

Educator Burnout & Demoralization: How to Support Good Work in Difficult Times

Doris Santoro

March 16, 2023



Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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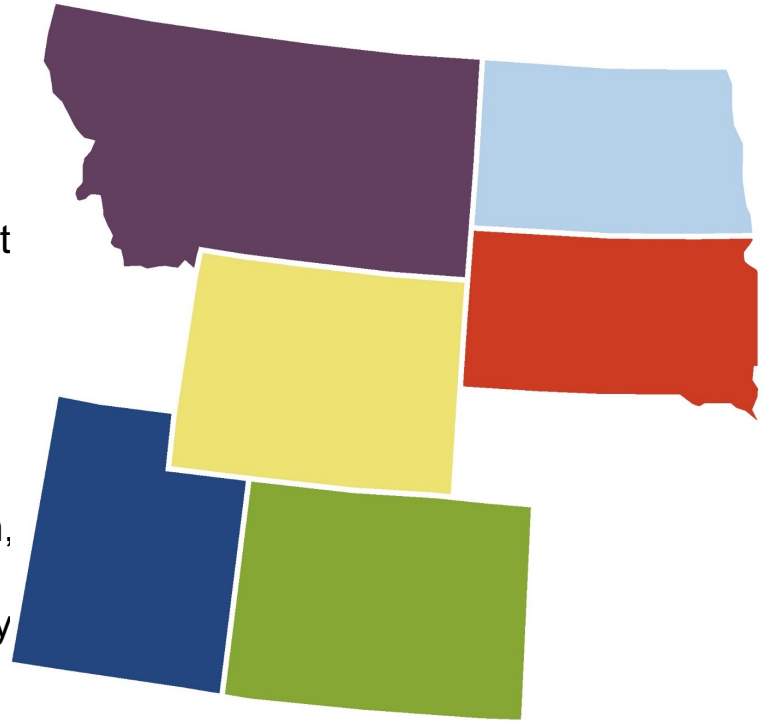
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The work of the Mountain Plains MHTTC is supported by grant H79SM081792 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

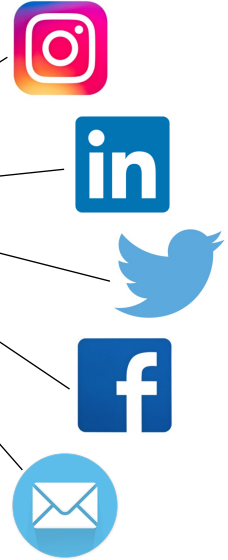
NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

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Mountain Plains MHTTC
March 16, 2023

DEMORALIZED

Educator Burnout &
Demoralization:

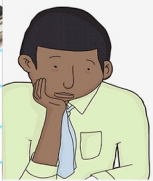
How to Support Good Work
in Difficult Times

Bowdoin

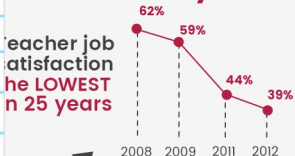
Doris A. Santoro



Every year
500,000
TEACHERS BURNOUT



42%
TEACHERS
leave the
workforce
within
5 years



Attrition costs
U.S. schools
7 BILLION EACH YEAR

TEACHER BURNOUT

Warning Signs to Watch Out For



5

4 Fabulous
..... Ways to
prevent
Teacher
Burnout.

KEYS TO AVOIDING TEACHER BURNOUT

TIPS FOR AVOIDING TEACHER BURNOUT



INEQUITY IMPACTS TEACHERS



will leave by next Sept

1 out of 5
TEACHERS
in high-poverty schools

OAKLAND'S attrition rate is **70%**

WHEN TEACHERS

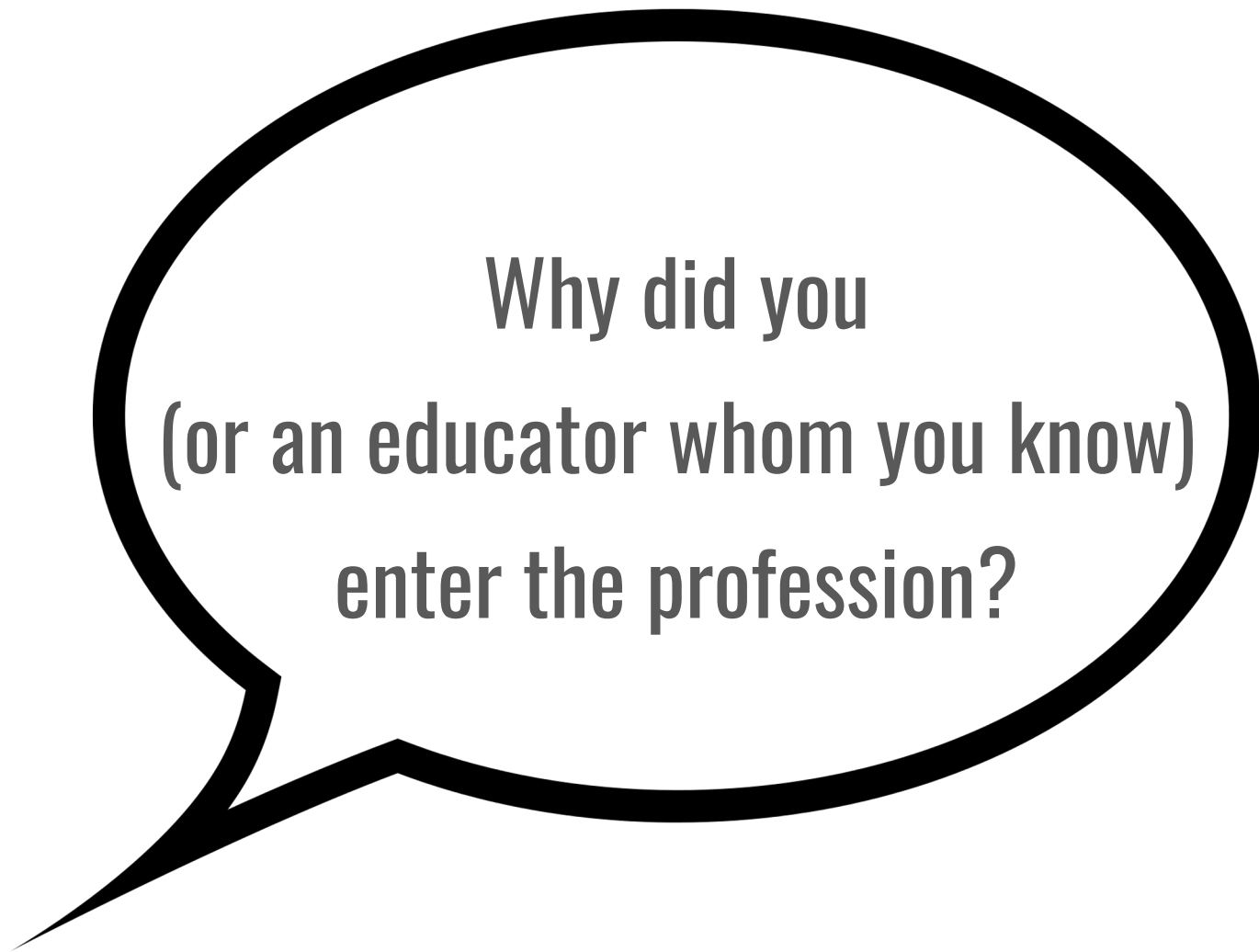
- Parental Con
- Frustration A
- School Admi
- Teacher Stre
- Class Sizes



TANYA YERO Teaching

3 TIPS FOR AVOIDING TEACHER BURNOUT



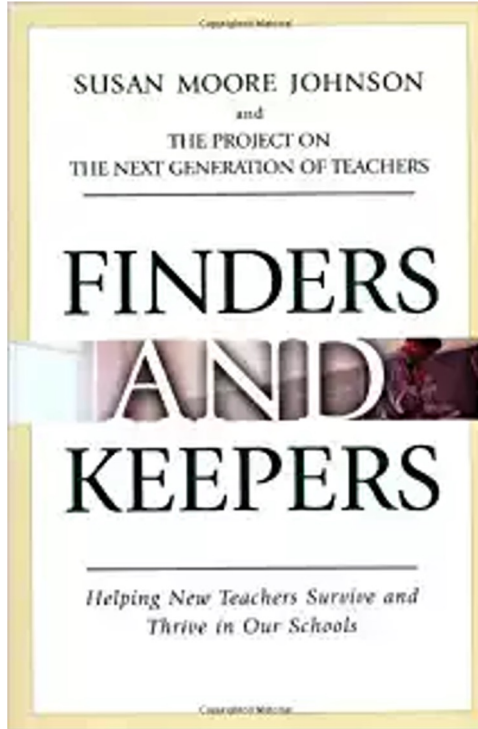


Why did you

(or an educator whom you know)

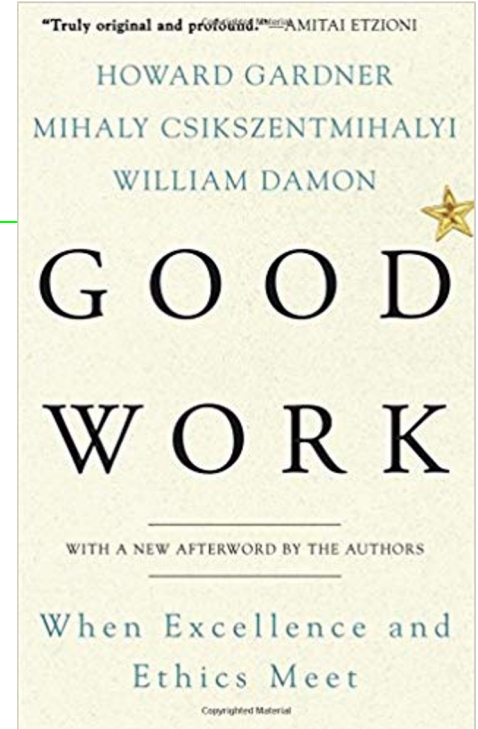
enter the profession?

Moral motivations engage and sustain teachers who want to do “good work”



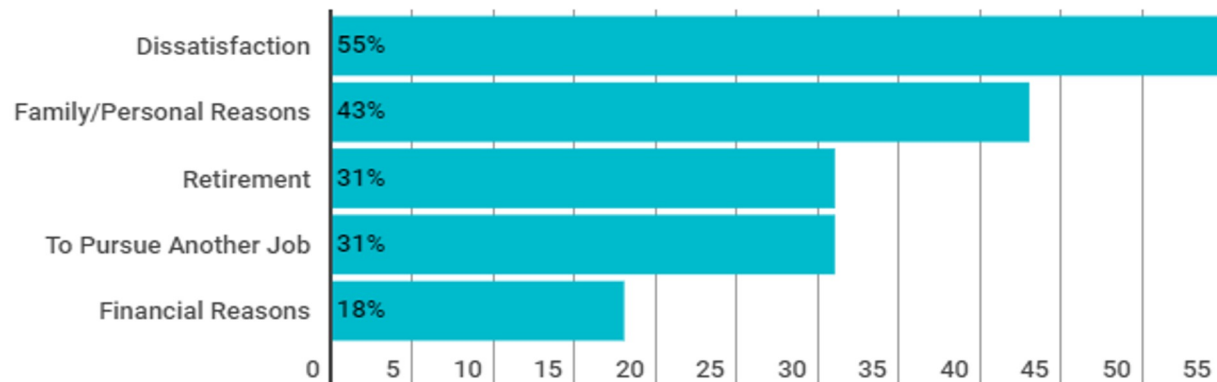
Good Work

- Driven by social purpose larger than individual practitioner
- Conducted in an ethically responsible manner to meet above goals



Why Teachers Leave

These are the factors teachers report as being very important for leaving teaching.



SOURCE: Learning Policy Institute analysis of National Center for Education Statistics Teacher Follow-Up Survey, 2012-13

EDUCATION WEEK

NEA News

Survey: Alarming Number of Educators May Soon Leave the Profession

We know what it will take to address this crisis. Elected officials must act now to prevent a mass exodus of teachers and other school staff over the next few years.

neaToday

By: Tim Walker, Senior Writer

Published: 02/01/2022

SHARE



A staggering 55 percent of educators are thinking about leaving the profession earlier than they had planned, [according to a National Education Association \(NEA\) survey](#) of its members released on Tuesday. This represents a significant increase from 37 percent in August and is true for educators regardless of age or years teaching, driving buses, or serving meals to students.

However, the poll found that a disproportionate percentage of Black (62%) and Hispanic/Latino (59%) educators, already underrepresented in the teaching profession, were looking toward the exits.

Pandemic Anxiety Was Higher for Teachers Than for Health-Care Workers



By Sarah D. Sparks — November 15, 2022 ⌚ 4 min read



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EdWorkingPaper No. 20-279

Sustaining a Sense of Success: The Importance of Teacher Working Conditions During the COVID-19 Pandemic

Matthew A. Kraft
Brown University

Nicole S. Simon
City University of New York

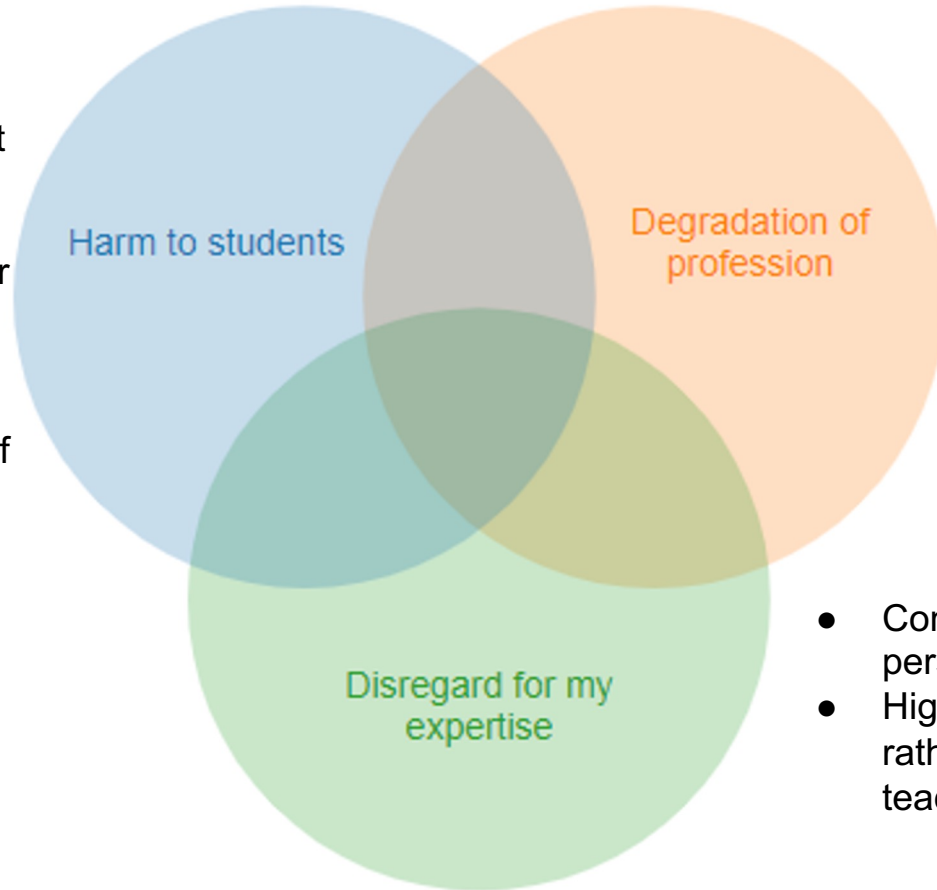
Melissa Arnold Lyon
Brown University

Demoralization is a moral form of teacher dissatisfaction.

It is rooted in discouragement and despair borne out of ongoing ***professional value conflicts*** with pedagogical policies, reform mandates and school practices.

Sources of teacher demoralization

- Curriculum pacing that does not permit responsiveness
- Testing prioritized over learning
- Rights that are not respected
- Ranking and closing of schools
- Required professional development that results in chronic absenteeism



- Pervasive anti-teacher rhetoric
- Scripted curriculum
- Assessments of teacher quality limited to test scores
- District hiring underprepared, temporary workers
- Colleagues who don't pull their weight
- Concerns treated as absurd/personal
- Highly-paid consultants hired rather than drawing on teacher knowledge

Is it burnout or demoralization, or both?





TooDope Teachers @TooDopeTeachers · May 18

What if your teaching no longer seems to align with what schools do today?



Both Sides Continue To Negotiate In Denver Teacher Strike

February 13, 2019 · 5:10 AM ET

Heard on [Morning Edition](#)

JENNY BRUNDIN

JOHN HAYCRAFT: My name is John Haycraft, and I am pissed.

BRUNDIN: Teacher John Haycraft joins several hundred teachers rally, just across the street from bargaining. Teachers say the current system is crumbling from years of not listening to teachers' complaints about Denver's school system. Haycraft says only five of the 53 teachers he began with at the time he started teaching 20 years ago are still there. He wonders how long he'll stay.

HAYCRAFT: People call it burnout, but that's not the right word. I haven't burned out. I've been demoralized.





Teachers' remoralization strategies



- Professional Community
- Voice/Writing
- Activism
- Teacher Leadership
- Student-Centered Action



STRUCTURAL SUPPORTS TO PROMOTE TEACHER WELL-BEING

Doris A. Santoro | Bowdoin College
Olga Acosta Price | George Washington University

Brief No. 19

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

CENTRAL QUESTION

What does the research say about structural supports that enable teacher well-being?

KEY INSIGHTS

Breaking Down the Issue

- Burnout and demoralization are meaningfully different forms of work dissatisfaction that each affect teachers' ability to do their jobs and influence decisions to remain in the profession.
- System and school conditions contribute to or buffer against demoralization and burnout in ways that directly affect the lives of both teachers and students.
- Evidence is growing that the pandemic has increased demoralization and burnout among many teachers.

Strategies to Consider

- A culture of mutual trust, respect, and open communication among teachers and school leaders allows them to work together to improve practices and solve problems.
- A schoolwide commitment to social and racial justice and to affirming educators' identities can help counter the forces that contribute to high rates of burnout and turnover for teachers of color.
- School leaders who protect teachers' time and prioritize teacher learning see higher levels of teacher satisfaction.
- Teacher involvement in the design and implementation of learning opportunities is essential to effectively improve teacher morale and student achievement.
- Trauma-informed strategies and mindfulness supports for teachers reduce stress in ways that positively affect both teachers and students.
- Open communication with educators

Strategies to Avoid

- Wellness requires ongoing and long-term schoolwide change and should not be treated as a superficial, siloed, or short-term goal.
- Although school leaders set the direction in the school, prescribing practices without teacher involvement and monitoring compliance often result in low levels of teacher buy-in and adoption.



School leaders can support teacher re-moralization today – for free!

- Listen for, recognize and respond to teachers' moral concerns.
- Become curious about teachers' resistance.
- Facilitate discussions about what teaching and barriers to it.
- Institute a listen-to-teachers tour throughout the district.



- Create opportunities for teacher leadership; before hiring a consultant, ask if there are teachers with the requisite expertise (and pay them!).
- Separate federal, state, and district initiatives into three categories: non-negotiable, desirable and better-off-ignored.

Demoralization is a moral form of teacher dissatisfaction.

It is rooted in discouragement and despair borne out of ongoing ***professional value conflicts*** with pedagogical policies, reform mandates and school practices.

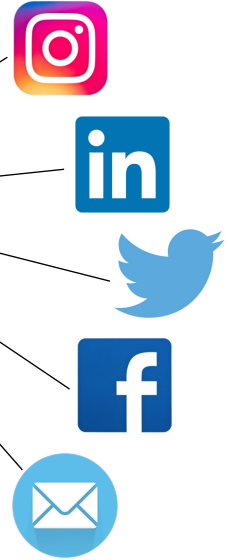


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THANK YOU!



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