



# Preventing Burnout in Future Educators Community Outreach Project

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## Introduction

**Date:** April 16, 2025

**Location:** Portland State University's Graduate Teaching and Education program

**Target Audience:** Future English Language Arts Secondary Educators

- **Total attendees:** 11
- **Demographic information:**
  - Average Age = 33 years old

## Background

- **Burnout** is a critical issue in educators influenced by numerous modifiable stressors that has worsened as a result of the COVID-19 pandemic<sup>1</sup>
- **Secondary educators** are particularly vulnerable to burnout due to the complexities of managing adolescent students during critical developmental periods, coupled with the demands of standardized testing, extracurricular responsibilities and behavior management<sup>2</sup>
- **Newer teachers** face the additional pressure of adjusting to the demands of the profession and workplace while still developing effective classroom management and teaching strategies<sup>3</sup>



## Content

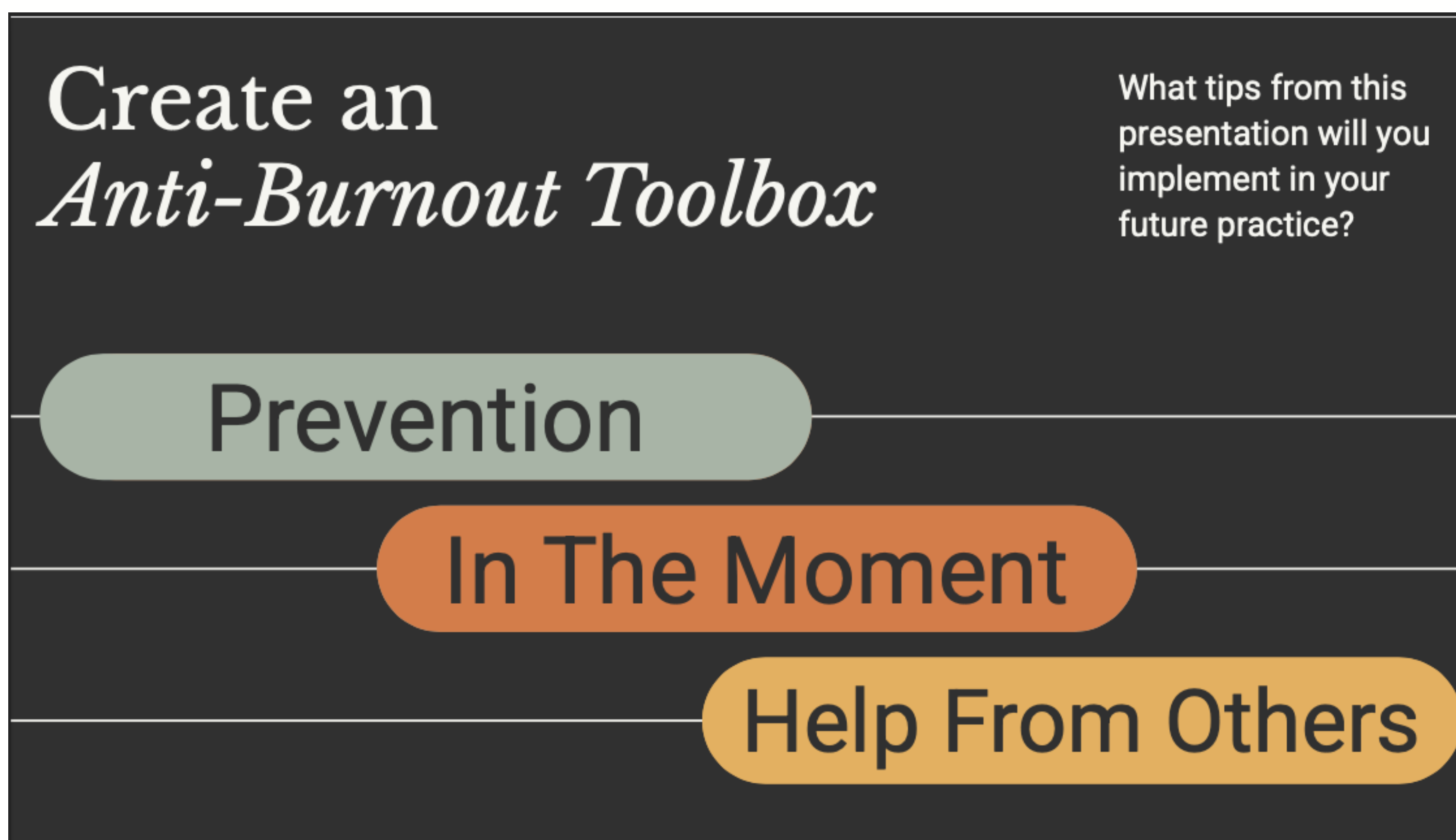
**Goal:** to empower future educators with the proper knowledge and tools to combat burnout before they enter the workforce

### Learning Objectives

- Physical and psychological impacts of burnout and its effects on overall well-being and professional performance
- Personal and institutional factors contributing to burnout in educators
- Identify resources and support systems available
- Evidence-based strategies to address and prevent burnout in educational settings
- Develop a personalized anti-burnout toolkit

### Presentation Components

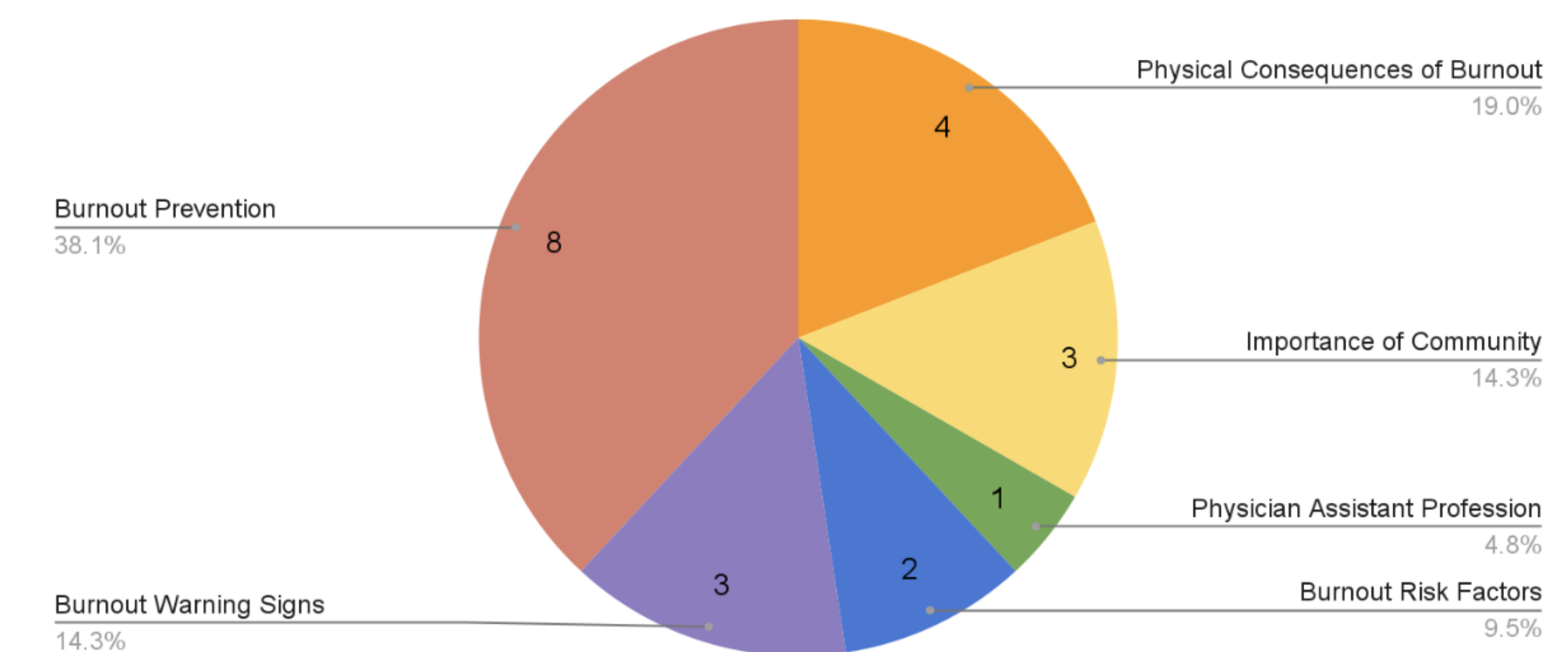
- Active learning components included case studies, "Think, Pair, Share" activity and completing a personalized "Anti-Burnout Toolkit"



## Discussion & Conclusion

- **Topics learned** in post-survey feedback align closely with the intended learning objectives.

Topics Learned Themes



- The structure and content were primarily tailored toward early-career educators or those new to high-stress environments. This presentation can be enhanced by incorporating more advanced strategies that acknowledge and build upon the existing experience of more seasoned professionals.
- Participants appreciated the engaging presentation that focused on a relevant, yet often overlooked or stigmatized topic

## References/Acknowledgements

1. Skaalvik, E. M., & Skaalvik, S. Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 2020; 26(7-8): 602-616. <https://doi.org/10.1080/13540602.2021.1913404>
2. Klusmann U, Aldrup K, Roloff-Bruchmann J, et al. Teachers' emotional exhaustion during the COVID-19 pandemic: Levels, changes, and relations to pandemic-specific demands. *Teach Teach Educ*. 2023;121:103908. <https://doi.org/10.1016/j.tate.2022.103908>
3. Skaalvik EM, Skaalvik S. Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teach Teach Educ*. 2017;67:152-160. <https://doi.org/10.1016/j.tate.2017.06.006>

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