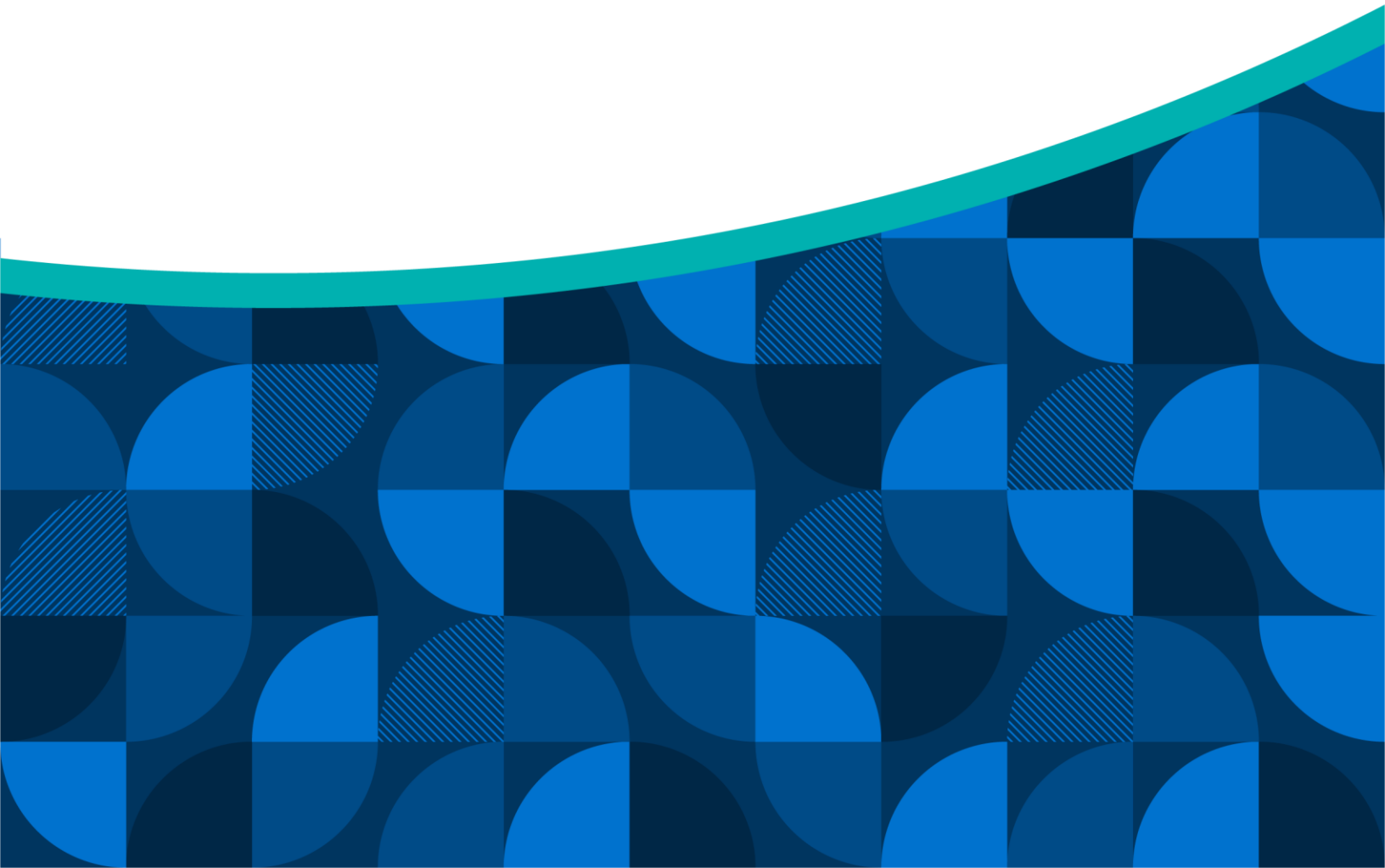




WORKBOOK

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



Getting Started on Part 1: Diagnose Causes

Collecting Quantitative Input



This workbook is designed to help you begin to implement the morale momentum loop in your district, and specifically to deliver and analyze the diagnostic questions. You will be given time to complete prompts in this workbook throughout today's session. We encourage you to type your responses to prompts and record your ideas in this workbook, not only during the session, but also afterwards, so you can reference it while implementing the teacher morale momentum loop.

Executive sponsors and implementation leaders should both complete reflections and exercises throughout this workbook. While we recommend answering reflection questions individually, we encourage you to share your answers to foster better collaboration and planning.

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1. Defining Your District’s Success.	Pg. 4
<i>Use this worksheet to define success for your district by participating in this collaborative.</i>	
2. Review and Reflect on Diagnostic Questions.	Pg. 6
<i>These worksheets will help district leaders review the questions and then reflect on them using prompts.</i>	
3. Communicate to Teachers.	Pg. 14
<i>These tools will help district leaders introduce the morale diagnostic survey to teachers and remind them of the importance of their participation.</i>	
4. Make a Survey Delivery Project Plan.	Pg. 19
<i>These workbook pages will help district leaders create a project plan for distributing and communicating the diagnostic questions and next steps, including creating a timeline and designating owners.</i>	



EAB'S Collaborative to Improve Teacher Morale

Defining Your District's Success

Use this worksheet to define success for your district by participating in this collaborative.

WORKSHEET

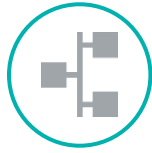
1

Defining Success and Setting Goals for Participation

Reflect on your district's goals and definition of success after participating in this collaborative and then respond to the reflection questions below



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

How would you define success for your district that is not included here?

What steps can you take to get those benefits (e.g., crowdsource ideas from peers, use EAB office hours, leverage EAB tools and resources)?



EAB'S Collaborative to Improve Teacher Morale

Review and Reflect on Diagnostic Questions

Review the following questions and then reflect on them using prompts on page 11.

WORKSHEET

2

Introduction to EAB's Diagnostic Questions

The diagnostic questions on the following pages have been organized by the six threat areas with an additional two questions to provide benchmarking and progress checks. EAB will also be providing one randomized list of these questions that you can copy and paste into a survey as well as a parallel list of questions altered slightly to be used for any district staff.



Measurement and Progress

The first two questions can be used to establish a summary benchmark and check progress of the district's morale work



Personal Safety & Belonging

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



Time and Resources

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



Leadership Trust and Values Alignment

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



Ownership and Input

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



Recognition and 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 (both in and out of the classroom) and leadership and managerial support of career aspirations

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

EAB's Quarterly Diagnostic Questions (Continued)



Time and Resources

	Strongly Disagree			Strongly Agree		
6. I have the materials and resources needed to do my job well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
7. Most days, I have a manageable workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
8. I have the training and skills I need to do my best at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A



Leadership Trust and Values Alignment

	Strongly Disagree			Strongly Agree		
9. I understand how my daily work contributes to my school district's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
10. My district's mission and values are reflected in the actions of...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• District leaders.	1	2	3	4	5	N/A
• School leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
11. I am treated fairly by...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• District leaders.	1	2	3	4	5	N/A
• School leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
• My colleagues ¹	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A

1) While 'I am treated fairly by my colleagues' fits into the 'Personal Safety and Belonging' threat, EAB has included the question here to streamline the experience for teachers

EAB's Quarterly Diagnostic Questions (Continued)



Ownership and Input

	Strongly Disagree			Strongly Agree		
12. I have ownership and control over my teaching practice and my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
13. My opinions are heard and valued by...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
• District leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
• School leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
14. In my current role, I get to do what I do best every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A



Recognition and Value

	Strongly Disagree			Strongly Agree		
15. Teachers are recognized for excellent work by...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
• District leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
• School leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
16. I feel valued for my work as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
17. In the past week, I've received recognition for doing my job well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A



Professional Growth

	Strongly Disagree			Strongly Agree		
18. In the past year, my district has provided opportunities for me to learn and grow as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
19. My school leader (or other direct supervisor) supports my career aspirations and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A
20. I see a path for professional advancement in my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	N/A

Reflecting on Diagnostic Questions

After reviewing the diagnostic questions and 'taking' the survey, reflect on the below prompts.

How did taking this survey make you feel? What did it force you to reflect on?

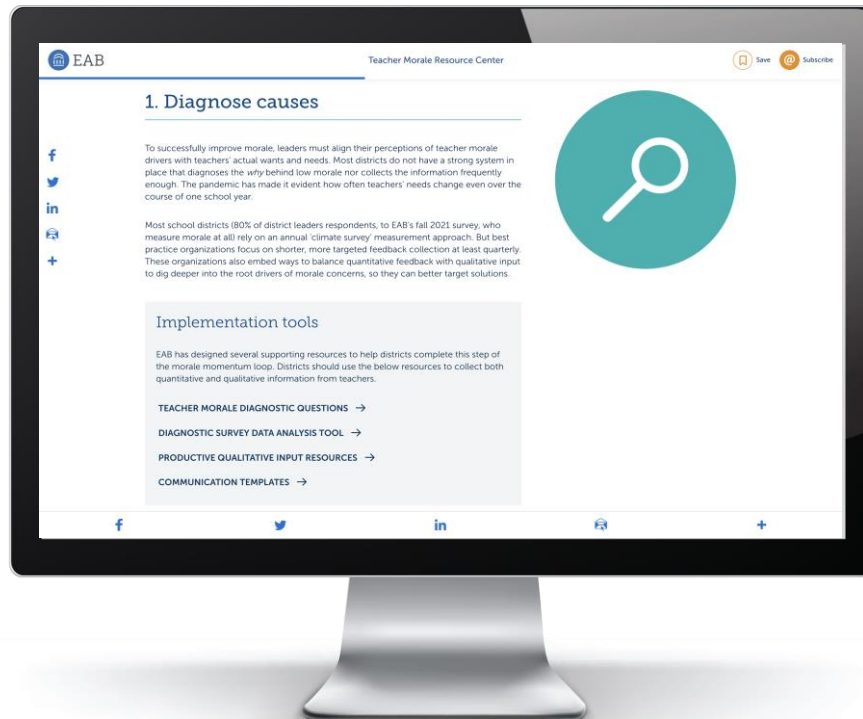
Can you predict how most teachers might respond to any of the questions?

EAB's Diagnostic Questions Works Cited

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Diagnose Causes Resources

The [Teacher Morale Resource Center](#) on EAB's website has a "Diagnose causes" section that contains several supporting resources to help districts complete the morale diagnostic survey.



Two Major Resources



Survey Introduction Templates

Pages 5-6 of the "[Diagnose Causes Communication Templates](#)" Toolkit provide email templates that superintendents and/or district leaders can use to introduce the morale diagnostic survey to teachers



Randomized Diagnostic Questions

Pages 11-14 of the "[EAB's Quarterly Morale Diagnostic Questions](#)" Toolkit contains two sets of randomized diagnostic questions:

- Pages 11-12 display teacher-specific questions
- Pages 13-14 display questions that can be used for any district staff



EAB'S Collaborative to Improve Teacher Morale

Communicate to Teachers

Use the following communication templates to introduce the morale diagnostic survey to teachers and remind them of the importance of their participation.

TOOL

3

Communicate to Teachers: Send Survey

Below are email templates that superintendents and/or district leaders can use to introduce your districts' investment in change and the morale diagnostic survey to teachers. Please adapt this template as needed.

Initial Email from Superintendent

SUBJECT: Our investment in improving morale—please take our survey

EMAIL:

Dear Teachers,

As we have faced another challenging year, I want to thank each of you for your valiant efforts to support our students. These past few years have been particularly difficult, and as we look ahead to the summer, we are investing in making systemic changes that will create stronger systems of support. You are invaluable to our schools—we know it's crucial that we constantly work to create conditions that enable you to thrive.

As a part of these efforts, we are partnering with a research firm, EAB, who will be guiding our district leadership team through a process to better understand your needs and systematically address the challenges you're facing. Over the next year, I'll be attending several sessions with district leaders across the nation to learn how we can better support you all. We are committed to a process of continual improvement to create a better environment for you. The crucial first step in this process is hearing from you. We can only work towards change if we understand where our greatest problems exist, which is where we need your help.

We are starting by asking you to fill out a quick 5-minute survey about your experiences working in our district. You can find the survey here [hyperlink] as well as a link below.

Keep in mind:

- This survey is completely confidential. You will not be required to provide any personally identifying information and data will be aggregated.
- If you have any questions, or experience any technical issues, please reach out to <**insert name**>
- The survey will be open **today through Friday, October 14th**.

This survey is just one part of our investment. We will also be having follow up conversations with teachers to help us gain more clarity around what we learned in the survey. Those conversations will begin starting the week of October 31st. Next, we will partner with EAB to conduct a deep dive into the results and start to craft solutions. We will be in touch by early November with our takeaways from this process so far and our plan moving forward.

*******INSERT SURVEY LINK*******

Thank you in advance for your time in participating in this important step of the process.

Best,

Superintendent Name

Communicate to Teachers: Send Survey

Initial Email from Principal

SUBJECT: Districtwide Teacher Morale Survey Closing October 14th

EMAIL:

Dear Teachers,

In follow up to (**superintendent name**)'s message, I also wanted to express my gratitude for all that you have given our students and greater school community.

As _____ mentioned, our district office is partnering with EAB to commit to a systemic investment in improving your experiences in our district, which begins with hearing from you.

I want to encourage you to participate in this process. The more feedback we receive, the greater we can understand where improvements must be made.

Below is the link to the anonymous survey that is being conducted districtwide. The survey is open until Friday, October 14th. Thank you in advance for your participation in this crucial process.

*****INSERT SURVEY LINK*****

Best,

Principal Name

Communicate to Teachers: Send Reminder

Reminder Email from Superintendent

SUBJECT: Reminder: Morale Survey Closes October 14th

EMAIL:

Dear Teachers,

I want to thank all who have participated in our survey.

For those who have not yet had the chance to participate, please consider taking 5 minutes to complete the anonymous survey today. The survey will be open until this Friday, October 14th. As a reminder, after the survey is closed, we will begin our follow up conversations during the week of October 31st. Participation will be voluntary, but available to all.

Thank you again for your time. We are looking forward to involving you in our commitment to investing in your experience, as integral members of our district's community.

*****SURVEY LINK*****

Best,

Superintendent Name

Reminder Email from Principals

SUBJECT: Reminder: Morale Survey Closes October 14th

EMAIL:

Dear Teachers,

So far, we have seen a strong participation from our teachers in the district wide teacher morale survey—thank you! It is very important to me that all voices are heard in this process. If you have not yet had the chance to take the survey, please consider taking 5 minutes to complete it today. As a reminder, the survey will close on Friday, **October 14th**.

Thank you again for your time.

*****SURVEY LINK*****

Best,

Principal Name

Communicate to Teachers: Create Awareness

We encourage districts to consider other ways to generate awareness and excitement about the survey. Consider the following ways to communicate about the survey, and remind teachers of the importance of their participation

- ☐ Ask principals to communicate with their teachers using the EAB provided templates
- ☐ Post the survey link in any teacher communication portal the district uses (e.g., intranet, social media)
- ☐ Suggest principals provide time during faculty meeting to take the survey during week of October 10th
- ☐ Distribute information about the survey and the district's investment in morale via existing newsletters, already scheduled town halls, school board meetings, districtwide faculty meetings, etc.



EAB'S Collaborative to Improve Teacher Morale

Make a Survey Delivery Project Plan

Use the following workbook pages to create a project plan for distributing and communicating the diagnostic questions and next steps, including creating a timeline and designating owners.

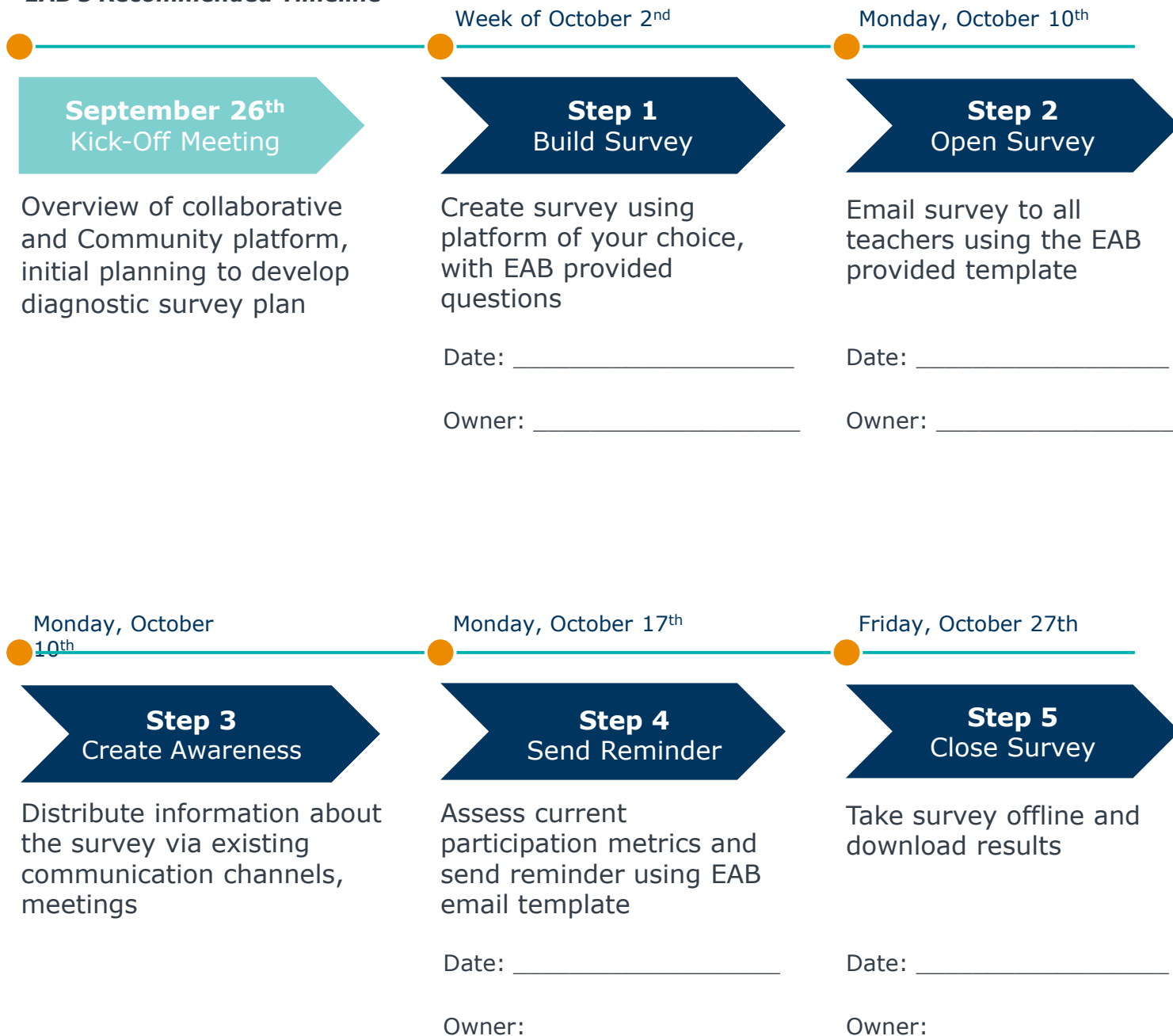
WORKSHEET

4

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

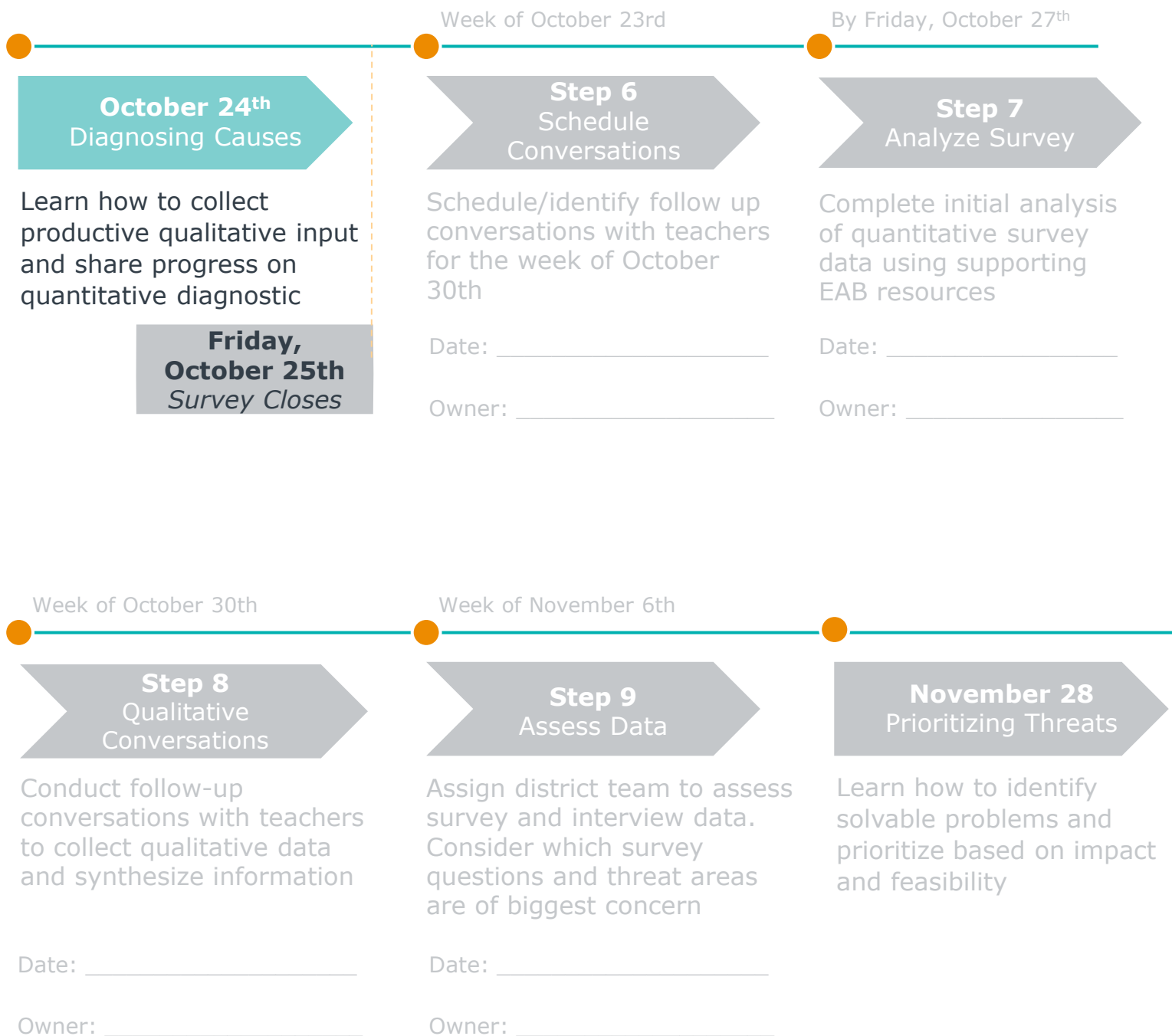
EAB's Recommended Timeline



Analyze Results and Create Plan

Note: Steps 6-9 will be covered in Session 2, but we recommend calendaring these stages today, concurrently with steps 1-4

EAB's Recommended Timeline (cont.)



Communicate Next Steps and Co-design Solutions

Note: Step 10 will be covered in Session 3 and Steps 12-14 will be covered in session #4.

EAB's Recommended Timeline (cont.)

Week of November 28th

Step 10

Prioritize Threats

Unpack teachers' input and prioritize threats to address based on impact and feasibility during district leadership team meeting

Date: _____

Owner: _____

Step 11

Communicate Plan

Communicate the results of survey, other input, and intended next steps to teachers using EAB's templates

Date: _____

Owner: _____

December 20th

Co-Design Solutions

Review EAB's morale-boosting compendium and develop a plan to get teacher input on prioritized strategies

Date: _____

Owner: _____

Month of December

Step 12

Identify Strategies

Use the worksheet on page 9 to identify strategies you plan to adopt and how you plan to collect teacher input on those strategies

Date: _____

Owner: _____

Step 13

Communicate Plan

Update teachers on your next steps, the strategies you are considering, and explain how you plan to get their input (page 7)

Date: _____

Owner: _____

Step 14

Schedule/Post Input

Distribute questions or schedule input sessions, depending on your plan and your school calendar

Date: _____

Owner: _____

Early-Mid January

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., demographic questions)	What questions do I have for my peers? (e.g., what survey tool are others using?)

Step #2: Open Survey

What is our goal for percentage of participation in this survey?	Are there ways we might be able to boost or encourage participation despite it being the end of the school year?	What questions do I have for my peers? (e.g., what methods have other districts employed to increase engagement with prior surveys?)

Detail Planning for Steps #1-5

Step #3: Create Awareness

What internal communication platforms will we use to promote the survey?	What upcoming meetings can we use to talk about the importance of the survey?	What questions do I have for my peers? (e.g., what other ways are districts getting the survey in front of teachers?)

Step #4: Send Reminder

How will we adapt our communication based on participation up to this point? (e.g., offer incentives, change messaging)	What questions do I have for my peers? (e.g., how have others driven survey participation in the second half, methods for overcoming low participation?)

Step #5: Close Survey

Have we analyzed survey data before, do we have a process for that?	What if we do not reach our goal of percentage of participation?	What questions do I have for my peers? (e.g., what to do if final response rates are low?)



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ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.