CORE FUNCTION	EFFECTIVE PRACTICE	INDICATOR
Personalized Learning: Social/Emotional Competency	Providing instruction, modeling, classroom norms, and caring attention that promotes students' self-respect, management of emotions, concern for others, and responsibility.	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)

Teacher burnout is a common occurrence in schools throughout the U.S. A study by Farber (1991) indicated that between 5% and 20% of all U.S. teachers are burned out at any given time. This can result in low employee morale and high turnover. The American School Board Journal (Vail, 2005) reported that "one-third of new U.S. teachers leave the profession during their first 3 years and almost half leave before 5 years."

School employee wellness programs that emphasize physical activity, stress management, and nutrition have demonstrated numerous benefits including: increased teacher morale, reduced absenteeism, and higher levels of general well-being and ability to handle job stress among teachers (Blair et al., 1984; Oxreider, 1987; Allegrante & Michela, 1990).

Source: *School Employee Wellness – A Guide for Protecting the Assets of Our Nation's Schools*

References and Other Resources:

Allegrante, J. P., & Michela, J. L. (1990). Impact of a schoolbased workplace health promotion program on morale of inner-city teachers. *Journal of School Health, 60*(1), 25–28.

Blair, S. N., Collingwood, T. R., Reynolds, R., Smith, M., Hagan, R. D., & Sterling, C. L. (1984). Health promotion for educators: Impact on health behaviors, satisfaction, and general well-being. *American Journal of Public Health, 74*(2), 147–149.

Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher.* Jossey-Bass.

Oxreider, A. (1987). Our school wellness program cut staff absenteeism and might save lives. *American School Board Journal, 29*.

Vail, K. (2005). Climate control: Ten ways to make your schools great places to work and learn. *American School Board Journal, 192*(6), 16–19.

Examples:

Findings from a 10-week health-promotion program for Dallas Independent School District employees that focused on exercise and physical fitness included improvements in teachers' overall lifestyles and a reduction in absenteeism—exercising teachers had on average 1.25 fewer missed days than nonexercising teachers—which led to a savings of $149,578 for the district in costs for substitute teachers (Blair et al., 1984; Blair et al., 1986).

"In a community school district in New York City, the Health Enhancement Program (HEP) included four components: (1) an orientation session for eligible participants about behavioral risk factors that included a health risk appraisal (HRA); (2) a sponsored health fair that included a comprehensive series of diagnostic medical screenings; (3) group sessions for participants who completed the HRAs to discuss risk factors, results, and available health education programs; and (4) eight intervention programs that included stress management, nutrition education, healthy back, fitness, weight control, smoking cessation, recreational activities, and a daily salad delivery service. The HEP had a significant impact on

the morale of teachers, and teachers rated school quality and climate more favorable after the HEPs were implemented (Allegrante & Michela, 1991)."

Source: *School Employee Wellness – A Guide for Protecting the Assets of Our Nation's Schools*

References and Other Resources:

Allegrante, J. P., & Michela, J. L. (1990). Impact of a school-based workplace health promotion program on morale of inner-city teachers. *Journal of School Health, 60*(1), 25–28.

Blair, S. N., Collingwood, T. R., Reynolds, R., Smith, M., Hagan, R. D., & Sterling, C. L. (1984). Health promotion for educators: Impact on health behaviors, satisfaction, and general well-being. *American Journal of Public Health, 74*(2), 147–149.

Blair, S. N., Smith, M., Collingwood, T. R., Reynolds, R., Prentice, M. C., Sterling, C. J. (1986). Health promotion for educators: Impact of absenteeism. *Preventive Medicine, 15*, 166–175.

Evidence Review:

Relational trust is foundational for school professionals, parents, and community leaders to initiate and sustain efforts at building the essential supports for school improvement. When relational trust is present and school personnel feel supported, they feel safe to try new practices and reach out to parents (Bryk et al., 2010). A longitudinal study of over 400 elementary schools in Chicago found that relational trust can be established through respectful interactions, personal regard for others, and the demonstration of competence in core role responsibilities and personal integrity. The following behaviors were present in schools with high levels of relational trust:

- genuine listening to what each person has to say and taking other people's views into account in subsequent actions;
- when disagreements occur, opinions were respected;
- people extending themselves beyond the formal requirements of a job definition or a union contract;
- transparency;
- reaching out to others;
- competency in core role responsibilities; and
- follow through on commitments.

Source: Anthony S. Bryk and Barbara Schneider, *Trust in Schools: A Core Resource for School Reform*. March 2003 | Volume 60

Evidence Review: (Developed by CASEL) Collegiality

As Christine Villani (1996) notes:

> Collegial behavior is demonstrated by teachers who are supportive of one another. They openly enjoy professional interactions, are respectful and courteous of each other's needs. (p. 44)

Fullan and Hargreaves (1996) warn that collegiality cannot be "contrived" by requiring teachers to plan together or consult together, to engage in peer coaching, or the like. Rather, collegiality is characterized by authentic interactions that are professional in nature. According to Fullan and Hargreaves, these behaviors include:

- openly sharing failures and mistakes,
- demonstrating respect for each other, and
- constructively analyzing and criticizing practices and procedures.

In effect, collegiality is characterized by tacit norms of professional behavior (Deal & Peterson, 1990; Lortie, 1975).

Source: Marzano, What Works in Schools, pp. 61–62, 2003

Evidence Review:

Researchers have found that teachers who develop relationships with professional colleagues for guidance and support are more likely to implement new practices and successfully address behavior problems in the classroom. Trusting peer relationships can occur through informal interactions, collaborative learning teams, mentoring, and peer coaching. Mentors and peer coaches often assist their colleagues by conducting observations, suggesting innovative strategies and techniques, and providing an environment conducive to trying new approaches. Studies have shown the positive impact mentoring and coaching have on attrition, teachers' attitudes and perceptions, procedural changes, student engagement, and students' social relationships. Collaborative learning teams have contributed to positive student social and behavioral outcomes.

Source: IES Practice Guide for Reducing Behavior Problems in the Elementary School Classroom

CONNECTING THE RESEARCH TO OUR PRACTICE: ASSESSING YOUR SCHOOL'S NEEDS RELATED TO THIS INDICATOR

Assessing your school's needs and infrastructure is a critical first step in identifying evidence-based practices appropriate for your school and planning for improvement. The NC Facilitated Assessment of MTSS-School Level, the NC Teacher Working Conditions Survey, and CASEL Guide to Schoolwide SEL will help your team determine your next action steps on this indicator. These resources, specifically the Creating a Professional Culture Based on SEL Course, will also help your team develop a school culture that promotes and supports the physical, social, emotional, and behavioral health of all school personnel.