



## Well-being Report 2022 White Bear Lake Area Educators

This summary of feedback reflects the experience of 26 educators who participated in the Educators Thriving program and 22 educators in a comparison group who did not participate in the program (see Table 1 for participant demographics). Both groups were surveyed at two time points - the start of the program (August) and the end of the program (October).

**100%**

of participants agreed that the program has helped improve their well-being.

**90%**

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

**90%**

of participants said they would strongly recommend the program to a friend or colleague.

- Educators Thriving (ET) participants reported significant **reductions in emotional exhaustion** as compared to the comparison group, which experienced increased levels of emotional exhaustion over time
- ET participants reported significant **improvements in positive emotion** as compared to the comparison group over time.
- ET participants reported significant **improvements in workplace relationships and accomplishment** and significant **reductions in anxiety** over time.

### 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 below constructs among staff. Data analysis included descriptive statistics and significant tests (2-way repeated measures ANOVA and paired sample t-tests).

- **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 emotions, engagement, relationships, meaning, and accomplishment.

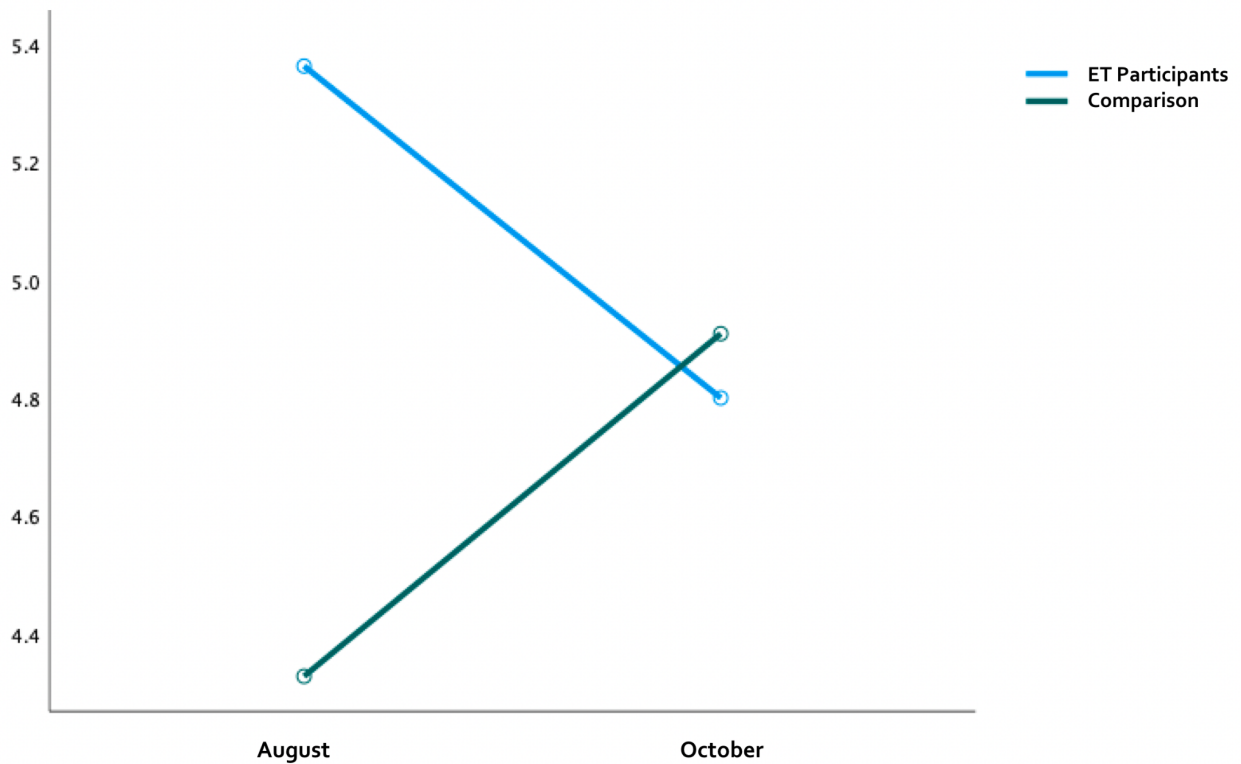
- **Resilience:** The APA defines resilience as a *process* of adapting well in the face of adversity or significant sources of stress. We measured resilience using the Connor Davidson Resilience Scale. Individuals respond on a scale of 1 to 5, with higher scores indicating greater resilience.
- **Teacher 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.

### Emotional Exhaustion

Participants reported **statistically significant reductions** in emotional exhaustion - a leading indicator of burnout - (5.4 at time 1 → 4.8 at time 2;  $p < 0.01$ ).

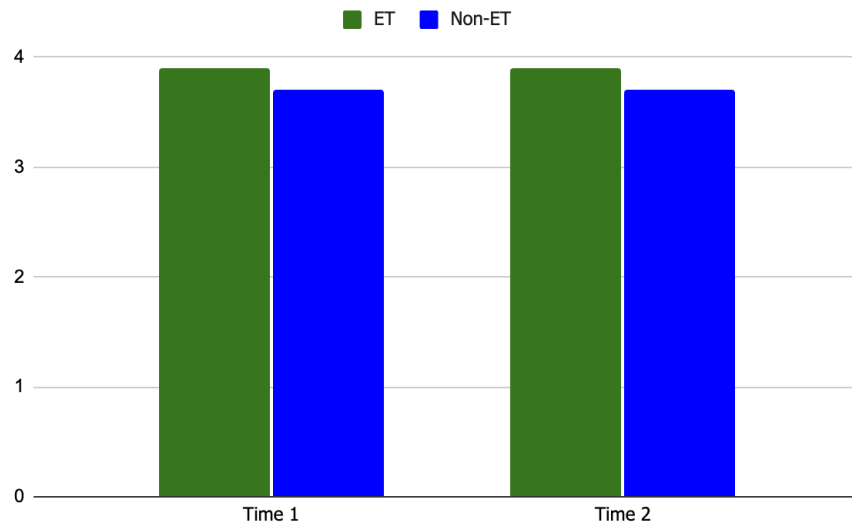
There was also a **significant interaction effect** (time and group) related to burnout. In other words, those in the participant group reported significant reductions in burnout over time as compared to those in the comparison group ( $p < 0.01$ ), who actually reported a statistically significant increase in burnout over time ( $p = 0.05$ ).

### Change in Emotional Exhaustion (Time\*Treatment)



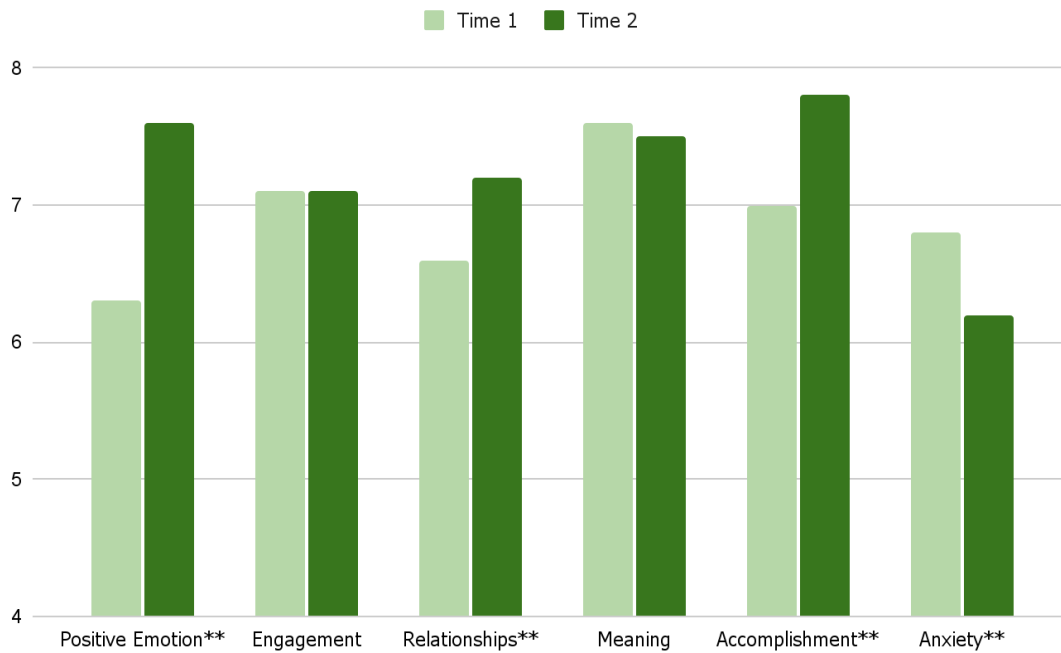
## Resilience

Levels of educator resilience remained steady over time. At time 1 and time 2, educators in both groups reported moderate to high levels of resilience.



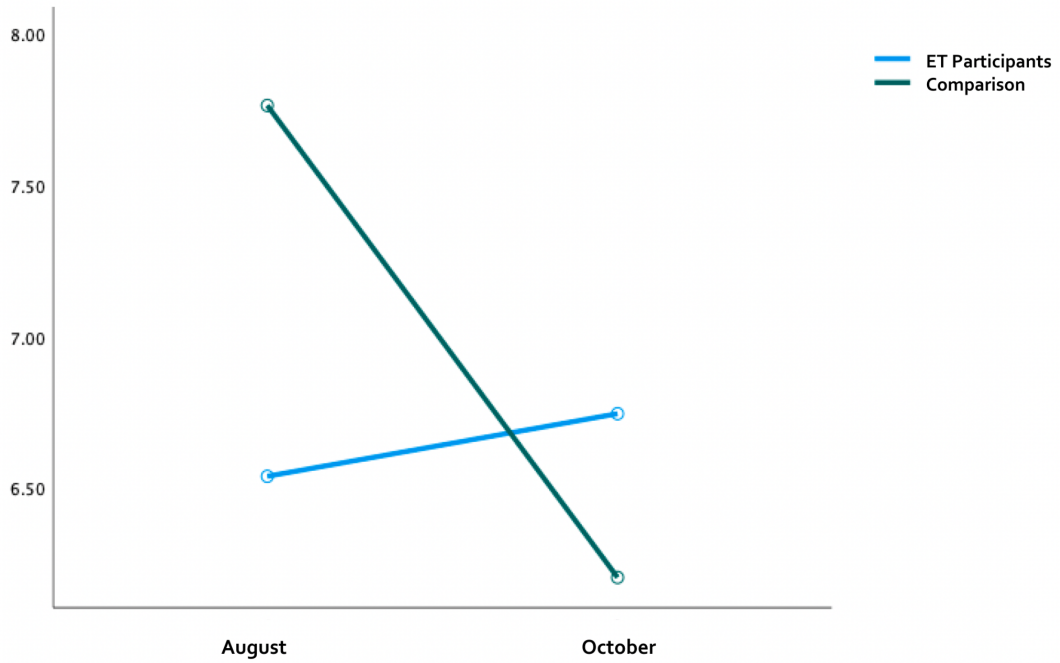
## Workplace Well-being (PERMA)

Participants reported statistically significant improvements in **positive emotion, relationships, and accomplishment** associated with work and a significant reduction in **anxiety** ( $p < 0.01$ ) over time.



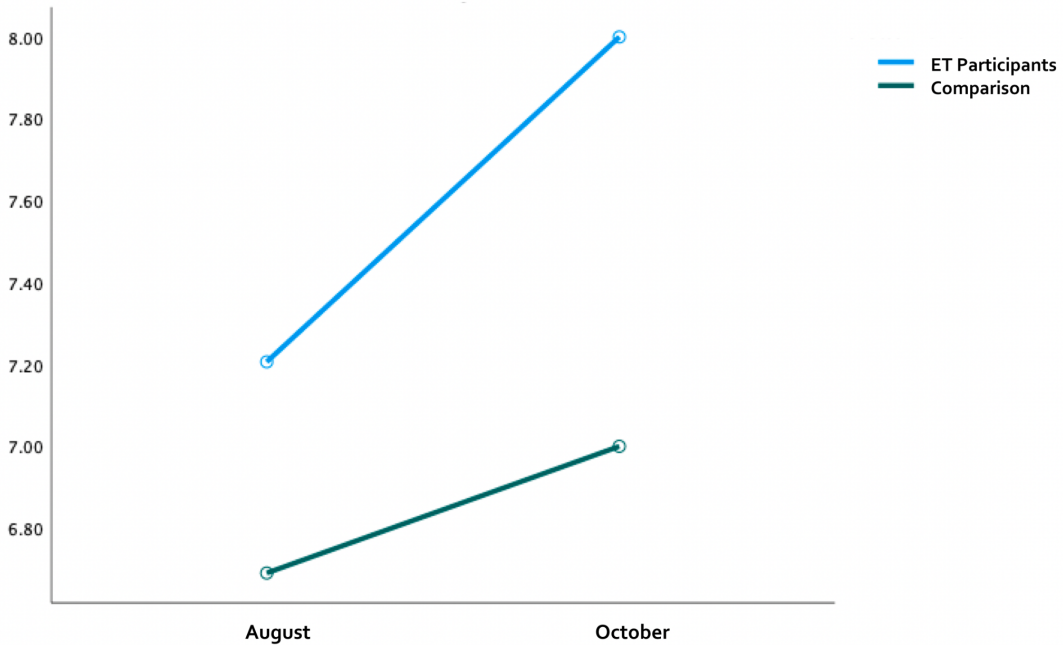
There was also a significant interaction effect (time and group) related to positive emotion - those in the participant group reported significant improvements in positive emotion over time as compared to those in the comparison group ( $p < 0.001$ ).

### Change in Positive Emotion (Time\*Treatment)



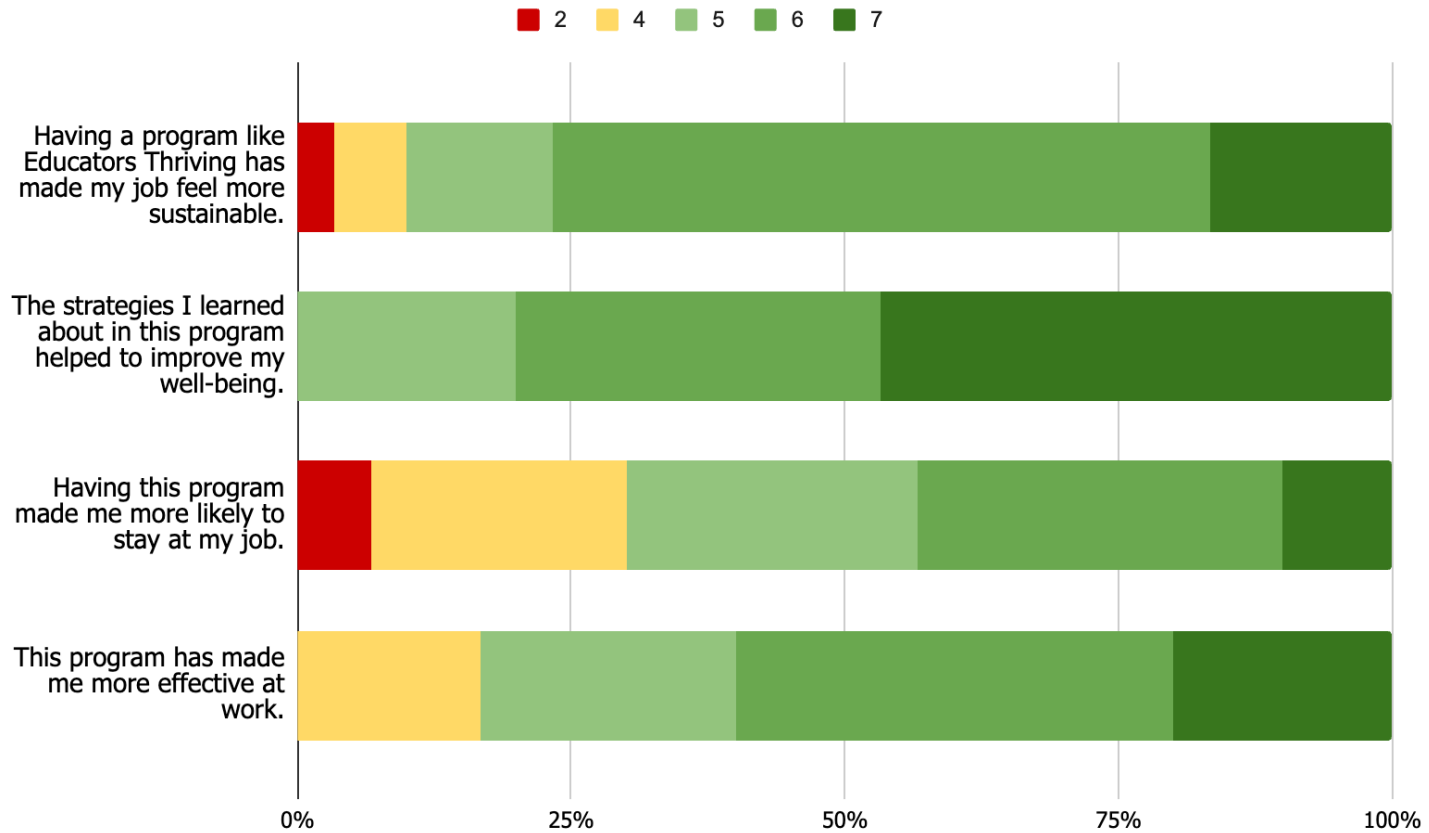
Both groups saw improvements related to accomplishment, with Educators Thriving participants experiencing a slightly larger gain (although the interaction effect was not significant).

### Change in Accomplishment (Time significant\*Treatment)

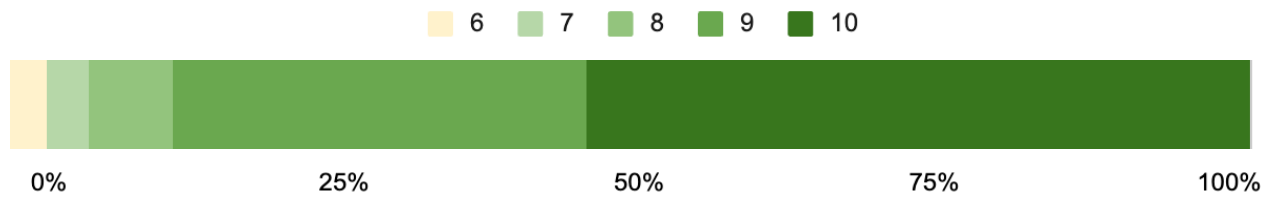


## Program Satisfaction

Participants reported high levels of satisfaction at the end of the program. **100%** of participants agreed that the program helped to improve their well-being and **90%** of participants agreed that the program has made their job feel more sustainable.

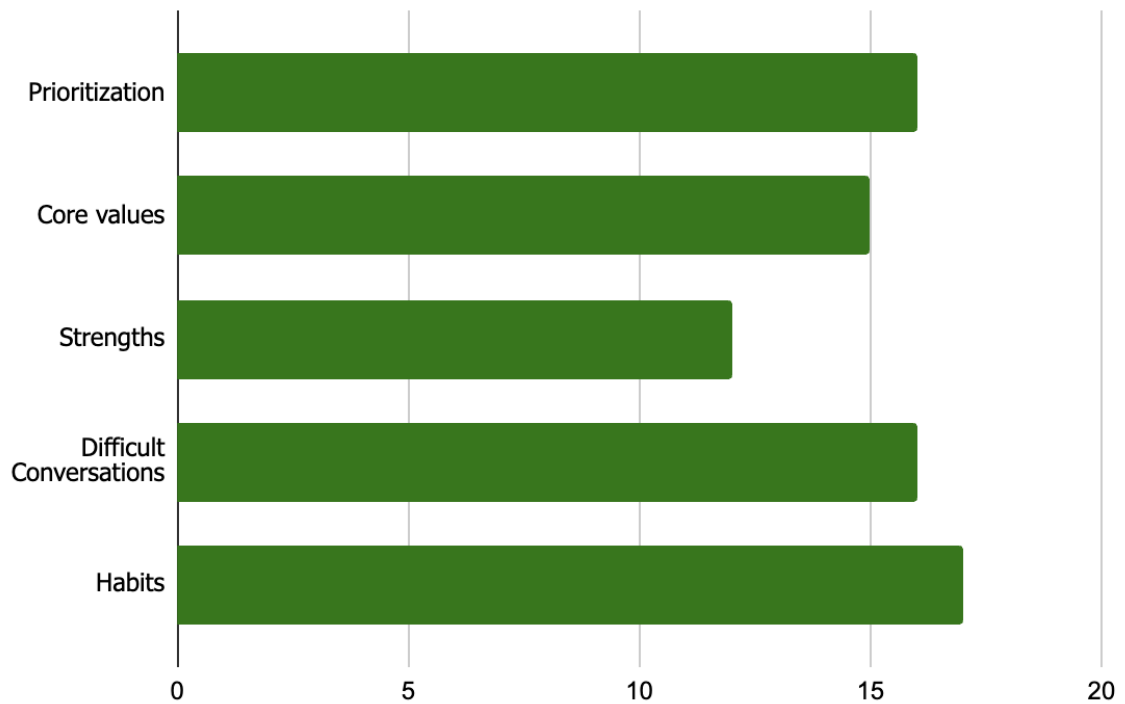


We asked, on a scale of zero (not at all likely) to ten (very likely), how likely are you to recommend the Educators Thriving program to a friend or colleague if it were to be offered next year? **90%** of participants said they would be highly likely (9 or 10) to recommend the program to others.



### Qualitative Feedback

We asked participants what practices they are most likely to use in the future to support their well-being. Participants were able to select multiple strategies.



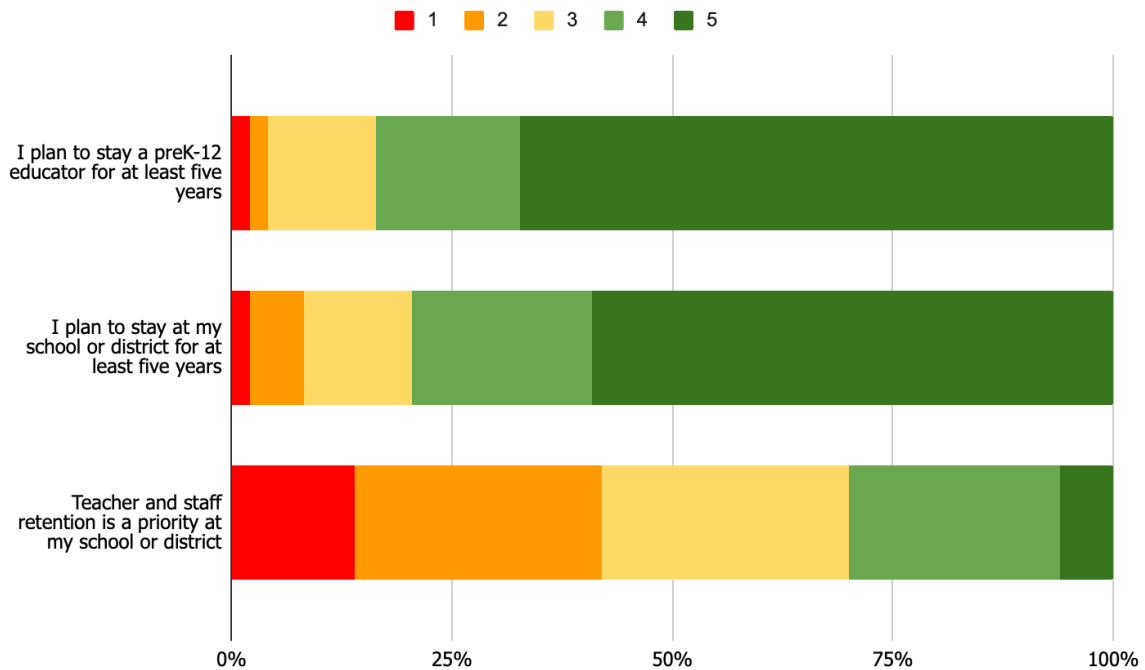
We also asked participants to provide additional program feedback. Here is a selection of what they shared:

Theme	Quotes
Gratitude	<ul style="list-style-type: none"> <li>• Amazing! Every adult should receive this!</li> <li>• I felt this was an incredible program to be a part of this year. I am grateful for the opportunity and want to have this information available to others in our district. Thank you!</li> <li>• I have been so blessed to be a part of this cohort! I hope that more people</li> </ul>

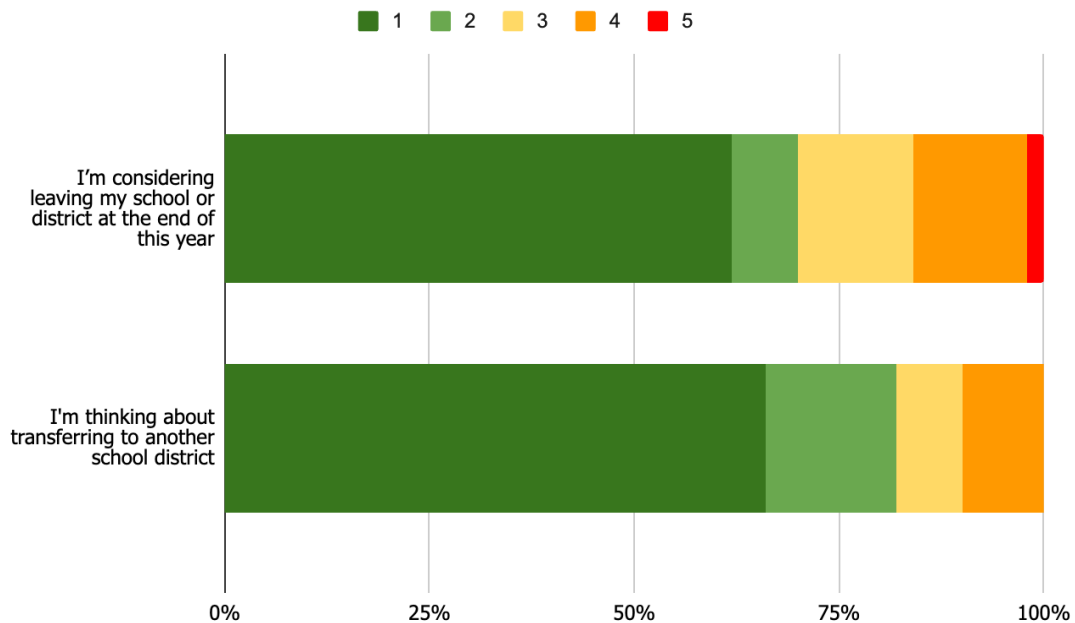
	<p>get to experience this program!!! PLEASE keep administrators in the loop as well as invite them to be part of these communities. =)</p> <ul style="list-style-type: none"> <li>• Thank you again for taking your time for us. Also, it was nice to get paid for a class rather than paying to take it. :)</li> <li>• Thanks for helping me become a better human.</li> </ul>
<b>Program Impact</b>	<ul style="list-style-type: none"> <li>• This was a fantastic opportunity to do self-reflection, learn new strategies, really think about my priorities and values, and connect with colleagues in a meaningful way.</li> <li>• I greatly appreciate the time and energy that Educators Thriving put into working with our district. My small group now has an email group and is communicating with each other to support the goals we set during this program. I love that they are staff that I would not ever get a chance to work with or get to know in my typical work year and now have the opportunity to continue to build this connection with educators in other parts of my district that bring all new perspectives.</li> </ul>
<b>Yes but...</b>	<ul style="list-style-type: none"> <li>• Somehow we have to connect things back to what people are experiencing in their buildings that is causing the stress and figure out ways to address those issues. This program can help your overall life, but many people are still feeling overworked or like they are expected to do too many things causing them a lot of stress.</li> <li>• I think all the sessions were well organized, action-oriented, and helpful. I went into this program with the hopes it would help me with managing the stress of classroom teaching. However, this program helped me to prioritize my own needs and realize my self worth, which is part of what has made me realize the stress of teaching is not what I want for myself anymore.</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• The time with small groups is fabulous. We don't often get a chance to connect with educators in other buildings/ roles in our district. I was a bit disappointed that I was bumped into 3 different small groups... I would have liked to finish the sessions with a group I had bonded with.</li> <li>• I almost felt like it was two programs - some heavy on reflection (values, strengths) and some on strategies (prioritization, conversations, habits). If the program had one week with the personal reflection and the next session and implementation strategy that could be a cool set up - time to reflect during the week and really digest and then the next week use what we have learned about ourselves to put that into a tangible practice.</li> <li>• All were great. I just didn't feel the Difficult Conversations session was quite at the level of the others in terms of usefulness for me at this time.</li> <li>• I think the foundations are core values and strengths and those two sessions could be first to use as a foundation for the rest of the program.</li> <li>• We talked in our group about having an organized large group share out. It might mean that sessions are 2 1/2 hours but I'd like to hear what other groups are saying!</li> </ul>

## Retention Intentions

We asked educators in both groups about their intentions to stay in education. **84%** agreed or strongly agreed that they plan to stay in education for at least five years. However, just **31%** agreed that teacher and staff retention is a priority at their school or district.



Just **16%** agreed or strongly agreed that they were considering leaving their school district or transferring to another school district at the end of the year. Most plan to stay.





Finally, we asked participants and the comparison group, "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:

Theme	Quotes
<b>Class Size and Support Staff</b>	<ul style="list-style-type: none"> <li>● More resources. More time. Smaller caseloads. Available and competent subs. Consistent paraprofessional support.</li> <li>● More support for our student population and smaller class sizes.</li> <li>● Smaller class sizes and more staff/support for intervention, behavior issues, and student mental health</li> <li>● More support, time to do normal duties, less students in my classroom.</li> <li>● Our students and teachers need more support. My students' needs are very intense, and I don't always have the tools, or capacity to help them in the ways they need it.</li> <li>● Class sizes to take into consideration and more social services for students</li> </ul>
<b>Administrator Support</b>	<ul style="list-style-type: none"> <li>● My Admin is out of touch with what staff needs from them in terms of support. High expectations for teachers and little to no expectations for students.</li> <li>● More support for teachers; help/paras/co-teachers in the classroom. More acknowledgement of the efforts put forth. More support for poor student behavior. More frequent Administrative presence in classrooms.</li> <li>● I think the lack of mentorship and support that teachers feel along with the growing list of "asks" without pay severely impacts how people feel at their job. In addition, I think that the administration needs to step into the teachers' role occasionally to share our world.</li> <li>● Allowing people to bring fun back into their classrooms rather than being so micromanaged that there is no flexibility in how they are teaching.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>● Fewer meetings/required training. This week we have BARR Small Block, LETRS work time and Communities of Practice. It's difficult to get ready to teach with all that going on after school. I am in a new grade and my grade level teammates do not plan together which makes planning hard.</li> <li>● Recognition and focus on the whole educator thriving.</li> <li>● I am now the only math teacher for the entire program and still asked to be an academic advisor. I may not be able to adequately meet the teaching and learning requirements and the academic advising requirements of this particular building and parent as well as stay married.</li> <li>● More balance. I am staying because I feel the work is important and valued and I have relationships with colleagues, family, and a lot of respect for my principal.</li> <li>● I'm staying but I worry for the younger teachers. It's hard for them!</li> <li>● Teachers need more time to prep lessons and materials, less time in PD or structured/mandatory district and building meetings... You'll eventually burn the staff out with too many demands and not enough time.</li> </ul>

## Appendix

**Table 1: Demographics**

	ET Participants (n = 26)	Comparison (n = 22)
Gender	92% Female 4% Male 4% Prefer not to answer	86% Female 14% Male
Race/Ethnicity	92% White 4% Hispanic, LatinX, Spanish origin 4% Black or African American	100% White
Years of Experience	Avg = 16.8	Average = 16.6
Role	65% PreK-5th 19% 6-8th 12% 9-12th 4% N/A	57% PreK-5th 19% 6-8th 19% 9-12th 8% N/A

**Table 2: Pre-Post Averages for Participant and Comparison Groups**

	ET Time 1	Non-ET Time 1	ET Time 2	Non-ET Time 2
<b>Emotional Exhaustion</b>	5.4	4.3	4.8**	4.9
<b>Resilience</b>	3.9	3.7	3.9	3.7
<b>Positive Emotion</b>	6.3	6.7	7.6**	6.2
<b>Engagement</b>	7.1	7.8	7.1	7.0
<b>Relationships</b>	6.6	7.0	7.2**	7.0
<b>Meaning</b>	7.6	7.2	7.5	7.1
<b>Accomplishment</b>	7.0	6.8	7.8**	7.0
<b>Anxiety</b>	6.8	5.9	6.2**	5.6

\*\* = statistically significant at  $p < 0.01$