

Proposed Agenda

- Overview of the larger project
- Project Presentations
 - Teacher Wellness and Retention
 - Newcomer Teachers and Wellness
 - Principals and Teacher Wellness
- Discussion and Next Steps





Addressing Vicarious Trauma in Oakland's Teachers

Sarah Snook





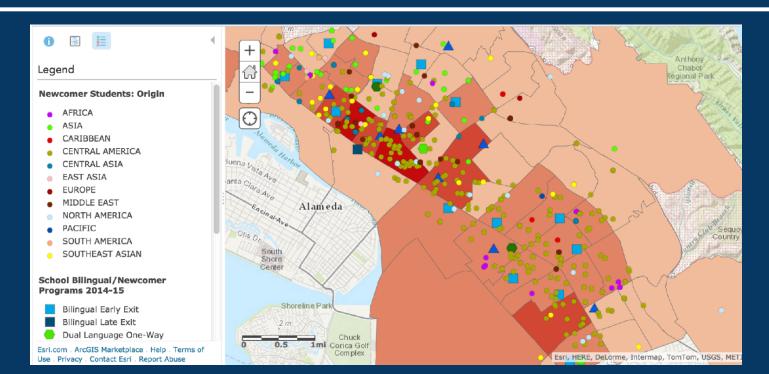
What is Vicarious Trauma?

American Counseling Association:

"The emotional residue of exposure felt after people become witnesses to the pain, fear, and terror that trauma survivors have endured."

Who are Newcomer students?

Oakland Unified School District defines newcomer students as those who have been in the United States for less than 3 years and speak a language other than English at home.



Why Oakland?

FROM 2002-2015

117 CHILDREN

WERE SHOT AND KILLED IN OAKLAND

FROM 2012-2013 TO 2016-2017 THERE WAS A

110% INCREASE

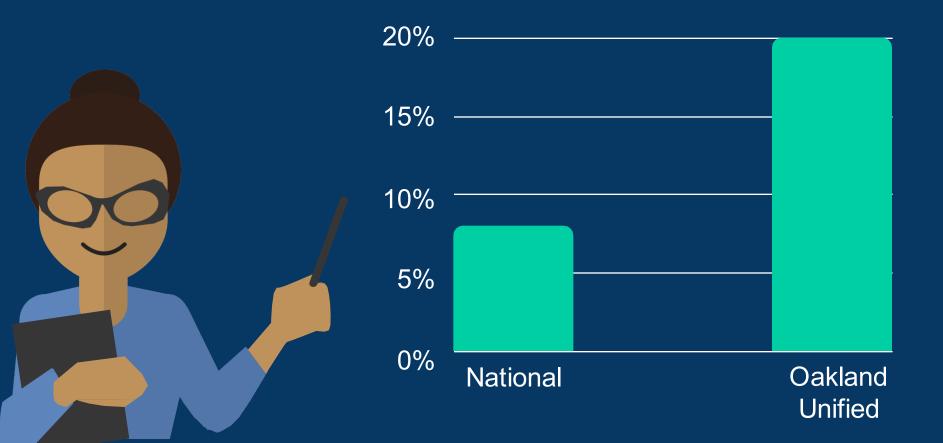
IN NEWCOMERS IN OUSD

OF 2017-2018 OUSD NEWCOMERS

25% are Refugees &23% are Unaccompanied



Teacher Attrition



Study	Shifting Culture
University of Northern Colorado	Four dimensions to prevent and intervene to address vicarious trauma: personal wellness, organizational, supervision, and education. This study suggests that the goal of an organization, or in this case, a school, should be to create a culture where teachers feel like they can "seek support and assistance when they are struggling"
Louisiana State University/Tennessee at Chattanooga	Organizational and personal wellness plans to address stress and trauma must go beyond physical wellness. An ideal wellness program would address all of the following dimensions of wellness: "(1) physical health, (2) leisure, (3) relationships, (4) work pursuits, and (5) an area of their choosing (spiritual, financial, hobby)"
University of Michigan	An evaluation of a school-based wellness program in Atlanta, TeachWell, identified the impact of the program on teacher job satisfaction, a key predictor of teacher retention. The program implemented wellness classes throughout the school year for teachers, which gave them practices to improve their own wellness and the wellness of their students. However, the study found no indication that the program increased student or teacher outcomes on any measure and have attributed this to low participation and buy-in from teachers.

Shifting Culture

The most important aspect of combatting vicarious trauma is to create a supportive culture. Districts and schools can make organizational changes to allow and encourage teachers to seek support or talk about their mental health. The goal should be to shift wellness culture to something collectively managed and away from individualism.

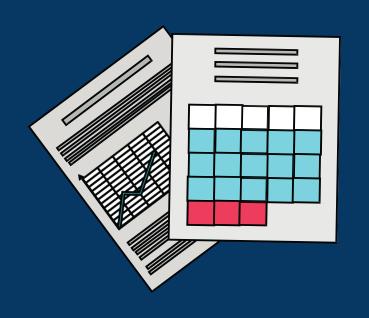


Mental vs. Physical Wellness

Many wellness programs in school districts focus on physical health and while this is part of wellness, it doesn't capture the full range of wellness or work to manage vicarious trauma.



Teacher Buy-In



Teachers should be involved in the creation of a wellness program at their school site, as OUSD has done. Teacher buyin to wellness is just as important as student buy-in in the classroom.

Assessing Newcomer Teacher Wellness Grants

Melissa Henne





Newcomer Teacher Wellness Grant



Teacher Wellness Pilot Logic Model

Resources

(Human, financial, organizational, and community resources)

Resources:

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- Funding from Haas
 Foundation
- Professional development from ELLMA office
- Support from Mills Teachers College
- Professional learning series from Mills College

Barriers:

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- High turnover of newcomer teachers
- Large number of new teachers who need increased support
- Bureaucratic restraints at the district level

Activities

(Intentional processes, tools, events, technology, & actions, used to bring change/intended results)

Products:

- "Charge Days"
 Opportunities for teachers to targets a specific element of wellness and report back to school
- Wellness Activity Logs: Teacher log and report back on wellness activity areas.

Services:

- Workshops on mental health and mindfulness training
- Workshops on health and wellness
- Retreat
- Yoga Classes
- · Book Club

Outputs

(Direct products of program activities, may include type, levels, and targets of services to be delivered by the program)

Descriptive Statistics:

- When did the program start at each school? End?
- What percentage of the budget was used?
- How many different classes were held? Across schools?
- How many teachers received services?
- What was total number of hours for classes? Across schools?
- What were participation rates at each school?

 How did teachers rate/ grade their program?

Outcomes

(Specific changes in program participants' behaviors, knowledge, skills, status and level of functioning)

Intermediate Goal (1 year)

Teacher Level:

- Wellness program was created by teachers.
- Wellness program reflected teacher needs.
- Wellness program offered different strategies for managing stress.
- Wellness program decreased stress and/or vicarious trauma.
- Wellness program promoted/ improved teacher attitude.

School Level:

- Differences in implementation
- Resources linked to program- can they be replicated?
- Challenges that impacted programhow can they be addressed?

Long-term Goal (At least 2 years)

District Level:

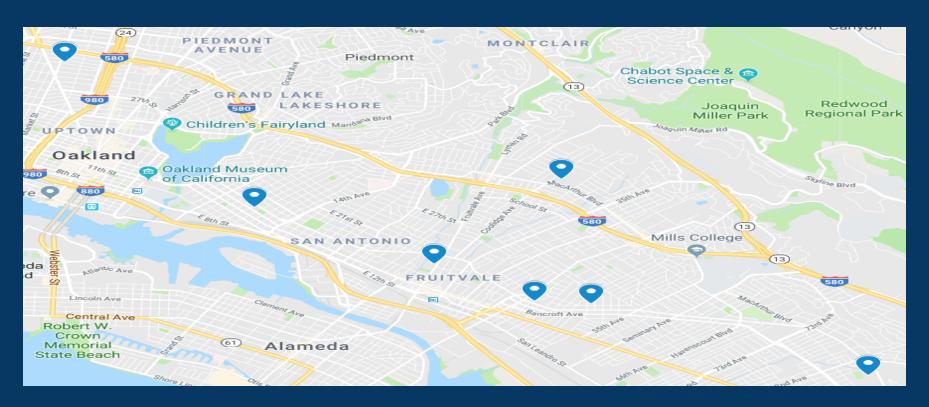
- Prepare a framework and measures for teacher and school wellness
- Develop indicators of success that reflect a decrease of vicarious trauma
- Increase capacity to address teacher wellness across schools.

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Methodology for Evaluation



Teacher Wellness Schools



Understanding Structure: Teacher Coordinators

What is Working:

Acted as intermediary between district and school site.

Responsible for coordinating resources.

Grant was opportunity to support relationships.

What Needs Improvement:

- Streamline the approval process.
- Create template for pilot schools.

Understanding Content: Focus Group

What is Working:

Teachers were appreciative of wellness activities.

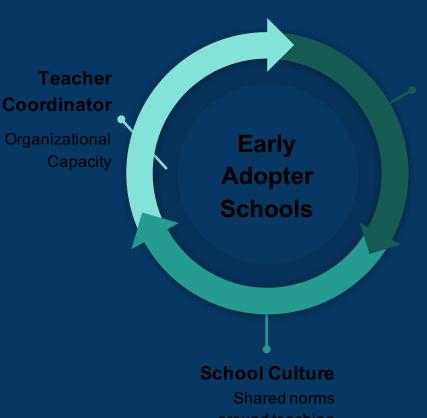
Gave teachers time to reflect upon their work.

Highlighted the collective nature of their work.

What Needs Improvement:

> Difficult to find common time.

Perception of wellness as individually centered.



Teacher Trust

Understanding Implementation: Survey Topics

Formative

Participation rates, numbers of classes, budget

Teacher

Teacher rating, satisfaction, buy-in, alternatives

School

School climate and culture, focusing on support and collegiality.

Understanding Implementation: Next Steps

- Analyze both within and across schools.
- Create a framework of relevant factors.
- Explore how pilot program can be improved and replicated.
- Connect with larger issues of teacher retention and improved instruction.

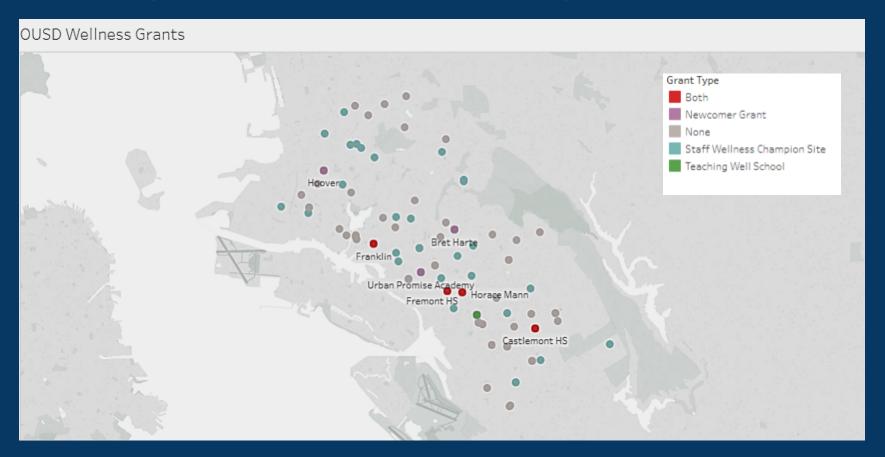
Understanding How Principals Can Disrupt Vicarious Trauma in OUSD

Anna Radoff

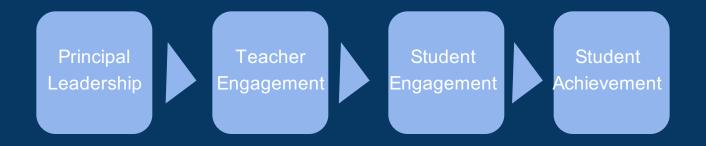




Mapping OUSD Wellness Strategies



Teacher Wellness and OUSD Teacher Leadership



Effective principal leadership can result in higher student test scores and a narrowing of the black-white opportunity gap.

Waters et al

Case Study of Roosevelt Middle School

"We are driving teachers out instead of recognizing that staff sustainability must be a top value to have a school in which students thrive"

-Cliff Hong

- Bi-weekly staff meeting on wellness
- Semester survey on staff wellness
- Relationship with teachers before trauma occurs
- Belief in high culture of achievement
- Paid staff hours to focus on wellness

Hierarchy of Gratitude

Happy Hour

Yoga

Coffee in the teachers lounge

Identifying behavior support

Appreciations and shout outs

Veteran teacher mentor programs

Teacher pay

Increasing housing prices

Lack of public transportation

EMERGING

DEVELOPING

THRIVING

Teacher Wellness and OUSD Teacher Leadership



Case study examples of programs within the district that are principal focused



Streamlining data collection and surveying



Principal understanding of wellness in the principal selection process and training



Principal rubric for selfevaluation of wellness



Professional development that is targeted and efficient

Thank You



