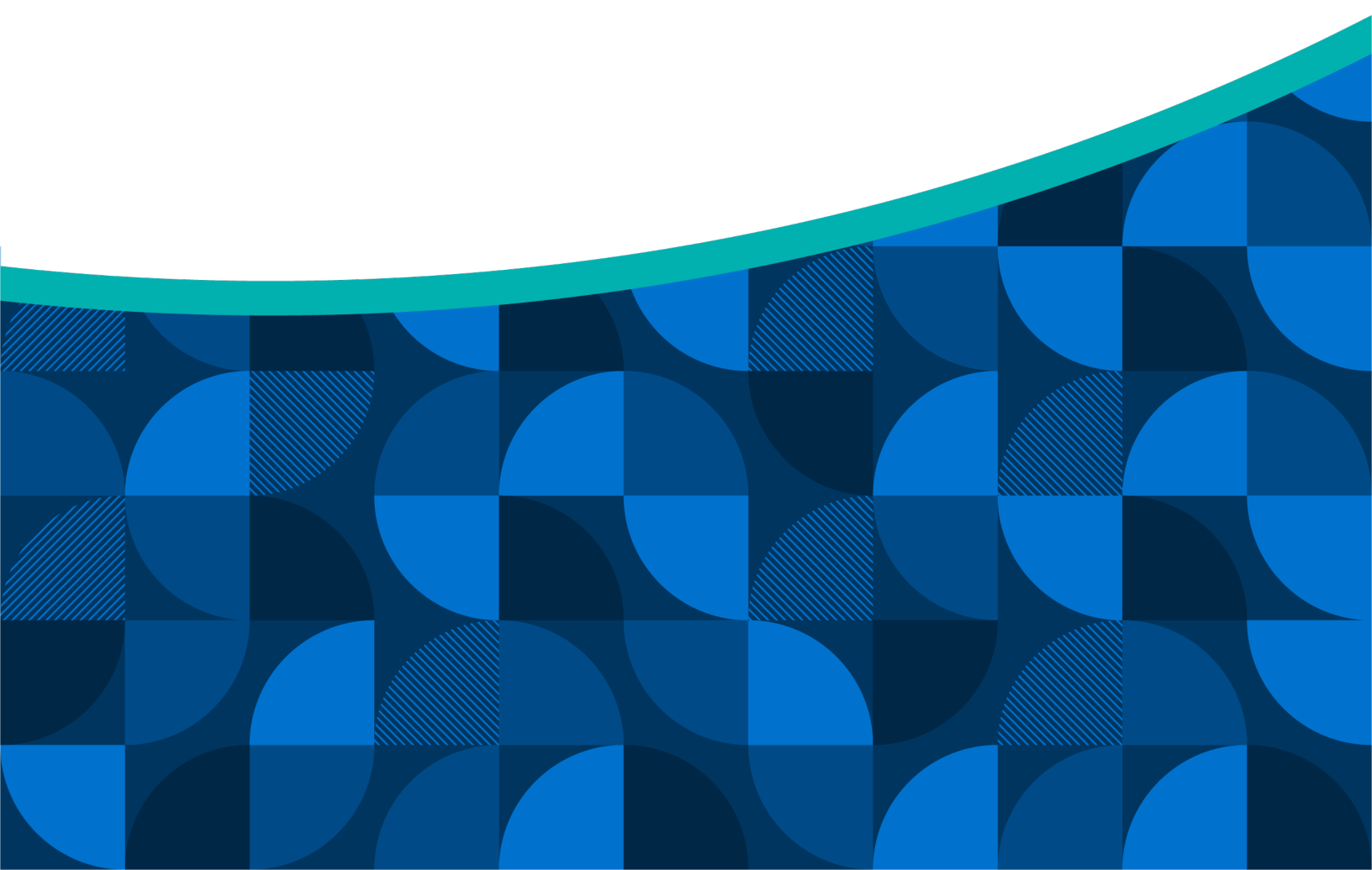




MORALE-BOOSTER COMPENDIUM

Time and Resources

This resource includes strategies to address morale concerns in the Time and Resources threat area. Use these templates and resources as a starting place to co-design solutions with teachers to address their morale challenges.



District Leadership Forum

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Increase Authority Over Time

Teachers often share that they do not have enough time to accomplish their goals and fulfill their responsibilities. District leaders are often unsure how to alleviate this concern because they have limited ability to decrease teachers' responsibilities.

Fortunately, research from Daniel Pink shows that by giving employees more authority over their time, leaders can create a sense of having more of it. The strategies found in the 'Time and Resources' section of this compendium are designed to help improve teacher access to resources and empower teachers to develop strong time management skills.

Three Ways to Increase Teachers' Authority Over Their Time



Identify Opportunities to Give Teacher More Authority Over Their Time



Periodically Assess When Time Should Be Reallocated



Support Teachers in Improving Time Management Skills

Time and Resources Strategies

| Strategy | Capsule Description | Problem Addressed | Profiled Institution |
|--|--|--|--|
| <p>Classroom Supply Market</p> <p>Who? District Leaders</p> | <p>Order inventory list from teacher feedback and create an in-person market for teachers to visit and “purchase” resources for their classrooms. Provide teachers with a ‘budget’ to use on items in the market. Terrell ISD allotted ~\$100 per teacher and saw 90% teacher turnout, receiving overwhelming positive feedback from teachers on the market.</p> | <p>Teachers do not have the necessary resources to serve their students and often purchase classroom supplies out-of-pocket. By collecting a list of supplies teachers need in their classroom, then providing them a one-stop-shop and a stipend to stock their classroom, teachers do not have to rely on their own means to support their students.</p> | <p>Terrell Independent Schools, Terrell, TX</p> <div style="border: 1px solid #00a651; padding: 5px; margin-top: 10px;"> <p>See page 8 for a checklist to guide district leaders in initiating their own classroom market</p> </div> <div style="background-color: #003366; color: white; padding: 5px; margin-top: 10px; text-align: center;"> <p>Complexity</p> </div> <p>Medium</p> |
| <p>District-level Calendar Review</p> <p>Who? District Leaders</p> | <p>Review your district-wide calendar annually to understand teacher time requirements and identify any trainings or events that have similar or overlapping goals. Condense or remove duplicative events to return time to teachers. One district who used this strategy was able to return 4 hours to their teachers in one quarter.</p> | <p>Teachers do not feel that they have a manageable workload most days. By condensing mandatory scheduled events, leaders can give teachers increased authority over how they use their time. When teachers feel they have more authority over how they use their time, they often feel their workload is more manageable.</p> | <p>Small School District Midwest</p> <div style="background-color: #003366; color: white; padding: 5px; margin-top: 10px; text-align: center;"> <p>Complexity</p> </div> <p>Medium</p> |

Time and Resources Strategies

| Strategy | Capsule Description | Problem Addressed | Profiled Institution |
|---|---|---|--|
| <p>Teacher Daily Schedule Audit</p> <p>Who? Building Leaders and Teachers</p> | <p>Building leaders dedicate at least one faculty meeting per semester and ask teachers to create a detailed log of a school day. Together, teachers and building leaders review these daily logs to evaluate any areas of curriculum or tasks that may no longer be necessary. One grade level of teachers at a district elementary school was able to save ~20 minutes of daily curriculum on a task building leaders and teachers agreed was no longer considered developmentally appropriate.</p> | <p>Primary Problem: Teachers often believe they are spending valuable classroom time on unnecessary tasks or curriculum. By reviewing a detailed log of teachers' days, leaders can evaluate and eliminate unnecessary tasks to save time in teachers' workdays.</p> <p>Secondary Problem: Teachers do not believe that leadership understands all that they are expected to do in limited time. This strategy allows for teachers to provide leadership with an accurate detailing of their daily schedule, minimizing time-related misunderstandings.</p> | <p>Medium School District South</p> <p>Complexity</p> <p>Low</p> |

Time and Resources Strategies

| Strategy | Capsule Description | Problem Addressed | Profiled Institution |
|---|---|--|---|
| <p>Time Management One-Pager for Teachers</p> <p>Who? Building Leaders and Teachers</p> | <p>Distribute this one-pager for teachers to help them be better stewards and managers of their own time. Encourage teachers to create a time management schedule for their week. Ask teachers to choose an accountability partner and spend 10 minutes twice weekly together to reflect on the previous day's schedule and planning for the upcoming day. Celebrate successes and make alterations to the time management plan as needed. This process empowers teachers to take authority over their time and hold each other accountable. 100% of participants found time audits 'very helpful.'</p> | <p>Teachers do not feel that they have a manageable workload most days. While districts cannot always create more time for teachers, this strategy empowers teachers to become better time managers and increases accountability to stick to their plan.</p> | <p>Large School District, South</p> <p>See page 9 for a one-pager leaders can share with teachers to empower their time management and pages 10-11 for an accountability partner meeting template.</p> <p>Complexity</p> <p>Low</p> |

Classroom Supply Market Checklist

Terrell Independent School District, Terrell, TX

Terrell ISD, a school district in Texas serving ~5,000 students with ~300 faculty, organized a classroom supply market held in a community center building and stocked with teacher-requested supplies. Teachers were given roughly \$100 in “tokens” that they used to buy supplies from the market. Terrell saw a 90% participation rate from teachers and received overwhelmingly positive feedback. EAB has developed a checklist to support districts that want to design a classroom market.

Classroom Market Checklist

Before

- Collect feedback from teachers** → *Ask teachers what supplies they want and/or need for their classrooms. Do not impose price restrictions or specify types of supplies.*
- Plan a budget for supplies, market location, rental fees, equipment fees, and labor**
 - Tip: There are grants available for purchasing supplies that directly impact student! Federal funding may be utilized depending on purchased items and regulations.*
- Create supply inventory list and order supplies** → *In an ideal world, purchase every supply mentioned by teachers, even the big-ticket items.*
 - Tip: Order supplies to the location where the market will be held.*
- Gather a market taskforce** → *Establish a team that will set-up, staff, and clean up the market. Make a logistics plan with this team deciding dates and hours of market, allocating responsibilities (restocking supplies, token collection, etc.).*
 - Tip: Decide on a plan for hot-ticket items. Some supplies will be more sought after than others. Terrell ISD set up an out-of-stock table with pictures of sold-out items where teachers could sign up to have those items ordered for them with their allotted tokens.*
- Announce dates, time, and location of classroom market to teachers**
- Continually advertise market leading up to opening** → *Post on social media, announce in district-wide emails, instruct building leaders to announce the market in staff meetings.*

During

- Collect informal in-person feedback from teachers throughout market** → *Monitor teacher participation rate and write down teacher comments.*
- Take pictures!**

After

- Have a market taskforce team debrief** → *Go through successes and areas for improvement. Tie up any loose ends from the market (i.e., ordering and sending out any sold-out items that teachers requested).*
- Plan next steps** → *Terrell ISD created an ongoing market for extra supplies and spirit gear in their district office building.*

Time Management One-Pager

Three Steps to Better Manage Time



Step One

Step Two

Step Three

Proactively Block Time to Prioritize Key Tasks

Sample Calendar



Identify an Accountability Partner

Pair up with another teacher and hold each other accountable for time blocking

*Use the **Accountability Partner Meeting Template** to help guide your conversations*



Use Reflection Questions for Continuous Improvement

Sample Reflection Questions

- How closely did your time spent match your goals yesterday?
- How productive was your time spent with students?
- Where do you want to increase or decrease time spent tomorrow/next week?



Meet for 10 minutes twice per week to review reflection questions, celebrate successes, and make time blocking adjustments as needed

Accountability Partner Meeting Template

Accountability Partner Meeting Template

Suggested Guided Discussion Questions

Reflection Questions

Last week's goals: What were your priorities and goals last week?

This week's goals: What goals do you plan to accomplish this week?

Next week's goals: What are your priorities and goals next week?

Future goals: Do you have any long-term goals or priorities that you would like to accomplish in the future?

In what ways were you successful in aligning your time with your goals and priorities since your last meeting?

Accountability Partner Meeting Template (cont.)

Accountability Partner Meeting Template

Suggested Guided Discussion Questions

Reflection Questions

What challenges hindered you from aligning your time with your goals and priorities?

Are there any time management adjustments you need to make to be more successful this week?

What lessons can you apply from previous weeks to better align your time with accomplishing your goals and priorities?



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