

**The Educator Context and Stress Spectrum** was designed to support teachers and principals in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19. Although contexts may change from day to day, using this tool carefully can lead to greater appreciation for the challenges at hand and, ideally, can lead to beneficial self-care strategies.

To complete the exercise, print out the PDF, read across the first row. Place a circle around the statement that most aligns with your experience. Circle the one that is most relevant.

No printer? Explore the interactive version [online](#).



|                                    | LOW STRESS  | MID STRESS   | HIGH STRESS   |  |
|------------------------------------|---|--|---|--|
| <b>Self/Educator Health</b>        | Educator is in a low-risk category for COVID-19; is experienced in distance learning; has strong, reliable support for mental well-being.   | Educator is in a low-risk category for COVID-19; has limited experience in distance learning; has support for mental well-being.   | Educator at some risk for contracting COVID-19; has little or no experience in distance learning; has limited support for mental well-being.  | Educator in a high-risk category for COVID-19; has no experience in distance learning; in need of strong, reliable support for mental well-being.  |
| <b>Students' Well-Being</b>        | Students engage in digital learning; have access to materials; families are able to support distance learning; students' basic needs are met (e.g., food, shelter, care).   | Students engage in digital learning; have access to materials; most families are able to support distance learning; most have basic needs met.   | Students are challenged by distance learning and/or have limited access to technology. Many students' home environments are not able to support student need for a variety of reasons (e.g., learning disability, English language learner, loved one is sick); less than half of students have their basic needs met; some may experience threats to health and safety.  | Students have very limited access to technology, and their context adds to the challenge; most students' home environments are not able to support student need for a variety of reasons (e.g., learning disability, English language learner, loved one is sick); only a few students have their basic needs met; there are considerable threats to health and safety.  |
| <b>Family/Community Well-Being</b> | Loved ones are safe, supportive, and able to work from home; no distractions from children; lives outside of a hotspot; low population density; community supports for food, shelter, and public safety; no historical community trauma.  | Loved ones are at risk for contracting COVID-19; minimal distractions from children; lives near a hotspot; low population density; some community supports for food, shelter, and public safety; minimal historical community trauma.  | Loved ones have been temporarily laid off and/or are not feeling well; juggling work and family life is a significant challenge; lives in a hotspot with mid-high population density; limited community supports for food, shelter, and public safety; historical community trauma.   | Loved ones have lost jobs, are sick, or may have passed away; juggling work and family life is impossible to manage; lives in a hotspot with high population density; has very minimal community supports for food, shelter, and public safety; significant historical community trauma.   |
| <b>Professional Context</b>        | <p><b>Colleagues:</b> Colleagues are safe, supportive, and engaged with each other in addressing each other's and their students' needs.</p> <p><b>District Support:</b> Communication and plans from the district leadership are frequent, consistent, and clear. Leadership is leveraging partnerships with health and workforce organizations to provide additional support for teachers and students.</p> <p><b>School Support:</b> Leadership team is providing time, guidance, and solutions to problems, including the removal of roadblocks.</p> <p><b>School Community:</b> Strong, supportive, and engaged community; stable budgets; no historical community trauma.</p> | <p><b>Colleagues:</b> Colleagues are safe, supportive, and engaged, but teaching in this new format is a challenge, and colleagues have loved ones who are at risk of contracting COVID-19.</p> <p><b>District Support:</b> Communication and plans from the district leadership are infrequent but consistent and clear. Leadership is leveraging partnerships to provide some support for teachers and students.</p> <p><b>School Support:</b> Leadership team occasionally supports teachers with time, guidance, and solutions to problems, including the removal of roadblocks.</p> <p><b>School Community:</b> Supportive, engaged community; stable budgets; minimal historical community trauma.</p> | <p><b>Colleagues:</b> Colleagues not feeling safe or supported and need resources; some are concerned that they or their loved ones have contracted COVID-19.</p> <p><b>District Support:</b> Communication and plans from the district leadership are infrequent and inconsistent. Leadership is leveraging partnerships, but with minimal impact on supports for teachers and students.</p> <p><b>School Support:</b> Leadership team inconsistently supports teachers with time, guidance, and solutions to problems. They have not consistently removed roadblocks.</p> <p><b>School Community:</b> Supportive but disengaged community; unstable budgets; historical community trauma.</p> | <p><b>Colleagues:</b> Colleagues not feeling safe or supported and need resources; some are sick or have passed away.</p> <p><b>District Support:</b> Communication and plans from the district leadership are infrequent and contradictory. Leadership is not leveraging partnerships to provide additional support for teachers and students.</p> <p><b>School Support:</b> School leadership team and principal are not providing time and guidance, removing roadblocks, and offering solutions to problems.</p> <p><b>School Community:</b> Unsupportive and disengaged community; unstable budgets; significant historical community trauma.</p> |

When you've finished filling out the chart, ask yourself, where do I fall on each item? How does this make me feel? What do these results mean for me? Next, explore the [Self-Care Self-Assessment](#) to find strategies to support your resilience and well-being.