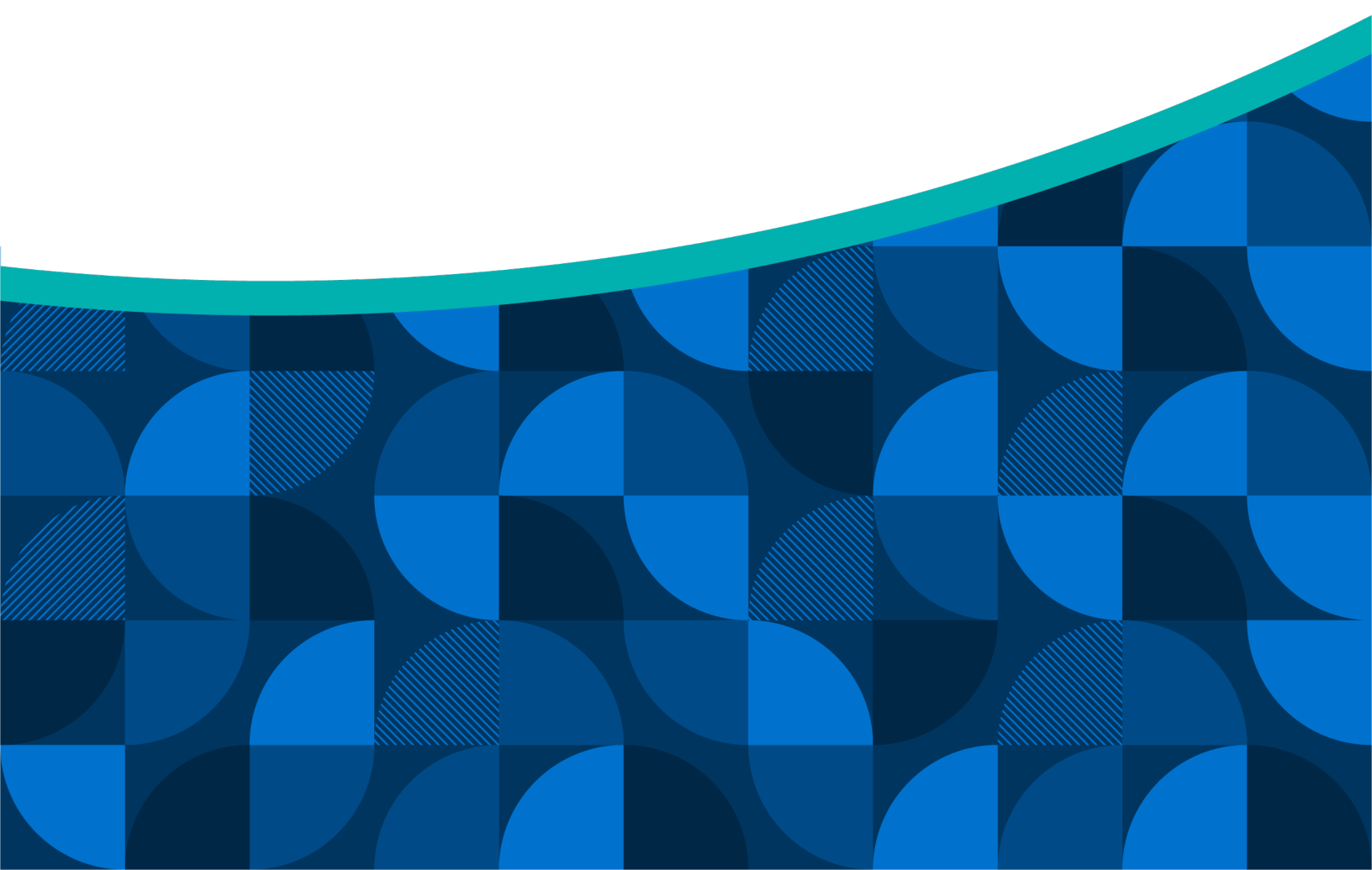




MORALE-BOOSTER COMPENDIUM

Leadership Trust and Values Alignment

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



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Three Elements Foundational to Building Trust as a Leader

To build trust as a leader, research reveals three specific characteristics have the greatest payoff. [Harvard Business Review](#) analyzed 87,000 360° reviews of leadership and found that three elements predict whether a leader will be trusted by those that work for and with them: **strong relationships, expertise, and consistency**. The following strategies in the compendium can help leaders better hone and exhibit these skills to improve teachers' trust in district and/or school leadership.



Strong Relationships

Establishing Value

- Create space to understand issues and concerns of others
- Generate cooperation and cross-collaboration
- Resolve conflict
- Give honest and constructive feedback



Expertise

Showing Value

- Use good judgement when making decisions
- Others seek after their opinions
- Their knowledge and expertise make an important contribution to achieving results
- Can anticipate and respond quickly to problems



Consistency

Proving Value

- Serves as a role model
- Honor commitments and keep promises
- Follow through on commitments
- Willing to go above and beyond what needs to be done

Leadership Trust and Value Alignment Strategies

Strategy	Capsule Description	Problem Addressed	Profiled Institution
<p>360-Degree Principal Reviews</p> <p>Who? Building Leaders</p>	<p>Conduct 360° reviews for principals that not only include feedback from teachers but give teacher feedback equal (or more) weight as supervisor feedback. Allowing teachers to participate in their leaders' formal review process ensures that teachers feel valued and know they have a voice in how leaders are evaluated. Principals can further demonstrate their commitment to transparency and trust by publicly sharing their growth areas identified through their reviews. Arkport Central School District in Arkport, NY has shown clear increase in the rigor and effectiveness of principal reviews using this strategy.</p>	<p>Teachers often do not feel their input is equally considered in evaluations of their leadership even though teachers are often the group most aware and affected by a leader's growth areas. By elevating teacher input to the same level as supervisor feedback, teachers can trust that their voices are heard. Additionally, public sharing of growth areas identified through the review process promotes positive and reciprocal relationship development between leaders and their teachers.</p>	<p>Small, New England School District</p> <div style="border: 1px solid #00a651; padding: 5px; margin-top: 10px;"> <p>Review this article by Alchemer for more details on conducting 360-degree reviews.</p> </div> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;">Complexity</div> <p>High</p>
<p>Leadership Change Calendar</p> <p>Who? District leaders</p>	<p>Build a calendar that clearly shows the start, transition, and end dates (where applicable) for all district leadership. Be sure to clearly articulate responsibilities at the district level so teachers know who to contact when they have specific questions or want to pursue an initiative that requires district-level assistance or approval.</p>	<p>Teachers feel leadership churn fatigue due to often changing district leadership. This fatigue decreases the drive to create positive relationships with district leaders which diminishes trust and teacher morale. This strategy helps to increase transparency of leadership turnover and clearly articulates who oversees specific district activities at a given time.</p>	<p>Large Hospital Midwest</p> <div style="background-color: #003366; color: white; padding: 5px; text-align: center; margin-top: 10px;">Complexity</div> <p>Low</p>

Sources: Collins Moran, Catriona EdD, [Teachers' Perceptions of a 360-Degree Feedback Process](#), 2016; BerkeleyLeadership.com, [Effective Principal 360°](#), 2009; [Advisory Board](#), Accessed 2022; EAB interviews and analysis.

Leadership Trust and Value Alignment Strategies

Strategy	Capsule Description	Problem Addressed	Profiled Institution
<p>Reverse Mentoring</p> <p>Who? District and/or Building Leaders</p>	<p>This strategy ‘reverses’ traditional mentoring by having teachers serve as a mentor to district or school leaders. Leaders spend time learning from teachers. Encourage teachers to have their leader mentees actively assist them throughout the day rather than just observe. Leaders at the Disney Institute engage in “cross-utilization” periods, working full shifts in their employees’ roles to better understand what goes into the job. Disney has found this promotes positive relationships and encourages trust.</p>	<p>Teachers do not believe that leadership understands what goes into their day-to-day work and how they support the district. A reverse mentorship program elevates teachers, making them feel more valued by leadership. Additionally, after mentoring a leader, teachers are more likely to trust that leadership understands their job and how it supports the districts’ mission and values.</p>	<p>Disney Institute, Orlando, FL</p> <p>Complexity</p> <p>Medium</p>
<p>Stay Interviews</p> <p>Who? District Leaders</p>	<p>Conduct proactive, 30-minute conversations with teachers who have not shared they are leaving the district. In addition to collecting feedback on improvement areas, ask teachers about positive “stay” factors that are keeping them at their job. Be sure to follow-up on any questions asked or areas of feedback given. This strategy can be used to both diagnose causes of low teacher morale and boost teacher morale itself. Prosper ISD saw noticeably stronger relationships develop between the district leaders conducting stay interviews and teachers.</p>	<p>Teachers often do not feel connected to district leaders. It is rare for teachers to have one-on-one time with district leaders, especially to share why they <i>enjoy</i> their job. By proactively initiating conversations between leadership and teachers about more than just the negatives of the job, leaders can develop stronger relationships with teachers and increase trust.</p>	<p>Prosper Independent School District, Prosper, TX</p> <p>See pages 7-8 for details and questions that Prosper ISD uses for stay interviews.</p> <p>Complexity</p> <p>Medium</p>

Sources: American Educator, [The Trust Gap](#), 2017; Harvard Business Review, [Learning from the Front Lines](#), 2016; [Advisory Board](#), Accessed 2022; EAB interviews and analysis.

Prosper ISD Stay Interview Case Study

Use the below case study from Prosper Independent School District (ISD) in Texas to inform your district's approach to conducting stay interviews.

Details of Prosper ISD's Stay Interviews



Timing

- Proactive, 30-minute conversations with teachers who have not shared they are leaving the district.
- Prosper ISD conducts interviews throughout the school year, often during teachers' prep time in teachers' classrooms.



Frequency

- Prosper ISD aims to conduct 3-4 interviews per elementary campus annually;
- 8-10 per middle and high campus each year.



Key Roles

- The Director of HR conducts all stay interviews at Prosper ISD;
- The interviewer then organizes the notes and key takeaways to share with district leaders.



Communicate Goals and Next Steps

- Prosper ISD shares key takeaways from the conversations with district leaders to help diagnose the causes of low morale.
- The interviewer also prioritizes following up with teachers on any specific requests or issues that came up during the conversation, even if the district is not able to respond to it at that point in time.
- Teachers always appreciate the follow up even if the answer to their requests is 'no for now'.

“ I know that it's working because these teachers stay in touch with me—they continue to share their thoughts, requests, and feedback with me after the interview has ended. And teachers I haven't interviewed before continue to be enthusiastic to speak with me.”

Bernie Gerace
Director HR, Prosper Independent School District

Prosper ISD Stay Interview Case Study (cont.)

Use the below questions from Prosper ISD in Texas to inform your district's approach to conducting stay interviews.



Prosper ISD Stay Interview Questions

These are questions Prosper ISD uses and can serve as a starting point for districts.. Prosper ISD spends more time on different questions, depending on the teachers' experience. They allow the teacher to guide these conversations as much as possible.

Positive Stay Factors

- What causes you to enjoy the teaching role?
- What reasons do you give others for liking your job?
- Do you feel like you are doing the best work of your life?
- What brought you to this district and what keeps you here?

Negative Experiences, Feedback

- Is there an experience you can describe that you've had in school that has negatively impacted you?
- When was the last time you thought about leaving this school and what prompted you to think about leaving?



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