



**EDUCATOR WELL-BEING MEASURE**

Directions: Respond to each item on a scale of 1 (strongly disagree) to 6 (strongly agree).

FACTOR	ITEMS
<p><b>RESPONSIVE LEADERSHIP &amp; SUPPORTIVE CULTURE</b></p>	<p>My administrator(s) takes my concerns seriously.            My administrator(s) works to unify the staff.            I trust my administrator(s) to do the right thing for students.            My administrator(s) does what they say they will do.            My administrator(s) helps me problem-solve around student needs.            My administrator(s) asks me, "How can I help?"            My administrator(s) integrates others' input on meaningful issues.            My administrator's expectations of staff are consistent.            My administrator(s) responds to my requests directly.            My administrator(s) encourages staff to set healthy boundaries related to work.            The administrator(s) at my school is fair in their discipline processes and procedures with students.            My administrator(s) has told me that they trust me to do my job.            I get the relevant information I need in time to plan.            Staff at my school share their challenges without being judged.            I have the same opportunities to perform up to my full potential as others in my district.</p>
<p><b>GROWTH</b></p>	<p>I'm motivated to learn new things at work.            I embrace bringing new strategies into my practice/work.            I continually try to grow as an educator.</p>
<p><b>ACCEPTANCE</b></p>	<p>I know when not to take something personally at work.            When I feel difficult emotions, I accept them without being derailed.</p>
<p><b>PERSONAL WELL-BEING</b></p>	<p>I engage in hobbies outside of school that energize me.            I am content with my life outside of work.</p>
<p><b>DEPLETION</b></p>	<p>At the end of the day I'm too exhausted to do anything.            I'm often so busy thinking about other things that I'm not able to enjoy the moment.</p>
<p><b>ADAPTABILITY</b></p>	<p>I generally view myself as even-keeled at work.            I can be flexible even when things don't go my way.</p>



**OPTIONAL ITEMS**

The items above were predictive of educator well-being and should be administered as a whole. The items below are optional but could provide additional information about school or district needs.

**FOUNDATIONAL SUPPORTS:** We recommend also asking about educator perceptions of foundational supports – compensation, professional learning, and staffing – in addition to the above predictors of well-being, particularly if these are areas of concern among organizational leadership.

<b>FOUNDATIONAL SUPPORTS</b>	<p>My total compensation (benefits, salary, pension, leave policies) is adequate for the work I do.</p> <p>The professional development opportunities I am offered meet my needs.</p> <p>We have the staff we need to adequately meet student needs.</p> <p>I feel appreciated by families in my school community.</p> <p>I connect with a few of my colleagues on a personal level.</p> <p>The union takes my concerns seriously. <i>(If applicable)</i></p>
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**DEMOGRAPHICS:** When a survey is anonymous, participants are more likely to provide honest responses and more detailed feedback. However, subgroup trends among larger samples can help identify particular groups of educators who are thriving or who need additional support. We suggest the demographic items below, and following the privacy best practice of only displaying data from subgroups that consist of at least 5 individuals.

<b>DEMOGRAPHIC ITEMS</b>	<p>How do you identify (race/ethnicity)?</p> <p>How do you identify (gender)?</p> <p>How many years of experience do you have working in education?</p> <p>What grade levels do you primarily serve?</p> <p>What is your role?</p> <p>How many hours per week are you allotted for collaboration?</p> <p>How many students attend your school site?</p>
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**RETENTION INTENTION:** We often ask about educators' intentions to remain in the profession. Workplace well-being is strongly correlated with job satisfaction and engagement.

<b>RETENTION ITEMS</b>	<p>I plan to stay a preK-12 educator for at least five years.</p> <p>I plan to stay at my school for at least five years.</p> <p>I am considering leaving my school at the end of this year.</p> <p>I am considering leaving the district at the end of this year.</p> <p>Teacher and staff retention is a priority at my school.</p> <p>I would recommend my school as a great place to work.</p>
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