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.

### Self/Educator Health
- Educator is in a low-risk category for COVID-19; has limited experience in distance learning; has 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.

### Students’ Well-Being
- Students engage in digital learning; have access to materials; most families are able to support distance learning; most have basic needs met.
- 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.

### School Community
- School Community: Supportive, engaged community; minimal historical community trauma.
- School Community: Supportive, engaged community; minimal historical community trauma.
- School Community: Supportive, engaged community; minimal historical community trauma.
- School Community: Supportive, engaged community; minimal historical community trauma.

### School Support
- School Support: Strong, supportive, and engaged community; no historical community trauma.
- School Support: Strong, supportive, and engaged community; no historical community trauma.
- School Support: Strong, supportive, and engaged community; no historical community trauma.
- School Support: Strong, supportive, and engaged community; no historical community trauma.

### District Support
- District Support: Communication and plans from the district leadership are frequent, consistent, and clear. Leadership is leveraging partnerships to provide support for teachers and students.
- District Support: Communication and plans from the district leadership are frequent, consistent, and clear. Leadership is leveraging partnerships to provide support for teachers and students.
- District Support: Communication and plans from the district leadership are frequent, inconsistent. Leadership is not leveraging partnerships to provide additional support for teachers and students.
- District Support: Communication and plans from the district leadership are frequent, inconsistent. Leadership is not leveraging partnerships to provide additional support for teachers and students.

### Colleagues
- Colleagues: Colleagues 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.
- Colleagues: Colleagues are safe, supportive, and engaged with each other in addressing each other’s and their students’ needs.
- Colleagues: Colleagues are safe, supportive, and engaged with each other in addressing each other’s and their students’ needs.
- Colleagues: Colleagues are safe, supportive, and engaged with each other in addressing each other’s and their students’ needs.

### Communication and plans from the district leadership
- Communication and plans from the district leadership are frequent, consistent, and clear. Leadership is leveraging partnerships to provide support for teachers and students.
- Communication and plans from the district leadership are frequent, consistent, and clear. Leadership is leveraging partnerships to provide support for teachers and students.
- Communication and plans from the district leadership are infrequent and contradictory. Leadership is not leveraging partnerships to provide additional support for teachers and students.
- Communication and plans from the district leadership are infrequent and contradictory. Leadership is not leveraging partnerships to provide additional support for teachers and students.

### Professional Context
- Professional Context: Colleagues not feeling safe or supported and need resources; some are concerned that they or their loved ones have contracted COVID-19.
- Professional Context: Colleagues not feeling safe or supported and need resources; some are concerned that they or their loved ones have contracted COVID-19.
- Professional Context: Loss of jobs, just passing 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.
- Professional Context: Loss of jobs, just passing 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.

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.