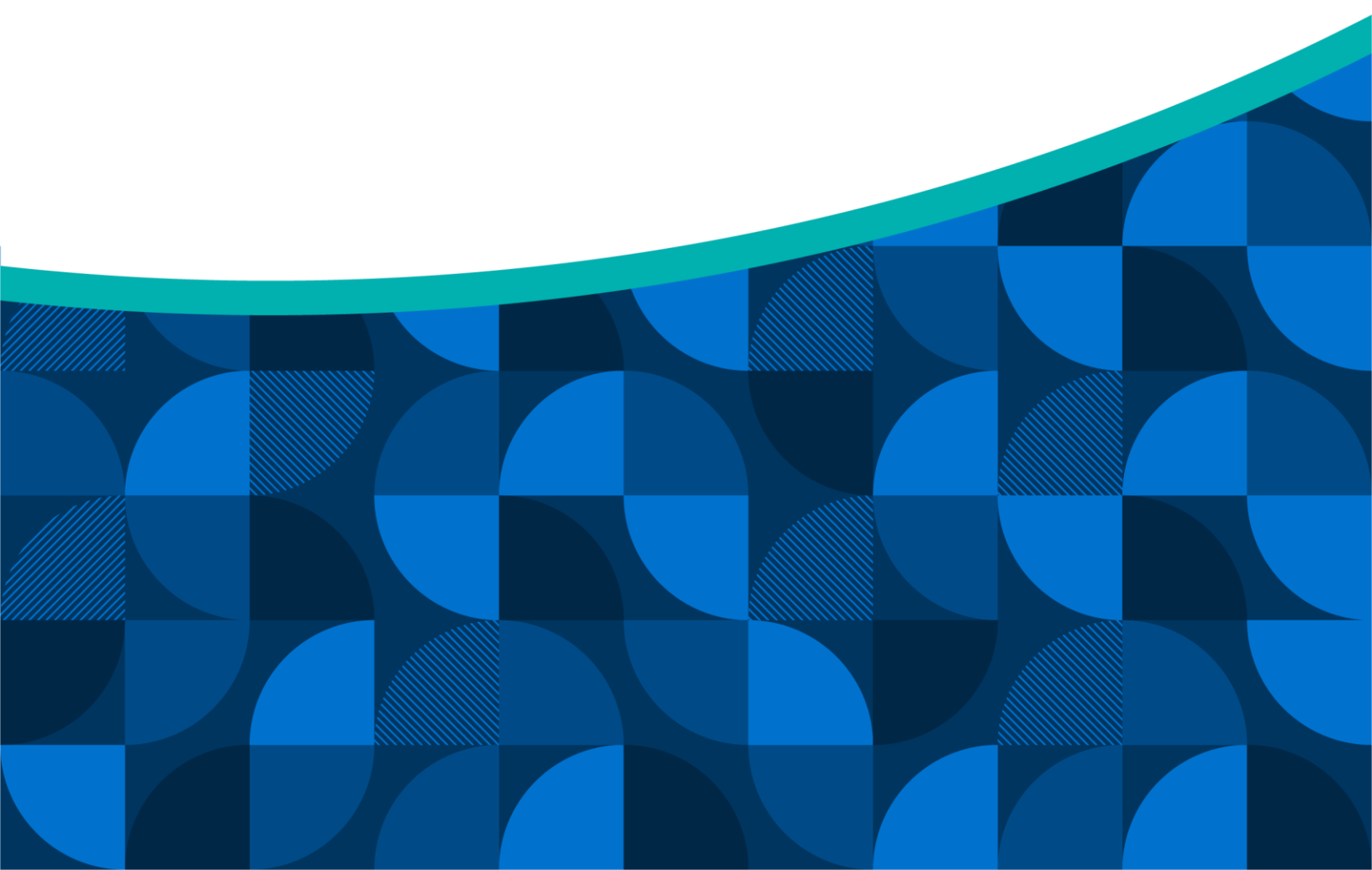




FACULTY MORALE TOOLKIT

# Morale-Booster Compendium

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



# Independent School Executive Forum

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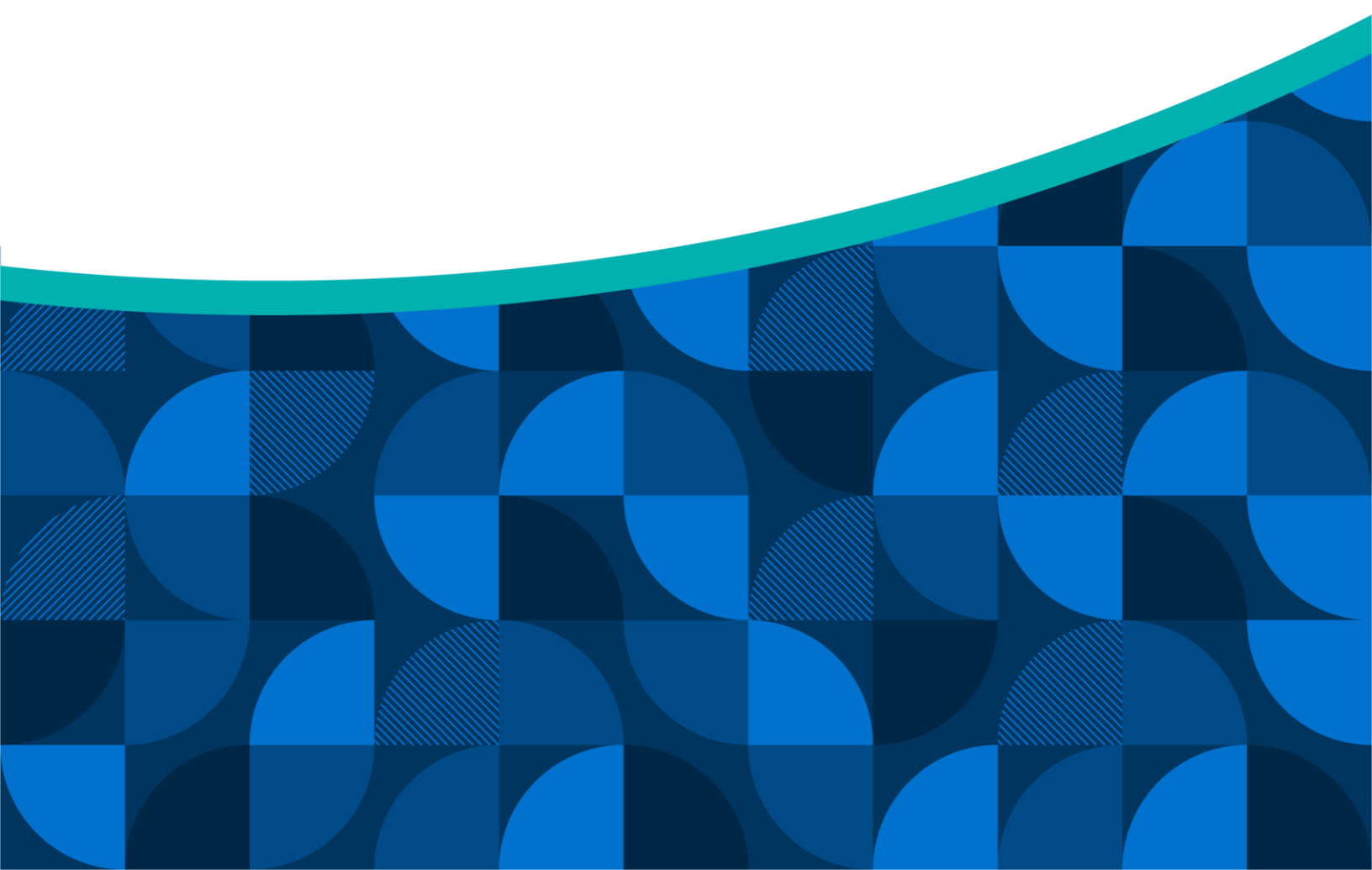
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MORALE-BOOSTER COMPENDIUM

# 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 faculty to address their morale challenges.



## Increase Authority Over Time

---

Faculty often share that they do not have sufficient time to accomplish their goals and fulfill their responsibilities. School leaders are often unsure how to alleviate this concern because they have limited ability to decrease the number of responsibilities to which faculty are held accountable.

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 in the 'Time and Resources' section of this compendium are designed to help improve faculty access to resources and empower faculty to develop strong time management skills.

### Three Ways to Increase Faculty's Authority over Their Time

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**Identify Opportunities to Give Faculty More Authority over Their Time**



**Periodically Assess When Time Should Be Reallocated**



**Support Faculty in Improving Time Management Skills**

## Time and Resources Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>Time Management One-Pager for Faculty</b></p>	<p>Distribute this one-pager to faculty to help them be better stewards and managers of their time. Encourage faculty to create a time management schedule for their week. Ask faculty to choose an accountability partner and spend 10 minutes twice weekly together to reflect on the previous day's schedule and plan for the upcoming day. Celebrate successes and make alterations to the time management plan as needed. This process empowers faculty to take authority over their time and hold each other accountable.</p>	<p>Faculty do not feel that they have a manageable workload most days. This strategy empowers faculty to become better time managers and increases accountability to help faculty stick to their plan.</p>	<p><b>Education</b></p> <p>See page 7 for a one-pager leaders can share with faculty to empower their time management, and pages 8-9 for an accountability partner meeting template.</p> <p><b>Complexity</b></p> <p>Low</p>
<p><b>Faculty Daily Schedule Audit</b></p>	<p>School leaders dedicate at least one faculty meeting per term to ask faculty to create a detailed log of a typical school day. Together, faculty and school leaders review these daily logs to evaluate any areas of instruction or other tasks that may no longer be necessary.</p>	<p>By reviewing a detailed log of faculty's days, leaders can evaluate and eliminate unnecessary tasks to save time in faculty's workdays.</p>	<p><b>Education</b></p> <p><b>Complexity</b></p> <p>Low</p>

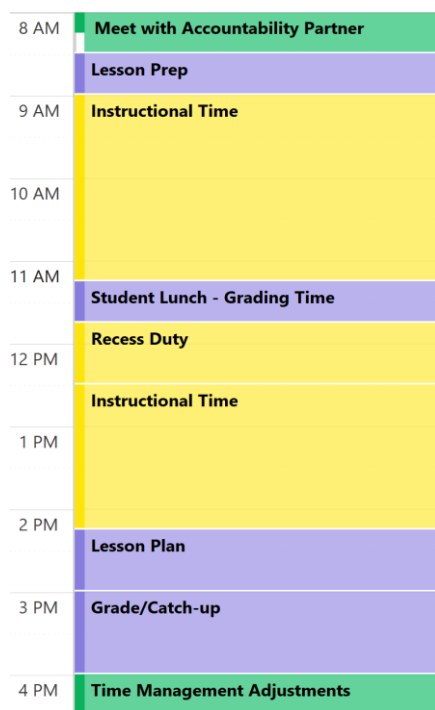
# Time Management One-Pager

## Three Steps to Better Manage Time

### Step One

#### Proactively Block Time to Prioritize Key Tasks

##### Sample Calendar



### Step Two

#### Identify an Accountability Partner

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

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



### Step Three

#### Use Reflection Questions for Continuous Improvement

##### Sample Reflection Questions

- How closely did your actual time spent on tasks 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?

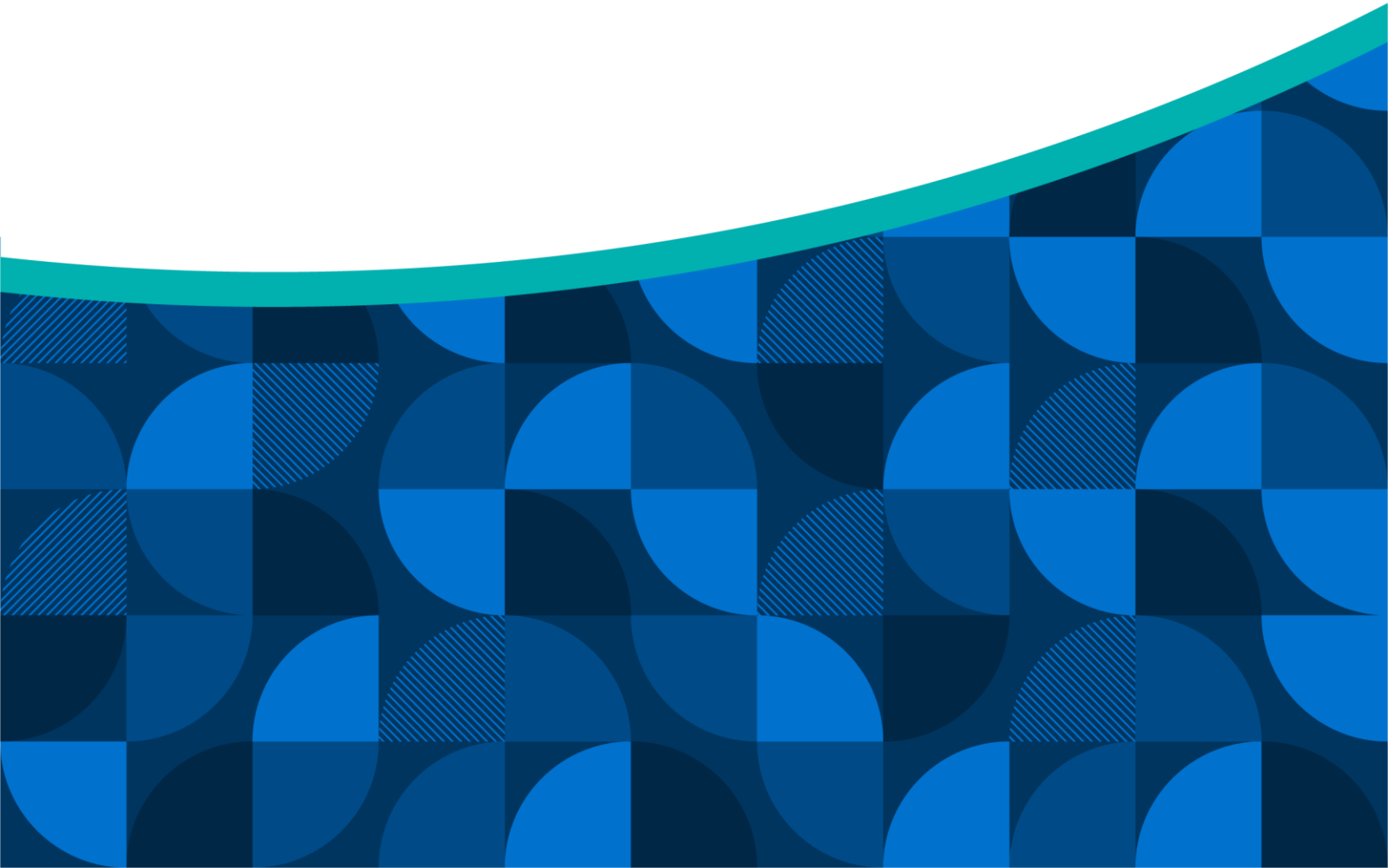
What lessons can you apply from previous weeks to better align your time with accomplishing your goals and priorities?



MORALE-BOOSTER COMPENDIUM

# Professional Growth

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



## Provide Growth Opportunities Inside & Outside Classroom

---

Research shows teachers' morale increases when they have opportunities to grow in their roles and their careers.<sup>1</sup> Too often, school leaders think that professional growth opportunities must be targeted at faculty who aim to ultimately leave the classroom. However, schools can and should consider ways to design growth opportunities both for faculty who wish to leave the classroom and those who wish to remain. The following strategies provide leaders with tools to better support faculty's professional growth both inside and outside of the classroom.

### Benefits of Professional Growth Inside the Classroom

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#### Keeps Strong Faculty Engaged in the Classroom

Schools can keep strong faculty engaged by providing opportunities for them to feel like they can grow their careers while remaining in the classroom.



#### Cultivates More Impactful Faculty

Giving faculty opportunities to grow while remaining a classroom teacher not only keeps faculty engaged but develops their skills and provides schools with continuously-improving faculty.

### Benefits of Professional Growth Outside of the Classroom

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#### Motivates Faculty Who May Wish to Change Careers

Some faculty want to continue to be involved in education, but desire to grow as professionals outside of teaching. Professionals exploring a career change can remain engaged and motivated in their current roles if they are guided to resources and pathways that could help them successfully transition roles in the future.



#### Generates Internal Leadership Talent

By providing high-quality and robust programming for faculty who may wish to become school leaders, schools build their internal talent pipeline for future school leadership roles.

1) Perrachione et al. "Why Do They Stay? Elementary Teachers' Perceptions of Job Satisfaction and Retention". Professional Educator. 2008.

Sources: Patton et al. "Helping Teachers Help Themselves: Professional Development That Makes a Difference". Sage Journals. 2015; Ippolito et al. "A Principal's Guide to Supporting Instructional Coaching". ACSO. 2019; Gallup, "How to Improve Wellbeing in Education". 2020; EAB interviews and analysis.

## Professional Growth Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>Speed Mentoring</b></p>	<p>Gather school leaders for a 90-minute mentoring session. Faculty should meet with each leader for 5-10 minutes to discuss potential long-term career paths. This strategy exposes faculty to several career options in a short amount of time and enables them to get advice from more experienced colleagues.</p>	<p>Faculty have limited time and capacity to participate in professional growth opportunities. This strategy exposes faculty to several career opportunities in one contained session.</p>	<p><b>Healthcare</b></p> <p>See pages 14-15 for a template for schools to design and facilitate a speed mentoring event with faculty and school leaders.</p> <p><b>Complexity</b></p> <p>Medium</p>
<p><b>Stretch Opportunity Picklist</b></p>	<p>Develop a list of professional growth opportunities that are available to faculty at the school. This list should be organized by competency to guide faculty to relevant opportunities for growth. Use this list during career conversations and to help faculty form a professional development plan.</p>	<p><b>Primary Problem:</b> Faculty are unaware of many of the professional opportunities outside of the classroom at the school. This strategy helps expose them to a wider breadth of options.</p> <p><b>Secondary Problem:</b> Supervisors try to support faculty's professional growth, but don't have the resources or skills to do this well. This strategy provides supervisors an easy tool to offer faculty.</p>	<p><b>Healthcare</b></p> <p>See pages 16-17 for an example of a stretch opportunity picklist schools could easily adapt to use with their faculty.</p> <p><b>Complexity</b></p> <p>Low</p>

## Professional Growth Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>5-Minute Career Conversation Guide</b></p>	<p>Distribute this guide to division directors to remind and support them in engaging in career conversations with faculty. Division directors should use this guide to incorporate career goal and planning conversations into formal and informal faculty conversations several times a year.</p>	<p>Faculty feel they do not get support from their direct supervisor on their career aspirations and goals, but direct supervisors often feel they do not have the time or are unsure how to support faculty. This tool provides division directors with an easy-to-use guide to provide faculty with career guidance and support.</p>	<p><b>Education</b></p> <p>See page 18 for a career conversations guide and sample questions.</p> <p><b>Complexity</b></p> <p>Low</p>

1) As previously profiled in EAB's Study: "[Preparing Principals to Lead: Best Practices for Equipping Principals with Essential Leadership Skills](#)".

Sources: Wahlstrom et al. (2020). "[Preparing Principals to Lead: Best Practices for Equipping Principals with Essential Leadership Skills](#)". EAB; EAB interviews and analysis.




## Speed Mentoring Template

Use this template to host a 90-minute speed mentoring session for faculty and school leaders. Faculty should meet with each leader for 5-10 minutes to discuss potential long-term career paths and gain advice from more experienced colleagues. Examples of school leaders include head of school, assistant head of school, division directors, or other administrators. Collect bios for all leaders who are going to participate and distribute them to participating faculty ahead of time.

### Tips for a Successful Speed Mentoring Discussion:

- Have faculty start with a 30-second elevator pitch about their experience and goals. This will help leaders provide targeted answers for each faculty member.
- Faculty should ask 2-4 questions from the discussion prompts below.
- Participants should exchange contact information so faculty can follow-up.

### Speed Mentoring Discussion Prompts

 <b>Career Guidance</b>	 <b>Professional Development</b>	 <b>Leadership Skills</b>
<ul style="list-style-type: none"> <li>• How have you built your professional network over the years?</li> <li>• What is the best thing that you did early in your career? What is one thing you wish you had done, but didn't?</li> <li>• Can you recommend any books, blogs, or articles that will help me broaden my skills as a professional or inspire me to reach my highest potential?</li> <li>• What's the best piece of professional advice you ever received?</li> </ul>	<ul style="list-style-type: none"> <li>• Given my career goals, what skills do you think are most important for me to work on developing?</li> <li>• What qualities do you look for in the people you hire?</li> <li>• If you were me, what questions would you ask your mentor?</li> <li>• How have you put your performance reviews to use in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• What advice would you give someone entering a leadership position for the first time?</li> <li>• What's the biggest professional risk you ever took—and what was the outcome?</li> <li>• What are the resources you would recommend to someone looking to gain insight into becoming a better leader?</li> <li>• What is the one behavior or trait that you have seen derail leaders' careers?</li> </ul>

Sources: [Advisory Board Company](#), Accessed June 2022; EAB interviews and analysis.

## Speed Mentoring Introduction Template

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This template introduces faculty to speed mentoring, providing them with details about the event and bios for school leaders.

### Speed Mentoring

#### Event Details

- **What:** Join faculty and school leaders for a “speed dating” style career pathing event
- **Who:** YOU and various leaders from across the school
- **When** [FILL IN DATE]
- **Where:** [FILL IN LOCATION]
- **How:** Sign up by emailing [HOST EMAIL]

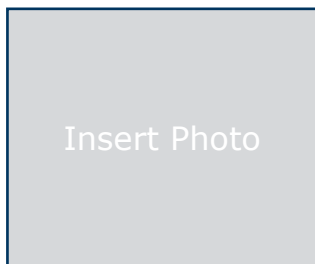
*Tip: Develop a 30-second personal career elevator pitch and review the provided discussion prompts to prepare.*

#### Benefits for Faculty:

- Network with school leaders
- Learn about career options
- Get tips for learning new skills
- Reflect on your strengths

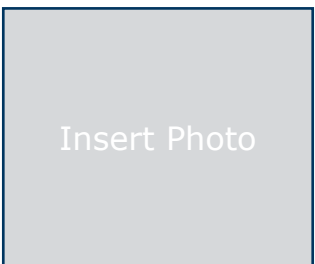
### School Leaders

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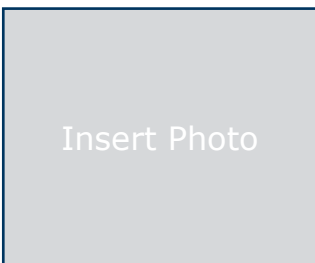
#### Laura Vanderbilt, EdD

- Current Role: Head of School
- Previous Roles: Lower School Teacher, Division Director
- Interesting Fact: Has worked at five different schools over the course of her career.



#### Benny Smith, MEd

- Current Role: Associate Head of School
- Previous Roles: Middle School Teacher, Division Director
- Interesting Fact: Recently led a workshop for middle school faculty interested in becoming school leaders.



#### Rosa Dominguez, MA

- Current Role: Upper School Division Director
- Previous Roles: Upper School Teacher
- Interesting Fact: Has taught English and Spanish language classes.

## Stretch Opportunities Picklist

Use this resource as an example to build a comprehensive list of professional growth opportunities available to faculty at the school. A few things to consider:

- This chart gives faculty a baseline of professional development opportunities recognized by the school that can help them form a professional development plan.
- At first glance, faculty might not view this as a list of professional growth opportunities. However, when school leaders encourage the utilization of this resource, they acknowledge that these options *are* viable growth opportunities.
- When leaders connect faculty to targeted growth opportunities, they show faculty that leadership cares about their development.

### Example Picklist

Competency	Picklist of Options
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Invite a colleague in another department to go out for coffee and learn more about their role and professional trajectory</li> <li>• Serve on a cross-departmental committee</li> <li>• Serve as a mentor for a new hire (either through a formal mentoring program or informally)</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Present a new idea or initiative at a staff meeting</li> <li>• Research a trend affecting the education industry and share your findings at a faculty or team meeting</li> <li>• Lead a faculty meeting</li> <li>• Participate in a public speaking workshop</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Conduct an informational interview with a school leader to learn more about their role and the experiences they found most helpful to develop their leadership skills</li> <li>• Lead a training session on a particular skill or content area for colleagues</li> <li>• Identify a department/team improvement opportunity and initiate a process improvement project</li> <li>• Simulate conflict resolution scenarios with other faculty</li> </ul>



## Stretch Opportunities Picklist (Continued)

Use this resource as an example to build a comprehensive list of professional growth opportunities available to faculty at the school.

### Example Picklist (continued)

Competency	Picklist of Options
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Identify pros and cons of possible options for a decision and present to a supervisor with a recommended course of action</li> <li>• Identify an improvement opportunity and conduct a root cause analysis to understand what's driving the problem. Share your results with your supervisor</li> </ul>
<b>Industry Knowledge</b>	<ul style="list-style-type: none"> <li>• Sign up for a regular digest of education news (such as EAB's Daily Briefing email) to keep up with industry trends</li> <li>• Attend a web conference on a topic relevant to your work and discuss the content with your team and supervisor</li> <li>• Listen to podcasts made by other educators to learn about their pressing issues and proposed solutions</li> </ul>

## 5-Minute Career Conversation Guide

Division directors should use this guide to facilitate 5-10-minute career conversations with their faculty 1-3 times a year. These questions are based on the [Pivot Method](#), which provides a guide for leaders to structure career conversations to retain employees and keep them engaged in their professional growth. The questions asked during these conversations are aimed at helping leadership understand the values and professional goals of their faculty so leaders can connect them with personalized professional development opportunities and support.

### When and How to Use this Guide

- Touch base with your faculty using these questions 1-3 times a year.
- These conversations can last as little as 5 minutes.
- Division directors can use this guide during formal or informal conversations with faculty.
- Notify your faculty 1 week in advance so they can prepare for these conversations.

### Three Steps for Impactful Career Conversations with Faculty



### Career Conversation Questions

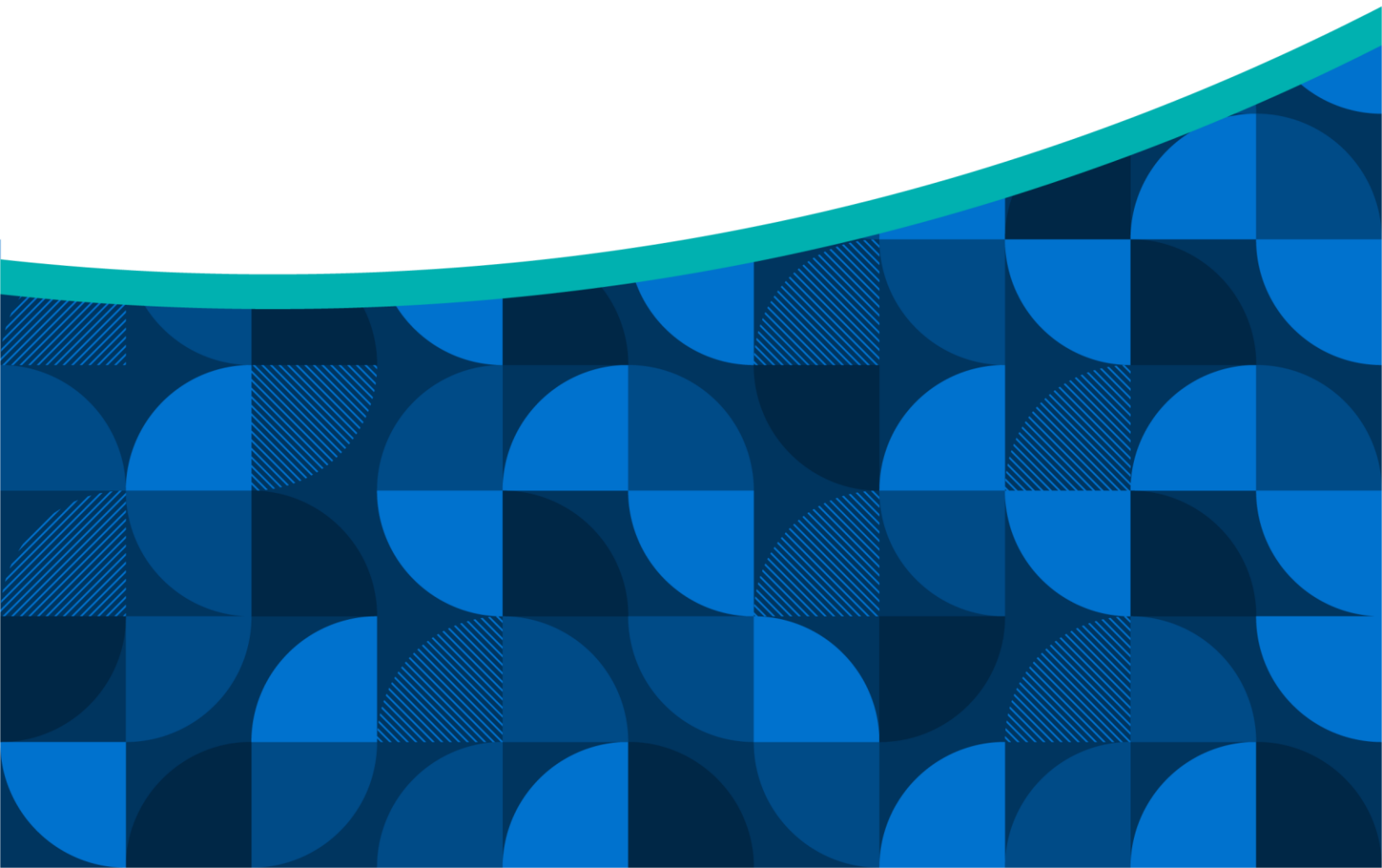
- 1) What are your career goals for the next 2 years? 10 years? What steps are you taking to achieve these goals?
- 2) How do you see your teaching career developing within the school? Are there any additional roles or responsibilities that you are interested in? *Tip: Use a picklist of professional growth opportunities like the list profiled on pages 16-17.*
- 3) Are there any specific skills you would like to develop or professional development opportunities you are excited about pursuing?
- 4) What accomplishments or moments have made you the proudest in the past year?



MORALE-BOOSTER COMPENDIUM

# Ownership and Input

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



## Discretion Is Not the Only Way to Foster Ownership

---

Psychologists identify autonomy (or ownership) as a human need, meaning that an individual endorses the rationale behind their actions. Thus, feelings of ownership can be achieved not only by giving faculty discretion but also by getting faculty to endorse school policies or decisions. To optimize faculty's feelings of ownership, school leaders should always provide the rationale behind school decisions, collect faculty input and share how that input is used, and explain how these decisions align with faculty's values and the school's mission.<sup>1</sup> Even though faculty are not always explicitly making the decisions, leaders can foster feelings of ownership by increasing faculty's belief in and support of those decisions.

### Three Leadership Tactics to Facilitate Faculty Ownership

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#### Communicate Decisions with Intention

- Leaders should approach all communication about decisions as an opportunity to convince faculty of the value of the decision, so faculty support it and continue to feel ownership over their work and the school's work.

#### Provide Clarity on How Faculty Input Is Used

- Collect faculty input with clear guidelines and expectations. By asking for input on what faculty need if a decision is made, as opposed to asking faculty's preference on which decision to make, leaders can provide clarity on how input will be used.
- School leaders should always inform their faculty about how their input was incorporated into the rationale behind new school initiatives and policies.

#### Find Opportunities to Give Faculty Choice

- Giving faculty guidelines instead of strict mandates can increase faculty's feelings of ownership. Having choice motivates faculty to remain creative and engaged.

1) Barker, Irena. "[Why Teachers Need More Autonomy and How to Give It to Them](#)". TES Magazine. 2022.

Sources: Weidman, Crystal. "[Investigating Employee Engagement through a Self-Determination Theory Framework](#)". Clemson University. 2016; Wool, Maggie. "[How to Build Trust in the Workplace: 10 Effective Solutions](#)". BetterUp. 2021; "[The Impact of Supporting Teacher Choice with TPT School Access](#)". Teachers Pay Teachers. 2015; EAB interviews and analysis.

## Ownership and Input Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>Guide to Solicit Input, Not Votes</b></p>	<p>When seeking input from faculty on school decisions, leaders should stop asking for faculty votes and instead ask targeted questions about how the school can provide support, regardless of the final decision. Use this four-step guide to reframe how school leaders ask for faculty input, get useful information, and make faculty feel that their voices are heard. This process allows school leaders to collect insight from faculty without giving faculty an illusion of choice.</p>	<p>Faculty disagree that their opinions are heard and valued by school leaders. Faculty can often mistake their input for a vote, leading to unrest and conflict when a decision does not align with faculty recommendations. This strategy provides school leaders with a guide to better request and use faculty input to make informed decisions without setting unrealistic expectations.</p>	<p><b>Education</b></p> <div data-bbox="1203 401 1518 716" style="border: 1px solid #00a651; padding: 5px;"> <p>See page 23 for the four-step process leaders can use to gather faculty input and effectively communicate decisions.</p> </div> <div data-bbox="1203 768 1518 863" style="background-color: #003366; color: white; padding: 5px; text-align: center;"> <p><b>Complexity</b></p> </div> <p>Medium</p>
<p><b>Faculty Choice Audit</b></p>	<p>School leaders should review at least annually the activities that impact faculty’s work environment and assess how much ownership faculty have over these activities. Use this EAB-designed checklist to observe where schools can make small changes to give faculty more ownership or improve alignment between activities and faculty’s values.</p>	<p>Faculty feel that there are many activities or tasks that they have little control over or are unclear what elements of their classroom are under their discretion. This strategy allows school leaders to analyze opportunities to give faculty more discretion and ownership over their work.</p>	<p><b>EAB Tool</b></p> <div data-bbox="1203 1241 1518 1440" style="border: 1px solid #00a651; padding: 5px;"> <p>See pages 24-25 for an easy-to-use Faculty Choice Audit for school leaders.</p> </div> <div data-bbox="1203 1503 1518 1598" style="background-color: #003366; color: white; padding: 5px; text-align: center;"> <p><b>Complexity</b></p> </div> <p>Low</p>

Sources: EAB interviews and analysis.

## Ownership and Input Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>Design Fellows</b></p>	<p>Establish a cohort of faculty and task them with solving a school-wide problem. First, educate these faculty in root-cause/design thinking. Then provide the cohort a task (e.g., adopting a new SEL curriculum, addressing student behavior) and time to research and recommend a solution to this issue.</p>	<p>Faculty disagree that they have opportunities to provide meaningful input into school initiatives or that their input is valued. This strategy dedicates significant time to partnering with faculty to design comprehensive school initiatives and changes, making faculty feel fully part of the change and improvement process.</p>	<p><b>Education</b></p> <div data-bbox="1203 405 1516 646" style="border: 1px solid #00AEEF; padding: 5px; margin: 5px 0;"> <p>See pages 26-27 for a case study of how one school has implemented a Design Fellows program.</p> </div> <p><b>Complexity</b></p> <p>High</p>

## Guide to Solicit Input, Not Votes

---

### Establish Decision-Making and Expertise

1

- Determine and outline what is feasible for the school
- Decide where input is needed to move forward (does not need to be on every plan)

***In practice:***

- Head of school begins the school planning process and identifies three potential plans

### Identify Faculty Needs, Not Wants

2

- Ask what's needed to implement potential plans, not for a vote on plans
- Use surveys, focus groups, or other method(s)

- School leaders ask faculty what they would need to make each plan successful

### Communicate Decision with Faculty

3

- Share final decision with faculty
- Highlight how input was used (e.g., "Most respondents needed support for X, but not Y")

***In practice:***

- Final plan shared with faculty, along with explanations

### Implement Final Plan School-Wide

4

- Use resources strategically to introduce next steps
- Continually reinforce decision and reasoning

- School leaders use ADKAR model to implement changes<sup>1</sup>

1) ADKAR – Awareness, desire, knowledge, ability, and reinforcement; a model for change management.

Sources: Prosci, [The ADKAR Model](#); McNeill et al. (2021). [K-12's Path Forward: The Seven "Wonders" of a Post-Vaccine World \[Slide 29\]](#). EAB; EAB interviews and analysis.

## Faculty Choice Audit Guide

This audit should be used by school leaders to review the activities that impact faculty's work environment and assess how much ownership faculty have in their schools. Follow the steps below to complete the checklist, analyze the results, and reflect on how schools can improve faculty ownership going forward.

### (1) Complete the Checklist



On the following page, review each activity and check the box corresponding with the amount of choice your school offers faculty for that activity.

**Note:** Grade each activity on a scale from 1-4. A score of 1 means that the activity is mandated by the school without input from faculty. A score of 4 means that the school has given full discretion to faculty to decide that activity.

### (2) Analyze the Results



Calculate the scores for each column in the checklist and record the total score in the bottom right corner. Analyze the implications of this score using the chart below.

Score	Implication
<b>Low Discretion</b> ( < 21 )	Leadership may be limiting faculty by giving strict mandates on too many of their tasks.
<b>Medium Discretion</b> ( 21-30 )	Leadership isn't micromanaging, but there is room to give faculty more discretion and ownership.
<b>High Discretion</b> ( > 30 )	Leadership is creating a work environment where faculty have ownership over their workdays.

### (3) Reflect On Next Steps



Take a moment to fill out the "Is There Room for Change?" section for each activity. Use this space to brainstorm potential solutions to give faculty more choices or ownership.

#### Reflect on the following questions:

- For activities that scored a 1 or 2: Is there any flexibility to give faculty more discretion on this activity? Can we give faculty more ownership or make them feel they're working within a guideline, not a strict mandate?
- For activities where the school can't give faculty discretion, can we communicate better to make sure faculty agree that these responsibilities align with their values?
- For activities that scored a 3 or 4: Are we getting credit for this level of ownership with faculty? How can we communicate this to faculty?
- What resources would we need to give faculty more ownership over certain activities?



## Faculty Choice Audit

School leaders should use this audit to evaluate the extent to which school policies promote feelings of faculty ownership. Reference the Faculty Choice Audit Guide on page 24 for step-by-step instructions to complete this audit and interpret the results.

Activities Impacting Faculty's Work Experience	Leader Decides without Faculty Input (1)	Leader Decides with Faculty Input (2)	Faculty Decide with Leader Input (3)	Faculty Decide without Leader Input (4)	Is There Room for Change?
Lesson Plan Format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson Planning Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Books and Learning Materials Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Curriculum Decision-Making <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom Layouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom Behavioral Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PD Goals/ Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faculty Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parent-Teacher Meeting Times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Total Score:</b> _____

1) Respond to this activity multiple times for different aspects of the curriculum (e.g., math, reading)

# Design Fellows Case Study

Use the case study below to create an impactful Design Fellows program.

## Steps to Develop a Design Fellows Program

### Year 1: Fall

1

#### Create Design Thinking Training



- Develop an internal training plan using Design Thinking Training Materials from IDEO and [Stanford](#).

*Tip: If the school has a budget that can be allocated to this program, IDEO provides excellent training resources. If not, Stanford offers various free training resources for design thinking.*

### Year 1: Fall

2

#### Choose an Initiative



- Identify and select an initiative that will work toward the school's strategic goals.
- Example: The profiled school chose personalized learning and socio-emotional learning as their pilot initiatives.

### Year 1: Spring

3

#### Open an Application Process



- Have school leaders communicate the inauguration of the program. This should advertise the program and include an application for faculty and specialists.
- Application should include:
  - The chosen initiative
  - Questions to gauge faculty's previous experience and knowledge related to the initiative

### Year 1: Summer

4

#### Conduct Training



- Schedule two days to provide training with these objectives:
  - Train faculty in design thinking.
  - Apply lessons from this training to start designing potential solutions to address the prioritized initiative.

## Design Fellows Case Study (Continued)

Use the case study below to create an impactful Design Fellows program.

### Steps to Develop a Design Fellows Program

#### Year 1 Summer

5

#### Plan for Implementation



- Meet several times post-training to accomplish these objectives:
  - Finalize solutions
  - Decide how much time and what resources faculty will need for successful implementation
- Set expectations such as:
  - Agree on metrics faculty will use to measure progress
  - Determine how faculty should communicate updates with each other

#### Year 2

6

#### Implement and Assign Roles



- Have faculty implement the initiative, revise, and retry, as necessary
- Meet quarterly to discuss the progress, roadblocks, and lessons learned from implementing this initiative
  - Assign faculty specific tasks to try in their classrooms
  - Have faculty bring examples from their classrooms to revise with the rest of the cohort

### How Design Fellows Impact Faculty Ownership



#### Faculty Feel Seen and Heard

Faculty report improved feelings of ownership and community. This program brings faculty together to work toward shared values and goals.



#### Popularity Grew Over Time

In response to the positive results of the first cohort, 16 more faculty participated the following year.



#### Increases Buy-in for New Initiatives

Faculty are more invested in these initiatives because they were designed by peers.



#### Faculty Grow Professionally

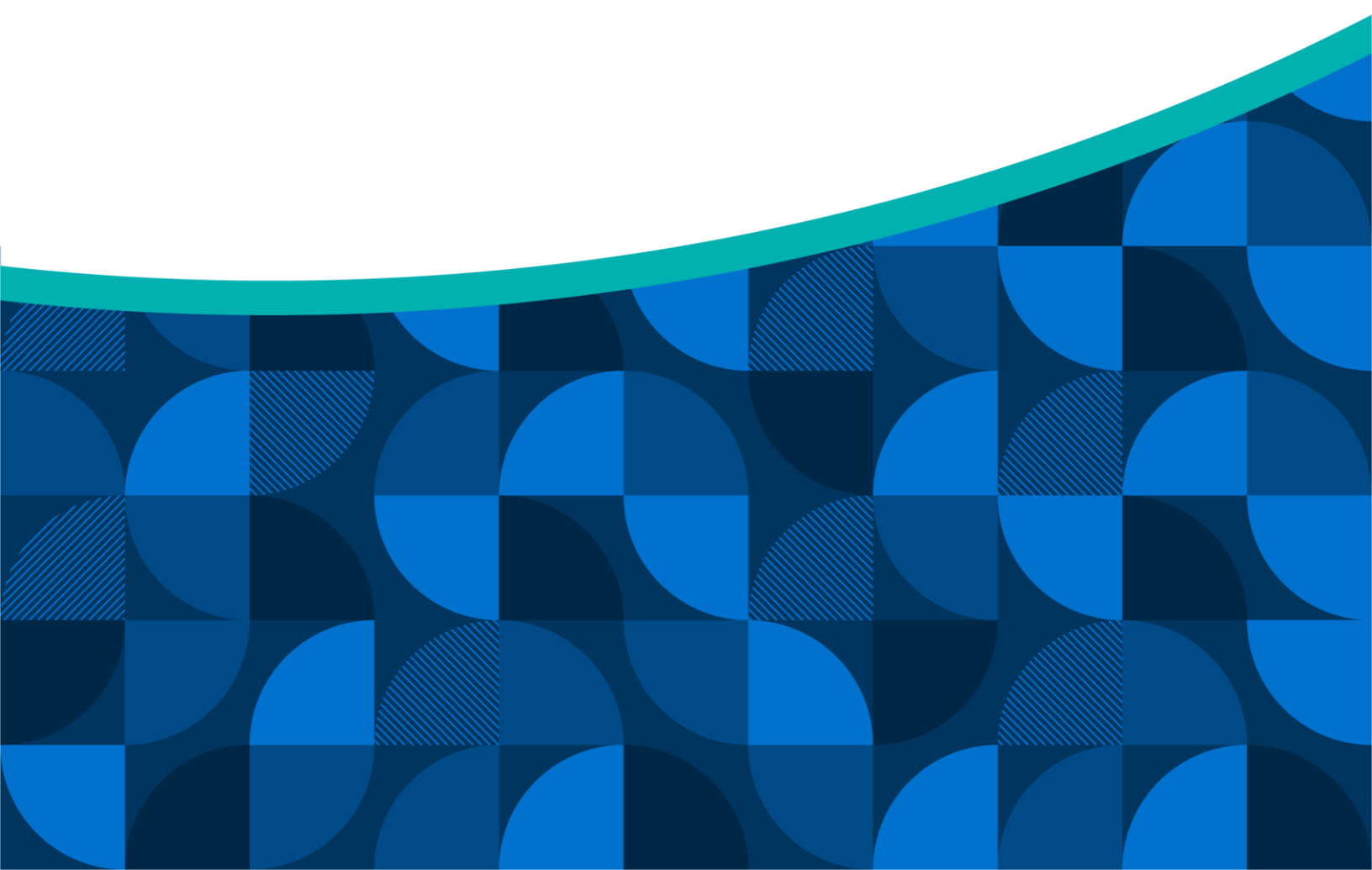
Design Thinking improves faculty's abilities to solve school problems and expands their roles beyond individual classrooms.



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 faculty to address their morale challenges.



## Three Elements Foundational to Building Trust as a Leader

Research reveals that three specific characteristics have the greatest payoff in building trust as a leader. [Harvard Business Review](#) analyzed 87,000 360° reviews of leadership and found that three elements predict whether a leader will be trusted by those who 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 increase faculty's trust in 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 judgment when making decisions
- Others seek out their opinions
- Their knowledge and expertise make an important contribution to achieving results
- 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 Values Alignment Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<b>Reverse Mentoring</b>	This strategy 'reverses' traditional mentoring by having faculty serve as a mentor to school leaders. Encourage faculty to have their leader mentees actively assist them throughout the day rather than just observe. Leaders at one company engage in "cross-utilization" periods, working full shifts in their employees' roles to better understand what goes into the job. The company has found that this promotes positive relationships and encourages trust.	Faculty do not believe that leadership understands what goes into their day-to-day work and how they support the school. A reverse mentoring program elevates faculty, making them feel more valued by leadership. Additionally, after mentoring a leader, faculty are more likely to trust that leadership understands their job and how it supports the school's mission and values.	<b>Entertainment</b>
			<b>Complexity</b> Medium
<b>Stay Interviews</b>	Conduct proactive, 30-minute conversations with faculty who have not shared that they are leaving the school. In addition to collecting feedback on improvement areas, ask faculty 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 morale and boost morale.	Faculty often do not feel connected to school leaders. It is rare for faculty to have one-on-one time with school leaders, especially to share why they <i>enjoy</i> their job. By proactively initiating conversations between leadership and faculty about more than just the negatives of the job, leaders can develop stronger relationships with faculty and increase trust.	<b>Education</b>
			See pages 32-33 for details and questions that one school uses for stay interviews.  <b>Complexity</b> Medium

## Leadership Trust and Values Alignment Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>360-Degree Division Director Reviews</b></p>	<p>Conduct 360° reviews for division directors that not only include feedback from faculty but give faculty feedback equal (or more) weight to supervisor feedback. Allowing faculty to participate in their leaders' formal review process ensures that they feel valued and know they have a voice in how leaders are evaluated. Division directors can further demonstrate their commitment to transparency and trust by publicly sharing their growth areas identified through their reviews.</p>	<p>Faculty often do not feel their input is equally considered in evaluations of school leaders, even though faculty are often the group most aware and affected by a leader's growth areas. By elevating faculty input to the same level as supervisor feedback, faculty 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 faculty.</p>	<p><b>Education</b></p> <div data-bbox="1157 394 1516 573" style="border: 1px solid #0070C0; padding: 5px;"> <p>Review <a href="#">this article</a> by Alchemer for more details on conducting 360-degree reviews.</p> </div> <div data-bbox="1157 674 1516 758" style="background-color: #003366; color: white; padding: 5px;"> <p><b>Complexity</b></p> </div> <p>High</p>

## Stay Interview Case Study from Elm School\*

Use the below case study to inform your school's approach to conducting stay interviews.

### Details of Stay Interviews



#### Timing

- Proactive, 30-minute conversations with faculty who have *not* shared they are leaving the school.
- Conduct interviews throughout the school year, often during faculty's prep time in their classrooms.



#### Frequency

- Throughout the school year



#### Key Roles

- The Director of HR at Elm School conducts all stay interviews at the school, but institutions can select any appropriate leader who does not directly manage faculty.
- The interviewer then organizes the notes and key takeaways to share with school leaders.



#### Communicate Goals and Next Steps

- The interviewer prioritizes following up with faculty on any specific requests or issues that came up during the conversation, even if the school is not able to respond to it at that point in time.
- Faculty 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.”

Director of HR, Elm School



## Stay Interview Case Study from Elm School\* (cont.)

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Use the questions below to inform your school's approach to conducting stay interviews.



### Sample Stay Interview Questions

These questions can serve as a starting point for schools. Allow the faculty member 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 school and what keeps you here?

#### ***Negative Experiences, Feedback***

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- 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?

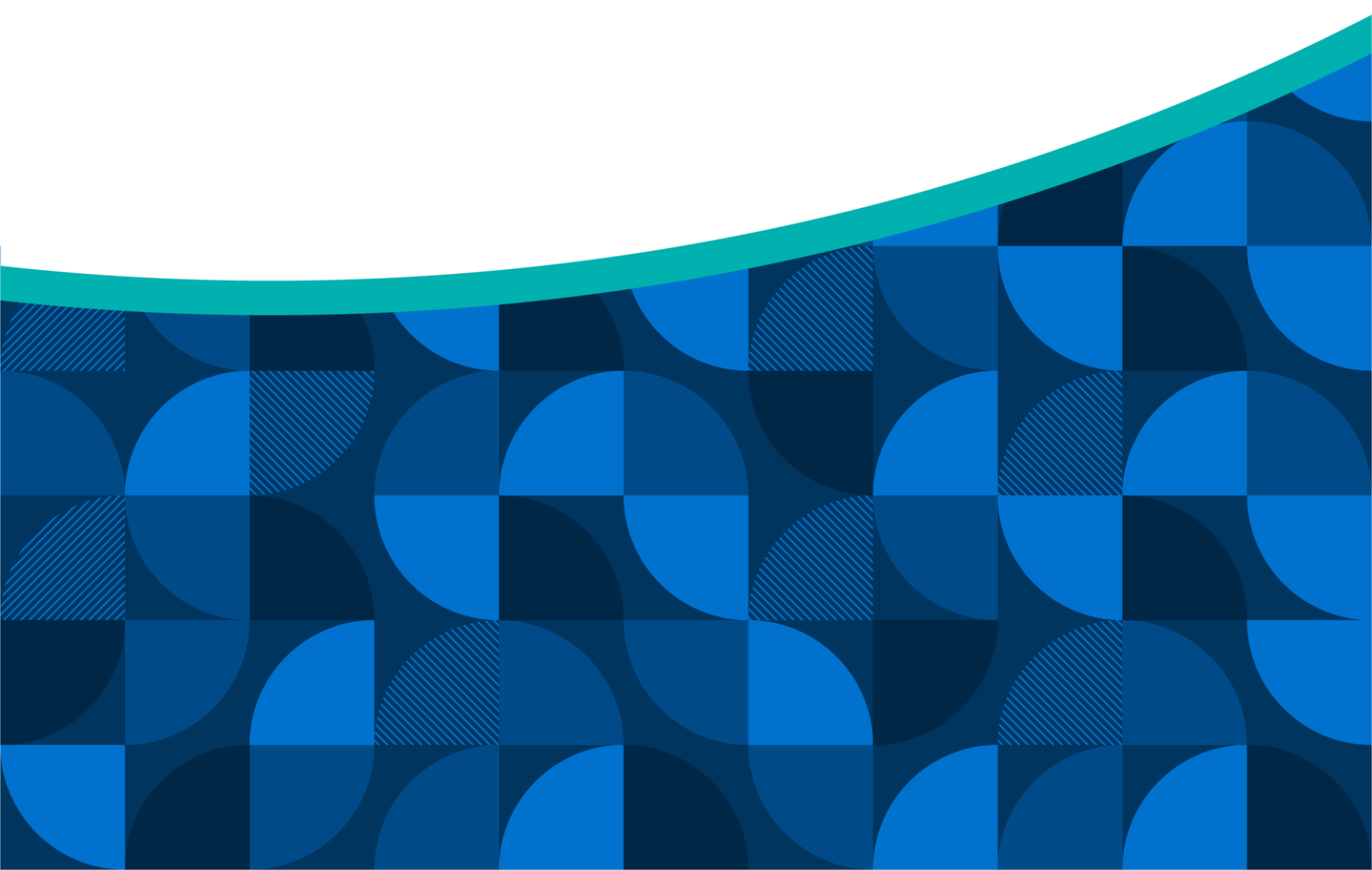
1) Pseudonym



MORALE-BOOSTER COMPENDIUM

# Personal Safety and Belonging

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



## Identify 'Jobs to Be Done' to Take Care of Faculty's Wellbeing

Feeling safe and having a sense of belonging are basic human needs.<sup>1</sup> The [Jobs-to-be-Done Theory](#), developed by Tony Ulwick in 1990, provides a framework for defining, categorizing, capturing, and organizing customer needs. This framework can be applied to faculty's personal safety and belonging. School leaders too often mistakenly believe that providing opportunities for faculty to take care of themselves (i.e., self care) is enough. Instead, leaders need to identify and complete as many 'jobs to be done' as possible that foster feelings of safety and belonging in faculty—to make faculty feel cared about as human beings.

### Three Types of Jobs Your School Can Perform To Promote Feelings of Safety and Belonging

**Emotional Jobs:** The way faculty want to feel about themselves

Ensure faculty feel safe and cared for by reducing the emotional labor and potential stress of having to take time to make all the decisions related to their health and wellbeing. Do the research for them and provide comprehensive health and safety resources from which faculty will benefit (e.g., more affordable healthcare packages).

**Functional Jobs:** The tasks or activities faculty need to complete to feel safe

Make it easy for faculty to prioritize their health and safety by removing the barriers of time and effort required to schedule their own appointments, classes, meetings, etc. (e.g., opt-out wellness experiences). Consider repurposing professional development days to focus on faculty's mental and physical health and safety to ensure these core needs are met.

**Social Jobs:** The way faculty want to work with and be perceived by others

Connecting with others and belonging are basic and essential human needs. Schedule time and opportunities for faculty to collaborate with each other to show them they are cared for, respected, and valued by their colleagues (e.g., faculty strengths exchange).

1) [The Interconnection of Safety and Belonging](#), PACEsConnection, January 2022

Sources: Medium, [Jobs-to-be-Done: A Framework for Customer Needs](#), 2017; PACEsConnection, [The Interconnection of Safety and Belonging](#), January 2022; EAB interviews and analysis.

## Personal Safety and Belonging Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<b>Faculty Strengths Exchange</b>	Dedicate part of a professional development day or faculty meeting to a strengths-focused session using <a href="#">Gallup's CliftonStrengths</a> program or a free alternative (e.g., <a href="#">HIGH5 Test</a> ). Enable faculty to identify their areas of excellence and celebrate them with colleagues.	Faculty might lack a sense of belonging or collaboration with their colleagues. Giving faculty the opportunity to learn about their strengths and exchange them with their colleagues can foster mutual understanding, and in turn, provides the chance for them to learn how to more effectively collaborate and achieve a greater sense of belonging.	<b>Education</b>
			<b>Complexity</b>
			Medium

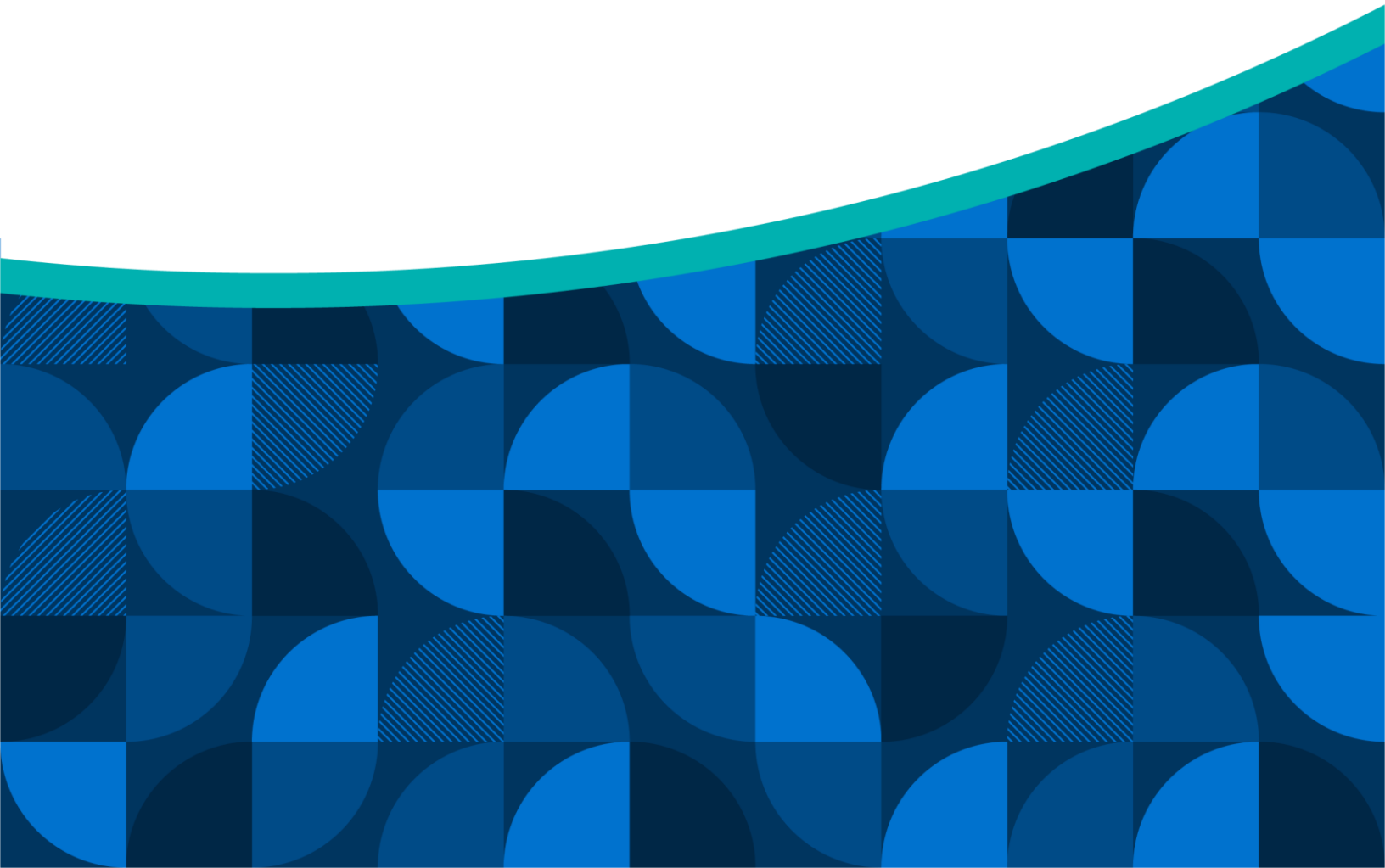
Sources: Gallup, [Atlanta Public Schools Builds a Culture on Strengths](#), June 2021; Gallup, [Learn About the Science of CliftonStrengths](#), Accessed June 2022; HIGH5, [Discover the Best Part of Yourself](#), 2021; EAB; EAB interviews and analysis.



MORALE-BOOSTER COMPENDIUM

# Recognition and Value

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



## Effective Recognition Is Timely and Specific

Research shows that for recognition to be effective, it must be clearly linked to specific accomplishments or actions delivered by someone of professional importance to the recipient in a timely manner. According to Gallup's employee engagement survey, Q<sup>12</sup>, employees who are not adequately recognized at work are three times more likely to say they'll quit in the next year.<sup>1</sup>

### Two Key Factors



#### Timely

Individuals need recognition consistently and as close to the recognized behavior as possible. By elevating recognition in a timely manner, the action itself and its positive impact are still fresh in their mind. Due to human neurochemistry, timely praise helps tie the positive feelings associated with the chemical response to receiving effective recognition to the event and the specific behavior you want to reinforce.



#### Specific

Too often, leaders rely on general appreciation efforts (e.g., free lunches, thank you notes to everyone at once), but what individuals value more is recognition of their specific behaviors. By elevating and recognizing specific behaviors that you (as a leader) would like to continue, you both encourage others to pursue similar behaviors to receive recognition and more effectively make faculty feel recognized and valued for their work.

### Effective Recognition Formula

Use the **three key variables** below as a formula for leaders to use when recognizing faculty in any scenario:



1) Gallup, "In Praise of Praising Your Employees," 2006.

Sources: Workhuman, [Employee Recognition: Basics, Best Practices, and ROI](#), 2021; Gallup, "In Praise of Praising Your Employees," 2006; Panorama Education, [Behavior-Specific Praise in the Classroom](#), 2022; EAB interviews and analysis.

## Recognition and Value Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<b>Social Media Recognition Campaign</b>	Create a social media campaign centered around shouting out your faculty, highlighting specific instances of exemplary teaching. Tag organizations your faculty are involved in outside of the classroom and their alma maters. Often, colleges or organizations will share your post celebrating their exemplary alumni.	<p><b>Primary Problem:</b> Faculty are not aware of regular recognition coming from leadership because it is not publicized. Recognition on social media increases public reach.</p> <p><b>Secondary Problem:</b> Recognition efforts too often feel impersonal and not specific to faculty's accomplishments. By celebrating faculty's life outside of the classroom, recognition becomes more personal and specific.</p>	<b>Education</b>
			<p><b>Complexity</b></p> <p>Medium</p>
<b>Weekly School-wide Shoutout Email</b>	Send out a weekly email to the entire school calling out specific examples of excellent teaching or collaboration and the associated impact created for students or other faculty. Encourage faculty to submit examples of their colleagues' or their own excellent work to be recognized in the weekly email to increase buy-in and build anticipation for the consistent recognition.	<p><b>Primary Problem:</b> Faculty are not receiving recognition on a regular basis to promote feelings of value. Establishing a weekly shoutout email promotes consistent and timely recognition.</p> <p><b>Secondary Problem:</b> Faculty are unaware of regular recognition coming from leadership because it is not publicized. By sending a weekly shoutout email to the whole school, faculty are more likely to see recognition and better understand the recognized behaviors.</p>	<b>Education</b>
			<p>See pages 42-43 for an example of an effective shoutout email and advice on collecting feedback.</p> <p><b>Complexity</b></p> <p>Low</p>

Sources: [Advisory Board](#), Accessed 2022; Richmond Times Dispatch, [Meet Richmond's Teacher of the Year, 2022](#); [Richmond Public Schools Facebook](#), May 5, 2022; TNTIP, [4 Strategies to Retain the Best Teachers](#), 2022; EAB interviews and analysis.

## Recognition and Value Strategies

Strategy	Capsule Description	Problem Addressed	Industry
<p><b>Recognition Tree Bulletin Board</b></p>	<p>School leaders collect letters from students and parents thanking faculty for exemplary teaching and service. School leaders then create a bulletin board with a tree in the faculty room or a public location, where they display each letter on a paper leaf. At faculty meetings, read each note aloud and have the person being praised stick their leaf to the tree. Watch the tree 'grow' over the course of the year as faculty are recognized.</p>	<p><b>Primary Problem:</b> Recognition does not occur in a timely manner to reinforce positive behaviors and promote feelings of value. Adding leaves to the Recognition Tree over the course of the year promotes a culture of continual recognition.</p> <p><b>Secondary Problem:</b> Faculty are not aware of regular recognition coming from leadership because it is not publicized. By creating a public display of recognition, faculty clearly see how praise is distributed and for what behaviors.</p>	<p><b>Retail</b></p> <hr/> <p><b>Complexity</b></p> <p>Low</p>



# Weekly Shoutout Emails

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The Head of School at Maple School\* sends a weekly school-wide email that focuses on highlighting exemplary practices of school faculty. These shoutouts are highly specific, highlight student impact, and often include pictures and/or links to YouTube videos of faculty in action.

There are two key elements that make up effective shoutout emails:

## 1 Robust Content Collection

- Collect feedback from faculty and staff regularly through a single, consistent channel that is easily accessed
- Send a weekly shoutout collection request email on the same day every week asking faculty and staff to submit shoutouts for their colleagues
- Include a Google Form on your website or in any weekly staff correspondence

## 2 Specific, Impact-Oriented Shoutouts

- Ensure shoutouts are highly specific and center student impact
- Explicitly ask for videos or pictures that showcase faculty
- Encourage faculty to proactively inform you of any lessons they are especially excited about so you can visit and collect visual content yourself when possible

1) Pseudonym

# Weekly Shoutout Emails Template

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Good morning team,

Thank you for submitting shoutouts and content to recognize your fellow educators! As always, we appreciate your assistance in highlighting each other for your truly exemplary work.

## Video Clips

- **Responding to Misunderstandings from the Previous Day:** Watch this clip from **Mr. Richards' class**! He takes the first few minutes of class to correct a misunderstanding that he was seeing on the previous day's exit ticket on the coordinate plane. This is a great way to strategically use daily data to inform instruction.
- **Clarity of Instructions:** In this clip from World History, **Ms. Johnson** gives students clear instructions for independent practice. The questions she wants students to answer are posted on a PowerPoint, in addition to being on their handout. She reads the questions aloud, specifies that she wants students to answer in complete sentences (Format Matters!), calls on a student to repeat the directions, and then gives them a time limit and voice code to follow.

## Celebrating Growth and Accomplishments

- Snaps to **Mr. Jones and his science class** for successful presentation of their science fair projects!
- Three power claps to **Mr. Cowan and his AP Statistics class** for successful completion of their AP exam!

Have a great Friday!

John Smith  
Head of School



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