected count less than 5. The minimum expected count is .04.

A chi square test of independence was performed to examine the relationship between the age of the school monitor and the statement, “My colleagues stimulate me to do better work.” The relation between these variables was significant, χ^2 (1, N=54) = 32.650, p=.037. The younger the school monitor, the more likely they felt their colleague stimulated them to do better work.

Table 5

*Age of School Monitor * My colleagues stimulate me to do better work*

Age of School Monitor * My colleagues stimulate me to do better work

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.650[a]	20	.037
Likelihood Ratio	22.271	20	.326
Linear-by-Linear Association	5.928	1	.015
N of Valid Cases	54		

a. 27 cells (90.0%) have expected count less than 5. The minimum expected count is .02.

A chi square test of independence was performed to examine the relationship between the number of years working in a school setting and the statement, “My immediate supervisor gives me assistance when I need help.” The relation between these variables was significant, χ^2 (1, N=54) = 32.090, p=.042. School monitors who have been working more than 16 years were less likely to feel their immediate supervisor gives them assistance when they need help.

Table 6.

*Number of years working in a school setting * My immediate supervisor gives me assistance when I need help.*

Number of years working in a school setting * My immediate supervisor gives me assistance when I need help.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.090[a]	20	.042
Likelihood Ratio	25.983	20	.166
Linear-by-Linear Association	.811	1	.368
N of Valid Cases	54		

27 cells (90.0%) have expected count less than 5. The minimum expected count is .07.

A chi square test of independence was performed to examine the relationship between if a school monitor is on a school development committee and the statement, “I try to be aware of the policies of my school.” The relation between these variables was significant, χ^2 (1, N=54) = 13.028, p=.043. School monitors who were not on a committee where less likely to be aware of the policies in their school.

Table 7

*Are you on any school development committees? * I try to be aware of the policies of my school.*

Are you on any school development committees? * I try to be aware of the policies of my school

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.028[a]	6	.043
Likelihood Ratio	6.039	6	.419
Linear-by-Linear Association	.899	1	.343
N of Valid Cases	54		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .04.

In examining the relationship between the professional preparation of a school monitor by the highest degree they earned and the number of years working in a school setting, a chi square analysis was conducted. The relationship between the variables was significant, χ^2 (1, N=54) = 33.101, p=.033. The higher degree held, the more likely they were to stay at their position as school monitor.

Table 8

*The highest degree earned. * Number of years working in a school setting.*

The highest degree earned. * Number of years working in a school setting.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.101[a]	20	.033
Likelihood Ratio	38.446	20	.008
Linear-by-Linear Association	.450	1	.502
N of Valid Cases	54		

a. 28 cells (93.3%) have expected count less than 5. The minimum expected count is .22.

Summary of Chapter

This chapter provides a summary of the key results from the research. It encompassed demographic data of the participants, along with a detailed descriptive analysis. Additionally, a Pearson correlation analysis was conducted to explore relationships between variables. The findings presented are those with statistical significance, offering insights derived from both quantitative data and the analysis of open-ended questions.

Chapter V: Summary, Implications, Outcomes and Discussion

The first chapter began with an introduction to the problem through a vignette. In this vignette, school monitors were confronted with a disagreement among third-grade students during recess. The monitors appear to be uncertain about how to influence student behavior effectively. They had not received any guidance, support, or professional development on how to address student behaviors. Chapter 1 further highlighted the need for support and guidance for school monitors, focusing on their preparation, the support they received, and the communication and feedback processes involved. In addition, the chapter explored the impact of teaching social-emotional skills to students and how this instruction influenced their behavior in settings outside the classroom. Chapter 2 provided a comprehensive review of literature on social-emotional learning, exploring various programs designed to teach these skills, and examined the different roles of school monitors along with factors influencing their job satisfaction. Chapter 3 detailed the research methodology, describing the survey administered to participants and the approach taken to gather and analyze data. Chapter 4 then presented the findings from the quantitative research, offering insights based on the data collected through the survey.

This current chapter summarizes the research questions addressed and interprets the results, providing a clear understanding of what these findings mean within the broader context. It discusses the implications of the results for the field, identifying how they contribute to existing knowledge and practice. The chapter also acknowledges the limitations of the study and based on the findings, suggests new directions for supporting school monitors. Finally, it offers recommendations for school administrators and school districts to enhance the effectiveness of school monitors and support the overall school environment.

This quantitative, descriptive survey study was designed to identify school monitors' perceptions of the guidance and support needed to assist students outside the classroom setting. More specifically, it examined the relationship between perceived preparation, training, communication, and feedback, and how these factors contribute to the overall role of school monitors. Additionally, the study aimed to determine the correlation between schools that utilize social-emotional programs and school monitors feeling more supported in their role. The findings from this study align with existing research suggesting that the mentioned variables enhance the effectiveness of school monitors in public schools. As a result, this dissertation adds to the growing body of knowledge on school monitors and best practices for their guidance (Anderson-Butcher et al., 2003; Franzen & Kamps, 2008; Lewis et al., 2000; Samuels et al., 1980; Sharkey et al., 2014).

Summary of Findings

A descriptive analysis of the Likert scale data was conducted to determine the mean, median, and interquartile range, providing insight into the "average" respondent's thoughts or the "most likely" response. Similarly, a descriptive analysis of the responses to open ended questions provided an understanding of the participants' perspective to research questions 1-3. To answer each research question, in addition to a descriptive analysis, a Pearson correlation analysis was conducted to determine the strength of the associations between independent variables and dependent variables.

Findings for RQ1

RQ1: How do school monitors define their roles in their school?

The descriptive analysis results for Research Question 1, shown in Chapter IV Figures 5-7, revealed that school monitors define their role as overseeing supervision and

maintaining the safety of the students. This is accomplished though monitoring student behavior in locations around the school (Cafeteria, hallways, recess, or buses, etc.) helping students, and being aware of the school policies. Through a chi square test of independence (Table 8), there was a strong correlation between a school monitor being on a school development committee and being aware of school policies. When examining which areas are the most positively associated with the perceived role of school monitors, the model identified participation on a school development committee as a statistically significant predictor of a school monitor trying to be aware of school policies. These results demonstrate the positive connection between involvement in the school community and the value of making an effort to be informed of school guidelines, when comparing multiple variables that contribute to the overall role of school monitors. It is also important to highlight that respondents were the most divided, with an interquartile range of 3, on whether they received an accurate job description that clearly outlined their roles and responsibilities and students respecting their work as a school monitor. Twenty-eight percent of respondents expressed negative feedback regarding how well the job description prepared them for the role, while 30% reported concerns about the level of respect they receive from students as school monitors.

Findings for RQ2

RQ2: From the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?

The descriptive analysis results for Research Question 2, shown in Chapter IV Figures 8-10, revealed that while a third of school monitors indicated they did not need additional support, the majority responded they would benefit from additional training,

communication, and support. When examining areas which are most positively associated with perceived training and perceived preparation, 78% of respondents agreed that they would like more support for working with students, such as training on proactive strategies for managing student behavior, responding to misbehavior, building relationships with students, active supervision, etc. Less than half of the respondents (46%) indicated they receive professional development on how to respond to misbehavior and only 50% reported they receive training on active supervision. Another area positively linked to training and preparation was respondents' perception of their immediate supervisor's openness to suggestions. The model showed that only 6% of participants disagreed with the idea that their supervisor was receptive to recommendations.

Using a chi-square test of independence as shown in Chapter IV Table 8, a significant correlation was found between the professional preparation of a school monitor by the highest degree they earned and the number of years working in a school setting. The model indicated that a higher degree earned was a statistically significant predictor of a school monitor who will work longer in a school setting. These results demonstrate the connection between training and longevity. School monitors with more training, perceive to be more prepared for the profession. Consequently, employees who have adequate training may be more confident in their jobs and the longer they would stay in their job.

Findings for RQ3

RQ3: Do school monitors perceive that they are able to communicate regularly with and receive effective feedback from school staff, including administration?

The descriptive analysis results for Research Question 3, shown in Chapter IV Figures 11-13, revealed that school monitors know if they are doing a good job through

feedback from their supervisors. This is accomplished through verbal feedback, emailed feedback, having positive relationships, encouragement and more responsibility. The model revealed that 92% of respondents reported positive communication with their colleagues, indicating they get along well. Additionally, 72% stated that their colleagues encourage them to perform better. Regarding communication with immediate supervisors, 89% felt comfortable voicing concerns about their role, 86% noted that their supervisor provides assistance when needed, and 78% indicated that their supervisor treats everyone fairly and gives them recognition. The data suggests that school monitors generally receive positive feedback from their supervisors and colleagues. It is also important to highlight that only 57% of respondents felt their immediate supervisor offers suggestions to improve in their role. Although communication with supervisors is accessible, it does not provide the feedback that school monitors feel is necessary to enhance their performance in the role.

Using a chi-square test of independence as shown in Chapter IV Table 5, a significant correlation was found between the age of the school monitor and the participants' perception of being motivated by their colleagues to improve their work. The model indicated that the age of the school monitor is a statistically significant predictor of a school monitor who will feel their colleagues stimulated them to do better work. These results demonstrate the connection between age and being motivated by colleagues. School monitors who are younger, are more influenced by their colleges.

Through a chi square test of independence as shown in Chapter IV Table 6, there was a strong correlation between the number of years a school monitor has been working in a school setting and the respondents feeling that their immediate supervisor gives them assistance when they need help. When examining which areas are the most positively

associated with the perceived feedback of school monitors, the model identified that school monitors who have been working for more than 16 years is a statistically significant predictor of a school monitor feeling less likely that their immediate supervisor gives them assistance when they need help. These results demonstrate the connection between number of years working and assistance from supervisors, when comparing multiple variables that contribute to the overall feedback of school monitors.

Findings for RQ4

RQ4: Does a social emotional program utilized by a school influence whether or not school monitors feel supported in their role?

The analysis of Research Question 4 was completed by looking to identify a correlation between the use of a social emotional program in a school and the results of each of the survey questions. When a Pearson correlation analysis was conducted it revealed a highly statistically significant model between the social emotional curriculum a school uses and school monitors being aware of school policies. The chi-square test of independence (Table 5) indicated the relation between these variables was significant, χ^2 (1, N=54) = 22.752, p=.007. When examining which areas are the most positively associated with the impact of a social emotional program influencing a school monitor feeling supported, the model identified that school monitors who could not identify a program their school used or if they used Responsive Classroom are statistically more likely to try to be aware of their school's policies.

Conclusions

Research Question 1 sought to identify how school monitors define their role within public schools. School monitors perceive their primary role in public schools as ensuring

student safety and overseeing supervision in various settings, such as the cafeteria, hallways, recess, and buses. This involves monitoring student behavior, assisting students when needed, and being aware of school policies. A significant correlation was found between participation on a school development committee and a heightened awareness of school policies, highlighting the importance of involvement in the school community. However, there is notable division among respondents regarding whether they received an accurate job description outlining their roles and whether they feel respected by students. A substantial portion of monitors reported concerns about the adequacy of their job preparation and the level of student respect, indicating areas where further support and clarification may be needed to improve their experience and effectiveness in the role.

Research Question 2 aimed to explore what training and preparation school monitors have received to successfully complete their tasks from their own perspective. The data highlight that while a minority of school monitors feel adequately supported, the majority express a desire for more training and preparation to excel in their roles. A significant portion of respondents indicated a need for additional guidance in areas such as proactive behavior management, responding to misbehavior, building student relationships, and active supervision. Despite nearly half receiving some professional development in these areas, many feel that more is necessary to effectively manage their responsibilities. Additionally, the perception of supervisors being open to suggestions was linked to greater satisfaction with training and preparation, with only 6% of participants disagreeing that their supervisors were receptive to recommendations. These findings emphasize the need for increased training and professional development to better equip school monitors in their roles.

Research Question 3 sought to determine whether school monitors perceive they are able to communicate regularly with and receive effective feedback from school staff, including administration. While the data indicate that school monitors generally have positive communication with both colleagues and supervisors, with many feeling supported and able to voice concerns, there is a clear need for more effective and regular feedback to help them improve in their roles. Although the majority of respondents report good relationships and encouragement from colleagues, only 57% feel they receive constructive suggestions from their immediate supervisors. The findings also reveal significant correlations between variables such as the number of years worked and the perception of supervisor assistance, as well as between age and motivation from colleagues. These insights underscore the importance of enhancing formal feedback mechanisms to ensure school monitors receive the guidance they need to grow in their roles, especially for those with more experience who may feel less supported over time.

The analysis of Research Question 4 revealed that the presence of a social-emotional program in a school did not show a significant overall impact on whether school monitors feel supported in their role. The data indicated almost no correlation between the use of a social-emotional curriculum and various aspects of support for school monitors, except for one factor: the effort to be aware of school policies. The chi-square test highlighted that school monitors who either did not identify a specific social-emotional program or whose schools were using the Responsive Classroom program were more likely to make an effort to stay informed about school policies. This suggests that while the social-emotional program's influence on overall support was minimal, it may have a specific effect on enhancing school monitors' awareness of school policies.

Additionally, the results indicated that even though school monitors may not know the social emotional learning program that their school utilizes, they feel knowing the policies are important. This indicates that school monitors want to be involved in their school and understanding how to support the school community. School monitors hold an important role within schools and want to be involved but are not part of the conversation.

Discussion

The Role of the School Monitor

Preparation and support play a major connected role in how a school monitor will carry out their responsibility in a school. When examining participants' responses to survey statements regarding preparation, responses are consistent with previous research highlighting need for further preparation methods (Ortan et al. 2021; Toropova et al., 2021). The previous research was conducted in the school setting with teachers as the participants, as there is no known current research to determine the perceptions from school monitors themselves. Many school monitors have an accurate understanding of their role, viewing their main responsibility in public schools as maintaining student safety and supervising various areas, including the cafeteria, hallways, playground, and buses, their duties include observing student behavior, providing assistance when necessary, and staying informed about school policies. However, it is important to highlight that only 58% of respondents were satisfied with the job description they received at the start of their position.

When examining responses related to their role, this indicates that school monitors generally have a positive relationship with the students they oversee, with 92% of respondents reporting that they get along well with the students and 90% feeling that their role allows them to help students effectively. However, it is also important to note that 30%

of school monitors do not feel respected by the students in their role. This contrast highlights that, despite positive interactions and a sense of fulfillment in their work, there are still significant challenges related to earning and maintaining student respect.

The findings emphasize the critical connection between preparation and support in shaping how effectively school monitors fulfill their responsibilities. While many school monitors have a clear understanding of their roles and report positive interactions with students, the study reveals gaps in job preparation and respect from students. Similarly, Sims (2017; 2018) analyzed survey data from teachers in 35 countries and found a consistent positive correlation between teacher job satisfaction and both student discipline and teacher cooperation across all surveyed countries. Addressing these concerns through enhanced preparation, clearer communication, and support from both administration and students can help school monitors feel more valued and effective in their roles.

Training and Preparation

Training and preparation are closely linked to how supported school monitors feel in their roles. The findings of this study align with previous research, which emphasize the importance of providing adequate training and preparation for school staff (Franzen and Kamps, 2008; Lewis et al., 2000; Samuel et al., 1980; Toropova et al., 2021).

The data indicate a strong desire among school monitors for additional training and preparation in key areas of their roles. A significant majority, 78% of respondents, expressed a need for more support in working with students, particularly in proactive strategies for managing behavior, building relationships, and improving active supervision. However, less than half of the respondents reported receiving professional development in these areas, with only 46% receiving guidance on handling misbehavior and 50% receiving training on active

supervision. This lack of formal training is further underscored by the fact that 84% of school monitors noted that behavior problems interfere with their ability to actively supervise students. Franzen and Kamps (2008) found that implementing a comprehensive recess intervention, which included teacher training, led to an increase in active supervision by teachers and a corresponding decrease in the frequency of student behavior problems. Similarly, Lewis et al. (2000) found that training for yard supervisors is important for increasing positive play and reducing problem behaviors during recess, as well as teaching positive play skills directly to children.

Despite the gaps in formal training, there is some positive feedback about leadership receptiveness, with 78% of school monitors stating that their immediate supervisors are open to suggestions. However, when asked about what additional support they need to feel more successful, many respondents highlighted a continued need for training, communication, and general support. Notably, 30% of respondents stated they did not require further support, which may suggest a level of confidence or satisfaction in their current role.

Communication

Effective communication plays a crucial role in any professional setting, and this study specifically examined the exchanges between school monitors and their supervisors, as well as among the school monitors themselves. Strong interactions can significantly impact how well school monitors feel supported and prepared in their roles. Similarly, Toropova et al.'s (2021) research emphasized the importance of communication for job satisfaction in the teaching profession. The study found that collaborative efforts among educators were a key factor influencing teacher satisfaction with their working conditions. These findings suggest

that fostering open, collaborative communication in schools may also improve school monitors' job satisfaction and effectiveness.

The data suggest that school monitors generally experience positive interactions and feedback from their supervisors and colleagues, contributing to a supportive work environment. A notable 92% of respondents reported strong communication with their colleagues, highlighting strong interpersonal relationships that likely foster collaboration. Furthermore, 72% of school monitors felt motivated by their colleagues to perform better, indicating that peer interactions play a key role in enhancing job performance.

Regarding communication with supervisors, 59% of school monitors felt that their immediate supervisors noticed when they performed well, while 66% said their supervisors clearly communicated expectations. A higher percentage (86%) felt supported by their supervisors when they needed assistance, and 78% said they received recognition for their work. These figures suggest that while a majority of school monitors feel acknowledged and assisted by their supervisors, there are areas for improvement—particularly in providing feedback. Only 57% felt that their supervisors offered constructive suggestions to improve in their role, and 70% said they received assistance for improving job performance.

In terms of school policies, 72% of school monitors felt that their administration communicated policies well. Additionally, 66% of school monitors reported that their supervisors praised their active supervision, reinforcing positive practices in their daily tasks.

Samuel et al.’s (1980) findings support the need for communication and feedback by indicating that paraprofessionals felt more prepared to respond to student behavior, having a clear understanding of established expectations themselves. They expressed greater job satisfaction and took a more active role in their work when expectations where clearly

communicated to them. Bolstering communication will lead to a more motivated and effective workforce, ultimately benefiting the students they serve.

Connection between social emotional program and school monitors feeling support

The study aimed to determine whether the implementation of a social-emotional program in schools influences how supported school monitors feel in their roles. The analysis revealed minimal correlations, with the exception of identifying the importance of school monitors being aware of school policies. This finding suggests that school monitors value their involvement in the school community and seek to understand how best to support it. Although school monitors hold an essential role within the school environment, they often find themselves excluded from broader conversations about school initiatives and support structures.

While the study indicated that the presence of a social-emotional program in schools does not significantly impact school monitors' perceptions of support, it points to the possibility that other factors may play a more prominent role in shaping their experiences. School monitors want to be involved, informed, and integrated into the school's mission, but their voices may be underrepresented in conversations about support and professional development. It is crucial to explore other elements, such as communication, feedback, and training opportunities, that might better contribute to enhancing school monitors' sense of support and involvement.

Implications

Implications of the study highlight the need to address the specific roles of individuals working with students outside the classroom by better understanding the guidance and support requirements perceived by school monitors in public schools. In

addition, the research aimed to explore whether implementing a social-emotional program could result in school monitors feeling better supported. Several practices are recommended to meet these support needs, including providing school monitors with a clear job description before they begin their assignment, offering professional development opportunities focused on active supervision and responding to student behavior, and implementing a system for formal feedback throughout the year. These measures aim to enhance the support school monitors receive from administrators and ensure they are well-equipped to fulfill their responsibilities effectively.

The present research demonstrates an association between preparation methods, support systems, communication, and feedback. This suggests that improving any one of these areas can positively impact the others. For instance, providing school monitors with a clear job description can enhance their sense of preparedness and increase their perception of support. Similarly, better communication and feedback can boost a school monitor's confidence in their role. Offering more communication opportunities, such as professional development on active supervision and managing student behavior, can reassure school monitors in their duties outside the classroom. Strengthening these aspects can lead to better outcomes for school monitors in their roles. Public school administrators can apply these insights when onboarding school monitors and focus on improving preparation, support, communication, and feedback systems to enhance overall performance.

One strategy public school administrators can utilize is offering professional development opportunities for school monitors that begin prior to starting their position and continue throughout the school year. Professional development can be used to train school monitors on active supervision which includes: (a) ensuring the environment is safe, (b)

understand where you are to be positioned, (c) listen for signs of danger, (d) constantly scan the environment, (e) anticipate student behavior, and (f) engage and redirect children (U.S. Department of Health & Human Services, 2024). Additional training can be provided on strategies to set expectations with students, redirect students, and how to respond to misbehavior. A school district can set up meeting times prior to the start of the school day to review strategies for active supervision and reinforcing and responding to student behavior. This provides methods and strategies to assist school monitors in knowing what is expected of them in their role and ways to be successful. Motivation is the foundation of Abraham Maslow's Hierarchy of Needs, a theory based on scientific research that outlines the fundamental requirements influencing human behavior. Stewart et al. (2018) found that research shows employees who receive support from management experience increased productivity, efficiency, morale, loyalty, and retention. Fulfilling Maslow's esteem stage, which is characterized by self-respect and the respect of others, can lead to greater self-confidence and self-efficacy. Providing training for school monitors can foster greater success in their roles by boosting their self-confidence and overall sense of accomplishment. Professional development throughout the year will keep ongoing communication with administration and among school monitors while offering the opportunity for ongoing training.

Second, the findings of this study can open doors to transformational leadership opportunities for public school administrators. Transformational leadership involves a process where leaders, along with those they guide, cultivate a positive system of motivation through direct actions and role modeling. This leadership style naturally fosters positive change. In addition to setting direction and developing individuals, a key element of effective

educational leadership is the capacity to establish organizational frameworks that promote learning (Leithwood et al., 2004). Research consistently highlights that evidence-based SEL programs can cultivate strong values, foster relationships, and provide comprehensive support for students by utilizing the social resources of the school, family, and community (Greenberg, 2010; Greenberg et al., 2003). These programs have traditionally been designed for classroom implementation. However, school leaders can take proactive steps by involving school monitors in the application of SEL programs. School monitors should receive training on the strategies used in the school's existing program and be equipped with techniques to support students' social-emotional development in non-classroom settings, such as the playground. School leaders can leverage strategies taught to students through their SEL curriculum by training school monitors to reinforce social skills during non-classroom times. Furthermore, school monitors can be trained to use the language established by the school's social-emotional curriculum when responding to students, ensuring consistency and enhancing the impact of the SEL program. Additionally, being part of the broader community and participating in school-based committees can further enhance their role. This research shows, it is evident that school monitors want to be involved in the school community, sharing their perspectives, and enhancing the school experience for students. By expanding the reach of SEL programs to include school monitors and incorporating school monitors into school-based committees, administrators can foster a more inclusive, supportive environment that enhances both student development and the overall effectiveness of the school's leadership framework.

Last, the results of this study have important implications for the New York State Department of Education, particularly in addressing the preparation and support of school

monitors. Many respondents expressed feeling unprepared for their role, which, while generally focused on supporting students with non-instructional tasks, can vary significantly in daily expectations across different school districts. Ensuring that school monitors have a clear understanding of their roles and responsibilities is critical, as these roles may differ depending on the school environment. Typically, principals or assistant principals assign these responsibilities, but the process can vary within schools. To improve preparedness, it is essential for school administrators to implement a structured onboarding plan that provides clarity on expectations. The Society for Human Resource Management (2023) defines onboarding as the process of integrating new employees through orientation and providing insight into the organization's structure, culture, and values. The New York State Department of Education can enhance support by requiring consistent preparation for school monitors as they begin their roles.

The findings of this study underscore the critical role school monitors play in supporting students outside the classroom. By ensuring that school monitors are equipped with proper preparation, effective communication, and ongoing feedback, the ultimate beneficiaries are the students themselves. When those tasked with supervising students are well-prepared and feel supported, they can create safer and more nurturing environments, positively influencing student behavior and well-being. This study highlights the need for structured onboarding, continuous training, open communication, and clear role expectations for school monitors, which can lead to improved outcomes for both staff and students. Ultimately, the results of this research pave the way for enhanced support systems that prioritize the needs of students in non-classroom settings, ensuring that they receive the care and guidance necessary for their success.

Limitations

A limitation of this study is the use of a nonrandom sampling technique, which may introduce bias. Specifically, using the internet might not adequately represent the entire population of school monitors in public schools on Long Island, potentially affecting the external validity of the study. Although there is an estimated population of over 6,000 school monitors across Long Island, only 54 responses were received. It was challenging to get the survey into the hands of school monitors due to the number of intermediaries involved. For example, if the survey was sent to a superintendent, they might or might not have chosen to share it with their building principals. If shared, the principals would then need to pass it along to their school monitors. The survey was most likely distributed via email, and school monitors may be less likely to check their email compared to other school employees. As shown in Table 9, out of the 54 participants, 42 respondents (78%) accessed the survey via a QR code, while 12 respondents (22%) used a link from an email. For school monitors to receive the QR code, they would have been given the recruitment flier directly. Therefore, to increase survey distribution, a staff member in the school would need to see value in the survey and have a vested interest in getting the recruitment flier to school monitors.

Table 9

Distribution Channel of School Monitor Survey

Distribution Channel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	anonymous	12	22.2	22.2	22.2
	qr	42	77.8	77.8	100.0
	Total	54	100.0	100.0	

In some Long Island districts, certain school monitors were given instructional duties in addition to their primary roles. Because these staff members were involved in instructional activities, they were not suitable participants for a survey intended to assess non-instructional roles, such as supervising students during lunch and recess. Consequently, these monitors were excluded from the survey to ensure that the data collected accurately reflected the experiences of staff solely responsible for non-instructional duties.

There are some inherent limitations with the use of survey research, particularly when relying on self-reporting instruments. Bias can arise due to participants' limited perspectives or understanding of the questions being asked. For example, in trying to determine if school monitors were aware of a social-emotional learning program at their school, 65% responded that they did not know. This result could stem from several factors, such as the absence of an existing SEL program in the school or the lack of communication about the program. The structure of an anonymous survey prevents follow-up questions to clarify these responses, limiting the ability to explore underlying causes.

Another limitation of this research involves my own position as an assistant principal. My personal bias towards school monitors is shaped by my belief that their role is incredibly valuable to the overall school community and student success, particularly in settings outside the classroom. This existing appreciation for their contributions may have influenced how I framed certain questions or interpreted responses, as I have a vested interest in understanding their perspectives. Acknowledging this bias is crucial for ensuring that my analysis remains balanced and objective.

Suggestions for Future Research

This investigation presents several avenues for future research to further enhance the role of school monitors in public schools. Future studies could focus on surveying school monitors about the specific types of professional development they find most effective, as well as the frequency with which such opportunities are offered. Understanding which training methods have the greatest impact can help develop a more targeted action plan to support school monitors, particularly in managing their responsibilities in non-classroom settings such as playgrounds, cafeterias, and hallways.

Additionally, future research could examine the strategies school monitors are taught to use when supervising students, as well as the types of support and feedback they receive. The current study did not delve into the systems of feedback and support provided to school monitors prior to their start, nor did it investigate how they apply the strategies taught to them. Gathering this information would provide valuable insights into how school monitors can be better prepared and supported in their roles, potentially leading to more effective supervision and greater job satisfaction.

Future research could also benefit from examining the amount of professional development school monitors are currently receiving and how this correlates with their perceived levels of training and preparation. For instance, comparing the responses of school monitors who receive less than two hours of training per year with those who receive more than two hours could reveal significant differences in their feelings of preparedness and support. This kind of comparative analysis would provide a deeper understanding of whether increased training hours directly impact school monitors' confidence and effectiveness in their roles, as well as highlight potential disparities in professional development

opportunities. Exploring these dimensions can inform more equitable and targeted training programs for school monitors across different school districts.

Finally, exploring how the environment in which school monitors work influences their job satisfaction would be a beneficial study. It would focus on school monitors in a suburban setting, but it would be valuable to compare their experiences with those of school monitors working in urban environments. Differences in school culture, resources, and student populations could lead to distinct challenges and needs. By examining these location-specific factors, future research can help create more tailored support systems that authentically address the unique circumstances of school monitors across various settings. Understanding these differences will be crucial in improving the effectiveness of school monitors and enhancing their contributions to the school community.

Conclusion

It is important that school district administrators are reflecting on the practices and providing the appropriate supports for their school monitors. This study ends with a discussion of the findings related to preparation, support, communication and feedback. In addition, the impact of a school's use of a social emotional curriculum on the perceived support of a school monitor.

School monitors view their primary responsibility as ensuring student safety in various settings, but many expressed concerns about inadequate job preparation, unclear roles, and a lack of respect from students. Involvement in school committees was linked to better awareness of school policies, emphasizing the importance of including monitors in broader school activities. While some monitors receive professional development, most desire more training, particularly in behavior management and active supervision. Positive

communication with colleagues was reported, but there is a need for more consistent and constructive feedback from supervisors to improve their effectiveness. Regarding social-emotional learning (SEL) programs, the study found minimal impact on perceived support for school monitors, with the exception of increased awareness of school policies in schools with certain SEL programs. This suggests monitors want to be involved in school processes and policies but are often left out of critical conversations. The study highlights the important role of school monitors and the need for better training, communication, and feedback to improve their experience and effectiveness in supporting students.

Preparation, support, communication, and feedback are essential for school monitors to feel fully supported in their roles. These areas are crucial for public school administrators to prioritize when preparing school monitors for the upcoming school year. By focusing on these elements, administrators not only equip monitors with the necessary tools for success but also create opportunities to demonstrate transformational leadership that promotes positive change.

When school monitors are adequately prepared, supported, and included in school conversations, their ability to support students in settings outside the classroom is greatly enhanced. Strengthening the role of school monitors through improved guidance and communication benefits the entire school community, as it ensures that students receive consistent support across all aspects of their school experience. Ultimately, fostering a supportive environment for school monitors directly contributes to better student outcomes and a more cohesive school environment.

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Appendix A: Letter to Administrators

Dear District Administrator,

As a doctoral candidate at Long Island University, I am currently engaged in research for my dissertation titled, *School Monitors: A Quantitative Study on the Support Needed for these Professionals.* This study delves into the perceptions of school monitors, non-instructional adults who supervise students outside the classroom, regarding their professional preparation, support systems, communication, and feedback across various public-school districts. The primary objective is to pinpoint specific areas where school monitors may require guidance and support in their interactions with students across diverse school settings. Additionally, the research aims to investigate whether schools implementing social-emotional programs have school monitors who feel more supported in their roles. The research instrument utilized is a 27-question Likert scale survey and three open-ended questions focusing on aspects of preparation, training, communication, and feedback related to their roles.

This email is one method of outreach I am using to connect with my target audience. I am hopeful you will be interested recruiting your school monitors to participate in this study by informing them of this opportunity and sharing the link to the survey. Participation in the study is completely voluntary and confidential. No personally identifying information is collected through the survey and participation only requires about 15 minutes.

I genuinely appreciate your time and consideration in assisting with this research. If you have any questions or concerns, please feel free to contact me at sara.goldberg@my.liu.edu. or Dr. Tonie McDonald, my dissertation chair, at tonie.mcdonald@liu.edu. You can also contact the Dean of the School of Education, Dr.

Laura Seinfeld at laura.seinfeld@liu.edu. Please respond via email (sara.goldberg@my.liu.edu) to inform if you are willing to share my Likert-scale survey to your school monitors. If requested via email, a copy of the results can be shared at the conclusion of my dissertation process. Thank you in advance for your consideration and collegial assistance.

Thank you for your support.

Sincerely,

Sara Goldberg

EDD Student

Long Island University

Appendix B: Consent Form

Date: April 9, 2024
Faculty Investigator: Dr. Tonie McDonald

IRB Protocol #: 24/05-048
Approval: May 02, 2024
LIU Sponsored Projects

LONG ISLAND UNIVERSITY
INSTITUTIONAL REVIEW BOARD (IRB)

RESEARCH PARTICIPANT INFORMED CONSENT FORM

Study Title: School Monitors: A Quantitative Study on the Support Needed for these Professionals

Sponsor/Supporter/Funded By: Long Island University

Faculty Investigator: Dr. Tonie McDonald, Long Island University- C.W. Post, Chair, DELTA Department, Long Island University, 720 Northern Boulevard, Brookville, NY 11548 tonie.mcdonald@liu.edu, 516-540-9104

Student Investigator: Sara Goldberg, Transformational Leadership, 52 Salem Road, Merrick, NY, 11566, sara.goldberg@my.liu.edu, 516-850-8986

You are being asked to join a research study. Participation in this study is voluntary. Even if you decide to join now, you can change your mind later.

1. Why is this research being done?

This research is being done to identify specific areas where school monitors require guidance and support for working with kindergarten through twelfth grade students across public-school settings.

Noninstructional, public school employees who supervise students in settings outside the classroom may join the study.

2. What will happen if you join this study?

If you agree to be in this study, we will ask you to do the following things:

- Upon clicking the provided link, participants can access the research consent form,
- Answer demographic information questions,
- Respond to 27 Likert Scale statements by selecting strongly disagree, disagree, neutral, agree or strongly agree,
- Answer three open-ended questions.
- It will take approximately 15 minutes to complete the survey.

3. What are the risks or discomforts of the study?

The risks associated with participation in this study are no greater than those encountered in daily life. You may get tired or bored when we are asking you questions, or you are completing questionnaires. You do not have to answer any question you do not want to answer.

IRB Protocol #: 24/05-048
Approval: May 02, 2024
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Although your IP Address will not be stored in the survey results, there is always the possibility of tampering from an outside source when using the Internet for collecting information. While the confidentiality of your responses will be protected once the data is downloaded from the Internet, there is always the possibility of hacking or other security breaches that could threaten the confidentiality of your responses.

Note that Qualtrics has specific privacy policies of their own. You should be aware that these web services may be able to link your responses to your ID in ways that are not bound by this consent form and the data confidentiality procedures used in this study. If you have concerns, you should consult these services directly.

4. Are there benefits to being in the study?

This study may benefit society if the results lead to a better understanding the needs of school monitors who are non-instructional school staff.

5. What are your options if you do not want to be in the study?

Your participation in this study is entirely voluntary. You choose whether to participate. The alternative is to not take part in the study.

If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

6. Will it cost you anything to be in this study?

No.

7. Will you be paid if you join this study?

No.

8. Can you leave the study early?

- You can agree to be in the study now and change your mind later, without any penalty or loss of benefits.
- If you wish to stop, you do not have to complete the survey.

9. How will the confidentiality of your data be protected?

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Long Island University Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The data set will be obtained from an anonymous survey where limited demographic information may also be collected. All data will be stored on a password protected file for a minimum of three years.

10. What other things should you know about this research study?

Date: April 9, 2024
Faculty Investigator: Dr. Tonie McDonald

IRB Protocol #: 24/05-048
Approval: May 02, 2024
LIU Sponsored Projects

What is the Institutional Review Board (IRB) and how does it protect you?
This study has been reviewed by an Institutional Review Board (IRB), a group of people that reviews human research studies. The IRB can help you if you have questions about your rights as a research participant or if you have other questions, concerns or complaints about this research study. You may contact the IRB at osp@liu.edu.

What should you do if you have questions about the study?
Contact the student investigator *Sara Goldberg* at 516-850-8986 or *sara.goldberg@my.liu.edu*) or the faculty investigator *Dr. Tonie McDonald* at 516-540-9104 or *tonie.mcdonald@liu.edu*). If you wish, you may contact the principal investigator by letter. The address is on page one of this consent form. You can also contact the Dean of the School of Education, *Dr. Laura Seinfeld* at *516-299-4122* or *laura.seinfeld@liu.edu*. If you cannot reach the investigators or wish to talk to someone else, contact the IRB office at osp@liu.edu.

You can ask questions about this research study now or at any time during the study.

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Institutional Review Board at Long Island University at osp@liu.edu.

11. What does your agreement on this consent form mean?

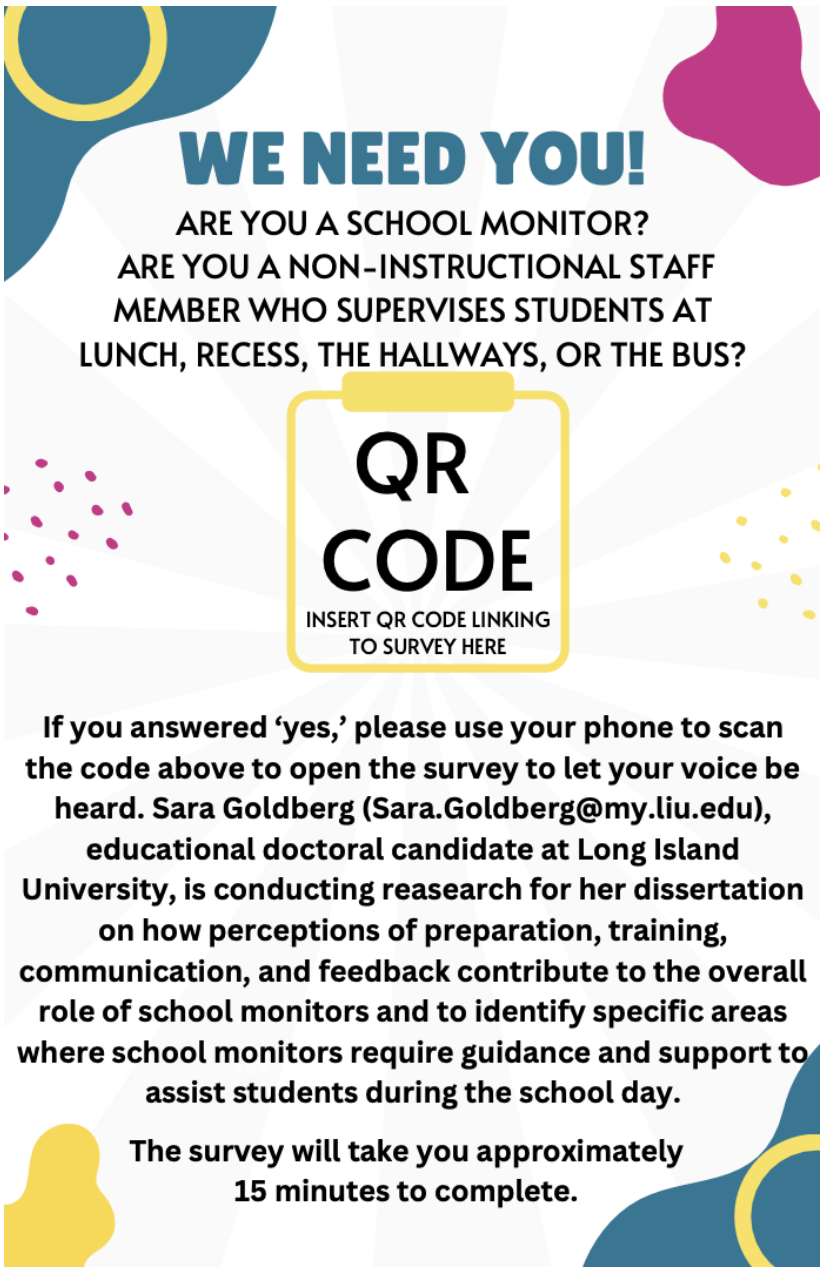
By marking the "Agree to Participate" box below, you are indicating that you have fully read the above text and have had the opportunity to print the consent form (or ask for a printed copy) and ask questions about the purposes and procedures of this study. If you choose not to participate, please choose the "Decline to Participate" box below.

☐ I agree to participate
☐ I decline to participate
_____ Date

Appendix C: Recruitment Flier

IRB Protocol #: 24/05-048
Approval: May 02, 2024
LIU Sponsored Projects

Recruitment Flier



Appendix D: IRB Approval

LONG ISLAND UNIVERSITY

NOTICE TO ALL RESEARCHERS:

Please be aware that a protocol violation (e.g., failure to submit a modification for any change) of an IRB approved protocol may result in mandatory remedial education, additional audits, re-consenting subjects, researcher probation, suspension of any research protocol at issue, suspension of additional existing research protocols, invalidation of all research conducted under the research protocol at issue, and further appropriate consequences as determined by the IRB and the Institutional Officer.

TO:
Tonie McDonald - Principal Investigator
Efleda Tolentino - Dissertation committee member
Joseph Piro, PhD - Dissertation committee member
Sara Goldberg - Student Investigator

FROM: LIU Institutional Review Board

DATE: May 02, 2024

PROTOCOL TITLE: School Monitors: A Quantitative Study on the Support Needed for these Professionals

PROJECT ID NO: 24/05-048

REVIEW TYPE: Exempt:

ACTION: **Approved**

With the receipt of the additional information, your project has been **approved**. Please note the following:

1. Approval for sites other than Long Island University, if any, is given only for those indicated in the original application and from which appropriate letters of approval have been received by the IRB.

2. The project must be conducted as presented in the application. No changes or alterations may be made to study methods, recruitment processes, subject pool, test instruments, consent forms, etc. without prior IRB approval. Revisions and amendments to the research activity must be promptly reported to the IRB for review and approval prior to the commencement of the revised protocol (the only exception is in those situations where changes in the protocol are required to eliminate apparent, immediate hazards to subjects). The IRB must be notified immediately of any unanticipated problems or adverse events affecting risk to subjects.

3. If consent form(s) have been approved for the research activity, only IRB approved, stamped consent forms may be used in the consent process (copy attached if appropriate). Please destroy all previous versions. Make sure to retain a copy of the approved, stamped consent document(s), as it must be submitted to the IRB at the time of submission of your annual renewal. One signed copy of the stamped form must be given to the subject, one must be placed in the subject's file/chart (if appropriate), and the principal investigator must keep one. You are responsible for maintaining signed consent forms for a period of at least three years after study completion.

4. If consent is online, the online form should include language/indication of the IRB approval and expiration date as would be found on a hard copy/paper form.

Verification of Institutional Review Board (IRB) Approval

LIU Protocol ID: 24/05-048

Protocol Title: School Monitors: A Quantitative Study on the Support Needed for these Professionals

Phone: (516) 299-3591
E-mail: Lacey.Sischo@liu.edu

Appendix E: Demographic Questions

Demographics

1. Age of School Monitor
    a. 18-24 years old
    b. 25-34 years old
    c. 35- 44 years old
    d. 45-54 years old
    e. 55-64 years old
    f. 65+ years old
2. Gender of School Monitor
    a. Female
    b. Male
    c. Prefer not to say.
3. Age of students you supervise. Choose all that apply.
    a. Pre-Kindergarten
    b. First Grade
    c. Second Grade
    d. Third Grade
    e. Fourth Grade
    f. Fifth Grade
    g. Sixth Grade
    h. Seven Grade
    i. Eighth Grade
    j. Ninth Grade
    k. Tenth Grade
    l. Eleventh Grade
    m. Twelfth Grade
4. Number of years working in a school setting.
    a. Less than one year
    b. One year - Four years
    c. Five years – Eight years
    d. Nine years – Twelve years
    e. Thirteen years – Sixteen years
    f. More than Sixteen years
5. Professional preparation
    a. High school diploma or GED
    b. Associate Degree
    c. Bachelor’s Degree
    d. Master’s Degree
    e. other
6. Are you on any school development committees?
    a. Shared Decision-Making Committee
    b. Health and Safety Committee
    c. Social Emotional Curriculum Committee
    d. Not on a Committee

    e. Other
7. A social emotional curriculum is the approach your school uses to develop self-awareness, self-control, and interpersonal skills in students that are vital for school, work, and life success. If your school uses a social emotional curriculum, what is it?
    a. Responsive Classroom
    b. RULER
    c. Second Step
    d. I do not know.
    e. Other

Appendix F: Creating a School Monitor Questionnaire

Creating a School Monitor Questionnaire

A research study is being conducted to determine how perceptions of preparation, training, communication, and feedback contribute to the overall role of school monitors. The perceptions of school monitors will be gathered through a Likert scale survey. Currently, there are 64 statements in the questionnaire, and I am looking to narrow down the questions to the most valued statements. Please read each statement and rate it as "Strongly Dislike Statement," "Dislike Statement," "Neither Like or Dislike," "Like Statement," or "Strongly Like Statement." Your opinions of which statements you like, or dislike will help to determine which ones to include in the final questionnaire for the research study.

Likert-Scale statements for School Monitor Questionnaire	Strongly Dislike Statement	Dislike Statement	Neither Like or dislike	Like Statement	Strongly Like Statement
1. It is my responsibility to monitor student behavior in locations around the school. (Cafeteria, hallways, recess, or buses, etc.)	1	2	3	4	5
2. The work of a school monitor consists of routine activities.	1	2	3	4	5
3. I do not have the freedom to make my own decisions.	1	2	3	4	5
4. Working as a school monitor is interesting.	1	2	3	4	5
5. Working as a school monitor discourages originality.	1	2	3	4	5
6. Working as a school monitor does not provide me the chance to develop new methods.	1	2	3	4	5
7. Working as a school monitor encourages me to be creative.	1	2	3	4	5
8. I have never been told my responsibilities as a school monitor.	1	2	3	4	5
9. The work of a school monitor is very pleasant.	1	2	3	4	5
10. My students respect my work as a school monitor.	1	2	3	4	5
11. I am not responsible for my actions.	1	2	3	4	5
12. I am not interested in the policies of my school.	1	2	3	4	5
13. I get along well with the students in my care.	1	2	3	4	5

14. Being a school monitor provides me the opportunity to help students.	1	2	3	4	5
15. I am responsible for responding to student behavior.	1	2	3	4	5
16. I try to be aware of the policies of my school.	1	2	3	4	5
17. It is my responsibility to assist visitors to the building.	1	2	3	4	5
18. It is not my responsibility to respond to misbehavior in locations around the school. (Cafeteria, hallways, recess, or buses, etc.)	1	2	3	4	5
19. I received an accurate job description that outlined the various roles and responsibilities for which I am responsible.	1	2	3	4	5
20. I prefer to have others assume responsibility.	1	2	3	4	5
21. When instructions are inadequate, I do what I think is best.	1	2	3	4	5
22. I do not receive training or professional development on proactive strategies for managing student behavior.	1	2	3	4	5
23. I receive training or professional development on how to respond to misbehavior.	1	2	3	4	5
24. I receive training or professional development on active supervision.	1	2	3	4	5
25. I do not have access and options to ongoing learning opportunities. These opportunities include professional development such as workshops, courses, and meeting with specified staff.	1	2	3	4	5
26. I would like more support for working with students, such as training on proactive strategies for managing student behavior, responding to misbehavior, building relationships with students, active supervision, et.	1	2	3	4	5
27. Behavior problems interfere with active supervision.	1	2	3	4	5
28. I am afraid of losing my school monitor job.	1	2	3	4	5

29. I never feel secure in my school monitor job.	1	2	3	4	5
30. Being a school monitor provides for a secure future.	1	2	3	4	5
31. My immediate supervisor turns one school monitor against another.	1	2	3	4	5
32. My immediate supervisor does not back me up.	1	2	3	4	5
33. My immediate supervisor is willing to listen to suggestions.	1	2	3	4	5
34. My immediate supervisor makes me feel uncomfortable.	1	2	3	4	5
35. When I do a good job, my immediate supervisor notices.	1	2	3	4	5
36. My immediate supervisor explains what is expected of me.	1	2	3	4	5
37. I get along well with my colleagues.	1	2	3	4	5
38. I like the people with whom I work.	1	2	3	4	5
39. My colleagues are highly critical of one another.	1	2	3	4	5
40. I do not get cooperation from the people I work with.	1	2	3	4	5
41. I dislike the people with whom I work.	1	2	3	4	5
42. My interests are similar to those of my colleagues.	1	2	3	4	5
43. I have made lasting friendships among my colleagues.	1	2	3	4	5
44. My colleagues stimulate me to do better work.	1	2	3	4	5
45. My colleagues seem unreasonable to me.	1	2	3	4	5
46. My immediate supervisor treats everyone equitably.	1	2	3	4	5
47. The administration in my school communicates its policies well.	1	2	3	4	5
48. The administration in my school does not clearly define its policies.	1	2	3	4	5
49. If I have concerns about my role, I am comfortable to voice them to my immediate supervisor.	1	2	3	4	5
50. My immediate supervisor is not afraid to delegate work to others.	1	2	3	4	5

51. I go out of my way to help my colleagues.	1	2	3	4	5
52. No one tells me that I am a good school monitor.	1	2	3	4	5
53. I receive too little recognition.	1	2	3	4	5
54. I receive full recognition for being successful in my role.	1	2	3	4	5
55. My colleagues provide me with suggestions of feedback about my job performance.	1	2	3	4	5
56. I receive recognition from my immediate supervisor.	1	2	3	4	5
57. My immediate supervisor offers suggestions to improve in my role.	1	2	3	4	5
58. My immediate supervisor gives me assistance when I need help.	1	2	3	4	5
59. My immediate supervisor provides assistance for improving my job performance.	1	2	3	4	5
60. I receive too many meaningless instructions from my immediate supervisor.	1	2	3	4	5
61. I tell my supervisor the materials that I need, and they provide it. - revise	1	2	3	4	5
62. My immediate supervisor praises active supervision.	1	2	3	4	5
63. I do not have freedom to use my judgement.	1	2	3	4	5
64. My immediate supervisor watches me too closely.	1	2	3	4	5

Appendix G: Permission for TJSQ Adaptation

Dr. Paula E. Lester, Ph.D., Founding Director
Interdisciplinary Educational Studies Doctoral Program
Long Island University/C. W. Post Campus
College of Education, Information and Technology
720 Northern Boulevard
Brookville, NY 11548

April 18, 2024

Dear Sara Goldberg,

Thank you very much for your interest in the Teacher Job Satisfaction Questionnaire that I developed and validated.

You have my written permission to utilize the TJSQ in your study and to make as many copies of the TJSQ as you need for your study. In addition, you have my written permission to substitute "school monitor" instead of "teacher" where appropriate. When you complete your research, please send me a copy of your research.

Sincerely,

Paula E. Lester

Paula E. Lester, Ph.D.
Senior Professor

Appendix H: Raw Data from Likert-scale Items

Raw data from Likert-scale items showing: Frequency, mean, median, inter-quartile rating and standard deviation.

RQ	Likert-Scale Statements for School Monitor Survey	Str. Disag. 1	Dis. 2	Neut. 3	Agree 4	Str. Agree 5	Mean	Mdn.	IQR	Std. Dev
RQ1- How do school monitors define their roles in their school?	1. It is my responsibility to monitor student behavior in locations around the school (Cafeteria, hallways, recess, or buses, etc.).	13% 7	3% 2	2% 1	13% 7	69% 37	4.20	5.00	1	1.419
	2. The work of a school monitor consists of routine activities.	11% 6	6% 3	7% 4	30% 16	47% 25	3.94	4.00	1	1.338
	3. Working as a school monitor encourages me to be creative.	9% 5	9% 5	22% 12	26% 14	33% 18	3.65	4.00	2	1.291
	4. My students respect my work as a school monitor.	11% 6	19% 10	9% 5	26% 14	35% 19	3.65	4.00	3	1.423
	5. I get along well with the students in my care.	6% 3	0% 0	2% 1	19% 10	74% 40	4.56	5.00	1	.984
	6. Being a school monitor provides me the opportunity to help students.	6% 3	2% 1	2% 1	17% 9	74% 40	4.52	5.00	1	1.041
	7. I try to be aware of the policies of my school.	4% 2	0% 0	4% 2	7% 4	85% 46	4.70	5.00	0	.861
	8. I received an accurate job description that outlined the various roles and responsibilities for which I am responsible.	13% 7	15% 8	15% 8	28% 15	30% 16	3.46	4.00	3	1.397
	9. **Open-ended Question:** How would you define your role as a school monitor?									
RQ2- From	10. I receive training or professional	28% 15	17% 9	9% 5	26% 14	20% 11	2.94	3.00	3	1.547

the perspective of school monitors, what is the training and preparation they have received to successfully complete their tasks?	development on how to respond to misbehavior.									
	11. I receive training or professional development on active supervision.	28% 15	6% 3	17% 9	26% 14	24% 13	3.13	3.50	3	1.555
	12. I would like more support for working with students, such as training on proactive strategies for managing student behavior, responding to misbehavior, building relationships with students, active supervision, etc.	4% 2	7% 4	11% 6	26% 14	52% 28	4.15	5.00	1	1.123
	13. Behavior problems interfere with active supervision.	4% 2	7% 4	6% 3	39% 21	45% 24	4.13	4.00	1	1.065
	14. I am afraid of losing my school monitor job.	48% 26	13% 7	19% 10	7% 4	13% 7	2.24	2.00	2	1.453
	15. My immediate supervisor is willing to listen to suggestions.	4% 2	2% 1	17% 9	24% 13	54% 29	4.22	5.00	1	1.040
	16. **Open-ended Question:** What support do you need to feel more successful in your role?									
RQ3- Do school monitors perceive that they are able to commu	17. When I do a good job, my immediate supervisor notices.	6% 3	9% 5	26% 14	22% 12	37% 20	3.76	4.00	2	1.212
	18. My immediate supervisor explains what is expected of me.	4% 2	7% 4	22% 12	22% 12	44% 24	3.96	4.00	2	1.149
	19. I get along well with my colleagues.	0% 0	2% 1	6% 3	9% 5	83% 45	4.74	5.00	0	.650
	20. My colleagues stimulate me to do better work.	4% 2	2% 1	22% 12	37% 20	35% 19	3.98	4.00	2	1.000
	21. My immediate supervisor treats everyone equitably.	6% 3	6% 3	11% 6	11% 6	67% 36	4.28	5.00	1	1.204

nicate regularly with and receive effective feedback from school staff, including administration?	22. The administration in my school communicates its policies well.	6% 3	15% 8	7% 4	22% 12	50% 27	3.96	4.50	2	1.303
	23. If I have concerns about my role, I am comfortable to voice them to my immediate supervisor.	4% 2	2% 1	6% 3	20% 11	69% 37	4.48	5.00	1	.966
	24. I receive too little recognition.	30% 16	13% 7	28% 15	19% 10	11% 6	2.69	3.00	3	1.371
	25. I receive recognition from my immediate supervisor.	4% 2	7% 4	11% 6	35% 19	43% 23	4.06	4.00	1	1.089
	26. My immediate supervisor offers suggestions to improve in my role.	7% 4	9% 5	26% 14	31% 17	26% 14	3.59	4.00	2	1.190
	27. My immediate supervisor gives me assistance when I need help.	2% 1	4% 2	9% 5	30% 16	56% 30	4.33	5.00	1	.932
	28. My immediate supervisor provides assistance for improving my job performance.	2% 1	7% 4	20% 11	33% 18	37% 20	3.96	4.00	2	1.027
	29. My immediate supervisor praises active supervision.	4% 2	7% 4	22% 12	22% 12	44% 24	3.96	4.00	2	1.149
	30. **Open-ended Question:** How does your immediate supervisor let you know you are doing a good job?									