



# School Wellbeing Solutions

## A Collective Impact Report

Delivering Measurable and Meaningful Wellbeing Impact at Scale



**June 2025**

Presenting the Impact of the Resilience Journey  
**Across 21 Constructs and 10 School District Partners**

---

*Prepared by School Wellbeing Solutions (SWBS)*  
**[schoolwellbeingsolutions.com](https://schoolwellbeingsolutions.com)**

# Table of Contents

|                                                            |    |
|------------------------------------------------------------|----|
| Individual Wellbeing                                       | 5  |
| District Wellbeing                                         | 5  |
| Happiness & Satisfaction with Life                         | 5  |
| Health & Vitality                                          | 5  |
| Psychological Safety                                       | 5  |
| Resilience                                                 | 5  |
| High-Quality Connections                                   | 6  |
| Healthy Selfishness                                        | 6  |
| Self-Compassion                                            | 6  |
| Intrinsic Motivation                                       | 6  |
| Strengths Discovery & Alignment                            | 6  |
| Gratitude                                                  | 6  |
| Meaningful Contributions                                   | 6  |
| Burnout *                                                  | 6  |
| Creativity/ Curiosity                                      | 6  |
| Turnover Intentions *                                      | 7  |
| Social Support                                             | 7  |
| Progress At Work                                           | 7  |
| Optimism                                                   | 7  |
| Self-Awareness                                             | 7  |
| *Note                                                      | 7  |
| Appendix                                                   | 29 |
| Appendix B. Overview with Constructs Measured per District |    |
| Appendix C. Table of 20 Constructs and Assessment Items    |    |

## Executive Summary

This document is a collective impact report and meta-analysis of the *Resilience Journey*— a professional learning initiative by School Wellbeing Solutions (SWBS) implemented across multiple schools and districts. Drawing on pre- and post-assessment data, it integrates results from diverse educational settings to evaluate the effectiveness of the program in strengthening leader and staff well-being, resilience, and organizational health.

Intended for school and district leaders, education decision-makers, and program stakeholders, this report offers a clear, data-driven synthesis of how the intervention influenced 20 key psychological and social-emotional constructs—ranging from resilience and psychological safety to intrinsic motivation and burnout.

Rather than focusing on isolated school results, this meta-analysis identifies overarching patterns of change, surfaces consistent areas of impact, and critically examines variation across sites and sample sizes. The insights provided here are intended to help guide future investments in leader development, well-being initiatives, and systems-level strategies for healthier, more resilient school and district communities.

This report evaluates its measurable outcomes through a rigorous meta-analysis—drawing on percentage changes, weighted by sample size, and illustrated through accessible visual summaries and narrative insights. The goal is to make real-world data usable.



## The Urgency of Wellbeing: Meeting the Real Challenges in Education



In today's educational climate, resilience and well-being are no longer optional—they're essential. School leaders face mounting pressures around burnout (Pakdee et al., 2025), staff turnover (Sorensen & Ladd, 2020) and student mental health (Dimitropoulos et al., 2022). Recent research has shown that the emotional state of school leaders significantly influences teacher resilience, highlighting the need for positive leadership (Klap et al., 2021). This is why, our mission at School Wellbeing Solutions is to transform educational environments by prioritizing the wellbeing and retention of staff and leaders.

The *Resilience Journey* was developed to meet these needs by equipping staff with internal capacities and psychological tools. The program is research-backed, grounded in positive psychology and periodically reviewed to incorporate the latest knowledge around resilience (e.g., Baatz & Wirzberger, 2025).

The key difference to similar programs is the emphasis on wellbeing and job satisfaction of educators and staff, recognizing their impact on the overall school environment and student success.

# The Leadership Resilience Journey

School Wellbeing Solutions (SWBS) offers the Leadership Resilience Journey—a high-impact, research-based program specifically designed for K–12 leaders. This program equips school and district leaders with the tools, habits, and mindset to build their own resilience and better support the wellbeing of their teams.

## Program Features:

- 8 sequential 60-minute cohort sessions, grounded in research and designed to build on each other
- Delivered over 4 months (2 sessions per month)
- Actionable take-home challenges to support habit development between sessions
- Offered in a hybrid format (in-person and virtual), allowing flexibility while fostering deep connection
- Core component of the Resilience Journey is the 1-1 coaching session
- Each session blends evidence-based strategies with practical tools for immediate application, creating a structured journey that helps leaders lead from a place of strength, clarity, and compassion.



**Improve emotional and mental well-being.**



**Increase confidence in leading resilient and inclusive teams.**



**Strengthen team communication and trust.**



**Enhance adaptability and decision-making in a dynamic environment.**

# School Wellbeing Glossary

In the following section all included constructs are explained, for clarity, and transparency. Thereafter the Constructs will be only referred to by their name (i.e., “Healthy Selfishness,” “Wellbeing Tools,” etc.). All measurements used in this analysis are derived from validated and reliability-tested scales, ensuring the credibility and consistency of the results.

## Individual Wellbeing

A self-directed state of health and fulfillment in which a person maintains a clear vision for feeling better, remains keenly aware of their own mental, physical and emotional status, measures and tracks it over time, possesses and actively uses practical strategies to enhance it, and feels confident in their ability to keep improving

## District Wellbeing

The ability to understand, measure, and actively support the collective wellbeing of a school or district—guided by a clear vision, practical tools, and confidence in creating a thriving educational environment.

## Happiness & Satisfaction with Life

Experiencing positive emotions such as contentment, joy and happiness. The overall satisfaction with your life and the belief that your life is close to ideal.

## Health & Vitality

Refers to a state of overall physical and mental well-being, marked by sustained energy, clarity, and balance. It includes the ability to maintain healthy habits, manage stress, and take sufficient time to rest and recover for long-term resilience.





## **Psychological Safety**

Feeling safe to take risks with the leadership team, such as bringing up problems and tough issues to discuss.

Psychological safety also refers to the extent to which your unique skills and talents are valued and used by colleagues and supervisors.

## **Resilience**

The ability to “bounce back” or recover quickly after a challenging or stressful event/period. Enduring difficult times with minimal trouble by adapting to changing demands.

## **High-Quality Connections**

Short dyadic interactions with colleagues that make you feel heard and understood. Feeling as though the colleague was interested in your own thoughts and feelings and mirroring such interest back to them. Feeling energized after leaving the interaction. Experiencing a sense of trust active engagement and positive regard towards others during interactions.

## **Healthy Selfishness**

Having a healthy balance between your own needs and other’s needs. Protecting your needs with boundaries e.g. having dedicated time to yourself without interruptions. Taking care of yourself through healthy selfishness (e.g., meditation, eating healthy, exercising, etc.) which does not hurt others.

## **Self-Compassion**

Self-compassion is treating yourself with the same kindness, care, and understanding you would offer a good friend—especially during times of failure, stress, or difficulty.

## **Intrinsic Motivation**

The internal drive to engage in work because it aligns with your deepest interests, brings you joy, and makes you feel energized and fulfilled.

## **Strengths Discovery & Alignment**

The awareness of your core strengths, the regular use of them in your work, and the intentional effort to apply them in new and meaningful ways.

## **Gratitude**

The recognition and appreciation of the positive aspects of life, marked by a deep sense of thankfulness for both everyday moments and broader life experiences.

## **Meaningful Contributions**

The sense that your work has purpose, makes a positive impact, and contributes to the well-being of others or society as a whole.

## **Burnout \***

Burnout is a state of emotional, mental, and physical exhaustion caused by prolonged stress, often leading to reduced performance, detachment, and a sense of overwhelm.

## **Creativity/ Curiosity**

The ability to generate original, useful ideas and approach problems with innovation and open-minded exploration. It reflects a natural drive to think differently, imagine possibilities, and contribute fresh solutions in the workplace.



## Turnover Intentions \*

Refers to an employee's thoughts or plans about leaving their current organization, including actively seeking new opportunities, frequently considering departure, or expecting to leave in the near future.

## Social Support

The sense of trust, encouragement, appreciation, and belonging within the workplace—reflected in meaningful relationships that foster personal growth, emotional safety, and connection to the team.

## Progress At Work

The experience of ongoing growth and development through meaningful opportunities to learn, improve skills, and advance professionally within your role or organization.

## Optimism

A hopeful and positive outlook on life, marked by the expectation that good things are more likely to happen than bad, and a general belief in a bright and promising future.

## Self-Awareness

The conscious understanding of your inner thoughts, emotions, and motivations, along with a continuous effort to explore and reflect on your true self.

### \*Note

The constructs Burnout and Turnover Intentions are reverse-coded, meaning that a negative change from pre- to post-assessment reflects a positive development (i.e., a decrease is desirable). In contrast, for all other constructs, a positive change (i.e., an increase) is considered desirable.



## Methodology

This Methodology section outlines the scope of the meta-analysis—what was included and what was not. It also details the sample sizes and timelines for each school. A subsequent section explains the specific calculation methods used in the analysis.

### Inclusion Criteria

The overall meta-analysis includes all collected data from ten different school districts across the country. In cases where participants dropped out between the pre- and post-assessments, percentage change calculations were based solely on the subset of individuals who completed both assessments. This approach ensures the accuracy and consistency of the reported change values by using matched pre-post data only.

**Exclusion Criteria and Construct Coverage:** Pre-assessment scores were excluded from the analysis if corresponding post-assessment data was missing or had not yet been submitted.

Additionally, the specific set of constructs included varied based on the custom assessment package selected by each school. These tailored reports were designed to meet the unique needs of each district. As a result, there is some variation in construct coverage across the dataset. However, this variation is statistically accounted for within the meta-analysis.



**Table 1.**

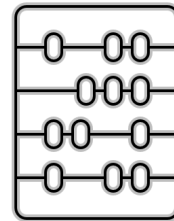
## Overview of Districts, Time of Assessment and Number of Participants

This table below summarizes the periods of assessment and sample sizes for each district/school included in the analysis. It provides a timeline of data collection for both the pre- and post-assessments, helping contextualize the reported changes. The table is organized by pre-assessment date.

| District/School                                   | Pre-Assessment |             | Post-Assessment |             |
|---------------------------------------------------|----------------|-------------|-----------------|-------------|
|                                                   | Date           | Sample Size | Date            | Sample Size |
| East Windsor Regional School District (NJ)        | July 2023      | N=35        | May 2024        | N=22        |
| Ewing Public Schools (NJ)                         | July 2023      | N=20        | Mar 2024        | N=8         |
| Pennsbury School District (PA)                    | July 2023      | N =38       | Oct/Nov 2024    | N =22       |
| PXU City High School (AZ)                         | September 2023 | N=7         | April 2024      | N=5         |
| Coalinga High School (CA)                         | Sept/Oct 2023  | N=62        | May 2024        | N=30        |
| Lawrence Township Public Schools (NJ)             | November 2023  | N=24        | May 2024        | N=14        |
| Upper Freehold (NJ)                               | November 2023  | N=12        | March 2025      | N=11        |
| PXU (Talent Div.) (AZ)                            | April 2024     | N=13        | September 2024  | N=9         |
| Onteora Central School District (NY)              | September 2024 | N=14        | February 2025   | N=14        |
| Hawaii Department of Education Budget Office (HI) | October 2024   | N=15        | January 2025    | N=14        |

## Calculation Methods

### Coding of Scales



Most survey items were coded on a 5-point Likert scale, representing levels of agreement. The coding was as follows: *Strongly Disagree* = 0, *Disagree* = 1, *Neutral* = 2, *Agree* = 3, *Strongly Agree* = 4. This standardized coding formed the basis for calculating construct averages and percentage changes.

Calculation of Percentage Change (% Change):

Consistency across reports was ensured by our statistician repeating the same methodology across all data analysis. In detail: To assess overall change per construct, the percentage change was calculated using the average scores from the pre- and post-assessments. First, item scores were averaged per construct for both points of time. Then, the following formula was applied:

$$\% \text{ Change} = ((\text{Post Mean} - \text{Pre Mean}) / \text{Pre Mean}) \times 100$$

$$\text{Percentage change} = \frac{(V2 - V1)}{V1} \times 100$$

V1 = mean of pre-assessment (baseline)

V2 = mean of post-assessment

#### **An example calculation: *Wellbeing Tools* (Hawaii)**

The baseline or pre-assessment score was 2.80. Post-assessment scores showed a mean of 3.39286.

$$\% \text{ Change} = \frac{(3.39286 - 2.80)}{2.80} \times 100 = 21.17\%$$

Showing a significant improvement of 21.17% in the availability of the *Wellbeing Tools* that participants have access to after taking part in the Resilience Journey.

# Calculation Procedures for Coherent Interpretation

To present data in a structured and meaningful way, particularly for comparing changes across constructs or districts, it's important to integrate both the magnitude of change and the contextual reliability (e.g., number of responses). The following section outlines how this was approached:

## Sample Size

For each construct displayed, the total number of responses reflects the combined sample sizes from all participating districts which were assessed on that construct.

## Reliability Weighting

To ensure a meaningful interpretation of the results, *reliability weighting* was applied. Given the wide variation in sample sizes across constructs (ranging from 36 to 149), this approach helps prevent overinterpretation of large percentage shifts based on small samples, while still acknowledging their contribution. Reliability weighting—commonly used in meta-analyses—supports a more balanced and accurate summary of results, enabling clearer trend identification across constructs while accounting for differences in sample size. The higher the Weighted Change, the stronger and more trustworthy the construct's improvement is considered.

## Formula used:

Weighted Change = (% Change) × ( $\sqrt{n}$ )

## *Adjustment for Reverse-Scored Constructs*

The constructs *Burnout* and *Turnover Intentions* are reverse scored, meaning that a decrease in their scores reflects a positive outcome (e.g., reduced stress and improved retention).

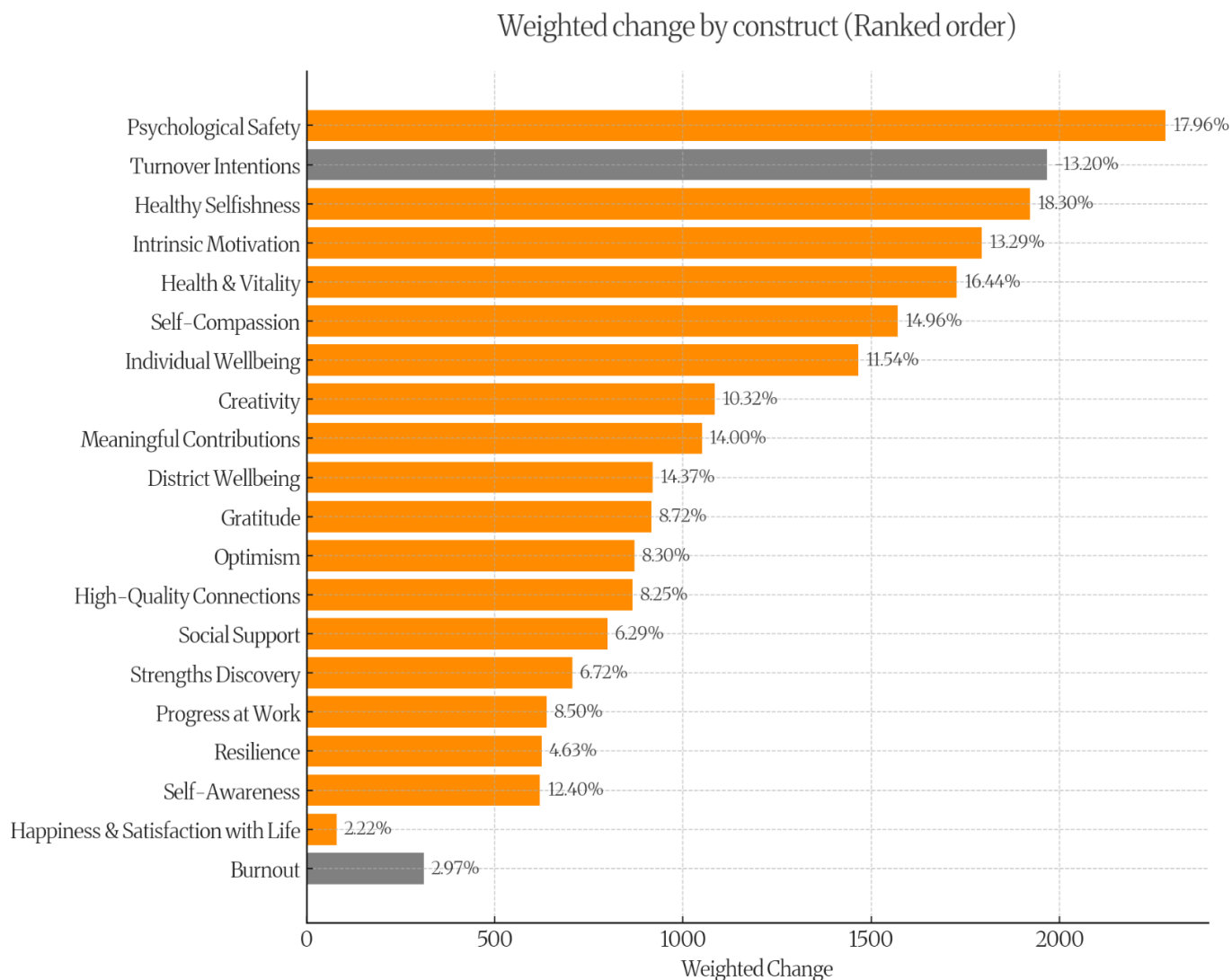
## Table 2. Top 10 Weighted Change Across All Constructs

In the overview table constructs are sorted in descending order based on weighted percentage change. For most constructs, a positive change, therefore an increase in percentage is desirable. However, for *Burnout* and *Turnover Intentions*—a decrease in percentage indicates an improvement.

*Note.* The table only displays the 10 highest ranking constructs out of the total of 20 constructs.

| Rank | Construct                | % Change | N   | Weighted Change |
|------|--------------------------|----------|-----|-----------------|
| 1    | Psychological Safety     | 17.96    | 127 | 2281.10         |
| 2    | Turnover Intentions*     | -13.20   | 149 | 1966.24         |
| 3    | Healthy Selfishness      | 18.30    | 105 | 1921.17         |
| 4    | Intrinsic Motivation     | 13.29    | 135 | 1793.69         |
| 5    | Health & Vitality        | 16.44    | 105 | 1726.54         |
| 6    | Self-Compassion          | 14.96    | 105 | 1570.89         |
| 7    | Individual Wellbeing     | 11.54    | 127 | 1465.44         |
| 8    | Creativity               | 10.32    | 105 | 1084.10         |
| 9    | Meaningful Contributions | 14.00    | 75  | 1049.97         |
| 10   | District Wellbeing       | 14.37    | 64  | 919.52          |

## Graph 1. Visualizations of Magnitude of Change



*Note.* \*The reverse-coded Burnout (2.97 %) and Turnover Intention (-13.20%) are highlighted in grey to indicate that smaller increase in percentage changes or ideally a reduction in percentage in these measures reflect better program outcomes.

## Summary of Magnitude of Change

This chart visualizes the Resilience Journey program outcomes, highlighting its strongest areas of generating positive change.

- Psychological Safety (Rank 1) achieved the greatest weighted impact ( $\approx 2281$  weighted change) with an overall improvement of 17.96 % across all districts and a substantial sample size.
- The second largest impact is evident in Turnover Intention ( $\approx 1966$  weighted change, -13.20 %). This position stems from the overall reduction of 13.20% across districts together with the largest sample size.
- Healthy Selfishness appears as the third strongest area of improvement ( $\approx 1921$  weighted change, 18.30 %) with a substantial average increase across districts, the position on rank three is due to a slightly reduced sample size.
- Intrinsic Motivation follows closely on the fourth rank ( $\approx 1794$  weighted change 13.29 %).
- High-to-Mid-rank constructs such as Health & Vitality, Self-Compassion, Individual Wellbeing, and Creativity show considerable positive change (10.32%–16.44%).
- On rank nine and then, Meaningful Contributions and District Wellbeing ( $\approx 1049$ ,  $\approx 919.52$  weighted change, 14% and 14.37 respectively) display high average % Change with lower sample sizes.

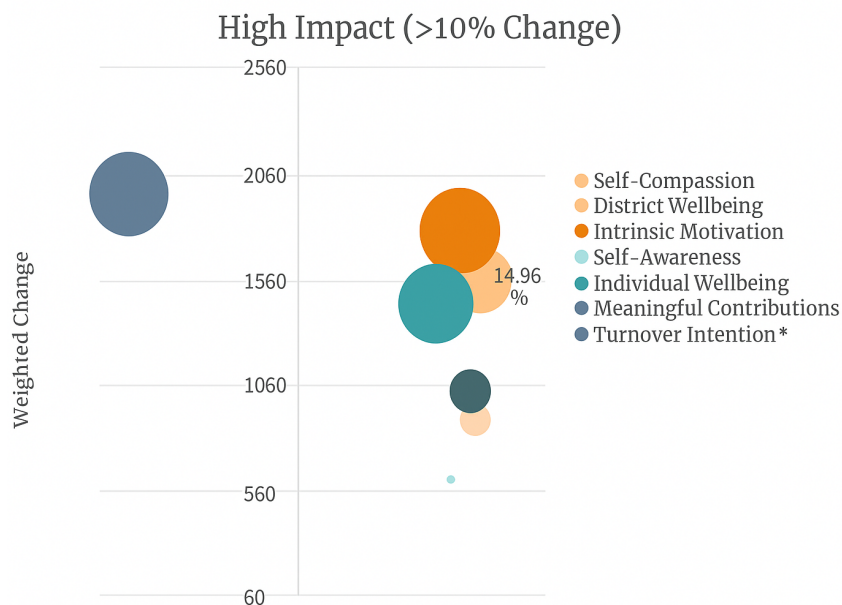
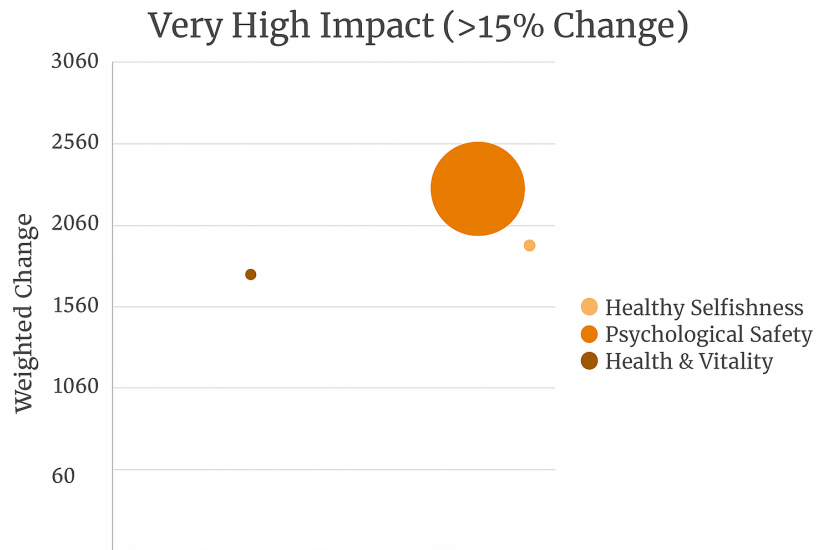
**Table 4. Level of Impact Overview organized by % Change**

| Impact Level | % Change    | Weighted Range    | Cumulative Sample Size |
|--------------|-------------|-------------------|------------------------|
| Very High    | $\geq 15\%$ | 1726.54 - 2281.10 | N = 337                |
| High         | $\geq 10\%$ | 619.86 – 1966.24  | N = 705                |
| Moderate     | 5–9.9%      | 637.78 - 1084.10  | N = 752                |
| Low          | < 5%        | 80.08- 624.44     | N = 276                |

# Bubble Plot Visualization of Levels of Impact

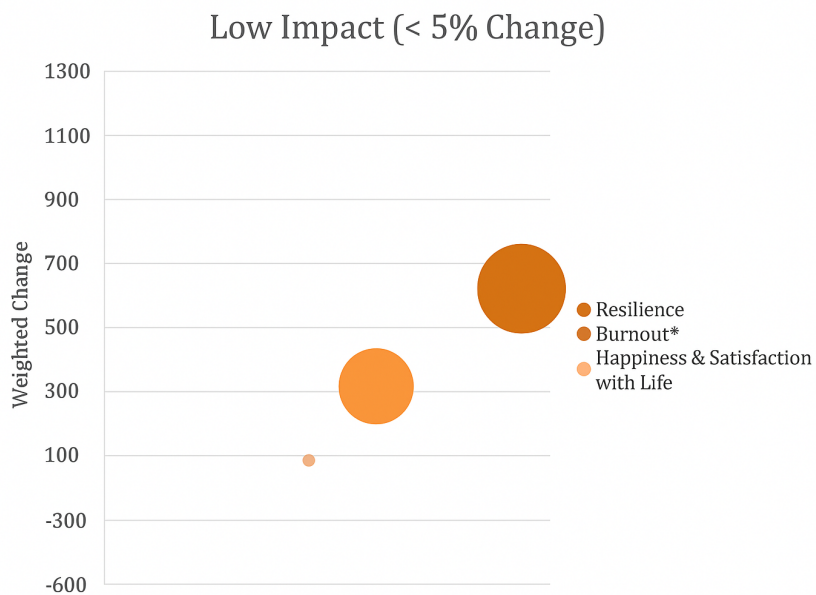
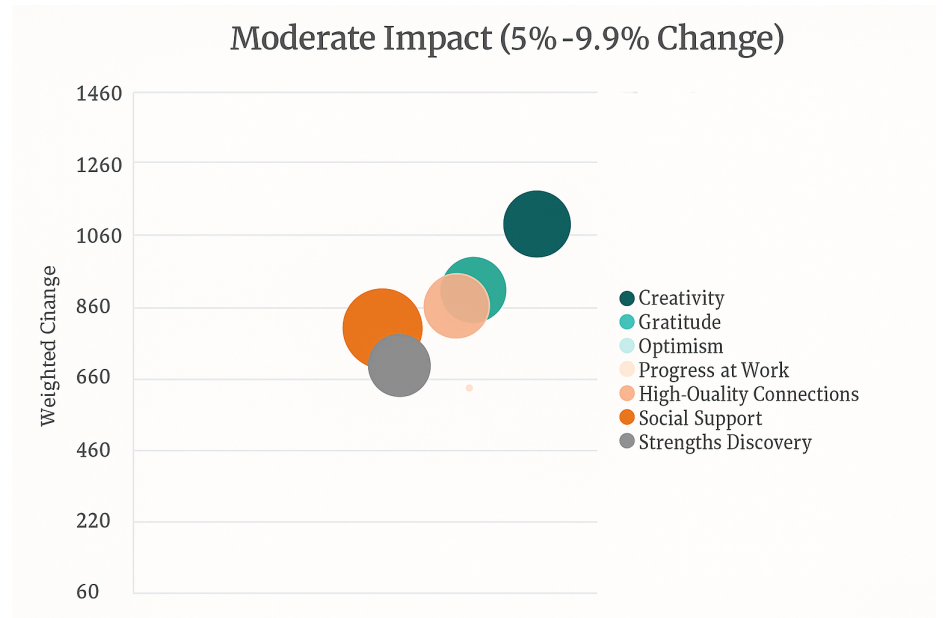
Note. Circle size represents the weighted change

**Graph 2** visualizes the three constructs with the highest overall impact. The size of impact is based on significant percentage changes and strong sample support.



**Graph 3** displays areas of high improvements across seven constructs. High impact is due to considerable improvements and reasonable sample size. *Turnover Intentions* shows a high impact due to its significant reduction across districts.

**Graph 4** shows seven areas with moderate improvements, and sensible sample size.

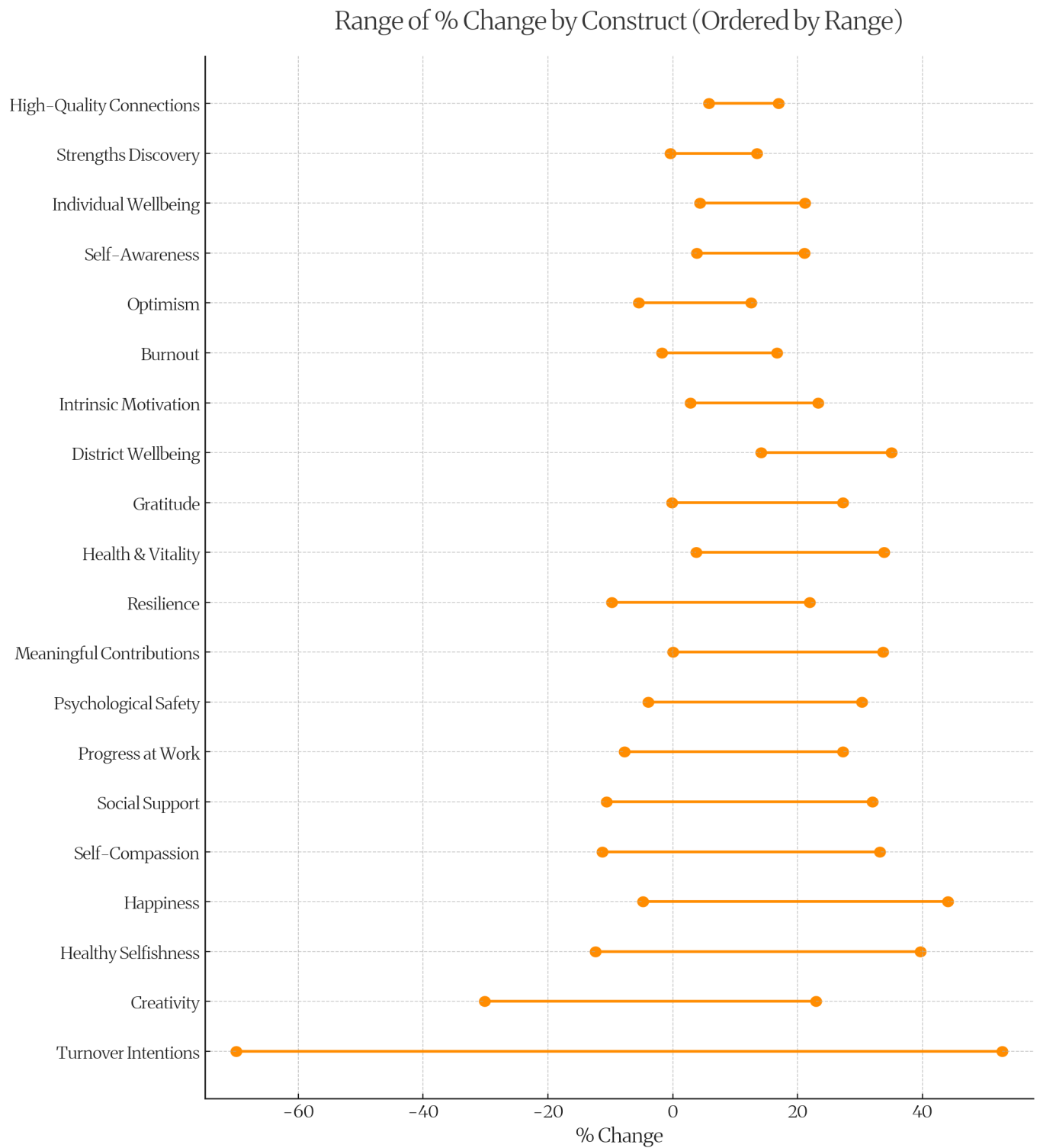


**Graph 5** displays three constructs with low impact due to small improvements, and reduced sample size. Burnout shows a slight increase whilst the program aims to reduce burnout. Possible reasons are proposed in the discussion section.

**Table 4. Displays Impact Levels with List of Constructs for each Level (organized by % Change across districts)**

| Impact Level                  | Construct                          | % Change | n   | Weighted Change |
|-------------------------------|------------------------------------|----------|-----|-----------------|
| Very High Impact<br>(N = 337) | Healthy Selfishness                | 18.30 %  | 105 | 1921.17         |
|                               | Psychological Safety               | 17.96 %  | 127 | 2281.10         |
|                               | Health & Vitality                  | 16.44 %  | 105 | 1726.54         |
| High Impact (N = 705)         | Self-Compassion                    | 14.96 %  | 105 | 1570.89         |
|                               | District Wellbeing                 | 14.37 %  | 64  | 919.52          |
|                               | Meaningful Contributions           | 14.00 %  | 75  | 1049.97         |
|                               | Intrinsic Motivation               | 13.29 %  | 135 | 1793.69         |
|                               | Turnover Intention*                | -13.20 % | 149 | 1966.24         |
|                               | Self-Awareness                     | 12.40 %  | 50  | 619.86          |
|                               | Individual Wellbeing               | 11.54 %  | 127 | 1465.44         |
|                               | Creativity                         | 10.32 %  | 105 | 1084.10         |
| Moderate Impact<br>(N = 752)  | Gratitude                          | 8.72 %   | 105 | 915.30          |
|                               | Progress at Work                   | 8.50 %   | 75  | 637.78          |
|                               | Optimism                           | 8.30 %   | 105 | 871.24          |
|                               | High-Quality Connections           | 8.25 %   | 105 | 865.97          |
|                               | Strengths Discovery                | 6.72 %   | 105 | 705.39          |
|                               | Social Support                     | 6.29 %   | 127 | 798.69          |
|                               | Resilience                         | 4.63 %   | 135 | 624.44          |
| Low Impact (N = 276)          | Happiness & Satisfaction with Life | 2.22 %   | 36  | 80.08           |
|                               | Burnout*                           | 2.97 %   | 105 | 311.53          |

## Graph 6. Display of Minimum and Maximum Change



## Contextualized Results

This section summarizes and contextualizes the most meaningful results of the Resilience Journey meta-analysis. Changes were evaluated across 20 constructs, comparing pre- and post-intervention assessment scores and weighted by sample size to reflect reliability.

The charted data and analysis reveal where the intervention consistently drove change—and which psychological constructs were most responsive. Below, you'll find tiered insights based on strength of impact, reliability, and strategic relevance.

### ★ Key Takeaway: The Strongest, Most Reliable Impacts

These constructs show the highest weighted change *and* had large sample sizes, making them highly reliable indicators of success. They are core strengths of the program and provide clear evidence of the effectiveness of Resilience Journey at scale.

#### Strongest & Most Reliable Improvements:

- Psychological Safety stand out as the strongest area of improvement for the Resilience Journey. Across districts, the participants experienced major improvements in trust, communication, and leadership that create a safe workplace and organizational culture.
- Changes range from a reduction of -3.65% (N = 22) to an improvement of 44.06% (N= 22). Six out of eight districts reported an improvement in their psychological safety. The uncommon reduction in psychological safety may have been due to the staff's increased awareness of the lack of trust within the work environment which requires extensive and tailored intervention to elicit transformation.
- Staff's Turnover Intentions reduced drastically across districts after participating in the Resilience Journey. Employees consistently report a decrease in their desire to leave the current organization. Higher staff retention enables large positive ripple effects such as enhanced productivity, reduced recruitment costs and improved employee morale.
- Noteworthy is the large range of percentage change across districts (min. = -69.93%, max. = +52.75%). Seven out of ten districts reported a reduction in the intention to find a new workplace.

- The highest increase of Turnover Intention (52.75%, n = 22) stems from a change of the pre-mean of 0.91 (associated with strongly disagree), to a post-mean of 1.39 (associated with disagree)
- The stark differences highlight the individual nature of each district and the associated work environment.
- A further distinctive area of excellence is the Healthy Selfishness – referring to the participants ability to balance their own needs and the needs of others. Across district, a significant improvement of psychological wellbeing was reported. Such shifts enable individuals to better support others, leading to more reciprocal and fulfilling relationships, a core element of effective leadership.
- On the large scale, Healthy Selfishness varied considerably (min. = -8.50%, max. = +39.68%), while five out of six districts, assessed in this area, reported positive improvements in their self-care.
- Other core competencies of the program lie in Intrinsic Motivation, Health & Vitality, and Self-Compassion. These improvements reflect on the way participants perceive their overall physical and mental health, the way they treat themselves and their internal drive to engage in work. All of which build the foundation of a healthier and happier workplace environment.

 ***These findings signal Resilience Journey's ability to strengthen overall wellbeing and motivational systems across educational environments.***

### **High to Moderate Impact with Mixed Confidence Constructs**

- With high to moderate effectiveness, Resilience Journey influences areas such as Individual Wellbeing, Creativity, Meaningful Contributions, and District Wellbeing. The average improvements (10.32% to 14.37%) across districts speaks to the ability of the program to enhance a broad range of essential areas contributing to an efficacious and positive education system.

## Low Impact Area with Compromised Confidence

- Resilience
  - Two out of seven districts reported lower resilience levels
  - (-5.57%, n = 30) overall this district scored low on many other constructs.
  - (-9.74%, n = 22) despite showing increases of 9.55% in Individual Wellbeing
  - Happiness & Satisfaction with Life
  - Was only assessed in two districts hence the low sample size (N = 36).
  - Results are therefore low in reliability
- Burnout
  - The program aims to reduce burnout levels which is why the small average increase across district is undesirable.
  - The analysis revealed a comparably small range in percentage change (min = -30%, max = +20.16%)
  - Four out of six districts reported increase in perceived burnout levels.
  - Increase in perceived burnout may be due to many factors including, increased awareness of burden gained through a better understanding of wellbeing and/or external factors to the program.



## Appendix

**Table 4. Overview of % Change, Total Sample Size and Districts Included per Construct**

| Construct                          | Average % Change | Total Sample Sizes | Districts included                                                                                                                             |
|------------------------------------|------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Happiness & Satisfaction with Life | 4.22             | 19                 | Hawaii, PXU City High School                                                                                                                   |
| Health & Vitality                  | 15.37            | 96                 | Hawaii, Pennsbury, PXU City High School, Upper Freehold, East Windsor, Ewing, Lawrencen Township Public School                                 |
| Psychological Safety               | 11.23            | 119                | Hawaii, Pennsbury, Onteora, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing, Lawrencen Township Public School           |
| Resilience                         | 7.12             | 149                | Hawaii, Pennsbury, Onteora, PXU City High School, PXU (other), Upper Freehold, Coalinga, East Windsor, Ewing, Lawrencen Township Public School |
| High-Quality Relationships         | 2.50             | 119                | Hawaii, Pennsbury, Onteora, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing, Lawrencen Township Public School           |
| Healthy Selfishness                | 15.92            | 105                | Hawaii, Pennsbury, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing, Lawrencen Township Public School                    |
| Self-Compassion                    | 6.69             | 105                | Hawaii, Pennsbury, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing, Lawrencen Township Public School                    |
| Intrinsic Motivation               | 13.72            | 96                 | Hawaii, Pennsbury, Onteora, PXU City High School, Upper Freehold, East Windsor, Ewing                                                          |

|                                 |       |     |                                                                                                                                                |
|---------------------------------|-------|-----|------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengths Discovery & Alignment | 8.21  | 91  | Hawaii, Pennsbury, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing                                                      |
| Gratitude                       | 6.28  | 82  | Hawaii, Pennsbury, PXU City High School, Upper Freehold, East Windsor, Ewing                                                                   |
| Meaningful Contributions        | 11.23 | 74  | Hawaii, Pennsbury, Onteora, PXU City High School, Upper Freehold, Ewing                                                                        |
| Burnout                         | 4.09  | 110 | Hawaii, Onteora, PXU City High School, Upper Freehold, Coalinga, East Windsor, Lawrencen Township Public School                                |
| Creativity                      | 8.43  | 60  | Hawaii, Pennsbury, PXU City High School, Upper Freehold, Ewing                                                                                 |
| Turnover Intentions             | -5.72 | 149 | Hawaii, Pennsbury, Onteora, PXU City High School, PXU (other), Upper Freehold, Coalinga, East Windsor, Ewing, Lawrencen Township Public School |
| Social Support                  | 5.76  | 105 | Hawaii, Pennsbury, Onteora, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing                                             |
| Progress At Work                | 7.24  | 82  | Hawaii, Pennsbury, PXU City High School, Upper Freehold, East Windsor, Ewing                                                                   |
| Optimism                        | 5.62  | 102 | Pennsbury, PXU (other), Upper Freehold, Coalinga, East Windsor, Ewing                                                                          |
| Individual Wellbeing            | 6.94  | 91  | Pennsbury, PXU City High School, PXU (other), Upper Freehold, East Windsor, Ewing, Lawrencen Township Public School                            |
| Self-Awareness                  | 6.04  | 30  | East Windsor, Ewing                                                                                                                            |
| District Wellbeing              | 33.77 | 60  | Pennsbury, PXU City High School, Upper Freehold, Ewing, Lawrencen Township Public School                                                       |

## Appendix B.

### Overview with Constructs Measured per District

| Constructs Listed by District |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coalinga                      | <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Burnout</li> <li>• Turnover Intentions</li> <li>• Optimism</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |
| East Windsor                  | <ul style="list-style-type: none"> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Intrinsic Motivation</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Gratitude</li> <li>• Burnout</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Progress At Work</li> <li>• Optimism</li> <li>• Wellbeing (individual)</li> <li>• Self-Awareness</li> </ul> |
| Ewing                         | <ul style="list-style-type: none"> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Intrinsic Motivation</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Gratitude</li> <li>• Meaningful Contributions</li> <li>• Creativity</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Progress At Work</li> <li>• Optimism</li> </ul>                      |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• Wellbeing (individual)</li> <li>• Self-Awareness</li> <li>• Wellbeing (District)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Hawaii                          | <ul style="list-style-type: none"> <li>• Wellbeing Tools</li> <li>• Happiness &amp; Satisfaction with Life</li> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Intrinsic Motivation</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Gratitude</li> <li>• Meaningful Contributions</li> <li>• Burnout</li> <li>• Creativity</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Progress At Work</li> </ul> |
| Lawrence Township Public School | <ul style="list-style-type: none"> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Burnout</li> <li>• Turnover Intentions</li> <li>• Wellbeing (individual)</li> <li>• Wellbeing (District)</li> </ul>                                                                                                                                                                                                                                |
| Onteora                         | <ul style="list-style-type: none"> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Intrinsic Motivation</li> <li>• Meaningful Contributions</li> <li>• Burnout</li> <li>• Turnover Intentions</li> <li>• Social Support</li> </ul>                                                                                                                                                                                                                                                                                               |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PXU (other)          | <ul style="list-style-type: none"> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Optimism</li> <li>• Wellbeing (individual)</li> </ul>                                                                                                                                                                                                                                                              |
| PXU City High School | <ul style="list-style-type: none"> <li>• Happiness &amp; Satisfaction with Life</li> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Intrinsic Motivation</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Gratitude</li> <li>• Meaningful Contributions</li> <li>• Burnout</li> <li>• Creativity</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Progress At Work</li> <li>• Wellbeing (individual)</li> <li>• Wellbeing (District)</li> </ul> |
| Pennsbury            | <ul style="list-style-type: none"> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Intrinsic Motivation</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Gratitude</li> <li>• Meaningful Contributions</li> <li>• Creativity</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Progress At Work</li> </ul>                                                                                                                                        |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <ul style="list-style-type: none"> <li>• Optimism</li> <li>• Wellbeing (individual)</li> <li>• Wellbeing (District)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Upper Freehold | <ul style="list-style-type: none"> <li>• Health &amp; Vitality</li> <li>• Psychological Safety</li> <li>• Resilience</li> <li>• High-Quality Relationships</li> <li>• Healthy Selfishness</li> <li>• Self-Compassion</li> <li>• Intrinsic Motivation</li> <li>• Strengths Discovery &amp; Alignment</li> <li>• Gratitude</li> <li>• Meaningful Contributions</li> <li>• Burnout</li> <li>• Creativity</li> <li>• Turnover Intentions</li> <li>• Social Support</li> <li>• Progress At Work</li> <li>• Optimism</li> <li>• Wellbeing (individual)</li> <li>• Wellbeing (District)</li> </ul> |

## Appendix C.

**Table of 20 Constructs and Assessment Items**

|                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|
| <b>Happiness &amp; Satisfaction with Life</b>                                                                        |
| I find myself being happy for no reason.                                                                             |
| In many ways, my life is close to ideal.                                                                             |
| In many ways, my life is close to ideal.                                                                             |
| <b>Health &amp; Vitality</b>                                                                                         |
| I am healthy.                                                                                                        |
| I feel energized.                                                                                                    |
| I am able to take adequate time to rest and recover.                                                                 |
| <b>Psychological Safety</b>                                                                                          |
| It is safe to take a risk with my leadership team.                                                                   |
| I am able to bring up problems and tough issues with my leadership team.                                             |
| My unique skills and talents are valued and utilized by my colleagues and supervisors.                               |
| <b>Resilience</b>                                                                                                    |
| I tend to bounce back quickly after hard times.                                                                      |
| It does not take me long to recover from a stressful event.                                                          |
| I usually come through difficult times with little trouble.                                                          |
| <b>High-Quality Relationships</b>                                                                                    |
| I do not have any difficulty expressing my feelings.                                                                 |
| I try to develop meaningful relationships with my work colleagues.                                                   |
| I take the time to understand people I work with.                                                                    |
| Within the past month, I felt connected to my colleagues.                                                            |
| Within the past month, I felt a sense of belonging to my colleagues.                                                 |
| <b>Healthy Selfishness</b>                                                                                           |
| I balance my own needs with the needs of others.                                                                     |
| I have healthy boundaries (e.g., I protect my needs).                                                                |
| I have a healthy form of selfishness (e.g., meditation, eating healthy, exercising, etc.) that does not hurt others. |
| <b>Self-Compassion</b>                                                                                               |
| I am there for myself in times of need.                                                                              |
| During tough times, I am kind to myself.                                                                             |
| I treat myself like a good friend in times of need.                                                                  |

|                                                                                     |
|-------------------------------------------------------------------------------------|
| <b>Intrinsic Motivation</b>                                                         |
| My work is aligned with my deepest interests.                                       |
| My work is enjoyable.                                                               |
| My work makes me feel vital and alive.                                              |
| <b>Strengths Discovery &amp; Alignment</b>                                          |
| I am aware of my greatest strengths.                                                |
| I regularly use my strengths.                                                       |
| I try to use my strengths in new ways.                                              |
| <b>Gratitude</b>                                                                    |
| I have so much in life to be thankful for.                                          |
| When I look at the world, I see so much to be grateful for.                         |
| If I had to list everything that I felt grateful for, it would be a very long list. |
| <b>Meaningful Contributions</b>                                                     |
| My work makes a difference.                                                         |
| My work has a positive impact.                                                      |
| My work makes a contribution to society.                                            |
| <b>Burnout *</b>                                                                    |
| Please rate your current level of burnout on a scale from 1-10.                     |
| <b>Creativity/ Curiosity</b>                                                        |
| I come up with novel ideas that tend to be useful.                                  |
| I come up with lots of novel ideas at work.                                         |
| My ideas tend to be very innovative.                                                |
| <b>Turnover Intentions *</b>                                                        |
| I am currently looking for another organization to work for.                        |
| I often think of leaving this organization.                                         |
| I will probably leave this organization in the next few months.                     |
| <b>Social Support</b>                                                               |
| I can trust most people at work.                                                    |
| There is someone at work who encourages my development.                             |
| There are people at work who appreciate me as a person.                             |
| I feel a sense of belonging at work.                                                |
| <b>Progress At Work</b>                                                             |
| Over the last 4 months, I have had opportunities at work to learn and grow.         |
| <b>Optimism</b>                                                                     |
| I am optimistic about my future in general.                                         |

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| I have a positive outlook on life.                                                        |
| I expect more good things in my life than bad.                                            |
| <b>Individual Wellbeing</b>                                                               |
| I've had a clear vision when it comes to improving my own wellbeing.                      |
| I was in general very aware of my level of wellbeing.                                     |
| I had ways to measure/track my own wellbeing.                                             |
| I HAD tools/strategies/ways to improve my wellbeing.                                      |
| I APPLIED tools/strategies/ways to improve my wellbeing.                                  |
| I've had confidence in my ability to improve my own level of wellbeing                    |
| <b>Self-Awareness</b>                                                                     |
| I actively attempt to understand myself as best as possible.                              |
| I am aware of my inner thoughts and feelings.                                             |
| I am in touch with my motives and desires.                                                |
| <b>District Wellbeing</b>                                                                 |
| I've had a clear vision of what a thriving school or district looks or feels like.        |
| I was in general very aware of the level of wellbeing of others in my school or district. |
| I knew how to measure/track the wellbeing of others in my school or district.             |
| I HAD tools/strategies/ways to improve the wellbeing of others in my school/district.     |
| APPLIED tools/strategies/ways to improve the wellbeing of my school/district.             |
| I've felt confident in my ability to foster school/district wellbeing.                    |

**\*Note:** The constructs *Burnout* and *Turnover Intentions* are reverse-coded, meaning that a negative change from pre- to post-assessment reflects a positive development (i.e., a decrease is desirable). In contrast, for all other constructs, a positive change (i.e., an increase) is considered desirable.

# Appendix D.

## References

- Batz, J., & Wirzberger, M. (2025). Resilience as a professional competence: a new way towards healthy teachers? *Social Psychology of Education*, 28(1), 1-34.
- Dimitropoulos, G., Cullen, E., Cullen, O., Pawluk, C., McLuckie, A., Patten, S., Bulloch, A., Wilcox, G., & Arnold, P. D. (2022). "Teachers often see the red flags first": perceptions of school staff regarding their roles in supporting students with mental health concerns. *School mental health*, 1-14.
- Klap, J., MacCallum, J., & Mansfield, C. F. (2021). 'Head'first: Principal self-care to promote teacher resilience. In *Cultivating teacher resilience: International approaches, applications and impact* (pp. 195-210). Springer.
- Pakdee, S., Cheechang, P., Thammanoon, R., Krobpet, S., Piya-Amornphan, N., Puangsri, P., & Gosselink, R. (2025). Burnout and well-being among higher education teachers: Influencing factors of burnout. *BMC Public Health*, 25(1), 1409.
- Sorensen, L. C., & Ladd, H. F. (2020). The hidden costs of teacher turnover. *AERA open*, 6(1), 2332858420905812.