# Morale Momentum Loop 101: Step #1 Diagnose Causes

*Wednesday, July 20th, 2022,*
*2pm – 2:30pm ET*

District Leadership Forum

# Teacher Morale Momentum Loop 101 Sessions
# Session #1: Resources to Diagnose Causes

## Presenters and Research Team:

**Olivia Rios**
*Associate Director*

**Sarah Woll**
*Analyst*

**Cameron Jessop**
*Analyst*

**Joey Cronin**
*Analyst*

# Objectives for Today

Identify the tools and resources available for districts to implement Step #1: Diagnose Causes of the momentum loop

Describe the actions districts will take during Step #1 of the momentum loop

Enroll in the September cohort of EAB's Collaborative to Improve Teacher Morale

# A Successful First Teacher Morale Collaborative

## 35 Districts Nationwide Currently Participating and Finding Success

*"The entire process has been helpful in providing tools and ideas that go **beyond teacher morale."***

*"I have **learned a great deal** about the feelings of our staff but also learned a valuable process to conduct surveys for other needs."*

***"LOVE the structure of everything**. It's taking a complicated challenge and making it feel doable and possible!"*

*"With **all of the tools provided** we could just follow the process and allow for actionable items to emerge for our improvement strategy."*

*"A strategic and intentional focused plan that we can **easily implement."***

*"The materials you provide are amazing! There is no way we could do all of this on our own. **We appreciate our partnership with EAB so much!"***
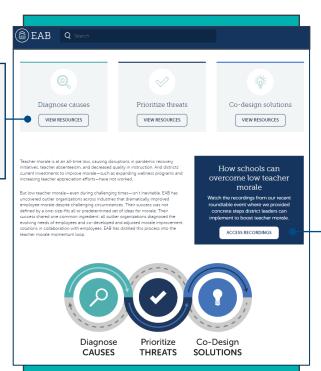
Sharing the EAB Resources to Execute Each Step



Diagnose **CAUSES**     Prioritize **THREATS**     Co-Design **SOLUTIONS**

**This Session**     **August 10th**     **August 24th**

## Located on the Teacher Morale Resource Center

Resource Center organized by the three steps of morale loop. Today will be focused on resources supporting Step #1: Diagnose Causes.

**EAB** Search

Diagnose causes — VIEW RESOURCES

Prioritize threats — VIEW RESOURCES

Co-design solutions — VIEW RESOURCES

Teacher morale is at an all-time low, causing disruptions in pandemic recovery initiatives, teacher absenteeism, and decreased quality in instruction. And districts' current investments to improve morale—such as expanding wellness programs and increasing teacher appreciation efforts—have not worked.

But low teacher morale—even during challenging times—isn't inevitable. EAB has uncovered outlier organizations across industries that dramatically improved employee morale despite challenging circumstances. Their success was not defined by a one-size-fits all or predetermined set of ideas for morale. Their success shared one common ingredient: all outlier organizations diagnosed the evolving needs of employees and co-developed and adjusted morale improvement solutions in collaboration with employees. EAB has distilled this process into the teacher morale momentum loop.

### How schools can overcome low teacher morale

Watch the recordings from our recent roundtable event where we provided concrete steps district leaders can implement to boost teacher morale.

ACCESS RECORDINGS

Access the original webinar recording if you need a refresher on the Morale Momentum Loop

Diagnose **CAUSES**

Prioritize **THREATS**

Co-Design **SOLUTIONS**

# Roadmap to Diagnosing Causes

Two Parts to Diagnosis: Quantitative Data and Qualitative Input

**Collect Quantitative Data**

**Analyze Quantitative Data**

**Collect Qualitative Input**

**Summarize Qualitative Data**

*Quantitative Supporting Resources*

- EAB's Diagnostic Questions
- Diagnostic Survey Data Analysis Tool
- Communication Templates

*Qualitative Supporting Resources*

- Productive Qualitative Input Toolkit
  - Selecting Input Format Overview
  - Formal Sessions Support
  - Question Bank
  - Facilitator Tips
  - Notetaking and Summary Guides
  - Communication Templates

## Collect Quantitative Data

## Analyze Quantitative Data

## Collect Qualitative Input

## Summarize Qualitative Data

*Quantitative Supporting Resources*

- **EAB's Diagnostic Questions**
- Diagnostic Survey Data Analysis Tool
- Communication Templates

*Qualitative Supporting Resources*

- Productive Qualitative Input Toolkit
  - Selecting Input Format Overview
  - Formal Sessions Support
  - Question Bank
  - Facilitator Tips
  - Notetaking and Summary Guides
  - Communication Templates

## Rigorous Analysis to Identify Diagnostic Questions

✔ Synthesized 130+ morale and engagement theories

✔ Adapted preeminent research in this field (Maslach, Gallup) for K12

✔ Analyzed 250+ engagement survey questions

✔ Applied findings and feedback from EAB's fall teacher morale survey

### ▶ Six Threat Areas to Assess

1. Personal safety and belonging
2. Time and resources
3. Leadership trust and values alignment
4. Ownership and input
5. Recognition and value
6. Professional growth

\* Specifics of questions subject to change

Sources: Advisory Board, 2022; Gallup, 'Gallup's Employee Engagement Survey: Ask the Right Questions With the Q12 Survey', Accessed December 2021; Maslach, Christina, "Six areas of worklife…", Journal of Health and Human Services Administration, February 1999; Qualtrics, 'The ultimate guide to employee pulse surveys', Accessed December 2021; Weiss, Laure, 'Burnout from an Organizational Perspective', October 20, 2020; EAB interviews and analysis.

## Personal Safety & Belonging

Baseline needs related to feeling safe at work and having relationships and a community

## Time & Resources

Access to the right resources and training for success and a manageable workload

## Leadership Trust & Values Alignment

Assurance that the districts' values mirror their own, and that leadership behaviors reflect those values

## Ownership & Input

Feelings of autonomy and ownership of their classroom practice and an ability to contribute to district/school decisions

## Recognition & Value

Feeling appreciated and recognized for their contributions to their district, the school, their students, and the community

## Professional Growth

Sufficient opportunities for professional growth and leadership and managerial support of career aspirations

Sources: Advisory Board, 2022; Gallup, 'Gallup's Employee Engagement Survey: Ask the Right Questions With the Q12 Survey', Accessed December 2021; Maslach, Christina, "Six areas of worklife...", Journal of Health and Human Services Administration, February 1999; Qualtrics, 'The ultimate guide to employee pulse surveys', Accessed December 2021; Weiss, Laure, 'Burnout from an Organizational Perspective', October 20, 2020; EAB interviews and analysis.

## EAB Diagnostic Questions and Supporting Resources
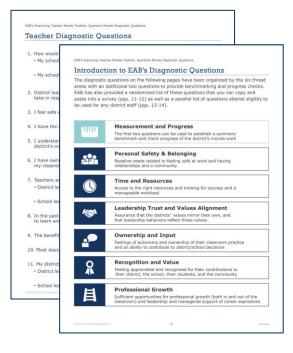
Threat area overviews and diagnostic survey questions

Copy-and-paste introductory scripting and questions rewritten for non-teaching staff

Communication templates to introduce the survey to teachers

**Collect Quantitative Data**

**Analyze Quantitative Data**

**Collect Qualitative Input**

**Summarize Qualitative Data**

*Quantitative Supporting Resources*

- EAB's Diagnostic Questions
- **Diagnostic Survey Data Analysis Tool**
- Communication Templates

*Qualitative Supporting Resources*

- Productive Qualitative Input Toolkit
  - Selecting Input Format Overview
  - Formal Sessions Support
  - Question Bank
  - Facilitator Tips
  - Notetaking and Summary Guides
  - Communication Templates

## To Avoid Analysis Paralysis

Overall district score calculated to begin to benchmark progress

Threats and questions ranked by disagreement

Questions to ask to make sense of data to inform next steps



**EAB** Overview

**Overall District Score** 2.96

**Threat Areas Ranked by Highest Disagreement**

| Threat Area | Average of Total % of Disagree & Strongly Disagree Per Question |
|---|---|
| Leadership Trust & Values Alignment | 60% |
| Professional Growth | 46% |
| Time & Resources | 44% |
| Personal Safety & Belonging | 37% |
| Ownership & Input | 21% |
| Recognition & Value | 21% |

**Top 5 Questions Scoring Highest In Disagreement**

| Question | Sum of % of Disagree & Strongly Disagree Responses per Question |
|---|---|
| "In the past year, my district has provided opportunities for me to learn and grow as a teacher. | 77% |
| "My opinions are heard and valued by district leaders. | 76% |
| "I have the training and skills I need to do my best at work. | 64% |
| "My district's mission and values are reflected in the actions of district leaders. | 62% |
| "How would you rate your overall satisfaction level with: My School District | 60% |

Analyze the Data

Use this table to answer:
1. Which threat area did the district score lowest on (i.e., highest disagreement)?
2. Which threat area did the district score highest on (i.e., lowest disagreement)?
3. Based on the top 5 high disagreement questions, what types of follow up questions would you have for teachers?

*Bonus: Go to the threat area tab to determine which questions are having a negative impact on the threat area's average score.*

**Note:** The overall district score is calculated by averaging the responses for questions denoted with an * on the threat area tabs. The score is out of 5.

Percents and averages are rounded to the nearest whole number unless otherwise noted.

▶ **Sample District Snapshot**

- 80% response rate
- 375 teacher district
- 5400 students
- 1 HS, 2 MS, 7 ES

**Collect Quantitative Data**

**Analyze Quantitative Data**

**Collect Qualitative Input**

**Summarize Qualitative Data**

*Quantitative Supporting Resources*

- EAB's Diagnostic Questions
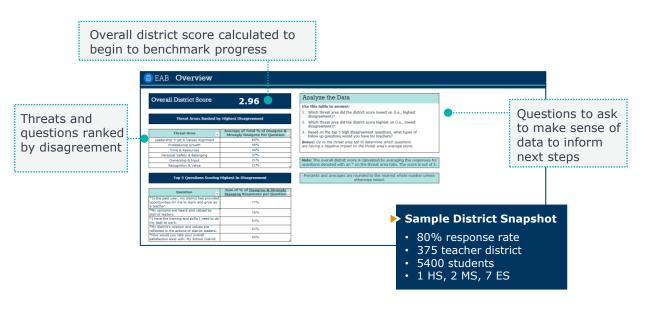- Diagnostic Survey Data Analysis Tool
- Communication Templates

*Qualitative Supporting Resources*

- Productive Qualitative Input Toolkit
  - **Selecting Input Format Overview**
  - **Formal Sessions Support**
  - **Question Bank**
  - **Facilitator Tips**
  - Notetaking and Summary Guides
  - Communication Templates

Only Hear
'Loudest Voices'

Questions
Too General

Focus on Sourcing
Solutions Too Early
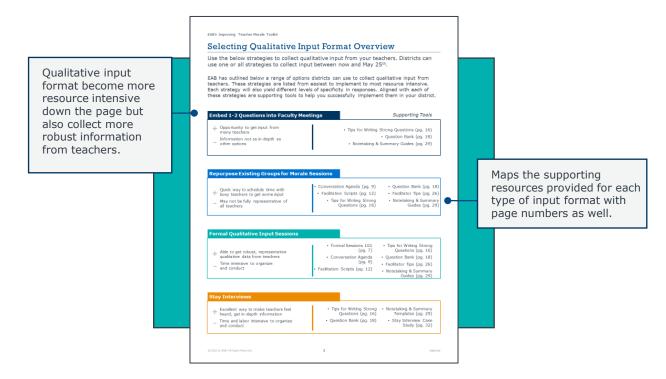
**This Leaves Teachers Feeling...**

**Undervalued**

**Ignored**

**Disengaged
with Process**

To Help Consider What Level of Qualitative Input Possible

Qualitative input format become more resource intensive down the page but also collect more robust information from teachers.

Maps the supporting resources provided for each type of input format with page numbers as well.

---

EAB's Improving Teacher Morale Toolkit

## Selecting Qualitative Input Format Overview

Use the below strategies to collect qualitative input from your teachers. Districts can use one or all strategies to collect input between now and May 25th.

EAB has outlined below a range of options districts can use to collect qualitative input from teachers. These strategies are listed from easiest to implement to most resource intensive. Each strategy will also yield different levels of specificity in responses. Aligned with each of these strategies are supporting tools to help you successfully implement them in your district.

**Embed 1-2 Questions into Faculty Meetings** *Supporting Tools*

+ Opportunity to get input from many teachers
− Information not as in-depth as other options

- Tips for Writing Strong Questions (pg. 16)
- Question Bank (pg. 18)
- Notetaking & Summary Guides (pg. 29)

**Repurpose Existing Groups for Morale Sessions**

+ Quick way to schedule time with busy teachers to get some input
− May not be fully representative of all teachers

- Conversation Agenda (pg. 9)
- Facilitation Scripts (pg. 12)
- Tips for Writing Strong Questions (pg. 16)
- Question Bank (pg. 18)
- Facilitator Tips (pg. 26)
- Notetaking & Summary Guides (pg. 29)

**Formal Qualitative Input Sessions**

+ Able to get robust, representative qualitative data from teachers
− Time intensive to organize and conduct

- Formal Sessions 101 (pg. 7)
- Conversation Agenda (pg. 9)
- Facilitation Scripts (pg. 12)
- Tips for Writing Strong Questions (pg. 16)
- Question Bank (pg. 18)
- Facilitator Tips (pg. 26)
- Notetaking & Summary Guides (pg. 29)

**Stay Interviews**

+ Excellent way to make teachers feel heard, get in-depth information
− Time and labor intensive to organize and conduct

- Tips for Writing Strong Questions (pg. 16)
- Question Bank (pg. 18)
- Notetaking & Summary Templates (pg. 29)
- Stay Interview Case Study (pg. 32)

©2022 by EAB. All Rights Reserved.     3     eab.com

Pages XX-XX in the Productive Qualitative Conversations Toolkit

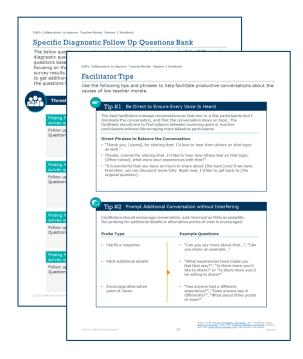## Tools to Support Facilitators of These Conversations

Detailed conversation agenda and scripts

Ready-to-use question bank, organized by threat areas

Facilitator tips and guidance to make training easy



EAB's Collaborative to Improve Teacher Morale, Session 2 Workbook

### Specific Diagnostic Follow Up Questions Bank

The below questions...
diagnostic questions...
questions based...
focusing on the...
survey results...
to get additional...
the questions f...

**Threat**

Finding f...
survey q...
Follow up
Question...

Finding f...
survey q...
Follow up
Question...

Finding f...
survey q...
Follow up
Question...

Finding f...
survey q...
Follow up
Question...

EAB's Collaborative to Improve Teacher Morale, Session 2 Workbook

### Facilitator Tips

Use the following tips and phrases to help facilitate productive conversations about the causes of low teacher morale.

**Tip #1   Be Direct to Ensure Every Voice Is Heard**

The best facilitators manage conversations so that one or a few participants don't dominate the conversation, and that the conversation stays on topic. The facilitator should aim to find balance between involving quiet or inactive participants without discouraging more talkative participants.

**Direct Phrases to Balance the Conversation**

• "Thank you, [name], for sharing that. I'd love to hear from others on that topic as well."
• Thanks, [name] for sharing that. I'd like to hear how others feel on that topic. [Other name], what were your experiences with that?"
• "It's wonderful that you have so much to share about [the topic] and if we have time later, we can discuss it more fully. Right now, I'd like to get back to [the original question]."

**Tip #2   Prompt Additional Conversation without Interfering**

Facilitators should encourage conversation, and interrupt as little as possible. But probing for additional details or alternative points of view is encouraged.

| Probe Type | Example Questions |
|---|---|
| • Clarify a response | • "Can you say more about that..."; "Can you share an example..." |
| • Elicit additional details | • "What experiences have made you feel that way?"; "Is there more you'd like to share?" or "Is there more you'd be willing to share?" |
| • Encourage alternative point of views | • "Has anyone had a different experience?"; "Does anyone see it differently?"; "What about other points of view?" |

**Collect Quantitative Data**

**Analyze Quantitative Data**

**Collect Qualitative Input**

**Summarize Qualitative Data**

*Quantitative Supporting Resources*

- EAB's Diagnostic Questions
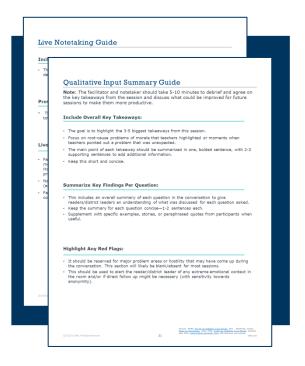- Diagnostic Survey Data Analysis Tool
- Communication Templates

*Qualitative Supporting Resources*

- Productive Qualitative Input Toolkit
    - Selecting Input Format Overview
    - Formal Sessions Support
    - Question Bank
    - Facilitator Tips
    - **Notetaking and Summary Guides**
    - Communication Templates

Pages XX-XX in the Productive Qualitative Conversations Toolkit



### Live Notetaking Guide
Provides structure and guidance on how to take strong notes during teacher conversations

### Qualitative Input Summary Guide
- Supports notetaker in identifying the key insights of conversations
- Allows leadership teams to quickly synthesize information to inform their morale priorities

## EAB'S Collaborative Schedule

**September 2022**          **January 2023**          **August 2023**

Five Synchronous

Quarterly Progress Monitoring
(April, June, August)

**REGISTER NOW!**

*Limited spots remain for September 21st, 2022 start date.*

- Contact your dedicated advisor or click sign me up on the poll
- Register by **August 1st, 2022** to secure your spot

Step-by-Step Guided Implementation

Peer Collaboration and Shared Accountability

Quarterly progress monitoring and long-term support

# Final Thoughts

Please take a moment to answer this final poll question to provide your overall experience on today's session.