- Lessons from the Field -

Promoting Staff Wellness in the Wake of COVID-19 and Beyond

MAY 18, 2022
3:00 - 4:00 PM ET
To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-promoting-staff-wellness-wake-covid-19-and-beyond

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
Select the option that best describes your role.

N=768

- Other: 24%
- State educational agency staff: 23%
- Student support personnel (School Counselor, Social Worker, Psychologist, School Nurse): 23%
- School administrator: 17%
- Other local education role (eg, teacher, aide): 7%
- Advocate: 5%
- Community/school board member: 1%
- Parent/Family member: 1%
Introduction and Logistics

U.S. Department of Education Welcome: Ruth Ryder

CDC Overview of the Topic: Melissa Fahrenbruch

Importance of Self-Care & Wellness: Kristin Scardamalia

Highlighting Innovative Efforts: Panel Discussion

Closing Remarks
# Speakers

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ruth Ryder, M.Ed.</strong></td>
<td>Deputy Assistant Secretary, U.S. Department of Education</td>
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<tr>
<td><strong>Melissa Fahrenbruch, M.Ed.</strong></td>
<td>Lead Health Education Specialist, CDC’s National Center for Chronic Disease Prevention and Health Promotion</td>
</tr>
<tr>
<td><strong>Kristin Scardamalia, Ph.D.</strong></td>
<td>NCSSLE Technical Assistant Specialist and Assistant Professor, National Center for School Mental Health, Division of Child and Adolescent Psychiatry, University of Maryland School of Medicine</td>
</tr>
<tr>
<td><strong>Gregory Hickey, M.S.</strong></td>
<td>Mental Health Specialist, Region 15 ESC, TX</td>
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<tr>
<td><strong>Omowale Crowder, M.S.</strong></td>
<td>Social-Emotional Support Specialist, Columbus City Schools, OH</td>
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<td><strong>Julie May, M.Ed.</strong></td>
<td>Intervention Specialist, Lakewood City Schools, OH</td>
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<td><strong>Azalea Tang, MSW</strong></td>
<td>Social Worker, Westerville City Schools, OH</td>
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</tbody>
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Ruth Ryder

DEPUTY ASSISTANT SECRETARY,
U.S. DEPARTMENT OF EDUCATION
Promoting Staff Wellness in the Wake of COVID and Beyond

May 18, 2022 | Melissa Fahrenbruch, M.Ed.

Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion
Division of Population Health | School Health Branch
Recent studies on COVID-19 impact

1. Stress was the most common reason teachers left their job during the pandemic.
2. 1 in 4 teachers wanted to leave the profession by the end of the 2020-21 academic year, compared to one in six prior to the pandemic.
3. 4 in 10 teachers who left their jobs cited challenges in teaching virtually.

1- Dilberti et al, 2021, 2- Steiner and Woo, 2021, 3-Dilberti, 2021
Healthy School, **Healthy Staff**, Healthy Students
A Guide to Improving School Employee Wellness

SCHOOL EMPLOYEE WELLNESS GUIDE
(SEW GUIDE)
School Employee Wellness (SEW) Toolkit

• Model policies
• How to integrate SEW in school settings
• Simple starter guide
• How to facilitate community relations
• Tip sheets
• Mental health resources
• Training materials
Work@Health Training Program

Comprehensive workplace health training program

- Increasing employers’ level of knowledge and awareness of workplace health program concepts and principles
- Increasing the number of evidence-based workplace health programs, policies, practices in place at participating employers’ worksites
- Promoting peer-to-peer community-based employer cooperation and mentoring

Train-the-Trainer curriculum designed to build state capacity and workplace health expertise among states, local communities, and employers

https://www.cdc.gov/workplacehealthpromotion/index.html

Work@Health - National Association of Chronic Disease Directors
Directors.chronicdisease.org/work-at-health/
STATE EXAMPLES
ADDITIONAL RESOURCE LINKS

School Employee Wellness (CDC)

Workplace Health Promotion (CDC)

Worksite Health Score Card | Workplace Health Promotion (CDC)
THANK YOU
Melissa Fahrenbruch, MEd.
mfahrenbruch@cdc.gov
Importance of Self-Care & Wellness

Kristin Scardamalia, Ph.D.

May 18, 2022
Supporting Staff Wellbeing: A Comprehensive Response

National Center on Safe Supportive Learning Environments | safesupportivelearning.ed.gov
Supporting Staff Wellbeing

Organizational Wellbeing

- Work Climate & Environment
- Professional Quality of Life
- Diversity, equity, Inclusion, Access
- Self-Care
- Purpose & Meaningfulness
- Professional Development & Recognition
- Input, Flexibility & Autonomy
- Organizational & Supervisory Support

Source: National Center for School Mental Health
<table>
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<tr>
<th><strong>Work Climate &amp; Environment</strong></th>
<th>The physical and emotional climate of an organization. This includes how well the physical space is maintained as well as whether policies support a friendly and supportive work environment in which employee rights are clear and protected.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input, Flexibility &amp; Autonomy</strong></td>
<td>The degree to which employee input is valued and incorporated into practices and policies and the degree to which employees can work flexibly and independently.</td>
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<tr>
<td><strong>Professional Development and Recognition</strong></td>
<td>Efforts to train employees on relevant job skills and to acknowledge and reward employee accomplishments, personal milestones and successes, and job performance.</td>
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<td><strong>Organizational and Supervisory Support</strong></td>
<td>Employee work is supported by regular supervision that fosters bi-directional feedback and career advancement and by administrative support to define and navigate job responsibilities, including bureaucratic procedures.</td>
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<tr>
<td><strong>Self-Care</strong></td>
<td>Organizational efforts to assess and foster employee self-care, including education and training in job stress and self-care, accessible employee assistance programming, and opportunities for mindfulness and breaks.</td>
</tr>
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<td><strong>Diversity, Equity, Inclusion, Access</strong></td>
<td>Organizational efforts to ensure multiple perspectives are represented, respected, and valued; all members are treated fairly and justly; space is made for the characteristics that each employee brings; and that diverse individuals are engaged in all aspects of organizational work, including decision-making</td>
</tr>
<tr>
<td><strong>Purpose and Meaningfulness</strong></td>
<td>Organizational strategies to align employee work with their personal values and strengths, and to provide work that is meaningful to employees.</td>
</tr>
<tr>
<td><strong>Professional Quality of Life</strong></td>
<td>The extent to which organizations create a day-to-day work environment in which employees can derive pleasure from doing their work well.</td>
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</table>
Featured Resource

New! Interactive Self-Care Portal for Behavioral Health Professionals

Provider Well-being

What is Provider Well-being?

Personal well-being is a state of feeling satisfied, fulfilled, and having a sense of meaning or purpose.

Organization well-being is an organization’s ability to promote and maintain the physical, psychological, and social health for all employees.

The Process

Cultivate Awareness
Take Stock
Make a Plan
Practice with Intention
Reflect and Refine
Cultivate Awareness
Resources

- Restart and Recovery: Leveraging Federal COVID Relief Funding & Medicaid to Support Student & Staff Wellbeing & Connection
- Reframing Clinician Distress: Moral Injury Not Burnout
- Tap-In / Tap-Out: Giving Teachers Time to Recharge (video)
- Social and Emotional Supports for Educators During and After the Pandemic
- Six Ways to Find Your Courage During Challenging Times
- It’s A New Era for Mental Health at Work
- Addressing Educator Burnout and Demoralization: Actions for Administrators
Resources, Continued

- How to Grow Teacher Well-being in Your Schools
- How District Leaders Create Caring Organizations
- Classroom Well-Being Information and Strategies for Educators (WISE) Implementation Support Series
- Taking Action Against Clinician Burnout: A Systems Approach to Professional Well-Being
- Leveraging Reset Opportunities to Help Students and Staff Thrive
- Tips for Supporting Employee Mental Health
Moral Injury – From Understanding to Action

The Problem with Stories about ‘Teacher Burnout’

Four Ways to Support Teacher Well-Being.

A Comprehensive School Employee Wellness Approach Can Reduce Staff Stress and Turnover

Moral Injury Among Professionals in K-12 Education

The Well-Being of Secondary School Principals One Year into the COVID-19 Pandemic
THANK YOU

KRISTIN SCARDAMALIA, PH.D.

TECHNICAL ASSISTANCE SPECIALIST
410.706.5774
kscardamalia@som.umaryland.edu
Meet Our Panelists

Greg Hickey
Mental Health Specialist
Region 15 Education Service Center, TX

Omowale Crowder
Social-Emotional Support Specialist
Columbus City Schools, OH

Julie May
Intervention Specialist
Lakewood City Schools, OH

Azalea Tang
Social Worker
Westerville City Schools, OH
### Demographics for Communities of Panelists

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Greg Hickey ESC15, TX</th>
<th>Omowale Crowder Columbus City Schools, OH</th>
<th>Julie May Lakewood City Schools, OH</th>
<th>Azalea Tang Westerville City Schools, OH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>183</td>
<td>2*</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Students</td>
<td>45,591</td>
<td>1,222</td>
<td>737</td>
<td>4,253</td>
</tr>
<tr>
<td>Staff</td>
<td>7,877</td>
<td>101</td>
<td>87</td>
<td>835</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>58.0%</td>
<td>25.5%</td>
<td>18%</td>
<td>4.1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.2%</td>
<td>Not Available</td>
<td>Not Available</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2.72%</td>
<td>Not Available</td>
<td>Not Available</td>
<td>4.1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.65%</td>
<td>25.7%</td>
<td>63.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>White</td>
<td>2.0%</td>
<td>37%</td>
<td>4.9%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.97%</td>
<td>7.2%</td>
<td>Not Available</td>
<td>7.7%</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>59.7%</td>
<td>88%</td>
<td>84%</td>
<td>33.74%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>11.5%</td>
<td>18%</td>
<td>Not Available</td>
<td>15.97%</td>
</tr>
</tbody>
</table>

* Data reflects the schools in which Mr. Crowder directly works.
Feedback Form

Thank you for attending the webinar, "Promoting Staff Wellness in the Wake of COVID-19 and Beyond," on May 18, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?
   - Not At All Knowledgeable
   - Somewhat Knowledgeable
   - Very Knowledgeable

2. Overall, this webinar was a good use of my time.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION24
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/

Next Lessons from the Field Webinar: June 15, 2022