



Brevard County • Educators Thriving End of Year Data Report

Educators Thriving surveyed teachers in fall 2021 and spring 2022 on measures of burnout, resilience, workplace well-being, and intentions to remain in their jobs.

Bright Spots:

- Participants reported statistically significantly **lower levels of burnout** at time 2 as measured by the MBI Emotional Exhaustion subscale
- Participants reported statistically significantly **higher levels of workplace well-being** at time 2 including positive emotions, engagement, relationships, meaning, and accomplishment associated with work
- Comparison teachers reported relatively stable levels of resilience, burnout, and workplace well-being over time

Areas for Growth:

- Participants reported consistently **high levels of anxiety** associated with work at times 1 and 2
- 66% of participants agree that they “plan to stay a K-12 educator for at least 5 years.” However, **only 42% agreed that retention is a priority at their school or district**

Data Collection

~25 teachers participated in the Educators Thriving program during the 2021-2022 school year (see Appendix 1 for demographics). Participants responded to a survey before (fall 2021) and after (spring 2022) program participation.

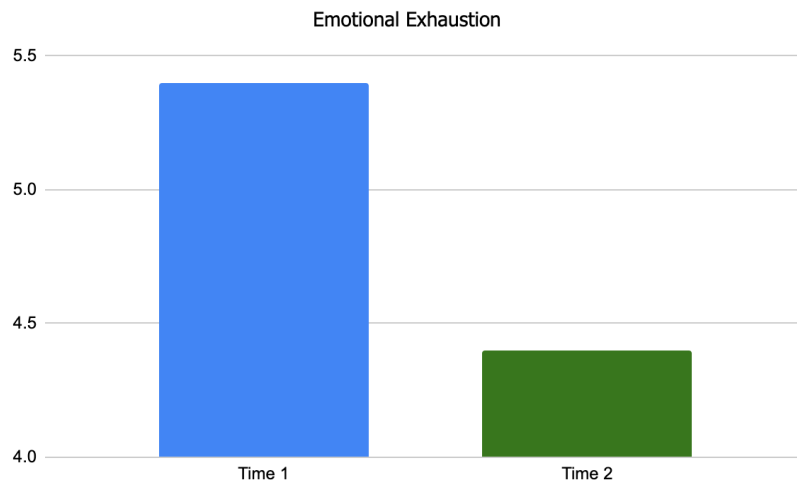
As teacher well-being and resilience is associated with positive outcomes for students and schools’ ability to retain teachers (e.g. [Herman et al., 2017](#); [Roffey, 2012](#); [Warren & Hale, 2016](#)), we explored these constructs among program participants. Participants answered questions about their self-perceptions of resilience, burnout, workplace well-being, and intention to stay.

- **Resilience:** The APA defines resilience as a *process* of adapting well in the face of adversity or significant sources of stress. We measured resilience using the Connor Davidson Resilience Scale. Sample items include: “I can deal with whatever comes my way” or “I am not easily discouraged by failure.” Individuals responded on a scale of 1 to 5, with higher scores indicating higher levels of resilience.
- **Burnout:** Burnout is characterized by three key components: emotional exhaustion (“I feel used up at the end of the day”), depersonalization (“I’ve become more callous towards people since taking this job”), and achievement (“I deal very effectively with the problems of my students”). Burnout can take many forms, but typically is the result of increased demands at work and decreased resources. Significant periods of burnout can lead to increases in depression, anxiety, and workplace attrition.

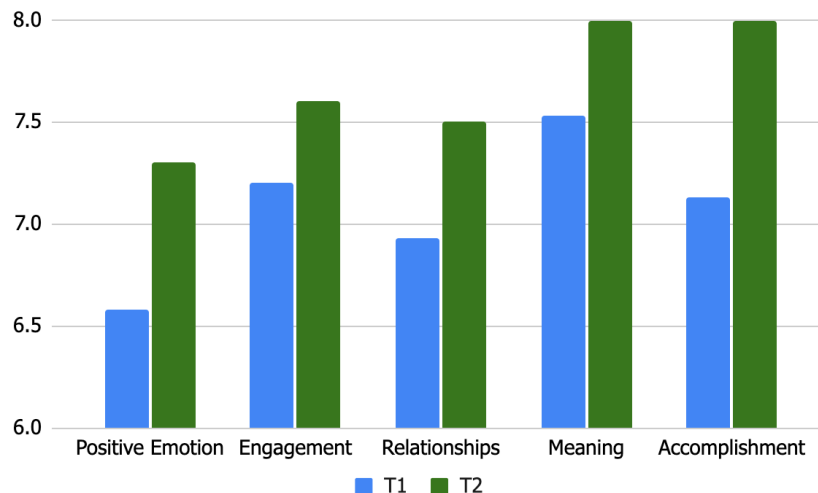
- **Workplace Well-being:** Dr. Martin Seligman, the early leader of positive psychology, defined 5 core pillars of well-being - PERMA - positive psychology, engagement, relationships, meaning, and accomplishment. The Workplace PERMA Profiler specifically asks about these factors at work. Individuals respond on a scale from 0-10, with higher scores indicating higher levels of well-being (except for negative emotions).
- **Teacher Retention Intentions:** Finally, we asked educators their intentions to stay in education. This included how long they plan to remain in the profession, their intention to stay in Brevard County, and whether or not they'd consider leaving for a higher-paying job.

Participant Survey Findings

We compared participants at time 1 (winter) and time 2 (spring 2022). Program participants reported statistically significant lower levels of burnout (emotional exhaustion) and higher levels of workplace well-being after program participation.



Specifically, participants reported statistically significant higher levels of positive emotion, engagement, relationships, meaning, and accomplishment associated with work ($p < 0.05$). Anxiety was still quite high at time 1 and time 2, although it did decrease over time.



Notably, in longitudinal studies of teacher well-being, *teachers tend to report lower levels of well-being and higher levels of stress* between October and June ([von der Embse & Mankin, 2020](#)). It is encouraging that program participants' workplace well-being increased over time.

Table 1: Summary

Subscale	BOY Participants (n=24)	BOY Comparison (n = 19)	EOY Participants (n=24)	EOY Comparison (n = 19)
Resilience	4.0	4.0	4.2	3.8
PERMA: Positive Emotion*	6.6	7	7.3*	7
PERMA: Engagement*	7.2	7.5	7.6*	7.7
PERMA: Relationships*	6.9	8.6	7.5*	8.1
PERMA: Meaning*	7.5	8	8*	7.8
PERMA: Accomplishment*	7.1	8	8*	7.7
PERMA: Anxiety	6.8	6.4	6.3	5.1
Burnout: Emotional Exhaustion*	5.4	5.1	4.4*	4.8

Note. Resilience items on scale of 1-5, burnout on a scale of 1-7, Workplace PERMA (including negative emotion, anxiety, and job satisfaction) on a scale of 0-10.

*Time 1 vs. Time 2 significant at $p < 0.05$

Survey Findings: Non-Program Participants

Among non-program participants, measures of workplace burnout, resilience, and well-being were fairly consistent. There were no significant differences in well-being measures over time. However, this group reported slightly higher baseline levels of workplace well-being than program participants.

Retention Motivation

When asked about retention intentions, a majority of participants intend to stay in K-12 education and do not plan to transfer schools or districts. There were few changes in retention intention responses over time.

While **66%** of participants agree that they “plan to stay a K-12 educator for at least 5 years,” **only 42%** of participants agreed that retention is a priority at their school or district. This disconnect suggests that educators would benefit from more explicit messaging and support to know that their school and district leaders value their role and retention.

Question (scale 1 - 5)	BOY	EOY	N/A	1	2	3	4	5
I plan to stay a preK-12 educator for at least 5 years.	4.1	4.0	12%	4%	12%	4%	20%	46%
I plan to stay at my school or district for at least 5 years.	3.8	3.9	12%	8%	12%	4%	16%	42%
Teacher and staff retention is a priority at my school or district.	2.9	2.9	–	23%	18%	18%	32%	9%

While some educators remain undecided, fewer participants reported they are thinking about “transferring to another school or district” at time 2 (12%) than at time 1 (26%).

Question (scale 1 - 5)	BOY	EOY	N/A	1	2	3	4	5
I’m considering leaving my school or district at the end of this year.	2.7	2.9	12%	54%	4%	20%	4%	8%
I’m thinking about transferring to another school or district.	2.3	1.9	12%	63%	–	16%	4%	8%

We also asked teachers the question: “On the chance that you are considering leaving, what would make you more likely to stay at your school or district?” Themes included: support with workload (staffing, prep time), consistent behavioral policies, and increased pay.

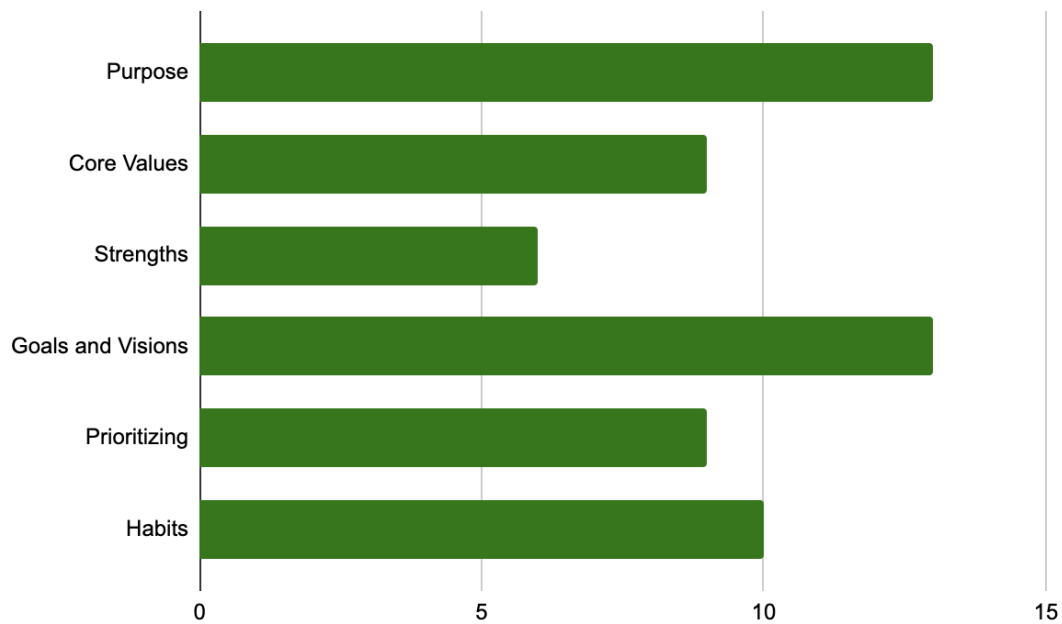
Theme	Example
Managing Workload	<ul style="list-style-type: none"> “ESE is very understaffed and caseloads are too high for case managers... [we] need to figure out what causes the ESE staff to resign.” “Provide appropriate prep time for teachers who take on leadership roles.”
Student behavior	<ul style="list-style-type: none"> “Re-structure the way poor student behavior is handled.” “More discipline, follow-through and consistency.”
Pay	<ul style="list-style-type: none"> “Higher pay for teachers have 10 or more years” “Better pay and more support.”

Program Feedback

Educators Thriving participants also provided feedback about their experiences in the program.

Question (scale 1 - 7)	Average	1	2	3	4	5	6	7
Having a program like Educators Thriving has made teaching feel more sustainable.	5.2	4%	–	4%	12%	33%	33%	12%
The strategies I learned about helped improve my well-being.	5.6	4%	–	4%	8%	12%	46%	21%
Having this program made me more likely to continue working as an educator.	4.9	4%	–	4%	29%	29%	25%	8%
This program has made me a more effective educator.	5.2	4%	–	4%	12%	29%	42%	8%

Of the practices that we learned about, which are you most likely to use in the future?



Qualitative Feedback

<p><i>"I like that this program instilled personal growth in a variety of areas of life...you provided a plethora of resources and examples of how to implement each practice in the classroom setting."</i></p>	<p><i>"I appreciated having the opportunity to access the videos and other resources at a later time. It gave me flexibility to honestly reflect on the sessions and work towards implementation."</i></p>	<p><i>"I enjoyed the time I was able to have with my fellow educators."</i></p>
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*See Appendix B for additional comments from participants.

Recommendations

Based on the above findings, we recommend the following strategies to support educators.

1. **Connect and collaborate**

- Consider opportunities for collaboration and connection among teachers at school sites or across the district. Time with one another and having positive relationships at work is a significant source of well-being and satisfaction (Renshaw et al., 2015).

2. **Share opportunities** for professional development particularly related to adult personal development, student social emotional learning, PBIS, and mental health.

- Specify opt-in, collaborative sessions - giving teachers a choice in how they engage can increase feelings of autonomy, relatedness, and competence (Soini et al., 2010)
- Enable meaningful self-directed reflection opportunities (Chan, 2010; Knowles, 1979)

3. **Ground educators in purpose**

- Continue to ground educators' work in purpose and the greater vision for students they serve as meaning is associated with workplace well-being and job satisfaction (Kern et al., 2015; Rothausen & Hendersen, 2019)
- Teachers who feel their values align with their school's values and teachers who highly value student relationships report higher levels of well-being and persistence (Wang & Hall, 2019).

4. **Share successes**

- Celebrate successes. Sharing positive moments with others is associated with increased positive emotion and well-being (Boiler et al., 2013). This can also help educators feel valued, appreciated, and recognized for their work.

Conclusion

Teachers reported positive experiences with the Educators Thriving program. Participants reported lower levels of burnout and higher levels of well-being than at the beginning of the program. These differences were statistically significant and run counter to the experiences of most educators (van der Embse & Mankin, 2020). This could be the cause of many factors - including their development as teachers, their participation in the Educators Thriving program, or their individual dispositions. However, teachers also reported moderate to high levels of anxiety at work. Findings suggest the critical importance of fostering connections. Grounding teachers in purpose and values can increase engagement with work. Additionally, providing tools - such as prioritization strategies - can help teachers manage demanding workloads. Supporting teachers' well-being requires approaches at multiple levels. Offering leadership pathways, personal development programs, and fostering deeper connections within the workplace are all research-based strategies that may boost educators' well-being and retention in the field.

Appendix A

Participant Demographics

N =25	Beginning of Year Report	End of Year Report
Gender	88% Female 12% Male	86% Female 14% Male
Race	6% Black 72% White 12% Hispanic/Latine 3% Asian 6% Other	0% Black 75% White 12% Hispanic/Latine 4% Asian 8% Other
Grade Level	21% PreK-5 45% 6-8 30% 9-12	16% PreK - 5 38% 6-8 46% 9-12
Experience	38% 0-10 years 38% 11-19 years 22% 20+ years	36% 0-10 years 41% 11-19 years 23% 20+ years
Age	50 years	

Appendix B

Participant Voices

I like that this program instilled personal growth in a variety of areas of life. I also appreciate that you provided a plethora of resources and examples of how to implement each practice in the classroom setting.

I appreciated having the opportunity to access the videos and other resources at a later time. It gave me flexibility to honestly reflect on the sessions and work towards implementation.

I enjoyed the time I was able to have with my fellow educators

All practices were important

Provide time for teachers to apply some of the relaxation methods.

meeting in the morning was better than after school

I thought it was all good!

Teachers know their strengths and how to prioritize. I feel this was just another set of meetings added to my calendar that was not necessary. I am good at seeking balance in my home, work, social life, as well as working out to stay healthy, meditating, doing yoga, dance, swim, and garden. This course was not for me. I prefer my extra hour before school to be spent at home having a nutritious smoothie, cutting fresh flowers from my garden, or exercising to take care of me. The teachers at this PD were great but I would not attend again.

Appendix C: Subgroup EOY Averages

The following includes program participants, broken down by subgroups. Survey responses are from end of year data collection.

	Female (n = 19)	Male (n = 5)	White (n = 17)	Asian (n = 1)	Hispanic, Latinx, or Spanish origin (n = 3)	1-9 years (n = 8)	10-20 years (n = 9)	20+ years (n = 5)	Teacher (n = 19)	Other (n = 4)	PreK-5th (n = 4)	Middle School (n = 8)	High School (n = 11)
Emotional													
Exhaustion	4.48	3.96	4.22	7	4.4	4.51	4.50	4.24	4.45	4	4.25	4.82	4.24
Resilience	4.05	4.36	4.07	3.7	4.3	4.18	4.12	3.8	4.15	3.95	4.28	4.18	3.93
Positive Emotion	7.19	7.67	7.43	6.67	6.78	7	7.15	7.60	7.08	8.33	8.58	6.42	7.24
Engagement	7.67	7.33	7.53	8.33	7.78	7.15	7.59	8.33	7.43	8.43	8.08	6.71	8.03
Relationships	7.46	7.60	7.80	7.67	5.67	6.96	7.78	7.53	7.27	8.75	8.56	7.88	6.55
Meaning	8.04	7.93	7.94	7.00	8.67	8.00	7.74	8.33	7.83	9.08	8.75	8.27	7.17
Accomplishment	8	8	8.11	7.33	8.11	8.15	7.67	8.13	7.90	8.50	8.58	7.67	7.94