



# Welcome to EAB's Collaborative to Improve Teacher Morale

*Session #1: September 26<sup>th</sup>, 2023*

District Leadership Forum

# EAB's Nationwide Collaborative To Improve Teacher Morale

## Research Team and Presenters:



Khadish Franklin  
*Managing Director*



Jon Rice  
*Associate Director*

## Project Management and Logistics:

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Al Wilkins  
*Operations Lead*

# A Successful First Teacher Morale Collaborative

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35 Districts Nationwide Currently Participating and Finding Success

“

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

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

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

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

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

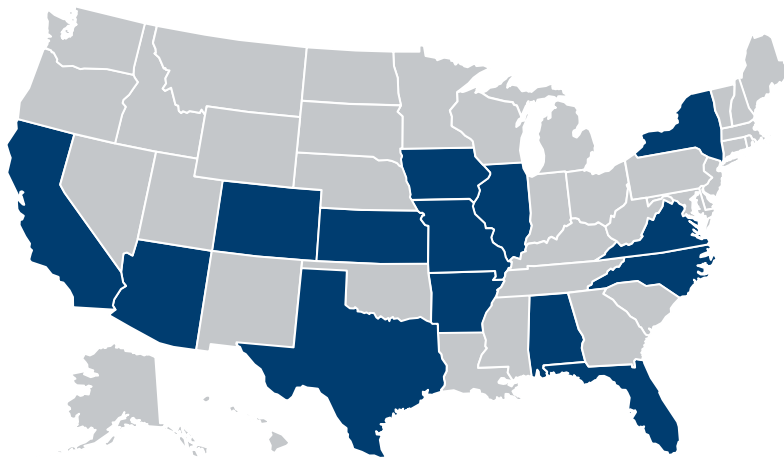
*"The materials you provide are amazing! There is no way we could do all of this on our own. **We appreciate our partnership with EAB so much!**"*

”



# A Nationwide Community Dedicated to Improving Morale

## 14 States Represented Across Cohorts



### Cohort 5 Participating Districts

- Arlington Central School District, NY
- Bouquet Valley Central School, NY
- Buckeye Elementary School District, AZ
- Campbell County Public Schools, VA
- Center Joint Unified, CA
- Community High School District 99, IL
- Fremont School District 99, IL
- Goddard Unified School District 265, KS
- Jacksonville North Pulaski School District, AR
- Jamestown Public Schools, NY
- Menifee Union School District, CA
- Naperville Community Unit School District, IL
- Raytown C-2 School District, MO
- Riverside Community School District, IA
- Rockingham County Schools, NC
- Russellville City, AL
- School District of Osceola County, FL
- Steamboat Springs School District, CO
- Wylie ISD, TX

# Objectives and Agenda for Today



Recognize the purpose and expectations of the collaborative and articulate a definition of success



Attain familiarity with the Community platform



Prepare a delivery and communication plan for the teacher morale diagnostic questions

## Agenda

- Introduction and Defining Collaborative Success (20 mins)
- Using the Community Platform (5 mins)
- Developing a Plan to Deliver EAB's Diagnostic Questions (55 mins)
  - Independent district review of questions and planning
  - Breakout sessions
- Wrap Up (5 minutes)

- 1 Introducing the Collaborative
- 2 Using the Community Platform
- 3 Developing a Plan to Deliver EAB's Diagnostic Questions
- 4 Troubleshooting Barriers and Crowdsourcing Solutions

# Benefits of Collaborative Participation



## **Protected Time**

to make progress on  
implementing the morale  
momentum loop



## **Shared Accountability**

to act and celebrate progress  
with EAB and other participating  
district leaders



## **Crowdsource Solutions**

and workshop ways to  
overcome barriers with peers



## **Evidence of Commitment**

to district staff that leadership is  
making a systemic investment  
in morale

# Bringing the Morale Momentum Loop to Your District

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## EAB's 3-Step Process





# Breaking Down the Momentum Loop into Actions


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# Collaborative Participation Overview & Expectations

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Virtual Sessions from September 2022 through Summer 2023

 <p><b>Kickoff</b></p> <p><i>This webinar</i></p>	 <p><b>Diagnose Causes</b></p> <p><i>October 24<sup>th</sup></i></p>	 <p><b>Prioritize Threats</b></p> <p><i>November 28<sup>th</sup></i></p>	 <p><b>Co-Design Solutions</b></p> <p><i>December 20<sup>th</sup></i></p>	 <p><b>Planning for Performance</b></p> <p><i>Winter-Summer 2024</i></p>
<ul style="list-style-type: none"> <li>• Overview goals and tools of collaborative</li> <li>• Develop plan to deliver diagnostic questions to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to collect productive qualitative input</li> <li>• Share progress on executing diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>• Translate input into solvable problems</li> <li>• Learn consistent prioritization process based on impact and feasibility</li> </ul>	<ul style="list-style-type: none"> <li>• Review morale-boosting compendium</li> <li>• Develop plan to get teacher input on prioritized strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing support to check in on morale-boosting progress</li> <li>• Crowdsource solutions to barriers</li> </ul>
<p><b>To Do:</b></p> <p>Execute diagnostic questions delivery plan</p>	<p>Collect qualitative input from faculty and analyze data</p>	<p><b>DUE:</b> Survey results and qualitative input collected; six threats ranked</p>	<p><b>DUE:</b> Prioritize 1-2 threats with leadership team, communicate rationale and next steps to teachers</p>	<p><b>DUE:</b> Schedule at least one opportunity to workshop solutions with willing teachers</p>

# What You Will Accomplish Today and Next Steps

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## Draft and Execute Diagnostic Delivery Plan



### Teacher Morale Collaborative Kickoff

*This webinar*



### Diagnose Causes: Qualitative Feedback and Progress

*October 24<sup>th</sup>*



### Prioritize Threats: Translating Input Into Action

*November 28<sup>th</sup>*



### Co-Design Solutions: Choosing Strategies to Workshop

*December 20<sup>th</sup>*



### Planning for Performance & Progress Monitoring

*Winter-  
Summer 2024*

## During This Meeting...



Define your district's success for collaborative participation and understand curriculum expectations



Draft delivery and communication plan for diagnostic questions



Workshop delivery and communication plan with peers

## Next Steps:



Launch diagnostic questions delivery and communication plan



Attend October 24<sup>th</sup> session to learn how to collect better qualitative feedback and tips to analyze information

# All Resources Discussed Today on EAB Website

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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.

The screenshot shows the EAB website interface. At the top is a dark blue header with the EAB logo and a search bar. Below the header are three main sections: 'Diagnose causes' (with a magnifying glass icon), 'Prioritize threats' (with a checkmark icon), and 'Co-design solutions' (with a lightbulb icon). Each section has a 'VIEW RESOURCES' button. Below these sections is a large text block titled 'How schools can overcome low teacher morale' which includes a paragraph about teacher morale and a link to 'ACCESS RECORDINGS'. At the bottom, there is a circular diagram with three steps: 'Diagnose CAUSES' (magnifying glass), 'Prioritize THREATS' (checkmark), and 'Co-Design SOLUTIONS' (lightbulb), connected by arrows in a clockwise cycle.

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

Diagnose CAUSES

Prioritize THREATS

Co-Design SOLUTIONS

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



WORKBOOK

## **EAB's Collaborative to Improve Teacher Morale**

Use this workbook throughout session #1 to define goals and success of collaborative participation and to develop a delivery and communication plan to distribute diagnostic questions

### **Included in This Workbook:**

- 1** Develop Goals, Define Success of Collaborative Participation
- 2** Review and Reflect on Diagnostic Questions
- 3** Project Planning to Deliver & Communicate Diagnostic Questions

# What Is Your Role?



## The Role of the Executive Sponsor

Offer leadership level support and advice for the implementation leader as they lead the charge to implement the momentum loop at the district



## The Role of the Implementation Leader

Ensure district completes assignments for successful participation in the collaborative and implementation of the morale momentum loop



### Complete Assignments

For successful participation, districts need to commit to completing assignments outside of collaborative meeting time



### Engage with EAB Experts

Ask questions, schedule office hours with EAB experts, and respond to prompts in the Community



### Network with Cohort Participants

Engage with peers during meeting times and on the Community

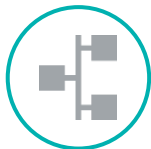
# Defining Collaborative Success

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Open Page 5 of Your Workbook



Confirm teachers recognize district's investment in systemic change



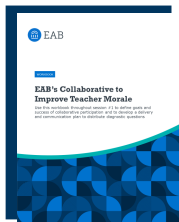
Implement a consistent, repeatable process that teachers understand and support



Launch 1-2 initiatives that successfully boost teacher morale



Build a network of colleagues to troubleshoot challenges and celebrate success



## Write Responses to Following Questions in Workbook

- How would you define success for your district that is not included here?
- What steps can you take to get those benefits?

1

Introducing the Collaborative

2

Using the Community Platform

3

Developing a Plan to Deliver EAB's Diagnostic Questions

4

Troubleshooting Barriers and Crowdsourcing Solutions



# EAB Community: Your Cohort Hub



The EAB Community is an **online networking platform** where you will **engage with cohort members** and EAB staff, stay up to date on the latest announcements and resources from EAB, and **access collaborative pre and post session assignments**

## What You Can Expect in the Community:



User-friendly interface: post questions and share your thoughts with others



Easy-to-search directory of other cohort members



Direct messaging capabilities to network 1:1 or with groups of up to 50



Upload and view documents and resources



Updates, tips, and resources from EAB



Option to access via mobile app

## How EAB Will Use the Community:

- To share resources, tips, and updates
- To share meeting notes and follow-ups
- To ask questions/ solicit feedback
- To share pre and post session assignments

## How You Will Use the Community:

- To ask questions and get input from cohort partners and/or EAB experts
- To continue conversations with peers



## Check Your Spam Folder

Emails from the Community sometimes get caught in spam. Check there and if you see one, mark it as “not spam” to avoid the issue in the future.



## Mark Domains as “Safe Senders”

Your email could be blocking messages from the Community. To stop this, please add the following domains as “safe senders”. Your institution’s IT team should be able to provide instructions on how to do this within your email provider. Domains to include as safe senders: *@groups.eab.com, @members.eab.com, @mob.eab.com.*

Unsure why you aren’t receiving Community emails or need assistance? Reach out to [awilkins@eab.com](mailto:awilkins@eab.com) for assistance.

1

Introducing the Collaborative

2

Using the Community Platform

3

Developing a Plan to Deliver EAB's  
Diagnostic Questions

4

Troubleshooting Barriers and Crowdsourcing Solutions

# Today's Focus is Quantitative Diagnosis

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

# Current Approaches to Diagnosis Miss the Mark



## Flaws of K-12 Annual Climate Surveys

✘ Assess too infrequently  
(once annually or less)

✘ Surveys too lengthy and  
indirectly focused on morale

✘ Focus more on measurement  
than diagnosing threats

✘ Fail to communicate results  
and action in a timely fashion  
(causes survey fatigue)

### DIY Diagnosis Causes a Cascade of Issues



Few plug and play  
options available



Internal survey  
expertise limited



Cognitive biases  
promote assumptions

# Diagnostic Questions Rooted in Research



## 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

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.

# Six Threat Areas to Understand Morale

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## 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

# EAB's Questions Designed for Better Diagnosis



## Components of EAB's Morale Diagnostic Questions

### *Aligns With Research*



Includes proven morale and engagement questions, customized for the K12 environment



Requires minimal effort and time



Distinguishes relevant questions by school and district level

### *Aligns With Reality*



Supplements or replaces existing annual climate & engagement surveys



Compatible with existing survey tools (e.g., Qualtrics)

## Frequency is Key for Impact and Analysis

### Benefits of Quarterly Morale Surveys

#### Improve Engagement

19%

Increase in employee engagement scores when surveyed 4+ times per year

#### Identify Flight Risks

2.6x

Employees who do not respond to 2+ surveys are 2.6x more likely to leave



# Review Diagnostic Questions and Reflect

Open to Page 8 of Your Workbook

## Activity in Workbook



Please review and respond to the diagnostic questions in the survey as if you were a teacher.



Reflect on your experience reviewing the questions:

- How did taking this survey make you feel? What did it force you to reflect on?
- Can you predict how most teachers might respond to any of the questions?

## Workbook Excerpt

### EAB's Quarterly Diagnostic Questions

Please review and respond to the diagnostic questions in the survey as if you were a teacher.

*Note: School districts should include a question asking teachers to identify the building at which they work so data can be disaggregated for building leaders. Inclusion of other demographic questions are at district discretion, but leaders should keep in mind to refrain from questions that would threaten anonymity and should limit demographic questions to those they will actually use to inform their actions.*

#### Measurement and Progress

	Very Dissatisfied				Very Satisfied
1. How would you rate your overall satisfaction level with:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• My school district.	1	2	3	4	5
• My school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
	Strongly Disagree				Strongly Agree
2. District leadership has communicated clear actions they will take in response to previous teacher survey results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
	N/A				

#### Personal Safety and Belonging

	Strongly Disagree				Strongly Agree
3. I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
	N/A				
4. The benefits provided by my district meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
	N/A				
5. Someone seems to care about me at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5
	N/A				




# 'Survey Fatigue' Stems from Inaction Not Quantity

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## What Causes Survey Fatigue:

- ☒ Length of survey
- ☒ Ask unsolvable questions
- ☐ Insufficient communication about survey results, next steps

## Communication Traps That Contribute to Survey Fatigue

-  Untimely (or no) communication
-  Share survey data without clear next steps for action
-  Fail to share why behind decisions

“

“The common reason people don’t want to fill out your survey is that you haven’t done anything since the last one. **They don’t have survey fatigue; they have lack of action fatigue**”

Didier Elzinga  
Culture Amp CEO

# Build a Delivery and Communication Plan

Pages 19-23 of Workbook

1

Annotate EAB's step-by-step guide for delivering and communicating diagnostic questions to establish deadlines and owners of each step

*EAB has included suggested deadlines but adapt as needed for your district*

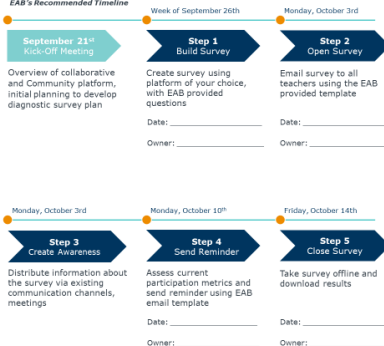
## Workbook Excerpt

EAB's Collaborative to Improve Teacher Morale, Session 1 Workbook

### Execute Survey

Complete this worksheet with targeted dates and owners, using EAB's recommended timeline as a guide. Strategies and resources for steps 1-5 will be covered in Session 1

#### EAB's Recommended Timeline



EAB's Collaborative to Improve Teacher Morale, Session 1 Workbook

### Detail Planning for Steps #1-5

Use this worksheet to further develop your plan to distribute and communicate the survey to your teachers.

#### Step #1: Build Survey

What tool will we use to build the survey?	Are there additional questions we want to add to the survey (e.g., what demographic questions)?	What questions do I have for my peers? (e.g., what survey tool are others using?)

*The workbook also includes communication templates to incorporate into your planning*

2

Fill out prompts on following pages to establish details and questions for your peers during breakout session

1

Introducing the Collaborative

2

Using the Community Platform

3

Developing a Plan to Deliver EAB's Diagnostic Questions

4

Troubleshooting Barriers and  
Crowdsourcing Solutions

# Hearing From Your Colleagues

## Breakout Session

**Please accept your breakout room invitation**

Discussions will last for:



# 15 Minutes

- ✓ Introduce yourselves
- ✓ Discussion: *Share questions and crowdsource solutions/ideas that you've written for steps #1 - #5 of your diagnostic delivery and communication planning*

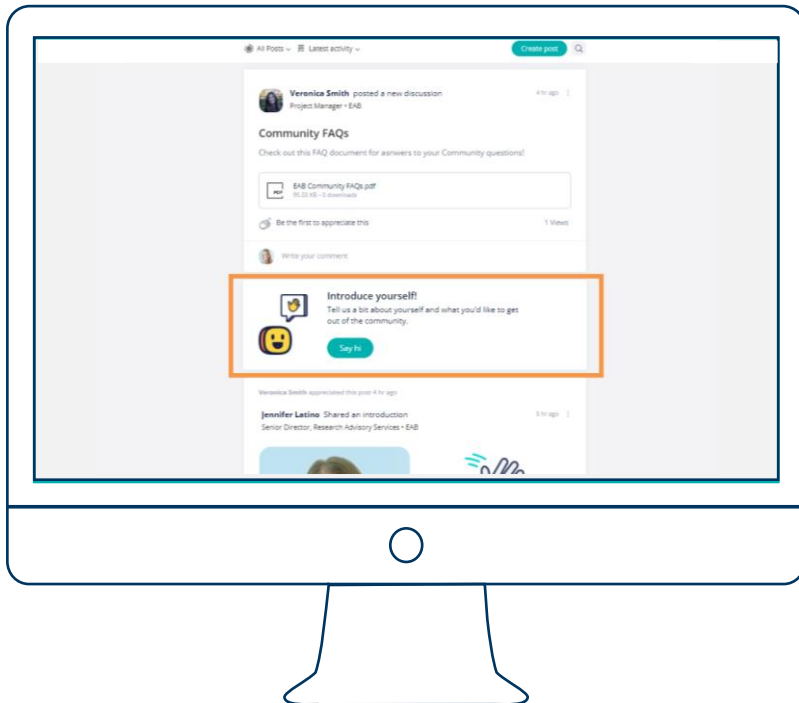


Joining Breakout Room...

**Breakout Room 1**

This may take a few moments

## ► Post in the Community



## ► Or Contact Us

**For questions  
about  
collaborative  
logistics contact:**

Al Wilkins  
[awilkins@eab.com](mailto:awilkins@eab.com)

**For questions  
about the  
research or best-  
practices contact:**

Jon Rice  
[jrice@eab.com](mailto:jrice@eab.com)

# What We Accomplished Today and Next Steps

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## Draft and Execute Diagnostic Delivery Plan



**Teacher Morale  
Collaborative  
Kickoff**

*This webinar*



**Diagnose Causes:  
Qualitative Feedback  
and Progress**

*October 24<sup>th</sup>*



**Prioritize Threats:  
Translating Input  
Into Action**

*November 28<sup>th</sup>*



**Co-Design Solutions:  
Choosing Strategies to  
Workshop**

*December 20<sup>th</sup>*



**Planning for  
Performance &  
Progress Monitoring**

*Winter-  
Summer 2023*

### During This Meeting...



Define your district's success for collaborative participation and understand curriculum expectations



Draft delivery and communication plan for diagnostic questions



Workshop delivery and communication plan with peers

### Next Steps:



Launch diagnostic questions delivery and communication plan



Attend October 24<sup>th</sup> session to learn how to collect better qualitative feedback and tips to analyze information

# To-Do List:

## ▶ Complete by October 24<sup>th</sup>, 2023:



### **Watch the teacher morale webinar**

*Recording available on the community platform*



### **Join *the Community***

*Our virtual hub for the collaborative experience*



### **Create an introduction post on community**

*Name, title, institution, one thing you are looking forward to during the collaborative, and one thing you hope to gain from this experience*



### **Watch the “Community How-To Video” video**

*Find this short introduction video on the community page*



### **Optional: Sign up for office hours**

*EAB will be offering office hours regularly, block time using Calendly on Community*

## ▶ Complete by November 28<sup>th</sup>, 2023:



### **Distribute diagnostic questions and analyze results**



# Final Thoughts

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





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