



TRAINING HANDOUT

Educator Stress Self-Assessment²³

Indicate your level of agreement with each of the statements below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I experience high stress daily throughout the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My principal's leadership capabilities reduce my stress load.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My job demands, including high-stakes testing, student behavioral problems and difficult parents, are the main sources of my stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am limited in my decision-making power and autonomy, and this creates stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I struggle with my own social and emotional well-being, and it impacts my ability to nurture a healthy classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that my opinions do not matter at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am a student's primary source of support, it becomes emotionally taxing on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I experience workplace bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have poor mental health more than 10 days a month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

²³ Gallup, *State of American Schools*, 2014, <http://www.gallup.com/services/178709/state-american-schools-report.aspx>; Pennsylvania State University, *Teacher Stress and Health: Effects on Teachers, Students, and Schools*, September 2016, https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf430428; American Federation of Teachers, 2017, *2017 Educator Quality of Work Life Survey*, https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf; Mark T. Greenberg, Joshua L. Brown, and Rachel Abenavoli, "Teacher Stress and Health," Robert Wood Johnson Foundation, September 1, 2016, <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>.



TRAINING HANDOUT

Educator Stress Self-Assessment (Continued)

FACTS ABOUT EDUCATOR STRESS

- Nearly half (46%) of educators report high daily stress during the school year. Educators are tied with nurses for the highest rate among all occupational groups.
- A principal's leadership skills have been found to be a major factor in determining the climate, therefore the stress levels, of educators.
- Job demands, including high-stakes testing, student behavioral problems and difficult parents are a main source of educator stress.
- Work resources that limit an educator's sense of autonomy and decision-making power are a main source of educator stress.
- An educator's capacity to manage their own social and emotional well-being and nurture a healthy classroom leads to high levels of stress.
- Educators are less likely than any other professional group to report feeling that their opinions matter at work.
- Being a student's primary source of support can be emotionally taxing on educators.
- Educators experience workplace bullying at a much higher rate—more than three times higher—than other workers.
- Educators report having poor mental health for 11 or more days a month, which is twice the rate of the general US workforce.
- Educators in high-poverty schools with good, supportive working conditions are likely to stay.

The following methods have been proven to reduce stress and improve educator satisfaction. Check all that exist in your school:

- Mentoring and induction programs for beginning educators can reduce stress, improve educator satisfaction and retention and improve student academic achievement.
- Workplace wellness programs have been proven to reduce educator stress, healthcare costs and absenteeism.
- Mindfulness/stress management programs have been proven to reduce educator stress, anxiety and depression while helping to develop coping and awareness skills.
- Social emotional learning (SEL) programs that are implemented in schools create more positive educator engagement with students and help to reduce stress.