

IN FOCUS EDUCATION GROUP

2025

EDUCATOR WELL- BEING

A continuing education course for administrators,
teachers, counselors, and staff.



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01

PROGRAM REVIEW

The Educator Well-Being Course, facilitated and sponsored by In Focus Education Group, is a professional learning opportunity developed to support the personal and professional well-being of educators. This course is designed to provide sustainable, sequential, and research-based professional development for PreK–12 teachers, administrators, counselors, coaches, and school staff. The course aligns with national teaching standards.

Approved for Utah State Board of Education (USBE) licensure hours and college credit through Southern Utah University (SUU), the course is delivered in a blended format combining live and asynchronous instruction. The course is offered across Utah and in other partner states and is aligned with key state initiatives and national teaching standards.

This course aligns with the USBE strategic plan, specifically 3C Safe & Healthy Schools Initiative to build the capacity of educators and other stakeholders to meet students' mental, emotional, and social needs.

Alignment with Utah Effective Teaching Standards:

This course aligns with the Utah Effective Standards (8b, 8c, 8d Reflection and Growth; 9a, 9e Leadership and Collaboration; 10c Professional and Ethical Behavior).

Alignment with Research Based Professional Development:

This course is aligned with the research on effective professional development (Hammond, Hyler, Gardner; 2017) and adult learning theories and incorporates the following elements: is content focused; incorporates active learning utilizing adult learning theory; supports collaboration, typically in job-embedded contexts; uses models and modeling of effective practice; provides coaching and expert support; offers opportunities for feedback and reflection; and is of sustained duration.

COURSE FORMAT & STRUCTURE

- Blended delivery:
 - 50% live Zoom sessions
 - 50% asynchronous modules
- Schedules available:
 - 10-week semester course (Fall, Winter, Spring)
 - 2-week summer intensive option
- Credit awarded:
 - USBE license renewal hours
 - College credit through Southern Utah University (SUU)

This course is intended for: PreK–12 educators, School and district administrators, School counselors and psychologists, Instructional coaches and support staff

Alignment with INTASC Model Core Teaching Standards:

This course aligns with the following INTASC Model Core Teaching Standards

- Standard/Progression #3: Learning Environments
- Standard/Progression #7: Planning for Instruction
- Standard/Progression #9: Professional Learning and Ethical Practice
- Standard/Progression #10: Leadership and Collaboration

Course Objectives:

1. Provide educators with an opportunity to address their own well-being through research based strategies and resources.
2. Support educators with their professional efforts of relicensure, continuing education, and endorsements.
3. Provide a collaborative environment for teachers to learn from other teachers, and continue their personal and professional growth as part of the larger teaching community.

Each topic of the course included reference to current research and theory, best practices and strategies. Through various online discussion resources, participants engaged in collaborative learning, exploration, and sharing around these topics. Outside of class, participants worked on asynchronous assignments that extended the inclass learning to additional topics and hands-on applications.

02

COURSE DESCRIPTION

1.0 Educator Well-Being Essentials

An introductory course focused on foundational well-being strategies:

- What, Why, and How of Well-Being
- Self-Awareness
- Emotional Regulation
- Time Management
- Growth Mindset
- Empathy and Connection
- Communication, Collaboration, and Conflict Resolution

Building a strong foundation for professional and personal success
Format: 10 sessions, 90 minutes each, delivered live via Zoom

2.0 The Resilient Educator

An advanced course designed to deepen well-being practices:

- Setting and achieving 1% goals
- Enhancing interpersonal relationships
- Physical well-being and health habits
- Positive self-talk and motivation
- Setting boundaries
- Mindfulness and stress management
- Vision boards and legacy planning

Format: 10 sessions, 90 minutes each, delivered live via Zoom

A pre-and post- survey is administered at the beginning and end of the course to measure teacher perceptions of well-being aligned with course objectives. In addition to asking what topics the participants want to learn about, we also invite participants to rate their overall well-being. The following data represent a sampling of the pre/post data.

Throughout the course, participants are encouraged to share how the course content is impacting them personally and professionally through various reflection prompts and asynchronous assignments.

EVIDENCE BASED INDICATORS OF SUCCESS

**357 educators
8 cohorts**

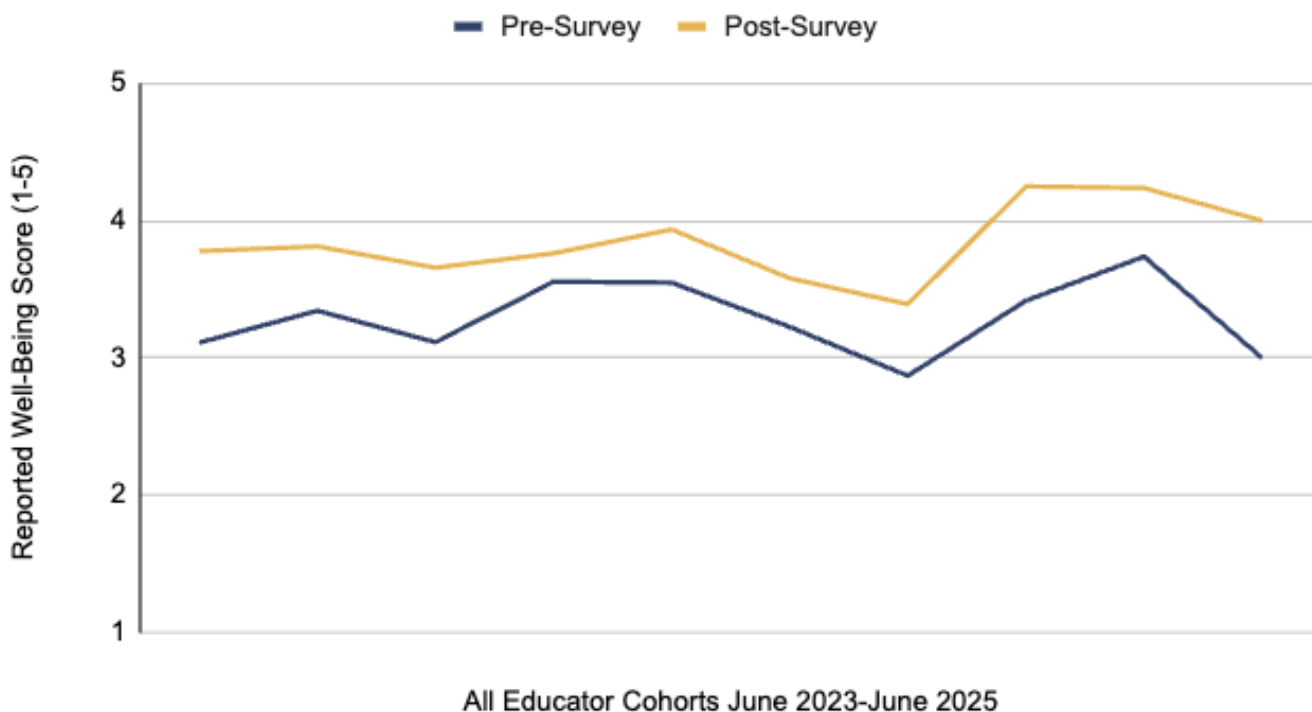
**15.17% reported
improvement**

**100% of the
participants reported
increased well-being!**

To measure the effect of the well-being courses, educators were asked to report their well-being using a likert scale on a pre- and post-survey. Educators were asked "How would you rank your overall well-being at this time of year? Rate on a 1-5 scale: 1 (I am really struggling) to 5 (I am thriving)."

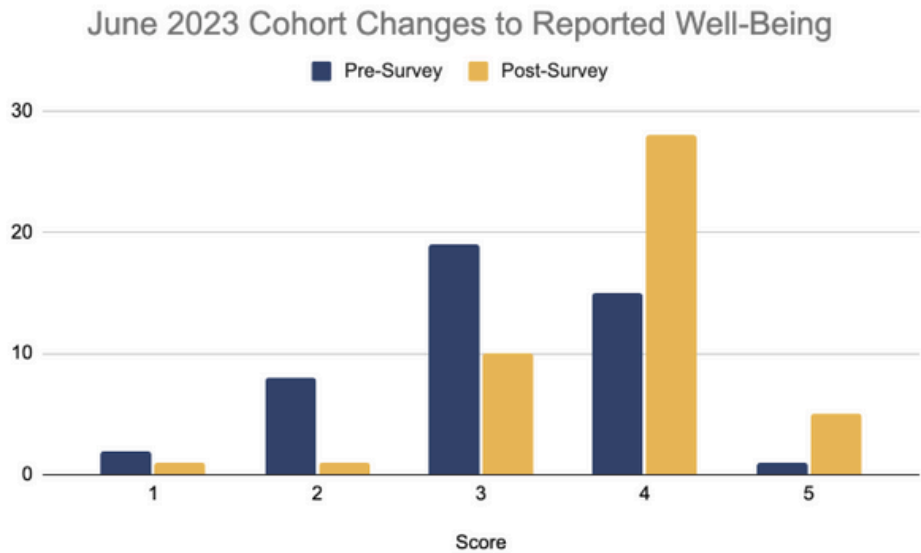
A total of 357 educators in 8 cohorts participated in the webinars and completed both surveys with no attrition between June 2023 and June 2025. The average pre-survey response was 3.32 out of 5 and the average post-survey score was 3.82 out of 5. The webinars contributed to a 15.17% improvement in reported well-being scores across all cohorts. The average cohort size was 40 educators. On whole, educators reported an increase in reported well-being following the In Focus courses across all 8 cohorts.

Aggregate Scores for all Pre- and Post-Surveys



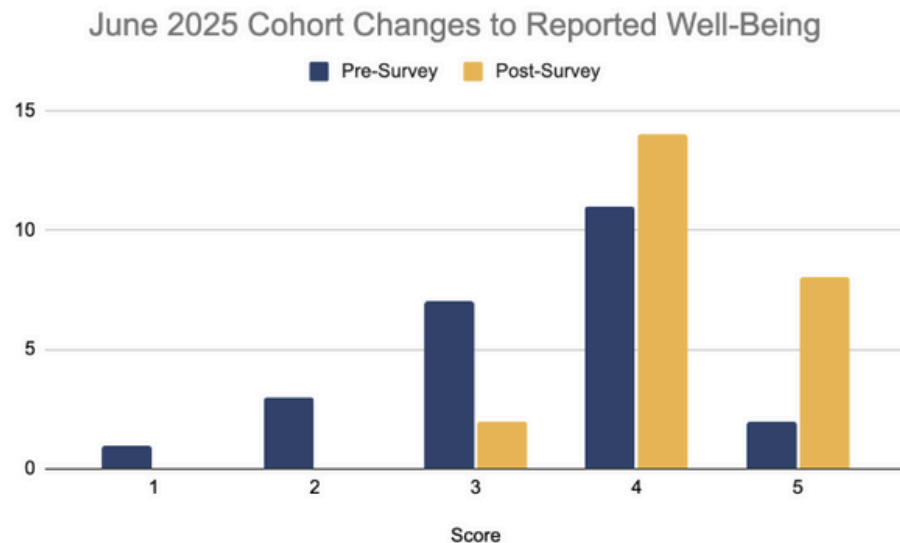
Educators in the June 2023 cohort had an average pre-survey score of 3.11 out of 5 and an average post-survey score of 3.78, a 21.43% increase in reported well-being scores.

21.43% increase in reported well-being scores!



Educators in the June 2025 cohort had an average pre-survey score of 3.42 out of 5 and an average post-survey score of 4.25, a 24.39% increase in reported well-being scores.

This is a 2.96% increase from June 2023 which is a positive indicator that InFocus is increasing its own capacity to support educators over time as we refine our evidence-based approach in real-time with new information.



24.39% increase in reported well-being scores!

“I gained a better idea of what educators as a whole experience and how it changes throughout the year. I also loved that we focused on both our personal lives and professional lives.”



04

IMPACT

To date, In Focus has facilitated the Educator Well-Being course in Arizona, Utah, New Hampshire, and Idaho. We offer cohorts during the Winter, Summer, and Fall semesters. We provide a 10 week semester long course and a 2 week summer intensive course. We have had 664 educators participate in the course from various states and school districts.

◆ FEEDBACK ABOUT THE COURSE

This course helped educators **reconnect with their personal well-being**, reinforcing that taking care of themselves emotionally, physically, and creatively is essential to being effective in their professional lives.

◆ Participants found **practical tools and immediately applicable strategies**—such as stress management, time organization, and communication techniques—that not only improved their own lives but also positively impacted their teaching, classrooms, and families.

The course fostered a **sense of connection** and shared experience, reminding educators that they are not alone in their challenges. It created space for reflection and self-awareness, encouraged small but meaningful actions for growth, and emphasized the ripple effect of personal well-being on students, colleagues, and school communities.

◆ Ultimately, the experience was both **empowering and motivating**, inspiring teachers to be more intentional in their self-care and more compassionate and proactive in their roles.

“This course has reminded me of what is most important for me as a teacher. It has helped me look at finding a better balance between personal and professional life.”

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PERSONAL WELL-BEING MATTERS

Teachers recognized the importance of caring for their own mental, emotional, and physical health—often something they had neglected.

WORK-LIFE BALANCE

The course helped educators reflect on and strive for a better balance between their personal and professional lives.

PRACTICAL TOOLS AND STRATEGIES

Participants appreciated the immediately useful techniques—like stress management, organization, and time management—that improved both home and work life.

COMMUNITY AND CONNECTION

Teachers valued the opportunity to hear from peers, feel less isolated, and learn from others' experiences.

RIPPLE EFFECT ON STUDENTS AND FAMILIES

Improved personal well-being led to stronger presence and support for students and even extended to helping their own children and families.

CLASSROOM AND PROFESSIONAL GROWTH

Teachers reported better classroom management, improved communication with colleagues, and more effective collaboration during PLCs.

INCREASED SELF AWARENESS

The course fostered deeper insight into personal thought patterns, self-perception, and emotional regulation.

EMPATHY AND UNDERSTANDING

Participants gained a more compassionate view of colleagues and students, recognizing shared struggles and emotional states.

RENEWED MOTIVATION AND JOY

The experience inspired teachers to reconnect with hobbies and passions, increasing joy, creativity, and purpose.

SUSTAINABLE CHANGE THROUGH SMALL STEPS

The idea that small, intentional efforts—like setting a 1% goal—can create meaningful, lasting impact was powerful and motivating.

When we take care of our educators, they are in a better position to take care of our students!

Addressing educator well-being increases teacher retention, satisfaction, confidence, and commitment.

Addressing educator well-being decreases turnover, burnout, and compassion fatigue. Creating a collaborative space for educators to learn with and from other educators (administrators, classroom teachers, counselors) created greater insights, connections, expanded perspectives.

Educators need time to address their well-being at all times of the year. Different formats of the course meet different needs.

It is our hope that by offering continuing education courses focused on well-being we will better serve our classroom teachers, and students.

The Educator Well-Being Course by In Focus Education Group offers a practical, high-impact model for advancing educator wellness and professional growth. Aligned with strategic goals, state standards, and prevention frameworks, the course provides educators with the tools they need to thrive personally and professionally—ultimately supporting student success and healthier school communities.

“I used the topics in my staff meetings almost every week and was able to hear perspectives on others and how others are impacted by the same obstacles in my school and THAT felt good!” ”

- “I loved that this course gave me time to connect with different people from across the district! I also like chatting about how others are feeling and working through the stresses of personal and professional life.”
 - “The chance to get to know other educators. I really enjoyed taking this class through the semester because I was able to apply weekly lessons to my work, my team, and my personal life. THANK YOU!”
 - “I have contemplated a great deal about my communications with my colleagues. I love the videos, resources and ideas that I can reflect on.”
 - “Time management strategies to help me feel more organized to help eliminate added stress that can flow over to my personal life.”
 - “I loved having strategies in each lesson that could be applied immediately into daily life. I also loved having access to so many resources: video, articles, etc. I often shared what I was learning with my own children. As I continue to work on my own well-being, I am teaching my children how to improve theirs. Life is a journey, and I don't have all the answers, so having a class that helps me be the best version of me is inspiring and motivating. It also emphasizes to me the importance of teaching well-being in schools because most students are lacking in these skills.”
 - “I feel like I truly gained a greater understanding of how we are not alone in how we feel as teachers or in our personal lives. I gained insight in my own thought processes of how I perceive myself compared to how others perceive me, recognizing that my perception is the most accurate and the most important.”
 - “Participating in this course reminded me how important it is to care for myself—not just physically, but creatively and emotionally too. It helped me reconnect with activities that bring me joy, like quilting, and gave me permission to enjoy my hobbies again. I enjoyed organizing and designating specific time to decluttering and organizing my house.
 - I also gained practical strategies, like meal prepping, that made my daily life less stressful and more manageable. Most of all, I appreciated the space to reflect on my own well-being, which is something I often put on the back burner while taking care of students, coworkers, and family. This course helped me realize that small, intentional efforts—like my 1% goal—really do make a difference.”
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FEEDBACK CONTINUED...

- "I have learned techniques to effectively manage stress, leading to improved mental health and better classroom management. Enhanced well-being can lead to greater focus and efficiency, allowing you to accomplish tasks more effectively. I have gained insights into the importance of self-care in professional settings, which can contribute to long-term career satisfaction and resilience." "In addition to the Professional Development credits, my organization strategy for my classroom has improved. Communication during PLC with my team has improved."
 - "I appreciated gaining connections with other teachers. It was interesting to hear about how others take care of themselves with all the challenges we face as teachers. It was also extremely important to hear about tools and techniques to manage stress, take control of time and be able to be proactive in interactions with others."
 - "This course was fabulous. I loved the balance of discussion and asynchronous homework. It was an excellent blend of information and introspection. I LOVED THIS CLASS!"
 - "Please continue offering this to as many people as you can. Offering this to teachers will help us be able to better love and support our students, making real connections."
 - "Everyone should take this class if they want to be happier in their personal and professional lives. Not kidding - this was more helpful to me personally than any PD in the last 15 years, and I'm a master's + 40 Lane 8 teacher. Thank you! Thank you!"
 - "I really appreciated this course. I wish it were mandatory for everyone to take. The insights and reflections allow for people to improve at their own pace and gives people a variety of strategies to try. Thank you for your time and energy. I would love to take another course with just my fellow administrators. It would be interesting if everyone in the class had the same or similar positions."
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