



SUPPORTING TEACHER WELL-BEING

June 26, 2023



WELCOME

In this presentation, we'll address:

- The importance of teacher well-being
- Cultivating collective teacher efficacy
- Strategies for supporting teachers' well-being
- Resources to reference for district and school leaders

CONFERENCE PRESENTERS



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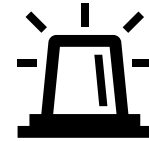
Hanover Research

THE IMPORTANCE OF TEACHER WELL-BEING

TEACHER WELL-BEING TRENDS AND IMPACT

Is it a crisis? What is the impact?

- Teacher labor shortage?
- Student social-emotional & mental health?
- Employee social-emotion & mental health?
- Academic crisis?



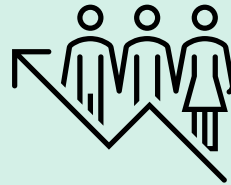
Trends

- More teachers feel job-related anxiety than other working adults.
- Stress peaked with COVID; teacher stress is still markedly high



WELL-BEING OF TEACHERS AND WORKING ADULTS

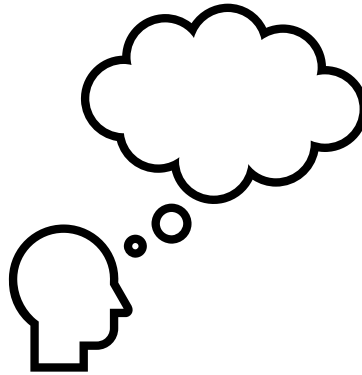
- **44%** of K12 workers say they “always” or “very often” feel burned out at work (up from 36% pre-pandemic) – *Gallup*



- Teachers are **40% more likely** to report anxiety symptoms than health care workers – *AERA, Education Researcher*

WHY TEACHERS?

Why were health care workers so much better off than teachers during the pandemic and what does that have to do with efficacy?



IMPACT OF TEACHER WELL-BEING

“*Teachers’ well-being ultimately impacts their ability to effectively teach....When teachers feel supported, it boosts retention and student learning outcomes. Their voices must be included in decision-making processes, as their well-being is paramount for effective learning environments.*”

- Joseph M. Kush, James Madison University, Education Researcher, 2022

IMPACT OF TEACHER STRESS

Teacher stress leads to consequences such as:

- Low teacher performance
- Ill health and lack of well-being
- Increased absenteeism
- High turnover & Teacher shortages
- Larger class sizes
- Lower student outcomes
- Reduced consistency for students and parents

FROM TEACHERS

“
The great relationships I have with the students has motivated me to stay in spite of all the stress and sometimes feeling overworked and underpaid.

- Jeanne Paulino, Teacher for America Teacher

Everything immediately shifted in terms of what leadership expected from us. We went from...caring about our students as human beings ...to testing them to death.”

- Amy Own, retiring 3rd Grade Teacher, LAUSD

IT'S NOT YOU, IT'S ME

“

The premise of teacher burnout is a convenient fiction that blames teachers for not being able to cope rather than faulting school systems that set both teachers and students up to fail”

- Alexandra Robbing, Ed Week, May 5, 2023

THREE-PRONGED APPROACH

Address School/System Deficiencies

- Safe, clean physical environments
- Fair, effective discipline policies that protect the learning environment
- Well-resourced teachers and programs
- Policies that support positive, productive learning environments

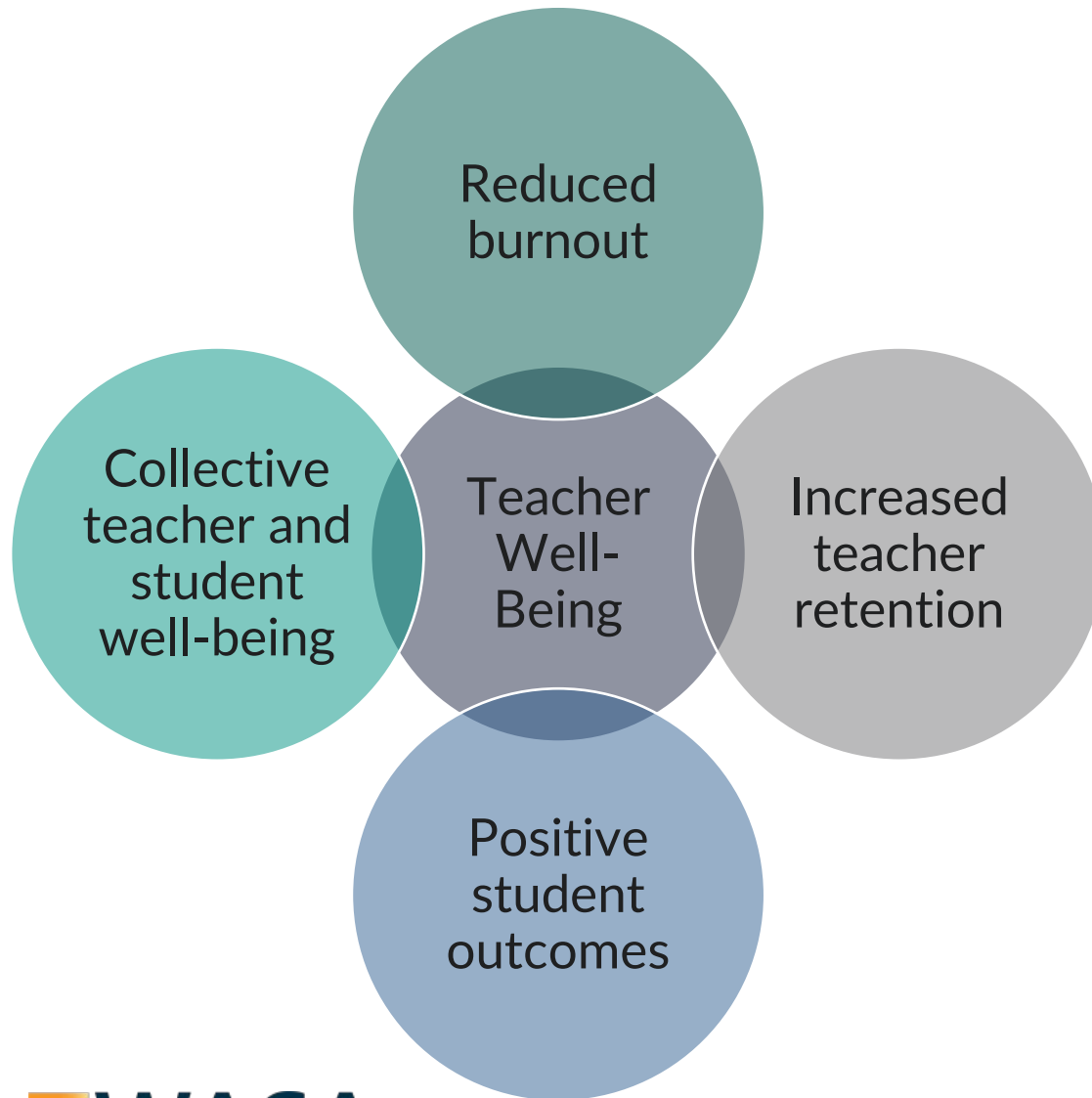
Collective Efficacy

- Culture of collaboration
- Shared decision-making
- Collective understanding of the importance of the work

Social Emotional/Mental Care

- Accessible systems of support for all staff mental health and wellbeing
- Provide resources for positive and healthy living
- Opportunities for small group support & 1-on-1 check-ins.
- Develop positive relationships with all staff

BENEFITS OF TEACHER WELL-BEING



THINK-PAIR-SHARE



***WHAT STEPS HAVE YOU TAKEN TOWARD
SUPPORTING TEACHER WELL-BEING THIS
YEAR?**

***WHAT WORKED?**

***WHAT DIDN'T?**



CULTIVATING COLLECTIVE TEACHER EFFICACY

COLLECTIVE TEACHER EFFICACY AND OUTCOMES

School Outcomes With and Without Collective Teacher Efficacy

With Collective Teacher Efficacy

- School culture reflects high expectations and a shared language focused on learning
- Teachers implement high-yield instruction and behavior management
- Teachers share in decision-making
- Teachers understand they are having a positive impact

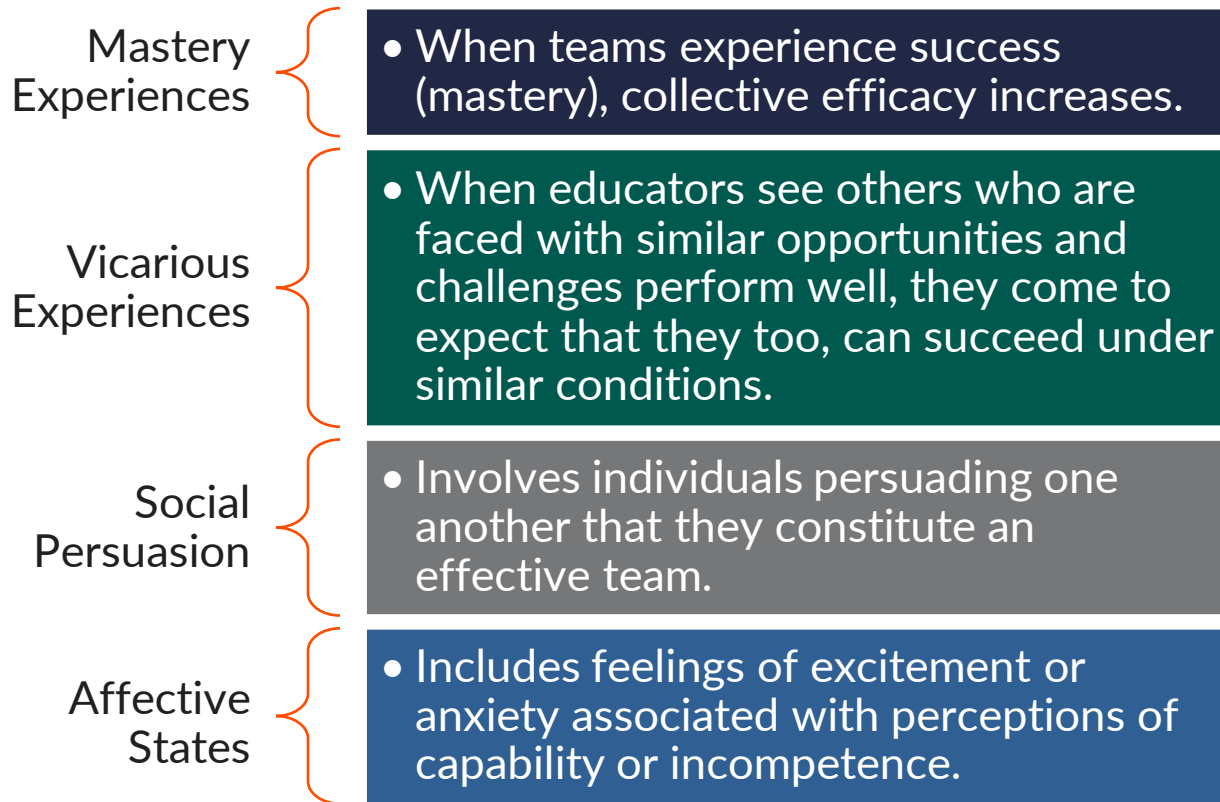
Without Collective Teacher Efficacy

- School culture reflects negative beliefs, external blame, and low expectations
- Exclusionary discipline increases
- Teachers feel they have no control
- Teachers don't see the value of their work
- ***Teacher stress increases***

Source: Educational Leadership

BUILDING COLLECTIVE TEACHER EFFICACY

Key Drivers of Collective Teacher Efficacy



Source: The Learning Professional

DEVELOPING TEACHER LEADERSHIP

Program

- Learning Program
- School Level Policy
- Professional Development
- Determining Assessment
- Broadening Assessment

Personnel

- Selecting Colleagues
- Evaluating Colleagues
- Transferring or Terminating Colleagues
- Setting Tenure Policy
- Selecting Leaders

Administrative

- Budget
- Staff Pattern
- Compensation
- Work Hours Schedule

TEACHER-POWERED SCHOOL ENVIRONMENT

Action	Tips and Tricks
Create a shared purpose	Be a facilitator that helps teams find paths to accomplish their larger vision, mission, and goals; use mission and vision as a framework to prioritize goals and hold team members accountable (school leaders and teachers should all actively do this); Anchor the beginning of all meetings in the schools' shared purpose.
Transform Traditional Systems	Host site visits, partner with similar schools for joint advocacy, include education partners in meetings and events, apply for waivers to increase flexibility, and model collaborative leadership to other organizations by always crediting teachers and their ideas.
Build Leadership Capacity	Place new teachers on teams with veteran teachers; rotate leadership positions so that all teachers get the opportunity to lead and all teachers have a nuanced understanding of what is occurring at school; Have a succession plan so that high-level leadership changes go smoothly.
Lead from the back, middle, and front	Set clear expectations for which decisions will be made by the school leader and which decisions can be delegated; Be purposeful about what areas benefit from a group leadership model; Use a shared protocol to run all meetings, whether school-leader or teacher-led.

REFLECTION QUESTIONS

Each individual answers the following questions:

Do teachers play a leadership role in the building?

What are examples?

Do teachers and staff have opportunities to observe each others' successes?

What are examples?

Do teachers and staff have opportunities to innovate in our buildings?

What are examples?

As a group discuss:

What are areas of strength?

Where are areas for growth?

TURN-AND-TALK



*"THE FIRST STEP IN MAKING A DIFFERENCE IS
BELIEVING THAT YOU CAN."*

~GUSKY, "THE PAST AND FUTURE OF TEACHER EFFICACY"

***HOW DO YOU THINK ABOUT AND SUPPORT
THE EFFICACY OF YOUR STAFF? WHAT ACTIONS
DID YOU TAKE LAST YEAR TO SUPPORT EFFICACY
OF STAFF?**



ASSESSING AND MONITORING WELL-BEING



Establish a clear process and system for collecting, analyzing, and storing data



Conduct well-being assessment with teachers and all school staff



Assess staff well-being regularly and at least annually



Ensure privacy of information and anonymity when assessing staff well-being using surveys, interviews, focus groups, or other means

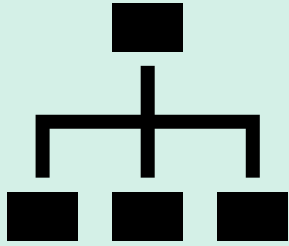


Assess a range of well-being components (e.g., physical, occupational, emotional, environmental, social, and intellectual)



Select assessment tools that are evidence-based with strong psychometrics

TIERED SUPPORT FOR TEACHER WELL-BEING



Through an MTSS framework and implementation process, districts can support staff with varying challenges and needs.

Tier 1 Supports

- Assess Teacher Well-Being
- Promote Self-Care
- Implement Mindfulness-Based Interventions
- Design Wellness Rooms

Tier 2 Supports

- Establish Small Group Supports

Tier 3 Supports

- Connect Through One-on-One Conversations
- Offer Employee Assistance Programs (EAPs)

TIER 1 SUPPORTS

SELF-CARE

WHAT TEACHERS CAN DO

Increase your knowledge and awareness of the effects of trauma and secondary traumatic stress (STS).

Assess your current level of burnout, STS, and vicarious trauma.

Stay connected to other people and groups that are supportive and nourishing.

Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work-life balance (e.g., exercise, good nutrition, supportive networks).

WHAT SCHOOLS CAN DO

Educate staff about the effects of trauma, STS, and related conditions and provide regular opportunities for staff to address potential issues related to STS.

Identify and monitor STS and related conditions among staff.

Encourage and develop formal strategies for peer support and mentorship.

Create a culture that fosters staff resilience that includes fair leave policies, adequate benefits, a physically safe and secure working environment, sufficient supervision, support and resources to do the work, and processes for shared decision making.

SELF-CARE: RAIN TECHNIQUE

Mindfulness can improve the ability to manage, cope, and lower stress, as well as manage anxiety, pain, and depression.



Recognize what is
going on



Allow the
experience to be
there, just as it is



Investigate with
interest and care



Nurture with self-
compassion

Source: Tara Brach

TIER 1: SPOTLIGHT



Madison Metropolitan School District (MMSD) offers a range of mindfulness interventions and PD opportunities for any teacher or staff member who wishes to register and a list of staff resources.

- Introduction to Mindfulness – 4-week course
- Foundations in Mindfulness for Beginners – 10-hour course
- A Day of Mindfulness – 4-6 hours
- Classroom Action Research (CAR): Mindfulness in Education – Year-Long
- Group Drop-In Practice – Weekly
- MMSD Teacher Community of Care – Monthly

WELLNESS ROOMS

Initial Steps	<ul style="list-style-type: none"> ▪ Provide space ▪ Collaborate on activities ▪ Identify a point person ▪ Inventory room equipment ▪ Understand staff needs; make a plan; collaborate with facilities
Improve Functionality	<ul style="list-style-type: none"> ▪ Flexible furniture; flexible storage ▪ Make it look nice!
Encourage Healthy, Active Living	<ul style="list-style-type: none"> ▪ Healthy potluck ▪ Bulletin board of healthy activities (e.g., 5K race, cooking class, farmers market) ▪ Pics of teachers and staff “thriving” ▪ Posters of basic exercises
Promote Relaxation	<ul style="list-style-type: none"> ▪ Enlist parents and community partners to decorate ▪ Comfortable furniture ▪ Technology (e.g., iPod® dock, stereo, ambient sound machine) ▪ Soft lighting ▪ Room dividers for flexible use of space

WHAT NOT TO DO!

- Conducting health assessments without follow-up;
- Offering monetary incentives;
- Implementing short-term challenges;
- Outsourcing to solve problems independently;
- Directing employees to the insurer's health plan website;
- Sharing general self-care tips; and
- Hosting one-time social events.

Organizations, and districts specifically, must avoid these strategies for reasons including:

- They are isolated efforts;
- They lack ongoing support;
- They occur inconsistently;
- They fail to engage employees in the short- or long-term



TIER 2 AND 3

PEER CONSULTATION GROUP FORMATS

FACTOR	DESCRIPTION
Membership	It is important for practitioners to feel comfortable with the members of the group, including the members' range of experience and theoretical orientation.
Structure	It is also important for practitioners to feel comfortable with a group's structure. Some groups have a more formal structure; they may, for example, devote each meeting to a prepared presentation of a case by one member of the group. Other groups are more informal, allowing group members to share information and anecdotes spontaneously. In addition, some groups have a recognized group leader, while others do not.
Content	Some groups invite members to discuss a range of issues, including personal issues or practice management issues, while others restrict discussions to clinical matters.
Size	The size of a peer consultation group can influence the dynamics of the group. Typically, in a small group, practitioners have more opportunities to contribute to discussions, while larger groups can offer participants more perspectives and feedback.
Schedule	Some groups meet regularly on an established schedule, while others convene on an "as needed" basis.

QUESTIONS TO GUIDE 1-1 CHECK-INS

Component	Questions
Cover	How has the pandemic, school safety, or other factors affected your sense of safety and stability?
Calm	How are you doing?
Connect	Has anyone you know done or said something that really helped?
Competence	What are some things that you have done to cope that have been helpful in the past or have been helpful recently?
Confidence	Are you feeling guilty or wish you could do something differently?

ARTICULATE



***WHAT IS ONE ACTION YOU PLAN ON TAKING
TO SUPPORT THE WELL-BEING OF STAFF IN
THE 2023-2024 SCHOOL YEAR?**

***SHARE THROUGH THE POLL AND ADVOCATE
FOR #TEACHERWELLBEING ON TWITTER!**



WORD CLOUD TEXT AND TWEET

Send a text to
“22333”

Type in
“MATTRAGONE416”
and then your action idea

What is one action you plan on taking to
support the well-being of staff in the 2023-
2024 school year?

Then, Tweet using
#TeacherWellbeing

WORD CLOUD RESULTS

Thank you for participating in the word cloud activity

WASA Conference - Teacher Wellbeing



RESOURCES FOR SUPPORTING TEACHER WELL-BEING

RESOURCES FOR DISTRICT AND SCHOOL LEADERS



SCAN ME

Toolkit:
**Staff Well-Being
Check-In Toolkit**



SCAN ME

Report:
**Tiered-Approach to
Teacher Well-Being**



QUESTIONS



Thank you.

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