



Success

Timely tips to improve student achievement

August 2023

<p>How to welcome students to class with storytelling</p>	<p>Starting off the school year with a storytelling exercise can quickly engage students, foster creativity and build a sense of community within the classroom, according to international educator Matthew James Friday. He suggests that teachers involve students in the process by acting out scenes and performing sound effects as ways to engage students in the activity of storytelling. For more, visit http://links.ohioschoolboards.org/SU880.</p>
<p>Restorative justice helps build stronger schools</p>	<p>A district's implementation of restorative justice practices in Maryland is proving effective in resolving conflicts and creating healthier school climates. Emphasizing dialogue, understanding and personal responsibility, restorative justice approaches help students, parents and educators address misbehavior, repair relationships and prevent future conflicts. For more, visit http://links.ohioschoolboards.org/SU881.</p>
<p>Students finding studying support online</p>	<p>High school students are using YouTube and TikTok to find support and community around studying by streaming themselves while they are doing their homework. They use hashtags like #studywithme to find others who need to buckle down and to hold each other accountable for their study sessions. For more, visit http://links.ohioschoolboards.org/SU882.</p>
<p>Ohio teachers learn Jewish history in Poland</p>	<p>Two Ohio middle school English teachers recently traveled to Poland with the nonprofit Classrooms Without Borders to better inform their teaching about the Holocaust and Jewish history. The educators were able to hear the personal account of a Holocaust survivor, visit the site of Treblinka death camp and learn about Jewish culture and life before and since World War II. For more, visit http://links.ohioschoolboards.org/SU883.</p>
<p>Rethink what makes a good school</p>	<p>Shifting our focus beyond test scores will help give the public more meaningful information about what our schools actually do. For more, visit http://links.ohioschoolboards.org/SU884.</p>
<p>Minnesota program assists students formerly in foster care</p>	<p>Minnesota residents who have aged out of foster care now qualify for the state's new Fostering Independence Grants to pay for college tuition, housing, books, fees and other expenses. The state has committed \$3.8 million to the program, which has assisted almost 500 students. For more, visit http://links.ohioschoolboards.org/SU885.</p>

Student achievement in-depth

Each month, **Success** brings you a research brief or in-depth article to discuss with board members and administrators.

Superintendents report stress levels double that of other working adults

A recent survey by RAND Corp. found superintendents in the U.S. report higher levels of job-related stress compared to other working adults, with nearly 80% of superintendents stating that work is often or always stressful. The intrusion of political issues into schooling was identified as the most common source of stress, particularly among superintendents of color and those in suburban districts.

The survey results come as district leaders continue to deal with the fallout of the COVID-19 pandemic on students' academic and social-emotional needs and increased polarization on education issues like social studies curricula and LGBTQ-inclusive materials.

That polarization, often fueled by politicians and activist groups, is likely driving a significant chunk of superintendents' stress, according to the report. Eighty-eight percent of respondents cited "the intrusion of political issues and opinions into schooling" as a source of stress in their job, the highest percentage for the stressors cited. The percentage of superintendents reporting politics as a stressor was highest among leaders in urban districts (98%).

Despite the high and frequent stress, 59% of the respondents said their job is worth it, and half said they're coping with the stress "well" or "very well." Just 2% said they're "not coping well at all."

Superintendents in urban districts (86%) were much more likely than district leaders in suburban (58%) and rural districts (57%) to feel the job is worth the stress and disappointments.

Another report from RAND Corp., also released last year, showed 1 in 4 superintendents were likely to quit soon. Researchers at the time said burnout likely played a role, and that superintendents could benefit from "political cover" when making significant decisions for their districts.

Researchers in the latest report, meanwhile, noted the survey results could be used to increase focus on well-being in professional development opportunities and leadership preparation programs.

For more on this report and a link to the survey, please visit <http://links.ohioschoolboards.org/SU886>.

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