

TeachME Professional Development

Exploring Practices that Enhance School Health and Well-Being

Part 1

1. Which of these is not a direct educational benefit of a safe environment for students?

- A. Fewer occurrences of risky health behaviors (e.g., safe sex practices)
 - B. Safe environments create more jobs in the security industry, which helps the American economy
 - C. Reduced stressors for students, which can assist with positive mental health behaviors
 - D. Less inter-student violence on school campuses
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Part 1

2. Which of these is, according to the CDC, an important component of a safe, healthy school?

- A. Updated, accessible, and helpful health services
 - B. Aesthetic, calming colors in the hallways
 - C. Reduced rigor in AP coursework
 - D. Filtered water in every drinking fountain
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Part 1

3. Which of these is a benefit of increased physical fitness that might heighten student success?

- A. Enhanced fine motor skills
 - B. Popularity
 - C. Height and a healthy BMI
 - D. An increased drive to succeed
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Part 1

4. Did COVID-19 cause all of the health and safety issues we are seeing in our schools?

- A. Yes, schools were doing pretty good before then**
 - B. No, it merely highlighted them**
 - C. COVID-19 caused safety issues but no health concerns**
 - D. COVID-19 had no effect on overall student wellness**
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Part 1

5. Creating a warm, welcoming, and safe atmosphere in each individual classroom is important, why is this?

- A. Safety is one of the most foundational parts of Maslow's hierarchy of needs**
 - B. Safety is not related to learning**
 - C. Learning to be safe is the first thing a student should do**
 - D. It's the other way around—learning is important for safety**
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Part 1

6. One very easy example of a way that parents can help support schoolwide safety is:

- A. Volunteering in an amateur security tag team**
 - B. Attending school with their child**
 - C. Parents are not involved with school safety**
 - D. Always reading school emails**
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Part 1

7. One key effort that a school may need to make to increase safety may include:

- A. Contrary to popular belief, getting rid of CCTV—the studies say it doesn't work**
 - B. Hiring mental health professionals and ensuring that students can access their services**
 - C. Ensuring that children exercise more**
 - D. There is no general recommendation in existence to help all schools increase safety**
-

Part 1

8. What is a student threat assessment program?

- A. A program that is staffed by professionals that are ready to help students heal from signs of potential illness or proclivities towards harmful behavior**
 - B. A workshop that students can attend to have a mentor assess their worries**
 - C. A safe space where students who have been threatened can recover**
 - D. punitive intervention system for those who have threatened others**
-

Part 1

9. What's a good term for the relationship between SEL, physical fitness, and good nutrition?

- A. Tools in a student's mental toolkit**
 - B. A positive feedback loop**
 - C. Biomechanical assets**
 - D. A healthy lifestyle triangle**
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Part 1

10. What is one plausible reason that exercise is a good foundation for more effective study?

- A. It helps students feel more tired so they are calmer in class**
 - B. Better blood flow to vital organs, including the brain**
 - C. Exercise may lead to heightened anxiety levels, which can help stimulate work production**
 - D. Exercise can help students focus on negative thoughts, which will in turn allow them to forget them later**
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Part 2

11. Which of the following are most common examples of symptoms of chronic stress?

- A. Hunger, pain, and fear**
 - B. A messy home, a crowded schedule, and bad nutrition**
 - C. Poor time management and bad communication**
 - D. Feelings of inadequacy, recurring insomnia, and loneliness**
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Part 2

12. Why is it important to keep a teacher's room or lounge bright, beautiful, and stocked with good snacks?

- A. Teachers need a place to relax, rejuvenate, and form healthy professional connections with other teachers.**
 - B. Teachers need a nice place to work on campus so they don't feel the need to go home early.**
 - C. When donors come to tour the school, it's important that every room looks nice.**
 - D. This should be a second priority; all school funds should go into brightening student-facing classrooms.**
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Part 2

13. Why do administrators need to take ownership over teacher wellness—not just teachers themselves?

- A. Teachers don't need another thing to manage—and, often, teacher wellness is most dependent upon institutional change.**
 - B. Administrators are the ones in charge of everything that happens in a school, including the teachers.**
 - C. Administrators shouldn't take ownership over teacher wellness; teachers alone are responsible for self-care.**
 - D. Teachers should ensure first that administrators are happy and healthy so that the administrators can care for teachers.**
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Part 2

14. What was the (approximate) average teacher workweek increase due to COVID?

- A. From 30-40**
 - B. From 40-60**
 - C. From 35-45**
 - D. From 45-50**
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Part 2

15. What is most specifically a definition of the vicious cycle of stress for teachers?

- A. Teacher eats something bad, gets stressed, doesn't have the energy to shop, gets more stressed**
- B. Teacher gets overwhelmed by amount they have to grade, can't finish, another day**

goes by and they have to grade more

C. Teacher stress isn't cyclic, it runs in parallel to other types of stress, such as parental stress

D. Teacher experience stress, unconsciously provide lackluster education, students act out in class, teacher gets more stressed

Part 2

16. Each of the following can likely be direct cost of teacher stress EXCEPT:

A. Teachers have difficulty focusing on their projects, tasks, and students

B. Teachers needing abrupt sabbaticals or PTO because of burnout, along with costly subs

C. Pressure actually helps teachers push their students to be more successful with assessments and other performance tasks

D. Teacher stress gets passed on to students in negative or unproductive ways

Part 2

17. What does Maslow's Hierarchy of Needs have to say about teacher wellbeing?

A. We should expect teachers to put the needs of their students first, before their own

B. When teachers are struggling with stress, they might need to take on more work so they can power through it

C. We cannot expect teachers to carry out higher functions such as creativity and support for others if they're struggling with very primal needs

D. Teacher wellbeing is a prerequisite to being a good student

Part 2

18. When should a teacher have access to professional development?

A. Ideally, in protected blocks during the evening, so it does not interfere with work

B. Only during the summer, to avoid being overwhelmed

C. Never

D. Only after a new teacher has been teaching for five years, so they've got the basics down

Part 2

19. What's a key benefit of small teacher support groups?

- A. Teachers who support each other won't file as many complaints to administration**
 - B. Teachers who have been part of such groups have reported that they feel liberated and validated**
 - C. Teacher support groups only happen outside of work hours, so as not to interfere with student support**
 - D. Teacher support groups are led by administrators, who can then go on and create systemic change**
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Part 2

20. What does 'control the controllable' mean in terms of teacher self-care?

- A. Getting a better job, so you can control more things.**
 - B. Being in control of your environment is the only way to care for yourself adequately.**
 - C. Focusing on the things you can control such as your mindset can boost happiness.**
 - D. You should relinquish control entirely, so you don't have as much to think about.**
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Part 3

21. While initiatives focused on improving aspects of students' well-being in schools are gaining momentum, such efforts are often implemented in silos, without recognition of their interconnections.

- A. True**
 - B. False**
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Part 3

22. Overarching recommendations for promoting healthier schools include identifying the linkages between mental health and/or school climate and other aspects of healthy schools, recognizing that students, educators, and policymakers discuss mental health and school climate differently, tailor messaging appropriately, and:

- A. Developing practical solutions or changes for promoting a healthy school climate that can be realistically attained**
- B. Building coalitions across healthy school domains**
- C. Promoting inclusive decision-making to address cross-cutting topics that support well being**
- D. Including design considerations that recognize health and health equity aims as**

critical to achieving academic success, social and emotional well-being, and civic connectivity

Part 3

23. In response to various high-profile school shootings in the 1990s, and increasing rates of youth suicide in the 2010s, policymakers identified bullying as a key factor, and more recently, a landmark study demonstrated significant issues related to:

- A. Exclusionary discipline and discipline disparities**
 - B. Stress and anxiety**
 - C. Lack of resilience among young people**
 - D. Interpersonal and social conflict**
-

Part 3

24. Recent school discipline and anti-bullying policies explicitly recognize the critical role other factors of student well-being, such as nutrition and physical activity, play in a student's propensity to engage in bullying or other behaviors.

- A. True**
 - B. False**
-

Part 3

25. While student stakeholders' concerns focused on school climate and culture, and emotional and mental health, one of the topics discussed least frequently was school safety and security.

- A. True**
 - B. False**
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Part 3

26. Policymakers clearly communicated the perception that effective communicative and problem-solving skills are fundamental to preparing students to learn, pursue college and careers, and ultimately grow into successful adults.

- A. True**

B. False

Part 3

27. Three specific aspects of school climate that were identified as being critical to healthy schools include relationships between students and caring adults, school leadership, and:

- A. Teacher wellness**
 - B. Clear and appropriate discipline procedures**
 - C. A focus on student achievement**
 - D. Parental involvement**
-

Part 3

28. Educators frequently discussed school climate and culture and identified these as a top priority.

- A. True**
 - B. False**
-

Part 3

29. The strength of a teacher-student relationship and awareness of emotional and mental health, as well as the rigors of a particular learning environment, could make the difference in whether a student felt stressed and anxious or:

- A. Challenged and supported**
 - B. Connected and important**
 - C. Accepted and appreciated**
 - D. Respected and guided**
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Part 3

30. Which of the following is an accurate statement about the perspectives of policymakers, educators, and students related to students' emotional and mental health needs?

- A. Students and teachers expressed a desire to have a culture of health established in their schools rather than relying on health professionals to regulate their emotional and mental well being**
 - B. Stakeholders emphasized violence, abuse, and trauma, and discussed specific examples of how these issues are experienced by students in their communities and the need for school staff to receive training to address these issues**
 - C. Educators and students articulated various ways that physical, emotional and mental health intersects with more traditional school health topics**
 - D. Students focused primarily on stress and anxiety related to academic pressure, and on stigma associated with seeking mental health support**
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