



# Staff Preservation and the Role of the Administrator

MASE

OCTOBER 2025

# OBJECTIVES

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1. Identify key factors contributing to teacher burnout, including ACEs, personality traits, secondary traumatic stress, and organizational influences.
2. Examine the role of interpersonal, school-based protective factors—such as staff support and positive school culture—in reducing burnout and attrition.
3. Explore cost-effective strategies to support educator well-being, reduce turnover-related expenses, and improve overall workplace satisfaction.

# LOCAL DATA COLLECTION

# EMPLOYEE FEEDBACK

- “I have felt major irritation at my students and/or their families.”
- “My work has led to a deeper level of despair than ever before.”
- “I wondered if I should continue as a staff at this school.”
- “I blamed myself for not being able to help. I am incompetent.”
- “I feel so alone.”
- “How can we tell kids we value them and then contribute to their pain and suffering while they are in our care?”

### New Hire & Resignation Numbers



# CONTRIBUTING FACTORS

<b><u>Concept</u></b>	<b><u>What It Is</u></b>	<b><u>Key Symptoms</u></b>	<b><u>Main Cause</u></b>	<b><u>What Helps</u></b>
<b>Secondary Traumatic Stress</b>	Stress from hearing about students' trauma	Nightmares, intrusive thoughts, hypervigilance	Direct exposure to others' trauma	Trauma-informed support, peer connection
<b>Vicarious Trauma</b>	Deep shifts in worldview from repeated exposure	Emotional numbness, changed beliefs, detachment	Cumulative trauma exposure over time	Reflective practice, supervision
<b>Compassion Fatigue</b>	Emotional exhaustion from caring deeply over time	Apathy, sadness, loss of empathy	Combination of STS + burnout	Boundaries, self-care, community support
<b>Burnout</b>	Chronic stress from workload and system pressures	Fatigue, cynicism, feeling ineffective	Long-term stress, lack of control/support	Workload balance, admin/peer support



# Frequency of ACE categories

In the past year: 3.1%  
More than a year ago:  
40.6%

Mental illness in household

41.9%

Parental incarceration

43.8%

Verbal abuse

15.6%

Physical abuse

9.4%

Alcohol in household

16.1%

Sexual abuse

9.4%

Domestic abuse

6.3%

Drugs in household

9.4%

■ Dist 916  
■ Ramsey Co  
■ Minnesota

Experiencing homelessness  
With parents: 12.9% vs. 3.0%  
Alone: 3.2% vs. 0.6%

## OLDER CHILDREN - High School Sophomores and Seniors

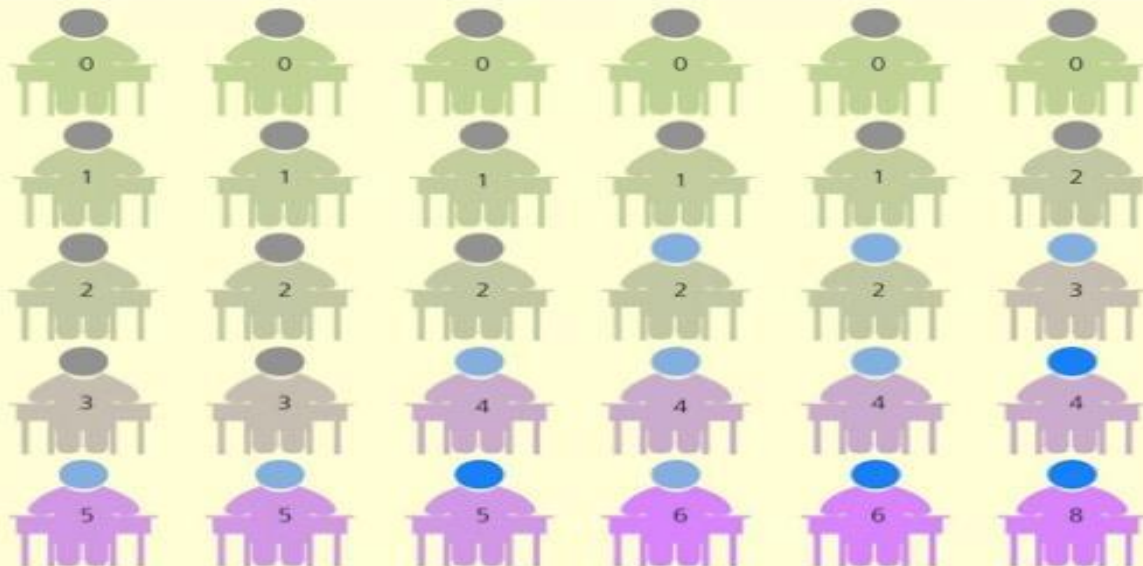
### Washington School Classroom (30 Students)

#### Adverse Childhood Experiences (ACEs)

6 students with no ACE  
5 students with 1 ACE  
6 students with 2 ACEs  
3 students with 3 ACEs  
7 students with 4 or 5 ACEs  
3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence  
29% (9) of students exposed to physical abuse or adult to adult violence  
13% (4) of students exposed to physical abuse and adult to adult violence

Population  
Average



# FACTORS

- **Increased Anxiety and Trauma Among Educators**
- **Need for Trauma-Informed Education Models**
- **Impact of Adverse Childhood Experiences (ACE) on Educators and Caretakers**
  - 61% of adults have experienced at least one **ACE**, while 16% reported four or more (Merrick et al., 2019)

# FACTORS

- **Prevalence of Childhood Trauma**
  - 75% of education professionals serving children with trauma reported secondary traumatic stress symptoms (Lawson, et al., 2019)
- **Secondary Traumatic Stress and Burnout**
  - Higher amongst educators comparatively
- **Current Gaps in Minnesota's Education System in ACE Acknowledgements and Resources**
  - ACEs as they impact mental health and proQOL
  - Frontline workers > Educators

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PEER REVIEWED RESEARCH

# RESEARCH

## **Compassion Satisfaction**

Avg: 38.9

Higher among older participants

Lower with higher ACE scores

## **Burnout**

Avg: 25.7

Higher among participants identifying as “other” gender or race

Higher in younger participants

Higher with higher ACE scores

## **Secondary Traumatic Stress (STS)**

Avg: 24.9

Lower in male participants

Higher in younger participants

Higher with higher ACE scores

# RESEARCH

- Empowerment & professional autonomy
- Normalization of needs
- Student impact
- Prioritize and model work/life balance
- Supportive communication

## DISCUSSION / CURRENT PRACTICE



# WORKLOAD

- School wide early release days
- Adding more paid work days within the school calendar
  - Due Process Days
- District commitment to teacher prep periods and breaks

# REWARD

- School-wide team building activities / outings
  - Pranks
  - Games
  - Inside jokes
- Teacher & Support Staff of the Month / YEAR
  - Win gift card / PTO
- Personal acknowledgement
  - Cards, video messages
- Room Service
  - Sip and Snack Stations
  - Student Coffee Carts

# FAIRNESS & VALUES

- Shared decision making
- Transparency
  - Explain “the why”
- Staff Weekly drawing correlated with school values
  - Casual dress the week, preferred parking, early release
- Emotional Cultural Index
  - Cohort PD model

# DISCUSSION

How does your district foster community and connection with or without the addition of financial resources?

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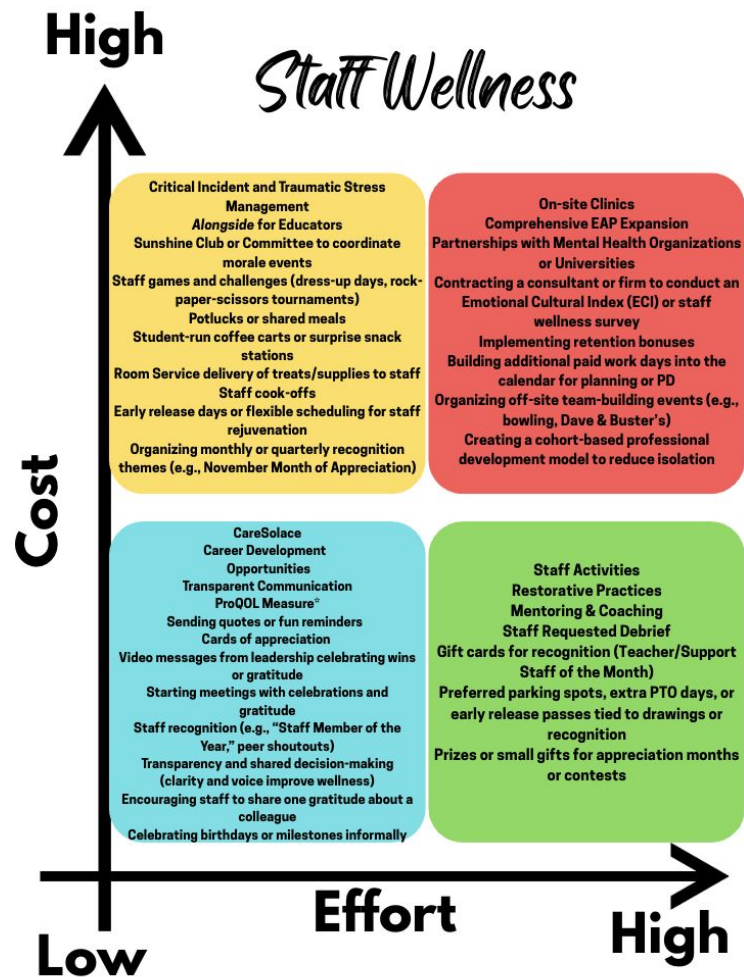
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IMPACT

# ADMINISTRATIVE COSTS

## Care Solace Reports:

- 84% of employee experienced at least one mental health challenge in the last 12 months
- 19% of employees rate their mental health as poor to fair
- 12 absent days per year due to struggles with mental health
- \$340/employee is the cost to an organization for employee absences
- 53% of employees are more likely to be productive when they have access to mental healthcare





**Intellectual Wellness**  
The ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.



**Financial Wellness**  
The ability to identify your relationship with money and skills in managing resources. An intricate balance of the mental, spiritual, and physical aspects of money.



**Emotional Wellness**  
The ability to understand ourselves and cope with the challenges life can bring.



**Spiritual Wellness**  
The ability to establish peace and harmony in our lives.



**Occupational Wellness**  
The ability to get personal fulfillment from our jobs or chosen career fields while still maintaining balance in our lives.



**Physical Wellness**  
The ability to maintain a healthy quality of life without undue fatigue or physical stress.



**Environmental Wellness**  
The ability to recognize our own responsibility for the quality of the environment that surrounds us.



**Social Wellness**  
The ability to relate to and connect with other people in our world.

## 8 Domains of Wellness



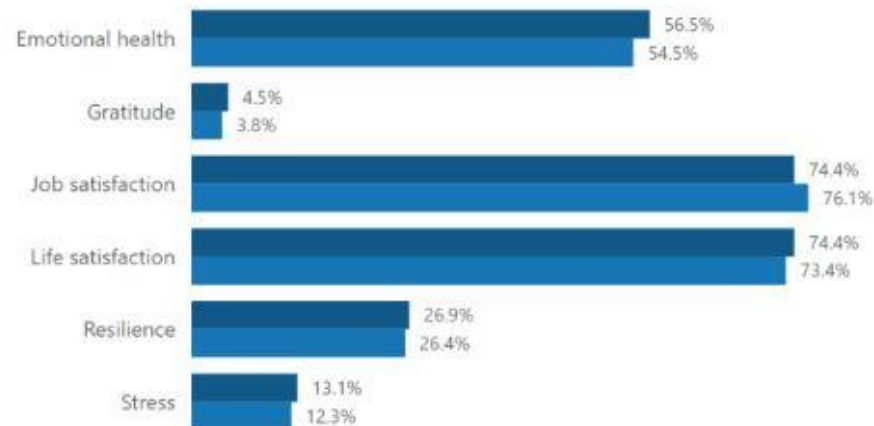
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# APPLICATION

## Your cohort population

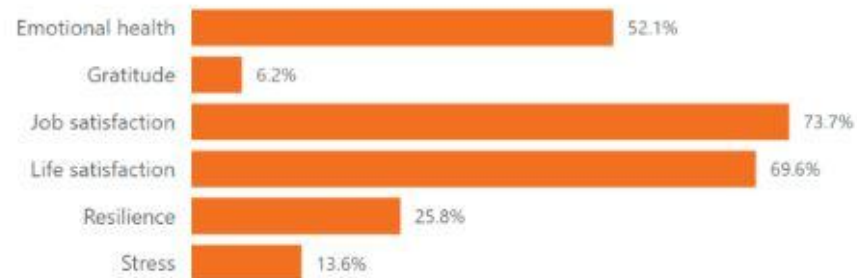
● 2023 ● 2024



## Community population

● 2024

Education - K-12

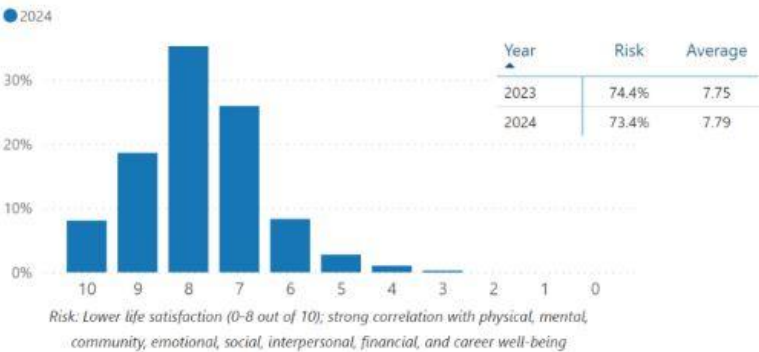


# Emotional well-being

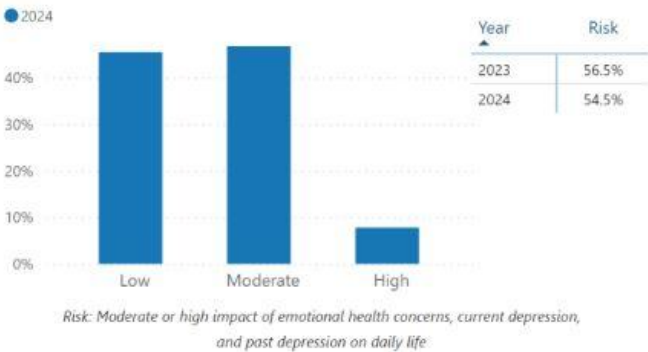
Distribution and average among repeat participants

Year	n
2023	398
2024	398

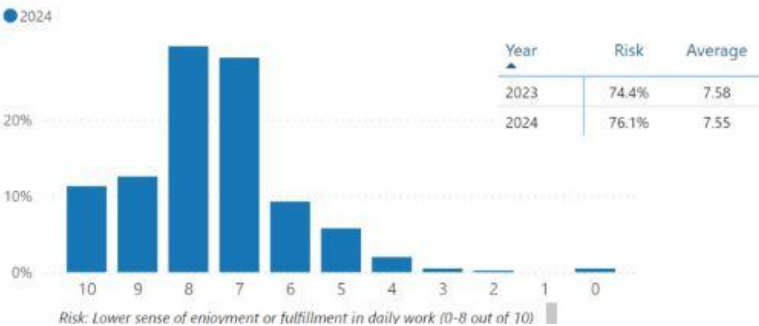
## Life satisfaction: 10=Most satisfied



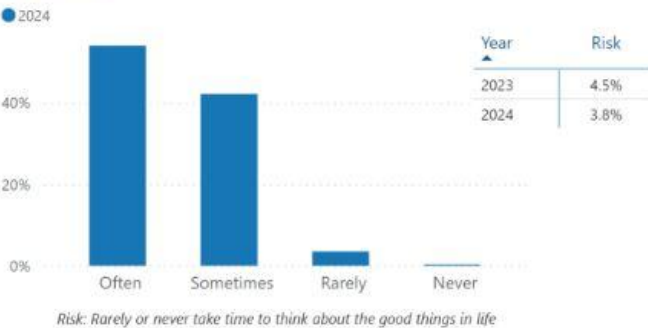
## Emotional health



## Job satisfaction: 10=Most satisfied



## Gratitude



# ORGAMETRICS WELL-BEING DATA

<b>Survey Questions</b>	<b>Strong Agree (9-10)</b>	<b>Agree (7-8)</b>	<b>Neutral-Disagree (1-6)</b>	<b>Average</b>
916 provides resources to support my social and emotional well-being.	39.2%	28.1%	32.6%	7.3
I feel socially and emotionally supported at work.	37.5%	27.1%	35.4%	7.1

# RETENTION

Retention of first-year employees:

**FY24: 70%**

**FY23: 67%**

Retention of all employees:

**FY24: 83%**

**FY23: 79%**

# FUNDING

- [Competitive Grant Opportunities from MDE](#) - Recently closed but NED
- [School-Based Health Centers \(SBHCs\)](#)
- [PELSB Teacher Mentorship and Retention of Effective Teachers Grant](#)
- [Safe School Levy](#)
- Medicaid Funding

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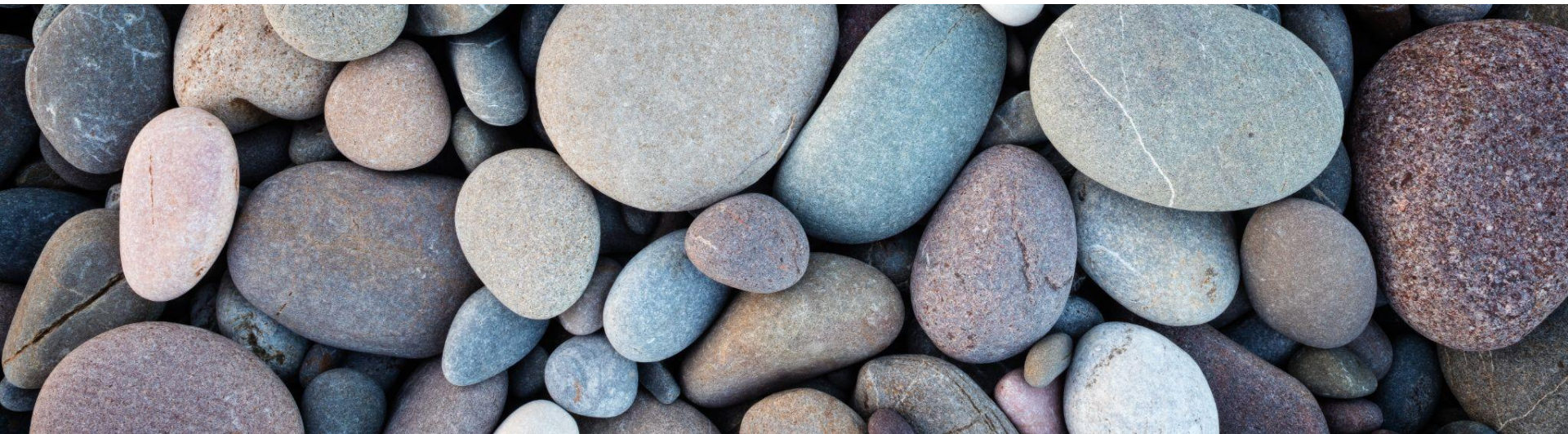
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QUESTIONS?

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