

# 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 empirical 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, 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
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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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