



# Seizing the Moment



(Photograph of Lemonade, n.d.)

Cherie Goldman  
2022 Georgia Teacher of the Year



(Photograph of Rearview Mirror, n.d.)



(Photograph of Lemonade, n.d.)

# Teacher Burnout



(Nieves, 2012)

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# What Is Burnout?

“A syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed.”

- Feelings of energy depletion or exhaustion
- Increased mental distance from one’s job, or feelings of negativism or cynicism related to one’s job
- Reduced professional efficacy

(Moss, 2021)

# What Is Burnout?

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(Moss, 2021)

“It’s an *organizational* problem that requires an *organizational* solution.”

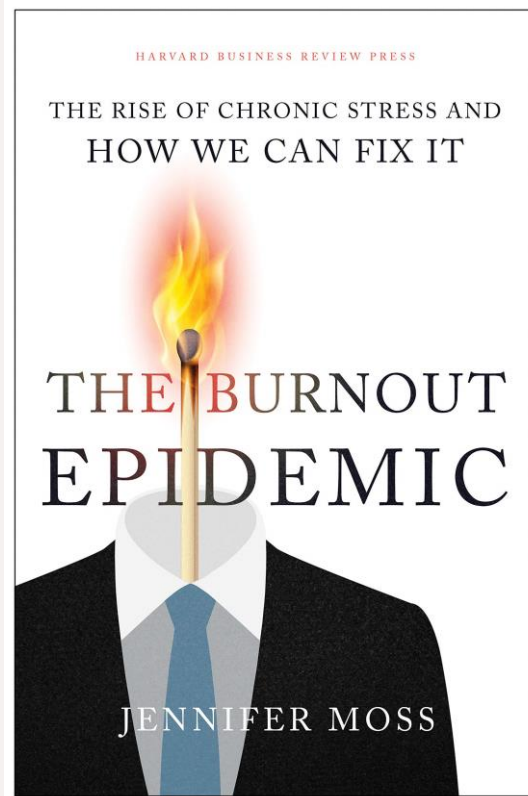
(Moss, 2021)



“







We need to stop just pulling  
people out of the river.

We need to go upstream and  
find out  
*why they're falling in.*



(Moss, 2021)

# Why They Are Falling In

-  Workload
-  Perceived Lack of Control
-  Lack of Reward or Recognition
-  Poor Relationships
-  Lack of Fairness
-  Values Mismatch

# Teacher Burnout Task Force

- Identify the major contributing factors
- Determine possible solutions and strategies that can
  - Be implemented on the school, district, and state levels to increase teacher retention
  - Provide teachers with the support they need and deserve
  - Elevate the level of recognition for the professionalism of teachers.



(Nieves, 2012)



# What Factors Are Contributing to Teacher Burnout in Georgia:



- As a result of the pandemic?
- As a result of policies and procedures initiated at the school level?
- As a result of policies and procedures initiated at the system level?
- As a result of policies and procedures initiated at the state level?

# Additional Small Group Questions



- What are the consequences of teacher burnout for students?
- What are the consequences of teacher burnout for the teaching profession and teacher preparation?
- What are the consequences of teacher burnout on the day-to-day operation of schools?

# Whole Group Discussion



- What is making you stay in education?
- If you are thinking about walking away from education, why?
- Would you encourage others to enter the profession of teaching? If yes, why? If not, why not?

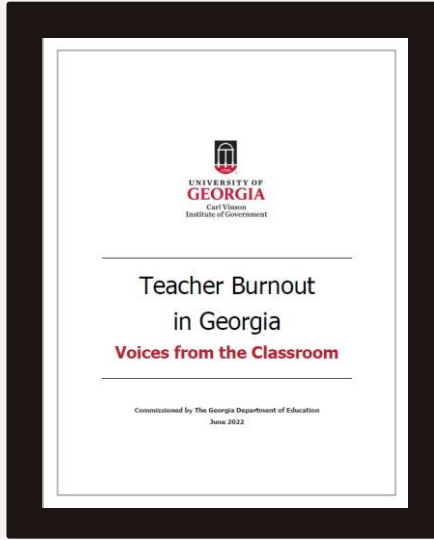


# 5 Themes/Threads



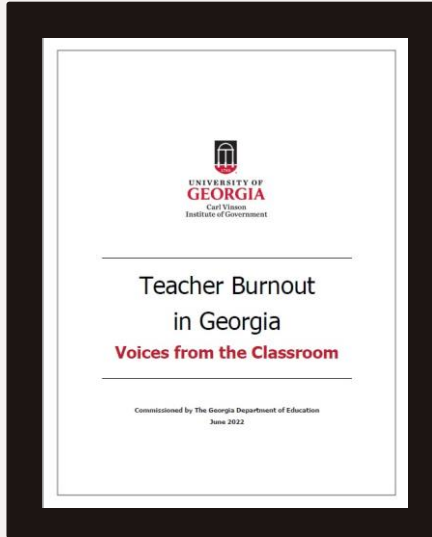
- Assessment
- Preserving and Protecting Time
- Pressures/Unrealistic Expectations
- Teacher Voice and Professional Growth
- Mental Health and Wellness

# Organization of the Report



- Background (pp. 2-9)
- Separate Exposition of Each of the 5 Themes/Threads (pp. 10-19)
  - Definition
  - Recommendations
  - Actions
- *Framework for Action* (pp. 20-35)

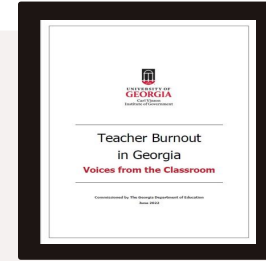
# Assessment



## *Theme*

While at the state level, high-stakes testing requirements have been reduced to be more in line with federal testing requirements, the number of district-level test has increased.

# Assessment



## *Recommendations*

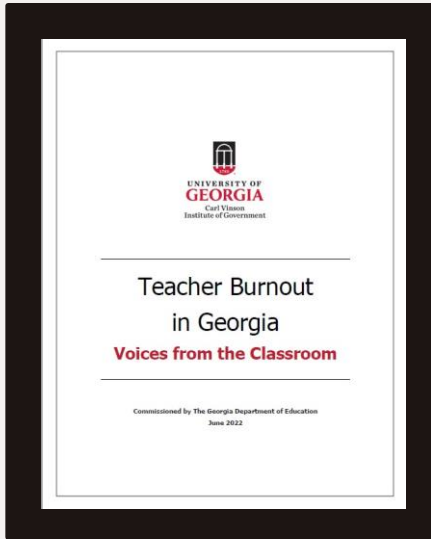
The state, local school districts, and school leaders should work collaboratively to accomplish the following:

- Inventory, evaluate, and reduce tests at the local level to preserve instructional time, reduce redundancy, and ensure a more consistent benchmark of student performance.
- Build on the progress made in reducing the number of state-required tests by continuing to lower the emphasis on high-stakes testing in the accountability system.

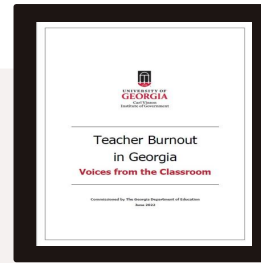
# Preserving and Protecting Time

## *Theme*

Making up for lost in-person instructional time due to the pandemic is essential to the state's academic recovery. Teachers' planning and instructional time must be treated as sacred, both for our state's academic recovery to be successful and effective going forward.



# Preserving and Protecting Time



## *Recommendations*

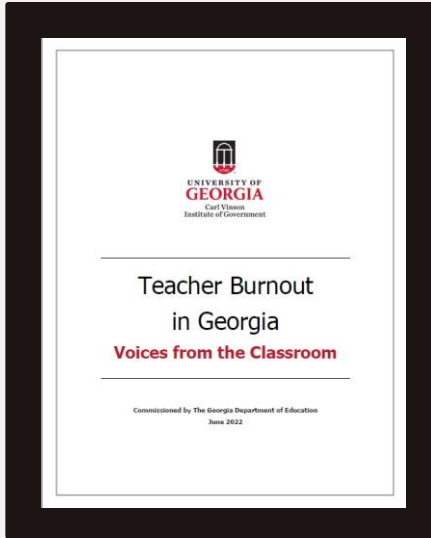
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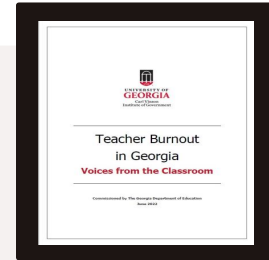
- Prioritize teachers' time to plan for and deliver quality instruction without being interrupted for excessive meetings, trainings, or other duties.
- Seek ways to streamline and reduce time-intensive paperwork and processes.
- Increase awareness of and appreciation for the job responsibilities teachers perform outside of instructional time (planning, making parent contacts, grading assignments, engaging in professional learning, completing paperwork, etc.)

# Pressures/Unrealistic Expectations

## *Theme*

Teachers have endured unrealistic expectations that ultimately hinder student achievement. Coming out of the pandemic, the desire to “return to normal” has also come with an unrealistic expectation that student learning and achievement should immediately return to pre-pandemic levels without giving teachers the time, support, resources, and compassion to meet students at their current academic level.





# Pressures/Unrealistic Expectations

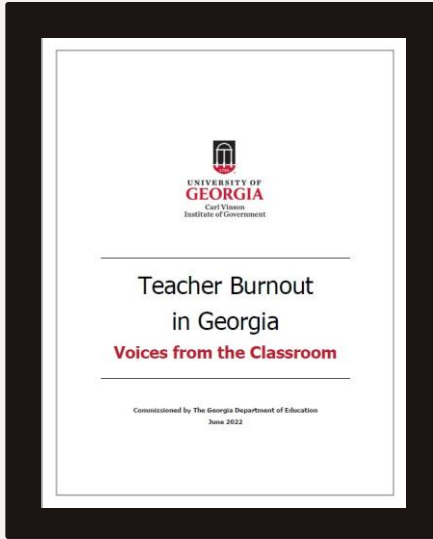
## *Recommendations*

The state, local school districts, and school leaders should work collaboratively to accomplish the following:

- Set realistic post-pandemic academic benchmarks.
- Identify ways to communicate a fair and clear picture of the hard work occurring in classrooms.
- Continue the commitment to compassion over compliance.
- Establish productive partnerships among educators, students, families, and community stakeholders.



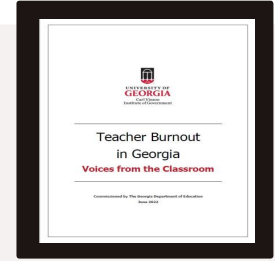
# Teacher Voice and Professional Growth



## *Theme*

Teachers serve on the frontlines and directly impact the learning of students; we must support those who support our students.

# Teacher Voice and Professional Growth

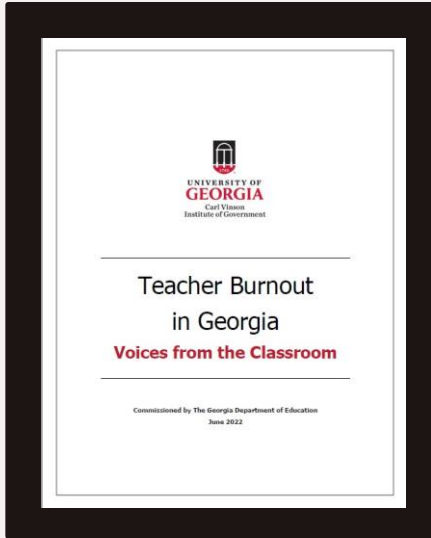


## *Recommendations*

The state, local school districts, and school leaders should work collaboratively to accomplish the following:

- Go beyond recovery and reimagine an educational system that engages teacher voice and treats teachers as professionals.
- Clearly define and provide support for teachers throughout their professional careers – from first-year teacher to teacher leader and beyond.

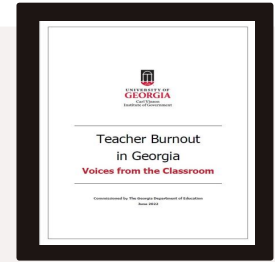
# Mental Health and Wellness



## *Theme*

Just as it created stress on students and families, the pandemic both contributed additional stressors and exposed existing stressors.

# Mental Health and Wellness

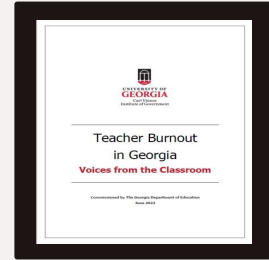


## *Recommendations*

The state, local school districts, and school leaders should work collaboratively to accomplish the following:

- Provide a stable and supportive environment in which teachers and teacher morale are valued.
- Provide additional administrative support, recognition, and access to wellness programs.
- Recognize that teachers are people – with the same challenges, stresses, hopes, dreams, and potential we all have – and treat them accordingly.

# *The Framework for Action*

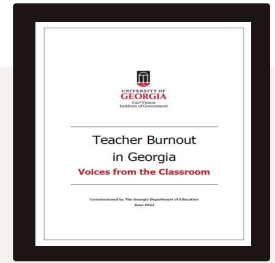


- Pages 20-35
- Is as important as pages 10-19 that define each of the threads
- Outlines best practices and essential questions for the implementation of selected actions
- Task force members had even more specific suggestions about some of the recommended actions







# *The Framework for Action - Example*

**Action 5. Transform the teacher evaluation system from a punitive tool to a professional growth tool that supports the development of teachers from beginning teacher to teacher leader.**

- A. Are observations and evaluations approached with a punitive “gotcha” mindset or with a growth mindset focused on helping teachers succeed to the benefit of their students?
- B. How are administrators supported through training to approach observations and evaluations from an asset-based (strength-based) perspective rather than a deficit-based perspective?
- C. How are administrators trained to coach teachers such that they are providing effective, actionable, constructive feedback?
- D. How are observations and evaluations being used to inform and carry out the goals within teachers’ personalized professional growth plans in partnership with teachers? How are administrators offering resources and mentorships in support of those goals?
- E. Does the manner in which TKES is being implemented contribute to positive school culture?
- F. How can guidance from the state provide for and ensure a more universally consistent scoring system?



# Why They Are Falling In

-  Workload
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(Nieves, 2012)





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