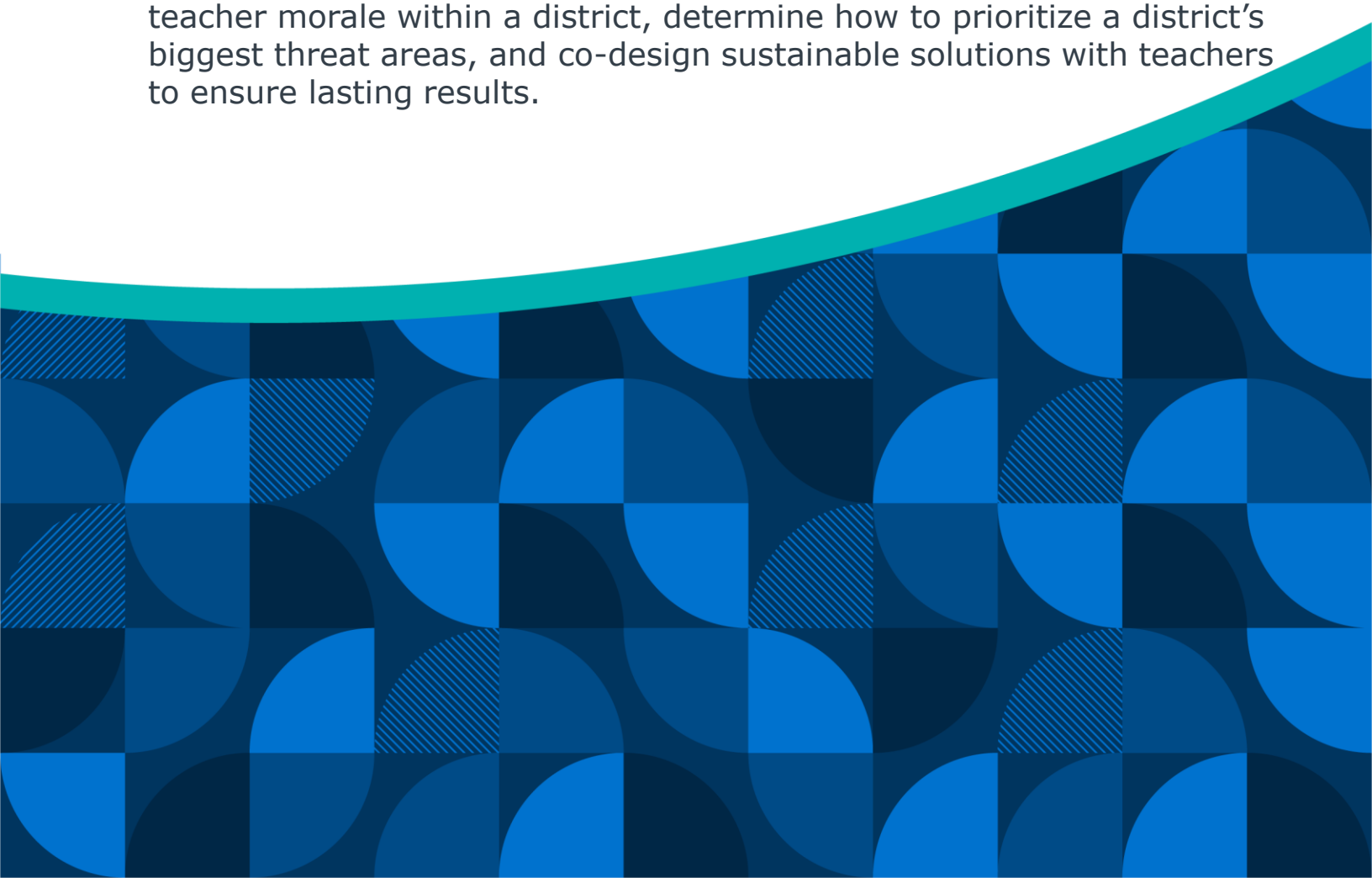
EAB's Teacher Morale Momentum Loop Implementation Guide

Use this step-by-step project planning tool to implement the teacher morale momentum loop in school districts. This tool guides leaders through EAB resources that help to diagnose the major causes of low teacher morale within a district, determine how to prioritize a district's biggest threat areas, and co-design sustainable solutions with teachers to ensure lasting results.



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Morale Momentum Loop Project Plan

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Introduction to EAB's Morale Momentum Loop

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

However, low teacher morale is not inevitable. EAB has uncovered outlier organizations across industries that dramatically improved employee morale despite challenging circumstances. Their success shared a common ingredient: all outlier organizations diagnosed the evolving needs of employees and then co-developed morale improvement solutions in collaboration with employees. EAB has distilled this process into the teacher morale momentum loop.

Breaking Down the Momentum Loop into Actions

Sources: EAB Interviews and Analysis.

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Morale Momentum Loop Summary

Five Reasons Why the Momentum Loop Improves Morale

Diagnoses the root of morale issues rather than treating symptoms

Addresses 1-2 root issues at a time

Partners with teachers to design solutions

Provides agility to respond to any new or unforeseen disruptions to morale

Shifts focus from low morale to sustained investment in improved working conditions

Direct Quotes from District Leaders Who Utilized the Morale Momentum Loop

*"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!"***

STOP! Watch EAB's "How School Districts Can Improve Teacher Morale: The Overlooked Barrier to Pandemic Recovery" Webinar before continuing to the next page

This webinar gives a comprehensive overview of the presence and impact of low morale among teachers today and describes how EAB's Morale Momentum Loop can improve and sustain employee morale. The webinar includes two 60-minute sessions:
Click Here to Watch Day One then Click Here to Watch Day Two

Sources: EAB Interviews and Analysis.

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EAB'S Teacher Morale Momentum Loop Implementation Guide

Morale Momentum Loop Project Plan

The following pages include guided project plans on how to diagnose the major causes of low teacher morale in school districts, how to prioritize a district's biggest threat areas, and how to co-design sustainable solutions with teachers to ensure lasting results.

TOOL

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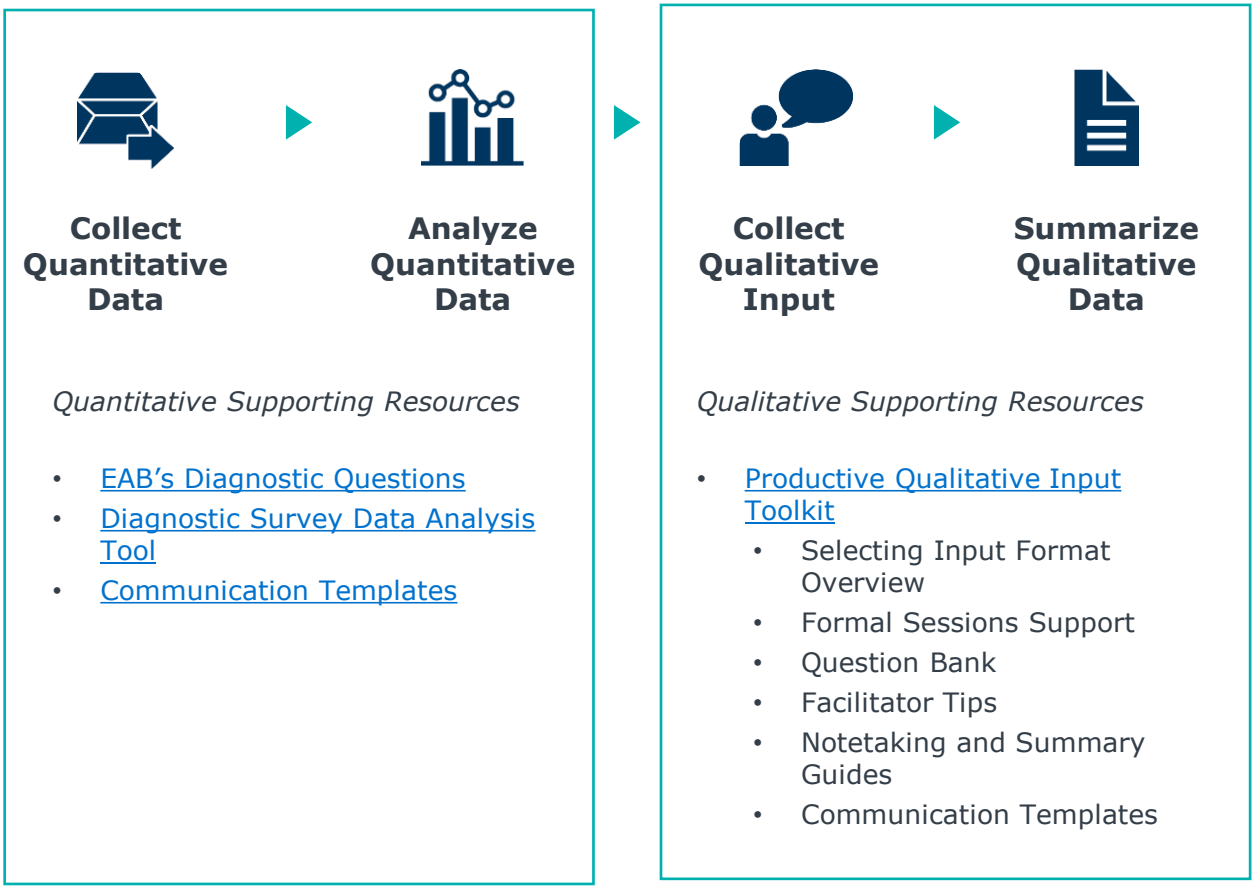
Diagnose Causes

To successfully improve morale, district leaders must align their perceptions of teacher morale drivers with teachers' actual wants and needs. Most districts do not have a strong system in place that diagnoses the why behind low morale nor collects the information frequently enough. The pandemic has made it evident how often teachers' needs change even over the course of one school year.

The best way to use EAB's morale momentum loop is to first **Diagnose Causes** of low morale in a district by collecting and analyzing quantitative data (quarterly) using EAB's quantitate supporting resources. Then, collect qualitative input by scheduling follow-up conversations with teachers and summarize the key takeaways from those conversations to share with them.

Roadmap to Diagnosing Causes

Two Parts to Diagnosis: Quantitative Data and Qualitative Input



Sources: EAB Interviews and Analysis.

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Diagnose Causes Project Plan

EAB has designed several supporting resources to help districts complete this step of the morale momentum loop. Districts should use the linked resources to collect both quantitative and qualitative information from teachers and choose an owner for each step to ensure these tasks are accomplished successfully.

Watch EAB's "Morale Momentum Loop 101: Step One Diagnose Causes" Webinar for a 30-minute overview on all the major steps required and supporting resources available to complete the 'Diagnose Causes' section of the Teacher Morale Momentum Loop.

EAB's Recommended Timeline

Step 1
Build Survey

Create survey using EAB provided questions. Repeat this step 2-4 times a year to make the survey process permanent.

Date: _____

Owner: _____

One Week After Step 1

Step 2
Open Survey

Email survey to all teachers using the EAB provided template (p. 5-6).

Date: _____

Owner: _____

Same Week as Step 2

Step 3
Create Awareness

Distribute information about the survey via existing newsletters, already scheduled town halls, school board meetings, districtwide faculty meetings, etc.

One Week After Steps 2 and 3

Step 4
Send Reminder

Assess current participation metrics and send a reminder using the EAB email template (p. 7).

Date: _____

Owner: _____

Same Week As Step 4

Step 5
Close Survey

Take survey offline and download results at the end of the week.

Date: _____

Owner: _____

One Week After Steps 4 and 5

Step 6
Schedule Conversations

Schedule/identify follow up conversations with teachers using EAB's template (pgs. 10-11).

Date: _____

Owner: _____

Sources: EAB Interviews and Analysis.

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Diagnose Causes Project Plan (cont.)

EAB has designed several supporting resources to help districts complete this step of the morale momentum loop. Districts should use the linked resources to collect both quantitative and qualitative information from teachers and choose an owner for each step to ensure these tasks are accomplished successfully.

EAB's Recommended Timeline (cont.)

Same Week as Step 6	One Week After Steps 6 and 7	One Week After Step 8
Step 7 Analyze Survey	**Step 8** Qualitative Conversations	**Step 9** Assess Data
Complete initial analysis of quantitative survey data using EAB's Diagnostic Survey Data Analysis Tool. Follow this link and click on the "Diagnostic Survey Data Analysis Tool".	Conduct follow-up conversations with teachers using EAB's Qualitative Input Summary Guide (p. 28). Focus on problems of morale highlighted in the survey or moments when teachers pointed out a problem that was unexpected.	Share survey data and conversation key takeaways with the district leadership team [1] so they can prepare for a decision meeting. Use EAB's Live Notetaking Guide to assist with this step (p. 27).
Date: _____	Date: _____	Date: _____
Owner: _____	Owner: _____	Owner: _____

1) Be thoughtful and use judgement when deciding how much of the qualitative conversation results will be shared with the district leadership team.

Sources: EAB Interviews and Analysis.

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Prioritize Threats

Once organizations diagnose the reasons behind low morale, too often their next step is to throw several possible remedies at the most common problems that teachers raise. As a result, leaders attempt more than they can realistically address, which undermines trust and does not effectively improve teacher morale.

Instead, school districts must **Prioritize Threats** to low morale by tackling one or two root-causes at a time based on potential impact on morale and the feasibility for the district to effectively act on that root cause. District and school leaders must also be mindful about consistently communicating feedback results, planned next steps, and rationale to teachers to keep them engaged and active participants in the momentum loop.

Threats Must Be…

Achievable

Commit to 1-2 prioritized threats at a time so districts can robustly and effectively address threats

Impactful

Select threats with the greatest likelihood to improve morale

Prioritization Must Be…

Efficient

Make decisions quickly for timely teacher communication

Consistent

Establish a repeatable decision-making process so teachers can understand decision rationale

Roadmap to Effectively Prioritize Threats

1. **Schedule Leadership Decision Meeting**
2. **Synthesize Inputs to Assess Impact and Feasibility**
3. **Prioritize 1-2 Morale Threats to Address**
4. **Communicate Next Steps**

Sources: EAB Interviews and Analysis.

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Prioritize Threats Project Plan

EAB has designed several supporting resources to help districts complete this step of the morale momentum loop. Districts should use the linked resources to prioritize morale threats and communicate decisions to teachers and principals and choose an owner for each step to ensure these tasks are accomplished successfully.

Watch EAB's "Morale Momentum Loop 101: Step Two Prioritize Threats" Webinar for a 30-minute overview on all the major steps required to complete the 'Prioritize Threats' section of the Teacher Morale Momentum Loop.

EAB's Recommended Timeline

One Week After Step 9

Step 10
Schedule Leadership Decision Meeting

Schedule and host a leadership meeting with the objective of prioritizing 1-2 morale threats to address. Use EAB's Guide to Prioritizing Threats to set meeting objectives and invite attendees to the morale prioritization meeting (pgs. 6-8).

Date: _____

Owner: _____

Same Week as Step 10

Step 11
Synthesize Inputs

Use EAB's Morale Threat Register (pgs. 12-18) to examine underlying threats to teacher morale and synthesize quantitative and qualitative information.

Date: _____

Owner: _____

One Week After Step 11

Step 12
Prioritize Threats

Use EAB's Threat Prioritization Decision Matrix (pgs. 24-25) to rank survey questions and threats to morale based on feasibility and impact, which informs which threats district leaders should prioritize.

Date: _____

Owner: _____

Same Week as Step 12

Step 13
Communicate Plan

Communicate the results of the survey, information collected from qualitative conversations, and intended next steps to teachers using EAB's communication templates.

Date: _____

Owner: _____

Sources: EAB Interviews and Analysis.

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Co-Design Solutions

The best organizations realize that top-down implementation of morale improvement strategies is usually ineffective. Grassroots efforts and strategies designed by teachers work better. However, most teachers (and leaders alike) do not have the time or bandwidth to produce their own morale-boosting solutions from scratch.

Districts must find ways to lower the participation barriers to solution development and instead work alongside teachers to **Co-Design Solutions** that address their most pressing morale threats and ensure lasting results.

Constantly Assess When and How to Get Teacher Input

Identify Solutions

District leaders should be brainstorming solutions to address prioritized threats while simultaneously…

Plan Teacher Involvement

…planning their approach to collect teacher input, so they can refine those solutions to meet teachers' needs.

Sources: EAB Interviews and Analysis.

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Co-Design Solutions Project Plan

EAB has designed several supporting resources to help districts complete this step of the morale momentum loop. Districts should use the linked resources to begin workshopping and co-designing solutions specific to their district and choose an owner for each step to ensure these tasks are accomplished successfully.

Watch EAB's "Morale Momentum Loop 101: Step Three Co-Design Solutions" Webinar for a 30-minute overview on all the major steps required to complete the 'Co-Design Solutions' section of the Teacher Morale Momentum Loop.

EAB's Recommended Timeline

One Month After Step 13

Step 14
Identify Strategies

Use EAB's Teacher Morale-Booster Compendium to identify useful strategies and begin workshopping and co-designing solutions targeted to prioritized threats.

Date: _____

Owner: _____

One Week After Step 14

Step 15
Plan How to Collect Input

Use EAB's Guide for Teacher Input Opportunities (p. 6) to determine the level of input from teachers that leaders should seek to co-design morale-boosting solutions.

Date: _____

Owner: _____

Same Week as Step 15

Step 16
Schedule/Post Input

Distribute questions and schedule input sessions to begin co-designing solutions with teachers. Use EAB's Co-Designing Solutions Worksheets (p. 9-12) to assist with this step.

Date: _____

Owner: _____

One Week After Step 16

Step 17
Communicate Plan

Update teachers on next steps, the strategies being considered, and explain the plan to get their input using EAB's Template to Communicate Morale Solutions Plan (p. 7).

Date: _____

Owner: _____

Two Weeks After Step 17

Step 18
Implement Solutions

Continue to host any scheduled teacher input meetings and implement co-designed morale solutions.

Date: _____

Owner: _____

One Week After Step 18

Step 19
Create Plan to Continue Loop

Revisit step #1 of this process after completing step 18 and review EAB's Planning for Permanence Toolkit to continue the morale momentum loop.

Date: _____

Owner: _____

Sources: EAB Interviews and Analysis.

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