



Well-being Report 2022 Houston Federation of Teachers

This summary of feedback reflects the experience of 20 educators who completed the baseline Educators Thriving survey in July 2022 and a follow-up survey in October 2022, 6+ weeks following the end of the program (see Table 1 for participant demographics).

100%

of participants reported using at least one strategy since the program.

95%

of participants agreed that the program has made their work feel more sustainable.

95%

of participants agreed that the program has made them more effective at work.

- Houston participants reported **significant reductions in emotional exhaustion** (burnout) and anxiety 6+ weeks following the end of the program.
- Houston participants reported **significant improvement in workplace accomplishment** at the end of the program.
- Participants maintained **high levels of resilience** and workplace well-being 6+ weeks following the end of the program.

Data Collection

Teacher well-being and resilience are associated with positive outcomes for students and schools' ability to retain teachers (e.g. [Herman et al., 2017](#); [Roffey, 2012](#); [Warren & Hale, 2016](#)). In light of that, we explored the following constructs among staff.

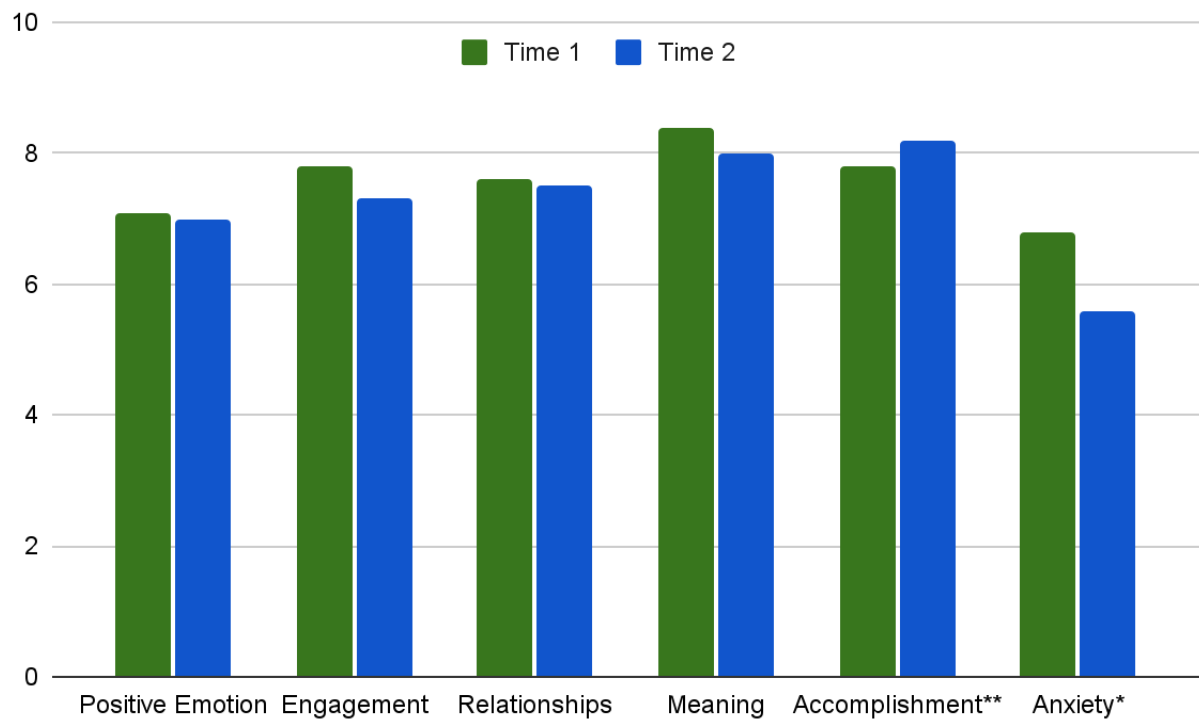
- **Burnout:** Participants respond to items on the emotional exhaustion subscale of the Maslach Burnout Inventory which includes items such as "*I feel used up at the end of the workday*" (higher scores indicate higher levels of burnout).
- **Workplace Well-being:** Dr. Martin Seligman, the early leader of positive psychology, defined 5 core pillars of well-being - PERMA - positive psychology, engagement, relationships, meaning, and accomplishment.
- **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. Individuals respond on a scale of 1 to 5, with higher scores indicating greater resilience.

- **Teacher Retention Intentions:** 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 their school or district, and the extent to which they think retention is a priority in their school or district.

Workplace Well-being (PERMA)

Educator perceptions of workplace well-being remained relatively stable over time, with a majority of educators reporting moderate to high levels of workplace well-being.

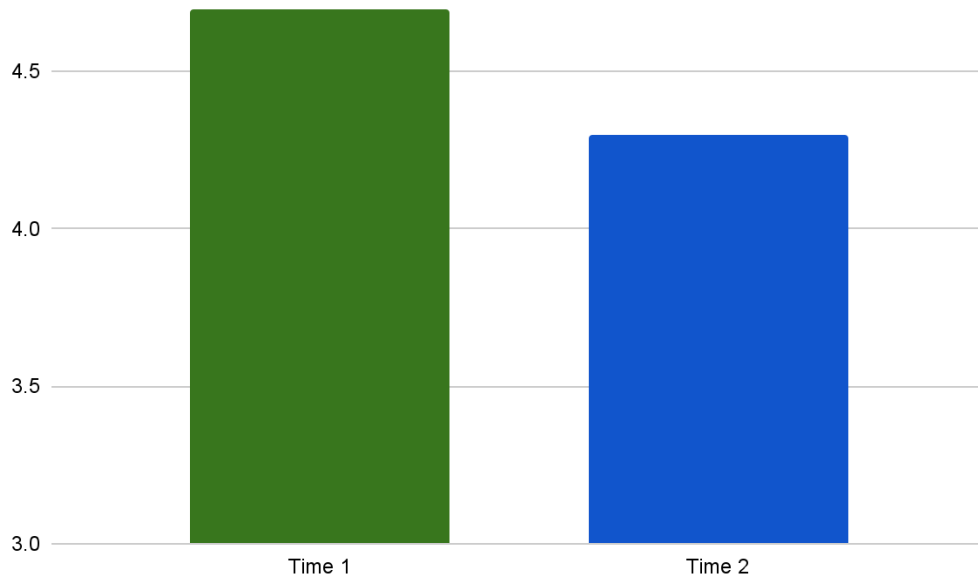
- Participants reported **statistically significant improvements in accomplishment** associated with work ($p < 0.01$) as well as **meaningful reductions in workplace anxiety** 6+ weeks following the end of the program ($p < 0.1$).
- Staff reported slightly lower levels of positive emotion and engagement at work as compared to other domains of well-being at both times (though this was not statistically significant).



Note. * = trend significant at $p < 0.1$, ** = significant at $p < 0.01$

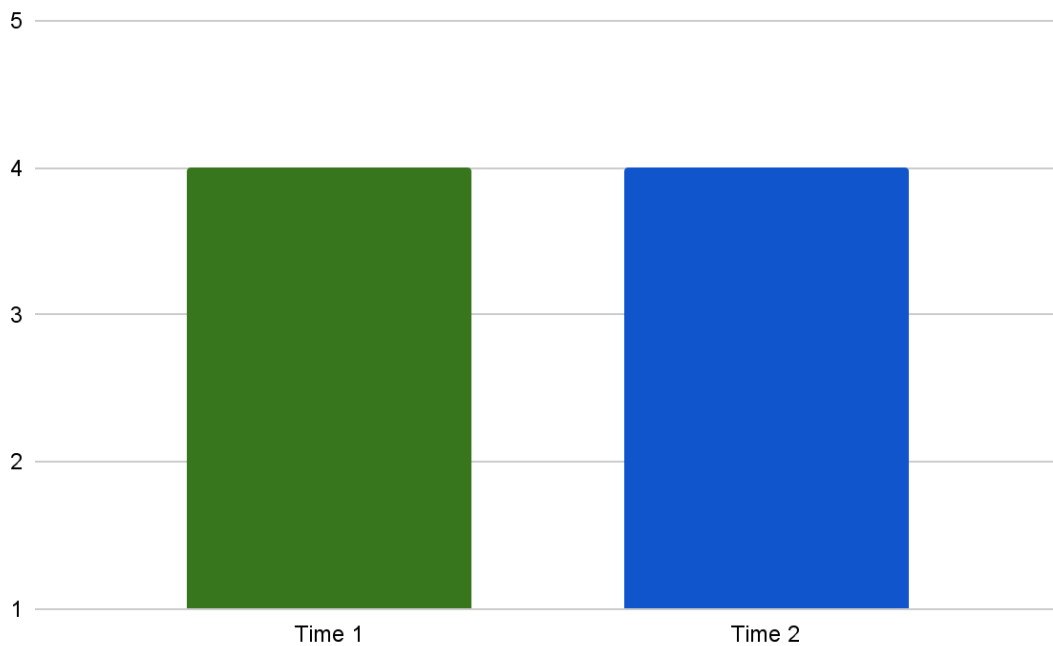
Emotional Exhaustion

Participants reported **statistically significant reductions** in emotional exhaustion - a leading indicator of burnout - 6+ weeks following the end of the program (4.4 at time 1 → 4.1 at time 2; $p < 0.001$). This is particularly notable as October tends to be a high stress month for educators.



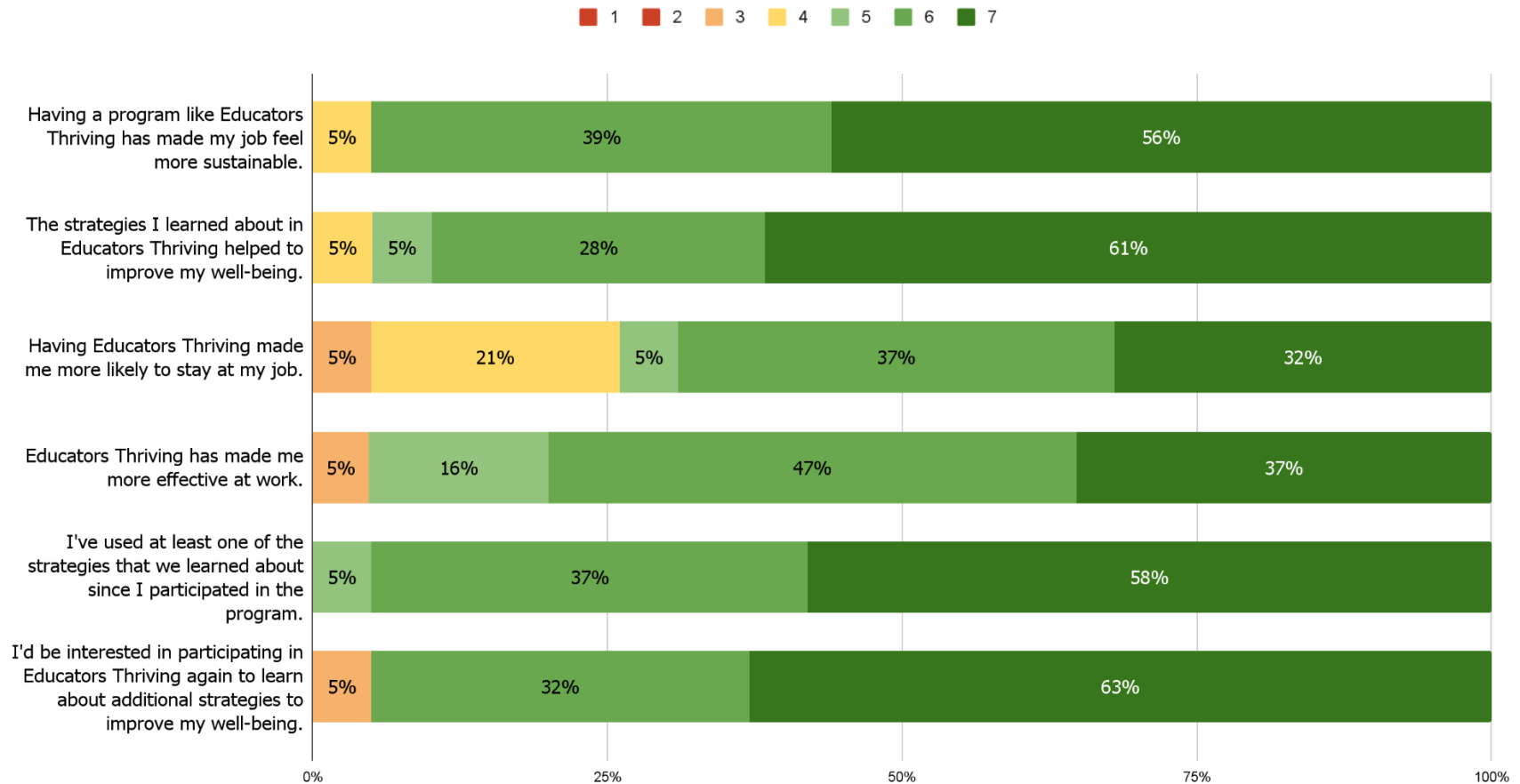
Resilience

Levels of educator resilience remained steady over time. At time 1 and time 2, educators reported moderate to high levels of resilience (4.0 out of 5.0).

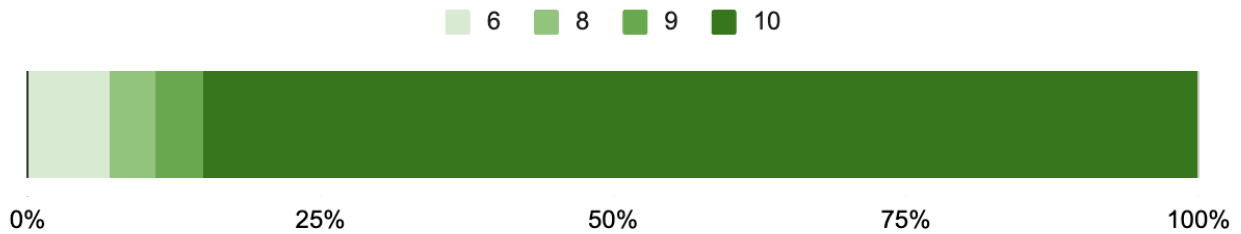


Program Satisfaction

Participants reported high levels of satisfaction 6+ weeks following program completion. **100%** of participants have used at least one of the strategies they learned about since participating. **95%** of participants agreed that the program has made their job feel more sustainable *and* that it has made them more effective at work.



We asked, on a scale of zero (not at all likely) to ten (very likely), how likely are you to recommend the Educators Thriving program to a friend or colleague if it were to be offered next year? **90%** said they would be **highly likely** to recommend the program to others.



Qualitative Feedback

We asked participants which exercises they have used since participating in the program. Here is what a few of them shared:

Personal Practices	<ul style="list-style-type: none"> • "To do what is important and leave things that are not needed on the side." • "Breathing exercises, 3X3, and daily meditation." • "Developing a positive mantra to begin the day." • "I loved meditating. It is just the time that I have learned to focus on myself for at least 15-30 minutes daily. It is becoming a daily part of my schedule." • "Meditation and planning things important to me more [often]." • "Mindfulness, being grateful, saving money, and investing."
Impact on Relationships	<ul style="list-style-type: none"> • "I have found myself "paying it forward" a lot with colleagues, members and administrators. After getting back to our regular routines after COVID, loss of personnel and the stress of sometimes having to double up on duties, most folks are at their wits end." • "The connection conversation was very significant to me. I have always been a people pleaser. Now I have learned to have the conversations with people that need to be had and be good with it. I am not the "go-to" person for everyone's needs."

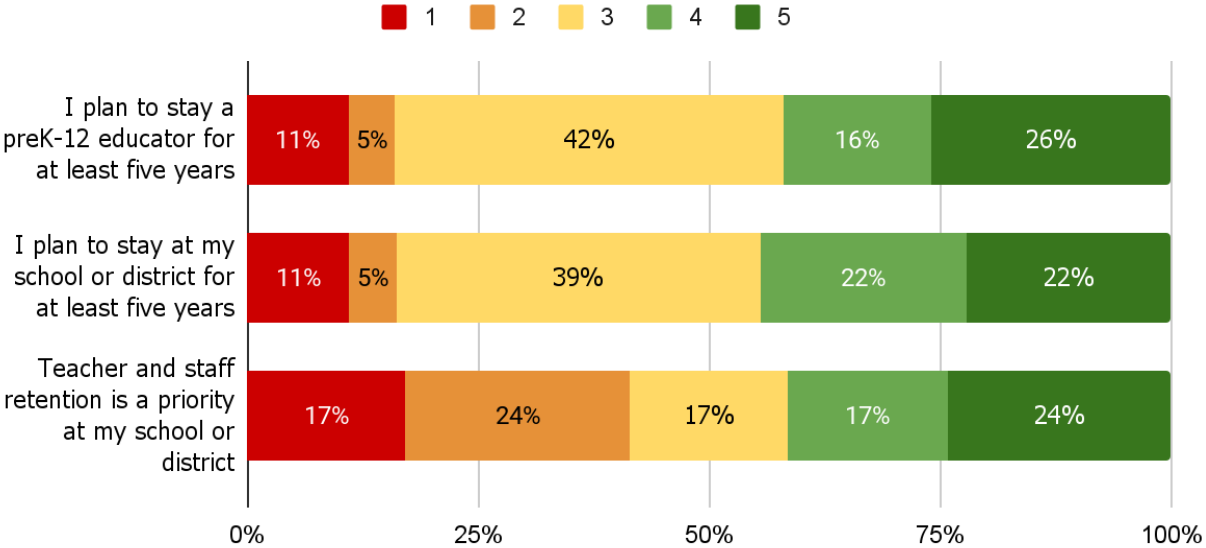
We asked participants: *"Is there anything else you would like to share about the program?"*

Facilitator & Program Feedback	<ul style="list-style-type: none"> • "The trainers make you feel like you are okay even when you are in the most stressful workplace and working with others that have issues with their employment." • "The entire session was wonderfully paced."
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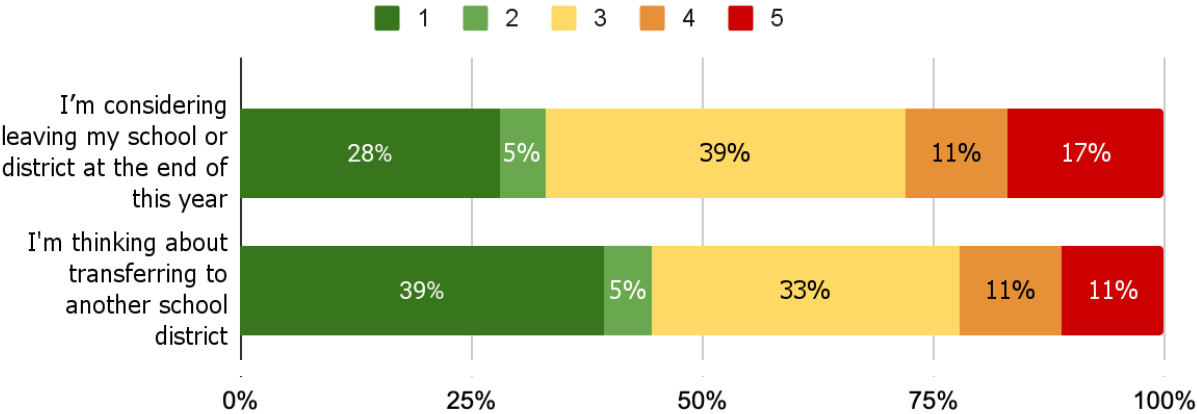
	<ul style="list-style-type: none"> • "I am very impressed with the program and opportunity to have participated and the ability to share this with the members of HFT."
Program Impact	<ul style="list-style-type: none"> • "I am in a managerial position now and have learned to slow down and patiently follow through on situations. I am not getting as flustered and exasperated if something is not getting done immediately. My blood pressure has gone down substantially!!" • "I really enjoyed the sessions AND I do believe I have been able to handle the stress of the new positions and my principal not being here." • "I loved the program! It is the best training/program I have done as an educator and this is year 4 for me. It made me feel valuable as a person and not just a teacher!" • "Those sessions helped me to become more focused and use a variety of strategies to assist students in having ownership of their education."
Recommendations	<ul style="list-style-type: none"> • "The program should be shared widely to help others." • "I wish they were held quarterly!" • "I learned so much in the sessions. When I am stressed, I think about being mindful. I wish all educators could engage in these sessions."

Retention Intentions

Finally, we asked educators their intentions to stay in education. **42%** agreed or strongly agreed that they plan to stay in education for at least five years, but an equal amount remained "neutral" or undecided. **41%** agreed that teacher and staff retention is a priority at their school or district.



Fewer than one-third of educators agreed or strongly agreed that they were considering leaving their school district or transferring to another school district at the end of the year.



We also asked participants, "On the chance that you're considering leaving, what would make you more likely to stay at your school or district?" Below are a few select responses:

- "What will make me make a decision to stay at my school is to have fewer discipline problems, change education of the new culture that we are teaching - teaching the students respect for all students, helping students shape values, and helping students have a commitment and ownership of their education and future."
- "A raise and more support from the district."
- "Increased pay, increased planning time, more professional development support."
- "Increased pay, less administration micromanagement, administration support."
- "More structure, consistency, and support."
- "Shorter hours, less paperwork, and professional respect from my leaders."
- "Respect and money."

Appendix

Table 1: Demographics (n = 20)

Gender	95% Female 5% Male
Race/Ethnicity	5% American Indian or Alaska Native 63% Black or African American 16% Hispanic, LatinX, or Spanish origin 11% White 5% did not report
Years of Experience	Avg = 16 years 35% years 1-9 24% years 10-20 41% years 20+
Role	16% grades PreK-5th 26% grades 6-8th 16% grades 9-12th 42% N/A

Table 2: Averages Over Time

	Time 1	Time 2
Emotional Exhaustion	4.7	4.3**
Resilience	4	4
Positive Emotion	7.1	7
Engagement	7.8	7.3
Relationships	7.6	7.5
Meaning	8.4	8
Accomplishment	7.8	8.2**
Anxiety	6.8	5.6*

* = trending significant at $p < 0.1$, ** = statistically significant at $p < 0.01$