



Well-being Report 2022 New Haven Federation of Teachers

This summary of feedback reflects the experience of 47 educators who completed the baseline Educators Thriving survey in September 2022 and a follow-up survey in October 2022, following the end of the program (see Table 1 for participant demographics).

98%

of participants reported the program improved their well-being.

87%

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

81%

of participants agree the program made them feel more effective at work

- Educators reported **significant improvement in resilience** at the end of the program.
- Educators reported **significant improvement in workplace accomplishment and relationships** at the end of the program.
- A majority of participants reported strategies from the program have improved their well-being.

Data Collection

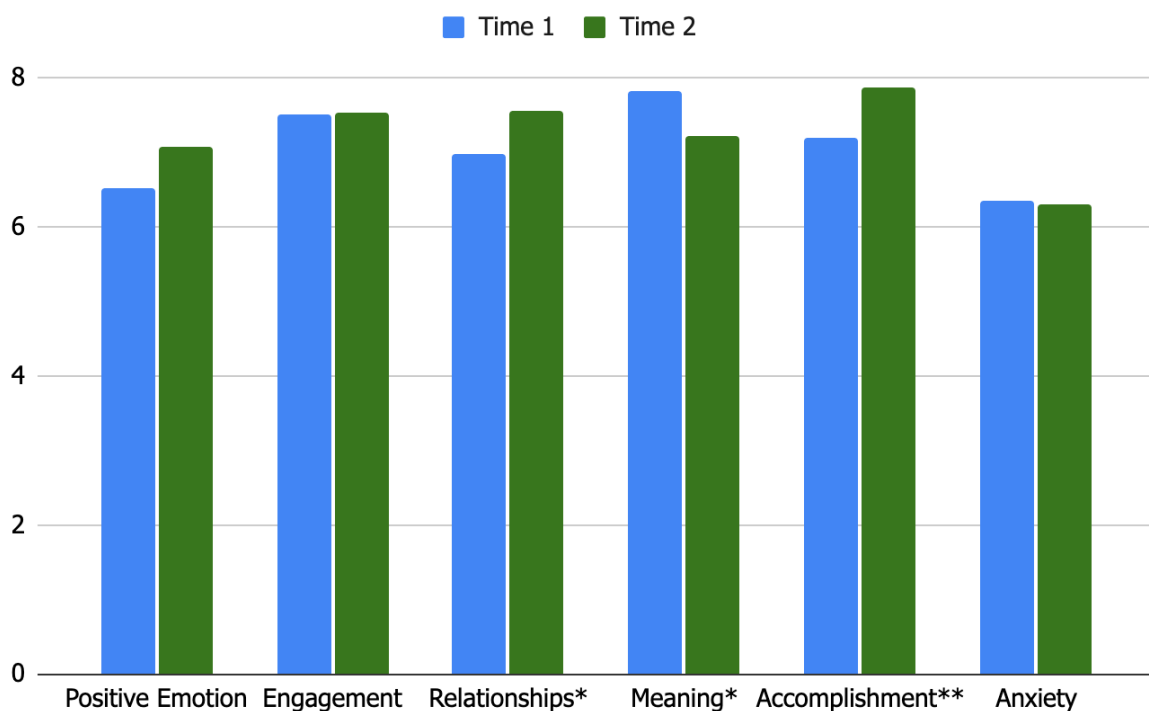
Teacher well-being and resilience are associated with positive outcomes for students and schools' ability to retain teachers (e.g. [Herman et al., 2017](#); [Roffey, 2012](#); [Warren & Hale, 2016](#)). In light of that, we explored the following constructs among staff. Data analysis included descriptive statistics and significance tests (paired sample t-tests).

- **Workplace Well-being:** Dr. Martin Seligman, the early leader of positive psychology, defined 5 core pillars of well-being - PERMA - positive emotions (e.g., joy), engagement, relationships, meaning, and accomplishment.
- **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).
- **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)

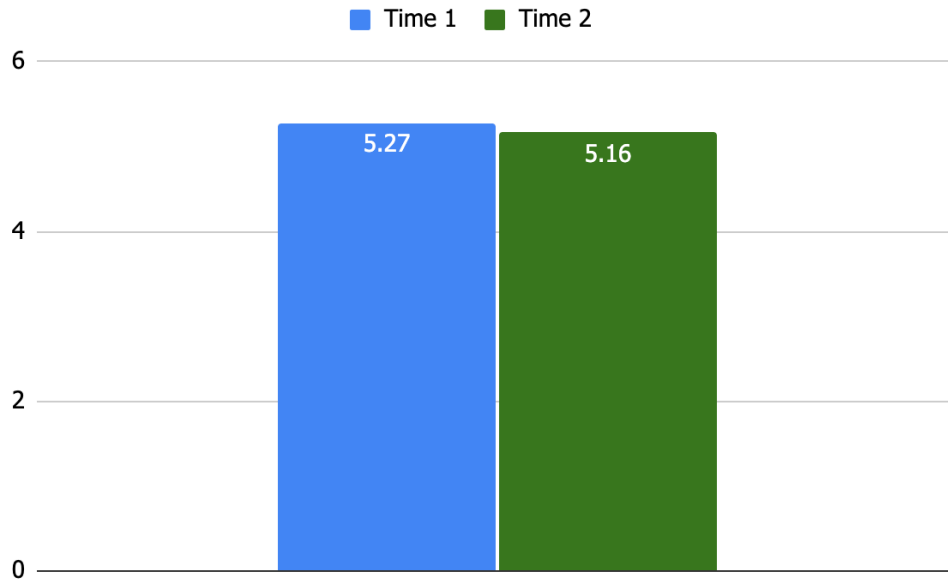
Educator perceptions of workplace well-being remained relatively stable over time. A majority of educators reported moderate to high levels of workplace well-being, including **statistically significant improvements in accomplishment** associated with work ($p < 0.01$) as well as **improvements in workplace relationships** ($p < 0.1$). Although it remained high, participants also reported a reduction in meaning ($p < 0.1$) at the end of the program.



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

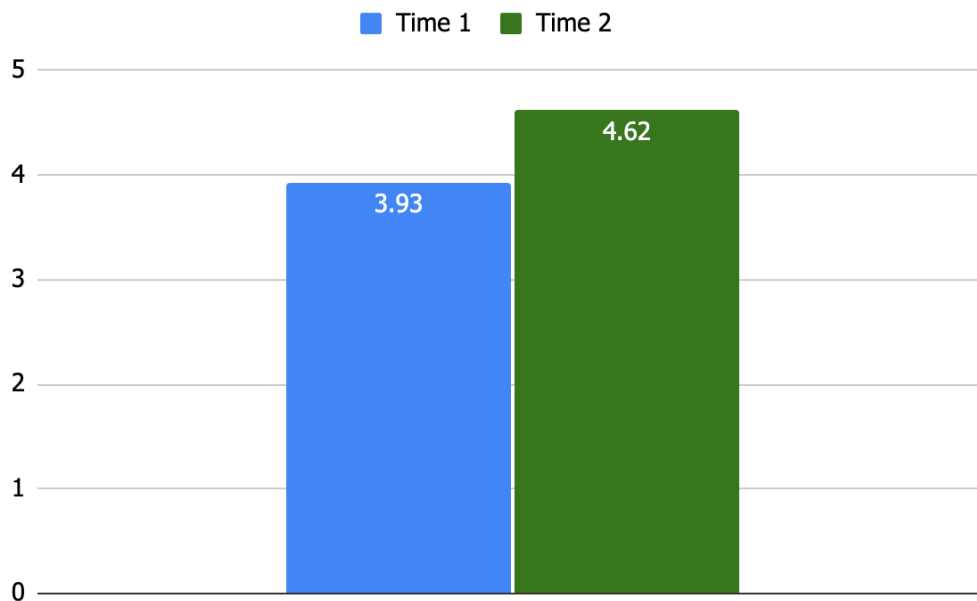
Emotional Exhaustion

Participants reported **reductions** in emotional exhaustion - a leading indicator of burnout at the end of the program (5.27 at time 1 → 5.16 at time 2). This is particularly notable as October tends to be a high stress month for educators.



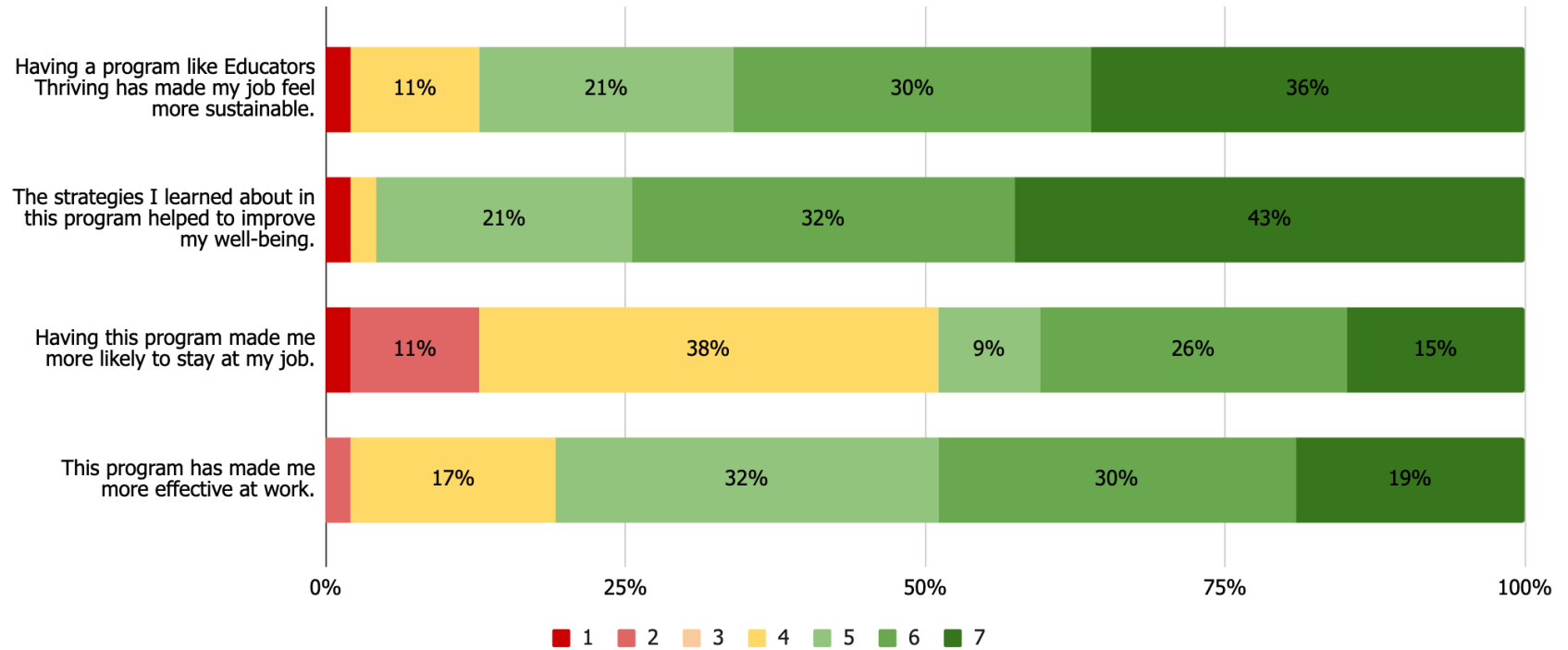
Resilience

Participants reported **statistically significant improvements** in resilience following the end of the program (3.93 at time 1 → 4.62 at time 2, $p < .001$).

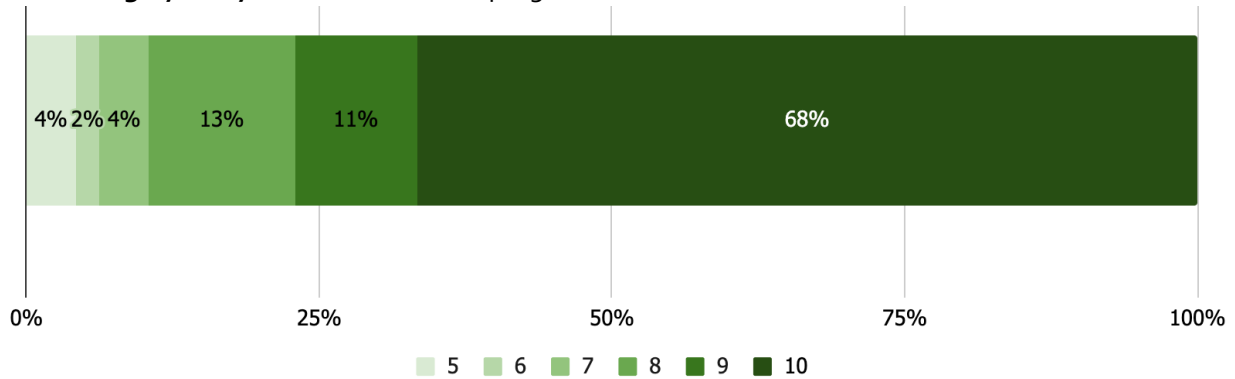


Program Satisfaction

Participants reported high levels of satisfaction at the end of the five-week program. **98%** of participants agreed that the program has improved their well-being. **87%** of participants agreed that the program has made their job feel more sustainable.



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?” **79%** said they would be **highly likely** to recommend the program to others.



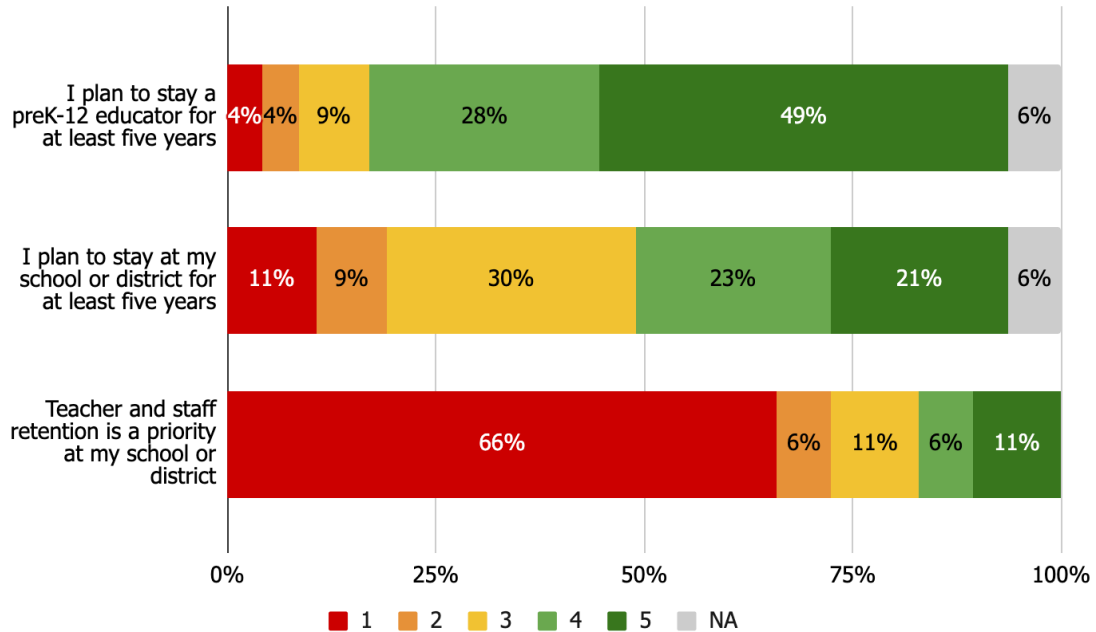
Qualitative Program Feedback

We asked participants: “*Is there anything else you would like to share about the program?*” Below is a sample of their responses highlighting three main themes found throughout the feedback.

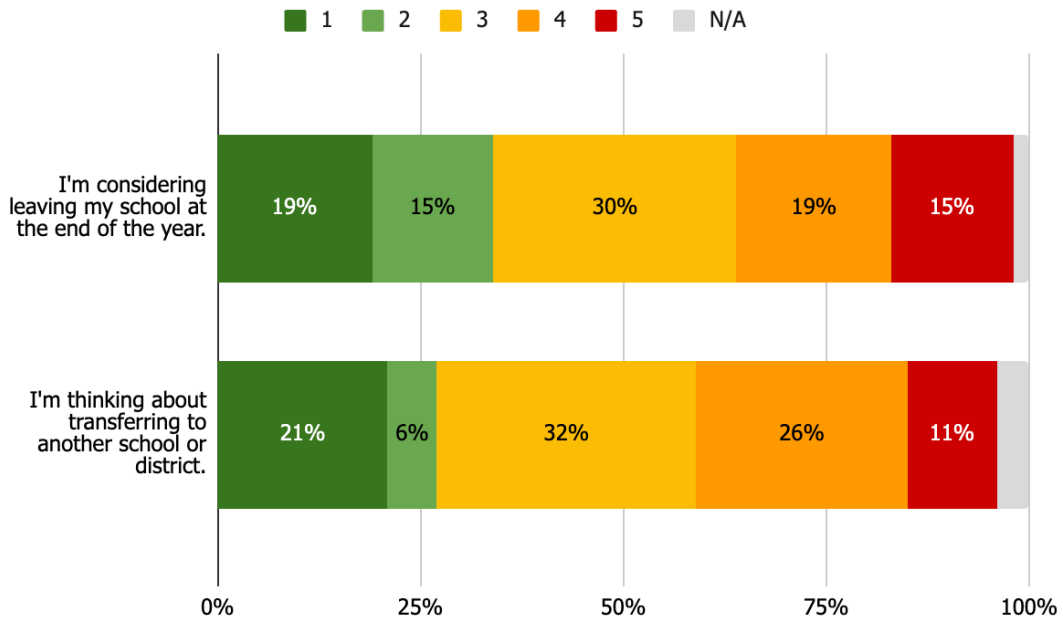
Theme	Quotes
Connection	<ul style="list-style-type: none"> ● Great information - loved having the same people in break out groups - really gave us a chance to make connections with those people. ● I loved being able to collaborate with other educators through the breakout rooms. ...I also loved to discover that I am not going through this alone. Sharing and collaborating with my group and everyone else gives us more strength together. ● Having the connection to other educators from throughout my district was fantastic!
Facilitators	<ul style="list-style-type: none"> ● The staff was amazing and worked well together. ● Thanks so much to the facilitators and my group. This was inspiring and I enjoyed it.
Impact	<ul style="list-style-type: none"> ● This was a beneficial five weeks of learning and I am glad that I took part in the program. I love how many resources are included on the web page and how researched everything is for us. Amazing opportunity! Thank you all! ● Through these sessions, I have come to the realization that as teachers we need to prioritize our health and well being and deserve to be treated and valued more. ● I always felt a lot better after each session, especially during really tough days.

Retention Intentions

Finally, we asked educators their intentions to stay in education. **77%** agreed or strongly agreed that they plan to stay in education for at least five years, but an equal amount remained “neutral” or undecided. Only **17%** agreed that teacher and staff retention is a priority at their school or district.



A little over a 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 and themes:

Theme	Quotes
Pay & Benefits	<ul style="list-style-type: none"> ● Higher salaries that reflect my years and quality of education would probably convince me to stay. ● Better health benefits. I don't have the luxury of being grandfathered into the old contract and incurred a debt to pay for a medical procedure and am hesitant to see a doctor about any medical issue that may come up because of my outrageous deductible...We are front line workers but without the bumper stickers of support and salary compensation. ● ...be given a decent salary and benefits commensurate with the dedication and loyalty I have shown my employer, the families I serve and the colleagues I have supported and encouraged to stay with NHPS.
District Support	<ul style="list-style-type: none"> ● I need BOE members to be real and recognize how hard we are all working to make school valuable and enjoyable for students, regardless of hardships. ● I feel like I have to serve everyone and meet their high demands, but no one really cares about our wellbeing as teachers. On the contrary, the BOE wants to freeze our salaries again, increase our health costs, and increase our hours. I'm already looking into alternatives that provide better working and living conditions. ● Primarily respect from the district and administrators with a better work environment.
Caseload Size	<ul style="list-style-type: none"> ● A caseload cap for special education. ● If we were fully staffed [and] my caseload was reasonable.
Student Needs & Behavior	<ul style="list-style-type: none"> ● I (we) also need less violence in the schools. I grew up in NH and know it well. There's always been an element. There always will be. But I don't remember schools in lockdown for multiple fights. ● Better response to student unsafe behaviors and climate. ● More staff to help kids and families with their burdens.

Appendix

Table 1: Demographics (n = 47)

Gender	91% Female 9% Male
Race/Ethnicity	10% Black or African American 5% Hispanic, Latinx, or Spanish origins 85% White
Years of Experience	36% 0-9 years 40% 10-19 years 23% 20+ years
Grade Level	33% PreK - 5 33% 6-8 33% 9-12

Table 2: Averages Over Time

	Time 1	Time 2
Emotional Exhaustion	5.27	5.16
Resilience**	3.93	4.62
Positive Emotion	6.53	7.09
Engagement	7.52	7.53
Relationships*	6.98	7.57
Meaning*	7.83	7.23
Accomplishment**	7.20	7.87
Anxiety	6.36	6.30

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