



Prioritizing Teacher Well-Being

Education Innovation and Research Webinar Series

Thursday, August 15, 2024



Agenda

Objectives Overview

Introductions

Opening Comments

Panel Discussion and Conversation

Additional Resources



Today, our panelists will discuss...

the importance of prioritizing teacher well-being;

strategies for emphasizing the importance of teacher well-being;

ways to overcome common obstacles to prioritizing teacher well-being.



Dr. Zabrina Lard



Management and Program Analyst
Education Innovation and Research Program
U.S. Department of Education



Patrice Williams



Deputy Director, U.S. Education
FHI 360



Dr. Julia Mahfouz



Educator Well-Being Expert
Associate Professor and Director of the Prosocial Leader Lab
University of Colorado-Denver



EIR Grantee Panel



Essie Hengeveld
Senior Professional Research Assistant
Resilience in Schools & Educators
(RISE) Program



Abigail Woods, PhD
Project Director
C3: Choice in Cultural Competency



Why Teacher Well-Being Matters





Julia Mahfouz



Educator Well-Being Expert
Associate Professor and Director of the Prosocial Leader Lab
University of Colorado-Denver

Burnout Syndrome

Pressures of accountability

Legislative mandates

Lack of support & training

Workload, time

Community context

Local demands

Burnout Syndrome

1. Emotional Exhaustion (Maslach, 2003)
 - “compassion fatigue” (Figley, 1995)
 - “sacrifice syndrome” (Weber & Weltle, 2005; Boyatzis & McKee, 2005)
2. Depersonalization (Maslach, 1993)
3. Diminished personal accomplishment (Jennings & Greenberg, 2008; Maslach, 2003)



What We Know

- Toxic work culture is the number one reason behind burnout and resignation.
- We need to attend to the educators' social and emotional competencies.
- The cultural interplay of stakeholder socialization and wellbeing influences organizational performance.

“If good leadership is at the heart of every good school, then a leader who is both mentally and physically unwell could have a potentially disastrous impact on the wellbeing of a school and those within it.”

~ Phillips & Sen, 2011 (p.180)

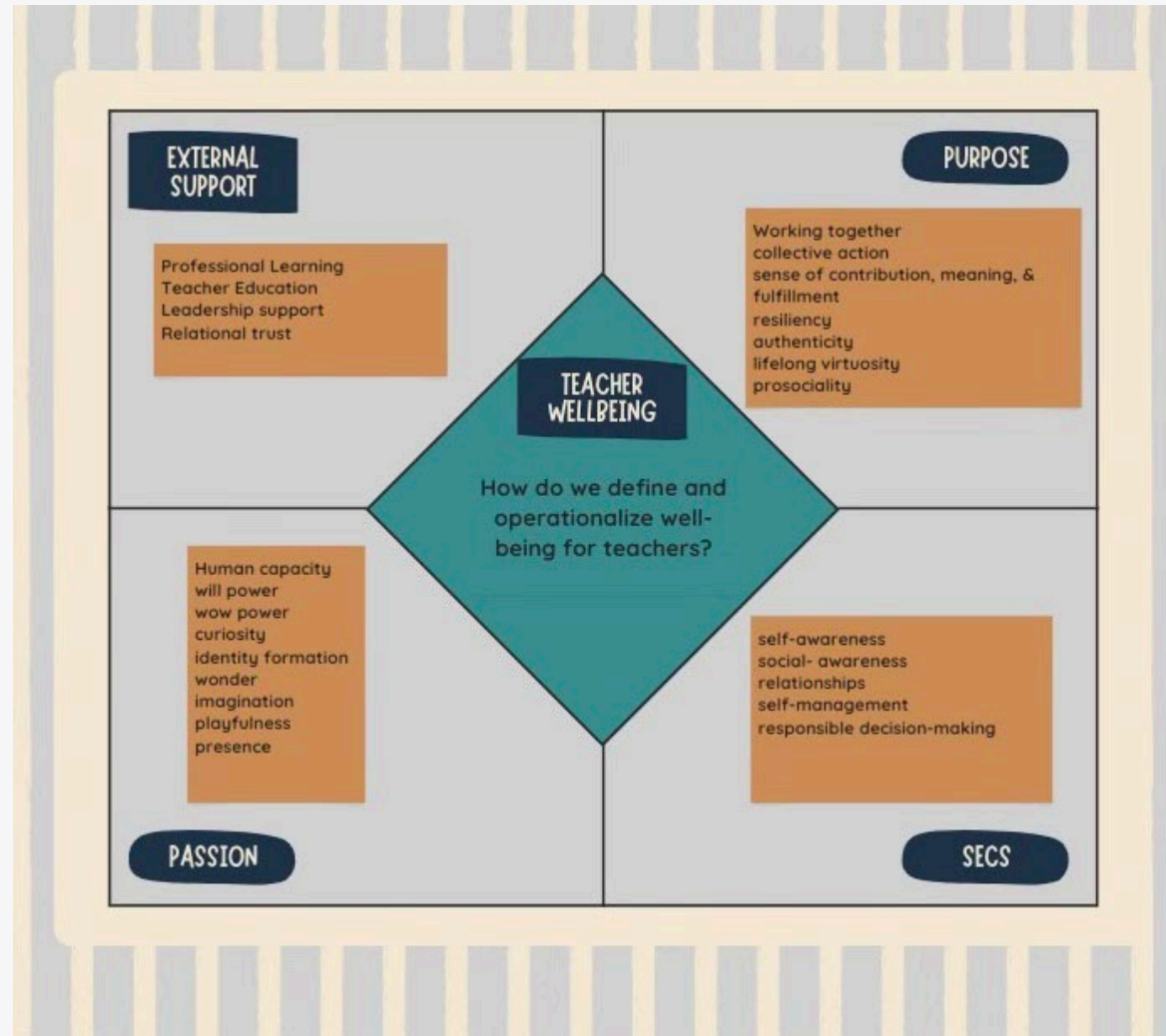


Need for systemic change and systems thinking

Need to rethink and reimagine school wellbeing development



How do we rethink teacher well-being?





CCSD – C3: Choice in Cultural Competency

Abby Woods, PhD



Theory of Action

If educators have access to **teacher-directed** professional learning centered on cultural competency through

- a) an **effective allowance system** to cover professional learning costs,
- b) high-quality **teacher assessment**, and
- c) ongoing implementation **support**,

Then this change will lead to culturally responsive instructional practices that empower the achievement and attainment of high-need students.



Participation in Professional Learning

Our Impact

Year	Number of teachers using EIR funds	Number of teachers who could spend	Amount of EIR funds spent
2021-22 SY	145	452	\$148,589
2022-23 SY	204	440	\$225,724
2023-24SY as of June 6	278	582	\$ 442,959.09



Providing Support to Teachers & What They're Saying...

Thank you very much, Dr. Toledo! You are inspirational and have empowered us all!

This was the most meaningful professional development I have ever had the pleasure to participate in. It truly has impacted my life in unforgettable, powerful and meaningful ways.

~Ariel Brooks~

Thank you so much for your messages...great conversation for all humans ❤️

As educators, we witness the transformative power of the EIR Project firsthand—it's not just about innovation; it's about empowering students to shape their futures through creativity and collaboration.

~Robin Johnson~

The graphic is a promotional poster for the '2024 EIR Kickoff Event'. At the top, it features the EIR CCSD logo with four stylized human figures in blue, yellow, green, and red. Below the logo, the text '2024 EIR KICKOFF EVENT' is prominently displayed in a large, blue, serif font. To the right, the date and time 'August 8 10:00am -' are listed. A central hexagonal frame contains a portrait of Dr. Sonia Toledo, a woman with short grey hair wearing a black and white patterned top. To the left of the portrait is a blue button with the word 'NOW' in white, and a white hand cursor icon pointing at it. To the right of the portrait is a section titled 'EXPECT' with a list of bullet points: 'Kickstart the EIR process funds early.', 'Complete your IDI Asses (laptop)', and 'Be inspired by keynote sp Wellness and Emotion'. Below the portrait, the text 'YOU CAN'T GIVE WHAT YOU DON'T HAVE:' is on the left, and 'EMPOWERING EDUCATORS WITH EMOTIONAL INTELLIGENCE™' is on the right. At the bottom, 'DR. SONIA Toledo' is written in a mix of blue serif and cursive fonts. The background is a light blue and green gradient with decorative hexagonal patterns at the bottom.





Resilience in Schools and Educators (RISE)

Essie Hengeveld



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What is RISE?

RISE (Resilience in Schools and Educators) is an adult-centered, trauma-responsive prevention program that builds educator social emotional skills, intentional environments, and safe supportive relationships to foster resilience and well-being for everyone at school.

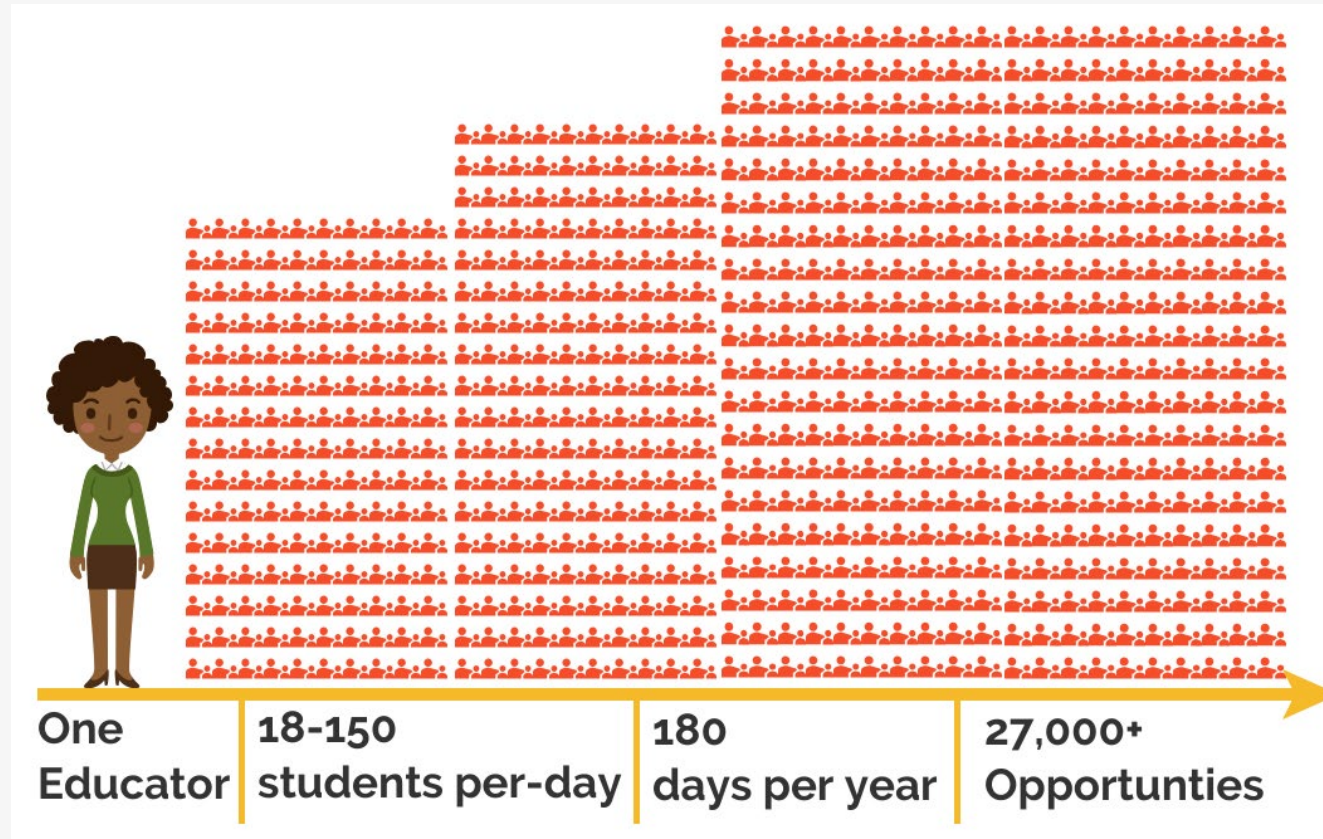


RISE

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One educator, thousands of interactions every school year

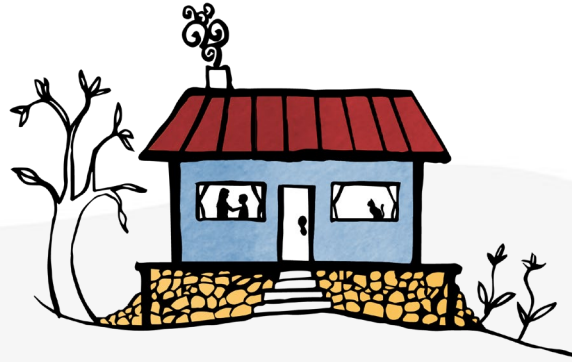


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Core Skills



TUNE IN
What am I feeling?
What do I need?



CONNECT
How can I connect with my student?
How can I connect resources with
my needs and my student's needs?



REACH OUT
What is my student feeling?
What does my student need?

FOUNDATION

Intentional Environments

- Routines, Rituals and Rhythm
- Order
- Roles and Responsibilities

WALLS

Emotion Support

- Empathy
- Normalizing
- Showing Care and Kindness

ROOF

Emotion Coaching

- Extending Children's Understanding of Emotion
- Coping Strategies
- Problem-Solving

Adult Social Emotional Capacities: Hand-to-Heart Three Steps

- Emotional awareness
- Emotion regulation
- Well-being
- Compassion
- Perspective-taking



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2022-2023 Program Results



Educator Social Emotional Competence

- Emotional Awareness ▲
- Mindfulness
- Emotional Understanding ▲
- Emotion Regulation ▲
- Perspective taking, empathy, compassion ▲



Educator Use of RISE Skills

- Self-Awareness ▲
- Connection Skills ▲
- Emotion Support Skills ▲
- Emotion Coaching Skills ▲



Educator Well-being

- Secondary Traumatic Stress
- Burnout: Emotional Exhaustion
- Burnout: Depersonalization
- Personal Accomplishment ▲



Educator Resilience

- Psychological Resilience ▲
- Positive Emotions
- Negative emotions



Trauma Informed Schools

- Trauma-Sensitive Schools: School-wide Policies and Practices ▲



RISE

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Questions & Conversation

Resources from Today's Session

- U.S. Department of Education EIR Program – EIR@ed.gov
- Choice in Cultural Competency video: <https://www.youtube.com/watch?v=Oi1LBH7NxAA>
- Resilience in Schools and Educators (RISE): <https://ibsweb.colorado.edu/crw/what-we-do/rise/>



Upcoming EIR Webinar Series Events

Community Engagement & STEM Programs

- Thursday, September 12, 2024
- 2pm ET / 11am PT

Leveraging Evaluators to Enhance Innovative Projects

- Thursday, September 26, 2024
- 2pm ET / 11am PT





Thank You!