

CLAY™

TEACHER RESOURCE PACK



TEACHER BURNOUT PREVENTION STRATEGIES

WHY CLAY IS A POWERFUL BENEFIT FOR YOUR SCHOOL



MEET CLAY

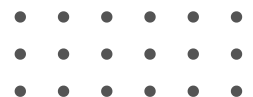
- ✔ Improve classroom behavior
- ✔ Monitor teacher burnout
- ✔ Upskill your educators
- ✔ Improve teacher retention



At Clay, we understand that managing disruptive behaviors can lead to teacher burnout, particularly for less experienced teachers. That's why we focus on upskilling teachers with effective tools and strategies, reducing their reliance on directors to handle challenging situations. By empowering teachers to better navigate the behavioral issues in their classroom, Clay reduces teacher burnout and helps create a confident and capable teaching workforce that benefits both teachers and students.

Transform your classroom with Clay, which includes:

- **A digital behavioral expert** that provides real-time support to teachers, helping them successfully manage disruptive behaviors and reducing their reliance on directors for support
- **Virtual professional development** for less experienced teachers that improves their confidence and competence in managing behaviors in their classroom
- **Easy-to-implement resources** for directors to help prevent teacher burnout and improve teacher well-being, so they show up energized at work
- **Foster better collaboration between teachers & parents** to help families understand how they can support their child's behavior and development.



DIRECTOR ASSESSMENT ON PREVENTING BURNOUT 1/2

These statements are a helpful assessment for directors to understand how well they are preventing burnout and attrition. Directors answer each of these statements about themselves using the scale below.

The more towards disagree, the more likely your teachers are to burnout.

1. I focus on and notice the positive behavior of my teachers daily.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

2. I view burnout as a larger systemic issue not as an individual teachers issue.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

3. I increase teachers' autonomy by asking them how they would like to solve a problem in their classroom.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

4. I address burnout symptoms (exhaustion, cynicism, withdrawal etc.) immediately.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

5. I start meetings with a moment of connection, meditation, or deep breathing.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

DIRECTOR ASSESSMENT ON PREVENTING BURNOUT 2/2

6. I make time for and encourage laughter, silliness and fun.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

7. My teachers have the materials and education they need to do their best work.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

8. I know my teachers on a personal level.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

9. I have asked my teachers how I can best support them at work.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

10. This year, I provided opportunities to learn and grow through engaging professional development.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

These statements are a helpful assessment for directors to understand how well you as a director are preventing burnout and attrition.

The more towards disagree, the more likely your teachers are to burnout.

TEACHER SATISFACTION STATEMENTS

These statements are helpful to guide a discussion and understand teacher satisfaction and retention. Teachers can answer each of these statements using the scale below.

01. I know what is expected of me at work.

strongly disagree — disagree — neutral — agree — strongly agree

02. I have the materials and equipment I need to do my work right.

strongly disagree — disagree — neutral — agree — strongly agree

03. At work, I have the opportunity to do what I do best every day.

strongly disagree — disagree — neutral — agree — strongly agree

04. In the last seven days, I have received recognition or praise for doing good work.

strongly disagree — disagree — neutral — agree — strongly agree

05. My supervisor, or someone at work, seems to care about me as a person.

strongly disagree — disagree — neutral — agree — strongly agree

TEACHER SATISFACTION STATEMENTS CONTINUED

06. There is someone at work who encourages my development.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

07. At work, my opinions seem to count.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

08. The mission or purpose of my company makes me feel my job is important.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

09. My associates or fellow educators are committed to doing quality work.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

10. I have a best friend at work.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

11. In the last six months, someone at work has talked to me about my progress.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

12. This last year, I have had opportunities at work to learn and grow.

strongly disagree ——— disagree ——— neutral ——— agree ——— strongly agree

FOR DIRECTORS:

INDIVIDUAL TEACHER BURNOUT RISK CHECKLIST 1/2

These statements are a helpful assessment for directors to understand individual teachers risk of burnout and attrition. Directors can pick one specific teacher at a time and answer each of these statements using the scale below.

The more towards disagree, the more likely the teacher is to burnout.

1. This teacher's opinion matters to me.

strongly disagree _____ disagree _____ neutral _____ agree _____ strongly agree

2. I remind this teacher how important they are to our school.

strongly disagree _____ disagree _____ neutral _____ agree _____ strongly agree

3. This teacher knows I care about them as a person and I know details about their life outside of school.

strongly disagree _____ disagree _____ neutral _____ agree _____ strongly agree

4. This teacher has a best friend at work.

strongly disagree _____ disagree _____ neutral _____ agree _____ strongly agree

5. In the last seven days, I have given this teacher recognition or praise for doing good work.

strongly disagree _____ disagree _____ neutral _____ agree _____ strongly agree

FOR DIRECTORS:

INDIVIDUAL TEACHER BURNOUT RISK CHECKLIST 2/2

6. In the last six months, I have talked to this teacher about their progress.

strongly disagree — disagree — neutral — agree — strongly agree

7. This teacher is connected to the students and the mission of our school.

strongly disagree — disagree — neutral — agree — strongly agree

8. This teacher has a good amount of energy and motivation at work.

strongly disagree — disagree — neutral — agree — strongly agree

9. This teacher is not displaying burnout symptoms (exhaustion, cynicism, withdrawal).

strongly disagree — disagree — neutral — agree — strongly agree

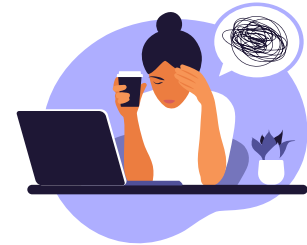
How'd it go? If a teacher is in the disagree to strongly disagree range for any of these questions it would be helpful to set-up a time to talk with them and discuss ways you can support them.

TEACHER BURNOUT: WHAT IT IS, WHAT IT LOOKS LIKE AND HOW TO SUPPORT TEACHERS

WHAT IS TEACHER BURNOUT?

A state of chronic stress that leads to:

- Physical and emotional exhaustion
- Cynicism
- Detachment
- Feeling ineffective
- Feeling a lack of accomplishment



WHAT DOES BURNOUT LOOK LIKE?

Symptoms of Burnout:

- Constant fatigue
- Weight loss/gain
- Interrupted sleep
- Self-doubt
- Withdrawal
- Loss of inspiration
- Feeling hopeless



HOW CAN I ALLEVIATE TEACHER BURNOUT

1. View burnout as a systemic issue not an individual issue
2. Increase teacher autonomy
3. Address symptoms immediately
4. Initiate conversations on what support looks like
 - What is the most time-consuming part of your job?
 - What does support look like to you?
 - How can I protect your time?
 - What are the systems that we can put in place so you can do the work that you think matters most?
5. Create a culture of care
6. Six coping strategies to complete the stress cycle
7. Increase mindfulness and self-compassion





CLAYTM

NEED MORE BEHAVIORAL SUPPORT?
EMAIL HELLO@CAREBYCLAY.COM