

# Supporting the Well-being of the Adults to Get to Outcomes for Students

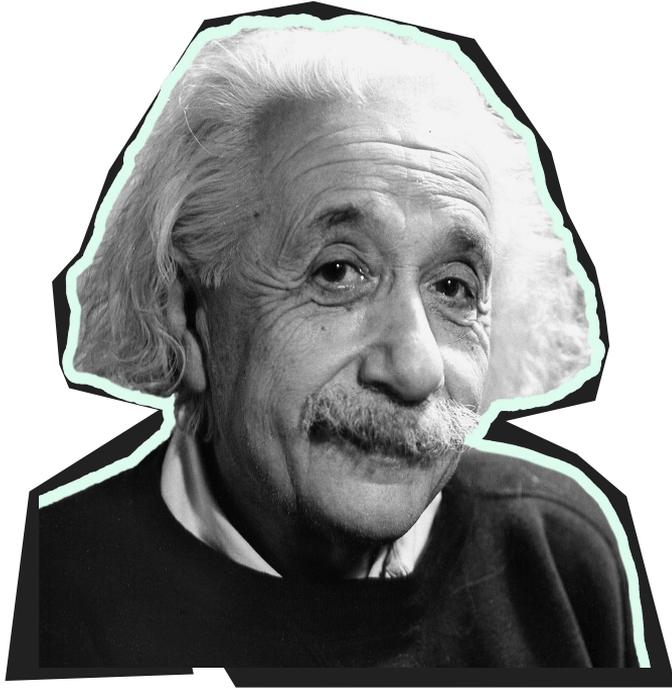
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Chief Development Officer  
Senior Research Scientist University of Minnesota

Customized   
Implementation  
Supports BY "CS" 



# how are you doing today, in dog scale?





“In the midst of  
every crisis,  
lies great  
opportunity.”

—Albert Einstein



COVID



Pre-Existing Issues

What are opportunities for change and improvement that have become even clearer now given the pandemic?



# Checking Core Assumptions

All the student-facing solutions to address learning loss, social-emotional well-being, and engagement, **assume the adults are in a good place themselves to adopt and continuously improve their delivery of effective practices**

**What is a  
priority?**

**priority**

**What does it look  
when leaders  
prioritize certain  
work in the school  
system?**

**Why should district leaders prioritize the  
well-being and engagement of their building  
leaders & staff?**



# Teachers Are Not OK, Even Though We Need Them to Be



— Pep Montserrat for Education Week



90%

of educators say they are  
experiencing burnout

NEA MEMBER SURVEY, JANUARY 2022



## Most Teachers Are Not Engaged in Their Jobs, Gallup Finds

What's holding

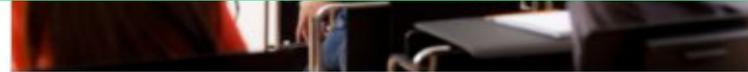
By Allie Bidwell

Save



Get thinkorswim

**“LESS THAN 1/3 OF EDUCATORS REPORT THAT THEY ARE ENGAGED IN THEIR JOBS.”**



Nearly 7 in 10 teachers are not engaged in their jobs, a new Gallup report finds. iStockphoto

For people who have a heavy influence on the engagement of young people, you'd think teachers would be more engaged in their jobs. Yet nearly 7 in 10 are not emotionally connected to or are dissatisfied with their workplaces, according to a [new Gallup report](#).

As part of its "State of America's Schools" report released Wednesday, Gallup used the answers of more than 7,000 teachers regarding various aspects of their workplaces, including whether they know what's expected of them at work, whether they have the materials needed to do their jobs and whether they feel their supervisors or others at work care about them as a person.

GALLUP



nea

NEA News

## Survey: Alarming Number of Educators May Soon Leave the Profession

STUDENT SUCCESS

YOUR RIGHTS & VOICES

PROFESSIONAL EXCELLENCE

**“A STAGGERING 55 PERCENT OF EDUCATORS ARE THINKING ABOUT LEAVING THE PROFESSION EARLIER THAN THEY HAD PLANNED.”**

JOIN OUR MOVEMENT

TAKE ACTION >



neaToday

By: Tim Walker, Senior Writer

Published: 02/01/2022



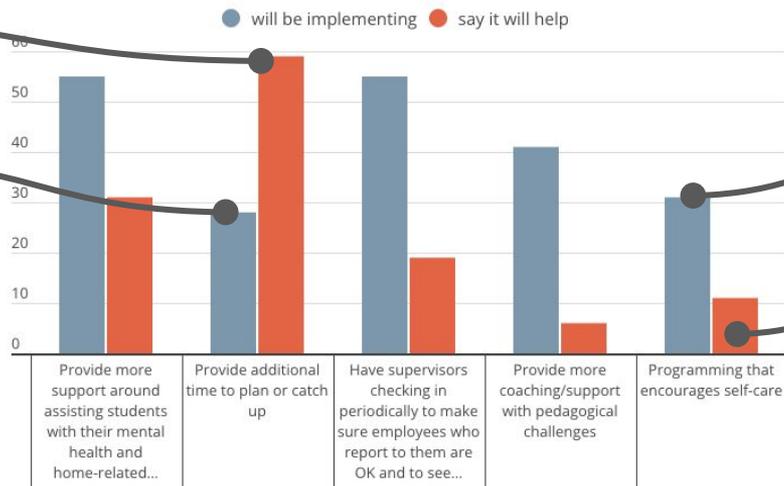
Teachers Are Not OK, Even Though  
We Need Them to Be

**“RESEARCH SHOWS THAT WHEN TEACHERS ARE STRESSED OUT, THE QUALITY OF THEIR INSTRUCTION, CLASSROOM MANAGEMENT, AND RELATIONSHIPS WITH STUDENTS AND COLLEAGUES ALL SUFFER.”**

— Pep Montserrat for Education Week



The steps that administrators report they will be implementing this school year to reduce teacher stress aren't necessarily the steps teachers say would help the most:



SOURCE: EdWeek Research Center survey, 2021

**Teachers Are Not OK, Even Though  
We Need Them to Be**

**GOOD NEWS! ONLY 2% OF EDUCATORS SAY  
THERE IS NOTHING SCHOOL LEADERS CAN DO TO  
ADDRESS FACTORS AFFECTING THEIR STRESS,  
WELL-BEING, AND ENGAGEMENT**

— Pep Montserrat for Education Week





Future Dr. Zo MS (she/her)

@Zoe\_Beausoleil

My school literally bought “motivational rocks” for our [#mentalhealth](#)

At least if it was pizza we could have had a free lunch but like what am I supposed to do with a rock that says “believe”

1:58 PM · Jan 31, 2022 · Twitter for iPhone

49 Retweets 28 Quote Tweets 847 Likes



Feb 20

5 minute read

SELF

## Teachers Can't Self-care Themselves Out of a Toxic Work Environment

by Rachael Moshman

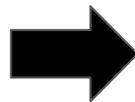


Socially Well

Mentally/Emotionally Well

Physically Well

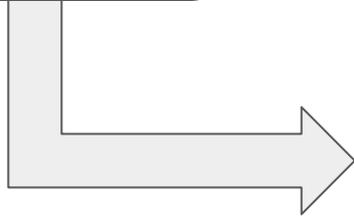
Professionally Well



**Engage &  
Perform  
Skillfully**



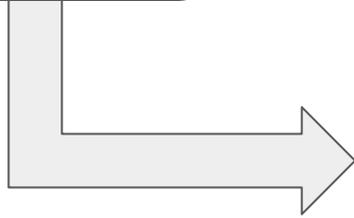
What's wrong  
with the  
student?



What's missing from the  
environment or needs to be  
changed that students need  
from us that we have control  
over to implement?



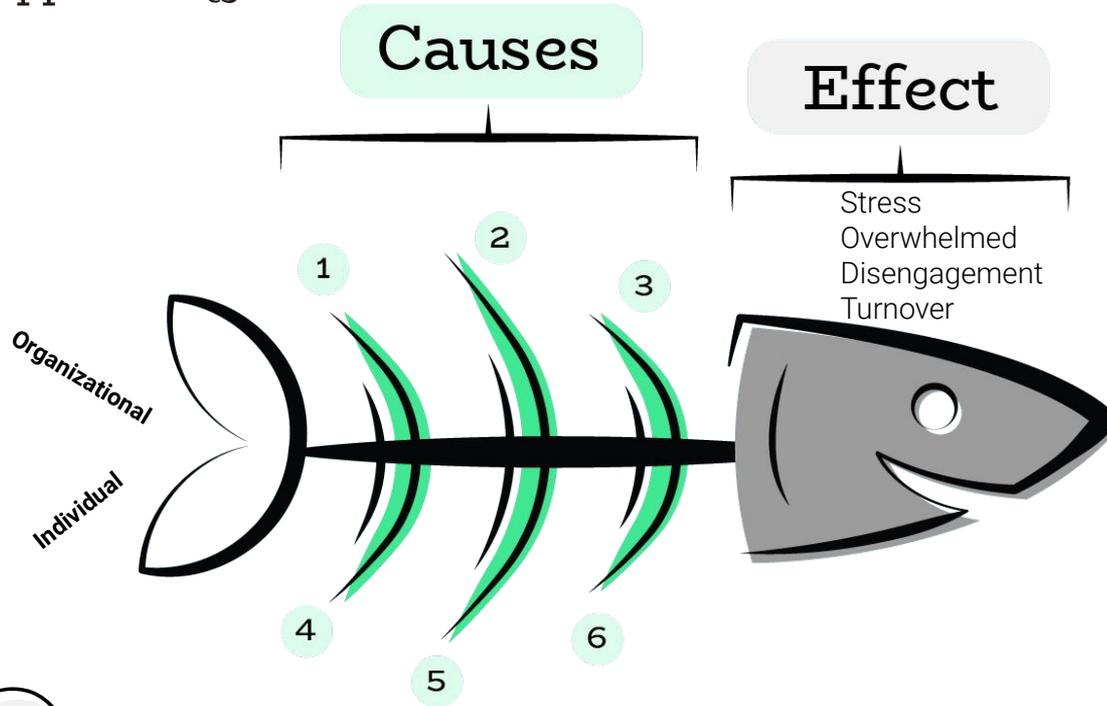
What's wrong  
with  
educators?



What's missing from the  
environment or needs to be  
changed that educators need  
from us that we have control  
over to implement?



# Fishbone Diagram: Root Cause Analysis



What are the **root causes** that explain why staff are experiencing these effects that leaders can do something about?



# Linking Hypothesized Root Causes to Solutions

Staff stuck on external factors beyond control



Create supportive experiences to **shift to focusing on what educators have control over** that can still make a difference

Lack of appreciation & feeling valued



Systems in place to **genuinely acknowledge and recognize staff** for who they are and what they do

Low efficacy to meet student needs



Assessing areas of low efficacy and **provide targeted professional learning and supports** (including time)

Overwhelmed with demands / expectations



**Prioritize what's most important** and take things off of people's plates (communicate this over & over)

**Organizational  
Strategies**

**Outside-In  
APPROACH**



**Individual  
Strategies**

**InsideOut  
APPROACH**



## Individual Strategies

1. Individuals Strategies - Self-Care (TLCs)
  - a. Sleep
  - b. Exercise and Spending Time Outdoors
  - c. Nutrition
2. Individual Strategies - Social-Emotional Competencies
  - a. Values clarification
  - b. Reframing: Inner Helpful Thoughts
  - c. Maintaining an Internal Locus of Control
  - d. Regulating Strong Feelings and Stress
  - e. Practicing Mindfulness
  - f. Practicing Gratitude

Supporting educators to take responsibility and ownership over cultivating their own well-being, engagement & performance

## Organizational Strategies

- **Clarity about Priorities** to ensure workload is manageable and targets what's most important
- **Acknowledging and Recognizing Staff** so they feel appreciated for who they are and what they do
- **Increasing Collective Efficacy** to respond to current challenges
- **Promote Positive Culture & Climate** that promotes connection & belonging
- **Listen and Advocate** asking for feedback or holding listening sessions with staff to gather information and act upon it is a powerful way to enable staff to feel heard and supported
- **Model & Remind** model individual strategies to maintain cognitive, emotional, social, and physical well-being & find opportunities to embed reminders of the individual strategies
- **Connect staff to additional support** be open and willing to have a conversation to connect staff who are struggling to additional support, including outside behavioral health services





# Cognitive Reframing

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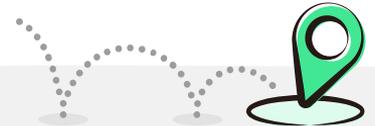


A skill that involves intentionally shifting one's mindset to look at a situation from a different and more helpful perspective

What is the narrative that educators are telling themselves about the current situation?

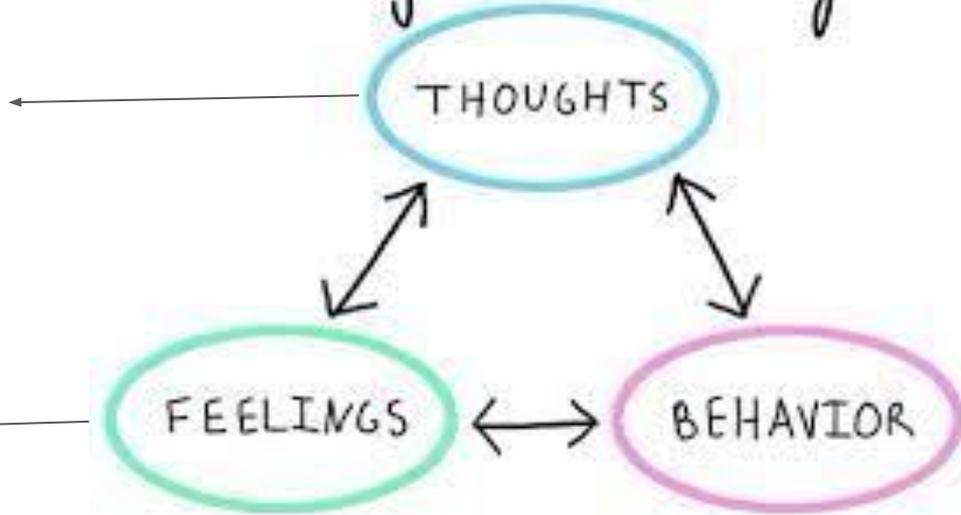


~~I'm Failing~~  
If I'm Trying, I'm Not Failing



# The Cognitive Triangle

“This is unbearable,” “I’m failing at everything,”  
“This is the worst/toughest year ever,” “Nobody cares”



Stressed, exhausted,  
guilt, resentment

Disengage,  
behaviors that don't  
align with values



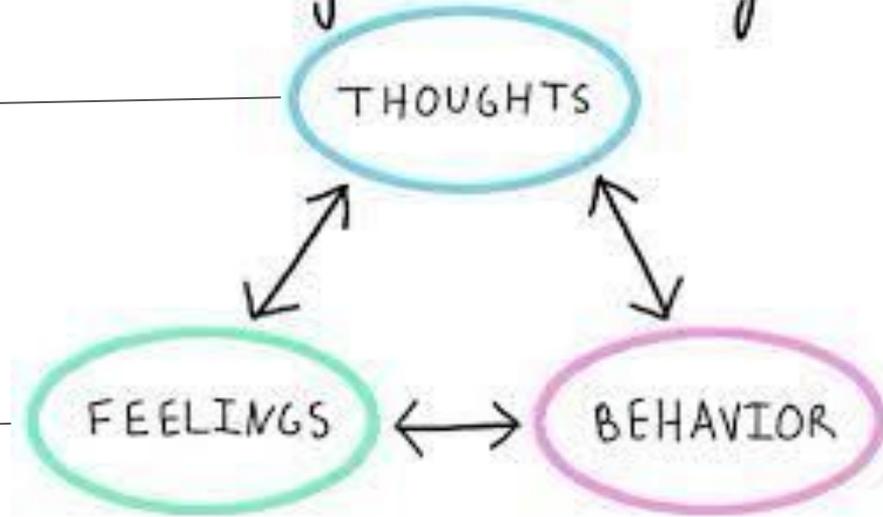
# The Cognitive Triangle

## Manage Thoughts:

“This is tough but we are tough,” “I’m not failing because I’m trying,” “There are people who care” “I can still have an impact it just may look different”

## Manage Feelings

Positive affect, optimistic, more energy, confidence



## Adaptive Behavior

Engaged & positive interactions that align with my values



# Mindset

A lens through which we perceive, interpret, and explain situations that affect our physiology, motivation, and behavior.





Raise your hand if you want  
students to have a **growth mindset.**



What does it look like for  
educators to model a  
**growth mindset?**



# Clarity About Priorities

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“

In schools the main problem is not the absence of innovations but the presence of too many disconnected...initiatives.

”

- Michael Fullan



# Clarity & Shared Understanding

## Going from this... To this...



**Clarity** about the purpose (why) IT is needed, the outcomes to be achieved by doing IT, the role each person plays in supporting its implementation

**Shared Commitment** to implement practices to achieve the prioritized outcomes.

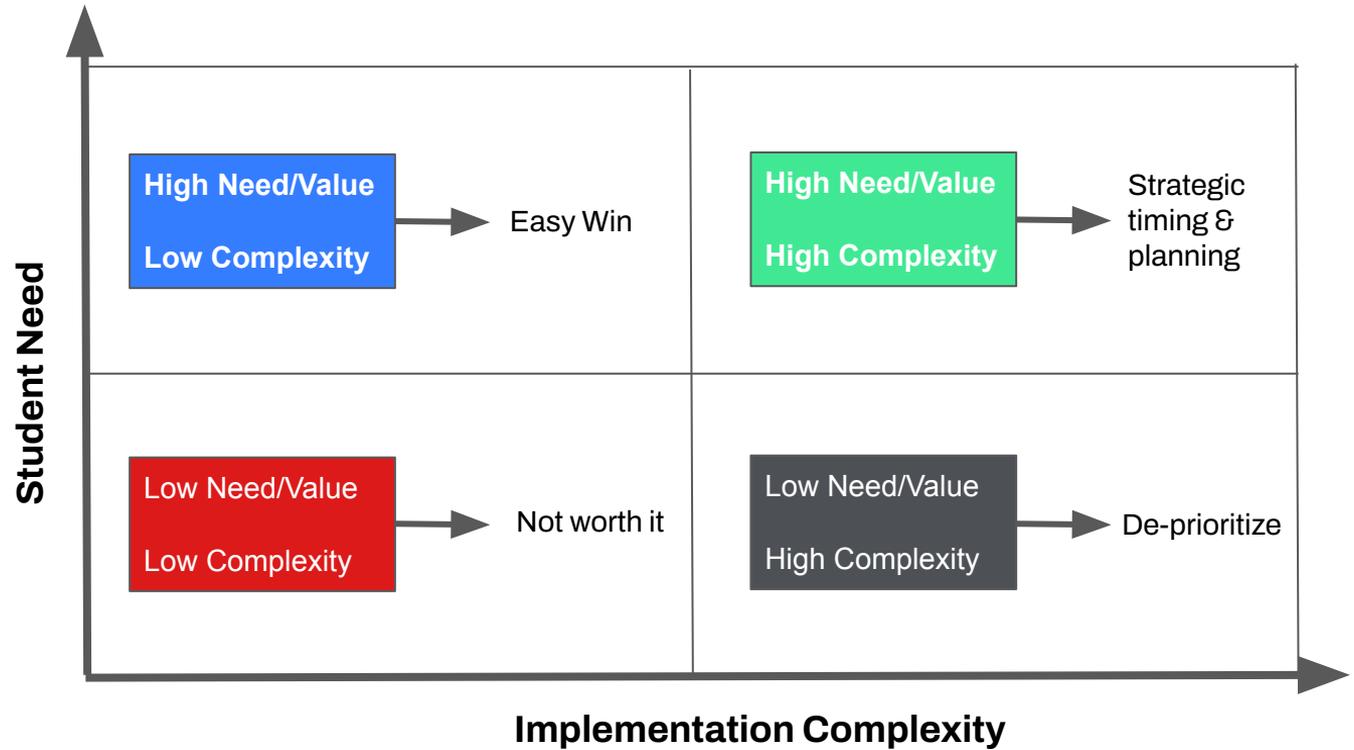




**My Plate is Too Full**



# Prioritization: Value/Complexity Matrix



## Prioritization

1. Adult Well-being

2. Relationships

3. PBIS practices

## List of All the 'THINGS'

Thing 1

Thing 2

Thing 3

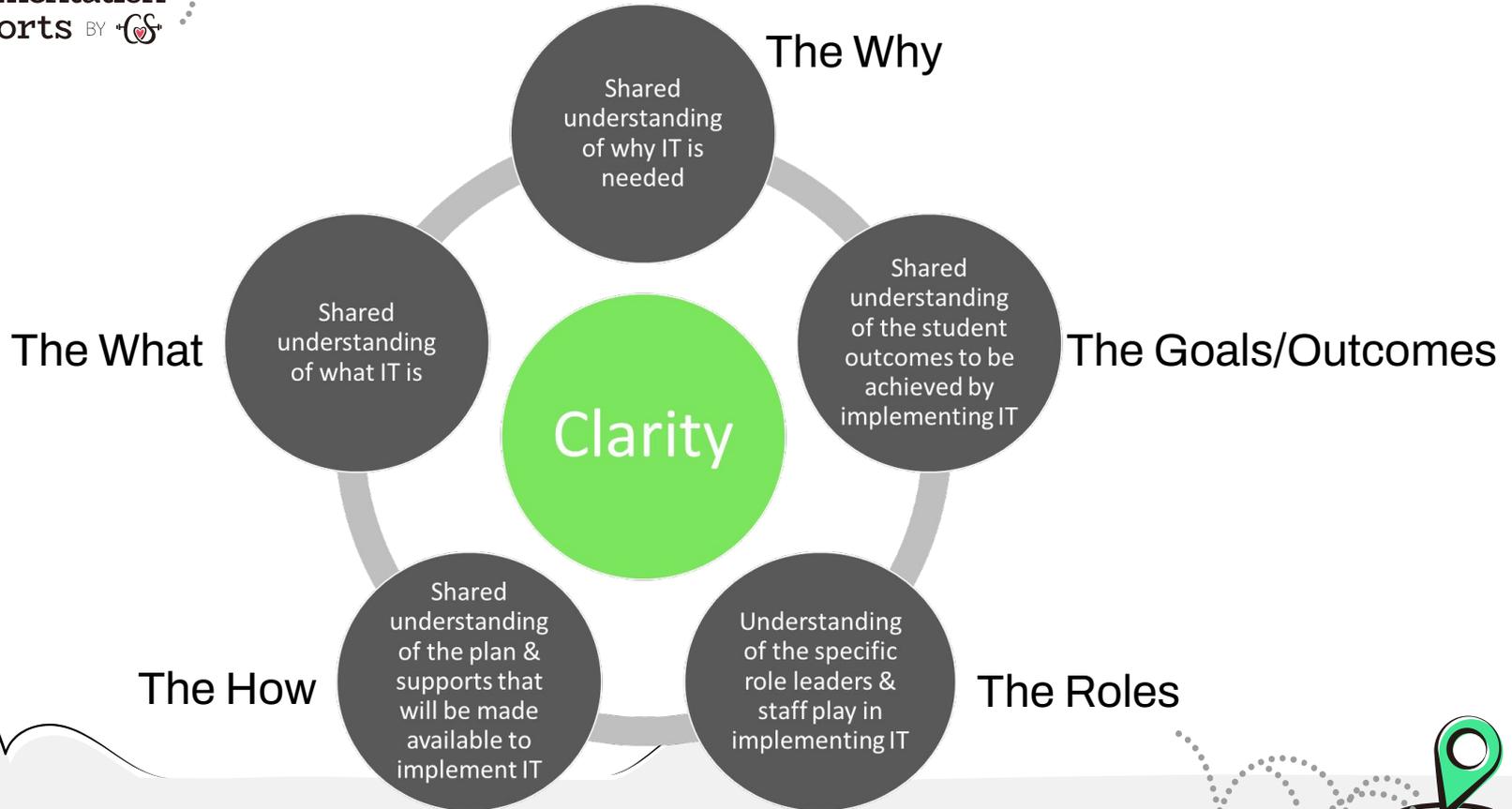
Thing 4

Thing 5

Thing 6



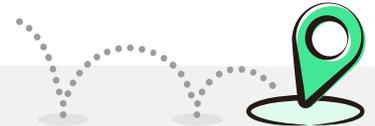
# Clarity with regard to what?

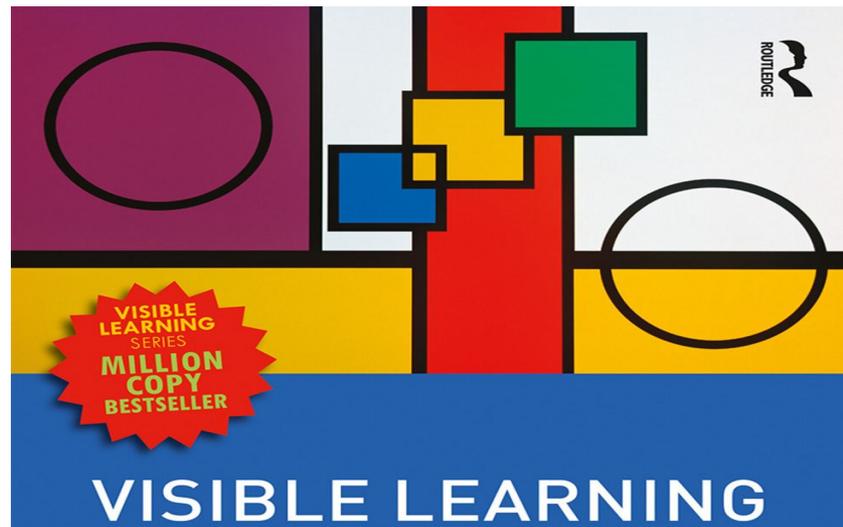


# Boosting Collective Efficacy

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**Collective efficacy** refers to a shared belief that educators can have a positive impact on student outcomes – **despite other influences in students' lives that challenge those outcomes**





Collective Efficacy is ranked as the number one factor influencing student outcomes with an effect size of 1.57. More than three times as predictive of student outcomes as socioeconomic status



# Boosting Collective Efficacy

External  
Locus of  
Control



Internal  
Locus of  
Control



# Tug-o-war with a monster



Bottomless  
Pit



**Let Go** of the rope  
by stopping to  
fight against  
external factors

Shift & persist to  
focus on those



# Raise Your Hand If You Agree

*Educators can't make students do anything,*  
but they can have a significant influence on  
students' well-being, choices and behavior.





# Raise Your Hand If You Agree

*Administrators can't make staff do anything,*  
but they can have a significant influence on  
staff wellbeing, choices and behavior.



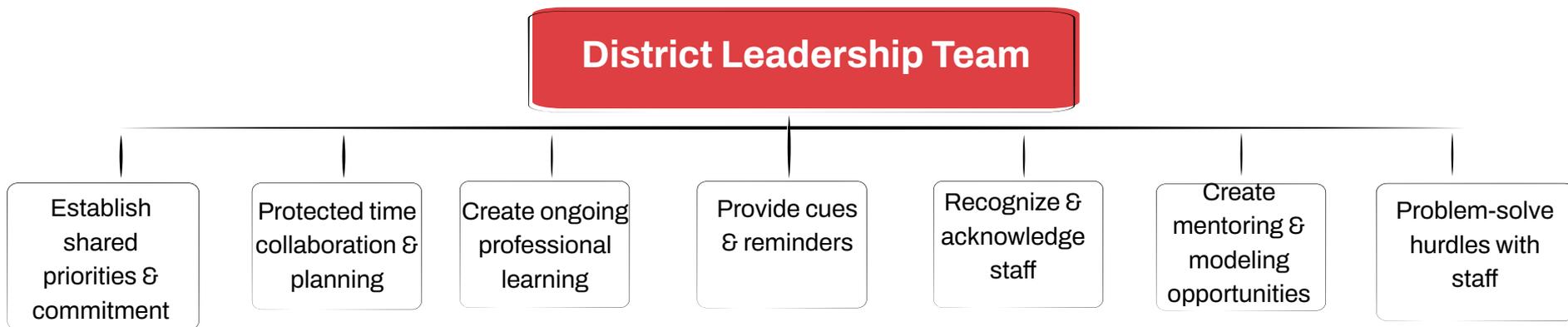


Co-create and positive a **positive school culture and climate** that promotes well-being and engagement

Intentional and consistent **implementation of practices** that lead to prioritized outcomes



## Systems of support for staff



## Areas of Low Efficacy Among Educators

- Addressing challenging behavior
- Student mental health
- Family Supports



1. *Teach Agreed Upon Behavioral Expectations in Each & Every Setting (Classroom & Non-Classroom)*
2. *Model the Behavioral Expectations*
3. *Cue/Prompt to Remind of the Expectations*
4. *Actively Supervise to Monitor Expectations*
  - a. *Acknowledge and recognize students for exhibiting behavioral expectations*
  - b. *Progressively respond when students exhibit behaviors inconsistent with the expectations*

**RINSE & REPEAT**

[Link to resource](#)



1  
**Teaching Practices**

2  
**Relational Practices**

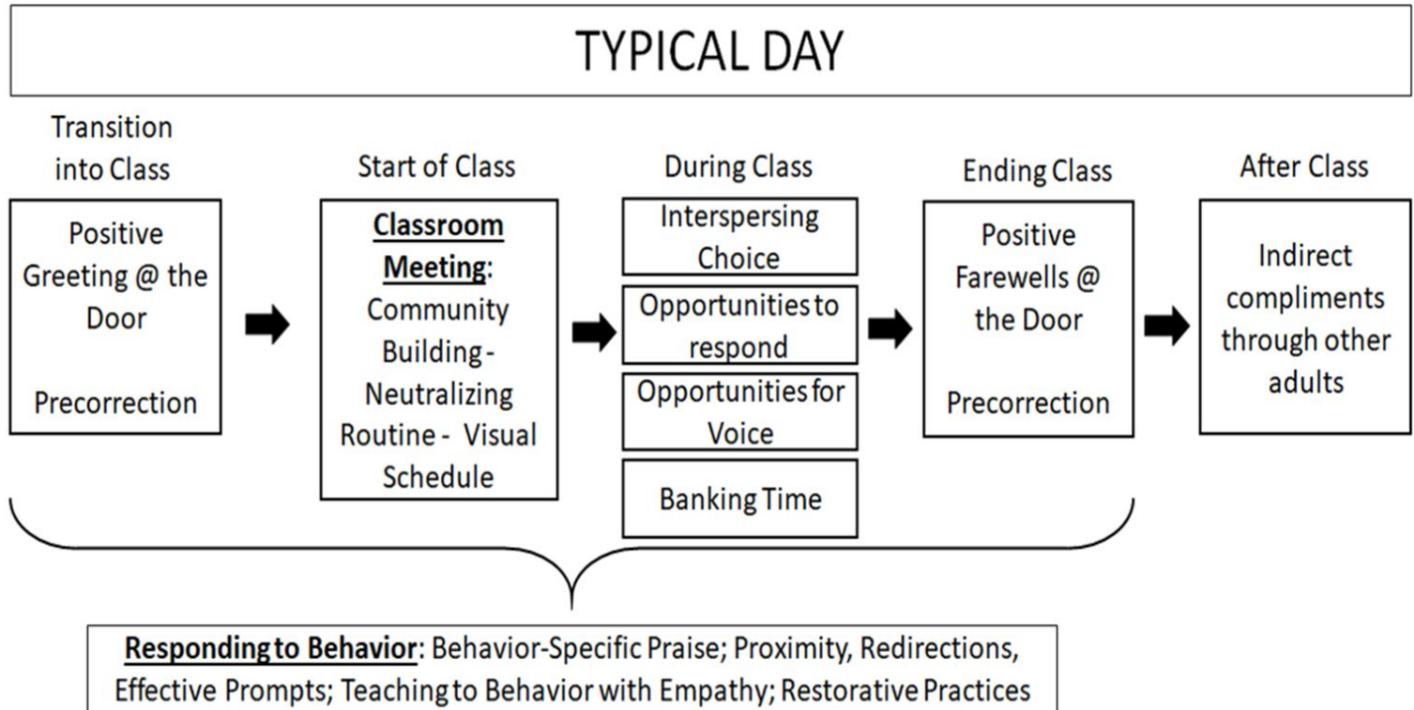
3  
**Proactive Practices**

4  
**Responsive Practices**

[Link to slide deck on classroom practices](#)

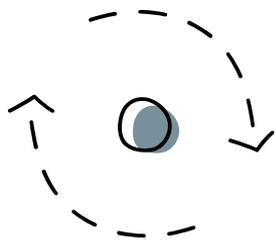


# Integrating practices within a Typical Day



# Positive Culture and Climate

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What is

**SCHOOL CULTURE?**



# Culture



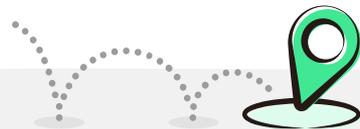
**Culture = how people behave as a group** “...goes much deeper than a mission statement... culture is how group members actually behave, repeatedly and habitually.”  
- James Hunter



# Culture Produces Climate



**Positive school culture** impacts how educators and students think about, feel towards, and ultimately would describe their experiences being in school (that is, climate)



**To BE > To DO**



## To Be List



How do we want **to be** as positive co-contributors of a culture that produces a climate of well-being, belonging and engagement?



# Acknowledging and Recognizing Staff

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# Acknowledging & Recognizing Staff

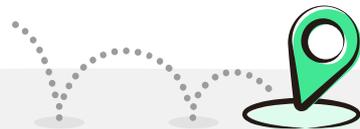
**Creating a system of routinely acknowledging and recognizing staff so they feel valued and appreciated for who they are and what they do.**





“People will forget  
what you say,  
people will forget  
what you do, but  
people will never  
forget the way you  
made them feel.”

—Maya Angelou





**Think BIG yet Act Small**  
brief experiences that jolt us,  
elevate us, inspire us and  
change us—intentionally  
create these **powerful**  
**moments for staff**

[Link Here](#) to Document on Staff Acknowledgement and Recognition Ideas



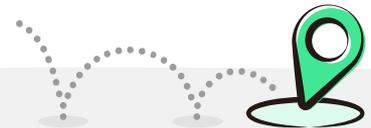
**Pause and take a moment to identify 3-5 administrators, teachers or staff to create a powerful moment.**

Example Script 1:

I was sitting down in the office and I realized that I needed a reminder of what school is all about. When I get the honor of going into your classroom, I reminded of what it's all about. Thanks for being here and choosing to be an educator. And thank you for reminding us all what this work is about.

Example Script 2:

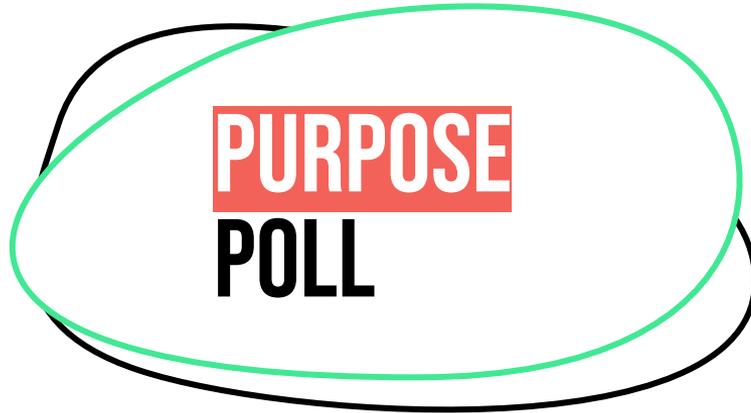
Do you know what I love most about school? I love when the kids talk about teachers, such as you. I love coming into your room and not wanting to leave. I love hearing kids talk in the lunchroom or hallways about what they are going to be doing in your class because then I want to see. My words can't express how much you mean to this school and our students.



**If you lose sight of your why, others  
will fill it in for you**



*~* (1) MY WHY IS...



*~* (2) MY WORK MATTERS BECAUSE...

(3) THE MOST MEANINGFUL PART... *~*



# Listen & Support

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## Listen and Support so staff feel heard

1

Check-ins with staff to hear how things are going and ask what they need

2

Provide staff with anonymous ways of providing feedback

3

Host listening sessions to hear about what is going well and what needs improvement

Be sure to not only listen but make and share plans on ways in which you will take action OR advocating for what they need



# Model & Remind

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## Model the Individual Strategies You Wish to See in Staff

### Individual Strategies

1. **Self-Care (TLCs)**
  - a. Sleep
  - b. Exercise and Spending Time Outdoors
  - c. Nutrition
2. **Social-Emotional Competencies**
  - a. Values clarification
  - b. Reframing: Inner Helpful Thoughts
  - c. Maintaining an Internal Locus of Control
  - d. Regulating Strong Feelings and Stress
  - e. Practicing Mindfulness
  - f. Practicing Gratitude

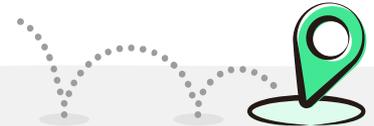


People need to be **reminded more**  
than we need to be taught

### Individual Strategies

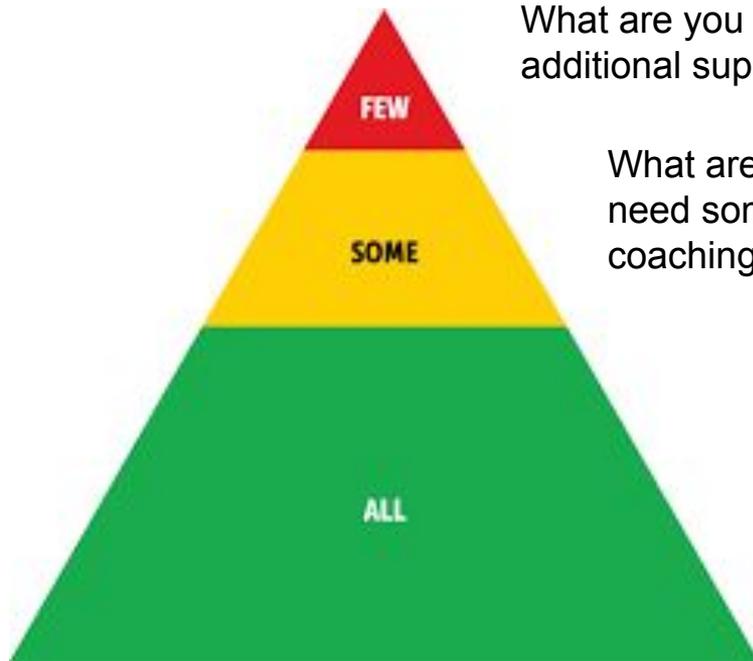
Embed reminders in  
communications to  
prioritize individual  
strategies

1. **Self-Care (TLCs)**
  - a. Sleep
  - b. Exercise and Spending Time Outdoors
  - c. Nutrition
2. **Social-Emotional Competencies**
  - a. Values clarification
  - b. Reframing: Inner Helpful Thoughts
  - c. Maintaining an Internal Locus of Control
  - d. Regulating Strong Feelings and Stress
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  - f. Practicing Gratitude



# Connect to Additional Support

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What are you doing to connect a FEW staff who need additional support including mental health support?

What are you doing to support SOME staff who need some more support (mentoring or coaching)?

What are you doing to promote the well-being for ALL staff?



# Having a **supportive conversation** to connect staff to additional support

---

1. Find a time to connect confidentially with the staff person
2. How are you doing?
3. I've noticed that.....(share what you've noticed around the person struggling)
4. I wanted to encourage you to take advantage of a support that is available and provide a rationale (normalize that many staff are taking advantage of it)
5. Offer to help connect them to a support or ask if there is someone else



CISbyCS specializes in supporting districts and schools to integrate and implement supports to promote the well-being educators and deliver a continuum of social, emotional, and behavioral supports for students, if you're interested,

**contact us to connect!**

[info@characterstrong.com](mailto:info@characterstrong.com)

[\*\*clay@characterstrong.com\*\*](mailto:clay@characterstrong.com)



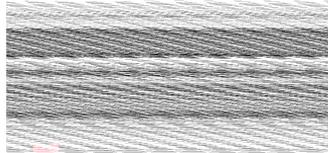
We also have pk-12 SEL curriculum  
and other products, **book a call to  
check them out or go to our website!**

Website

[www.characterstrong.com](http://www.characterstrong.com)

Contact Us

[info@characterstrong.com](mailto:info@characterstrong.com)



# 1-1-1



**Thing You Learned**



**Something You Want to  
Know More About**



**A Commitment You're  
Going to Make**



# Questions or Comments

Contact

[clay@characterstrong.com](mailto:clay@characterstrong.com)

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