

System and School Conditions That Contribute to Educator Well-Being

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CASEL's Building Connections webinar series

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Poll

Poll ended | 3 questions | 177 of 213 (83%) participated

1. Are you concerned about educator wellness? (Single Choice) *

177/177 (100%) answered



2. Are you concerned about educator burnout? (Single Choice) *

177/177 (100%) answered



3. Are you concerned about educator demoralization? (Single Choice) *

177/177 (100%) answered



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EDUCATORS OF COLOR INSIGHTS FULL REPORT

**WHAT WILL IT TAKE FOR
EDUCATORS OF COLOR
TO THRIVE IN PPS?**

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**PORTLAND
PUBLIC SCHOOLS**
prepared & empowered

Doris A. Santoro
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Julia Hazel
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Portland Public Schools

Artwork by Janet Antich

DEMORALIZED

Why Teachers Leave
the Profession They Love
and How They Can Stay

DORIS A. SANTORO
Foreword by David C. Berliner

**PRINCIPLED
RESISTANCE**

HOW TEACHERS
RESOLVE ETHICAL
DILEMMAS

EDITED BY
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STRUCTURAL SUPPORTS TO PROMOTE TEACHER WELL-BEING

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Brief No. 19

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

CENTRAL QUESTION

What does the research say about structural supports that enable teacher well-being?

KEY INSIGHTS

Breaking Down the Issue

- Burnout and demoralization are meaningfully different forms of work dissatisfaction that each affect teachers' ability to do their jobs and influence decisions to remain in the profession.
- System and school conditions contribute to or buffer against demoralization and burnout in ways that directly affect the lives of both teachers and students.
- Evidence is growing that the pandemic has increased demoralization and burnout among many teachers.

Strategies to Consider

- A culture of mutual trust, respect, and open communication among teachers and school leaders allows them to work together to improve practices and solve problems.
- A schoolwide commitment to social and racial justice and to affirming educators' identities can help counter the forces that contribute to high rates of burnout and turnover for teachers of color.
- School leaders who protect teachers' time and prioritize teacher learning see higher levels of teacher satisfaction.
- Teacher involvement in the design and implementation of learning opportunities is essential to effectively improve teacher morale and student achievement.
- Trauma-informed strategies and mindfulness supports for teachers reduce stress in ways that positively affect both teachers and students.
- Open communication with educators and collecting data on teachers' professional concerns allows school and district leaders to more accurately identify and address the root causes of teachers' dissatisfaction.

Strategies to Avoid

- Wellness requires ongoing and long-term schoolwide change and should not be treated as a superficial, siloed, or short-term goal.
- Although school leaders set the direction in the school, prescribing practices without teacher involvement and monitoring compliance often result in low levels of teacher buy-in and adoption.

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Attending to Educators of Color

- **Unsurprisingly, the events of the last year have only exacerbated the issues faced by educators of color.**
 - Educators of color tended to exit the profession at higher rates than their colleagues before the pandemic. Studies examining low retention among educators of color highlight unrecognized and uncompensated identity-based labor, disregard for their expertise and assets, educational practices that undermine their mission-driven purpose, and school cultures rooted in White supremacy.
 - Survey data from educators of color in the 2020 school year found that these educators are facing high levels of race-based stress in school, which has a significant effect on their professional self-efficacy and sense of belonging.

A schoolwide commitment to social and racial justice and to affirming educators' identities can help counter the forces that contribute to high rates of burnout and turnover for teachers of color.

- **Teachers in case studies and focus groups led by Education Trust and Teach Plus called for school leaders work to build stronger school-community connections, strengthen mentorship opportunities, and compensate teachers for additional responsibilities that can come with being one of the few teachers of color in a school.**
 - Teachers of color are more likely to stay in schools that have a commitment to equity, social justice, and the dismantling of racism — issues that are not necessarily widely discussed or taught in many public schools and are in jeopardy in light of recent legislation in many states.
 - In a 2021 survey of over 2,000 National Education Association educators of color, teachers reported the need for more guidance on how to address racial justice in the classroom.
- **Affinity groups enable educators to engage in anti-racist and LGBTQIA+-affirming work specific to their racial/ethnic and sexual/gender identities in a manner that supports the well-being of the entire school community.**
 - Addressing the personal and professional well-being of educators of color is vital to recruitment and retention.

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Burnout to Demoralization

Every year **500,000** TEACHERS BURNOUT

42% TEACHERS leave the workforce within **5 years**

teacher job satisfaction in the **LOWEST** in 25 years

Attrition costs U.S. schools **7 BILLION EACH YEAR**

5 KEYS TO AVOIDING TEACHER BURNOUT

4 Fabulous Ways to prevent Teacher Burnout.

TIPS FOR AVOIDING TEACHER BURNOUT

INEQUITY IMPACTS TEACHERS

1 out of 5 TEACHERS in high-poverty schools will leave by next Sept

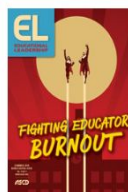
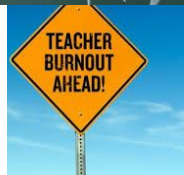
OAKLAND'S attrition rate is **70%**

WHEN TEA

- Parental Con
- Frustation & School Admin
- Teacher Site
- Class Size

DANIA YERO Teaching

3 TIPS FOR AVOIDING TEACHER BURNOUT



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Self-Care to Comprehensive School Strategies

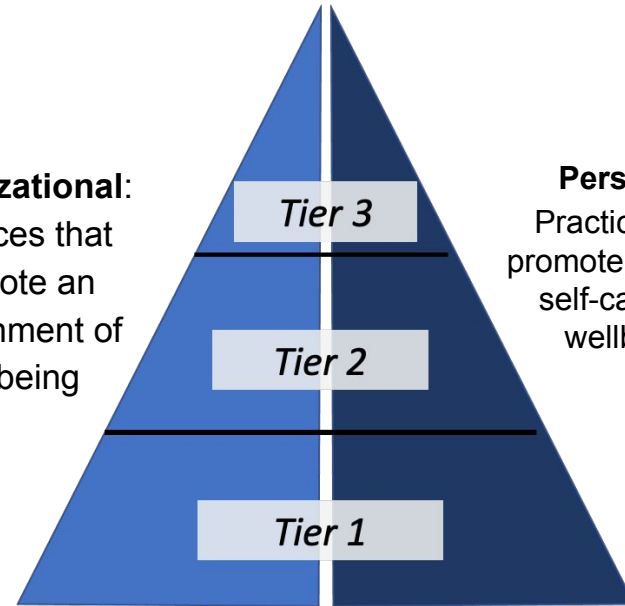


Caring for your own health



Creating health-promoting environments

Organizational:
Practices that promote an environment of wellbeing

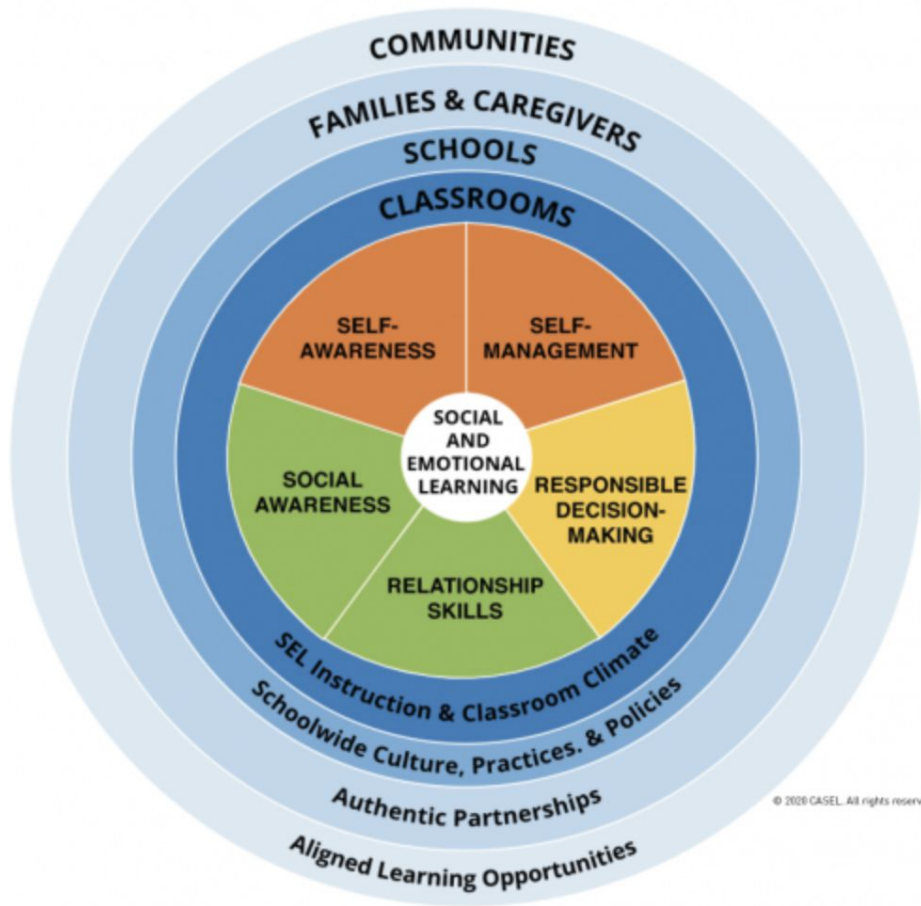


Personal:
Practices that promote personal self-care and wellbeing

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*“...it’s critically important that schoolwide SEL implementation intentionally nurtures a **work environment** in which staff feel supported, empowered, able to collaborate effectively and build relational trust, and also able to develop their social and emotional skills..... much is yet to be established about how to support this development **strategically and systemically.**”*

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Creating Conditions for Well-being

- Create a culture of mutual trust & respect and among educators and school leaders to improve practices and solve problems
 - Demonstrate a schoolwide commitment to social and racial justice and to affirming educators' identities
 - Protect educators' time and prioritize their learning
 - Facilitate educator involvement in the design and implementation of learning
 - Promote open communication with educators and collect data on their professional concerns
- Avoid wellness strategies that are superficial (i.e., jeans Fridays)
 - Avoid developing siloed or short-term wellness goals
 - Avoid prescribing processes and policies without educator involvement

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Examples in Action



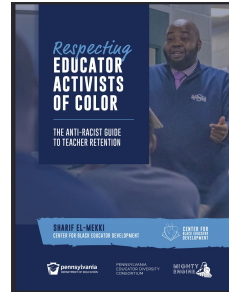
Briya PCS wellness group



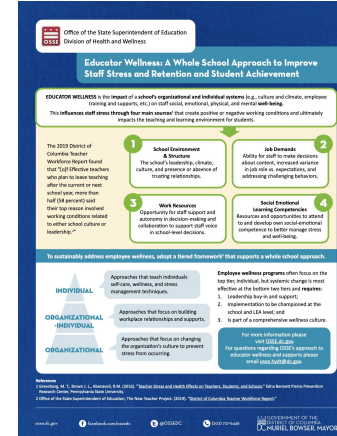
DC Statesmen College Preparatory
Academy for Boys Public Charter School



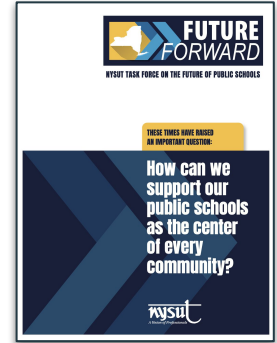
Portland (ME) Public Schools



Center for Black Educator
Development &
PA Dept. of Education



DC Office of the State
Superintendent of Education



New York State

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Questions and Calls to Action

(Please respond in the chat)

- (For educators, staffs, or practitioners) What do you feel your building or district leaders need to hear about the strategy(ies) necessary to improve your wellbeing today.
- (For all) What is your district or school already doing that you want to share?
- (For decision-makers) What will you do as a result of what you learned and heard today?

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