# TeachME Professional Development

## Safeguarding the Well-Being of Teachers

**1. 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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**2. Which statement most closely describes the link between teacher wellbeing and student performance?**

A. If teachers aren't feeling well, they can’t teach.
B. A happy, healthy teacher is more able to provide creative, engaging instruction and individualized student support.
C. Teacher wellbeing comes at the direct expense of student performance, so teachers need to prioritize their students.
D. There is no emperical link between teacher wellbeing and student performance.

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**3. 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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**4. Which of the following isn’t an attribute of an effective teacher wellness survey?**

A. Brevity; teachers are busy
B. A succinct message at the top stating the purpose of the survey
C. The clear indication that the labeled personal results of the survey will be made public
D. A clear mix of questions about short-term implementations and long-term fixes

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**5. 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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**6. What might be the most insidious effect on a classroom of students in which the teacher is depressed or chronically stressed?**

A. The students wouldn't have to get as much work done, because the teacher would probably just have them watch movies.
B. The students would be fine, because we're seeing a trend in mental health topics becoming a dinner table conversation.
C. A teacher's mental health doesn't have any effect on their students.
D. The teacher's poor mental health could normalize depression or stress for students, who could be less likely to reach out for help as a result.

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**7. 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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**8. Prior to the pandemic, which emotions did surveyed teachers state that they experienced on a daily basis?**

A. Frustration, overwhelm, stress, tiredness, and happiness
B. Zest, energy, joy, excitement, and wonder
C. Fear, sadness, paranoia, anxiety, and more anxiety
D. Boredom, accomplishment, growth, empathy, and cynicism

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**9. 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

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**10. Which of these is not a specific chronic stressor that modern teachers face?**

A. The lack of professional development teachers often have
B. Chronic boredom from repeating the same tasks day after day
C. The lack of personal autonomy that teachers enjoy with respect to their career trajectory
D. An overwhelming workload

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**11. 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

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**12. In order to protect teacher vocal health, what could be a good investment for school staff?**

A. Practical workshops to help teachers recover from voice dysfunction or to exercise their voice properly and safely
B. Microphones to ensure that teachers are able to speak loudly
C. Macrophages to allow teachers to rest their voices
D. Teach non-vocal skills to students so they don't ask so many demanding questions

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**13. 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

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**14. What is a school 'tap-out' system?**

A. If a teacher gets overwhelmed over the course of the day, the teacher can send an SOS text and another teacher will come to manage their classroom for a brief respite
B. If a teacher needs to "take a pause," there is a system in place for students to work quietly on their own for a few minutes
C. If a teacher needs a brief moment to take a rest during the day, they tap their best students in to lead the class
D. If teachers gets stressed and need a break, they can Tell A Principal that they need to step out for a few minutes

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**15. When should a teacher have access to professional development?**

A. Ideally, regular blocks of downtime during the day
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

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**16. If you need to send an email on the weekend, but don't want to violate healthy weekend work/life boundaries, what's a good solution?**

A. Using the delayed email function
B. Sending it anyway since you know not everyone will read it anyway
C. Telling yourself that you'll just send the email on Monday morning
D. Sending emails only to people who don't have boundaries around their weekends

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**17. 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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**18. Why does trauma management training help both students and teachers?**

A. Teachers who learn trauma management techniques don't get traumatized
B. Teachers who learn trauma management report that they feel better equipped to provide their students with more holistic academic support and mentorship
C. Teachers who learn trauma management are equipped get jobs in psychological support roles
D. Teachers who learn trauma management can provide healthcare support to students who are ill

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**19. 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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**20. When practicing self-care strategies, teachers should prioritize expectations that are:**

A. Paramount
B. Externally driven
C. Student-centered
D. Reasonable

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