

**DRAWN TO THE FLAME**

# ADVANCES IN RESEARCH ON TEACHING

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ADVANCES IN RESEARCH ON TEACHING VOLUME 45

# **DRAWN TO THE FLAME: TEACHERS' STORIES OF BURNOUT**

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INVESTOR IN PEOPLE

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## ABOUT THE CONTRIBUTORS

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**Dr Michael D. Bartone**, PhD, is an Associate Professor in Elementary Education at Central Connecticut State University. As a critical race theorist and queer theorist, his research looks at racial, sexual, and gendered identity in schools, how one comes to know identity, and how teachers (mis) (un)knowings of identity influence their pedagogy in what they in/exclude in their classroom. He also gathers LGBTQ2+ educators' lived experiences. He is a former elementary school teacher.

**Dr Christopher Benedetti**, PhD, is an Associate Professor of Educational Leadership at Texas A&M University-Corpus Christi, where he teaches graduate educational leadership, research methods, and dissertation writing courses. His scholarly interests include examining psychological, sociological, and equity issues within K-12 school leadership contexts. Dr Benedetti is a former middle school language arts teacher and elementary school principal.

**Dr Julia E. Calabrese** is a former 7–12 mathematics teacher and current Post-doctoral Scholar at the University of Utah. She received her doctorate in 2022 from Texas A&M University in Curriculum and Instruction with a focus in mathematics education. Her research interests include STEM education and teacher preparation. She is currently conducting research in mathematics

curriculum and teacher preparation as well as integrating scientific investigation with engineering design.

**Margaret DeJesus** is a passionate bilingual educator with over 12 years of experience who is currently serving as Assistant Director of Bilingual/ESL and Migrant Education Programs in Bryan ISD. Margaret specializes in combining state compliance efforts with research-based instructional strategies to maximize English Language Acquisition for all multilingual learners. Margaret is a powerful force in any learning community and uses her knowledge, positive attitude, and tireless work ethic to encourage others to work hard and succeed. Margaret is continuously inspired by her husband and their two young children. In her free time, Margaret enjoys cooking traditional Dominican and Mexican dishes, going on family hikes and playing vintage video games with her children.

**Jordan Donop** is an EC-6th certified educator, a Transformational Learning Fellow, and has an M.Ed in Curriculum and Instruction from Texas A&M University. Jordan engages in research with her colleagues from Texas A&M and her first open access publication was on the impact of COVID-19 on teacher mental health, followed by a book chapter on the effects of COVID-19 on K-12 education. Her passion for research and lifelong learning led her to pursue a doctoral degree in Educational Psychology focusing on Developmental Sciences and she is currently completing her first year in the program.

**Natasha Epps** is a principal in a large urban school district in North Texas. She is a doctoral candidate in K-12 Educational Leadership at Baylor University. She earned her master's degree in Educational Administration from Lamar University and a bachelor's degree in Speech Communication from Baylor University. Natasha was a finalist for her district's Principal of the Year award in 2022, named the 2018 Outstanding Assistant Principal of the Year for TEPSA-Region 11, and recipient of a former district's Star Educator award for both 2011 and 2020. Her research interests include executive coaching, leadership development, Black principals, and school improvement.

**DaJuana C. Fontenot** has served in the field of education for almost 20 years. She received her undergraduate degree from Lamar University and master's degree from Texas Southern University. She is currently pursuing her doctoral degree in multicultural education from Texas A&M University. DaJuana is driven by the opportunity to impose effective change in the field of education, not only for students but for teachers as well. When not traveling, DaJuana enjoys interactive games and activities with her twin toddlers and husband. She has a firm foundation rooted in faith, and knows that God is truly orchestrating her destined path.

**Dr Karla Adelina Garza** received her PhD in 2023 from Texas A&M University in Curriculum and Instruction with a focus in culture and curriculum. Her research interests include multicultural and minority education, migrant student and migrant teacher education, history of education, and professional



development for educators. Her experiences include teaching Spanish at the secondary level for over 10 years and serving as the Scholarship Director for the Pan American Student Forum of Texas since 2012. She is working as a Postdoctoral Research Fellow at Texas A&M University.

**HyeSeung Lee** is a PhD candidate in the Technology and Teacher Education Program in the Department of Teaching, Learning and Culture at Texas A&M University. She is currently working for the Collaborative for Innovation in Teacher Education (CITE), assisting with online teacher professional development course development. Prior to her time at Texas A&M University, she focused on physical education teachers' curriculum-making and its concordance with the national curriculum of South Korea. In her dissertation research, she focuses on different notions of teacher authenticity and how to narratively conceptualize teachers' practice of "being authentic" in the classroom.

**Dr Karen McIntush** is a Postdoctoral Research Fellow at University of Houston, *teachHOUSTON* program in the Department of Mathematics. She received her PhD from Texas A&M University in Curriculum and Instruction and continues her research interests on culturally responsive classroom management in her current role. Additionally, her research interests are on preparing STEM secondary preservice teachers in culturally responsive practices to improve retention as they enter high needs campuses in the greater Houston area. She currently is working with her team on a new teacher residency model as well as the induction program in place for *teachHOUSTON* graduates. She also manages several multimillion dollar grants that fund the innovative programs at *teachHOUSTON*.

**Dr Sonyia C. Richardson** is an Assistant Professor in the School of Social Work, Director of the Race and Social Equity Research Academy, and the Founder and Director of the Mental Health Research and Practice Lab at UNC Charlotte. Dr Richardson has expertise as a researcher, clinician, and suicidologist working primarily with Black children/families. As a clinical researcher, her agenda focuses on developing and testing novel interventions aimed at reducing suicide among Black youth. Further, she aims to identify and remove barriers to mental health treatment for Black populations and eliminate resulting disparities.

**Peter Scaramuzzo** is a doctoral candidate in curriculum and instruction within the Department of Teaching, Learning, and Culture at Texas A&M University, College Station. His area of focus is curriculum studies/curriculum theory with an emphasis in queer theory, ecological sustainability, and multicultural education. Scaramuzzo's instructional career includes serving as instructor-of-record for a preservice teacher education program. He has also served as a full-time teacher in PK-12 for over 10 years. Mr Scaramuzzo teaches high school in New Haven, Connecticut.

**Dr Eleanor Su-Keene** is a Lecturer in the Department of Teaching, Learning, and Culture at Texas A&M University. She received her PhD in Educational

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**Alexes Terry** is a passionate educator with over a decade of experience in education. Currently, she is pursuing her Doctorate of Education in Curriculum and Instruction from Texas A&M University, College Station. Her research interests include urban education, culturally relevant pedagogy, culturally responsive teaching, teacher preparation, and educator wellness. Alexes is the author of the book *Real Love: Strategies for Reaching Students When They See No Way Out*, the founder of TwistED Teaching Educational Consulting Company, and the Assistant Director of Participant Experience with Urban Teachers Educator Preparation Program in Dallas, Texas.

**Maiya Turner** is a doctoral student in the Multicultural Education Program in the Department of Teaching, Learning, and Culture at Texas A&M University. Her research agenda centers Black educators and their retention and recruitment into the teaching profession to diversify the teacher workforce. Her experiences include serving as a High School English Language Arts teacher leader at an urban high school in Texas. Upon graduation, she hopes to train preservice teachers on the university level and continue to do the work that centers and empowers Black girls and educators in education.

**Dr Elsa Villarreal** is an Assistant Professor in the Department of Educational Leadership at Texas A&M-Commerce. She earned her PhD in Educational Administration from Texas A&M University-College Station. She earned a master's degree in Educational Administration from the University of Houston-Victoria and a bachelor's degree in Spanish from Texas A&M University-Corpus Christi. Elsa's research interests include principal preparation programs, Latina principals, and leading campuses with English Learners (ELs).

**Tamra Walderon** works in the Center for Research & Development in Dual Language & Literacy Acquisition as the Curriculum Development Coordinator where she helped develop two research-based dual language curriculums for English Learners (ELs). She holds an associate degree and a bachelor's degree in elementary education, a master's degree in Curriculum and Instruction, and is currently pursuing a doctoral degree in bilingual/ESL education at Texas A&M University. Her research interests include teacher and school leader education and professional development, burnout in education, the impact of COVID-19 on K-12 education, critical consciousness in education, and culturally sustaining pedagogy.

**Dr John A. Williams III**, PhD, is an Assistant Professor of Urban/Multicultural Education at Texas A&M University at College Station, and is the Founder and

Director of the Urban Lab for Transformative Research and Assessment. His research focuses on developing and replicating best practices, policies, and personnel to dismantle inequitable discipline outcomes for African American students in K-20 school environments. Additionally, his research investigates how to prepare and support culturally inclusive teachers through the adaptation of multiculturalist frameworks to instruct in urban schools.

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# FOREWORD

Cheryl J. Craig

Teaching is one of the most satisfying and rewarding careers for those who choose it as their life's work. However, because it involves relationships and interactions within a politically charged system, it is also stressful and a source of potential burnout. This volume features teachers' experiences of feelings of being used up. Their voices, their emotions, and their metaphors and words lead the way. Theory and psychology follow behind in a manner fully reflective of qualitative – particularly narrative inquiry – research. This book is a testament to teachers' desires to do their best for youth, even when they face impossible educational demands. It illuminates why teacher shortages exist and what can be done to reduce teacher anxiety and stress.