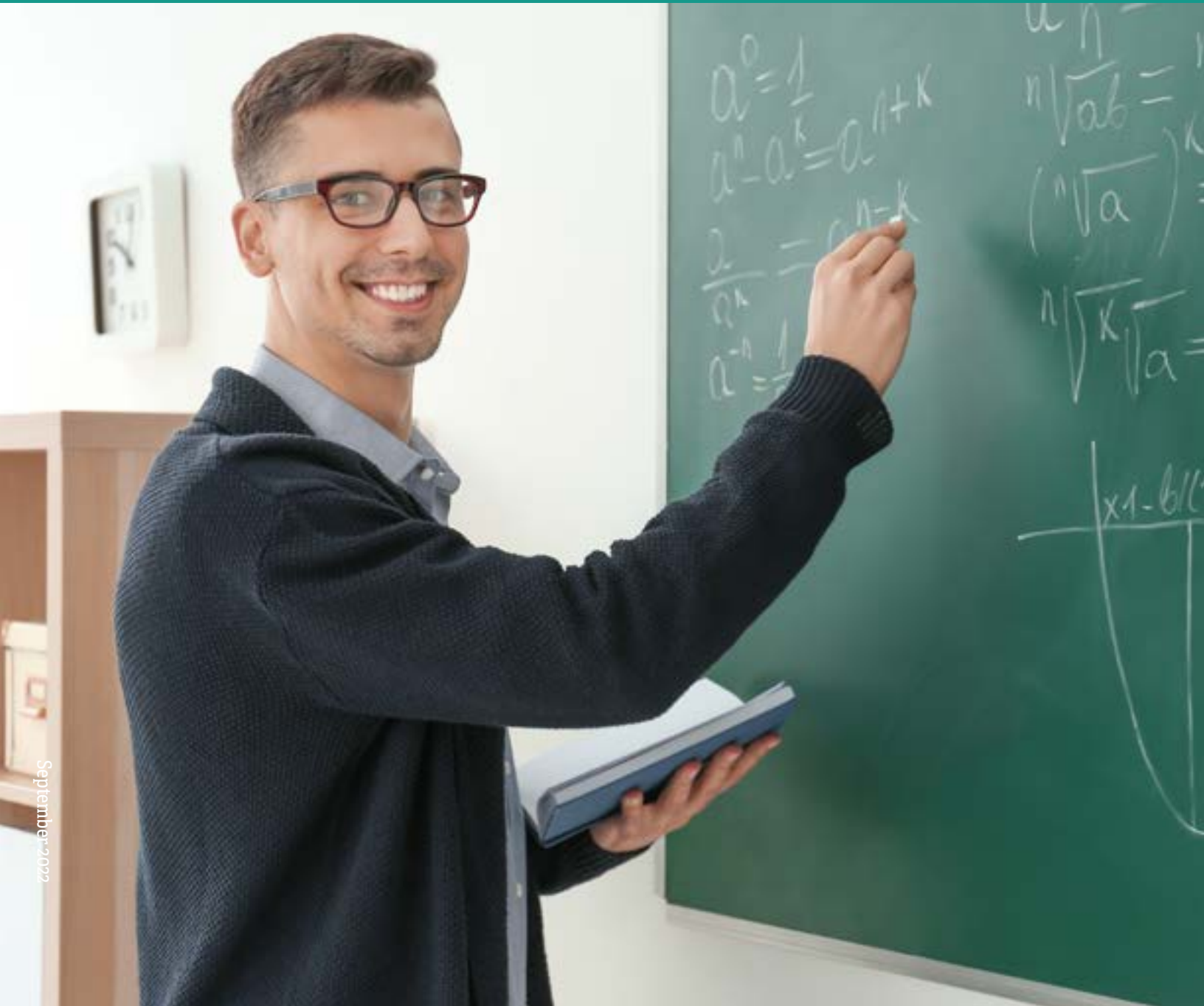


BASECAMPUS

MENTAL HEALTH TOOLS & SUPPORT FOR TEACHERS

SUMMARY OF 2021-2022 FINDINGS

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
KEY FINDINGS	6
IMPLICATIONS	7
RECOMMENDATIONS	8
INTRODUCTION	10
RESEARCH DESIGN	13
FINDINGS	17
RESEARCH QUESTION 1	17
RESEARCH QUESTION 2	19
RESEARCH QUESTION 3	26
REFERENCES	32
APPENDIX A: FIGURES	34

EXECUTIVE SUMMARY

The Basecampus program is a collaborative project between the H. E. Butt Foundation, Clarity Child Guidance Center (Clarity), and Communities in Schools of San Antonio (CIS-SA). CIS-SA hires and places Social-Emotional Wellness Coaches on school campuses to provide full-time support for teachers, administrators, support staff, and other youth workers in the community surrounding the school. The program works in coordination with One in Five Minds, an interactive online platform of mental health information that is curated and managed by Clarity. The purpose is to provide non-mental health professionals with the tools, resources, and self-care support they need to confidently manage the prevention and early identification of mental health issues in youth. The Basecampus team invited the Urban Education Institute at UTSA (UEI) to evaluate their program implementation. Basecampus and UEI have a two-year research partnership that began in fall 2021. The UEI team collaborates with the Basecampus team to facilitate rigorous continuous improvement cycles to strengthen the program's effectiveness.



Three research questions guided the first year of this mixed-methods study:

- Why did some teachers participate more or less in Basecampus activities?
- How capable are school professionals at recognizing and responding to the mental health challenges of their students?
- How capable are school professionals in caring for their own mental health needs?

KEY FINDINGS



Almost half of the survey respondents engaged with Basecampus one to five times throughout the year, and more than one-third did not engage at all.



One-third of focus group participants, all of whom had taught for at least nine years, reported one-on-one engagement with Basecampus through individual meetings. Another third were aware of Basecampus, but they had not personally engaged with the resources.



The main reason most teachers had not personally engaged with Basecampus was the lack of accessibility related to time constraints, and teachers at School B described geographic constraints since their campus is so large.



Teachers said they could benefit from Basecampus providing mental health and wellness-related resources to parents and providing more in-person training to staff members around trauma, emotions, and mental health.



Teachers and administrators noticed three student challenges that they attributed to the transition from online, isolated learning back to the structure and demands of traditional in-person schooling: lack of social and emotional skills, an increase in student mental health challenges, and a lack of engagement, motivation, and stamina.



The most common problem teachers experienced when attempting to communicate with parents was the difficulty in establishing contact and when contact was established, they spoke of miscommunication with parents rooted in distrust as a barrier to supporting students' needs.



The main cause of teacher stress was a lack of time and other significant stressors were managing student behavioral and mental health challenges, meeting testing requirements, and the lack of outcomes related to teacher feedback which made them feel like their voices were ignored.



The most common issues that prevented teachers from managing their wellness were the amount of time and energy they spend on their work outside of contract hours.

IMPLICATIONS

The root cause of teachers' reduced or lack of engagement with Basecampus was their time constraint. If the structural constraints that do not allow teachers to access Basecampus persist, it will harm Basecampus' ability to make its desired impact. The following recommendations are offered to address this barrier and improve Basecampus' design within the current limitations.



RECOMMENDATIONS

For Basecampus

- Increase accessibility for newer teachers who would benefit from the resources to take care of themselves and their students, but whose time is more limited as they are building their canon of lesson plans and learning administrative systems.
- Incorporate shorter, more frequent programming, increase presence in the classrooms, and continue to take advantage of professional development days.
- Create spaces for teachers to gather, generate solutions, and feel empowered to affect change related to teacher burnout and mental health by developing a Networked Improvement Community (NIC). You can find more information about NICs on the [Carnegie Foundation](#) and [American Institutes for Research \(AIR\)](#) websites.
- Continue to cultivate one-on-one relationships with administrators, teachers, and staff to identify your campus champions.

For Campus Administrators

- Continue to increase proactive community engagement to improve parent-teacher relationships. Improved parent engagement can help reduce teacher responsibilities if parents help plan events, manage hallways, and monitor classrooms. The teachers offered suggestions for this effort:
 - * Host meal-based and/or project-based activities that bring families into the building as often as possible such as community dinners or family game nights.
 - * Host a town hall meeting with parents, students, and staff once a semester to share issues and relevant data.
 - * Host a “Come to School with Your Kid Day” once a semester so parents can see what their children go through each day – their environment, schedules, how they’re doing in class, and how they interact with others.
 - * Go to where families live instead of trying to get them to come to school.

RECOMMENDATIONS CONTINUED

- Develop intentional support for new teachers since stress levels vary based on years of experience. This support may include offering more lesson planning time for first- and second-year teachers, creating mentorship pairs with veteran teachers, and offering additional check-ins with administrators throughout the year.
- Incorporate more in-person training around trauma, social-emotional learning, and mental health, which Basecampus can provide.

For District Administrators

- Move hiring decisions to the campus level to improve staffing and increase efficiency.
- Every person who works for the district should be required to teach at least one class for a minimum number of hours each semester since teachers feel administrators are unaware of their workload and unique problems. We believe this will build trust with teachers and increase staff buy-in.
- Utilize teacher feedback and include them in important conversations that affect their roles or their students, then formally communicate the outcomes with them.
- Give teachers more time in their day. The teachers offered suggestions for this effort:
 - * Reduce the number of items teachers are required to complete.
 - * Decrease the length of the school day.
 - * Give teachers an extra 30 minutes of planning at the beginning of the day.
 - * Transition to 4-day work weeks or year-round school with 2-week breaks.
 - * Let students who are thriving take off from school the week before Thanksgiving while students who need to improve their grades attend school, which incentivizes students to pass their classes. Teachers volunteer to supervise the students while also catching up on their work.

INTRODUCTION

The Texas Education Agency (2021) estimates one in six school-aged youth experiences impairments in life functioning, including impacts on academic achievement due to mental illness. Less than half of those diagnosed receive treatment, and of those who do receive treatment, over 75% receive this treatment at schools (Merikangas et al., 2011). The effects of the COVID-19 pandemic are expected to widen the gap between student mental health needs and accessible services (Herold, 2020).

Unfortunately, teachers also experience mental health challenges. Teachers are reported to be at increased risk of common mental health disorders compared to those in other occupations (Kidger et al., 2016). Research also suggests that when teachers experience poor well-being, their belief that they can help students with emotional problems is reduced (Sisask et al., 2014). More importantly, the results of a similar study suggest that “better teacher wellbeing is associated with better

student wellbeing and with lower student psychological difficulties as well as lower teacher depressive symptoms being associated with better student wellbeing” (Harding et al., 2019, p. 181).

Teacher attrition refers to the number of teachers leaving the profession each year. According to Greenblatt (2022), since the beginning of the pandemic in 2020, more than half a million teachers have left the profession. A National Education Association poll conducted in early 2022 found that 55% of teachers said they would leave education sooner than planned, up from 37% in August 2021 (Walker, 2022). The Wall Street Journal estimates that 300,000 public school teachers left the field between February 2020 and May 2022 (Dill, 2022). The high rates of teachers leaving education have many adverse effects. Kelchtermans (2017) argues that teacher attrition presents an economic loss to school districts and increases administrative workload. It also disrupts school culture and essential educational processes such as instructional continuity, making it more likely that students are taught by inexperienced teachers. These factors put the quality of students’ learning and development at risk. One study published this year identified four key determinants of teacher attrition: school support, school problems, teacher morale, and teacher voice (García et al., 2022). This study was the first to identify teacher voice as a significant factor. The component of teacher voice was most strongly associated with novice teachers compared to experienced teachers.



The purpose of the Basecampus program is to equip teachers and related staff with the resources and support they need to confidently manage the prevention and early identification of mental health issues in youth. The anticipated effects of this program could increase the teachers' and students' mental wellness, and ultimately teacher retention. This research provides findings from surveys and focus groups that illuminate the school staff's unique experiences and both their successes and challenges with accessing Basecampus.

RESEARCH DESIGN

The research team collected data at two San Antonio high schools (School A and School B located in the same school district) over the course of the 2021-2022 school year through surveys and in-person, semi-structured focus groups, and interviews.

Surveys

Both high schools shared a list of their administrators, teachers, and other staff's email addresses, which were used to distribute invitations to participate in web-based surveys in August 2021 and May 2022. The team received 172 responses in Fall 2021 – nine from School A and 163 from School B – and 32 responses in Spring 2022 – two from School A and 30 from School B (*Figure 1; pg 34*). The Fall 2021 survey questions can be reviewed [here](#) and the Spring 2022 questions [here](#). For the surveys' open-ended answers, researchers conducted human-based content analysis to identify themes and ideas within response data. A

coding system was developed per question that was uniformly applied to quantify qualitative data. Researchers discussed approaches and questions that arose during coding to improve inter-rater reliability. See *Figures 2 (pg. 34) and 3 (pg. 35)* for the detailed distributions of the respondents based on their positions and the number of years at their current campus. This report includes the survey responses that are most related to this study's research questions, but all the Fall 2021 survey responses can be reviewed [here](#) and the Spring 2022 responses [here](#).

Focus Groups

The research team also conducted focus groups in late November/early December 2021 and May 2022. The Basecampus Coach sent optional calendar invitations to administrators, teachers, and other staff members at both campuses. The focus groups averaged 50-minutes. In Fall 2021, we spoke with seven School A teachers and other staff members during one focus group and interviewed one administrator. At School B we spoke with 27 teachers and other staff members across three focus groups, and two administrators during one focus group. In Spring 2022, we spoke with nine School A teachers and support staff members during one focus group and two administrators during one focus group. At School B we spoke with 22 teachers and support staff members across three focus groups, and three administrators during one focus group. All focus groups were audio-recorded and manually

transcribed and analyzed by UEI researchers. The Fall 2021 teacher focus group protocol can be reviewed [here](#) and the administrator focus group protocol [here](#). The Spring 2022 teacher focus group protocol can be reviewed [here](#) and the administrator focus group protocol [here](#).

Interviews

The research team interviewed the Basecampus Coach in December 2021 and May 2022. These interviews averaged one hour. Both interviews were audio-recorded and manually transcribed and analyzed by UEI researchers. The Fall 2021 interview protocol can be reviewed [here](#) and the Spring 2022 protocol [here](#).

Limitations

First, this study may have two sources of biases stemming from the voluntary nature of study participation. Specifically, respondents voluntarily participated in the study as well as answered the questions. If certain characteristics of the respondents were correlated with survey response rates, the study results should be interpreted with caution.

Additionally, the spring surveys and focus groups had less participation than the fall surveys and focus groups. This could be because the first

surveys in August 2021 were advertised on the day they opened in Basecampus' introductory sessions during both campuses' in-service training. In May, there was not an in-person opportunity to kick off the surveys, and teachers received an in-person reminder during the last week of school right before the surveys closed. Spring data collection also coincided with teachers and staff members closing out their responsibilities for the school year.



FINDINGS

This report provides key findings from the project's first academic year of research, which focused on the school staff's perceptions of Basecampus, student challenges, engagement with parents, and their stress and wellness.

RQ1: Why did some teachers participate more or less in program activities?

Who engaged with Basecampus?

Almost half of the survey respondents engaged with Basecampus one to five times throughout the year, and more than one-third did not engage at all (*Figure 4; pg 35*). The largest number of individuals engaged with Basecampus by using the designated wellness spaces on either campus (*Figure 5; pg 36*). In the focus groups, one-third of teachers, all of whom had taught for at least nine years, reported one-

on-one engagement with Basecampus through individual meetings related to specific student needs and personal self-care. Another third of teachers were aware of Basecampus because of biweekly emails from the Basecampus Coach and presentations during department and campus-wide meetings, but they had not personally engaged with the resources.

The main reason most teachers had not personally engaged with Basecampus was the lack of accessibility primarily related to time constraints since teachers often did not have enough time in the day “to do anything but push through.” Additionally, teachers at School B described geographic constraints since their campus is so large, which meant they could not access Basecampus as much as they would have liked.

How has Basecampus been effective?

Teachers acknowledged that Basecampus effectively improved the awareness and presence of its resources throughout the year. They also noted the effectiveness of the centralization of resources. One teacher enjoyed “knowing that [the Basecampus Coach] has her resources centralized and organized, you can just refer all of those needs to her. It’s just nice to have somebody in charge of that, instead of that being another tab open in our brain...it’s a big relief.” Another effective outcome of Basecampus’ efforts was the high participation by office

staff, but they acknowledged that the needs of some teachers “in the trenches” are not being addressed, again because of their lack of time. Teachers and staff said they could benefit from Basecampus providing mental health and wellness-related resources to parents and providing more in-person training to staff members around trauma, emotions, and mental health.

RQ 2: How capable are school professionals at recognizing and responding to the mental health challenges of their students?

What challenges did teachers and administrators notice in students?

The survey asked teachers to assess their confidence in thinking about how to handle students with mental health challenges (*Figure 6; pg. 36*), their confidence in their ability to recognize signs and symptoms of students’ mental health challenges (*Figure 7; pg. 37*), and their confidence in their ability to engage parents when they noticed that a student experienced emotional or behavioral challenges (*Figure 8; pg. 37*). Almost half of the respondents noticed students showing signs of experiencing a mental health issue five or fewer times during the school year (*Figures 9 & 10; pg. 38*). The largest groups of respondents were able to dialog with the student in a way that did not escalate the situation most of the times (*Figure 11; pg. 39*) and to talk to a parent about the issue when it was warranted some of the times (*Figure 12; pg. 39*). In the fall, more than one-third of respondents were able to speak with parents in a way that led to a positive outcome most of the time, and in the spring, more than one-third were able to some of the times (*Figure 13; pg. 40*).

In the focus groups, teachers and administrators on both campuses noticed three student challenges that they attributed to the transition from online, isolated learning back to the structure and demands of traditional in-person schooling.

Lack of Social and Emotional Skills. One of the teachers' biggest concerns for their students was the loss of social and emotional skills. Two teachers described issues with codeswitching and how they had to explicitly re-teach students how to speak to each other and adults and differentiate between what should be said in private versus in public. Other teachers pointed out that many students lacked coping skills after observing their difficulty processing their emotions and responding to the emotions of their peers. Teachers and administrators said students lacked social connections in general. The administrators recognized students' strong desire for a sense of belonging, which showed up in the form of students being willing to act differently, spend time with people they normally would not, and even skip class to feel a connection and friendship, something they missed while learning remotely.



WHAT THEY SAID:

“I think social connection is a big challenge. Unfortunately, we’re all beginning to live more and more through our phones. Being able to actually have a conversation and look people in the eye, I think is a struggle. But just feeling that sense of connection with other human beings because they were so segregated for so long.”

Mental Health Challenges. Teachers and administrators observed an increase in student mental health challenges that are proving to be barriers to their success. They specifically named grief, trauma, depression, and anxiety, including the social anxiety that stemmed from being around a lot of people for the first time since early 2020. At least one teacher noticed students who did not know how to articulate their anxiety, so their symptoms were ignored then they showed up in abnormal, often physical behaviors. Multiple teachers explained that even when students asked for help with their challenges, they do not want to or know how to apply the advice they receive from adults. Multiple teachers referenced the pandemic and remote learning as negatively affecting students' mental health and they also reported increases in negative behaviors after any breaks from school such as holiday weekends and winter and spring break. As the schools neared summer break, teachers gave examples of students' increased stress levels and declining behavior in anticipation of being home for the longest break of the year.



WHAT THEY SAID:

“There’s a weird balancing effect because our kids seem to be much more aware of their mental health, but they don’t know what to do with it. They don’t know how to seek help appropriately. They just don’t know, even when they ask for help, they don’t know how to apply it yet. They’re struggling with the application feature.”

“I just see them very weighed down, but not by like what we’re giving them, it’s just kind of like from what’s coming from the outside. They just look very heavy sort of, that’s what I see.”

Lack of Engagement, Motivation, and Stamina. Finally, teachers and administrators noticed that students lacked the engagement, motivation, and stamina needed for academic success. They offered several reasons for this lack of student buy-in, which included students being distracted by social media and their cell phones, not having purpose and endurance, prioritizing making money over their academics, and blatant refusal to comply. Multiple teachers mentioned that their students lacked the motivation to work hard. The teachers put in extra effort to make the content relevant and engaging to the students, but some students were still disengaged, and teachers heard students say they were “just not feeling it right now” and would rather hang out with their friends instead. The teachers also pointed out that often when students showed engagement and motivation, they did not have the necessary habits and skills to stay engaged and complete the work.

When it came to competing against students’ jobs, the teachers said it was more challenging because parents supported their students’ choice to pick work over school because it brought income into their homes. The decline in student engagement showed up in the form of a higher number of absences and tardies, an issue that was reported more frequently in the spring conversations. In the fall, the administrators also spoke about students and their families’ distrust of the educational system. They said students and adults had barriers that created a resistance to authority, which meant that teachers had to consistently work harder to build relationships with their students and their students’ families. In the spring, teachers and administrators reported that they had started to build more trust with the students, which resulted in students disclosing more information about their home lives.



WHAT THEY SAID:

“I think one of the challenges this year is students, and I think adults too, have barriers up a little bit more than they have in the past and I think that’s related to the pandemic and our experiences being more closed off for over a year, so I think it’s more challenging for students to trust us. This is my experience, and I can’t speak for you guys, so then that makes it a little bit harder to provide students with the support I think they need because they don’t have that trust in an adult figure or an authority figure.”

“I’m gonna just reiterate what [redacted] said earlier; they lack a lot of coping skills to deal with a lot of the trauma that they’ve had either because they haven’t had a lot of time working on it at school, or their parents aren’t familiar with coping skills or are not good models of coping skills, and they’re learning how to come back to school and re-socialize and it’s been hard, so I just want to – he hit the nail on the head.”

“They’ve been left alone with their own, not just with their own thoughts but like their own...going down the social media rabbit hole. It’s like they’ve been left alone with that for too long so bringing them back into like, ‘This is how we behave in public. This is how we interact with people face-to-face.’”

“H-E-B is paying these kids \$15 an hour so they’d rather be there than here.”

What were teachers' experiences when communicating with parents?

The most common problem teachers experienced when attempting to communicate with parents was the difficulty in establishing contact. Teachers frequently had incorrect contact information or parents did not answer or respond to teachers' calls and emails. Teachers usually did not have time during the school day to make phone calls and were unavailable in the evenings when some parents were able to respond. Even when contact was established, teachers and administrators at both campuses spoke of miscommunication with parents as a barrier to supporting students' needs. Teachers recognized that parents distrusted them, similar to their noticing student distrust as well. Parents often did not trust communication from the school either because the parents misinterpreted the tone or context of the messages or because they believed their child's version of an incident instead of the teacher's version. Parents sometimes reacted with strong emotions and some expressed disbelief and outrage over the phone either directed at the student or the teacher. Teachers and administrators said parents often treated their children like adults since they were in high school and were, therefore, less involved in issues than they were in previous years. This was not true of all parents, and we repeatedly heard that teachers experienced a wide variety of responses and outcomes when communicating with parents.

Teachers and administrators also recognized that parents were likely overwhelmed by the same behavior or by other aspects of their lives.

Additionally, to improve parent engagement, School A hosted student-led conferences in the fall where students had strengths-based conversations with their families about what they were doing in school. These conversations provided a neutral ground and shifted the power from the traditional parent-led conversations. Teachers received positive feedback and look to increase participation in the future. When survey respondents were asked about their capability to volunteer time for the planning and execution of a parent engagement event, a little more than one-quarter of the staff said they were very capable and a little less than one-third said they were somewhat capable (Figure 14; pg. 40).



WHAT THEY SAID:

“So, how do you create a connection between us as teachers and the families? How do you bridge that gap? How do you do that? How do you create that connection consistently?”

“You have to be careful with how you say and do things these days because [the student] will go home and say something totally different than what actually happened at school and then you’re defending yourself for really no reason.”

RQ 3: How capable are school professionals in caring for their own mental health needs?

What aspects of teachers and administrators' jobs create the most stress for them?

The main cause of teacher stress was a lack of time and other significant stressors were managing student behaviors and mental health challenges, meeting testing requirements, and in the spring groups specifically, the lack of outcomes relating to ignored teacher voices.

Lack of Time. During nearly all focus groups, teachers talked about the lack of available hours within the contract time. They needed more time to plan their lessons, preferably during their conference period, but conference periods were usually taken up by something else, which meant they needed to come to school early, stay late, or work at home, which affected their work/life balance. Multiple first-year teachers reported spending at least eight hours on the weekend planning for the upcoming week. One teacher asked, “How on earth are we supposed to sort out what every person needs from us in 50 minutes a day? That’s insane.” Another teacher asked, “How do you get it all done but leave when you’re allowed to leave?” On top of trying to plan and execute high-quality, engaging lessons, teachers felt stretched thin when they also tried to accomplish what one teacher described as a “never-ending task list,” which included sending emails, making copies, contacting parents, and serving students in need.

The biggest impact on teachers' lacking time was the many district requirements. In addition to dealing with the emotions and concerns of their students, their students' families, and their own families, teachers also worried about the tasks the district added to their plates that teachers deemed unnecessary. Examples of these assignments were new technology, test preparation, and redundant certification processes. The term "overwhelming expectations" was repeated throughout the discussion. At least two teachers explained that the impact of these expectations was a loss of excitement for the job. One teacher said, "Right when you feel like celebrating, something else gets put on you." The idea of "checking boxes just to check boxes" was brought up again as teachers characterized these tasks as "too much," "not meaningful," "not what we're here for," and "prohibiting helping students to be better." One teacher explained the conflicting feelings of "what we as teachers feel like we should be doing, are obligated to do, are expected to do, and desire to do."

Additionally, teachers repeatedly expressed that first-year teachers have higher levels of stress than veteran teachers, which they say stemmed from first-year teachers needing to build their coursework and veteran teachers having a greater ability to manage parent and administrative relationships and set limits on their work and different life circumstances (e.g., marriage and parenthood) that required prioritization.

Managing Student Challenges. Teachers identified managing students' behavioral, social, emotional, and mental health challenges as a stressor. They spoke about working hard to develop relationships with students and

expressed frustration at the behavior problems they saw and dealt with mostly outside of their classrooms. These issues mostly occurred in the hallways and teachers felt that the lack of discipline, accountability, responsibility and consequences were contributing factors. One teacher said that students feel that “their behavior doesn’t matter,” and another described a fight in the hallway as “messy,” “scary,” and “horrible.” These behavior problems were stressful because many teachers felt they needed to personally fix their students’ problems which meant teachers carried the burden of their students’ stress and anxiety, which worried administrators. Some teachers were unsure about how to respond to these instances, specifically, at which point they should refer students to a counselor.



WHAT THEY SAID:

“As much as these kids are stressed and anxious, you know, it makes us anxious also because we’re responsible for them when they’re in our classrooms and when a child comes to me crying, I feel like I have to fix this. This can’t happen. It’s stressful.”

“A lot of the same struggles with students, I would say are reflected in staff too. On top of that, I think that teachers carry a lot of the struggles that their students are experiencing on their shoulders so they’re taking on the weight. And teachers that enter the profession, do enter the profession as active service and they’re very selfless by nature and they take on needs of their students and that can be a heavy weight for them to carry.”

Testing. Teachers expressed frustration over the relationship between testing time and instructional time. One teacher asked, “When can I teach if I’m constantly assessing?” They felt like students were testing weekly, which affected the teachers’ content delivery timelines. Teachers were worried that their students were not prepared for the multitude of tests they had to take. Students recognized that all they did was take tests so they were unable to decipher what was truly important and frequent testing killed some students’ confidence.

Ignored Teacher Voices. During the spring focus groups, many teachers spoke of their frustration about feeling that their voices were ignored. They explained that there were many opportunities for them to provide feedback at the campus and district levels, but they did not see any outcomes related to the feedback they gave. This led teachers to feel unheard and undervalued and caused some of them to not want to spend time providing feedback in the future. Teachers specifically related this disconnect between feedback and outcomes to the reasons why teachers are leaving the profession. One teacher said, “We’re not being brought in to have a conversation around the systems that are pushing us out,” especially as it related to the lack of teacher representation in the state’s task force to improve teacher retention.



WHAT THEY SAID:

“Okay, cool. We did the thing. We checked the box. And so, it feels like everyone’s just checking boxes all the way up. And it’s like, okay, when do we stop checking boxes? And when do we actually work? Like show the application of it because I don’t doubt that there’s application being done, but...we don’t get to see any of it.”

“We appreciate our teachers, but we’re also going to micromanage them....we want to hear what you’re saying and then we’re not going to tell you what we heard, right?...there’s this push to understand why teachers are leaving the schools in droves, but like, nobody’s actually taking a look at it like well, what have we organized that has somehow led to this whole thing?”

“You could listen to the teachers across the district and they’re all saying the same thing. And it’s time and money, time, money and less hoops and more support.”

How do teachers define teacher wellness?

The largest group of survey respondents said they practiced self-care whenever they could (*Figure 15; pg. 41*). In the fall, half of the staff did not seek out information online about student or educator wellness, and in the spring, the two largest groups of respondents either did not seek out that information or they sought out information about both student and educator wellness (*Figure 16; pg. 41*). Both campuses discussed aspects of their jobs that prevented them from managing their wellness. The most common issues were the amount of time and energy the teachers spend on their work outside of contract hours. Multiple teachers described a common situation where they are told to go home and relax, but they end up not being able to relax and

feel guilty for letting their work “suffer.” At least two teachers said this was because they prioritized students over themselves. Teachers felt that they need to be their best selves 12 hours a day so their students can tell “you love your job, you care about them, you have the knowledge to teach them what they need to know, and you know how to deal with things.” One teacher said having the ability to turn off work and stop thinking about which boxes did not get checked was a helpful part of their wellness.

Many teachers, once again, said if they had more time, they would be able to achieve work/life balance and manage their wellness. Teachers could leave school, focus on their families, and not have to worry about work. They said more time could also help them get certain things done during the school day, specifically during their conference time, including making copies, filling out forms, and getting ready for the next day. One teacher said having time to work without distractions would be helpful to their wellness instead of having to come to school early and stay late to get things done when no one else is there to bother them. Teachers also listed district requirements that cut into their time including submitting lesson plans, adhering to a specific curriculum, learning social-emotional curriculum, professional development days, and meetings.



WHAT THEY SAID:

“Boundaries are tough. I think it’s hard. We go into this profession because we love our kids, and we love working with them. It does often feel like if I am going to take the time for me, it is at the cost of something for my little human beings who are alive and are in front of every single day. I think I end up prioritizing them, which I don’t think is necessarily a bad thing, but that’s the dichotomy of teacher wellness.”

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APPENDIX A: FIGURES

FIGURE 1: RESPONDENT'S CAMPUS

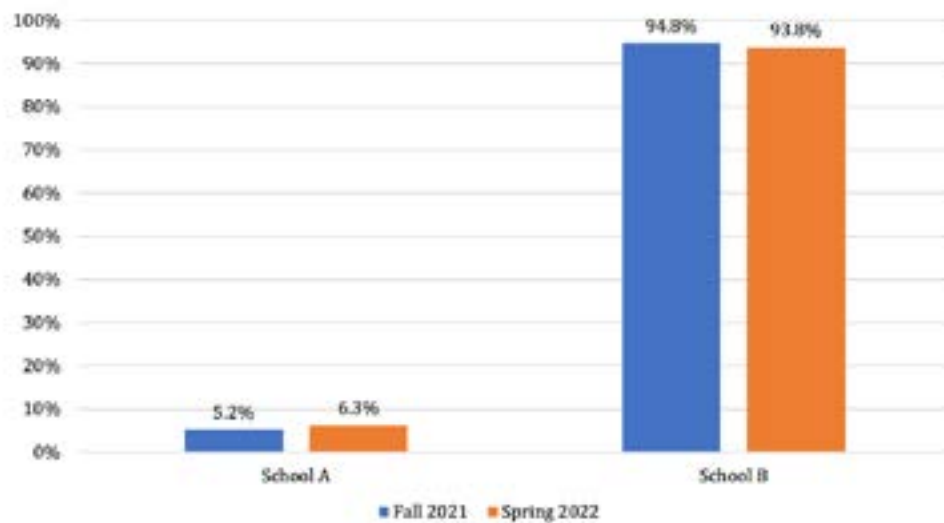


FIGURE 2: RESPONDENT'S POSITION

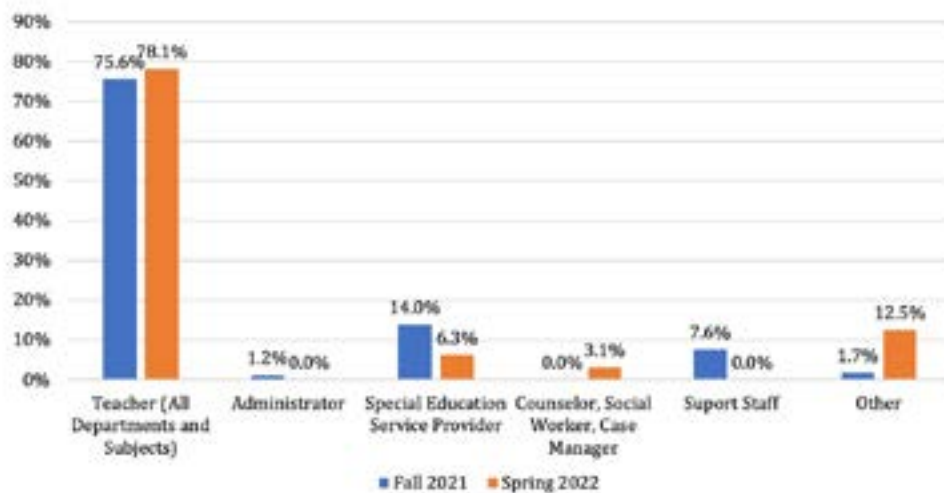


FIGURE 3: NUMBER OF YEARS AT CURRENT CAMPUS

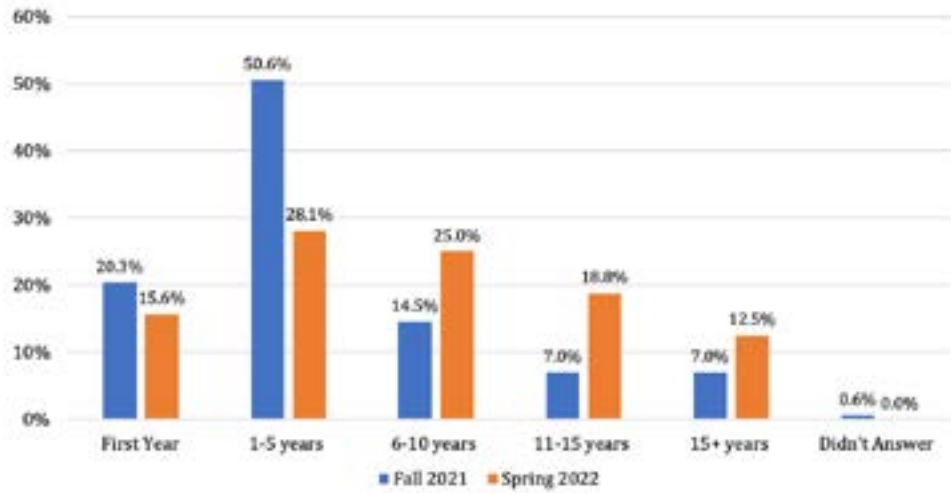


FIGURE 4: NUMBER OF TIMES RESPONDENTS PERSONALLY ENGAGED WITH BASECAMPUS (SPRING 2022)

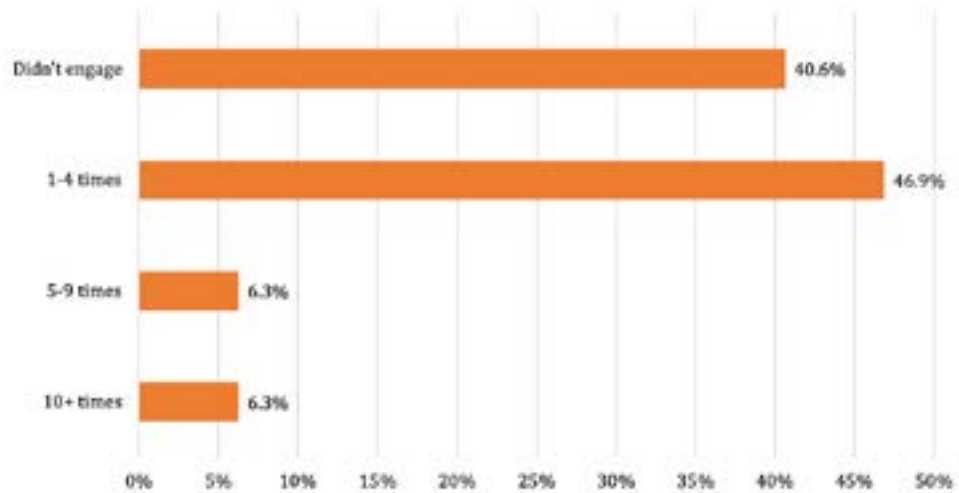


FIGURE 5: HOW RESPONDENTS ENGAGED WITH BASECAMPUS THROUGHOUT THE SCHOOL YEAR (SPRING 2022)

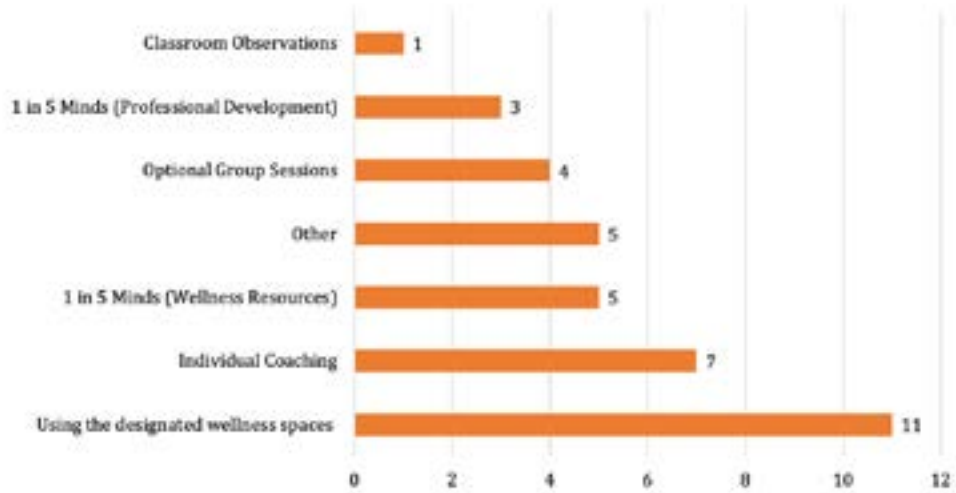


FIGURE 6: “I FEEL FRUSTRATED OR OVERWHELMED WHEN THINKING ABOUT HOW TO HANDLE STUDENTS WITH MENTAL HEALTH CHALLENGES.”

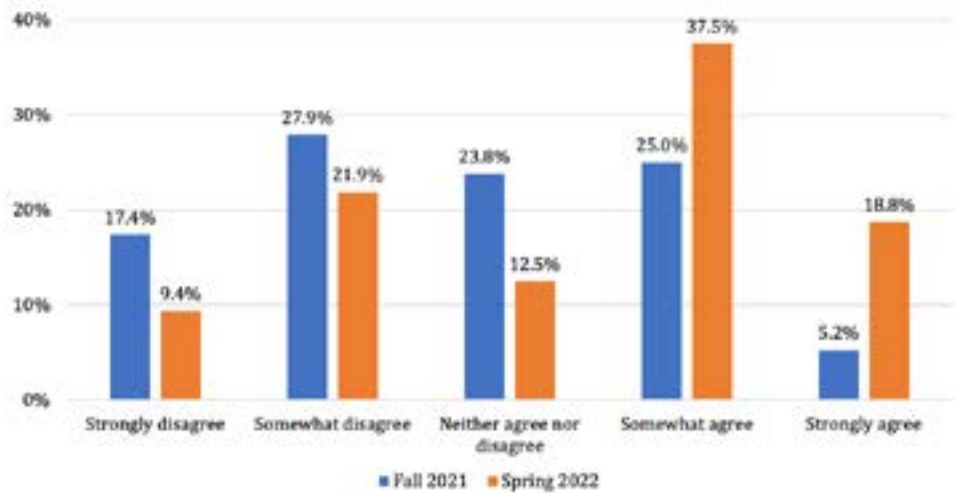


FIGURE 7: “I HAVE CONFIDENCE IN MY ABILITY TO RECOGNIZE SIGNS AND SYMPTOMS OF STUDENTS’ MENTAL HEALTH CHALLENGES.”

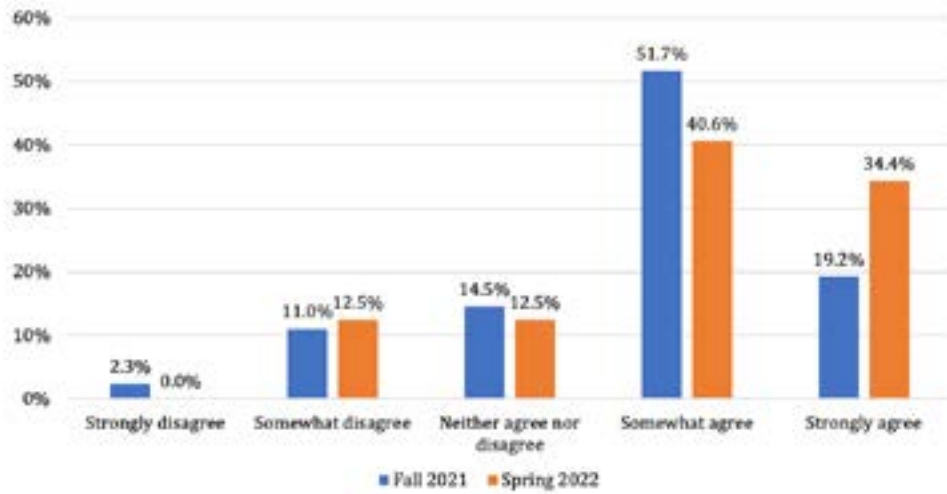


FIGURE 8: “I HAVE CONFIDENCE IN MY ABILITY TO ENGAGE PARENTS WHEN I NOTICE THAT A STUDENT EXPERIENCES EMOTIONAL OR BEHAVIORAL CHALLENGES.”

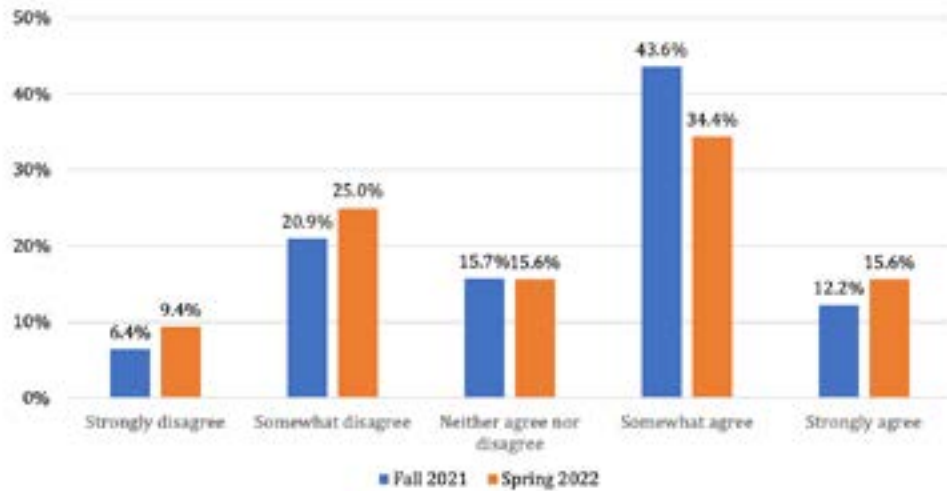


FIGURE 9: NUMBER OF TIMES RESPONDENT NOTICED A STUDENT WAS SHOWING SIGNS OF EXPERIENCING A MENTAL HEALTH ISSUE (FALL 2021)

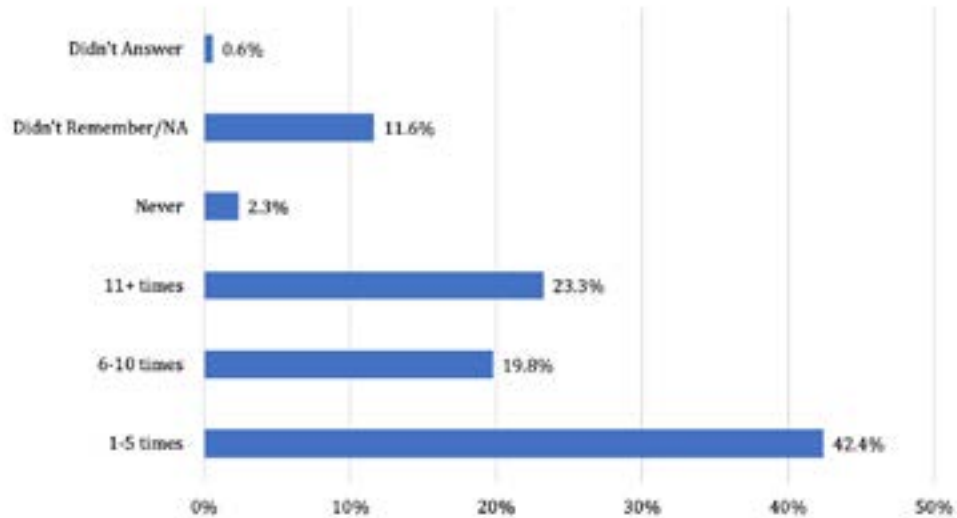


FIGURE 10: NUMBER OF TIMES RESPONDENT NOTICED A STUDENT WAS SHOWING SIGNS OF EXPERIENCING A MENTAL HEALTH ISSUE (SPRING 2022)

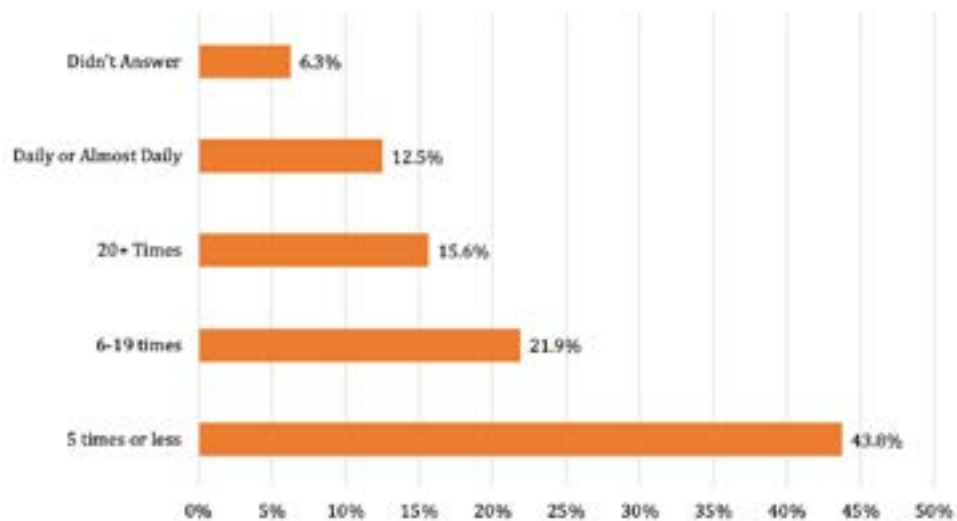


FIGURE 11: NUMBER OF TIMES RESPONDENT WAS ABLE TO DIALOG WITH THE STUDENT IN A WAY THAT DID NOT ESCALATE THE SITUATION

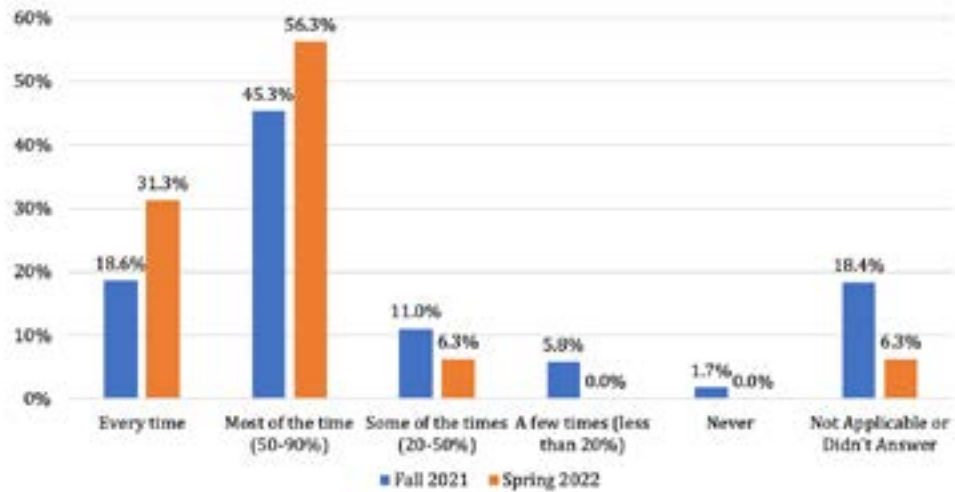


FIGURE 12: NUMBER OF TIMES THE RESPONDENT WAS ABLE TO TALK TO A PARENT ABOUT THE ISSUE WHEN IT WAS WARRANTED

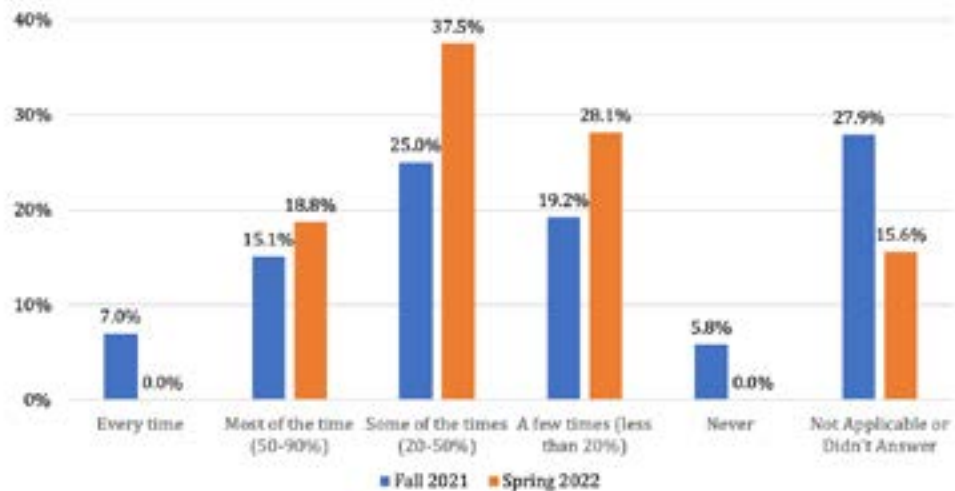


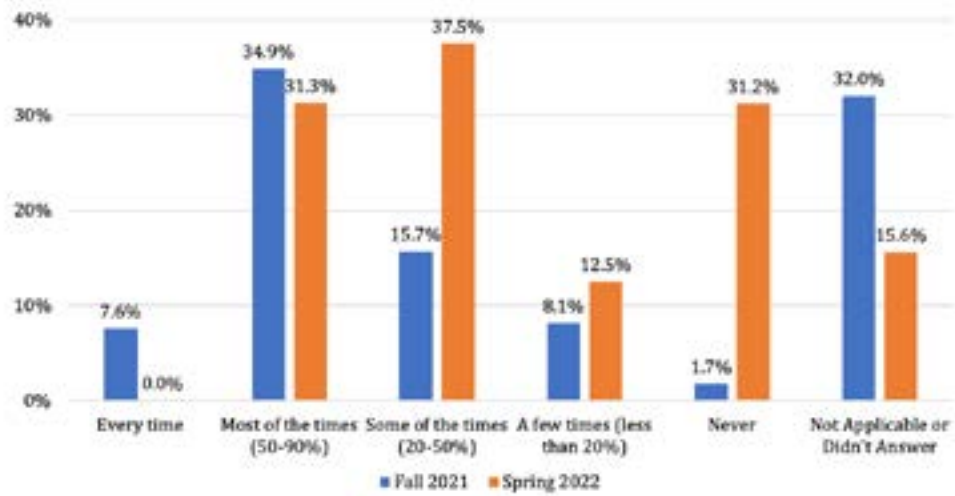
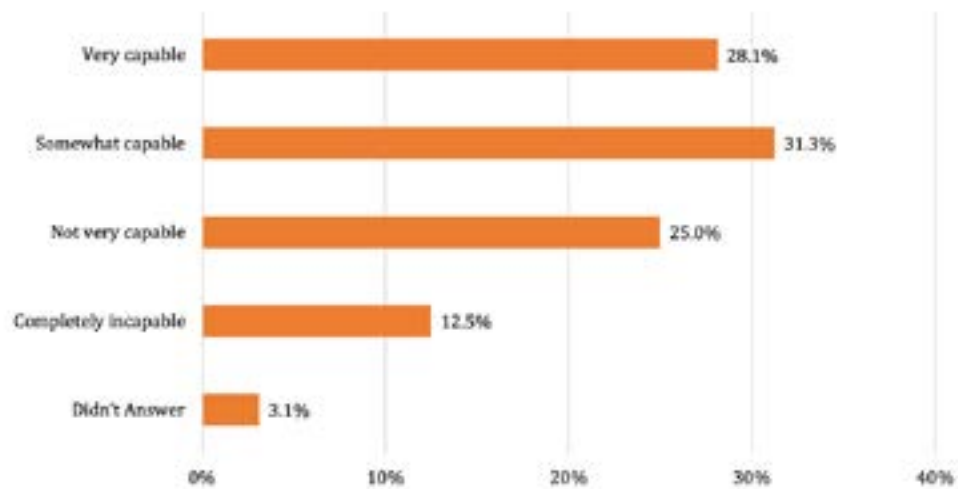
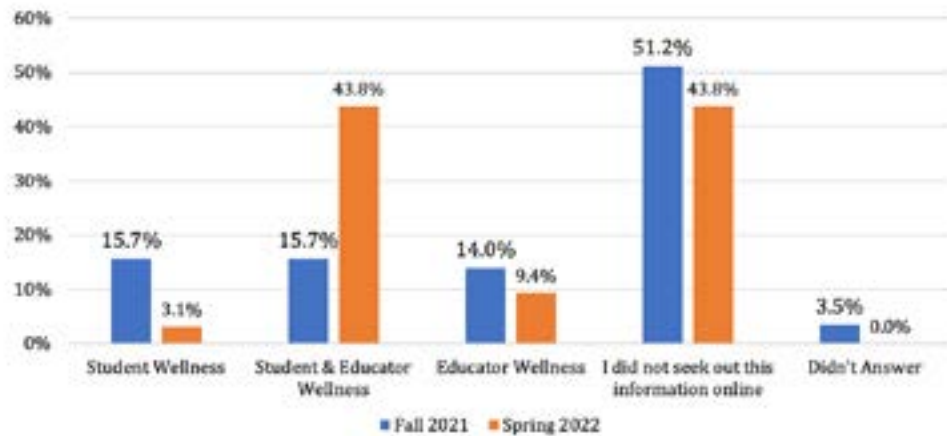
FIGURE 13: NUMBER OF TIMES DIALOGUE LED TO A POSITIVE OUTCOME FOR THE STUDENT

FIGURE 14: CAPABILITY TO VOLUNTEER TIME FOR THE PLANNING AND EXECUTION OF A PARENT ENGAGEMENT EVENT (SPRING 2022)


FIGURE 15: NUMBER OF HOURS DEDICATED TO SELF-CARE WEEKLY



FIGURE 16: INFORMATION SEEKING



BASECAMPUS

MENTAL HEALTH TOOLS & SUPPORT FOR TEACHERS

SUMMARY OF 2021-2022 FINDINGS

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