

WISCONSIN EDUCATOR NEEDS ASSESSMENT

2024 Report



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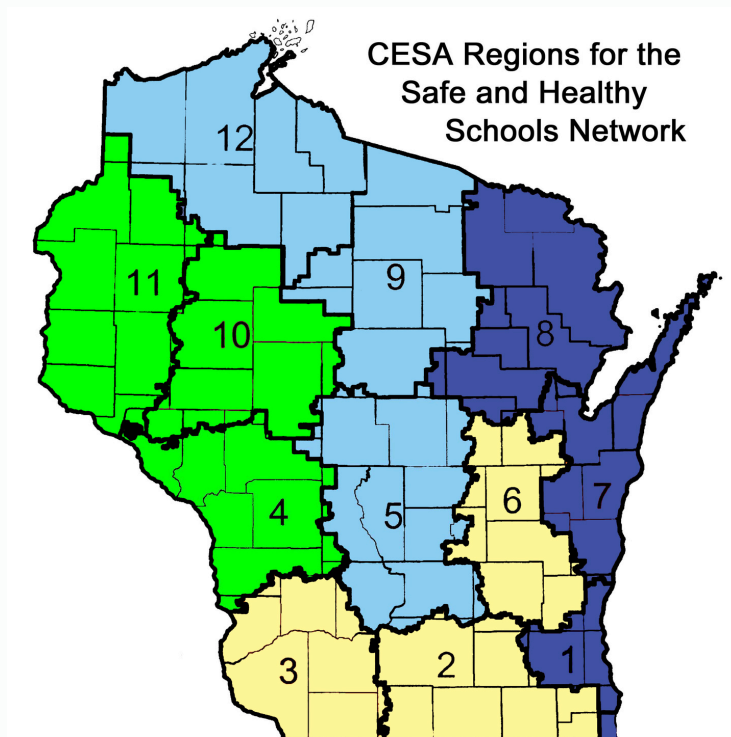
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Our mission is to grow the capacity of educators to positively impact the well-being and equitable outcomes of every student.



@WISHschools

Every Child Safe, Healthy and Connected



<https://www.wishschools.org/>

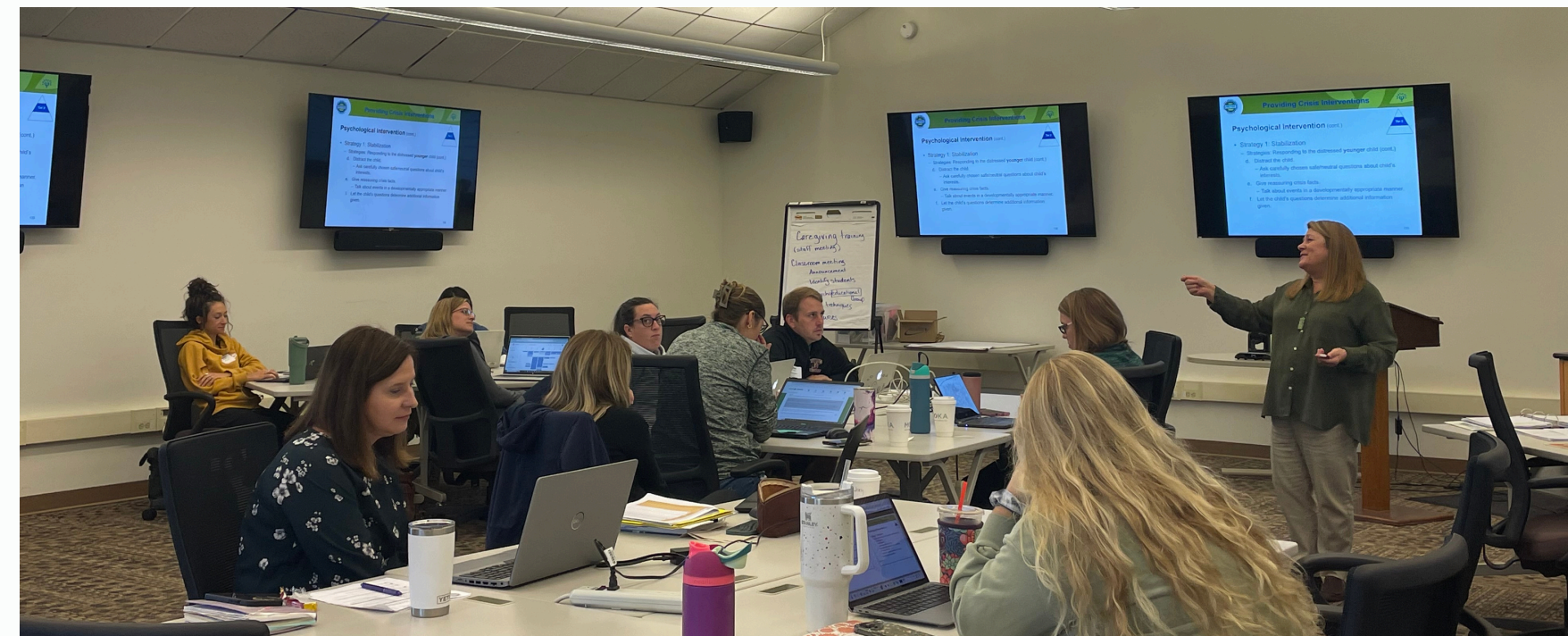
We surveyed over 1,000 Wisconsin Educators

Educator Priorities in Student and Staff Mental Health, Wellbeing and Safety

Educators are prioritizing professional learning to address mental health challenges in schools and training in comprehensive systems that support school success. Training interests cross a wide range of social and emotional needs, including anxiety, depression, social media use, attendance and substance use.

Purpose of the Survey

As part of our mission, the WISH Center surveys educators across the state to understand and meet their professional learning needs. We share results of the Needs Assessment with our partners at the Wisconsin Department of Public Instruction and the CESA Statewide Network, as well as other statewide partners and with the educators in the field.



2024 Professional Learning Needs

Online Survey of 1,181 Wisconsin Educators, February–March 2024



The last five years of the annual survey confirms that a very high percentage of educators are looking for training and support to effectively work with students experiencing anxiety. Over 80% of Wisconsin educators want professional learning related to social media safety, and more than half of all respondents are interested in training in Social and Emotional Learning, Attendance, Cyberbullying, Alternatives to Suspension, Depression, Emerging Drug Trends, Restorative Practices, Alcohol and other Drug Issues, Trauma Sensitive Schools, and Vaping Prevention and Intervention.

85%

Working with Students Who Experience Anxiety

81%

Using Social Media Safely

71%

Social Emotional Learning

70%

Attendance

70%

Cyberbullying-Recognize, Report, and Respond

Top Needs Overall, 2019-2024

Online Survey of 1,181 Wisconsin Educators, February-March 2024

2024 Rank	Topic	2024 n=1,181	2023 n=1,081	2022 n=709	2021 n=438	2020 n=600	2019 n=846
1	Working with Students Who Experience Anxiety* new in 2020	85%	89%	92%	73%	71%	N/A
2	Using Social Media Safely	81%	78%	79%	78%	70%	77%
3	Social Emotional Learning (previously engaging parents and families with SEL)	71%	62%	62%	55%	50%	64%
4	Attendance new in 2024	70%	N/A	N/A	N/A	N/A	N/A
5	Cyberbullying-Recognize, Report, and Respond	70%	75%	70%	67%	56%	63%
6	Alternatives to Suspension/ Discipline (substance use)*new in 2023	69%	66%	N/A	N/A	N/A	N/A
7	Depression*new in 2022	63%	74%	74%	N/A	N/A	N/A
8	Emerging Drug Trends	63%	66%	72%	68%	55%	63%
9	Restorative Practices for Educators	63%	52%	51%	44%	49%	47%
10	How to Assist Students with Alcohol and Other Drug Issues	62%	60%	60%	53%	42%	43%
11	Trauma Sensitive Schools	60%	54%	48%	39%	43%	44%
12	Vaping Prevention and Intervention	60%	44%	44%	41%	41%	48%

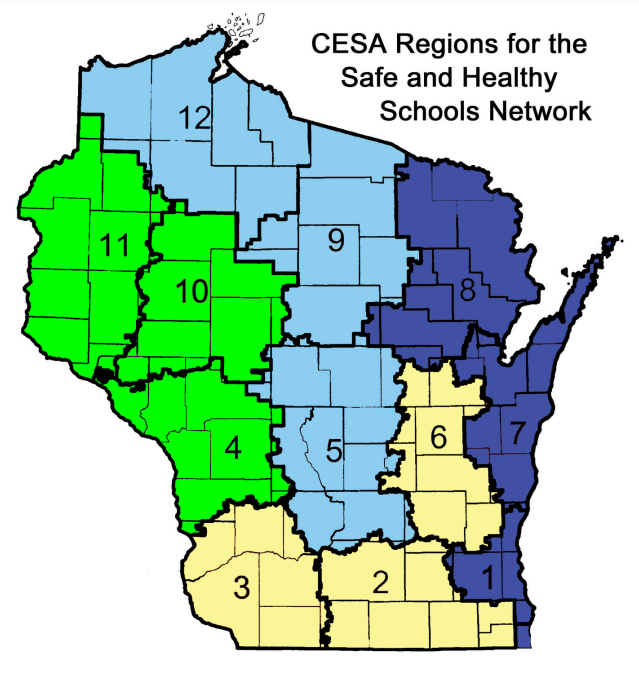
- Decreased in rank from 2023:**
- Mindfulness Practices for Students & Staff, 57% was 59% in 2023
 - Bullying: Prevention and Intervention, 55% was 59% in 2023
 - Suicidality, 53% was 59% in 2023
 - Staff Burnout/Compassion Resilience, 57% was 61% in 2023
 - More information available on the next page

WISH Survey Respondents

The WISH Center assessed the professional development needs for school health and safety using an online survey conducted during February and March of 2024. This needs assessment follows similar surveys administered annually beginning in 2012. The survey link was emailed to local school district lists and was shared through statewide listservs and on social media. The WISH Center received 1,181 responses from educators throughout Wisconsin.

By CESA:

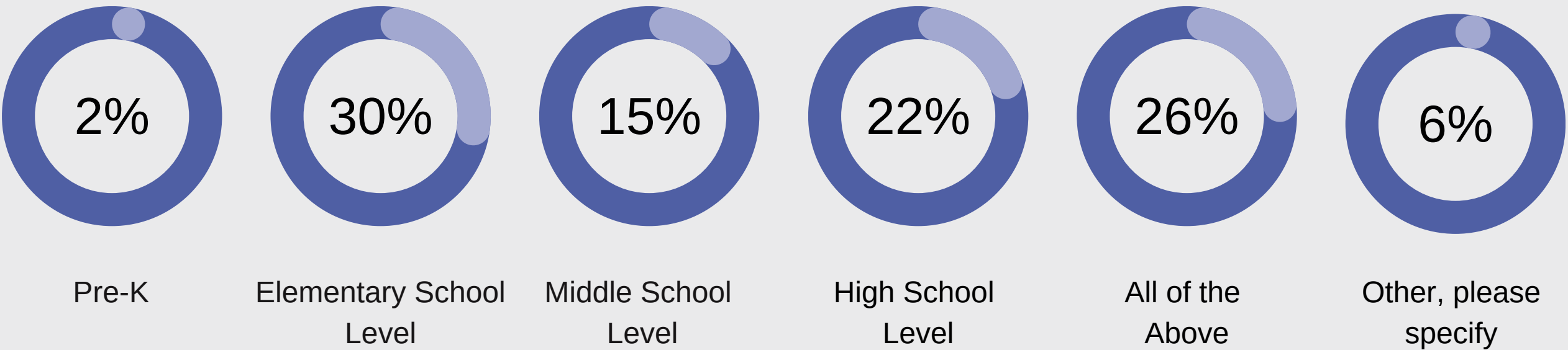
- CESA 1: 14%
- CESA 2: 16%
- CESA 3: 3%
- CESA 4: 20%
- CESA 5: 6%
- CESA 6: 9%
- CESA 7: 8%
- CESA 8: 3%
- CESA 9: 7%
- CESA 10: 6%
- CESA 11: 5%
- CESA 12: 2%
- Don't Know: 0.3%



By Role:

- 20% School Counselors
- 20% School Social Workers
- 14% School Psychologists
- 14% Classroom Teachers
- 9% School Nurses
- 10% District Staff
- 5% Building Administrators
- 5% Coach or Intervention Specialist

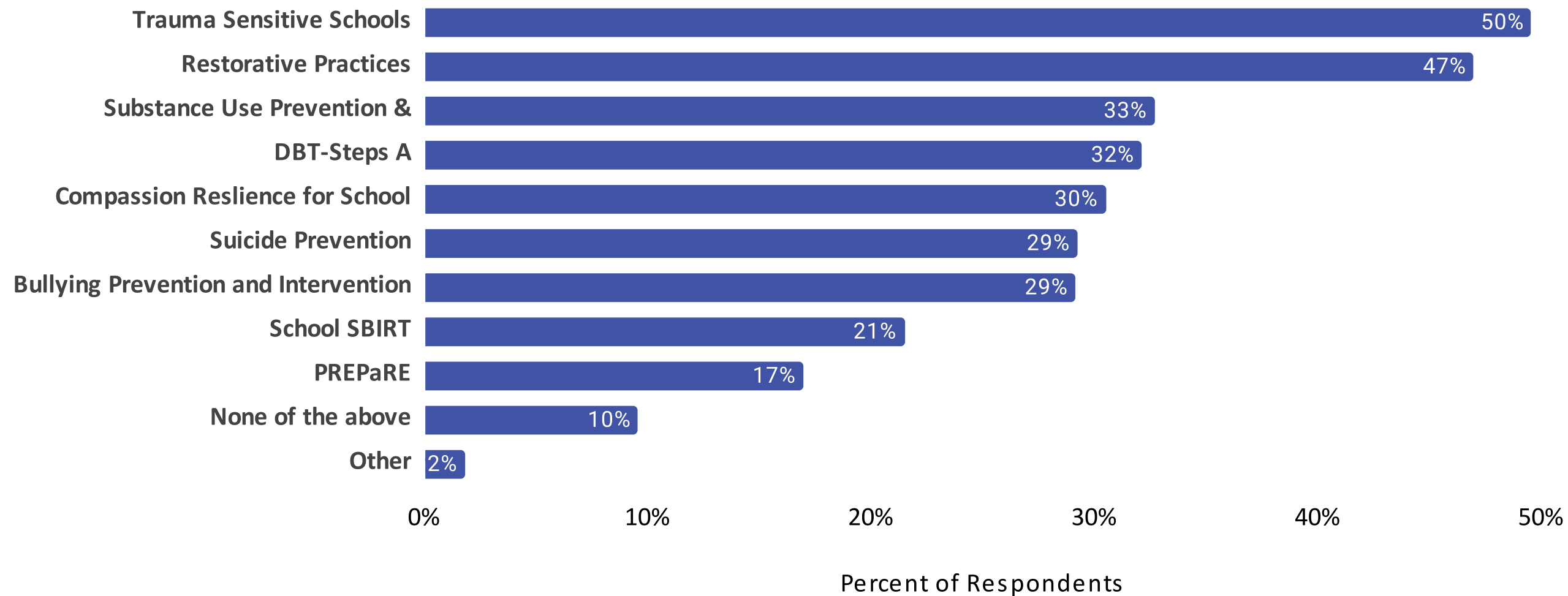
By Level:



Need for Technical Assistance and Coaching

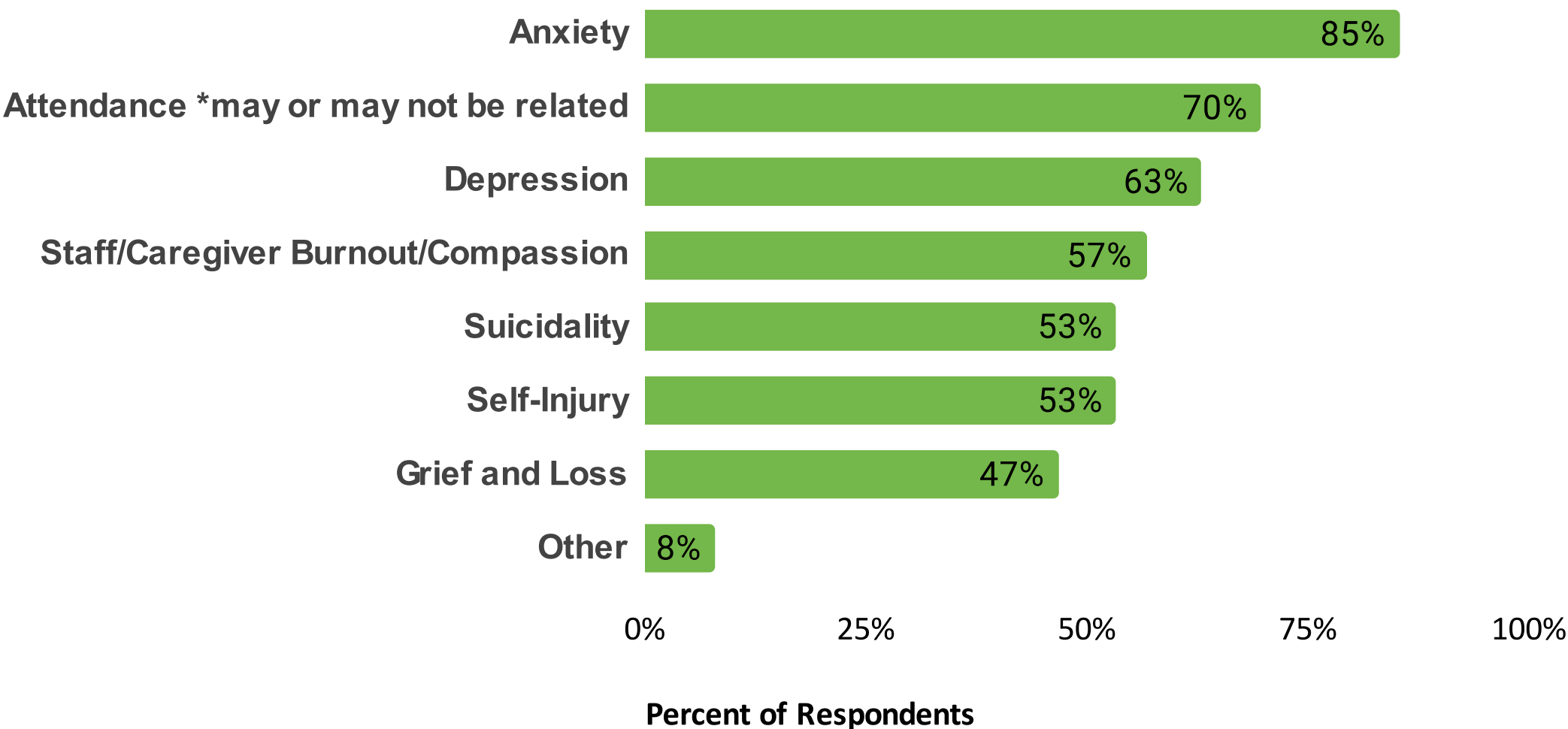
Implementing new practices and interventions takes time, people and strategic action to make successful and sustainable change. Educators responding to our survey recognize the value of coaching and are interested in support across a range of topics. Areas of greatest interest for coaching and technical assistance include Restorative Practices and Trauma Sensitive Schools.

Technical Assistance and Coaching for Implementation Needs



Mental Health Challenges

Training Interests: Mental Health Challenges



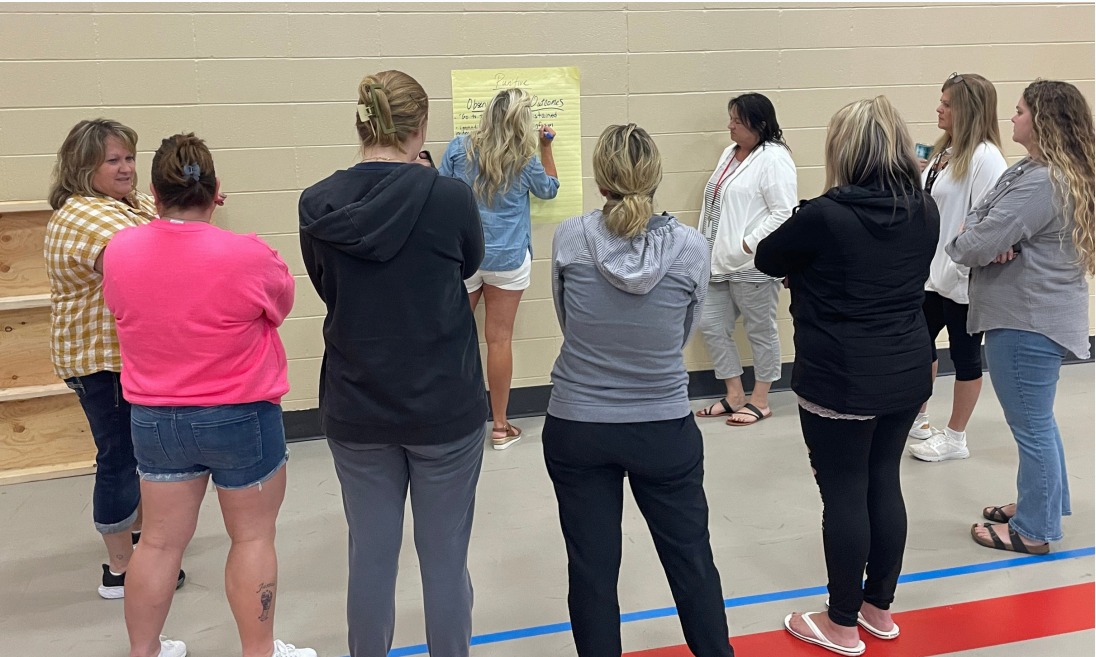
Other specified responses include support for student conduct, behavior and dysregulation, eating disorders, neurodiversity, trauma and substance use and addictive behaviors.

Student and staff mental health needs are top of mind for Wisconsin educators. 85% of educators responding to the survey are looking for training and support to help students experiencing anxiety, 70% for students with attendance/absenteeism and 63% of educators want to know how to support students with depression. 57% want training and support to address the burnout and compassion fatigue needs of the adults in their systems.

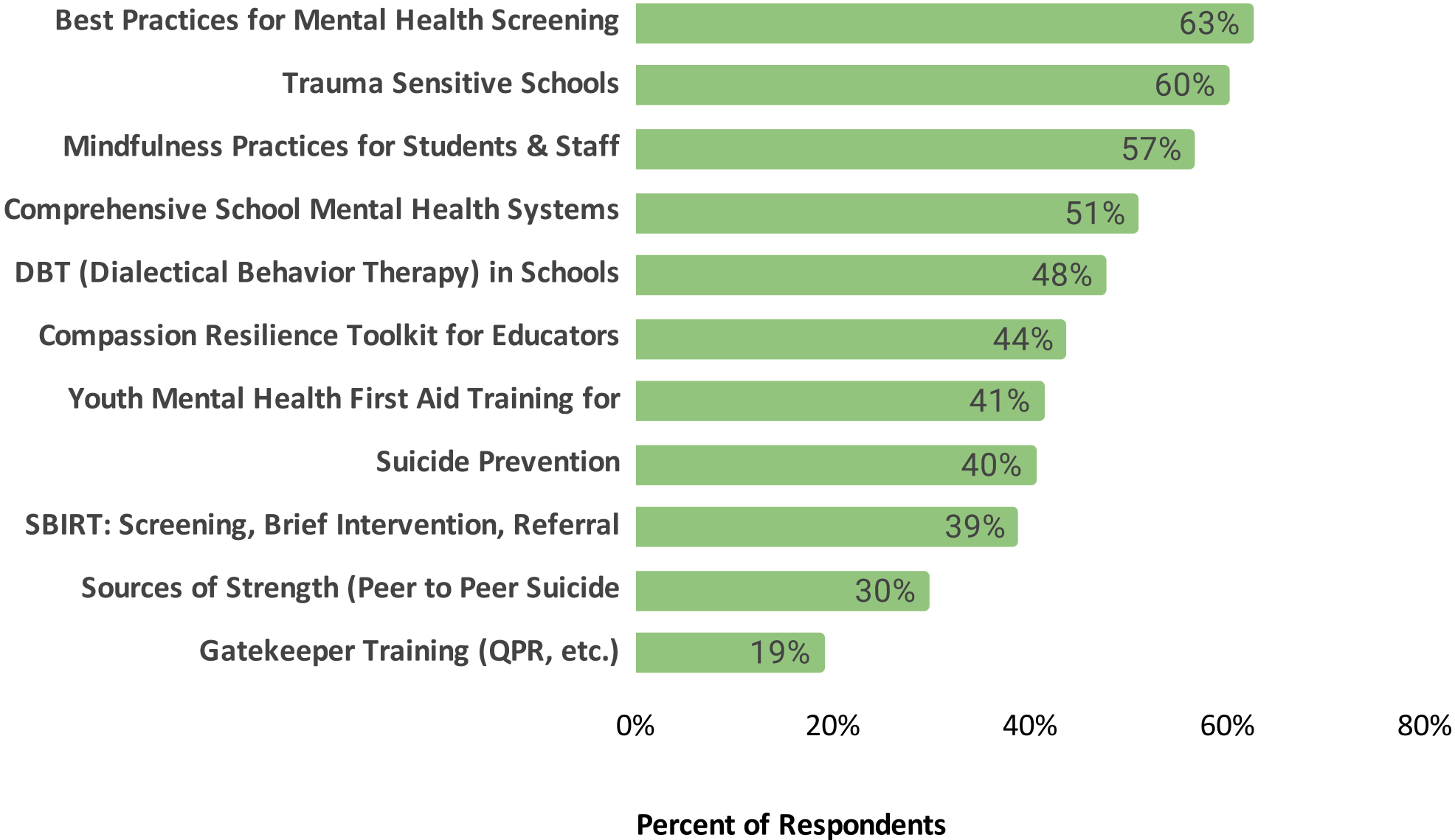


Mental Health Systems of Support: Prevention and Intervention

Prevention and intervention for mental health and suicide prevention contribute to a comprehensive system that support every student and staff member in our schools. The greatest need expressed by respondents in this area is for information and guidance on both technical implementation of best practices, as well as strategies for comprehensive approaches in systems of support. These include best practices for mental health screening (63%), Trauma Sensitive Schools, Mindfulness, Comprehensive School Mental Health, DBT in Schools, and Compassion Resilience for educators.

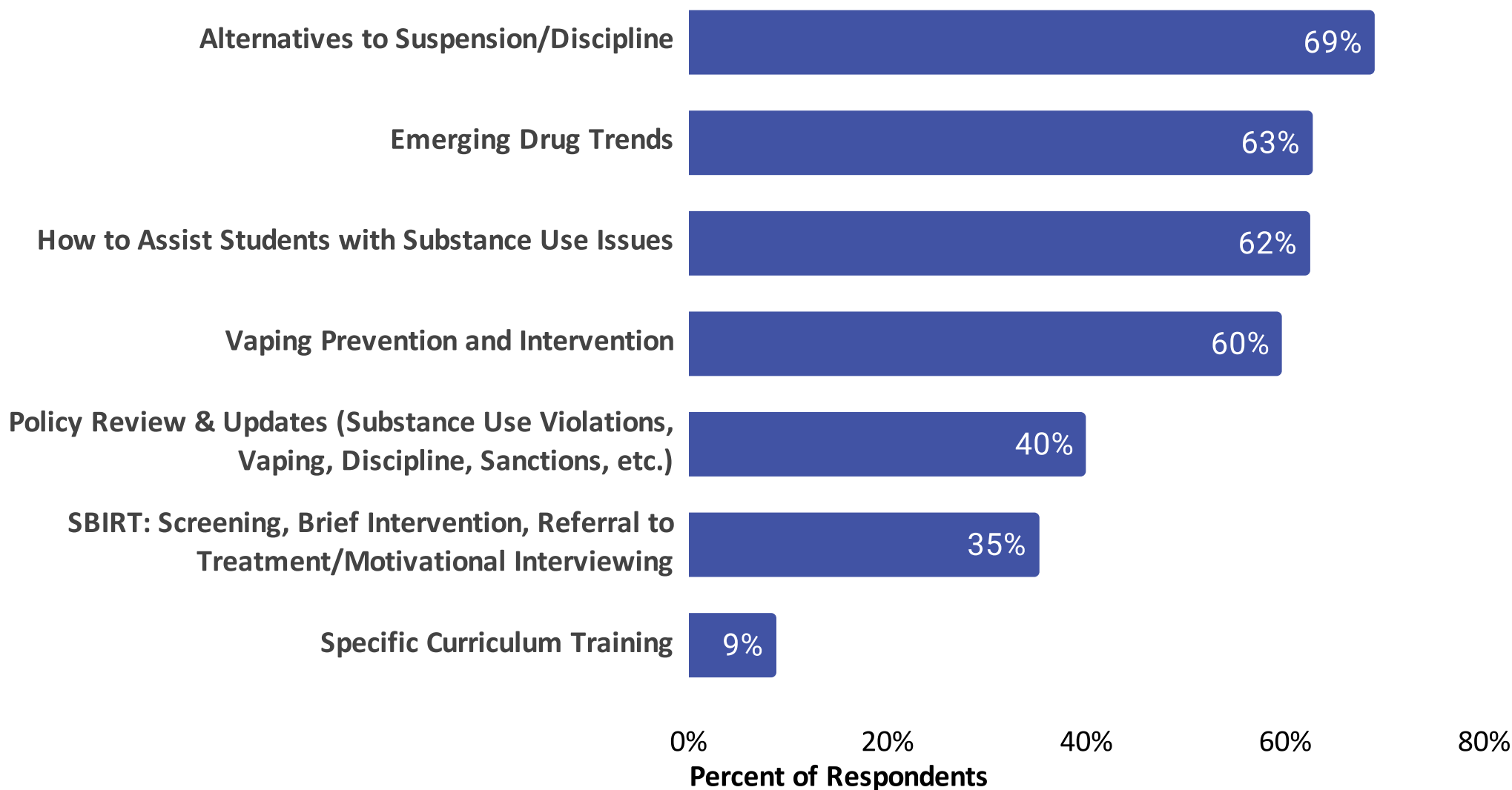


Training Interests: Mental Health Systems of Support



Substance Use Prevention and Intervention

Substance Use Prevention and Intervention Training Interests



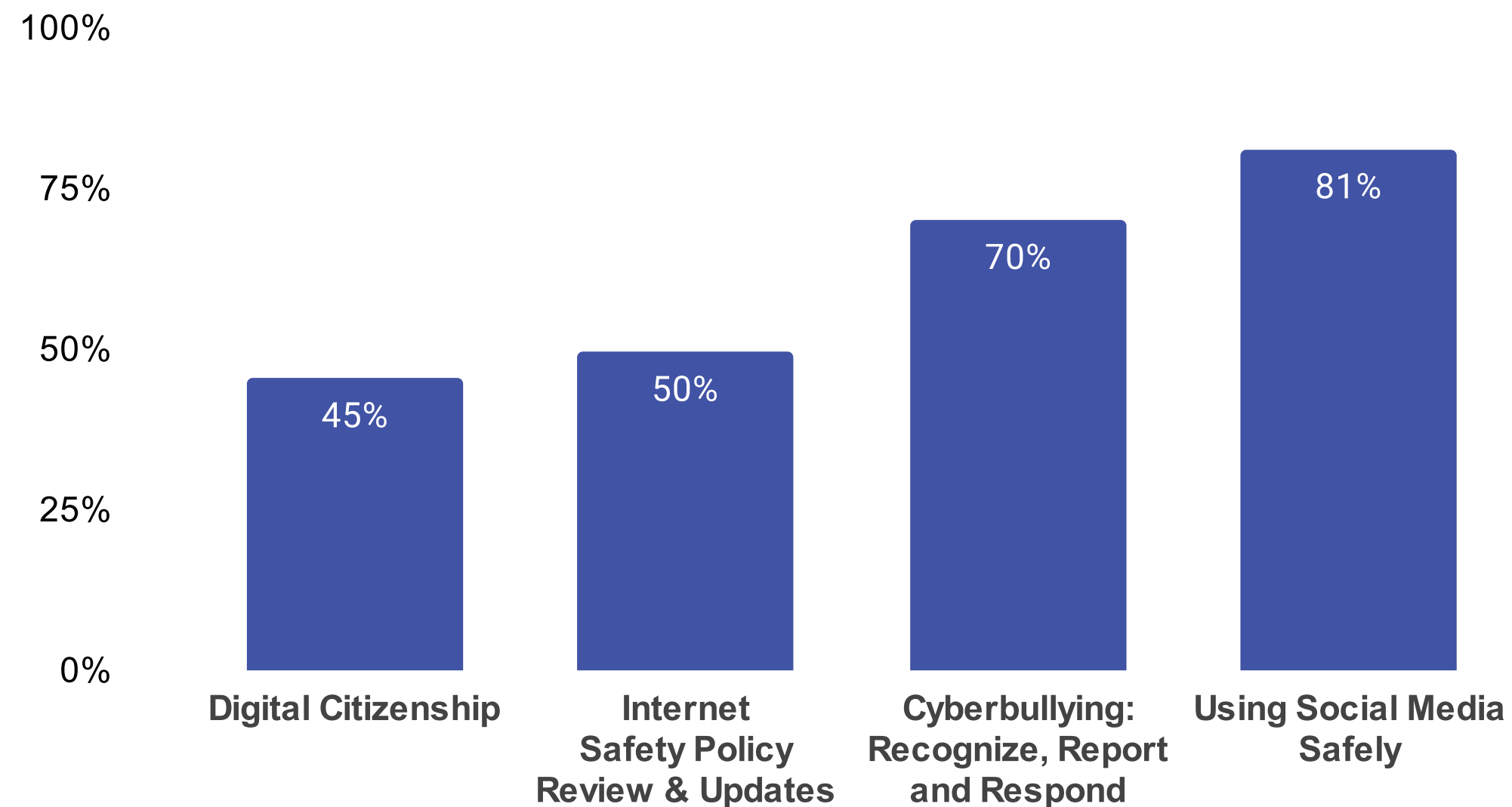
There are always new trends in substance use, and increasingly new technologies that make substances easier for students to access and use. Vaping is becoming more common and schools are looking for evidence based practices to support students to reduce their use or quit. Wisconsin educators are also looking for non-exclusionary practices and other ways to respond to substance use that support healthy behavior change and keep students in school.

Additional comments from respondents: Supports for students who have parents with Substance Use issues, Teen Intervene, Motivational Interviewing, Vape Educate, Catch My Breath, Harvard Vaping Program, Evidence Based SEL programs used for interventions, Family Substance Abuse-Wrap around, Narcan in Schools, Curriculum for Elementary School, Conscious Discipline, Character Strong, Skill streaming & Second Step, Smart Talk- Marijuana Use Prevention, would like training on alcohol use prevention, PRIME for Life Funding ops for alternatives to suspension/discipline, nursing role, duties, assessments for drug/alcohol use in school, How to help us advocate to be able to do this work instead of behavior/hall supervision.

Online Safety

Technology is a given in the lives of students, even very young children. When students begin to interact using technology and social media, educators are called to support appropriate online behavior and learning. Social media safety and cyberbullying are concerns that occupy a great deal of time and energy in schools. Wisconsin educators need professional learning in these areas and others emerging from their use of technology.

Online Safety Training Interests



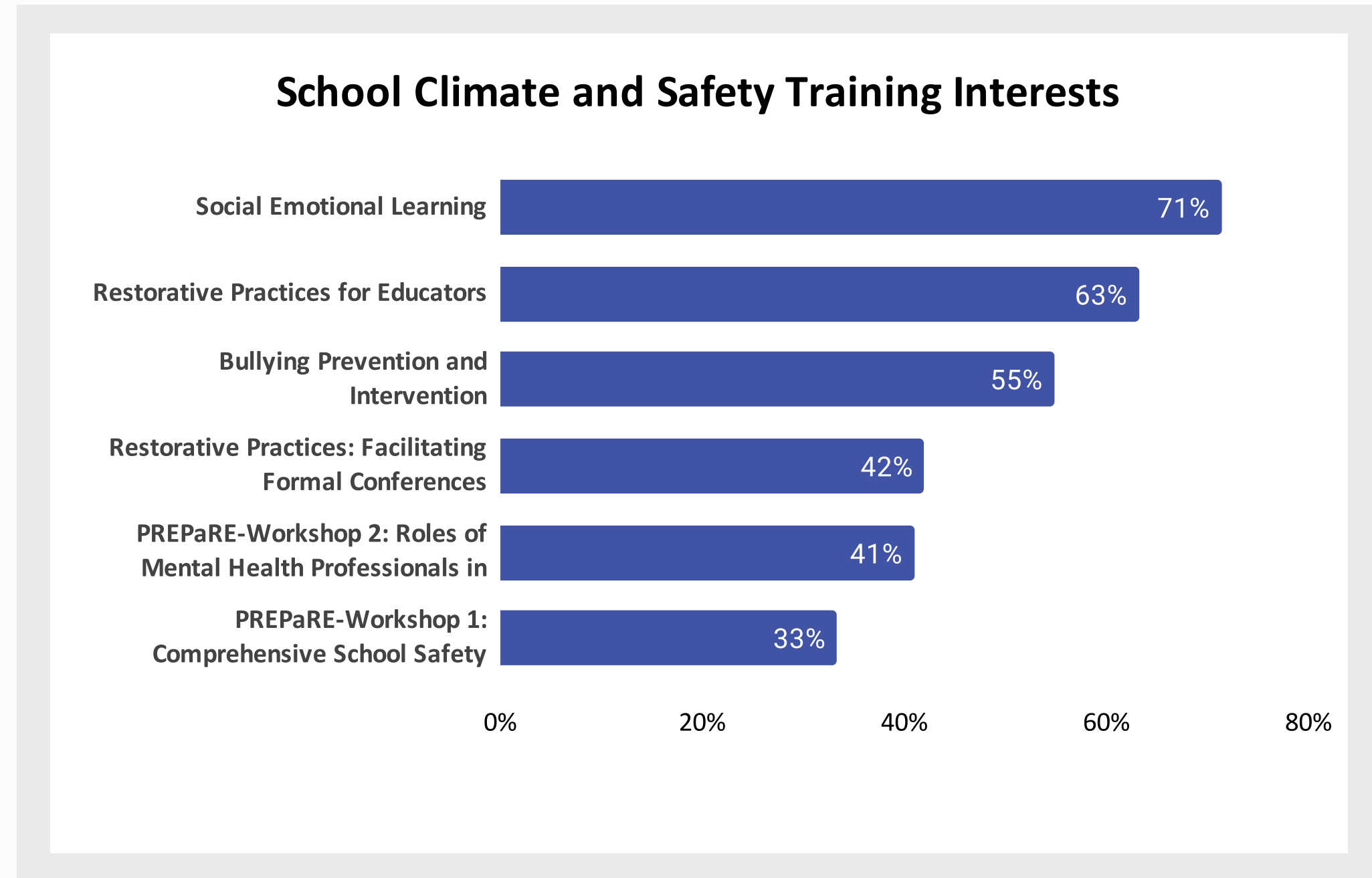
“Is there any training for parents/caregivers on proper tech use?”

“I'd love to be able to educate parents on these topics! My school has had parent info sessions on safe social media practices in the past.”

“Would likely access information/training online, but not attend in person.”

School Climate and Safety

Community and belonging are at the heart of school climate and safety. Wisconsin educators are interested in supporting a climate of safety and belonging using a variety of approaches, including Social and Emotional Learning, Restorative Practices and Bullying Prevention. Students benefit, and educators are also seeking support for one another as they navigate the challenges of the profession.



“I’d like to learn more on SAIG groups, like curriculum to use for attention problems.”

“T2/3 curriculum and practices for behavior.”

“Addressing the adult needs for school climate.”

Other Topics of Interest

288 respondents listed other topics of interest. A condensed summary follows and includes the diverse array of topics mentioned, highlighting the key areas of focus for educators and support staff in schools.

Behavior management and intervention:

Addressing defiance, aggression, and refusal among students, especially at the elementary level.

Resource navigation for rural

schools: Partnerships with county services and mapping out available resources.

Student socialization:

Facilitating friendships, combating social isolation, and supporting students in initiating social interactions.

Special education:

Communication with parents, expectations from schools, and understanding IEPs and evaluations.

Attendance and engagement:

Strategies to improve attendance, alternatives to suspension, and engaging parents in their child's education.

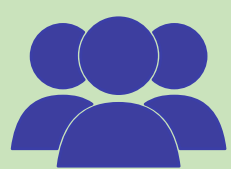
Equity and inclusion:

Addressing disparities in education, supporting LGBTQ+ students, and providing culturally sensitive practices.

Educators are looking for trainings that offer flexibility in timing and delivery methods, such as self-paced or virtual options, to accommodate their schedules. Respondents have a desire for practical tools that can be easily implemented in their work settings, emphasizing the importance of useful and relevant training content, avoiding basic or redundant information. They appreciate the option of virtual conferences and suggest scheduling trainings outside of regular school/work hours to increase accessibility. Requests for specific topics include SEL practices, trauma-informed care, and addressing behavior challenges. Some express a preference for hands-on or practice-oriented sessions, while others highlight the need for information on equity issues and poverty's impact on education. **Overall, educators appreciate trainings that offer practical strategies, accommodate diverse needs, and address pertinent issues in education.**

Building the Heart of Successful Schools Conference

With funding and partnership from the Wisconsin Department of Public Instruction, the WISH Center brings educators and other youth serving professionals from across the state together to learn about and celebrate the positive impact of successful schools. The Building the Heart of Successful Schools Conference connects and inspires Wisconsin educators. In 2023, 269 educators from 89 schools and 30 organizations attended the conference, and 161 attended the preconference.



Respondents (n=94) attended the 2023 conference because of...

- Topics of Interest - 81%
- Location (Wisconsin Dells) - 37%
- Colleague Recommended - 34%
- Length of Conference - 19%
- Keynote Speaker - 17%
- Date (1st Week in December) - 13%
- Other - 12%
- BIPOC Educator Affinity Space - 4%



83% report it is very or somewhat important to have access to recorded conference sessions.



Respondents (n=993) did NOT attend the 2023 conference because...

- Could Not Get Away - 43%
- Did Not Know About It - 38%
- Could Only Go to One Conference Per Year - 15%
- Date (1st Week in December) - 13%
- Other - 12%
- Location (Wisconsin Dells) - 9%
- Topics Not of Interest - 5%
- Length of Conference - 3%



“Great conference. Will be back. “

“Best conference of the year!!!”

“Outstanding pre-conference!”



Building the Heart
of Successful Schools

Thank you, Wisconsin Educators!

The WISH Center team wants to thank every one who participated in this year's Needs Assessment Survey, as well as the CESA Statewide Network and the Wisconsin Department of Public Instruction, Student Services, Prevention & Wellness Team for their partnership with the WISH Center in meeting the professional learning needs of Wisconsin educators.



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