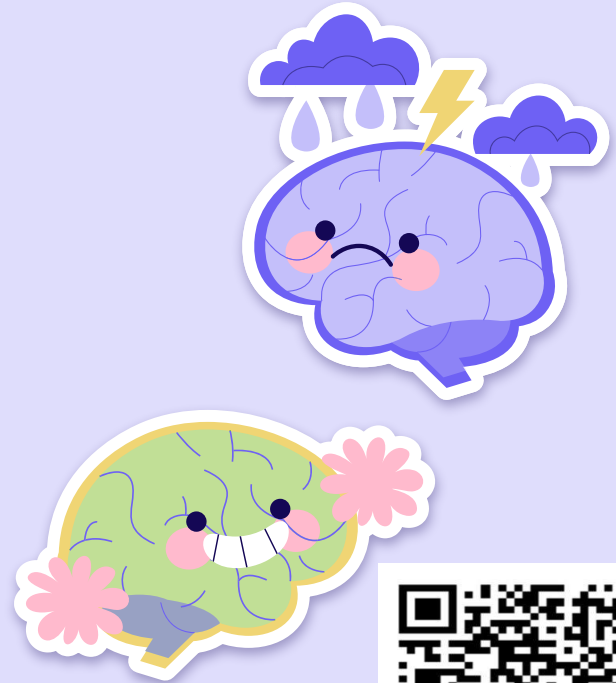


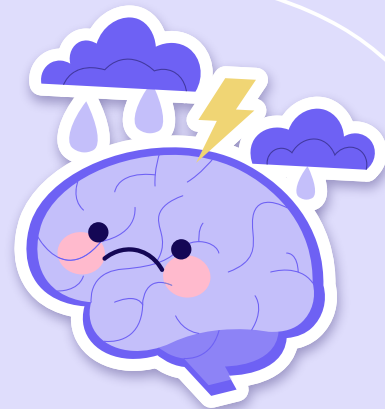
# Practicing Self Care | A How-To Guide for Teachers

Presented by Dr. Joseph Bolz  
[joseph\\_bolz@dpsk12.net](mailto:joseph_bolz@dpsk12.net)  
@joseph-bolz - Twitter  
@joseph\_teachers\_math - IG



Most  
convincing  
argument  
award  
goes to...

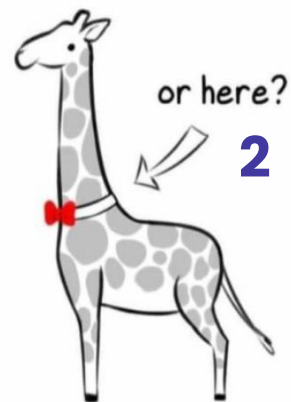
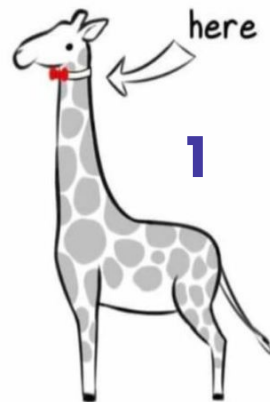
# Warm Welcome

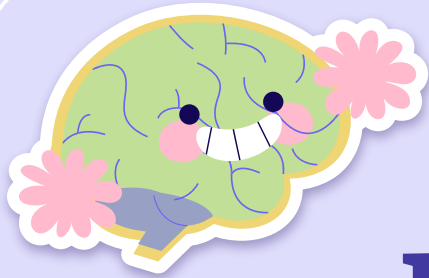


When I say go,  
drop into the chat  
your name and  
your answer to the  
following and  
WHY:



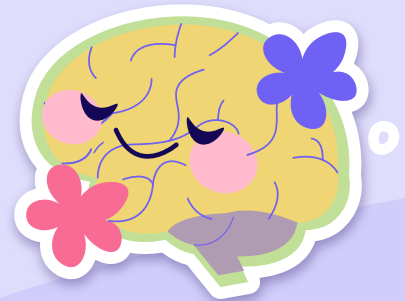
If a giraffe wore a bow tie, would he wear it





# Introduction

A little about me  
A little about you



If you work primarily with elementary, give us a HAND! 🙌

Middle School: HEART! ❤️

High School: THUMBS UP 👍

Other: Open Mouth 😮

## GRADE LEVEL

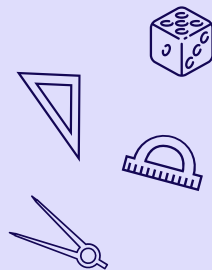
# Who's in the Room?

If you are from out east: give a HEART ❤️

West Coast: HANDS! 🙌

South: Open Mouth 😮

Somewhere in the middle/Other, PARTY: 🎉



## WHERE



## COURSES

## How did you feel about Math?

If you teach any level of Math, give us JOY: 😄

If you teach a course that involves math, but is not primarily math: PARTY: 🎉

If you are out of the classroom: HAND 🙌



Loved it then, love it now: PARTY! 🎉

It's been a love/hate relationship: JOY! 😄

We are currently seeing other subjects: OPEN MOUTH! 😮



# Our Plan for today

**01**

## Outcomes and Norms

We will set the stage for our conversation today

**02**

## Defining Burnout and its Effects

Without care, we can burnout - let's learn more!

**03**

## The Causes of Burnout

We will examine where burnout comes from

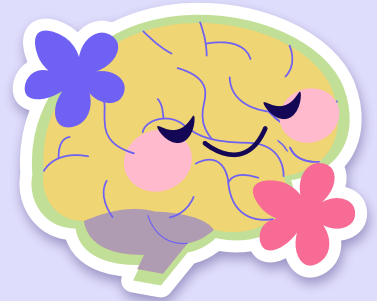
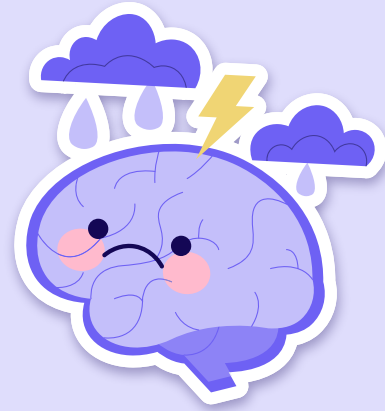
**04**

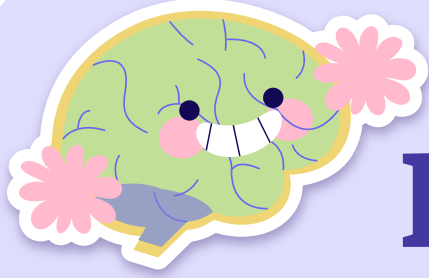
## Self-care

We will GROUP together solutions to burnout and find ways we can care for ourselves

01

# Outcomes and Norms





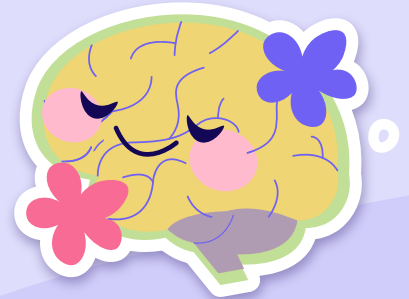
# Introduction

Teacher burnout is real. And burnout can have varying degrees of symptoms - from dampening your day to making you want to leave the classroom.

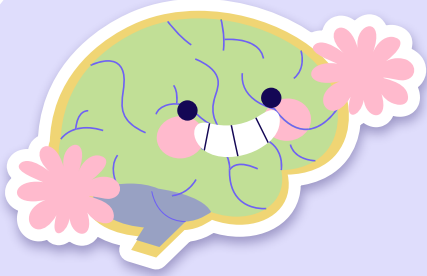
We have all experienced burnout of some form or another.

Let me say that again -

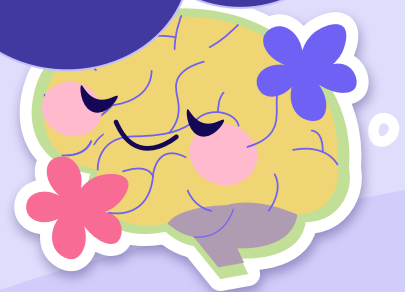
We have ALL experienced some form of burnout.  
You are not alone



# Have you ever felt like this?

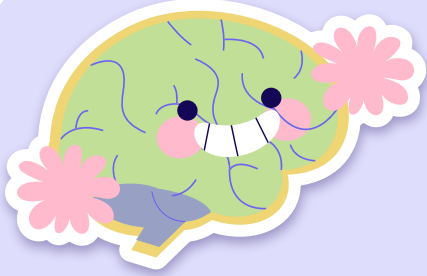


While it may not be THAT extreme, all of us have let our emotions from burnout get the better of us in the classroom at some point or another.

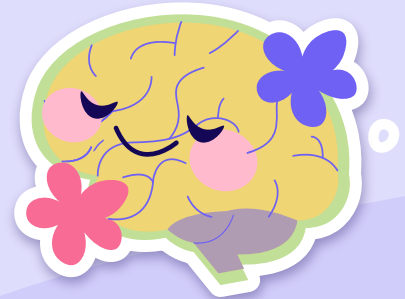




# Our Goal is to get you like this



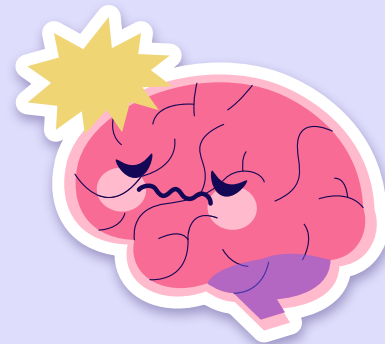
Well, not really - the last thing we want is to force happiness, but what will do today is...



# So what will we do today?

There is no magic wand or clothespins that will improve teachers well-being instantly and erase the challenges we face. But what will discuss includes:

- Developing a clear understanding of what burnout is, the varying levels and effects thereof
- Causes of teacher burnout
- Solutions to burnout that we can focus on
- Finalizing a commitment to ourselves



# How will we get there?



We ALL need to commit to the following norms for today:

- 1) Speak in/type in “I think...” “I feel...” statements. Avoid generalizing others experiences.
- 2) Give wait time before responding and share the floor
- 3) Be comfortable with discomfort – things may rub you the wrong way, dig into that and figure out why
- 4) Be solution oriented and maintain a positive attitude – Don’t knock it before you try it

What else should we consider? Take a few moments to think....

Type into the chat either “I feel good about these norms” or “I think we should add/edit...” – hit enter when I say to!

# Brain Break!

In order to take care of ourselves, we will have a few BRAIN BREAKS throughout - here is our first?

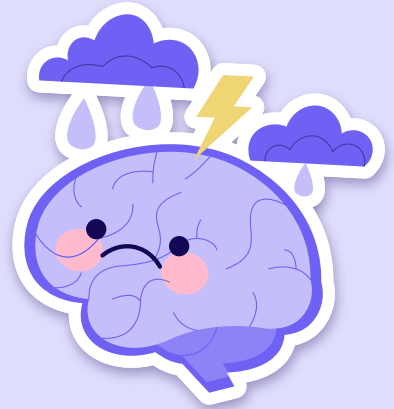
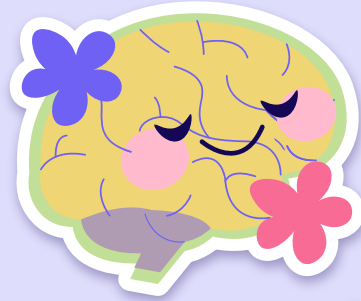
THINK IT THROUGH and type your answer in the chat! Discuss with your peers "how did you get that?", "Are you sure because I got..."

**How many 1's are in the digits from 0 to 100?**

02

# Defining Burnout and its Effects

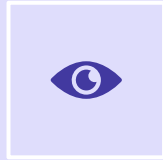
You already know a lot of this, but it helps to  
put us all on the same page...





As you watch the video, think about how you would define TEACHER BURNOUT.

# Defining Burnout



## What are we seeing?

What do you feel are key components to defining burnout?

What should we include in our definition?

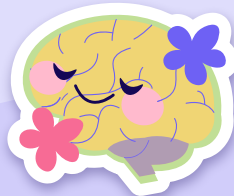


## Symptoms

How do we know we are experiencing burnout?

What are some of the symptoms?

**DROP your responses to any/all of these in the chat!**





# The Effects of Burnout

**Burnout is defined by the NEA as a condition in which an educator has exhausted their personal and professional resources necessary to do the job.**

## Health and Weight

Appetite change, excessive weight gain/loss

## Emotional Well-Being

Lack of Satisfaction, inability to enjoy downtime

## Sleep

Fatigue, sleep disorders

## Anxiety

Anxiety and/or depression

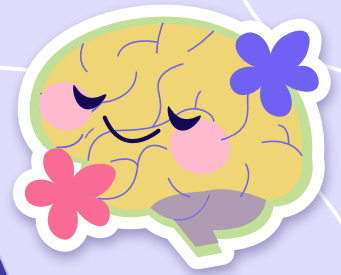
## Physical Manifestations

Hair loss, body aches

## Other

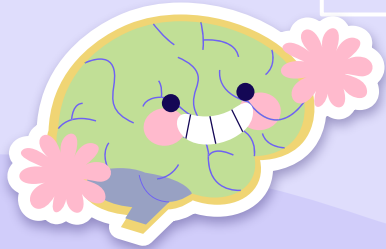
What other effects do you know of? Drop them in the chat!





300% **We are losing teachers – good teachers – to burnout and stress. Too many!** %

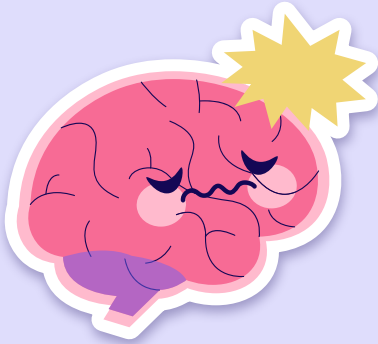
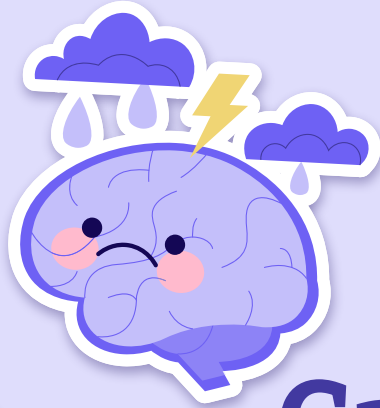
More than 300% of teachers have  
Teachers who have left the  
educational field since 2020  
were vacated before the  
2020 and 2022  
Teachers have  
to leave the  
and earlier than  
intended.



03

# Causes of Burnout

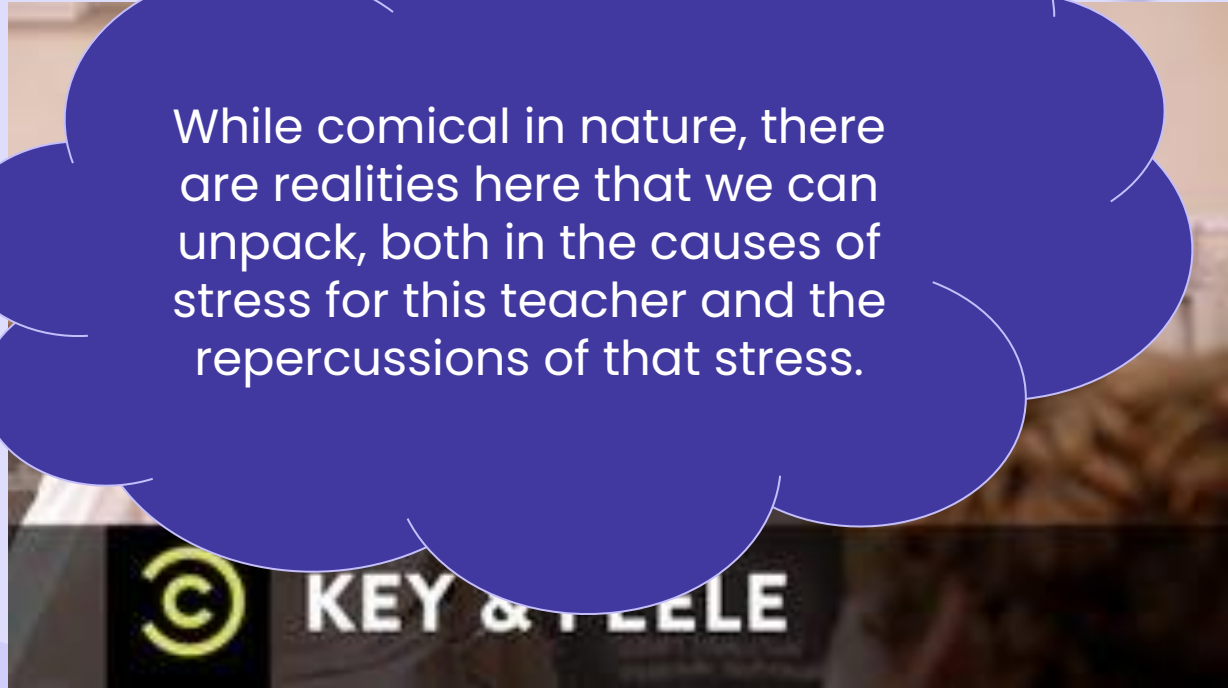
We know some of this, but...



# What is Causing Stress here?



While comical in nature, there are realities here that we can unpack, both in the causes of stress for this teacher and the repercussions of that stress.



# Take a few minutes to reflect...

Breath deep

Close your eyes if you have to

Think back to those moments that caused you stress within your school work.

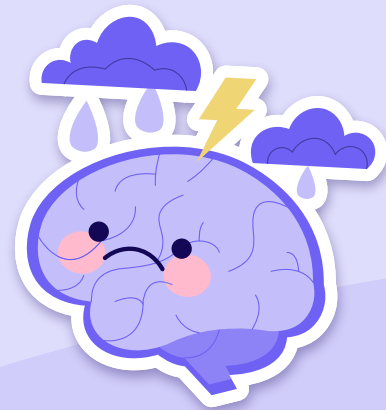
Type into the chat some of those causes – DO NOT HIT ENTER YET.

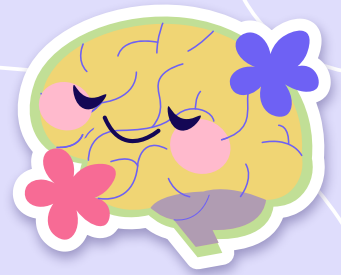
Please keep statements more generic, for example:

Avoid saying “When Elsa threw a fit in my classroom”

Rather say “Issues around classroom management”

We will waterfall our responses in the chat in 1 minute.





# 75%

More than 75% of teachers say they suffer from stress-related issues

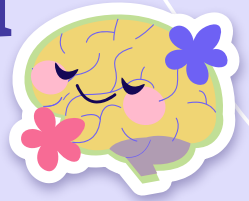
# 85%

85% of teachers say the workload is unsustainable

**These statistics are not to make you feel further from a solution, rather to normalize what we all have and may feel.**



# Causes of Teacher Burnout and Stress



## Workloads

Teachers site “heavy” workloads, increased criticism, lack of autonomy, Feeling unappreciated



## Systems

Teacher shortages, feeling powerless, Lack of mental health supports, standardized tests

## Classrooms

Safety concerns, classroom behaviors, not enough planning time



## Society

Social Media coverage, Low teacher salaries, lack of funding for education

# Statistics behind the Causes

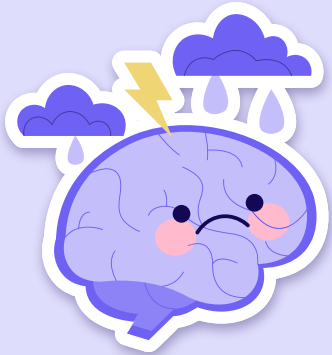
## $\frac{3}{4}$ ths

Three-fourths of teachers take on extra jobs to make ends meet



## 80%

80% of teachers report student behavior has worsened



## 400

There have been over 400 school shootings in the last 2 years.

# Life After COVID



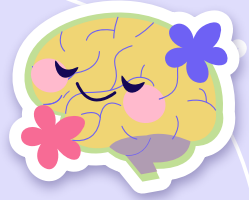
**Room To Grow – A conversation  
with Rebecka Peterson, the 2023  
National Teacher of the Year (NTOY)**

**Podcast link: 9:20 –10:35**

**File for Soundbite**



# BRAIN BREAK



What is one popular movie you  
have NEVER seen?  
Drop it in the chat!

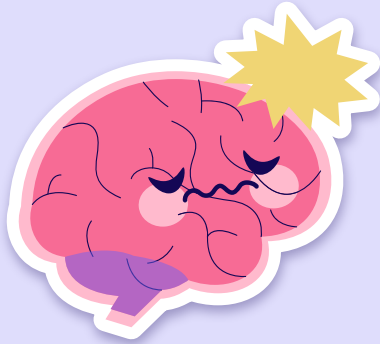
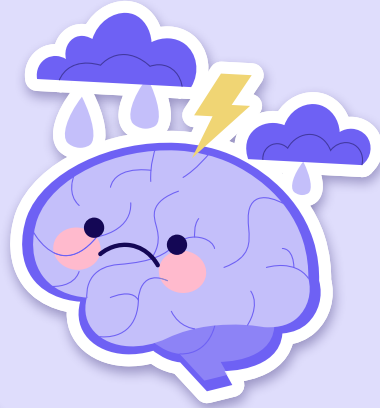
Mine is a movie that never ROSE to the occasion for me. If I'm asked about it, I'm SUNK. Not seeing this was a REALLY BIG mistake on my part.

Anyone wanna guess mine? ○

04

# Self-Care

We will GROUP together solutions to burnout and find ways we can care for ourselves





# You are going to have time to write and reflect

Take a few moments to grab something to write with and something to write on!

# But first... A mini Math Lesson!

## Abelian Groups

Groups are sets of numbers under an operation that hold for all elements of that set.

For example, under addition, integers are a group. This is because:

- The sum of any two integers is an integer (closed)
- There is an identity - ie zero plus any integer is that integer
- There is an inverse - ie for every integer, there is another integer that will add to the identity (0)
- The associative property holds -  $(a + b) + c = a + (b + c)$



# But first... A mini Math Lesson!

## Abelian Groups

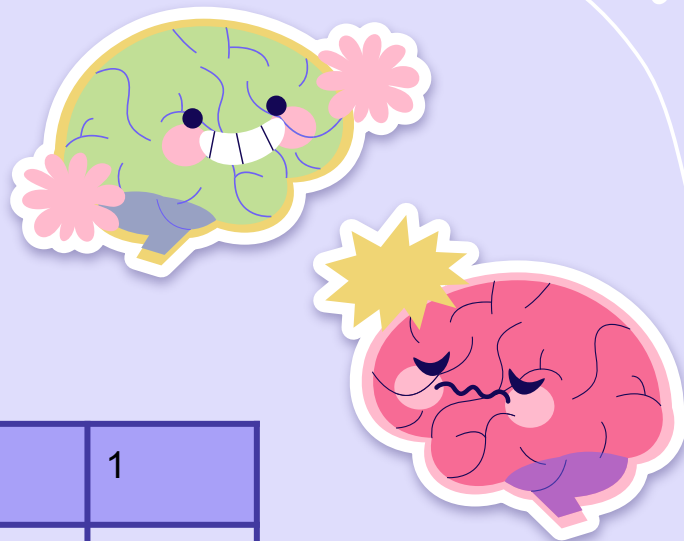
To be Abelian, the commutative property must also hold. That is  $-a + b = b + a$ .

### Examples of Abelian Groups

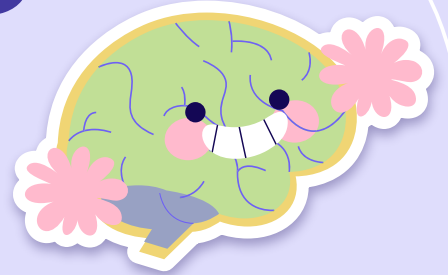
★	a	b	c	d	f
a	f	d	a	c	b
b	d	a	b	f	c
c	a	b	c	d	f
d	c	f	d	b	a
f	b	c	f	a	d

X	-1	1
-1	1	-1
1	-1	1

\*The one on the left was created by students at my school when asked if they could generate an example



# We as teachers need to be an **ABELIAN GROUP**



Not really - but bare with me - the analogy is here...

# Do you have an Identity?

An Abelian Group has an identity... Do you? Do you know what that identity is?

Take a few moments and reflect on who you are as a person. How much of that person exists within your classroom? Your school? Are you your authentic self with your students and/or colleagues?

But – is this professional...?

# The Problem with “Professionalism”

My advice to everyone who is joining a new workplace or even the ones who are frustrated with toxicity and their jobs and are trying to find new jobs simply is “Don’t be professional” (Bubna, 2020).

- 1) When you are too professional, your colleagues think you are competing with them instead of collaborating
- 2) People who are too professional come off as fake
- 3) Being too professional makes you lose friends
- 4) If you are too professional, you are likely to not get selected in a leadership position
- 5) Being “too professional” makes your environment toxic
- 6) Being “too professional” takes a very bad toll on your mental health
- 7) When you are “too professional” you give up your superpower to say “no”
- 8) Being “too professional” can create a loss of your identity



# Strategies in the Classroom

Use of Warm-Welcome or Brain Break Questions

Use what you know about (hobbies, sports, etc) in problems that you present to your students

Bring in artifacts from home to decorate your space

Embrace the autonomy you do have

# How to EMBRACE OUR IDENTITY

From Indeed.com, 2023

- 1) Acknowledge your strengths and weaknesses
- 2) Maintain a positive (yet authentic) attitude
- 3) Give YOUR best effort
- 4) Reflect on YOUR process

# Honor yourself

Give yourself time for your hobbies

Allow yourself some “me” time

Take a vacation

Avoid working on “offtimes”

Set boundaries between your work and it infiltrating your home life



# And know your why!

Why I Teach Math

# REFLECT

Thinking about how you can know your identity and honor that identity. Take a few minutes to reflect and write down 1-2 ideas around celebrating your identity that resonate with you.

What can you practically put in place (tomorrow if need be) to celebrate your identity? Which of the causes we mentioned do these practices address?

# Know your INVERSE

We need to know what we are not and/or what we can't/won't do.

One way this comes out in the classroom is when teachers attempt to effectively enforce a classroom policy that they do not truly believe in! This is something they can't do. When they try however, it causes them stress.

Think about it: How can we be successful at supporting something that is NOT who we are, that is our INVERSE? We can't - hence the stress we feel.

# More on Classroom Management

However we also need to learn what we are not:

I have learned over the years that am I NOT a teacher that can abide by a few behaviors – if I do, they will grate on me. Because they are part of my INVERSE, I have to own them – and I share those with my students to be part of our norms.

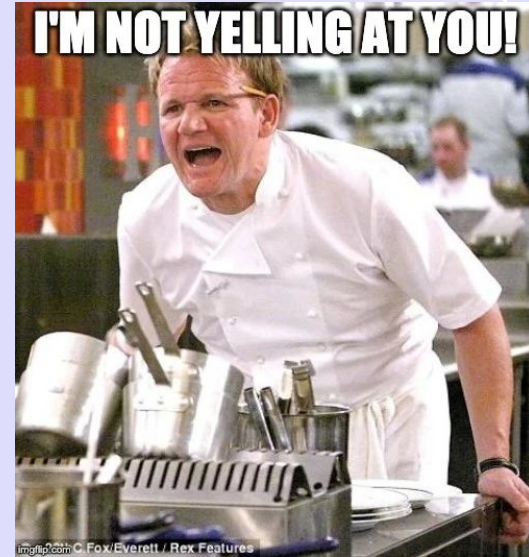
These include: leaving the room without asking, lining up before the bell, and excessive use of phones.

Because I know they are part my INVERSE, I can readily and calmly address them when they come up.

# Even More on Classroom Management

I know that I am not one to yell at students when they misbehave. I needed a way to address behaviors though. Yelling is my INVERSE.

Instead of me calling out behaviors all the time, I have gotten other students to do so - with our Wheel of Kindness. When a student breaks a norm in class, that student spins the wheel and does the accompanying act of kindness - things like "Giving a sincere apology" to "Being on calculator duty" to "Saying goodbye to everyone as they leave the classroom".





# Knowing your Inverse BEYOND Behaviors

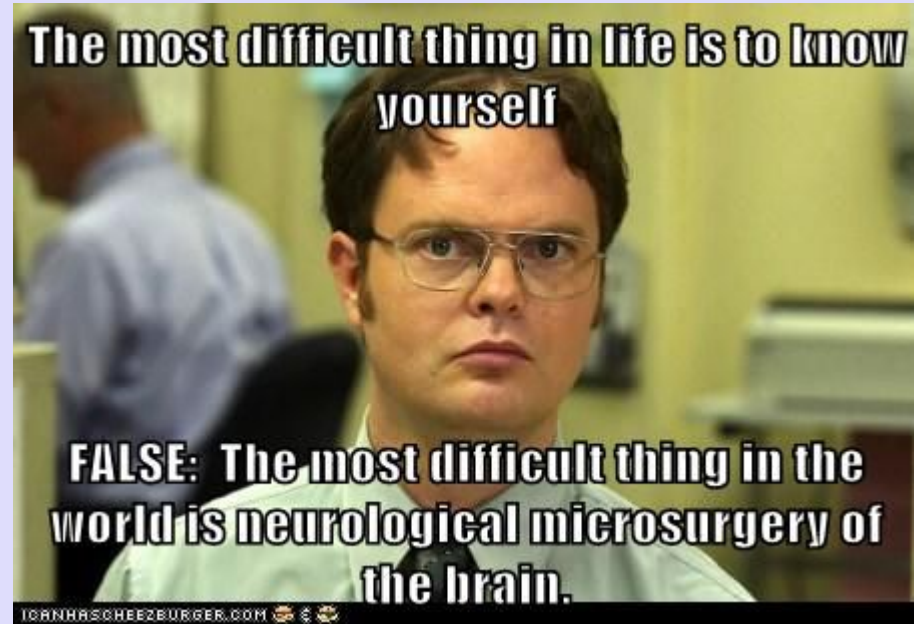
It's just as important that we recognize what we are not/not capable of outside of the classroom. Often teachers are overwhelmed because they/we say YES too often.

Think about what you are saying YES to - if it's not you, don't do it!

# REFLECT

Thinking about who you are and your inverse (who you are not). Take a few minutes to reflect and write down 1-2 ideas about your inverse that resonate with you.

What can you practically put in place (tomorrow if need be) to honor your inverse? Which of the causes we mentioned do these practices address?



# Be CLOSED (not close-minded)

According to data from [busyteacher.org](http://busyteacher.org), teachers make an average of at least 1,500 educational decisions each school day.

Let's do some math - if a teacher works a six-hour work day, how often are they making decisions? Once every \_\_\_ seconds.

In a five day week, over a 4 week month, a teacher will make \_\_\_ decision.

# So what do you want for dinner tonight?

**Decision  
Overload!**

I don't know. What do you want for dinner?? I don't know!



someeCards  
user card

# Being CLOSED as a teacher - in and out of the classroom

Being closed as a teacher means eliminating choices from your repertoire. We can eliminate choices by planning for scenarios and following through with the plan (think behavior management) or by having systems in place (think where students may turn in work).

The same can apply at home.

What is one way you have eliminated making decisions as a teacher? Drop an idea in the chat!

# Being CLOSED at School...

Strategies for you work life:

- Having a storage system (ie a place for things)
- Having routines (when do you make copies)
- Find ways that you can maintain to stay organized (for example, using bins for papers)
- Seating Charts
- Displayed norms and follow-up

Again, we want autonomy – these systems are not designed to take that away, rather to save you from Decision Overload for the mundane/everyday occurrences.

# Being CLOSED at Home

Strategies for Home Life:

- Writing out a weekly menu
- Keep a running to-do list
- Have regular chore days/chore charts
- Keep a calendar
- Develop daily routines for yourself

However, be flexible! The point of these practices are to eliminate making choices when you have decision overload and you don't want to make a choice.

If you want to make a choice – do it!

# REFLECT

Thinking about who you are and some ways you are closed as well as some ways you are not. Take a few minutes to reflect and write down 1-2 ideas around closing your options (and decreasing decision overload) that resonate with you.

What can you practically put in place (tomorrow if need be) to maintain flexibility but also create systems and structures to close down decision overload? Which of the causes we mentioned do these practices address?



# The ASSOCIATIVE PROPERTY

The associative property allows us to group terms together in math - and in grouping we get the same results no matter how we group - as long as we group!

In teaching, we need to do the same - if we want to increase our capacity, we need a group! Or multiple groups!



While this may seem obvious to some, many struggle to find their “we” and to effectively collaborate with that “we”.

In working with newer teachers, I have found there exists a belief they have to prove themselves/do it on their own... NO!

# Why should we COLLABORATE?

## WHY:

Researcher Carrie Leana, in her study of over 1,000 4th and 5th grade teachers in New York City, found that, **“students showed higher gains in math achievement when their teachers reported frequent conversations with their peers that centered on math,** and when there was a feeling of trust or closeness among teachers.”

Shanker Institute found that teachers’ **“social capital”**—which the researchers defined as the **resources and skills teachers could access through social connections with other teachers**—was more strongly related to **student achievement** than these teachers’ **“human capital”**—which the researchers defined as teachers’ formal education, grade-level experience and ability to interpret students’ mathematical thinking.

New York City public middle schools that were **rated more highly** on a combination of factors—school safety, academic expectations for students, principal or administration leadership, as well as **teacher relationships and collaboration—retained more teachers annually.**

A case study using surveys of teachers across 30 elementary schools in a southeastern U.S. urban school district found that the **frequency of collaborative discussion with peers** had one of the largest **significant effects on teachers’ self-reported changes in instruction,** in both math and reading, compared with various formal learning opportunities as well as with other “on the job” learning opportunities

# How we can Collaborate

**Build Relationships:** Teaching is emotionally draining, and the best colleagues can be there for you in all types of situations. A student erupted in anger? Go next door at lunch time and get a hug. A student said a wildly funny thing in the middle of class? Pop your head into a colleague's classroom and let your laughter loose.

**Find Time to Collaborate:** Shared planning time allows teachers to collaborate during the school day. With shared planning time, teachers are able to make strides in planning rigorous and appropriate lessons for their students.

**Share Responsibility:** The best teacher teams complement each other. Share the responsibility for planning by dividing tasks based on your strengths and interests.

# Don't limit who you collaborate with!

Collaboration can happen with many others. Those that share preps with you and those that don't. Those in other contents. Those in other buildings. Those in other fields (although sometimes non-teachers don't quite understand us...)!



# ASSOCIATIVE and CLOSED

Combining these two can create some real camaraderie.

Some personal examples include:

- Math Mondays (our own spirit days)
- On Wednesdays We Wear Pink
- Whiskey Friday (ok - I'm not promoting an unhealthy lifestyle, rather accepting we are all adults and some of us really like whiskey and want to share that with others that do)
- Regular Breakfasts or Lunches

These things won't happen unless someone leads the charge - if that's something you can take on!

# REFLECT

Thinking about your associations – who are they with and what do you do when you associate with these peers. Take a few minutes to reflect and write down 1-2 ideas around association that resonate with you.

What can you practically put in place (tomorrow if need be) to build up your associations? Which of the causes we mentioned do these practices address?

# Commutative Property

The commutative property in mathematics states:

$a + b = b + a$  meaning we can move the  $a$  and  $b$  and still get the same solution.

If we want to be Abelian, we need to MOVE!



# Moving Ourselves

Movement can (and should be) physical, within your realm of ability.

Make time to be active:

- Take walks
- Hit up that gym
- Play outside with your kids (or grandkids)

COMMUTE while you ASSOCIATE

- and make it a CLOSED ROUTINE



# But I don't have time for this... or any of this...

Think about how you actually spend your time RIGHT NOW. What does a typical week ACTUALLY look like? Not what you \*hope\* it looks like, but how the hours actually pass. Look at your calendar or whatever you use to keep track of commitments, and highlight what is NOT included in your list of 3-5 priorities. Maybe you notice a lot of work events but growth at work isn't a priority, or its making you miss time away from your family or workout classes, and family and health ARE priorities.

Then, go a step further and spend a week or so really analyzing your day – minute by minute. Are you catching yourself going to the TV... before spending time reading or developing your brain (which might be a priority?). Are you spending any time prepping food for a healthy lunch the next day if health is a priority? Are you spending your commute talking to friends and family because they are a priority?

So often we think we don't have time for things, or we are trying to do TOO much. Hopefully now that you have that defined list of 3-5 priorities, you'll be able to identify what's in your schedule that is NOT a priority. But think about writing out how you spend each hour currently, and just taking note for a week. Then you start to make the changes...

# But Other Ways To Move

## **Move yourself (spiritually and emotionally):**

Find ways to celebrate you – celebrate your wins, your successes.

Had a parent phone call that went great? Grab that “special” coffee drink you don’t always get!

Had a great lesson? Take an extra long bath when you get home.

THINK – When was the last time you MOVED yourself – you celebrated yourself?

# And Move Others!

Don't just move yourself (but please move yourself - both physically and emotionally) but also...

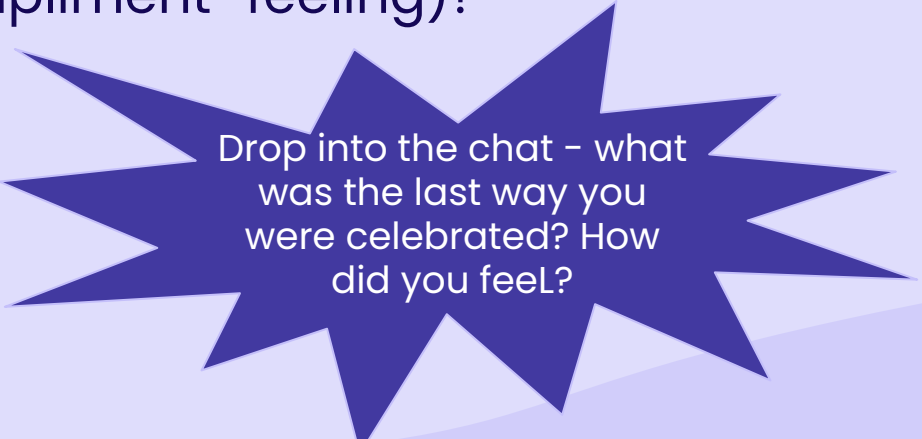
**Seek to move others!**

When was the last time you genuinely celebrated a peer? How do you feel when you are celebrated (aside from that awkward, "I don't know how to take a compliment" feeling)?

Need some ideas?

- Five Thank You's
- Travelling Journals
- Cards or written notes

OTHERS?



Drop into the chat - what was the last way you were celebrated? How did you feel?

# REFLECT

Thinking about who you are and some ways you currently commute and ways you can improve. Take a few minutes to reflect and write down 1-2 ideas around moving that resonate with you.

What can you practically put in place (tomorrow if need be) to move yourself and/or others? Which of the causes we mentioned do these practices address?

# Phew... That was a lot...

But you did it! You survived my ranting, endured my corny jokes, and dealt with my math (and math puns).

Hopefully you took good notes!

So, one more reflection – look at your reflections – place a big ole ★ next to THREE IDEAS that really resonate with you!

Then share – please – what is one method of self care you want to put in action as soon as possible. Drop that in the chat!

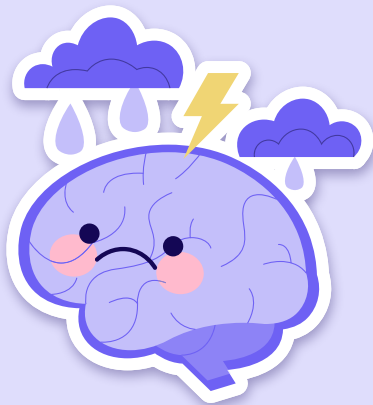


# Thanks!



**Do you have any questions?**

joseph\_bolz@dpsk12.net



**CREDITS:** This presentation template was created by **Slidesgo**, and includes icons by **Flaticon**, and infographics & images by **Freepik**

Virtual Business card will you'll find all my links and upcoming sessions!